



Descriptive Evaluation of New Pathways: Investing in Fatherhood
in Williamsburg, Virginia

Final Descriptive Evaluation Report for Child Development Resources

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Prepared by:

Laura Carr Parker, MPP

Program Eval, LLC

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The investigator (local evaluator) for this project is an outside consultant and is receiving no forms of compensation other than financial compensation for her work in the research project. She does not hold any equity interests or management positions with Child Development Resources. The investigator has no outside financial interests or paid or unpaid obligations that might bias the research project.

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Structured Abstract: “A Descriptive Evaluation of New Pathways: Investing in Fatherhood in Williamsburg, Virginia”

Child Development Resource’s Investing in Fatherhood (IIF) program offers fatherhood workshop classes (which incorporate parenting, healthy relationship, and economic stability components) as well as case management and workforce resources. These services are available free of charge to fathers living in the Peninsula region of Virginia, as well as to fathers incarcerated in two local jails. Eligible participants include biological, expectant and adoptive fathers, stepfathers, or any person acknowledged as a father figure for a child younger than 24 years of age.

Prior to this grant, CDR’s fatherhood program had struggled with recruitment and retention of fathers (also a common problem in fatherhood programs across the country). In an effort to discover the best strategies for the program, the implementation study determined to research recruitment and retention strategies and measures. A total of 481 participants were included in the implementation study sample.

The outcomes study of this evaluation explores whether early intervention in responsible fatherhood programming correlates with better outcomes. Previous research has addressed the importance of fathers in the early years of a child’s life and discussed the need for comprehensive programs that promote the active involvement of fathers with their young children. CDR set out to explore whether the early intervention principle holds true in responsible fatherhood programming by examining participants’ confidence in several measures at the end of the intervention. A total of 171 participants were included in the outcomes study sample.

Over the duration of the grant, enrollment in the IIF program increased substantially. The IIF program utilized a number of recruitment strategies in an effort to increase enrollment into the program, including: recruiting host agencies, partner agency buy-in, offering participation incentives, and expanding services. Expanding services and increasing host sites coincided with increased enrollment.

Additionally, program participation and completion increased for incarcerated participants, but did not increase for community fathers. The IIF program utilized a number of retention strategies in an effort to increase program participation and completion, including: weekly check-ins with participants, offering participation incentives, and increasing workshop frequency.

At the end of the intervention, new fathers who participated in the program reported higher levels of financial, parenting, and coparenting confidence than experienced fathers. This evidence supports the hypothesis that early intervention in the area of responsible fatherhood programming is associated with raising fathers’ confidence levels and is worth investing in.

Any findings discussed in this report are limited to this program in this location. As the program is unique in its offering, implementation, and location, care must be taken to not assume these findings would hold true for every program and site.

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Descriptive Evaluation of New Pathways: Investing in Fatherhood in Williamsburg, Virginia

I. INTRODUCTION

A. Introduction and study overview

According to the US Census Bureau, more than 1 in 4 children live without a father in their home.¹ Research has shown that children who grow up with involved fathers have better outcomes than children with no father involvement.² According to the National Fatherhood Institute, involved dads increase their children's emotional and social well-being, contribute to less mistreatment of children, and lead to less distress in toddlers.³

Additionally, research shows that having a parent in prison can have a negative impact on a child's mental, social, financial, and educational outcomes. But research also shows that strong and supportive relationships provide some of the best forms of protection against these risks.⁴

In the Peninsula region of Virginia (Williamsburg, James City County, York County, Newport News, Hampton, and Poquoson), there are over 35,300 single-parent households. Of these, 24% are single-father households, and 76% are single-mother households.⁵

Many of the services offered in the local community focus on child health and development, or supporting mothers in their parenting journey. There has historically been a lack of support for fathers in the local community. In response, Child Development Resources (CDR) began their fatherhood program in 2002 in an effort to meet that need and support fathers within the Peninsula region.

CDR's Investing in Fatherhood (IIF) program offers fatherhood workshop classes (which incorporate parenting, healthy relationship, and economic stability components) as well as case

¹ US Census Bureau. (2019, October 10). Historical Living Arrangements of Children Under 18 Years Old: 1960 to Present. Retrieved from <https://www.census.gov/data/tables/time-series/demo/families/children.html>

² Rosenberg, J., & Wilcox, W. B. (2006). The Importance of Fathers in the Healthy Development of Children. U.S. Department of Health and Human Services; Administration for Children and Families, Administration on Children, Youth and Families; Children's Bureau; Office on Child Abuse and Neglect. Retrieved from <https://www.childwelfare.gov/pubpdfs/fatherhood.pdf>.

³ National Fatherhood Initiative. The Proof Is In: Father Absence Harms Children. Retrieved April 1, 2020, from <https://www.fatherhood.org/father-absence-statistic>

⁴ La Vigne, N., Davies, E. & Brazzell D. (2008). Broken Bonds: Understanding and Addressing the Needs of Children with Incarcerated Parents. Urban Institute, Justice Policy Center.

⁵ US Census Bureau. (2019, June 7). Households and Families, 2017 ACS 1-year Estimates. Retrieved from <https://www.census.gov/programs-surveys/acs/technical-documentation/table-and-geography-changes/2017/1-year.html>

management and workforce resources. These services are available free of charge to any father in the local community, as well as to fathers in two local jails.

In 2015, CDR was awarded a grant from the Office of Family Assistance (OFA) within the Administration for Children and Families (ACF), U. S. Department of Health & Human Services (HHS), as a part of the Healthy Marriage and Responsible Fatherhood (HMRF) initiative. Prior to this grant, CDR's fatherhood program had struggled with recruitment and retention of fathers. This is a common problem in fatherhood programs across the country, particularly those serving low-income or at-risk fathers.⁶ Often CDR's program would begin serving fathers during a crisis, and once the crisis was over, the program had a difficult time keeping the father engaged. The program also desired to see improvement in recruiting more fathers to enroll in the program and serve more fathers within the community. In an effort to discover the best strategies for the program, this evaluation determined to research recruitment and retention strategies and measures.

Additionally, previous research has addressed the importance of fathers in the early years of a child's life,⁷ and discussed the need for comprehensive programs that promote the active involvement of fathers with their young children. CDR has extensive knowledge and experience working with young children and their families in early intervention programs. In early childhood development, many studies have shown that "the highest rate of return... comes from investing as early as possible, from birth through age five... Efforts should focus on the first years for greatest efficiency and effectiveness."⁸ CDR determined to explore whether this early intervention principle also holds true in responsible fatherhood programming.

This report will include a description of the intended intervention (Section I.B), the implementation study (Section II), the outcomes study (Section III), and a discussion and conclusion (Section IV).

B. Description of the intended intervention

CDR's Investing in Fatherhood (IIF) program offers fatherhood workshop classes (which incorporate parenting, healthy relationship, and economic stability components) as well as case management and workforce resources. These services are available free of charge to any father in the local community (community fathers), as well as to fathers in two local jails (incarcerated fathers). The program uses the evidence-based 24/7 Dad curriculum, which supports training fathers and improves their knowledge, behavior, and skills as a parent.

⁶ Avellar, Sarah. Recruiting and Retaining Men in Responsible Fatherhood Programs: A Research-to-Practice Brief. Mathematica Policy Research on behalf of the National Responsible Fatherhood Clearinghouse under the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance.

⁷ See, for example: Garfield, C.F., & Isacco, A. (2006). Fathers and the Well Child Visit, *Pediatrics*, 117, 637-645; and McLanahan, S., Tach, L., & Schneider, D. (2013). The Causal Effects of Father Absence. *Annual Review of Sociology*, 39 (1).

⁸ Heckman, James J. Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy. <http://www.heckmanequation.org>.

Since the beginning of the grant, the IIF program has evolved significantly as a result of feedback from the Office of Family Assistance (OFA). When the grant began, the IIF program offered home visiting, single training classes, and a class for expecting fathers (Rookie Dads). Based on guidance from OFA, IIF program changed its program to a cohort workshop model. More details will be given on these programmatic changes in Section II. The rest of this section will focus on the intended intervention as it is now.

Intended components: In this intervention, community and incarcerated fathers received classes (components include parenting, communication/relationships, and workforce and financial stability), case management, and individualized assistance with workforce and financial stability as needed.

Intended Content: CDR provided workshop sessions from the National Fatherhood Initiative's 24/7 Dad curriculum, as well as additional economic stability sessions from a curriculum developed by the Center for Child & Family Services (CCFS) in Hampton, Virginia. Topics from the 24/7 Dad responsible fatherhood curriculum include: family history, what it means to be a man, showing and handling feelings, men's health, communication, the father's role, discipline, children's growth, getting involved, working with mom and co-parenting, and dads and work. Topics from the economic stability curriculum include: budgeting and setting financial goals (community fathers); and budgeting and financial goals, applying for a job, application and resume, and the interview (incarcerated fathers).

Planned dosage and implementation schedule: Community fathers participated in a 16-week workshop, with sessions occurring once a week for two hours per session. Each workshop series met for 32 total hours, and the intent was for participants to receive 26 instructional hours. (The rest of the workshop hours were devoted to completion of surveys and other paperwork.) Incarcerated fathers participated in a 9.5-week workshop, with 19 sessions occurring twice a week for two hours per session. Each of these workshop series met for 38 total hours, and the intent was for the participants to receive 32 instructional hours. (The rest of the workshop hours were devoted to completion of surveys, other paperwork, and Family Night.)

Intended delivery: Workshops for community individuals were held at CDR's office in Williamsburg, VA; York County Head Start in York County, VA; CCFS in Hampton, VA; Pivot Physical Therapy in Newport News, VA; and the Williamsburg Indoor Sports Complex (WISC) in Williamsburg, VA. Workshops for incarcerated fathers were held at the Virginia Peninsula Regional Jail (VPRJ) in Williamsburg, VA and at the Newport News Jail in Newport News, VA. Each workshop series was led by one to two trained facilitators (with one exception – the workshop at the Newport News Jail was led by two to three facilitators).

Table I.1. Description of intended intervention components and target populations

Component	Curriculum and content	Dosage and schedule	Delivery	Target Population
Community Fathers – 24/7 Dad Workshops	Responsible Fatherhood curriculum (24/7 Dad): family history, what it means to be a man, showing and handling feelings, men’s health, communication, the father’s role, discipline, children’s growth, getting involved, working with mom and co-parenting, and dads and work. Workforce/Economic stability curriculum (CCFS): budgeting and setting financial goals	26 instructional hours, with 2-hour sessions occurring once a week	Group lessons provided at the intervention’s or community partners’ facilities, by one to two trained facilitators in every session	Low-income and/or at-risk community fathers
Incarcerated Fathers – 24/7 Dad Workshops	Responsible Fatherhood curriculum (24/7 Dad): family history, what it means to be a man, showing and handling feelings, men’s health, communication, the father’s role, discipline, children’s growth, getting involved, working with mom and co-parenting, and dads and work. Workforce/Economic stability curriculum (CCFS): budgeting and setting financial goals, applying for a job, application and resume, and the interview	32 instructional hours, with 2-hour sessions occurring twice a week	Group lessons provided at two local jails by one to three trained facilitators in every session	Low-income and/or at-risk incarcerated fathers

Target population: This intervention intended to serve community and incarcerated fathers at-risk due to low income, low education levels, and unemployment. Eligible participants include biological, expectant and adoptive fathers, stepfathers, or any person acknowledged as a father figure for a child younger than 24 years old. These are likely to include fathers receiving TANF assistance, military active duty and veteran fathers, immigrant fathers, and young at-risk fathers.

Education and training of staff: Workshop facilitators are male and almost all hold at least a bachelor’s degree. They are required to obtain two certifications with the National Fatherhood Initiative (NFI) in Effective Facilitation and Father Engagement, and must be certified as a 24/7 Dad facilitator. Each facilitator also received training from CDR staff upon on-boarding. Ongoing training was offered regularly, depending on individual facilitators’ individual needs.

Table I.2. Staff training and development to support intervention components

Component	Education and initial training of staff	Ongoing training of staff
Community Fathers – 24/7 Dad Workshops	Facilitators are male, almost all hold at least a bachelor’s degree, and receive two certifications from NFI and one from 24/7 Dad, as well as on-boarding training from CDR.	Facilitators received ongoing training as needed, determined by quality checks, observations, facilitator experience and based on individual needs, including: <ul style="list-style-type: none"> • Weekly 30-minute individual supervisory meetings with the program coordinator, and monthly group meetings that include discussing troubleshooting, concerns, participant needs • Peer observations/review conducted once or twice per series (2 hours each). • Periodic trainings on relevant specific topics as determined by program coordinator and director (number of training hours vary, from 1 hour to 3 days).

Component	Education and initial training of staff	Ongoing training of staff
Incarcerated Fathers – 24/7 Dad Workshops	Facilitators are male, almost all hold at least a bachelor’s degree, and receive two certifications from NFI and one from 24/7 Dad, as well as on-boarding training from CDR.	Facilitators received ongoing training as needed, determined by quality checks, observations, facilitator experience and based on individual needs, including: <ul style="list-style-type: none"> • Weekly 30-minute individual supervisory meetings with the program coordinator, and monthly group meetings that include discussing troubleshooting, concerns, participant needs • Peer observations/review conducted two to three times per series (2 hours each). • Periodic trainings on relevant specific topics as determined by program coordinator and director (number of training hours vary, from 1 hour to 3 days).

II. IMPLEMENTATION STUDY

This evaluation report examines two implementation elements which have historically been challenges for fatherhood programs across the nation and for the CDR program specifically: recruitment and retention. Prior to this grant, often CDR’s program would begin serving fathers during a crisis, and once the crisis was over, the program had a difficult time keeping the father engaged. The program also desired to see improvement in recruiting more fathers to enroll in the program and serve more fathers within the community. This evaluation determined to research which recruitment and retention strategies were most successful during this grant period.

This section will discuss the research questions, study design, data collection, data preparation and measures, and present the findings and analysis approach. The findings in this section will provide important context for the outcomes study findings in Section III.

A. Research questions

The implementation study of this evaluation contains two main research questions:

1. Which recruitment strategies have been the most successful for enrollment? and
2. Which retention strategies have been the most successful?

Table II.1 presents the main research questions, as well as the sub-research questions developed.

Table II.1. Research and sub-research questions

Research Question	Sub-Research Question
Which recruitment strategies have been the most successful for enrollment?	<ul style="list-style-type: none"> • How did participants hear about the program? • Which recruitment strategies were implemented by program staff? • How has enrollment changed over time? • Which recruitment strategies coincided with changes in enrollment?
Which retention strategies have been the most successful?	<ul style="list-style-type: none"> • Which retention strategies were implemented by program staff? • How has participation and program completion changed over time? • Which retention strategies coincided with changes in attendance/program completion?

B. Study design

1. Sample formation

Any participant that enrolled in the IIF program is eligible to be included in the sample, provided he speaks/understands English or Spanish. (CDR is not able to offer programming to participants who do not speak either of these languages, and the nFORM surveys are only available in these languages as well.) Participants are located in the Peninsula region of Virginia, including Williamsburg, Newport News, Yorktown, Hampton, James City County, and Poquoson. This sample includes community and incarcerated individuals.

Written, informed consent was collected at the time of enrollment. At enrollment, a CDR fatherhood specialist explained the study to each participant. The fatherhood specialist then provided each participant with a copy of the consent form, ensured the subject understood the study, and gave the participant an opportunity to ask questions about the study. If the participant agreed to participate and signed the consent form, a copy of the form was provided to him. All consent forms are locked in a secure file and kept for the duration of the grant. There are three different consent forms – one for community fathers, one for incarcerated fathers, and one for minors who are not yet fathers (participant assent and parental consent is required for this population). All three consent forms are available in English and Spanish.

Sample enrollment began on September 21, 2016 and ended December 31, 2019. This study was approved by Solutions IRB on July 12, 2016.

The sample includes a small number of females as well (n=21), as CDR did not discriminate by gender for whom the program was available. (See Appendix A for a brief discussion of females in the implementation study.)

The sample for the implementation study differs from the outcomes study. (Details of how the outcomes study sample was formed can be found in Section III.B.1.) The implementation study includes a larger number of participants. Any individual that enrolled in the IIF program, participated in any level of programming, and gave written consent to be a part of the study was included in the sample. Because IIF's programming has evolved significantly since the beginning of the grant, the outcomes study includes just those enrolled in a workshop series. The implementation study includes all individuals who participated in any IIF programming.

In an effort to follow guidance from OFA, IIF changed their program to a cohort workshop model. A table listing all programming offered by grant period can be found below in Table II.2. A table listing all the major programming changes in the IIF program for the duration of the grant can be found in Appendix A, Table B.1.

Previous programming under the grant included the following:

- *Home Visiting* (for community individuals) – Fatherhood specialists met with participants individually, at their home or an alternative location. The fatherhood specialist assessed the needs of the father and provided extensive case management and referrals. The father and the fatherhood specialist went through the 24/7 Dad curriculum together one-on-one. Length of services depended on each participant's needs.
- *Single Trainings* (for community individuals) – IIF held two series of monthly workshops, open to any father in the community: Safe and Healthy Parenting (4 sessions) and Money Management for Dads & Families (3 sessions). Participants were highly encouraged to attend all the sessions, although they were not required to.
- *Rookie Dads* (for community individuals) – This class for expecting fathers was held monthly at three local hospitals. Fatherhood specialists taught Rookie Dads how to care for and soothe their baby. A second workshop session, Rookie Dads 2, was added during the

grant in an effort to re-engage these new fathers and continue infant care education. This follow-up session addressed topics such as engaging with baby, recognizing postnatal depression in themselves and postpartum depression in mom, planning financially for baby, and balancing work and family.

- *Linkages* (for incarcerated individuals) – This workshop was held in a local jail, Virginia Peninsula Regional Jail (VPRJ), in Williamsburg. Classes met weekly for six months and included parenting and economic stability topics.
- *Fresh Start/Investing in You* (for incarcerated individuals) – This workshop was held at two local jails (VPRJ and Newport News Jail). Classes met weekly for seven weeks and focused on strategies inmates needed when they re-enter the community, including obtaining gainful employment, effective communication, parenting, and adjusting to life outside of jail.
- *Fatherhood Workshop* (for community individuals) – This workshop was held monthly at a local elementary school for nine months. Topics included parenting, economic stability, and healthy relationships. This workshop series was the beginning of the transition to a community cohort workshop series.
- *24/7 Dads workshops* (for community and incarcerated individuals) – These workshops are the current intervention for the IIF program, and were described in detail in section I.B above.

Table II.2. List of Program Offerings for the Investing in Fatherhood Program

	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Grant Year 5
Home Visiting	X	X	X		
Single Trainings	X	X			
Rookie Dads		X	X	X	
Linkages			X		
Fresh Start/Investing in You		X	X	X	
Fatherhood Workshop			X		
24/7 Dads Workshops				X	X

The sample for this implementation study includes 481 individuals. Over one-third of these individuals are incarcerated, and almost half are between 25 to 34 years old. Nine percent of individuals identify as Hispanic, 50% identify as white, and 38% identify as Black or African American. Just over half are married or engaged. Over one-third of individuals are not currently employed.

Table II.3. Characteristics of participants in implementation study

Characteristic	Participants in Implementation Study
Incarcerated (%)	38%
Age	
18-24 years	9%
25-34 years	49%

Characteristic	Participants in Implementation Study
35-44 years	32%
45 years or older	10%
Female (%)	4%
Ethnicity (%)	
Hispanic	9%
Race	
White	50%
Black or African American	38%
Asian	5%
Other	13%
Relationship status (%)	
Married or Engaged	54%
Separated, Divorced, or Widowed	15%
Never Married	31%
Employment Status (%)	
Employed full-time	55%
Employed part-time, variable hours, or temporarily/seasonally	9%
Not employed	37%
<i>Sample size = 481</i>	

Source: nFORM Applicant Characteristic Survey

Notes: Because individuals had the option of choosing more than one race, race does not equal 100%. "Other" includes Native Hawaiian or Pacific Islander (1%), American Indian or Alaskan Native (2%), and Other (10%).

2. Data collection

Data sources for these research questions include:

- *Survey of intervention participants:* At enrollment, each participant completed an Applicant Characteristic Survey. This survey (and two others, an entrance and exit survey, discussed in the Outcomes section of this report) is administered online through the Information, Family Outcomes, Reporting, and Management (nFORM) system.⁹ A copy of this survey can be found in Appendix D.
- *nFORM enrollment data:* Enrollment is recorded in the nFORM system.

⁹ The nFORM system is used by Healthy Marriage and Responsible Fatherhood (HMRF) grantees to collect, store, and analyze program and participant data and to produce required grant reports for the Administration for Children and Families. HMRF grantees use nFORM to collect information about program operations (including outreach and recruitment activities, enrollment, staff qualifications and training, staff supervision and observations, and implementation challenges); participation (including case management activities, workshop attendance, and referrals); and participant characteristics and outcomes (including an applicant characteristics survey and program entrance and exit surveys).

- *Interviews with program staff*: In-person or phone interviews were conducted with five program staff. Interviews with the Program Coordinator and/or the Program Director occurred quarterly (not including the planning period), dependent on staff availability.
- *Document review*: Evaluator reviewed and coded the Quarterly Performance Progress Reports (QPR)/ Semiannual Performance Progress Reports (PPR) submitted by program staff every quarter.
- *Workshop attendance records*: Attendance for workshops is recorded in nFORM by the program data manager.

Table II.4. Data used to address implementation research questions

Implementation element	Research question	Data source	Timing/frequency of data collection	Party responsible for data collection
Recruitment	Which recruitment strategies have been the most successful for enrollment?	Interviews with program staff; QPR and PPR reports, attendance records	Quarterly (or more often)	Local Evaluator and program staff
Recruitment	How did participants hear about the program?	nFORM Applicant Characteristic Survey	At enrollment	Program staff
Recruitment	Which recruitment strategies were implemented by program staff?	Interviews with program staff; QPR and PPR reports	Quarterly (or more often)	Local Evaluator
Recruitment	How has enrollment changed over time?	nFORM enrollment data	At enrollment of each participant	Program staff
Recruitment	Which recruitment strategies coincided with changes in enrollment?	Interviews with program staff; QPR and PPR reports, nFORM enrollment records	Quarterly (or more often)	Local evaluator and program staff
Retention	Which retention strategies have been the most successful?	Interviews with program staff; QPR and PPR reports, attendance records	Quarterly (or more often)	Local Evaluator and program staff
Retention	Which retention strategies were implemented by program staff?	Interviews with program staff; QPR and PPR reports	Quarterly (or more often)	Local Evaluator
Retention	How has participation and program completion changed over time?	Attendance records	All sessions delivered	Program staff
Retention	Which retention strategies coincided with changes in participation and program completion?	Interviews with program staff; QPR and PPR reports, attendance records	Quarterly (or more often)	Local evaluator and program staff

3. Data preparation and measures

The evaluator used QDA Miner Lite, a qualitative software, for coding the qualitative data (including QPR/PPR reports and interviews with program staff). The evaluator was the sole coder and used summative codes to assign general themes to sections of text. From this, the evaluator constructed a list of recruitment and retention strategies implemented by program staff. For the quantitative measures, the evaluator used Stata software to summarize key measures.

Table II.5. Measures used to address implementation research questions

Implementation element	Research question	Measures
Recruitment	How did participants hear about the program?	<ul style="list-style-type: none"> Percentage of participants who answered: word of mouth; newspaper ad, billboards, or flyer; radio ad or tv spot; internet ad or social media; government agency; community organization; program staff or event; other. (Question from the Applicant Characteristic Survey)
Recruitment	Which recruitment strategies were implemented by program staff?	<ul style="list-style-type: none"> List of recruitment strategies implemented
Recruitment	How has enrollment changed over time?	<ul style="list-style-type: none"> Number of enrolled individuals
Retention	Which retention strategies were implemented by program staff?	<ul style="list-style-type: none"> List of retention strategies implemented
Retention	How has participation and program completion changed over time?	<ul style="list-style-type: none"> Average number (or percentage) of sessions participants attended Percentage of the sample attending half or more sessions Percentage of the sample attending all sessions

C. Findings and analysis approach

For the duration of the grant, the IIF program utilized a number of recruitment and retention strategies in an effort to increase enrollment and program participation. Some of these strategies included: recruiting host agencies, partner agency buy-in, offering participation incentives, expanding services, weekly check-ins with participants, and increasing workshop frequency. Expanding services and increasing host sites coincided with increased enrollment. Better screening of applicants, increasing the workshop frequency, and offering incentives coincided with increased incarcerated workshop program participation.

1. Which recruitment strategies have been the most successful for enrollment?

Key Findings:

When participants were asked how they heard about the program, word of mouth was the most common response. Government agencies and community organizations (likely, host sites in many cases) were also common responses.

Enrollment in the IIF program has increased over the past five grant years.

The IIF program utilized a number of recruitment strategies in an effort to increase enrollment into the program, including: recruiting host agencies, partner agency buy-in, offering participation incentives, and expanding services.

It was likely that expanding services and increasing host sites coincided with increased enrollment. Because IIF's program evolved so significantly over the duration of the grant, it is difficult to determine which other specific recruitment strategies coincide with increases in enrollment.

a. How did participants hear about the program?

Upon enrollment, participants were asked how they heard about the program. Word of mouth was the most common answer, followed by government agency, community organization, and program staff or event. When the data is viewed by population, some differences appear. The most common answer among incarcerated individuals was government agency, followed closely by word of mouth. Among community individuals, word of mouth was followed closely by community organization. (More detail about the data cleaning process used for this question can be found in Appendix A.)

Word of mouth includes friends, family, and acquaintances. Government agency includes agencies such as the Office of Child Support Enforcement, TANF, WIC, Child Welfare (CPS), or a parole/probation office. Community agency includes organizations such as a school, hospital, maternity clinic, doctor's office, place of worship, Head Start, or Heathy Start center.

These results show that 40% of incarcerated individuals heard about the program through a government agency (for example, the jails), and that one-third of community individuals heard about the program through a site which hosted a workshop (hospital, school, Head Start center) or other community agency.

Table II.6. How did participants hear about the program?

	All Participants	Community Individuals	Incarcerated Individuals
Word of mouth	37%	38%	35%
Newspaper ad, billboards, or a flyer	5%	4%	6%
Radio ad or TV spot	0%	0%	1%
Internet ad or social media	5%	7%	1%

	All Participants	Community Individuals	Incarcerated Individuals
Government agency	24%	13%	40%
Community organization	22%	33%	4%
Program staff or event	19%	15%	26%
Other	5%	6%	4%

Note: Participants could select more than one answer, so the sum of each column does not equal 100%

b. Which recruitment strategies were implemented by program staff?

Over the course of the grant, the IIF program utilized a number of recruitment strategies in an effort to increase enrollment into the program. Table II.7 contains a list of all the recruitment activities employed by the program, by grant year. Key strategies included:

- *Recruiting Host Agencies* – IIF program staff reached out to a variety of community partners (for example, other nonprofit agencies) and developed a relationship with their staff. IIF program staff took the time to explain the program and its benefits to these community partners, many of which already have established groups of fathers. The IIF program staff then asked the community partners to host a workshop series and help recruit fathers to participate. The IIF program director said this has been one of the most successful recruitment strategies for the program and allowed the program to reach more participants.

For example, IIF program staff developed a relationship with the staff from the Center for Children and Family Services (CCFS) in Hampton, VA. IIF was able to recruit fathers from CCFS's support groups for substance abuse and domestic abuse, and was also able to hold the workshop series in CCFS's building, a space with which fathers were already familiar and comfortable.

- *Partner Agency Buy-In* – Building buy-in from partner agencies (for example, the local jails and hospitals) has proven crucial for successful enrollment in the IIF program. IIF staff invested significant time and effort in building relationships with the partner agency staff, explaining the IIF program and its benefits thoroughly.

If a partner agency's staff believed in the value of the IIF program, enrollment at those sites stayed steady. If a partner agency's staff did not know about IIF's program or how it could benefit those they serve, enrollment plummeted.

For example, the Rookie Dads classes held at Sentara Regional Hospital in Williamsburg were better attended than the classes held at the other two hospitals. IIF staff had invested in training and developing relationships with the Sentara labor and delivery nurses and staff extensively and over time, this led to increased and steady referrals. The Rookie Dads classes were listed on Sentara's website for expecting parents.

At Mary Immaculate Hospital in Newport News, no hospital staff was ever assigned to work with the IIF program (even after multiple requests), the Rookie Dads classes were never listed on the hospital's website, and enrollment was almost nonexistent. Despite several months of offering classes, only two classes were actually held (the others were cancelled because no one had registered), and each one only had one father attend.

- *Offering Participation Incentives* – In an effort to increase enrollment and retention, IIF began offering incentives for participants who enrolled and participated in the program. The incentive structure grew during the duration of the grant.

Near the end of the grant, community individuals had the opportunity to earn a variety of incentives, including: a recruitment incentive of a \$25 gift card for attending the informational session (participants receive the incentive at enrollment); a \$50 gift card for completing the entrance survey (participants receive at the first workshop session); a participation incentive of \$150 in gift cards (participants receive a \$50 gift card at session 7 if they attended all previous sessions or made them the up, and a \$100 gift card at the last session if they attended or made up (a maximum of 2) all workshop sessions), and a \$100 gift card for completing the exit survey. (Note that program staff employed a strategy to delay the receipt of incentives to encourage continued participation; e.g. the recruitment incentive is not given until enrollment, which is the first workshop session.) Program supports offered to community individuals include childcare (for some series), program resources, meals or snacks, and bus passes or gas cards if requested. Additionally, IIF began a “Bring-a-Dad” \$25 gift card incentive for community individuals in Grant Year 5 to encourage current participants to recruit their friends and family who might benefit from the program.

Incarcerated individuals received a \$100 gift card (held in their belongings until their release) if they attend all workshop sessions and complete the exits survey.

- *Expanded Services* – IIF expanded its services several times over the course of the grant. The Rookie Dads classes began at one hospital, and expanded to two more hospitals. IIF also expanded its incarcerated programming from one to two local jails. Since IIF began offering only 24/7 Dad workshops, the program has expanded to five host sites throughout the region.

Table II.7. Recruitment strategies employed, by Grant Year

Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Grant Year 4 (cont.)
<ul style="list-style-type: none"> • Community Engagement <ul style="list-style-type: none"> – investment in the Leadership Council, where community partner agencies meet, share information about their programs, and request referrals – attendance at community events, promoting the program • Print Marketing <ul style="list-style-type: none"> – dissemination of flyers and brochures • Interagency Promotion <ul style="list-style-type: none"> – cooperation with other programs within CDR to increase awareness, promote the program, and receive referrals • Social Media Marketing <ul style="list-style-type: none"> – utilization of CDR’s website and Facebook page 	<ul style="list-style-type: none"> • Expanded Services <ul style="list-style-type: none"> – began workshop with incarcerated individuals, expanded Rookie Dads workshops • Incentives <ul style="list-style-type: none"> – began offering gift cards to community individuals for participation • Open Houses <ul style="list-style-type: none"> – October 2016, open to public, community partners, community fathers • Change in Registration Process <ul style="list-style-type: none"> – added online registration to simplify process • Expanded days and times of class offerings <ul style="list-style-type: none"> – surveyed current and prior participants to gauge availability • Utilization of Established Groups <ul style="list-style-type: none"> – sought out community partners to serve already set groups of fathers • Print Marketing <ul style="list-style-type: none"> – new brochures created • Community Engagement • Interagency Promotion • Social Media Marketing 	<ul style="list-style-type: none"> • Expanded Services <ul style="list-style-type: none"> – expanded Rookie Dads workshops • Word of Mouth Marketing <ul style="list-style-type: none"> – enthusiastic Fatherhood consultants, father-to-father referrals • Recruiting Events <ul style="list-style-type: none"> – Father’s Day event • Print Marketing <ul style="list-style-type: none"> – new rack cards for Rookie Dads workshop • Incentives <ul style="list-style-type: none"> – increased the amount and frequency of gift cards for enrollment and participation • Partner Agency Buy-in <ul style="list-style-type: none"> – engaged hospital and jail staff to inform them about program, to get their buy-in and encourage them to promote the program • Community Engagement <ul style="list-style-type: none"> – strengthened relationship with Leadership Council • Interagency Promotion • Social Media Marketing 	<ul style="list-style-type: none"> • Expanded Services <ul style="list-style-type: none"> – added workshop at another site for incarcerated individuals; – transitioned to 24/7 Dads workshop series for community and incarcerated fathers • Increasing workshop frequency for incarcerated fathers <ul style="list-style-type: none"> – increased to twice a week • Monthly Info Sessions <ul style="list-style-type: none"> – incentives offered if dad enrolls in program • Print Marketing <ul style="list-style-type: none"> – new rack cards for 24/7 Dads workshop • Incentives <ul style="list-style-type: none"> – increased and expanded incentives • Hired Marketing & Outreach Consultant <ul style="list-style-type: none"> – developed marketing plan • Social Media Marketing <ul style="list-style-type: none"> – new father-focused website and Facebook page • On-site recruitment at community agencies <ul style="list-style-type: none"> – e.g. recruiting from domestic abuse and substance abuse support groups at CCFS • Recruiting Events <ul style="list-style-type: none"> – Father’s Day cookout 	<ul style="list-style-type: none"> • Recruiting Host Agencies <ul style="list-style-type: none"> – developed relationships with community partners to host workshops and help recruit fathers • Community Engagement <ul style="list-style-type: none"> – developed referral agreements • Word of Mouth <ul style="list-style-type: none"> • Interagency Promotion <hr/> <ul style="list-style-type: none"> • Expanded Services <ul style="list-style-type: none"> – added more sites for 24/7 Dads community workshops • Monthly Info Sessions • Weekly Donuts for Dads <ul style="list-style-type: none"> – held during breastfeeding support group for moms • Recruiting Events <ul style="list-style-type: none"> – Hollydads event • Incentives <ul style="list-style-type: none"> – Bring-A-Dad-Friend • Print Marketing • Social Media Marketing • On-site recruitment at community agencies • Community Engagement <ul style="list-style-type: none"> – intentionally built relationships with judges and courts • Interagency Promotion

c. How has enrollment changed over time?

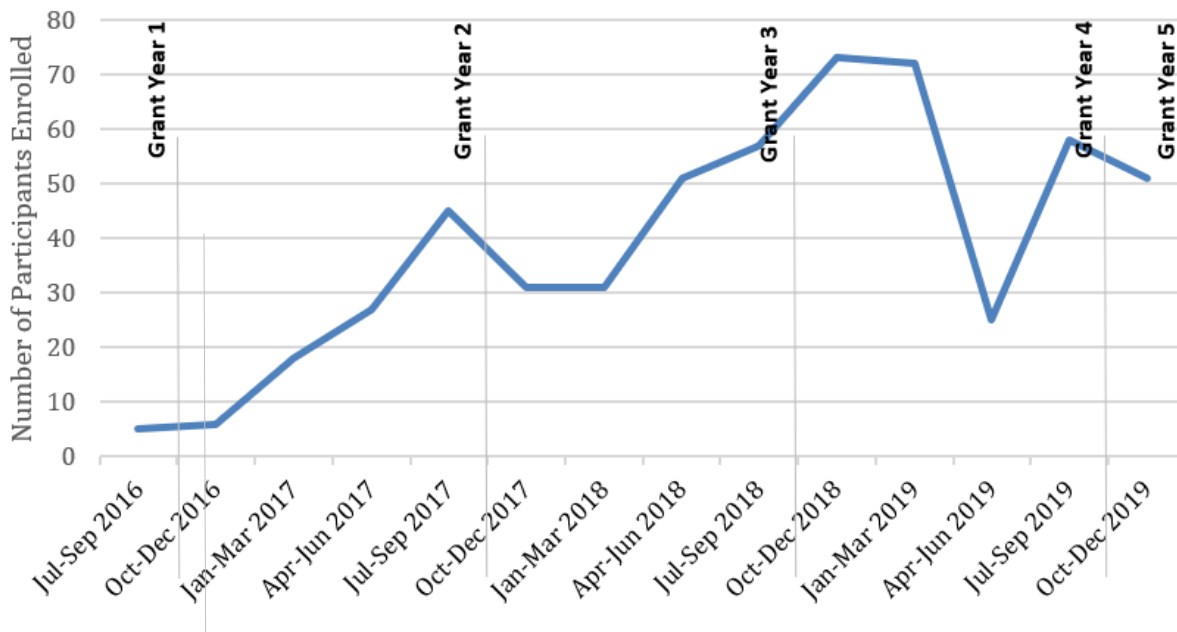
Enrollment into the program has increased over the life of the grant. From Grant Year 2 to Grant Year 3, enrollment increased by 77%, and increased 34% from Grant Year 3 to Grant Year 4. Figure II.1 shows enrollment by quarter into the IIF program. (Note that Grant Year 1 contained a planning period of nine months, and enrollment into the program did not begin until Quarter 4 of that year. Additionally, enrollment for this evaluation ended on the last day of Quarter 1 of Grant Year 5, so only one quarter is included in Grant Year 5 as well.

Table II.8. Program enrollment by grant year

Grant Year	Enrolled Participants
Grant Year 1	5
Grant Year 2	96
Grant Year 3	170
Grant Year 4	228
Grant Year 5	51

Note: Grant Years 1 and 5 contain only one quarter of data.

Figure II.1. Enrolled Participants, by Quarter



d. Which recruitment strategies coincided with changes in enrollment?

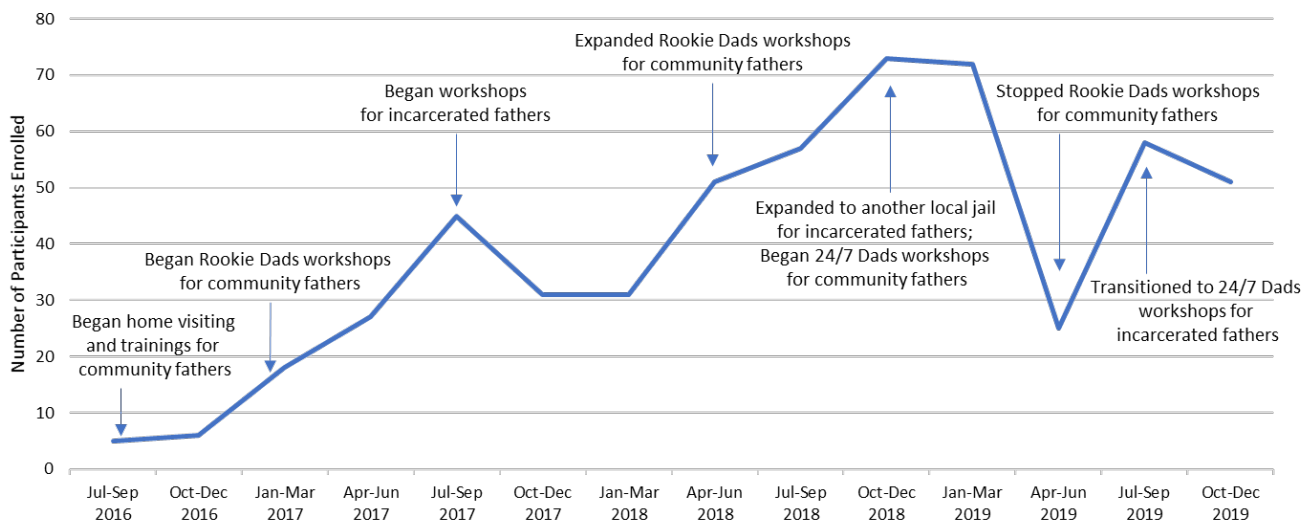
Figure II.2 shows program enrollment by quarter, with major program changes marked on the timeline. This shows the association between two recruitment strategies and enrollment: expanding services and recruiting host agencies. These two strategies often occurred at the same time, since opening a new host site resulted in expanding the program. This figure indicates that

expanding services and increasing host sites coincided with increased enrollment into the program.

Other recruitment efforts, such as offering participation incentives, may have coincided with higher enrollment, but the potential impact is difficult to determine. The incentives were rolled out over a span of several months, and were increased as program staff conducted continuous quality improvement (CQI) and determined a need based on the available retention data. Additionally, program incentives happened simultaneously with program changes.

Because the IIF’s program evolved so significantly over the duration of the grant, it is difficult to determine if any of the other recruitment strategies coincide with increases in enrollment. This would be an excellent opportunity for further research within this program: testing one recruitment strategy at a time in a steady program model.

Figure II.2. Timeline of enrollment and major program changes



2. Which retention strategies have been the most successful?

Key Findings:

The IIF program utilized a number of retention strategies in an effort to increase program participation and completion, including: weekly check-ins with participants, offering participation incentives, and increasing workshop frequency.

Over the duration of the grant, program participation and completion for incarcerated participants increased, but did not increase for community fathers.

Better screening of applicants, increasing the workshop frequency, and offering incentives coincided with increased incarcerated workshop program participation.

a. Which retention strategies were implemented by program staff?

Over the course of the grant, the IIF program utilized a number of retention strategies in an effort to increase program participation and completion. Table II.9 contains a list of all the retention activities employed by the program, by grant year. Key strategies included:

- *Weekly check-ins with participants* – Fatherhood Specialists were expected to reach out to each of their assigned individuals every week as a part of case management. This contact was prioritized more as the grant progressed. Fatherhood specialists contacted the participants to remind them up upcoming meetings, follow-up on a previous conversation, or to check in and see how their week was going. The fatherhood specialists learned that text is the most effective way to communicate with participants in most cases (as opposed to a phone call or email). They received greater response and had more engagement through text messages in the majority of cases.
- *Offering Participation Incentives* – In an effort increase enrollment and retention, IIF began offering incentives for participants who enrolled and participated in the program. (Details about the incentive structure are included above, in Section II.C.1.b.)
- *Increasing workshop frequency* – Community workshops changed from meeting monthly to meeting weekly, and incarcerated workshops changed from meeting weekly to meeting twice per week.

In the early workshops in the jail, retention was a major issue due to the transient nature of the population. Many participants would be released or transferred before the end of the workshop series, and often with no notice to the fatherhood specialists. Increasing the frequency to twice a week decreased the total number of days for the program to be administered and allowed more incarcerated individuals to have a chance to complete the program before leaving the jail.

The first community workshop was held once a month during the school year at a local elementary school during Grant Year 3. The participants had 100% retention, but attendance was very low (only four participants). In talking with several dads who did not choose to participate, program staff learned that many did not want to commit to a program that lasted nine months. Based on that experience and feedback, IIF program staff began offering community workshop classes more frequently (weekly).

Table II.9. Retention strategies employed, by Grant Year

Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Grant Year 5
Community Individuals <ul style="list-style-type: none"> • Weekly participant check-ins • Event reminders <ul style="list-style-type: none"> – via phone, texts, email, social media • Resource baskets <ul style="list-style-type: none"> – for individuals who attended 3 or more trainings • Emphasis on benefits of program for participants 	Community Individuals <ul style="list-style-type: none"> • Expanded days and times of class offerings <ul style="list-style-type: none"> – surveyed current and prior participants to gauge availability • Event reminders <ul style="list-style-type: none"> – began using Constant Contact – began using text messaging more • Weekly participant check-ins • Resource baskets • Emphasis on benefits of program for participants 	Community Individuals <ul style="list-style-type: none"> • Incentives <ul style="list-style-type: none"> – gift cards for enrollment and exit survey completion • Expanded Services <ul style="list-style-type: none"> – began workshop series (monthly sessions) • Expanded days and times of class offerings • Make-Up Sessions <ul style="list-style-type: none"> – began offering one-on-one as needed • Weekly participant check-ins • Event reminders 	Community Individuals <ul style="list-style-type: none"> • Incentives <ul style="list-style-type: none"> – expanded to include gift cards for enrollment and participation • Expanded Services <ul style="list-style-type: none"> – began offering 24/7 Dads community workshops • Increasing workshop frequency <ul style="list-style-type: none"> – changed to weekly sessions instead of monthly • Make-Up Sessions • Weekly participant check-ins • Event reminders 	Community Individuals <ul style="list-style-type: none"> • Incentives • Make-Up Sessions • Weekly participant check-ins • Event reminders
Incarcerated Individuals <i>Not applicable</i>	Incarcerated Individuals <ul style="list-style-type: none"> • Increased communication with jail staff to address why participants were not attending 	Incarcerated Individuals <ul style="list-style-type: none"> • Better screening of participants before registration <ul style="list-style-type: none"> – including enrolling only those individuals who had a release date after the end of the program and those who have children less than 24 years of age • Facilitator Engagement <ul style="list-style-type: none"> – increased class engagement techniques 	Incarcerated Individuals <ul style="list-style-type: none"> • Incentives <ul style="list-style-type: none"> – gift cards for participation and exit survey completion • Increasing workshop frequency <ul style="list-style-type: none"> – changed to twice a week (instead of once a week) • Orientation Sessions <ul style="list-style-type: none"> – ensured participants were made aware of expectations before enrollment • Family Night Events 	Incarcerated Individuals <ul style="list-style-type: none"> • Incentives

b. How has participation and program completion changed over time?

For the duration of the grant, the percentage of incarcerated participants who attended all workshop sessions rose every year (except from GY4 to GY5), as did the percentage of incarcerated participants who attended half or more sessions. There is no increase in participation rates over time for community workshops. Note that Grant Year 5 contains attendance data only for workshops that began in the first quarter, and the COVID-19 crisis hit Virginia during the last week of the workshops. This could affect the numbers shown below in Table II.10, as make-up sessions were difficult to conduct.

Table II.10. Participation rates for community and incarcerated workshops, by grant year

Grant Year	Incarcerated Workshops		Community Workshops	
	% of participants who attended all sessions	% of participants who attended half or more sessions	% of participants who attended all sessions	% of participants who attended half or more sessions
Grant Year 2	25%	50%	n/a	n/a
Grant Year 3	28%	63%	100%	100%
Grant Year 4	47%	83%	51%	72%
Grant Year 5	43%	96%	19%	52%

Note: Grant Year 5 contains only two quarters of attendance data.

Figure II.3. Participation rates for incarcerated workshops, by grant year

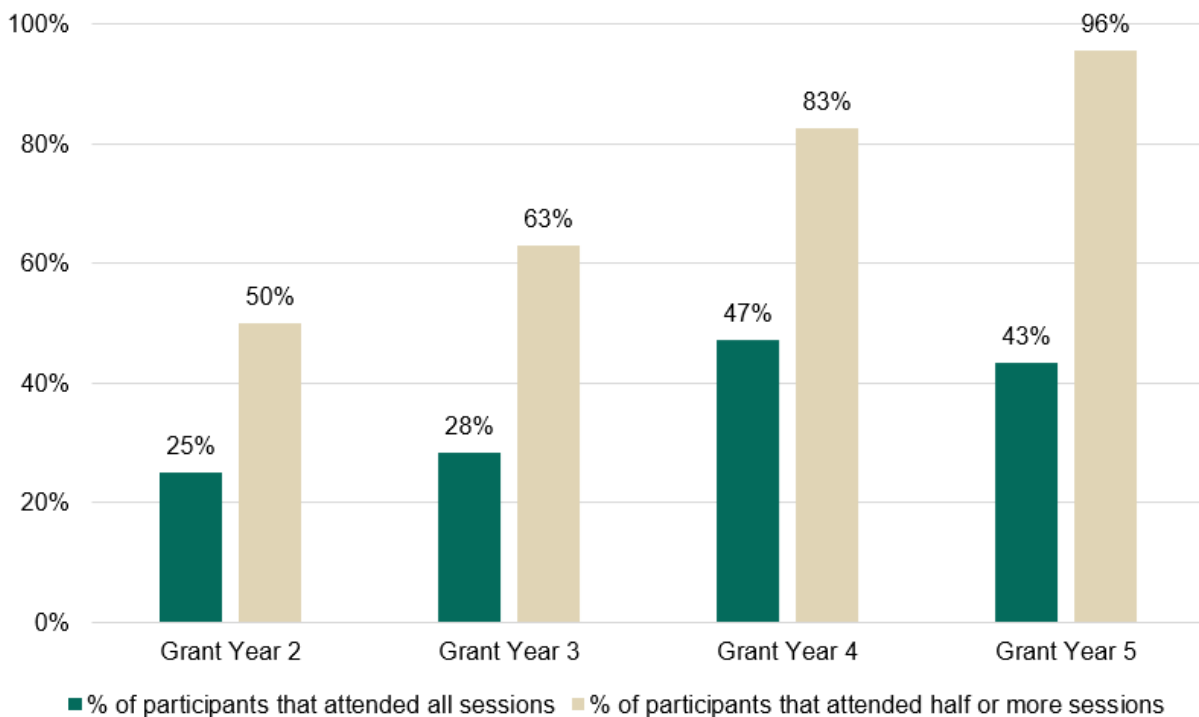
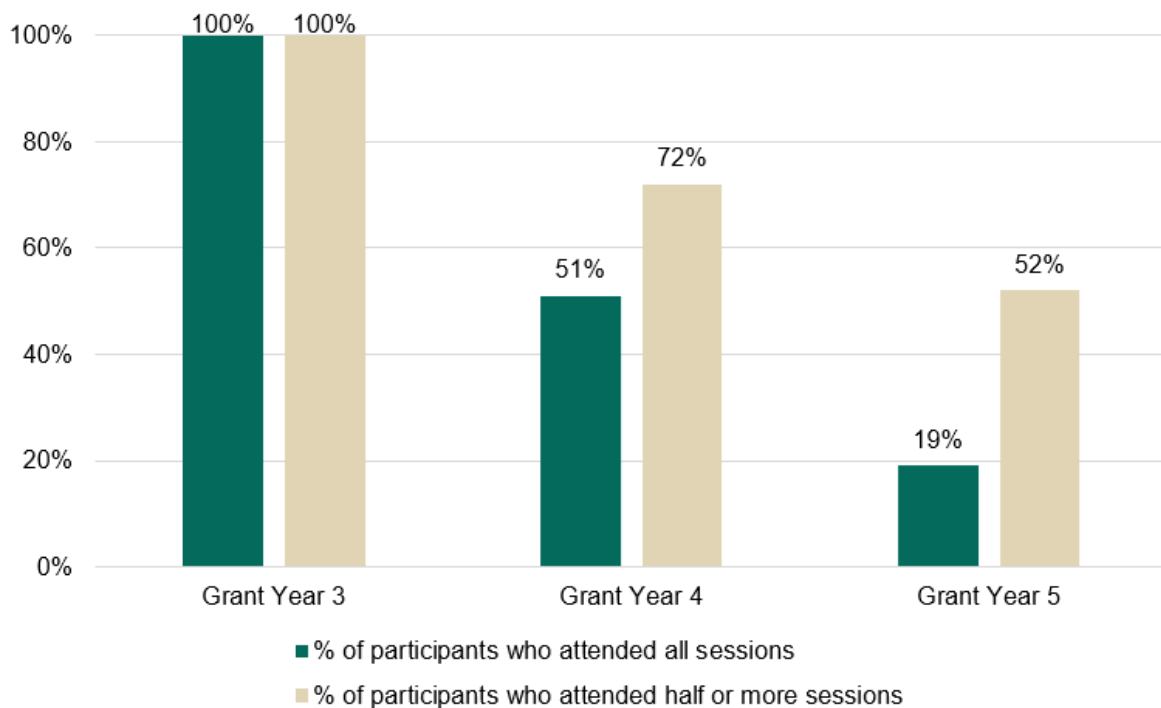


Figure II.4. Participation rates for community workshops, by grant year

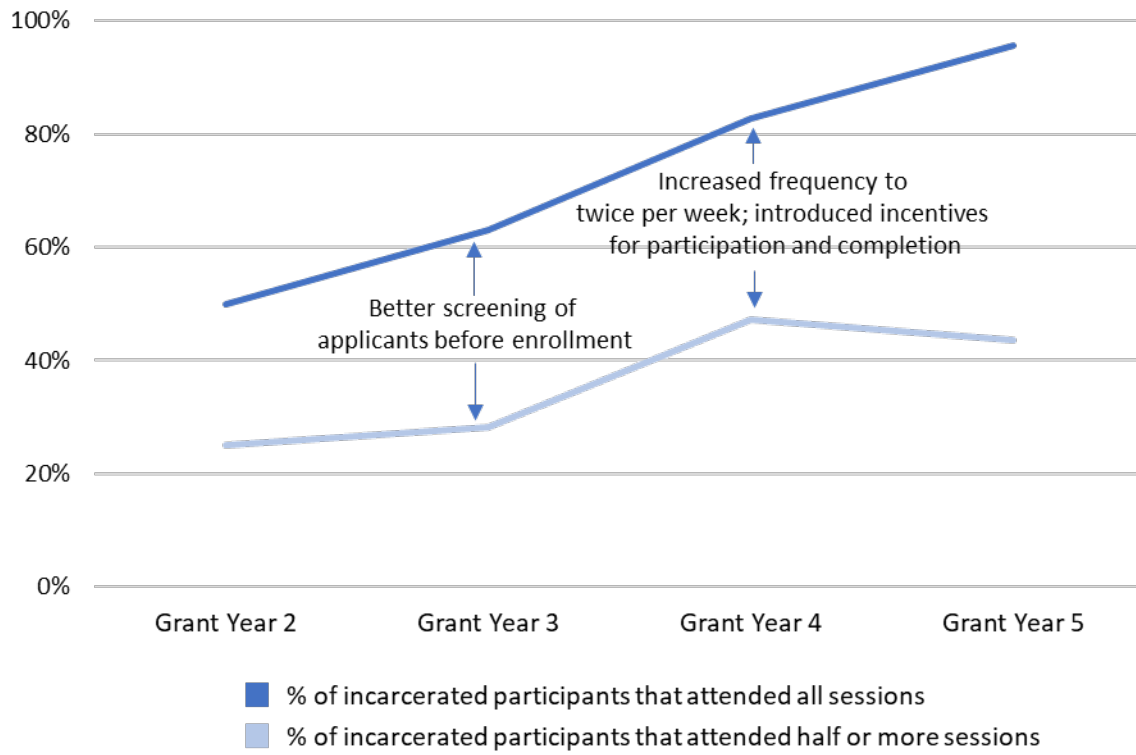
c. Which retention strategies coincided with changes in participation and program completion?

Figure II.5 shows incarcerated workshop program participation by grant year, with major retention strategies marked on the timeline. This shows the association between the retention strategies employed and program participation. This figure indicates that better screening of applicants, increasing the workshop frequency, and offering incentives coincided with increased incarcerated workshop program participation.

Other retention efforts, such as increased facilitator engagement, may have coincided with higher participation, but the potential relationship is difficult to determine. This strategy was gradual and spans several months.

Because the IIF's program evolved so significantly over the duration of the grant, it is difficult to determine definitely if any of the other retention strategies coincided with increases in program participation. This would be an excellent opportunity for further research within this program: testing one retention strategy at a time in a steady program model.

Figure II.5. Timeline of incarcerated workshop program participation



III. OUTCOMES STUDY

The outcomes study of this evaluation explores whether early intervention in responsible fatherhood programming correlates with better outcomes. Previous research has addressed the importance of fathers in the early years of a child's life and discussed the need for comprehensive programs that promote the active involvement of fathers with their young children. CDR sought to explore whether the early intervention principle holds true in responsible fatherhood programming by examining participants' confidence in several measures at the end of the intervention.

A. Research questions

The main research question is: Do “new fathers” (individuals who have been parents for 5 years or less) who participate in the program report higher levels of parenting, relationship, and financial confidence at the end of the intervention than “experienced fathers” (individuals who have been parents for more than 5 years)?

In order to more fully answer this question, the evaluator has developed six sub-research questions, listed below.

1. Do new fathers who participate in the program report higher levels of financial confidence at the end of the intervention than experienced fathers?
2. Do new fathers who participate in the program report higher levels of confidence in their parenting skills at the end of the intervention than experienced fathers?
3. Do new fathers who participate in the program report higher levels of confidence in their co-parenting skills at the end of the intervention than experienced fathers?
4. Do new fathers who participate in the program report higher levels of confidence in connecting with their children at the end of the intervention than experienced fathers?
5. Do new fathers who participate in the program report higher levels of confidence their ability to get a job at the end of the intervention than experienced fathers?
6. Do new fathers who participate in the program report higher levels of commitment to financially supporting their child(ren) at the end of the intervention than experienced fathers?

B. Study design

1. Sample formation

Any father that enrolled in an IIF workshop series is eligible to be included in the sample, provided he speaks/understands English or Spanish. (IIF is not able to offer programming to individuals who do not speak either of these languages, and the nFORM surveys are only available in these languages as well.) Participants are located in the Peninsula region of Virginia, including Williamsburg, Newport News, Yorktown, Hampton, James City County, and Poquoson. This sample includes community and incarcerated fathers.

The sample was additionally screened to only include those individuals who complete all three nFORM surveys (Applicant Characteristic Survey, Entrance Survey, and Exit Survey), and who have given written consent to be a part of the study.

Written, informed consent was collected at the time of enrollment. At enrollment, a CDR fatherhood specialist explained the study to each participant. The fatherhood specialist then provided each participant with a copy of the consent form, ensured the subject understood the study, and gave the participant an opportunity to ask questions about the study. If the participant agreed to participate and signed the consent form, a copy of the form was provided to him. All consent forms are locked in a secure file and kept for the duration of the grant. There are three different consent forms – one for community fathers, one for incarcerated fathers, and one for minors who are not yet fathers (participant assent and parental consent is required for this population). All three consent forms are available in English and Spanish.

Sample enrollment began on September 21, 2016 and ended December 31, 2019. This study was approved by Solutions IRB on July 12, 2016.

The sample includes a small number of females as well (n=7), as CDR did not discriminate by gender for whom the program was available. (See Appendix B for a brief discussion of females in the outcomes study.)

The sample for the outcomes study differs from the implementation study. As mentioned previously, the implementation study includes a larger number of participants. Because IIF's programming has evolved significantly since the beginning of the grant, the outcomes study includes only those individuals enrolled in a workshop series.

2. Data collection

Data sources for this research question include:

- *Surveys of intervention participants:* Three nFORM surveys were administered online to each participant: the Applicant Characteristic Survey, the Entrance Survey, and the Exit Survey. The Applicant Characteristic Survey is administered at enrollment, the Entrance Survey is administered at the first workshop, and the Exit Survey is administered at the last workshop session. (In situations where the participant did not complete the program, program staff reached out to the participant and tried to get him to complete the exit survey after the date of the last session.) Copies of each of these surveys can be found in Appendix D.
- *Intervention participant response:* At enrollment, a fatherhood specialist verbally asked each participant "How many years have you been a parent?" The fatherhood specialist then recorded the answer on the participant's intake form. The evaluator recorded this data in a separate and secure database.

Table III.1. Sources of data used to address outcomes study research questions

Data source	Timing of data collection	Mode of data collection	Start and end date of data collection
nFORM Applicant Characteristic Survey	At enrollment (occurs at first workshop)	In-person online survey	September 2016 through December 2019
nFORM Entrance Survey	At enrollment (occurs at first workshop)	In-person online survey	September 2016 through December 2019
nFORM Exit Survey	At the last workshop session.	In-person online survey	September 2016 through December 2019
Intervention Participants	At enrollment (occurs at first workshop)	In-person verbal question	September 2016 through December 2019

3. Analytic sample, outcomes, and descriptive statistics

This section will describe the construction of the analytic sample used for the outcomes analysis, the outcome measures, and the characteristics of the analytic sample.

a. Analytic Sample

The analytic sample includes 171 individuals. This sample is a complete-case sample – it includes only those individuals who have complete baseline and outcome data for the variable of interest. The sample only includes individuals that enrolled in an IIF workshop series, gave written consent to be a part of the study, gave how many years he has been a parent, and completed all three nFORM surveys (Applicant Characteristic Survey, Entrance Survey, and Exit Survey).

Table III.2. Outcomes study analytic sample

Number of individuals	Number of individuals
Enrolled in the program	263
Gave written consent	238
Gave Years as a Parent	223
Completed nFORM Entrance Survey	214
Completed nFORM Exit Survey	171
Attrition rate (%)	80%

Notes: Attrition rate is the percentage of individuals that completed an exit survey out of the number that completed an entrance survey.

The evaluator did not impute any missing data. In 8 cases, the participant did not give the research team how many years he had been a parent, so the evaluator used a proxy variable. (More details on this can be found in Appendix B.) Additionally, the evaluator conducted an attrition analysis, which can be found in Appendix C.

Attrition occurred for several reasons. Some participants dropped out of the program, and some incarcerated individuals were transferred or released from jail before they completed the program. Eighty percent of individuals who gave written consent, years as a parent, and completed the entrance survey also completed an exit survey.

Much effort was made by the program staff to maximize exit survey response rates and minimize attrition. The staff reached out to participants who missed their exit surveys by phone calls, text messages, emails, and/or mailings, and tried reaching out at different times and/or days. The program coordinator met weekly with fatherhood specialists (during their supervisory meetings) to ensure maximum survey response rates. The coordinator and fatherhood specialist reviewed each participant and attempted to address any potential issues before they arose (e.g. early release, inconsistent attendance, moving out of the area soon, etc.). Each community and incarcerated father were offered a \$100 gift card once they completed the exit survey in an effort to incentivize participation in the survey. (Other incentives were also offered throughout the program to encourage enrollment, participation, and program completion, as detailed in Section II.C.)

b. Outcome Measures

This study looks at six outcome measures on the nFORM exit survey which address participants’ perceptions of the program. Questions as they appear on the nFORM Exit Survey are shown below (see Figures III.1 and III.2). Note that community and incarcerated fathers share some questions and differ in others.

Figure III.1. Participant perception outcome measures from nFORM Exit Survey for Community Fathers

E2. How much do you agree or disagree with the following statements?

MARK ONE BOX IN EACH ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
a. Since attending the program, I know how to handle money and bills better	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
b. Since attending the program, I feel more confident that I have the skills necessary to be an effective parent.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
c. Since attending the program, [CHILD1]’s mother and I work better together as parents [SKIP IF A1a = 3 or 4].	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
d. Since attending the program, [CHILD2]’s mother and I work better together as parents [SKIP IF A1a = 3 or 4]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
e. Since attending the program, I do more to financially support my child(ren).[SKIP IF A1a = 3 or 4]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>

Figure III.2. Participant perception outcome measures from nFORM Exit Survey for Incarcerated Fathers

E2. How much do you agree or disagree with the following statements?

MARK ONE BOX IN EACH ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
a. Since attending the program, I know how to handle money better.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
b. Since attending the program, I feel more confident that I have the skills necessary to be an effective parent.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
c. Since attending the program, [CHILD 1]'s mother and I work better together as parents [SKIP IF A1a = 3 or 4].	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
d. Since attending the program, [CHILD 2]'s mother and I work better together as parents [SKIP IF A1a =1, 3 or 4].	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
e. Since attending the program, I feel more confident about my ability to stay connected with my child(ren).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>
f. Since attending the program, I feel more confident about my ability to get a job when I get out of jail/prison.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>

The nFORM survey gives participants the option to answer the question “Since attending the program, [the child’s] mother and I work better together as parents” for their two youngest children. When participants answer for two children, the mean score was calculated and used.

The evaluator reverse-coded the provided answers, to make 1 = strongly disagree and 4 = strongly agree.

Table III.3. Outcomes used to answer the outcomes study research questions

Outcome name	Description of the outcome measure	Timing of measure
Financial Confidence	The outcome measure is a scale (value range 1=strongly disagree to 4=strongly agree) from participant’s response to the following question taken directly from the survey: “Since attending the program, I know how to handle money [and bills] better.” (Includes community and incarcerated fathers)	A post-test (immediately after the intervention ends)
Parenting Confidence	The outcome measure is a scale (value range 1=strongly disagree to 4=strongly agree) from participant’s response to the following question taken directly from the survey: “Since attending the program, I feel more confident that I have the skills necessary to be an effective parent.” (Includes community and incarcerated fathers)	A post-test (immediately after the intervention ends)
Coparenting Confidence	The outcome measure is a scale (value range 1=strongly disagree to 4=strongly agree) from participant’s response to the following question taken directly from the survey: “Since attending the program, [child’s] mother and I work better together as parents.” (Includes community and incarcerated fathers.) If participant answers for two children, evaluator will calculate the mean score.	A post-test (immediately after the intervention ends)

Outcome name	Description of the outcome measure	Timing of measure
Confidence in Connection	The outcome measure is a scale (value range 1=strongly disagree to 4=strongly agree; not applicable is considered a missing answer) from participant's response to the following question taken directly from the survey: "Since attending the program, I feel more confident about my ability to stay connected with my child(ren)." (Includes incarcerated fathers only)	A post-test (immediately after the intervention ends)
Confidence in Getting a Job	The outcome measure is a scale (value range 1=strongly disagree to 4=strongly agree; not applicable is considered a missing answer) from participant's response to the following question taken directly from the survey: "Since attending the program, I feel more confident about my ability to get a job when I get out of jail/prison." (Includes incarcerated fathers only)	A post-test (immediately after the intervention ends)
More Financial Support	The outcome measure is a scale (value range 1=strongly disagree to 4=strongly agree; not applicable is considered a missing answer) from participant's response to the following question taken directly from the survey: "Since attending the program, I do more to financially support my child(ren)." (Includes community fathers only)	A post-test (immediately after the intervention ends)

Note: Source of all outcome measures: nFORM Exit Survey

c. Descriptive Statistics

In the analytic sample, 74% of individuals are incarcerated. Eight percent identify as ethnically Hispanic. The majority (54%) identify as Black or African American, and one-third identify as white. Almost half have never been married, and 59% are not currently employed. One-third of the sample are "new fathers" (have been a parent for 5 years or less).

Table III.4. Characteristics of participants in the outcomes study at baseline

Characteristic	At baseline
Incarcerated (%)	74%
Age (%)	
18-24 years	8%
25-34 years	42%
35-44 years	37%
45 years or older	13%
Female (%)	4%
Ethnicity (%)	
Hispanic	8%
Race (%)	
White	33%
Black or African American	54%
Asian	2%
Other	20%
Relationship status (%)	
Married or Engaged	30%
Separated, Divorced, or Widowed	23%
Never Married	47%
Employment Status (%)	

Characteristic	At baseline
Employed full-time	30%
Employed part-time, variable hours, or temporarily/seasonally	11%
Not employed	59%
“New Father” (%)	33%
<i>Sample size = 171</i>	

C. Findings and analysis approach

- Do “new fathers” (individuals who have been parents for 5 years or less) who participate in the program report higher levels of parenting, relationship, and financial confidence at the end of the intervention than “experienced fathers” (individuals who have been parents for more than 5 years)?**

Key Findings:

At the end of the intervention, new fathers who participate in the program report higher levels of parenting and coparenting confidence, as well as higher commitment to increased financial support, than experienced fathers.

Table III.5 below shows the difference in mean scores between two groups: new fathers and experienced fathers. It also shows the difference in means and the p-value of that difference. From this table, we see that new fathers have statistically higher self-reported scores than experienced fathers in three areas: parenting confidence, coparenting confidence, and more financial support. The greatest difference between the two groups can be seen in the outcome “more financial support” – meaning that new fathers who participate in the program report higher levels of commitment to financially supporting their child(ren) at the end of the intervention than experienced fathers.

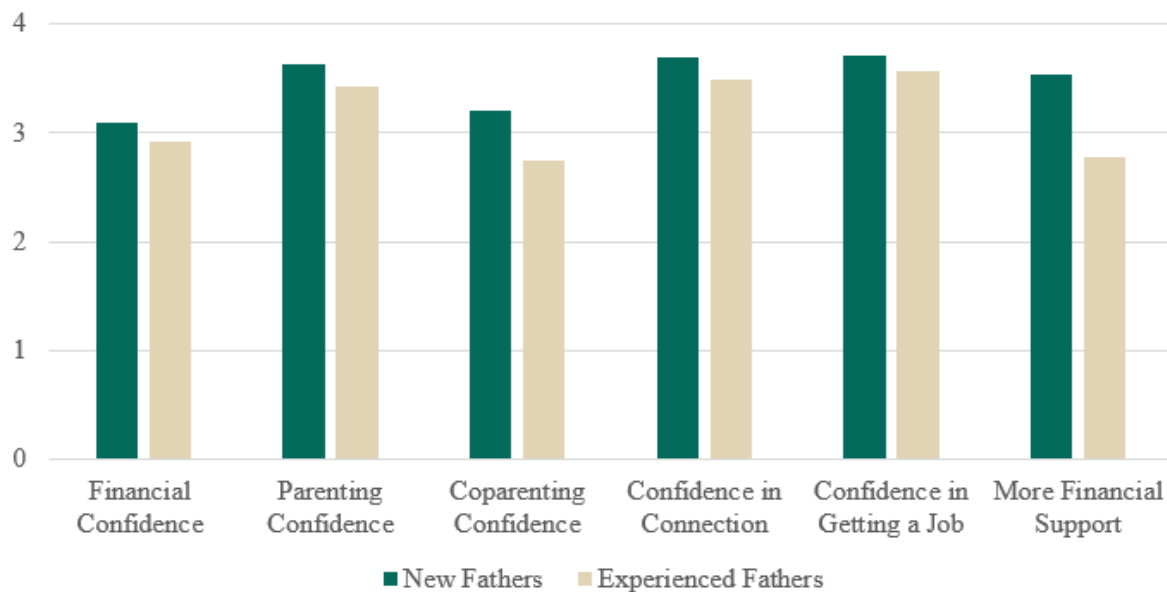
Table III.5. Differences in outcome measures between new fathers and experienced fathers after program participation

Outcome	Sample Size – New Fathers	Sample Size – Experienced Fathers	Mean for New Fathers	Mean for Experienced Fathers	Difference in means	p-value of the difference
Financial Confidence	53	108	3.09	2.92	-0.178	0.099
Parenting Confidence	56	110	3.63	3.43	-0.198	0.027**
Coparenting Confidence	46	89	3.21	2.74	-0.465	0.001***
Confidence in Connection	35	85	3.69	3.49	-0.192	0.107
Confidence in Getting a Job	35	85	3.71	3.57	-0.138	0.216
More Financial Support	13	13	3.54	2.77	-0.769	0.002***

**Significantly different from zero at the .05 level, two-tailed test.

***Significantly different from zero at the .01 level, two-tailed test.

Notes: Scale for outcome measures is 1=strongly disagree to 4=strongly agree; Sample size for “more financial support” is smaller than the others because the survey question was only asked to community individuals.

Figure III.3. Differences in outcome measures between new fathers and experienced fathers

- a. *Do new fathers who participate in the program report higher levels of financial confidence at the end of the intervention than experienced fathers?*

At the end of the program, no evidence was found that new fathers who participate in the program report higher levels of confidence in connecting with their children than experienced fathers. Each community and incarcerated individual who completed an exit survey at the end of the intervention was asked this question: “Since attending the program, I know how to handle money [and bills] better.” Their answers range in scale of 1=strongly disagree to 4 = strongly agree.

At the end of the intervention, new fathers reported a mean score of 3.09 and experienced fathers reported a mean score of 2.92. This difference is not statistically different than zero (using a 5% level threshold).

- b. *Do new fathers who participate in the program report higher levels of confidence in their parenting skills at the end of the intervention than experienced fathers?*

The results show that at the end of the program new fathers who participate in the program report higher levels of confidence in their parenting skills than experienced fathers. Each community and incarcerated individual who completed an exit survey at the end of the intervention was asked this question: “Since attending the program, I feel more confident that I have the skills necessary to be an effective parent.” Their answers range in scale of 1=strongly disagree to 4 = strongly agree.

At the end of the intervention, new fathers reported a mean score of 3.63 and experienced fathers reported a mean score of 3.43. This difference is statistically different than zero at the 0.05 level.

- c. *Do new fathers who participate in the program report higher levels of confidence in their co-parenting skills at the end of the intervention than experienced fathers?*

The results show that at the end of the program new fathers who participate in the program report higher levels of confidence in their co-parenting skills than experienced fathers. Each community and incarcerated individual who completed an exit survey at the end of the intervention was asked this question: "Since attending the program, [child's] mother and I work better together as parents." Their answers range in scale of 1=strongly disagree to 4 = strongly agree.

At the end of the intervention, new fathers reported a mean score of 3.21 and experienced fathers reported a mean score of 2.74. This difference is statistically different than zero at the 0.01 level.

- d. *Do new fathers who participate in the program report higher levels of confidence in connecting with their children at the end of the intervention than experienced fathers?*

At the end of the program, no evidence was found that new fathers who participate in the program report higher levels of confidence in connecting with their children than experienced fathers. Each incarcerated individual who completed an exit survey at the end of the intervention was asked this question: "Since attending the program, I feel more confident about my ability to stay connected with my child(ren)." Their answers range in scale of 1=strongly disagree to 4 = strongly agree.

At the end of the intervention, new fathers reported a mean score of 3.69 and experienced fathers reported a mean score of 3.49. This difference is not statistically different than zero.

- e. *Do new fathers who participate in the program report higher levels of confidence their ability to get a job at the end of the intervention than experienced fathers?*

At the end of the program, no evidence was found that new fathers who participate in the program report higher levels of confidence in their ability to get a job than experienced fathers. Each incarcerated individual who completed an exit survey at the end of the intervention was asked this question: "Since attending the program, I feel more confident about my ability to get a job when I get out of jail/prison." Their answers range in scale of 1=strongly disagree to 4 = strongly agree.

At the end of the intervention, new fathers reported a mean score of 3.71 and experienced fathers reported a mean score of 3.57. This difference is not statistically different than zero.

- f. *Do new fathers who participate in the program report higher levels of commitment to financially supporting their child(ren) at the end of the intervention than experienced fathers?*

The results show that at the end of the program new fathers who participate in the program report higher levels of commitment to financially supporting their child(ren) than experienced fathers. Each community individual who completed an exit survey at the end of the intervention was

asked this question: “Since attending the program, I do more to financially support my child(ren).” Their answers range in scale of 1=strongly disagree to 4 = strongly agree.

At the end of the intervention, new fathers reported a mean score of 3.54 and experienced fathers reported a mean score of 2.77. This difference is statistically different than zero at the 0.01 level.

Analysis Approach

In this analysis, the evaluator compared means between new fathers and experienced fathers at the time of the exit survey (at the end of the intervention). The evaluator used Stata software and t-tests to compare means of the two groups. Findings are considered statistically significant based on $p < 0.05$, two-tailed test.

IV. DISCUSSION AND CONCLUSIONS

The IIF program utilized a number of recruitment and retention strategies over the course of this grant. Enrollment in the program increased each year, and it was likely that expanding services and increasing host sites coincided with increased enrollment. Because IIF's program evolved so significantly over the duration of the grant, it is difficult to determine which other specific recruitment strategies coincide with increases in enrollment. Additionally, program participation and completion for incarcerated participants increased, but did not increase for community fathers. Better screening of applicants, increasing the workshop frequency, and offering incentives likely coincided with increased incarcerated workshop program participation. At the end of the intervention, new fathers who participate in the program report higher levels of parenting and coparenting confidence, as well as higher commitment to increased financial support, than experienced fathers.

Future fatherhood programs serving similar populations may want to apply parts of IIF's implementation lessons learned to their own programs. For example, programs serving incarcerated fathers may want to explore offering their workshops twice a week instead of weekly to measure if this increases their participation rates. Additionally, programs serving community and incarcerated fathers may want to encourage more participation from fathers with children under five years old to capture the possible benefit of early intervention and support.

Future fatherhood programs may also want to consider some of the ways to delve deeper into this research within their own programs. Examples of additional research considerations can be found below.

RECRUITMENT: Over the duration of the grant, enrollment in the IIF program increased substantially. The IIF program utilized a number of recruitment strategies in an effort to increase enrollment into the program, including: recruiting host agencies, partner agency buy-in, offering participation incentives, and expanding services. It was likely that expanding services and increasing host sites coincided with increased enrollment. Because IIF's program evolved so significantly over the duration of the grant, it is difficult to determine which other specific recruitment strategies coincide with increases in enrollment.

More research could be done in this program to better determine which recruitment strategies have the most effect on enrollment, including testing one recruitment strategy at a time in a steady program model; for example, increasing the incentives for enrollment, or expanding the Bring a Dad program.

RETENTION: Over the duration of the grant, program participation and completion for incarcerated participants increased, but did not increase for community fathers. The IIF program utilized a number of retention strategies in an effort to increase program participation and completion, including: weekly check-ins with participants, offering participation incentives, and increasing workshop frequency. Better screening of applicants, increasing the workshop frequency, and offering incentives coincided with increased incarcerated workshop program participation.

More research could be done in this program to better determine which retention strategies have the most effect on program participation, including testing one retention strategy at a time in a steady program model; for example, increasing the incentives, adding meals to each session, or comparing rolling vs. closed cohort enrollments.

OUTCOMES: At the end of the intervention, new fathers who participate in the program report higher levels of financial, parenting, and coparenting confidence than experienced fathers. This evidence supports the hypothesis that early intervention in the area of responsible fatherhood programming is associated with raising fathers' confidence levels and is worth investing in.

More research could be conducted to determine how much emphasis should be placed on recruiting new fathers into responsible fatherhood programming, including: expanding the outcomes study to examine change in a father's frequency and quantity of time spent with his child(ren), change in the father's perception of his relationship with his child(ren), or even including outcomes on the father's child(ren)'s wellbeing.

LIMITATIONS: Any findings discussed in this report are limited to this program in this location. As the program is unique in its offering, implementation, and location, care must be taken to not assume these findings would hold true for every program and site. The participants chose to participate in the intervention, and since this study was not a random controlled trial, no causation can be determined from this analysis.

V. REFERENCES

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VI. APPENDICES

A. Implementation analysis

Table A.1. List of Program Changes for the Investing in Fatherhood Program

Date	Program Change
September 2016	Began home visiting and trainings for community fathers
February 2017	Began Rookie Dads workshops for community fathers
July 2017	Began Investing in You workshops for incarcerated fathers
August 2017	Discontinued trainings for community fathers
November 2017	Began workshop series classes for community fathers
April 2018	Expanded Rookie Dads workshops for community fathers (added site)
June 2018	Expanded Rookie Dads workshops for community fathers (added site)
October 2018	Began 24/7 Dads workshops for community fathers Expanded workshops for incarcerated fathers (added site) Discontinued home visiting as a stand-alone service
April 2019	Discontinued Rookie Dads workshops (under grant)
July 2019	Began 24/7 Dads workshops for incarcerated fathers Discontinued Investing in You workshops for incarcerated fathers

Implementation study data cleaning and preparation

Upon enrollment, participants were asked how they heard about the program in the nFORM Applicant Characteristic Survey. Participants could select from eight options, presented in Figure A.1. Participants could mark more than one answer, if applicable.

A significant number of participants marked “Other” as their response to this question. When the evaluator looked at their answers under “Please specify,” almost all of the answers should have been included in answer options 1-7. The evaluator looked through the responses and recoded the participants’ answers when appropriate. For example, many participants selected “other” and specified “wife” in the answer box. The evaluator recoded these answers to “Word of mouth.” Similarly, many incarcerated participants selected “other” and specified “Sentara hospital” in the answer box. The evaluator recoded these answers to “Community organization.” The evaluator recoded 111 responses to this question.

Figure A.1. Applicant Characteristic Survey Question

E1. How or where did you hear about [PROGRAM]?

MARK ALL THAT APPLY

- 1 Word of mouth (friends, family, acquaintances)
- 2 Newspaper ad, billboards, or a flyer
- 3 Radio ad or a TV spot
- 4 Internet ad or social media such as Facebook, Twitter
- 5 Government agency, such as the Office of Child Support Enforcement, TANF, WIC, Child Welfare (CPS), parole/probation office, other agency
- 6 Community organization, such as a school, hospital, maternity clinic, doctor's office, place of worship, Head Start, or Healthy Start center
- 7 Program staff or event
- 8 Other (Please specify): _____

As noted previously, a small number (n=21) of females were included in the analytical sample for the implementation study. Of those 21, 8 participated in Single Trainings, 6 participated in Fresh Start/Investing in You, 3 participated in 24/7 Dads, 2 participated in Home Visiting, 1 participated in Linkages, and 1 participated in Rookie Dads. Table A.2 shows how females differed from all participants in how they heard about the program. The average attendance for those that participated in a workshop series was 56% for incarcerated individuals and 100% for community individuals.

Table A.2. How did participants hear about the program? (Females and All Participants)

	All Participants	Female[‘[
Word of mouth	37%	24%
Newspaper ad, billboards, or a flyer	5%	0%
Radio ad or TV spot	0%	0%
Internet ad or social media	5%	0%
Government agency	24%	29%
Community organization	22%	14%
Program staff or event	19%	29%
Other	5%	14%

B. Outcomes study data cleaning and preparation

The evaluator used Stata to import the nFORM export file (sheet “Survey Response Data”), then merged in the “Local Eval Data” worksheet, matching client IDs. This added in several important variables, including: consent (if participant has given written consent), yrsasfather (how many years participant has been a father), and program (which workshop/ program the participant attended). The evaluator did not impute any missing data. The evaluator also

generated a new variable, newfather, which equals one if the participant has been a father for five years or less, and 0 if the participant has been a father for more than five years.

In 8 cases, the participant did not give the research team how many years he had been a parent, so the evaluator used a proxy variable. The nFORM Entrance Survey contains a question: “Do you have any children who are under 21 years old?” If the participants answered “Yes, I have one child who is younger than age 21,” he is then asked “How old is your child?” The evaluator used this answer for the proxy variable.

Note that if the participant answered any other answer on the survey (Yes, I have more than one child who is younger than age 21; No, I have no children; or No, all my children are 21 years or older), the evaluator could not accurately determine how many years he had been a father and so could not use this proxy for these participants.

As noted previously, a small number (n=7) of females were included in the analytical sample for the outcomes study. All seven individuals had children over 5 years of age, so none of them would be considered “new parents.”

Table B.1. Outcome Means for Females in Analytic Sample

Outcome	Sample Size	Mean
Financial Confidence	7	2.29
Parenting Confidence	7	3.00
Coparenting Confidence	7	2.29
Confidence in Connection	3	3.67
Confidence in Getting a Job	3	3.00
More Financial Support	2	3.00

C. Attrition analyses and tables

Table C.1. Summary statistics of key baseline measures and baseline differences for the analytic sample compared with enrollees who did not complete follow-up data collection

Baseline Measure	Mean for the analytic sample (standard deviation)	Mean for individuals enrolled in the study but not in the analytic sample (standard deviation)	Difference (p-value of difference) or Perason Chi2 value
Incarcerated (%)	74% (0.441)	91% (0.294)	.17 (0.017)
Age (%)			0.001
18-24 years	8%	5%	
25-34 years	42%	5%	
35-44 years	37%	44%	
45 years or older	13%	47%	
Female (%)	4% (0.199)	0% (0.000)	-0.04 (0.178)
Ethnicity (%)			
Hispanic	8%	12%	0.039 (0.432)

Baseline Measure	Mean for the analytic sample (standard deviation)	Mean for individuals enrolled in the study but not in the analytic sample (standard deviation)	Difference (p-value of difference) or Perason Chi2 value
Race (%)			
White	33%	35%	-0.026(0.732)
Black or African American	54%	51%	-0.019 (0.813)
Asian	2%	5%	0.151 (0.559)
Other	20%	16%	-0.002 (0.969)
Relationship status (%)			
Married or Engaged	30%	32%	0.937
Separated, Divorced, or Widowed	23%	27%	
Never Married	47%	41%	
Employment Status (%)			
Employed full-time	30%	21%	-0.123 (0.075)
Employed part-time, variable hours, or temporarily/seasonally	11%	14%	0.008 (0.853)
Not employed	59%	70%	0.146 (0.059)
“New Father” (%)	33%	35%	0.016 (0.848)
<i>Sample size = 171</i>			

Notes: p-values are included in parentheses. The analytic sample includes [note how you defined this group].

D. Data collection instruments

Data collection instruments (the three nFORM surveys) can be found immediately after this page.