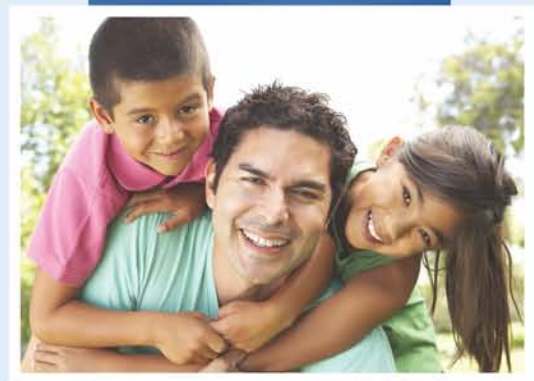




OPRE Report 2011-20

# Catalog of Research: Programs for Low-Income Fathers

December 2011





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**Catalog of Research:  
Programs for Low- Income  
Fathers**

December 2011

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## CATALOG OF RESEARCH: PROGRAMS FOR LOW- INCOME FATHERS OVERVIEW

Efforts to support and promote responsible fatherhood have increased in recent decades, spurred by research that shows a link between supportive fathering and positive child outcomes. In response to interest in such programming, the Office of Planning, Research, and Evaluation within the Administration for Children and Families, U.S. Department of Health and Human Services (HHS), engaged Mathematica Policy Research to conduct the Strengthening Families Evidence Review (SFER) to identify and review studies of family-strengthening programs. This catalog focuses on studies of programs that served low-income fathers; a separate catalog presents studies of programs that served low-income couples.

This catalog compiles information from 90 studies of 70 programs. Each study description provides details on the research, such as study design and characteristics of those included in the sample, and of the programs, such as structure, staffing and operations. The descriptions are based on the information provided by the study authors and may not include complete information on individual programs.

Most of the studies analyze participant outcomes—for example, employment or frequency of contact with children—but vary in the strength of their evidence for determining whether the programs themselves caused the reported outcomes. To help readers assess the strength of the evidence on outcomes, we rated the studies based on the likelihood that the estimated effects are the result of the program rather than other factors, such as natural change over time. The ratings categories—high, moderate, low, and unrated—are based on each study’s design, execution, and analysis.<sup>1</sup> Studies that only focus on aspects other than participant outcomes, such as program operations and implementation, are unrated.

A high rating means the study is well-designed and executed, and the estimates of effects or impacts reported can be attributed to the program. A study with a moderate rating is fairly well designed and executed but has some weaknesses, which means the authors have not been able to rule out definitively that the estimated effects are not due at least in part to factors other than the program. A study is assigned a low rating when there are weaknesses in the study design or analytical methods that mean the study cannot isolate potential effects of the program from other factors—that is, we do not know if the outcomes are a result of the program, participant characteristics, or other influences.

Of the 90 studies, 15 have high or moderate ratings, 38 have low ratings, and the remaining 37 are unrated studies, either because they do not include participant outcomes or they are additional sources and overlap with a rated study. Studies that received a high rating provide strong evidence that the program studied led to outcomes that can be attributed to program services and were different from what would have occurred without the program. Although there is no clear evidence that programs in studies with low ratings or those that are unrated led to outcomes of interest, the

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<sup>1</sup> The ratings criteria are similar to those used in others evidence reviews conducted for HHS on home visiting and teen pregnancy prevention (see <http://homevee.acf.hhs.gov> and <http://www.hhs.gov/ash/oah/oah-initiatives/tpp/tpp-database.html>, respectively). SFER, however, is more inclusive and includes research on program implementation or that reports outcomes in the absence of rigorous impact research methods.

studies provide information on services and approaches that have been implemented, and descriptive information about operational successes and challenges (e.g., those related to recruitment and retention). The programs they assess are potentially promising or innovative but have not yet undergone evaluations that establish the extent to which they result in positive outcomes for participants.

## I. INTRODUCTION

Research consistently shows a link between supportive fathering and positive child outcomes (Amato and Gilbreth 1999, Cancian et al. 2010, Cabrera et al. 2007, King and Sobolewski 2006), but some fathers encounter barriers to positive involvement with their children. Research indicates that low-income fathers in particular are less likely to live with and have contact with their children (Nelson 2004) and may have greater difficulty providing for their children financially. In recognition of fathers' interest and the importance of fathers in their children's lives, efforts to support and promote positive father involvement have increased in recent decades. Such programs often focus on helping fathers increase involvement with and provide emotional and material support for their children, teaching parenting and co-parenting skills, and helping fathers attain economic self-sufficiency. Many programs also work with and through other systems that may involve fathers, including child support enforcement, education or training, and criminal justice.

The Healthy Marriage and Responsible Fatherhood (HMRF) grant program authorized by the Claims Resolution Act of 2010, authorizes the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS) to provide \$75 million in grant funds for demonstrations that promote responsible fatherhood through three types of activities: healthy marriage, responsible parenting, and economic stability. A similar amount is designated for grants for healthy marriage and relationship skills education.

To provide information for practitioners and program providers who may apply for funding—such as the HMRF grant program or demonstration funding from the ACF Office of Child Support Enforcement—or those who are otherwise developing programs, the Office of Planning, Research and Evaluation (OPRE) within ACF contracted with Mathematica Policy Research to conduct a systematic review of impact, implementation and descriptive studies that have examined responsible fatherhood and related family strengthening programs. The review is an examination of research studies, not a description of programs. Thus not all current or recent responsible fatherhood programs are represented because not all have been the subject of a research study.

The Strengthening Families Evidence Review (SFER) will document:

- The existing research on effectiveness or impacts of various family-strengthening programs, and the degree to which the studies reviewed are able demonstrate that a specific program (and not some other factor) led to the outcomes.
- Key program elements, such as the program components and content, how programs were designed, staffed, and implemented, and the challenges and successes experienced in recruiting and serving low-income fathers (to the extent such information is included in the studies).

This document provides summaries of studies that describe and analyze programs that target and serve low-income fathers. Studies of additional family-strengthening programs are expected to be identified and documented in future catalog releases.

In part, this review follows the methodology used in two other evidence reviews conducted for HHS: reviews of studies on the effectiveness of home visiting and teen pregnancy prevention programs (see <http://homvee.acf.hhs.gov/> and <http://www.hhs.gov/ash/oah/oah-initiatives/tpp/tpp-database.html>, respectively). The home visiting and pregnancy prevention reviews include only studies that used rigorous methods to examine program effectiveness. SFER

also includes these types of studies and uses similar criteria to rate all studies that attempt to examine the impacts or effectiveness of a program. The ratings are based on the ability of the study design or methods to provide unbiased estimates of the program's impact (see Section B for additional details). These are ratings assigned to studies, not ratings of programs.

SFER, however, is more inclusive than the other reviews; it also includes research studies that describe program implementation or that report outcomes in the absence of rigorous research methods. Implementation studies focus on the documentation and analysis of program operations. For the purposes of this review, the term “descriptive studies” is used to encompass studies that examine participants' outcomes but cannot causally link the program to the measured outcomes. Both types of studies can provide information about programs that are innovative or appear to be promising, but may not yet have been subjected to more rigorous evaluation. Practitioners may find this type of information useful because it allows them to build on lessons learned from prior program efforts. It is important to note that just because a program has not been studied or was studied with a less rigorous research method does not necessarily mean the program is not effective; rather this means that the evidence does not exist to know one way or the other.

The remainder of this introduction provides a summary of the approach to the review; more detailed information is provided in the appendices. The following sections describe how we searched for and identified the research studies, how we rated the ability of each study's design to determine program effectiveness, and how we gathered the information included in each study's profile. In the remainder of the document we provide the catalog of research evidence that consists of profiles summarizing the results of the study reviews.

## A. SEARCHING AND SCREENING RELEVANT LITERATURE

To identify relevant literature, we used a multi-pronged strategy including conducting a database search, drawing from references of extant reviews, and issuing a call for papers (see Appendix A for details of the search strategies). Our goal was to include both published and unpublished research that has examined established programs and up-and-coming models.

These strategies yielded more than 3,050 citations. Reviewing this many articles was beyond the scope of this project, so we went through an extensive screening process and excluded studies for the following reasons:

- Did not examine a program, practice, or policy
- Did not include low-income fathers in sample
- Was conducted outside the United States
- Was not written in English
- Was published before 1990

Using these criteria, the vast majority of studies were screened out, with approximately 150 studies remaining. These were then prioritized for the review. Studies with the highest priority, and included in the catalog, examined programs designed specifically for low-income fathers. Other programs were given lower priority and may be included in subsequent releases.

The result of the screening and prioritization resulted in 90 studies of 70 programs. The reviews of these studies are summarized in the profiles, which make up the catalog.

## B. STUDY REVIEWS AND QUALITY RATINGS

This review includes three types of studies: impact, implementation, and descriptive studies. For the review, we define impact studies as those that include a comparison or control group with characteristics that are initially similar to those in the treatment group. Implementation studies describe and analyze program operations and program-related outcomes, such as recruitment and retention. Descriptive studies examine participant outcomes but do not use rigorous research methods that allow one to make causal conclusions with confidence. Both implementation and descriptive studies can provide rich information on the type of programs implemented, how they were designed and operated, and what challenges were encountered in such areas as recruiting, serving, and retaining participants, staffing the program, and establishing program partnerships. This information may be very useful for practitioners seeking to build or replicate programs. However, only impact studies use research designs that can determine the program’s effectiveness on participants (see Appendix B for a more detailed explanation).

We assign a rating to every study that includes participant outcomes. This rating reflects the level of confidence that should be applied when assessing how well the research design can determine whether the program caused the reported outcomes. The rating takes into account such factors as the use of a comparison group, whether participants were randomly assigned, and similarities between the treatment and comparison groups before the start of the program. The rating indicates how confident the reader can be that it was the program rather than other factors that led to the differences in outcomes, given the parameters of the study. Additional detail on how the quality rating system was developed and implemented is shown in Appendix C.

As shown in Figure 1, there are four rating categories: high, moderate, low, or unrated. Only impact studies that used random assignment could receive a high rating; studies with a non-randomly assigned comparison group that was equivalent at baseline could receive a moderate rating.<sup>2</sup> Studies that reported outcomes but did not use a comparison group and studies that had methodological problems with the study design were assigned a low rating. Studies that did not examine participant outcomes were not given a rating (“unrated”).

In the catalog, reviews are categorized into impact, implementation, and descriptive studies. All studies with rigorous research designs that received a high or moderate quality rating are grouped in the “Impact Studies” section. Implementation studies are often unrated; those that combine implementation results and participant outcomes (with a low rating) also are included in this section. Studies with research designs that received a low quality rating (and do not have an implementation analysis) are included in the “Descriptive Studies” section. Each study’s quality rating is included in its profile.

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<sup>2</sup> Regression discontinuity and single case designs also have strong internal (causal) validity, but we did not identify any relevant studies with these designs.

**Figure 1. Quality Ratings**

High—A high rating means the study is well designed to estimate the effects or impacts of the program.

Moderate—A moderate rating means the study is fairly well designed to estimate the effects or impacts of the program, but has some weaknesses.

Low—A low rating means the study design cannot establish whether the outcomes resulted from the program or from other factors.

Unrated—A study is not rated if it does not examine participant outcomes.

### C. INFORMATION IN THE PROFILES

The catalog presents the information available from identified research studies on an array of programs for low-income fathers; it does not necessarily reflect all available information on a program. For example, the profiles that comprise the catalog do not include information from program websites or the program developers. Instead, reviewers extracted information on a standardized set of topics only from the research study, and noted any missing information as “not reported.”

Within each study type (impact, implementation, or descriptive), profiles are arranged alphabetically by program name and are divided into eight standard sections to help the user quickly identify information of interest. Information is provided to the extent it was reported in the study. The sections are:

- **Study information.** Brief summaries of the program and the relevant study, along with the citation and the assigned rating. Most programs had only one identified study, but if multiple studies contribute to the profile this is noted in the citation field.
- **Study and sample characteristics.** Information on the study design and characteristics of the participants included in the study, such as demographic data.
- **Reported outcomes.** Participant outcomes, divided into domains (see Table 1). Differences between groups or changes over time are noted if they are statistically significant. Findings that are not statistically significant are described as showing no differences between groups or no changes over time.
- **Program model.** Description of the program, including theoretical framework, program content, and length.
- **Program structure.** Where and how the program is implemented, such as settings and the funding agency.
- **Staffing and operations.** Characteristics of the staff and program protocols.
- **Recruitment.** Enrollment into the program, including challenges and solutions.



- **Participation.** Retention of participants in the program and methods for sustaining participation, such as incentives.

**Table 1. Domains for Outcomes**

Area of Interest	Illustrative Examples
<b>Responsible Fatherhood</b>	
Fathers' Economic Self-Sufficiency	Employment status Earnings or wages Hours worked Part- or full-time status Financial literacy Educational attainment
Fathers' Well-Being	Incarceration Drug/alcohol use Physical health Mental health (for example, depression, anxiety)
Fathers' Financial Support of Children	Paternity establishment Child support paid Compliance with court orders Other monetary or material support of children
Father Involvement	Frequency of contact with children Custodial status Residence with children Father-child interaction
<b>Parenting</b>	
Parenting Skills	Indicators of quality of parenting (for example, child maltreatment, cognitive stimulation, warmth, harsh discipline, monitoring), knowledge of developmental milestones
<b>Inter-Parental Relationship</b>	
Co-Parenting	Joint decision making Quality of co-parenting relationship Activities with both parents and children
Relationship Status and Quality	Relationship status (for example, married, romantically involved) Residential status (cohabiting part time or full time) Length of relationship Relationship quality
Domestic violence <sup>a</sup>	Violence reported by at least one partner Fear of partner Injuries from partner
<b>Child Outcomes</b>	
Child outcomes	Cognitive Social-emotional Physical health

<sup>a</sup> Although domestic violence outcomes may be included, the review is limited to programs with a primary focus other than domestic violence.



## II. PROFILES



## A. IMPACT STUDIES



## CHILD SUPPORT EARNINGS DISREGARD POLICY

### Study Information

<b>Program overview</b>	In the late 1990s, Wisconsin passed a child support earnings disregard policy in which the amount of child support paid by noncustodial parents was not subtracted from the Temporary Assistance for Needy Families (TANF) amounts received by custodial parents. This contrasted with many states' policies mandating the state retain all or most of the child support payments to offset TANF and child support expenditures.
<b>Study overview</b>	The authors examined the Child Support Demonstration Evaluation in which the state randomly assigned all eligible mothers to receive the child support earnings disregard (full disregard) or a comparison condition that received the first \$50 paid on their behalf or 41 percent of the amount paid, whichever was greater (partial disregard). All eligible custodial mothers who first participated in Wisconsin's TANF program, Wisconsin Works (W-2), between September 1997 and July 1998 were required to participate. In one of two years, the percentage of fathers paying child support and the amount paid was higher for families in the treatment groups than in the comparison group. In the first year, the percentage of mothers receiving child support was higher for those in the treatment group than for those in the comparison group, though there were no differences in the second year. In both years, the amount of child support received was higher for mothers in the treatment group compared to the comparison group. There was no difference between the groups in paternity establishment among children without legal fathers. <i>The study is a randomized controlled trial with low attrition, no confounding factors, and statistical adjustments for selected measures. The study has a HIGH rating.</i>
<b>Citation</b>	Cancian, M., D.R. Meyer, and E. Caspar. "Welfare and Child Support: Complements, Not Substitutes." <i>Journal of Policy Analysis and Management</i> , vol. 27, no. 2, 2008, pp. 354-375.

### Study and Sample Characteristics

<b>Study design</b>	The authors used a randomized controlled trial to study the impacts of the policy. The state randomly assigned custodial mothers who submitted a new request for assistance for W-2 between September 1997 and July 1998. Families assigned to the treatment condition received the full amount of child support paid on their behalf with no change in the amount of TANF. Families assigned to the comparison condition received only a portion of the child support paid on their behalf.
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<b>Comparison condition</b>	<p>Families in the comparison condition received the first \$50 per month paid on their behalf, or 41 percent of the amount paid on their behalf, whichever was greater.</p> <ul style="list-style-type: none"> <li>• For child support payments of less than \$50 per month, the comparison group families received \$50, which was the same as the amount received by the treatment group.</li> <li>• For child support payments of \$50 to \$122 per month, the comparison group families received \$50, whereas families in the treatment group received the full amount.</li> <li>• For child support payments greater than \$122 per month, the the comparison group families received 41 percent of the amount paid, whereas families in the treatment group received the full amount.</li> </ul>
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample included 15,890 mothers, 13,616 fathers (linked to the mothers in the sample by their shared children), and 14,887 children of sample mothers who did not have legal paternity establishment at program entry
<b>Race and ethnicity</b>	<p>White: 26.0 percent (mothers), 26.0 percent (fathers)</p> <p>African American: 61.4 percent (mothers), 63.0 percent (fathers)</p> <p>Hispanic/Latino: Not reported</p> <p>Asian American: Not reported</p> <p>American Indian: Not reported</p> <p>Other: 12.6 percent (mothers), 11.0 percent (fathers)</p>
<b>Gender</b>	<p>Male: 46.1 percent</p> <p>Female: 53.9 percent</p>
<b>Age</b>	<p>Younger than 26 years: 47.7 percent (mothers), 39.8 percent (fathers)</p> <p>26 to 30 years: 20.7 percent (mothers), 27.2 percent (fathers)</p> <p>Older than 30 years: 31.6 percent (mothers), 33.0 percent (fathers)</p>
<b>Educational attainment</b>	<p>Less than 12 years: 51.8 percent (mothers), 51.4 percent (fathers)</p> <p>12 years: 37.0 percent (mothers), 37.5 percent (fathers)</p> <p>More than 12 years: 11.2 percent (mothers), 11.0 percent (fathers)</p>
<b>Employment, income, or earnings</b>	\$15,000 or more: 14.2 percent (mothers), 19.7 percent (fathers)
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported

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**In child support system** 57.9 percent (mothers), 75.6 percent (fathers)

## Reported Outcomes

**Timing** Data were collected annually after assignment for three years. This review focused on the outcomes in the first two years' because a computer error in the third year resulted in some comparison group families receiving the full disregard.

**Description of measures** Data were obtained from Wisconsin's Administrative Records of Child Support database, which included information on child support payments. The following outcomes were assessed:

Percentage of fathers paying child support to mothers

Log amount of child support paid by fathers to mothers

Percentage of mothers receiving child support

Log amount of child support that mothers received

Paternity establishment among children without legal fathers at entry

**Outcomes: Fathers' economic self-sufficiency** Not reported

**Outcomes: Fathers' well-being** Not reported

**Outcomes: Fathers' financial support of children** A greater percentage of fathers in the treatment group paid child support compared with comparison group fathers in year 2. No statistically significant difference was observed in year 1.

The amount of child support paid by the fathers in the treatment group was greater than the amount paid by the comparison group fathers in year 2. The difference was not statistically significant at year 1.

A greater proportion of mothers in the treatment group received child support compared with comparison group mothers in year 1. The difference was not statistically significant in year 2.

The amount of child support that mothers in the treatment group received was greater than the amount received by the comparison group mothers in both years.

No differences were observed in paternity establishment between the treatment group and the comparison group in either year.

**Outcomes: Fathers' involvement with children** Not reported

**Outcomes: Parenting skills** Not reported

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<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	The program was based on the theory that the amount of child support noncustodial parents will pay is related to their ability and willingness to pay support, as well as relevant child support policies. The theory hypothesizes that a policy in which the payments made by noncustodial parents would not fully benefit their children will discourage compliance with child support orders.
<b>Participant eligibility</b>	Custodial mothers were eligible for random assignment if: (1) they entered W-2 by July 8, 1998; (2) the father of the child was not dead, married to, or living with the mother; and (3) a child in the family would be younger than 18 years old at the end of the three-year follow-up period. Children and noncustodial fathers linked with the mother were included in the analysis (custodial fathers were excluded).
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Mothers in the treatment group received the full amount of child support paid by the child's father, without any reduction to their TANF benefits.
<b>Program content</b>	Not reported
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	Child support payments and paternity establishment
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	There were no statistically significant differences in the net government costs for the treatment or comparison groups at years 1 or 2.
<b>Implementation challenges and solutions</b>	Some families in the treatment group did not receive any child support or received a very small amount, which made the disregard less relevant.

## Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	Wisconsin
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Wisconsin State Government
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	All cases that entered W-2 were required to participate in the evaluation.

## Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported

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<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	All eligible cases that entered W-2 were randomly assigned to the treatment or comparison conditions.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	A total of 22,245 mothers were affected by the policy change at the time of the study's writing (not all were included in the study reviewed here).
<b>Recruitment timeframe</b>	September 1997 to July 1998 (for the demonstration)
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported

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## FILIAL THERAPY TRAINING

### Study Information

<b>Program overview</b>	Filial therapy training is designed to teach parents to express acceptance, empathy, and encouragement to their children while still setting appropriate limits. This program, offered to fathers at a medium security federal prison, involved 10 weeks of 1.5-hour weekly filial therapy training sessions, in which incarcerated fathers learned child-centered play therapy through demonstration and role play. They also participated in weekly 30-minute play sessions with one of their children between the ages of 3 and 7, during which they practiced therapy skills they had learned.
<b>Study overview</b>	Thirty-two fathers were included the study; half were randomly assigned to participate in filial training and half received no training but interacted with their children in their usual way. Fathers were given a battery of tests before the program began and one week after completing it. The tests measured the fathers' acceptance of their children, parental stress, and occurrence of problematic situations. The study found that fathers who participated in filial training scored significantly higher than fathers in the comparison group of measures of fathers' acceptance of their children. The study also showed results favoring the treatment group fathers on two measures of parenting stress and one measure of parenting problems. There was no difference between the treatment and comparison groups on one measure of parenting stress. Children of fathers in the treatment group were pretested and post-tested on a measure of self-esteem; the children's scores improved over time. <i>The study has two ratings. The study is a randomized controlled trial with low attrition, no confounding factors, and statistical adjustments for selected measures. The study has a HIGH rating. For child outcomes, however, only pre/post results were collected for children of fathers in the treatment group. These outcomes receive a LOW rating.</i>
<b>Citation</b>	Landreth, G. L., and A.F. Lobaugh. "Filial Therapy with Incarcerated Fathers: Effects on Parental Acceptance of Child, Parental Stress, and Child Adjustment." <i>Journal of Counseling and Development</i> , vol. 76, no. 2, 1998, pp. 157-165.

### Study and Sample Characteristics

<b>Study design</b>	The study is a randomized controlled design. From among eligible fathers who expressed interest in the program, the authors randomly assigned 16 to a treatment group and 16 to a comparison group, stratifying by educational attainment, ethnic origin, and age of the child of focus.
<b>Comparison condition</b>	Fathers in the comparison group were told to see their children on a weekly basis as they would normally do. The visits occurred in the prison's parenting center; other family members were present.
<b>Conflicts of interest</b>	The training sessions were led by the study's authors.

<b>Sample size</b>	The sample included 32 participants: 16 in the treatment group and 16 in the comparison group.
<b>Race and ethnicity</b>	White: 52 percent African American: 18 percent Hispanic/Latino: 30 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 30.94 years (treatment); 30.25 years (comparison) Range: 22 to 46 years
<b>Educational attainment</b>	Had not completed high school: 31 percent Completed high school: 37 percent Completed college: 32 percent
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

**Reported Outcomes**

<b>Timing</b>	Fathers and their children completed pretests during a session one week before the filial therapy training began. The same procedures were followed for post-tests, which were collected one week after the completion of the program.
<b>Description of measures</b>	<u>Parenting skills</u> ( <i>HIGH rating</i> ) <ol style="list-style-type: none"> <li>Porter Parental Acceptance Scale. A 40-item self-report inventory, it includes a total score and four subscales (respect for the child's feelings and right to express them; appreciation of the child's individuality; recognition of the importance of the child's autonomy and independence; and unconditional love for the child).</li> <li>Parenting Stress Index. A 101-item self-report index, it measures stress in the parent-child relationship in the parenting and child domains. The parenting domain focuses on parent's perceptions of his or her parenting skills. The child domain measures stress related to the child's behaviors.</li> </ol>

3. Filial Problem Checklist. A 108-item self-report checklist rating potentially problematic parenting situations. The parent reports if the situation is not a problem, a moderate problem, or a severe problem.

Child outcomes (*LOW rating*)

Joseph Pre-School and Primary Self-Concept Scale (JSCS): Administered to the children of fathers in the treatment group before and after the program, it is designed to measure the self-concept of a child. The test involves pictures, for example gender-specific pictures which the child references to describe himself or herself. Using these descriptions, an examiner rates the children’s self-esteem.

**Outcomes: Fathers’ economic self-sufficiency** Not reported

**Outcomes: Fathers’ well-being** Not reported

**Outcomes: Fathers’ financial support of children** Not reported

**Outcomes: Fathers’ involvement with children** Not reported

**Outcomes: Parenting skills** *HIGH rating*

Fathers in the treatment group had higher scores (that is, favorable impacts) than those in comparison group on the total Porter Parental Acceptance Scale score and all four subscales (respect for the child’s feelings, appreciation of the child’s uniqueness, recognition of the child’s needs for autonomy and independence, and unconditional love).

Father in the treatment group had lower scores (favorable impacts) on the Parenting Stress Index for the total score and the child subscale. There was no difference between fathers in the treatment and comparison groups on the parent subscale.

Fathers in the treatment group had lower scores (favorable impacts) than those in the comparison group on Filial Problems Checklist.

**Outcomes: Co-parenting** Not reported

**Outcomes: Relationship status and quality** Not reported

**Outcomes: Domestic violence** Not reported

<b>Outcomes: Child outcomes</b>	<b><i>LOW rating</i></b> There was a significant increase in children’s self concept as rated by the Joseph Pre-School and Primary Self-Concept Scale for children of fathers in the treatment group. Outcomes for children of fathers in the comparison group were not reported.
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	In filial training, the parent, rather than a counselor, becomes the “therapeutic agent” for a child by expressing acceptance, empathy, and encouragement while maintaining appropriate limit-setting. The parent is taught child-centered play therapy skills, which may improve current problems and prevent future ones.
<b>Participant eligibility</b>	The eligibility criteria were: (1) incarcerated and likely to remain in prison for at least six months, (2) has a child 3 to 7 years old who is not currently in therapy, (3) fluent in English, (4) not currently in counseling or a parenting class, (5) able to attend 10 weeks of filial training and pretesting and post-testing sessions, and (6) agrees to participate in weekly 30-minute play sessions with his children.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Training sessions</li> <li>2. Play sessions</li> </ol>
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. Training sessions: Weekly sessions, co-led by the authors, were designed to teach the fathers child-centered play-therapy skills. The skills are supposed to help fathers create a safe environment in which their children can freely express and explore their feelings. The sessions included demonstrations and role play, with fathers taking turns playing the child in a play session. Fathers also discussed their experiences during the play sessions with their children.</li> <li>2. Play sessions: Fathers practiced their skills in weekly 30-minute play sessions with their children. The sessions occurred in a room separate from the main play room and without other family members present. Toys were in the dedicated space, some of which were designed to allow children to express aggression or confusion about the current situation. Fathers reported on the play sessions during the group training sessions.</li> </ol>
<b>Program length</b>	The program lasted for 10 weeks. The training sessions were held weekly for 1.5 hours; play sessions were held weekly for 30 minutes.



<b>Targeted outcomes</b>	<ol style="list-style-type: none"> <li>1. Increase fathers’ acceptance of children</li> <li>2. Reduce fathers’ parenting stress</li> <li>3. Reduce perceived family- and parenting-related problems</li> <li>4. Improve children’s self-concept</li> </ol>
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	To be eligible, participants had to be able to speak, read, and write English.
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

### Program Structure

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The program took place in an unnamed medium security federal prison. Participants received services in the prison’s parenting center.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported

### Staffing and Operations

<b>Staff characteristics</b>	Training sessions were led by the study authors, a professor of counseling and a pastor (who was also a play therapist).
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported

<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Participants were recruited with advertisements for "parent-training classes" placed throughout the prison. Interested fathers were told to contact the prison's parenting center staff, who provided further information and screened participants. After screening, the participants met individually with one of the group leaders, who explained the program and research process.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	The study authors selected 32 participants.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported

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<b>Retention</b>	All 16 participants in the treatment group completed the 10 weeks.
<b>Participation challenges and solutions</b>	Not reported

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## HEAD START BASED FATHER INVOLVEMENT PROGRAM (UNNAMED)

### Study Information

#### Program overview

The program was designed to increase father involvement in Head Start (HS) and at home, and improve the fathers' parenting skills, including their role in supporting and enhancing child development. Many of the program components were adaptations of HS parent-involvement activities. Activities included: (1) encouraging fathers to volunteer in the classrooms; (2) weekly Father's Day programs in HS classes, during which the fathers planned and executed education activities; (3) monthly fathers' support groups; and (4) father-child recreation activities. To be eligible, fathers had to be significantly involved in the care and support of the HS child, which could include biological fathers, stepfathers, the mother's partner, grandfathers, or uncles. In addition to the components for fathers, the program provided father-sensitivity training for HS staff.

#### Study overview

To examine the effects of the program, the authors compared fathers who participated in the program to fathers in geographically similar HS sites not offered the program. For the analysis, the authors separated the treatment and comparison groups into "dosage groups," based on the amount of time the fathers were involved in the program: Intervention-Low (1–4 hours), Intervention-Adequate (5–21.5 hours), Intervention-High (more than 21.5 hours); Comparison-Low (0–4 hours), Comparison-High (more than 21.5 hours). Intervention fathers who did not spend any time in the program were excluded from the analyses (unlike comparison fathers); no comparison fathers fell into the "adequate" category.

To reduce the number of comparisons, this review focused on Intervention-High versus Comparison-Low, and Intervention-Adequate versus Comparison-Low. These comparisons provided the greatest contrast in the number of hours of involvement, favoring the intervention group.

Eight months after the start of the intervention, there was a positive program impact on fathers in the Intervention-High group for three measures of father involvement, and no differences on seven other measures.

Eight months after the start of the intervention, there was a positive program impact on fathers in the Intervention-Adequate group for one of the four father involvement measures examined (accessibility to the child), but no impact for the other three (direction interaction, support of learning, giving care) or for either of the two parenting skills outcomes (nurturance and quality of play).

The study has different impact quality ratings based on different comparisons and outcomes.

*The Intervention-Adequate versus Comparison-Low analyses has a MODERATE rating for the father involvement and parenting skills domains. The study has a quasi-experimental design; treatment and comparison groups were shown to be equivalent on traits of interest and statistical adjustments were made for selected measures.*

*All analyses of the Intervention-High versus Comparison-Low have a LOW rating, as did the analyses comparing the Child Outcomes for the Intervention-Adequate versus Comparison-Low groups. The groups were not equivalent at the study's onset, which means the study's design cannot establish whether the outcomes were caused by the program or were the result of initial differences between groups.*

**Citation** Fagan, J., and A. Iglesias. "Father Involvement Program Effects on Fathers, Father Figures, and their Head Start Children: A Quasi-Experimental Study." *Early Childhood Research Quarterly*, vol. 14, no. 2, 1999, pp. 243-269.

## Study and Sample Characteristics

<b>Study design</b>	The authors used a quasi-experimental design. The intervention group was composed of fathers from four HS sites that offered the program. The comparison group was made up of fathers from four other HS sites in geographically similar areas. The authors divided the groups by "dosage" levels, measured as the hours of participation in the programs. Note that the "low" comparison group included fathers with no hours of participation. In contrast, fathers who did not participate in the intervention were excluded from the analysis.
<b>Comparison condition</b>	The comparison sites received no services from the intervention team; however, comparison fathers could volunteer in their child's HS program.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	Intervention-High: 18 fathers Intervention-Adequate: 15 fathers Comparison-Low: 36 fathers  The sample characteristics are based on the full sample of 96 fathers, which included those in the Intervention-Low and Comparison-High groups.
<b>Race and ethnicity</b>	White: 5.2 percent African American: 60.4 percent Hispanic/Latino: 30.2 percent Asian American: 2.1 percent American Indian: 0 percent Other: 2.1 percent

<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 32.7 years
<b>Educational attainment</b>	Median: 12 years
<b>Employment, income, or earnings</b>	At baseline, 55.2 percent of men were employed.
<b>Household income</b>	Median household income: \$10,500
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Pretest data were collected prior to the start of the program; post-test data were collected eight months after the start of the program
<b>Description of measures</b>	<p>For many outcomes, the authors used factor analysis to reduce the number of variables.</p> <p><u>Father's involvement with children</u></p> <p>These data were collected in three random telephone interviews (two weekdays and one weekend day) over the course of three weeks. Fathers were asked to recall their interactions when the father and child were together and awake.</p> <p>Direct interaction: The father interacts one-on-one with his child, engaging in such activities as playing, reading, talking at dinner, or dressing the child.</p> <p>Accessibility: The father is actively interacting with the child, or is not actively interacting with the child, but is close by and can become directly involved if needed.</p> <p>Support of learning: Father is involved with play and reading.</p> <p>Giving care: Father is involved in outings and caregiving.</p> <p><u>Parenting skills</u></p> <p>Information regarding fathers' parenting behaviors was obtained from the abbreviated version of the Parenting Dimensions Inventory (PDI) and the Parent/Caregiver Involvement Scale (P/CIS), an observational measure of the quality of caregivers' involvement when interacting with their children during play.</p> <p>Nurturance: Child-rearing behaviors that included nurturance and inconsistent discipline, both from the PDI.</p>

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Quality of play: Included three P/CIS items (responsiveness to the child, play interaction, and positive control).

Child outcomes

Child outcomes were assessed with the preschool version of the Social Skills Rating System (SSRS) and the Woodcock-Johnson Tests of Achievement-Revised.

Child's social skills (teacher SSRS): Teacher-rated checklist of prosocial behaviors—self-control, assertion, and cooperation—rated according to the frequency with which they occurred.

Problem behavior (parent SSRS): Parent rating of internalizing and externalizing behavior.

Prosocial behavior (parent SSRS): Parent-rated checklist of prosocial behaviors—self-control, assertion, and cooperation—rated according to the frequency with which they occurred.

Letter-word identification: The letter-word identification scale of the Woodcock-Johnson Tests of Achievement-Revised

Applied problems: The applied problems scale of the Woodcock-Johnson Tests of Achievement-Revised

**Outcomes: Fathers' economic self-sufficiency**

Not reported

**Outcomes: Fathers' well-being**

Not reported

**Outcomes: Fathers' financial support of children**

Not reported

**Outcomes: Fathers' involvement with children**

Intervention-Adequate Versus Comparison-Low: ***MODERATE rating***

The study reported that intervention fathers who received an adequate dose of the intervention improved more in accessibility to their child than did fathers in the Comparison-Low group. No difference was reported between the two groups on three outcome measures: direction interaction, support of learning, and giving care.

Intervention-High versus Comparison-Low: ***LOW rating***

The father involvement of Intervention-High fathers improved more than that of Comparison-Low fathers as measured by the following outcomes: direct interaction, accessibility, support of learning. No differences were reported in the father involvement of Intervention-High dosage fathers compared to Comparison-Low fathers in giving care.

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<b>Outcomes: Parenting skills</b>	<p>Intervention-Adequate versus Comparison-Low: <b><i>MODERATE rating</i></b></p> <p>No difference was reported between the fathers in the Intervention-Adequate and Comparison-Low groups on two outcome measures: nurturance and quality of play.</p> <p>Intervention-High versus Comparison-Low: <b><i>LOW rating</i></b></p> <p>No differences were reported in the parenting skills of Intervention-High dosage fathers compared to Comparison-Low fathers as measured by the following outcomes: nurturance and quality of play.</p>
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	<p>Intervention-High versus Comparison-Low: <b><i>LOW rating</i></b></p> <p>Children of Intervention-High fathers made greater gains than children of Comparison-Low fathers on the applied problems academic-readiness assessment. No differences were reported between children of Intervention-High fathers and children of Comparison-Low fathers on the following outcomes: child's social skills (teacher SSRS), problem behavior (parent SSRS), prosocial behavior (parent SSRS), and letter-word identification.</p> <p>Intervention-Adequate versus Comparison-Low: <b><i>LOW rating</i></b></p> <p>No differences were reported between children of Intervention-Adequate fathers and children of Comparison-Low fathers on the following outcomes: child's social skills (teacher SSRS), problem behavior (parent SSRS), prosocial behavior (parent SSRS), letter-word identification and applied problems.</p>
<b>Outcomes: Other</b>	Not reported

## Program Model

<b>Theoretical framework</b>	The microstructuralist model provides support for emphasizing father involvement in the HS program. The model suggests that societal conditions, rather than gender, affect behaviors. Mothers may have stronger connections to children than fathers because of societal expectations and opportunities for interaction. Thus, encouraging fathers' involvement in school or other settings may strengthen connections to their children.
<b>Participant eligibility</b>	The program was provided to interested fathers or father figures in the HS classrooms of four urban elementary schools. Participants had to be involved in the care and support of the child, and could include biological fathers, stepfathers, the mother's partner, grandfathers, or uncles.

<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Volunteering in the classroom</li> <li>2. Weekly Father's Day programs</li> <li>3. Fathers' support groups</li> <li>4. Father-child recreation activities</li> <li>5. Father-sensitivity training for early childhood staff members</li> </ol>
<b>Program content</b>	<p>During the Father's Days, fathers and project staff provided the children with structured educational activities planned and implemented by the fathers. The intent was to encourage fathers to read to and play with their children using educational materials.</p> <p>Father support groups were conducted monthly and were held in the evenings to accommodate fathers' work schedules. Topics included the meaning of fatherhood, mother-father relationships, children's self-esteem, encouraging language and literacy development, and positive behavioral control approaches.</p> <p>The authors described the father-child recreation activities as a "major" component of the project. Trips included cookouts, basketball games, swim parties, and a visit to an indoor activity center.</p> <p>No information on the other components was provided.</p>
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	The targeted outcomes included father involvement, child-rearing behaviors, children's academic readiness, and children's social skills.
<b>Program adaptations</b>	The intervention included adaptations of HS parent-involvement activities for fathers and father figures.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported

<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	Four elementary schools with programs under the auspices of one HS agency participated in the intervention.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The study was supported by a grant from the Department of Health and Human Services, Agency for Children, Youth, and Families. HS is a federally funded program.
<b>Agency certifications and national affiliations</b>	Head Start
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	All project staff were male.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	<p>Staff recruited fathers by</p> <ol style="list-style-type: none"> <li>1. Giving mothers and fathers invitations to participate</li> <li>2. Speaking to parents when they dropped off and picked up their children</li> <li>3. Calling fathers and father figures who did not drop off or pick up their children</li> <li>4. Enlisting the help of teachers and aides</li> </ol> <p>Men who agreed to participate in the study were scheduled for a face-to-face interview at the program site, which included a series of questions and videotaping the father playing with his child for 16 minutes.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	One hundred and forty-six fathers and father figures were recruited (91 in the treatment group and 55 in the comparison group)
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

## Participation

<b>Participation incentives</b>	Incentives for program participation were not reported, but participants received \$30 at pretest and \$30 at post-test.
<b>Initial engagement in services</b>	One hundred and forty-six fathers and father figures participated in an initial interview.
<b>Retention</b>	Of the 55 men included in the treatment study sample, 22 did not participate in any program activities.
<b>Participation challenges and solutions</b>	The authors reported that the staff conducted regular and extensive outreach to encourage fathers' participation.

## INFORMATION AND INSIGHTS ABOUT INFANTS

### Study Information

<b>Program overview</b>	Information and Insights about Infants (III) was a prenatal support program for first-time, low-income fathers designed to support fathers' knowledge of, attitudes about, and interactions with the infant after its birth. The program consisted of two 1.5-hour training sessions that included discussion, instruction, and modeling of parenting techniques. The sessions, offered to small groups of fathers in prenatal clinics, often were scheduled to coincide with prenatal checkups for the mothers.
<b>Study overview</b>	The authors examined the impact of III using a randomized controlled trial with 67 fathers. They compared the outcomes of fathers in the III group to comparison fathers at two time points: on the day of hospital discharge and one month later. At the day of hospital discharge, the study found that fathers in the treatment group scored significantly higher than fathers in the comparison group on measures of father-infant interaction. One month after hospital discharge, the study found no significant differences between fathers in the treatment group and fathers in the comparison group on measures of father-infant interaction. At the second followup, however, fathers in the III group had significantly better scores on measures of knowledge about development than fathers in the comparison group. <i>The study is a randomized controlled trial with low attrition, no confounding factors, and baseline equivalence on selected measures. The study has a HIGH rating.</i>
<b>Citation</b>	<p>Pfannenstiel, A. E., and A.S. Honig. "Prenatal Intervention and Support for Low-Income Fathers." <i>Infant Mental Health Journal</i>, vol. 12, no. 2, 1991, pp. 103-115.</p> <p>Additional sources:</p> <p>Pfannenstiel, A. E., and A.S. Honig. "Effects of a Prenatal 'Information and Insights About Infants' Program on the Knowledge Base of First-Time Low-Education Fathers One Month Postnatally." <i>Early Child Development and Care</i>, vol. 111, 1995, pp. 87-105.</p> <p>Honig, A.S., and A. E. Pfannenstiel. "Difficulties in Reaching Low-Income New Fathers: Issues and Cases." <i>Early Child Development and Care</i>, vol. 77, no. 1, 1991, pp. 115-125.</p>

## Study and Sample Characteristics

<b>Study design</b>	The authors used a randomized controlled design to examine the impact of a prenatal support program for first-time, low-income fathers. They randomly assigned 34 fathers to the treatment group and 33 fathers to the comparison group. The analytic sample included 66 fathers (one father in the comparison group did not participate in videotaping).
<b>Comparison condition</b>	Fathers in the comparison group did not receive any treatment. After the second followup, fathers in the comparison group received the "Where Are the Fathers?" booklet that summarized the program.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The analysis of the videotaped interactions coded with the Assessment of Father-Infant Sensitivity (AFIS) scale included 66 fathers (34 in the III group, 32 in the comparison group). The analysis of father knowledge of infant included 67 fathers (34 in the III group, 33 in the comparison group).
<b>Race and ethnicity</b>	White: 70 percent Other: 30 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 20.48 years Range: 19 to 32 years
<b>Educational attainment</b>	Mean: 11.08 years of education
<b>Employment, income or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	The authors defined low-income as having two or more of the following criteria: received Medicaid, received food stamps, received public assistance, received WIC, or lived in subsidized housing.
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	<p>Of the sample of 67, 44 fathers were given a pretest. Not all fathers were given the pretest because of concerns it might sensitize fathers to the importance of father-infant interactions.</p> <p>There were two followups. The first, involving a videotaped interaction between father and infant, occurred on the day of hospital discharge (approximately four months after the program). The second followup involved a videotaped interaction between father and infant and a post-test. It occurred one month after the day of hospital discharge (approximately five months after the program).</p>
<b>Description of measures</b>	<p>The father-infant videotaped interactions were coded using the AFIS scale, which measured behavioral empathy by 12 items: (1) spatial distance, (2) holding style, (3) mood/affect, (4) verbal tone, (5) visual interaction, (6) modulation of distress, (7) care-giving, (8) amount of nonfeeding stimulation, (9) response to infants' changing level of activity, (10) verbal content, (11) manner of stimulation to feed, and (12) response to infant satiation. The study reported findings for the summed AFIS father scale and for the 12 individual items.</p> <p>The authors also reported findings for the summed AFIS father plus infant scale, which included six items that focused on infant mood, vocalizations, distress, visual gaze, posture, and interaction attempts.</p> <p>The authors analyzed the summed AFIS father scale and the summed AFIS father plus infant scale at the first followup. It analyzed the summed AFIS father scale, the 12 individual items separately, and the summed AFIS father plus infant scale at the second followup.</p> <p>The post-test was an adaptation of Epstein's Knowledge of Infant (KOI) Scale. The adaptation included 53 items that assessed the fathers' knowledge of developmental timing for children up to 24 months of age. The fathers were asked to categorize abilities or needs based on when they thought the behavior would first appear (for example, 0–1 months, 14 months, and so on).</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported

<b>Outcomes: Fathers' involvement with children</b>	<p>At the first followup, the study found that fathers in the treatment group scored significantly better than fathers in the comparison group on both the summed AFIS father scale and the summed AFIS father plus infant scale.</p> <p>At the second followup, the study found no significant differences between fathers in the treatment group and fathers in the comparison group on either the summed AFIS father scale or the summed AFIS father plus infant scale.</p> <p>At the second followup, fathers in the III group scored significantly better than fathers in the comparison group on six individual items (holding style, mood/affect, verbal tone, visual interaction, care-giving, and verbal content). Fathers in the comparison group scored significantly better than fathers in the III group on two individual items (modulation of distress and response to infant satiation). The groups did not differ on four individual items (spatial distance, amount of nonfeeding stimulation, response to infant's changing level of activity, and manner of stimulation to feed).</p>
<b>Outcomes: Parenting skills</b>	At the second followup, fathers in the III group had significantly more correct KOI scores than fathers in the comparison group.
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Expectant mothers in the second trimester of pregnancy recruited their partners, who were low-SES, first-time fathers. To be considered low-SES, fathers had to meet two or more of the following criteria: received Medicaid, received food stamps, received public assistance, received WIC, and lived in subsidized housing.
<b>Participant needs assessment</b>	Not reported



<b>Program components</b>	The program consisted of two training sessions conducted in small groups. Fathers also received a booklet on fetal and infant development.
<b>Program content</b>	The sessions addressed: <ol style="list-style-type: none"> <li>1. Timetables for infant development.</li> <li>2. Eliciting interactive behaviors.</li> <li>3. Tuning into the infant state to maximize the infant’s comfort and gauge receptivity for interaction.</li> <li>4. Responding to infant cues, which were modeled with a life-size doll. Fathers were shown how to feed and burp the baby, and comfort the baby, using such techniques as warm voice tones and smiles.</li> <li>5. Massage, including skin-stroking and cuddling, modeled with the doll.</li> <li>6. Infant states, such as startle patterns and self-comfort.</li> <li>7. Consoling techniques, including patting, singing, and rhythmic rocking.</li> </ol>
<b>Program length</b>	The program consisted of two 1.5-hour training sessions conducted during the second and third trimesters of the mothers' pregnancies.
<b>Targeted outcomes</b>	The program was intended to support fathers’ knowledge, attitudes, and infant interactions.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	The program initially was conceived as six prenatal sessions. When authors concluded from “initial explorations” that fathers were unwilling to participate in that many sessions the number was reduced to two.
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported

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<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The program was offered at two maternity clinics, one for high- and one for low-risk pregnancies. Both centers were part of the State University of New York Health Science Center system.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

### Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported

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<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Seven recruiters were trained to approach expectant mothers in the second trimester and ask them to recruit the fathers-to-be. If the mother agreed, she was asked to bring the father to her next appointment. If the father attended the appointment, an interviewer explained the program and the study to the father and read aloud a consent form. If the father would not visit the clinic, the recruiter went to the home.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	The study recruited 67 participants (34 in the treatment group and 33 in the comparison group).
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Most fathers required between 3 and 20 contacts before consenting. The authors suggested that recruitment was affected by such factors as fear of possible death of the infant, a lack of commitment between father and mother, male bias against programs involving babies, unwillingness to go to the maternity clinic, and illiteracy. When fathers would not go to the clinic, the recruiter went to the father's home to fill out consent forms. To address illiteracy, assessment items were read to all fathers.
<b>Participation</b>	
<b>Participation incentives</b>	All fathers who participated in the project were given small incentives, including a toy, clothing, and book or videotape of their interactions with their infant.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported

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**Participation  
challenges and  
solutions**

There were several challenges to participation: some fathers had substance-use problems, some families experienced violence and abuse, and some moved frequently and were difficult to locate. Another issue was that many fathers had no car, in which case the trainer transported the father from home to the clinic for the training session.

More generally, to increase participation, the sessions typically were offered when the mother came for her prenatal checkup.

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## LOS ANGELES JOBS- FIRST GAIN

### Study Information

**Program overview** Jobs-First GAIN (Greater Avenues for Independence) was a mandatory welfare-to-work program for families who received Aid to Families with Dependent Children (AFDC). The program components included: (1) a six-hour orientation focused on motivating new enrollees to find jobs quickly, followed by a one-on-one needs assessment with a case manager; (2) job clubs, which provided instruction on such job-related skills as filling out applications and being interviewed; (3) job-development activities, including job fairs and matching participants to job openings; (4) a “disregard” that did not count some of the participants’ earnings when calculating the amount they would receive from AFDC; and (5) enforcement, such as warnings when a participant was not meeting program requirements. Throughout all components Jobs-First GAIN staff emphasized a “work first” message that encouraged participants to find employment as quickly as possible.

Jobs-First GAIN was replaced in 1998 by CalWORKS, which added time limits for adults’ welfare receipt and other incentives and services to encourage employment.

**Study overview** The study included cases for both single- and two-parent household; this review focuses on the two-parent cases and the subgroup of 2,655 fathers. To examine the effects of Jobs-First GAIN, the authors randomly assigned parents to the Jobs-First GAIN condition or a comparison condition. The parents assigned to the Jobs-First GAIN group had access to Jobs-First GAIN's program services; those in the comparison group could not receive Jobs-First GAIN services until after the evaluation ended, but they were able to enroll in other programs through the Los Angeles Department of Public Social Services (DPSS), and could receive welfare and food stamps. Jobs-First GAIN had favorable outcomes on fathers' economic self-sufficiency, including employment, total earnings, total AFDC/TANF payments, and receipt of AFDC/TANF over the two-year followup. *The study is a randomized controlled trial with low attrition, no confounding factors, and statistical adjustments for selected baseline measures. The study has a HIGH rating.*

**Citation** Freedman, S., J.T. Knab, L.A. Gennetian, and D. Navarro. “The Los Angeles Jobs-First GAIN Evaluation: Final Report on a Work First Program in a Major Urban Center”. New York: Manpower Demonstration Research Corporation, June 2000.

## Study and Sample Characteristics

<b>Study design</b>	Parents who visited the Jobs-First GAIN office for their first scheduled mandatory program orientation (mandated through the federal Family Support Act) were randomly assigned to Jobs-First GAIN or a comparison group. This review focused on the two-parent households (known as “unemployed parent cases” or AFDC-U), which included 4,039 families in the treatment group and 1,009 in the comparison group. When results are presented separately for 2,655 fathers in the two-parent households, those are included as well. Although both parents within a household were required to participate in Jobs-First GAIN, data were collected from only one parent per family: the first parent to show up at the Jobs-First GAIN office during the random assignment procedure.
<b>Comparison condition</b>	Members of the comparison group could receive AFDC, food stamps, and child care assistance from DPSS for any programs in which they enrolled on their own. They also were free to seek out other services in the community. Like those in the treatment group, comparison group members also were eligible for the earnings “disregard” through which some earnings were not counted in the calculation of the AFDC benefits.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	There were 4,039 treatment and 1,009 comparison two-parent household cases. Of those, 2,655 were fathers. Sample characteristics are based on all AFDC-U cases. Outcomes are for the fathers only.
<b>Race and ethnicity</b>	White: 28.1 percent African American: 5.3 percent Hispanic/Latino: 46.8 percent Asian American: 19.6 percent American Indian: 0.1 percent
<b>Gender</b>	Male: 52.6 percent Female: 47.4 percent
<b>Age</b>	Mean: 36.2 years Less than 25 years: 10.7 percent 25 to 34 years: 31.6 percent 35 to 44 years: 40.7 percent 45 or older: 17.0 percent

<b>Educational attainment</b>	Highest degree/diploma earned GED: 2.7 percent High school diploma: 30.9 percent Technical/AA/two-year college degree: 3.5 percent Four-year (or more) college degree: 3.4 percent None of the above: 59.5 percent Average highest grade completed in school: 10.3
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	100 percent
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Data were collected up to two years after random assignment.
<b>Description of measures</b>	Employment and earnings: Computed using automated statewide Unemployment Insurance (UI) records data from California's Employment Development Department.  Public assistance receipt: Automated payment records from DPSS were used to calculate impacts on receipt of AFDC/TANF.
<b>Outcomes: Fathers' economic self-sufficiency</b>	More fathers in the treatment group were employed in years one and two than in the comparison group.  Compared with the comparison group, fathers in the treatment group earned more money in years one and two.  Fewer fathers in the treatment group received AFDC/TANF in Quarter 9 (year 2) than in the comparison group.  The amount of AFDC/TANF payments to fathers in the treatment group in years one and two were lower than in the comparison group.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported

<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Any AFDC-U two-parent household with a youngest child at least 3 years old who did not meet exemption criteria (disabling illness, being employed full time, living in a remote area, or being in at least the second trimester of pregnancy) was mandated to participate in Jobs-First GAIN. DPSS required both parents to enroll. Because DPSS did not have sufficient funds to enroll all mandated households, priority for participation was given to people who had received welfare continuously for at least three years.
<b>Participant needs assessment</b>	As part of the orientation process, participants had one-on-one meetings with a case manager for “appraisal.” During the meeting, the case manager emphasized the expectation that the participant would find work quickly and noted the availability of transitional child care and medical insurance.
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Program orientation</li> <li>2. Job clubs</li> <li>3. Job-development activities</li> <li>4. Work Pays earnings “disregard” that did not affect AFDC payments</li> <li>5. Enforcement for failure to meet program requirements</li> </ol>
<b>Program content</b>	<p>Throughout all components, the program emphasized a “work first” message, which was the expectation that participants would find employment quickly.</p> <ol style="list-style-type: none"> <li>1. Program orientation: The session was six hours and focused on the expectation that participants would find work. The orientation also tried to boost participants’ self-esteem and confidence relating to finding employment. The session was followed by a one-on-one meeting with a case manager, who also focused on helping the participant find work.</li> </ol>



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2. Job clubs: Clubs were available at 15 job centers in the county, and provided training on job-related skills, including finding job openings, writing a resume, and interviewing. Participants went through two weeks of supervised job searches. The clubs were intended to be positive in order to motivate participants to find work.
  3. Job-development activities: Staff cultivated relationships with local employers, created lists of job openings, and matched applicants with those openings. Staff also held job fairs; smaller events with one or two employers were held weekly, and larger events were quarterly.
  4. Work Pays earnings disregard: The program used waivers from the U.S. Department of Health and Human Services (HHS) to increase the amount of earnings disregarded in the calculation of AFDC/TANF benefits. The typical rule was a disregard for \$120 plus one-third of remaining earnings. All other earnings were subtracted from the welfare amount. With the new policy, remaining earnings were subtracted from a higher standard of need based on the number of people in the household. For example, a participant with two children could earn \$375 in one month and still receive full welfare.

Jobs-First GAIN staff emphasized the benefits of Work Pays by walking participants through earnings/welfare calculations in the orientation session, and mentioning the benefit in other activities, such as the job club.

5. Enforcement: Participants who were not meeting program requirements were given warnings, and if they did not comply they received a sanction reducing their welfare benefits. The sanction was subtracting the noncompliant adult from the welfare calculation while still including the children. During the study, approximately 25 percent of AFDC-Us received a sanction.

<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	Employment stability and wage growth, income, and self-sufficiency of welfare recipients
<b>Program adaptations</b>	Jobs-First GAIN replaced Los Angeles GAIN, which focused on schooling for basic skills.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	The cost of the program was estimated to be about \$2,500 per case, which was \$1,200 more than the cost of services for those in the comparison group (in 1998 dollars).
<b>Implementation challenges and solutions</b>	Not reported

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## Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Jobs-First GAIN had a start-up phase that ran from July 1993 to 1995.
<b>Timeframe for program operation</b>	Five years (1993-1998)
<b>Sites and service-delivery settings</b>	Jobs-First GAIN was implemented in Los Angeles County. Services were provided through Jobs-First GAIN offices and 15 job centers.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The project (including the evaluation) was jointly funded by the Los Angeles County DPSS, HHS, and the Ford Foundation.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Yes, however, DPSS did not have sufficient funds to serve all mandated cases so priority was given to those who had received welfare continuously for three years or more.

## Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported

<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	The authors used the GAIN Employment Activity and Reporting System (GEARS) to track use of Jobs-First GAIN services, the frequency at which the participants entered a nonmandatory status, and the likelihood of participants encountering the program's formal enforcement procedures. The authors also used GEARS to estimate the treatment group members' length of time in program activities.
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Of the 5,048 two-parent households recruited, 4,039 were assigned to the program.
<b>Recruitment timeframe</b>	Random assignment took place from April 1 to September 11, 1996.
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	All treatment group members attended the Jobs-First GAIN's six-hour informational/orientation session.
<b>Retention</b>	<u>Participation of fathers in the AFDC-Us treatment group</u> Any activity (other than orientation): 36.5 percent Job Club: 34.8 percent Education or training: 4.1 percent Sanctioned for noncompliance: 26.1 percent
<b>Participation challenges and solutions</b>	Not reported



## MEN AS TEACHERS

### Study Information

<b>Program overview</b>	Men as Teachers was a program designed for African American fathers with children in the Head Start (HS) program. The primary goals were to improve fathers' parenting attitudes and increase their well-being. The program was based on empowerment theory, emphasizing the fathers' strengths as well as the need to develop parenting skills. Men as Teachers was led by trained HS fathers and consisted of six weekly self-help training sessions. Three of the sessions were father-focused, addressing such topics as the meaning of being a father and the need to challenge societal racism; three were child-focused, and included such topics such as the racial socialization of children and positive discipline strategies.
<b>Study overview</b>	Forty-two African American HS fathers in an urban community in the Northeast were recruited and randomly assigned to either a treatment group offered the program or to a comparison group. The authors measured impacts at the end of the six-week program. They reported a positive impact on the fathers' beliefs in his ability to help his child learn: fathers in the treatment group made significantly greater gains than fathers in the comparison group. However, the study did not find an impact of the program on the other three outcomes analyzed: self-esteem, parenting satisfaction, and racial oppression socialization. <b><i>The study is a randomized controlled trial with low attrition, no confounding factors, and baseline equivalence on selected measures. The study has a HIGH rating.</i></b>
<b>Citation</b>	Fagan, J., and H.C. Stevenson. "An Experimental Study of an Empowerment-Based Intervention for African American Head Start Fathers." <i>Family Relations: An Interdisciplinary Journal of Applied Family Studies</i> , vol., 51, no. 3, 2002, pp. 191-198.  Additional source:  Fagan, J., and H.C. Stevenson. "Men as Teachers." <i>Social Work with Groups</i> , vol. 17, no. 4, 1995, pp. 29-42.

### Study and Sample Characteristics

<b>Study design</b>	The authors examined the effectiveness of Men as Teachers using a randomized controlled design. Forty-two African American fathers with children in HS were randomly assigned to either a treatment group or a comparison group.
<b>Comparison condition</b>	The comparison group watched a video series titled, "Parenting: An Attitude of the Heart." The theme of the videos was that parents' attitudes about parenting and their children are critical to children's well-being. Fathers watched four videos, each approximately 25 minutes long.
<b>Conflicts of interest</b>	The authors were involved in the development of the program and training of the facilitators.

<b>Sample size</b>	Of the 42 individuals initially randomly assigned, 38 (19 each in the treatment and comparison groups) were included in the analysis sample.
<b>Race and ethnicity</b>	African American: 100 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 31.32 years Range: 22 to 45 years
<b>Educational attainment</b>	The median education level was 12th grade.
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	The median family income was \$12,500.
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	The study included a baseline, one week before the start of the groups, and a single followup at the end. Data were collected via questionnaire.
<b>Description of measures</b>	<p><u>Fathers' well-being:</u></p> <p>Self-esteem, the extent to which the father perceived himself as socially adequate, was measured using the Jackson Personality Inventory.</p> <p><u>Parenting:</u></p> <ul style="list-style-type: none"> <li>- Parenting satisfaction, the extent to which parenting was a source of joy, was measured using Self-Perceptions of the Parental Role.</li> <li>- Attitudes about teaching, the standards for assessing the importance of child behaviors, was measured using the Parent as a Teacher Inventory.</li> <li>- Racial-oppression socialization, the importance of socializing children about African American heritage, was measured using the Scale of Racial Socialization--Parent Version.</li> </ul>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	At the end of the program, there was no significant difference in the self-esteem of fathers in treatment and comparison groups.
<b>Outcomes: Fathers' financial support of children</b>	Not reported

<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	<p>At the end of the program, there was no significant difference in the parenting satisfaction of fathers in treatment and comparison groups.</p> <p>The authors reported a positive effect of the program on attitudes about teaching: fathers in the treatment group made significantly greater gains than comparison fathers in their attitudes about teaching by the end of the program.</p> <p>At the end of the program, there was no significant difference in the racial oppression socialization of fathers in treatment and comparison groups.</p>
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	<p>The theoretical framework was the empowerment perspective, which simultaneously focuses on fathers' strengths and the development of skills, knowledge, and attitudes to help them take charge of their lives. The approach also may increase self-esteem, which may be particularly important for low-income African American men, who are stereotyped as disinterested and uninvolved with their children. There are three primary components to the empowerment perspective. First is raising consciousness, which includes situating oneself in the larger environment and recognizing everyone has choices. The second is collectivity, forging connections between people with similar concerns and interests. The third is competency-based assessment, which assumes people have the capacity to change, and focuses on strengths and competencies rather than weaknesses.</p>
<b>Participant eligibility</b>	Participants were low-income African American men with children in the HS program.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The core component of the program was a self-help training group.

<b>Program content</b>	<p>The program was developed by researchers and African American fathers with children in HS. The program consisted of self-help training group sessions conducted by trained facilitators who also were HS fathers. The self-help training group had three purposes: (1) to provide an environment where African American fathers could support one another; (2) to encourage African American fathers to control their lives, and (3) to help African American fathers to lead their community.</p> <p>The Men as Teachers curriculum encompassed six major areas: (1) the meaning and value of fatherhood, (2) challenging racism, (3) controlling one's own destiny, (4) the racial socialization of children, (5) the role of parents as teachers, and (6) positive discipline strategies.</p>
<b>Program length</b>	Groups met once a week for six weeks.
<b>Targeted outcomes</b>	The program intended to (1) raise consciousness, (2) connect people with similar concerns, and (3) to emphasize strengths and competencies.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Group sessions often were videotaped and reviewed by the authors and facilitators.
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	The authors reported that some group sessions were monopolized by one person. They also reported that there was a lack of excitement in some sessions. To address these issues, the authors provided additional training to the facilitators.

## Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	The planning phase was three months.
<b>Timeframe for program operation</b>	The full operation was 12 months.
<b>Sites and service-delivery settings</b>	There was one site, the Philadelphia Parent Child Center, an HS program in North Philadelphia.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The Philadelphia Parent Child Center was funded by an HS grant.



<b>Agency certifications and national affiliations</b>	The Philadelphia Parent Child Center was affiliated with HS.
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	The facilitators were eight African American men with children in the HS program who expressed an interest in developing support groups.
<b>Staff training</b>	The authors sought to develop the group leadership skills of the facilitators in 10 to 15 sessions between January 1993 and April 1993. The training consisted of three phases. First, the facilitators were encouraged to develop awareness of the struggles and concerns of African American fathers, such as fostering pride in the African American culture, child discipline, and feelings about one's own father. The second phase was socializing the facilitators to take leadership roles. Role-playing was frequently used in this phase. In the third phase, the facilitators started their own groups and met biweekly to discuss group-leader concerns.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	The authors, who trained the facilitators, were assistant professors.
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	The participants were men with children in HS. No other information was provided.

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<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Forty-two fathers were recruited for the study; 21 were offered the opportunity to participate in the program.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

**Participation**

<b>Participation incentives</b>	No incentives to participate in the program were reported, but fathers received \$20 to complete the pretest and \$40 at post-test assessments.
<b>Initial engagement in services</b>	Of the 21 fathers assigned to Men as Teachers, 20 attended at least one session.
<b>Retention</b>	Of the 21 fathers assigned to Men as Teachers, 19 attended at least five of the six sessions.
<b>Participation challenges and solutions</b>	An emphasis of the program was regular outreach to the fathers, encouraging them to attend the program. The all-male staff maintained regular communication with the fathers through phone calls or meeting with them when they dropped their children off for HS. The authors credited these efforts as contributors to high retention rates.

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## MINNESOTA EARLY LEARNING DESIGN

### Study Information

<b>Program overview</b>	The Minnesota Early Learning Design (MELD) is a five-session curriculum designed to improve the co-parenting of young fathers 16 to 25 years old. The goals of the program include helping fathers share parenting responsibilities, regardless of their relationship with the child's mother; reducing fathers' isolation; and providing positive role models for fathers. The five sessions include: (1) sharing responsibilities of parenthood, (2) communicating with the mother, (3) co-parenting benefits to babies, (4) solutions to barriers of co-parenting, and (5) solidarity between co-parents.
<b>Study overview</b>	To examine the effects of the program relative to other services, the authors randomly assigned 165 participants to either the MELD co-parenting curriculum or a five-session childbirth curriculum focused on pregnancy, childbirth, and newborn care. These two groups were assessed immediately after the program and again at a followup when the baby was 3 months old. At post-test, the co-parenting program was found to have positive effects on one of the four outcomes measuring fathers' involvement with children, and on one of the four outcomes related to co-parenting. No effect was observed on the remaining six outcome measures. <i>This study has two ratings. The study has a MODERATE rating for the post-test outcomes because it is a high attrition randomized controlled trial in which the analytic treatment and comparison groups were shown to be equivalent and statistical adjustments were made for selected baseline measures. The study has a LOW rating for the follow-up outcomes because baseline variables were not included in the analyses.</i>
<b>Citation</b>	Fagan, J. "Randomized Study of a Prebirth Coparenting Intervention with Adolescent and Young Fathers." <i>Family Relations: An Interdisciplinary Journal of Applied Family Studies</i> , vol. 57, no. 3, 2008, pp. 309-323.

### Study and Sample Characteristics

<b>Study design</b>	<p>The authors randomly assigned young, predominantly Hispanic and African American fathers to either the MELD treatment group or the childbirth comparison group. The authors removed fathers who did not attend any of the program sessions in either of those groups and placed those fathers in a third group (comparison). This review focuses on the experimental comparison between the MELD and childbirth groups.</p> <p>The study compared outcomes for the groups immediately after the program and again at a followup when the baby was 3 months old. Only fathers participated in the programs, but mothers were included in the data collection. The fathers in MELD and childbirth groups included in the post-test analysis were shown to be initially equivalent for selected characteristics, but that was not true for fathers included in the follow-up analysis.</p>
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<b>Comparison condition</b>	The comparison group participated in a childbirth curriculum offered for the same number of sessions and length of time as MELD. The childbirth curriculum focuses on pregnancy, childbirth, newborn care, and infant development.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	<p><i>Post-Test Sample</i></p> <p>Treatment (MELD curriculum): 44 fathers, 44 mothers</p> <p>Comparison (childbirth curriculum): 46 fathers, 46 mothers</p> <p><i>Follow-up Sample</i></p> <p>Treatment (MELD curriculum): 30 fathers, 30 mothers</p> <p>Comparison (childbirth curriculum): 27 fathers, 27 mothers</p> <p>The sample characteristics are based on the full sample of 165 fathers and 165 mothers</p>
<b>Race and ethnicity</b>	<p>White: 7.9 percent (fathers), 7.9 percent (mothers)</p> <p>African American: 47.3 percent (fathers), 41.2 percent (mothers)</p> <p>Hispanic/Latino: 38.8 percent (fathers), 43.0 percent (mothers)</p> <p>Asian American: 0 percent (fathers), 1.8 percent (mothers)</p> <p>American Indian: 0 percent (fathers), 0.6 percent (mothers)</p> <p>Multiple races: 6.1 percent (fathers), 5.5 percent (mothers)</p>
<b>Gender</b>	<p>Male: 50 percent</p> <p>Female: 50 percent</p>
<b>Age</b>	Mean: 18.84 years (fathers), 17.29 years (mothers)
<b>Educational attainment</b>	<p>Currently in school: 37.6 percent (fathers), 57.0 percent (mothers)</p> <p>Highest grade completed</p> <p>11th grade or less: 55.6 percent (fathers), 67.0 percent (mothers)</p> <p>12th grade: 27.9 percent (fathers), 14.4 percent (mothers)</p> <p>1<sup>st</sup> year college: 3.5 percent (fathers), 2.4 percent (mothers)</p> <p>2<sup>nd</sup> year college: 0.6 percent (fathers), 0 percent (mothers)</p> <p>3<sup>rd</sup> year college: 0.6 percent (fathers), 0 percent (mothers)</p>
<b>Employment, income, or earnings</b>	<p>Total earnings per week</p> <p>Less than \$100: 6.8 percent (fathers), 42.1 percent (mothers)</p> <p>\$100 to \$200: 27.1 percent (fathers), 31.6 percent (mothers)</p> <p>\$201 to \$300: 30.5 percent (fathers), 15.8 percent (mothers)</p> <p>\$300 or more: 35.6 percent (fathers), 10.5 percent (mothers)</p>
<b>Household income</b>	Not reported

<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Pretest interviews were conducted shortly before the fathers attended the program; post-test interviews were conducted after completion of the program. Follow-up interviews were conducted when the baby was 3 months old.
<b>Description of measures</b>	<p>The pretest, post-test, and follow-up interviews, during which questionnaires were read aloud, were mostly conducted at the participants' homes.</p> <p><u>Father involvement</u></p> <p>Fathers' prenatal communication and involvement were measured using a 9-item instrument developed by the author. The instrument assessed the frequency with which the father participated in various prenatal activities and was completed by both the fathers and mothers at pretest and post-test. Five of the items were used to construct the communication scale and two were used to construct the prenatal involvement scale.</p> <p>Fathers' engagement with infant: The authors used the 15-item Parental Childcare Scale to assess how often the father engaged in different ways with the 3-month-old baby. This instrument was completed by mothers and fathers at followup, and separate findings were presented for each.</p> <p><u>Parenting skills</u></p> <p>Parenting sense of competence: The authors used the 17-item Parenting Sense of Competence Scale in which fathers self-assessed their parenting at the followup when the baby was 3 months old.</p> <p><u>Co-parenting</u></p> <p>Parenting alliance: The authors used the 17-item Parenting Alliance Scale of McBride and Rane with fathers and mothers at pretest, post-test, and followup.</p> <p>Fathers' support of mother: The authors used the Coparental Cooperation measure of Ahrons. Mothers and fathers completed this instrument at pretest, post-test, and followup.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported

<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	<p>Post-Test: <i>MODERATE rating</i></p> <p>The program was found to have a positive impact on fathers' reports of communication, but no effect on mothers' reports of communication and fathers' prenatal involvement (fathers' and mothers' reports).</p> <p>Followup: <i>LOW rating</i></p> <p>According to both the fathers' and mothers' reports, fathers in the MELD group had higher rates of engagement with their 3-month-old children than did fathers in the comparison childbirth group.</p>
<b>Outcomes: Parenting skills</b>	<p>Followup: <i>LOW rating</i></p> <p>According to fathers' reports, there was no difference between the groups in parenting competence.</p>
<b>Outcomes: Co-parenting</b>	<p>Post-Test: <i>MODERATE rating</i></p> <p>According to fathers' reports, those in the MELD group had a larger positive change on parenting alliance than those in the comparison group.</p> <p>The program was not found to have an effect on pre/post changes in the following measures: fathers' support (fathers' and mothers' reports) and parenting alliance (mothers' reports).</p>
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	To be eligible for the study, mothers had to be younger than 20 years old and between five and nine months pregnant; fathers had to be younger than 25 years old.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The group sessions used the MELD curriculum.

<b>Program content</b>	<p>Topics covered in the five sessions</p> <ol style="list-style-type: none"> <li>1. Sharing parental responsibilities; recognizing that father involvement is a father's responsibility</li> <li>2. Communication with the child's mother regarding needs and responsibilities; the fathers' homework was interviewing the mothers about their expectations and the partners completing a "contract" about responsibilities</li> <li>3. How co-parenting benefits the child</li> <li>4. Identifying and addressing with barriers to co-parenting</li> <li>5. Fostering solidarity between the parents, such as dealing with extended family and new partners; guest speakers shared their experiences and strategies</li> </ol>
<b>Program length</b>	The program consisted of 90-minute sessions held once a week for five consecutive weeks.
<b>Targeted outcomes</b>	The authors hypothesized that the co-parenting program would be associated with higher levels of fathers' support of the mother, improved parenting alliance, and more positive communication.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

## Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The treatment program was held at a hospital-based obstetrics and gynecology (OB/GYN) clinic.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported

<b>Funding agency</b>	U.S. Department of Health and Human Services, Public Health Service, Office of Adolescent Family Life Research
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	<p>The two group facilitators were African American parents. One of the group facilitators was an experienced social worker; the other was a trained peer facilitator who had previously participated as a parent in the MELD program.</p> <p>The recruiters and interviewers involved in this study were part-time university employees or students with at least two years of college education.</p>
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported



<b>Recruitment method</b>	Expecting mothers and their partners were recruited from three OB/GYN clinics affiliated with hospitals. The recruiters approached all pregnant teen females in the clinics, spoke about the research study, and screened the mothers. If the expectant mother consented, the father was contacted, the program explained, and consent obtained. Parents or guardians signed the consent form if the participant was younger than age 18. Women less than five months pregnant who expressed interest in the program were contacted at a later time.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	A total of 501 couples were screened to participate in the study; 165 fathers and mothers completed a pretest.
<b>Recruitment timeframe</b>	March 2004 to March 2006
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	At each session, dinner and refreshments were provided, and fathers received \$9. Mothers and fathers each received \$10 following each assessment interview.
<b>Initial engagement in services</b>	Of the 165 fathers random assigned, 64 did not attend any sessions in MELD or the childbirth curriculum.
<b>Retention</b>	A total of 44 fathers attended at least four sessions of the MELD curriculum, 46 attended at least four sessions of the childbirth curriculum, and 11 completed fewer than four sessions (either MELD or childbirth curricula).
<b>Participation challenges and solutions</b>	Not reported



## NON- CUSTODIAL PARENT CHOICES

### Study Information

**Program overview** Non-Custodial Parent (NCP) Choices was a workforce development program for noncustodial parents who were unemployed or underemployed, had unpaid child support orders, and whose children received public assistance. To identify eligible participants and provide services, the program linked courts, the Office of the Attorney General, and workforce boards associated with the Texas Workforce Commission. To help participants find a job, services included job search assistance, education and training, and other supports, such as transportation assistance and funds for work-related expenses. Participation was mandatory; noncustodial parents who did not participate were required to pay child support or go to jail. The program was offered in 10 sites in Texas; four began operations in 2005, with six more beginning in 2007.

**Study overview** The authors examined the impact of the program using a quasi-experimental design. The treatment group consisted of noncustodial parents who participated in NCP Choices. A comparison group of matched NCPs with similar characteristics and who lived in the same counties was selected from a statewide database of NCPs with child support cases. The analytic sample included 1,875 program participants and 1,874 comparison group members in the year 1 followup.

The results showed that treatment group members were employed for a significantly greater percentage of time than comparison group members and were less likely to receive Unemployment Insurance benefits in the first year after program entry.

*This study has two ratings. The study has a MODERATE rating for the economic self-sufficiency outcomes in year 1 because it is a quasi-experimental design in which the analytic treatment and comparison groups were shown to be equivalent and statistical adjustments were made for selected baseline measures. The study has a LOW rating for all other outcomes because baseline equivalence was not established.*

**Citation** Schroeder, D. and N. Doughty. "Texas Non-Custodial Parent Choices: Program Impact Analysis." Austin, TX: Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin, August 2009.

Additional source:

Schroeder, D., S. Chiarello, K. S. Nichols, C. T. King, and E. McGuinness. "Texas Non-Custodial Parent Choices: Program Impact Analysis." Austin, TX: Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin, August 2007.

**Study and Sample Characteristics**

<b>Study design</b>	<p>The treatment group consisted of noncustodial parents who participated in NCP Choices. The comparison group was selected from a statewide database of NCPs with active child support cases in a statewide database. To be selected as part of the comparison group, the NCPs had to match a treatment group member on some characteristics, such as county of residence and gender, and be similar on others, including demographics and socioeconomic status. The authors do not state why the comparison group members were not required to participate in NCP Choices.</p> <p>The four original sites, which began program operations in 2005, had outcomes for four years of operations. The six expansion sites, which started in 2007, had outcomes for the first year of program operations. Although not explicitly stated in the study, we have assumed that all 10 sites were used in the analysis of year 1 outcomes.</p> <p>The authors included baseline characteristics aggregated across all 10 sites. They did not report baseline characteristics separately for the four original sites only (the sample used for outcomes in years 2 through 4); thus baseline equivalence could not be established for outcomes in years 2 through 4 (low rating). In addition, for the year 1 outcomes, the authors provided evidence of equivalence for father’s employment and receipt of unemployment insurance, but all other outcomes receive a low rating.</p>
<b>Comparison condition</b>	Comparison group members were not offered NCP Choices services.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	Two analysis samples were used to assess short-term and longer-term impacts. The sample with data at the year 1 followup included 3,749 noncustodial parents (1,875 treatment group members across the 10 sites, and a comparison group of 1,874 individuals). Sample characteristics are based on the year 1 sample. The sample with data at years 2 through 4 included 2,639 noncustodial parents (1,320 treatment group members at the initial 4 sites, and 1,319 comparison group members).
<b>Race and ethnicity</b>	<p>White: Not reported</p> <p>African American: 32.1 percent (treatment), 31.4 percent (comparison)</p> <p>Hispanic/Latino: 57.8 percent (treatment), 58.8 percent (comparison)</p> <p>Asian American: Not reported</p> <p>American Indian: Not reported</p> <p>Other: Not reported</p>
<b>Gender</b>	<p>Male: 95.9 percent (treatment), 96.0 percent (comparison)</p> <p>Female: 4.1 percent (treatment), 4.0 percent (comparison)</p>
<b>Age</b>	Average: 33.6 years (treatment and comparison)

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<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Employed: 42.1 percent (treatment), 41.4 percent (comparison) Average quarterly earnings over four years prior to program: \$1,918 (treatment), \$1,877 (comparison)
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Unemployment Insurance benefits received year prior to program: 2.7 percent (treatment and comparison)
<b>In child support system</b>	100 percent

**Reported Outcomes**

**Timing** The study collected follow-up data for the entire time that the program was operational, which varied by site. Four sites were operational for four years and six sites were operational for one year.

**Description of measures** The study collected administrative records data on child support, employment and earnings, unemployment insurance claims, Temporary Assistance for Needy Families (TANF), and Food Stamps.

***MODERATE rating***

Fathers' economic self-sufficiency

- Percent of time employed
- Percent of months filed Unemployment Insurance (UI) claims
- Percent of months received UI benefits

Note that the study also included measures of average monthly amount of UI benefits received and percent of time eligible for UI. But the authors do not specify whether the outcomes were measured in year 1 or later years and thus these outcomes are omitted from the review.

***LOW rating***

Fathers' financial support of children

- Percent of time any child support collections made
- Monthly average child support collections
- Consistent payment of child support (at least two out of three months)

Other

- Percent of time custodial parent (CP) receiving TANF benefits
  - Average monthly TANF benefits for CP
  - Percent of time receiving Food Stamps benefits for CP
  - Average monthly Food Stamps benefits for CP
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<b>Outcomes: Fathers' economic self-sufficiency</b>	<p><b><i>MODERATE rating</i></b></p> <p>Participants in the NCP Choices were employed a higher percentage of time than those in the comparison group (year 1).</p> <p>NCP Choices participants filed for and received UI benefits in a fewer months than those in the comparison group (year 1).</p> <p><b><i>LOW rating</i></b></p> <p>Participants in the NCP Choices were employed a higher percentage of time than those in the comparison group (years 2 to 4).</p> <p>Among the employed, participants in the NCP Choices program had lower average quarterly earnings, relative to comparison group members (year 1, years 2 to 4).</p> <p>No difference was observed between participants in the NCP Choices program and comparison group members on the following:</p> <ul style="list-style-type: none"> <li>Percentage of months filed for UI benefits (years 2 to 4)</li> <li>Percentage of months receiving UI benefits (years 2 to 4)</li> </ul>
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	<p><b><i>LOW rating</i></b></p> <p>NCP Choices treatment group members had favorable outcomes relative to control group members on the following:</p> <ul style="list-style-type: none"> <li>Any child support payments made (year 1, years 2 to 4)</li> <li>Average monthly collection amounts (year 1, years 2 to 4)</li> <li>Consistent payments—two months in each quarter of first year after program entry (year 1, years 2 to 4)</li> </ul>
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported

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**Outcomes: Other*****LOW rating***

The CPs associated with the participants of NCP Choices received less public assistance relative to CPs associated with comparison group members as measured by the following outcomes:

Percent of time receiving TANF benefits (year 1, years 2 to 4)

Average monthly TANF benefits received (year 1, years 2 to 4)

Percent of time receiving Food Stamps benefits (year 1, years 2 to 4)

Average monthly Food Stamps benefits received (year 1, years 2 to 4)

**Program Model****Theoretical framework**

The authors stated that previous efforts to improve the economic self-sufficiency of noncustodial parents resulted in only modest changes in earnings and paid child support. These programs, however, struggled with poor participation, which the authors contend may have attenuated any impacts. In contrast, they described the distinguishing feature of NCP Choices as a mandatory program with three choices: “pay, play, or pay the consequences” (p. v).

**Participant eligibility**

Eligible participants were noncustodial parents who were unemployed or underemployed, had unpaid child support orders, and whose children were receiving or recently had received TANF or Medicaid.

**Participant needs assessment**

Not reported

**Program components**

Parents eligible for NCP Choices were given three options: (1) pay child support, (2) participate in workforce services, or (3) go to jail.

The mix of workforce services included:

Job search assistance

Education and training

Other assistance, including transportation or help with work-related expenses

**Program content**

Job search assistance: Access to computerized job banks and job lists; workshops on skills, such as resume writing and interviewing, and conducting job searches; self-service resource rooms with access to computers, copiers, and printers.

Education and training: GED preparation; short-term occupational training, such as fork-lift operation or obtaining an occupational license.

Other assistance: Transportation, including gas cards and bus passes; tools and clothes needed for a job, such as welding equipment or fire-retardant clothing.

No other information was provided.

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<b>Program length</b>	The authors do not report a set length but indicate that services typically did not continue beyond one year.
<b>Targeted outcomes</b>	Improve NCPs economic well-being and increase child support payments
<b>Program adaptations</b>	NCP Choices was an adaptation of the Choices program, an employment and training program for families receiving TANF. The Choices program included an orientation to workforce center services, job searches, training, and post-employment support, such as help with job retention and career progression. Participants who did not find jobs were required to participate in community service. Those who did not participate were sanctioned or did not receive their benefits.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>Initially, the developers of NCP Choices were concerned that the services offered to NCPs might not be comparable to those available to CPs. In particular, they were concerned that NCPs would engage in long-term training, generally not available to CPs, and would delay child support payments. Thus participants were discouraged from engaging in long-term training.</p> <p>The participants in NCP Choices had numerous barriers to employment, including low educational attainment, lack of transportation, physical and mental disabilities, felony records, and substance abuse. The authors indicated that staff encountered reluctance from local employers who did not want to hire participants. Thus staff worked to expand the pool of potential employers, such as owners of small “mom-and-pop” stores.</p> <p>The program required several agencies to work together, including courts, the Office of the Attorney General (OAG) which enforces child support in Texas, and workforce centers. Staff indicated that the support of the judges in child support courts was critical to the program’s success. Initial difficulties with communication and tracking between the partners were addressed with shared spreadsheets and then a web-based tracking system, the Choices On-Line Tracking Systems (COLTS). The workforce staff sent 30- or 90-day compliance reports to the OAG and courts. In addition, NCPs who secured employment were monitored for six months to determine whether they remained employed.</p> <p>Although NCP Choices was designed to be mandatory, according to the results of a staff survey, the three largest sites (Houston, Dallas, and San Antonio) had less perceived follow-through, such as tracking NCPs’ compliance. The sites also varied in staff’s perception of how well the OAG, courts, and workforce agencies collaborated.</p>

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**Program Structure**

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Four sites began program operations in 2005 and six additional sites began offering the program in 2007.
<b>Sites and service-delivery settings</b>	Ten Texas sites offered NCP Choices. The four original sites were located in Bexar County (San Antonio), Hidalgo County, Gulf Coast Counties, and El Paso County. The six expansion sites were in Cameron County, Dallas County, Harris County (Houston), Jefferson/Orange Counties (Beaumont), Lubbock County, and McLennan County (Waco).
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	The program required partnerships between the Texas OAG; the Texas Workforce Commission; and IV-D courts, which handled child support cases.
<b>Funding agency</b>	The evaluation was funded by the Texas OAG. No other information was reported.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Yes

**Staffing and Operations**

<b>Staff characteristics</b>	The authors reported that no OAG (state child support enforcement) staff members were assigned to the program full time. Existing OAG at each site were given additional responsibilities as part of the program.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported

<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Frontline staff participated in annual full-day Peer Learning Colleges, meetings in which they exchanged ideas for best practices and developing new strategies.
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	The web-based tracking system, COLTS, allowed staff from the OAG and workforce centers to exchange information and track the progress and participation of NCPs.
<b>Recruitment</b>	
<b>Referral sources</b>	Referrals were from the Texas OAG's Child Support Division.
<b>Recruitment method</b>	Eligible NCPs were identified by the OAG. The IV-D courts, which were responsible for child support cases, scheduled an enforcement docket (or included the case on a regular docket) and the OAG staff prepared court or probation orders. Workforce center staff attended the enforcement hearings and enrolled consenting NCPs in the program. In some sites, the staff had designated rooms in the courthouse and offered immediate assistance. In others, staff made appointments for the NCPs at the one-stop centers.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	The only incentive to participate in NCP Choices was to avoid jail.
<b>Initial engagement in services</b>	Of those ordered into the program, 82 percent participated at some point within one year. Across sites, participation ranged from 62 percent of those ordered into the program to 100 percent.
<b>Retention</b>	On average, NCPs in the program participated for approximately four months.

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**Participation  
challenges and  
solutions**

According to the authors, sites in which the staff perceived their program to have adequate workforce services (such as sufficient staff and resources) tended to have higher participation.

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## NON- CUSTODIAL PARENT (NCP) CHOICES ESTABLISHMENT PILOT

### Study Information

**Program overview** The Non-Custodial Parent (NCP) Choices Establishment Pilot (NCP Choices-EP) was an adaptation of the NCP Choices program (see profile for more information), a workforce development program for non-custodial parents who were unemployed or under-employed and whose children received public assistance. The employment services were the same for the two programs, but NCP Choices was a mandatory program for NCPs with substantial child support debt (known as arrearages), whereas NCP Choices-EP was designed to serve NCPs early in their child support order case history, before they accumulated debt. NCP Choices-EP was voluntary, although once a participant consented, participation in the program became part of the child support order. Potential participants were identified by the Texas Office of the Attorney General (OAG), and most were approached at the IV-D court, which handles child support cases. To help consenting participants find work, services included job search assistance, education and training, and other supports, such as transportation assistance and funds for work-related expenses. The pilot was conducted in four sites in San Antonio, Texas.

**Study overview** The authors used a quasi-experimental design to analyze the effects of the program. The treatment group consisted of non-custodial parents who participated in NCP Choices-EP. A comparison group of matched NCPs with similar characteristics and who lived in the same county was selected from a statewide database of NCPs with child support cases. The analytical sample included 93 program participants and 93 comparison group members. The results showed that, relative to those in the comparison group, NCPs in the treatment group were more likely to pay child support but also were more likely to be sent to jail for not paying child support. There were no differences between the groups in employment, but NCPs in the treatment group had lower average earnings than those in the comparison group. *The study had a quasi-experimental design; treatment and comparison groups were shown to be equivalent on traits of interest, and statistical adjustments were made for selected measures. The study has a MODERATE rating*

**Citation** Schroeder, D., and A. Khan. “Non-Custodial Parent Choices Establishment Pilot: Impact Report.” Austin, TX: Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, August 2011.

## Additional sources:

Schroeder, D., and A. Khan. "Non-Custodial Parent Choices Establishment and PEER Pilots: Preliminary Impact Report." Austin, TX: Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, May 2011.

Schroeder, D., and A. Khan. "Non-Custodial Parent Choices Establishment Pilot: Early Implementation Results." Austin, TX: Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, December 2010.

Schroeder, D., and N. Doughty. "Texas Non-Custodial Parent Choices: Program Impact Analysis." Austin, TX: Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, August 2009.

## Study and Sample Characteristics

<b>Study design</b>	The authors used a technique called "nearest neighbor matching" to select a comparison group similar to the treatment group. The treatment group consisted of NCPs who participated in NCP Choices-EP. The comparison group was selected from a statewide database of NCPs with active child support cases. To be selected as part of the comparison group, an NCP had to match a treatment group member on some characteristics, such as county of residence, and be similar on others, including demographics and socio-economic status. Thirteen members of the treatment group and their matches were removed from the sample because the authors determined that they were poorly matched pairs. The authors showed that the remaining sample of 186 NCPs (93 in the treatment group and 93 in the comparison group) were equivalent on numerous characteristics, including race and ethnicity, employment, and other demographic and socio-economic variables.
<b>Comparison condition</b>	Comparison group members were not offered NCP Choices-EP services.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample included 186 NCPs: 93 each in the treatment and comparison groups.
<b>Race and ethnicity</b>	White: not reported African American: 15.1 percent (treatment); 11.8 percent (comparison) Hispanic/Latino: 75.3 percent (treatment); 74.2 percent (comparison) American Indian: not reported Other: not reported
<b>Gender</b>	Male: 88.2 percent (treatment and comparison) Female: 11.8 percent (treatment and comparison)

<b>Age</b>	Mean: 25.9 years (treatment); 24.9 years (comparison)
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Employed at program entry: 43.0 percent (treatment); 41.9 percent (comparison)  Percentage of time employed during the four years prior to the program: 50.8 percent (treatment); 50.0 percent (comparison)  Average quarterly earnings during the four years prior to the program: \$2,184 (treatment); \$2,157 (comparison)
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Any unemployment insurance (UI) benefits received during the year prior to the program: 4.3 percent (treatment); 5.4 percent (comparison)
<b>In child support system</b>	All sample members were in the child support system.

**Reported Outcomes**

<b>Timing</b>	The timing varied by outcome. UI earnings were measured through the fourth quarter of 2010, and UI claims were measured through the first quarter of 2011. Temporary Assistance for Needy Families (TANF) claims were measured through April 2011, and food stamps were measured through July 2011. Child support outcomes were measured through June 2011. Workforce outcomes were measured through July 2011.
<b>Description of measures</b>	The study analyzed six categories of outcomes: <ol style="list-style-type: none"> <li>1. Jailing rates (percent of months ordered to jail for non-payment of child support)</li> <li>2. Child support collections (percent of time monthly child support collections made, monthly average child support collections)</li> <li>3. Consistency of child support collections (child support payments at least two out of three months, child support payments three out of three months)</li> <li>4. Employment and earnings (percent of time employed, average quarterly earnings, unconditional quarterly earnings, employed at six months, weeks to gain employment, hourly wage at six months)</li> <li>5. UI measures (percent of months filed unemployment claims, percent of months received unemployment benefits, average monthly unemployment benefits received, percent of time monetarily eligible for UI based on earnings)</li> </ol>

6. TANF and Supplemental Nutrition Assistance Program (SNAP) receipt (percent of time receiving TANF benefits, average monthly TANF benefits, percent of time receiving SNAP benefits, average monthly SNAP benefits).

<b>Outcomes: Fathers' economic self-sufficiency</b>	There were no differences between the groups on the following outcomes: percent of time employed, percent of months in which unemployment claims were filed, percent of months in which unemployment benefits were received, average monthly unemployment benefits, percent of time eligible for UI (based on earnings). However, NCPs in the treatment group had lower average quarterly earnings, which were measured for both the (1) employed and (2) employed and unemployed, combined.
<b>Outcomes: Fathers' well-being</b>	NCPs in the treatment group were more likely than those in the comparison group to be ordered to jail for not paying child support.
<b>Outcomes: Fathers' financial support of children</b>	Relative to those in the comparison group, NCPs in the treatment group paid child support a higher percentage of the time, had a higher monthly average of child support payments, and were more likely to pay child support within six months of program entry. They were also more likely to pay child support consistently (measured as two out of three months and three out of three months).
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Custodial parent(s) associated with NCPs in the treatment group spent a lower percentage of the time receiving TANF benefits but a higher percentage of the time receiving food stamps, relative to the custodial parents associated with NCPs in the comparison group. There was no difference between the groups in the average amount of monthly benefits (TANF or food stamps).



<b>Program Model</b>	
<b>Theoretical framework</b>	Research indicated that the original NCP Choices program was successful in increasing child support compliance. It was, however, only offered to those with child support arrearages, which, the authors noted, were some of the most difficult cases. Stakeholders thought other NCPs could benefit from the services offered in the program, which might also be effective as a preventative program. Therefore, NCP Choices-EP was offered when the child support case was being established, as an opportunity to intervene before NCPs accumulated substantial debt.
<b>Participant eligibility</b>	Eligible participants were NCPs who were unemployed or under-employed, whose children were receiving or recently had received TANF or Medicaid, who lived in the service area, and who were able to work (defined as medically able, not currently incarcerated, and having a Social Security number).
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Participants were offered the same employment services available in the NCP Choices program. It should be noted, however, that the program descriptions differed somewhat between the study under review here and another study describing the original program.
<b>Program content</b>	Every participant was assigned a workforce specialist who assisted in job search and job retention. The specialist would contact the NCP weekly and provide such support as job referrals and assistance with such skills as resume writing, interview techniques, and effective communication. In some locations, NCPs had access to computerized job banks and job lists. Once an NCP was employed, the specialist would provide support to help him or her maintain employment. A small number of NCPs could participate in subsidized employment, whereby the program subsidized up to 90 percent of wages for up to six months.
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	NCP Choices-EP was designed to help NCPs avoid accumulation of child support arrearages and assist them in meeting financial and other obligations to children.
<b>Program adaptations</b>	NCP Choices-EP was an adaptation of NCP Choices, with the same services offered to NCPs who did not have child support arrearages.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported

<b>Implementation challenges and solutions</b>	Staff had anticipated that NCPs in the establishment phase would be easier to serve than those who already had child support arrearages, but they did not find this to be the case. Staff reported that it was difficult to employ participants.
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## Program Structure

<b>Was there a planning or pilot phase?</b>	The operations described in the study were considered a pilot.
<b>Length of planning/pilot</b>	The pilot began in February 2010 and had been in operation about a year and a half at the time of the study.
<b>Timeframe for program operation</b>	See above.
<b>Sites and service-delivery settings</b>	The program operated out of four child support field offices in San Antonio (Bexar County). Employment services were generally located in the courthouse.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	The program required partnerships among the Texas Office of the Attorney General, the Texas Workforce Commission, child support field offices, and IV-D courts, which handle child support cases.
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	The program was voluntary, but once NCPs consented, participation became part of the child support order.

## Staffing and Operations

<b>Staff characteristics</b>	Involved staff included workforce specialists and child support officers; no other information was provided.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported

<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	The web-based tracking system, Choices On-Line Tracking System (COLTS), allowed staff from OAG and workforce centers to exchange information and track the progress and participation of NCPs.
<b>Recruitment</b>	
<b>Referral sources</b>	OAG identified NCPs on the caseload who were unemployed (the authors did not state whether under-employed participants also were included), who were associated with a custodial parent(s) who received TANF or Medicaid, and who resided in the service area.
<b>Recruitment method</b>	Identified NCPs were included in the IV-D court docket. Workforce staff were present in the courtroom and explained the program to NCPs. Those who consented to participate were contacted within 10 days by a child support officer, who reminded him or her about the program.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Child support officers were supposed to refer 10 NCPs per month to the program. The authors did not describe whether this was considered part of the OAG referral process or was separate.
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The authors noted two concerns about early recruitment. First, the child support officers were not meeting their target of 10 referrals per month. Second, staff was interested in including NCPs who were Child Support Review Process (CSRP) cases—that is, cases in which the parents were able to reach an agreement outside of the judicial system. The staff predicted these NCPs would be most cooperative and motivated to participate in services. Initially, CSRP cases were excluded because they were handled in the child support office rather than the courtroom.

To boost sample size and to reach CSRP cases, the program staff tried two different methods of recruitment. The first was the “Rocket Docket,” in which NCPs were issued a letter by the judge for participation in the docket, rather than by the child support office. NCPs who were likely to become CSRP cases were targeted. Those who declined had their cases processed in the child support office. Those who attended were brought in as a group; the staff reasoned that the setting and peer pressure would increase consent to the program. In addition, the authors noted that in the judicial setting, attendees might witness an NCP being sent to jail for non-compliance. The authors noted that approximately 25 percent of those who attended consented, or about 28 to 39 NCPs per docket. One drawback was that the workforce staff sometimes had difficulty handling all the referrals at once. In addition, the Rocket Docket required a judge who volunteered to preside to take time usually reserved for administrative duties. Nevertheless, the authors noted this was a promising strategy.

The other recruitment method was designated “the CSRP strategy” by the authors. NCPs eligible for the program were given referrals by OAG and asked to return to the office to meet with the workforce staff. One day a week, a workforce staff person visited OAG and enrolled interested NCPs. The weekly visits were intended to benefit the NCPs, who would not have to go to the courthouse and thus avoided any transportation difficulties. However, OAG staff noted that the once-a-week enrollment may have been frustrating to NCPs and suggested modifying the process to provide the option of enrolling at the courthouse on other days.

A third strategy was having workforce staff make a short speech in the courthouse about the program, but this was seen as taking up too much time during the docket and was discontinued. Staff also decided against distributing flyers in the courtroom, as they might be discarded haphazardly, creating a trash problem.

## Participation

### Participation incentives

At 30 days after enrollment, the child support officer checked compliance with the program and child support payments. If the NCP was not complying or paying child support, the office immediately referred the case for a motion for contempt of court. This process was supposed to occur even if only one child support payment had been missed; however, the authors noted that it often did not occur so quickly, and a three-month lag was more common.

### Initial engagement in services

Of those who consented to participate in the program, 69 percent did so within six months.

### Retention

Not reported

### Participation challenges and solutions

Not reported

## NON- CUSTODIAL PARENT (NCP) CHOICES PEER

### Study Information

#### Program overview

Non-Custodial Parent (NCP) Choices PEER was an adaptation of the NCP Choices program (see profile for more information), a workforce development program for non-custodial parents who were unemployed or under-employed, had unpaid child support orders, and whose children received public assistance. NCP Choices PEER included all the elements of NCP Choices, plus parenting and relationship skills workshops. To help participants find work, services included job search assistance, education and training, and other supports, such as transportation assistance and funds for work-related expenses. The parenting and relationship skills workshops were divided into two parts: core curriculum and advanced curriculum. The core consisted of four two-hour sessions, which focused on shifting the NCP's attention from the other parent to the child and to being accountable. The advanced workshops, which were also held as four two-hour sessions, focused on connecting with children and supporting their development and on co-parenting. The workshops were led by a facilitator, who was assisted by a peer coach—an employed NCP Choices graduate who was meeting his or her child support obligations. Participation was mandatory; non-custodial parents who did not participate were required to pay child support or go to jail. The program was offered in seven sites in Texas and operated for approximately one year, starting in June 2010.

#### Study overview

To determine the effectiveness of the NCP Choices PEER program, the authors conducted a randomized controlled trial. Eligible NCPs were randomly assigned to NCP Choices PEER or NCP Choices; with this approach, the authors estimated the impact of the additional parenting and relationship skills workshops of NCP Choices PEER. The sample included 162 NCPs in the treatment group and 168 in the comparison group. The results showed that the NCPs in the PEER program were more likely to be ordered to jail for not paying child support. The authors speculated that this was because of increased monitoring during the workshops. There was an inconsistent pattern of findings for child support payments. For example, those in the PEER program paid child support a higher percentage of the time, but were less likely to pay it within six months of entering the program. There were no differences between the groups on measures of economic self-sufficiency, such as employment, earnings, and receipt of public assistance. *The study was a randomized controlled trial with low attrition, no confounding factors, and statistical adjustments for selected baseline measures. The study has a HIGH rating.*

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<b>Citation</b>	<p>Schroeder, D., K. Walker, and A. Khan. “Non-Custodial Parent Choices PEER Pilot: Impact Report.” Austin, TX: Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, August 2011.</p> <p>Additional sources:</p> <p>Schroeder, D., and A. Khan. “Non-Custodial Parent Choices Establishment and PEER Pilots: Preliminary Impact Report.” Austin, TX: Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, May 2011.</p> <p>Schroeder, D., and N. Doughty. “Texas Non-Custodial Parent Choices: Program Impact Analysis.” Austin, TX: Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, August 2009.</p>
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## Study and Sample Characteristics

<b>Study design</b>	NCPs were randomly assigned to receive either the regular support services provided by the NCP Choices program (comparison group) or the regular support services provided by NCP Choices PEER (treatment group). NCPs were randomly assigned in clusters. The authors designated certain days as treatment and control days, and thus the date the NCP was court-ordered into the program determined the random assignment status. The authors noted that 194 NCPs were randomly assigned into the treatment group and at least 193 into the comparison group (the exact number was not reported). The analytic sample included 162 NCPs in the treatment group and 168 in the comparison group.
<b>Comparison condition</b>	Members of the comparison condition were required to participate in NCP Choices. Each NCP was assigned a workforce specialist who provided assistance with job searching, resume writing, communication skills, and identifying job referrals, and other services designed to support employment.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample included 330 NCPs—162 in the treatment group and 168 in the comparison group.
<b>Race and ethnicity</b>	<p>White: not reported</p> <p>African American: 24.1 percent (treatment); 25.6 percent (comparison)</p> <p>Hispanic/Latino: 69.8 percent (treatment); 66.7 percent (comparison)</p> <p>American Indian: not reported</p> <p>Asian American: not reported</p> <p>Other: not reported</p>

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<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 32.9 years (treatment); 34.1 years (comparison)
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Employed at program entry: 24.7 percent (treatment); 26.2 percent (comparison)  Percent of time NCP employed during the four years prior to the program: 41.3 percent (treatment); 39.4 percent (comparison)  Average quarterly earnings during the four years prior to the program: \$2,582 (treatment); \$2,312 (comparison)
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Any unemployment insurance (UI) benefits received during the year prior to the program: 4.3 percent (treatment); 7.1 percent (comparison)
<b>In child support system</b>	All sample members were in the child support system.

## Reported Outcomes

<b>Timing</b>	The timing varied by outcome. UI earnings were measured through the fourth quarter of 2010, and UI claims were measured through the first quarter of 2011. Temporary Assistance for Needy Families (TANF) claims were measured through April 2011, and food stamps were measured through July 2011. Child support outcomes were measured through June 2011. Workforce outcomes were measured through July 2011.
<b>Description of measures</b>	The study analyzed six categories of outcomes: <ol style="list-style-type: none"> <li>1. Jailing rates (percent of months ordered to jail for non-payment of child support)</li> <li>2. Child support collections (percent of time monthly child support collections made, monthly average child support collections)</li> <li>3. Consistency of child support collections (child support payments at least two out of three months, child support payments three out of three months)</li> <li>4. Employment and earnings (percent of time employed, average quarterly earnings, unconditional quarterly earnings, employed at six months, weeks to gain employment, hourly wage at six months)</li> <li>5. UI measures (percent of months filed unemployment claims, percent of months received unemployment benefits, average monthly unemployment benefits received, percent of time monetarily eligible for UI based on earnings)</li> </ol>

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	6. TANF and food stamps receipt (percent of time receiving TANF benefits, average monthly TANF benefits, percent of time receiving food stamp benefits, average monthly food stamp benefits)
<b>Outcomes: Fathers' economic self-sufficiency</b>	There were no differences between the groups on the following outcomes: percent of time employed, average quarterly earnings (among the employed), earnings (among employed and unemployed), percent of months in which unemployment claims were filed, percent of months in which unemployment benefits were received, average monthly unemployment benefits, percent of time eligible for UI (based on earnings).
<b>Outcomes: Fathers' well-being</b>	Fathers in the PEER group were more likely than those in the comparison group to be ordered to jail for not paying child support.
<b>Outcomes: Fathers' financial support of children</b>	Fathers in the PEER group paid child support a higher percentage of the time than those in the comparison group, but those in the comparison group were more likely to pay child support within six months of program entry. There was no difference in the monthly average amount of child support paid. In terms of consistency of support, fathers in the PEER group were more likely to make payments in three out of three months but were no more likely to make payments in two out of three months.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	There were no differences between the groups on the following measures: percent of time the associated custodial parent(s) received TANF benefits, average monthly TANF benefits received by the associated custodial parent(s), percent of time associated custodial parent(s) received food stamps, average monthly food stamp benefits received by the associated custodial parent(s).

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## Program Model

<b>Theoretical framework</b>	As with the original NCP Choices program, a key tenet of the NCP Choices PEER was that non-compliance with child support orders had negative consequences, such as jail time.
<b>Participant eligibility</b>	Eligible participants were non-custodial parents who were unemployed or under-employed, whose children were receiving or recently had received TANF or Medicaid, who lived in the service area, and who could work (defined as medically able, not currently incarcerated, and having a Social Security number). The authors did not state that participants had to have unpaid child support, but this was a requirement for the NCP Choices program.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	<p>Parents eligible for NCP Choices and NCP Choices PEER were given three options: (1) pay child support; (2) participate in workforce services; or (3) go to jail. The programs consisted of the following services:</p> <ul style="list-style-type: none"> <li>• Employment services</li> <li>• Group workshops (NCP Choices PEER only)</li> </ul>
<b>Program content</b>	<p><b>Employment services.</b> Although the authors stated that these services were the same for NCP Choices PEER as for NCP Choices, the program descriptions differed somewhat between the study under review here and another study describing the original program. In both programs, every participant was assigned a workforce specialist who assisted in job search and job retention. The specialist would contact the NCP weekly and provide such support as job referrals and assistance with such skills as resume writing, interview techniques, and effective communication. In some locations, NCPs had access to computerized job banks and job lists. Once an NCP was employed, the specialist would provide support to help him or her maintain employment. A small number of NCPs could participate in subsidized employment, whereby the program would subsidize up to 90 percent of wages for up to six months.</p> <p><b>Group workshops.</b> The workshops were divided into a core curriculum and an advanced curriculum, which were designed to be sequential. The core workshops covered such topics as shifting focus from the custodial parent to the child, understanding accountability in the costs of raising a child, focusing on controllable factors, and developing strategies to cope with challenges. The advanced workshops helped participants in identifying their talents as parents and learning how to use them, supporting children’s development, communicating and connecting with their children, and co-parenting to support children’s well-being. Each workshop involved group discussion and interactive activities. Facilitators were available before and after the workshops to address any questions or issues that might arise.</p>

<b>Program length</b>	The core and advanced curricula were each provided in four two-hour workshops. No information was provided on the length of the employment services.
<b>Targeted outcomes</b>	NCP Choices PEER was designed benefit child well-being by increasing NCPs' emotional and financial support of their children, and strengthening the NCPs' parenting skills and co-parenting relationships.
<b>Program adaptations</b>	NCP Choices PEER was an adaptation of NCP Choices that supplemented the employment services of the latter with workshops on parenting and relationship skills.
<b>Available languages</b>	English only
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>The authors noted several challenges to implementation.</p> <p>Although there were two curricula, core and advanced, most participants were offered only the core workshops. Only one cohort in one site completed the advanced curriculum. The authors did not explain why this occurred.</p> <p>The program staff was not able to recruit peer coaches, so the program was implemented without them. The authors recommended the use of stipends to increase the participation of peer coaches.</p> <p>Because of random assignment, half of the eligible participants were assigned to the comparison group, which did not receive NCP Choices PEER. The authors noted this sometimes delayed the startup of groups, since staff had to wait for a sufficient number of participants to be assigned to the treatment group. Initially, some groups were started with fewer than four participants, but this practice was stopped because any drop off in attendance was very noticeable and disruptive to the group. Staff noted that longer wait times seemed to diminish NCPs' perceptions of the urgency of meeting with the group and led to reduced attendance.</p> <p>In one site, the facilitator spoke fluent Spanish and enrolled Spanish-speaking participants. However, because the curriculum was only available in English, the inclusion of Spanish speakers was thought to diminish the quality of the workshops for all participants. Thereafter, only English speakers were allowed to enroll in the program.</p>

## Program Structure

<b>Was there a planning or pilot phase?</b>	The operations described in the study were considered a pilot.
<b>Length of planning/pilot</b>	June 2010–June 2011

<b>Timeframe for program operation</b>	See above.
<b>Sites and service-delivery settings</b>	The program was operated in the following Texas locations: Beaumont, Port Arthur, El Paso (two locations), and Hidalgo (Mission, Edinburg, and Weslaco).
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	The program required partnerships among the Texas Office of the Attorney General, the Texas Workforce Commission, and IV-D courts, which handled child support cases.
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Participation for both treatment and comparison group members was mandatory.
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	The groups were led by facilitators; no information was provided on their characteristics. Peer coaches assisted facilitators in the workshops and served as role models for participants. The peer coach was required to be an NCP Choices graduate who was employed and consistently met his or her child support obligations.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	The program required that a group have a minimum of 4 participants to start, with a maximum of 25 (although the authors noted that groups rarely approached the maximum size).
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported

<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Referrals were from the Child Support Division of the Texas Office of the Attorney General.
<b>Recruitment method</b>	<p>Eligible NCPs were identified by the Office of the Attorney General. The IV-D courts, which were responsible for child support cases, scheduled an enforcement docket (or included the case on a regular docket), and staff at the Office of the Attorney General prepared court or probation orders. Workforce center staff attended the enforcement hearings and enrolled NCPs in the program.</p> <p>Within days of enrollment, NCPs were required to complete intake with workforce staff, at which time staff described the mandatory requirements of the program: 30 hours per week of job search activities, attendance at scheduled meetings with staff, and completion of four core workshops. NCPs also were provided with the time and location of the workshops and contact information for the workshop leader.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	The only incentive to participate in NCP Choices PEER was to avoid jail.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Across all NCPs assigned to the PEER program, 50 percent completed all four core sessions, with a range of 42 to 59 percent by site. Another 26 percent stopped attending because they had obtained employment (17 to 29 percent by site), which the authors noted as an acceptable result.

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**Participation  
challenges and  
solutions**

Despite the mandatory attendance requirement, the program encountered some difficulties with participation. In some sites, transportation issues affected participation. Other reasons for participation difficulties were not described.

The staff made modifications to encourage participation. One facilitator offered workshops during the evening. To encourage attendance, facilitators created a graduation ceremony at the end of the workshops. In some sites, the judges who had ordered participation in the program attended the ceremony.

Staff adopted a policy that if a NCP missed the first workshop, he or she was reassigned to the next cohort. In some cases, if workshops other than the first were missed, the NCP was allowed one make-up session.

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## PARENTS' FAIR SHARE

### Study Information

#### Program overview

Parents' Fair Share (PFS) was a large, multisite demonstration of programs to help low-income, noncustodial parents find stable employment, increase their earnings and payment of child support, and become more involved parents. PFS provided four types of services: (1) employment and training, including skills training and education, on-the-job training, and job-search assistance; (2) peer support through curriculum-focused group meetings of noncustodial parents; (3) voluntary mediation between custodial and noncustodial parents; and (4) enhanced child support enforcement (CSE), such as lowering child support orders during PFS participation and modifying orders after the fathers find work. The program was mandatory for most participants, who were referred through court hearings for not paying child support or who did not have the means to pay child support.

#### Study overview

The studies of the program included information on implementation and impacts of PFS. The authors found that several sites experienced challenges in recruiting the targeted number of enrollees. Potential participants often did not show up for their hearings, and most of those who did show up were not eligible for the program. While most sites were able to implement peer support and job-search assistance as planned, some had difficulty providing the full range of skill-building and job-training activities, especially on-the-job training. For example, employers were often reluctant to accept participants because of prior incarceration and additional reporting requirements. Participation was highest in the peer support groups, which ended up being the primary activity in PFS, and lower in skill building and mediation.

To measure impacts, 5,611 fathers were randomly assigned to PFS (2,819 fathers) or a comparison group (2,792 fathers). PFS improved the likelihood of the noncustodial parent making formal payments through the CSE system and also increased the average amount paid. However, PFS did not affect whether the noncustodial parent provided informal cash payments or in-kind support, and it decreased the average value of informal (cash or in-kind) payments made. There were no differences between the PFS and comparison groups related to fathers' involvement with the child, parenting, co-parenting, the relationship between the noncustodial mothers and custodial fathers, or domestic violence. One exception was that mothers in the PFS group were more likely than mothers in the comparison group to report having frequent disagreements with the noncustodial father.

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There were also no significant differences between the groups in employment or earnings. *The study has two ratings. For all outcomes except fathers' employment and earnings, the study has a HIGH rating because the sample had low attrition, no confounding factors, and statistical adjustments for selected baseline variables. For the analysis of fathers' employment and earnings, the study has a MODERATE rating because baseline variables were not included in the analyses.*

**Citation**

Knox, V., and C. Redcross. "Parenting and Providing: The Impact of Parents' Fair Share on Paternal Involvement." New York: Manpower Demonstration Research Corporation (MDRC), October 2000.

Additional sources:

Doolittle, F., V. Knox, C. Miller, and S. Rowser. "Building Opportunities, Enforcing Obligations: Implementation and Interim Impacts of Parents' Fair Share." New York: MDRC, December 1998.

Martinez, J. M., and C. Miller. "Working and Earning: The Impact of Parents' Fair Share on Low-Income Fathers' Employment." New York: MDRC, October 2000.

Miller, C., and V. Knox. "The Challenge of Helping Low-Income Fathers Support Their Children: Final Lessons from Parents' Fair Share." New York: MDRC, November 2001.

## Study and Sample Characteristics

**Study design**

The study is a randomized controlled design in which fathers were randomly assigned to PFS (2,819 fathers) or a comparison group (2,792 fathers). Approximately 12 months after random assignment, a survey was administered to a random subsample of custodial mothers associated with fathers. Attrition was low for the data collected through this survey, and this portion of the study has a high rating. For the analysis of employment earnings, one site was not included because complete follow-up data were not available. The authors did not establish that the groups were equivalent at baseline and did not control for baseline variables; this portion of the study has a moderate rating. This profile excluded the results based on a survey sample of 553 fathers; this sample had high attrition and baseline equivalence was not established.

**Comparison condition**

The fathers in the comparison group did not receive PFS and were subject to standard enforcement procedures.

**Conflicts of interest**

The Responsible Fatherhood curriculum was created by MDRC, the PFS evaluator.

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<b>Sample size</b>	The sample characteristics were based on 261 noncustodial parents in the comparison group. For the outcomes analysis (except employment and earnings), the analytic sample included 2,005 (991 treatment and 1,014 comparison). For the analysis of employment and earnings, the analytic sample included 5,020 fathers (2,525 treatment and 2,495 comparison).
<b>Race and ethnicity</b>	White: 14.8 percent African American: 59.6 percent Hispanic/Latino: 23.2 percent Other: 2.3 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 31 years Under 25 years: 26.8 percent 26 to 34 years: 46.7 percent 35 years or older: 26.4 percent
<b>Educational attainment</b>	No high school diploma or GED: 49.5 percent High school diploma or GED: 49.9 percent Associate's degree or higher: 0.6 percent
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	100 percent

## Reported Outcomes

<b>Timing</b>	The custodial parent survey was conducted approximately 12 months after the associated noncustodial parent was randomly assigned.  The authors collected data on child support 7 to 12 months after random assignment. They collected data on employment and earnings for eight quarters.
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**Description of measures**
***HIGH rating***

The authors used administrative data from the CSE system to measure fathers' formal child support payments.

In addition, the authors used a survey of custodial mothers to collect data on many outcomes:

Fathers' financial support of children

Support received of any type

Formal child support payments received

Informal cash support payments received

In-kind support received

Father involvement

Frequency of father's in-person visits with the child

Frequency of father's phone/mail contacts with the child

Fathers' parenting skills

Whether the custodial parent reported any improvement in the noncustodial father's role as a parent

Co-parenting

How often the parents discussed the child

Whether the noncustodial parent was involved in major decisions about the child

Relationship status and quality

Frequency of disagreements between the parents

Style of conflict (discuss calmly, keep opinions to self, argue loudly, hit/throw things at each other)

Domestic violence

Whether the mother had a restraining order against the father

***MODERATE rating***

Employment and earnings were measured using unemployment insurance (UI) wage records.

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<b>Outcomes: Fathers' economic self-sufficiency</b>	<b><i>MODERATE rating</i></b>  There were no significant differences between the treatment and comparison groups in employment or earnings. This was true for the first and second years after random assignment.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	<b><i>HIGH rating</i></b>  The results showed that PFS increased the likelihood of the noncustodial parent making formal payments. However, PFS did not affect whether the noncustodial parent provided informal cash payments, in-kind support, or no support.  The authors also found that PFS increased the cash amount of formal payments made by the noncustodial parent, but it decreased the cash amount of informal payments as well as the value of in-kind support from the noncustodial parent. No impact was found on the total dollar value of support received.
<b>Outcomes: Fathers' involvement with children</b>	<b><i>HIGH rating</i></b>  PFS did not affect the frequency of in-person, phone, or mail contacts that noncustodial parents had with their children.
<b>Outcomes: Parenting skills</b>	<b><i>HIGH rating</i></b>  The authors found that PFS did not affect the likelihood of mothers reporting that the father had improved as a parent.
<b>Outcomes: Co-parenting</b>	<b><i>HIGH rating</i></b>  PFS had no effect on how often the parents discussed the child or whether the noncustodial parent was involved with the custodial parent in major decisions about the child.
<b>Outcomes: Relationship status and quality</b>	<b><i>HIGH rating</i></b>  PFS increased the proportion of custodial mothers who reported a disagreement with the noncustodial parents. No effect was found on the style of conflict (aggressive, withdrawn, or calm).
<b>Outcomes: Domestic violence</b>	<b><i>HIGH rating</i></b>  The authors reported that PFS had no effect on whether the custodial mothers had a restraining order against the noncustodial father within the prior six months.

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**Outcomes: Child outcomes** Not reported

**Outcomes: Other** Not reported

## Program Model

### Theoretical framework

The authors specified the mechanisms through which the four components of the model were expected to improve employment, earnings, child support compliance, and family relationships.

Employment and earnings: Employment and training services were expected to lead to stable employment and higher earnings by improving parents' job skills, helping them find jobs with higher wages, expanding their access to jobs for which they were qualified, and providing support after employment. Peer support was expected to lead to more stable employment by improving participants' commitment to work, communication, and conflict-management skills. The authors expected that mediation services would improve interparental relationships, thereby increasing noncustodial parents' interest in working to help support their children. The authors did not expect enhanced CSE to affect employment outcomes.

Child support payment and family relationships: Employment and training were expected to help noncustodial parents increase their income, which would lead to increases in child support payments. In the long run, the authors expected enhanced CSE to improve payment of child support through closer monitoring and more timely implementation of wage-withholding orders. They also expected mediation and peer support to improve child support compliance through resolution of family conflicts and greater involvement of noncustodial parents in their children's lives.

### Participant eligibility

Participation in PFS was mandatory for noncustodial parents who were court-ordered into the program nonpayment of child support or lack of means to pay child support obligations. These parents were typically unemployed or underemployed.

### Participant needs assessment

Once enrolled in PFS, participants were assigned to a case manager who worked with them to assess their needs for employment and training. Specific forms or instruments used for this purpose were not reported.

### Program components

Four core components made up the PFS program: peer support, employment and training, enhanced CSE, and mediation. Mediation was the only voluntary component.

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**Program content**

The program components and services were designed to complement one another. Participants began the program with the first component, the peer support group, which was structured around a curriculum called Responsible Fatherhood. This component could also include mentoring arrangements, recreational activities, and planned parent-child activities.

Peer support centered on a curriculum called Responsible Fatherhood, provided by MDRC. The curriculum covered the following 18 topics and 4 optional sessions:

1. Introduction to Responsible Fatherhood
  2. What Are My Values?
  3. Manhood
  4. The Art of Communication
  5. Fathers as Providers
  6. Noncustodial Parents: Rights and Responsibilities
  7. Developing Values in Children
  8. Coping as a Single Father (or Sometimes Weekend Dad)
  9. Dealing with Children's Behaviors
  10. Relationships: Being a Friend, Partner, Parent, and Employee
  11. Understanding Male/Female Relationships
  12. Managing Conflict and Handling Anger
  13. Handling Anger and Conflict on the Job
  14. Surviving on the Job
  15. The Issue of Race/Racism
  16. Taking Care of Business
  17. Managing Your Time and Money
  18. Building a Support Network: Who's on Your Side?
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	Optional sessions:
	Alcohol and Drug Use and Abuse
	Food as Common Ground
	Eating for Health
	Cooking for Health
	The employment and training component included case management and referrals, job searches and development, basic education, job clubs, and on-the-job training. These services were typically provided by outside agencies funded through the Job Training and Partnership Act (JTPA).
	The component on enhanced CSE was designed to allow each site develop procedures to monitor cases and to help reduce child support orders while parents participated in PFS. Modifications to child support orders also were made more quickly after a parent found employment.
	Mediation services, which were voluntary, provided structured opportunities for custodial and noncustodial parents to work out disagreements on visitation, household expenditures, child care and school arrangements, and other issues.
	Some sites offered peer support concurrently with other components; other sites only provided the other components after peer support ended.
<b>Program length</b>	Participants were required to stay in the program until they either found work or became noncompliant with child support orders (at which point they were referred back to the CSE agency). On average, participants attended 15 sessions of the peer component and spent 5 months in the program (Doolittle et al. 1998).
	Participants typically began PFS by meeting with their case manager and attending an orientation session. They were then assigned to a peer support group, which met two or three times a week for six to eight weeks. Some sites offered peer support concurrently with the other components, while other sites only offered the other components after peer support was completed.
<b>Targeted outcomes</b>	To help fathers find stable employment, pay child support, and become more involved in their children's lives.
<b>Program adaptations</b>	The Responsible Fatherhood curriculum was created by MDRC, the program evaluator, during the pilot phase of PFS. Responsible Fatherhood was based on an earlier curriculum developed by Public/Private Ventures called Fatherhood Development: A Curriculum for Young Fathers.
<b>Available languages</b>	Not reported

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<b>Fidelity measures</b>	MDRC called and visited sites regularly to monitor fidelity and compliance.
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>While most sites were able to implement peer support and job-search assistance as planned, some had difficulty providing the full range of skill-building and job-training activities, especially on-the-job training. The authors indicated that this may have been because service providers had limited experience working with and designing services for very disadvantaged clients. Many PFS participants were “hard to employ,” and sites often found that employers were reluctant to hire or provide these participants with on-the-job training. Another barrier to placing or training hard-to-serve clients was JTPA’s specific eligibility, performance, and reporting requirements.</p> <p>The authors indicated that some sites also experienced challenges in developing effective working partnerships between collaborating agencies at the outset of the program. For example, PFS wanted CSE agencies to prioritize PFS cases. However, CSE staff often had a standard way of prioritizing cases and were reluctant to change, and PFS lead agencies did not always treat the CSE agency as a full partner. Such problems appeared to stem from the need for service providers and government agencies to adopt new roles and develop new procedures specific to PFS.</p> <p>Finally, the authors stated that low enrollment made it particularly difficult to implement some services designed to be delivered in group settings (such as job club and peer support). The authors also indicated that payments for operational costs were tied to enrollment figures in each site. This limited the resources available for sites to implement the program well.</p> <p>Two sites were able to develop relationships with providers that had worked with disadvantaged populations; these sites achieved relatively higher participation in skill-building activities. They also worked to identify the type of jobs each individual was suited for before searching for appropriate employers.</p>

## Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	The program was piloted for two years, from 1992 to 1994.
<b>Timeframe for program operation</b>	The full program operated from 1994 to 1996 (two years).

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<b>Sites and service-delivery settings</b>	<p>Sites in seven cities participated in the PFS demonstration:</p> <ul style="list-style-type: none"> <li>• Los Angeles, California</li> <li>• Jacksonville, Florida</li> <li>• Springfield, Massachusetts</li> <li>• Grand Rapids, Michigan</li> <li>• Trenton, New Jersey</li> <li>• Dayton, Ohio</li> <li>• Memphis, Tennessee</li> </ul> <p>Each site consisted of local partnerships between child support agencies, employment and training providers, and community-based service organizations, the latter typically serving as the program “home.” The authors did not specify the number of service-delivery locations within each site.</p>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	PFS had funding partnerships with federal, state, and local agencies as well as with foundations. It also had operations partnerships that linked agencies, including CSE, welfare, JTPA employment and training, and community-based agencies.
<b>Funding agency</b>	PFS received federal funding from the U.S. Departments of Agriculture, Labor, and Health and Human Services. States provided some matching funds, local agencies contributed funding or in-kind contributions, and foundations also provided funding.
<b>Agency certifications and national affiliations</b>	Site-level partnerships included local and state CSE agencies and JTPA employment and training agencies.
<b>Was participation mandatory?</b>	Yes, men were court-ordered to attend.

## Staffing and Operations

**Staff characteristics** The staffing structure included (1) case managers, who were assigned a caseload of participants to manage throughout their stay in the program and (2) specialists, such as job developers or group facilitators for the peer support sessions. In many sites, staff often played more than one role or changed roles over time. The authors did not discuss any specific qualifications for these roles.

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<b>Staff training</b>	Facilitators for the peer group component were trained by a consultant to MDRC. Job-development experts provided training to employment staff.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	<p>In a few sites, the CSE agency assigned specific staff members to handle PFS cases and reduced their caseloads.</p> <ul style="list-style-type: none"> <li>• Grand Rapids: Typical CSE caseload was 3,500; PFS caseload was 250</li> <li>• Los Angeles: Typical CSE caseload was 1,500; PFS caseload was 350</li> <li>• Memphis: Typical CSE caseload was 9,000; PFS caseload was 150</li> <li>• Trenton: Typical CSE caseload was 600; PFS caseload was 200</li> </ul>
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	<p>MDRC provided or facilitated technical assistance in several ways:</p> <ol style="list-style-type: none"> <li>1. Staff visited sites and met with providers and site managers.</li> <li>2. Site staff were encouraged to visit other sites to observe and obtain peer assistance (particularly for sites that were experiencing difficulties in a specific area).</li> <li>3. Peer group facilitators received curriculum training and debriefing.</li> <li>4. Employment staff received instruction on job club/job search and on-the-job training components.</li> <li>5. Managers attended conferences to share information with other sites.</li> </ol> <p>Sites also received payments of \$150,000 to \$265,000, which were used to access matching federal funds.</p>
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	MDRC administered a management information system to track participant enrollment, participation, and outcomes.

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## Recruitment

**Referral sources** Courts and CSE agencies referred low-income, noncustodial parents who were unemployed or underemployed.

**Recruitment method** Sites used various methods to identify and enroll participants. Staff in two sites reviewed court dockets for scheduled child support hearings to identify potential referrals. However, because low-income, noncustodial parents were not a priority before PFS, few had been scheduled for such hearings. The remaining sites therefore implemented “extra outreach” methods, which included:

1. Reviewing child support caseloads to identify those who were potentially eligible and notifying them to appear at a court hearing or appointment at the CSE office to discuss their case.
2. Identifying potential participants from other sources, such as new referrals from the welfare agency to the CSE agency, caseloads of people close to exhausting their unemployment insurance benefits, and records of local births to Medicaid recipients.
3. Arranging and conducting hearings for large groups of potentially eligible noncustodial parents.
4. Conducting home visits to encourage attendance at court hearings or CSE appointments.

Once a potential participant appeared in court or at their designated appointment, CSE staff or PFS staff (depending on the site) verified the person’s eligibility and enrolled him into PFS.

**Recruitment incentives** Not reported

**Participants targeted** Target enrollment for all sites was 10,030. Number targeted by each site:

- Dayton—2,160
- Grand Rapids—1,080
- Jacksonville—1,300
- Los Angeles—1,140
- Memphis—1,350
- Springfield—1,500
- Trenton—1,500

<b>Participants recruited</b>	<p>A total of 5,640 participants were recruited.</p> <ul style="list-style-type: none"> <li>• Dayton—664</li> <li>• Grand Rapids—1,083</li> <li>• Jacksonville—775</li> <li>• Los Angeles—1,088</li> <li>• Memphis—813</li> <li>• Springfield—592</li> <li>• Trenton—625</li> </ul>
<b>Recruitment timeframe</b>	Two years (1994–1996)
<b>Recruitment challenges and solutions</b>	<p>Several sites experienced challenges in recruiting the targeted number of participants. Despite the additional recruitment methods described above, potential participants often did not show up for their hearings. Among those who did show up, only 25 percent were found to be eligible. One of the most common reasons for ineligibility was that the parent was already employed, and the agencies were unaware of this.</p>
<b>Participation</b>	
<b>Participation incentives</b>	<p>Fathers' child support orders were often reduced while they participated in the program. States were able to reduce these obligations because the custodial parent was typically receiving welfare (or had received welfare in the past when the noncustodial parent was in arrears). In such situations, the noncustodial parent owed child support to the state rather than to the custodial parent.</p>
<b>Initial engagement in services</b>	<p>The data below only include fathers who participated within 18 months of random assignment.</p> <p>Any activity: 70.4 percent</p> <p>Peer support: 64.3 percent</p> <p>Job club or workshop: 56.7 percent</p> <p>Skills training: 8.2 percent</p> <p>Basic education: 11.5 percent</p> <p>On-the-job training: 11.8 percent</p> <p>Mediation: 2.8 percent</p>

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**Retention**

Participation

One to three months: 47 percent

Four to six months: 26 percent

At least seven months: 27 percent

Overall, 7.3 percent participated for more than 12 months.

**Participation  
challenges and  
solutions**

Participation was highest in the peer support groups, which ended up being the primary activity of PFS. The authors described peer support as an opportunity for participants to talk through and obtain advice about employment, family, and parenting.

In most sites, participation in the skill-building component was low. This was due to difficulty in finding employers willing to provide on-the-job training. Employers were often reluctant to accept participants because of prior incarceration and additional reporting requirements. A few sites worked with employment agencies that had experience working with hard-to-place and very disadvantaged clients, which proved beneficial and increased participation rates in those sites.

Participation in mediation also was low. The authors reported that many parents, noncustodial or custodial, were not interested in the services, and PFS staff did not prioritize this component of the program.

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## PROJECT BOOTSTRAP

### Study Information

#### Program overview

Project Bootstrap was part of the Texas Fragile Families (TFF) Initiative, a statewide demonstration project designed to improve community-based services for young fathers (see TFF profile for more information). Four of the 11 TFF sites—Austin, Houston-Baylor, Laredo, and San Angelo—adopted the Project Bootstrap model approximately two years into the TFF demonstration. This model combined the TFF program components—employment assistance, case management and help with child support orders, and peer support groups—with cash stipends for participation in job-skills training. The stipends were intended to help fathers pay child support while they participated in job-skills training to improve their employment outcomes. Fathers could receive up to \$1,300 for participating in training, including GED preparation, on-the-job training, structured work searches, and internships.

#### Study overview

The authors examined the implementation and impacts of Project Bootstrap. They found that all sites struggled with recruitment and participation. Although the recruitment period was extended from 9 to 15 months, three of the four sites were not able to meet their original targets. Site staff indicated that the eligibility criteria for the program were too narrow and made recruitment difficult. In addition, staff thought the stipend was too low to be an attractive incentive. Some sites also had difficulty providing job-assistance services, such as on-the-job training and apprenticeships designed to provide fathers with earnings in addition to the stipend. The authors used a quasi-experimental design to examine the impacts on program participants by matching them on selected characteristics to fathers who did not participate. Outcomes in economic self-sufficiency, financial support of children, and other domains were compared in the treatment and comparison groups. The authors found that fathers in the treatment group were employed a higher percentage of the time than those in the comparison group, but they had lower average earnings. The results favored the treatment group on two of four measures of child support payment and two measures of participation in workforce development and training programs. There were no differences between the groups on two measures of child support payments and receipt of public assistance. *The study has a quasi-experimental design; treatment and comparison groups were shown to be equivalent on traits of interest, and statistical adjustments were made for selected measures. The study has a MODERATE rating.*

#### Citation

Schroeder, D., S. Looney, and D. Schexnayder. “Impacts of Workforce Services for Young Low-Income Fathers: Findings from the Texas Bootstrap Project.” Austin, TX: Ray Marshall Center for the Study of Human Resources, University of Texas at Austin, October 2004.

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 Additional sources:

Looney, S., and D. Schexnayder. “Factors Affecting Participation in Programs for Young Low-Income Fathers: Findings from the Texas Bootstrap Project.” Austin, TX: Ray Marshall Center for the Study of Human Resources, University of Texas at Austin, April 2004.

Romo, C., J.V. Bellamy, and M.T. Coleman. “Texas Fragile Families Final Evaluation Report.” Austin, Texas: Center for Public Policy Priorities, 2004.

## Study and Sample Characteristics

<b>Study design</b>	The authors used a quasi-experimental design in which fathers in Project Bootstrap were compared to a matched group of fathers who were not in the program. Fathers in the comparison group were selected from the Texas Office of the Attorney General (OAG) database of child support cases. Only noncustodial fathers with (1) open child support cases and (2) who lived in the same counties as the fathers in Project Bootstrap were considered for the comparison group. Fathers were matched based on county of residence, characteristics of the father and mother, the child support case, and recent histories prior to the program.
<b>Comparison condition</b>	The fathers in the comparison group did not participate in an intervention.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The analytic sample included 59 fathers in the treatment group and 59 fathers in the comparison group.
<b>Race and ethnicity</b>	African American: 45.8 percent Hispanic/Latino: 40.7 percent  Please note that the percentages do not sum to 100, but no other races or ethnicities were reported.
<b>Gender</b>	Male: 100 percent  Female: 0 percent
<b>Age</b>	Mean: 21.4 years (treatment), 21.8 years (comparison)
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	The average monthly earnings before program entry were \$449.00 for the treatment group and \$461 for the comparison group.

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<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	All participants were required to be in the child support system or in the process of establishing child support cases.

## Reported Outcomes

<b>Timing</b>	<p>Earnings: April 1999 through March 2004</p> <p>Child support: September 2000 through September 2003</p> <p>Temporary Assistance for Needy Families (TANF) receipt: April 1999 through September 2004</p> <p>Workforce Investment Act (WIA) training: April 1999 through June 2004</p>
<b>Description of measures</b>	<p><u>Fathers' economic self-sufficiency</u></p> <p>Authors used the Texas Unemployment Insurance (UI) wage data and the Federal Parent Locator Service (FPLS) out-of-state wage data to measure the percentage of time fathers were employed and their average monthly earnings (among the employed).</p> <p><u>Fathers' financial support of children</u></p> <p>OAG's child support data system was used for the following outcomes: percentage of time child support payments were made, monthly average of child support paid (among payers), consistent payment of child support (at least two out of three months), and consistent payment of child support (three out of three months).</p> <p>Authors used data from the Texas Department of Human Services to measure the percentage of time mothers spent on TANF.</p> <p><u>Other</u></p> <p>Authors used the Texas Workforce Commission administrative data on the percentage of fathers in any WIA workforce development or training programs.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	<p>Fathers in the treatment group were employed for a higher percentage of time than those in the comparison group.</p> <p>Among the employed, fathers in the treatment group had lower monthly earnings on average than those in the comparison group.</p>
<b>Outcomes: Fathers' well-being</b>	Not reported

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<b>Outcomes: Fathers' financial support of children</b>	<p>The impacts favored the treatment group on three outcomes.</p> <ol style="list-style-type: none"> <li>1. Fathers in the treatment group made child support payments more often than did fathers in the comparison group.</li> <li>2. Fathers in the treatment group were more likely to consistently pay child support for at least two out of three months than were fathers in the comparison group.</li> <li>3. Custodial mothers associated with fathers in the treatment group spent significantly less time on TANF than did custodial mothers associated with fathers in the comparison group.</li> </ol> <p>There was no difference between fathers in the treatment and comparison groups in:</p> <ol style="list-style-type: none"> <li>1. The average amount of child support paid monthly</li> <li>2. The proportion of fathers making child support payments in all three months</li> </ol>
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Compared to fathers in the comparison group, fathers in the treatment group were significantly more likely to participate in (1) any WIA workforce development and (2) the WIA training program.

## Program Model

<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Eligible participants were 17 to 25 years old, U.S. citizens, not married to their child's mother, unemployed or underemployed, and establishing or had established a child support order.



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<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	<p>Fathers participated in the basic services offered at all TFF sites, which included:</p> <ol style="list-style-type: none"> <li>1. Employment assistance</li> <li>2. Case management and help with child support orders</li> <li>3. Peer support groups</li> </ol> <p>Fathers also received enhanced services offered only to Bootstrap participants, which included:</p> <ol style="list-style-type: none"> <li>1. Parental responsibility stipend</li> <li>2. Mediation</li> <li>3. Federal bonding</li> </ol>
<b>Program content</b>	<p><u>Basic TFF services</u></p> <ol style="list-style-type: none"> <li>1. Employment assistance: Basic education and GED classes, career assessment and planning, job placement, job training</li> <li>2. Case management and child support services: Assistance with establishing paternity and navigating the child support system</li> <li>3. Peer support groups: Parenting and relationship education, father/child activities</li> </ol> <p><u>Enhanced Bootstrap services</u></p> <ol style="list-style-type: none"> <li>1. Parental responsibility stipend: Participating fathers could earn up \$400 per month (\$1,300 total) based on their level of involvement in the program. To receive the stipend, fathers had to (1) sign a participation contract; (2) establish paternity, if not already done; (3) pay any child support obligations; (4) participate for at least six hours per month in TFF fatherhood activities such as peer support groups or meetings with the case manager; and (5) participate in at least 12 weekly hours of work activities such as GED preparation, on-the-job training, or structured job searches.</li> <li>2. Mediation: An independent intermediary helps parents resolve disputes about access and visitation</li> <li>3. Federal bonding: Subsidized federal bond program designed to encourage employers to hire high-risk participants with criminal backgrounds by reimbursing the employer for losses that result from employee dishonesty.</li> </ol>
<b>Program length</b>	Not reported

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<b>Targeted outcomes</b>	The program sought to increase job skills, employment rates and earnings, and consistent payment of child support among noncustodial fathers. By improving the economic self-sufficiency of fathers, the program also aimed to decrease custodial mothers' use of TANF.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>Delays in securing contracts between OAG and the sites pushed back the start date of Project Bootstrap by two months.</p> <p>Staff at some sites had little experience providing employment assistance services and had difficulty finding work opportunities, such as on-the-job training and apprenticeships, which was frustrating to the fathers. The program staff also had trouble developing strong partnerships with workforce centers. Staff turnover at the workforce centers and Bootstrap sites meant that new connections had to be continually re-established. In addition, staff members at the workforce centers were sometimes reluctant to work with Bootstrap fathers, many of whom had substantial barriers to employment.</p>

## Program Structure

<b>Was there a planning or pilot phase?</b>	There was no pilot phase. The program was considered a demonstration program.
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	March 2002 to May 2004 (the larger TFF project began in July 2000)
<b>Sites and service delivery settings</b>	<p>Project Bootstrap was implemented in 4 of the 11 TFF sites (please note that Houston-Baylor was listed as separate sites in some publications). The sites varied in the types of agencies implementing the program.</p> <p>Austin: A sliding-scale health care clinic in collaboration with other community-based organizations</p> <p>Houston-Baylor: Two free teen health clinics in Baylor, one in a hospital and the other in a community center</p> <p>Laredo: Multiservice faith-based organization</p>

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	San Angelo: Healthy Families USA, a home-visiting program
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	<p>TFF was started in 1999 as a partnership between the Hogg Foundation for Mental Health and the Center for Public Policy Priorities. TFF brought together additional organizations to provide funding for the initiative. These organizations, however, generally did not provide much input on the design of the initiative; many had little previous experience with this population, and the field (services to low-income fathers and families) was seen as relatively new. Funders were part of an advisory board, which kept them informed on the progress of TFF.</p> <p>TFF also partnered with OAG’s Child Support Division to apply for the Project Bootstrap funding in 2001.</p> <p>Sites developed their own partnerships with local service providers to offer a range of services to participating fathers.</p>
<b>Funding agency</b>	TFF was a funding intermediary for more than 30 local, state, and national funders, including foundations and public agencies. The federal Office of Child Support Enforcement provided additional funding for Project Bootstrap.
<b>Agency certifications and national affiliations</b>	The implementing agency in San Angelo was affiliated with Healthy Families America.
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported

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<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	OAG, workforce development agencies, child support offices, other community organizations, hospitals, flyers, word of mouth
<b>Recruitment method</b>	All sites received referrals. Other strategies varied across sites. Austin: Hosted a “Dad’s Room” on Friday afternoons at the prenatal clinic Houston-Baylor: Had a weekly outreach table at the family court Laredo: Left flyers at workforce centers, child support offices, schools, and other organizations San Angelo: Identified families likely to be eligible from referrals received from the hospital
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	The initial recruitment targets were 25 fathers per site, for a total of 100. This was adjusted to 35 fathers for Houston-Baylor and 17 in each of the other three sites.
<b>Participants recruited</b>	A total of 151 fathers were referred to the program.
<b>Recruitment timeframe</b>	March 2002 to September 2003; this is a 19-month period, but the authors also stated that recruitment took place over 15 months (through June 2003).
<b>Recruitment challenges and solutions</b>	The sites encountered difficulties in recruitment. Austin and Laredo had little experience with recruitment, while Houston-Baylor and San Angelo had more recruitment experience but had difficulty identifying and contacting the target population. The original recruitment period was 9 months, but this was extended to 15 months or longer. In addition, three of the four sites reduced the target number of participants.

Project staff had anticipated that about half of the fathers could be drawn from those already enrolled in TFF, but not all fathers were eligible. For example, the age range for TFF was 12 to 41, but the age limit for Bootstrap was 17 to 25. Also, nearly one-third of TFF fathers had partners who were currently pregnant, and the fathers were not eligible for Bootstrap until their children were born.

More generally, the eligibility requirements hampered recruitment. Some TFF fathers were not eligible because of age or citizenship. Other fathers wanted to avoid contact with formal child support systems. In an attempt to be flexible, TFF staff modified the eligibility criteria, but this was often done on a case-by-case basis, which site staff found confusing.

Staff also indicated that the stipend was too small to help increase recruitment or participation. For example, fathers who were already employed often earned more money at their jobs and would not risk leaving for the training and services offered by the program. The stipend had been intended to supplement earnings from on-the-job training or part-time employment, but the staff had difficulty finding these opportunities for fathers.

## Participation

### Participation incentives

Fathers could earn up to \$1,300 for participating in work activities (the authors also stated that the maximum stipend was \$1,325). For 12 to 20 hours a week, they would earn \$150 per month, \$300 a month for 20 to 30 weekly hours, or \$400 a month for more than 30 weekly hours. Amounts could be adjusted on a case-by-case basis.

The authors also stated that, in the original program model, after three months of a maximum \$400 stipend, employed fathers could also receive \$75 a month for an additional five months. It is unclear whether this program feature was implemented or subject to the \$1,300 cap.

### Initial engagement in services

The total number of participants was not clear. The authors stated that of the 151 fathers referred to the program, 70 participated; elsewhere, they indicated that 80 participated. The authors also stated that 79 fathers received a stipend.

### Retention

Among the 79 fathers who received a stipend, the mean length of participation, from first to last stipend, was 3.61 months, with a range of one to nine months. The total amount received was \$694, on average.

### Participation challenges and solutions

Site staff indicated that it was difficult to maintain contact with fathers. Contact information quickly became out of date because of the fathers' mobility.



## RESPONSIBLE FATHERHOOD FOR INCARCERATED DADS

### Study Information

<b>Program overview</b>	The Responsible Fatherhood program was a 10-week program for incarcerated fathers. The program consisted of weekly group sessions, which covered such topics as child development, co-parenting, and responsible manhood. Program goals included building family relationships, increasing knowledge and attitudes toward fatherhood, improving the quality of relationships with children's mothers, and increasing awareness of the justice system. The program was offered in a correctional facility in Fairfax County, Virginia, primarily to inmates who had just begun their sentences, and also to a few who would soon be released.
<b>Study overview</b>	The author examined the impact of the program on 56 treatment-group fathers who participated in at least four group sessions and 31 comparison-group fathers. The analysis included four outcomes—frequency of contact with children, knowledge and attitudes toward fatherhood, quality of the relationship with the mothers, and knowledge of the justice system—measured at the beginning and end of the program. Difference-in-differences calculations showed that the improvements for the treatment-group fathers in knowledge and attitudes toward fatherhood were larger than those for the comparison-group fathers, demonstrating a positive program impact. But between-group differences in the other three outcomes were not large enough to conclusively demonstrate an impact of the program. <i>The study has a quasi-experimental design; treatment and comparison groups were shown to be equivalent traits of interest and statistical adjustments were made for selected measures. The study has a MODERATE rating.</i>
<b>Citation</b>	Robbers, M. L. P. “Focus on Family and Fatherhood: Lessons from Fairfax County's Responsible Fatherhood Program for Incarcerated Dads.” <i>Justice Policy Journal</i> , vol. 2. no. 1, 2005, pp. 1-27.

### Study and Sample Characteristics

<b>Study design</b>	The author examined the impact of a responsible fatherhood program on incarcerated fathers. The author compared the change in outcomes of incarcerated fathers who participated in four or more group sessions to those of incarcerated fathers who did not participate. All fathers were inmates who had been selected for the program by the director of community corrections.
<b>Comparison condition</b>	The comparison condition was no treatment.
<b>Conflicts of interest</b>	The author met with the treatment group several times; the research assistant was a volunteer at the correctional center.
<b>Sample size</b>	There were 56 fathers in the treatment group and 31 fathers in the comparison group.

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<b>Race and ethnicity</b>	White: 26.8 percent African American: 64.3 percent Hispanic/Latino: 5.4 percent Asian American: 1.8 percent Other: 1.8 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 33.67 years Range: 20 to 49 years
<b>Educational attainment</b>	Some high school: 21 percent High school diploma or GED: 48 percent Some college: 21 percent Associate's degree: 9 percent Bachelor's degree: 2 percent
<b>Employment, income, or earnings</b>	Median annual income prior to incarceration was less than \$30,000 (52 percent of inmates reported an income of \$30,000 or less prior to being incarcerated).
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	The study included a pretest and one followup. The followup was administered to the treatment group at the final session of the program and to the comparison group at approximately the same time.
<b>Description of measures</b>	<p><u>Father involvement</u>: The study measured the frequency of contact that fathers had prior to and during their incarcerations.</p> <p><u>Parenting skills</u>: The study measured knowledge and attitudes about fatherhood using the Adult-Adolescent Parenting Inventory.</p> <p><u>Relationship status and quality</u>: The study measured the quality of the relationship with the mothers of the fathers' children through four items formed into a composite score.</p> <p><u>Other</u>: The study measured knowledge of the justice system, particularly custodial issues.</p>

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<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	At the end of the program, there was no statistically significant difference on the frequency of contact between fathers and children, comparing fathers who participated in the program to those who did not.
<b>Outcomes: Parenting skills</b>	At the end of the program, fathers who participated in the program had more favorable outcomes on knowledge and attitudes about fatherhood than did fathers in the comparison group.
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	At the end of the program, there was no statistically significant difference on the quality of the relationship between the father and his child's mother, comparing fathers who participated in the program to those who did not.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	At the end of the program, there was no statistically significant difference on fathers' knowledge of the justice system, comparing fathers who participated in the program to those who did not.

## Program Model

<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	The program was developed for incarcerated fathers who were at the beginning of their sentences, but also included some fathers who were about to be released.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The program consisted of weekly group meetings. In each meeting, participants were assigned homework.

<b>Program content</b>	<p>The group meetings consisted of discussions led by a trained facilitator. During the first meeting, participants were asked to sign a contract indicating commitment to the group. The groups were intended to build a support network where participants respected the experiences and ideas of others. The curriculum focused on fatherhood, child development, co-parenting, responsible manhood, and conflict resolution.</p> <p>The homework required participants to interact with their children; specifically, it involved learning about their children's interests (for example, “what is my child’s favorite color?”) and writing letters to them.</p>
<b>Program length</b>	The program was 90-minute weekly sessions over a 10-week period.
<b>Targeted outcomes</b>	The discussions and homework focused on the following objectives: (1) promote responsible fatherhood during and after release from incarceration; (2) encourage fathers’ involvement in their children’s lives; (3) improve parenting skills; (4) teach child development and the importance of fathers; (5) define responsible fatherhood; (6) encourage fathers taking responsibility for their children, including emotional, moral, spiritual and financial support; (7) support positive communication between parents; and (8) minimize parental conflict.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	The program was described as being almost “cost-free,” in part because of the volunteers who served as facilitators.
<b>Implementation challenges and solutions</b>	Not reported

## Program Structure

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Program was implemented in 2002.
<b>Sites and service-delivery settings</b>	The site, a correctional facility in Fairfax County, Virginia, housed inmates from several counties. Services were delivered in the pre-release center of the correctional facility. The agency that implemented the program was the Office of Community Corrections, which was under the jurisdiction of the Fairfax County Office of the Sheriff.
<b>Required facilities</b>	Not reported

<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Office of Community Corrections; facilitators were from Opportunities, Alternatives, and Resources, a local nonprofit organization.
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

### Staffing and Operations

<b>Staff characteristics</b>	Facilitators were volunteers from Opportunities, Alternatives, and Resources, a local nonprofit organization.
<b>Staff training</b>	Facilitators completed a training session conducted by the director of community corrections.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	The trainer (the director of community corrections) developed and implemented the program.
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

### Recruitment

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	The director of community corrections helped select and obtain participants based on his perception of the inmates' willingness to improve the program for future participants.
<b>Recruitment incentives</b>	There were no recruitment incentives.

<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	The study recruited 72 program participants.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The author reported that the director of community corrections, who led the recruitment, had good rapport with inmates and was perceived as caring about their rehabilitation.
<b>Participation</b>	
<b>Participation incentives</b>	There were no participation incentives.
<b>Initial engagement in services</b>	Seventy-two fathers participated in the program.
<b>Retention</b>	Fifty-six fathers (78%) participated in at least four group meetings and were present for both the pretest and post-test assessments. Among the 56, 49 percent attended every session, 27 percent attended five or six sessions, and 23 percent attended four sessions.
<b>Participation challenges and solutions</b>	Not reported

## SUPPORTING FATHER INVOLVEMENT (COUPLES- BASED)

### Study Information

<b>Program overview</b>	The Supporting Father Involvement (SFI) Prevention Intervention was designed to increase father involvement with their families and support positive child development. The requirements for eligibility were that the biological parents of a child no older than 7 were raising the child together, did not have mental illness or substance use that interfered with daily functioning, and did not have issues with violence (between partners or child abuse). SFI had 16 weekly two-hour group sessions that included a structured curriculum of exercises, discussions, and short presentations, as well as a discussion period to allow participants to talk about issues of their choosing. SFI also had case managers who maintained weekly contact with families. SFI was available in two formats, one for couples and the other for fathers only. This review focuses on the SFI couples group intervention. (See profile of SFI, Fathers-Only for alternate format.)
<b>Study overview</b>	Nearly 500 couples were randomly assigned to three groups: SFI couples group (CG), SFI fathers group (FG), and a comparison. Data were collected at pretest and two followups after the completion of the group sessions (2 and 11 months). Comparisons of changes in outcomes between SFI CG members and comparison members showed differences favoring the SFI CG group on one measure of relationship status, one measure of co-parenting, and one measure of fathers' well-being. One difference in co-parenting favored the comparison group. There were no significant differences in 11 other measures (one measure of parenting skills, one measure of relationship status, two measures of co-parenting, six measures of child outcomes, and one "other" measure). <b><i>The study received two ratings. The study is a randomized controlled trial with high attrition; treatment and comparison groups were shown to be equivalent on fathers' parenting skills, and relationship status, and quality. For these outcomes, the study has a MODERATE rating. The treatment and comparison groups were not equivalent on co-parenting, parenting stress, and child outcomes. For these outcomes, the study has a LOW rating.</i></b>
<b>Citation</b>	Cowan, P. A., C. P. Cowan, M. K. Pruett, K. Pruett, and J. J. Wong. "Promoting Fathers' Engagement with Children: Preventive Interventions for Low-Income Families." <i>Journal of Marriage and Family</i> , vol. 71, no. 3, 2009, pp. 663-679.  Additional sources:

Pruett, M. K., C. P. Cowan, P. A. Cowan, and K. Pruett. "Lessons Learned from the Supporting Father Involvement Study: A Cross-Cultural Preventive Intervention for Low-Income Families with Young Children." *Journal of Social Service Research*, vol. 35, no. 2, 2009, pp. 163-179.

Cowan, C. P., P. A. Cowan, M. K. Pruett, and K. Pruett. "An Approach to Preventing Coparenting Conflict and Divorce in Low-Income Families: Strengthening Couple Relationships and Fostering Fathers' Involvement." *Family Process*, vol. 46, no. 1, 2007, pp. 109-121.

## Study and Sample Characteristics

<b>Study design</b>	<p>The study used a randomized controlled design to examine the impact of SFI. From among couples who expressed interest in the program and completed an initial survey, the researchers randomly assigned roughly one-third to the SFI couples groups (CG), one-third to the SFI fathers-only (FG) groups, and one-third to receive a low-dose comparison condition (comparison). This review focuses only on the CG and comparison group couples.</p> <p>Attrition from the study was high, but the authors established that the CG and comparison couples were similar at the study's onset for some outcomes (though not for others). At baseline, the groups were equivalent on (1) fathers' parenting skills, (2) relationship status and quality, and (3) other domains. The findings for outcomes in these domains receive a moderate rating.</p> <p>The groups were not equivalent at baseline on the following: co-parenting, parenting stress, and child outcomes. The findings for outcomes in these domains receive a low rating.</p>
<b>Comparison condition</b>	<p>The low-dose comparison condition was one three-hour group meeting for both parents. The content of the session was not reported. Members of the comparison group also received case management services for up to 18 months.</p>
<b>Conflicts of interest</b>	<p>The study authors developed the program and some of the assessment tools.</p>
<b>Sample size</b>	<p>SFI CG: 95 couples</p> <p>Comparison group: 98 couples</p> <p>The sample characteristics describe the entire sample (including the SFI FG).</p>
<b>Race and ethnicity</b>	<p>White: 27 percent</p> <p>Hispanic/Latino: 67 percent</p> <p>Other: 6 percent</p>
<b>Gender</b>	<p>Male: 50 percent</p> <p>Female: 50 percent</p>
<b>Age</b>	<p>Not reported</p>

<b>Educational attainment</b>	Roughly half of the sample had completed high school or more.
<b>Employment, income, or earnings</b>	Most of the fathers (79 percent) and some mothers (39 percent) had worked during the week prior to baseline.
<b>Household income</b>	The median annual household income was \$29,700. More than 67 percent of the sample fell below 200 percent the federal poverty line (\$40,000 yearly household income for a family of four).
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	The authors conducted a baseline and two follow-up assessments (post 1 and post 2). Post 1 was conducted two months after the completion of the group meetings or 7 months after the one-session information meeting. Post 2 was conducted 11 months after the groups or 18 months after participants entered the study.
<b>Description of measures</b>	<p>With the exception of psychological involvement, each of the nine outcomes was assessed by both fathers and mothers.</p> <p>For the mother-reported measures, we include only those related to the father, the relationship, or child outcomes. We omit mothers' reports of their own parenting or own parenting stress. Below are the outcomes in domains that receive a <b>MODERATE rating</b>.</p> <p><u>Fathers' parenting skills</u></p> <p>Authoritarian parenting: The authors measured this construct using items from multiple pre-existing scales. Parents indicated their level of agreement with each item as well as what they believed their partner would answer.</p> <p><u>Relationship status and quality</u></p> <p>Couple satisfaction: The authors used the Quality of Marriage Index (QMI) to measure each partner's satisfaction with the couple relationship.</p> <p><u>Other</u></p> <p>Psychological involvement in parenting: The instrument was developed by the authors to represent the centrality of being a parent as a role in respondents' lives.</p> <p>Other outcomes received a <b>LOW rating</b>.</p>

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Fathers' well-being

Parenting stress: The authors used a 38-item revised version of the Parenting Stress Index (PSI). On this scale, parents indicated their level of agreement with statements describing themselves as stressed, the difficulty of managing their child, and discrepancies in their expectations of child behavior and their child's actual behavior.

Co-parenting

Fathers' share of parenting: The "who does what?" instrument, developed by the authors, asked parents to rate several tasks representing the division of labor for child care. Higher scores reflect more participation by the father.

Conflict about discipline: This construct, measured by a single item developed by the authors, assessed the extent of disagreements between partners on child discipline.

Child Outcomes

Aggression, hyperactivity, shy or withdrawn, anxiety, or depression: The authors administered a 54-item adaptation of the Child Adaptive Behavior Inventory. The instrument contained positive and negative descriptors of cognitive and social competence and was factor analyzed into the four domains listed above.

**Outcomes: Fathers' economic self-sufficiency**

Not reported

**Outcomes: Fathers' well-being**

*LOW rating*

Between baseline and 18 months after entering the program, SFI CG fathers experienced a greater average decline in parental stress than comparison fathers.

**Outcomes: Fathers' financial support of children**

Not reported

**Outcomes: Fathers' involvement with children**

Not reported

**Outcomes: Parenting skills**

*MODERATE rating*

Between baseline and 18 months after entering the program, there was no difference between the SFI CG fathers and comparison group fathers in changes in attitudes about authoritarian parenting.

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<b>Outcomes: Co-parenting</b>	<p><b><i>LOW rating</i></b></p> <p>Between baseline and 18 months after entering the program, mothers in the SFI CG group reported greater increases in fathers' share of parenting than did mothers in the comparison group.</p> <p>Between baseline and 18 months after entering the program, mothers in the SFI CG group reported greater increases in conflicts with the father about child discipline than did mothers in the comparison group.</p> <p>Between baseline and 18 months after entering the program, there was no significant difference between the SFI CG treatment group and the comparison group in changes in fathers' reports of (1) fathers' share of parenting or (2) conflicts about discipline.</p>
<b>Outcomes: Relationship status and quality</b>	<p><b><i>MODERATE rating</i></b></p> <p>Between baseline and 18 months, mothers in the SFI CG group reported a more positive change in relationship quality than did mothers in the comparison group. Relationship quality of mothers in the comparison group declined, whereas relationship quality of CG treatment group mothers remained stable.</p> <p>Over the same period, there were no significant differences between the two groups in change in relationship satisfaction as reported by fathers.</p>
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	<p><b><i>LOW rating</i></b></p> <p>Between baseline and 18 months after entering the program, mothers and fathers in the SFI CG group reported a smaller increase in their child's shy or withdrawn behavior than did counterparts in the comparison group.</p> <p>Between baseline and 18 months after entering the program, there was no significant difference between the CG and comparison groups in reports of change in the following child outcomes: aggression (fathers' and mothers' reports), hyperactivity (fathers' and mothers' reports), anxiety or depression (fathers' and mothers' reports).</p>
<b>Outcomes: Other</b>	<p><b><i>MODERATE rating</i></b></p> <p>Between baseline and 18 months after entering the program, there was no significant difference between the SFI CG fathers and comparison group fathers in changes in psychological involvement in parenting (the perceived centrality of parenting in fathers' lives).</p>

## Program Model

<b>Theoretical framework</b>	<p>SFI was based on the family risk model, which assumes that father involvement is affected by five characteristics of the family: (1) family members' mental health and psychological distress, (2) the intergenerational patterns of couple and parent-child relationships, (3) the quality of the parents' relationship, (4) the quality of the parent-child relationship, and (5) life stressors and social support outside of the family.</p>
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<b>Participant eligibility</b>	<ol style="list-style-type: none"> <li>1. Expectant parents or parents had a youngest child ranging in age from infant to age 7.</li> <li>2. The father and mother were biological parents of their youngest child and raising the child together, regardless of marital or residential status.</li> <li>3. Both parents agreed to participate.</li> <li>4. Neither parent had a mental illness or substance use issue that interfered with daily functioning at work or as parents.</li> <li>5. There was no open child or spousal protection case with Child Protective Services or an instance of spousal violence or child abuse within the past year</li> </ol>
<b>Participant needs assessment</b>	All eligible couples were interviewed for 1.5 hours by the group leaders, covering topics, such as family relationships, stressors, and social support.
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Group sessions</li> <li>2. Case management</li> </ol>
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. Each group session included materials from a structured curriculum, such as exercises, discussions, and presentations, and an open discussion during which participants could bring up issues and concerns with which they were dealing. <p>In each session, the curriculum focused on one of the five family-risk domains. For example, to work on strengthening a couple's relationship, a session included communication exercises, such as a game of "how well do you know your partner?" Of the 16 meetings, 2 were devoted to individual issues, 4 to parenting, 4 to the couple relationship, 2 to three-generational issues, and 2 to stresses and supports outside the family. Two sessions were conducted separately for mothers and fathers; each group met with a facilitator of the same gender. In these sessions, fathers focused on their relationship with their children; mothers focused on engaging fathers and sharing responsibilities.</p> <p>Note that SFI was offered in two formats, one for couples and the other for fathers only. The curriculum content was the same, with modifications in the fathers-only group for the absent mothers (for example, partner exercises became homework).</p> </li> <li>2. Participants had weekly contact with a case manager, who provided referrals for services, served as the "conduit" for those services, and followed up with participants who missed a session.</li> </ol>
<b>Program length</b>	The father group and the couples group met weekly for two hours over 16 weeks (32 hours of material). Case management was offered for 18 months.
<b>Targeted outcomes</b>	The program was designed to improve five family domains: individual, couple relationships, parent-child relationships, family-of-origin relationships, and stressors/social support.

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<b>Program adaptations</b>	The original curriculum was adapted for low-income Latino families, many of whom were Mexican American.
<b>Available languages</b>	English and Spanish
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	The project had high staff turnover. To minimize disruptions, hiring policies were established; for example, group leaders were expected to complete the group sessions before leaving.

### Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	The planning stage lasted more than a year.
<b>Timeframe for program operation</b>	The program began full operation in 2004.
<b>Sites and service-delivery settings</b>	Four family resource centers, which served low-income families in four California counties (San Luis Obispo, Santa Cruz, Tulare, and Yuba)
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Rural
<b>Organizational partnerships</b>	SFI was the result of a collaboration between university-based clinician/researchers and the California Department of Social Services, Office of Child Abuse Prevention
<b>Funding agency</b>	The California Department of Social Services, Office of Child Abuse Prevention
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

### Staffing and Operations

<b>Staff characteristics</b>	<p>Each site had a project director, case managers, group leaders, a child care worker, and a data coordinator. Staff had, on average, three years of experience in multiple “skills areas,” and were predominately Latino or white.</p> <p>The authors viewed project directors as critical to the program’s success. Successful project directors were experienced leaders who could communicate their expectations and standards clearly to the staff.</p>
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	All groups were led by male-female pairs of mental health professionals. They were hired based on such factors as clinical experience, experience with couples and/or groups, and cultural sensitivity. Some sites initially hired less experienced or unlicensed facilitators, but found this was unsuccessful.
<b>Staff training</b>	Staff received orientation and ongoing training. For the group facilitators, the first year of training focused on the curriculum, followed by curriculum modifications in later years. Training for case managers targeted recruitment, retention, referral systems, case notes, and assessment procedures. Additional topics included team coordination, clinical problems faced by some families, and data collection procedures.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Each group had five to nine couples, and was led by male-female pairs of mental health professionals. No other information was provided.
<b>Staff supervisors</b>	On-site supervision was provided for clinical issues and crises. Conference calls were used so the research team could oversee the sites.
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	<p>The research team conducted site visits of a day or more. These occurred twice a year in the first year of the project and then once a year. The visits focused on data collection procedures, sharing ideas for program modifications, resolving staff conflict, and meeting county liaisons with fiscal responsibility for the project.</p> <p>Staff from all four sites met in person twice a year to share ideas. They also participated in regular conference calls; during the first six months the calls were weekly, in year 2 they were bimonthly, and in year 3 they were monthly.</p>
<b>Operations manual, forms, or protocols</b>	A manual describing the curriculum was developed. Forms used by case managers were standardized.
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Word of mouth, other programs in the family resource centers, county agencies, family fun days, information tables, and newspaper ads

<b>Recruitment method</b>	Project staff used a range of methods to solicit referrals, including talks at community organizations, advertising in the media, and information tables at public events where fathers would be in attendance. A case manager conducted a screening interview to determine whether those who expressed interest were eligible.
<b>Recruitment incentives</b>	Movie tickets, gift cards to local businesses, items with a SFI logo; no other information was provided.
<b>Participants targeted</b>	The authors estimated that 300 families would enroll in the study.
<b>Participants recruited</b>	A total of 550 families were recruited, of which 496 were eligible and randomly assigned.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The authors indicated that the most effective strategies were word-of-mouth referrals, attending social events at family resource centers and community events, and offering small incentives.
<b>Participation</b>	
<b>Participation incentives</b>	Group sessions were scheduled in the evenings and included food (refreshments or dinner). Child care was provided.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Among fathers, 11 percent had perfect attendance, 61 percent attended more than 25 hours, 81 percent attended more than 19 hours, and 95 percent attended more than 13 hours. The median level of attendance was 75 percent of sessions for fathers and 80 percent for mothers. The median level of attendance was close to 90 percent of sessions among those who attended the first or second meeting.
<b>Participation challenges and solutions</b>	<p>Participation was related to personal characteristics; for example, couples with lower satisfaction or higher depression had lower levels of participation.</p> <p>The authors also reported that staff coordination positively affected participation; staff collaborated to engage families who had missed sessions, for example.</p> <p>Child care at the group meetings was deemed “essential” to boosting participation rates.</p>



## SUPPORTING FATHER INVOLVEMENT (FATHERS- ONLY)

### Study Information

#### Program overview

The Supporting Father Involvement (SFI) Prevention Intervention was designed to increase father involvement with their families and support positive child development. The requirements for eligibility were that the biological parents of a child no older than 7 were raising the child together, did not have mental illness or substance use that interfered with daily functioning, and did not have issues with violence (between partners or child abuse). SFI had 16 weekly two-hour group sessions that included a structured curriculum of exercises, discussions, and short presentations, as well as a discussion period to allow participants to talk about issues of their choosing. SFI also had case managers who maintained weekly contact with families. SFI groups were structured as both fathers-only and couples-based. SFI was available in two formats, one for couples and the other for fathers only. This review focuses on the SFI fathers-only intervention. (See profile of SFI, Couples-Based for alternate format.)

#### Study overview

Nearly 500 couples were randomly assigned to three groups: SFI couples' group (CG), SFI fathers' groups (FG), and a comparison. Data were collected at pretest and two followups after the completion of the groups (2 and 11 months). Compared to participants assigned to a low-dose comparison group, there were two significant changes, but in the opposite directions. According to the mothers' reports, over the 18-month period, children of fathers in the SFI group were less shy and withdrawn than children in the comparison group, but according to the fathers' reports, the children were more shy and withdrawn. There were no significant differences between the groups on 15 other measures across the domains of fathers' well-being, parenting skills, co-parenting, and child outcomes. ***The study is a randomized controlled trial with low attrition, no confounding factors and statistical adjustments for selected baseline measures. The study has a HIGH rating.***

#### Citation

Cowan, P. A., C. P. Cowan, M. K. Pruett, K. Pruett, and J. J. Wong. "Promoting Fathers' Engagement with Children: Preventive Interventions for Low-Income Families." *Journal of Marriage and Family*, vol. 71, no. 3, 2009, pp. 663-679.

Additional sources:

Pruett, M. K., C. P. Cowan, P. A. Cowan, and K. Pruett. "Lessons Learned from the Supporting Father Involvement Study: A Cross-Cultural Preventive Intervention for Low-Income Families with Young Children." *Journal of Social Service Research*, vol. 35, no. 2, 2009, pp. 163-179.

Cowan, C. P., P. A. Cowan, M. K. Pruett, and K. Pruett. "An Approach to Preventing Coparenting Conflict and Divorce in Low-Income Families: Strengthening Couple Relationships and Fostering Fathers' Involvement." *Family Process*, vol. 46, no. 1, 2007, pp. 109-121.

## Study and Sample Characteristics

<b>Study design</b>	The study used a randomized controlled design to examine the impact of SFI. From among couples who expressed interest in the program and who completed an initial survey, the researchers randomly assigned roughly one-third to the SFI couples' groups (CG), one-third to the SFI fathers-only (FG) groups, and one-third to receive a low-dose comparison condition (comparison). This review focuses on only the FG and comparison group couples; attrition was low for these groups.
<b>Comparison condition</b>	The low-dose comparison condition was one three-hour group meeting for both parents. The content of the session was not reported. Members of the comparison group also received case management services for up to 18 months.
<b>Conflicts of interest</b>	The study authors developed the program and some of the assessment tools.
<b>Sample size</b>	SFI FG: 96 couples Comparison group: 98 couples The sample characteristics describe the entire sample (including the SFI CG).
<b>Race and ethnicity</b>	White: 27 percent Hispanic/Latino: 67 percent Other: 6 percent
<b>Gender</b>	Male: 50 percent Female: 50 percent
<b>Age</b>	Not reported
<b>Educational attainment</b>	Roughly half of the sample had completed high school or more.
<b>Employment, income, or earnings</b>	Most of the fathers (79 percent) and some mothers (39 percent) had worked during the week prior to baseline.
<b>Household income</b>	The median annual household income was \$29,700. More than 67 percent of the sample fell below 200 percent the federal poverty line (\$40,000 yearly household income for a family of four).
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported



## Reported Outcomes

### Timing

The authors conducted a baseline and two follow-up assessments (post 1 and post 2). Post 1 was conducted two months after the completion of the group meetings or 7 months after the one-session information meeting. Post 2 was conducted 11 months after the group sessions or 18 months after participants entered the study

### Description of measures

With the exception of psychological involvement, each of the nine outcomes was assessed by both fathers and mothers.

For the mother-reported measures, we include only those related to the father, the relationship, or child outcomes. We omit mothers' reports of their own parenting or own parenting stress.

#### Fathers' well-being

Parenting stress: The authors used a 38-item revised version of the Parenting Stress Index (PSI). On this scale, parents indicated their level of agreement with statements describing themselves as stressed, the difficulty of managing their child, and discrepancies in their expectations of child behavior and their child's actual behavior.

#### Fathers' parenting skills

Authoritarian parenting: The authors measured this construct using items from several pre-existing scales. Parents indicated their level of agreement with each item as well as what they believed their partner would answer.

#### Co-parenting

Fathers' share of parenting: The "who does what?" instrument, developed by the authors, asked parents to rate several tasks representing the division of labor for child care. Higher scores reflect more participation by the father.

Conflict about discipline: This construct was measured by a single item developed by the authors, which assessed the extent of disagreements between partners on child discipline.

#### Relationship status and quality

Couple satisfaction: The authors used the Quality of Marriage Index (QMI) to measure each partner's satisfaction with the couple relationship.

#### Child outcomes

Aggression, hyperactivity, shy or withdrawn, anxiety or depression: The authors administered a 54-item adaptation of the Child Adaptive Behavior Inventory. This instrument contained positive and negative descriptors of cognitive and social competence and was factor analyzed into the four domains listed above.

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	<u>Other</u>
	Psychological involvement in parenting: The instrument was developed by the authors to represent the centrality of being a parent as a role in participants' lives.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	There was no difference between SFI FG members and comparison group members in change in parenting stress 18 months after entering the program.
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	There was no difference between SFI FG members and comparison group members in change in authoritarian parenting beliefs 18 months after starting the program.
<b>Outcomes: Co-parenting</b>	There was no difference between SFI FG members and comparison group members in change in the following four outcome measures 18 months after starting the program: father's share of parenting (fathers' and mothers' reports), and conflict about discipline (fathers' and mothers' reports)
<b>Outcomes: Relationship status and quality</b>	There was no difference between SFI FG members and comparison group members in change in relationship satisfaction 18 months after starting the program.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	<p>Comparisons of change between baseline and 18-month followup for the SFI FG and the comparison group showed:</p> <p>The SFI FG reduced the extent to which mothers reported that their children were shy or withdrawn.</p> <p>The SFI FG group increased the extent to which fathers reported that their children were shy or withdrawn.</p> <p>There was no difference between the SFI FG and comparison group on the following child outcomes: aggression (fathers' and mothers' reports), hyperactivity (fathers' and mothers' reports), anxiety or depression (fathers' and mothers' reports).</p>
<b>Outcomes: Other</b>	Between baseline and 18 months after entering the program, no significant difference was observed between the SFI FG fathers and comparison group fathers in changes in psychological involvement in parenting (the perceived centrality of parenting in fathers' lives).

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## Program Model

<b>Theoretical framework</b>	SFI was based on the family risk model, which assumes that father involvement is affected by five characteristics of the family: (1) family members' mental health and psychological distress, (2) the intergenerational patterns of couple and parent-child relationships, (3) the quality of the parent's relationship, (4) the quality of the parent-child relationship, and (5) life stressors and social support outside of the family.
<b>Participant eligibility</b>	<ol style="list-style-type: none"> <li>1. Expectant parents or parents with a youngest child from infancy to age 7</li> <li>2. The father and mother were biological parents of their youngest child and raising the child together, regardless of marital or residential status</li> <li>3. Both parents agreed to participate</li> <li>4. Neither parent had a mental illness or substance use issue that interfered with their daily functioning at work or as parents</li> <li>5. No open child or spousal protection case with Child Protective Services or an instance of spousal violence or child abuse within the past year</li> </ol>
<b>Participant needs assessment</b>	All eligible couples were interviewed for 1.5 hours by the group leaders covering such topics as family relationships, stressors, and social support.
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Group sessions</li> <li>2. Case management</li> </ol>
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. Each group session included materials from a structured curriculum, such as exercises, discussions, and presentations, and an open discussion to allow participants to raise issues and concerns with which they were dealing.  In each session, the curriculum focused on one of the five family-risk domains. For example, to work on strengthening a couple's relationship, a session included communication exercises, such as a game of "how well do you know your partner?" Of the 16 meetings, 2 were devoted to individual issues, 4 to parenting, 4 to the couple relationship, 2 to three-generational issues, and 2 to stresses and supports outside the family.  Note that SFI was offered in two formats: one for couples and the other for fathers only. The content was the same, with modifications in the fathers- only group for the absent mothers (for example, the partner exercises became homework).</li> <li>2. Participants had weekly contact with a case manager who provided referrals for services, served as "conduit" for those services, and followed up with participants who missed the group sessions.</li> </ol>
<b>Program length</b>	The fathers and couples groups met for two hours for 16 weeks (32 hours of material). Case management was offered for 18 months.

<b>Targeted outcomes</b>	The program was designed to improve five family domains: individual, couple relationships, parent-child relationships, family-of-origin relationships, and stressors/social support.
<b>Program adaptations</b>	The original curriculum was adapted for with low-income Latino families, many of whom were Mexican American.
<b>Available languages</b>	English and Spanish
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	The project had high staff turnover. To minimize disruptions, hiring policies were established; for example, group leaders were expected to complete the group sessions before leaving.
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	The planning stage lasted more than a year.
<b>Timeframe for program operation</b>	The program began full operation in 2004.
<b>Sites and service-delivery settings</b>	Four family resource centers, which served low-income families in four California counties (San Luis Obispo, Santa Cruz, Tulare, and Yuba).
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Rural
<b>Organizational partnerships</b>	SFI was the result of a collaboration between university-based clinician/researchers and the California Department of Social Services, Office of Child Abuse Prevention.
<b>Funding agency</b>	The California Department of Social Services, Office of Child Abuse Prevention
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

## Staffing and Operations

<b>Staff characteristics</b>	<p>Each site had a project director, case managers, group leaders, a child care worker, and a data coordinator. Staff had, on average, three years of experience in multiple “skills areas,” and were predominately Latino or white.</p> <p>The authors viewed project directors as critical to the program’s success. Successful project directors were experienced leaders who could communicate their expectations and standards clearly to the staff.</p> <p>All groups were led by male-female pairs of mental health professionals. They were hired based on such factors as clinical experience, experience with couples and/or groups, and cultural sensitivity. Some sites initially hired less experienced or unlicensed facilitators, but found this was unsuccessful.</p>
<b>Staff training</b>	<p>Staff received orientation and ongoing training. For the group facilitators, the first year of training focused on the curriculum, followed by curriculum modifications in later years. Training for case managers targeted recruitment, retention, referral systems, case notes, and assessment procedures. Additional topics included team coordination, clinical problems faced by some families, and data collection procedures.</p>
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Each group had 6 to 12 fathers, and was led by male-female pairs of mental health professionals. No other information was provided.
<b>Staff supervisors</b>	On-site supervision was provided for clinical issues and crises. Conference calls were used so the research team could oversee the sites.
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	<p>The research team conducted site visits of a day or more. These occurred twice a year in the first year of the project and then once a year. The visits focused on data collection procedures, sharing ideas for program modifications, resolving staff conflict, and meeting county liaisons with fiscal responsibility for the project.</p> <p>Staff from all four sites met in person twice a year to share ideas. They also participated in regular conference calls; during the first six months the calls were weekly, in year 2 they were bimonthly, and in year 3 they were monthly.</p>
<b>Operations manual, forms, or protocols</b>	A manual describing the curriculum was developed. Forms used by case managers were standardized.

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<b>System for tracking program performance</b>	Not reported
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<b>Recruitment</b>	
<b>Referral sources</b>	Word of mouth, other programs in the family resource centers, county agencies, family fun days, information tables, and newspaper ads
<b>Recruitment method</b>	Project staff used a range of methods to solicit referrals, including talks at community organizations, advertising in the media, and information tables at public events where fathers would be in attendance. A case manager conducted a screening interview to determine eligibility of those who expressed interest.
<b>Recruitment incentives</b>	Movie tickets, gift cards to local businesses, items with a SFI logo; no other information was provided
<b>Participants targeted</b>	The authors estimated 300 families would enroll in the study.
<b>Participants recruited</b>	A total of 550 families were recruited, of which 496 were eligible and randomly assigned.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The authors indicated that the most effective strategies were word of mouth referrals, attending social events at family resource centers and community events, and offering small incentives.

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<b>Participation</b>	
<b>Participation incentives</b>	Group sessions were scheduled in the evenings and included food (refreshments or dinner). Child care was provided.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Among fathers, 9 percent attended every meeting (32 hours); 40 percent attended more than 25 hours, 67 percent attended more than 19 hours, and 81 percent attended more than 13 hours. The median level of attendance was 67 percent of the group sessions. The median level of attendance was close to 90 percent of sessions among those who attended the first or second meeting.

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**Participation  
challenges and  
solutions**

Participation was related to personal characteristics; for example, couples with lower satisfaction or higher depression had lower levels of participation.

The authors also reported that staff coordination affected participation: staff collaborated to engage families who missed sessions, for example.

Child care at the group meetings was deemed “essential” to boosting participation rates.

Mothers were invited to attend the first session of the FG groups. The authors indicated this increased the fathers’ buy-in and improved participation rates.

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## **B. IMPLEMENTATION STUDIES**



## CHILDREN UPFRONT

### Study Information

<b>Program overview</b>	The Children Upfront program in Racine, Wisconsin, founded in 1990, was extended to serve both mothers and fathers through a grant from Office of Child Support Enforcement (OCSE) in 1998. The modified program focused on the concept of "team parenting," which encouraged the parents to work together by reducing conflict, increasing each parent's time with the child, and increasing child support payments and other financial contributions. The core component of the program was a course on parental responsibility, which included one week (8 to 10 hours) of co-ed sessions and 25 single-sex sessions. Participants were also expected to attend peer support meetings for discussions of material covered in the classes. Participants had access to an employment resource room, with computers and a printer, and case management services for child support and other needs.
<b>Study overview</b>	An initial study documented the implementation of eight fatherhood programs funded by OCSE, including Children Upfront; a subsequent report described fathers' economic and child support outcomes using a pre/post study design. Between October 1998 and December 2000, 127 men participated in the program. Although it aimed to serve couples, few couples enrolled (by the end of 1999, only nine couples had enrolled); the rest of the participants did not attend with partners. Using a pre/post design, the authors examined such outcomes as earnings and child support. After the program, the percentage of men with any earnings and the average quarterly earnings increased relative to before the program. There were no changes in child support outcomes. <i>The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. This part of the study has a LOW rating.</i>
<b>Citation</b>	Pearson, J., N. Thoennes, D. Davis, J.C. Venohr, D.A. Price, and T. Griffith. "OCSE Responsible Fatherhood Programs: Client Characteristics and Program Outcomes." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., September 2003.  Additional source:  Pearson, J., N. Thoennes, D.A. Price, and J.C. Venohr. "OCSE Responsible Fatherhood Programs: Early Implementation Lessons." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., June 2000.

## Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample included 127 men: 110 noncustodial fathers, 16 custodial fathers, and one man listed as "other." The sample characteristics include only noncustodial fathers. The analysis of fathers' economic self-sufficiency and financial support of children included 84 men. The analysis of father involvement included 22 men. The program also enrolled 161 women during the same time period, but because outcomes were reported only for men, women are excluded from this review.
<b>Race and ethnicity</b>	White: 15 percent African American: 74 percent Hispanic/Latino: 8 percent Asian American: 0 percent American Indian: 1 percent Other: 2 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Average: 29.2 years
<b>Educational attainment</b>	Did not have a degree: 38 percent GED: 21 percent High school diploma: 37 percent Technical or Associate's degree: 0 percent College degree or higher: 2 percent
<b>Employment, income, or earnings</b>	Thirty-seven percent were employed; the average monthly earnings from the current or most recent job were \$1,230.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Ninety-one percent had an open case in the child support system.

## Reported Outcomes

<b>Timing</b>	Case workers collected data at intake. The timing of follow-up measures is reported below.
<b>Description of measures</b>	<p>To follow up with clients, attempts were made to conduct telephone interviews with all clients who enrolled between October 1, 1998 and December 31, 2000. Questions covered their service experiences, their status with respect to parent-child contact, and other outcomes.</p> <p>The authors also reviewed child support data for clients enrolled in the program using the state's automated child support enforcement records. Data were collected on the father's child support status 6 months before program enrollment and 12 months after enrollment.</p> <p>Finally, the authors reviewed employer-reported wage records maintained by the state's Department of Workforce Development as part of the Unemployment Insurance (UI) system. The authors included data from two time points: (1) one quarter prior to enrollment and (2) two quarters after enrollment.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Compared to baseline, the percentage of men with any earnings and average quarterly earnings increased at the followup.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Between baseline and followup, there were no changes in percentage of child support paid (of what was due), the percent making some payment, the average amount paid among those making some payment, or the percent with payment through wage withholding.
<b>Outcomes: Fathers' involvement with children</b>	The percentage of fathers who reported having no contact with their children and those reporting weekly contact increased over time. The percentage of fathers reporting monthly contact decreased. The statistical significance of these results was not reported.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported

<b>Program Model</b>	
<b>Theoretical framework</b>	The Children UpFront program was extended by the OCSE grant to serve both mothers and fathers. The modification was based on the concept of team parenting, which aims to help the parents work together by reducing conflict, increasing each parent's time with the child, and increasing child support payments and other financial contributions.
<b>Participant eligibility</b>	The target population included young, unmarried, and unemployed or underemployed parents under age 30. The program targeted couples.
<b>Participant needs assessment</b>	After attending an orientation session, participants met with a case manager for a full assessment and to create a personal development plan.
<b>Program components</b>	The core program component was a course on parental responsibility. Other program components included an orientation session, an employment resource room, child support assistance, and case management.
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. Orientation session: A one-hour session offered three times per week.</li> <li>2. Course on parental responsibility: All participants were required to attend a course on parental responsibility. One week of the course included a co-ed workshop on parental responsibility, which dealt with the significance of paternity and the child support system. The remainder of the course was sex-segregated sessions on fatherhood and motherhood development.</li> <li>3. Peer support: Participants were expected to attend peer support meetings, which involved discussions of material covered in the classes.</li> <li>4. Employment resource room: Participants had access to two computers and a printer in the resource room for writing resumes and cover letters. Participants also had access to local and national job listings through Wisconsin Job Net. An employment specialist assisted participants in the resource room and offered job-readiness classes on site.</li> <li>5. Case management: Case managers were supposed to help parents meet their basic needs and make positive life changes. They offered participants vouchers for housing, clothing, and other living arrangements; mediated access and visitation conflicts; developed parenting plans; and monitored participants' progress toward meeting personal goals. Case managers also had access to child support records and could inform participants of their status.</li> </ol>
<b>Program length</b>	The co-ed motivational workshop on parental responsibility lasted for one week (8-10 hours). The remainder of the program was 25 single-sex fatherhood and motherhood development sessions. Participants could enter and exit both components on their own schedule.
<b>Targeted outcomes</b>	The goals of the program were to improve team parenting, child support, child access, paternity establishment, parenting, and employment.

<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	There was one site, in Racine. Participants could receive services on site at Children UpFront, which was housed in the child support agency. Participants were also referred to the state's Workforce Development Center for employment services, and to the Literacy Council and a local technical college for pre-GED, ESOL, and GED training.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The program had been in operation since 1990, but the extension of the program to both mothers and fathers was funded by a grant from OCSE in 1998.
<b>Agency certifications and national affiliations</b>	The program was administered by Goodwill Industries. The program became a demonstration site for Partners for Fragile Families after the time covered in this report.
<b>Was participation mandatory?</b>	The program received some mandatory referrals from child protective services, juvenile courts, and probation and parole officers. This was not a substantial source of referrals, however, because it was no longer the designated organization handling the delinquent child support cases. Of noncustodial fathers, 12 percent perceived the program was mandatory.

## Staffing and Operations

<b>Staff characteristics</b>	Program staff included a program director, program coordinator, one outreach worker, four case managers (two male and two female), one job specialist, and one marketing specialist.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	The two primary referral sources were Temporary Assistance for Needy Families, which referred mothers who did not comply with agency requirements, and child protective services, which referred mothers who were supposed to pay child support for children in foster care. During early recruitment, word-of-mouth referrals were numerous because the program had been in operation since 1990 and had served more than 1,000 individuals. The program also received referrals from courts, probation and parole officers, community groups, Women, Infants, and Children (WIC) offices, health clinics, and schools.
<b>Recruitment method</b>	The program had several referral sources. The program's outreach specialist worked with staff at WIC offices, health clinics, community centers, Planned Parenthood, and schools to recruit participants. The outreach specialist informed staff at these other organizations about the program and distributed flyers about the program at tables set up at the organizations' sites.
<b>Recruitment incentives</b>	Not reported



<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	<p>The program was designed to serve couples, but by the end of 1999, the program had recruited only nine couples.</p> <p>Children Upfront had previously provided a court-ordered program for delinquent child support obligors. Because of this, the program expected to receive a substantial portion of its referrals from the child support agency. However, at the time of the study under review, the site did not have the contract for the court-ordered program and did not receive many referrals from the child support agency.</p>
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	<p>Staff indicated that it was harder to engage participants mandated to attend the program than those who entered voluntarily.</p> <p>Participants also attended less frequently after they had completed the required components or received immediate assistance that they were seeking.</p>



## DADS IN THE MIX

### Study Information

<b>Program overview</b>	Dads in the Mix was an adaptation and extension of the Parents as Teachers (PAT) parent-education, home-visiting model that serves families from pregnancy until the child reaches kindergarten. Dads in the Mix was designed to increase father involvement in PAT and in their children's lives. The program included 12 weeks of group meetings for fathers using the "Young Moms, Young Dads" or "24/7 Dads" curricula and emphasized father involvement in PAT home visits. Dads in the Mix was offered to low-income fathers who lived with their children. The program was available in Pittsburgh, Pennsylvania, and was one of seven sites implementing PAT fatherhood programs. (See profile of Parents as Teachers Responsible Fatherhood Project for more information.)
<b>Study overview</b>	The study focused on implementation and results of the program between 2007 and 2010. Implementation goals were to (1) recruit at least 8 to 10 fathers per session, and (2) engage at least 80 percent of enrolled fathers in at least eight hours of the group meetings and three monthly home visits. The program successfully met the recruitment goal every year, and met the engagement goal most years (the initial year was the exception). Authors collected fathers' responses to a parenting survey at the beginning and end of the program. The results for 79 men showed improvement in three areas: family functioning and resiliency, nurturing and attachment, and one of the child development/knowledge of parenting items. There were no changes in concrete support, social support, and other items of child development/knowledge of parenting. <i>The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. This part of the study has a LOW rating.</i>
<b>Citation</b>	Wakabayashi, T., K.A. Guskin, J. Watson, K. McGilly, and L.L. Klinger. "The Parents as Teachers Promoting Responsible Fatherhood Project: Evaluation of 'Dads in the Mix,' an Exemplary Site." Report prepared for Parents as Teachers national office, 2011.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.

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<b>Conflicts of interest</b>	Four of the authors were employed by the PAT national office; one author was employed by the agency implementing the program (Allegheny Intermediate Unit).
<b>Sample size</b>	The sample included 79 fathers who participated in at least eight hours of group meetings.
<b>Race and ethnicity</b>	White: 54 percent African American: 38 percent Hispanic/Latino: 2 percent Asian American: 0 percent American Indian: 1 percent Other: 5 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Not reported
<b>Educational attainment</b>	Elementary or middle school: 2 percent Some high school: 14 percent High school diploma or GED: 41 percent Some post-secondary education: 38 percent College or beyond: 5 percent
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Fathers completed the pretest and post-test at the beginning and end of the 12-week program.

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<b>Description of measures</b>	The measures were based on the Protective Factors Survey, developed by the FRIENDS National Center in collaboration with the University of Kansas. The study also included fathers' responses to two open-ended questions, but the same question was not asked at pretest and post-test and was excluded from this review.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	From pretest to post-test, there were no changes in fathers' reports of concrete support or social support.
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	From pretest to post-test, the fathers reported positive changes on three outcomes: family functioning and resiliency, nurturing and attachment, and one item of child development and knowledge of parenting ("I know how to help my child learn"). There were no significant changes on other items of child development and knowledge of parenting.
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	The program recruited residential fathers with income of less than 200 percent of the federal poverty level.
<b>Participant needs assessment</b>	Not reported

<b>Program components</b>	Dads in the Mix consisted of two primary components: (1) weekly group sessions delivered over 12 weeks, and (2) monthly home visits conducted by certified and trained PAT family-development specialists. Other supplemental services and activities were provided through partnerships with other agencies, such as weekend retreats, and arts, cultural, or sporting activities. Fathers also could access other services at the agency implementing the program, including a GED program and English as a second language classes.
<b>Program content</b>	The group meetings included topics specific to fathers (not described) as well as entire families, such as punishment versus discipline and child care. Children were invited to some group sessions to provide opportunities for father-child interactions. Typically, the meetings were structured around the Young Moms, Young Dads curriculum. One group for Latino fathers used the 24/7 Dads curriculum, because Young Moms, Young Dads was not available in Spanish. Outcomes data for this group were not included in the study reviewed here.
<b>Program length</b>	Three months
<b>Targeted outcomes</b>	Increase fathers' involvement in the lives of their children and in the PAT program
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Dads in the Mix was offered in Spanish in one location with the 24/7 Dads curriculum. Data collection in that location was ongoing and results were not included in the study reviewed here.
<b>Fidelity measures</b>	The PAT national office sent staff for annual site visits to ensure services were being implemented as intended. The PAT technical assistance manager verified that content and delivery met the quality standards of the program (as one example, they checked whether skills-based parent education was included in all group meetings). Additionally, the national office provided technical assistance to ensure quality.
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported

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<b>Timeframe for program operation</b>	Dads in the Mix began in 2007- 2008 and was still operational at the time of report publication in February 2011.
<b>Sites and service-delivery settings</b>	<p>The report focused on one program, Dads in the Mix, implemented by an educational service agency, Allegheny Intermediate Unit (AIU). Services were offered in the families' homes and nine family support centers (serving multiple geographic areas) in and around Pittsburgh.</p> <p>The centers were:</p> <ol style="list-style-type: none"> <li>1. Sto Rox Family Center</li> <li>2. Highland Family Center</li> <li>3. Coraopolis</li> <li>4. Lincoln Park Family Center</li> <li>5. Wilkinsburg Family Center</li> <li>6. Clairton Family Center</li> <li>7. East Allegheny Family Center</li> <li>8. Carnegie Early Head Start Program</li> <li>9. Latino Family Center</li> </ol> <p>Dads in the Mix was one of several partner sites implementing PAT responsible father models as part of the larger, federally funded grant (see profile of Parents as Teachers Responsible Fatherhood Project).</p>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	PAT partnered with AIU to offer the program. AIU partnered with local community agencies to offer some services, such as family centers, the Tickets for Kids charities for tickets to cultural, entertainment, and sporting events; and TWOgether Pittsburgh, which offered couples retreats.
<b>Funding agency</b>	The federal Office of Family Affairs provided grant funding for the PAT Responsible Fatherhood projects, including Dads in the Mix.
<b>Agency certifications and national affiliations</b>	Home visitors were certified as PAT-trained family development specialists.
<b>Was participation mandatory?</b>	No

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## Staffing and Operations

<b>Staff characteristics</b>	Dads in the Mix used staff who were experienced working with fathers, knowledgeable about the community, and certified in the PAT model. Program staff served as fatherhood group facilitators, home visitors, or both.
<b>Staff training</b>	Staff were trained and certified in the PAT model. No other information was provided.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	PAT staff conducted the training and certification process.
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Each fatherhood group was led by one facilitator and included 10 or more fathers. Home visiting caseloads were not reported.
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	The PAT national office provided technical assistance for all sites in the PAT Responsible Fatherhood Project. First, national office staff conducted annual site visits and quarterly conference calls, during which they interacted with program staff, identified strengths and challenges, and proposed solutions. The calls also served as an opportunity for staff at the different sites to share information on successful strategies. Second, the national office reviewed the program's action plan twice yearly and provided suggestions, typically through phone meetings. Last, the national office offered informational webinars, conference calls, and annual training opportunities for program staff.
<b>Operations manual, forms, or protocols</b>	AIU developed an action plan, but details of the content were not provided. Each site in the Parents as Teachers Responsible Fatherhood Project completed the following: (1) enrollment forms (at the beginning and end of each program cycle) which included information on participants' expectations (at the beginning) and satisfaction (at the end) with the program; (2) attendance/sign-in sheets; (3) dates and topics of group meetings and father participation; (4) online group meeting reports for each meeting; (5) a personal visit record form that reported on the number, length, and content of the home visits for each participant (added in year 3 to improve tracking of participation).



<b>System for tracking program performance</b>	The program staff submitted to the national office spreadsheets with the topics, dates, and participation data for each group meeting. In addition, they also completed online group meeting reports.
<b>Recruitment</b>	
<b>Referral sources</b>	Referrals came from staff providing early childhood services, such as Head Start (HS); other fathers enrolled in the program; or community members.
<b>Recruitment method</b>	Program staff used several recruitment strategies to identify and enroll participants for Dads in the Mix. These included: (1) advertising in monthly Family Support Center newsletters; (2) sending invitations to eligible participants identified from the Family Support Center database; (3) presentations at meetings of other relevant programs or organizations (such as Early Head Start [EHS], parent councils, or local businesses); (4) sponsoring special campaigns, such as "Each One Bring One" where enrolled fathers were invited to bring a friend to sign up; (5) enlisting community members who could identify eligible fathers in areas where the meetings were held; (6) having children in early childhood services create invitations for their fathers; (7) conducting such events as "Coffee and Donuts with Art [one of the facilitators]" in HS or EHS classrooms; (8) organizing family events; (9) sending one of the group meeting facilitators to PAT home visits as a way to introduce parents to the program; and (10) collaborating with other AIU staff to organize meetings or events with potentially eligible fathers to discuss the program.
<b>Recruitment incentives</b>	The authors did not provide information on recruitment incentives, other than the refreshments offered at recruitment meetings and events.
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Between 2007 and 2010, 89 fathers enrolled.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The authors indicated recruitment was challenging. Successful strategies included using (1) experienced staff who had been serving fathers in their communities, (2) previously scheduled home visits where fathers may be present, and (3) connections with existing early childhood programs serving families (such as HS) to approach potential participants.

## Participation

### Participation incentives

1. Snacks and dinner at each group meeting
2. \$25 gift cards after completion of 3, 6, 9, and 12 sessions and the evaluation forms
3. Drawing for tickets to a professional sporting event. To be eligible, fathers had to complete at least eight hours of group meetings, three home visits, and the final evaluation forms.
4. Events and trips for families

### Initial engagement in services

Of the 93 fathers who enrolled, 79 of them (85 percent) completed at least eight hours of group meetings. (Please note this data is based on 93 enrollees, but the authors also stated that 89 fathers were enrolled in the program).

### Retention

The program's recruitment and retention goals were to (1) recruit at least 8 to 10 fathers per session, and (2) engage at least 80 percent of enrolled fathers in at least eight hours of the group meetings and three monthly visits. The program successfully met the recruitment goal every year, and met the engagement goal most years (the initial year was the exception, when approximately two-thirds of enrolled fathers met the criteria).

### Participation challenges and solutions

Group meetings were scheduled to accommodate the participants' schedules, for example, in the evening.

## DEVOTED DADS

### Study Information

<b>Program overview</b>	The Devoted Dads program, in Tacoma, Washington, targeted low-income fathers under age 25. The program had dual goals of increasing public awareness about the importance of fathers in their children’s lives and supporting responsible fatherhood. The goals were accomplished through a public education campaign on the importance of fathers, parenting classes, legal seminars, individual assistance, and referrals to other resources. The program was administered by and housed in the Metropolitan Development Council, a multiservice community organization, and funded by the Office of Child Support Enforcement (OCSE) and the Pierce County Health Department.
<b>Study overview</b>	An initial study documented the implementation of eight fatherhood programs funded by OCSE, including Devoted Dads; a subsequent report described fathers’ economic and child support outcomes using a pre/post study design. Between October 1998 and December 2000, 819 men participated in the program. The program received about half of its referrals from the child support agency but struggled with recruitment using other sources, such as Head Start and health offices. Using a pre/post design, the authors examined such outcomes as earnings and child support. There were no changes in earning or child support outcomes. <i>The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study’s design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. This part of the study has a LOW rating.</i>
<b>Citation</b>	Pearson, J., N. Thoennes, D. Davis, J.C. Venohr, D.A. Price, and T. Griffith. “OCSE Responsible Fatherhood Programs: Client Characteristics and Program Outcomes.” Denver, Colorado: Center for Policy Research and Policy Studies, Inc., September 2003.  Additional source:  Pearson, J., N. Thoennes, D.A. Price, and J.C. Venohr. “OCSE Responsible Fatherhood Programs: Early Implementation Lessons.” Denver, Colorado: Center for Policy Research and Policy Studies, Inc., June 2000.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers’ outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported

<b>Sample size</b>	The sample included 819 men: 760 noncustodial fathers, 58 custodial fathers, and one man listed as “other.” The sample characteristics included only noncustodial fathers. The analysis of fathers’ economic self-sufficiency and financial support of children included 787 men; the analysis of father involvement included 169 men. The program also enrolled 39 women during the same time period, but because outcomes were reported only for men, women are excluded from this review.
<b>Race and ethnicity</b>	White: 50 percent African American: 35 percent Hispanic/Latino: 3 percent Asian American: 1 percent American Indian: 4 percent Other: 6 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Average: 34.4 years
<b>Educational attainment</b>	Did not have a degree: 17 percent GED: 22 percent High school diploma: 44 percent Technical or Associate’s degree: 13 percent College degree or higher: 4 percent
<b>Employment, income, or earnings</b>	Sixty-three percent were employed; the average monthly earnings from the current or most recent job were \$1,903.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Seventy-eight percent had an open case in the child support system.

## Reported Outcomes

<b>Timing</b>	Case workers collected data at intake. The timing of follow-up measures is reported below.
<b>Description of measures</b>	To follow up with clients, attempts were made to conduct telephone interviews with all clients who enrolled between October 1, 1998 and December 31, 2000. Questions covered their service experiences, their status with respect to parent-child contact, and other outcomes.

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	<p>The authors also reviewed child support data for clients enrolled in the program using the states' automated child support enforcement records. Data were collected on the father's child support status 6 months before program enrollment and 12 months after enrollment.</p> <p>Finally, the authors reviewed employer-reported wage records maintained by the state's Department of Labor &amp; Industries as part of the Unemployment Insurance (UI) system. The authors included data from two time points: (1) one quarter prior to enrollment and (2) two quarters after enrollment.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	There were no changes in the percentage of men with any earnings or average quarterly earnings.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	There were no changes in percentage of child support paid (of what was due), in the percent making some payment, the average amount paid among those making some payment, or the percent with payment through wage withholding.
<b>Outcomes: Fathers' involvement with children</b>	The percentage of fathers who reported having no contact with their children and those reporting weekly contact increased over time. The percentage of fathers reporting monthly contact decreased. The statistical significance of these results was not reported.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported

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<b>Participant eligibility</b>	The initial target population included low-income fathers under 25 years old who lived in the Empowerment Zone (no other information on the Empowerment Zone was reported). There were no specific eligibility criteria, and the program actually served a wider range of clients, including older and more financially stable individuals than the population originally targeted.
<b>Participant needs assessment</b>	Clients were screened by program staff at intake for needs related to employment, child support, access, parenting, substance abuse, and other problems. Program staff developed an individual service plan for each client during this intake process.
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Public education campaign</li> <li>2. Parenting classes</li> <li>3. Legal seminars</li> <li>4. Individual assistance on child support and access</li> <li>5. Referrals to legal resources</li> <li>6. Referrals to employment services</li> </ol>
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. No additional information was provided on the public education campaign.</li> <li>2. Parenting classes: On-site classes covered topics related to parenting, childbirth, cooking, and budgeting/money management.</li> <li>3. Legal seminars: The program contracted with a private attorney to conduct monthly evening workshops on custody, visitation, and child support.</li> <li>4. Individual assistance on child support and access: A child support technician visited the program one evening per month to discuss child support laws and to help clients request changes to their child support orders; clients could meet with the contract attorney or the project's paralegal during weekly daytime visits; project staff helped clients prepare child support modification requests; program staff helped eligible clients apply for suspensions of child support obligations while enrolled in training programs.</li> <li>5. Referrals to legal resources: The contract attorney referred clients to legal aid, mediation, and other legal resources, as needed.</li> <li>6. Referrals to employment services: The program refers clients to a Welfare-to-Work program, the Educational Opportunity Resource Center, or the County Employment Center (depending on eligibility).</li> </ol>
<b>Program length</b>	Not reported

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<b>Targeted outcomes</b>	The program aimed to improve the following outcomes: <ol style="list-style-type: none"> <li>1. Child support</li> <li>2. Child access</li> <li>3. Parenting</li> <li>4. Community awareness</li> <li>5. Employment</li> </ol>
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	There was one site in Pierce County, Washington. The program was housed at the Metropolitan Development Council for Pierce County, a multiservice agency that operated more than 30 social service programs. Clients also received employment services at the Education Opportunity resource Center or the County one-stop employment center.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The program was funded by the OCSE and the Pierce County Health Department.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No, but two percent of the non-custodial fathers reported it to be mandatory, for reasons unknown.

## Staffing and Operations

<b>Staff characteristics</b>	The program employed a social worker, a paralegal, and a contract attorney (one day per week). Other staff included two fatherhood development specialists and two student interns. Qualifications for these staff were not reported.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	Approximately half of program referrals came from the child support agency. Other referrals came from community agencies (many of which are housed at the same site as Devoted Dads), a jail diversion program, maternity health nurses at health offices and Women, Infants, and Children (WIC) clinics, and word-of-mouth.
<b>Recruitment method</b>	The program did extensive community outreach, posting flyers at the child support agency; distributing brochures at WIC sites; delivering presentations at schools; and other outreach efforts at area recreation centers, Head Start programs and preschools, and youth agencies. The staff recruited at a class offered at the Urban League. Young staff interns did one-on-one outreach at churches and other community organizations, and the program was also publicized through TV and radio public service announcements.
<b>Recruitment incentives</b>	Not reported



<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The program struggled to recruit fathers at Head Start centers, preschools, and through maternity support nurses. This was because fathers were rarely present at these settings and mothers did not always relay information to the fathers. Another challenge in recruiting participants through maternity support nurses is that the nurses had many topics to cover in visits with mothers, and father involvement was not always a primary concern.
<b>Participation</b>	
<b>Participation incentives</b>	Program staff helped clients who had a Temporary Assistance for Needy Families connection and were enrolled in a work-readiness program apply for suspensions of child support obligations during training.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported. The program did not pursue participants who did not return for services.
<b>Participation challenges and solutions</b>	Not reported



## FAMILY FOUNDATIONS EARLY HEAD START

### Study Information

#### Program overview

The Family Foundations Early Head Start (EHS) program operated in three low-income Pennsylvania communities. It provided services to families through a weekly home-visiting model, supplemented by other group-based activities. The home visits were designed to encourage and support parent-child play activities, provide parenting education, and work with parents to identify and achieve family goals relating to such matters as employment, housing, and family relationships. The program also offered bimonthly group socializations where parents and children met together with other families, and encouraged parents to develop community leadership skills by serving on parent committees and policy councils. The program had a strong father focus and staff were trained to be sensitive to fathers' social and emotional needs.

#### Study overview

The purpose of the qualitative study was to learn how the Family Foundations EHS program evolved toward greater inclusiveness of fathers, the challenges and lessons learned by program staff in moving toward father involvement, and the strategies used to address recruitment and participation of fathers.

The authors reported that the program went through five stages. In the first stage, the program focused almost exclusively on mothers and children. Second, the program began to recognize the importance of fathers and offered father-only activities. The third stage began when Family Foundations became an EHS program and started to inform fathers as well as mothers of all program services and to recruit both parents. In the fourth stage, staff began to encourage fathers to participate in the program's home-visiting services, including developing family-goals plans and articulating their own goals. In the final stage, staff began to regularly include fathers as key figures in children's health and development, including the development of plans for strengthening parenting and parent-child relationships.

Implementation challenges included addressing longstanding attitudes that early childhood programs are for mothers and children, to the exclusion of fathers, and stereotyping men and men's roles. To address these issues, program leadership committed to ongoing critiques and self evaluations of the program, practices, and policy. Staff were encouraged to consider what both parents contribute to the child's health and development. Father participation was promoted by taking a team approach, building staff-father relationships, facilitating father-father peer relationships, and encouraging leadership roles for fathers. ***This study is UNRATED because it does not examine any participant outcomes.***

#### Citation

McAllister, C. L., P. C. Wilson, and J. Burton. "From Sports Fans to Nurturers: An Early Head Start Program's Evolution Toward Father Involvement." *Fathering*, vol. 2, no. 1, 2004, pp. 31-59.

## Study and Sample Characteristics

<b>Study design</b>	This is an implementation study, which included documentation and analysis of program operations.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	The first author had worked with the program as a research partner for 13 years.
<b>Sample size</b>	Not reported
<b>Race and ethnicity</b>	Not reported
<b>Gender</b>	Not reported
<b>Age</b>	Not reported
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	Not reported
<b>Description of measures</b>	Not reported
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported

<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	According to the study authors, the rationale for promoting father involvement in the context of an EHS program comes from research showing that father involvement is associated with favorable childhood gains (social, emotional, and cognitive) and school outcomes. The authors also stated that the involvement of fathers in such programs has the potential to improve fathers' own lives, especially when combined with parenting education, job training, and support groups.
<b>Participant eligibility</b>	Low-income families with children ages 3 years old or younger, who qualified for EHS services
<b>Participant needs assessment</b>	At intake, mothers and fathers worked with their home visitor to identify family needs related to employment, education, housing, and family relationships, and to establish goals for meeting those needs through the program.
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Weekly home visits with parents and children</li> <li>2. Bimonthly group socializations</li> <li>3. Monthly parent committee meetings and participation in policy councils</li> </ol>
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. Weekly home visits. The home visits were designed to encourage and support parent-child play activities, provide parenting education, and work with parents to identify and achieve family goals relating to such matters as employment, housing, and family relationships.</li> <li>2. Bimonthly group socializations. Program staff organized bimonthly group socializations where parents and children could meet other families and engage in parent-child activities.</li> <li>3. Parent committee meetings and policy council participation. Home visitors encouraged families to attend monthly parent committee meetings and to become involved with the policy council, both of which make recommendations to the program on services, staffing, and budgets. Parents who took leaderships roles were offered training by parent-involvement specialists.</li> </ol>
<b>Program length</b>	Not reported

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<b>Targeted outcomes</b>	<p>In the short term, the program intended to improve:</p> <ol style="list-style-type: none"> <li>1. Mother-child and father-child play activities</li> <li>2. Parenting skills</li> <li>3. Goal-setting strategies</li> <li>4. Connection to services related to employment, education, and housing</li> </ol> <p>In the long term, the program expected to:</p> <ol style="list-style-type: none"> <li>1. Improve child health and well-being</li> <li>2. Build the development of community relationships between families</li> <li>3. Develop parental leadership skills</li> </ol>
<b>Program adaptations</b>	<p>The study authors indicated that the Family Foundations EHS program began as a mother-child program but became more inclusive of fathers through the course of five stages. In the first stage, the program focused exclusively on mothers and children, but by the second stage, began to offer father-only activities. In the third stage, when Family Foundations became an EHS program, staff began recruiting the whole family and offered all program services to both parents. The authors described the fourth stage as a subtle shift when staff began to actively encourage father involvement in the home visits, for example “getting down on the floor” for play activities. During this stage, staff engaged both parents in the development of family-goals plans and fathers were encouraged to identify personal goals, considering dimensions and roles other than employment and financial support. In the fifth stage, staff moved beyond focusing on the inclusion of fathers in certain activities and began to regularly include fathers as key figures in children’s health and development. Fathers were included as part of infant mental health case conferencing, and in the development of plans for strengthening parenting and parent-child relationships.</p>
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>Three implementation challenges were described by the authors:</p> <ol style="list-style-type: none"> <li>1. The common view that early childhood services are programs for mothers and children to the exclusion of fathers, which staff felt permeated internal program thinking and community perceptions of EHS.</li> <li>2. Lack of leadership or specified staff to shape program’s goals and services related to father involvement. Family Foundations did not employ a staff person whose primary function was “father involvement” and sometimes male staff members were expected to take on these responsibilities.</li> </ol>

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3. The tendency of some staff to stereotype men. Stereotyping entailed talking about EHS fathers as if as if they were all interested in and motivated by the same things. For example, common beliefs were that all fathers were interested in sports or their programs goals always would be employment-related.

To change staff mindset, program leadership committed to engage in ongoing critical and reflective thinking and regular program staff self evaluations. Staff were encouraged to consider what both mother and fathers contribute to the child’s health and development and view them as co-parents.

**Program Structure**

**Was there a planning or pilot phase?**

No

**Length of planning/pilot**

Not reported

**Timeframe for program operation**

Not reported

**Sites and service-delivery settings**

The Family Foundations EHS Program served families in three low-income community sites in the Greater Pittsburgh Metropolitan Area: a public housing development in the city, a working class borough on the city’s outskirts, and a former steel mill town located in a more rural area.

Participants’ homes were the setting for weekly visits with parents and children. The program office was the setting for the bimonthly group socializations, parent committee meetings, and policy council meetings.

**Required facilities**

Not reported

**Community settings**

Urban, rural

**Organizational partnerships**

Not reported

**Funding agency**

EHS is a federally funded program.

**Agency certifications and national affiliations**

National EHS; the program was part of the EHS national evaluation

**Was participation mandatory?**

Not reported

## Staffing and Operations

<b>Staff characteristics</b>	The staffing structure included: <ol style="list-style-type: none"> <li>1. A program development team consisting of managers and other staff</li> <li>2. Coordinating staff (community site coordinators and coordinators of key program services)</li> <li>3. Two to five home-visiting staff per community/site</li> <li>4. Support staff (child development specialist, parent-involvement specialist, public health nurse, mental health and drug and alcohol counselors, and van driver)</li> </ol>
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Family Foundations conducted regularly scheduled cross-site meetings among the three sites to share best practices.
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	To identify and enroll participants, program staff used door-to-door canvassing. First, families were asked questions to gauge if they qualified for the program; if they did, staff encouraged mothers and fathers to sign up on the spot. Thus, enrollment generally took place in the home.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported



<b>Participants recruited</b>	Across all sites, 140 families were in the Family Foundations program at the time of the study. The number of fathers participating was not reported.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	<p>The study authors described several challenges to recruiting fathers:</p> <ol style="list-style-type: none"> <li>1. Images from the media and popular culture that undermine the value of fathers</li> <li>2. Relationship issues within the family, particularly between partners</li> <li>3. Reluctance of both mothers and fathers to share information, such as the existence or location of an involved father, which could jeopardize their receipt of public assistance</li> <li>4. The community's economic situation, including the lack of jobs paying a living wage</li> <li>5. High rates of incarceration among young African American fathers</li> <li>6. The attitude that early childhood program are for mothers and children to the exclusion of fathers</li> </ol> <p>To address recruitment challenges, the programs developed a new recruitment strategy whereby staff attempted to enroll the whole family during initial door-to-door canvassing, trying from the beginning to involve fathers as well as mothers in all program services and activities, not just in special "father-involvement" program components.</p>

## Participation

<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Across all three sites, the program enrolled and worked with 140 families.
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	<p>Challenges to fathers' participation were reported as:</p> <ol style="list-style-type: none"> <li>1. Father's unemployment or unstable employment. The problems were both financial and the fathers' feelings of adequacy as a "provider."</li> <li>2. Some mothers discouraged father participation. For many women, the program enhanced their sense of self-efficacy and self-respect and it was difficult to share this power.</li> <li>3. Psychological issues, such as low self-esteem and lack of self-confidence, serious relationship conflicts, domestic violence, unresolved issues from the father's own childhood, mental illness, and immaturity.</li> </ol>

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To encourage participation, the program focused on four areas:

1. Staff worked to engage and build relationships with fathers, as they did with mothers. For example, the program attempted to engage both parents in developing a plan for family development that would best support their child(ren). Staff also began to attempt to meet with fathers more regularly than in the past. Father involvement in parent leadership activities, which had occurred sporadically throughout the program's history, was more consistently fostered.
  2. The program took a team approach to engage fathers, in which staff of different backgrounds, and sometimes genders, worked with families. Typically a single home visitor met regularly with a family, but other staff, such as child development specialists, parent-involvement specialists, and site coordinators, were all available to the families.
  3. Program leadership committed to engaging in ongoing self-evaluation and critical thinking. For example, the entire staff would meet to discuss father involvement in the program as a whole, as well as the handling of specific cases.
  4. Peer relationships between fathers were encouraged. Fathers often were the most effective recruiters of other fathers. Young fathers, in particular, needed reassurance that other fathers were involved in the program and often benefited from interacting with more mature, experienced fathers.
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## FATHER FRIENDLY INITIATIVE

### Study Information

<b>Program overview</b>	The Father Friendly Initiative (FFI) served fathers with no or low income in Boston, Massachusetts. The program strived to reintegrate the fathers into their families and help them become more involved in their children's lives. A key service of FFI was two-hour weekly peer support groups, which met for 16 sessions and covered issues related to self-esteem, child care, child development, relationships, and parenting. The program also focused on employment services, including a five-day job-readiness program and collaborations with other agencies, such as STRIVE, which offered services for hard-to-employ individuals. FFI also connected participants with other services, including paternity establishment, child support, visitation, custody, health, and counseling.
<b>Study overview</b>	An initial study documented the implementation of eight fatherhood programs funded by Office of Child Support Enforcement (OCSE), including FFI; a subsequent report described fathers' economic and child support outcomes using a pre/post study design. Between October 1998 and December 2000, 330 men participated in the program. The program had aggressive recruitment strategies, including marketing and attending community events. Some participants were mandated to attend, and the staff found that the regular attendance of court-ordered participants built group cohesion and encouraged the attendance of voluntary participants. Using a pre/post design, the authors examined such outcomes as earnings and child support. Between baseline and followup, there was an increase in the percentage of men with any earnings and in average quarterly earnings. There also was an increase in the percentage of child support paid (of what was due), but no changes in the other child support outcomes. <b><i>The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. This part of the study has a LOW rating.</i></b>
<b>Citation</b>	Pearson, J., N. Thoennes, D. Davis, J.C. Venohr, D.A. Price, and T. Griffith. "OCSE Responsible Fatherhood Programs: Client Characteristics and Program Outcomes." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., September 2003.  Additional source:  Pearson, J., N. Thoennes, D.A. Price, and J.C. Venohr. "OCSE Responsible Fatherhood Programs: Early Implementation Lessons." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., June 2000.

## Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample included 330 men: 284 noncustodial fathers, 40 custodial fathers, and 6 men categorized as "other." The sample characteristics include only noncustodial fathers. The analysis of fathers' economic self-sufficiency and financial support of children included 297 men.
<b>Race and ethnicity</b>	White (non-Hispanic): 5 percent African American (non-Hispanic): 78 percent Hispanic/Latino: 13 percent Asian American: 0 percent American Indian: 1 percent Other: 3 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Average: 33.1 years
<b>Educational attainment</b>	Did not have a degree: 23 percent GED: 21 percent High school diploma: 43 percent Technical or Associate's degree: 5 percent College degree or higher: 8 percent
<b>Employment, income, or earnings</b>	Fifty-two percent were employed; the average monthly earnings from the current or most recent job were \$1,726.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Fifty-nine percent had an open case in the child support system.

## Reported Outcomes

<b>Timing</b>	Case workers collected data at intake. The timing of follow-up measures is reported below.
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<b>Description of measures</b>	<p>To follow up with clients, attempts were made to conduct telephone interviews with all who enrolled in the Responsible Fatherhood Programs between October 1, 1998 and December 31, 2000. Questions covered their service experiences and their status with respect to parent-child contact and other outcomes.</p> <p>The authors also reviewed child support data for clients enrolled in the programs using the state’s automated child support enforcement records. Data were collected on the father’s child support status 6 months before program enrollment and 12 months after enrollment.</p> <p>Finally, the authors reviewed employer-reported wage records maintained by the state’s Department of Labor and Workforce Development as part of the Unemployment Insurance (UI) system. The authors included data from two time points: (1) one quarter prior to enrollment and (2) two quarters after enrollment.</p>
<b>Outcomes: Fathers’ economic self-sufficiency</b>	<p>Between baseline and followup, there was an increase in the percentage of men with any earnings and average quarterly earnings.</p>
<b>Outcomes: Fathers’ well-being</b>	<p>Not reported</p>
<b>Outcomes: Fathers’ financial support of children</b>	<p>Between baseline and followup, there was an increase in the percentage of child support paid (of what was due). There were no changes in the percent making some payment, the average amount paid among those making some payment, or the percent with payment through wage withholding.</p>
<b>Outcomes: Fathers’ involvement with children</b>	<p>The percentage of fathers who reported having no contact with their children increased and the percentage who reported weekly contact decreased. The statistical significance of these results was not reported.</p>
<b>Outcomes: Parenting skills</b>	<p>Not reported</p>
<b>Outcomes: Co-parenting</b>	<p>Not reported</p>
<b>Outcomes: Relationship status and quality</b>	<p>Not reported</p>
<b>Outcomes: Domestic violence</b>	<p>Not reported</p>
<b>Outcomes: Child outcomes</b>	<p>Not reported</p>
<b>Outcomes: Other</b>	<p>Not reported</p>
<b>Program Model</b>	
<b>Theoretical framework</b>	<p>Not reported</p>

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<b>Participant eligibility</b>	The program targeted low-income, under- or unemployed fathers 16 to 31 years old. There were no strict eligibility criteria, however, and the program staff maintained that no one was denied participation.
<b>Participant needs assessment</b>	A case manager worked with each client to assess barriers to family reintegration and to identify the appropriate mix of services.
<b>Program components</b>	<p>Program components included:</p> <ol style="list-style-type: none"> <li>1. Peer support group</li> <li>2. Employment services</li> <li>3. Case management</li> <li>4. Family outings</li> </ol>
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. Peer support group: The weekly peer support group used the curriculum developed by the National Center for Strategic Nonprofit Planning and Community Leadership (NPCL). It was meant to be both educational and therapeutic, covering self-esteem, child care, child development, relationships, and parenting. It included presentations and activities on these topics, as well as open-ended discussions.</li> <li>2. Employment services: FFI developed a job-readiness program, which addressed such topics as dressing appropriately, punctuality, and attitudes. The program also collaborated with another community agency, STRIVE, which offered training services for hard-to-employ individuals, and Massachusetts Rehabilitation, which had longer-term vocational training. In addition, an FFI job developer cultivated relationships with employers willing to hire the hard-to-employ, made job placements, and worked with staff at the state rehabilitation agency to help FFI fathers receive personal attention. Job interviews were conducted at FFI offices, which the staff thought was less intimidating to fathers.</li> <li>3. Case management: Case managers worked with each father to identify appropriate services and met with fathers for individual counseling before or after group meetings were held. Case managers also could provide referrals to such services as paternity establishment, child support review, obtaining visitation and custody rights, health services, and counseling.</li> <li>4. Family outings: The program sponsored periodic outings for fathers and children.</li> </ol>
<b>Program length</b>	The peer support group was 16 two-hour sessions. The FFI job-readiness program was a five-day program offered once a month. Other employment services were longer. For example, STRIVE offered a 15-week course to train for becoming a computer repair technician and an 8-week course on asbestos removal.
<b>Targeted outcomes</b>	The program focused on improving parenting and employment.
<b>Program adaptations</b>	Not reported

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<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The weekly peer support groups were offered at four locations. Clients could receive services at community-based organizations, child support agency, or the Boston Public Health Commission.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	The program was offered through the Boston Healthy Start Initiative of the Boston Public Health Commission and the Department of Revenue, which operated the Massachusetts child support program.
<b>Funding agency</b>	The project was funded by the OCSE.
<b>Agency certifications and national affiliations</b>	The program became a demonstration site for Partners for Fragile Families after the time covered in this report (see profile for Partners for Fragile Families for more information).
<b>Was participation mandatory?</b>	Fathers who were referred to the program through the criminal justice system (15 percent) reported that participation was mandatory.
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	The staff included one project director, one project manager, one job resource coordinator, two outreach workers, and one case manager. No other information was provided.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported

<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	The program received referrals from courts, correctional agencies, and word-of-mouth.
<b>Recruitment method</b>	The program relied heavily on marketing techniques and word-of-mouth referrals. The program was based in Boston Healthy Start, a public health organization that served low-income clients, and piggybacked on its outreach efforts. FFI and Healthy Start set up booths and gave free merchandise at public events that might attract families and men, such job fairs, concerts, and street fairs. FFI also used radio advertisement and sponsored community events. They also relied on word-of-mouth referrals; many clients were friends or family members of other clients.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The study noted that FFI benefited from Boston Healthy Start’s “aggressive” outreach to low-income men.
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported



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<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	The study noted that the regular attendance of court-ordered participants built group cohesion, which promoted the participation of voluntary clients.

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## FATHER REINTEGRATION PROJECT

### Study Information

#### Program overview

The Father Reintegration Project was a statewide effort designed for incarcerated noncustodial parents (NCPs) to help them find employment, pay their child support obligations, and limit the growth of their arrears. The Illinois Department of Public Aid, Division of Child Support Enforcement (DCSE) launched the program to develop better collaboration processes and procedures between child support agencies and criminal justice agencies. As part of this effort, DCSE also conducted a local demonstration project to test an expedited modification process of child support orders for incarcerated fathers in Cook County. Other services included case management and family reintegration classes. Participants were recruited from work release facilities, known as Adult Transition Centers (ATCs).

#### Study overview

The Center for Policy Research conducted both an outcome and process evaluation of the demonstration project. Using data collected from the Illinois' child support database and the DCSE, as well as individual and group interviews with administrators, staff, and participants, the study authors reported general findings and lessons learned from the demonstration, as well as outcomes of the child support modification process. The authors did not present changes over time or comparisons between those who participated in the program and those who did not. They did find that 64 percent of those with a monthly child support obligation requested a modification. Of those who applied for a modification, 44 percent received it by the end of the project, 13 percent were still pending, and 43 percent were closed without modification. For most cases closed without modification, the reason for dismissal was the NCP's failure to appear in court, either because he returned to prison (typically for violation of an ATC rule) or was on parole and did not appear for the hearing. *The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. For this reason, the study has a LOW impact quality rating*

#### Citation

Griswold, E. A., J. Pearson, N. Thoennes, and L. Davis. "Father Reintegration Project. A Collaboration of Illinois Child Support Enforcement, Department of Corrections and SAFER Foundation." Denver, CO: Illinois Department of Public Aid, Division of Child Support Enforcement, 2004.

## Study and Sample Characteristics

<b>Study design</b>	The study has a post-only design; noncustodial parents' outcomes were measured after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	The evaluator was a member of the advisory committee that provided periodic guidance on the program.
<b>Sample size</b>	Authors report that 190 participants enrolled in the project. Of them, 187 reported baseline data and were used for the sample characteristics, and a further subset (which varied, depending on the outcomes being reported) was used for outcome analysis.
<b>Race and ethnicity</b>	White: 13 percent African American: 80 percent Hispanic/Latino: 5 percent Asian American: 0 percent American Indian: 2 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 32.9 years Range: 18 to 57 years
<b>Educational attainment</b>	Less than a high school diploma: 27 percent High school diploma: 31 percent GED: 29 percent Trade school certificate: 12 percent Associate's degree: 3 percent College degree: 3 percent Results include participants who had multiple degrees.
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Authors report that 76 percent (144 fathers) of the enrolled sample had at least one open child support case, and 54 percent (103 fathers) had at least one open case under order.

## Reported Outcomes

<b>Timing</b>	Authors collected and analyzed data from exit interview forms used by the ATCs.
<b>Description of measures</b>	The authors presented outcomes on the child support modification process, including percent of NCPs requesting a child support modification, whether the request was granted or denied, monthly support obligations by modification status at the close of the project, and payment patterns by modification status. The authors also included employment outcomes.
<b>Outcomes: Fathers' economic self-sufficiency</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported

## Program Model

<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	The Father Reintegration Project was designed to serve incarcerated noncustodial parents with child support cases in Cook County.

**Participant needs assessment**

Once a participant was enrolled, the DCSE project liaison and Father Reintegration Project staff worked to meet his needs. For instance, many fathers wanted more information on their child support cases (such as names of children, custodial parent, monthly support amount, and terms of payment), or they had questions regarding paternity, custody concerns, growing arrears, access, and visitation issues. Authors indicated that the Father Reintegration Project staff were responsible for communicating participant needs and questions to the DCSE.

**Program components**

The project provided three types of related services:

1. An expedited modification process to handle judicial and administrative child support orders
2. Child support case management services to participants
3. Family reintegration services

**Program content**

The centerpiece of the project was a more streamlined child support modification process for eligible participants.

- Staff provided assistance with the paperwork and application process, using incarceration as proof of substantial change in circumstances. Applicants typically would have to prove an income change of 20 percent or more to justify a modification, but that requirement was suspended for this demonstration.
- An employee at Maximus, the contractor that handled modification requests, was assigned to all demonstration cases, and expedited the verification and review process. This employee submitted petitions to the attorney general (AG) on a weekly basis (compared to the 180 days normally required).
- Once it was confirmed that an order warranted a decrease, the AG filed the petition in court and scheduled a court date. Unlike in normal circumstances, the participant did not have to hire a lawyer, file any motions or waivers, or pay any fees. The same assistant AG handled all demonstration cases, and did not request additional verification or proof of income.
- Father Reintegration Project staff worked to prepare participants for the hearing, emphasizing the importance of punctuality, appropriate courtroom behavior and dress code, and the materials they would need.
- Some participants who did not attend their hearings were allowed to reschedule (the standard practice if the noncustodial parent did not appear at the scheduled hearing was terminating the modification request).

Participants received targeted case management services through dedicated staff at the ATCs, including guidance and information regarding their child support case, genetic testing for paternity, visitation and access, as well as information about their arrears or other aspects of their child support record. Additionally, they could consult with an attorney brought in by the project to help participants with custody and visitation questions or other legal matters related to their families.

Two family reintegration services were a course (Fathers Make a Difference [FMD]) designed by Father Reintegration Project staff and a regular parenting classes offered at the ATCs.

- Project staff delivered the FMD workshops over a four-week period. Topics included impact of fatherlessness on children, parental legal rights, anger management, role modeling, marriage and co-parenting, and the basics of child support.
- Participants could also attend parenting classes that were part of the ATCs’ regular programming. They consisted of a series of eight classes conducted twice a week in the first 30 days of a new resident's stay. According to the authors, residents (regardless of whether they are fathers or not) were “gently mandated” to attend these classes. Topics included child development, communication, listening skills, appropriate methods of discipline, and protecting against substance abuse. One of the eight sessions was dedicated to child support.

<b>Program length</b>	The family reintegration component was implemented over a four-week period (eight workshops which were held twice a week), but the length of the full program was not reported.
<b>Targeted outcomes</b>	The Father Reintegration Project was designed to test an expedited child support modification process to better facilitate child support orders for incarcerated noncustodial fathers.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>Authors indicated that one planned component of the program, building relationships and linkages with community-based organizations, was not implemented due to time and resource limitations.</p> <p>Authors also report several additional program-implementation issues raised by various organizations involved in the project:</p>

- ATC staff indicated that the project's activities added significant burden and demand on their existing resources. Preparing fathers for court hearings was especially labor-intensive, and resources were further strained by the unexpected number of cases that required hearings.
- ATC staff also cited challenges in integrating some project activities into the ATC's planned schedules and monitoring residents' status.
- Project staff had difficulty ensuring that participants appeared at the scheduled court hearings, in part because of perceived or actual restrictions on inmates being able to appear in court.
- The AG's office found the process complicated and difficult to manage without additional resources and training for case managers.
- More training than had been anticipated was required for Maximus workers to handle the applications and consolidate child support orders.

A successful aspect of the project was that by setting the project at ATCs, project staff were better able ensure that inmates could appear at scheduled court hearings and did not have to pay fees or file additional motions.

### Program Structure

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	The Father Reintegration Project began in 2002 and was completed in 2004.
<b>Sites and service-delivery settings</b>	The project was implemented in Cook County in two ATCs.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban, suburban
<b>Organizational partnerships</b>	The project required collaboration between the Illinois Department of Public Aid, DCSE; Illinois Department of Corrections; the Safer Foundation, which managed the ATCs; and the Expedited Child Support Court of the Circuit Court.
<b>Funding agency</b>	The project was funded by a grant from the federal Office of Child Support Enforcement to the DCSE.
<b>Agency certifications and national affiliations</b>	Not reported



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**Was participation mandatory?** No

## Staffing and Operations

**Staff characteristics** Program staff consisted of staff at the various agencies. At DCSE, that consisted of a project manager, two community outreach workers, and a child support project liaison. At the Safer Foundation, project staff were a specialized case manager and assistant case manager. In the legal system, there was a hearing officer at the circuit court, and an assistant AG who handled all the project cases. At the ATCs, there were two program supervisors. Qualifications or other characteristics were not reported.

**Staff training** Case management staff at each ATC received child support training.

**Training materials** The DCSE Community Outreach staff developed a case-management training manual for use by the Safer Foundation specialized case managers and ATC staff. No other information was provided.

**Trainer qualifications** Not reported

**Staff performance standards** Not reported

**Staff-participants ratio or caseloads** Not reported

**Staff supervisors** The project manager at DCSE oversaw implementation for all components of the program, with help from an assistant project manager. Additionally, an advisory committee provided periodic guidance to the project manager and assistant project manager. The committee was made up of representatives from a variety of state agencies, the DCSE, Illinois Department of Corrections, Safer Foundation, Cook County Circuit Court, the AG's office and the evaluator.

**Staff supervision frequency** Not reported

**Technical assistance** The partner agencies formed an implementation committee (which included the evaluator) that had monthly conference calls. The committee addressed problems that came up, provided guidance on the program, and responded to questions or dissatisfactions from the staff or evaluator.

**Operations manual, forms, or protocols** Not reported

**System for tracking program performance** Authors indicated that project staff used the state's child support records to obtain, consolidate and petition for new orders.

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## Recruitment

<b>Referral sources</b>	Participants primarily were residents of two ATCs in Cook County. A small number, who requested a modification, came from a third ATC. Participants volunteered or were referred by ATC case managers.
<b>Recruitment method</b>	<p>Participants were recruited in multiple ways. First, the project case managers conducted weekly child support presentations as part of the mandatory orientation process for all new residents of the ATCs. Approximately 15 to 30 residents attended each weekly presentation. The case manager presented information on child support, with the option of applying for a modification. Residents who indicated they had minor children were encouraged to complete an intake form and request information from the DCSE on the status of their child support case.</p> <p>A second recruitment method was through automated monthly matching of child support and criminal justice agency caseloads. The DCSE gave the project staff a list of residents in the ATCs who were known to the child support agency. Project staff invited the residents to meet with them (using in-house letters) and discuss their child support cases.</p> <p>Additionally, staff gave monthly presentations at one of the primary ATCs, to approximately 100 residents.</p> <p>Finally, ATC case managers sometimes referred residents to the project after they had attended informational sessions conducted by the DCSE.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	187 ATC residents participated in the project; 167 were from the two primary ATCs; 20 came from the third ATC.
<b>Recruitment timeframe</b>	Recruitment began in August 2002 and ended in September 2003.
<b>Recruitment challenges and solutions</b>	Many of the ATC residents targeted for the program refused to enroll. Some were employed and already meeting their child support obligations. Project staff made efforts to recruit these fathers by sending post cards inviting them to schedule appointments, but did not receive a high response rate. Others were distrustful of the DCSE or indicated they had already taken financial responsibility for their children independent of the child support system.

## Participation

<b>Participation incentives</b>	Participants were told about the possibility of having their orders reduced through the program, but this was not guaranteed. They were also advised of the risk of their order being modified upward.
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<b>Initial engagement in services</b>	Authors indicated that 187 participants enrolled and received program services.
<b>Retention</b>	Sixty-four percent of those who enrolled requested a child support modification.
<b>Participation challenges and solutions</b>	<p>Of those who requested modification, 44 percent of the cases received a modification, 13 percent were still pending, and 43 percent were closed without modification. The most common reason a modification was denied was that the parent failed to appear in court. Other reasons were that the parent returned to prison or withdrew the request, the custodial parent refused to cooperate, or the modification would not have decreased the amount owed.</p> <p>Authors reported that more than half of the participants indicated that they did not attend classes offered through the family reintegration component.</p>

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## FATHERS IN THE CRIMINAL JUSTICE SYSTEM

### Study Information

#### Program overview

The Fathers in the Criminal Justice System Project was designed to help noncustodial fathers in the criminal justice system meet their child support obligations. The project targeted parents who were incarcerated or on parole and who had an open child support case. Key project components included collaboration between criminal justice and child support enforcement agencies to identify eligible fathers; placing project staff in criminal justice facilities and parole offices to present information on child support enforcement and work directly with inmates; and developing effective child support policies and procedures, including methods for requesting modification of existing orders while in prison. The project was implemented in 2000 by the Massachusetts Department of Revenue, Child Support Division (DOR/CSE) in three sites: the Massachusetts Correctional Institution-Concord State Prison (MCI-Concord), which housed long-term inmates; the Suffolk County House of Correction (Suffolk), which housed short-term inmates; and the Massachusetts Parole Board, which served parolees. The MCI-Concord and Suffolk sites each had one service-delivery location; the Massachusetts Parole Board provided services at nine regional offices.

#### Study overview

This study used qualitative and quantitative data to assess project implementation and outcomes. The authors conducted site visits and semi-structured interviews with administrators and parole officers. They found that the success of the program depended on interagency cooperation and data access. The authors reported that the program had difficulty engaging parolees, who often did not stay in contact with the child support agency after being released from prison. Staff indicated that many parolees were discouraged because of high child support debt and uncertain earnings prospects.

The authors also examined child support outcomes for inmates and parolees using two statewide data extracts that identified incarcerated and paroled noncustodial fathers—from prior to project implementation (September 2001) and after implementation (September 2003). Specific outcomes included: the rate at which paternity was established, the number of child support orders that were established, the percentage of inmate orders at various levels, the rate of child support order modifications, and the number of downward adjustments among inmates and parolees whose child support orders were modified. Results indicated that these outcomes significantly improved. However, the percentage paying child support decreased among those paroled; there was no change over time among inmates.

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*The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. This part of the study has a LOW rating.*

**Citation** Griswold, E. A., J. Pearson, N. Thoennes, and L. Davis. "Fathers in the Criminal Justice System: Final Report." Denver, CO: Center for Policy Research, April 2004.

## Study and Sample Characteristics

**Study design** The study has a pre/post design, but the same individuals may not be in both the data at both time points. For example the 2001 extract included 3,246 inmates and parolees, and the 2003 extract included 3,525. Further the extracts were not limited to those in the program.

**Comparison condition** The study did not include a comparison group.

**Conflicts of interest** Not reported

**Sample size** Data on sample characteristics were derived from two sources: (1) the September 2001 data extract, and (2) records for 604 fathers who participated in the project from September 2001, kept by facility coordinators who met with fathers regarding their child support cases. It is unclear if the extract for the Department of Corrections (DOC) population was limited to MCI-Concord. The outcomes analysis was based on 3,246 inmates and parolees in 2001 and 3,525 in 2003.

**Race and ethnicity** White: 42 percent (DOC), 21 percent (parolees), 62 percent (Suffolk)

African American: 31 percent (DOC), 21 percent (parolees), 62 percent (Suffolk)

Hispanic/Latino: 25 percent (DOC), 38 percent (parolees), 14 percent (Suffolk)

American Indian: One percent (DOC), 0 percent (parolees), one percent (Suffolk)

Other: One percent (DOC), 4 percent (parolees), 6 percent (Suffolk)

**Gender** Male: 93.8 to 99.8 percent (depending on year of extract and site)

Female: 0.2 to 6.2 percent (depending on year of extract and site)

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<b>Age</b>	Mean: 35 years (DOC and parolees), 33 years (Suffolk)  Range: 19 to 60 years
<b>Educational attainment</b>	Less than high school education: 44 percent (DOC), 33 percent (parolees), 54 percent (Suffolk)
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Currently receiving public assistance: 40 percent (DOC), 35 percent (parolees), 45 percent (Suffolk)
<b>In child support system</b>	All (100 percent) of the sample was in the child support system.
<b>Reported Outcomes</b>	
<b>Timing</b>	Data for the outcomes analysis was taken from statewide data extracts from DOR/CSE, DOC, Suffolk, and the Parole board for September 2001 and September 2003. It provided detailed child support information but no information on how many and which fathers were served by the project; the data also did not reflect pending modifications. Therefore, the authors also drew on the project database maintained by facility coordinators, which provided information on participants' requests for child support modifications.
<b>Description of measures</b>	All outcomes measured by authors focused on the fathers' financial support of children: <ol style="list-style-type: none"> <li>1. Percentage of inmates and parolees establishing paternity</li> <li>2. Number of child support orders established for inmates</li> <li>3. Percentage of inmate orders in the \$1 to \$50 range</li> <li>4. Rate of child support order modification</li> <li>5. Number of downward adjustments among inmates and parolees whose child support orders were modified</li> <li>6. Child support payments (Only the parolee population was expected to increase payment of child support since they were no longer incarcerated).</li> </ol>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported

<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	<ol style="list-style-type: none"> <li>1. At followup, the percentage of inmates and parolees establishing paternity increased from baseline.</li> <li>2. At followup, the number of child support orders established for inmates increased from baseline. There was no change for parolees.</li> <li>3. At followup, the percentage of inmate orders in the \$1 to \$50 range increased from baseline. There was no change for parolees.</li> <li>4. At followup, the rate of child support order modification among inmates increased from baseline. There was no change for parolees.</li> <li>5. At followup, the number of downward adjustments among inmates and parolees whose child support orders were modified increased from baseline.</li> <li>6. At followup, the percent of fathers paying child support decreased among parolees. There was no change for inmates.</li> </ol>
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	The target populations included noncustodial fathers in long- and short-term incarceration, and noncustodial fathers on parole with open child support cases.



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<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Identifying and working with inmates and parolees who were noncustodial fathers</li> <li>2. Presenting child support information to fathers and responding to their child support issues</li> <li>3. Developing child support policies and procedures, including methods for requesting modification of existing orders, while in prison</li> </ol>
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. To identify inmates and parolees who were noncustodial fathers with child support involvement, automated and manual data matches were made between the Child Support Enforcement (CSE) agency's caseload and the populations of the Massachusetts DOC, the Suffolk County Sheriff's Department in charge of the House of Corrections, and the parole board.</li> <li>2. DOR/CSE coordinators were placed in criminal justice facilities to present child support information at orientation, parenting classes and re-entry programs, and to work directly with fathers regarding their child support cases. Facility coordinators and DOR/CSE staff developed a brief presentation delivered to inmates that covered general child support regulations and procedures. It explained how paternity and child support orders are established, the requirement that custodial parents receiving public assistance name the father of the child, the rationale and method for requesting a modification, and what happens when a noncustodial parent does not respond to DOR/CSE notices and bills. The purpose of the presentation was to not only deliver information to inmates but to introduce inmates and facility staff to the DOR/CSE team.  Noncustodial fathers in parole offices were assisted with issues related to their child support cases, such as matters of establishing paternity and requesting modification of their child support orders.</li> <li>3. Modifications to child support policies and procedures included simplified paternity establishment and genetic testing procedures and policies for incarcerated fathers to request modifications for their child support orders. For example, the standard procedure to request a modification required a court appearance, which was problematic for inmates. Under the project, this was modified so an incarcerated parent could provide an affidavit instead of appearing at the hearing.</li> </ol>
<b>Program length</b>	Not reported

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<b>Targeted outcomes</b>	<p>Targeted outcomes differed for the three populations targeted by this project.</p> <ul style="list-style-type: none"> <li>• For short-term and long-term incarcerated populations, the project intended to increase paternity establishment and increase the number of support orders established.</li> <li>• For paroled populations, the project intended to increase child support payments.</li> <li>• For all three populations, the project also intended to increase the number of downward modifications of existing orders to reduce the accumulation of uncollectible arrears.</li> </ul>
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	English and Spanish
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>The project required the technological infrastructure provided by the child support data matching system and interagency coordination to identify incarcerated and paroled fathers with child support cases. To support the identification of newly incarcerated fathers, facility coordinators also required access to new inmate rosters on a weekly basis. To support the provision of updated information to parole officers, facility coordinators also required access to updated lists of parolees and their employment status.</p> <p>Facility coordinators noted several challenges associated with the project. First, coordinators faced heightened security risks during in-person meetings with inmates. At MCI-Concord, all inmates waited together in the same “cage” before speaking with the facility coordinator. Facility coordinators at all three sites also noted that assisting with child support matters tended to be labor intensive, which limited the time available to spend with each inmate.</p> <p>Solutions were implemented at both the individual and project levels in order to address challenges. In addition to placing three full-time staff in criminal justice settings, DOR/CSE assigned two full-time staff members to visit the correctional facilities and coordinate data matches between the correctional facilities and DOR/CSE to identify potentially eligible participants. It also assigned two part-time “customer service” staff to handle modification applications and correspondence from incarcerated noncustodial parents. To address constraints on time during intake, individual facility coordinators who worked in correctional facilities completed as much of the child support modification paperwork as possible prior to the one-on-one meetings.</p>

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## Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	DOR/CSE began working with the DOC in 1995 to develop the data matching system needed to link the two systems and identify overlap.
<b>Timeframe for program operation</b>	Three years (2000 to 2003)
<b>Sites and service-delivery settings</b>	There were three sites: MIC-Concord, which housed long-term inmates; the Suffolk County House of Correction, which housed short-term inmates; and Massachusetts Parole Board, which served parolees. The MCI-Concord and Suffolk sites each had one service-delivery location; the Massachusetts Parole Board provided services at nine offices.
<b>Required facilities</b>	The project required space for staff to make group presentations to inmates and to conduct individual meetings with them.
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	The project involved collaboration between DOR/CSE, MCI-Concord, Suffolk County House of Corrections, and the Massachusetts Parole Board.
<b>Funding agency</b>	The federal Office of Child Support Enforcement (OCSE) provided funding for this project.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

## Staffing and Operations

<b>Staff characteristics</b>	<p>Project staff were: a full-time project manager, a part-time grant administrator, three full-time facility coordinators, a part-time outreach specialist, and two part-time DOR/CSE customer service staff.</p> <p>The project manager and facility coordinators employed for the project were required to have college degrees, have experience in the field of criminal justice, and be able to work successfully at the state prison and corrections agency. Informally, other desirable staff characteristics included “street savvy,” ability to say no, and an understanding of inmate behavior.</p>
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<b>Staff training</b>	<p>Project staff members received one week of training in security, working in a locked facility, and using the computerized data systems of the criminal justice organizations. The parole facility coordinator was given training in the procedures and rules of the parole board, and in the automated database used by the agency. Project staff also spent several days of formal training with DOR/CSE staff on child support procedures, policies, and the child support automated computer system.</p> <p>DOR/CSE and project staff also made presentations to representatives of the involved sites. A team of DOR/CSE administrators and project staff made two-hour presentations to parole officers and their supervisors, parole board administrators, project staff at MCI-Concord, and case workers and supervisors at Suffolk County House of Correction.</p>
<b>Training materials</b>	<p>For training conducted with staff at parole offices and corrections facilities, DOR/CSE materials were handed out, including packets of information on pro se applications to request modifications of child support orders. No other materials developed for the staff training sessions were reported.</p>
<b>Trainer qualifications</b>	<p>Not reported</p>
<b>Staff performance standards</b>	<p>Project staff planned to make presentations for about 50 to 60 inmates at a time, and to meet individually with 5 to 10 new inmates each week to discuss child support issues.</p>
<b>Staff-participants ratio or caseloads</b>	<p>Each facility coordinator at Suffolk and MCI-Concord worked individually with 10 to 20 inmates per week who either requested assistance or more information on their child support payments.</p> <p>Project staff talked by phone to parolees who requested more information or assistance on a modification. The number of cases per parolee facilitator was not reported.</p>
<b>Staff supervisors</b>	<p>The project manager supervised the three facility coordinators who worked with noncustodial fathers at MCI-Concord, Suffolk, and the regional parole offices. The project manager also oversaw the work conducted by the outreach specialist, who worked with regional offices and DOR/CSE customer service staff to respond to child support queries.</p>
<b>Staff supervision frequency</b>	<p>During the first several months of the project, facility coordinators met weekly with the project manager and grant administrator to discuss the types of cases they were encountering and questions that were arising as a result. Supervision of other staff members was not specified.</p>
<b>Technical assistance</b>	<p>Not reported</p>

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**Operations manual, forms, or protocols** The DOR/CSE and its partner agencies developed memoranda of understanding with the purpose of formalizing a joint system to enforce child support among inmates and parolees with obligations, provide parenting education, and exchange relevant information for individuals who switched from the caseload of one agency to another.

Staff developed forms and handouts to provide at orientation sessions, including a booklet describing the importance of incarcerated parents requesting child support modifications.

**System for tracking program performance** Not reported

## Recruitment

**Referral sources** In general, potential participants were identified through the child support data matching project, or, in some cases, through voluntary self-disclosure.

1. Inmates newly arrived at correctional facilities could self-disclose that they had children by completing a form following an orientation presentation on child support issues.
2. Inmates could also be identified by a child support data match for which facility coordinators submitted a weekly list of newly arrived inmates to DOR/CSE. Facility coordinators then contacted those with child support cases.
3. Current inmates and new parolees with child support cases or history also were identified for participation through the child support data matching system.

**Recruitment method**

Incoming inmates could be recruited through one of two methods. Some were identified after attending an orientation and completing a form to disclose that they had children. Facility coordinators also identified some inmates for the project by submitting their names to the DOR/CSE to enter in their child support data match system. Potential participants were then contacted through outreach by the facility coordinator to discuss child support options.

Inmates already serving time were identified by the DOR/CSE data matching system and contacted by facility coordinators. Staff reviewed cases for 50 to 60 fathers and conducted an in-person child support presentation for them regarding the basics of child support, how to establish paternity, and how to request modification of their orders. The inmates were given the opportunity to meet with staff individually to review cases and receive assistance.

For parolees, the DOR/CSE received a list of them and their employment status each month and generated a new list of parolees with current child support orders and/or arrears and the payments they made that month. This information was given to the parole officer. The parole coordinator also talked by phone to parolees who had questions or wanted help completing modification applications. Sometimes they referred parolees to DOR/CSE for genetic tests, case audits, and administrative reviews.

**Recruitment incentives**

Not reported

**Participants targeted**

DOR/CSE identified 700 to 800 parolees with child support cases.

**Participants recruited**

Facility coordinators at the prisons recorded information for the 604 inmates who participated from September 2001 to October 2002 and requested child support assistance from the facility coordinator (includes 312 inmates at MCI-Concord, 24 parolees, and 268 inmates at Suffolk).

**Recruitment timeframe**

Three years (2000 to 2003)

**Recruitment challenges and solutions**

At the beginning of project implementation, parole coordinators did not provide information quickly enough for parole officers, who were charged with ensuring that the fathers on their caseloads were keeping up to date with their child support payments. To hasten information delivery to parole officers, the DOR/CSE developed a system in which parolee names and employment status were matched with current child support records. This information was then delivered to parole officers.

## Participation

**Participation incentives**

Not reported

**Initial engagement in services**

Not reported

**Retention**

Not reported

**Participation challenges and solutions**

Although the authors did not report challenges with project participation, contact with the child support system after prison release was low. Incarcerated noncustodial parents frequently did not communicate with the child support agency after their release from prison and often did not complete the modification process. Even though inmates were given forms to send to DOR/CSE about their release, few appeared to have followed through. In addition, staff reported it was challenging to increase child support payments among released fathers because family situations were often complex, existing child support debt was high, and prospects for future earnings were uncertain.

## INSIDEOUT DAD (NEW JERSEY)

### Study Information

#### Program overview

The InsideOut Dad program was designed to improve and support incarcerated fathers' parenting skills and knowledge and increase the frequency of father-child contact. Trained inmate peer leaders facilitated 12 one-hour weekly group sessions or 6 two-hour group sessions twice weekly. The sessions covered such topics as self-awareness, spirituality, parenting, and child development. The program also offered 26 optional sessions that facilitators could choose to include, depending on the needs of the participants.

#### Study overview

The study included an analysis of participant outcomes and interviews with participants and program stakeholders. The four New Jersey sites examined comprised three InsideOut Dad program sites and one site that did not offer the program. Across the sites, 307 individuals participated in the program during the study period; 104 were in the comparison group. All program participants in the sample were male, and the majority were African American.

The authors assessed change between pre-test and post-test for those in the program and compared this against change within the comparison group. Participants in the treatment group showed improvements on 3 of 10 measures of confidence and a measure of happiness as a parent, whereas members of the comparison group did not show any change. Both groups showed improvements on items measuring parenting attitudes. Neither showed changes on frequency of contact with their children, parenting knowledge, or institutional violations (not described).

To examine implementation issues, the authors also conducted semi-structured interviews with 27 program participants and 6 program staff (facilitators and administrators). The authors learned that recruitment for the program was relatively easy, as knowledge of it and participants' satisfaction spread through word of mouth. Some facilities had waiting lists for participation. Retention was somewhat more difficult, although the authors noted that releases and court dates, rather than participants' personal preferences, were often the cause of retention issues. Both participants and facilitators suggested improvements to the program, including more family involvement, the addition of follow-up sessions after program completion, more frequent program sessions, and smaller group sizes.

(See other profiles for additional studies of InsideOut Dad in Maryland and Ohio.)

*This study has two ratings. The qualitative section is UNRATED because it did not examine any participant outcomes. The participant outcomes portion has a LOW rating because the study has a quasi-experimental design and the analysis did not include statistical controls of interest.*

**Citation** Economic Development Research Group. “Assessing the Impact of InsideOut Dads on Newark Community Education Centers (CEC) Residential Reentry Center Residents: Full Report.” Newark, NJ: Rutgers University, 2011.

### Study and Sample Characteristics

**Study design** The authors assessed change between pre-test and post-test separately for the treatment and comparison groups and qualitatively compared the results.

**Comparison condition** The comparison group sample was initially taken from a site that did not offer the program. The authors determined, however, that these sample members were older and had more extensive criminal histories than those in the treatment group. Therefore, the comparison group was extended to include members from the sites where the program operated. It is unclear what services, if any, members of this group received.

**Conflicts of interest** Not reported

**Sample size** The sample included a total of 411 men; of those, 307 were participants in InsideOut Dad, and 104 were in the comparison group.  
Baseline data, which were collected during a period of 90 days before program entry, were not available for all participants for each variable. Thus, the sample size varied from 398 to 411, depending on the item.

**Race and ethnicity** White: 10.1 percent (treatment); 8.7 percent (comparison)  
African American: 74.9 percent (treatment); 82.7 percent (comparison)  
Hispanic/Latino: 14.9 percent (treatment); 9.6 percent (comparison)  
American Indian: 2 percent (treatment); 0 percent (comparison)  
Other: 2.6 percent (treatment); 0 percent (comparison)  
Note the percentages do not sum to 100; the authors did not indicate whether participants could select multiple categories.

**Gender** Male: 100 percent  
Female: 0 percent

**Age** Mean: 34.98 years (treatment); 39.09 years (comparison)  
Range: 18–67 years.



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<b>Educational attainment</b>	Average education level: 11.35 years (treatment); 11.39 years (comparison)
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

**Reported Outcomes**

**Timing**

Baseline: A period of 90 days before program entry

Duration of the program: 6 to 12 weekly group sessions

Post-test: A period of 90 days after program exit

The authors noted some variability in the amount of time participants spent in the facility prior to the program starting.

**Description of measures**

The authors included the following measures:

**Fathers’ well-being**

*Confidence.* This portion of the survey consisted of 10 items from the Coping Self-Efficacy Scale. Respondents were instructed to indicate in response to 10 statements whether they “cannot do at all,” are “moderately certain [they] can do,” or are “certain [they] can do” the various actions described.

*Degree of happiness.* This measure was based on a single question asking respondents to gauge their level of happiness with being a parent, using the following Likert scale: very bad, bad, okay, good, and very good.

**Fathers’ involvement**

Fathers were asked to indicate the frequency with which they called their children, wrote to their children, and visited with their children. Response categories were less than once a month, once a month, once a week, more than once a week, and don’t call.

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**Parenting skills**

*Parenting knowledge.* The first 26 questions were based on specific lessons throughout the program’s curriculum. An additional 8 items were added from the Parent Attitude Research Instrument (PARI).

*Parenting attitudes.* This portion of the survey comprised 20 items. The InsideOut Dad curriculum specified desired responses for each statement.

**Other**

*Number of institutional infractions per 1,000 days.* Data collected included positive comments about participants, minor violations, major violations, and total violations (no additional information was provided).

**Outcomes: Fathers’ economic self-sufficiency**

Not reported

**Outcomes: Fathers’ well-being**

The authors analyzed each item on the confidence subset separately. No statistically significant changes were observed in the comparison group from pre-test to post-test. For the treatment group, statistically significant improvements were observed in 3 of the 10 items.

An improvement in reported happiness was observed in the treatment group, while no change from pre-test to post-test was observed in the comparison group.

**Outcomes: Fathers’ financial support of children**

Not reported

**Outcomes: Fathers’ involvement with children**

There were no statistically significant changes from pre-test to post-test for either the treatment or comparison group in the frequency of calling, writing to, or visiting with children.

**Outcomes: Parenting skills**

There were no statistically significant changes in the aggregate score of parenting knowledge from pre-test to post-test for either the treatment or comparison groups. In addition, no statistically significant changes from pre-test to post-test were observed in the 8 items from the PARI.

The authors analyzed each item on parenting attitudes separately. Favorable and statistically significant (at  $p < .05$ ) changes between pre-test and post-test were observed in 2 of the 20 outcomes for the treatment group and one of the 20 outcomes for the comparison group.

**Outcomes: Co-parenting**

Not reported

**Outcomes: Relationship status and quality**

Not reported

<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	No statistically significant changes were observed on the number of institutional infractions in either treatment or comparison groups.
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Not reported
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The program included group sessions provided to groups of fathers.
<b>Program content</b>	The content of the program was targeted at the specific issues faced by incarcerated fathers. The 12 core sessions covered the following topics: <ol style="list-style-type: none"> <li>1. Getting Started</li> <li>2. About Me</li> <li>3. Being a Man</li> <li>4. Spirituality</li> <li>5. Handling and Expressing Emotions</li> <li>6. Relationships</li> <li>7. Fathering</li> <li>8. Parenting</li> <li>9. Discipline</li> <li>10. Child Development</li> <li>11. Fathering from the Inside</li> <li>12. Closing/Ending the Program</li> </ol>
<b>Program length</b>	The program was administered twice weekly for six weeks.
<b>Targeted outcomes</b>	Not reported

<b>Program adaptations</b>	The curriculum was an adaption of the Long Distance Dads curriculum (see profile for additional information), with additional content (such as re-entry), an additional evaluation tool, and a more streamlined structure.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>Interviews were conducted with participants before and after the program and with facilitators after program completion. Both groups had some suggestions for improvement:</p> <ul style="list-style-type: none"> <li>• One facilitator reported that the program lacked fluidity by meeting only twice per week and suggested that the groups meet daily.</li> <li>• Some facilitators reported that groups were too large, with as many as 25 participants, and as a result lacked intimacy and cohesiveness. They recommended groups be limited to 5–12 participants.</li> <li>• Some facilitators recommended the addition of “alumni groups” after the group sessions were completed. Participants interviewed after program completion also said they wished they could continue their relationships with those they met in the program. They recommended that groups of fathers who had completed the program meet once or twice a month afterward to discuss their experiences.</li> <li>• Both facilitators and participants suggested that more family participation in the graduation process would be beneficial to both participants and their family members. Participants also suggested increasing family involvement during the program, such as father–child activities</li> <li>• Some participants felt that male and female facilitators could offer different perspectives, but each group had only one facilitator. They recommended that each group have both a male and a female facilitator.</li> </ul>

### Program Structure

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	The program was implemented in the three sites in the summer of 2010; no other information was provided.

<b>Sites and service-delivery settings</b>	<p>The InsideOut Dad Program was used in male correctional facilities throughout every state in the country and in several other countries. For this study, the program was implemented in three sites in Newark, New Jersey:</p> <ul style="list-style-type: none"> <li>• Delaney Hall housed adult offenders from Essex County and New Jersey State Parole Board populations.</li> <li>• The Harbor housed residents from the New Jersey Department of Corrections.</li> <li>• Tully House housed residents from the New Jersey Department of Corrections.</li> </ul> <p>All sites offered other services, such as substance abuse treatment, counseling, education, and instruction in parenting skills.</p>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	<p>Staff characteristics were reported for the facilitators who participated in the interviews. One held multiple master’s degrees, two were enrolled in master’s programs for family and/or mental health counseling, and two had not attended college or taken college-level courses. Generally, the facilitators with less educational training had extensive work histories in the field of alcohol and drug abuse and had worked in correctional facilities.</p>
<b>Staff training</b>	<p>Most facilitators received formal training at the Community Education Centers’ headquarters (no other information on this organization was provided). One facilitator who was not formally trained instead sat in on several group sessions to observe how the program was implemented.</p>
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported

<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	The program provided various materials and manuals to facilitators, including a facilitator’s guide, an activities manual, a survey to evaluate the program, marketing materials, and a fathering handbook (which was also provided to participants).
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	More than half of participants were recruited through word of mouth from other participants within the correctional facility. Others were recruited through sign-up sheets posted in the facility or through a recommendation from a counselor or other staff member. Some reported that they were encouraged to participate during their family counseling sessions or during the intake process.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The authors indicated that recruitment was not an issue for the program. Knowledge of the program spread through word of mouth, and some facilities had waiting lists.
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported

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**Participation  
challenges and  
solutions**

Some facilities had difficulty with retention. The authors noted that this was not because of personal preference, but rather was caused by discharges, sentencing, and court dates. Regardless of the reason, some participants described the attrition as disruptive to the group.

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## PARENT EMPOWERMENT PROJECT

### Study Information

<b>Program overview</b>	The Parent Empowerment Project provided parenting education to teen fathers of Mexican descent who were involved in the juvenile justice system. The program aimed to increase each participant’s understanding of his roles as father and son, to decrease conflict between the participant and his children’s mother, and to increase the participant’s involvement with his children. Participants attended six two-hour group sessions to discuss their experiences as teen fathers. To help process their experiences in their families of origin, participants were required, during the course of the program to write letters (that they were not required to share or send). The first letter was to their fathers, the second to themselves, and the third to their children. Fourteen teen fathers enrolled in the program.
<b>Study overview</b>	The study reported findings from interviews with program participants who completed the full program. The author completed three interviews of 60 to 90 minutes each with six participants. Findings suggested that participants valued the group experience and the opportunity it presented to redirect their lives. Participants reported they had learned to trust the other group members and leaders and felt supported by them. They also felt they had learned from other teen fathers in similar situations. <b><i>This study is UNRATED because it does not examine any participant outcomes.</i></b>
<b>Citation</b>	Parra-Cardona, J. R., R.S. Wampler, and E.A. Sharp. "Wanting To Be a Good Father: Experiences of Adolescent Fathers of Mexican Descent in a Teen Fathers Program." <i>Journal of Marital and Family Therapy</i> , vol. 32, no. 2, 2006, pp. 215-231.  Additional source: Parra-Cardona, J. R., E.A. Sharp, and R.S. Wampler. "Changing for My Kid: Fatherhood Experiences of Mexican-Origin Teen Fathers Involved in the Justice System." <i>Journal of Marital and Family Therapy</i> , vol. 34, no. 2, 2008, pp. 369-381.

### Study and Sample Characteristics

<b>Study design</b>	The author documented the experiences of program participants.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	The author developed the program and was the lead group facilitator.
<b>Sample size</b>	Interviews were conducted with six fathers.
<b>Race and ethnicity</b>	Hispanic/Latino: 100 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent

<b>Age</b>	The participants in the program ranged in age from 13 to 17 years old. The teen fathers who participated in the study were 15 to 17 years old.
<b>Educational attainment</b>	The educational level of program participants ranged from 8th to 11th grade; one participant had obtained his GED.  Among interview participants, four were enrolled in 11th grade, one was enrolled in 10th grade, and one had obtained a GED.
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Participants who completed the full program were interviewed three times after program completion. Interviews lasted 60 to 90 minutes and occurred during a two-month period.
<b>Description of measures</b>	The author conducted interviews using the descriptive phenomenological tradition; that is, the author intended to describe the experience of being a teen father as well as describe participating in the Parent Empowerment Project as it was lived and understood by the group participants.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported

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<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Interviews suggested that participants: <ol style="list-style-type: none"> <li>1. Developed trust for and felt supported by other group members and group leaders</li> <li>2. Valued the group’s potential to redirect their lives and the opportunity to process their emotions and write about their struggles in a safe environment</li> <li>3. Learned that other teens had similar experiences being a father and wanting to be a good parent</li> </ol>

**Program Model**

<b>Theoretical framework</b>	The group was designed to be both therapeutic and psycho-educational. In the first three sessions, participants were encouraged to do therapeutic emotional work regarding family of origin and their experiences as fathers, exploring the effect of attachment experiences on parental commitment and parenting behavior. When exploring the loss of a father, the program built upon ambiguous loss theory (not described). The psycho-educational components, which incorporated social learning theory, were implemented in the last three sessions, including infant care, child development, and parenting skills.
<b>Participant eligibility</b>	Eligible participants were teen fathers of Mexican descent who had been placed on probation for offenses such as burglary, possession and use of illegal substances, or assault with a deadly weapon.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The program was curriculum-based group sessions.
<b>Program content</b>	In initial sessions, participants were told about attendance rules and ground rules. To build trust and support among participants, group membership was closed after the first meeting.  Across six sessions, the specific topics were:

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1. Family-of-origin issues. Participants examined their family relationships, especially their relationship with their father, and how these relationships influenced the way they approached being fathers.
2. Personal responsibility. Participants were encouraged to become responsible for their actions, particularly the responsibility associated with being a father.
3. The meaning of being a father. Participants reflected on their identity and commitment as fathers by describing their understanding of what fatherhood means.
4. Prevention of abuse and neglect. Definitions, examples, and information about frequency of abuse and neglect were presented to participants, followed by discussions of scenarios their children might face in the future that would put them at risk of being abused or neglected.
5. Child development and child care. Participants received handouts describing physical and cognitive development milestones for infants and toddlers and discussed the information.
6. Fundamental parenting and discipline skills. Participants reflected on the relevance of developing adequate parenting skills and learned concepts of parenting, particularly alternative discipline strategies.

Participants were also required to write three letters. The first was to their fathers, expressing their feelings about the relationship. The second was to themselves, pretending they were their own fathers, and writing what they wished their fathers would say to them. The third was to their children. Participants were given the option of sharing the letters with the group; all did so by the sixth session.

**Program length**

Each group met for six two-hour sessions.

**Targeted outcomes**

There were four intended outcomes:

- To increase the participant’s understanding of his issues about becoming a father
- To offer resources for addressing problems between himself and the child's mother
- To increase his comfort in infant and child care so as to increase his involvement with his children
- To teach the participant principles of infant care, child development, and parenting skills

**Program adaptations**

Not reported

**Available languages**

Not reported

**Fidelity measures**

Not reported

**Program costs**

Not reported

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<b>Implementation challenges and solutions</b>	Youth were required to attend the program and, initially, were reluctant to engage in the group sessions. The study reported that, over time, participants recognized the importance of the group.
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### Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	The project operated during an 18-month period.
<b>Sites and service-delivery settings</b>	One site offered the program.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The program was state-funded; the specific funding agency was not reported.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	The youth were required to attend parenting training as part of their probation; this program was one of the options for satisfying that requirement.

### Staffing and Operations

<b>Staff characteristics</b>	The groups were led by a native Mexican male graduate student in marriage and family therapy (first author), and one of two parent educators who were “mature” Latinas from the community.
<b>Staff training</b>	The parent educators received training in the Parent Management Training model. No other information was provided.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	The maximum group size was four participants.

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<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Youth were required to participate in a parenting class and selected to attend the Parent Empowerment Project instead of other community options. No other information was provided.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Fourteen teen fathers were enrolled in one of four groups during an 18-month period.
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Participants received \$10 or \$15 per session attended. (The two sources describing this study reported different incentives.)
<b>Initial engagement in services</b>	Fourteen teen fathers participated in at least one group session.
<b>Retention</b>	Of the 14 fathers, 8 attended all sessions.
<b>Participation challenges and solutions</b>	Six participants were rearrested during the duration of the sessions, making them unavailable to complete the program.

## PARENT OPPORTUNITY PROJECT (COLORADO SPRINGS)

### Study Information

<b>Program overview</b>	<p>The Parent Opportunity Project (POP) served low-income, underemployed and unemployed noncustodial parents. It was administered by the El Paso County Department of Human Services in Colorado Springs and involved a collaboration of several public and private agencies, including privatized county employment and child support vendors and the Center on Fathering in the Department of Human Services. Services included needs assessments by POP staff, assistance with job search and placement by the employment vendor, mediation to improve access and visitation, and fathering classes through the Center on Fathering. POP also was implemented in Denver (see profile of the Parent Opportunity Project – Denver).</p>
<b>Study overview</b>	<p>An initial study documented the implementation of eight fatherhood programs funded by the Office of Child Support Enforcement (OCSE), including POP; a subsequent report described fathers' economic and child support outcomes using a pre/post study design. Between October 1998 and December 2000, 165 men and 41 women participated in the program. Staff initially used mass mailings for recruitment, but received few responses, and thus began extensive outreach in other organizations. An implementation challenge was that few custodial mothers were willing to engage in mediation with the noncustodial fathers. Using a pre/post design, the authors examined outcomes, such as earnings and child support. Compared to baseline, the average quarterly earnings increased at the followup. There was no change in the percentage of men with any earnings. Compared to baseline, the percentage of child support paid (of what was due) increased at the followup. There were no changes in other child support outcomes. <i>The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i></p>

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**Citation** Pearson, J., N. Thoennes, D. Davis, J.C. Venohr, D.A. Price, and T. Griffith. “OCSE Responsible Fatherhood Programs: Client Characteristics and Program Outcomes.” Denver, Colorado: Center for Policy Research and Policy Studies, Inc., September 2003.

Additional source:

Pearson, J., N. Thoennes, D.A. Price, and J.C. Venohr. “OCSE Responsible Fatherhood Programs: Early Implementation Lessons.” Denver, Colorado: Center for Policy Research and Policy Studies, Inc., June 2000.

## Study and Sample Characteristics

**Study design** The study has a pre/post design; fathers’ outcomes were measured before and after the program.

**Comparison condition** The study did not include a comparison group.

**Conflicts of interest** Not reported

**Sample size** The sample included 165 men: 163 noncustodial fathers and 2 custodial fathers. The sample characteristics include only noncustodial fathers. The analysis of fathers’ economic self-sufficiency and financial support of children included 165 men. The program also included 41 women enrolled during the same time period, but outcomes were reported only for men, so women were excluded from this review.

**Race and ethnicity** White (non-Hispanic): 51 percent  
 African American (non-Hispanic): 27 percent  
 Hispanic/Latino: 20 percent  
 Asian American: 0 percent  
 American Indian: 2 percent

**Gender** Male: 100 percent  
 Female: 0 percent

**Age** Average: 33.1 years

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<b>Educational attainment</b>	<p>Did not have a degree: 13 percent</p> <p>GED: 24 percent</p> <p>High school diploma: 51 percent</p> <p>Technical or Associate's degree: 7 percent</p> <p>College degree or higher: 5 percent</p>
<b>Employment, income, or earnings</b>	Fifty-four percent were employed; the average monthly earnings from the current or most recent job were \$1,367.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Seventy-eight percent had an open case in the child support system.
<b>Reported Outcomes</b>	
<b>Timing</b>	Case workers collected data at intake. The timing of follow-up measures is reported below.
<b>Description of measures</b>	<p>To follow up with clients, attempts were made to conduct telephone interviews with all clients who enrolled in the Responsible Fatherhood Programs between October 1, 1998 and December 31, 2000. Questions covered their service experiences and their status with respect to parent-child contact, and other outcomes.</p> <p>The authors also reviewed child support data for clients enrolled in the programs using the state's automated child support enforcement records. Data were collected on the father's child support status 6 months before program enrollment and 12 months after enrollment.</p> <p>Finally, the authors reviewed employer-reported wage records maintained by the state's Department of Labor and Employment as part of the Unemployment Insurance (UI) system. The authors included data from two time points: (1) one quarter prior to enrollment and (2) two quarters after enrollment.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Compared to baseline, the average quarterly earnings increased at the followup. There was no change in the percentage of men with any earnings.
<b>Outcomes: Fathers' well-being</b>	Not reported

<b>Outcomes: Fathers' financial support of children</b>	Compared to baseline, the percentage of child support paid (of what was due) increased at the followup. There were no changes in the percent of making some payment, the average amount paid among those making some payment, or the percent with payment through wage withholding.
<b>Outcomes: Fathers' involvement with children</b>	The percentage of fathers who reported having no contact with their children increased and the percentage who reported weekly contact decreased. The statistical significance of these results was not reported.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	To be eligible, participants must: (1) live in El Paso or Teller counties, (2) be legally and medically capable of working, (3) be a parent to at least one nonresident child, (4) be unemployed or underemployed (that is, income at or below 185 percent of the federal poverty line).
<b>Participant needs assessment</b>	Prior to intake, a case manager reviewed each participant's child support records. The case manager then conducted an intake interview, during which noncustodial parents told their story, developed a case plan and signed a participation contract, and received referrals to appropriate support services.

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**Program components**

Program components included:

1. Intake interview
2. Employment services
3. Child support services
4. Services to improve access and visitation
5. Parent education and conflict management classes
6. Case management

**Program content**

1. Intake interview: Participants met with a POP case manager; developed a case plan, which involved signing a contract; and received referrals, such as court-based mediation for access and visitation of children, supervised visitation, counseling, drug and alcohol evaluations, and mental health treatment.
  2. Employment services: Provided through Goodwill Industries, which, for many years provided employment services for Temporary Assistance for Needy Family (TANF) recipients in El Paso County. POP hired a case manager at Goodwill who handled all POP referrals. Services included GED preparation, job training, job-readiness classes, and placement assistance.
  3. Child support services: POP case managers had offices at Maximus, the privatized child support agency, and Maximus had designated staff to serve as liaisons to POP. Maximus staff would explore adjustments or modifications of child support order for POP participants. Maximus would suspend child support orders for three months, contingent upon program participation.
  4. Services to improve access and visitation: POP would notify the Women's Resource Agency, which served low-income women, when noncustodial parents were interested in improving access and visitation. The Women's Resource Agency contacted the custodial parent and offered informal mediation for the parents.
  5. Parent education and conflict management classes: The Center on Fathering offered parent education classes, which addressed child development, relationship issues, and conflict management; and six-session conflict-management classes.
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6. Case management: There was ongoing contact between participants and case managers. During the first month, they were in contact weekly by phone and once every two weeks in person; after the first month, they were in contact once every two weeks by phone and in person once every six weeks. Case managers also contacted service providers to verify that participants were meeting program requirements and complying with their service plan.

**Program length** Not reported

**Targeted outcomes** Improving child support payments, child access, improved parenting, and employment.

**Program adaptations** Not reported

**Available languages** Not reported

**Fidelity measures** Not reported

**Program costs** Not reported

**Implementation challenges and solutions** Not reported

### Program Structure

**Was there a planning or pilot phase?** Not reported

**Length of planning/pilot** Not reported

**Timeframe for program operation** Not reported

**Sites and service-delivery settings** There were multiple service-delivery locations, such as the privatized service vendors, community-based organizations, and the Department of Human Services.

**Required facilities** Not reported

**Community settings** Urban

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<b>Organizational partnerships</b>	The program was administered by the El Paso County Department of Human Services, and involved collaborations with the Center on Fathering (El Paso Department of Human Services); Goodwill Industries, the privatized employment vendor for El Paso County; Maximus and Policy Studies Inc., the privatized vendors for child support in El Paso and Teller counties; and the Women’s Resource Agency, a nonprofit organization that serves low-income women.
<b>Funding agency</b>	The project was funded by the OCSE.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Two percent of participants reported that the program was mandatory.

### Staffing and Operations

<b>Staff characteristics</b>	The program had one coordinator, one full-time and one half-time case manager, and liaisons at Maximus, Goodwill, and the Women’s Resource Agency.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Participants were classified as “active” when receiving services; “maintenance” when they had completed or were approaching completion for the designated service plan; or “closed” when all elements of the service plan were completed or participants had no contact with the case manager (did not respond to repeat letters about contacting the case manager).

## Recruitment

<b>Referral sources</b>	Referrals came from Maximus, the child support agency, community agencies, community corrections and parole officers, shelters, TANF sites, and other agencies.
<b>Recruitment method</b>	<p>A key source of referrals was Maximus, the child support agency. Child support technicians encouraged qualified parents to contact the POP case manager. Noncustodial parents who were delinquent in child support payments and were underemployed or unemployed were told to contact the POP case manager to avoid other more serious enforcement actions, such as being referred to the court's contempt calendar (not described). The technicians also emailed the noncustodial parent's name and phone number to the POP case manager. If the parent did not contact the case manager, the case manager contacted him/her directly.</p> <p>POP case managers also did extensive outreach, cultivating referrals at community-based organizations, such as shelters, TANF sites, and DHS. In addition, a flyer about POP was included in a packet of information given to all new parents at the area's largest birthing facility. Case managers were in regular contact with the maternity department to identify new clients, and they visited the hospital often to keep the program visible to staff. They also asked to make presentations at prenatal hospital orientations, but the request was denied.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	<p>Information about the program was mailed to all noncustodial parents who appeared in the automated child support system as not paying support. This approach yielded only three intake interviews from more than 300 mailings. A more aggressive recruitment strategy was adopted, including direct referrals from child support technicians, phone calls from case managers, and recruiting at community organizations and maternity hospitals.</p> <p>In the first year of operation, child support technicians were required to send a specified number of cases to POP each month, but this was subsequently dropped.</p>

## Participation

<b>Participation incentives</b>	Child support orders were suspended for program participants during job training and job search for up to three months.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Many participants were reluctant to engage in mediation services to address access to and visitation with children. Mediation was voluntary (unlike, for example, divorce mediation) and frequently involved parents who had not lived together. To address this challenge, the Women's Resource Agency, a POP program partner, attempted to educate women on the importance of paternal involvement, and encouraged mothers to participate in mediation.

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## PARTNERS FOR FRAGILE FAMILIES

### Study Information

#### Program overview

The Partners for Fragile Families (PFF) project was a multisite demonstration of 13 programs that aimed to increase young fathers' financial and emotional involvement with their children. PFF targeted fathers 16 to 25 years old who had not yet established paternity and did not have a history of involvement with the child support system. Eligible fathers could participate in a variety of services, including curriculum-based workshops focused on fatherhood, individual case management, peer support groups, employment services, assistance with paternity and child support issues, and parenting and relationship services.

Sponsored primarily by the federal Office of Child Support Enforcement (OCSE) and the Ford Foundation, the demonstration also aimed to create systematic changes in the ways public agencies and community organizations worked with unmarried fathers. The National Partnership for Community Leadership (NPCL) provided technical assistance to sites as they developed local public-private partnerships.

#### Study overview

An initial study documented the implementation of PFF programs; a subsequent report described fathers' economic and child support outcomes using a pre/post study design. Study authors reported the programs experienced significant challenges in recruiting the targeted number of fathers and in maintaining the involvement of those who did enroll. The strict eligibility requirements limited the pool of potential participants. In addition, the authors suggested, the youth and immaturity of the young men interfered with participation; the men were very mobile, for example, and didn't always put a priority on the program over other activities. PFF did not generally result in wide-spread changes to the social service system. The authors reasoned that projects were generally small and local, not involving entire systems. In addition, even though all sites partnered with state child support enforcement agencies, the organizations typically were not involved in planning or operations, which may have reduced the likelihood the agencies would work for state-level changes.

The analysis of outcomes in the subsequent study suggested that employment rates did not change one year after enrollment in the program and remained low. Earnings were also low, although they increased somewhat over time. The number of child support orders increased, as did the number of months in which child support payments were made and the amount of those payments. The statistical significance of the results was not reported. *The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. This part of the study has a LOW rating.*

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**Citation** Martinson, K., J. Trutko, D.S. Nightingale, P.A. Holcomb, and B.S. Barnow. “The Implementation of the Partners for Fragile Families Demonstration Projects.” Washington, DC: The Urban Institute Center on Labor, Human Services, and Population, June 2007.

Additional source:

Martinson, K., D.S. Nightingale, P.A. Holcomb, B.S. Barnow, and J. Trutko. “Partners for Fragile Families Demonstrations projects: Employment and Child Support Outcomes and Trends.” Washington, DC: The Urban Institute Center on Labor, Human Services, and Population, September 2007.

## Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers’ outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The authors reported outcomes for participants enrolled between June 1998 and September 2003 and whose start date was recorded in the program’s management information system (MIS). Start dates were recorded for 833 of the 1,164 program participants in the MIS.
<b>Race and ethnicity</b>	White: 7.6 percent African American: 67.3 percent Hispanic/Latino: 19.0 percent Asian American: 0 percent American Indian: 0 percent Other: 6.1 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 21 years 16 to 18 years: 17.5 percent 19 to 21 years: 30.6 percent 22+ years: 51.9 percent

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<b>Educational attainment</b>	The highest grade completed, on average: 11th grade Percent currently in school: 23.0 percent No degree: 54.7 percent GED: 15.7 percent High school diploma: 27.1 percent Technical, Associate's, college degree, or higher: 2.6 percent
<b>Employment, income, or earnings</b>	At enrollment, 31.6 percent of men were employed; the average wage was \$8.48 per hour.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	According to self-reports, 24 percent of fathers in the sample had a current child support order.

## Reported Outcomes

<b>Timing</b>	Employment and child support outcomes were examined for a one- to two-year period.
<b>Description of measures</b>	<p>The study examined three sources of state and program administrative data: PFF MIS. The MIS provided data on demographic characteristics, PFF enrollment dates, and participation. Program enrollment or start dates were used to define a baseline indicator of employment and child support status.</p> <p>Unemployment insurance (UI) quarterly earnings records. State child support enforcement (CSE) agencies obtained quarterly earnings records collected for UI purposes, including employment and total income. Some employment is not included, such as cash-only or illegal work. The CSE agencies collected for eight quarters before program enrollment and for eight quarters after program enrollment.</p> <p>Monthly child support payment records. State CSEs also obtained data on child support outcomes, including whether there was a child support order, the amount of any order, whether there were any child support payments, and the amount of payments.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	<p>There were no differences in the employment rates before and after the program; the statistical significance of this outcome was not reported.</p> <p>For those with earnings, the average amount earned increased after enrollment; the statistical significance of this outcome was not reported.</p>
<b>Outcomes: Fathers' well-being</b>	Not reported

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<b>Outcomes: Fathers' financial support of children</b>	<p>Compared to intake, the percentage of fathers with a child support order increased after enrollment in the program; the statistical significance of this outcome was not reported.</p> <p>Among fathers with child support orders, the percentage who made at least one child support payment did not change, but the average number of months in which child support was made increased after enrollment. In addition, the average amount of support paid in a year increased over time. The statistical significance of these outcomes was not reported.</p>
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	<p>The underlying theory of the demonstration project was that programs could better assist young fathers to support their children by intervening before they established paternity and developed a potentially negative history with the child support enforcement system. The program sponsors also assumed that at this early stage, young fathers would be more likely to develop a positive relationship with their children and the mother of those children.</p>
<b>Participant eligibility</b>	<p>The projects targeted new fathers between 16 and 25 years old who had not established paternity, and had little or no involvement with the child support enforcement system.</p>
<b>Participant needs assessment</b>	<p>Not reported, except in Boston. In Boston, at the time of intake, each participant was scheduled for a one-on-one interview with a master's-level clinical social worker who determined whether the individual was appropriate for the workshop sessions or needed referrals to substance abuse or mental health services before attending the workshop.</p>

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**Program components**

The 13 sites offered a large number of services but varied considerably in the type and intensity of services, the number of participants who used them, and whether they were delivered by the grantees themselves or by other units of the lead agency.

Program services included:

Structured workshops

Peer support

Case management

Employment services

Child support services

Parenting and relationship services

**Program content**

Structured workshops. All 13 sites featured a series of workshops. Some held weekly workshops or group meetings over a two-to four-month period. Others took a more intensive approach, such as holding sessions that met for several hours a day, but over a shorter period.

For all sites, the workshops were based, at least in part, on a fatherhood curriculum developed by the National Partnership for Community Leadership (NPCL) and expanded for PFF. Sites used the NPCL curriculum to varying degrees. Some used it as the core of the workshops but most developed their own curriculum, which included the NPCL materials. The NPCL curriculum consisted of five modules and 25 topical sessions.

Module 1, Personal Development: Introduction to fatherhood development, values, stereotypes and manhood, becoming self sufficient

Module 2, Life Skills: Communication, decision making, dealing with stress, coping with discrimination

Module 3, Responsible Fatherhood: Fatherhood today, understanding the child support system, understanding children's needs, a father's influence on his children, coping as a single father, building your child's self-esteem, helping children learn

Module 4, Relationships: What do you want? Conflict resolution/anger management, getting help from your support network, male-female relationships

Module 5, Health and Sexuality: Men's health, substance abuse, sexuality, reducing sexual risks, putting it all together

Peer support. Fathers gathered to discuss day-to-day issues and provide support to one another. The most common structure across sites was integrating the workshops and peer support, so part of the time followed a structured format and the remainder was devoted to discussion.

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	<p>Case management. All of the projects also provided individual case management. The case managers were responsible for assessing the participant's needs, making referrals, arranging for him to participate in PFF activities, and monitoring progress.</p> <p>Employment services. Employment services, such as job-readiness instruction, job referral and placement, and referrals to education and job training were offered as core elements of many, but not all sites.</p> <p>Child support services. Representatives from the local CSE agency met and spoke with participants in many sites to discuss the issues facing low-income fathers.</p> <p>Parenting and relationship services. Improving parenting skills was a key goal of the demonstration projects but it was not given equal emphasis across sites. Some offered more comprehensive services than others. Some projects made referrals for mediation services if needed, but only a few provided counseling for couples.</p>
<b>Program length</b>	The intensity and length of programs varied substantially across sites and across program component. Weekly workshops ranged from one month to six months. Some programs' workshops were held two or three times a week for two to eight weeks. In some sites, additional services were incorporated into the workshop, such as parenting services, education, and training, but other sites kept the services separate.
<b>Targeted outcomes</b>	<p>The demonstration targeted five outcomes for fathers:</p> <ol style="list-style-type: none"> <li>1. Voluntary establishment of paternity</li> <li>2. Establishing connections with the child support system and paying child support</li> <li>3. Improving parenting and relationship skills</li> <li>4. Securing and retaining employment</li> <li>5. Strengthening father involvement when parents do not live together.</li> </ol> <p>In addition, PFF strived to change the way organizations, including community- and faith-based organizations and child support enforcement agencies, worked with fathers.</p>
<b>Program adaptations</b>	All 13 sites used the NPCL curriculum as a platform, but they varied in the extent to which and how they used it. Some adapted the curriculum, others used only some parts of it and supplemented it with other material.
<b>Available languages</b>	Programs were not conducted in Spanish but individual case workers spoke Spanish. Additionally, there were Spanish recruitment flyers.
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	The state child support enforcement agencies (which were the intermediaries for providing the sites' funds) received \$999,999 from the OCSE and \$500,000 in matching funds (usually from the Ford Foundation) for the three-year project.

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**Implementation challenges and solutions**

Among the challenges reported by study authors were issues related to start-up. First, the federal waiver process took longer than anticipated, which created a gap between the planning-grant phase and full-scale implementation. Second, the narrow eligibility criteria hampered efforts to initiate the services. Further, the practice of in-hospital paternity establishment, which increased in the 1990s, reduced the pool of potential participants. Third, efforts to make child support services more father-friendly were gaining traction and agencies were often implementing their own changes and reluctant to partner with PFF sites. An ongoing issue was that with the various partnerships, organizational roles and responsibilities were not always clear. For example, some sites received conflicting information on the flexibility of the eligibility requirements.

**Program Structure****Was there a planning or pilot phase?**

Yes

**Length of planning/pilot**

The PFF project began with planning grants to 16 sites in 1996. After a four-year planning period, 13 sites moved forward to the demonstration phase starting in 2000.

**Timeframe for program operation**

The sites were fully operational for a three-year period from 2000 to 2003.

**Sites and service-delivery settings**

The 13 sites included public agencies and private nonprofit organizations, such as local health departments, a housing development corporation, a faith-based program administered by a church, a local government social services agency, and private service agencies:

1. Men's Services Program, at the Center for Fathers, Families and Workforce Development, Baltimore, Maryland
2. Young Fathers/Responsible Fathers in the Office of Male Initiatives, Baltimore City Department of Social Services, Baltimore
3. Father-Friendly Initiative at Boston Healthy Start, Boston Public Health Commission, Boston, Massachusetts
4. Partners for Fragile Families, Family Services of Greater Boston, Boston
5. Young Fathers Program at Human Services, Inc., Denver, Colorado
6. Father Resource Program at the Fathers and Families Resources/Research Center, Indianapolis, Indiana
7. The Fatherhood Program, in Bienvenidos Family Services, Los Angeles
8. Role of Men, City of Long Beach Department of Health and Human Services, Los Angeles, California

9. Truevine Community Outreach Young Fathers Program, Los Angeles
10. The FATHER project, Minneapolis, Minnesota
11. Fathers Strive for Family at STRIVE/East Harlem Employment Services, New York City, New York
12. The Fatherhood Project, Goodwill Industries of Southern Wisconsin and Metropolitan Chicago, Racine, Wisconsin
13. Family Matters, Chester County Housing Development Corporation, West Chester, Pennsylvania

Three additional sites, in Illinois, Los Angeles, and New York City, were funded but withdrew early in the demonstration.

<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	<p>The general PFF design was the result of collaboration between the federal OCSE, the Ford Foundation, nonprofit organizations, and the nonprofit NPCL.</p> <p>Most of the sites had collaborations with other organizations, including workforce development agencies, health and human service organizations, and schools. All sites had partnerships with state and local child support enforcement agencies. The local child support enforcement agencies were the intermediaries for funds provided by the Ford Foundation, but they were also involved with the hope they would help push for state-level change.</p>
<b>Funding agency</b>	Funders included OCSE, the U.S. Department of Health and Human Services, the Ford Foundation, and several other foundations. The OCSE funds were granted through waivers to the states that allowed use of federal funds for fatherhood and employment services. All funding went through the state child support enforcement agencies.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

## Staffing and Operations

<b>Staff characteristics</b>	Many of the sites had a project director and several case managers. Case managers often addressed a variety of areas with participants, although some sites had case managers assigned to certain areas, such as employment, fatherhood, education, and training.
<b>Staff training</b>	NPCL provided training on the fatherhood curriculum at workshops during PFF conferences and was available for individualized training and technical assistance on the curriculum.
<b>Training materials</b>	Not reported



<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	<p>The OCSE and the Ford Foundation funded NPCL to provide technical assistance and help with program development. NPCL provided on-site training and technical assistance on creating linkages between nongovernment agencies and the child support system, program design, and implementation.</p> <p>Another organization provided technical assistance on the management information system, since many sites struggled to use the system.</p>
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Sites were required to use the MIS designed for PFF to track participant characteristics, services received, and outcomes.
<b>Recruitment</b>	
<b>Referral sources</b>	Most referrals came from other community organizations that worked with young men—family and criminal courts, probation officers, public health clinics, hospitals, substance abuse centers, and homeless shelters, for example—or, for the larger sites, other programs offered by the host organization.
<b>Recruitment method</b>	<p>Potential participants were identified through several referral sources:</p> <ol style="list-style-type: none"> <li>1. Direct referrals from other agencies</li> <li>2. Distribution of brochures, flyers and presentations at other social service agencies and places likely to serve young men, including, grocery stores, public housing projects, schools, child support agencies, and courts</li> <li>3. Street/neighborhood recruiting, including talking one-on-one at malls, subways, basketball courts, schools, and other locations</li> <li>4. Word-of-mouth through participants, friends, and community leaders</li> <li>5. Public service announcements on local television and radio, and in newspapers</li> </ol>
<b>Recruitment incentives</b>	Not reported

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<b>Participants targeted</b>	Each program hoped to recruit 150 to 300 participants over the three-year demonstration period.
<b>Participants recruited</b>	<p>Most projects recruited far fewer fathers than they were aiming for, enrolling 37 to 266 participants. About half of the projects enrolled fewer than 100 participants.</p> <p>A total of 1,334 individuals enrolled in the study:</p> <ol style="list-style-type: none"> <li>1. Center for Work, Families and Workforce Development, Baltimore: 55</li> <li>2. Young Fathers, Baltimore: 132</li> <li>3. Father Friendly Initiative, Boston: 199</li> <li>4. Family Services of Greater Boston: 117</li> <li>5. Young Fathers Program, Denver: 169</li> <li>6. Father Resource Program Indianapolis: 110</li> <li>7. Bienvenidos, Los Angeles: 65</li> <li>8. Role of Men, Los Angeles: 48</li> <li>9. Truevine, Los Angeles: 35</li> <li>10. Father Project, Minneapolis: 186</li> <li>11. Fathers Strive for Family, New York: 36</li> <li>12. Children Upfront, Racine: 61</li> <li>13. Family Matters, West Chester: 121</li> </ol>
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	<p>The most significant hurdle for the 13 sites was recruitment. The authors reported the following five obstacles:</p> <ul style="list-style-type: none"> <li>• Strict eligibility criteria based on the fathers' age and lack of involvement with the child support system</li> <li>• Fathers' lack of interest because of suspicions about social service agencies, not wanting to be involved with their children and/or the children's mother, or other priorities (work, family, street life)</li> <li>• Referral difficulties, since many men were not involved with any social service agencies or organizations' reluctance to provide referrals</li> <li>• Program delays because of the time it took to obtain approval of waivers for federal child support enforcement provisions</li> <li>• Funding uncertainties that sometimes required sites to halt recruitment efforts</li> </ul>

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To overcome recruitment difficulties, sites tried an array of strategies to identify prospective participants, such as making arrangements for other organizations (hospitals, homeless shelters, or probation offices, for example) to directly refer fathers to PFF, or making presentations at neighborhood events and local schools, centers, and housing projects. In addition, some sites began to relax the eligibility requirements to broaden the pool of eligible young men.

## Participation

### Participation incentives

Most sites provided bus tokens for participants to attend PFF services; some sites, where public transportation was limited, provided van service.

Other incentives included:

- Young Fathers in Baltimore offered a cash incentive for attendance at the fatherhood workshops—\$100 if the participant had an 80 percent attendance rate, and \$200 if the participant had a 100 percent participation rate.
- The Denver program began with incentives for attendance and then moved to “results-oriented” incentives. For the first few years of the program, participants received \$6 an hour for workshop attendance or work-related activities. After January 2003, the incentive was replaced with the following: \$30 for employment curriculum completion; \$60 for achieving employment or employment goals; \$30 for good attendance (defined as 90 percent or better); and \$30 for “good attitude and behavior” (not described).
- Participants who attended workshops at the program in West Chester received \$10 a day plus lunch.

### Initial engagement in services

Not reported

### Retention

The authors indicated that fathers dropped out of the program at high rates. Some withdrew for positive reasons, such as finding a job, but many dropped out because of such issues as arrest, substance abuse, or to avoid involvement with the child support system.

Staff believed retention was low because of the young age and immaturity of the participants. The young men often were very mobile, difficult to track, and were described as “easily distracted” by other activities.

### Participation challenges and solutions

The authors identified strategies that were associated with better participation: linking with local public health departments, which was a referral source and could provide needed services such as health and dental care, and substance abuse services; providing assistance with resolving visitation issues and obtaining legal representation; and providing services designed to help low-income fathers understand the child support system. They also noted that future programs should give careful consideration to eligibility and targeting criteria.



## PHOENIX PROJECT

### Study Information

#### Program overview

The Phoenix Project served low-income noncustodial parents who were delinquent on child support payments. Participants met with a case manager who determined their needs and identified appropriate services, such as adult education and job-service centers. Rather than just providing referrals, the case manager provided a “personal introduction” to the services, such as accompanying clients to meetings or a service center and explaining the process, and followed up regarding the services used. Case managers also checked on the child support situation for all participants, such as the need for paternity establishment and order enforcement or modification. The program was administered by the Division of Child Support and housed within a community organization that provided other services, including adult education and day care. It served three New Hampshire counties: Merrimack, Belknap, and Hillsborough.

#### Study overview

An initial study documented the implementation of eight fatherhood programs funded by Office of Child Support Enforcement (OCSE), including the Phoenix Project; a subsequent report described fathers’ economic and child support outcomes using a pre/post study design. Between October 1998 and December 2000, 26 men participated in the program. The program initially focused on parents with minimum child support orders of \$50 per month, but found that many of these individuals were unwilling to work. Therefore, the program broadened its target population to include those who were delinquent on payments, focusing on the employed and those with minimum orders. Using a pre/post design, the authors examined outcomes, such as earnings and child support. Between baseline and followup, there were no changes in employment, average quarterly earnings, and child support outcomes. ***The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study’s design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.***

#### Citation

Pearson, J., N. Thoennes, D. Davis, J.C. Venohr, D.A. Price, and T. Griffith. “OCSE Responsible Fatherhood Programs: Client Characteristics and Program Outcomes.” Denver, Colorado: Center for Policy Research and Policy Studies, Inc., September 2003.

Additional source: Pearson, J., N. Thoennes, D.A. Price, and J.C. Venohr. “OCSE Responsible Fatherhood Programs: Early Implementation Lessons.” Denver, Colorado: Center for Policy Research and Policy Studies, Inc., June 2000.

## Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample included 26 men: 24 noncustodial fathers and 2 custodial fathers. The sample characteristics include only noncustodial fathers. The analysis of fathers' economic self-sufficiency and financial support of children included 14 men. The program also included 12 women enrolled during the same time period, but because outcomes were reported only for men, women are excluded from this review.
<b>Race and ethnicity</b>	White: 100 percent African American: 0 percent Asian American: 0 percent American Indian: 0 percent Other: 0 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Average: 29.2 years
<b>Educational attainment</b>	Did not have a degree: 71 percent GED: 5 percent High school diploma: 24 percent Technical or Associate's degree: 0 percent College degree or higher: 0 percent
<b>Employment, income, or earnings</b>	Thirty-five percent were employed; the average monthly earnings from the current or most recent job were \$1,591.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	One hundred percent had an open case in the child support system.

## Reported Outcomes

<b>Timing</b>	Case workers collected data at intake. The timing of follow-up measures is reported below.
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<b>Description of measures</b>	<p>To follow up with clients, attempts were made to conduct telephone interviews with all clients who enrolled in the Responsible Fatherhood Programs between October 1, 1998 and December 31, 2000. Questions covered their service experiences, as well as their status with respect to parent-child contact and other outcomes.</p> <p>The authors also reviewed child support data for clients enrolled in the programs using the state's automated child support enforcement records. Data were collected on the father's child support status 6 months before program enrollment and 12 months after enrollment.</p> <p>Finally, the authors reviewed employer-reported wage records maintained by the state's Department of Labor as part of the Unemployment Insurance (UI) system. The authors included data from two time points: (1) one quarter prior to enrollment and (2) two quarters after enrollment.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Between baseline and followup, there was no change in the percentage of men with any earnings or in the average quarterly earnings.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Between baseline and followup, there were no changes in percentage of child support paid (of what was due), the percent making some payment, the average amount paid among those making some payment, or the percent with payment through wage withholding.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported

<b>Participant eligibility</b>	The target population was low-income noncustodial parents delinquent on child support payments. It specifically focused on noncustodial parents who were unemployed and those with child support orders for the minimum amount (\$50 per month).
<b>Participant needs assessment</b>	The project case manager conducted intake interviews with participants to determine education, job, or child support needs.
<b>Program components</b>	The primary service was case management, which included referrals to services in the community.
<b>Program content</b>	<p>The case manager determined the needs of the client and identified relevant services including:</p> <ol style="list-style-type: none"> <li>1. Education: Adult basic education testing to assess needs and/or referrals to GED programs.</li> <li>2. Employment: Community resources, such as job centers. Services include vocational assessments, job-readiness assistance, and resume preparation.</li> <li>3. Child support: The case manager checked on the child support situation of every participant. Services included setting up meetings or court hearings and help with suspending child support payment obligations.</li> </ol> <p>The case manager did not simply provide referrals to these services but accompanied clients to meetings and tried to “customize” the visit. For example, the case manager might accompany a client to the state employment office and explain how to use the job board, use the job-search computer, or access other resources.</p>
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	Improve education, employment, and child support payments
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	The program tried to offer parenting classes and peer support groups, but these attempts were unsuccessful. No further information was provided.
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported



<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The program operated in three New Hampshire counties: Merrimack, Belknap, and Hillsborough. It was housed at a community organization, Second Start, which provided such services as adult education and day care. It is unclear if there were Second Start sites in each of the three counties. Participants were referred to services at community organizations, one-stop job service centers, and the state's vocational rehabilitation agency.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Rural
<b>Organizational partnerships</b>	The program grantee was the Division of Child Support; the program was housed in Second Start, a community organization.
<b>Funding agency</b>	The project was funded by the OCSE.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Some participants were ordered to attend the program by a child support judge. It is not reported what percentage were mandated to attend, but 31 percent perceived participation as mandatory.

### Staffing and Operations

<b>Staff characteristics</b>	There was a project coordinator and a case manager.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	The primary source of referrals was the child support agency. The program also received referrals from courts, adult education programs, and community agencies (such as consumer credit counseling organizations).
<b>Recruitment method</b>	Child support technicians targeted unemployed noncustodial parents and those with low child support orders (\$50 per month). They gave potential participants brochures and information about the program and encouraged them to contact the case manager. Child support technicians could also provide information about potential participants directly to program staff. Some participants were ordered by a child support judge to attend the program. Referrals also came from other community organizations and word-of-mouth. Intake interviews were conducted by the project case manager at the program site.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The program initially focused on parents with minimum child support orders of \$50 per month, but found that many of these individuals were not willing to work. Therefore, the program broadened its target population to include those who were delinquent on payments, focusing on the employed and those with minimum orders.

## Participation

<b>Participation incentives</b>	The case manager could help participants suspend their child support arrearages during the program, so the client had to pay only current support. The case manager also provided transportation for referrals, if needed. Other incentives were offered on an ad hoc basis, including donated tickets to family events, cribs and strollers, and phone cards to contact their children or employers.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported

## PROUD PARENTS

### Study Information

<b>Program overview</b>	The Proud Parents program offered noncustodial fathers a single-session, three-hour workshop on fatherhood that addressed such issues as the father-child and mother-child relationships, and financial responsibilities. Participants were also referred, when needed, to partner organizations for employment, and mediation services for assistance with child access. The target population was originally unmarried parents with children under 2 years old, but was modified to focus on noncustodial fathers with children under 5 years old. Proud Parents was administered by the Office of Child Support Enforcement of the Missouri Department of Social Services and funded by the federal Office of Child Support Enforcement (OCSE).
<b>Study overview</b>	An initial study documented the implementation of eight fatherhood programs funded by OCSE, including Proud Parents; a subsequent report described fathers' economic and child support outcomes using a pre/post study design. Between October 1998 and December 2000, 59 men participated in the program. The initial strategy of mailing invitations to potential participants yielded no enrollment, and thus the program hired an outreach worker who worked with child support and other organizations to get referrals. Using a pre/post design, the authors examined such outcomes as earnings and child support. Compared to baseline, the percentage of men with any earnings had increased at the followup. There was no change in average quarterly earnings and no change in the child support outcomes. <i>The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Pearson, J., N. Thoennes, D. Davis, J.C. Venohr, D.A. Price, and T. Griffith. "OCSE Responsible Fatherhood Programs: Client Characteristics and Program Outcomes." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., September 2003.  Additional source:  Pearson, J., N. Thoennes, D.A. Price, and J.C. Venohr. "OCSE Responsible Fatherhood Programs: Early Implementation Lessons." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., June 2000.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
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<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample included 59 men: 53 noncustodial fathers and 6 custodial fathers. The sample characteristics included only noncustodial fathers. The analysis of fathers' economic self-sufficiency and financial support of children included 44 men. The program also included 5 women enrolled during the same time period, but because outcomes were reported only for men, women are excluded from this review.
<b>Race and ethnicity</b>	White: 9 percent African American: 88 percent Hispanic/Latino: 0 percent Asian American: 0 percent American Indian: 0 percent Other: 2 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Average: 27.1 years
<b>Educational attainment</b>	Did not have a degree: 43 percent GED: 14 percent High school diploma: 40 percent Technical or Associate's degree: 2 percent College degree or higher: 0 percent
<b>Employment, income, or earnings</b>	Twenty percent were employed; the average monthly earnings from the current or most recent job were \$1,071.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Eighty percent had an open case in the child support system.
<b>Reported Outcomes</b>	
<b>Timing</b>	Case workers collected data at intake. The timing of follow-up measures is reported below.

<b>Description of measures</b>	<p>To follow up with clients, attempts were made to conduct telephone interviews with all clients who enrolled between October 1, 1998 and December 31, 2000. Questions covered their service experiences, their status with respect to parent-child contact, and other outcomes.</p> <p>The authors also reviewed child support data for clients enrolled in the programs using the state's automated child support enforcement records. Data were collected on the father's child support status 6 months before program enrollment and 12 months after enrollment.</p> <p>Finally, the authors reviewed employer-reported wage records maintained by the state's Department of Labor and Industrial Relations as part of the Unemployment Insurance (UI) system. The authors included data from two time points: (1) one quarter prior to enrollment and (2) two quarters after enrollment.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Compared to baseline, the percentage of men with any earnings increased at the followup. There was no change in average quarterly earnings.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Between baseline and followup, there were no changes in percentage of child support paid (of what was due), the percent making some payment, the average amount paid among those making some payment, or the percent with payment through wage withholding.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported

<b>Participant eligibility</b>	The program initially targeted noncustodial low-income unmarried parents with children under age 2. The target population was later adjusted to noncustodial fathers with children under age 5.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The core component of the program was a workshop on fatherhood. The program also offered referrals to employment and mediation services.
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. Fatherhood workshop: Covered a range of fatherhood topics, including self-esteem, father-child relationship, mother-child relationship, and financial responsibilities.</li> <li>2. Referrals to employment services: The program referred participants to Parents' Fair Share, a statewide employment program. The program originated in the pilot phase of the national demonstration of the same name, but has continued as an independent service.</li> <li>3. Referrals to mediation services: The program referred participants to Mediation Achieving Results for Children (MARCH) for family mediation services.</li> </ol>
<b>Program length</b>	The fatherhood workshop was one three-hour session held in the evening.
<b>Targeted outcomes</b>	The program aimed to improve child support, child access, and parenting
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The program had one site in Cape Girardeau County, Missouri. The program was administered by the OCSE of the Missouri Department of Social Services.
<b>Required facilities</b>	Not reported

<b>Community settings</b>	Rural
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The program was funded by the OCSE.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No, but 23 percent of participants perceived the program was mandatory, for reasons unknown.
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	The program employed one workshop coordinator and a part-time outreach worker.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Referrals sources included child support agencies, Missouri's Parents' Fair Share program, the Department of Probation/Parole, Head Start, and word-of-mouth.

<b>Recruitment method</b>	The program initially recruited participants with mail invitations, using a list generated by the child support agency. Staff sent invitations to unmarried parents who were receiving public assistance and with children under age 2. This yielded no participants, so a part-time outreach worker was hired to recruit participants through referrals from child support and other organizations.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	The initial strategy of mailing invitations to potential participants yielded no enrollment. The program hired a part-time outreach worker who worked with child support and other organizations to get referrals; the worker received \$10 for each father recruited.
<b>Participation</b>	
<b>Participation incentives</b>	The program served dinner during the evening workshop.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Retention was not an issue because the program was delivered in a single session.
<b>Participation challenges and solutions</b>	Not reported



## RESPONSIBLE FATHERHOOD PROGRAM

### Study Information

#### Program overview

The Maryland Responsible Fatherhood Project (RFP), funded by the Office of Child Support Enforcement (OCSE), focused on four areas: employment, child support, access to and visitation with children, and parenting. The program was open to custodial and noncustodial fathers, and low-income men “at risk” of becoming fathers. The RFP operated in two sites in Maryland: Baltimore and Charles County. In Baltimore, the RFP built on an existing state-funded initiative, the Young Fathers/Responsible Fathers Program. The core components of the RFP in Baltimore were six months of two-hour weekly classes on parenting and an employment training program. After completion of the classes, participants took part in an "After Care Program" for peer support. Participants also were referred, when needed, to other employment services, substance abuse treatment, mediation, counseling, and domestic abuse treatment services. Participants were assigned to case managers, who generally monitored them during the weekly classes. The RFP in Charles County was a similar program, which closed after eight months because of low recruitment and the departure of the coordinator.

#### Study overview

An initial study documented the implementation of eight fatherhood programs funded by OCSE, including RFP; a subsequent report described fathers' economic and child support outcomes using a pre/post study design. Between October 1998 and December 2000, 124 men participated in the Baltimore program. The Charles County program served 23 fathers. Staff at the Baltimore program found that attendance declined once participants found jobs or received emergency assistance. Using a pre/post design, the authors examined such outcomes as earnings and child support. For Maryland, outcomes were reported for Baltimore only. After the program, there were increases in the percentage of men with any earnings and in average quarterly earnings. In addition, the percentage of child support paid (of what was due) increased at the followup. There were no changes in the percent making some payment, the average amount paid among those making some payment, or the percent with payment through wage withholding. *The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means that this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.*

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**Citation** Pearson, J., N. Thoennes, D. Davis, J.C. Venohr, D.A. Price, and T. Griffith. "OCSE Responsible Fatherhood Programs: Client Characteristics and Program Outcomes." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., September 2003.

Additional source:

Pearson, J., N. Thoennes, D.A. Price, and J.C. Venohr. "OCSE Responsible Fatherhood Programs: Early Implementation Lessons." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., June 2000.

## Study and Sample Characteristics

**Study design** The study has a pre/post design; fathers' outcomes were measured before and after the program.

**Comparison condition** The study did not include a comparison group.

**Conflicts of interest** Not reported

**Sample size** The sample included 124 men from the Baltimore site: 97 noncustodial fathers, 23 custodial fathers, and 4 men listed as "other." The sample characteristics included only noncustodial fathers. The analysis of fathers' economic self-sufficiency and financial support of children included 101 men. The analysis of father involvement included 25 men. The program also included one woman enrolled during the same time period, but because outcomes were reported only for men, the woman was excluded from this review.

**Race and ethnicity** White: 4 percent  
African American (non-Hispanic): 93 percent  
Hispanic/Latino: 0 percent  
Asian American: 0 percent  
American Indian: 1 percent  
Other: 1 percent

**Gender** Male: 100 percent  
Female: 0 percent

**Age** Average: 30.5 years

**Educational attainment** Did not have a degree: 48 percent  
GED: 14 percent  
High school diploma: 32 percent  
Technical or Associate's degree: 5 percent  
College degree or higher: 3 percent

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<b>Employment, income, or earnings</b>	Thirty-nine percent were employed; average monthly earnings from the current or most recent job were \$1,273.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Eighty-five percent had an open case in the child support system.

## Reported Outcomes

<b>Timing</b>	Case workers collected data at intake. The timing of follow-up measures is reported below.
<b>Description of measures</b>	<p>To follow up with clients, attempts were made to conduct telephone interviews with all clients who enrolled in the Responsible Fatherhood Programs between October 1, 1998 and December 31, 2000. Questions covered their service experiences and their status with respect to parent-child contact and other outcomes.</p> <p>The authors also reviewed child support data for clients enrolled in the programs using the states' automated child support enforcement records. Data were collected on the father's child support status 6 months before program enrollment and 12 months after enrollment.</p> <p>Finally, the authors reviewed employer-reported wage records maintained by the state's Department of Labor and Employment as part of the Unemployment Insurance (UI) system. The authors included data from two time points: (1) one quarter prior to enrollment and (2) two quarters after enrollment.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Compared to baseline, the percentage of men with any earnings and average quarterly earnings increased at the followup.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Compared to baseline, the percentage of child support paid (of what was due) increased at the followup. There were no changes in the percent making some payment, the average amount paid among those making some payment, or the percent with payment through wage withholding.
<b>Outcomes: Fathers' involvement with children</b>	The percentage of fathers who reported having no contact with their children and those reporting weekly contact increased over time. The percentage of fathers reporting monthly contact decreased. The statistical significance of these results was not reported.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported

<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	<p>The Baltimore program targeted unwed or expectant fathers (including those in intact families) 14 to 45 years old who were “at risk of forsaking their parental responsibilities...due to social and economic disadvantages.” The program also served low-income men “at risk” of becoming fathers.</p> <p>The Charles County program targeted unemployed fathers of children receiving Temporary Assistance for Needy Families (TANF).</p>
<b>Participant needs assessment</b>	Clients met with case managers for an intake assessment. During the assessment, they identified needs, capabilities, and goals.
<b>Program components</b>	<p>Program components included:</p> <ol style="list-style-type: none"> <li>1. Parenting/peer support sessions</li> <li>2. Employment classes and services</li> <li>3. Case management</li> <li>4. Referrals to other services, such as substance abuse treatment, mediation, and counseling</li> <li>5. Court-approved treatment program for batterers</li> <li>6. Family activities</li> </ol>
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. Parenting/peer support sessions: Led by case managers, these sessions addressed parenting, life skills, and relationship issues. The curriculum used by the Responsible Fatherhood Program was developed by the National Center for Strategic Nonprofit Planning and Community Leadership (NPCL).</li> </ol>

	<ol style="list-style-type: none"> <li>2. <b>Employment classes and services:</b> Classes were held at a local organization, Employ Baltimore, with specific classes designated for Baltimore RFP participants. Classes covered resume writing; mock interviews; getting a job; and such job-retention issues as dealing with authority, and conflict in the workplace. Employ Baltimore also provided job-development and apprenticeship opportunities for clients. Ex-offenders were referred to the Urban League for assistance with job placement.</li> <li>3. <b>Case management:</b> Participants were assigned to a case manager, who generally monitored their progress during the weekly classes. Case managers also tried to set up additional meetings with each participant at least once per month, typically before or after the weekly classes.</li> <li>4. <b>Referrals to services such as substance abuse treatment, mediation, and counseling:</b> Mediation could be court-based or provided informally by program staff. Details on other referrals were not provided</li> <li>5. <b>Court-approved treatment program for batterers:</b> Classes were led by certified treatment providers.</li> <li>6. <b>Family activities:</b> To promote access and visitation, the program hosted group outings, trips, and other recreational activities for parents and children.</li> </ol>
<b>Program length</b>	The parenting and employment classes were weekly, two-hour classes over a six-month period. It is unclear whether the parenting and employment classes were combined into one session or offered at different times on a weekly basis.
<b>Targeted outcomes</b>	The program aimed to enable paternity establishment, improve child support, improve access to one's child, improve parenting, and increase employment.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported for Baltimore The Charles County program was suspended indefinitely because the case manager changed jobs and enrollment was very low.
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	No

<b>Length of planning/pilot</b>	The Baltimore RFP did not have a pilot phase, but it built on the Young Fathers/Responsible Fathers Program, a state-funded initiative, which had been operating since 1994.
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	There were two sites: Baltimore and Charles County. Within Baltimore, services were delivered at four locations. It is unclear how many service-delivery locations were in Charles County.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban, rural
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The project was funded by the OCSE.
<b>Agency certifications and national affiliations</b>	The program became a demonstration site for Partners for Fragile Families after the time covered in this report (see profile for Partners for Fragile Families for more information).
<b>Was participation mandatory?</b>	Some fathers (27 percent) were referred by courts and correctional programs as an alternative to incarceration. The same percentage reported the program was mandatory.

### Staffing and Operations

<b>Staff characteristics</b>	The primary program staff consisted of a program manager, two administrative positions, an assessment coordinator, and six outreach workers.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported

<b>Operations manual, forms, or protocols</b>	The program policy was to send a letter to fathers who missed more than two consecutive sessions. Per the letter's instruction, fathers who did not follow up with the case manager within five days were dropped from the program.
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	<p>Baltimore: Court-mandated referrals for delinquent child support, domestic violence, child abuse, and neglect; parole officers and case managers at juvenile court and Department of Juvenile Justice; word-of-mouth referrals; community agency referrals</p> <p>Charles County: Used the child support agency's master case list of delinquent parents to do cold calls and direct mailings; word-of-mouth referrals</p>
<b>Recruitment method</b>	<p>Baltimore: Half of referrals were word-of-mouth because the prior program, Young Fathers/Responsible Fathers, was known in the community. Program staff also aggressively pursued court-mandated referrals from child support nonpayment cases, domestic abuse cases, and juvenile courts.</p> <p>Charles County: Began by using the child support agency's master case list of delinquent parents to do cold calls and direct mailings. After this did not yield many responses, the program relied on word-of-mouth referrals.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	<p>Baltimore: Not reported</p> <p>Charles County: 120 noncustodial parents were identified; one-third were reached; less than half agreed to set up an appointment; 10 percent made a personal contact.</p>
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	<p>Recruitment was time-consuming and difficult for all OCSE sites.</p> <p>Baltimore: The initial intent was to recruit only from the southern quadrant of the city, but this did not yield enough recruits. Geographic criteria were dropped and recruits came from all parts of the city.</p>

## Participation

### Participation incentives

Participants received a \$4 gift certificate to McDonald's and two bus tokens for every session they attended. They received a \$50 stipend at month 4 or 5 of the six-month program and another \$50 stipend at the end of the six-month program if they attended regularly for the first four months.

Additionally, the court waived the \$75 filing fee for any RFP participants seeking to establish or modify custody, visitation, or child support arrangements.

RFP participants who took part in the class for batterers did not have to pay the typical \$35 per-session fee.

Project participants with child support arrearages also avoided penalties, such as license suspension and bench warranting.

### Initial engagement in services

Not reported

### Retention

Those who completed at least 80 percent of the class sessions received a graduation certificate at a formal graduation ceremony. Completion numbers were not reported.

### Participation challenges and solutions

Attendance typically dropped off after clients became employed. Some stopped attending after one or two sessions because they were looking for immediate relief or emergency assistance and were not interested in the full program.

Classes were offered during the day and evenings to accommodate work schedules, but participation still dropped off after employment began.



## STRENGTHENING FAMILIES AND FATHERHOOD: CHILDREN OF FATHERS IN THE CRIMINAL JUSTICE SYSTEM (FATHERS FOR LIFE)

### Study Information

#### Program overview

The Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System Project (known as Fathers for Life) was designed to strengthen families and support children's development by providing services to fathers who were incarcerated, on probation, or on parole and had children enrolled in or eligible for Early Head Start or Head Start. The project was managed by the Missouri Department of Social Services Family Support Division (FSD), beginning in 2005, and funded by the national Office of Head Start. FSD worked with state and local stakeholders to develop and implement project services in 12 Head Start sites and 2 correctional facilities in Missouri. The sites offered group sessions using curricula developed for the project, such as Focus on Fathering, Parenting Apart, and Proud Parents, or existing curricula, including 24/7 Dads and Long Distance Dads (the latter for correctional facilities). The local sites were given flexibility in offering additional services to meet the communities' needs, with most providing case management, referrals to other services, and job readiness training at Missouri Career Centers.

#### Study overview

The implementation component of the study focused on program development and early operations. Fathers for Life was developed by FSD, with assistance from members of a state steering committee, in a nine-month planning phase. The program was implemented over three years in a three-tiered system, with the first tier (involving two Head Start sites) offering the most support, such as dedicated staff to coordinate the program; the second tier (three Head Start sites) offering less support; and the third tier (seven Head Start sites and two correctional facilities) offering the program materials but no program support. The authors noted the importance of having a lead agency (FSD) oversee the development and administration of the program, supported by state and local stakeholders.

The authors conducted a pre-post study with approximately 30 fathers who participated in the program in tier 1 and tier 2 sites. From the pre- to post-survey, authors found statistically significant improvements in fathers' relationships with their youngest child's mother and decreases in their agreement with three of the statements measuring parenting attitudes, such as "fathers who 'lay down the law' get the respect of their children." There were no changes on four measures: fathers' attitudes, employment issues, child support payment, and fathers' probation or parole status.

*This study has two ratings. The implementation part of it is UNRATED. The part on participant outcomes has a LOW rating because the lack of a comparison group means that this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time.*

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**Citation** Fuger, K. L., M. B. Abel, D. L. Duke, M. K. Newkirk, and J. D. Arnold. “Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System Project.” Final evaluation report. Kansas City, MO: Missouri Department of Social Services, Family Support Division, 2008.

## Study and Sample Characteristics

**Study design** This study had a pre-post design; the authors measured knowledge and attitudes in a sample of incarcerated and paroled fathers at intake and after they participated in unspecified program services and compared the results to assess changes over time. The authors also included a pre-post analysis of a group of fathers who attended 24/7 Dad workshops; they did not indicate whether the participants received other project services. An implementation component of the study included documentation and analysis of program operations.

**Comparison condition** The study did not include a comparison group.

**Conflicts of interest** Not reported

**Sample size** The sample characteristics were based on 76 fathers. Most analysis of outcomes was based on a sample of about 30 fathers (exact sample size differed by question). The pre-post analysis of fathers who attended a 24/7 Dad group session was based on a sample of approximately 20 fathers (exact sample size differed by question); the authors did not indicate whether these fathers received other project services.

**Race and ethnicity** White: 55 percent  
African American: 42 percent  
Hispanic/Latino: 0 percent  
American Indian: 1 percent  
Other: 1 percent

**Gender** Male: 100 percent  
Female: 0 percent

**Age** Mean: 28 years  
Range: 20–49 years

**Educational attainment** Of 75 fathers who reported educational attainment, 60 percent had graduated from high school or completed their general equivalency diplomas (GED).  
Of those who graduated from high school or completed GEDs, 26 percent had also completed some college.

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<b>Employment, income, or earnings</b>	In the full sample, 71 percent (47 fathers) reported they were looking for employment. The authors reported that, of the subset of fathers included in the pre-post analysis, 40 percent (30 fathers) were employed at the time of the pre-survey. Of these, 63 percent were employed full time, 23 percent were part-time employees, 3 percent were seasonal employees, and 10 percent had only sporadic employment.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Of the full sample, 65 percent reported they were paying child support through the child support system, and 73 percent said they had arrearages (unpaid child support). Of the group making child support payments, 43 percent said they did so regularly.

## Reported Outcomes

<b>Timing</b>	The authors collected data on key fatherhood outcomes using a pre-survey at intake and a post-survey after treatment. The timeline for data collection and survey administration in each site was not reported.
<b>Description of measures</b>	<p>The authors examined change over time for a group of fathers who received unspecified program services and a group who participated in Dad 24/7 workshops. They did not indicate if the two samples overlapped.</p> <p>The authors used three assessment instruments:</p> <ul style="list-style-type: none"> <li>• <b>The Fathering Inventory</b> was a 50-item scale used to measure attitudes and opinions around identity and the role of the father relative to his family.</li> <li>• <b>The Adult-Adolescent Parenting Inventory (AAPI-2)</b> was a 36-item tool used to measure characteristics of parenting behavior, such as expectations for children, empathy toward children, corporal punishment, role reversal, and the tension between parents and children around power and independence.</li> <li>• <b>The Parenting Stress Index Short Form (PSI-SF)</b> was a 36-item instrument used to measure stress-related indicators, such as parental distress, dysfunctional interactions between parent and child, and the level of manageability of a child.</li> </ul> <p>In addition, the authors included questions on the father's relationship with his youngest child, employment issues, and other topics.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	The authors reported no statistically significant change in the percentage of program fathers who were employed or looking for a job.
<b>Outcomes: Fathers' well-being</b>	The authors reported no significant change in the percentage of program fathers who were on probation or parole or incarcerated.

<b>Outcomes: Fathers' financial support of children</b>	The authors reported no significant change in the percentage of program fathers paying child support over time, paying child support debts, or reporting they had child support debts.
<b>Outcomes: Fathers' involvement with children</b>	The authors reported no significant change in program fathers' perceived relationship with their youngest child, in the amount of time they spent with their youngest child, or in their mode of contact between pre- and post-survey.
<b>Outcomes: Parenting skills</b>	<p>Program fathers reported lower average agreement between pre- and post-survey with three statements on the Fathering Inventory: (1) a son is better off being raised by his father than his mother; (2) men need to be strong no matter what happens; and (3) fathers who "lay down the law" get the respect of their children. There was no change on agreement with other statements.</p> <p>There was a favorable increase on one subscale of the APPI-2—power and independence—and no change on four other constructs: inappropriate expectations, empathy, corporal punishment, and role reversal.</p> <p>There was no change in parenting stress, as measured by the PSI.</p> <p>For the fathers who participated in the 24/7 Dad workshops, there was a significant decrease in agreement on one measure: it's okay to keep feelings inside. There were no changes on the other reported measures.</p>
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Authors reported statistically significant self-perceived changes over time in the program fathers' relationships with the mothers of their youngest child, including improved communication, better problem-solving, and reduced conflict between pre- and post-survey.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported

## Program Model

<b>Theoretical framework</b>	The premise of the program was that children benefit from the healthy involvement of their fathers, even if the fathers are incarcerated. If the family were strengthened, the children might have a reduced risk of emotional or developmental problems.
<b>Participant eligibility</b>	Eligible participants were fathers in the criminal justice system—incarcerated, on probation, or on parole—from families being served by targeted Missouri Head Start or Early Head Start agencies.

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<b>Participant needs assessment</b>	Fathers for Life coordinators conducted detailed risk assessment and case management interviews with program participants at intake.
<b>Program components</b>	Sites in all tiers were given flexibility in offering program components. Those typically offered included group classes, family mediation, job readiness training provided by the Missouri Career Centers, and case management and referrals. The correctional facilities also provided one-on-one visits with fathers.
<b>Program content</b>	<p>Multiple curricula were available to sites. They included the following:</p> <ul style="list-style-type: none"> <li>• <b>Focus on Fathering</b> was a series of 12 one-hour sessions that included the following topics: child development, reading with your child, parenting apart, connecting with your child, discipline, places to go, ways to play, healthy relationships, helping your child deal with feelings, siblings and friendships, choosing child care, and self-esteem.</li> <li>• <b>Parenting Apart</b> was a 3-session curriculum designed for parents not living together. The program comprised the following three lessons: partnering to parent, helping our child grow and develop together, and choices for the road ahead.</li> <li>• <b>24/7 Dads</b> was a 12-session curriculum (to be delivered in 12 weekly sessions or 6 “double” sessions), focused on helping parents with a variety of child development and communication issues.</li> <li>• <b>Proud Parents</b> was a one-session introduction to the Fathers for Life program that provided information to fathers on their rights and responsibilities, communication with their partners, and building their relationships with their children.</li> <li>• <b>Relationship Enrichment Skills</b>, a curriculum developed by Bob Hellrung of Cherished Connection, was used to help parents who were currently living together or planning to do so. The curriculum included such topics as conflict resolution, communication skills, and reflective listening. Services were delivered privately by a trained mentor couple.</li> <li>• <b>Long Distance Dads</b> was delivered to fathers by the two correctional centers as part of their regular programming. More details on the program were not provided.</li> <li>• <b>Mediation</b> and <b>Enhanced Employment Services</b> were listed in the interventions manual, but were not described.</li> </ul> <p>The two correctional facilities provided one-on-one visits with fathers using the Parents as Teachers curriculum; no other information was provided.</p> <p>No information was provided on the other program components.</p>
<b>Program length</b>	According to the authors, the intervention length varied by site, specific participant needs, and curriculum used (see program content).

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<b>Targeted outcomes</b>	The authors reported that Fathers for Life targeted outcomes at multiple levels. At the statewide and local levels, the program aimed to improve assessment and coordination of case management and service systems for children and families. At the programmatic level, it aimed to improve knowledge regarding the needs of families and children on the part of Head Start and Early Head Start staff. The specific interim outcomes targeted toward fathers included their better integration into the community, their improved interactions and relationships with their children, their increased parenting knowledge and skills, their improved joint decision-making skills, and their improved employment rates. The program's ultimate goal was to strengthen families to reduce children's emotional, social, and developmental problems.
<b>Program adaptations</b>	The program was based on a previous demonstration, the Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System Project, which ended in 2002. That project produced material used for Fathers for Life, including the Proud Parents curriculum and part of the Focus on Fathering curriculum.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>Based on a process evaluation of the infrastructure and program development of the project, the authors reported a number of implementation challenges that affected the program.</p> <p><b>Staffing.</b> The authors reported that grantee staff found it difficult to implement the program as designed due to limited staffing resources and capacity in many of the sites. Some local staff felt additional personnel were needed to manage responsibilities for the project. The authors suggested that staffing roles and responsibilities needed to be examined more closely in future implementation efforts to determine the best solution for the apparent deficits.</p> <p><b>Service coordination.</b> One main component of the project was formal service coordination among several partner agencies, such as Head Start, parole and probation, child support enforcement, and workforce development. The authors reported that even though the program staff in some sites did attempt to provide coordinated services informally to participating fathers and families, this component was not structured and implemented as planned and needed to be refined further, with designated service coordination roles integrated into program planning</p> <p><b>Relationship enrichment skills.</b> The authors reported that this intervention was never fully implemented because of constraints in timing, staffing, and required skills for handling the needs of the participating couples.</p>

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**Site-specific delays.** Two tier 2 sites faced challenges in implementing the program due to lack of partner and community buy-in, as well as resource and staff limitations. Both sites experienced delays in implementation and planned to continue building relationships and recruiting participants to proceed with program services the following year.

## Program Structure

**Was there a planning or pilot phase?**

Yes

**Length of planning/pilot**

Nine months

**Timeframe for program operation**

Three years

**Sites and service-delivery settings**

The Fathers for Life program had a tiered implementation design, with targeted Missouri sites phased in each year. Over the first three years, the program was implemented in 12 Missouri Head Start programs and two state correctional centers. The two tier 1 sites were the Delta Area Economic Opportunities Corporation (DAEOC) and the Missouri Valley Community Action Agency (MVCAA). The three tier 2 sites were the East Missouri Action Agency (EMAA), the Community Action Partnership of St. Joseph (CAPStJo), and Grace Hill Neighborhood Services.

By the fourth year, all sites were eligible for the program. Seven Head Start sites and two correctional centers joined as tier 3 sites: Children’s Therapy Center Early Head Start, YMCA of Greater Kansas City, the Independence School District (a delegate agency of Mid-America Head Start), Ozark Area Community Action Agency Head Start, Douglass Community Services Head Start, Northeast Missouri Community Action Agency Head Start, South Central Missouri Community Action Agency Head Start, and the Boonville and Algoa Correctional Centers.

The Head Start agency was generally the grantee organization, but it worked in close collaboration with a stakeholder group or board that included representation from local or regional probation and parole offices, the Department of Corrections, the Division of Workforce Development, the Head Start grantee, the University of Missouri Extension, the Department of Social Services Family Support Division, Parents as Teachers, and other local educational, business, nonprofit, and faith-based partners.

**Required facilities**

Not reported

**Community settings**

Varied

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<b>Organizational partnerships</b>	<p>The Fathers for Life model incorporated the use of a state-level steering committee comprising numerous partners and stakeholders. The authors provided a list of all the members of this steering committee who were involved in planning and implementing the model in Missouri:</p> <ul style="list-style-type: none"> <li>• Missouri Department of Social Services—Family Support Division (FSD), Children’s Division, and Office of Early Childhood</li> <li>• Missouri Department of Corrections—Division of Probation and Parole, Division of Adult Institutions</li> <li>• Missouri Department of Elementary and Secondary Education</li> <li>• Missouri Department of Economic Development—Division of Workforce Development</li> <li>• Office of State Courts Administrator, Family Court Programs</li> <li>• Children’s Service Commission</li> <li>• Missouri Head Start—State Collaboration Office</li> <li>• Missouri Association for Community Action</li> <li>• Missouri Head Start Association</li> <li>• Missouri Valley Community Action Agency (MVCAA) Head Start</li> <li>• Delta Area Economic Opportunities Corporation (DAEOC)</li> <li>• Boonville Correctional Center</li> <li>• Algoa Correctional Center</li> <li>• Parents as Teachers National Center</li> <li>• Missouri Area United Methodist Church</li> <li>• Mediation Achieving Results for Children (M.A.R.C.H., Inc.)</li> <li>• University of Missouri Extension</li> <li>• University of Missouri—Kansas City Institute for Human Development (UMKC-IHD)</li> </ul> <p>FSD was the lead agency in the steering committee, responsible for fiscal management, planning, and oversight of the project. The other partners were involved mainly during the planning and early implementation of the program, and became less involved as the program was established.</p>
<b>Funding agency</b>	Office of Head Start, the Administration for Children and Families, U.S. Department of Health and Human Services
<b>Agency certifications and national affiliations</b>	The Fathers for Life model was developed as an “Innovation and Improvement Project” sponsored by the Office of Head Start.

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**Was participation mandatory?** Participation was voluntary.

## Staffing and Operations

**Staff characteristics** The Fathers for Life program was administered at the state level by a project manager, housed in FSD. At the local level, each site included one or more of the following:

- Fathers for Life coordinator(s) who managed local implementation, recruitment, information dissemination, and training activities at the site
- Fathers for Life facilitators who delivered the programs
- Partner agency staff who worked collaboratively with the Fathers for Life coordinator to deliver appropriate services to each participant

In the two tier 1 sites, the salaries for Fathers for Life coordinators were funded by the Head Start program grant; this position was not required for implementation in tier 2 and 3 sites.

**Staff training**

Fathers for Life coordinators and facilitators in each site were given several tools, training, curricula, and resources to aid them in working with the target population. Coordinators attended a two-day training for Fathers for Life and a day-long Head Start orientation prior to working on the project. Based on a number of criteria (not described in the report), varying numbers of staff from each of the sites were selected as facilitators and received separate trainings in one or more of the curricula offered to participating fathers by the program (see program content). The trainings were held in a variety of locations around the state and on multiple dates and were conducted by staff from the Parents as Teachers National Center and the National Fatherhood Initiative.

In addition to the specific curricula trainings, facilitators and program staff received further guidance through a professional development manual, which included the following specific resources:

- The **Using Special Topic Books with Children** curriculum was designed for training Head Start staff to work with children and their families. The curriculum provided resources, including screening tools and referral sources, for ongoing assessment of children with “fathers in crisis” to identify needs and issues. It also offered guidance on identifying warning signs of abuse and neglect, helped staff develop appropriate strategies to work with children with special needs, and ensured that staff were trained in communicating with fathers in the target population.
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- The **Working Collaboratively for Families** curriculum aimed to foster collaboration among program staff across various partners (such as Head Start and the probation and parole and child support agencies).
  - The **Dads Matter** two-hour training session focused on helping staff understand the value of father involvement and why it matters for positive family relationships.
  - The **Sharing Special Topics Book with Children** training provided guidance for Head Start teachers on using the special topics children's books and professional development books distributed to Head Start agencies and correctional centers by the Fathers for Life program

**Training materials**

The Fathers for Life program worked with several partners to develop and distribute materials for staff and facilitators as part of their training, including children's books, professional development books for Head Start teachers, a technical assistance manual (consisting of community development, public relations, and implementation resources), an interventions manual (including all the curricula), and a comprehensive professional development manual for Head Start and probation and parole staff.

**Trainer qualifications**

Not reported

**Staff performance standards**

Not reported

**Staff-participants ratio or caseloads**

Not reported

**Staff supervisors**

Not reported

**Staff supervision frequency**

Not reported

**Technical assistance**

Authors described the types of technical assistance (TA) provided by various project staff during the Fathers for Life implementation:

- The project manager provided TA and guidance to the state steering committee and subcommittees, local stakeholder teams, and Head Start agencies, as well as other Fathers for Life staff.
  - The state steering committee provided TA and worked closely with tier 1 and tier 2 sites during the planning and development phase in the first two years of the project.
  - The project coordinator and area manager worked with the 12 individual sites, providing assistance with local implementation, developing tools, and introducing the program in the communities.
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- Program staff also worked closely with the Region VII Head Start Training and Technical Assistance Network to get feedback on their progress and provide information to the Head Start agencies in Missouri.

See staff training for additional information on TA.

**Operations manual, forms, or protocols**

The authors stated that sites conducted a community needs and characteristics assessment to determine what services would be appropriate for them, using a Fathers for Life community survey.

Program staff at the state and local levels completed communication logs to track their communication with each other and with the sites. Staff also set up two listservs to serve the project, one to be used for internal communication among the steering committee members and the other for communication among the sites.

Protocols also were developed for staff training (see training materials).

**System for tracking program performance**

The authors reported that Fathers for Life staff used monthly tracking forms, meeting minutes, and quarterly progress reports from each site to track program implementation at the state and local levels.

**Recruitment**

**Referral sources**

The authors reported that potential participants were referred to Fathers for Life program staff by correctional facilities, child support agencies, workforce development offices, and probation and parole offices, and through participating Head Start agencies. In at least one site, the Fathers for Life coordinator and board members examined lists of potential participants provided by the local drug court and probation and parole office.

**Recruitment method**

The authors described how staff in tier 1 and 2 sites recruited participants (data on tier 3 sites were not reported). To increase community awareness of the program, the Fathers for Life coordinator(s) and members of the board made presentations at relevant organizations and agencies in the community, including Head Start agencies, county family support offices, businesses, county workforce development offices, career fairs, probation and parole offices, drug courts, school districts, and departments of correction. They also distributed fliers and materials about the program to raise public awareness about the services being offered. Fathers for Life coordinators were responsible for conducting the initial intake interview and determining eligibility.

**Recruitment incentives**

Not reported

**Participants targeted**

Not reported

<b>Participants recruited</b>	<p>Authors reported the number of participants recruited (that is, those who completed intake and assessment interviews) in each of the tier 1 and tier 2 sites, as follows:</p> <ul style="list-style-type: none"> <li>• DAEOC: 136</li> <li>• MVCAA: 73</li> <li>• Grace Hill: 19</li> <li>• EMAA: 3</li> <li>• CAPStJo: none, due to delays in implementation</li> </ul> <p>Although this represents a total of 231, the authors stated elsewhere that program staff completed 230 intakes and risk/needs assessments with participants.</p> <p>Recruitment data for the two correctional facilities and for the tier 3 sites were not reported.</p>
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	<p>The authors reported that in two of the tier 2 sites (EMAA and CAPStJo), recruitment and enrollment of participants were difficult because of a lack of broad-based support for Fathers for Life, staff capacity limitations, and resource limitations. In the EMAA site, the program team decided to focus their efforts on just two of the eight counties within their region, but with limited results.</p>
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	<p>The authors provided participation information for three of the five tier 1 and tier 2 sites and for the two correctional facilities (note some inconsistencies with the numbers reported for recruitment, which were not explained):</p> <ul style="list-style-type: none"> <li>• DAEOC: 75 fathers participated in the 24/7 Dads intervention; 25 fathers participated in the Focus on Fathering program.</li> <li>• MVCAA: 61 participated in 24/7 Dads; 42 in Focus on Fathering.</li> <li>• Grace Hill: 31 participated in 24/7 Dads; 72 in the Dads Matter program. (The number of fathers reported participating in the classes was greater than the number of intakes reported; the reason for this discrepancy was not clear.)</li> </ul>

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- Correctional facilities: 908 fathers attended the Focus on Fathering program at the Alcoa Correctional Center, while 611 attended at the Booneville Correctional Center. (The authors also reported, however, that a total of 759 fathers in the two correctional facilities participated in Focus on Fathering—611 in group sessions and 148 in individual sessions; the reason for this discrepancy was not clear.) Staff also conducted individual Parents as Teacher visits with 430 fathers at the Alcoa center and with 148 fathers at the Booneville center.

The authors reported that a total of 99 fathers participated in the Proud Parents program.

Of the individual referrals provided through the program, the authors reported that 24 fathers actually sought access to and received the employment services. Engagement in the mediation services was not reported. According to the authors, the relationship skills component was not implemented.

**Retention**

Not reported

**Participation challenges and solutions**

The authors reported that time management and scheduling was a challenge for eligible fathers in the criminal justice system. The program staff found that being on parole or probation left little time for fathers to participate in program models like Fathers for Life. One potential solution was to make the program court mandated; however, this was not considered optimal by many, who felt it would alter the nature of the program and the fathers' interest in participating.

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## STRENGTHENING FAMILIES THROUGH STRONGER FATHERS

### Study Information

#### Program overview

The Strengthening Families Through Stronger Fathers Initiative (SFSFI) was authorized by the New York State Legislature in 2006. It provided for the implementation and funding for two approaches to encourage low-income noncustodial parents to find employment, pay child support, and improve their parenting skills. The first was programs that offered intensive employment and other supportive services for low-income noncustodial parents. The second was a state refundable Earned Income Tax Credit (EITC) for eligible noncustodial parents with low earnings who pay the full amount of their current child support obligation in a given year.

The New York Office of Temporary and Disability Assistance (OTDA) was responsible for administering the SFSFI. OTDA contracted with five organizations—including county departments of social services, a quasi-school district, and two private nonprofit workforce development agencies—to implement six programs in four cities:

1. Erie County Department of Social Services, which contracted with Erie Community College (ECC) for one program and University of Buffalo Educational Opportunity Center (EOC) for the second, both in Buffalo
2. Chautauqua County Department of Social Services, Jamestown
3. Onondaga-Cortland-Madison Board of Cooperative Education Services (OCM-BOCES), Syracuse
4. Seedco, New York City
5. STRIVE, New York City

Except for the Erie County Department of Social Services, all of the contracting organizations had prior experience with fatherhood initiatives. The organizations established contractual partnerships with other agencies and community organizations to provide direct services in 13 locations.

All programs provided case management; employment services, such as job-readiness and placement; short-term job-skills training; and employment-related supports. Programs also offered some level of services to help with access to fatherhood, parenting, and/or improving relationships, as well as assistance with child support-related issues.

**Study overview** The study was focused exclusively on the implementation of the first approach of the initiative. The authors reported on the operations of the programs based on site visits, interviews, documents review, and observations. Unlike many fatherhood initiatives, the sites were able to meet or sometimes exceed enrollment targets. The authors reported that referrals from the family court and New York’s One-Stop Career Centers provided the bulk of referrals. Nevertheless, although recruitment was successful, some sites struggled with retention of participants. Sites used various strategies to keep participants engaged, such as transportation assistance, short-term skills training, and such education assistance as GED classes. Other challenges the sites encountered included improving employment outcomes for participants who are hard to employ, such as those with criminal records, sparse job history, and low levels of education, and integrating parenting classes with other services. A successful strategy was developing close partnerships with local child support enforcement agencies; some agencies helped with designing services for the hard-to-employ and meeting participants’ child support needs. The authors identified one site as having been particularly successful: OCM-BOCES was organized so that the contracting agency provided fiscal oversight and management of the program, but did not provide direct services. *This study is UNRATED because it does not examine any participant outcomes.*

**Citation** Tannehill, T. G., C.T. O'Brien, and E.J. Sorensen. “Strengthening Families through Stronger Fathers Initiative: Process Evaluation Report.” Washington, DC: The Urban Institute, July 2009.

## Study and Sample Characteristics

<b>Study design</b>	This is an implementation study, which included documentation and analysis of program operations.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	Not reported
<b>Race and ethnicity</b>	Not reported
<b>Gender</b>	Not reported
<b>Age</b>	Not reported
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported



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<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

### Reported Outcomes

<b>Timing</b>	Not reported
<b>Description of measures</b>	Not reported
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported

### Program Model

<b>Theoretical framework</b>	Not reported
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<b>Participant eligibility</b>	<p>The criteria required for participation were:</p> <ol style="list-style-type: none"> <li>1. Noncustodial parent</li> <li>2. Receive public assistance or have income at or below 200 percent of federal poverty level</li> <li>3. Unemployed or working less than 20 hours per week</li> <li>4. Pay child support through a New York support collection unit, or had paternity established for a child and have a court proceeding initiated to obtain an order of child support</li> <li>5. Receiving (or the custodial parent receiving) child support services through a social services district in New York</li> <li>6. Between 16 and 45 years old</li> </ol>
<b>Participant needs assessment</b>	<p>Information collected from intake forms was used to assess the participant’s domestic situation, work history, participation in other public programs, financial needs, child support obligations, and any other service needs. Based on this assessment, program staff described the services being offered and worked with the noncustodial parent to develop a service plan. This assessment was administered once at the beginning of the program.</p>
<b>Program components</b>	<p>All program offices offered the same core services:</p> <ol style="list-style-type: none"> <li>1. Case management</li> <li>2. Employment services</li> <li>3. Fatherhood, parenting, and/or relationship skills</li> <li>4. Child support–related services.</li> </ol> <p>Supplementary services included GED preparation, financial management skills, mental health and substance abuse counseling, legal assistance, and housing assistance.</p>

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**Program content**

1. Case management. All programs adopted a one-on-one case management approach to ensure participants received the services they required and were given general support throughout the program. Case management involved a range of activities typically directed at maintaining regular contact with participants, following up on milestones outlined in a service plan, making arrangements or referrals for specialized services, and providing general support.
2. Employment services. Designed to help participants find and maintain employment. Services included job-readiness assistance, job-placement assistance, job-skills training, transitional employment assistance, and work supports.

In general, job-readiness focused on résumé development, interviewing skills, work-related attitudinal training, and guidance in filling out job applications. Participants also had access to job developers through the site or through relationships with a JOBS program or One-Stop career centers. Most programs also provided job-skills training programs, although only three STRIVE programs provided these services on site and without charge to participants. In addition, each program featured a different curriculum or program:

- ECC and EOC: Made arrangements to have staff from a local One-Stop and JOBS program facilitate job-readiness classes.
  - Chautauqua: Used Steps To Economic and Personal Success (STEPS), a motivational job-readiness curriculum developed by the Pacific Institute. Case managers supplemented the material with resume preparation and mock job interviews.
  - OCM-BOCES: Offered group job-readiness workshops, using an internally developed curriculum focusing on participants' barriers to employment.
  - Seedco: Some locations provided job-readiness workshops in a group format, using internally developed curricula.
  - STRIVE: Providers offered the CORE program, which emphasized developing job-readiness skills and appropriate attitudes.
3. Fatherhood, parenting, and/or relationship skills. Parenting programs were provided by all programs with the aim of developing and improving relationships between noncustodial parents and their children as well as partner relationships. Most sites provided some parenting instruction or classes, but each had a different focus. Some emphasized traditional parenting skills, such as how to foster positive parent-child interactions; nutrition; and child discipline. Others focused more on developing communication between noncustodial and custodial parents. All emphasized conflict-resolution and anger-management skills. Most programs also provided assistance in arranging visitation for participants to have contact with their children.
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- Erie County (ECC)—Used the internally developed Parenting Skills and Conflict Resolution Curricula, which addressed maintaining parent-child relationships during divorce, child discipline, legal issues and the family court, and dealing with drug abuse and domestic violence; communication skills; and stress relief.
  - Erie County (EOC)—Did not develop a specialized curriculum for its parenting services, but used case management to address parenting skills.
  - Chautauqua County—Used a condensed version of Active Parenting Now: The Basics for Parents of Children Ages 5–12. It focuses on parenting skills, including responsibility and discipline; understanding and responding to misbehavior; building courage, character, self-esteem; and improving communication and conflict-resolution skills.
  - OCM-BOCES—Used the Systematic Training for Effective Parenting (STEP) supplemented with components from the 24/7 Dad and Active Parenting curricula. The curriculum emphasized communication skills and effective parenting techniques.
  - Seedco—Initially used the Center for Employment Opportunities (CEO) Curriculum, which focuses on parenting skills, child development, discipline, and communication skills. In August 2008, Seedco began using an internally developed curriculum based on its own materials and the 24/7 Dad curriculum.
  - STRIVE—Used the Exploring Relationships and Marriage for Fragile Families curriculum, developed by Joseph Jones and Julia Hayman Hamilton, which emphasizes communication skills within permanent relationships, such as marriage. It is grounded in an Afro-centric perspective and uses a peer support model.
4. Child support–related services. These services were designed to help noncustodial parents understand and manage child support programs. Most programs offered workshops to explain child support programs to participants and case managers, and staff also worked with participants individually to meet child support requirements. Programs also connected participants with legal services in order to navigate the child support system.
- ECC—Did not offer a workshop.
  - EOC—Case managers led an internally developed child support workshop at the beginning of the initiative, but discontinued it because of poor attendance. The content of this curriculum was not specified.
  - Chautauqua—As part of the STEPS class, offered a one-hour child support workshop internally developed by their project coordinator (a child support enforcement supervisor). The content of this curriculum was not specified.
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- OCM-BOCES and STRIVE–Used their legal services providers to facilitate child support workshops. The content and name of the curriculum were not specified.
  - Seedco–Staff from the Office of Child Support Enforcement (OCSE) led two-hour workshops once per month. Called “Child Support 101” the workshops addressed processes of the child support program, interstate cases, and Department of Motor Vehicles processes.
5. Other Services. Financial workshops to promote financial stability and long-term economic planning were provided to fathers at three sites.
- Chautauqua: Three one-hour workshops with a condensed version of the All My Money curriculum, covering budgeting skills, financial security, and paying child support.
  - STRIVE: As part of its fatherhood classes, offered one-session workshops led by a volunteer from the National Association of Black Accountants (NABA) to address financial literacy and planning topics.

Individualized counseling was also offered if needed. Individualized services could also include GED preparation, mental health and substance abuse counseling, and housing assistance.

### Program length

The length of program components varied across the 6 sites and 13 service-delivery locations:

#### ECC

1. Case management—at least once a month
2. Job readiness—2 hours during one class offered periodically
3. Fatherhood, parenting, and relationship skills—10 hours, 5 weeks
4. Services related child support—none provided
5. Financial services—none provided

#### EOC

1. Case management—at least once a month
  2. Job readiness—2 hours during one class offered biweekly
  3. Fatherhood, parenting, and/or relationship skills—as needed, no duration
  4. Services related to child support—workshops at beginning of initiative; cancelled due to poor attendance
  5. Financial services—individualized session
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Chautauqua

1. Case management—at least once a month
2. Job readiness—24 hours during 5 classes in one week
3. Fatherhood, parenting, or relationship skills—3 hours, 3 days
4. Services related to child support—one-hour workshop, legal support as needed
5. Financial Services—3 one-hour workshops

OCM-BOCES

1. Case management—at least once a month
2. Job readiness—24 hours during 8 classes in 2 weeks
3. Fatherhood, parenting, and/or relationship skills—12 hours, most often in 2 weeks
4. Services related to child support—workshops not regularly scheduled; duration not specified
5. Financial services—individualized session

Seedco

1. Case management—at least once a month
2. Job readiness
  - a. CAB—2-hour classes offered weekly
  - b. NMIC—regularly scheduled workshops
  - c. UMOS—no program
3. Fatherhood, parenting, and/or relationship skills—one workshop
4. Services related to child support—2-hour workshops
5. Financial services—2-hour workshops offered in 5 sessions

STRIVE

1. Case management—at least once a month
  2. Job readiness
    - a. EHES—160 hours during 20 classes in 4 weeks
    - b. Fortune Society—80 hours during 10 classes in 2 weeks
    - c. RDRC—120 hours during 15 classes in 3 weeks
    - d. St. Nick’s—24 hours during 3 classes in one week
  3. Parenting—30 hours over 10 weeks (optional cooking course for 2.5 hours for 8 weeks)
  4. Services related to child support
    - a. St. Nick’s—partnership with Seedco for 2-hour workshop
  5. Financial services—one workshop
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<b>Targeted outcomes</b>	In the short term, the initiative intended to increase participants’ job readiness. In the long term, it aimed to promote stable employment among noncustodial parents so they could provide more financial stability for their families. The initiative also aimed to help participants develop long-term parenting skills and provide a healthy, stable environment for their children.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<ol style="list-style-type: none"> <li>1. The initial age criterion was 18 to 35 years old. OTDA expanded that to 16 through 45 years old when sites repeatedly identified parents that met all criteria but age.</li> <li>2. The sites varied in how closely they followed the eligibility criteria. Staff in the Chautauqua and OCM-BOCES sites reported that they applied all OTDA criteria. In contrast, STRIVE initially accepted participants regardless of employment status, and later enrolled only those already employed. Because of this, many participants did not use STRIVE’s job-readiness services.</li> <li>3. Initially, recruitment was a struggle for some sites, until they identified the family court and One-Stop career centers as productive referral sources.</li> <li>4. OTDA encountered delays in providing second-year funding, which was particularly difficult for two sites, OCM-BOCES and STRIVE. For both sites, contracts ended months before funding was reinstated, and STRIVE laid off staff.</li> <li>5. Some sites encountered high staff turnover.</li> <li>6. Some staff thought the main focus of the program was not clearly defined; some sites focused programs on employment, others were structured around family relationships.</li> </ol>

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7. None of the contracting agencies had expertise providing parenting services, so many partnered with other organizations to develop and deliver these services. The resulting curricula varied considerably. In addition, several sites struggled with low participation. Providing incentives for participating in parenting workshops was important because participants’ primary concern often was to find employment. Unlike the parenting services, attendance at the employment services had been court-ordered for some participants.
8. The two New York City sites, Seedco and STRIVE, had difficulty obtaining child support information from the local child support agencies. The authors indicated that other programs benefited from working closely with local child support enforcement agencies. At some sites, the local agency designed specialized services for hard-to-serve noncustodial parents participating in fatherhood programs, facilitated child support workshops, or provided ongoing weekly child support information on its clients.
9. The study authors indicated that the “project office model” as implemented by OCM-BOCES, was a promising organizational structure for programs with multiple partners. In this model, staff at a project office—working separately from the contracting office—oversaw and coordinated the community-based contractors, provided training, conducted outreach, and performed other management functions—without being bound by the interests of any one participating organization.
10. The authors concluded that many participants were hard to employ because of criminal records and other barriers, and required a range of employment-related supports to help them find and keep jobs.

### Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	The program was implemented in 2006 and was ongoing at the time the report was written in July 2009.



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**Sites and service-delivery settings**

OTDA contracted with five agencies in New York to implement services. Each agency selected one or more service-delivery locations. There were 13 service delivery locations across six sites (site being defined by the name of the program implemented):

1. DADS Program at Erie Community College (ECC), Buffalo (one location).
2. Strengthening Families Initiative at the University of Buffalo Educational Opportunity Center (EOC), Buffalo (one location).
3. Strengthening Families Initiative, Chautauqua County Department of Social Services, Jamestown, (one location).
4. Parent Success Initiative, Onondaga-Cortland-Madison Board of Cooperative Educational Services (OCM-BOCES), Syracuse, (three locations—Center for Community Alternatives [CCA], Spanish Action League/Syracuse Model Neighborhood Inc., Westcott Community Center [WCC]).
5. Fatherhood Program at Seedco, New York City (four locations—Citizens Advice Bureau [CAB], Northern Manhattan Improvement Corporation [NMIC], Saint Nicholas Neighborhood Preservation Corporation [St. Nicks is also listed as a provider for STRIVE, Upper Manhattan Workforce 1 Career Center [UMOS]).
6. Dads Embracing Fatherhood at STRIVE, New York City (four locations—Fortune Society, Rockaway Redevelopment Revitalization [RDRC], St. Nicholas Preservations Corporation [St. Nicks is also listed as a provider for Seedco], East Harlem Employment Services [EHES]).

The authors grouped the sites into four program models:

**DSS-low involvement model:** The county Department of Social Services (DSS) was the contracting and fiscal agent for the program, but contracted with ECC and EOC to operate programs.

**DSS-high involvement model:** The county DSS was the contracting agency, fiscal agent, and actively managed the program. Chautauqua County adopted this model.

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Community-based partner model: The contracting agencies were the fiscal agents and provided employment services to participants in areas they already served, but contracted with other local nonprofit community-based organizations to provide these services in other areas of the city. Seedco and STRIVE operated this model.

Project office model: The contracting agency provided fiscal oversight and general management for the program, but did not directly provide services to participants. OCM-BOCES employed this model.

**Required facilities** Not reported

**Community settings** Urban

**Organizational partnerships** OTDA partnered with five organizations, which in turn partnered with local agencies to provide services.

**Funding agency** Funding was authorized by the New York State Legislature and administered by OTDA.

**Agency certifications and national affiliations** Not reported

**Was participation mandatory?** Not reported

## Staffing and Operations

**Staff characteristics** Staffing included supervisory positions, such as a project director and/or coordinator; case managers and part-time supervisors; and part-time staff to provide specialized services. Supervisors were generally experienced staff within their organization. All programs except ECC, and EOC included specialized service staff. In Chautauqua, STRIVE, Seedco, and OCM-BOCES, specialized staff provided parenting and fatherhood workshops, legal services, financial literacy, and specialized services for ex-offenders.

**Staff training** There was variation among levels of training of case managers.

- ECC, EOC and Chautauqua County programs did not employ multiple employment service partners, so existing case managers or employment-services supervisors at these sites typically helped train each other. The topics of those training sessions and the total hours were not reported.
- At OCM-BOCES, the project coordinator trained all case managers involved with the initiative. Case managers typically shadowed other more experienced case management staff, and in combination with one-on-one training, learned how to conduct an intake session, develop a service plan, conduct an assessment, and complete the program’s required documentation. The total hours and frequency of training were not reported.

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	<ul style="list-style-type: none"> <li>• STRIVE and Seedco did not provide training to case managers, as most had previous experience, but held joint meetings with case managers and supervisory staff on an ongoing basis to discuss implementation.</li> </ul>
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Supervisors were generally experienced staff who previously worked within their organization. No other qualifications were reported.
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	<ol style="list-style-type: none"> <li>1. Case management: All programs used a one-on-one case management approach. Some programs used a team-based strategy, in which staff shared case management responsibilities for all participants. Others assigned each noncustodial parent to a single case manager.</li> <li>2. Job-readiness assistance: Most often offered in a group setting, with one staff member per several participants (ratio not reported). One Seedco program and two OCM programs provided one-on-one training in job readiness.</li> <li>3. Child support-related assistance: With the exception of ECC, which did not offer assistance, staff worked one-on-one with participants to complete documentation related to child support and to provide assistance on related services. With the exception of ECC, all programs also provided child-support workshops (ratio of staff to participants was not specified).</li> <li>4. Job-skills training: Chautauqua, STRIVE, and Seedco offered group workshops. Ratio of staff to group not reported. EOC and OCM-BOCES offered one-on-one counseling.</li> </ol>
<b>Staff supervisors</b>	<p>Case management staff:</p> <ul style="list-style-type: none"> <li>• ECC—one supervisor to 2 case managers</li> <li>• EOC—0</li> <li>• Chautauqua—one supervisor to one case manager</li> <li>• OCM-BOCES—3 supervisors to 3 case managers</li> <li>• Seedco—one supervisor to 4 case managers</li> <li>• STRIVE—3 supervisors to 4 case managers</li> </ul>

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	Ratio of lead staff to all staff:
	<ul style="list-style-type: none"> <li>• ECC–2 lead staff to 4 general staff</li> <li>• EOC–0</li> <li>• Chautauqua—one lead staff to 6 general staff</li> <li>• OCM-BOCES–3 lead staff to 13 general staff</li> <li>• Seedco–2 lead staff to 9 general staff</li> <li>• STRIVE—one lead staff to 17 general staff</li> </ul>
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	During the intake meeting, which typically involved a case manager and the noncustodial parent, program staff completed intake forms, including those required for the program project as well as others unique to the particular organization operating the program. Forms included: (1) an eligibility certification checklist, (2) a participation agreement outlining responsibilities of the participant and the case manager, and (3) a consent form for the participant.
<b>System for tracking program performance</b>	For individuals referred through family court, magistrates required that program staff provide updates on the status of these referrals by appearing in court, faxing a report, and/or sending updates through a court intermediary prior to a scheduled compliance hearing. In Chautauqua and Erie counties and at OCM-BOCES, compliance hearings were scheduled within three to six weeks of a referral to the program. In New York City, compliance hearings typically were not scheduled until three months after a referral was made.

## Recruitment

<b>Referral sources</b>	<ol style="list-style-type: none"> <li>1. Family Court: All programs</li> <li>2. One-Stops: Seedco utilized its own One-Stop center</li> <li>3. Television Advertising: EOC and OCM-BOCES</li> <li>4. Flyer distribution: All sites</li> <li>5. Presentations to other organizations: All sites</li> <li>6. Department of parole referrals: Primarily received by STRIVE</li> <li>7. Word of mouth/self-referrals: Primarily received by STRIVE</li> </ol>
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<b>Recruitment method</b>	<p>The programs for Chautauqua, ECC, EOC, and OCM-BOCES received most referrals through family court. Seedco received family court referrals in addition to referrals from employment programs. STRIVE received referrals from family court in addition to referrals that resulted from outreach efforts to other organizations and self-referrals.</p> <p>Family court referrals mandated that fathers participate in program intake sessions. For three programs (Chautauqua, ECC, and OCM-BOCES), case managers conducted multiple intake sessions prior to completing the assessment and enrollment process. Fathers referred to OCM-BOCES were required to participate in an intake at the project office and again at the employment-services site. Both ECC and Chautauqua staff conducted intakes at the court immediately upon referral and again at the project office. Seedco and STRIVE both conducted a single intake session at their office. At initial assessment, STRIVE also conducted an automatic benefits screening.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	<p>Targets through August 2008</p> <ul style="list-style-type: none"> <li>• ECC: 329</li> <li>• EOC: 243</li> <li>• Chautauqua: 165</li> <li>• OCM-BOCES: 286</li> <li>• Seedco: 251</li> <li>• STRIVE: 288</li> </ul>
<b>Participants recruited</b>	<p>Enrollment through August 2008</p> <ul style="list-style-type: none"> <li>• ECC: 764</li> <li>• EOC: 274</li> <li>• Chautauqua: 158</li> <li>• OCM-BOCES: 315</li> <li>• Seedco: 545</li> <li>• STRIVE: 277</li> </ul>

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<b>Recruitment timeframe</b>	<p>The start dates differed by sites; the end dates are limited by the date of study publication, but enrollment may have continued.</p> <ul style="list-style-type: none"> <li>• ECC: October 2006 to August 2008</li> <li>• EOC: January 2007 to August 2008</li> <li>• Chautauqua: November 2006 to August 2008</li> <li>• OCM-BOCES: November 2006 to August 2008</li> <li>• Seedco: September 2006 to August 2008</li> <li>• STRIVE: October 2006 to August 2008</li> </ul>
<b>Recruitment challenges and solutions</b>	<p>Some programs struggled with recruitment in the beginning, but this improved for many once they established a referral-based partnership with the family court or a One-Stop career center.</p> <p>OCM-BOCES met its enrollment goals without referrals from the family court, mainly because of extensive experience using television advertising to recruit low-income noncustodial parents. However, once OCM-BOCES began receiving referrals from the family court, average monthly enrollment increased by 239 percent.</p> <p>Three of Seedco and STRIVE’s partners (Fortune Society, RDRC, and UMOS) did not receive referrals from the family court, but were able to meet enrollment targets by recruiting participants from within their organizations. Success in recruitment</p> <ul style="list-style-type: none"> <li>• ECC: 233 percent of goal</li> <li>• EOC: 113 percent of goal</li> <li>• Chautauqua: 96 percent of goal</li> <li>• OCM: 110 percent of goal</li> <li>• Seedco: 217 percent of goal</li> </ul> <p>STRIVE: 96 percent of goal</p>

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## Participation

<b>Participation incentives</b>	<p>Most of the sites offered incentives to promote retention, including cash for work-related supports; stipends; and transportation, legal, and child support assistance.</p> <p>STRIVE offered \$25 per class incentive to each participant who attended fatherhood classes. By attending all 10, fathers could receive \$250.</p> <p>To help maintain contact with participants, staff at EOC, OCM-BOCES, Seedco, and STRIVE provided participants with free bus passes if they met with case managers.</p>
<b>Initial engagement in services</b>	<p>Not reported</p>
<b>Retention</b>	<p>All sites required completion of job-readiness preparation, except those that did not offer such programs (two Seedco sites and one OCM-BOCES site).</p> <p>Most programs required participants to complete parenting workshops.</p>
<b>Participation challenges and solutions</b>	<p>Some programs struggled with long-term retention of participants; many were transient, and, as a result, it was often difficult to maintain contact with them. Some attrition may have been mitigated by offering participation incentives, but many participants were court referrals, and upon obtaining employment they often stopped attending regular meetings with program staff.</p>





## STRENGTHENING NONCUSTODIAL FATHER INVOLVEMENT (UNNAMED)

### Study Information

<b>Program overview</b>	This program aimed to increase noncustodial fathers' involvement in their children's lives, including both visitation and financial support. Program goals included building fathers' self-esteem, improving their education and employment, and encouraging fathers to meet their parental responsibilities. The target population was nonresident fathers of children enrolled in a federally funded child development center; however, the program was extended to include mothers in an effort to better meet families' needs. Program components included parenting groups and individual meetings, employment activities, case management services and home visits, and substance abuse prevention and education groups. Fifty-five families enrolled in the program.
<b>Study overview</b>	The study described the program components and how the program evolved over time. The initial focus was offering father-child activities, job placement, and referrals to other agencies to provide education and training. To meet participants' needs, it expanded to address parenting; emergency help, such as food and utilities assistance; and substance use. <b><i>This study is UNRATED because it does not examine any participant outcomes.</i></b>
<b>Citation</b>	Kissman, K. "Intervention to Strengthen Non-Custodial Father Involvement in the Lives of Their Children." <i>Journal of Divorce and Remarriage</i> , vol. 35, no. 1/2, 2001, pp. 135-146.  Additional source:  Kissman, K. "Intervention to Strengthen Non-Custodial Father Involvement in the Lives of Their Children." <i>Early Child Development and Care</i> , vol. 160, 2000, pp. 97-105.

### Study and Sample Characteristics

<b>Study design</b>	This is an implementation study, which included documentation and analysis of program operations.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	Of 55 men enrolled in the program, 47 answered questions regarding demographics and other matters.
<b>Race and ethnicity</b>	Not reported
<b>Gender</b>	Male: 100 percent Female: 0 percent

<b>Age</b>	Mean: 27 years Range: 17 to 37 years
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Not reported
<b>Description of measures</b>	Fathers responded to a 30-item demographic questionnaire, a self-report family instrument that assessed parental empathy and child-centered attitude toward parenting, and the 4-item Cage Questionnaire to gather information about alcohol use. The results were used to assess fathers' needs and no statistical analysis was conducted.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported

<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Nonresident fathers of children enrolled in a federally funded child development center were eligible.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Parenting groups/individual meetings</li> <li>2. Employment activities</li> <li>3. Case management services and home visits</li> <li>4. Substance abuse prevention and education groups</li> </ol>
<b>Program content</b>	<p>Parenting groups were intended to improve fathers' empathetic understanding of children's inattentive behaviors and to explore ways to engage children in parental requests. Group discussions focused on the need for parents to communicate acceptance of their children through positive reinforcement. The last three months of the program focused on co-parenting with educational videos and parent-child activities. Individual meetings were held with fathers to discuss education plans for children and the role fathers will play in implementing them. The program also encouraged fathers to engage in free and low-cost activities with their children; each month the program scheduled an activity for families, such as Easter egg hunts, bowling, and sporting events.</p> <p>Employment activities included guest speakers and discussions about health issues, grooming, hygiene, attire, posture, communication, resume writing, and other job-seeking skills. Job fairs were held to match unemployed parents with jobs and educational training.</p> <p>Case management services and home visits were provided, as needed, to improve educational, training, and employment services.</p> <p>Substance abuse prevention and education groups, led by the program director and a research assistant, were intended to decrease substance abuse to redirect resources toward children. The sessions consisted of lecture material, handouts, and discussions. The first sessions focused on anger-management skills, including identifying physical signs of anger, taking time before responding, and improving communication skills. No other information was provided.</p>
<b>Program length</b>	Not reported

<b>Targeted outcomes</b>	The overarching goal of the program was increasing father involvement in their children’s lives. To achieve this, the program aimed to help fathers make positive changes in their lives, including building self-esteem, understanding child development, improving employment outcomes, participating in education and training, and fulfilling parenting responsibilities.
<b>Program adaptations</b>	The program began as a father-focused intervention, but evolved into co-educational parenting and substance abuse discussion groups. The initial focus was to organize father/child activities and to support job-placement and training referrals for fathers. Monthly meetings changed to respond to families’ needs to resolve parenting problems and provide emergency food and utilities assistance. Programmatic changes reflected that noncustodial father involvement occurred within the context of family interactions.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

**Program Structure**

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The program was offered in one site; it is unclear if the services were offered in the site that provided the federally funded child development program.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported, though the study stated that some funding was received from a foundation to expand services that focused on strengthening co-parenting and services for parents who did not live together. No other information was provided.
<b>Agency certifications and national affiliations</b>	Not reported

<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	The program director and a research assistant led the substance abuse prevention groups.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Participants' children attended a federally funded child development center.
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	The program was designed to serve all 85 families with children at the federally funded child development center.
<b>Participants recruited</b>	55 families enrolled in the program
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

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## **Participation**

**Participation incentives**            Not reported

**Initial engagement in services**    Not reported

**Retention**                            Not reported

**Participation challenges and solutions**    Not reported

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## SUPPORTIVE SERVICES FOR NONCUSTODIAL PARENTS

### Study Information

<b>Program overview</b>	Supportive Services for Noncustodial Parents served mothers and fathers who sought assistance with child support, visitation, or custody issues. The program was originally designed to provide employment services, mediation to promote contact between noncustodial parents and their children, supervised visitation, and case management. However, there was little demand for services other than mediation, which, therefore, became the focus of the program. The mediation was conducted at the court, typically in one session. Supportive Services for Noncustodial Parents was administered by the child support enforcement agency in San Mateo County, California.
<b>Study overview</b>	An initial study documented the implementation of eight fatherhood programs funded by Office of Child Support Enforcement (OCSE), including Supportive Services for Noncustodial Parents; a subsequent report described fathers' economic and child support outcomes using a pre/post study design. Between October 1998 and December 2000, 915 men were referred for mediation. Although mediation was the most commonly used component of the program, many parents did not appear for their appointment. To address this, staff worked to reduce the waiting period between the request and the appointment, but participation remained an ongoing issue. Using a pre/post design, the authors examined child support outcomes. The percent of no payments decreased over time for all groups referred for mediation: those who reached agreement in mediation, those who did not reach agreement, and those who did not show up for mediation. <i>The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	<p>Pearson, J., N. Thoennes, D. Davis, J.C. Venohr, D.A. Price, and T. Griffith. "OCSE Responsible Fatherhood Programs: Client Characteristics and Program Outcomes." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., September 2003.</p> <p>Additional source:</p> <p>Pearson, J., N. Thoennes, D. Price, J.C. Venohr. "OCSE Responsible Fatherhood Programs: Early Implementation Lessons." Denver, Colorado: Center for Policy Research and Policy Studies, Inc., June 2000.</p>

## Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample characteristics pertain to 890 noncustodial fathers referred for mediation with valid information. The analysis of child support included 623 fathers referred for mediation, regardless of their participation.
<b>Race and ethnicity</b>	White: 25 percent African American: 15 percent Hispanic/Latino: 45 percent Asian American: 8 percent American Indian: 0 percent Other: 7 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Average: 35 years
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Eighty-six percent had an open case in the system.

## Reported Outcomes

<b>Timing</b>	The study included data on outcomes three months prior to a referral for mediation and three months after the referral.
<b>Description of measures</b>	The outcomes were based on child support records from the San Mateo County Family Support Division.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported



<b>Outcomes: Fathers' financial support of children</b>	The percentage of fathers making no payments decreased over time for all groups referred for mediation: those who reached agreement in mediation, those who did not reach agreement, and those who did not show up for mediation.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	The targeted population was noncustodial and custodial parents in the county who had problems with employment, access to their children, or child support payment. Both fathers and mothers were served. There were no income requirements.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The primary program component was mediation services. The program initially had also offered parenting classes, referrals to employment services, and referrals to case managers, parent education, and supervised visitation services.
<b>Program content</b>	<p>Mediation services: Mediation sessions addressed visitation, custody, and other issues, with the goal of developing a parenting plan. A bilingual mediator conducted the sessions at the domestic relations court. Families who were interested in additional mediation services were referred to the Family Service Agency, a community-based organization.</p> <p>Initially the program offered parenting classes, called Kids in the Middle, at the Family Service Agency; referrals to Success Central, a county vendor providing employment assistance to TANF clients; and case management.</p>

<b>Program length</b>	Mediation was typically provided in a single session. No other information was provided.
<b>Targeted outcomes</b>	The focus of the program was to improve child access and visitation with the goal of improving child support compliance.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	The mediator was bilingual (English and Spanish).
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	The program struggled with implementing services other than mediation. For example, because there was no income requirement, many of the fathers had a higher income and did not require employment services. In 1999, 51 out of approximately 700 noncustodial fathers were referred to employment services at Success Central. Of the 51, only 15 attended the orientation. Similarly, few parents participated in services offered by the Family Service Agency. Over time, the program shifted its focus solely to mediation.

### Program Structure

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The program was administered by the San Mateo County child support enforcement agency, known as the Family Support Division. Mediation services typically were provided at the court.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	The Family Support Division initially referred clients to the Family Service Agency, a community-based organization, and Success Central, a county vendor providing employment assistance to TANF clients.
<b>Funding agency</b>	The project was funded by the OCSE.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported

## Staffing and Operations

<b>Staff characteristics</b>	The OCSE grant enabled the program to hire a bilingual mediator.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	All referrals were from the child support system.
<b>Recruitment method</b>	<p>Participants were referred through child support staff, including customer service representatives, attorneys, and enforcement staff. Other referral sources included judges and hearing officers at court during nonsupport proceedings, and hospitals where fathers had acknowledged paternity.</p> <p>Initially the program had tried other recruitment methods. For example, in 1999, brochures on Kids in the Middle were mailed to 24,000 child support clients; 121 attended the program.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Between August 1998 and December 2000, 915 men were referred to the program.
<b>Participants recruited</b>	In 2000, 189 mediations were conducted, involving 183 noncustodial fathers and 187 custodial mothers. No other information was provided.
<b>Recruitment timeframe</b>	Not reported

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<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Of all referred cases, 42 percent resulted in a mediation session.
<b>Retention</b>	Mediation was typically only one session, so retention was not an issue.
<b>Participation challenges and solutions</b>	Many people did not appear for their mediation appointment. To address this, the program reduced the waiting period between the request for mediation and the appointment from eight weeks to no more than four. In addition, a representative from the Family Support Division telephoned both parents in every case referred for mediation. Initially, the program used mail notices to contact potential clients for mediation. Despite these changes, participation remained an ongoing issue.

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## TEXAS FRAGILE FAMILIES INITIATIVE

### Study Information

#### Program overview

The Texas Fragile Families Initiative (TFF) was a statewide demonstration project based on the Partners for Fragile Families model. TFF was designed to improve community-based services that helped fathers support their children emotionally, physically, and financially. Eleven sites were selected to participate in TFF and to provide the model, which included employment assistance, case management and help with child support orders, and peer support groups that used a fatherhood-development curriculum. The sites also could offer other services, such as GED preparation and crisis intervention. Four of the 11 sites used an enhancement of TFF, called Project Bootstrap, which added cash stipends for participating in job training (see Project Bootstrap profile for more information). The program was targeted to unmarried fathers between 16 and 25 years old but the sites served fathers from 12 to 41 years old.

#### Study overview

The study described the demonstration of TFF that took place from 2000 through 2004 and the results for more than 900 fathers who participated in it. The authors concluded that implementation was most successful in three types of programs: (1) school-based, where the program was offered in the school, typically to students who were fathers; (2) family-centered programs that offered services to both mothers and fathers, rather than adding father services to existing mothers' programs; and (3) programs that forged strong partnerships with local workforce and child support agencies. They concluded that the school-based model was particularly successful because it was cost-efficient—school resources supplemented the program and recruitment was less resource-intensive than in other programs—and young fathers had fewer barriers, on average, than older men. For participant outcomes, the authors concluded that the more time fathers spent in TFF, the more likely they were to establish child support orders, increase father-child interaction, decrease conflict with the partner, and increase employment. *The study has two ratings. The implementation part of the study is UNRATED. For participant outcomes, the study's design cannot establish whether the outcomes were caused by the program or whether some other characteristic of participants led to both longer participation and better outcomes (for example, motivation). This part of the study has a LOW rating.*

#### Citation

Romo, C., J.V. Bellamy, and M.T. Coleman. "Texas Fragile Families Final Evaluation Report." Austin, Texas: Center for Public Policy Priorities, Summer 2004.

Additional source: Romo, C. "Texas Fragile Families Initiative Final Evaluation Report." May 2004 (downloaded from [http://www.cppp.org/tff/pdf/exec\\_sum\\_final.pdf](http://www.cppp.org/tff/pdf/exec_sum_final.pdf), March 30, 2011)

## Study and Sample Characteristics

<b>Study design</b>	This study has a correlational design; the authors examined associations between length of participation and participant outcomes.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	A total of 1,112 fathers were included in some portion of the study; intake information was available for more than 900. No other information was provided.
<b>Race and ethnicity</b>	White: 8 percent African American: 35 percent Hispanic/Latino: 55 percent Asian American: 0 percent American Indian: 0 percent Other: 2 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	13 to 15 years: 2 percent 16 to 18 years: 30 percent 19 to 23 years: 49 percent 24 to 26 years: 14 percent Older than 27 years: 5 percent Average: 21 years Range: 12 to 41 years

<b>Educational attainment</b>	Still in school: 37 percent Of those not in school No degree: 51 percent GED: 13 percent High school diploma: 33 percent Associates degree or higher: 1.5 percent
<b>Employment, income, or earnings</b>	At enrollment, 50 percent were unemployed. The average hourly income was \$7.50 for full-time workers and \$6.50 for part-time workers.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Fifteen percent of fathers had established child support orders at intake.

## Reported Outcomes

<b>Timing</b>	Data were gathered from fathers at intake, then monthly to document program activities and outcomes. Employment was tracked up to one year after joining the program.
<b>Description of measures</b>	Outcomes are based on fathers' self-report. No other information was provided.
<b>Outcomes: Fathers' economic self-sufficiency</b>	The percentage of fathers employed was higher among those participating in the program at 12 months compared to the percentage employed at enrollment.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Fathers who participated longer in TFF were more likely to establish child support orders than those who participated for a shorter time; the statistical significance of this finding was not reported.
<b>Outcomes: Fathers' involvement with children</b>	Fathers who participated longer in TFF were more likely to increase father-child interactions than those who participated for a shorter time; the statistical significance of this finding was not reported.
<b>Outcomes: Parenting skills</b>	Not reported

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<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Fathers who participated longer in TFF were more likely to decrease conflict with a partner than those who participated for a shorter time; the statistical significance of this finding was not reported.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported

## Program Model

<b>Theoretical framework</b>	<p>The basis for TFF was research that showed that most fathers are involved with their families around the time of the child's birth. At that "magic moment, parents are often still romantically involved or the father has regular contact with the child. Over time, however, the parents are likely to separate. TFF was designed to support that "fragile" relationship and meet the families' needs.</p> <p>TFF started with the Partners for Fragile Families model and included the core components: employment assistance, child support services, and peer support groups that used a fatherhood-development curriculum. Like Partners for Fragile Families, a key goal of TFF was developing and strengthening the capacity of existing organizations to provide these services.</p>
<b>Participant eligibility</b>	The target population was never-married fathers, 16 to 25 years old, but fathers 12 to 41 years old were enrolled.
<b>Participant needs assessment</b>	At intake, an assessment form for each participant was completed.
<b>Program components</b>	All sites were expected to provide employment assistance, such as job-readiness training or job-placement assistance, case management and help with child support orders, and father peer support groups. Other possible activities included GED preparation, crisis intervention, and individual counseling.

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<b>Program content</b>	<p>The peer support groups used “Fatherhood Development: A Curriculum for Young Fathers,” which was developed by Public/Private Ventures for use in the Young Unwed Fathers Project. The curriculum, in tandem with other support services offered, was designed to help fathers deal with the pressures of parenting, develop career plans, have a positive relationship with the child’s mother, and to stay involved with their children.</p> <p>No additional information on the other components was provided.</p>
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	TFF was designed to improve fathers’ parenting skills, increase father-child interaction, and facilitate the financial support of children.
<b>Program adaptations</b>	After a year of implementation, TFF pursued additional funding to better support job-readiness activities. The modification was called Project Bootstrap, and involved a stipend for participation in job-skills training. Four of the 11 sites participated in Project Bootstrap.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	<p>The average annual project budget was \$136,000 per site, which funded an average of two full-time support staff and two part-time staff for evaluation and project management. Annual budgets ranged from \$67,000 for a school-based site to \$160,000 for a family-based community program.</p> <p>The authors examined costs by the type of “program model” (described below). They divided the average number of active participants per month by monthly program expenses. Exact numbers were not reported, but the range of cost per active participant was from \$200 for models with full family services to \$1,200 for programs offered in clinics. The order from least to most expensive was as follows:</p> <ol style="list-style-type: none"> <li>1. Family: Family-centered sites that see the whole family as the client</li> <li>2. Employment: Organizations with formal links to work force providers or child support agencies</li> <li>3. School-based: Programs offered in schools</li> <li>4. Peer support: Not described</li> <li>5. Clinics: Programs offered in health clinics or hospitals</li> </ol>

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**Implementation challenges and solutions**

Some of the challenges noted in the report were:

- None of the sites had extensive experience offering employment services and most were unfamiliar with other community resources that were available. Sites generally were more successful at providing services if they partnered with an existing agency rather than trying to develop their own capacity.
- Clinic-based sites were more female-oriented and not inviting to fathers.
- Many sites had difficulty implementing the peer support groups. Fathers had unpredictable schedules and many lacked transportation. In addition, some fathers did not like what they perceived as a long-term commitment. Sites also found that the success of the group hinged on the characteristics of the group leader (not described). The peer support groups were most successful in schools because fathers were already there and the groups could be scheduled into off times, such as lunch, free periods, or after school.
- Sites based in home visiting programs struggled, since home visiting was resource-intensive and many fathers did not live with their children.
- Many sites established collaborations with other local agencies. This was problematic if one agency did not take a strong lead. In addition, increasing the number of collaborators did not necessarily increase the number of participants.

## Program Structure

**Was there a planning or pilot phase?**

Yes

**Length of planning/pilot**

The demonstration was described as a pilot; it began in July 2000 and ended in May 2004.

**Timeframe for program operation**

See length of planning/pilot

**Sites and service-delivery settings**

A total of 11 demonstration sites in Texas varied in the types of agencies implementing the program.

Austin: Collaboration between community health clinic and a community-based organization

Baylor: Collaboration with workforce and child support agencies

Dallas: Collaboration between YMCA and high schools

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	El Paso: Collaboration between Planned Parenthood, YWCA, and another community-based organization
	Houston: Teen health clinic
	Huntsville: School-based site
	Laredo: Faith-based organization
	Lufkin: Faith-based organization
	San Angelo: Healthy Families USA, a home visiting program
	San Antonio: Healthy Families USA, a home visiting program
	Waco: Camp Fire (national organization)
	Four of the sites—Austin, Houston, Laredo, and San Angelo—offered the Project Bootstrap model.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban, rural, suburban
<b>Organizational partnerships</b>	<p>TFF was started in 1999 as a partnership between the Hogg Foundation for Mental Health and the Center for Public Policy Priorities. TFF brought together additional organizations to provide funding for the initiative. These organizations, however, generally did not provide much input on the design of the initiative; many had little previous experience with this population, and the field (services to low-income fathers and families) was seen as relatively new. Funders were part of an advisory board, which kept them informed on the progress of TFF.</p> <p>TFF also partnered with the Office of the Attorney General’s Child Support Division (OAG). TFF and OAG jointly applied for the funding for Project Bootstrap. In addition, the OAG worked with TFF to promote policy-change and other projects, such as a bilingual media campaign that emphasized the importance of fathers in their children’s lives; and peer learning colleges, which brought together child support and workforce agency staff to discuss fragile families.</p> <p>Sites developed their own partnerships with local service providers to offer a range of services to participating fathers.</p>
<b>Funding agency</b>	TFF was a funding intermediary for more than 30 local, state, and national funders, including foundations and public agencies. The federal OCSE provided additional funding for Project Bootstrap.
<b>Agency certifications and national affiliations</b>	Several of the implementing agencies had national affiliations, including Camp Fire, Healthy Families America, Planned Parenthood, YMCA, and YWCA.

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<b>Was participation mandatory?</b>	No
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**Staffing and Operations**

<b>Staff characteristics</b>	On average, sites had two full-time fatherhood support staff and two part-time staff for evaluation and project management. Sites were not required to hire male staff, but many did so to make the programs more father-friendly. To recruit male case managers, sites often emphasized experience rather than education. Sites often found that men from the local communities were particularly effective and were successful at recruiting from schools, workforce organizations, juvenile justice, or other public agencies.
<b>Staff training</b>	<p>Training on the fatherhood-development curriculum used in the peer support groups was provided by the National Partnership for Community Leadership.</p> <p>Other training opportunities were provided as part of the TFF technical assistance.</p> <ul style="list-style-type: none"> <li>• A three-day workshop for case managers on the fatherhood development curriculum and promising practices for working with fragile families</li> <li>• All-site training sessions held every six months, which allowed sites to share best practices</li> <li>• Specific training sessions about issues that arose during the demonstration, such as grant-writing, fundraising, and using evaluation tools</li> </ul>
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported

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**Technical assistance**

TFF hired a workforce development coordinator to help all sites meet the employment needs of the fathers. Many sites had little previous experience with these services, and were unfamiliar with other local resources. The coordinator worked with sites to identify participant needs and develop partnerships with other agencies and/or develop organizational capacity to provide services.

Other technical assistance TFF staff provided included:

- Ongoing communication with sites, addressing their questions or concerns
- Staff training sessions, all-site meetings, and workshops
- Site visits during which TFF staff helped sites develop local collaborations with child support agencies, workforce development boards, and other organizations, and also helped draft protocols for partnerships
- Sustainability site visits, which focused on reviewing and strengthening sites' service-delivery approach. TFF staff also helped identify and recruit funders so services could continue after the end of the demonstration.

One difficulty noted was that TFF served as an intermediary and did not provide direct funding to the sites, which limited its ability to ensure adequate performance. Sometimes TFF gave feedback to foundations providing the funding, but used that approach sparingly so as not to jeopardize the relationship.

In addition to program technical assistance, sites received evaluation technical assistance from the Center for Public Policy Priorities.

**Operations manual, forms, or protocols**

Not reported

**System for tracking program performance**

The sites used the Responsible Fatherhood Management Information System (RFMIS), a Microsoft Access database developed by the Department of Health and Human Services, to monitor participant outcomes. RFMIS was used for intake and assessment information on program participants as well as monthly updates on outcomes ranging from establishment of child support to changes in marital status.

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## Recruitment

<b>Referral sources</b>	<p>Program staff: 36 percent of fathers</p> <p>Health professionals: 19 percent of fathers</p> <p>Spouse or girlfriend: 18 percent of fathers</p> <p>School: 16 percent of fathers</p> <p>Friend: 11 percent of fathers</p>
<b>Recruitment method</b>	<p>Case managers often visited other agencies and community resources to recruit participants. The most fruitful were organizations with existing relationships with young parents, including hospitals, clinics, schools, child support offices, and mothers' programs.</p> <p>Other strategies included community presentations and community wide-advertising, such as flyers and signs.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	<p>All sites struggled with recruitment. Some of the identified successful strategies were:</p> <ul style="list-style-type: none"> <li>• Many young fathers were interested in employment services, so sites used that as a way to pique interest. However, some sites found that fathers left the program once they found jobs.</li> <li>• Sites found that mothers were often easier to locate and could help them contact fathers, so some sites fostered partnerships with mothers' programs and others worked directly with mothers.</li> <li>• Schools, pre/postnatal clinics, and hospitals were good referral sources.</li> <li>• The community-wide advertising yielded few participants, but was inexpensive and boosted program recognition in the community.</li> </ul>

## Participation

### Participation incentives

Project Bootstrap (the model used in four sites) offered a \$1,325 stipend to child support obligors who participated in TFF activities, workforce services, and required child support processes. (See profile for Project Bootstrap; in some publications, the authors report the stipend is \$1,300.)

Other incentives mentioned were tangible items, such as diapers, baby food, or books.

### Initial engagement in services

Not reported

### Retention

The average length of participation was 6 months, ranging from 4 to 17 months across sites.

#### Percentage of fathers receiving services

Case management: 82 percent

Parenting education: 51 percent

Peer support groups: 33 percent

Help with parenting plans: 33 percent

Help with transportation: 33 percent

Money management/budgeting: 27 percent

Secondary education: 27 percent

Help with paternity establishment: 25 percent

Help in securing visitation with child: 23 percent

Legal assistance: 18 percent

Housing assistance: 16 percent

Primary education: 15 percent

Anger management: 13 percent

Child care: 13 percent

Health services: 13 percent

Post-secondary education: 10 percent

Substance abuse treatment/counseling: 7 percent

Mental health treatment/counseling: 6 percent

Child abuse and neglect: 4 percent

Partner abuse: 3 percent

English as a Second Language services: 2 percent

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**Participation challenges and solutions**

Retaining participants in the program was noted as a challenge. Some sites had difficulty keeping participants engaged, but one site had difficulty serving new participants because existing ones remained in the program for extended lengths of time.

Generally, retention improved over time. The authors described successful strategies that included:

- Nurturing relationships with young fathers. Sites sometimes gained the interest of fathers through their employment services, but found they had to engage fathers in other components for retention. Sites also had to build fathers' trust, since many were suspicious of social service agencies, and provided positive encouragement for all fathers' progress in meeting their individual goals.
  - Strong relationships with community partners. Developing partnerships with other agencies allowed sites to meet a wider range of fathers' needs, such as housing, child support, and transportation.
  - Securing multiple points of contact. Fathers often moved, and making phone contact was sometimes difficult. Having multiple contacts for ascertaining a father's whereabouts and keeping him engaged was useful.
  - Offer incentives. Incentives included tangible items, such as diapers and books, as well as intangible items, such as a job interview. Rather than providing toys, one site showed fathers how to make toys from such items as cardboard and rope.
  - Administrative support. Sites with administrators who were open to new ideas had more flexibility in recruitment. Conversely, some programs relied on traditional methods that had been successful with mothers even when they did not work well with fathers.
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## YOUNG UNWED FATHERS

### Study Information

<b>Program overview</b>	The Young Unwed Fathers Pilot Project aimed to help young fathers, ages 16 to 25, achieve self-sufficiency and fulfill their parental responsibilities. It was offered at six sites across the country: Cleveland, Ohio; Racine, Wisconsin; Fresno, California; St. Petersburg, Florida; Annapolis, Maryland; and Philadelphia, Pennsylvania. Each site offered a variation of the program, but the basic model included job training, educational services, fatherhood-development classes, case management, and counseling. To provide job-training services, sites were encouraged to use programs funded by the federal Job Training Partnership Act (JTPA). The combination of services was supposed to provide up to 18 months of ongoing support. The program was funded by a combination of foundation and government support, and overseen by Public/Private Ventures.
<b>Study overview</b>	The authors included qualitative and administrative data to document recruitment, retention, and implementation experiences during the first year of the program. They provide three conclusions about implementation: (1) recruitment was difficult and resource-intensive, (2) many fathers were too poor to provide stable financial support for their children, and (3) it was difficult for sites to access JTPA resources and provide services to fathers. The analysis of outcomes used 155 fathers who provided information at baseline and followup (12 months later). The results showed no significant changes in employment outcomes, financial support of children, or fathers' relationships with the mothers of their children. The fathers' report of number of weekly contacts with their children decreased over time. <i>The study has two ratings. The implementation part of the study is UNRATED. For the participant outcomes, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. This part of the study has a LOW rating.</i>
<b>Citation</b>	Watson, B. H. "Young Unwed Fathers Pilot Project: Initial Implementation Report." Philadelphia, PA: Public/Private Ventures, 1992.  Additional source:  Achatz, M., and C.A. MacAllum. "Young Unwed Fathers: Report from the Field." Philadelphia, PA: Public/Private Ventures, 1994.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.

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<b>Conflicts of interest</b>	The Fatherhood Development Curriculum was developed by Public/Private Ventures, which also conducted the study.
<b>Sample size</b>	The sample characteristics and analysis of outcomes included 155 fathers who completed an intake assessment, baseline, and followup.
<b>Race and ethnicity</b>	White: 12 percent African American: 68 percent Hispanic/Latino: 16 percent Asian American: 0 percent American Indian: 0 percent Other: 4 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 21.4 years old 17 years or younger: 5 percent 18 to 20 years: 43 percent 21 to 22 years: 26 percent 23 to 24 years: 16 percent 24 years or older: 10 percent
<b>Educational attainment</b>	8th grade or less: 3 percent 9th grade: 15 percent 10th grade: 17 percent 11th grade: 35 percent 12th grade: 23 percent Vocational school: 3 percent Some college: 5 percent Completed high school diploma: 28 percent Completed GED: 10 percent Enrolled in high school at intake: 10 percent Enrolled in GED at intake: 4 percent Enrolled in voc/tech at intake: 2 percent
<b>Employment, income, or earnings</b>	Twenty-three percent were employed at intake. Average hourly wage: \$5.19 Average weekly hours: 27
<b>Household income</b>	Not reported

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<b>Receive public assistance</b>	Received AFDC: 37 percent Received food stamps: 54 percent In public housing: 16 percent
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Baseline telephone interviews were conducted with fathers who had enrolled in the prior 10 to 12 months (so not all fathers were new enrollees). Follow-up telephone interviews were conducted approximately 12 months after baseline. The study authors presented data on several outcomes measured at baseline and followup.
<b>Description of measures</b>	Outcomes reported for the survey sample included: <ol style="list-style-type: none"> <li>1. Employment status and wages</li> <li>2. Amount of informal cash support to children</li> <li>3. Items purchased for children in month preceding survey</li> <li>4. Frequency of father's contact with child</li> <li>5. Type of relationship with mother</li> </ol>
<b>Outcomes: Fathers' economic self-sufficiency</b>	There were no significant changes in employment, having a job with health benefits, hours worked, or wages.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	There was no change in the amount of informal support fathers provided their children or the percentage of fathers who reported buying items for their children.
<b>Outcomes: Fathers' involvement with children</b>	The average number of weekly contacts fathers had with their children decreased over time.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	There were no changes in the types of relationships fathers reported with the mother of their child.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported

<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	In general, participants had to be 16 to 25 years old and have legally established paternity of their children. However, some fathers had not yet legally established paternity, and were encouraged to do so during program participation. Individual sites sometimes had additional or slightly different eligibility requirements, including a narrower age span (16 to 21 years old), eligibility for JTPA, ability to speak English, unemployed status with limited work history, and local area resident status.
<b>Participant needs assessment</b>	Some sites completed needs-assessment case plans. No other information was provided.
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Training, education, and job placement</li> <li>2. Fatherhood-development activities, including a curriculum</li> <li>3. Education and information on legal matters related to children</li> <li>4. Case management</li> </ol>
<b>Program content</b>	<ol style="list-style-type: none"> <li>1. Training, education, and jobs. Three sites (in Ohio, Wisconsin and California), with established links to JTPA resources, provided extensive employment services, including assessment, job-readiness workshops, technical-skills training, and job placement. The other three sites (Maryland, Pennsylvania and Florida) had less developed employment services.</li> <li>2. Fatherhood-development activities. The core element of this component was the Fatherhood Development Curriculum, developed by Public/Private Ventures and a team of consultants. The curriculum outline was: <ul style="list-style-type: none"> <li><u>Module I: Personal development</u> <ol style="list-style-type: none"> <li>1. Introduction (optional session on team-building)</li> <li>2. Values</li> <li>3. Manhood</li> <li>4. Stereotypes and manhood</li> <li>5. Becoming self-sufficient</li> </ol> </li> <li><u>Module II: Life skills</u> <ol style="list-style-type: none"> <li>6. Communication skills</li> <li>7. Decision-making skills</li> </ol> </li> </ul> </li> </ol>

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Module III: Fatherhood

8. Fatherhood today
9. Understanding the child support system
10. Understanding children's needs
11. A father's influence on his children
12. Coping as a single father

Module IV: Relationships

13. Relationships: What do you want?
14. Conflict resolution and anger management
15. Relationships: Getting what you want from your support network
16. Male/female relationships

Module 5: Health and sexuality

17. Health and sexuality
18. Substance abuse
19. Putting it all together

In addition to the curriculum-based groups, complementary fatherhood-development activities included outside speakers and strategies for encouraging fathers to organize family activities.

3. Counseling and other ongoing support regarding family law. Education and legal advice about paternity establishment and child support was provided through workshops led by staff or volunteer lawyers. The workshops covered the paternity-establishment process and the rights and responsibilities of noncustodial parents.
4. Case management. Case managers, whose role was to ensure fathers received the services they needed, provided ongoing assessments of fathers' needs, helped them identify goals, coordinated services, and monitored progress. Case managers also encouraged fathers to establish paternity (if they had not already done so) and helped them navigate the child support enforcement system.

**Program length**

The up-front component in three sites (assessment; job readiness; basic skills/GED, which continued beyond this period) lasted three to eight weeks, and participants were expected to attend every day.

The Fatherhood Development Curriculum and was provided at least once a week for 60 to 90 minutes. It continued for the duration of the 18 months.

Complementary fatherhood development activities, legal advice, counseling, and other ongoing support were delivered on an ad hoc basis.

Programs were encouraged to provide services for 18 months.

**Targeted outcomes**

The program was intended to improve fathers' employability and parental skills, and to increase child support payments.

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<b>Program adaptations</b>	<p>Each site implemented the program differently. Although every site provided the Fatherhood Development Curriculum, other features varied, such as services offered, whether services were in-house or through another provider, and availability of complementary fatherhood activities.</p> <p>The authors stated that only three sites had clearly defined program models. The Cleveland program focused on job placement and retention. The Fresno program offered training for specific occupations. In Philadelphia, the primary components were peer support groups and case management.</p>
<b>Available languages</b>	Offered only in English
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	<p>The authors presented estimated annual operating costs for three programs.</p> <p>Wisconsin: \$177,604</p> <p>California: \$176,324</p> <p>Ohio: \$151,520</p> <p>Annual costs per slot.</p> <p>Wisconsin: \$4,130</p> <p>California: \$4,896</p> <p>Ohio: \$5,040</p>
<b>Implementation challenges and solutions</b>	<p>Three of the sites (Maryland, Pennsylvania, and Florida) had difficulty successfully implementing the package of employment services.</p> <p>The Maryland site’s trouble was linked to a lack of program funds and staff. Staff in Pennsylvania were extremely skeptical of services offered through JTPA and attempted to create their own services, but the agency was new and lacked organizational resources. The Florida site encountered several problems: (1) its prime subcontractor went out of business at the beginning of the program, (2) about half of the fathers were not eligible for JTPA services because they were employed or did not meet income requirements, (3) there were no openings for education and skills training at the local technical education center at times that fathers could attend, and (4) many fathers chose to find their own work because the program did not offer stipends or needs-based payments.</p>

### Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	Although the study authors refer to this project as a pilot program, it involved a large-scale, long-term, multisite demonstration of programs.
<b>Timeframe for program operation</b>	The program operated for 30 months.

<b>Sites and service-delivery settings</b>	<p>The report focused on six sites, each of which had a single service-delivery location:</p> <ol style="list-style-type: none"> <li>1. Cleveland Works in Cleveland, Ohio</li> <li>2. Goodwill Industries in Racine, Wisconsin</li> <li>3. Fresno Private Industry Council in Fresno, California</li> <li>4. Pinellas Private Industry Council in St. Petersburg, Florida</li> <li>5. Friends of the Family and the Department of Social Services in Annapolis, Maryland</li> <li>6. Philadelphia Children's Network in Philadelphia, Pennsylvania</li> </ol> <p>Services were provided on site in the community, through human services agencies (JTPA, for example), schools and colleges, and subcontracted education providers (technical education centers, for example).</p>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Many sites contracted with other agencies to provide services.
<b>Funding agency</b>	The project was funded by the Charles Mott Foundation, the Ford Foundation, the U.S. Department of Agriculture's Division of Food and Nutrition Services, the U.S. Department of Labor, the Levi Strauss Foundation, the Kaiser Family Foundation, and the AT&T Foundation. Public/Private Ventures provided small seed grants and conducted the study.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	The Wisconsin site received referrals from courts that ordered fathers to participate as a result of nonpayment of child support; 64.6 percent of enrollees were mandatory referrals. Across all sites, 9.3 percent of enrollees were referred by an institution, such as juvenile court or a probation officer. The study authors did not specify whether those referrals mandated participation.

## Staffing and Operations

<b>Staff characteristics</b>	Dedicated project staff ranged from three to eight people across sites. Most sites used a combination of full- and part-time staff, which usually included case managers, facilitators, and project directors/coordinators.
<b>Staff training</b>	Prior to the start of the program, staff participated in two days of training on the Fatherhood Development Curriculum, led by the curriculum development team.
<b>Training materials</b>	Not reported

<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Child support enforcement agencies, social service programs, juvenile courts or probation officers, teachers, counselors, and social workers provided referrals. Recruitment also was done through advertising in the media; "street work" done by participating fathers; at maternity wards, schools and churches; and word of mouth of former clients. One site recruited in-school youth.
<b>Recruitment method</b>	According to the authors, across all six sites, the three major recruitment strategies were mandatory referrals from child support enforcement, voluntary referrals from child support enforcement, and community outreach.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	The goal was to serve 50 participants at each site (300 across six sites) during the period.
<b>Participants recruited</b>	As of February 1992, 228 men had enrolled in the program. By May of that year, a total of 316 participants had been recruited across the six sites.
<b>Recruitment timeframe</b>	The sample was recruited over a 15-month period.



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<b>Recruitment challenges and solutions</b>	<p>The authors reported that attracting and enrolling young fathers was difficult and resource-intensive. One problem was that some fathers were unwilling to participate because the program required legal establishment of paternity. Eligibility for JTPA services and limited availability of stipends during training were also barriers.</p> <p>Sites addressed recruitment challenges by building credibility in the community and with the population served, establishing relationships with young fathers' programs and referral sources, and by focusing organizational resources on vigorous outreach efforts.</p>
<b>Participation</b>	
<b>Participation incentives</b>	<p>One site offered participants a weekly stipend of \$90 during training; others offered \$6 per day or \$15 per week.</p>
<b>Initial engagement in services</b>	<p>Not reported</p>
<b>Retention</b>	<p>Average curriculum attendance was 81 percent in the first month and 69 percent in the second month. By the 12th month, attendance was 40.6 percent. Overall program retention was 80 percent. The report did not specify whether these attendance rates included participants who were enrolled but did not show up to any classes.</p>
<b>Participation challenges and solutions</b>	<p>Attendance at the fatherhood workshops was generally successful; across sites, 99 percent of fathers had participated. After the first two months in the program and when fathers became employed, however, attendance in the fatherhood curriculum decreased.</p>

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## C. DESCRIPTIVE STUDIES



## 24/7 DAD

## Study Information

<b>Program overview</b>	The 24/7 Dad program offers two complementary curricula for fathers: 24/7 Dad A.M., a basic fathering program, and 24/7 Dad P.M., which is more in-depth. Fathers typically take the A.M. program first, then the P.M. Both focus on five characteristics intended to help men be "a great dad 24 hours a day, 7 days a week." The five characteristics include self-awareness, caring for self, fathering skills, parenting skills, and relationship skills. Each program has 12 two-hour sessions and can be offered in group or one-on-one formats.
<b>Study overview</b>	A pre/post design was used to examine outcomes for the roughly 50 fathers who attended at least one of the two programs. Before and after the program, staff administered a fathering inventory to assess attitudes toward parenting and fatherhood, and a fathering skills survey to collect demographic information and assess knowledge and skills related to parenting and fathering. The authors reported statistically significant improvements over time for 8 of the 50 items in the fathering inventory. Statistically significant improvement was found on 7 items of the 25 in the fathering skills survey. Other items did not show significant changes. The study does not report on program implementation. <i>The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Olshansky, J. <i>24/7 Dad A.M.<sup>TM</sup> and 24/7 Dad<sup>TM</sup> P.M. Outcome Evaluation Results 2005-2006.</i> (Downloaded March 2011, <a href="http://www.fatherhood.org/Document.Doc?id=49">http://www.fatherhood.org/Document.Doc?id=49</a> )  Additional source:  Olshansky, J. <i>24/7 Dad A.M.<sup>TM</sup> Preliminary Evaluation: Baldwin County Fatherhood Initiative.</i> (Downloaded March 2011, <a href="http://www.fatherhood.org/Document.Doc?id=36">http://www.fatherhood.org/Document.Doc?id=36</a> )

## Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported

<b>Sample size</b>	The sample size differed for 24/7 A.M. and P.M. and the two outcome measures. Among 24/7 A.M. participants, 48 fathers took the fathering inventory and 40 took the fathering skills survey. Among 24/7 P.M. participants, 29 took the fathering inventory, and 30 took the fathering skills survey. All fathers who took the P.M. first took the A.M., so there may be overlap between the samples.
<b>Race and ethnicity</b>	White: 42 percent (A.M.), 33 percent (P.M.) African American: 54 percent (A.M.), 60 percent (P.M.) Other: 4 percent (A.M.), 6 percent (P.M.)
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Less than 20 years: 15 percent (A.M.), 0.03 percent (P.M.) 20 to 29 years: 26 percent (A.M.), 13 percent (P.M.) 30 to 39 years: 36 percent (A.M.), 33 percent (P.M.) 40 to 49 years: 23 percent (A.M.), 27 percent (P.M.) 50 to 59 years: 12 percent (A.M.), 13 percent (P.M.) 60 years or older: 0.02 percent (A.M.), 0 percent (P.M.) Note the percentages in the study do not sum to 100; the total reported percentages in the A.M. program sum to approximately 112 percent and the sum for the P.M. program is approximately 86.
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Annual income Less than \$15,000: 38 percent (A.M.), 50 percent (P.M.) \$15,000 to \$25,000: 40 percent (A.M.), 33 percent (P.M.) \$26,000 to \$40,000: 3 percent (A.M.), 3 percent (P.M.) Unknown: 20 percent (A.M.), 13 percent (P.M.) Employed: 80 percent (A.M.), 77 percent (P.M.)
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Participants completed two surveys—at the beginning of the study and upon completion.

<b>Description of measures</b>	Fathering attitudes, knowledge, and skills were assessed through the use of two surveys, a fathering inventory with 50 items, and a fathering skills survey with 25 items.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	<p>On the fathering inventory, there were significant changes on 8 of the 50 items, including such questions as “men are better off married,” “the best thing a dad can do for his children is to love their mother,” and “dads need to push their children to do more.” Changes on the remaining items were not significantly different over time.</p> <p>On the fathering skills survey, there were significant changes on 7 of the 25 items, including such questions as “behaviors need to be followed by consequences if children are going to learn,” “men who don’t regularly go for health checkups generally ignore early warning signs,” and “generally research shows that men who are married live fuller, happier lives than men who are unmarried.”</p>
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Not reported

<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Each program consisted of 12 two-hour sessions that were administered in a group setting or as individual one-on-one sessions.
<b>Program content</b>	Both programs focus on five characteristics: self-awareness, caring for self, fathering skills, parenting skills, and relationship skills. The program content was designed to be inclusive of different cultures, races, religions, and backgrounds. No other information was provided.
<b>Program length</b>	Fathers who participate in both the A.M. and the P.M. programs could receive up to 48 hours of programming.
<b>Targeted outcomes</b>	The program aimed to improve fathers' attitudes, skills, and knowledge related to parenting and fathering.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The study focuses on one site—Baldwin County, Alabama—which included two service-delivery locations—Bay Minette and Robertsedale.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported



<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

**Participation**

**Participation incentives** Not reported

**Initial engagement in services** Not reported

**Retention** Not reported

**Participation challenges and solutions** Not reported

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## ACCESS AND VISITATION PROGRAMS (MULTIPLE)

### Study Information

**Program overview** This study included a sample of nine states offering three types of access and visitation programs: mediation, parent education, and supervised visitation.

Mediation: An independent intermediary works with parents with disputes over child support, access, and visitation, to reach a decision that suits all parties. The study under review focused on mediation programs from Missouri, Rhode Island, and Utah.

Parent education programs: These programs have different foci, but often stress conflict resolution and increasing parent-child contact. Arizona offered a class for parents who were noncompliant with court-ordered access, Colorado offered a program for couples going through divorce, and New Jersey provided classes for unmarried parents involved in custody and parenting disputes.

Supervised visitation programs: These services provide third-party monitoring of parent-child contact and are typically ordered by judges in cases where there is a history of domestic violence, child sexual abuse, or other safety concerns. Most also offer supervised drop-off and pick-up services. The study under review focused on supervised visitation programs from California, Hawaii, and Pennsylvania.

**Study overview** The authors examined participant outcomes for the three types of programs. A 10-minute telephone interview was administered to 970 program participants (391 noncustodial parents and 579 custodial parents). The study also included a review of child support records for 173 participants in Arizona, Missouri, and Pennsylvania for 12 months prior to and 12 months after program participation. After program participation, child support payments improved for those in the mediation program. There were no significant changes for those in the parent education or supervised visitation programs. ***The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.***

**Citation** Center for Policy Research. "Child Access and Visitations Programs: Participant Outcomes, Program Analysis." Washington, DC: Office of Child Support Enforcement, Administration for Children and Families, Department of Health and Human Services, 2006.

## Study and Sample Characteristics

**Study design** The study has a post-only design for most outcomes. Participants were interviewed once and asked to recall their experiences before and after the program. For a small subset of the sample, child support records were collected before and after the program.

**Comparison condition** The study did not include a comparison group.

**Conflicts of interest** Not reported

**Sample size** The study interviewed a total of 970 parents (391 noncustodial and 579 custodial) who had completed services an average of 17 months earlier.

### Mediation (363 parents)

1. Missouri: 165 parents
2. Rhode Island: 98 parents
3. Utah: 100 parents

### Parent Education (354 parents)

1. Arizona: 156 parents
2. Colorado: 98 parents
3. New Jersey: 100 parents

### Supervised Visitation (253 parents)

1. California: 100 parents
2. Hawaii: 44 parents
3. Pennsylvania: 109 parents

The sample included 173 parents in the analysis of child support records.

Sample characteristics differed across the three types of programs.

<b>Race and ethnicity</b>	White: 53 to 83 percent African American: 8 to 24 percent Hispanic/Latino: 3 to 23 percent Asian American: one to 13 percent American Indian: one percent Other: one to 6 percent
<b>Gender</b>	Not reported
<b>Age</b>	Not reported
<b>Educational attainment</b>	Less than high school: 4 to 11 percent High school graduate: 15 to 26 percent Some training beyond high school: 13 to 19 percent Some college: 26 to 45 percent Bachelor's degree: 7 to 19 percent Graduate degree: 4 to 11 percent
<b>Employment, income, or earnings</b>	Employed full time: 59 to 80 percent Employed part time: 5 to 23 percent
<b>Household income</b>	Less than \$20,000: 25 to 50 percent \$20,000 or more: 75 to 50 percent
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Interview data were collected at 17 months, on average, after program services. Child support records correspond to 12 months prior to program participation and 12 months after.
<b>Description of measures</b>	Data were collected through phone interviews with participants. Outcomes regarding child support payments, child support compliance, levels of child contact, behavior of youngest child, parental relationships, household formation and marriage, mediation agreement rates, and parent satisfaction are all reported. Participants were asked to recall activities before and then after the program; this is not a true test of change over time.  For a subset of the sample, information was collected from child support agencies in three states (Missouri, Arizona, and Pennsylvania).

<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	After program participation, child support payments improved for those in the mediation program. There were no significant changes for those in the parent education or supervised visitation programs.
<b>Outcomes: Fathers' involvement with children</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Parenting skills</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Other</b>	Not reported

## Program Model

**Theoretical framework** Not reported

**Participant eligibility**

### Mediation

1. Missouri: Parents seeking to establish paternity or child support, or parents with a child support order
2. Rhode Island: For those who filed “miscellaneous” petitions in family court
3. Utah: Not reported; typically cases involved disputes over court-ordered parent-child time

### Parent Education

1. Arizona: Parents who are noncompliant with court-ordered access
2. Colorado: Not reported; aimed at “unserved or underserved” individuals in rural areas and divorcing parents

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3. New Jersey: Unmarried parents with custody and parenting time disputes

#### Supervised Visitation

1. California: Parents court-ordered to use services
2. Pennsylvania: Most were court-ordered to use services; other eligibility requirement not reported.
3. Hawaii: Parents court-ordered to use services

#### **Participant needs assessment**

In the Rhode Island mediation program, parents were screened for issues of domestic violence and sexual abuse. No other information was provided.

#### **Program components**

Mediation: Sessions with an intermediary to resolve disputes

Parent education: Group sessions

Supervised visitation: Third party oversees parent-child contact

#### **Program content**

Mediation was a court-based service in which an independent intermediary identified the issues and offered solutions to avoid litigation and produce a consensual agreement. In Missouri, parents had access to four hours of free mediation services. Rhode Island mediation involved two sessions: one to screen for safety issues, such as domestic violence or sexual abuse, and one to address the parents' disputes. In Utah, mediation was typically conducted in one session that lasted two to three hours.

Parent education varied by state. Arizona offered a parental conflict-resolution class, conducted by male and female facilitators. Parents in conflict with each other were not placed in the same class. Colorado offered two services, the first, "Calming Down the Conflict," was held at community college, and was typically court-mandated. The second was "Parenting Through Divorce," which covered such topics as communication and the stages of loss when divorcing. New Jersey's program, "The Best of Us for Our Child(ren)," provided information on court procedures and common family issues, and working together as a family. The program was divided into two levels. Most participants were in Level I, which included a video explaining court terms, and a lecture and discussion on separating parenting and personal relations. Level II was for high-conflict families and was offered weekly for six sessions. It addressed anger management, communication skills, mental health, substance abuse issues associated with nonpayment of child support, withholding of visitation rights, domestic violence, and child abuse and neglect.

In supervised visitation, a third party monitored parent-child contacts to ensure the children's safety. Under supervised exchange, a third party monitored families when children were dropped off and picked up to avoid parental contact or conflict. All three states in the study (California, Hawaii, and Pennsylvania) offered both supervised visitation and exchange.

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<b>Program length</b>	<p><u>Mediation</u></p> <ol style="list-style-type: none"> <li>1. Missouri: Up to four hours of free planning and facilitation services</li> <li>2. Rhode Island: Two sessions</li> <li>3. Utah: Most cases handled in a single session of two to three hours.</li> </ol> <p><u>Parent Education</u></p> <ol style="list-style-type: none"> <li>1. Arizona: One four-hour class</li> <li>2. Colorado: One 3.5-hour seminar</li> <li>3. New Jersey: Level I was 90 minutes and included a 25-minute video and 30-minute lecture; Level II was a 12-hour program conducted over six weeks.</li> </ol> <p><u>Supervised Visitation</u></p> <ol style="list-style-type: none"> <li>1. California: Up to two hours of weekly visits for six months</li> <li>2. Hawaii: Not reported</li> <li>3. Pennsylvania: Not reported</li> </ol>
<b>Targeted outcomes</b>	Increase child support payments, reduce parental conflict, and create safe environments for children and families (supervised visitation).
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	The California program had Spanish-speaking staff.
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	<p><u>Mediation</u></p> <ol style="list-style-type: none"> <li>1. Missouri: Not reported</li> <li>2. Rhode Island: Not reported</li> <li>3. Utah: Mediators charged families \$75 per hour</li> </ol> <p><u>Parent Education</u></p> <p>Not reported</p> <p><u>Supervised Visitation</u></p> <ol style="list-style-type: none"> <li>1. California program: A \$5 co-pay for parents earning less than \$30,000 or \$55 per hour for visitation and \$35 per hour for exchange</li> <li>2. Hawaii: Sliding scale of \$7.50 to \$40 per visit, although no one was refused service for inability to pay</li> </ol>

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	3. Pennsylvania: Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	The federal office of Child Support Enforcement (OCSE) awarded the grants for Access and Visitation programs in 1997.
<b>Sites and service-delivery settings</b>	<p><u>Mediation</u></p> <ol style="list-style-type: none"> <li>1. Missouri: One site; no other information provided</li> <li>2. Rhode Island: Not reported</li> <li>3. Utah: Not reported</li> </ol> <p><u>Parent Education</u></p> <ol style="list-style-type: none"> <li>1. Arizona: One site in Phoenix offered by a joint effort of Conciliation Services and the Office of the Clerk of the Court, Support Court of Arizona in Maricopa County.</li> <li>2. Colorado: Two program sites, a community college in Lamar and a child development services center in La Junta</li> <li>3. New Jersey: Not reported</li> </ol> <p><u>Supervised Visitation</u></p> <ol style="list-style-type: none"> <li>1. California: Four sites in Los Angeles were Bienvenidos Family Services, Los Angeles Wings of Faith, the Ness Center, and Richstone Family Center.</li> <li>2. Hawaii: Of four sites, two were the in city and county of Honolulu and two were rural sites in Hawaii county.</li> <li>3. Pennsylvania: Five sites in the state were Armstrong Community Action Agency, Armstrong County; YWCA in Dauphin County; Erie Family Center, Erie County; Scranton Area Family Center, Lackawanna County; and Salvation Army, Philadelphia County.</li> </ol>
<b>Required facilities</b>	Not reported

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<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Varied; included state family support division, family courts, state departments of human services, district courts, community-based organizations
<b>Funding agency</b>	Congress authorized the State Access and Visitation program which provided total annual grant awards of \$10 million per year for states. The funding comes through the federal OCSE.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Yes, for some parents.  Mediation: 63 percent (noncustodial parents); 40 percent (custodial parents)  Parent education: 90 percent (noncustodial parents); 93 percent (custodial parents)  Supervised visitation: 85 percent (noncustodial parents); 82 percent (custodial parents)  Supervised exchange: 75 percent (noncustodial parents); 90 percent (custodial parents)

## Staffing and Operations

<b>Staff characteristics</b>	<p><u>Mediation</u></p> <ol style="list-style-type: none"> <li>1. Missouri: Not reported</li> <li>2. Rhode Island: Two court-based mediators</li> <li>3. Utah: Not reported</li> </ol> <p><u>Parent Education</u></p> <ol style="list-style-type: none"> <li>1. Arizona: Class led by male-female pair of facilitators</li> <li>2. Colorado: Not reported</li> <li>3. New Jersey: Class led by parent educator</li> </ol> <p><u>Supervised Visitation</u></p> <ol style="list-style-type: none"> <li>1. California: Number not reported; all sites had Spanish-speaking staff</li> <li>2. Hawaii: Not reported</li> <li>3. Pennsylvania: Not reported</li> </ol>
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<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Arizona: Class led by male-female pair of facilitators with 15 participants No other information was provided.
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	For all types of programs, most parents were referred to services by the court. The second most common referral source was attorneys. Other sources included mediators, child support agents, word of mouth, and advertising.
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

## Participation

### Participation incentives

Not reported

### Initial engagement in services

There were a total of 4,109 participants who had participated in the programs and were contacted for the study (and thus had completed services several months earlier).

#### Mediation

1. Missouri: Typically served 800 families per year
2. Rhode Island: Served 600 to 700 families per year
3. Utah: Conducted 400 mediations per year

#### Parent Education

Not reported

#### Supervised Visitation

1. California: Not reported
2. Hawaii: In nine months of 2001, served 96 families
3. Pennsylvania: Not reported

### Retention

Mediation: Not reported

Parent Education: Across sites, the median hours of attendance was four (5.6 hours for noncustodial parents, 4.6 hours for custodial parents).

Supervised Visitation: On average, parents had used services for 4.8 to 5.9 weeks; half reported using services for three weeks or less.

### Participation challenges and solutions

Not reported

## CARING EQUATION

### Study Information

**Program overview** The Caring Equation was a program designed to improve the parenting of teenage mothers and their male partners and keep both parents in school. Typically, mothers were enrolled in the program first and then fathers were identified and enrolled, if interested. Program participants had access to ten core services, including pregnancy testing and maternity counseling, adoption counseling and referral services, education and vocational services, mental health services and referral, and counseling and referral for family planning. Fathers in the program attended father evenings, weekend workshops, job training workshops, and group sessions. Fathers also attended family activities with their partners and private sessions with their partners and case workers. Participants could remain in the program for up to one year after the baby was born. The program was implemented in 2003 in public schools in Arlington County, Virginia, with funding from the U.S. Department of Health and Human Services.

**Study overview** In this study, the author examined the father involvement components of the program, as described above. Using a pre-post design, the author examined three outcomes for approximately 200 fathers. The outcomes were subscales of a father involvement instrument: (1) father/child interaction, (2) parenting assistance, and (3) financial support. Results indicated that fathers enrolled in Caring Equation improved significantly on all three subscales between pre-test and 6, 12, and 24 months later. *The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.*

**Citation** Robbers, M. "Facilitating Fatherhood: A Longitudinal Examination of Father Involvement Among Young Minority Fathers." *Child & Adolescent Social Work Journal*, vol. 26, no. 2, 2009, pp. 121–134.

Additional sources:

Robbers, M. "The Caring Equation: An Intervention Program for Teenage Mothers and Their Male Partners." *Children & Schools*, vol. 30, no. 1, 2008, pp. 37–47.

Robbers, M. "Father Involvement Among Young Hispanics." *Families in Society: The Journal of Contemporary Social Services*, vol. 92, no. 2, 2011, pp. 169–175.

### Study and Sample Characteristics

**Study design** The study has a pre/post design; fathers' outcomes were measured before and after the program.

<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	Of the 239 fathers who were pretested, 197 completed the 6-month post-test, 194 completed the one-year post-test, and 189 completed the two-year post-test.  A subset of the sample—fathers who participated in the program between January 2003 and December 2005—completed an assessment of parenting skills, the Adult-Adolescent Parenting Inventory-Revised. A total of 159 fathers completed a pretest and 149 completed the posttest.
<b>Race and ethnicity</b>	White: 7 percent African American: 12 percent Hispanic/Latino: 80 percent Asian American: One percent Other: One percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 20.19 years Range: 16 – 30 years
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	All fathers' families had an annual household income below \$40,000.
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Father involvement outcomes were measured at the start of the program and at three times after program completion: 6 months, 12 months, and 2 years.  Parenting inventory outcomes were measured at the start of the program and six months later, although fathers may still have been receiving services.

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<b>Description of measures</b>	<p>A “fatherhood involvement” instrument was created for this study. Three subscales were used to assess outcomes.</p> <ol style="list-style-type: none"> <li>1. Father/child interaction subscale: Items include feeding, playing, bathing, holding the baby when he or she is not crying, holding the baby when he or she is crying, and reading to the baby.</li> <li>2. Parenting assistance subscale: Items include talking to a doctor or calling a clinic about the baby, and cleaning up a mess made by the baby.</li> <li>3. Financial support subscale: Items include providing money, clothes, and a place to live.</li> </ol> <p>The Adult-Adolescent Parenting Inventory-Revised (AAPI-2) includes five constructs:</p> <ol style="list-style-type: none"> <li>1. Inappropriate expectations: Unrealistic parental understanding of development</li> <li>2. Empathy: Caring and understanding</li> <li>3. Corporal punishment: Favors use of physical punishment</li> <li>4. Role reversal: Understands needs of self and child</li> <li>5. Power independence: Wants child to feel empowered</li> </ol>
<b>Outcomes: Fathers’ economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers’ well-being</b>	Not reported
<b>Outcomes: Fathers’ financial support of children</b>	At each follow-up, scores on the financial support subscale improved from baseline.
<b>Outcomes: Fathers’ involvement with children</b>	At each follow-up, scores on the father/child interaction and parenting assistance subscales improved from baseline.
<b>Outcomes: Parenting skills</b>	At the 6-month follow-up, AAPI-2 scores improved on expectations, empathy, corporal punishment, and power independence. Over that same time, scores on role reversal became less favorable.
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported

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<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	The program was based on Prochaska's Transtheoretical Model of Change (TTM). This model emphasized the potential for development and growth through five distinct phases of cognitive and behavioral processes. Applying the model to father involvement, fathers do not intend to change their behavior during the first phase, pre-contemplation. During the second phase, contemplation, fathers are expected to communicate their desire to change and become more involved with their children. In the third phase, preparation, fathers are expected to take steps towards change. In the last two phases, action and maintenance, fathers are expected to implement and sustain these changes.
<b>Participant eligibility</b>	The target population was teenage mothers and their male partners. The household income of participants' families had to be less than \$40,000 per year.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	<p>Caring Equation included ten core services:</p> <ol style="list-style-type: none"> <li>1. Pregnancy testing and maternity counseling</li> <li>2. Adoption counseling and referral services</li> <li>3. Primary and preventative health services</li> <li>4. Nutrition information and counseling</li> <li>5. Referral for treatment for sexually transmitted diseases</li> <li>6. Referral for pediatric care</li> <li>7. Education services related to family life and adolescent sexual relations problems</li> <li>8. Education and vocational services</li> <li>9. Mental health services and referral</li> <li>10. Counseling and referral for family planning services</li> </ol> <p>Fathers in the program attended father evenings, weekend workshops, job training workshops, and group sessions. They also attended family activities with their partners and families, and private sessions with their partners and a caseworker. No other information was provided.</p>
<b>Program content</b>	Not reported



<b>Program length</b>	Both mothers and fathers were eligible to participate in the program for up to one year. Participants were expected to proceed through specific phases of the TTM model during the program: <ol style="list-style-type: none"> <li>1. Pre-contemplation: before and during intake, months 1–2</li> <li>2. Contemplation: months 2–4</li> <li>3. Preparation: months 4–6</li> <li>4. Action and Maintenance: After month 6</li> </ol>
<b>Targeted outcomes</b>	Educate adolescent parents about child development, develop appropriate parenting skills, keep adolescent parents in school and encourage other educational and vocational training
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	English, Spanish
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

### Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Four years (2003 – 2007)
<b>Sites and service-delivery settings</b>	There was one site, Arlington County public schools (Virginia). The number of schools at which services were delivered was not reported.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Suburban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The program was funded by the U.S. Department of Health and Human Services.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

## Staffing and Operations

<b>Staff characteristics</b>	The program employed six full-time and several part-time caseworkers. All staff members working with fathers were Hispanic males. No details were reported about other staff qualifications.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	The educational components of the program were conducted with small groups of fathers led by one caseworker. The private sessions were conducted with the mother, father, and one caseworker. No other information was provided.
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Case managers filled out contact sheets every time a service was provided, including the type of service, who the client was, how long the contact took, the primary reason for the contact, the location of the contact, and other notes.

## Recruitment

<b>Referral sources</b>	Most referrals came from school officials, often after a student had dropped out. Also, adolescents who contacted the county for parenting services or information were referred to the program.
<b>Recruitment method</b>	In most cases mothers were referred, and fathers were located and brought into the program with the mothers' assistance. If the father could not be located or did not wish to participate, the mother could continue to receive services.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported

<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Challenges with recruitment for the program were not reported. The author attempted to recruit a no-treatment comparison group, but had difficulty identifying and retaining interested youth. In addition, some youth originally recruited as comparison group members enrolled in the program, and others did not want to participate in pretesting and post-testing.
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Between 2003 and 2007, 310 fathers were served in the program.
<b>Retention</b>	Fathers who completed 80 percent of the program received a certificate of completion; 94 percent of program fathers met this requirement.
<b>Participation challenges and solutions</b>	Not reported



## COLORADO ARREARS FORGIVENESS PROJECT

### Study Information

<b>Program overview</b>	<p>The Colorado Arrears Forgiveness Project was designed to improve payment of child support by offering noncustodial parents debt forgiveness. Noncustodial parents with state debts of \$1,500 or more were sent letters offering forgiveness of all or part of that debt in exchange for full payment of current order plus a specified monthly arrears payment over a 10-month period. The project was operated by the child support agencies in Jefferson and Larimer counties. In Jefferson, the project was open to noncustodial parents with current child support cases, and debts up to \$5,000 could be forgiven. Participants who did not pay the full specified amount for 10 consecutive months were disqualified and no debt was forgiven. In Larimer, the program was open to those with current or closed child support cases, and there was no cap on the amount of debt that could be forgiven. As with the program in Jefferson, failure to make complete and timely payments in Larimer resulted in disqualification from the program; but in Larimer debts were forgiven incrementally: for each month of compliance, 10 percent of debt was forgiven.</p>
<b>Study overview</b>	<p>The study authors examined the participation of noncustodial parents, including their payment patterns and earnings. The study found that 7.5 percent of Jefferson and 13 percent of Larimer noncustodial parents who were mailed a letter agreed to participate; the low participation rate, staff indicated, was because noncustodial parents were very suspicious of the program, and were concerned it was a “sting.” Most of those who participated were paying their current child support order and wanted to reduce or eliminate their debt. Thus, the project was less successful in attracting nonpayers, the population the staff had most hoped to reach. In both counties, project completers showed significant gains in their quarterly earnings from pre-project to post-project. In both counties, average child support payments significantly increased from prior to project entry to after project entry for program completers and program dropouts. <i>The lack of a comparison group means this study’s design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i></p>
<b>Citation</b>	<p>Pearson, J., and L. Davis. “An Evaluation of the Colorado Arrears Forgiveness Demonstration Project, Final Report.” Washington, DC: Federal Office of Child Support Enforcement, May 2002.</p>

### Study and Sample Characteristics

<b>Study design</b>	<p>The study has a pre/post design; noncustodial parents’ outcomes were measured before and after the project.</p>
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<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample size included 90 participants (with 90 child support cases) in Jefferson County and 80 participants (with 89 child support cases) in Larimer County.
<b>Race and ethnicity</b>	Not reported
<b>Gender</b>	Not reported
<b>Age</b>	Not reported
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	In Jefferson County, before the project, the average quarterly earnings were \$3,677 to \$3,868. In Larimer County, before the project, the average quarterly earnings were \$2,947 to \$3,389.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	100 percent of the sample was involved in the child support system.

## Reported Outcomes

<b>Timing</b>	The authors collected administrative data on child support payments for the year prior to and during the project, and earnings for 10 months prior to and during the project.
<b>Description of measures</b>	<p>The authors collected earnings data through unemployment insurance data. Child support payment data were collected through the automated Child Support Enforcement System.</p> <p>Average and median earnings for participants at baseline (10 months prior to project entry) and at followup (10 months after project entry), including those who completed the project and those who dropped out, were reported.</p> <p>The authors measured child support payment patterns by average payments in each county at baseline (10 months prior to project entry) and at followup (10 months after project entry).</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	In both counties, project completers showed significant gains in their quarterly earnings from pre-project to post-project. For project dropouts, there was not a statistical difference in earnings prior to and after the program in Jefferson but there was a significant reduction in earnings in Larimer.
<b>Outcomes: Fathers' well-being</b>	Not reported

<b>Outcomes: Fathers' financial support of children</b>	Average child support payments significantly increased in both counties for project completers and project dropouts.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	The Child Support Enforcement agencies of Jefferson and Larimer counties used different criteria to determine participant eligibility. The program in Jefferson County was available to noncustodial parents with open child support cases who owed at least \$1,500 within that county. Initially the program was available only to current residents of Jefferson County, but the child support agency later extended eligibility to include residents of other counties who owed child support to the Jefferson County Child Support Enforcement Agency. In Larimer, the minimum debt also was \$1,500, though unlike in Jefferson County, the child support agency offered the program to noncustodial parents with child support debt regardless of whether they had current support orders. Similar to Jefferson County, the Larimer child support agency invited residents and nonresidents with obligations to the county to participate.
<b>Participant needs assessment</b>	Participants completed an intake form that gathered demographic, financial, and child support information, and the reasons for generating child support payment debt.
<b>Program components</b>	Arrears owed by the noncustodial parent to the state on child support payments was forgiven in exchange for payment of monthly child support payments. Debt owed to the custodial parent was not forgiven.

<b>Program content</b>	<p>Noncustodial parents at both sites were invited to participate in the program for 10 months.</p> <p>Jefferson County established a per-case cap of \$5,000 of arrears that would be forgiven. If individuals did not pay the required amount each month, they were disqualified. Once registered, individuals were not contacted again until the end of the program (10 months).</p> <p>To enroll in the Jefferson program, parents had to attend (1) a group information session held during the evening at a courthouse or high school, and (2) a meeting with child support technicians at the agency during business hours.</p> <p>In Larimer County, no cap was established. After each successful month of payment, a participant was forgiven 10 percent of his or her payment arrears so at the completion of 10 months, the individual could be forgiven all debt. However, participants were disqualified if they did not complete each monthly payment.</p> <p>To enroll in the Larimer project, parents had to attend a Saturday meeting at the child support agency.</p>
<b>Program length</b>	Up to 10 months
<b>Targeted outcomes</b>	The project intended to improve child support payments for noncustodial parents in arrears, with the goal of long-term compliance with child support obligations.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	In Jefferson County, the amount of forgiven arrears was very similar to the amount collected in child support payments. In Larimer County, the amount of forgiven arrears was approximately three times the amount collected in child support payments.
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	Spring 2001 to Spring 2002



<b>Sites and service-delivery settings</b>	The project operated in two Colorado sites, Jefferson and Larimer counties, at each county's child support enforcement agency. For both sites, after initial meetings and registration, all contact was through mail.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Child support agency staff conducted the core components of the program. No details were reported about staff qualifications.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	In Larimer, compliant participants received a monthly letter indicating that 10 percent of their debt had been forgiven.
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Child support staff in both counties identified eligible participants through the Colorado Automated Child Support Enforcement System (ACSES).

<b>Recruitment method</b>	Noncustodial parents who met eligibility criteria within each county received a letter describing the program and its benefits. The letter was printed on the letterhead of a local responsible fatherhood project and emphasized the unusual and limited nature of the project. Interested parents then voluntarily attended an information session in their county and conducted intake with child support staff. In Jefferson County, participants had to attend a separate intake session following the information session. In Larimer, the information collection and intake was conducted in a single session.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	In Jefferson County, child support staff mailed invitation letters to 1,190 individuals. In Larimer County, child support staff mailed letters to 609 individuals.
<b>Participants recruited</b>	In Jefferson County, 90 noncustodial parents with 90 child support cases agreed to participate. In Larimer, 80 noncustodial parents with 89 child support cases agreed to participate.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	<p>Many letters were undeliverable: 21 percent in Jefferson and 51 percent in Larimer.</p> <p>Child support staff stated that some parents were initially suspicious of the letters received; staff in both counties, for example, reported receiving calls from parents asking if they would be arrested if they attended the information session. The program had tried to avoid some of this suspicion by printing the invitation on the letterhead of a local responsible fatherhood, but found this did not alleviate all concerns.</p> <p>Of those who enrolled for the project, 66 percent in Jefferson and 50 percent in Larimer were currently paying their child support orders. The project staff had hoped to recruit a larger proportion of nonpayers.</p>
<b>Participation</b>	
<b>Participation incentives</b>	Program participation provided forgiveness of child support debt.
<b>Initial engagement in services</b>	In Jefferson County, 90 noncustodial parents with 90 child support cases enrolled (approximately 7.5 percent of those sent a letter). In Larimer, 80 noncustodial parents with 89 child support cases enrolled (approximately 13 percent of those sent a letter).
<b>Retention</b>	In Jefferson County, 33.6 percent of those who enrolled completed the program by paying child support payments each month for 10 months. In Larimer County, 60.7 percent of those enrolled completed the program.

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**Participation  
challenges and  
solutions**

Some parents in Larimer who did not complete payments indicated in a survey that financial situations prevented their continued payments, including insufficient resources, disability, and incarceration.

Many who completed the program in Larimer were arrears-only cases, meaning there was no current child support order.

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## COLORADO PARENTING TIME/VISITATION PROJECT

### Study Information

<b>Program overview</b>	The Colorado Parenting Time/Visitation Project was designed for noncustodial parents in the child support system who had child access and visitation problems. The goal was to resolve the visitation problems with the aim of improving parent-child contact and increasing payment of child support. Participants were assigned to a child access specialist (CAS) whose primary function was to facilitate meetings between noncustodial and custodial parents to resolve the visitation disagreement. The CAS also developed a case plan for the participant, provided referrals for other needed services, and monitored the participants' use of services.
<b>Study overview</b>	To examine the effects of the program relative to other services, the authors randomly assigned parents from two counties to one of two conditions. In Jefferson County, parents were assigned to either the Colorado Parenting Time/Visitation Project or to a low-level treatment condition that received printed materials. In El Paso county, parents were assigned to either the Colorado Parenting Time/Visitation Project or to a group receiving Parent Opportunity Project (POP) services. Parents in the POP condition were referred to voluntary mediation, classes, and low-cost supervised visitation or exchange services. The authors subdivided the program group in both counties into two groups—one that participated in facilitation services and one that did not. The analyses were conducted as pre/post results within groups and showed that child support payments increased for all groups (those who participated in facilitation, those who did not participate in facilitation, the low-level treatment, and POP). <i>This study is a randomized controlled trial design but the analyses were based on groups that were not randomly assigned. Further, the baseline equivalence of the analytic groups was not established. The study has a LOW rating.</i>
<b>Citation</b>	Pearson, J., L. Davis, and N. Thoennes. "Colorado Parenting Time/Visitation Project, Evaluation Report." Denver, CO: Center for Policy Research, September 2007.

## Study and Sample Characteristics

<b>Study design</b>	The study was intended to compare a high-level treatment (the Colorado Parenting Time/Visitation Project) with a low-level treatment in two counties. In Jefferson County, parents were assigned to either the Colorado Parenting Time/Visitation project or to a low-level treatment condition that received printed materials. In El Paso County, parents were assigned to either the Colorado Parenting Time/Visitation Project or to a group receiving POP services. The existence of the POP program in this second county precluded the assignment of parents to a low-level treatment group. For the analysis, the authors subdivided the high-level treatment group in both counties into two groups—one that participated in facilitation services and one that did not. The baseline equivalence of these groups was not established. In addition, many results compare pre/post results within groups, rather than comparisons between groups.
<b>Comparison condition</b>	<p>There are two comparison conditions:</p> <p>Low-Level Treatment: Parents assigned to this condition received from the CAS a packet of materials that included contact information for parenting classes, mediation services, and forms and instructions for litigation. Parents also were referred to a help desk at the courthouse for assistance in preparing and filing required forms. Although this group was designed to have limited in-person contact, many participants pursued the other services; 53 percent, for example, reported meeting with a mediator to discuss access and visitation.</p> <p>POP: Designed to help noncustodial parents with employment and parenting, POP provided referrals to mediation services, a bimonthly class on parenting time, a multi-session parent education class, and low-cost supervised visitation and exchange.</p>
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample characteristics presented below include a subset of 289 participants in the Colorado Parenting Time/Visitation Project who requested help with parenting time. The outcomes analysis included 523 participants in the treatment group, the low-level treatment group, and POP.
<b>Race and ethnicity</b>	<p>White: 53 percent</p> <p>African American: 15 percent</p> <p>Hispanic/Latino: 27 percent</p> <p>American Indian: One percent</p> <p>Other: 4 percent</p>
<b>Gender</b>	<p>Male: Approximately 95 percent</p> <p>Female: Approximately 5 percent</p>

<b>Age</b>	Mean: 34.9 years Range: 18 to 65 years
<b>Educational attainment</b>	Highest degree None: 13 percent GED: 20 percent High school degree: 53 percent College degree or higher: 14 percent
<b>Employment, income, or earnings</b>	Annual income Less than \$10,000: 20 percent \$10,000 to \$20,000: 26 percent \$20,000 to \$30,000: 38 percent \$30,000 to \$40,000: 11 percent More than \$40,000: 5 percent
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	All participants were in the child support system.
<b>Reported Outcomes</b>	
<b>Timing</b>	<ol style="list-style-type: none"> <li>1. Parents were interviewed 6 months after enrollment.</li> <li>2. Records from the child support system were collected for 6, 12, and 18 months after enrollment.</li> </ol>
<b>Description of measures</b>	<p>The results are presented separately for the high-level treatment group that participated in facilitation, the high-level treatment group that did not participate in facilitation, the low-level treatment group, and POP.</p> <ol style="list-style-type: none"> <li>1. Questions on the parent interview asked respondents to recall activities before the program and then after the program; this was not a true test of change over time. Outcomes include frequency of parent-child contact and relationship with the other parent.</li> <li>2. Data on child support were obtained from administrative child support data.</li> </ol>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported

<b>Outcomes: Fathers' financial support of children</b>	Members of all groups made higher average child support payments in the 6, 12, and 18 months after the program than they had before the program. In addition, the percent paying no child support decreased over time.
<b>Outcomes: Fathers' involvement with children</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Access and visitation and child support have been legally distinct since the inception of the child support program in 1975. Previous research has found parents were more likely to make child support payments if they had parent-child contact. The program aimed to provide access and visitation services to parents who have complaints about child access with the goal of increasing child support payments.
<b>Participant eligibility</b>	Parents were eligible for this study if they expressed access and visitation problems to child support enforcement staff or during hearings and did not have a restraining order or child abuse filing against them.
<b>Participant needs assessment</b>	The CAS asked the participant questions from an assessment form to document the access and visitation problem and other services needed.
<b>Program components</b>	The CAS provided services to participants, including facilitation, referrals, and development of a case plan.
<b>Program content</b>	Facilitation: This was the primary component. The CAS met with the involved parent(s) and tried to resolve the access and visitation dispute. Meetings could be in person or over the phone. Most facilitation sessions (74 percent) were held jointly with both parents and were in person (73 percent). The most common topics discussed were when the noncustodial parent would see the children, telephone contact, ways for the parents to improve communication and co-parenting, and consistent visiting.



	<p>Referrals: The CAS provided referrals to several services, including mediation, parent education, low-cost supervised visitation and exchanges, employment assistance, and legal assistance.</p> <p>Case plan: The CAS recorded a recommended plan for participants, including the use of other services, and then monitored participants' progress.</p>
<b>Program length</b>	<p>The average number of facilitation sessions was 1.4, with a range of 1 to 11 (among those who participated in facilitation). The average length of the sessions 71.4 minutes.</p> <p>No other information on program length was provided.</p>
<b>Targeted outcomes</b>	Child support payments, access, and visitation
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	May 2005 to December 2006
<b>Sites and service-delivery settings</b>	Services were provided in Jefferson and El Paso counties through child support agencies and courts (the number was not specified).
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban, suburban
<b>Organizational partnerships</b>	The project involved partnerships between district courts in El Paso and Jefferson counties; the El Paso County Department of Human Services, which contracted with Policy Studies, Inc. to provide child support services; Jefferson County's Division of Child Support Enforcement; Jefferson County Mediation Services; the Office of Dispute Resolution of the Colorado Judicial Department; and the Denver Department of Human Services.

<b>Funding agency</b>	The federal Office of Child Support Enforcement (OCSE) awarded a grant to the State of Colorado Department of Human Services Division of Child Support Enforcement that funded the project.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Each county had a CAS who delivered the components of the high-level treatment. In Jefferson, the CAS was an experienced social services worker and mediator. In El Paso, the CAS was an experienced child support worker.
<b>Staff training</b>	CAS and child support personnel participated in a two-day training session on mediation and facilitation. The CAS also attended two days of training that focused on conflict avoidance and successful co-parenting.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Each county hired one CAS to handle the cases within that county.
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	<p>The project used several forms for recruitment and monitoring.</p> <ol style="list-style-type: none"> <li>1. Brief intake form, including a question on the referral source</li> <li>2. Consent form for the study</li> <li>3. The Automated Child Support Enforcement System (ACSES) and the Integrated Colorado Online Network (ICON), which recorded the results of database searches to identify domestic violence, child abuse problems, sex offense convictions, and legal and criminal history</li> <li>4. Noncustodial parent assessment was a form the CAS used to document access and visitation issues and the need for other services</li> <li>5. Custodial parent assessment form was similar to the noncustodial parent assessment form</li> </ol>

	<ol style="list-style-type: none"> <li>6. Case plan was a form the CAS used to document the recommended services and next steps for participants, plus services received</li> <li>7. Facilitator form was completed by the CAS after a facilitation session</li> <li>8. Immediate case outcome form was used to document any exclusions from the project</li> </ol>
<b>System for tracking program performance</b>	See above
<b>Recruitment</b>	
<b>Referral sources</b>	Staff identified parents who indicated they had access or visitation problems during conferences or hearings to establish child support orders, phone calls or visits concerning nonpayment, or court proceedings for contempt or child support order modification. The receptionist at the child support agencies in both counties also provided parents with study materials if they visited the offices for any reason.
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	A total of 715 cases were referred to the program.
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	June 2005 to October 2006
<b>Recruitment challenges and solutions</b>	Since child support and visitation and access have been legally distinct for so long, the authors reported it was difficult to change staff and noncustodial parents' opinions. Staff were somewhat ambivalent about providing these services to noncustodial parents. The CAS tried to encourage recruitment efforts with incentives such as pizza parties and dress-down privileges. Noncustodial parents were skeptical that the child support system would help with their issues of access and visitation.
<b>Participation</b>	
<b>Participation incentives</b>	Parents were not given incentives for participating in the study, but those selected for the follow-up interview received a \$20 gift certificate to a fast food restaurant.
<b>Initial engagement in services</b>	Of noncustodial parents recruited for the program, 37 percent in Jefferson and 30 percent in El Paso received services.
<b>Retention</b>	For the parents who attended any sessions, the mean number of sessions attended was 1.4 (range was one to 11).

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**Participation  
challenges and  
solutions**

The authors indicated that the most common reasons for lack of participation were (1) the custodial parent’s refusal to cooperate (71 percent of eligible, unserved cases in El Paso and 68 percent eligible cases in Jefferson) and (2) the noncustodial parent’s lack of cooperation (about 30 percent of eligible unserved cases).

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## DADS ACTIVELY DEVELOPING STABLE FAMILIES (DADS)

### Study Information

<b>Program overview</b>	The Dads Actively Developing Stable Families Project (DADS) was designed to teach fathers parenting skills and to recognize their importance in their children’s lives. The DADS curriculum included such topics as developing play skills, effective discipline skills, and stress management. The program was implemented with groups of fathers to create a supportive environment, and facilitators emphasized that all participants had valuable information to contribute. DADS has been implemented in multiple formats, with the length of instruction ranging from 12 to 24 hours, and in different settings, including community settings and prisons.
<b>Study overview</b>	The study examined the program as implemented in the Florida state prison system. DADS was offered to fathers selected by prison officials in four correctional facilities and delivered in four sessions, each lasting three hours. There were 63 participants; 46 participated with an on-site facilitator, and 17 through distance learning using live simultaneous broadcasting with one of the other prisons. Using a pre/post design, the authors examined eight outcomes on the fathers’ relationships with children and partners, including avoiding harsh punishment and encouraging emotional expression. The authors found significant improvements at the end of the program on three of the eight measures: permitting self expression, avoiding harsh punishment, and choosing nonphysical punishment. <i>The lack of a comparison group means this study’s design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Cornille, T., L. Barlow, and A. Cleveland. “DADS Family Project: An Experiential Group Approach to Support Fathers in Their Relationships with Their Children.” <i>Social Work with Groups</i> , vol. 28, no. 2, pp. 41-57.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers’ outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The study included 63 inmates who participated in the DADS program. Of these, 46 inmates at three correctional facilities took part in sessions with an on-site instructor and 17 inmates at a fourth facility took part in video sessions.
<b>Race and ethnicity</b>	Not reported

<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Average: 33.8 years old Range: 20 to 57 years old
<b>Educational attainment</b>	Did not complete high school: 35 percent Completed high school or vocational training: 59 percent Attended college: 7 percent
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Less than \$10,000: 34 percent \$10,000 to \$20,000: 17 percent \$20,000 to \$30,000: 10 percent \$30,000 to \$40,000: 20 percent More than \$40,000: 20 percent
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	A questionnaire was administered to all participants prior to the first meeting and at the end of the last meeting.
<b>Description of measures</b>	<p>At each facility, the facilitators monitored the data collection process, except at the distance-training site (where a classroom teacher observed the data collection). Fathers completed a standardized questionnaire, the Fathers' Parental Attitude Research Instrument (PARI Q4), from which the authors selected nine five-item subscales:</p> <ol style="list-style-type: none"> <li>1. Encouraging verbalization</li> <li>2. Fostering independence</li> <li>3. Permitting child's self expression</li> <li>4. Avoiding harsh punishment</li> <li>5. No physical punishment</li> <li>6. Avoiding strictness</li> <li>7. Encouraging emotional expression</li> <li>8. Change orientation (father's willingness to modify his own behavior)</li> <li>9. Social desirability (described as a nonsubstantive subscale)</li> </ol> <p>No other information on the subscales was provided.</p>

<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	At the last class session, based on self report, fathers demonstrated significant improvement relative to the first class session in three of the eight substantive scales (permitting self expression, avoiding harsh punishment, and no physical punishment). The authors examined these changes in self-reported parenting behavior separately for the face-to-face and distance-education sites. Fathers in the distance-education format had significant improvements in the three subscales (permitting self expression, avoiding harsh punishment, and no physical punishment), and the fathers in the face-to-face format showed improvement in one subscale (avoiding harsh punishment).
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	DADS provides a “psychoeducational” approach, which attempts to build the self-efficacy of fathers. The sessions were designed to be delivered in father-only groups with the belief that men will more actively participate in this setting. Fathers are encouraged to learn from and support one another; all participants are treated as having something valuable to share. Facilitators are encouraged to self-disclose, model appropriate behaviors, and persuade participation. Group meetings move from establishing basic trust through promoting individualized approaches to fathering.
<b>Participant eligibility</b>	Not reported

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<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The core component of the DADS program was a class centered on group process and experiential activities for fathers. Parenting manuals were provided to all participants.
<b>Program content</b>	<p>The study described the curriculum as eight sessions, although the length and format of the program varied.</p> <p>Session I. DADS Actively Developing Self. Fathers were led through a process of recalling their history of being fathered and sharing recollections of the birth of their children, and understanding how these events have formed their personal model of fatherhood.</p> <p>Session II. DADS Actively Developing Safety and Sensitivity. The group discussed a child's need for a home that is safe, secure, predictable, and reliable. These four concepts were illustrated and defined through participating in role-playing activities, discussing current news stories, and viewing relevant videos.</p> <p>Session III. DADS Actively Developing Play Skills. Participants were taught that not all play stimulates the same part of the brain, and they were encouraged to develop new play skills. When the program was presented in community settings, fathers brought their children to the following meeting to participate in play activities and demonstrate their new knowledge. Their new play skills then became the foundation for a series of assignments for the fathers to carry out with their children.</p> <p>Session IV. DADS Actively Developing Communication Skills. Fathers were taught how to distinguish between superficial and deeper meaning in verbal communication. They received pointers on effective communication, such as putting the newspaper down or muting the television. Fathers learned about using nonthreatening body language, particularly when talking to their children.</p> <p>Session V. DADS Actively Developing Stress Management Skills. Fathers were given a model of stress, and discussed some of the properties of stress, such as cumulative effects and how it can lead to explosive behaviors. Fathers were instructed to develop an action plan for managing stress in their family.</p> <p>Session VI. DADS Actively Developing Effective Discipline Skills. Fathers discussed the foundations for successful discipline, including bonding, family atmosphere, communication, child development, and stress management. They brainstormed long-term parental goals for their children and learned through role-playing activities how to use logical consequences as a way of effective discipline.</p>

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	<p>Session VII. DADS Actively Developing Experiential Skills. In the community setting, fathers brought their children to the class to demonstrate what they have learned. Fathers worked through exercises with their children and observed their child’s interactions.</p> <p>Session VIII. DADS Actively Developing Experiential Skills. Fathers graduated from the course and were given certificates. Families were invited to participate in the celebration.</p>
<b>Program length</b>	Four classes of three hours each (12 hours total) were held for participants in the study summarized here. The program was also described as eight sessions of 2.5-hours each (20 hours total).
<b>Targeted outcomes</b>	The goals of the program were for each father (1) to recognize his potential impact on his children; (2) improve his desire to be an equal parent; (3) develop a personal model of fatherhood as a “generative” dad; (4) develop strategies for establishing a safe, reliable home environment; (5) appreciate the value of play for children; and (6) improve skills for communication, stress management, and discipline.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<ol style="list-style-type: none"> <li>1. Feedback from participants indicated that the participant manual should be less academic and more user-friendly. Inmates also suggested that the manual be designed in more of a workbook format and augmented with a digital version—recommendations the program developers reported they would act upon.</li> <li>2. The length of the program was not always sufficient to complete all material, and was increased for future implementation. The prison program, for example, was extended to a fourth session, adding three hours of material.</li> <li>3. Meetings in the corrections facilities were frequently interrupted, which distracted participants. It was determined that hosting the programs in the prison chapels provided a good environment because inmates seemed more relaxed in that setting, there were fewer distractions and interruptions, and the chaplains were able to provide follow-up services to the fathers and their families.</li> </ol>

## Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
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<b>Length of planning/pilot</b>	In 1997, 17 fathers and 32 children participated in a 24-hour program. During that same year, 25 inmates in a state prison participated in a 12-hour program.
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	<p>In the study summarized here, the program was implemented in four state prisons in Florida. Courses were taught at three correctional facilities. A fourth institution participated through live audio-video broadcasts as the program was being taught in one of the other institutions.</p> <p>Since 1997, more than 3,300 fathers have participated in the program in 24 different settings across the southeastern United States, including community settings, prisons, and churches.</p>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Florida Department of Corrections
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	In the face-to-face settings, facilitators were used on site. In the distance-learning setting, participants could interact with the facilitator through the video broadcast, and a class manager was present on site to distribute materials and maintain order. No other information was provided.
<b>Staff training</b>	Not reported, but a model was being developed to include on-site training.
<b>Training materials</b>	The group leaders followed the format detailed in the DADS Family Project Manual.
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported

<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	The program included the DADS Family Project Manual (for facilitators) and the DADS Family Parenting Manual (for fathers).
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	For the current study, inmates from the four state prison facilities were selected by state prison officials to participate. No other information was provided.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	A total of 63 fathers participated in the DADS program in the study.
<b>Retention</b>	A certificate of completion was given to each father who completed the classes and took the pretest and post-test measures. All 63 fathers who initiated the program completed the program.
<b>Participation challenges and solutions</b>	Not reported



## DADS MATTER

### Study Information

<b>Program overview</b>	Dads Matter was designed to help fathers improve their parenting skills and relationships with their children. Services included parenting sessions called “Dad2Dad,” father–child activities, and a newsletter. Dad2Dad involved six sessions structured around an adapted version of the 24/7 Dad curriculum (see profile of 24/7 Dad for more information). The program was offered in Fayette County, Pennsylvania.
<b>Study overview</b>	The author conducted an analysis of fathers’ parenting knowledge and confidence before and after participation in Dad2Dad sessions. For the confidence measures, fathers completed surveys before and after the program. For the knowledge measures, fathers completed surveys at the beginning and the end of each of the six sessions, for a total of 12 data points. Between 24 and 32 fathers completed the various surveys. The results showed favorable changes on 12 out of 14 measures of confidence and the overall measures of knowledge. <i>The of a comparison group means this study’s design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Evans-Rhodes, D. “Dads Matter Performance Measures, 2009–2010: Preliminary Results for Confidence and Knowledge.” Germantown, MD: National Fatherhood Initiative, 2010.

### Study and Sample Characteristics

<b>Study design</b>	This study had a pre-post design, with fathers’ characteristics measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample size varied depending on the measure. For the confidence measures, 32 fathers completed the pre-test and 30 completed the post-test. Between 25 and 32 fathers completed the knowledge measures.
<b>Race and ethnicity</b>	Not reported
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Not reported
<b>Educational attainment</b>	Not reported

<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	The confidence measure was assessed at the beginning and end of the Dad2Dad program. The knowledge measures were assessed before and after each of the six sessions.
<b>Description of measures</b>	<p>Two types of measures were used to assess progress in fathers. The first was confidence in parenting, which included 14 items, such as fathers' confidence in their ability to instill values in their children and help them receive good grades. Responses were rated on a 100-point scale ranging from 0=cannot do this at all to 100=highly certain can do it.</p> <p>Parenting knowledge was also assessed. Items included "it is not important for me to respect the mother of my child," and "children do best when their fathers set reasonable goals for them." Responses were made using a 5-point Likert scale ranging from 1=totally disagree to 5=totally agree.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	<p>From pre- to post-test, fathers' reported confidence in their parenting abilities increased on 12 of 14 measures.</p> <p>Fathers' overall knowledge of parenting also increased over time.</p>
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported

<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Not reported
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Program components were Dad2Dad sessions, father–child activities, and a newsletter.
<b>Program content</b>	The Dad2Dad sessions included an adapted version of the 24/7 Dad curriculum. No other information was provided.
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	Not reported
<b>Program adaptations</b>	The Dad2Dad sessions adapted the National Fatherhood Initiative’s 24/7 Dad curriculum by condensing the 11-session curriculum into 6 sessions. The Dad2Dad program excluded the 24/7 Dad session on spirituality.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported

<b>Sites and service-delivery settings</b>	The Dads Matter initiative was organized by the Private Industry Council of Westmoreland/Fayette, Inc., in Fayette County, Pennsylvania. No other information was provided.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported



**Recruitment**

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

**Participation**

<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported



## EARLY HEAD START

### Study Information

<b>Program overview</b>	Early Head Start (EHS), a federally funded program for low-income pregnant women and families with children up to 3 years old, is designed to support the development of young children and promote healthy family functioning. The program included in this study used home visits to educate and connect with families in a semi-rural area. Families also participated in weekly "socialization" groups where parents and children played together. The program emphasized fathers' involvement by scheduling home visits when they were present, encouraging them to attend the socialization groups, and offering specific activities for them. In addition, the program had a staff person—the father-involvement specialist—who planned activities and events for fathers, developed resources for staff to promote father involvement, and created weekly handouts with suggested father-child activities.
<b>Study overview</b>	In the study, 196 eligible families who applied for the program were randomly assigned to an EHS treatment group or to a comparison group. Of those families, 148 had an identified father or father figure; 74 families were included in the followup when the child was 24 months old. The results indicated that fathers in the EHS group engaged in more complex social interactions with their 24-month-old child during toy play than did comparison group members. <b><i>The study is a randomized controlled trial; there was high attrition from the sample and baseline equivalence was not established. The study has a LOW rating.</i></b>
<b>Citation</b>	Roggman, L. A., L. K. Boyce, G.A. Cook, K. Christiansen, and D. Jones. "Playing with Daddy: Social Toy Play, Early Head Start, and Developmental Outcomes." <i>Fathering: A Journal of Theory, Research, and Practice About Men as Fathers</i> , vol. 2, no. 1, 2004, pp. 83-108.

### Study and Sample Characteristics

<b>Study design</b>	In one site, 196 families were randomly assigned to a program or comparison group; 148 families had a "consistently-identified" father. The study had high attrition: 74 families remained in the analysis. It could not be determined whether the groups were equivalent on baseline on the characteristics of interest.
<b>Comparison condition</b>	The comparison condition was no treatment. The authors stated there were no similar public programs in the area that targeted fathers.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The baseline sample size was 148; the analysis sample size was 74 (35 in the EHS treatment group and 39 in the comparison group).

<b>Race and ethnicity</b>	White: 97 percent African American: Not reported Hispanic/Latino: Not reported Asian American: Not reported American Indian: Not reported Other: Not reported
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Not reported
<b>Educational attainment</b>	Ninety percent of the fathers had completed high school.
<b>Employment, income, or earnings</b>	Seventy percent were employed at least 40 hours per week.
<b>Household income</b>	Annual family incomes were approximately \$10,000.
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Follow-up data used in the impact analyses were collected via videotaped home visits when the child was 24 months old.
<b>Description of measures</b>	Father-toddler social toy play was measured by observational coding of videotaped play sessions. The quantity and quality of assertions, responses, and sequences between father and toddler were rated on a 1 to 7 scale, created for this study.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	When children were 24 months old, fathers in the EHS treatment group engaged in more complex father-toddler social toy play compared to those in the comparison group.
<b>Outcomes: Parenting skills</b>	Not reported

<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	To participate in EHS, low-income families had to meet specific federal poverty guidelines.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Home visiting was the core component. In addition, fathers were given weekly activities to do with their toddlers and were encouraged to attend socialization groups. Other activities were available intermittently, such as holiday celebrations, father-child breakfasts, and events for fathers only, such as watching football.
<b>Program content</b>	Home visitors encouraged father-toddler play, directed fathers' attention toward their children, and helped fathers respond to cues. The purposes of the home visits were to: (1) teach fathers about how playing with toddlers promotes early development, (2) teach fathers to recognize the child's cues and let the child take the lead in play, (3) help fathers become more comfortable playing with their toddlers, and (4) link fathers to the other services provided by EHS.
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	The program was intended to improve father-toddler social toy play and support child development.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported

<b>Implementation challenges and solutions</b>	<p>Fathers' work schedules made it difficult to schedule home visits when they were certain to be present. If a father was not present during the visit, the home visitor would encourage mothers to include the fathers in planned activities with the child.</p> <p>In addition, some fathers were reluctant to become involved with EHS, which they perceived to be targeting mothers and infants. To engage fathers who were present in the home visits, the home visitor would ask the fathers to do specific tasks, direct the father's attention to the child, point out the child's positive reactions to the father, and try to know the fathers as individuals.</p>
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### Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The program involved a single, local EHS program. Services were delivered through home visits.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Rural
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The program was funded by the Administration for Children, Youth, and Families.
<b>Agency certifications and national affiliations</b>	EHS
<b>Was participation mandatory?</b>	Not reported

### Staffing and Operations

<b>Staff characteristics</b>	The program had an employee designated as a father-involvement specialist.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported

<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	The program recruited 196 families. Among the recruited families, 148 had a consistently-identified father.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported





## EMPLOYMENT PARTNERSHIP PROJECT

### Study Information

<b>Program overview</b>	The Employment Partnership Project was designed to increase collaboration between the county work programs and child support agencies to help noncustodial fathers increase their employment and child support payments. Unemployed noncustodial fathers were referred to the program if they appeared at a participating child support agency or court to establish or enforce a child support order, or were delinquent in child support payments. Fathers were referred to a career counselor at the local workforce agency who focused on helping them obtain employment and monitored their attendance and participation. Following the career counselor's initial assessment of the participants' needs and strengths, they were eligible for: (1) job referrals, interview training, and other job-search assistance; (2) money for clothes, gasoline, and/or bus tokens; (3) vocational training; (4) referrals to other services, including a faith-based parenting program; and (5) case management, which included coordination between the counselor and child support worker, child support education, and facilitation of visitation of the nonresident child(ren). Noncompliant participants were reported to child support workers for enforcement of child support payments.
<b>Study overview</b>	The authors used a randomized controlled trial design to assess noncustodial fathers' employment and child support payments following program participation. The study included 412 noncustodial fathers in the treatment group and 126 in the comparison group. After the program ended, the authors subdivided the treatment group into three smaller groups on the basis of dosage: failed to appear for intake, participated only in the intake and initial assessment, and participated beyond the intake and assessment. Analyses were conducted within these three treatment groups and the comparison group. In the analysis of pre/post differences, there was no change in employment levels for any of the groups. The percent of child support that fathers paid as a proportion of the amount due increased at both 6 months and 12 months following random assignment for all three of the treatment subgroups, but not for the comparison group. <i>This study is a randomized controlled trial design but the analyses were based groups that were not randomly assignment. Further, the baseline equivalence of the analytic groups was not established. The study has a LOW rating.</i>
<b>Citation</b>	Pearson, J., and N. Thoennes. "Tarrant County Employment Partnership Project." Washington, DC: Federal Office of Child Support Enforcement, February 2006.

## Study and Sample Characteristics

<b>Study design</b>	The authors randomly assigned noncustodial fathers to either a treatment or a comparison condition on the basis of the last digit of the individual's social security number. After the study ended, the authors subdivided the treatment group into three smaller groups on the basis of dosage: failed to appear for intake, participated only in the intake and initial assessment, and participated beyond the intake and assessment. Analyses were conducted on these three treatment groups as well as on the comparison group, but the baseline equivalence of these groups was not established. In addition, some of the analyses were pre/post differences within groups and did not include comparisons across groups.
<b>Comparison condition</b>	Members of the comparison group received a referral to the local workforce agency (WorkAdvantage), where they could receive the standard set of services available to walk-in clients at Tarrant County Career Centers. No other information was provided.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	A total of 126 fathers were assigned to the control group and 412 to the treatment group. For the analysis, the authors subdivided the treatment group into those who failed to appear for intake (252 fathers), those who completed an intake but received no additional services (70), and those who completed an intake and received additional services (126). The total of these three subgroups is 448, a discrepancy from the 412 members of the treatment group reported elsewhere by the authors.
<b>Race and ethnicity</b>	White: 26.7 percent (treatment), 35.2 percent (comparison) African American: 50.4 percent (treatment), 43.2 percent (comparison) Hispanic/Latino: 21.5 percent (treatment), 20.0 percent (comparison) Other: 1.5 percent (treatment), 1.6 percent (comparison)
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 32.4 years old (treatment), 32.1 years old (comparison) Range: 18 to 58 years old
<b>Educational attainment</b>	Highest Degree Earned None: 28.9 percent (treatment), 24.0 percent (comparison) GED: 21.0 percent (treatment), 28.0 percent (comparison) High school diploma: 38.4 percent (treatment), 40.8 percent (comparison) Technical school or AA degree: 6.4 percent (treatment), 4.8 percent (comparison) College degree or higher: 5.4 percent (treatment), 2.4 percent (comparison)

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<b>Employment, income, or earnings</b>	Unemployed: 91.6 percent (treatment); 91.9 percent (comparison) Median weeks unemployed, if not zero: 16 (treatment); 12 (comparison)
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	100 percent

## Reported Outcomes

**Timing** The authors reported information on fathers' employment and child support payment in the 12 months prior to and 12 months after their assignment and enrollment. Child support payment information in the 6 months following random assignment also was included.

**Description of measures** Fathers' economic self-sufficiency

The authors used quarterly wage records reported by employers to the Texas Workforce Commission in the four quarters before random assignment and in the four quarters following random assignment.

1. Employment: Fathers who appear in the wage records for a given quarter are counted as employed in that quarter; others are not. Reports were aggregated over the four quarters to determine the total number of quarters the father had been employed during the period (0 to 4).
2. Earnings (classifying those not employed as zero earnings): Quarterly records of earnings were aggregated to measure annual earnings. For each quarter, men who did not appear in the wage records were assigned zero earnings.
3. Earnings (among those with earnings more than zero): Quarterly records of earnings were aggregated to measure annual earnings. Men who did not appear in the quarterly wage records in any of the four quarters following random assignment were excluded.

Child support

Data on child support payments from the automated child support information system TXCSES were used to measure child support payments (1) in the 12 months prior to random assignment, (2) in the first 6 months following random assignment, and (3) in the first 12 months following random assignment. This information was used to compute the percent of due child support that was paid.

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<b>Outcomes: Fathers' economic self-sufficiency</b>	The authors report no significant change in employment rates of fathers in any of the four groups analyzed, and there were no significant differences in employment rates across groups. In the four quarters following group assessment, fathers in the treatment group who attended only the intake had significantly higher earnings than fathers in any other group (failed to appear for intake, participated beyond the intake and assessment, and comparison) and the same is true when fathers not appearing in any of the wage records are excluded. No statistical tests of between-group differences in change were reported.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	The percent of child support that fathers paid as a proportion of the amount due increased at both 6 months and 12 months following random assignment for all three of the treatment subgroups, regardless of level of program participation. The amount of child support paid as a proportion of the amount due did not increase by a statistically significant amount for comparison group fathers. No statistical tests of between-group differences in change were reported.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported

<b>Participant eligibility</b>	<p>Eligible participants:</p> <ol style="list-style-type: none"> <li>1. Were unemployed (indicated by no employer of record on child support papers)</li> <li>2. Were male, noncustodial parents</li> <li>3. Were not on community supervision for nonpayment of child support</li> <li>4. Had contact with the child support system in Tarrant County either by appearing at court or at one of three child support agencies to establish a child support order or for enforcement of an existing order, or because of being a delinquent obligor.</li> </ol>
<b>Participant needs assessment</b>	Needs were assessed at the initial meeting with the career counselor.
<b>Program components</b>	<p>Noncustodial fathers were referred to a career counselor who met with the participant and coordinated with the referring child support worker. The counselor performed an initial intake and needs assessment and on an as-needed basis provided: (1) job referrals, interview training, and other job search assistance; (2) money for clothes, gasoline, and/or bus tokens; (3) vocational training; (4) referrals to other services, including a faith-based parenting program; and (5) case management, which included coordination between the counselor and child support worker, child support education, and facilitation of visitation of the nonresident child(ren).</p> <p>Fathers who did not comply with the program referral were reported to child support workers for enforcement.</p>
<b>Program content</b>	Not reported
<b>Program length</b>	Not reported.
<b>Targeted outcomes</b>	The program sought to increase the employment and child support payments of noncustodial fathers.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	The authors reported that some participants and child support workers had difficulty reaching the career counselor for services, and some child support workers complained that the counselor did not monitor participants sufficiently to refer them for enforcement activities.
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	No

<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	Initial intake and assessment generally occurred at the workforce agency, WorkAdvantage. Some early orientation sessions took place at the Texas Office of the Attorney General (OAG), Child Support Division.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	The following organizations participated in the project: Texas OAG; WorkAdvantage; State of Texas District Court Masters for Tarrant County; Tarrant County Probation Office; Tarrant County Probation Office; and NewDay FOCUS (Fathers Offering Children Unfailing Support).
<b>Funding agency</b>	Funding was provided through the federal Office of Child Support Enforcement.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	A career counselor met with all participants on an as-needed basis.
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported

<b>System for tracking program performance</b>	The counselor completed a monthly report for each noncustodial father he had contact with in that month.
<b>Recruitment</b>	
<b>Referral sources</b>	Court and child support office (initially one agency but expanded to three)
<b>Recruitment method</b>	<p>Unemployed noncustodial fathers who went to one of the child support offices or to court to participate in order establishment and enforcement were recruited. Child support workers were responsible for identifying and referring potential participants to the program.</p> <p>Later, mass mailings went to delinquent obligors, expanding the pool of potential participants. All fathers were given a letter explaining the possibility of enforcement actions if they failed to find employment and pay child support. Members of the treatment group who did not attend an orientation within two weeks were contacted by telephone, and those who did not attend within 30 days were sent a reminder postcard.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	A total of 412 noncustodial fathers were enrolled in the program.
<b>Recruitment timeframe</b>	Recruitment was conducted over 18 months, from February 2004 through July 2005.
<b>Recruitment challenges and solutions</b>	The authors reported difficulty in recruiting unemployed noncustodial fathers. To increase the pool of potential participants, two additional child support agencies were added to the efforts and a mass mailing of delinquent obligors was done.
<b>Participation</b>	
<b>Participation incentives</b>	Members of the treatment group who participated were exempt from enforcement actions (driver's license suspension and contempt proceedings) for failing to pay child support. Those who failed to comply with the notice to report for an intake and assessment were reported to enforcement agencies.
<b>Initial engagement in services</b>	Of the 412 noncustodial fathers enrolled in the program, 199 participated in the initial intake and needs assessment.

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<b>Retention</b>	<p>Those who participated in initial intake and needs assessment participated in:</p> <ol style="list-style-type: none"> <li>1. Education: 9.4 percent</li> <li>2. Any employment activity: 87.4 percent <ol style="list-style-type: none"> <li>a. job referrals: 68.5 percent</li> <li>b. job readiness: 2.4 percent</li> <li>c. short-term job training: 15.0 percent</li> <li>d. longer-term job training: 1.6 percent</li> <li>e. vocation rehabilitation: 0.8 percent</li> </ol> </li> <li>3. Any child support activity: 9.4 percent</li> <li>4. Any access and visitation activity: 3.9 percent</li> <li>5. Any parenting-skills activity: 3.1 percent</li> <li>6. Other: 16.5 percent</li> </ol>
<b>Participation challenges and solutions</b>	<p>Some individuals associated with targeted fathers phoned the project coordinator and indicated that the father did not want to attend an orientation session at the OAG, Child Support Division, for fear of arrest. Subsequent orientations were held at the WorkAdvantage site.</p> <p>The authors reported that several noncustodial fathers said they did not participate more fully in the program because they had expected their visit to the work agency would yield an immediate job. When it did not, they became frustrated and did not believe the program would be of use.</p>

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## ENGAGING EXPECTANT AND NEW FATHERS INITIATIVE

### Study Information

<b>Program overview</b>	The Engaging Expectant and New Fathers Initiative was a small pilot program designed to expand services to fathers, including home visiting services typically provided to mothers, with the goal of engaging fathers in the prenatal period, childbirth, and infancy period. Services were provided through four organizations in Cuyahoga County, Ohio; these organizations were under contract to provide Help Me Grow, a statewide home visiting program, which typically involved mothers and children. In the Engaging Expectant and New Fathers Initiative, both fathers and mothers received home visiting services and fathers also could participate in group services and child birth education. The program enrolled fathers who were expecting a baby or had an infant up to 3 months of age, with the goal of engaging fathers in prenatal care and childbirth and involving them in cooperative parenting.
<b>Study overview</b>	The author examined the demographics of participating fathers and their engagement in prenatal and early infant care and cooperative parenting. The number of services provided to fathers and the fathers' activities in relation to identified milestones were tracked through a program checklist. The study reported on 80 fathers served from 2006 to 2007, but did not analyze change over time or other comparisons. The results showed that most fathers participated in prenatal health care, were present at the child's birth, and were present when the infant was discharged from the hospital. <i>The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Killpat, S. "Engaging Expectant and New Fathers Initiatives: Father Inclusion in Home Visiting Programs, Outcomes Analysis 2006-2007." Cleveland, OH: Community Endeavors Foundation Inc., 2007.

### Study and Sample Characteristics

<b>Study design</b>	The study has a post-only design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The outcomes analysis sample included 80 fathers served from 2006 to 2007.

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<b>Race and ethnicity</b>	White: 15 percent African American: 78 percent Hispanic/Latino: 6 percent Asian American: 1 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Average: 25 years Range: 17 to 37 years
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	Data was collected while fathers participated in the program, but the article does not report the program's length. No data were collected after fathers completed the program.
<b>Description of measures</b>	<p>Agencies gathered information on fathers' attainment of two outcomes, measured as several stated milestones, during program participation. A checklist was used to record information. Agencies reported this data, with identifying information removed, to the Community Endeavors Foundation, which conducted the outcomes analysis.</p> <p>Outcomes and milestones were:</p> <p><u>Outcome 1: Father involvement in prenatal care and childbirth</u></p> <p>Milestone 1: Participation in prenatal health care, 1+ appointments</p> <p>Milestone 2: Completion of Boot Camp for New Dads program</p> <p>Milestone 3: Presence at childbirth</p> <p>Milestone 4: Participation in childbirth and infant care in hospital</p> <p>Milestone 5: Presence at baby's discharge from hospital</p>

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	<p><u>Outcome 2: Cooperative parenting</u></p> <p>Milestone 1: Establishment of paternity</p> <p>Milestone 2: Development of formal shared-parenting plan</p> <p>Milestone 3: Establishment of formal custody and visitation</p> <p>The authors did not conduct analysis of changes in outcomes over time.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	The author did not analyze change over time or differences between treatment and comparison groups.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	The author did not analyze change over time or differences between treatment and comparison groups.
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Program design was based on research that suggested father involvement in prenatal care, childbirth, infant care and co-parenting will improve maternal and infant health, increase father-child bonding and attachment, develop stronger co-parenting relationships, establish a foundation for the development of nurturing fathers, and increase positive father involvement throughout the life of the child. Building on this, the program emphasized engaging fathers during the prenatal and perinatal periods.
<b>Participant eligibility</b>	The program enrolled expectant fathers and fathers of infants up to 3 months old. The relationship status of the father and mother was not an eligibility criterion.

<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The program provided fathers with home visits, group services, and childbirth education.
<b>Program content</b>	Fathers received home visits prior to the birth of the child and immediately following. Fathers either participated with the mother of their child or received father-specific visits.  Group services were designed to give fathers emotional and educational support. No other information was provided.  Childbirth education was offered through Boot Camp for New Dads, but the program's content was not reported.
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	The program targeted two outcomes: (1) father involvement in prenatal care and childbirth and (2) cooperative parenting.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	The pilot program started in 2004. The study reported on the 2006-2007 program year, part of the pilot period. The authors did not report when the pilot period ended.
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	Four Help Me Grow providers—three community-based organizations and a children's hospital—located within Cuyahoga County, offered the program. Fathers received visits in their homes, the providers offered group services at their program sites, and childbirth education was offered at all local hospitals.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported

<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The Cuyahoga County Board of Health's Teen Wellness Program and the Community Endeavors Foundation provided funding.
<b>Agency certifications and national affiliations</b>	Each agency was a contracted provider for Help Me Grow, a statewide home visiting program.
<b>Was participation mandatory?</b>	Not reported

### Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Staff used a checklist to track fathers' progress in achieving program milestones.
<b>System for tracking program performance</b>	Not reported

### Recruitment

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported

<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	The program engaged 80 expectant and new fathers.
<b>Retention</b>	<p>Overall, 250 home visits were provided to participating fathers, averaging 3.13 visits per father. In addition 114 father-specific visits were provided (ranging from 0 to 7 visits per father).</p> <p>Of the 80 fathers, 2 participated in Boot Camp for New Dads, the childbirth education program at the area hospital.</p>
<b>Participation challenges and solutions</b>	Very few fathers participated in the childbirth education, but the author indicated that anecdotal information suggested that participation in formal childbirth education also was low among mothers in the Help Me Grow program. Thus, the lack of engagement may not have been unique to fathers.

## ENSURING ACCESS—ENCOURAGING SUPPORT

### Study Information

<b>Program overview</b>	The Ensuring Access—Encouraging Support project was designed to increase child support payments by helping noncustodial parents (NCPs) resolve access and visitation issues. The program was targeted to NCPs who had not made child support payments in approximately three months and had a child age 10 or younger. Program services included a free consultation with an attorney; a voucher to attend parenting classes; a subscription to a website, KidsnCommon, that allowed estranged parents to communicate online; two free meetings with a certified mediator; and litigation for eligible cases.
<b>Study overview</b>	To examine the effects of the program relative to other services, the authors randomly assigned 646 fathers to a treatment group and 229 to a comparison group. The treatment group was offered all services described above, while the comparison group received limited services (such as a voucher to attend a parenting class and a subscription to the KidsnCommon site). The analyses showed that child support payments increased over time for both the treatment and comparison groups, but there were no significant differences between the groups in the total amount paid. The treatment group did have a higher amount of child support due relative to the comparison group. <i>The study is a randomized controlled trial; there was high attrition from the sample and baseline equivalence was not established. The study has a LOW rating.</i>
<b>Citation</b>	Pearson, J., and L. Davis. “Ensuring Access, Encouraging Support.” Final Report. Denver, CO: Center for Policy Research, May 2007.

### Study and Sample Characteristics

<b>Study design</b>	The authors randomly assigned 74 percent of the recruited NCPs to receive full program services and 26 percent to a low-treatment comparison group. The sample had high attrition, and baseline equivalence was not established on race, ethnicity, or socioeconomic status.
<b>Comparison condition</b>	The comparison group received lower levels of service. In addition to the class voucher and website membership that both groups received, the comparison group received a sample letter to the custodial parent that addressed access and visitation issues, contact information for legal agencies and community organizations, a “Bill of Rights of Children of Divorce,” and a referral to the Access and Visitation Hotline and website provided by Legal Aid of Northwest Texas.
<b>Conflicts of interest</b>	Not reported

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<b>Sample size</b>	The sample characteristics were based on 695 NCPs with intake forms (528 in the treatment group, 167 in the comparison group). The analysis of child support outcomes was based on 476 NCPs (312 in the treatment group, 164 in the comparison group).
<b>Race and ethnicity</b>	White: 10 percent (treatment), 9 percent (comparison) African American: 56 percent (treatment), 57 percent (comparison) Hispanic/Latino: 33 percent (treatment), 32 percent (comparison) Asian American: 0.2 percent (treatment), one percent (comparison) Other: one percent (treatment), one percent (comparison)
<b>Gender</b>	Male: 97 percent Female: 3 percent
<b>Age</b>	Mean: 32.4 years (treatment), 31.7 years (comparison) Range: 18 to 61 years
<b>Educational attainment</b>	No degree: 18 percent (treatment), 13 percent (comparison) GED: 13 percent (treatment), 5 percent (comparison) High school: 54 percent (treatment), 70 percent (comparison) College: 16 percent (treatment), 12 percent (comparison)
<b>Employment, income, or earnings</b>	Employed full time in last year 0 to 2 months: 5 percent (treatment), 6 percent (comparison) 3 to 6 months: 11 percent (treatment and comparison) 7 to 11 months: 18 percent (treatment), 14 percent (comparison) 12 months: 67 percent (treatment), 69 percent (comparison) Annual gross income (treatment only, not reported for comparison) Less than \$10,000: 21 percent \$10,001 to \$20,000: 30 percent \$20,001 to \$30,000: 26 percent \$30,001 to \$40,000: 15 percent \$40,001 to \$60,000: 8 percent More than \$60,000: 2 percent
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	All participants (100 percent) were in the child support system.

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**Reported Outcomes**

<b>Timing</b>	<ol style="list-style-type: none"> <li>1. Parents were interviewed 6 months after enrollment.</li> <li>2. Records from the child support system were collected for up to 18 months before and 18 months after enrollment. On average, data were available for 15 months before enrollment and 12 months after.</li> </ol>
<b>Description of measures</b>	<ol style="list-style-type: none"> <li>1. During the parent interview, researchers asked respondents to recall activities before the program and then after the program; this is not a true test of change over time. Outcomes include frequency of parent-child contact, child support, and relationship with the other parent.</li> <li>2. Information on child support was obtained from administrative child support data.</li> </ol>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	<p>NCPs in the treatment group had a larger amount of child support due than NCPs in the comparison group.</p> <p>Both groups increased the amount of child support paid over time. There was no difference between the groups in the amounts paid.</p> <p>Compared to the treatment group, a greater proportion of NCPs in the comparison group paid their child support via regular payments (rather than via wage withholding, federal tax refunds, or other methods).</p>
<b>Outcomes: Fathers' involvement with children</b>	The authors did not analyze change over time or differences between treatment and comparison groups.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	The authors did not analyze change over time or differences between treatment and comparison groups.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported

## Program Model

### Theoretical framework

Since 1975, access/visitation and child support have been legally distinct, but the developers hypothesized that NCPs with little to no contact with their children are less likely to provide child support. Although Texas law grants visitation rights to NCPs, many are not aware of this or are unable to assert their rights. The intent of the program was to help parents exercise their visitation rights and, ultimately, to increase their child support payments.

### Participant eligibility

1. At least one child is age 10 or younger.
2. Both parents reside in Harris or a nearby county.
3. There are no allegations of domestic violence.
4. Child support has not been paid or has only been partially paid in at least 180 days.

### Participant needs assessment

For each participant, program staff completed an intake form that included background information and the nature of the visitation problem.

### Program components

1. Free consultation with an attorney
2. Vouchers to attend classes on co-parenting and classes for high-conflict couples
3. One-year subscription to the KidsnCommon website
4. Two free conferences for both parents with a certified mediator
5. Attorney services for litigation

### Program content

1. NCPs could consult with an attorney from the county's domestic relations office (DRO) to determine whether the case was appropriate for services, discuss the visitation order, and learn about the litigation process. The attorney also promoted participation in a parent conference.
2. The Escape Family Resource Center provided four-hour classes that addressed communication, co-parenting, and conflict. The center offered additional classes for high-conflict parents on how to provide parental access safely to children.
3. The program provided a free subscription to KidsnCommon, a website that provided an internet-based method of communication for estranged parents.
4. Parents were encouraged to work with a mediator to resolve access and visitation issues. In the first meeting, they established a visitation agreement; in the second, they assessed how well the agreement was working and made modifications as needed.

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	5. DRO attorneys provided litigation services for cases in which the final order was granted in a Harris County court, the parents had participated in a conference but had not reached an agreement, or there was no conference but the custodial parent had been contacted and the NCP had three documented episodes of being denied visitation.
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	Improving NCPs’ access to and visitation with children in order to increase child support payments
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Many parents did not have Internet access and could not use the KidsnCommon site.

### Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	February 2005 to December 2006
<b>Sites and service-delivery settings</b>	The Harris County DRO coordinated and provided services. The Escape Family Resource Center provided parenting classes.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	The program was implemented by Texas Office of Attorney General and the Harris County DRO.
<b>Funding agency</b>	Federal Office of Child Support Enforcement
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

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## Staffing and Operations

<b>Staff characteristics</b>	DRO attorneys provided services, including consultation and litigation. The parent conferences were conducted by certified mediators and custody/visitation evaluators.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	<ol style="list-style-type: none"> <li>1. Intake and assessment form for NCP, completed by staff based on the interview with the NCP</li> <li>2. Assessment form for the custodial parent, similar to the NCP assessment form</li> <li>3. Investigator form, used to record any identified problems with domestic violence, child abuse, or criminal activities; information was collected from the criminal justice and court database and county records</li> <li>4. Attorney consultation form, completed by the DRO attorney, that described the meeting, including visitation problems and topics discussed</li> <li>5. Parent conference form, completed by the staff member who led the parent conference, that documented the level of hostility between parents, results of the session, and future actions</li> <li>6. Immediate case outcome form, completed by a staff member to document the outcome of the parent conference and whether the parents reached an agreement.</li> </ol>
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	Mass mailings to delinquent obligors and referrals from staff at seven child support agencies
<b>Recruitment method</b>	NCPs were initially recruited through mass mailings. The next recruitment strategy was active recruitment—having child support staff identify NCPs with visitation complaints and enroll them through in-person meetings or telephone calls. Staff also could provide the enrollment forms to the NCPs.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Program staff identified over 13,000 cases in which the NCP had not paid child support for 90 days to two years, both parents lived in Harris County, and they had a child age 10 or younger.
<b>Participants recruited</b>	In total, 875 NCPs enrolled.
<b>Recruitment timeframe</b>	March 2005 through December 2006
<b>Recruitment challenges and solutions</b>	<p>Response to the mass mailings was low; for example, the DRO only received 11 calls in response to 515 letters. The program then began active recruitment, but the authors found that some child support agencies imposed additional eligibility or recruitment requirements. For example, one agency required the NCP to come to the agency, meet a supervisor, and sign a form requesting services. Another agency excluded NCPs with pending legal actions. The authors noted that staff mainly referred cases that were at least 40 months old, although this was not an eligibility requirement.</p> <p>The authors also found that some child support staff were reluctant to address access and visitation issues. Some staff members feared that NCPs might interpret discussion of their problems with access and visitation as excusing their lack of child support payments. Other staff were concerned that addressing these issues would slow down the child support process or that they were crossing legal boundaries.</p>

## Participation

<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Approximately 40 percent of NCPs assigned to the treatment group did not receive any services.
<b>Retention</b>	Of those in the treatment group, 34 percent only had an attorney consultation, and 26 percent had an attorney consultation and parent conference.

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**Participation  
challenges and  
solutions**

The authors found that Hispanic NCPs were more likely to participate in services than white or African American NCPs.

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## THE FAMILY REINTEGRATION PROJECT

### Study Information

#### Program overview

The Family Reintegration Project, conducted by the Texas Office of the Attorney General (OAG), targeted fathers who were incarcerated or recently released from prison and who reported having at least one active child support case. The project involved state- and local-level components. At the state level, it was designed to review and disseminate information about child support and incarceration, and it included such activities as the development of a video and brochure for inmates about their responsibilities and rights regarding child support, a compilation of laws and policies for judicial and policy staff, and a statewide workgroup to review Texas policies. At the local level, the project offered direct services to inmates and parolees designed to increase child support payments, family reintegration, and employment. The services were provided in Houston and El Paso, Texas, through a collaboration of state jails and parole offices, community-based organizations, and employment service centers. Direct services were offered in three areas: (1) child support services, such as paternity and order establishment or modification of orders; (2) family reintegration services, including group sessions, referrals, and case management; and (3) employment services, such as job clubs, job placement, and help with resume development.

#### Study overview

The authors conducted a pre-post analysis of outcomes for 317 fathers who participated in the local-level services between February 2003 and June 2004. They did not, however, statistically analyze the results. They found that few participants had earnings after their release (35 percent in Houston and 28 percent in El Paso). About 45 percent paid some child support 12 months prior to release from jail and 43 percent 13 months after release (although the same participants were not included in the pre- and post-measures). The authors also compared the rate of recidivism for project participants (9 percent of 171 participants returned to jail within 9.8 months of release) with that of offenders released from Texas jails in 1998 (10 percent returned to jail within 12 months).

Interest in the program was greater than anticipated, which made it difficult for staff to provide services. Each site had expected to work with 75 participants, but over 300 enrolled. In combination with the many needs of participants following their release, such as employment, housing, and treatment for substance abuse, this overwhelmed project staff. *The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.*

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**Citation** Griswold, E. A., J. Pearson, L. Davis, and N. Thoennes. “Family Reintegration Project: Increasing Collections from Paroled and Released Non-Custodial Parents in Texas.” Denver, CO: Center for Policy Research, 2005.

### Study and Sample Characteristics

**Study design** This study had a pre-post design, with fathers’ characteristics measured before the program and following release from prison.

**Comparison condition** The study did not include a comparison group.

**Conflicts of interest** Not reported

**Sample size** The sample included 317 inmates who completed intake forms for the program (239 from Houston and 78 from El Paso).

**Race and ethnicity** White: 19 percent (Houston); 9 percent (El Paso)  
 African American: 66 percent (Houston); 9 percent (El Paso)  
 Hispanic/Latino: 11 percent (Houston); 76 percent (El Paso)  
 American Indian: 1 percent (Houston); 1 percent (El Paso)  
 Other: 3 percent (Houston); 4 percent (El Paso)

**Gender** Male: 100 percent  
 Female: 0 percent

**Age** Mean: 34.5 years (Houston); 32.4 years (El Paso)  
 Range: 13–56 years (Houston); 18–51 years (El Paso)

**Educational attainment** Less than high school : 21 percent (Houston); 31 percent (El Paso)  
 General equivalency diploma (GED): 27 percent (Houston); 38 percent (El Paso)  
 High school diploma: 17 percent (Houston); 10 percent (El Paso)  
 Some college/trade school: 32 percent (Houston); 19 percent (El Paso)  
 College degree: 3 percent (Houston); 3 percent (El Paso)

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<b>Employment, income, or earnings</b>	<p>Ever held a full-time job: 93 percent (Houston); 97 percent (El Paso)</p> <p>Longest ever worked at the same job:</p> <p>    Less than a year: 20 percent (Houston); 18 percent (El Paso)</p> <p>    1–2 years: 25 percent (Houston); 33 percent (El Paso)</p> <p>    3 years or more: 55 percent (Houston); 49 percent (El Paso)</p> <p>Reported monthly earnings prior to incarceration:</p> <p>    Average: \$1,114 (Houston); \$529 (El Paso)</p> <p>    Median: \$440 (Houston); \$320 (El Paso)</p> <p>    Range: \$36–\$14,000 (Houston); \$160–\$3,240 (El Paso)</p>
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	86 percent (Houston); 83 percent (El Paso)

## Reported Outcomes

<b>Timing</b>	<p>Child support records were extracted at 12 months prior to imprisonment (151 participants), at entry to project (273 participants), and then following release, either 4 to 6 months after release (55 participants), 9 to 12 months after release (72 participants), or 13 or more months after release (54 participants).</p> <p>Employment and earnings information was collected for participants post-release for up to five quarters in 2003 through June 30, 2004. In addition, most (62 percent) of the 26 participants who were interviewed post-release from the state jail had been out of jail for more than six months.</p> <p>The incarceration status of each participant within the criminal justice system was collected in October 2004.</p>
<b>Description of measures</b>	<p>The authors used the following assessment measures:</p> <ul style="list-style-type: none"> <li>• <b>Child support payment behavior.</b> Automated child support records were collected from the Texas automated database, TXCSES, including data on amount paid relative to amount owed, order levels, interest rates, and balances due. Data were combined for the Houston and El Paso sites for post-release points due to the limited number of participants for whom the data were available.</li> </ul>

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- **Employment activity and earnings.** The authors reviewed quarterly wage reports filed by employers and maintained by the Texas Workforce Commission as part of the unemployment insurance reporting system. Data were collected on whether participants showed any earnings after release and average and median earnings. Also, 26 participants who were interviewed after they left the state jail were asked employment status questions.
  - **Incarceration status.** The authors determined whether each participant had been incarcerated again within a Texas Department of Criminal Justice (TDCJ) facility post-release.

The authors did not have information on the same group of participants pre- and post-test and thus did not statistically analyze the data.

<b>Outcomes: Fathers' economic self-sufficiency</b>	The authors did not analyze change over time or differences between treatment and comparison groups.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	The authors did not analyze change over time or differences between treatment and comparison groups.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	The authors did not analyze change over time or differences between treatment and comparison groups.

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## Program Model

### Theoretical framework

The basis for the Family Reintegration Project was previous research that suggested a number of reasons to provide support to inmates with child support obligations. Non-custodial parents in prison tend to have child support obligations that are beyond their means to pay while incarcerated, and their children tend to be on public assistance. Once released from prison, these parents tend to be difficult to locate, and the child support debts they generate inflate state arrears balances.

### Participant eligibility

The project targeted fathers who were incarcerated or recently released from prison and who reported having at least one active child support case with the Texas Office of the Attorney General (OAG) involving a minor-age child. In Houston, services were offered to inmates at Kegans and Lychner state jails and to men serving time at the Residential Substance Abuse Treatment Center. In El Paso, services were offered to inmates at Rogelio Sanchez state jail and, later in the project, to parolees who reported to the El Paso Parole Office.

### Participant needs assessment

Not reported

### Program components

The project consisted of state- and local-level components.

The state-level components included the following:

- Information for inmates (brochure, video, and newsletter columns)
- A workshop for judges
- A workgroup of state managers and a judge

The local-level components included the following:

- Child support assistance
- Family reintegration services
- Employment services

### Program content

**Information for inmates.** The project manager developed a brochure, “Incarcerated Parents and Child Support,” with a series of questions and answers about child support and contact information for the OAG. Inmates were given the brochure at intake. The project manager and OAG staff also developed a 10-minute video about child support obligations during incarceration, which was shown in the criminal justice facilities. Finally, the OAG staff wrote a column about child support for the monthly inmate newsletter.

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**Workshop for judges.** A workshop was held at the 2004 state judicial conference and attended by 42 associate judges. Project staff compiled and provided information about laws, policies, supreme court decisions, and research on child support.

**Workgroup of state managers and a judge.** A workgroup of 25 state managers and an associate judge was formed to review state child support policies and procedures affecting incarcerated non-custodial parents.

**Child support assistance.** Regular presentations of general child support information were made to inmates by OAG personnel and Title IV-D court masters (Houston) and project staff (El Paso). In both sites, staff also provided inmates with information regarding child support obligations upon request. They discussed potential child support actions, including establishment of paternity and child support orders; they arranged DNA testing; and they helped inmates modify or defer orders, waive warrants, and reduce interest rates.

**Family reintegration services.** Both Houston and El Paso offered group sessions on family reintegration. The Houston sessions focused on emotional and financial needs of children, addictive behaviors, parental responsibilities, and employment. They also featured motivational speakers, such as a representative from the Houston Area Urban League, who discussed employment resources, and a visitor from the local juvenile facility. The site coordinator conducted the group sessions for between 90 minutes and two hours, five times a week, at each site (with a sixth session conducted at Kegans each week). It is unclear if the Houston sessions used the same curricula as El Paso, which included the Long Distance Dads curriculum and a second (unidentified) curriculum tailored toward Latino fathers. Topics in El Paso focused on strengthening the family, improving communication, changing personal behavior, and responsible fatherhood. Ninety-minute sessions were offered three times a week.

Case management was also provided to support family reintegration. Case managers worked with participants to address multiple needs, such as treatment for substance abuse, housing, mental and physical health, and letters to the OAG, and provided referrals to available services. Case managers also contacted each participant's family, including children and the other parent, to see if they would be willing to communicate with or visit the participant while incarcerated.

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	<p><b>Employment training.</b> Each site included an agency to provide employment services: these were the Houston Area Urban League and the Texas Workforce Center of El Paso. Inmates in both Houston and El Paso received orientation information on employment resources and services during their sentences and following release, and site coordinators provided referrals to the employment agencies. Services included assistance with resumes and with job searches and placements. The agencies received an incentive of \$300 for job placement of each participant. In addition, the Houston Area Urban League procured federal bonds to provide incentives for the hiring of employees with criminal records and established a “job club” for released men. The Texas Workforce Center of El Paso job developer worked with Project Rio, a state employment organization, to engage inmates in preparing to seek employment following release.</p>
<b>Program length</b>	Men in both Houston and El Paso could attend family reintegration sessions as many times as they wanted. During the project, the Houston site coordinator led 313 group sessions, and the El Paso coordinator led 111 sessions. The length of other project components was not reported.
<b>Targeted outcomes</b>	The intent of the program was to increase employment and child support payments among incarcerated and released fathers. The program also aimed to improve relationships between incarcerated and released fathers and their families.
<b>Program adaptations</b>	The curriculum offered through the family reintegration group sessions in El Paso was based upon the Long Distance Dads curriculum and an (unidentified) curriculum tailored toward Latino fathers. The authors noted that, although sessions were guided by the curriculum, coordinators often modified planned discussions to focus on current family concerns facing inmates.
<b>Available languages</b>	Spanish
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Both sites reported problems with under-staffing. The program only expected to recruit 75 men at each site; Houston staff were overwhelmed with the 239 men who enrolled. They struggled to conduct classes, maintain contact with the families of inmates, and meet record-keeping responsibilities. Houston staff also found that many participants and families faced multiple issues and required more attention than could be devoted to them individually. The El Paso site coordinator similarly found it challenging to meet all responsibilities because of the need for intensive work with many fathers.

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Some staff had trouble communicating across agencies. Though the Houston site coordinator and the Urban League developed a formal method of communication, this was never established between the El Paso site coordinator and the Texas Workforce Center.

Staff also contended with limited resources, such as a lack of felon-friendly low-income housing or vocational training programs. In El Paso, the coordinator struggled to work with other agencies to meet the participants' needs. At the beginning of the project, El Paso had a coalition of nine local agencies, but by the end only its community-based organization, the Child Crisis Center, and one other agency remained involved.

A success of the program was the reintegration group sessions. In Houston, the participants indicated that the facilitator was "talking straight" to them and provided ideas for improving their lives after release. In addition, the facilitator brought in a representative from the Houston Area Urban League employment services agency as a guest speaker on multiple occasions, which the authors indicated was very popular with the participants.

## Program Structure

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	The authors reported that the program was in operation for 17 months, from February 2003 through June 2004.
<b>Sites and service-delivery settings</b>	The program was implemented in two sites in Texas, El Paso and Houston. Both offered services in a state jail or other criminal justice facility and included the involvement of an employment services agency and a community-based organization.
<b>Required facilities</b>	Presentations of general child support information required technology to support the viewing of a 10-minute video presentation.
<b>Community settings</b>	Not reported

<b>Organizational partnerships</b>	Each site included partnerships between the OAG and criminal justice facilities, a community-based organization, and an employment agency. The OAG worked with three criminal justice facilities in Houston (Lychner State Jail, Kegans State Jail, and Residential Substance Abuse Treatment) and two facilities in El Paso (Rogelio Sanchez State Jail and the El Paso Parole Office), soliciting their help in identifying potential participants for the program and serving as locations for providing services. The OAG worked with Family Services of Greater Houston and the El Paso Crisis Center to hire a site coordinator and deliver key aspects of the program, including leading family reintegration classes, conducting case management for inmates and participating parolees, leading or co-leading presentations of general child support information, and providing information to participants on their child support cases. The OAG also partnered with the Houston Area Urban League and the Texas Workforce Center of El Paso, which provided employment services to inmates in jail and post-release.
<b>Funding agency</b>	The Family Reintegration Project was funded by the federal Office of Child Support Enforcement.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Participation was voluntary.

## Staffing and Operations

<b>Staff characteristics</b>	<p>The manager of collaborations, fatherhood, and family initiatives for the OAG served as project manager, overseeing implementation of the project on state and local levels. Daily project activities were conducted by site coordinators hired by the community-based organizations, Family Services of Greater Houston and the El Paso Child Crisis Center. Site coordinators conducted presentations on child support for inmates and parolees within participating facilities, held family group sessions on family reintegration, fielded questions on child support cases, and conducted case management for inmates. The two staff members hired as coordinators both had previous experience working with incarcerated fathers, conducting classes on reintegration, completing case management, contacting families of inmates, and working with the OAG.</p> <p>The OAG and regional child support enforcement agencies assigned senior managing attorneys to oversee the child support work on the project. In Houston, this included bi-weekly presentations in state jails by project staff and staff from the regional child support enforcement agency. In El Paso, the site coordinator conducted presentations several times per month and provided names of interested inmates to the attorneys, who presented the cases to local judges, as appropriate.</p>
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	The Houston Area Urban League and Texas Workforce Center of El Paso, which provided employment services to inmates, also assigned specific staff to work with project participants.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	The Houston site created an advisory board, which met on a monthly basis to monitor progress and provide suggestions for improvement. The board included representatives from the OAG, Family Services of Greater Houston, the Second Administrative Judicial Region, Harris County Community Supervision and Correction, the Texas Department of Criminal Justice, the Houston Area Urban League, and the Houston Food Bank. The El Paso site did not create an advisory board.
<b>Operations manual, forms, or protocols</b>	Interested participants completed an intake form to provide background information and identify services they would like to receive. The OAG also provided a brochure to incarcerated parents that outlined their child support obligations and rights.
<b>System for tracking program performance</b>	Not reported

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**Recruitment**

<b>Referral sources</b>	Potential participants were recruited following presentations of general child support information at Houston and El Paso facilities. In El Paso, the presentations were delivered to incoming inmates identified by state jail staff as having minor-aged children. The site coordinator also made presentations to parolees, although the authors did not state how those who attended were identified. In Houston, presentations were made to inmates identified by state jail staff as having minor-aged children, to participants who self-identified as interested in the program, and to men identified as having child support cases through a data match between OAG and TDCJ.
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<b>Recruitment method</b>	<p>Following presentations on general child support in Houston, inmates who wanted additional OAG services filled out an intake form; those who only wanted information on their child support cases filled out a one-page case inquiry form. In El Paso, similar presentations were delivered to incoming inmates at Rogelio Sanchez and parolees at the El Paso Parole Office. Those attendees who wanted additional services completed an intake form and a case inquiry form to receive information on their child support cases. It is not clear if men in El Paso who only wanted information on their cases also completed an intake form and were included in the sample.</p> <p>Inmates completed intake forms for additional services while attending family reintegration courses. The authors noted, however, that some who attended group sessions did not do so, as they did not want to become visible to the OAG.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Project planners expected to serve 150 participants, a total of 75 men in each site (Houston and El Paso).
<b>Participants recruited</b>	According to the authors, 317 men enrolled in the program and completed intake forms (239 from Houston and 78 from El Paso).
<b>Recruitment timeframe</b>	Participants were recruited in the project between February 2003 and February 2004.
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	According to the authors, 317 men enrolled in the program and completed intake forms. However, the authors also noted that 189 additional inmates requested child support information but did not complete intake forms or participate in services. Some of the inmates attending group sessions did not complete intake forms because they did not want additional integration services, or they did not want to be identified by the OAG.
<b>Retention</b>	The authors reported the 209 inmates who attended at least one group session attended 8.3 sessions, on average.

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**Participation  
challenges and  
solutions**

Following release, very few participants visited the employment agencies. Houston tried to boost participation by using a formal referral process prior to the participants' release, and in El Paso, the site coordinator would sometimes accompany them to the agency. By the end of the project, 18 percent of Houston participants were referred to the employment agency, and approximately two-thirds of them visited at least once. Referral information was not available from El Paso.

Overall, job placements were rare. The Urban League in Houston placed three participants, and the El Paso agency did not procure any placements. Agency staff cited such reasons as lack of transportation or motivation and embarrassment over low literacy and lack of job skills.

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## FATHER LITERACY DEVELOPMENT PROGRAM (UNNAMED)

### Study Information

<b>Program overview</b>	Staff from Head Start (HS) and Early Head Start (EHS) programs developed and implemented a program to encourage fathers to become more involved in their child's literacy development. It consisted of two literacy-related community events and four workshops designed to teach fathers literacy strategies they could use at home. Fifteen low-income fathers participating in HS or EHS programs took part in the program. Their participation was expected to increase fathers' interest in and commitment to the literacy development of their children as well as their involvement in literacy-related activities with their children.
<b>Study overview</b>	The study included 5 fathers out of the 15 who had enrolled in the program. The five selected fathers participated in focus groups before and after the program. Other data sources included a journal kept by the facilitators and the authors' field notes. Based on this information, the authors identified three themes. First, the fathers showed increased interest in and commitment to their children's literacy development. Second, the fathers understood the importance of literacy development and reported engaging in literacy-related activities with their children. Third, the fathers supported each other in their roles of helping their children's development. The analysis was qualitative, so the statistical significance of these results was not determined. <i>The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Bauman, D., and K. Wasserman. "Empowering Fathers of Disadvantaged Preschoolers Too Take a More Active Role in Preparing Their Children for Literacy Success at School." <i>Early Childhood Education Journal</i> , vol. 37, no. 5, 2010, pp. 363-370.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	The program was developed by the researchers who assessed the program, along with HS and EHS staff.
<b>Sample size</b>	The sample consisted of five fathers.
<b>Race and ethnicity</b>	White: 60 percent African American: 20 percent Hispanic/Latino: 20 percent

<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Participants were in their 20s and 30s.
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	<p>Data were collected before, during, and after the program. Data sources included journal entries from the facilitator, field notes compiled by the researchers (three professors), and transcripts from three focus group sessions.</p> <p>Participants were interviewed three times in focus groups: once before the program, during the last session of the program, and six weeks after completion of the workshops. Transcripts of the focus groups, along with field notes from the researchers and journal entries from the facilitator, were analyzed.</p>
<b>Description of measures</b>	<p>Specific outcomes were not evaluated. The qualitative material yielded three themes:</p> <ol style="list-style-type: none"> <li>1. Increased commitment to improving literacy development among children</li> <li>2. Learning about the importance of literacy development</li> <li>3. Participants support of each other's increased confidence and their roles as agents for change in their children's lives</li> </ol>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	The authors did not analyze change over time or differences between program and comparison groups.

<b>Outcomes: Parenting skills</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	The program was based on the belief that low-SES families want to encourage literacy development in their children but lack the resources to do so.
<b>Participant eligibility</b>	The participants were required to be fathers of children enrolled in HS or EHS programs
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The program consisted of six bimonthly meetings: four workshops and two community events.
<b>Program content</b>	<p>The subjects of the workshops included:</p> <ol style="list-style-type: none"> <li>1. Using interactive, read-aloud techniques</li> <li>2. Teaching concepts of print using homemade books</li> <li>3. Developing oral language</li> <li>4. Connecting oral language, vocabulary, and writing using the “Language Experience Approach” (not described)</li> </ol> <p>The community events included a trip to the public library and a trip to a bookstore.</p>
<b>Program length</b>	The workshops were two hours in length, held bimonthly in the evenings.
<b>Targeted outcomes</b>	The expected outcomes were to increase fathers’ interest in and commitment to the literacy development of the participants’ children. The program also aimed to increase the literacy-related activities that fathers participated in with their children.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported

<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	There was a single site that was also the service-delivery site: the workshops were held in a local HS center. The community events were at a public library and mall bookstore.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	The program was implemented by a community-based partnership of researchers, HS and EHS staff, and parents.
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	HS and EHS
<b>Was participation mandatory?</b>	No
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	One male research assistant/facilitator was hired; he was a student in a master's in education program at a nearby university recruited for his ability to relate to the fathers in the study.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	One research assistant/facilitator to 15 program participants.
<b>Staff supervisors</b>	Not reported

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<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

### Recruitment

<b>Referral sources</b>	HS and EHS centers
<b>Recruitment method</b>	HS and EHS staff recruited the fathers for the program. No other information was provided.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Fifteen participants were recruited.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

### Participation

<b>Participation incentives</b>	Participants were offered transportation to the workshops, free dinner, and books and materials to use with their children.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported

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## FATHERHOOD PROGRAM (UNNAMED)

### Study Information

<b>Program overview</b>	The fatherhood program was designed to help young fathers access services to improve their involvement with their children. The two program components were (1) case management, which provided links to community resources, and (2) weekly peer support group meetings, with topics such as parenting, communication skills, masculinity, and anger management. The program's expected outcomes were positive health behaviors, responsible parenting, and enhanced relationships with their children. One hundred eighty-one fathers enrolled in the program.
<b>Study overview</b>	The study included of subset of 38 African American program participants. Case managers administered surveys at intake and at three followups to measure changes in involvement with their children. Authors analyzed the data using thematic analysis. The analysis produced three thematic categories: positive emotions for their children, active interactions with their children, and lack of access to their children. Findings suggested that fathers shifted how they were involved with their children by increasing their active engagement with them, but reducing their expressions of positive emotions. Statistical analysis was not conducted. <i>The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Saleh, M. F., R.S. Buzi, M.L. Weinman, and P.B. Smith. "The Nature of Connections: Young Fathers and Their Children." <i>Family Therapy</i> , vol. 33, no. 1, 2006, pp. 17-27.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	Of 181 young fathers who enrolled in the program, 38 African American fathers met inclusion criteria for the study. Fathers must have completed the intake question "Please describe in your own words your relationships with your child/children." Additionally, fathers must have responded to a corresponding follow-up question, "Please describe in your own words your relationship with your children in the last three months."
<b>Race and ethnicity</b>	African American: 100 percent

<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 21.39 years Range: 17 to 25 years
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Eighty-one percent reported they were unemployed.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Data were collected at intake and three followups: 3, 6, and 12 months after the fatherhood program began. It is unclear when the program ended.
<b>Description of measures</b>	Case managers administered the follow-up surveys. Authors analyzed the data collected at intake and three followups using thematic analysis. They measured changes in responses to track the level of fathers' involvement with their children. The analysis produced three thematic categories: positive emotions for their children (positive emotionality), active interactions with their children (engagement) and lack of access to their children (accessibility).
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Based on the thematic analysis, fathers shifted from baseline to followup how they were involved with their children. Specifically, fathers decreased their exhibits of positive emotions for their children (an unfavorable trend) and increased their active engagement with their children (a favorable trend) from baseline to followup. Statistical analysis was not conducted.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported

<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	The program targeted inner-city fathers who voluntarily enrolled.
<b>Participant needs assessment</b>	Participants completed a comprehensive assessment at intake, which gathered demographic and health behavior information.
<b>Program components</b>	The fatherhood program included case management and weekly peer groups.
<b>Program content</b>	<p>Participants worked with case managers who connected them to community resources to encourage positive health behaviors, responsible parenting, and improved relationships their children. Community resources included parent training, mentoring, and employment assistance resources.</p> <p>Case managers facilitated weekly peer groups where participants could share their experiences and discuss a variety of topics, including parenting, communication skills, masculinity, anger management, and risk reduction.</p>
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	The program was designed to affect fathers' involvement with their children, specifically positive health behaviors, responsible parenting, and enhanced relationships with their children.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

## Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The program operated in one site in a metropolitan city in the southwestern U.S.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	A grant from the Texas Department of Health and the Office of Population Affairs/Office of Family Planning funded the program.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

## Staffing and Operations

<b>Staff characteristics</b>	Case managers worked with participants; their qualifications were not reported.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported

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<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	181 young fathers enrolled in the program.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported

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## FATHERHOOD PROGRAM (UNNAMED)

### Study Information

<b>Program overview</b>	The father-involvement program, which was school-linked and community-based, aimed to help fathers develop behaviors to prevent pregnancies, have a healthy lifestyle, prevent school dropout, and support self-sufficiency. Fathers could participate in case management, job-readiness training, and a weekly peer support group. Other services included academic tutoring, referrals, and such activities as camping trips. Eligible fathers were between the ages of 14 and 28 years old.
<b>Study overview</b>	The authors used a between-groups comparison design to examine differences among three groups of 198 program participants: (1) fathers in school, (2) fathers who dropped out, and (3) fathers who graduated or earned a GED. The authors compared outcomes for these three groups at intake and three and six months after the program had ended. Outcomes focused on measures of father well-being, including contraception, substance use, and legal problems. Pre/post outcomes were not reported, but the between-groups analysis suggested that fathers had significantly different rates of alcohol use at all time points. Other outcomes, such as contraceptive use and condom use, did not differ between the three groups after the program ended. <i>The groups were not equivalent at the study's onset, which means the study's design cannot establish whether the outcomes were caused by the program or were the result of initial differences between groups. The study has a LOW rating.</i>
<b>Citation</b>	Weinman, M. L., R. S. Buzi, P. B. Smith, and L. Nevarez. "A Comparison of Three Groups of Young Fathers and Program Outcomes." <i>School Social Work Journal</i> , 2007, vol. 32, no. 1, pp. 1-13.

### Study and Sample Characteristics

<b>Study design</b>	The study included outcomes for three groups of fathers who participated in the program.
<b>Comparison condition</b>	All fathers received the program.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	Of the 198 males enrolled in the study, 114 completed the three-month followup and 100 completed the six-month assessment.
<b>Race and ethnicity</b>	African American: 84.3 percent Hispanic/Latino: 15.7 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent

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<b>Age</b>	Mean: 21.02 years Range: 15 to 31 years
<b>Educational attainment</b>	Still in school: 21 percent School dropouts (no high school diploma or GED): 52 percent High school graduates or GED recipients: 27 percent
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

**Reported Outcomes**

<b>Timing</b>	Case managers collected data at the intake and at two followups: three and six months after the program had ended.
<b>Description of measures</b>	Case managers collected all data by completing the intake assessment and administering the follow-up outcome assessments to the three groups of fathers. The measures were:  Contraceptive use in the past three months Condom use in the past three months Cigarette use in the past three months Drug use in the past three months Alcohol use in the past three months Legal supervision in the past three months Problems with the law in the past three months
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Fathers' well-being outcomes were compared across the three groups of fathers at each time point. Change over time was not analyzed. At each time point (intake and after the program ended), fathers had significantly different rates of alcohol use. For other outcomes collected after the program ended, the fathers did not differ on contraceptive use, condom use, cigarette use, drug use, or problems with the law. The legal supervision outcome was collected only at intake, and showed that the fathers differed in the percent who reported legal supervision in the past three months.

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<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Eligibility criteria specified that each participant had to (1) be a father, (2) be between 14 and 28 years old, (3) have interest in participating in a school-linked, community-based father-involvement program, and (4) be able to participate in English.
<b>Participant needs assessment</b>	Case managers completed an assessment at enrollment, but contents of the assessment were not reported.
<b>Program components</b>	<ul style="list-style-type: none"> <li>Case management</li> <li>Mentoring</li> <li>Academic tutoring</li> <li>Substance abuse counseling</li> <li>Health information and screening on reproductive health and STI/HIV</li> <li>Referrals to agencies</li> <li>Enrichment activities, such as field trips or camping trips</li> <li>Job-readiness training</li> <li>Opportunities to be actively involved in the community</li> <li>Peer support group meetings</li> </ul>

<b>Program content</b>	Weekly peer support group meetings used “Fatherhood Development: A Curriculum for Young Fathers” (Wilson and Johnson 1995). Group meetings covered topics such as parenting, communication skills, masculinity, anger management, and risk reduction. No further detail on the program components was reported.
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	The program was designed to develop behaviors to prevent pregnancies, promote a healthy lifestyle, prevent school dropout, and support self-sufficiency.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	Not reported
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Texas Department of State Health Services
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

## Staffing and Operations

<b>Staff characteristics</b>	The program employed three male case managers, all with a background in social sciences. Two were African American and one was Hispanic.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

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## Participation

**Participation incentives**            Not reported

**Initial engagement in services**    Not reported

**Retention**                            Not reported

**Participation challenges and solutions**    Not reported

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## FATHERS AND SONS PROGRAM

### Study Information

<b>Program overview</b>	The Fathers and Sons program is designed to enhance the parenting skills of nonresident African American fathers with the long-term goal of preventing future risky behaviors of their pre-adolescent sons. The program included 15 sessions that focused on African symbolism and culture, general communication, health-enhancement strategies, family functioning, and other topics. In addition to these sessions, participants completed homework assignments and attended community cultural activities. The eligibility requirements were: (1) African American biological fathers and their 8- to 12-year-old sons were not living together, (2) mothers or legal guardians of the sons consented for the nonresident fathers to be involved with their sons, and (3) fathers were not functionally impaired by substance abuse.
<b>Study overview</b>	To examine the effects of the program relative to other services, the authors used a quasi-experimental comparison group design. The comparison group received no treatment. Within the parenting domain, the outcomes for treatment group members improved more than those of comparison group members for seven outcomes, and there was no difference between the groups for six outcomes. Within the domain of child outcomes, the outcomes for the treatment group members improved more than those of the comparison group members for one outcome and less than the comparison group on two outcomes. The authors found that the program had strong attendance. Approximately 86 percent of recruited families completed the program; on average, fathers and sons attended 12 of the 15 sessions. <i>The groups were not equivalent at the study's onset, which means the study's design cannot establish whether the outcomes were caused by the program or were the result of the initial differences between groups. The study has a LOW rating.</i>
<b>Citation</b>	Caldwell, C. H., J. Rafferty, T.M. Reischl, E. H. Loney, and C. L. Brooks. "Enhancing Parenting Skills Among Nonresident African American Fathers as a Strategy for Preventing Youth Risky Behaviors." <i>American Journal of Community Psychology</i> , vol. 45. no. 1-2, 2010, pp. 17-35.

### Study and Sample Characteristics

<b>Study design</b>	<p>To examine the effects of the program relative to other services, the authors used a quasi-experimental comparison group design. The authors initially recruited families from one Midwestern city, but found that most recruited families wanted to participate in the program, so comparison group families also were recruited from a neighboring city.</p> <p>The fathers in the treatment and comparison groups were not equivalent at baseline. In the treatment group, about 41 percent of men had schooling beyond high school versus 54 percent of men in the comparison group.</p>
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<b>Comparison condition</b>	Members of the comparison condition received no services.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The study included 287 families (158 in the treatment groups and 129 in the comparison group).
<b>Race and ethnicity</b>	African American: 100 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	<u>Fathers</u> Mean: 37.4 years Range: 22 to 63 years <u>Sons</u> Mean: 10.2 Range: 8 to 12 years
<b>Educational attainment</b>	The majority of fathers had at least a GED (78.1 percent). The average grade for sons was fifth grade.
<b>Employment, income, or earnings</b>	Most fathers (55.7 percent) reported they had barely sufficient or insufficient financial resources.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	The majority of fathers (73.2 percent) reported that they had a legal child support agreement for their sons.

### Reported Outcomes

<b>Timing</b>	The authors collected data at two points: pretest and post-test (Session 14 of the program).
<b>Description of measures</b>	Questionnaires were administered to both fathers and sons. <u>Parenting</u> <ol style="list-style-type: none"> <li>1. Parental monitoring: Index of parental monitoring of children's whereabouts and activities. Parallel versions were used for fathers and sons.</li> <li>2. Parent-child communication: Barnes and Olson's Parent-Child Communication Scale was used to assess the quality of communication between parent and child.</li> <li>3. Communication about sex: Blake's Parent-Child Communication Scale (four-item subscale was used to assess sexual matters).</li> <li>4. Risky behavior communication (extent): The Youth Assets Scale, including the extent of topics covered.</li> </ol>

5. Race-related socialization: The Race Related Socialization Scale, which is a measure of what fathers taught sons about what it means to be Black.
6. Intentions to communicate: A scale developed to measure the fathers' intentions to communicate with their sons in the future (reported only by fathers).
7. Parenting skills satisfaction: Assessed using a two single-item parenting skills satisfaction questions (reported only by fathers).
8. Risky behavior communication (efficacy): The Youth Assets Scale, including the efficacy or confidence for improving one's ability to discuss risky behaviors (reported only by sons).

Child outcomes (son-reported)

1. Intentions to avoid violence: Intentions to Use Non-Violent Strategies Scale developed to assess children's plans to avoid violence.
2. Physical fighting: Single question developed by the research team.
3. Hit or kick when angry: Single question developed by the research team.

**Outcomes: Fathers' economic self-sufficiency** Not reported

**Outcomes: Fathers' well-being** Not reported

**Outcomes: Fathers' financial support of children** Not reported

**Outcomes: Fathers' involvement with children** Not reported

**Outcomes: Parenting skills** At the post-test, the program was found to have had a positive impact on the following outcomes:

Parental monitoring (father-reported and son-reported)

Communication about sex (father-reported and son-reported)

Intentions to communicate (father-reported)

Race-related socialization (father-reported)

Parenting skills satisfaction (father-reported)

At the end of the intervention, the program was found to have had no impact on the following outcomes:

Parent-child communication (father-reported and son-reported)

Risky-behavior communication, extent (father-reported and son-reported)

	Risky-behavior communication, efficacy (son-reported)
	Race-related socialization (son-reported)
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	<p>At the post-test, the program was found to have had a positive impact on the following outcome:</p> <p>Intentions to avoid violence.</p> <p>At the post-test, the program was found to have had an adverse impact on the following outcomes:</p> <p>Physical fighting</p> <p>Hit or kick when angry.</p>
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	<p>The core of the program's conceptual model is based on the theory of reasoned action (TRA). According to TRA, the key determinants for behavior are behavioral intentions, which are influenced by attitudes and subjective norms. The Fathers and Sons Program was designed to affect attitudes directly through parent-child communication. The sons' subjective norms would be influenced by fathers voicing their moral values and expectations of their sons.</p> <p>The program also included elements of social cognitive theory, models of social networks and social support, and racial identity. In terms of social cognitive theory, for example, fathers could serve as role models and monitors for their sons' behavior. Social support included resources that could assist fathers in fulfilling their parental responsibilities, such as employment offices and health and social service agencies. Last, a positive racial identity was emphasized in the program as a pivotal protective strategy for reducing risky behaviors.</p>
<b>Participant eligibility</b>	To be eligible, families had to meet the following requirements: (1) African American biological fathers and their 8- to 12-year-old sons were not living together, (2) mothers or legal guardians of the sons consented for the nonresident fathers to be involved with their sons, (3) fathers could not be functionally impaired by substance abuse.
<b>Participant needs assessment</b>	Not reported



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<b>Program components</b>	The program consisted primarily of 15 group-education sessions with 6 to 12 families. The curriculum included homework assignments and community cultural activities.
<b>Program content</b>	<p>Session 1. Program overview: Expectations, diversity, adolescent development</p> <p>Session 2. Setting the stage: Introducing the memory book</p> <p>Session 3. African heritage: African symbolism, culture, ethnic pride</p> <p>Session 4. Health enhancement strategies I: Safety and physical activities, bonding through recreation</p> <p>Session 5. General communication: Verbal and nonverbal communication</p> <p>Session 6. Having their say: Strategies for success</p> <p>Session 7. Family functioning and parenting: Family values, roles, discipline strategies, monitoring for nonresident parents</p> <p>Session 8. Parenting behaviors and social relationships: Parent-child expectations, social support resources</p> <p>Session 9. Using computers to communicate and monitor: Introduction to the internet, email</p> <p>Session 10. Communication about risky behaviors I: Substance use, practicing refusal skills</p> <p>Session 11. Communication about risky behaviors II: Violent behavior (for example, practicing conflict management skills), sexual behavior (for example, refusal skills)</p> <p>Session 12. Health-enhancement strategies II: Physical activity, strengthening family relationships</p> <p>Session 13. Culture and health: Make the connections for health and family</p> <p>Session 14. Information gathering: Data collection (post-test, focus group)</p> <p>Session 15. Closing ceremony: graduation</p>
<b>Program length</b>	There were 15 sessions over a two-month period. The first and last session lasted three hours; the others lasted two hours. Including the nine homework assignments and four hours of community cultural activities, the program lasted for 45 hours over the two months.
<b>Targeted outcomes</b>	The program was designed to improve fathers' parenting to prevent violent and aggressive behavior in their sons.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported

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<b>Implementation challenges and solutions</b>	During the pilot testing, participants expressed preference for a condensed program. The authors revised the program to be implemented twice per week to shorten the duration from four to two months.
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### Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	The pilot test lasted about four months.
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	Not reported
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	To involve the community, the program had a steering committee made up of representatives from several local community-based organizations, the local health department, the Prevention Research Center of Michigan, and local residents.
<b>Funding agency</b>	Centers for Disease Control and Prevention provided funding. Partial support was also provided through the Community Foundation of Flint, Michigan.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported

### Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	The authors implemented the program in groups of 6 to 12 families (the average was 8 families).
<b>Staff supervisors</b>	Not reported

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<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	The steering committee oversaw all aspects of the project.
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Local community-based organizations (family service organizations, public libraries, community centers, and schools) assisted with recruitment.
<b>Recruitment method</b>	The authors recruited families through a range of community organizations, including libraries, community centers, and schools. It is unclear exactly how participants were identified and invited to participate.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	The authors recruited 188 families to participate in the program and 186 families for the comparison group.
<b>Recruitment timeframe</b>	The authors collected data from fall 2002 until fall 2006.
<b>Recruitment challenges and solutions</b>	The authors indicate that the steering committee, which was made up of community leaders and members, provided legitimacy for the program and was a way of encouraging families to participate.
<b>Participation</b>	
<b>Participation incentives</b>	The authors provided \$30 per session for fathers to participate and \$15 per session for sons to participate.
<b>Initial engagement in services</b>	The authors indicated that “most” of the recruited families enrolled in the program.
<b>Retention</b>	Of the 188 families recruited, 162 completed the program. On average, fathers attended 12.2 of the 15 program sessions and sons attended 12.5 of the 15 sessions. About 77 percent of fathers and 80 percent of sons attended 11 or more of the 15 sessions.
<b>Participation challenges and solutions</b>	The authors attributed the high attendance rate to the cultural focus of the program, which drew on the historical experiences of Africans and African Americans.



## FATHERS AT WORK

### Study Information

#### Program overview

Fathers at Work, launched by the Charles Stewart Mott Foundation, was designed to help young noncustodial fathers (1) increase their employment and earnings, (2) become more involved in their children's lives, and (3) increase their financial support of their children. Six community-based organizations with a history of offering employment services and working with young, low-income men were selected to participate in the demonstration and offer the program. All sites had to provide participants a combination of employment, child support, and parenting services, but could tailor the programs to the needs of the fathers. To be eligible for the program, participants had to be noncustodial fathers 30 years old or younger earning less than 200 percent of the federal poverty level. The program staff intended to enroll 1,800 participants; 1,018 enrolled over a three-year period.

#### Study overview

To examine the effects of the program relative to no treatment, the authors used two comparison groups created through propensity score matching. The authors drew the first comparison group from the Fragile Families (FF) Study data set. The other comparison group was made up of participants assigned to the control condition of Parents' Fair Share (PFS), a demonstration project that provided employment and training services to low-income noncustodial parents (mostly fathers). The results showed that Fathers at Work participants (1) earned more money at the 12-month followup than fathers in both comparison conditions, (2) were as likely to visit their child as fathers in the PFS comparison condition and less likely to visit their child than fathers in the FF comparison condition, (3) paid more in child support than did fathers in the PFS comparison condition (these data were not collected from the FF comparison condition), and (4) reported more arguments with the mothers of their children than did fathers in the PFS comparison condition (these data were not collected in the FF comparison condition). ***There were systematic differences between research groups in the ways data were collected, which means the study's design cannot establish whether the outcomes were caused by the program or were the result of how data were collected. The study has a LOW rating.***

#### Citation

Spaulding, S., J. B. Grossman, and D. Wallace. "Working Dads: Final Report on the Fathers at Work Initiative." Philadelphia: Public/Private Ventures, 2009.

## Study and Sample Characteristics

<b>Study design</b>	The authors examined one treatment and two comparison groups. The treatment group consisted of the sample of fathers who participated in Fathers at Work. For the comparison groups the authors restricted the samples in FF and PFS to equivalent age groups (30 years old or younger) and a similar race/ethnicity breakdown (the authors removed white participants from the nationally representative FF sample). To match the initial characteristics of the research groups more closely, the authors used three-step propensity score matching. In the first step, they estimated the probability of treatment based on a set of variables (race, age, education, age of child, whether the father's name was on the child's birth certificate, employment, criminal record, history of child support, and visitation with child). In the next step, the authors calculated propensity scores, and in the final step, the authors matched each Fathers at Work participant with a comparison group of father with the closest propensity score.
<b>Comparison condition</b>	<p>The FF comparison group received no treatment. This group provided a contrast to the Fathers at Work sample of young, disadvantaged, unwed fathers in the general population. Fathers in this group were primarily black and had low levels of education. Most were unemployed at baseline and many had been convicted of a crime. Like the Fathers at Work group, many of these fathers visited their child during the previous month; however, the FF children were younger and the fathers were less likely to be providing informal support.</p> <p>The second comparison group (the PFS control group) also received no treatment and had young children and low levels of education. Like the fathers in Fathers at Work, those from this comparison group also agreed to participate in an employment/training program.</p> <p>The authors acknowledged that neither comparison condition was a perfect match and that the comparisons should serve as a benchmark (rather than a precise impact estimate).</p>
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	Of the 1,018 fathers recruited for Fathers at Work, 754 fathers had data for the baseline and 12-month follow-up surveys.
<b>Race and ethnicity</b>	<p>African American: 79 percent</p> <p>Hispanic/Latino: 19 percent</p> <p>Other: 2 percent</p>
<b>Gender</b>	<p>Male: 100 percent</p> <p>Female: 0 percent</p>
<b>Age</b>	<p>One hundred percent were 30 years or younger</p> <p>Average: 26 years</p>
<b>Educational attainment</b>	Seventy percent of Fathers at Work fathers had a high school diploma or GED.

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<b>Employment, income, or earnings</b>	\$6,423 in the year prior to the program
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	At baseline, 40 percent of Fathers at Work participants reported a child support order and 53 percent reported informal child support.

## Reported Outcomes

<b>Timing</b>	<p>The timing of data collection differed across groups:</p> <p>Fathers at Work: Baseline and 12 months from the start of the program</p> <p>FF comparison group: 36 months after the birth of the father's child</p> <p>PFS comparison group: Two years after fathers entered the participation lottery</p>
<b>Description of measures</b>	<p>The methods of data collection were not described for each group. Data for the two comparison groups were obtained from existing data sets provided by MDRC.</p> <p>Data collection was not described for the Fathers at Work condition but it was mentioned that surveys were administered at baseline and followup.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Fathers in the Fathers at Work program earned more money at followup than both the FF and PFS comparison group fathers.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Fathers at Work participants with child support orders paid more in child support than did fathers in the PFS comparison group. These data were not collected for FF comparison group.
<b>Outcomes: Fathers' involvement with children</b>	Participants in the Fathers at Work program were less likely to visit their child at followup than fathers in the FF comparison. There was no difference in visitation between the Fathers at Work participants and PFS comparison group.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Fathers at Work participants reported more arguments with the mothers of their children over how the focal child is raised than did fathers in the PFS comparison group. These data were not collected for the FF comparison group.
<b>Outcomes: Relationship status and quality</b>	Not reported

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<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Young, noncustodial fathers 30 years old or younger earning less than 200 percent of the federal poverty level
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Employment services</li> <li>2. Fatherhood services</li> <li>3. Child support services</li> </ol>
<b>Program content</b>	<p>All sites had to provide the main program components but services varied.</p> <ol style="list-style-type: none"> <li>1. Employment services: Most sites focused on short-term job-readiness training and job-search assistance. Three sites offered one to four weeks of job-readiness training prior to the job search. One site offered a longer program (six to nine months) and two sites focused on immediate job search and placement. Sites also offered employment-retention services, such as “alumni” groups, and monthly phone calls.</li> <li>2. Fatherhood services: All sites initially based the fatherhood services on "Fatherhood Development," a curriculum developed by the National Project for Community Leadership. The format for this curriculum is peer support groups and workshops, which teach parenting and communication skills and provide a safe environment for venting and problem solving. To give fathers opportunities to interact with their children, all sites also offered family activities, such as picnics, field trips, and parties.</li> <li>3. Child support services: All sites were required to develop formal relationships with the local or state child support enforcement agency. These partnerships differed in terms of structure and services provided. Some sites used their own staff to provide child support services; others received on-site assistance from child support agency staff. Across sites, services included helping to prepare and file child support modifications, bundling petitions into a single hearing process, accompanying fathers to court, and individualized case research.</li> </ol>



<b>Program length</b>	<ol style="list-style-type: none"> <li>1. Employment services: For the four sites that offered job training, classes ranged from one week to nine months. Sites were supposed to offer one year of employment-retention services.</li> <li>2. Fatherhood services: Classes ranged from 2 to 20 sessions.</li> <li>3. Child support services: Not reported.</li> </ol>
<b>Targeted outcomes</b>	<p>Increase employment and earnings</p> <p>Become more involved in their children's lives</p> <p>Increase their financial support of their children</p>
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Over the three-year period, each site received \$300,000 for staff and programming costs used at the organizations' discretion.
<b>Implementation challenges and solutions</b>	<ol style="list-style-type: none"> <li>1. Employment services: Sites often struggled to provide the retention services, reporting difficulty in finding staff time to engage "alumni" in post-program activities.</li> <li>2. Fatherhood services: Several sites started by offering fatherhood services through partnerships, but by the end of the demonstration, the sites brought services "in house" and used their own staff. Each site defined a core set of workshop offerings and reported difficulty in engaging fathers beyond that core set. To encourage participation, sessions were held during evening and weekend hours; some sites provided transportation or child care assistance.</li> <li>3. Child support services: Many fathers were reluctant to establish formal child support orders and wanted to pay informally, outside of the system. The sites tried to educate fathers about the risk of informal payments, such as no proof of providing support.</li> </ol>

### Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	Each site had a pilot that ranged from six months to one year.
<b>Timeframe for program operation</b>	The demonstration was three years, starting between January and June of 2001 and ending by June 2004.

<b>Sites and service-delivery settings</b>	<p>Six organizations were chosen for this evaluation. All had experience finding employment for difficult-to-serve men but none had offered all components of the Fathers at Work model (employment, fatherhood, and child support). The sites were:</p> <ul style="list-style-type: none"> <li>• Center for Employment Opportunities, in downtown Manhattan, which has provided employment and training services since the 1970s to people released from jail or prison</li> <li>• Impact Services, Inc., which has offered training programs in Philadelphia and surrounding areas since 1974</li> <li>• Rubicon Programs, Inc., in Richmond, California, which has offered a variety of social services, such as housing assistance and mental health services, since 1973</li> <li>• Support and Training result in Valuable Employees, which has provided job training and placement to low-income residents in Chicago since 1990</li> <li>• Total Action Against Poverty, in Roanoke Valley, Virginia, which has offered more than 30 programs, including Head Start and food banks, since 1965</li> <li>• Vocational Foundation, Inc., which has provided education and employment services to disadvantaged youth in New York City since 1936</li> </ul>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban, suburban
<b>Organizational partnerships</b>	All sites were required to establish partnerships with the local or state child support enforcement agency.
<b>Funding agency</b>	Charles Stewart Mott Foundation
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported

<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	All six sites developed a network of informal relationships and formal partnerships with public agencies and nonprofit organizations (for example, Volunteers of America, the Pennsylvania Board of Probation and Parole, Philadelphia Family court, work-release facilities, and child support agencies).
<b>Recruitment method</b>	Staff spent considerable time each week on outreach activities (for example, making presentations, distributing flyers, and reaching out to young men on the street). In addition, the program was advertised via public access television, movie theaters, newspapers, banners and bus-stop benches, and postcards and flyers.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	The goal was to recruit 1,800 participants (300 per organization over the three years of the demonstration).
<b>Participants recruited</b>	The six sites recruited 1,018 participants.
<b>Recruitment timeframe</b>	Three years of the demonstration
<b>Recruitment challenges and solutions</b>	The study noted that recruiting young, noncustodial fathers was difficult, despite nonrestrictive entrance requirements and programs' experience working with the target population. The study did not describe specifics of the difficulties encountered, but noted that more resources were dedicated to recruitment than had been planned. Two sites that served formerly incarcerated men had a steady recruitment stream and reported the least difficulty with recruitment.

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## Participation

<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	See implementation challenges and solutions.

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## FATHERS FOREVER PROGRAM

### Study Information

<b>Program overview</b>	The Fathers Forever Program (FFP) provided educational, employment, and psychosocial support services to young, low-income fathers. At enrollment, fathers met with a case worker to develop a service plan and take placement tests to determine if they needed training in basic skills, GED preparation, or college preparation. The first seven weeks of the program were a “pre-internship” phase, which included the appropriate education services, and parenting and life skills classes. Fathers then were expected to participate in a paid internship. The program also included individual counseling and employment training. FFP was administered through the Special Programs Office of a community college in Buffalo, New York.
<b>Study overview</b>	The study examined differences between enrollees who completed the program and enrollees who did not. The authors used administrative data for 121 men who participated in the program; 6 men enrolled at the time of analysis were excluded. The authors assessed whether participants were working or in school at 30, 60, and 90 days after completion. At each followup, fathers who had completed FFP were more likely to be working or in school than those who had not completed the program. <i>The groups were not equivalent at the study’s onset, which means the study’s design cannot establish whether the outcomes were caused by the program or were the result of the initial differences between groups. The study has a LOW rating.</i>
<b>Citation</b>	Kost, K. A. “The Effects of Support on the Economic Well-Being of Young Fathers.” <i>Families in Society</i> , vol. 78, no. 4, 1997, pp. 370-382.

### Study and Sample Characteristics

<b>Study design</b>	<p>The author compared FFP participants who were described as successfully completing the program to those who did not. Completion was based on the case manager’s assessment of the father’s progress through his service plan. No other information was provided.</p> <p>The fathers in the two groups were not equivalent at baseline. More than 41 percent of the completers had completed high school (diploma or GED) compared to less than 15 percent of those who did not complete the program.</p>
<b>Comparison condition</b>	Comparison group members were FFP participants who did not successfully complete the program.
<b>Conflicts of interest</b>	Not reported

<b>Sample size</b>	The sample included 121 fathers who enrolled in FFP and were not receiving services at the time of the analysis. Of the total sample, 53 fathers were categorized as completing services and 68 were categorized as not completing services.
<b>Race and ethnicity</b>	White: 5.7 percent (completers), 5.9 percent (noncompleters) African American: 90.1 percent (completers), 86.8 percent (noncompleters) Hispanic/Latino: 1.9 percent (completers), 7.4 percent (noncompleters) Asian American: 1.9 percent (completers), 0 percent (noncompleters)
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Completers: 19.5 years Noncompleters: 19.1 years
<b>Educational attainment</b>	High school graduate or GED Completers: 41.5 percent Noncompleters: 14.7 percent
<b>Employment, income, or earnings</b>	Employed at time of entry Completers: 11.3 percent Noncompleters: 4.4 percent
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	AFDC at time of entry Completers: 11.3 percent Noncompleters: 2.9 percent Home Relief at time of entry Completers: 17.0 percent Noncompleters: 30.9 percent
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	The study conducted followups at 30, 60, and 90 days after program completion.
<b>Description of measures</b>	The study assessed whether participants were working or in school at followups.
<b>Outcomes: Fathers' economic self-sufficiency</b>	At each followup, fathers who had completed FFP were more likely to be working or in school than those who had not completed the program.

<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Eligibility requirements were: (1) between 16 and 21 years of age, (2) had a child or expecting a child, and (3) met the federal guidelines for poverty.
<b>Participant needs assessment</b>	<p>To begin enrollment, applicants completed an intake assessment that contributed to the development of an individual service plan. The service plan identified educational and service activities for the applicant, such as transportation or child care, and educational and employment goals.</p> <p>Applicants also completed the Test for Adult Basic Education and the Nelson-Denehy test to determine placement in the appropriate core educational activity: basic skills, GED, or college preparation classes.</p>
<b>Program components</b>	<p>The first seven weeks of the program were considered the pre-internship phase when fathers participated in an educational activity (basic, GED, or college preparation) and life and fatherhood studies as well as job-skills training, computer-literacy training, and life-skills training, and free informal counseling and advocacy.</p> <p>Men who completed the pre-internship period were placed in paid internships with local employers when not attending classes.</p> <p>If needed, participants could continue in the pre-internship classes.</p>

<b>Program content</b>	<p>Men participated in one of three educational activities, depending on their skill level: basic, GED, or college preparation. The basic skills and GED activities provided math and reading remediation to help participants complete the GED. College preparation classes provided exposure to college-level course work and requirements.</p> <p>Job-skills training addressed interview, application, and follow-up techniques.</p> <p>Computer literacy taught men basics of computer use.</p> <p>Life-skills training exposed participants to critical thinking, personal budgeting, motivation and self-esteem building, and priority setting.</p> <p>The curriculum for the life and fatherhood studies component addressed three areas: the role of manhood and self-development; development of healthy family-oriented relationships, including resolving co-parenting conflicts; and parenting skills and development of positive relationships with their children.</p>
<b>Program length</b>	<p>The total period of time during which fathers participated in the Fathers Forever Program was not reported. The pre-internship phase, which included educational activities, life and fatherhood studies, and job-related training, was seven weeks. The length of the paid internship was not reported.</p>
<b>Targeted outcomes</b>	<p>The long-term outcome was the promotion of two-parent networks. Intermediate-term outcomes were improvement in academic preparedness, training in job-search and job-retention skills, and facilitation of permanent employment (either part time or full time).</p>
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

**Program Structure**

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	The authors reported on program operations between September 1990 and June 1995 without distinguishing between the pilot period and full operations.



<b>Sites and service-delivery settings</b>	There was one site with one service-delivery location; the program was administered through the Office of Special Programs at Erie Community College-City Campus. Participants also received services at area employers, where they participated in paid internships.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The Buffalo Coalition for Adolescent Pregnancy Prevention provided the majority of funding. Erie Community College provided in-kind support, such as GED preparation classes. College preparation classes were funded by the Erie County Department of Social Services.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	One staff person served as director and case manager.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	The study collected administrative data on demographic characteristics of enrollees and services used, but there was no description of the system for collecting this data.

## Recruitment

<b>Referral sources</b>	The program accepted walk-ins from students attending the community college and referrals from outside agencies, including the Department of Social Services and the state Division of Probation.
<b>Recruitment method</b>	Enrollment began with an intake assessment used to develop the individual service plan. Men were not considered enrolled until they completed one week of classes.  No other detail about the recruitment method was reported.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	A total of 127 men enrolled.
<b>Recruitment timeframe</b>	Recruitment occurred during five school years (September 1990 through June 1995).
<b>Recruitment challenges and solutions</b>	Not reported

## Participation

<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	In the analysis sample, 53 of 121 fathers were identified as successfully completing the program. Successful program completion was based on an indicator in each father's service plan, such as obtaining a GED. The program did not track attendance at support group meetings.
<b>Participation challenges and solutions</b>	Not reported

## FULL FAMILY PARTNERSHIP

### Study Information

#### Program overview

The Full Family Partnership (FFP), a couples-based program designed to help families improve their economic well-being, was offered through Jobs for Youth/Chicago (JFY), which provided employment and training services for low-income families. FFP included a 10- to 15-day workshop focused on goal planning, conflict resolution skills, self-assessment, understanding and exploring the job market, and job search skills. In addition to the workshop, FFP participants could participate in JFY's GED program and receive one-on-one assistance in job placement. To be eligible for FFP, (1) the partners had to be in a stable relationship, (2) both had to be low income and at least one receiving Temporary Assistance for Needy Families (TANF), (3) at least one of the partners had to be a parent, although the couple did not have to have a child together, and (3) at least one had to meet the JFY age requirement (17 to 24 years old). Although the program staff intended to enroll 300 couples, only 150 enrolled in the program.

#### Study overview

To examine the effects of the program relative to other services, the authors used two comparison groups created through propensity score matching. In both comparison groups, parents were served as individuals, rather than as couples. That is, participants did not have to be in a relationship to receive services and if the participants were in relationships, partners were not required to participate. In one comparison group, parents received the standard JFY services including an employment and training workshop, the GED program, and one-on-one assistance. The other comparison group was made up of parents receiving Job Training Partnership Act (JTPA) services in Chicago and Cook County. The study did not reveal any statistically significant differences in outcomes between the FFP group and the two comparison groups. *The study has a quasi-experimental design and baseline equivalence of the treatment and comparison groups was not established. The study has a LOW rating.*

#### Citation

Gordon, R.A., and C.J. Heinrich. "The Potential of a Couples Approach to Employment Assistance: Results of a Non-Experimental Evaluation." *Review of Economics of the Household*, vol. 7, no. 2, 2009, pp. 133–158.

## Study and Sample Characteristics

<b>Study design</b>	The authors examined one treatment and two comparison groups. They restricted the JFY and JTPA comparison groups to equivalent age groups (18 to 24 years old for mothers, 18 to 30 years old for fathers) who enrolled in each program between July 1, 1997 and September 30, 1999. This review focuses on the analysis based on the authors' two-step propensity matching. In the first step, they estimated the probability of treatment based on a set of variables (marital status; age; number of children; race; education; and whether the parent expected to be successful in the program, in getting a job, and in a career). In the next step, the authors matched treatment group members to comparison group members with similar propensity scores. The groups, however, were not shown to be equivalent at baseline.
<b>Comparison condition</b>	Both comparison groups received employment services as individuals, rather than couples. In one comparison group, parents received the standard JFY services as individuals, and in the second, parents received Job Training Partnership Act (JTPA) services in the same local labor market area (Chicago and suburban Cook County).
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	FFP: 111 fathers, 110 mothers JFY: 235 fathers, 1,286 mothers JTPA: 272 fathers, 1,156 mothers  The sample characteristics are based on fathers and mothers; the analyses reported in this review include the fathers only.
<b>Race and ethnicity</b>	African American: 95 percent  No other information was provided.
<b>Gender</b>	Male: 50 percent  Female: 50 percent
<b>Age</b>	18 to 19 years: 20 percent (men), 39 percent (women) 20 to 21 years: 23 percent (men), 36 percent (women) 22 to 24 years: 34 percent (men), 24 percent (women) 25 years and older: 23 percent (men), one percent (women)
<b>Educational attainment</b>	High school graduate: 74 percent (men), 92 percent (women)
<b>Employment, income, or earnings</b>	Hourly wage (1998 dollars): \$8.48 (men), \$7.41 (women)
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported

<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	The authors included four quarters of data prior to the program (beginning in the second quarter of 1997), and eight quarters of data following the program (ending second quarter of 2001).
<b>Description of measures</b>	<p>Earnings: The authors obtained quarterly earnings from the Illinois Department of Employment Security (IDES) for the Unemployment Insurance (UI) program. They adjusted earnings to 1998 dollars using the annual Consumer Price Index. Fathers who did not have earnings in a given quarter were included in the analysis, with a value of zero.</p> <p>Any UI Earnings: The authors included a dichotomous outcome indicating whether a father received any UI earning for that quarter.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	There were no statistically significant differences in earnings or employment between the fathers in the FFP group and either comparison group (JFY or JTPA) at program exit or two years after exit.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported

## Program Model

### Theoretical framework

Although the program was not based in economic theory, the authors used the literature on the economics of marriage to frame the results. First, the authors reasoned that partners may motivate each other, which could increase productivity. Second, they hypothesized that when both members of a couple receive employment assistance, they may develop more efficient ways to allocate paid labor, child care, and housework.

### Participant eligibility

FFP was designed with four eligibility requirements:

1. Both partners had to be low income, with at least one receiving TANF.
2. The couple had to report that they were in a stable relationship.
3. At least one of the partners had to be a parent, although the couple did not need to have a child together.
4. At least one partner had to be 17 to 24 years old to meet JFY's usual age requirement.

### Participant needs assessment

Not reported

### Program components

1. GED program
2. FFP workshop
3. Counseling

### Program content

1. Those without a high school diploma or GED could first complete JFY's GED program. Members of the FFP treatment group and JFY comparison group were eligible for this component.
2. Those with high school credentials completed either a 10-day or 15-day FFP workshop. To enter the 10-day workshop, participants needed to read at the ninth grade level or above, the standard for workforce literacy in Illinois. Those who read at a lower level participated in the 15-day workshop.

The FFP workshop focused on goal planning, conflict resolution skills, self-assessment, understanding and exploring the labor market, and job search skills, including practice interviews and resume and cover letter writing. The longer workshop also helped participants hone their test-taking, reading and math skills in preparation for pre-employment tests. To simulate the employment environment, the workshops had strict policies on tardiness, absences, and dress code.

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	3. Each participant in the FFP treatment group and JFY comparison group was assigned to a youth services counselor who provided one-on-one assistance throughout the program. Participants could meet with their counselor to discuss personal challenges, particularly those related to employment. The counselor also would match participants with job opportunities. All members of the FFP group were assigned to the same counselor who helped address the family needs of the participants, such as managing the TANF system and making child-care or housing decisions.
<b>Program length</b>	The length of the workshop was 10 to 15 days depending on the reading level of the participants. The authors did not report the duration of the counseling or job-matching component of the program; however, the JFY services, which were the basis for FFP, were described as being short-term (one to three weeks).
<b>Targeted outcomes</b>	FFP was designed to improve the employment outcomes of young adults in low-income families.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>Program staff found that both partners often did not need the same type of employment assistance. The program was modified so that partners with greater employment experience could skip the workshop and immediately receive assistance in looking for a better job.</p> <p>The authors reported that an asset of the JFY program was its network of nearly 600 employers who regularly hired the program's graduates.</p>

## Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The study was conducted in the Chicago and suburban Cook County labor market area. FFP services were offered by JFY; the number of sites was not reported.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban, suburban

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<b>Organizational partnerships</b>	JFY hosted the program.
<b>Funding agency</b>	U.S. Department of Labor
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	The JFY management information system allowed the authors to track FFP and JFY parents' progress using indicator variables of whether a participant completed the workshop, and if so, was placed in a job.
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Couples were recruited from the general JFY client pool and through outreach to welfare offices. Some couples were identified after one partner enrolled in JFY's standard program. In addition, each month, JFY staff members visited TANF offices to present the program to small groups of mothers and encourage enrollment.
<b>Recruitment incentives</b>	Not reported



<b>Participants targeted</b>	The program staff hoped to enroll 300 couples in FFP.
<b>Participants recruited</b>	A total of 150 couples enrolled in FFP.
<b>Recruitment timeframe</b>	July 1, 1997 to June 30, 2000
<b>Recruitment challenges and solutions</b>	The authors identified three primary challenges to recruitment. First, JFY clients and welfare recipients were not always willing to reveal a partnership, especially during their first meeting with staff. In interviews with the authors, clients reported fears that identifying a partner (1) might disqualify them from cash assistance or public housing and (2) lead to child support enforcement, which would reduce informal financial help from the partner. Second, some fathers were too old to meet JFY's standard eligibility criteria of 24 years of younger. To address this, the program allowed older partners to participate as long as the other partner met the age criteria. Third, the partners had different employment histories and education, and so did not need the same kind of employment assistance. The program was modified to allow more qualified individuals to skip the workshop.
<b>Participation</b>	
<b>Participation incentives</b>	To accommodate parents who did not have child-care, the program provided an on-site designated area with books and toys for children. No other information was provided.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Sixty-one percent of fathers completed the FFP workshop component. Of those, 95 percent found jobs.
<b>Participation challenges and solutions</b>	Not reported



## GEORGIA FATHERHOOD PROGRAM

### Study Information

<b>Program overview</b>	The Georgia Office of Child Support Enforcement established the Georgia Fatherhood Program (GFP) to increase child support payments by improving the employment prospects of noncustodial parents. The program provided life-skills training and job-placement assistance to all participants. Other services, such as short- and long-term career-training programs, were provided, as needed. The program was offered in Georgia's 36 technical colleges and through a small number of other service providers.
<b>Study overview</b>	The authors used a quasi-experimental design, comparing 76 fathers in GFP to 47 fathers who did not participate in the program. The authors also conducted a comparison of a subset of fathers who were employed at the time of program entry. Outcomes included employment rates and wages. The authors reported that the GFP fathers' employment rates increased by more than those of comparison fathers. For the subgroup of fathers already employed, the results showed no difference in wage increases between GFP and comparison group fathers. <i>The groups were not equivalent at the study's onset, which means the study's design cannot establish whether the outcomes were caused by the program or were the result of initial differences between groups. The study has a LOW rating.</i>
<b>Citation</b>	Bloomer, S. R., and T.A. Sipe. "The Impact of the Georgia Fatherhood Program on Employment and Wages." <i>Journal of Social Service Research</i> , vol. 29, no. 4, 2003, pp. 53-65.

### Study and Sample Characteristics

<b>Study design</b>	<p>The study has a quasi-experimental comparison group design. The treatment group sample was composed of 76 low-income, noncustodial fathers enrolled in GFP from three technical colleges chosen from urban, semi-urban, and rural areas. The comparison group was made up of 47 noncustodial fathers who had a court order to pay child support and visited a child support enforcement office or court, where recruitment occurred. The authors also analyzed a subset of fathers employed at baseline (19 in the treatment group, 27 in the comparison group).</p> <p>The groups were not equivalent at baseline. In the full analysis sample, treatment and comparison group fathers differed in their employment levels. Approximately 30 percent of treatment fathers, compared to 79 percent of the comparison fathers, were employed. For the subgroup of fathers employed at baseline, it could not be determined if the groups were equivalent on race, ethnicity, or education.</p>
<b>Comparison condition</b>	The comparison group received no treatment.

<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	There were 123 fathers (76 participants and 47 nonparticipants) in the analysis sample. For the subgroup of fathers employed at baseline, there were 46 fathers (19 participants and 27 nonparticipants).
<b>Race and ethnicity</b>	White: 10.5 percent (treatment), 14.9 percent (comparison) African American: 85.6 percent (treatment), 83.0 percent (comparison) Hispanic/Latino: 1.3 percent (treatment), 0 percent (comparison) Asian American: Not reported American Indian: Not reported Other: 2.6 percent (treatment), 2.1 percent (comparison)
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Not reported
<b>Educational attainment</b>	Did not finish high school: 35.5 percent (treatment), 17.0 percent (comparison) High school graduate or has GED: 36.8 percent (treatment), 53.2 percent (comparison) More than high school: 26.4 percent (treatment), 25.5 percent (comparison) Missing: 1.3 percent (treatment), 4.3 percent (comparison)
<b>Employment, income, or earnings</b>	Employed: 30.3 percent (treatment), 78.7 percent (comparison) Wages among employed: \$8.25 (treatment), \$8.65 (comparison)
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	The sample was composed of noncustodial fathers who had a court order to pay child support.

### Reported Outcomes

<b>Timing</b>	The study conducted a pretest and a followup. The length of the followup was uncertain; pretests were conducted between August 1999 and December 1999, and post-tests were conducted between January 2000 and June 2000.
<b>Description of measures</b>	Subjects were contacted by mail or phone, and surveys were completed at scheduled locations and times (not described). The study examined two outcomes: employment and hourly wages.

<b>Outcomes: Fathers' economic self-sufficiency</b>	For all fathers in the sample, there was a greater increase in the percent employed of GFP participants than comparison group fathers.  Among fathers who were employed at entry, wages increased among both GFP participant fathers and comparison group fathers, but there was no difference between the groups in the size of those gains.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Participants were noncustodial fathers who enrolled in GFP at technical colleges or other service providers.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Life-skills training, job placement, and short- and long-term career training
<b>Program content</b>	All participants received life-skills training and job-placement assistance (not described). Other components were offered depending on the participants' needs, for example, short-term career training, such as truck driving, and long-term training, such as heating and air-conditioning repair. No other information was provided.
<b>Program length</b>	Not reported

<b>Targeted outcomes</b>	The overall goal of the program was to increase child support payments.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

### Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	The program operated in a pilot phase in 1997.
<b>Timeframe for program operation</b>	The program began full operation in 1998.
<b>Sites and service-delivery settings</b>	The program operated in the 36 technical colleges in Georgia and through a small number of other contracted providers (not described).
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban, rural, and suburban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Georgia Office of Child Support Enforcement
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

### Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported

<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Child support agents provided referrals to the program. Other referral sources were not reported, but the authors indicated fathers were referred to the program if they had a child support order or arrearage, did not have a high school diploma or GED, and were unemployed or underemployed.
<b>Recruitment method</b>	Fathers attending the GFP orientation were asked to participate in the study. No other information was provided.  Recruitment for the comparison group was done at child support enforcement agencies and courts.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	No incentives were reported for program participation, but comparison group fathers were paid \$10 to complete the pretest and both treatment and comparison group fathers were paid \$25 to complete the post-test.
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported

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<b>Participation challenges and solutions</b>	Not reported
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## INCREDIBLE YEARS

### Study Information

<b>Program overview</b>	Webster-Stratton's Incredible Years program was offered in an eight-week session to fathers of children enrolled in two Head Start (HS) centers in the New York City metro area. Incredible Years is a parent training program which covers play/positive interactions, praise and rewards, limit-setting, and handling misbehavior. Sessions include discussions, role-playing, and videotapes of vignettes demonstrating desirable and undesirable parenting behaviors. To be eligible, couples had to have a child 3 to 5 years old enrolled at a Head Start (HS) center, and be married and living together, or be unmarried and have lived together for at least one year.
<b>Study overview</b>	The study is a randomized controlled trial in which 23 HS fathers were assigned to Incredible Years and 16 fathers to a no-treatment comparison group. The analyses were restricted to fathers who completed both post-test assessments, and excluded treatment group fathers who had completed fewer than four of the eight sessions. Analyses of outcomes for the 7 treatment group and 9 comparison group fathers included measures of fathers' involvement with their children, fathers' parenting skills, children's behavior, and the relationship between father and mother. After the end of the program, the authors did not find any significant differences between the treatment and comparison groups for any of the outcome measures examined. <b><i>The study is a randomized controlled trial; there was high attrition from the sample and baseline equivalence was not established. The study has a LOW rating.</i></b>
<b>Citation</b>	Helpfenbaum-Kun, E., and C. Ortiz. "Parent-Training Groups for Fathers of Head Start Children: A Pilot Study of Their Feasibility and Impact on Child Behavior and Intra-Familial Relationships." <i>Child and Family Behavior Therapy</i> , vol. 29, no. 2, 2007, pp. 47-64.

### Study and Sample Characteristics

<b>Study design</b>	From a group of 39 fathers who were recruited and screened into the study, the authors randomly assigned 23 of them to participate in Incredible Years and 16 to be in a no-treatment comparison group. The analyses excluded treatment fathers who did not complete at least four of the eight sessions, as well as fathers who did not complete post-test assessments. The authors did not report sufficient information to establish baseline equivalence of the analytic sample.
<b>Comparison condition</b>	Fathers in the comparison group did not receive any treatment. At the end of the study, those who completed a post-test received a CD with the program materials and referrals for parent training.
<b>Conflicts of interest</b>	Not reported

<b>Sample size</b>	The baseline sample size was 39 fathers (23 in the treatment group and 16 in the comparison group). The analytic sample was 16 fathers (7 in the treatment group and 9 in the comparison group). Although only fathers participated in the program, 24 mothers were included in the data collection and outcomes analysis. An unreported number of Head Start teachers provided information on child outcomes.
<b>Race and ethnicity</b>	African American: 11 percent Hispanic/Latino: 85 percent Other: 4 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Not reported
<b>Educational attainment</b>	Did not complete high school: 39 percent Completed high school: 18 percent Some college: 29 percent Completed college: 14 percent
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Of 21 fathers who responded to the question on annual household income, 19 (90 percent) reported \$35,000 or less.
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

### Reported Outcomes

<b>Timing</b>	Participants completed a pretest and post-test, but exact timing was not reported.
<b>Description of measures</b>	<p><u>Fathers' involvement with children</u></p> <p>Child-Care Task Checklist: Parents reported their own and other parent's relative contributions for a list of 11 child care tasks (reported by both fathers and mothers).</p> <p><u>Parenting skills</u></p> <p>Parenting Scale: Included two of the three original subscales—lax and over-reactive. The verbose subscale was excluded.</p> <p>Block Child Rearing Practices Report: Included questions on nurturance.</p>

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	<u>Relationship status and quality</u>
	Dyadic Adjustment Scale: Fathers and mothers reported on the quality of the relationship.
	Parenting Alliance Measure: Determines each parent's perspective on the other parent's level of cooperation, communication, and respect of child-rearing practices.
	<u>Child outcomes</u>
	Eyberg Child Behavior Inventory: Fathers' and mothers' reports of intensity of children's externalizing behavior problems.
	Sutter-Eyberg Student Behavior Inventory-Revised: Teachers' report of the intensity of children's externalizing behavioral problems.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	There were no significant differences on fathers' participation in parenting between the treatment and comparison groups as measured by either fathers' or mothers' reports on the Child-Care Task Checklist.
<b>Outcomes: Parenting skills</b>	There were no significant differences in fathers' parenting between the treatment and comparison groups as measured by the fathers' report on Parenting Scale and the Block Child Rearing Practices Report.
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	There were no significant differences between treatment and comparison groups on the Parenting Alliance Measure and the Dyadic Adjustment Scale as reported by either fathers or mothers.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	There were no significant differences between the treatment and comparison groups in child externalizing behavior problems as measured by either fathers' or mothers' ratings on the Eyberg Child Behavior Inventory, and the teachers' ratings on the Sutter-Eyberg Student Behavior Inventory.
<b>Outcomes: Other</b>	Not reported

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<b>Program Model</b>	
<b>Theoretical framework</b>	The authors cited past research, which has shown that fathers are less likely to attend parent training than mothers. The program was offered only to fathers in an effort to increase their comfort and reduce the stigma of attending a parenting class.
<b>Participant eligibility</b>	To be eligible, couples had to have a child 3 to 5 years old enrolled at one of two HS centers in the New York City metro area, and be married and living together, or be unmarried and have lived together for at least one year.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Eight-week version of Webster-Stratton's Incredible Years program
<b>Program content</b>	The sessions focused on four topics: play/positive interactions, praise and awards, limit-setting, and handling misbehavior. Sessions included discussions, role-playing, and videos of vignettes in which parents demonstrate desirable and undesirable parenting behaviors. Homework was assigned to practice skills taught in the sessions.
<b>Program length</b>	Eight weeks
<b>Targeted outcomes</b>	The program targeted improvements in fathers' involvement with children, parenting skills, children's behavior, and the fathers' marital relationships.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Two of the groups participated in a Spanish-language version; one participated in an English version.
<b>Fidelity measures</b>	Group sessions were videotaped and reviewed by the researchers. After each session, the session leaders completed a treatment fidelity survey, called the "collaborative process checklist," which includes questions on the extent to which the leader followed the agenda, set up the room as intended, and led the group. The leaders discussed their results with a clinical psychology professor during supervision sessions.
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Yes

<b>Length of planning/pilot</b>	The study was described as a pilot; the duration was not reported.
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	Not reported
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The study was supported by the Head Start Dissertation Award; no other information was provided.
<b>Agency certifications and national affiliations</b>	The fathers were recruited through two HS centers, but the authors did not specify if the centers were involved in implementing the program.
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	The sessions were led by six doctoral students in clinical psychology.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Three groups led by six doctoral students
<b>Staff supervisors</b>	A professor of clinical psychology, with experience offering Incredible Years, supervised the group leaders.
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

<b>Recruitment</b>	
<b>Referral sources</b>	Fathers were recruited during HS parent meetings. Bilingual advertisements were also distributed.
<b>Recruitment method</b>	Recruitment sessions were held in the evenings. No other information was provided.
<b>Recruitment incentives</b>	Babysitter services and dinner were provided to people who attended recruitment sessions. Participants were paid \$30 for completing pretest measures. Parents who completed assessments were also entered in a raffle in which they could win prizes worth \$30 to \$50.
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	A total of 46 fathers attended one of the recruitment sessions and 39 agreed to participate.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	No incentives for participation were reported; participants were offered \$50 for completing post-test assessments.
<b>Initial engagement in services</b>	Of fathers in the treatment group, 83 percent attended the first group session.
<b>Retention</b>	Of fathers in the treatment group, 30 percent attended four or more sessions.
<b>Participation challenges and solutions</b>	The authors indicated that although attendance was high at first, overall participation was low for two possible reasons. First, the program began with the topics of play and positive reinforcement, which may have conflicted with a more authoritarian parenting style that some fathers may favor. Second, for many fathers the program conflicted with work schedules, such as taking on an additional shift.

## INSIDEOUT DAD (MARYLAND)

### Study Information

<b>Program overview</b>	The InsideOut Dad program was designed to improve and support incarcerated fathers' parenting skills and knowledge and increase the frequency of father-child contact. The program included 12 one-hour group sessions, held weekly, which covered such topics as self-awareness, spirituality, parenting, and child development. The program also offered 26 optional sessions that facilitators could choose to include, depending on the needs of the participants.
<b>Study overview</b>	<p>In this study, the author used a quasi-experimental design to examine the InsideOut Dad program. The sample included 89 fathers in Maryland correctional institutions who participated in the program and 13 other incarcerated fathers who did not receive the program. Nine sessions were completed during the study period. No differences in outcomes were observed between the groups at post-test in the domains of father involvement or relationship status and quality. The fathers in the treatment group did, however, have higher scores on fathering knowledge than those in the comparison group.</p> <p>(See additional profiles for studies of InsideOut in New Jersey and Ohio. The extent of overlap in the Maryland samples across studies was not reported.)</p> <p><i>The study has a quasi-experimental design; treatment and comparison groups were shown to be equivalent on traits of interest, but statistical adjustments were not made for selected measures. The study has a LOW rating.</i></p>
<b>Citation</b>	Smith, L. G. "National Fatherhood Initiative InsideOut Dad Program: Evaluation Report." Atlanta, GA: National Fatherhood Initiative, 2008.

### Study and Sample Characteristics

<b>Study design</b>	To examine the effects of the program, the authors compared the treatment participants against comparison participants on outcomes measured immediately after the final session of the intervention. (Pre-tests were administered but not used in the analysis.) At the study's onset, the fathers in the treatment and comparison groups were equivalent on race, education, and fathering knowledge. Equivalence on other pre-tests was not presented, and no statistical controls were used in the analysis.
<b>Comparison condition</b>	The comparison condition comprised inmates who did not participate in the InsideOut Dads program. No other information was provided.
<b>Conflicts of interest</b>	Not reported

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<b>Sample size</b>	<p>The sample included 102 participants (89 in the treatment group and 13 in the comparison group).</p> <p>The same 102 participants were assessed at both pre-test and post-test; however, the sample size at post-test varied by outcome.</p>
<b>Race and ethnicity</b>	<p>White: 14.61 percent (treatment); 7.69 percent (comparison)</p> <p>African American: 76.40 percent (treatment); 76.92 percent (comparison)</p> <p>Hispanic/Latino: not reported</p> <p>American Indian: not reported</p> <p>Other: 8.99 percent (treatment); 15.38 percent (comparison)</p>
<b>Gender</b>	<p>Male: 100 percent</p> <p>Female: 0 percent</p>
<b>Age</b>	<p>Mean: 33.26 years (treatment); 33.62 years (comparison)</p>
<b>Educational attainment</b>	<p>Mean: 11.61 grades (treatment); 11.92 grades (comparison)</p>
<b>Employment, income, or earnings</b>	<p>Not reported</p>
<b>Household income</b>	<p>Not reported</p>
<b>Receive public assistance</b>	<p>Not reported</p>
<b>In child support system</b>	<p>Not reported</p>

**Reported Outcomes**

<b>Timing</b>	<p>The pre-test was administered at the beginning of the first session, and the post-test was administered at or near the end of the program. It is unclear if the post-test was administered at the end of the program (twelfth session) or at the end of the study period (ninth session).</p>
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**Description of measures**

Outcomes were assessed using a 65-item survey that covered the following topics:

- Part A: About You and Your Family (demographics)
- Part B: About Being a Father and Your Relationships
- Part C: About Your Fathering Knowledge
- Part D: How You Father Today
- Part E: Your Thoughts on Fathering

The sections of the survey contained outcomes that fell under domains including fathers' involvement with children, parenting skills, relationship status and quality, and others, as follows:

**Fathers' involvement with children**

*Frequency of calls to children (Part D).* Response categories included never, less than once a month, once a month, once a week, more than once a week.

*Frequency of writing to children (Part D).* Response categories included never, less than once a month, once a month, once a week, more than once a week.

*Frequency of visits with children (Part D).* Response categories included never, less than once a month, once a month, once a week, more than once a week.

*Have told children I love them (Part D).* Response categories were a yes/no dichotomy.

*Know how children do in school (Part D).* Response categories were a yes/no dichotomy.

*Know who children spend time with (Part D).* Response categories were a yes/no dichotomy.

**Parenting skills**

*Father knowledge (Part C).* Mean score was calculated for entire section.

**Relationship status and quality**

*Relationship quality with mother(s) of children (Part B).* Response categories included very bad, bad, okay, good, very good. Data were also presented as a mean.

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**Other**

*Happiness being a father (Part B).* Response categories included very bad, bad, okay, good, very good.

*Would you still be a parent if you could do it again? (Part B).* Response categories were a yes/no dichotomy.

*Thoughts on fathering (Part E).* Twenty questions were analyzed individually with means derived from following scale: one=strongly agree, 2=agree, 3=uncertain, 4=disagree, 5=strongly disagree. This measure was not eligible for this review, as it focused on alignment between respondents’ expressed attitudes and those promoted by the curriculum (such as “religion and spirituality are the same thing” and “fathering is the same as mothering”), not on clear measures of skill or well-being.

<b>Outcomes: Fathers’ economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers’ well-being</b>	Not reported
<b>Outcomes: Fathers’ financial support of children</b>	Not reported
<b>Outcomes: Fathers’ involvement with children</b>	No statistically significant differences were observed between program participants and the comparison group on any of the father involvement outcomes at post-test.
<b>Outcomes: Parenting skills</b>	At post-test, fathers in the treatment group had higher scores on fathering knowledge than those in the comparison group.
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	At post-test, there were no differences between the groups on measures of the quality of the fathers’ relationships with their children’s mothers.
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	At post-test, there were no differences between the groups on happiness with being a father or whether the father would still be a parent if given the opportunity to do it over again.

**Program Model**

<b>Theoretical framework</b>	Not reported
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<b>Participant eligibility</b>	Not reported
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The program included 12 core sessions provided to groups of fathers, as well as 26 optional sessions that facilitators could choose to include, depending on the needs of the participants.
<b>Program content</b>	<p>The content of the program was designed to address issues faced by incarcerated fathers. The 12 core sessions covered the following topics:</p> <ol style="list-style-type: none"> <li>1. Ground Rules</li> <li>2. About Me (Self-Awareness)</li> <li>3. Being a Man</li> <li>4. Spirituality</li> <li>5. Handling Emotions</li> <li>6. Relationships</li> <li>7. Fathering</li> <li>8. Parenting</li> <li>9. Child Development</li> <li>10. Discipline</li> <li>11. Fathering from the Inside</li> <li>12. Closing/Ending the Program</li> </ol>
<b>Program length</b>	The core of the program comprised 12 one-hour sessions offered weekly.
<b>Targeted outcomes</b>	The program was designed to improve fathers' knowledge and attitudes about parenting and increase father–child contact.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported

<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	<p>The study included seven program sites in Maryland (n=89):</p> <ul style="list-style-type: none"> <li>• Baltimore City Correctional Center (n=10)</li> <li>• Roxbury Correctional Institution (n=12)</li> <li>• Eastern Correctional Institution (n=30)</li> <li>• Western Correctional Institution (n=10)</li> <li>• Jessup Correctional Institution (n=9)</li> <li>• Metropolitan Transition Center (n=10)</li> <li>• Maryland Correctional Institution—Jessup (n=8)</li> </ul>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported

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<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported

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## INSIDEOUT DAD (MARYLAND AND OHIO)

### Study Information

**Program overview** The InsideOut Dad program was designed to improve and support incarcerated fathers’ parenting skills and knowledge and increase the frequency of father–child contact. The program included 12 one-hour group sessions, held weekly, which covered such topics as self-awareness, spirituality, parenting, and child development. The program also offered 26 optional sessions that facilitators could choose to include, depending on the needs of the participants.

**Study overview** The study sample included 219 program participants from six InsideOut Dad program sites in Maryland and eight sites in Ohio. The authors administered pre- and post-program surveys on background characteristics, fathering knowledge, and fathering attitudes to all participants at the beginning and end of the InsideOut Dad program. They examined the changes in responses between baseline and followup separately by state.

The authors found that in both the Maryland and Ohio samples, fathers had improved significantly on their fathering knowledge at program completion. In addition, the frequency of fathers’ calls to their children increased in Maryland, as did the frequency of visits in Ohio. Neither site showed any change in five other measures of father involvement, however.

(See other profiles for additional studies of InsideOut Dad in Maryland and Ohio. The extent of overlap in the Maryland samples across studies was not reported.)

*The lack of a comparison group means this study’s design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.*

**Citation** Spain, S. K. “InsideOut Dad Program in Maryland and Ohio Prisons: Evaluation Report.” Germantown, MD: National Fatherhood Initiative, 2009.

### Study and Sample Characteristics

**Study design** This study had a pre-post design, with fathers’ characteristics measured before and after the program.

**Comparison condition** The study did not include a comparison group.

**Conflicts of interest** Not reported

**Sample size** The study included 219 program participants across 14 sites (121 in Maryland and 98 in Ohio).

<b>Race and ethnicity</b>	White: 15.1 percent (Maryland); 43.3 percent (Ohio) African American: 76.5 percent (Maryland); 48.5 percent (Ohio) Hispanic/Latino: not reported American Indian: not reported Other: 8.4 percent (Maryland); 8.2 percent (Ohio)
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 33.8 years (Maryland); 33.9 years (Ohio)
<b>Educational attainment</b>	Mean: 11.41 grades (Maryland); 11.60 grades (Ohio)
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

### Reported Outcomes

<b>Timing</b>	Researchers administered surveys to participants at the beginning of the first session and the end of the twelfth.
<b>Description of measures</b>	<p>Outcomes were assessed using a 65-item survey that covered the following topics:</p> <ul style="list-style-type: none"> <li>• Part A: About You and Your Family (demographics)</li> <li>• Part B: About Being a Father and Your Relationships</li> <li>• Part C: About Your Fathering Knowledge</li> <li>• Part D: How You Father Today</li> <li>• Part E: Your Thoughts on Fathering</li> </ul> <p>The sections of the survey contained outcomes that fell under domains including father involvement, parenting skills, relationship status and quality, and others, as follows:</p>



**Fathers’ involvement with children**

*Frequency of calls to children (Part D).* Response categories included never, less than once a month, once a month, once a week, more than once a week.

*Frequency of writing to children (Part D).* Response categories included never, less than once a month, once a month, once a week, more than once a week.

*Frequency of visits with children (Part D).* Response categories included never, less than once a month, once a month, once a week, more than once a week.

*Have told children I love them (Part D).* Response categories were a yes/no dichotomy.

*Know how children do in school (Part D).* Response categories were a yes/no dichotomy.

*Know who children spend time with (Part D).* Response categories were a yes/no dichotomy.

**Parenting skills**

*Father knowledge (Part C).* Mean score was calculated for entire section. Questions included such items as “self-worth is a term used to describe: (a) how a person feels about himself, (b) what a person thinks about himself, (c) both the thoughts and feelings a person has about himself, or (d) don’t know.” Respondents who selected what was considered the correct answer (in the above example, “c”) were given one point.

**Other**

*Thoughts on fathering (Part E).* Twenty questions were analyzed individually, with means derived from following scale: one=strongly agree, 2=agree, 3=uncertain, 4=disagree, 5=strongly disagree. This measure was not eligible for this review, as it focused on alignment between respondents’ expressed attitudes and those promoted by the curriculum (such as “religion and spirituality are the same thing” and “fathering is the same as mothering”), not on clear measures of skill or well-being.

<b>Outcomes: Fathers’ economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers’ well-being</b>	Not reported
<b>Outcomes: Fathers’ financial support of children</b>	Not reported

<b>Outcomes: Fathers' involvement with children</b>	<p>In the Maryland sample, the frequency of calls to children and fathers' knowledge about who their children spent time with increased after program completion. Between baseline and followup, there was no change in the frequency of writing to children, the frequency of visits with children, whether fathers had told their children they loved them, or whether fathers knew how their children did in school.</p> <p>In the Ohio sample, the frequency of visits with children increased after program completion. Between baseline and followup, there was no change in the frequency of calls to children, the frequency of writing to children, whether fathers had told their children they loved them, whether fathers knew how their children did in school, or whether fathers knew who their children spent time with.</p>
<b>Outcomes: Parenting skills</b>	<p>In both the Maryland and Ohio samples, participants improved on the number of items correct in the fathering knowledge section of the survey after program completion.</p>
<b>Outcomes: Co-parenting</b>	<p>Not reported</p>
<b>Outcomes: Relationship status and quality</b>	<p>Not reported</p>
<b>Outcomes: Domestic violence</b>	<p>Not reported</p>
<b>Outcomes: Child outcomes</b>	<p>Not reported</p>
<b>Outcomes: Other</b>	<p>Not reported</p>
<b>Program Model</b>	
<b>Theoretical framework</b>	<p>Not reported</p>
<b>Participant eligibility</b>	<p>Not reported</p>
<b>Participant needs assessment</b>	<p>Not reported</p>
<b>Program components</b>	<p>The program included 12 core sessions provided to groups of fathers, as well as 26 optional sessions that facilitators could choose to include, depending on the needs of the participants.</p>

<b>Program content</b>	The content of the program was designed to address issues faced by incarcerated fathers. The 12 core sessions covered the following topics: <ol style="list-style-type: none"> <li>1. Ground Rules</li> <li>2. About Me (Self-Awareness)</li> <li>3. Being a Man</li> <li>4. Spirituality</li> <li>5. Handling Emotions</li> <li>6. Relationships</li> <li>7. Fathering</li> <li>8. Parenting</li> <li>9. Child Development</li> <li>10. Discipline</li> <li>11. Fathering from the Inside</li> <li>12. Closing/Ending the Program</li> </ol>
<b>Program length</b>	The core of the program comprised 12 one-hour sessions offered weekly.
<b>Targeted outcomes</b>	The program was designed to improve fathers’ knowledge and attitudes about parenting and increase father–child contact.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported

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<b>Sites and service-delivery settings</b>	<p>The study included six program sites in Maryland and eight in Ohio. The six Maryland sites (total n=121) were as follows:</p> <ul style="list-style-type: none"> <li>• Brockridge Correctional (n=36; 29.8 percent of Maryland sample)</li> <li>• Roxbury Correctional Institution (n=18; 14.9 percent of Maryland sample)</li> <li>• Newton Correctional Facility (n=7; 5.8 percent of Maryland sample)</li> <li>• MTCT (authors did not explain acronym; n=30; 24.8 percent of Maryland sample)</li> <li>• Metropolitan Transition Center (n=10; 8.3 percent of Maryland sample)</li> <li>• Maryland Correctional Institution—Jessup (n=20; 16.5 percent of Maryland sample)</li> </ul> <p>The eight Ohio sites (total n=98) were as follows:</p> <ul style="list-style-type: none"> <li>• Richland Correctional (n=29; 29.6 percent of Ohio sample)</li> <li>• Madison Correctional (n=10; 10.2 percent of Ohio sample)</li> <li>• Corrections Medical Center (n=12; 12.2 percent of Ohio sample)</li> <li>• Southeastern Correctional Institute (n=12; 12.2 percent of Ohio sample)</li> <li>• Noble Correctional Institute (n=6; 6.1 percent of Ohio sample)</li> <li>• London Correctional Institute (n=11; 11.2 percent of Ohio sample)</li> <li>• Grafton Correctional Institute (n=10; 10.2 percent of Ohio sample)</li> <li>• FCI—Elkton (authors did not explain acronym; n=8; 8.2 percent of Ohio sample)</li> </ul>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported

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### Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

### Recruitment

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

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## Participation

**Participation incentives**            Not reported

**Initial engagement in services**    Not reported

**Retention**                            Not reported

**Participation challenges and solutions**    Not reported

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## JEFFERSON COUNTY FATHERHOOD INITIATIVE

## Study Information

## Program overview

The Jefferson County Fatherhood Initiative (JCFI) provided services to men released from prison, focusing on those who had received substance abuse treatment during incarceration. JCFI offered classes featuring an adapted version of the Creating Lasting Family Connections (CLFC) curriculum, which consisted of four modules delivered in 20 two-hour sessions, once or twice per week. The modules focused on being a positive influence on children, raising resilient youth, communicating effectively, and preventing HIV. The classes were designed to be interactive and non-judgmental, offering a “buffet” approach in which participants could use the skills and suggestions they liked and disregard the rest. They were intended to reduce substance use and strengthen connections to family and community, thereby reducing recidivism. JCFI was implemented by COPEs, Inc., in Louisville, Kentucky, with funds from a Promoting Responsible Fatherhood grant from the Administration for Children and Families, U.S. Department of Health and Human Services.

## Study overview

The authors compared the 387 individuals who voluntarily participated in the CLFC program with a group of 113 who participated in another program typically offered to inmates recently released from prison. Most of the men (78 percent) had been released from prison at the time of their participation. (The authors described both the treatment and comparison programs as offered to those released from prison, but did not explain this discrepancy.)

The authors examined the two groups at three time points: pre-test, post-test (program exit), and followup (time after program completion not reported). They found those in the treatment group showed improvement on multiple measures of relationship skills, including communication, conflict resolution, and emotional expression. The authors also examined recidivism in the sample members who were released from prison at the time of program participation. Those in the CLFC group also were less likely to recidivate between post-test and followup, although no differences were noted between the groups in recidivism between pre-test and post-test. *The groups were not shown to be equivalent at the study’s onset, which means the study’s design cannot establish whether the outcomes were caused by the program or were the result of initial differences between groups. The study has a LOW rating.*

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<b>Citation</b>	Pacific Institute for Research & Evaluation and McGuire & Associates. “Promoting Responsible Fatherhood Initiative: COPEs Final Evaluation Report.” Louisville, KY: Pacific Institute for Research & Evaluation, April 2011.  Additional source:  McGuire & Associates. “Jefferson County Fatherhood Initiative: COPEs, Inc.: Semi-Annual Evaluation Report Year 4, Responsible Fatherhood Grant.” Lewis Center, OH: McGuire & Associates, October 2010.
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### Study and Sample Characteristics

<b>Study design</b>	The authors used a quasi-experimental design in which incarcerated or recently released men voluntarily participated in the CLFC classes or other programs. At baseline, the treatment and comparison groups differed in the percentages of Hispanic participants.
<b>Comparison condition</b>	The comparison group received programs typically offered to prisoners upon release (not described).
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The total baseline sample included 500 men (387 in the treatment group and 113 in the comparison group). Baseline characteristics represented the combined treatment and comparison groups.
<b>Race and ethnicity</b>	White: 62 percent African American: 36 percent Hispanic/Latino: 2 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 33.85 years
<b>Educational attainment</b>	High school or general equivalency diploma (GED): 94 percent
<b>Employment, income, or earnings</b>	Employed: 43 percent
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

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## Reported Outcomes

<b>Timing</b>	Surveys were administered to participants at pre-test, post-test, and followup (time of followup after post-test was not specified).
<b>Description of measures</b>	<p><b>Relationship status and quality measures.</b> Participants were administered a 71-item questionnaire about various relationship skills at the three time points assessed in the study. Each item was rated on a scale from one (strongly disagree) to 5 (strongly agree). The questionnaire assessed the following: communication skills, conflict resolution skills, intra-personal skills, emotional awareness, emotional expression, inter-personal skills, relationship management skills, relationship satisfaction, and relationship commitment. The authors calculated scores for these nine domains by taking the average of responses to items comprising each scale. They reported a low coefficient alpha for the conflict resolution skills scale and suggested that the results from this domain be interpreted with caution.</p> <p>The authors also performed a principal components analysis to determine if the nine domains were measuring a single relationship factor. Based on their findings, they created a single relationship skills aggregate of the domains to serve as a summary measure. They reported results for each of the nine subscales as well as this total scale.</p> <p><b>Other.</b> A recidivism measure assessed whether each participant had a revocation, was arrested, or absconded. Data were obtained from the Department of Corrections for each participant for the 389 who were not currently incarcerated.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Relative to the comparison group, favorable effects were observed for the treatment group on all nine outcomes and the overall aggregate score.

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<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	No group differences were observed on recidivism between pre-test and post-test. Between post-test and followup, however, participants in the treatment group were less likely to recidivate than those in the comparison group.

## Program Model

<b>Theoretical framework</b>	The program was designed to do two things: (1) build skills for self-awareness, strengthening relationships, communication, and appropriate refusal; and (2) provide instruction on how alcohol and drug involvement can impair judgment and stability. The authors hypothesized that with these skills and resources, participants would be better able to care for themselves and have stronger connections to family and community. The result would be less recidivism, which would improve the quality of life for the participants' families.
<b>Participant eligibility</b>	Not reported
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The core component of the program was group classes using an adapted version of the CLFC curriculum
<b>Program content</b>	The adapted CLFC had four training modules: <ol style="list-style-type: none"> <li>1. <b>Developing positive parental influences</b> covered substance abuse and family dynamics, creating a family prevention plan by considering personal risk factors and setting clear standards for the family.</li> <li>2. <b>Raising resilient youth</b> covered topics including personal and family management practices, communicating one's expectations, child development, handling thoughts and feelings, and giving and receiving feedback.</li> <li>3. <b>Getting real</b> focused on communication skills, including verbal and non-verbal communication, effective listening, refusal, negotiation, and conflict management, and appropriate expression of emotions.</li> <li>4. <b>The ABC 3D approach to HIV prevention</b> focused on knowledge about the transmission and prevention of HIV, hepatitis, and other sexually transmitted diseases.</li> </ol>

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	The classes were designed to be interactive, culturally sensitive, and respectful of the participants. Participants were encouraged to take what they wanted from the program, such as skills, suggestions, or practices, and leave the rest. This “buffet” approach was intended to reflect the experiences of the participants, since permission to resist was equated with respect in prison culture.
<b>Program length</b>	The intervention included 20 two-hour sessions delivered once or twice per week.
<b>Targeted outcomes</b>	The authors stated that the program aimed to increase the likelihood of marital stability for ex-offenders; however, the marital status of the participants was not reported, and only 25 percent lived with a romantic partner.
<b>Program adaptations</b>	The CLFC curriculum was adapted for use in JCFI, which included use of the “adult” CLFC modules and a new module on HIV and other sexually transmitted diseases.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

**Program Structure**

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	Not reported
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	The intervention was implemented by COPES, Inc., in Louisville, Kentucky.
<b>Funding agency</b>	The program was funded by the Administration for Children and Families, U.S. Department of Health and Human Services.

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<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Participation was voluntary.

### Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

### Recruitment

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported

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<b>Recruitment challenges and solutions</b>	Not reported
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**Participation**

<b>Participation incentives</b>	Not reported
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<b>Initial engagement in services</b>	Not reported
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<b>Retention</b>	Not reported
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<b>Participation challenges and solutions</b>	Not reported
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## JOHN INMAN WORK AND FAMILY CENTER

### Study Information

<b>Program overview</b>	The John Inman Work and Family Center (WFC) was a multiservice program for paroled and released offenders which offered employment assistance and help regarding child support and family reintegration. Participants could meet with case managers for assistance with employment and child support issues, a family law attorney for help with custody and visitation, and a therapist for individual and family counseling. The WFC was located in Denver, Colorado.
<b>Study overview</b>	In this study, the author examined the outcomes for 350 ex-offenders who had attended the WFC between August 1999 and March 2001 and who had children under the age of 18 and an open child support case. Outcomes were examined in two ways, using (1) a pre/post design, and (2) a comparison between WFC participants and the entire Colorado inmate population. The statistical significance of the outcomes was not reported. The reported trends showed that (1) labor force participation increased in the quarter in which clients were seen at the WFC, but dropped by the third quarter after the initial visit; (2) WFC clients returned to prison at lower rates than those reported for all DOC inmates; and (3) clients paid more support after visiting the WFC. <i>The study has a LOW rating for all comparisons. First, there were systematic differences between the research groups in the ways the data were collected (for the prison outcomes), which means the study’s design cannot establish whether outcomes were caused by the program or were the result of how data were collected. Second, the lack of a comparison group (for earnings and child support outcomes) means this study’s design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time.</i>
<b>Citation</b>	Pearson, J., and L. Davis. “Serving Fathers Who Leave Prison.” <i>Family Court Review</i> , vol. 41. no. 3, 2003, pp. 307-320.

### Study and Sample Characteristics

<b>Study design</b>	For employment, earnings, and child support outcomes, the authors used a pre/post and post-only design; fathers’ outcomes were measured before and after the program. For prison status outcomes, the authors compared the WFC treatment group (350 men) to the inmate population of Colorado (15,846 men). The authors noted that the WFC was a less violent and a lower-risk group than the Colorado Department of Corrections (DOC) inmate population. In addition, the DOC group was not limited to ex-offenders who had minor children, which was a requirement for participation in the WFC.
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<b>Comparison condition</b>	For most outcomes, the study did not use a comparison group. One comparison was made between WFC group and all DOC inmates in returning to prison. The services the DOC clients may have received through parole officers or community corrections agents was not reported.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	350 ex-offenders
<b>Race and ethnicity</b>	White: 24 percent African American: 35 percent Hispanic: 38 percent
<b>Gender</b>	Male: 86 percent Female: 14 percent
<b>Age</b>	Average: 35 years
<b>Educational attainment</b>	Less than GED: 18 percent GED: 61 percent High school or more: 21 percent
<b>Employment, income, or earnings</b>	Eighty-two percent were employed full time before incarceration.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	All parents had minor-aged children and were known to the child support agency.
<b>Reported Outcomes</b>	
<b>Timing</b>	Prison status (comparison of WFC to DOC): Data for the WFC corresponded to 6 to 24 months after the clients' initial visit to the WFC in 2001. The DOC data pertained to outcomes in 1999.  Employment and earnings information were collected for six quarters, starting two quarters before contact with the WFC and three quarters after.  Child support records were extracted 6 months before and 6 and 12 months after the participants' visit to the WFC.
<b>Description of measures</b>	Prison status: Prison status was collected for 315 participants in August 2001, which was 6 to 24 months after the participants' initial visit to the WFC. The authors acknowledged that they calculated "return to prison" differently for the WFC group than for the DOC group because they included "community regression" as a return. The authors did not describe how DOC calculated return to prison.



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	<p>Employment Activity and Earnings: Authors reviewed quarterly wage reports filed by employers with the Colorado Department of Labor and Employment for its Unemployment Insurance (UI) system. These records do not reflect earnings generated outside of Colorado, and do not include employers who pay cash or fail to report quarterly earnings. In addition, there is a lag of up to five months in earnings reported by employers. The analysis was limited to 135 participants who were seen from August 1999 to June 2000, who could have produced three quarters of earnings that should be reliably posted.</p> <p>Child Support Payment Behavior: Automated child support records for clients with at least one open child support case, and information on their orders and payment behaviors 6 months before and 6 and 12 months after their visit to the WFC.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Labor force participation increased in the quarter in which clients were seen at the WFC, but dropped by the third quarter after the initial visit; the statistical significance of this result was not reported.
<b>Outcomes: Fathers' well-being</b>	WFC clients returned to prison at lower rates than those reported for all DOC inmates; the statistical significance of this result was not reported.
<b>Outcomes: Fathers' financial support of children</b>	Clients paid more support after visiting the WFC, and the percentage of clients paying nothing dropped; the statistical significance of this result was not reported.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported

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## Program Model

<b>Theoretical framework</b>	The program was designed to improve ex-offenders' relationships with family and help them address child support obligations for two primary reasons. First, research suggests that social support, including family and community ties, deter future criminal behavior. Second, some advocates are concerned that child support obligations exacerbate ex-offenders' financial problems and deter them from seeking legitimate employment, as well as drive them from their families.
<b>Participant eligibility</b>	Participants were eligible if they were a paroled or released offender with minor-aged children and had an open child support case.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The WFC was a multiservice program that offered employment assistance and help with child support.
<b>Program content</b>	Participants could meet with case managers for assistance with employment and child support issues, a family law attorney for help with custody and visitation, and a therapist for individual and family counseling. Clients who qualified for welfare-to-work funds also received bus tokens and work tools. No other information was provided.
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	Not reported
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

## Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	The program was delivered at a single site: the John Inman WFC multiservice program in Denver.

<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	WFC was jointly funded, staffed, and operated by the Colorado DOC, the Colorado and Denver Divisions of Child Support Enforcement (CSE), and other public and private entities.
<b>Funding agency</b>	See organizational partnerships
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

### Staffing and Operations

<b>Staff characteristics</b>	No qualifications were mentioned but clients could meet with family law attorney and a therapist.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

### Recruitment

<b>Referral sources</b>	Half of the WFC clients were referred by parole officers and community corrections agents; half learned about the program from friends or other community settings.
<b>Recruitment method</b>	Not reported

<b>Recruitment incentives</b>	Some clients who qualified for welfare-to-work funds also received bus tokens and work tools. No other information was provided.
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	August 1999 to March 2001
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	No incentives were reported for program participation; those who completed the six-month interview were given \$20.
<b>Initial engagement in services</b>	A total of 350 ex-offenders visited the WFC between August 1999 and March 2001.
<b>Retention</b>	Sixteen percent used the legal services and 29 percent used the mental health services available at the WFC to help deal with issues regarding their children or the other parent.
<b>Participation challenges and solutions</b>	The authors noted that most clients visited the WFC once or twice soon after their release from prison.

## LIVING INTERACTIVE FAMILY EDUCATION PROGRAM

### Study Information

<b>Program overview</b>	The Living Interactive Family Education (LIFE) program was designed for incarcerated fathers and their children, with the goal of promoting strong, healthy family connections, increasing children's self-esteem and social skills, and giving fathers a chance to be positive mentors. Children, their incarcerated fathers, and other caregivers participated in enhanced visits organized around 4-H activities, such as arts and crafts projects, developing teamwork, and character development. Incarcerated fathers also attended monthly parenting-skills classes that focused on such topics as communication, anger management, and positive discipline. The program operated in one maximum security prison in Missouri.
<b>Study overview</b>	The authors conducted two in-depth interviews and a focus group with the incarcerated fathers, and a survey of the children attending the program. Interviews and focus groups involved 16 participants plus correctional center staff. During interviews, fathers indicated that the program provided a more comfortable setting for visits with their children and that promoted positive interactions. Fathers reported they thought the program was beneficial and helped reinforce family unity. The authors conducted two surveys with seven children in July 2002 and nine children in January 2003. The surveys were anonymous, but the authors believed, based on other information, that four children responded to both surveys. Participants reported improvements in seven categories: (1) academics and learning, (2) communication, (3) decision making, (4) goal setting and goal achievement, (5) problem solving, (6) self-esteem, and (7) social competencies. The statistical significance of these results was not reported. <i>The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Dunn, E., and J. G. Arbuckle. "Children of Incarcerated Parents and Enhanced Visitation Programs: Impacts of the Living Interactive Family Education (LIFE) Program." Columbia, MO: University of Missouri Extension, 2002.  Additional sources:  Dunn, E., and J.G. Arbuckle. "Life Skills in Children of Incarcerated Fathers." 2003.  National Collaboration for Youth. "Making A Difference in the Lives of Youth: Living Interactive Family Education (LIFE), Case Study." Washington, DC: National Collaboration for Youth, 2001.

## Study and Sample Characteristics

<b>Study design</b>	The authors analyzed the results as a pre/post design, but indicated that some of the children providing responses at the pretest were not the same as those who provided responses at the post-test. Further, at both time points, the children had participated in the program about three months, on average.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	Interviews and focus groups involved 16 incarcerated fathers.  Seven children completed the pretest; nine children completed the post-test. The authors reported that it was likely that four of the seven children in the pretest completed the post-test. The sample characteristics are based on all 16 responses.
<b>Race and ethnicity</b>	White: 68.8 percent African American: 12.5 percent Hispanic/Latino: Not reported Asian American: Not reported American Indian: Not reported Other: 18.8 percent
<b>Gender</b>	Male: 87.5 percent Female: 12.5 percent
<b>Age</b>	Mean: 11.8 years old Range: 6 to 17 years old
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	Child outcomes were assessed at two time points; at both, most youth respondents had participated in the program for at least three months.
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<b>Description of measures</b>	<p>The authors identified themes related to program atmosphere, father involvement, and parenting skills that were identified during interviews, focus groups, and field observations.</p> <p>Child outcomes included life-skills attainment in the areas of academics and learning, communication, decision making, goal setting and goal achievement, problem-solving, and self-esteem and social competencies. The assessment drew from the Rosenberg Self Esteem Scale, the Four-Fold Youth Development Model, and items used in a survey of the Utah State Extension’s Youth and Families with Promise Program.</p>
<b>Outcomes: Fathers’ economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers’ well-being</b>	Not reported
<b>Outcomes: Fathers’ financial support of children</b>	Not reported
<b>Outcomes: Fathers’ involvement with children</b>	<p>In interviews, incarcerated fathers indicated they developed stronger relationships and better communication with their children, and a stronger sense of family unity between the father, his children, and the children’s caregivers.</p>
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	<p>In interviews, incarcerated fathers suggested that their children developed skills such as leadership, empathy, and self-control.</p> <p>The survey of participants’ children showed an increase in overall life skills from the first to the second assessment. There was an increase in self-reported, academics/learning, goal setting/achievement, decision making, problem solving, communication, social competencies, self-esteem, and the total score. The statistical significance of these results was not reported.</p>
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported

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<b>Participant eligibility</b>	The program originally enrolled fathers, grandfathers, and stepfathers who were incarcerated at the correction center where the program occurred. Eligibility expanded to also include incarcerated men who were role models to nieces, nephews, or other close relatives between the ages of 4 and 19 years old. Fathers in the program established additional criteria: no sex offenders, no serious institutional violations, and drug free.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The LIFE program was an enhanced visitation program for incarcerated fathers, their children, and their children's adult caregivers. There were two main components: 4-H activities and parenting training.
<b>Program content</b>	<p>Monthly 4-H activities were held at the correctional facility and attended by youth, the incarcerated father, and other adult caregivers. Children and their fathers completed traditional 4-H activities, which typically involved teamwork, such as arts and crafts projects (decorating Easter eggs together, for example or making Valentine's Day cards for family members); and curricula-based activities on subjects such as conflict resolution, substance abuse resistance, and character development. Activities often had a theme; for example, to build trust, fathers and children directed each other while playing pin the tail on the donkey.</p> <p>Program staff coordinated with correction center staff to lift restrictions during visitation. For example, physical contact was less restricted, so fathers and children could hug, and children could sit on their fathers' laps.</p> <p>Fathers also attended monthly parenting-skills classes to help them learn to be a positive influence in their children's lives. Classes focused on communication, anger management, teamwork, and positive discipline.</p>
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	The program's overall objective was to promote a positive family environment for the children of incarcerated parents, and to support incarcerated parents as positive role models and mentors to their children. The short-term goal was to increase positive interaction between fathers and their children. The long-term goal was improved child well-being, including higher self-esteem, better academic performance, and less disruptive behavior.
<b>Program adaptations</b>	Over time, fathers assisted in developing the program's format. They planned the 4-H meeting day, for example, and established policies for who could join the program.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	The program encountered challenges implementing a program in a prison, including the prisoners' restrictions during visitation, and debate over whether prison was an appropriate setting for a 4-H program. However, meetings with stakeholders reduced opposition to the program.

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### Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	Planning began in late 1999.
<b>Timeframe for program operation</b>	The program began operating in March 2000. The end date for the program was not reported.
<b>Sites and service-delivery settings</b>	All services were provided at a maximum security prison in Missouri.
<b>Required facilities</b>	4-H activities occurred in a comfortable visitation space conducive to physical and verbal interaction.
<b>Community settings</b>	Rural
<b>Organizational partnerships</b>	The program was implemented as a partnership between the University of Missouri Outreach and Extension program and the Missouri Department of Corrections.
<b>Funding agency</b>	The program was supported by a grant from the United States Department of Agriculture’s Children, Youth and Families at Risk program.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

### Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported

<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	An output tracking system documented when program activities occurred and who attended activities.
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Recruitment was not reported, but the authors stated that current participants of the program screen candidates. The group's executive committee (not described) voted on each candidate's membership.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported

## LONG DISTANCE DADS

### Study Information

<b>Program overview</b>	The Long Distance Dads (LDD) program was a 12-week educational and support program designed to help incarcerated men become more involved and supportive fathers. LDD focused on the following issues: (1) responsible fatherhood and “holistic” parenting; (2) father empowerment to assume emotional, moral, spiritual, psychological, and financial responsibilities for their children; (3) the father and child development; (4) challenges of being an incarcerated father; and (5) increasing knowledge about fatherhood. The groups were led by trained inmate peer educators.
<b>Study overview</b>	To examine the effects of the program relative to a no-treatment comparison group, inmates in treatment were matched to inmates in the comparison condition on race/ethnicity, age, marital status, education, and sentence length (minimum and maximum). Participants were assessed at baseline (pretest), immediately after the intervention (post-test), and after the intervention (followup). Favorable effects of LDD were observed relative to the no-treatment comparison on 2 of the 16 Parenting Skills outcomes (no difference was observed between groups on the remaining 14 outcomes). No effect of LDD was observed on any of the outcomes in the following domains: fathers’ well-being, fathers’ financial support of children, or fathers’ involvement with children. <i>The groups were not equivalent at the study’s onset, which means the study’s design cannot establish whether the outcomes were caused by the program or were the result of the initial differences between groups. The study has a LOW rating.</i>
<b>Citation</b>	Skarupski, K. A., C.J. Bullock, C. Fitch, A.L. Johnson, L.M. Kelso, and E.R. Fox. “Outcomes Evaluations of the Long Distance Dads Program.” Pennsylvania Commission on Crime and Delinquency, 2003.

### Study and Sample Characteristics

<b>Study design</b>	The authors used a quasi-experimental design to examine the impact of LDD by comparing the outcomes of incarcerated fathers who participated in the program to a group of other incarcerated fathers who did not participate. The comparison group was formed by identifying inmates who were similar to the LDD participants on race/ethnicity, age, marital status, education, and sentence length (minimum and maximum). The LDD and comparison groups were not equivalent at baseline on some pretests, including father involvement and awareness.
<b>Comparison condition</b>	Inmates in the comparison condition did not receive LDD services.
<b>Conflicts of interest</b>	Not reported

<b>Sample size</b>	Post-test data from immediately after the intervention were collected on 42 treatment inmates and 47 comparison inmates.  Follow-up data from at least one time point were collected on 52 treatment inmates and 40 comparison inmates.
<b>Race and ethnicity</b>	White: 36.0 percent African American: 43.8 percent Hispanic/Latino: 20.2 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 32 years (treatment), 33 years (comparison)
<b>Educational attainment</b>	Mean: 11.2 years (treatment), 11.0 years (comparison)
<b>Employment, income, or earnings</b>	Hourly wage (before incarceration) Mean: \$10.60 (treatment), \$7.60 (comparison) Annual Income (before incarceration) Mean: \$30,012 (treatment), \$27,882 (comparison)
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	Pretest: Beginning of program Post-test: Collected immediately after the end of the 12-week intervention Followup 1: Two to three months after the end of the intervention Followup 2: Six months after the end of the intervention Followup 3: Nine months after the end of the intervention  There were three study cohorts. Followup 2 was collected only for cohorts 1 and 2; followup 3 was collected only for cohort 1.
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<b>Description of measures</b>	<p>A broad description of the data collection instruments is discussed here since it is not obvious which outcomes came from which source. Most outcomes were both father self-report and caregiver report of father behavior.</p> <p>Two questionnaires were completed at each data collection session. The first was the father's questionnaire, designed by the authors to measure fathering knowledge, attitudes, skills, and behaviors as they relate to the LDD curriculum. The questionnaire included four scales: (1) the LDD content test, (2) parental locus of control, (3) Index of Parental Attitudes (IPA), and (4) the Cleminshaw-Guidubaldi (C-G) Parent Satisfaction Scale. The questionnaire included two global parent questions and several scales measuring well-being. Some variables were collected at pretest and post-test but were not defined by the authors as outcomes and were excluded from this review.</p> <p>The other questionnaire was the Involvement, Consistency, Awareness, and Nurturing (ICAN) scale.</p> <p>A third source of data was a caregiver telephone interview, which was similar in content to the father's questionnaire.</p>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Participants in LDD did not report greater changes than nonparticipants in levels of anger and frustration.
<b>Outcomes: Fathers' financial support of children</b>	Caregivers reported no changes were observed from pretest to post-test in the number of times the father sent money to the child.
<b>Outcomes: Fathers' involvement with children</b>	<p>Participants in LDD did not experience greater changes than nonparticipants in the following:</p> <ol style="list-style-type: none"> <li>1. The number of telephone calls made by father to child</li> <li>2. The number of letters sent by father to child</li> <li>3. The total number of contacts between father and child</li> </ol>
<b>Outcomes: Parenting skills</b>	<p>Participants in LDD did improve more than than non-participants in the following:</p> <ol style="list-style-type: none"> <li>1. Awareness (ICAN)</li> <li>2. ICAN Fathering Profile Total Score</li> </ol> <p>Participants in LDD did not experience greater changes than non-participants in the following outcomes:</p>

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	<ol style="list-style-type: none"> <li>1. Knowledge and Awareness</li> <li>2. Skills and Consistency</li> <li>3. Goal-setting</li> <li>4. Knowledge about their Child/Children</li> <li>5. LDD content test sum</li> <li>6. Parental locus of control</li> <li>7. Index of Parental Attitudes</li> <li>8. C-G Parent Satisfaction Scale</li> <li>9. Rating of Father</li> <li>10. Rating of Father, by Proxy</li> <li>11. Involvement (ICAN)</li> <li>12. Consistency (ICAN)</li> <li>13. Nurturance (ICAN)</li> <li>14. Total Parenting Score (ICAN)</li> </ol>
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	The study did not present a clear theoretical framework for the intervention, but LDD is based on the premise that an investment in the education of the fathers will decrease the likelihood that will become “deadbeat dads” who draw on local, state, and federal resources.
<b>Participant eligibility</b>	Incarcerated fathers
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The LDD program consisted of 12 weekly group sessions led by inmate peer educators.

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<b>Program content</b>	The group sessions focused on: <ol style="list-style-type: none"> <li>1. Responsible fatherhood and holistic parenting</li> <li>2. Empowering fathers to assume responsibility for their children, including emotional, moral, spiritual, psychological, and financial roles both during and upon release from incarceration</li> <li>3. Emphasizing development of both father and child</li> <li>4. Addressing the challenges of being an incarcerated father</li> <li>5. Increasing the knowledge about fatherhood</li> </ol>
<b>Program length</b>	Twelve weeks
<b>Targeted outcomes</b>	The program targeted inmates' fathering knowledge, attitudes, skills, and behaviors.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	A single study site was used, the State Correctional Institute at Albion in Erie County, Pennsylvania, a medium-security prison for men.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Pennsylvania Department of Corrections and the State Correctional Institution at Albion
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported

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<b>Was participation mandatory?</b>	Not reported
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### Staffing and Operations

<b>Staff characteristics</b>	The sessions were facilitated by trained inmate peer leaders. No other information was provided.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Each group was made up of 8 to 10 inmates led by at least one peer leader.
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

### Recruitment

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

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**Participation**

**Participation incentives** Not reported

**Initial engagement in services** Not reported

**Retention** Program completion was defined as attending the group sessions and completing the post-test. Forty-two inmates (50 percent) in the treatment group met this definition.

**Participation challenges and solutions** The reasons for dropping out included inmates being sent to restricted housing or being placed on cell restriction, time conflicts, transfer to a different institution, and displeasure with the way group sessions were run.



## NEW MEXICO YOUNG FATHERS PROJECT

### Study Information

<b>Program overview</b>	The New Mexico Young Fathers Project was a teen parenting program implemented in 11 sites in the state. The program targeted biological fathers of children born to teen mothers or men who had assumed the father role. The program provided training, education, mentoring, outreach, case management, and support groups. The program began in January 2000 and had served 1,906 fathers by the end of 2007.
<b>Study overview</b>	Of the 461 participants served in 2007, the study included sample characteristics for 225 participants who completed intake, and outcomes for 23 participants who had completed assessments two or more times while receiving services. Outcomes included education status, economic self-sufficiency, sexual behavior, well-being, father involvement, and father's financial support of children. There were no changes in education outcomes, economic self-sufficiency, or fathers' involvement with their children. There were increases in the payments of child support, the number of pregnancies the participants caused; personal issues, such as anger; and the number of court orders against the participants. <i>The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Philliber Research Associates. "New Mexico Young Fathers Project--Annual Progress Report: Outcomes for Young Fathers Participating between January and December 2007." Accord, NY, 2008:

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	For most sample characteristics, the sample included 225 young fathers who received services during a 12-month period (January to December 2007) and who completed the intake process, unless otherwise noted. For outcomes, the sample included 23 young fathers who returned for services during 2007.

<b>Race and ethnicity</b>	White: 3 percent African American: 5 percent Hispanic/Latino: 82 percent Asian American: 0 percent American Indian: 5 percent Other: 5 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 18.8 years Range: 13 to 28 years
<b>Educational attainment</b>	Educational attainment was reported for the participants returning for services. At intake, 30 percent had a high school diploma or higher.
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Child support was reported for the participants returning for services. Six percent reported paying child support for one or more children.
<b>Reported Outcomes</b>	
<b>Timing</b>	The authors reported outcomes for a subset of 23 young fathers who returned for services in 2007, meaning they had completed assessments two or more times. The timing, method, or frequency of the followups conducted was not reported.
<b>Description of measures</b>	Study authors reported on the following outcomes for fathers: <ol style="list-style-type: none"> <li>1. Educational status</li> <li>2. Economic self-sufficiency</li> <li>3. Sexual behavior</li> <li>4. Well-being</li> <li>5. Involvement with children</li> <li>6. Financial support of children</li> </ol>
<b>Outcomes: Fathers' economic self-sufficiency</b>	There were no significant changes in the percentage of fathers who reported having: a high school diploma or higher, an education plan, a job, a career plan, implemented a career plan, and adequate transportation.

<b>Outcomes: Fathers' well-being</b>	There were no changes in the use of contraception; the number of pregnancies the men had caused increased at followup. The number of problem behaviors, including anger, reported by the participants significantly increased.
<b>Outcomes: Fathers' financial support of children</b>	There was a significant increase in the percentage of fathers providing child support to one or more of their children and for the percentage of children receiving child support. There was also a significant increase for percentage of fathers with court orders against them. There was no change in the percentage of fathers who established paternity.
<b>Outcomes: Fathers' involvement with children</b>	There was no change in the percentage of fathers who had contact with or lived with their children. There was an increase in the percentage of fathers providing child support to their children and the percentage of children receiving child support.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	The target population was biological fathers of children born to teen mothers and young men currently in a fathering role.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Case management, mentoring, training, education, and support groups
<b>Program content</b>	Case management services addressed employment, mental health, drug and legal services, and therapeutic visitation. Support groups also took place, though no description of the groups was reported.

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	<p>Through the mentoring component, participants were given support on parenting, relationships, manhood, problem solving, family stabilization, education, job development, youth development, behavioral problems, family dysfunction, pregnancy prevention, abuse barriers, substance abuse training, poverty barriers, and school failure. The most common mentoring topic was parenting. The authors did not report who provides the mentoring.</p> <p>Training topics were parenting and relationships, contraception and sexual responsibility, and anger management. No other information was provided.</p> <p>Other services included education and vocational support, referrals to community agencies, and peer-education training.</p>
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	Not reported
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

### Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	The program began in January 2000 and continued through December 2007, the time of the study reviewed here.
<b>Sites and service-delivery settings</b>	The project operated at 11 locations. Services were provided at teen parenting program sites. No other information was provided.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported

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<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Since program inception, 1,906 men participated in the program. In 2007, the focus year of the study reviewed here, 461 men received services; 225 had completed the program's intake process.
<b>Recruitment timeframe</b>	Recruitment occurred on an ongoing basis from January 2000 through December 2007.
<b>Recruitment challenges and solutions</b>	Not reported

**Participation**

<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Four hundred sixty-one participants received at least one service from the project in 2007.
<b>Retention</b>	The authors stated that since the program began in 2000, about one-half of participants returned during more than one six-month interval.
<b>Participation challenges and solutions</b>	Not reported

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## NURTURING FATHER’S PROGRAM

### Study Information

**Program overview** The Nurturing Father’s Program was designed to improve fathers’ parenting attitudes and skills and increase their nurturing behaviors. Participating fathers attended weekly 2.5-hour sessions for 13 weeks. The sessions included discussions and activities, covering such topics as non-violent discipline, playing with children, anger management, co-parenting, and family communication and teamwork.

**Study overview** The study sample included 1,061 participants from Nurturing Father’s Program sites in Florida, Washington, Ohio, Virginia, and New York. The study used a pre-post design to describe fathers’ outcomes on the Adult-Adolescent Parenting Inventory 2 (AAPI-2) before and after they participated in the program. The AAPI-2 was designed to assess parenting and child-rearing attitudes and included five indices of parenting known to contribute to child abuse and neglect.

The authors found that participating fathers—overall and separately for white, African American, and Hispanic fathers—showed significant improvement on all five indices of the AAPI-2 and on their overall AAPI-2 scores after completing the program. *The lack of a comparison group means this study’s design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural changes over time. The study has a LOW rating.*

**Citation** Daire, A. P., W. L. Greenidge, and N. Johnson. “Parental Attitudes and Behaviors of Participants in the Nurturing Father’s Program.” Orlando, FL: University of Central Florida, n.d.

Additional source:

Daire, A. P., and W. L. Greenidge. “A Cross Cultural Investigation of the Nurturing Father’s Program Outcomes.” Orlando, FL: University of Central Florida, n.d.

### Study and Sample Characteristics

**Study design** This study had a pre-post design, with participants’ characteristics measured before and after the program.

**Comparison condition** The study did not include a comparison group.

**Conflicts of interest** Not reported

**Sample size** The sample included a total of 1,061 participants. An analysis of different races and ethnicities combined subsets of white and African American fathers (175 each) and all 175 Hispanic fathers in the sample.

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<b>Race and ethnicity</b>	White: 60.0 percent African American: 21.2 percent Hispanic/Latino: 16.5 percent American Indian: 0.7 percent Other: 1.2 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Not reported
<b>Educational attainment</b>	Less than high school: 20.5 percent High school or general equivalency diploma (GED): 41.4 percent Some college: 6.1 percent Associate's degree or vocational training certificate: 4.6 percent Four-year college degree or higher: 13.0 percent No education information reported: 14.6 percent
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	The authors collected survey data on the first and last days of the program.
<b>Description of measures</b>	<p>The authors used the AAPI-2, a 40-item inventory designed to assess parenting and child-rearing attitudes. Possible responses were on a five-point Likert scale, ranging from strongly agree to strongly disagree.</p> <p>Two alternative forms of the inventory (Form A and Form B) were administered as the pre- and post-tests to avoid practice effects.</p> <p>The instrument provided an index of risk for the following five parenting behaviors known to contribute to child abuse and neglect:</p>

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1. Inappropriate expectations of children
2. Inability to be empathetically aware of children's needs
3. Belief in the value of corporal punishment
4. Parent-child role reversal
5. Oppressing children's power and independence

The measures fell under the parenting skills domain.

**Outcomes: Fathers' economic self-sufficiency** Not reported

**Outcomes: Fathers' well-being** Not reported

**Outcomes: Fathers' financial support of children** Not reported

**Outcomes: Fathers' involvement with children** Not reported

**Outcomes: Parenting skills** Fathers—overall and separately by race and ethnicity—showed significant improvement on all five indices of the AAPI-2 and on their overall AAPI-2 scores after completing the program.

**Outcomes: Co-parenting** Not reported

**Outcomes: Relationship status and quality** Not reported

**Outcomes: Domestic violence** Not reported

**Outcomes: Child outcomes** Not reported

**Outcomes: Other** Not reported

**Program Model**

**Theoretical framework** Not reported

**Participant eligibility** Not reported

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<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Participating fathers took part in weekly group sessions.
<b>Program content</b>	<p>Weekly sessions included 8 to 16 fathers and covered the following topics:</p> <ol style="list-style-type: none"> <li>1. Roots of fathering</li> <li>2. Nurturing ourselves/our children</li> <li>3. Fathering sons/fathering daughters</li> <li>4. Discipline without violence</li> <li>5. Playing with children</li> <li>6. Managing anger/resolving conflict</li> <li>7. Teamwork with spouse/partner</li> <li>8. Balancing work and fathering</li> <li>9. Communication and problem solving</li> <li>10. Cultural influences</li> <li>11. Dealing with feelings</li> <li>12. The father I choose to be</li> </ol>
<b>Program length</b>	Groups of fathers met weekly for 2.5-hour sessions for 13 weeks.
<b>Targeted outcomes</b>	The program was designed to help fathers improve in the areas of self-nurturance skills, male nurturance, fathering without violence or fear, discipline, play, nurturing relationships, and overcoming barriers to nurturing fathering.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

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## Program Structure

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	<p>The authors reported that five Nurturing Father's Program sites participated in the study. However, they listed a total of seven:</p> <ol style="list-style-type: none"> <li>1. Nurturing Dad's Initiative, Sarasota, Florida</li> <li>2. Fathers Resource and Networking Center, Hillsborough County, Florida</li> <li>3. Brownstone Work Release Nurturing Fatherhood Program, Spokane, Washington</li> <li>4. Services United for Mothers and Adolescents (SUMA) Fatherhood Project, Cincinnati, Ohio</li> <li>5. Dad's Tool Time Project, Charlotte County, Florida</li> <li>6. Newport News Healthy Family Initiative, Newport News, Virginia</li> <li>7. Family Nurturing Center, Central New York</li> </ol>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The Nurturing Dad's Initiative and the Fathers Resource and Networking Center were funded by the Florida Department of Health and implemented through the Ounce of Prevention Fund of Florida. No other information on funding was provided.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported

## Staffing and Operations

<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported

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## **Participation**

**Participation incentives**            Not reported

**Initial engagement in services**    Not reported

**Retention**                            Not reported

**Participation challenges and solutions**    Not reported

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## PARENT OPPORTUNITY PROJECT (DENVER)

### Study Information

**Program overview** The Parent Opportunity Project (POP), administered by the Denver Child Support Enforcement Division and Denver Department of Social Services, served low-income underemployed and unemployed noncustodial parents. The goals were to reduce child poverty by increasing noncustodial parents' employment, earnings, and child support payments and to increase noncustodial parents' involvement with their children. Program components included job-readiness training, employment assistance, temporary abatement of child support orders, mediation and legal services for child access and visitation issues, peer support groups, and case management. POP also was implemented in El Paso and Teller counties in Colorado (see profile of Parent Opportunity Project–Colorado Springs).

**Study overview** The study focused on the POP pilot project in Denver County, Colorado. Between June 1997 and October 1998, 47 men and women participated in the program. Using a pre/post design, the authors examined such outcomes as earnings and child support. Compared to baseline, there was little change in the percentage of men who were employed relative to those who were unemployed. There was no change in the percent paying child support for the full sample or the subgroup who attended the program for three or more months. Compared to the full sample of POP participants, those who attended program events over a longer period of time had slightly less child support debt and lower monthly payment obligations six months after enrollment in POP (the statistical significance was not reported). *The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.*

**Citation** Pearson, J., and N. Thoennes. "An Evaluation of the Parent Opportunity Project." Denver, CO: Center for Policy Research, January 1999.

### Study and Sample Characteristics

**Study design** The study has a pre/post design; fathers' outcomes were measured before and after the program.

**Comparison condition** The study did not include a comparison group.

**Conflicts of interest** Not reported

<b>Sample size</b>	The sample characteristics included 40 participants with referral information (complete information was provided for 33 participants). The analysis of economic self-sufficiency included 24 program participants. The analysis of the financial support of children included those who had been in the program longer than three months (17 participants) and the full sample of recruited participants (43 participants, which included the subgroup).
<b>Race and ethnicity</b>	White: 7 percent African American: 24 percent Hispanic/Latino: 66 percent Other: 2 percent
<b>Gender</b>	Male: 96 percent Female: 4 percent
<b>Age</b>	Average: 32.6 years Range: 17 to 50 years
<b>Educational attainment</b>	Less than high school: 51 percent Completed high school: 24 percent Technical or trade school: 7 percent Some college: 15 percent College graduate: 3 percent
<b>Employment, income, or earnings</b>	At baseline, 27 percent were employed.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Eligibility requirements included having a child support case in Denver County.

## Reported Outcomes

<b>Timing</b>	Case workers collected data at intake. The timing of follow-up measures is reported below.
<b>Description of measures</b>	To follow up with clients regarding employment status, case managers contacted 23 clients who participated in POP programs in Denver County between July 1997 and October 1998.  The authors also reviewed child support data for all clients who enrolled in the program as of October 1998 using the states' automated child support enforcement records. Data were collected on each father's child support status six months before program enrollment and six months after enrollment for the full sample of 43 enrolled participants.

<b>Outcomes: Fathers' economic self-sufficiency</b>	Compared to baseline, there was little change in the percentage of men who were employed relative to those who were unemployed. The statistical significance of this result was not reported.
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	<p>The percentage of child support paid (of what was due) did not change for the full sample or for a subgroup who participated in the program for at least three months.</p> <p>Compared to the full sample of POP participants (which included the subgroup), those who attended program for at least three months had slightly less child support debt and lower monthly payment obligations six months after enrollment in POP. The statistical significance of these results was not reported.</p>
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	<p>Eligibility requirements were:</p> <ol style="list-style-type: none"> <li>1. Child receives TANF in Denver County</li> <li>2. Noncustodial parent has child support case in Denver County</li> <li>3. Noncustodial parent not paying child support</li> <li>4. Noncustodial parent not receiving SSI</li> <li>5. Paternity has been established (this was not required for referrals received through hospitals, child support agencies, or community settings)</li> </ol>

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	<ol style="list-style-type: none"> <li>6. Noncustodial parent is unemployed or underemployed</li> <li>7. Noncustodial parent present at juvenile court hearings</li> </ol>
<b>Participant needs assessment</b>	At intake, participants met with a case manager for an interview and needs assessment. No other information was provided.
<b>Program components</b>	<ol style="list-style-type: none"> <li>1. Employment assistance and training</li> <li>2. Assistance with child support</li> <li>3. Access and visitation services</li> <li>4. Peer support groups</li> <li>5. Case management</li> </ol>
<b>Program content</b>	<p>POP was modeled after Parents' Fair Share (see profile), which included several components.</p> <ol style="list-style-type: none"> <li>1. Employment assistance and training: Provided through the Employment Services Division of the Denver Department of Labor, which for years provided employment services for TANF recipients in Denver County. Services included individual assessment and referral, job-readiness classes, career tracking, and specialized employment services.</li> <li>2. Child support services: Provided by Denver Child Support Division, staff would explore adjustments or modifications of child support orders for POP participants. In addition, participants were offered temporary abatement of child support orders for 90 days during the job search, which became permanent relief of their three-month obligation and interest charges, pending successful completion of POP program requirements. Some participants were eligible for suspension or adjustment of accumulated debt.</li> <li>3. Services to improve access and visitation: POP would notify private attorneys, who agreed to provide access and visitation mediation and legal services for no or reduced cost.</li> <li>4. Peer support groups: The POP case manager offered weekly peer support group sessions, which addressed child development, relationship issues, and conflict management. The facilitator used a curricula developed by MDRC and the National Partnership for Community Leadership for use with low-income fathers. Some sessions featured guest speakers or experts.</li> <li>5. Case management: There was ongoing contact between participants and the case manager, who connected participants with such services as food and clothing banks and drug rehabilitation. The case manager encouraged engagement with the program by visiting participants, driving them to support groups, and distributing bus tokens. The case manager also served as their advocate in court hearings.</li> </ol>
<b>Program length</b>	Not reported

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<b>Targeted outcomes</b>	The overarching goals were to increase noncustodial parents' ability to pay child support and increase contact with their children.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	<p>The case manager frequently “lost track” of POP participants because there was no established way to monitor whether fathers had participated in various referred services. The manager was better able to track participation in the peer support groups, which he facilitated.</p> <p>The director of the child support agency was concerned about POP undermining the child support program. Therefore, he was unwilling to grant child support order abatements for longer than 90 days, and considered modifications only on a case-by-case basis. In addition, the agency did not designate staff to handle POP cases, so although POP could make recommendations to individual staff, there was no broader policy.</p>

## Program Structure

<b>Was there a planning or pilot phase?</b>	The Denver POP served as a pilot for other programs implemented in El Paso and Teller counties in 1998 (see profile of POP-Colorado Springs).
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	There were multiple service-delivery locations, such as community-based organizations, the Employment Services Division of the Denver Department of Labor, and the Department of Human Services Division of Child Support Enforcement.
<b>Required facilities</b>	Although operated by the child support agency, the authors described it as an inhospitable setting for noncustodial parents (noting, for example, “grim” interview rooms). Therefore the program was operated out of a community organization, the Denver Inner City Parish, Inc. Housing the program there also helped reduce the likelihood that participants' negative perceptions of the child support agency would prevent participation in the program.
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	The program was administered by the Denver Division of Child Support Enforcement, which partnered with Denver Department of Social Services' Division of Employment Training to provide services. Other partnerships included private attorneys, the state court system, and parent education providers.

<b>Funding agency</b>	Federal Office of Child Support Enforcement
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	Not reported
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	The program had one case manager, liaisons at involved Denver Department of Social Services' Division of Employment Training, and private attorneys to provide assistance in visitation and access mediation.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Referrals came from orders by judges and hearing officers to eligible noncustodial parents, hospital outreach, and letters to a sample of noncustodial parents with payment arrears. Child support technicians told eligible noncustodial parents who were delinquent in child support payments to contact the POP case manager to avoid other more serious enforcement actions, such as being referred to the court's contempt calendar.
<b>Recruitment method</b>	The case manager recruited participants using referrals. No other information was provided.

<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	The total number of participants recruited was 47.
<b>Recruitment timeframe</b>	June 1997 to October 1998 (in the study reviewed here)
<b>Recruitment challenges and solutions</b>	<p>In the first months of recruitment, the Denver Juvenile Court issued orders to eligible noncustodial parents to participate in POP. However, many individuals targeted did not appear for their hearings and little recruitment resulted from the court orders.</p> <p>POP also attempted to make direct contact in the hospital at the time of a baby's birth. This had limited success; staff at the hospital indicated that most fathers were employed or of questionable immigrant status.</p> <p>Most participants were recruited through word-of-mouth referrals or directly by the case manager (not described). The single largest source of referrals was letters mailed by the child support enforcement agency to noncustodial parents not paying child support orders.</p>
<b>Participation</b>	
<b>Participation incentives</b>	Child support orders were suspended for program participants during job training and job search for up to three months.
<b>Initial engagement in services</b>	Of the 47 potential participants, 14 (30 percent) did not show up for the initial interview and assessment.
<b>Retention</b>	<p>According to the case manager's records, of 28 participants referred for peer support, 18 percent never attended, 39 percent attended one session, 21 percent attended intermittently, and 14 percent attended regularly.</p> <p>The case manager's records were less complete for other services. Among 10 clients referred for education programs, 30 percent never attended; 60 attended at least once but did not complete the program (for example, dropping out before obtaining a GED). Among the 15 participants referred for employment training, 40 percent never attended and 53 percent attended but did not complete the program. Of 28 participants referred to the child support agency, 11 contacted the agency. Of those, two had their child support abated for 90 days, four had their order modified, two had arrearages reduced, two established a child support order, and one had paternity established.</p>
<b>Participation challenges and solutions</b>	The authors reported that participation was a challenge and many participants had only "fleeting interactions" with the case manager before dropping out. Overall, the authors concluded that about one-third of referred individuals participated in the program.





## PARENTS AS TEACHERS RESPONSIBLE FATHERHOOD PROJECT

### Study Information

<b>Program overview</b>	The Parents as Teachers (PAT) Responsible Fatherhood Project, implemented in seven sites, was designed to increase fathers' participation in PAT, improve fathers' knowledge of child development, enhance parenting skills, and increase their involvement in the children's lives. The program components included 12 group meetings for fathers and PAT home visits. Eligible fathers were low-income and were in families already enrolled in PAT. (For more details on program operations in Pittsburgh, implemented by the Allegheny Intermediate Unit, see the profile of Dads in the Mix.)
<b>Study overview</b>	The study included 175 fathers who had participated in at least eight hours of the group meetings. The authors collected fathers' responses to a survey related to parenting at the beginning and end of the program. Of the 175 fathers, 58 provided answers to the pretest and post-test. Compared to the pretest, the fathers reported improvement in four areas: family functioning and resiliency, concrete support, nurturing and attachment, and one item in child development and knowledge of parenting. <i>The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Wakabayashi, T., K. Guskin, and J. Watson. "Enhancing Parenting Skills of Low-Income Fathers Through Fatherhood Group meetings." Presented at the National Head Start Research Conference, Washington, DC, June 2010.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	All authors were affiliated with the National Center of Parents as Teachers, Inc.
<b>Sample size</b>	The sample characteristics are based on 175 low income fathers who participated in the program. A subsample of 58 fathers completed both the pretest and post-test.

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<b>Race and ethnicity</b>	White: 50 percent African American: 30 percent Hispanic/Latino: 13 percent Asian American: 0 percent American Indian: 0 percent Other: 8 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 31 years Range: 15 to 58 years
<b>Educational attainment</b>	Some high school: 15 percent High school diploma or GED: 39 percent Trade or vocational degree: 5 percent Some college: 18 percent Degree from two-year college: 11 percent College degree or higher: 12 percent
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

**Reported Outcomes**

<b>Timing</b>	Fathers completed the pretest at the beginning of the 12-week program and post-test at the end.
<b>Description of measures</b>	The measures were based on the Protective Factors Survey. The study also included fathers' responses to two open-ended questions, but the same question was not asked at pretest and post-test and was excluded from this review.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported

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<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Compared to the pretest, the fathers reported improvement in four areas: family functioning and resiliency, concrete support, nurturing and attachment, and one item in child development and knowledge of parenting ("I know how to help my child learn").
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	The program targeted low-income men with families who were already enrolled in family support services at their site.
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	Weekly fatherhood group meetings and monthly home visits
<b>Program content</b>	Group meetings provided skills-based parenting education. No other information was provided.
<b>Program length</b>	Twelve weeks
<b>Targeted outcomes</b>	The program was designed to increase fathers' knowledge of child development, enhance parenting skills, increase participation in PAT services, and encourage fathers to become more engaged in their children's lives
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported

<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Authors reported that sites had difficulty getting buy-in from agency staff, and collaborating with local community organizations. No other information was provided.
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Not reported
<b>Sites and service-delivery settings</b>	<p>The study stated the program was implemented in seven sites, but eight partner sites were listed:</p> <ol style="list-style-type: none"> <li>1. Allegheny Intermediate Unit, Pittsburgh, Pennsylvania</li> <li>2. Binghamton School District PACT, Binghamton, New York</li> <li>3. Good Beginnings, Peoria, Illinois</li> <li>4. Life Services System, Holland, Michigan</li> <li>5. Our Kids Count—Dads on Duty, San Diego, California</li> <li>6. Virden Parent Place, Virden, Illinois</li> <li>7. Healthy Start—Friends of Youth, Redmond, Washington</li> <li>8. Youth in Need and Youth in Need FACT, St. Louis, Missouri</li> </ol>
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	The Promoting Responsible Fatherhood federal grant provided funding for the programs in all sites.
<b>Agency certifications and national affiliations</b>	PAT
<b>Was participation mandatory?</b>	No
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported

<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Recruitment was targeted toward participants whose families were already receiving family support services.
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Staff reported challenges in identifying fathers who met the grant criteria, getting buy-in from agency staff, and convincing fathers to participate. No other information was provided.
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported

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<b>Retention</b>	The authors reported that 175 participants enrolled and participated in at least eight hours of the group meetings.
<b>Participation challenges and solutions</b>	Staff faced challenges because of fathers' schedules; the special needs of some participants, such as military families and fathers with incarceration histories; and language barriers.

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## PEOPLE ACHIEVING RESPONSIBLY THROUGH EDUCATION, NURTURING, AND TRAINING (PARENT)

### Study Information

<b>Program overview</b>	The PARENT (People Achieving Responsibility Through Education, Nurturing, and Training) program aimed to help noncustodial parents better fulfill financial and emotional responsibilities to their children. The program was established in 1996 and was run by the Department of Human Services in Larimer County, Colorado. Initially, it offered parenting classes, employment assistance, case management, and referrals to other services. In 1999, a grant from the federal Office of Child Support Enforcement (OCSE) funded a child support assurance component, which meant parents who were participating in the program did not have to pay their child support obligations for up to 12 months. Parents had to pay \$50 per month towards their arrearages.
<b>Study overview</b>	The study, a three-year assessment of the PARENT program, has a pre/post design, and included an analysis of 136 program participants. The results showed there was no change in earnings from two quarters before to two quarters after program enrollment. In addition, there was no change in child support outcomes over time, including average number of child support orders, the order levels, or the amount paid. The authors also compared the outcomes of those who successfully completed the program to those who did not. Those who completed the program had higher quarterly earnings and paid a higher percentage of what they owed for child support compared to noncompleters. <i>The study has a LOW rating for both analyses. For the pre/post results, the lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. For the comparison of completers to noncompleters, the groups were not equivalent at the study's onset, which means the study's design cannot establish whether the outcomes were caused by the program or were the result of the initial differences between groups.</i>
<b>Citation</b>	Pearson, J., and L. Davis. "People Achieving Responsibility Through Education, Nurturing, and Training (PARENT Program). Final Report. Fort Collins, CO: Larimer County Child Support Enforcement, 2003.

### Study and Sample Characteristics

<b>Study design</b>	The authors included two types of analyses in the study. The first was a pre/post design, with outcomes measured before and after the program. For the second, the authors compared outcomes for those who completed the program to those who had not.
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	The completers and noncompleters were not equivalent at baseline. Forty-two percent of completers had some college or higher, compared to 16 percent of noncompleters.
<b>Comparison condition</b>	The authors compared those who completed the program to those who dropped out or were terminated by staff for lack of participation.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The analytic sample included 136 participants. The comparison of completers to noncompleters included 120 participants (64 completer and 56 noncompleters).
<b>Race and ethnicity</b>	White: 65 percent African American: 7 percent Hispanic/Latino: 15 percent Asian American: 2 percent American Indian: 4 percent Other: 7 percent
<b>Gender</b>	Male: 90 percent Female: 10 percent
<b>Age</b>	Average: 35 years old Range: 20 to 57 years
<b>Educational attainment</b>	Highest degree None: 20 percent GED: 23 percent High school diploma: 29 percent Technical or Associate’s degree: 15 percent Bachelor’s degree or higher: 13 percent
<b>Employment, income, or earnings</b>	At baseline, 54 percent were employed; 37 percent full time and 17 percent part time. Mean hourly wages: \$10.93 Range of hourly wages: \$3.57-\$31.25
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Seventeen percent received some type of federal/state assistance in prior 12 months
<b>In child support system</b>	One hundred percent

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## Reported Outcomes

<b>Timing</b>	<p>Earnings data were reported for four quarters, from two quarters prior to program enrollment to two quarters after.</p> <p>Child support data were reported for four time points: 6 months prior to program enrollment, during the program, and 6 and 12 months after program exit.</p> <p>The monitoring system was used to track outcomes. In addition, telephone interviews were conducted with participants six months after enrollment.</p>
<b>Description of measures</b>	<p>The study included the following outcomes:</p> <ul style="list-style-type: none"> <li>Child contact</li> <li>Amount of influence in decision making</li> <li>Relationship with other parent</li> <li>Income</li> <li>Employment</li> <li>Child support</li> <li>Areas for which participants obtained help</li> <li>Perceived impact of child support assurance</li> <li>Relationship with children</li> <li>Assessment of doing job as a parent</li> <li>Assessment of "getting your life together"</li> </ul>
<b>Outcomes: Fathers' economic self-sufficiency</b>	<p>There was no change in earnings from two quarters before to two quarters after program enrollment. This was also true for a smaller subset of participants who were contacted eight quarters after program enrollment.</p> <p>Those who completed the program had higher quarterly earnings compared to noncompleters.</p>
<b>Outcomes: Fathers' well-being</b>	<p>Not reported</p>
<b>Outcomes: Fathers' financial support of children</b>	<p>There was no change in child support outcomes over time, including average number of child support orders, the order levels, or the amount paid. The percentage of who paid nearly all of what they owed increased and the percentage of those who paid nothing decreased; the statistical significance of these results was not reported.</p> <p>Those who completed the program paid a higher percentage of what they owed compared to noncompleters.</p>
<b>Outcomes: Fathers' involvement with children</b>	<p>The authors did not analyze change over time or differences between treatment and comparison groups.</p>

<b>Outcomes: Parenting skills</b>	The authors did not analyze change over time or differences between treatment and comparison groups.
<b>Outcomes: Co-parenting</b>	The authors did not analyze change over time or differences between treatment and comparison groups.
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	The authors did not analyze change over time or differences between treatment and comparison groups.
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	The PARENT program was founded on the belief that one way to combat child poverty is to increase the number of single-parent households that receive consistent and sufficient child support payments. Consistent child support was believed to not only lift families out of poverty, but also to improve child behavior and school achievement. Prior research indicated, however, that many low-income fathers are not able to pay adequate child support. This program aimed to help noncustodial parents improve their ability to pay child support and become more involved parents.
<b>Participant eligibility</b>	Program participants had to live in Larimer County or have a child support order in Larimer County. They also had to be unemployed or underemployed and unable to meet their financial responsibilities. The program specifically did not limit services to parents in the lowest income brackets and attempted also to serve middle-class parents with financial difficulties.
<b>Participant needs assessment</b>	After referral, participants went through an intake assessment with a case manager. The case manager helped the participant develop an individualized program plan, which included a personal budget. The participants' plans also included various services, such as GED classes, mediation, legal services, classes for expectant fathers, employment services, and credit counseling.
<b>Program components</b>	The core components of PARENT were: <ol style="list-style-type: none"> <li>1. Series of six classes on parenting for fathers</li> <li>2. Group session on child support</li> <li>3. Individualized case management</li> <li>4. Child support assurance</li> </ol>

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	Other components included:
	<ul style="list-style-type: none"> <li>5. Referrals to collaborative community services</li> <li>6. Referrals to employment services</li> </ul>
<b>Program content</b>	<ul style="list-style-type: none"> <li>1. Series of six two-hour classes on parenting for fathers: The fatherhood classes were offered in six-week blocks three to four times per year. They were held at local businesses in the evenings and focused on eliminating the barriers that interfere with fathers' involvement in their children's lives.</li> <li>2. Group session on child support: A lawyer led the sessions and provided an overview of child support process.</li> <li>3. Individualized case management: Included assessment, goal-development, referrals to community programs, mediation, and monitoring.</li> <li>4. Child support assurance: The program offered child support assurance, which paid participants' full monthly child support orders contingent upon program participation in the prior month. Participation was defined as attending parenting classes; meeting with the case manager; and performing tasks in the service plan, such as making the specified number of job contacts.</li> <li>5. Referrals to collaborative community services: The program referred participants to services outside of PARENT, including education or vocational training, mediation services, legal services, and fatherhood mentoring.</li> <li>6. Referrals to employment services: PARENT worked closely with the Larimer County Welfare to Work (WtW) program, which offered screening and assessment, resume assistance, job-search help, vocational training, clothing for interviews and work, fuel, work tools, and on-the-job training (OJT).</li> </ul>
<b>Program length</b>	The child support assurance component lasted up to 12 months. The parenting classes were six weeks. No other information was reported.
<b>Targeted outcomes</b>	The program aimed to improve child support payments as well as employment, parenting skills, and participants' relationships with their children's other parents.
<b>Program adaptations</b>	There were no program adaptations.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported

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**Implementation challenges and solutions** PARENT staff encountered difficulties in implementing the OJT through a partnership with the WtW program. Few PARENT participants met the WtW criteria and did not qualify for OJT or intensive training services. For those who did, the component was fairly resource-intensive and required substantial WtW staff time, which was limited. For the OJT component, WtW staff met with the employee and employer at least once a month and the program paid up to 50 percent of participants' income for up to six months.

### Program Structure

**Was there a planning or pilot phase?** Not reported

**Length of planning/pilot** Not reported

**Timeframe for program operation** Not reported

**Sites and service-delivery settings** This program was offered in Larimer County and administered by the Child Support Enforcement Division of the Larimer County Department of Human Services.

**Required facilities** Not reported

**Community settings** Urban, rural, suburban

**Organizational partnerships** To offer an array of services, the program required partnerships with nonprofit, community, and government agencies, including Larimer County Office of Rehabilitation, which offered job development for workers with disabilities, and Larimer County Family Center, which provided mediation services and low-cost legal assistance.

**Funding agency** The program was partially funded by the Child Support Enforcement Division of the Larimer County Department of Human Services (DHS). The program also received a grant from the federal OCSE in 1999 to add child support assurance.

**Agency certifications and national affiliations** Not reported

**Was participation mandatory?** Not reported

### Staffing and Operations

**Staff characteristics** PARENT employed two full-time staff members: a case manager and a child support program specialist. The program also worked with a community therapist, who facilitated PARENT classes; a fatherhood advocate, who conducted support groups; and an attorney, to whom participants were referred for legal assistance.

<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Tracking was managed in the Responsible Fatherhood Management Information System (RFMIS). At the first interaction with a participant, a RFMIS intake and assessment form was completed, which included demographic, employment, and family history information, and types of services that the participant needed. Program staff completed the RFMIS tracking form monthly to track participants' participation and activities.
<b>Recruitment</b>	
<b>Referral sources</b>	Initially, referrals came from customer service technicians at the child support agency. Later, referrals also came from the Larimer County Workforce Center, the Larimer County Family Center, DHS, the courts, family members, and friends. Advertisements for the program also appeared in local newspapers and on the radio. Child support, however, remained the largest single source (35 percent) of referrals.
<b>Recruitment method</b>	Program staff encouraged child support technicians to refer parents who were behind in payments. The program also mailed brochures to noncustodial parents whose driver's licenses had been suspended for nonpayment of child support.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	During the 36-month evaluation of PARENT, 136 participants were recruited.
<b>Recruitment timeframe</b>	Not reported

<b>Recruitment challenges and solutions</b>	Initially, PARENT had difficulty motivating noncustodial parents to enroll in the program because many parents viewed the child support system as punitive. The program overcame the recruitment challenge by applying for and receiving a grant from the OCSE to add a child support assurance component. In addition, the child support agency deliberately hid its relationship with PARENT during the time covered in the study.
<b>Participation</b>	
<b>Participation incentives</b>	The child support assurance component was a substantial incentive. As described, participants received a stipend to cover child support expenses in and outside of Larimer County, contingent upon adequate program participation in the prior month. The stipends covered all of the child support expenses, but participants were required to pay at least \$50 per month toward their arrears balance. If there was no arrears balance, participants were required to pay \$50 per month toward the current child support order. Participants continued to receive stipends for up to 12 months, or until they were earning a viable living wage, as determined by the program staff.
<b>Initial engagement in services</b>	The program also provided food and beverages during the fatherhood classes.
<b>Retention</b>	<p>136 participants were served over a three-year period.</p> <p>Percent of participants who participated in each service for at least one month</p> <p>Educational services (basic skills, pre-GED): 13 percent</p> <p>Job related services (job assessment, OJT): 63 percent</p> <p>Child support assurance: 100 percent</p> <p>Access and visitation (mediation, help modifying an order): 18 percent</p> <p>Parenting education: 42 percent</p> <p>Case management: 84 percent</p> <p>Peer support: 3 percent</p> <p>Medical/dental/vision exams and treatment: 7 percent</p> <p>Services related to anger management: 2 percent</p> <p>Mental health treatment/counseling: 7 percent</p> <p>Substance abuse treatment/counseling: 7 percent</p> <p>Money management/budgeting: 15 percent</p> <p>Other legal assistance: 7 percent</p> <p>Other services/assistance: 28 percent</p>

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Participants were required to attend every class in the six-week session. Exceptions were made only if the participant had a timing conflict with work or their children, and classes had to be made up during the following session.

The authors reported that 47 percent of participants successfully completed the PARENT program; 27 percent of cases were closed due to noncompliance; 15 percent of participants dropped out of the program and could not be located; 3 percent moved out of the county; 2 percent were referred to another program; and 7 percent of cases were closed for other reasons.

**Participation  
challenges and  
solutions**

Staff noted that some participants did not complete the program because there was no direct personal financial benefit (child support payments went to children and the other parent) and there was delayed gratification (child support assurance was paid only after meeting requirements the previous month).

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## PEOPLE ARE TEACHING AND TALKING ABOUT HEALTHY SEXUALITY FOR DADS

### Study Information

<b>Program overview</b>	The People Are Talking and Teaching About Healthy Sexuality (PATTHS) for Dads program was a workshop-based curriculum designed to increase fathers' comfort with and confidence about speaking with their children about sexuality and reproduction. The program also encouraged fathers to model responsible and healthy behaviors for their children. Between November 2009 and September 2010, five organizations in Greater Cleveland, Ohio, which offered fatherhood programs, provided 80 workshops in various locations, including schools, faith-based organizations, and a prison.
<b>Study overview</b>	The evaluation involved pre/post surveys administered at the workshops, and follow-up surveys administered at least 30 days after workshop attendance. In total, 1,003 participants completed pre/post-workshop surveys, and 219 fathers completed a follow-up survey that could be matched to the workshop surveys. Additionally, six facilitators completed a survey and two of them participated in a brief telephone interview. Findings suggested that participants' comfort level with discussing sexuality and sexual health with their children increased after workshop participation. Participants also reported changes in their knowledge of sexuality and sexual health. The statistical significance of these results was not reported. <i>The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Philliber Research Associates. "Evaluation of the PATTHS for Dads Initiative: The Healthy Fathering Collaborative." Cleveland, OH: The Center for Community Solutions, 2010.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The 1,003 participants who attended PATTHS for Dads workshops completed a pre- and post-workshop survey; 219 of them also completed a follow-up survey at least 30 days after the workshop that could be matched to the pre/post-workshop survey.

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<b>Race and ethnicity</b>	White: 18 percent African American: 76 percent Hispanic/Latino: 3 percent Other: 3 percent
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	Mean: 37.5 years old Range: 15 to 80 years old
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

**Reported Outcomes**

<b>Timing</b>	The survey was administered prior to and after attending the workshop. Follow-up surveys were administered at least 30 days after workshop attendance.
<b>Description of measures</b>	The survey asked participants about their comfort level with talking with their children about sexuality, their plans to talk with their children about sexuality, and their knowledge about sex and sexuality for adults and teens.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported

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<b>Outcomes: Parenting skills</b>	Immediately after the workshop, more fathers reported plans to talk to their children about sexual health, compared to the percentage of fathers who said they had talked to their children about these issues at pretest. The statistical significance of the fathers who had talked to their children about sexual health by the followup was not reported.
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	<p>Immediately after the workshop, fathers reported an increase in comfort discussing sexuality with their children, including such topics as abstinence, sexually transmitted diseases, and body parts. The significance of the fathers' reported comfort at the followup was not reported.</p> <p>Six out of 12 measures on knowledge about teen-related sexuality topics changed from pretest to post-test. Fathers were more likely to correctly answer three items (such as, abstinence is the only 100 percent effective pregnancy prevention method) and less likely to correctly answer three other items (such as sexually transmitted disease usually go away without treatment). There was no statistically significant change on the remaining six items.</p>
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Not reported
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The program consisted of workshops.
<b>Program content</b>	The workshops used the PATTHS for Dads curriculum. Curriculum topics included abstinence, birth control and pregnancy prevention, body parts, condoms, healthy relationships, parenthood, pregnancy, safe and unsafe sexual behaviors, sex on television and in music, and sexually transmitted diseases.
<b>Program length</b>	Not reported

<b>Targeted outcomes</b>	<ol style="list-style-type: none"> <li>1. Integrate sexual health education into local fatherhood programs</li> <li>2. Increase fathers' knowledge of and ability to communicate with their children about sexuality, healthy lifestyles, and personal responsibility</li> <li>3. Connect families to community resources providing reproductive health care services and education</li> </ol>
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Six facilitators completed a survey that asked about their comfort with teaching fathers about topics covered in the curriculum and how often they covered the topics in workshops. Five out of six facilitators reported being very comfortable with all topics; the remaining facilitator reported being very uncomfortable with all topics. All facilitators reported covering 5 of 10 curriculum topics in every workshop.
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	One facilitator reported two challenges implementing the program in a prison: (1) providing a book to participants at the end of the curriculum and (2) navigating the logistics within the prison. The facilitator reported that the challenges were addressed, but the report does not describe how.

### Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	PATTHS for Dads operated for 10 months, from November 2009 to September 2010.
<b>Sites and service-delivery settings</b>	Five organizations, all located within the Greater Cleveland area, provided PATHHS for Dads workshops. All organizations offered a range of programs to fathers, and included this one with their fatherhood groups. It is unclear if the program was only available to men already engaged in the other fatherhood services. Workshops occurred in schools, faith-based organizations, a prison, halfway houses, and social service agencies.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	The program was sponsored by the Healthy Fathering Collaborative, an initiative of the Community Endeavors Foundation, a private foundation, and involved a network of public and private agencies.
<b>Funding agency</b>	The Center for Community Solutions, a U.S. Department of Health and Human Services Title X grantee, provided financial support to the Healthy Fathering Collaborative to support the PATTHS for Dads program.

<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Facilitators participated in a PATTHS for Dads training workshop conducted by Planned Parenthood of Northeast Ohio. Content of the training workshop was not reported.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Not reported
<b>Recruitment method</b>	Not reported
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported

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<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported

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## STEP- UP WITH MENTORING

### Study Information

<b>Program overview</b>	In the STEP-UP with Mentoring program, young fathers worked with a case manager and a volunteer mentor to improve their economic self-sufficiency, strengthen their family relationships, and make healthy choices, such as avoiding substance use. The program also included group events that involved families, mentors, and the fathers. Fathers in the program were 16 to 22 years old and had incomes less than 125 percent of the poverty level in Phoenix.
<b>Study overview</b>	To examine the effects of the mentoring, the authors assigned some STEP-UP fathers to receive mentoring and the others to receive STEP-UP without mentoring. Relative to the comparison group, the authors found that mentored fathers had more positive outcomes in employment, earnings, and their relationship with their romantic partner. The statistical significance of these results was not reported. <i>The study design is a randomized controlled trial; there was high attrition from the sample and baseline equivalence was not established. The study has a LOW rating.</i>
<b>Citation</b>	The Administration for Children and Families. “STEP-UP with Mentoring for Young Fathers.” Available at [ <a href="http://www.acf.hhs.gov/programs/cse/pubs/1996/reports/fth/fth_b.htm">www.acf.hhs.gov/programs/cse/pubs/1996/reports/fth/fth_b.htm</a> ]. Accessed February 4, 2011.

### Study and Sample Characteristics

<b>Study design</b>	<p>To examine the impact of STEP-UP with different components, the authors randomly assigned 120 fathers (stratified by age, education level, and ethnicity) to one of four conditions:</p> <ol style="list-style-type: none"> <li>1. STEP-UP</li> <li>2. STEP-UP with mentoring</li> <li>3. STEP-UP with educational stipend</li> <li>4. STEP-UP with mentoring and educational stipend</li> </ol> <p>In the study report, the authors focused on the impact of the mentoring component, comparing outcomes for individuals who received STEP-UP with mentoring (groups 2 and 4) to outcomes of those who received STEP-UP without mentoring (groups 1 and 3).</p> <p>The report does not indicate how many fathers were included in the analysis and does not establish that the groups were equivalent on race, socioeconomic status, or baseline measures of the outcomes.</p>
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<b>Comparison condition</b>	The comparison groups (groups 1 and 3) received case management services from STEP-UP. Some also received the stipend, which was initially used to cover the costs of community college courses. Because of lack of interest in the courses, the stipend was later used for workshops that focused on planning for a child's future, avoiding legal problems, and anger and stress management.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	For the evaluation, 60 fathers were assigned to STEP-UP with mentoring and 60 fathers were assigned to STEP-UP without mentoring. The analytic sample size was not reported.
<b>Race and ethnicity</b>	Not reported
<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	16 to 22 years
<b>Educational attainment</b>	Fathers in the sample had completed 6 to 14 years of schooling.
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	The income level for all fathers was below 125 percent of the poverty level in Phoenix.
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported

## Reported Outcomes

<b>Timing</b>	Fathers were given a survey before and after the program.
<b>Description of measures</b>	No details on data collection were provided other than the timing of the survey.
<b>Outcomes: Fathers' economic self-sufficiency</b>	A higher percentage of mentored fathers found jobs than did the nonmentored fathers, and the average hourly income for mentored fathers increased by a larger amount than it did for nonmentored fathers. The statistical significance of these results was not reported.  In addition, the rates of new educational attainment were slightly higher among participants who received mentoring than among those who did not. The statistical significance of these results was not reported.
<b>Outcomes: Fathers' well-being</b>	The study listed but did not report the findings for the following measured outcomes: gang involvement, substance abuse, and motivation.
<b>Outcomes: Fathers' financial support of children</b>	Not reported



<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	<p>A larger percentage of mentored fathers reported strengthening their relationship with their spouse or significant other compared to nonmentored fathers.</p> <p>A larger percentage of mentored fathers became engaged or married, compared to nonmentored fathers.</p> <p>The statistical significance of these results was not reported.</p>
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	<p>The authors did not explicitly report the eligibility criteria, but they summarized the characteristics of the participating fathers:</p> <ol style="list-style-type: none"> <li>1. Income was below 125 percent of the poverty level in Phoenix</li> <li>2. 16 to 22 years old</li> <li>3. Low rates of employment</li> <li>4. At risk of substance abuse (defined as having seven or more risk indicators, no other information was provided)</li> </ol>
<b>Participant needs assessment</b>	Not reported
<b>Program components</b>	The STEP-UP program with the mentoring component included the case management services plus additional mentoring and group activities. Approximately half of the fathers in the treatment group were also eligible for the education stipend.

<b>Program content</b>	The case manager worked with fathers to identify problems, help meet the fathers' immediate needs, and provide referrals for resources (such as education services) to support the fathers' growth and development. The mentor was an adult volunteer who also worked with the fathers. Both case managers and mentors were encouraged to help fathers identify goals and follow through on their plans to meet those goals. Fathers could also participate in group activities, such as Family Camp, which was open to fathers, their families, and the mentors. No other information was provided.
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	The targeted outcomes were to improve the fathers' employment, income, education, family and other relationships, health, and motivation.
<b>Program adaptations</b>	STEP-UP with mentoring was an adaptation of the STEP-UP case management program, which the Phoenix Human Services Division began offering in 1988. The STEP-UP case managers believed that referrals and case management were not adequate to help new fathers meet their responsibilities, and thus the mentoring component was added.
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	The authors reported that \$632,764 provided two years of funding for the project.
<b>Implementation challenges and solutions</b>	<p>The staff had difficulty identifying suitable mentors. For example, at the end of the first year, 55 fathers were recruited and assigned to receive mentoring, but only 26 mentors had been recruited. Some volunteers who were initially interested in the program were unwilling to work with fathers with criminal records. To better prepare potential mentors, staff revised the orientation process and began providing profiles of the fathers in the program.</p> <p>The program staff also had difficulty implementing the educational component of the program. Participants expressed very little interest in post-secondary coursework and wanted "quick fixes." The program therefore began offering workshops and job apprenticeships, rather than focusing on educational credits.</p> <p>Case managers helped the fathers in many ways and took on more of a mentoring role than had been anticipated.</p>

### Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	Less than one year

<b>Timeframe for program operation</b>	The program began in October 1992; it was still in operation at the time of the study's publication.
<b>Sites and service-delivery settings</b>	The program took place in Phoenix, Arizona. No other information on sites was provided.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	The Community Services Division of the Human Services Department of Phoenix was the lead agency and had designed the standard STEP-UP program. Valley Big Brothers/Big Sisters (VBBBS) took the lead in the mentoring component. Gateway Community College provided education services, the Job Training and Partnership Act Agency provided employment services and training, and the city's Parks and Recreation Department was involved in the group activities. Agency partners met monthly.
<b>Funding agency</b>	The Office of Community Services of the U.S. Department of Health and Human Services provided half of the project funds, which required a match from local sources.
<b>Agency certifications and national affiliations</b>	One partnering agency was affiliated with the Big Brothers/Big Sisters program.
<b>Was participation mandatory?</b>	No

## Staffing and Operations

<b>Staff characteristics</b>	STEP-UP had three case managers who worked with fathers. VBBBS assigned another case manager to identify mentors for the program. To improve the fit between the mentors and the fathers, the VBBBS case manager moved to the STEP-UP site to help screen, recruit, and match mentors and fathers.
<b>Staff training</b>	Mentors were oriented by VBBBS. The authors indicated that the orientation changed over the course of the study to better prepare mentors for their interactions with fathers.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Three case managers provided services to 120 fathers recruited for the study.
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported

<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Case managers used two forms to monitor fathers' progress. The first form measured fathers' appreciation of, interest in, and motivation to (AIM) achieve his goals. The second form measured the fathers' knowledge, skills, and capabilities in the goal areas.
<b>System for tracking program performance</b>	Not reported
<b>Recruitment</b>	
<b>Referral sources</b>	Organizations that provide services to young men
<b>Recruitment method</b>	STEP-UP case managers made presentations to public and private organizations that served young men. No other information was provided.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	A total of 120 fathers were recruited.
<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported

## SUPPORT HAS A REWARDING EFFECT

### Study Information

<b>Program overview</b>	Support Has A Rewarding Effect (SHARE) participants were noncustodial parents who were delinquent in paying their current child support orders. The SHARE initiative was operated with a welfare-to-work (WtW) grant in three counties in the state of Washington. First, eligible parents were issued a contempt citation for failing to pay child support. They were then expected to appear in court and were offered three options: (1) pay child support, (2) participate in WtW activities, or (3) face incarceration. Of the 574 noncustodial parents identified as potentially eligible, 567 were issued contempt citations; 280 appeared for a hearing; and 172 were referred to a WtW provider for employment services. The primary WtW services were job-search workshops and referrals for job openings, which were intended to help participants obtain unsubsidized employment. Once a participant was employed, other services included support for job retention and advancement, and modification of child support orders.
<b>Study overview</b>	The authors used administrative data on noncustodial parents provided by the state to follow up on employment, earnings, and child support payments. Findings suggested that noncustodial parents were more often employed and had greater earnings after referral to SHARE than before; rates of child support payments also increased. This was true for those who attended a hearing and those who did not and therefore had little contact with the initiative. The statistical significance of the results was not reported. <i>The lack of a comparison group means this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Perez-Johnson, I., J. Kauff, and A. Hershey. "Giving Noncustodial Parents Options: Employment and Child Support Outcomes of the SHARE Program. Final Report." Princeton, NJ: Mathematica Policy Research, Inc., October 2003.

### Study and Sample Characteristics

<b>Study design</b>	The study has a pre/post design; fathers' outcomes were measured before and after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample included 574 parents referred to SHARE; of those, 280 appeared for their hearing, 287 did not appear for the hearing, and 7 were determined not eligible.
<b>Race and ethnicity</b>	Not reported

<b>Gender</b>	Male: 88 percent Female: 12 percent
<b>Age</b>	Mean: 31.0 years old Less than 20 years: 4.8 percent 20 to 24 years: 19.1 percent 25 to 29 years: 23.9 percent 30 to 34 years: 21.7 percent 35 to 39 years: 15.9 percent 40 to 44 years: 8.9 percent 45 years or older: 5.8 percent
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	In the quarter prior to referral, 24.5 percent were employed; quarterly earnings were \$320 for all noncustodial parents and \$1,302 for employed noncustodial parents.
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	In the quarter prior to referral, 4.4 percent of noncustodial parents received TANF and 22.1 percent received Food Stamps.
<b>In child support system</b>	All participants had a current child support order.
<b>Reported Outcomes</b>	
<b>Timing</b>	The outcome analysis was based on data from four quarters before referral through either the sixth or ninth quarter after referral to SHARE, depending on the outcome. Employment and earnings were reported through the sixth month after SHARE referral; child support payments were reported through the ninth month after SHARE referral.
<b>Description of measures</b>	The authors gathered follow-up data on noncustodial parents from administrative data provided by the state. Outcomes included employment, earnings, public assistance receipt, and child support payments.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Noncustodial parents were more often employed and had greater earnings after referral to SHARE than before. This was true for both those who attended a hearing and those who did not and therefore had little contact with the initiative. The statistical significance of these outcomes was not reported.  There was no change in public assistance receipt before and after referral to SHARE. The statistical significant of this outcome was not reported.
<b>Outcomes: Fathers' well-being</b>	Not reported

<b>Outcomes: Fathers' financial support of children</b>	The rate of child support payments increased after referral; this was true for both those who attended their hearing and those who did not. The statistical significance of this finding was not reported.
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	All participants referred to SHARE were noncustodial parents who were delinquent in payment of their current child support orders. Noncustodial parents with arrearages, but no current order, were not included. To receive WtW services, the parents had to be unemployed, underemployed, or having difficulty making child support payments. They also had to be receiving TANF in the past year or have minor children who received or were eligible for assistance from TANF, Food Stamps, Supplemental Security Income, Medicaid, or State Children's Health Insurance Program.
<b>Participant needs assessment</b>	Soon after program enrollment, noncustodial parents met with their case manager for a one-on-one meeting. The assessment covered education and work history, employment goals, family history, and potential employment barriers. Also during the initial meeting, noncustodial parents signed a personal responsibility contract which described their responsibilities for program participation.
<b>Program components</b>	Through SHARE, noncustodial parents who were referred to WtW services received help for obtaining unsubsidized employment, and support for retention and advancement in unsubsidized employment. In addition, some parents received modifications of child support payments.

<b>Program content</b>	<p>The principal activities promoting employment were job-search workshops and referrals for job openings. If the participant was not ready for unsubsidized employment, intermediate services were available, including on-the-job training and subsidized employment. Referrals to outside organizations for anger management, conflict mediation, and substance abuse counseling were also available.</p> <p>Once employed, participants received at least 90 days of case management designed to foster retention and advancement. Program funds were available to assist with transportation, uniforms, work supplies, and other emergency needs.</p> <p>SHARE participants also were eligible to have their existing child support order(s) modified so payments were reasonable. Payment-modification options were a temporary agreement to reduce payment amounts, re-establishment of incorrect default orders, and possibly waiving arrears.</p>
<b>Program length</b>	Not reported
<b>Targeted outcomes</b>	The two main outcomes were to increase employment among noncustodial parents and to re-establish payment of child support orders.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	The initiative received \$3.4 million in 1998 and \$2.4 million in 1999.
<b>Implementation challenges and solutions</b>	Not reported
<b>Program Structure</b>	
<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not applicable
<b>Timeframe for program operation</b>	July 1998 to September 2001
<b>Sites and service-delivery settings</b>	The study targeted a three-county area that counted as one site with three service-delivery locations that provided WtW services. Services were also received at work sites, in mediation and mental health clinics, and at other community-based organizations.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Not reported



<b>Organizational partnerships</b>	SHARE involved a collaboration between the Tri-County Workforce Development Council (WDC), the Division of Child Support (DCS) of the state's Department of Social and Health Services, and the office of the Yamika County Prosecuting Attorney.
<b>Funding agency</b>	SHARE was funded through a WtW grant held by the Tri-County WDC. The WDC contracted with three organizations to provide WtW services.
<b>Agency certifications and national affiliations</b>	The program was part of the U.S. Department of Labor's WtW grant program.
<b>Was participation mandatory?</b>	Participation was mandatory; noncustodial parents were required to attend the court hearing. Participation in the WtW services was not required.
<b>Staffing and Operations</b>	
<b>Staff characteristics</b>	Not reported
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	The Yakima County Prosecuting Attorney maintained a database to track SHARE participants and their activities. Details on this database were not reported, but its data were used for the study's analysis.
<b>Recruitment</b>	
<b>Referral sources</b>	The primary referral sources were the DCS and the office of the Yakima County Prosecuting Attorney.

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<b>Recruitment method</b>	<p>The DCS identified parents who had not paid child support during the past 60 days or longer, and seemed eligible for WtW services. Parents were referred to the Yakima County Prosecuting Attorney for initiation of contempt proceedings.</p> <p>A hearing date was set and the noncustodial parent was notified of the required court appearance. If the noncustodial parent failed to appear, he was considered in contempt of court and risked having a bench warrant issued. If he could not be located, the hearing date was cancelled.</p> <p>When a noncustodial parent appeared in court, prosecuting attorney staff asked for a finding of contempt. Prosecuting attorney staff then asked the parent if he understood why he had been called to court and his current employment status.</p> <p>The SHARE program was then explained. The noncustodial parent had to pay child support to avoid court sanctions, which could have included jail. If unemployed or if the ability to meet child support obligations was questionable, noncustodial parents could have the contempt finding purged and avoid jail through participating in WtW services. If the noncustodial parent agreed to participate, he was referred to a WtW service provider and required to make contact within 10 days.</p>
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	The DCS identified 574 noncustodial parents as potential SHARE participants and referred their cases to the prosecuting attorney.
<b>Participants recruited</b>	Of the 574 noncustodial parents identified as potentially eligible, 567 were issued contempt citations and 280 appeared for a hearing with the prosecuting attorney's staff.
<b>Recruitment timeframe</b>	July 1998 and September 2001
<b>Recruitment challenges and solutions</b>	<p>SHARE's referral and recruitment process was lengthy and often unsuccessful. Once referred to SHARE, it typically took several months for the individual to appear in court and about half of referred individuals never appeared. Many of those who did not appear in court could not be located (128 out of 287). Additional reasons for not appearing were incarceration and moving out of the prosecuting attorney's jurisdiction.</p> <p>Although a bench warrant could have been issued for the arrest of those failing to appear in court, this rarely happened. Of 287 who did not appear for their hearing, a bench warrant was issued against 20.</p>

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## Participation

### Participation incentives

Noncustodial parents had the opportunity to purge a court contempt finding and avoid jail by participating in WtW services. They also had opportunities to have child support orders modified, including the possibility of waiving arrears, and could have received assistance with transportation, uniforms, work supplies, and other short-term emergency needs.

### Initial engagement in services

Following a court appearance, 172 noncustodial parents were referred to a WtW provider for employment services. Information on participation in WtW services was not reported.

### Retention

Not reported

### Participation challenges and solutions

Of the noncustodial parents who made a court appearance, two-thirds were referred for WtW services, which implies the parents had employment difficulties.

The longer a participant was involved in SHARE, the greater the likelihood of re-establishing child support payments. This occurred for parents who were referred to WtW services and for parents who opted to find employment and/or resume paying child support on their own. The latter group may have been involved in SHARE through ongoing review hearings.

Of the 574 participants referred to SHARE, the cases of 449 were closed by 2002. In 75 percent of the closed cases, child support was not paid.



## TENNESSEE PARENTING PROJECT

### Study Information

**Program overview** The Tennessee Parenting Project sought to improve parent-child contact and increase child support payments among never-married parents in the child support system who had visitation problems. The key component was a facilitation session during which a parent facilitator worked with the parents to develop a parenting plan and visitation agreement. If the facilitation session did not lead to a parenting plan, parents were referred to specialists who helped them pursue legal remedies to the visitation problems. The project staffed one full-time parent facilitator and one part-time specialist in each of the three participating districts.

**Study overview** The authors used a quasi-experimental design to examine the impact of the program. Parents were initially assigned to either a high- or a low-level treatment group on a random basis. However, project personnel in one district were reluctant to deny parents entry into the high-level treatment group. In addition, parents referred by judges or hearing officers in any of the three districts automatically were assigned to the high-level treatment group. In total, 1,591 cases were enrolled in the high-level treatment group and 583 in the low-level treatment group. The study found that among parents in the high-level treatment group, there was a significant increase in the amount of paid child support from pre-enrollment to post-enrollment (12 and 24 months). Among parents in the low-level treatment group, there was a significant increase in the amount of child support paid at 12 months comparing pre/post, but not 24 months. *The groups were not equivalent at the study's onset, which means the study's design cannot establish whether the outcomes were caused by the program or were the result of initial differences between groups. The study has a LOW rating.*

**Citation** Davis, L., J. Pearson, and N. Thoennes. Tennessee Parenting Project Final Report. Denver, CO: Center for Policy Research, July 2010.

### Study and Sample Characteristics

**Study design** Each child support case was assigned to either the high-level treatment group or the low-level treatment group. In some instances the assignment was random, but not in others. Cases referred by judges or hearing officers were all assigned to the high-level treatment group, and in one county the large majority of cases ended up being nonrandomly assigned to the high-level group because project personnel were reluctant to turn away those seeking services. The study did not establish that the groups were initially equivalent on race, ethnicity, or socioeconomic status.

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<b>Comparison condition</b>	Parents in the low-level treatment group were given or mailed an informational packet that included a co-parenting booklet and information about community resources related to parenting and court processes, such as parent education classes, reduced fee and pro bono attorneys, and free classes on pro se filings (filings in which the individual represents himself and does not require an attorney). Members of the low-level treatment group who attended the class on pro se filings and asked for additional help with their visitation problems were referred to parenting coordinators for a facilitation session.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The baseline sample included 1,591 cases in the high-level treatment group and 583 cases in the low-level treatment group. The sample characteristics are based on 565 noncustodial parents in the high-level treatment group who received services. In the analysis of child support payments, the analysis sample included 1,383 cases at followup in the high-level treatment group and 495 cases at followup in the low-level treatment group.
<b>Race and ethnicity</b>	White: 20 percent African American: 78 percent Hispanic/Latino: One percent Other: One percent
<b>Gender</b>	Not reported
<b>Age</b>	Mean: 30.6 years Range: 18 to 59 years
<b>Educational attainment</b>	Less than high school: 10 percent High school/GED: 61 percent Some college/technical school: 23 percent College degree: 6 percent
<b>Employment, income, or earnings</b>	Full-time employment: 70 percent Part-time employment: 9 percent Temporary employment: 2 percent Not working: 19 percent
<b>Household income</b>	Less than \$10,000: 33 percent \$10,000 to \$20,000: 35 percent \$20,000 to \$30,000: 23 percent \$30,000 to \$40,000: 7 percent More than \$40,000: 2 percent
<b>Receive public assistance</b>	Not reported

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<b>In child support system</b>	The entire sample was in the child support system.
<b>Reported Outcomes</b>	
<b>Timing</b>	<ol style="list-style-type: none"> <li>1. Parents were interviewed 6 to 8 months after enrollment.</li> <li>2. Records from the Tennessee child support system were collected before enrollment (12 and 24 months) and after enrollment (12 and 24 months).</li> </ol>
<b>Description of measures</b>	<ol style="list-style-type: none"> <li>1. The parent interview asked respondents to recall activities before the program and then after the program. This, however, is not a true test of change over time. Outcomes include frequency of parent-child contact and relationship with the other parent.</li> <li>2. Information on child support was obtained from administrative child support data for the following child support outcomes: (1) amount of current child support due, (2) amount of current child support paid, (3) percent of current child support due that was paid.</li> </ol>
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	Not reported
<b>Outcomes: Fathers' financial support of children</b>	Among parents in the high-level treatment group, the amount of child support due, the amount of child support paid, and the percent of support paid (of what was due) all increased significantly between the 12 months before and 12 months after enrollment, as well as the 24 months before and 24 months after enrollment. In the low-level treatment group, the amount due and amount paid increased significantly between the 12 months before and after enrollment, but not the 24 months before and after enrollment. For the low-level treatment group, there was no significant change in the percent of child support paid (of what was due), either for the 12 months before and after enrollment or the 24 months before and after enrollment.
<b>Outcomes: Fathers' involvement with children</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	The authors did not analyze change over time or differences between program and comparison groups.

<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	<p>The target population was biological, never-married parents with an open child support case in Tennessee and who reported problems with access and visitation.</p> <p>Individuals assigned to the high-level treatment group were screened before they received services. Characteristics that might render a case ineligible to receive services included: (1) violence or fear of violence for either the parent or child, (2) either parent lived outside of Tennessee, (3) language barriers, (4) the paternity of the child was not established, (5) a pre-existing visitation order, (5) incarceration of the noncustodial parent, (6) pending legal action on the case, (7) the child was not in the parent's custody, (8) the parents were divorced/divorcing, or (9) the parents were minors. The parental coordinator had some discretion in the application of these criteria to screen potential participants.</p>
<b>Participant needs assessment</b>	<p>Program staff completed an intake form for members of the high-level treatment group who wanted help with visitation. In addition to collecting background information and details relevant for eligibility, the nature of the visitation problem was documented and a preliminary plan of action created.</p>
<b>Program components</b>	<p>The primary service was a facilitation session with a parenting coordinator and the parents. Parents also could be referred to pro se specialists, and could participate in parent education courses, pursue mediation, or arrange for supervised visitation through local independent service providers, with the project paying the associated costs.</p>



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<b>Program content</b>	<p>The key component of the program was a meeting with a parenting coordinator to discuss the division of the child(ren)'s time between parents and to develop a parenting plan using a template developed by the Tennessee Administrative Office of the Courts. The coordinator met with both parents when possible. The parenting plan was a fill-in-the-blank format and covered (1) the days that each parent will be responsible for the care of the child(ren), including holidays and vacations; (2) meeting for the exchange of the child(ren); (3) supervision of parenting time; (4) how day-to-day and major decisions affecting the child will be made; (5) responsibility for the child's health insurance; (6) the primary residential parent (for legal purposes); (7) processes for handling disagreements or modifying the plan; (8) parents' rights; and (9) parents' obligations for giving notice of relocation. If the parents agreed to a comprehensive plan, it was submitted to the court with the existing child support order (with the parents' consent).</p> <p>If the parents could not agree on a parenting plan during the facilitation session, they were referred to pro se specialists, who helped them pursue legal remedies to their visitation problems, were available for individual meetings, and conducted a free class on legal filings. The class reviewed the forms associated with filing, gave instructions for their completion, and discussed common scenarios. For parents wishing to pursue legal filings, the program paid the costs.</p> <p>No other information was provided on the other components.</p>
<b>Program length</b>	<p>Most cases in the high-treatment group involved a single facilitation session that lasted about 40 minutes.</p> <p>Information on the length and number of the pro se meetings and classes was not reported.</p>
<b>Targeted outcomes</b>	<p>The program was intended to increase contact between noncustodial parents and their children and to increase child support payments.</p>
<b>Program adaptations</b>	<p>The state of Tennessee conducted a pilot in which staff located at courts helped divorcing parents develop a parenting plan before their court hearing. The parenting plan form was used for the Tennessee Parenting Project.</p>
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	Not reported

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## Program Structure

<b>Was there a planning or pilot phase?</b>	Not reported
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	Enrollment began in October 2006 for the high-level treatment group and February 2007 for the low-level treatment group.
<b>Sites and service-delivery settings</b>	There were three sites: two urban judicial districts (Nashville and Chattanooga) and one rural judicial district in Tennessee. Most facilitation sessions were conducted at the child support enforcement agency. Others were conducted at juvenile court and child support court. The location of pro se meetings and classes was not reported.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban, rural
<b>Organizational partnerships</b>	Administrative Office of the Court, Tennessee Child Support Enforcement Division, local juvenile courts
<b>Funding agency</b>	The Office of Child Support Enforcement
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

## Staffing and Operations

<b>Staff characteristics</b>	Parenting coordinators had at least a bachelor's degree and five years of professional experience in a social services field. Pro se specialists at the urban sites were contract attorneys; in the rural site, the pro se specialist had a background in social work and the pro se classes were conducted by an attorney.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Each jurisdiction employed one full-time parenting coordinator and one part-time pro se specialist.
<b>Staff supervisors</b>	Not reported

<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	The parenting plan was a fill-in-the-blanks form that had been used by Tennessee courts for divorcing parents.
<b>System for tracking program performance</b>	Staff completed forms for those who met with the parenting coordinator. This form recorded the length of the meeting, topics discussed, outcomes, the participants, the expected legal status of the plan, the change in parenting time from the plan, and any difficulties developing the plan.
<b>Recruitment</b>	
<b>Referral sources</b>	Child support workers and judicial officers (judges and hearing officers) in the three judicial districts referred parents to the program. Posters and flyers were put up to advertise the program. Parents could also call the child support agency directly. Of those in the high-level treatment group, 30 percent were referred by the court, 48 percent were referred by the child support agencies, and the remainder came from other methods.
<b>Recruitment method</b>	Parenting coordinators and pro se specialists responded to referrals by performing an on-site (court or child support office) intake. For members of the high-level treatment group, the parenting coordinator then attempted to contact both parents to schedule a joint-facilitation session.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	The study recruited 1,591 cases for the high-level treatment group and 583 cases for the low-level treatment group.
<b>Recruitment timeframe</b>	Most cases were recruited between October 2006 and September 2009, with some additional cases recruited between October 2009 and December 2009.
<b>Recruitment challenges and solutions</b>	In one site, the project staff were reluctant to deny cases entry into the high-level treatment group, which resulted in only 8 percent of cases being assigned to the low-level treatment group.
<b>Participation</b>	
<b>Participation incentives</b>	No incentives for program participation were reported, but parents who participated in the follow-up interviews received a \$25 Wal-Mart gift card.
<b>Initial engagement in services</b>	The study reported that 43 percent of cases in the high-level treatment group engaged in services, 21 percent were deemed ineligible and did not receive services, and 36 percent were eligible but did not participate.

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**Retention**

Of those who engaged in services, 91 percent participated in facilitation, 40 met with a pro se specialist, and 26 percent attended a pro se class.

**Participation challenges and solutions**

The most common reasons a case was determined ineligible was domestic violence or other safety issues (28 percent), a previous visitation order was in place (27 percent), or one parent lived outside the state (23 percent).

In 84 percent of eligible cases not served, the parent coordinator could not reach both parents, or the parent(s) refused to participate.

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## YOUNG DADS (UNNAMED)

### Study Information

<b>Program overview</b>	The parenting program was designed to help African American, adolescent first-time fathers achieve personal goals and become stable, nurturing fathers. It included weekly individual counseling with a social worker, biweekly group counseling, educational/vocational referrals and placements, medical care and referrals, housing and legal advocacy, cultural and recreational activities, and parenting-skills training. The specific services provided were tailored for each father based on what he reported were the areas in his life with which he needed assistance. Fathers in the program were between the ages of 16 and 18.
<b>Study overview</b>	To examine the effects of the parenting program relative to other services, the author randomly assigned 30 fathers to the program group and 30 other fathers to a comparison group. The comparison group received the weekly group parenting-skills training. The study revealed favorable outcomes for the parenting program with respect to fathers' self-sufficiency, relationship with the child, use of birth control, and social support. However, the study reported only outcomes for which positive results were observed. It is not possible to know what other outcomes might have been analyzed that did not generate positive findings. <i>The study is a randomized controlled trial; there was high attrition from the sample and baseline equivalence was not established. The study has a LOW rating.</i>
<b>Citation</b>	Mazza, C. "Young Dads: The Effects of a Parenting Program on Urban African-American Adolescent Fathers." <i>Adolescence</i> , vol. 37, no. 148, 2002, pp. 681-693.

### Study and Sample Characteristics

<b>Study design</b>	The study is a randomized controlled design in which 30 eligible fathers were assigned to the program and 30 to a comparison group. The study had high differential attrition because attrition was higher in the comparison group than in the treatment group. Although the remaining groups were equivalent on race, baseline equivalence was not established for socioeconomic status or baseline values of the outcome variables.
<b>Comparison condition</b>	The fathers in the comparison group were offered weekly parenting classes, which focused on meeting infants' needs. It was unclear whether these classes were also offered to fathers in the treatment group. They were also offered the opportunity to participate in the hospital's or child welfare agency's case planning for their children.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The analysis of outcomes was based on 56 fathers (30 in the treatment group and 26 in the comparison group).
<b>Race and ethnicity</b>	African American: 100 percent

<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	All fathers were 16 to 18 years old.
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Fathers were administered a pretest followed six months later by a post-test.
<b>Description of measures</b>	<p>The study presented results only for outcomes that had statistically significant findings; the other outcomes were not described.</p> <p><u>Fathers' economic self-sufficiency</u></p> <ol style="list-style-type: none"> <li>1. Employment</li> <li>2. Whether the father had vocational plans</li> <li>3. Whether the father had a 10-year plan for education and work decisions</li> </ol> <p><u>Fathers' well-being</u></p> <ol style="list-style-type: none"> <li>1. Fathers were asked if they used birth control.</li> <li>2. Fathers were asked to describe what it meant to be a man; categories included were strong/protector, provider, responsible, and other.</li> <li>3. Fathers were asked about the number of close friends.</li> <li>4. Fathers were asked with whom they would discuss a problem. Responses were coded as one of the following categories: relative, friend, child's mother, social worker, doesn't know/no one.</li> </ol> <p><u>Father involvement</u></p> <ol style="list-style-type: none"> <li>1. Fathers were asked to rate the quality of their relationship with their children.</li> <li>2. Fathers were asked to predict the quality of their future relationship with their children.</li> </ol>
<b>Outcomes: Fathers' economic self-sufficiency</b>	After the program, treatment group fathers were more likely than fathers in the comparison group to: (1) be employed, (2) have a specific vocational plan, and (3) have a 10-year plan related to education and work.

<b>Outcomes: Fathers' well-being</b>	After the program, treatment group fathers were more likely than fathers in the comparison group to: (1) use birth control, (2) define being a man as being "responsible" rather than "strong/protector" or "provider," (3) have one or more close friends, and (4) have someone to discuss a problem with (most named their social worker as that person).
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	After the program, treatment group fathers were more likely than fathers in the comparison group to: (1) rate their current relationship with their child as "excellent" or "good," and (2) expect that in the future their relationship with their child would be "excellent" or "good."
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported
<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	Not reported
<b>Program Model</b>	
<b>Theoretical framework</b>	This program is based on a theory that African American adolescent residents of inner cities can be divided into three groups: achievers, overt delinquents, and the in-betweens. The achievers are successful at meeting such personal goals as education and employment. Conversely, the delinquents rebel against society and act aggressively and self-destructively. The in-between group is the largest. According to the theory, men in this group do not feel adequately prepared to meet their goals, and they question their ability to succeed. Their doubts may hinder the ability to learn and incorporate appropriate parenting skills. For example, they may withdraw from their children for fear they do not have anything positive to offer. The program was designed for the in-betweens who would benefit from an individualized social work intervention to build confidence and help them reach personal and parenting goals.
<b>Participant eligibility</b>	All participants were African American, first-time fathers, 16 to 18 years old and from low-income neighborhoods in New York City.
<b>Participant needs assessment</b>	Fathers were asked to discuss the areas in which they wanted assistance. Their responses determined services offered through the program.

<b>Program components</b>	The program consisted of weekly individual counseling with a social worker, biweekly group counseling, educational/vocational referrals and placements, medical care and referrals, housing and legal advocacy, cultural and recreational activities, and parenting-skills training.
<b>Program content</b>	The specific services were tailored to each father based on the areas in which he needed the most assistance. No other information was provided.
<b>Program length</b>	Six months
<b>Targeted outcomes</b>	The program aimed to increase fathers' confidence to meet personal goals and become better nurturing parents.
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	To help fathers with employment, one of the social workers contacted city politicians for employment leads and also developed relationships with small businesses that would employ program participants. Some fathers who began attending school also found job leads through those contacts.

### Program Structure

<b>Was there a planning or pilot phase?</b>	Yes
<b>Length of planning/pilot</b>	The duration was not specified; however, it was noted that a single social worker was given time to develop the program.
<b>Timeframe for program operation</b>	Not reported, but the author indicated that the program became permanent in the agency.
<b>Sites and service-delivery settings</b>	A nonprofit child welfare agency housed the program. Some services were delivered in other locations, such as hospitals and alternative schools.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	A nonprofit child welfare agency donated a social worker's time to develop the program. Unspecified foundations provided funds to expand the staff.
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No



## Staffing and Operations

<b>Staff characteristics</b>	Staff were two social workers, a parenting instructor, and an educational-vocational counselor. The social workers were male, on the assumption they would be better able to connect to the fathers and could be positive role models. One social worker was white and one was African American.
<b>Staff training</b>	Not reported
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	The 30 fathers in the treatment group were assigned to one of two social workers. The parenting instructor and the educational-vocational counselor provided services to all 30 participants.
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Not reported
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	Fathers were recruited through adolescent mothers programs at a local hospital and a mother-baby group residence (not described).
<b>Recruitment method</b>	Mothers participating in an adolescent mothers program were asked if they thought the fathers would be interested in a similar program for fathers. The author then contacted the fathers to enroll them. No other information was provided.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	Not reported
<b>Participants recruited</b>	Not reported

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<b>Recruitment timeframe</b>	Not reported
<b>Recruitment challenges and solutions</b>	Not reported
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Not reported
<b>Retention</b>	Not reported
<b>Participation challenges and solutions</b>	Not reported

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## YOUNG FATHERS PROGRAM

### Study Information

<b>Program overview</b>	The Young Fathers Program was implemented in four public high schools in a large urban area. It aimed to enhance responsive and effective parenting skills, reduce the incidence of dropping out of high school, and reduce the rate of repeat pregnancies. To achieve these goals, the program offered education services, vocational guidance, support services, and counseling services. Case management, classes, and groups focused on remaining in school and obtaining a high school diploma or alternative degree. Employment counseling was available to help participants find and retain jobs. Other support services provided information about pregnancy and sexually transmitted disease prevention, and life skills such as budgeting. Initially, program participants were required to be fathers or expectant fathers, but program eligibility was broadened to include young men who were not fathers.
<b>Study overview</b>	The study focused on 53 young men who were attending school and enrolled in the program during one academic year. The authors assessed four program and participant outcomes: (1) fathers' enrollment in services, (2) whether services meet the needs of fathers, (3) whether fathers will use the available services, and (4) whether services will be beneficial and produce positive outcomes. Data sources included case files and the program's annual management report. Findings suggested that getting young men to enroll in the program was challenging and that enrolled men had higher-than-anticipated service needs. <i>The lack of a comparison group means that this study's design cannot establish whether the outcomes were caused by the program and not by some other factor, such as natural change over time. The study has a LOW rating.</i>
<b>Citation</b>	Lane, T. S., and C.M. Clay. "Meeting the Service Needs of Young Fathers." <i>Child and Adolescent Social Work Journal</i> , vol. 17, no. 1, 2000, pp. 35-54.

### Study and Sample Characteristics

<b>Study design</b>	The study has a post-only design; men's outcomes were measured after the program.
<b>Comparison condition</b>	The study did not include a comparison group.
<b>Conflicts of interest</b>	Not reported
<b>Sample size</b>	The sample included 53 young men.
<b>Race and ethnicity</b>	White: 2 percent African American: 75 percent Hispanic/Latino: 18 percent

<b>Gender</b>	Male: 100 percent Female: 0 percent
<b>Age</b>	14 to 15 years: 12 percent 16 to 17 years: 48 percent 18 to 19 years: 40 percent
<b>Educational attainment</b>	Not reported
<b>Employment, income, or earnings</b>	Not reported
<b>Household income</b>	Not reported
<b>Receive public assistance</b>	Not reported
<b>In child support system</b>	Not reported
<b>Reported Outcomes</b>	
<b>Timing</b>	Outcomes were assessed at the start of the program and either at program exit or the end of the school year; only post-program outcomes, however, were reported. Authors extracted data from case files and contact notes on program participation. They used the program's annual management report as the data source for reported findings on outcomes. Information on how the annual report assessed these outcomes was not reported.
<b>Description of measures</b>	The authors assessed whether participants remained in school and whether participants became expectant fathers.
<b>Outcomes: Fathers' economic self-sufficiency</b>	Not reported
<b>Outcomes: Fathers' well-being</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Outcomes: Fathers' financial support of children</b>	Not reported
<b>Outcomes: Fathers' involvement with children</b>	Not reported
<b>Outcomes: Parenting skills</b>	Not reported
<b>Outcomes: Co-parenting</b>	Not reported

<b>Outcomes: Relationship status and quality</b>	Not reported
<b>Outcomes: Domestic violence</b>	Not reported
<b>Outcomes: Child outcomes</b>	Not reported
<b>Outcomes: Other</b>	The authors did not analyze change over time or differences between program and comparison groups.
<b>Program Model</b>	
<b>Theoretical framework</b>	Not reported
<b>Participant eligibility</b>	Initially, program participants were required to be fathers or expectant fathers attending one of the four public high schools. Because of difficulty meeting recruitment targets, program eligibility later was broadened to include young men who were not fathers.
<b>Participant needs assessment</b>	<p>After program enrollment, case managers developed individualized service plans for each young man by recording the teen's service needs and how they would be addressed.</p> <p>The authors did not describe a formal assessment process to develop this plan.</p>
<b>Program components</b>	<p>The program components included:</p> <ol style="list-style-type: none"> <li>1. Individual case management</li> <li>2. Weekly parenting, life-skills classes, and support groups</li> <li>3. Assistance and referrals</li> </ol>
<b>Program content</b>	<p>Program content was not described for each component. Generally, the program focused on remaining in school and obtaining a high school diploma or alternative degree, employment counseling to assist with finding and retaining jobs, information regarding preventing pregnancy and sexually transmitted disease, life-skills training on budgeting and parenting, and personal counseling.</p> <p>Participants could receive program assistance with court appearances, medical appointments, and job interviews. Program staff provided referrals for substance abuse treatment, legal representation, psychiatric/psychopharmacological services, and long-term therapy, as needed.</p>
<b>Program length</b>	Expected length was not reported for the program or individual components. The authors described case closing as fluid, meaning there were not clear criteria for when a case manager would close a case.

<b>Targeted outcomes</b>	No participants would drop out of school No participants would become expectant fathers Participants seeking jobs would obtain employment
<b>Program adaptations</b>	Not reported
<b>Available languages</b>	Not reported
<b>Fidelity measures</b>	Not reported
<b>Program costs</b>	Not reported
<b>Implementation challenges and solutions</b>	One implementation challenge was serving participants with a higher service need than anticipated, as these men required assistance that went beyond the program's scope. More than one-third of them made service requests that exceeded the original scope of services. Participants with higher-than-anticipated needs were more likely to receive greater levels of contact from case managers and to receive services for a longer period than other participants. The program did not turn away men with higher-than-anticipated service need.

### Program Structure

<b>Was there a planning or pilot phase?</b>	No
<b>Length of planning/pilot</b>	Not reported
<b>Timeframe for program operation</b>	The study reports on one of the four years the program operated.
<b>Sites and service-delivery settings</b>	A multiservice delivery agency sponsored the program in four sites, all located in the same urban area. The primary service-delivery settings were the four public high schools offering the program. Participants could also receive services in other settings, as when, for example, the case manager accompanied the client to a court appearance, medical appointment, or job interview.
<b>Required facilities</b>	Not reported
<b>Community settings</b>	Urban
<b>Organizational partnerships</b>	Not reported
<b>Funding agency</b>	Not reported
<b>Agency certifications and national affiliations</b>	Not reported
<b>Was participation mandatory?</b>	No

## Staffing and Operations

<b>Staff characteristics</b>	The qualifications of the three male case managers were not reported. One case manager specialized in vocational counseling.
<b>Staff training</b>	After the study period ended, program staff received training to improve their intake, assessment, and service-delivery skills for high-need individuals. This training was in response to the study findings.
<b>Training materials</b>	Not reported
<b>Trainer qualifications</b>	Not reported
<b>Staff performance standards</b>	Not reported
<b>Staff-participants ratio or caseloads</b>	Not reported
<b>Staff supervisors</b>	Not reported
<b>Staff supervision frequency</b>	Not reported
<b>Technical assistance</b>	Not reported
<b>Operations manual, forms, or protocols</b>	Case managers developed individualized service plans for each participant to document the types of services requested by the individual.
<b>System for tracking program performance</b>	Not reported

## Recruitment

<b>Referral sources</b>	The program received referrals from teachers and administrators at the schools offering the program.
<b>Recruitment method</b>	In addition to referrals from teachers and administrators, program staff conducted outreach to young men during school-wide sex education classes.
<b>Recruitment incentives</b>	Not reported
<b>Participants targeted</b>	The recruitment target was 60 young fathers during one academic year.
<b>Participants recruited</b>	Fifty-three young men received program services. This included men recruited under the initial criteria of being a father or an expectant father as well as those who were recruited later, when there was no fatherhood or pending-fatherhood requirement.
<b>Recruitment timeframe</b>	Recruitment for this study occurred during one academic year.

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<b>Recruitment challenges and solutions</b>	The program experienced challenges recruiting the targeted number of fathers and expectant fathers. Program planners anticipated recruitment challenges, based on the experiences of other fatherhood programs, and placed services within school settings to simplify access to the program. When it became difficult to meet enrollment targets, staff broadened eligibility criteria to serve young men who were not fathers or expectant fathers.
<b>Participation</b>	
<b>Participation incentives</b>	Not reported
<b>Initial engagement in services</b>	Fifty-three young men received services by the end of the school year.
<b>Retention</b>	<p>The median length of participation was five months.</p> <p>Three-fifths of clients received at least three types of services; one-fifth received six or more different types.</p> <p>Frequent case management meetings were common; 44 percent of men had 16 or more meetings.</p>
<b>Participation challenges and solutions</b>	Not reported

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### III. REFERENCES

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## APPENDICES



## **APPENDIX A**

### **SEARCH STRATEGIES USED IN THE SFER REVIEW**



## **APPENDIX A. SEARCH STRATEGIES USED IN THE SFER REVIEW**

To identify published and unpublished research, we used three search strategies:

- **Targeted keyword search.** We conducted a search of 15 electronic databases, including Academic Search Premier, EconLit, Education Research Complete, PsycINFO, SocIndex, and Dissertation Abstracts International. We also conducted a specialized Google search, searching the websites of relevant organizations, including research organizations, think tanks, universities, community agencies, and clearinghouses. Details on the search are available in the appendices (see table A1 for keywords used in the search and table A2 for organizations used in the Google search).
- **Existing review and meta-analyses.** To supplement the keyword search, we checked the reference lists of past reviews of research in the area of responsible fatherhood (Bronte-Tinkew et al. 2007, Bronte-Tinkew et al. 2008, Herman-Stahl et al. 2008, Holmes et al. 2010). Studies of relevant programs that were not identified in the database search were added to the list.
- **Call for papers.** A key step in identifying the research was a public call for papers, which requested submissions of relevant research studies not yet published or not likely to be found through the search process. The call was sent to approximately 130 contacts, including research organizations, individuals, and listservs.

**Table A.1 Search Terms Used in Keyword Searches**

Category	Search Term
Search Restrictions	Studies published in English only Studies published 1990 or later
Target Group	father* or patern* and "low income" or "low-income" or poor or poverty or disadvantage*
Outcomes	<ul style="list-style-type: none"> <li>• ("self-sufficien*" or "self sufficien*" or earn* or employ*) or</li> <li>• (reduc* and (crime or jail or incarcerat*) or</li> <li>• ((parent* or famil*) and (stress* or depress* or "substance *use" or "mental health" or health)) or</li> <li>• ("child support") or</li> <li>• ((parent* or famil*) and (marriage or married or cohabitat* or "co-habitat*" or relationship)) or</li> <li>• ((parent* or famil*) and (skill* or abilit*)) or</li> <li>• "co-parent*" or coparent* or</li> <li>• (child* and (abuse or neglect or maltreatment or injury or violence or attachment)) or</li> <li>• "child* develop*" or (child* and behavior*) or</li> <li>• (child* and (cognit* or develop* or language or "social-emotional" or "social emotional" or socioemotional or "socio-emotional" or physical or health) and development)) or "school readiness" or "school achievement" or</li> <li>• (reduc* and ("domestic violence" or "family violence" or "intimate partner violence"))</li> </ul>
Programs	program* or service* or practice* or intervention*

Note: The asterisk (\*) is a "wild card" that allows for any characters to follow.



**Table A.2 Organizations and Websites Used In Google Search**

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Abt Associates	National Fatherhood Initiative
Annie E. Casey Foundation	National Fatherhood Leaders Group
Brookings Institution: Center on Children and Families	National Federation of Families for Children's Mental Health
California Evidence-Based Clearinghouse for Child Welfare	National Governors Association
Center for Children, Youth, and Families, Auburn University	National Healthy Marriage Resource Center
Center for Family Policy and Practice	National Latino Fatherhood and Family Institute
Center for Research on Fathers, Children and Family Well-Being	National Responsible Fatherhood Clearinghouse
Center for the Study of Social Policy	Ohio State University Evidence-Based Programs Database
Center for Policy Research (Denver)	Office of Juvenile Justice and Delinquency Prevention, Model Programs Guide
Center for Urban Families	Office of Juvenile Justice and Delinquency Prevention, Strengthening America's Families
Chapin Hall Center for Children at the University of Chicago	Public/Private Ventures
Child Trends	RAND
Child Welfare League of America	Promising Practices Network
Children and Families First	Relationship Research Institute
Coalition for Evidence-Based Policy	RTI International
Congressional Research Service	Smart Marriages: The Coalition for Marriage, Family, and Couples Education
Fathers and Families Center	Social Science Research Network
Government Accountability Office	Society for Prevention Research
Harvard Family Research Project	Society for Research in Child Development
Incredible Years	SRI International
James Bell Associates	State Child Welfare Policy Database
Mathematica Policy Research	Technical Assistance Center on Social Emotional Intervention for Young Children
MDRC	Upjohn Institute
National Academy of Sciences	Urban Institute
National Association of Counties	U.S. Department of Health and Human Services
National Association of Welfare Research and Statistics	<ul style="list-style-type: none"> <li>• Office of the Assistant Secretary for Planning and Evaluation, Office of Human Services Policy</li> <li>• Promoting Responsible Fatherhood</li> <li>• Office of Child Support Enforcement</li> <li>• Office of Planning, Research, and Evaluation</li> <li>• Institute of Child Health and Human Development</li> </ul>
National Center for Children in Poverty	
National Center for Fathers and Families (University of Pennsylvania)	
National Partnership for Community Leadership	
National Center for Family and Marriage Research	
National Center for Fathering	Washington State Institute for Public Policy
National Council on Family Relations	Welfare Peer Technical Assistance Network
National Conference on State Legislatures	Westat
	Zero to Three

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**APPENDIX B**  
**IDENTIFYING PROGRAM IMPACTS**



## **APPENDIX B. IDENTIFYING PROGRAM IMPACTS**

To determine whether a program caused a particular outcome, a study's research design must be able to rule out alternative explanations. For example, an employment program for low-income fathers may measure employment levels before and after participation in the program, but changes in employment between the two points in time may be caused by factors other than the program. Fathers who are motivated to attend the program may also be motivated to seek out jobs, so their employment levels might increase over time, regardless of program participation. To measure the effects or impacts of the program, we must also understand the "counterfactual," what would have happened in absence of the program.

In the SFER review, only studies that used a comparison group are considered impact studies. The outcomes of the comparison group represent the counterfactual. Continuing the example above, a group of similar fathers who did not participate in the program could be followed over the same period of time and used to establish what the program participants' outcomes would have been without the program. Thus, the differences at followup between the treatment group (who participated in the program) and the comparison group (who did not) may reflect the effects of the program on employment, rather than other factors.

Not all comparison groups, however, provide equally credible counterfactual comparisons, and this review does not designate all studies with a comparison group as impact studies. In some cases, studies use comparison groups that differ in important ways from program participants. For example, if a comparison group is formed from fathers who do not want to participate or simply never showed up for the program, these men are likely to differ in important ways from the men who choose to participate. The fathers in the comparison group may be less motivated, for example, or may have more barriers in their lives that interfere with attending the program and getting a job. In that case, the comparison group is not a good representation of the counterfactual, because the program-group fathers and comparison-group fathers are different before the program begins.

A study design that randomly assigns participants to treatment or comparison groups is one of the best designs for establishing causality. In a randomized controlled trial, fathers are assigned by chance to one of the two groups. The key advantage of this design is that fathers in the treatment and comparison groups are similar, on average, in all characteristics, whether they are measured (such as education or employment history) or unmeasured (such as intrinsic motivation to get a job). If the treatment and comparison groups are very similar, on average, at the beginning of the study, the comparison group is an excellent representation of the counterfactual.



**APPENDIX C**  
**SUMMARY OF RATING CRITERIA**





## APPENDIX C. SUMMARY OF RATING CRITERIA

### High Rating

#### For a randomized controlled trial to receive a high rating:

- Sample must be randomly assigned to at least two conditions (for example, treatment and comparison groups)
- Meets the What Works Clearinghouse (WWC)<sup>a</sup> standards for acceptable levels of overall and differential attrition
- Sample members not reassigned after random assignment was conducted (that is, those assigned to the treatment group were not switched to the comparison group or vice versa)
- No confounding factors, when one part of the design lines up exactly with either the treatment or comparison groups. For example, all fathers in the treatment group are from one county and all fathers in the comparison group are from another county. In this case, we cannot distinguish between the effect of the program and other county-related factors, such as access to other available services.
- Analysis includes statistical adjustments for selected measures if groups not equivalent at baseline

#### For a quasi- experimental design to receive a high rating:

- Not applicable; cannot receive a high rating because the sample was not randomly assigned.

#### For a pre/post or other designs to receive a high rating:

- Not applicable; cannot receive a high rating because there is no comparison group.

### Moderate Rating

#### For a randomized controlled trial to receive a moderate:

- No reassignment after random assignment was conducted
  - Meets the WWC standards for acceptable levels of overall and differential attrition
  - No confounding factors
  - Groups were not equivalent at baseline on selected measures and analysis does not include statistical adjustments
- OR
- Has high rates of overall or differential attrition OR sample members reassigned after random assignment was conducted
  - No confounding factors
  - Baseline equivalence of treatment and comparison groups established on selected measures
  - Analysis includes statistical adjustments for selected measures

#### For a quasi- experimental design to receive a moderate:

- No confounding factors
- Baseline equivalence of treatment and comparison groups established on selected measures
- Analysis includes statistical adjustments for selected measures

#### For a pre/post or other designs to receive a moderate rating:

- Not applicable; cannot receive a moderate rating because there is no comparison group.

### Low Rating

- Includes participant outcomes but does not meet the criteria for high or moderate rating

### Unrated

- Does not include participant outcomes

<sup>a</sup> The What Works Clearinghouse is an initiative of the Institute of Education Sciences in the Department of Education, which reviews and evaluates education research (see <http://ies.ed.gov/ncee/wwc/>).





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