Fatherhood Research & Practice Network

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Full Report: Fatherhood Programs: Factors Associated with Retention, Completion, and Outcomes

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Introduction

Widespread attrition and fathers' non-completion of fatherhood programming are generally recognized problems in the field (Holmes, Hawkins, Egginton, Robbins, & Shafer, 2019; Kim & Jang, 2018). In a 2018 study, less than half (40.9%) of participating fathers attended enough classes to complete the program (Kim & Jang). An experimental study done in 2018 found that on average, fathers participating in a structured fatherhood curriculum attended less than a quarter of all sessions (three out of 16; Sarfo, 2018). Factoring in this study's control group, average attendance was still low, with 68 of 164 total participants not attending any sessions or support groups (Sarfo, 2018). Findings from Cowan, Cowan, Pruett, Pruett, and Wong (2009) are more encouraging, with 9 percent of fathers attending every meeting (totaling 32 hours), 40 percent attending more than 25 hours, 67 percent attending more than 19 hours, and 81 percent attending more than 13 hours. Despite the widespread attrition problem, there is a dearth of literature about the factors associated with retention, non-completion, and outcomes for fatherhood programs targeted to low-income fathers.

Available literature demonstrates that positive outcomes for fathers and children can be attributed to participating in responsible fatherhood programs (Holmes et al., 2019; JustPartners, Inc., 2010). In their fatherhood program evaluation, Kim and Jang (2018) found that high-dosage levels (i.e., eight or more sessions attended out of 10 total) led to improved parenting satisfaction, which, in turn, increased the frequency of child–father activities. A Massachusetts parent support program found that parents (98% of whom were fathers) who participated fully in workforce activities paid a greater percentage of the child support arrears 12 months post-enrollment (52%) than parents who participated less (38%) and parents who did not participate at all (33%) (Pearson, Kaunelis, & Thoennes, 2012). Fagan and Iglesias's (1999) evaluation of a Head Start fatherhood program found that high-dosage fathers and father figures (i.e., those who spent more than 21.5 hours in the program) became more involved in their child's life, particularly regarding their direct interaction with the child at home, accessibility to the child, and support of the child's learning.

Researchers have identified barriers and positive factors related to program completion. Two sets of research teams reported that age was a factor. Laxman, Higginbotham, and Bradford (2019) found that younger fathers (under the age of 25) attended fewer sessions, missing 1.969 times more classes, than older fathers. Another study found that high-attendance fathers (having completed eight to 10 of the 10 total sessions) were on average older, at 37.54 years old, compared to peers who had an average age of 32.31 (Kim & Jang, 2018). Education is also a factor notably related to completion. In a father parenting skills program, Caldwell et al. (2014) concluded that fathers with more than a high school education were more likely to complete the posttest than fathers with a high school education or less. Another study of a parenting program found that parents (94% of whom were fathers) who participated more fully in the program tended to be educated to the high school level or higher (Pearson, Davis, & Venohr, 2011). Other reported barriers to completion and attendance are scheduling conflicts and transportation availability (Pearson, Fagan, & Kaufman, 2018). Lanier's 2017 study identified scheduling conflicts as a significant barrier to fathers, in that class time conflicted with their work schedules. In a study of home visiting programs, home visitor staff commented that flexibility of their work schedules is important, because many of the fathers they serve require evening and weekend visits (Sandstrom et al., 2015). With the variability of fathers' work schedules, it is important that fatherhood programs offer flexible schedules to promote completion. Regarding transportation, a 2010 study reports that of fathers without access to reliable transportation, only 39 percent participated fully in the parent support program, compared to 53 percent of their peers with reliable transportation (Pearson et al., 2012). This finding is supported by results from another study that cited higher participation in an employment program among fathers who reported access to reliable transportation (Pearson et al., 2011). Another positive factor that promotes fathers' adherence to a program is the program staff's proficiency at engaging fathers, reported Meaden, Nithsdale, Rose, Smith, and Jones

(2004). A rigorous evaluation of fatherhood programs noted that programs with staff who are culturally sensitive and empathetic were the most effective (Bronte-Tinkew, Burkhauser, & Metz, 2012).

A father's absence is related to multiple poor outcomes for children. It can threaten a child's development and increase his or her likelihood of living with poverty, poor mental health, and at-risk behaviors (Cuplin, Heron, Araya, Melotti, & Joinson, 2013; Ellis, Schlomer, Tilley, & Butler, 2012; Hoffmann, 2002; Sarkadi, Kristiansson, Oberklaid, & Bremberg, 2008; U.S. Census Bureau, 2011). Therefore, enhancing the effectiveness of strategies and programs to assist fathers to become better parents can be an important social investment. Previous studies of fatherhood programs have identified the problem of non-completion, but few were designed to determine the associated factors and the effect on outcomes across multiple agencies. The purpose of this study is to explore factors that are associated with retention, completion, and outcomes across seven fatherhood agencies in Ohio: Action for Children, Centers for Families and Children, Coleman Professional Services, ForeverDads, Great Lakes Community Action Partnership (GLCAP, formerly WSOS Community Action Commission), Passages, and Talbert House.

The following research questions guided the methods and analysis for this study:

1. Which participant factors at intake (i.e., demographics, self-reported domestic violence, and programs/services wanted) are associated with attendance levels, program completion, and outcomes?
2. To what extent does client engagement vary based on programmatic characteristics? To what extent does client engagement differ between and among programs/agencies?
3. To what extent is program completion associated with specific outcomes studied here?

Project Background

This is a mixed methods study of seven Ohio fatherhood agencies funded by the Ohio Commission on Fatherhood (OCF): Action for Children, Centers for Families and Children, Coleman Services, Forever Dads, GLCAP, Passages, and Talbert House. In 2018, the Department of Social Work (DSW) in the College of Health Sciences and Professions at the Ohio University responded to a request for proposals from the Fatherhood Research and Practice Network (FRPN) Grant Program1 through the Center for Policy Research (CPR), to advance knowledge relevant to the purpose of FRPN. The DSW proposal was accepted June 1, 2018. This report was prepared by the DSW, along with faculty from the Voinovich School at Ohio University that served as the research partner with OCF and its seven grantee agencies. All the grantee agencies received funding from OCF for fatherhood initiatives. of all

[1]The U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation made an award (Federal Award Identification No. 90PR0006) (the Prime Award) to Temple University to establish a Responsible Fatherhood Research Network in collaboration with the Center for Policy Research (CPR). Pursuant to the Prime Award, Temple University and CPR launched the Fatherhood Research and Practice Network (FRPN) in 2013. Temple University, in turn, made a subaward (Award No. 360985-CPR) to CPR that delegated responsibility for the FRPN Grant Program. This program makes grants to teams of researchers and fatherhood programs to support rigorous evaluations of those programs.

The study used existing quantitative and qualitative data collected via participant surveys administered by the seven grantee agencies through their grantor organization, OCF, which is described in Appendix A, along with agency funding information. OCF worked closely with the research team to select survey questions and establish and monitor protocols through regular contact. Descriptions of each participating agency are provided in Appendix B, with additional agency information provided in Appendices C, D, and E. The analysis focuses on a sample of low-income fathers who reside in most of the counties in Ohio and participated in fatherhood services offered by these agencies. The heart of the quantitative analysis revolves around scales and subscales constructed from items in the pre/post surveys to address the research questions.

Qualitative data were analyzed from two sources. First, researchers analyzed two open-ended questions from the Exit Survey regarding clients' assessment of the programs and the most important things they learned in the program. Finally, the Principal Investigator (PI) and Co-PI interviewed one staff member from each participating agency. The interview protocol was approved by the Ohio University Institutional Review Board, OCF, and the selected interviewees. The purpose was to learn about programmatic variables that could influence fathers' retention, completion, and outcomes. These included program and service sequencing, provision of incentives, perception of factors associated with fathers' goal attainment, success stories, and other program-specific factors. The aggregated findings across the seven agencies add to the literature regarding effective practices related to retention rate improvement and completion in fatherhood programs to achieve better outcomes.

Quantitative Research

Methodology

In the course of voluntarily participating in fatherhood programs offered by Action for Children, Centers for Families and Children, Coleman Services, Forever Dads, GLCAP, Passages, and Talbert House, fathers from 52 counties (see Figures 1 and 2, below; for additional detail, see Appendices B, C, D, and E) were asked to complete several survey instruments. Figure 1 shows the counties that incarcerated participating fathers listed as their home counties. Note that in the state of Ohio, the TANF office advises that fathers eligible to be served by OCF grantees must be eligible for release within nine months and no more than a year. Fathers who were not incarcerated and sought nearby assistance are identified in this report as community fathers. These fathers were served by the seven agencies in 20 counties.

The surveys that the fathers voluntarily completed included (1) a demographic survey at intake (i.e., when they first enrolled in the fatherhood program); (2) a domestic violence screening instrument (completed when they first enrolled in the fatherhood program); (3) pre/post surveys with identical items, administered during enrollment and either at the completion of the fatherhood classes and/or case management services, respectively; and (4) an exit survey completed during the last meeting participants had with the agencies (which was also when the posttest survey was administered).

Figure 1. Map of Ohio's counties that participating incarcerated fathers reported as their home counties.

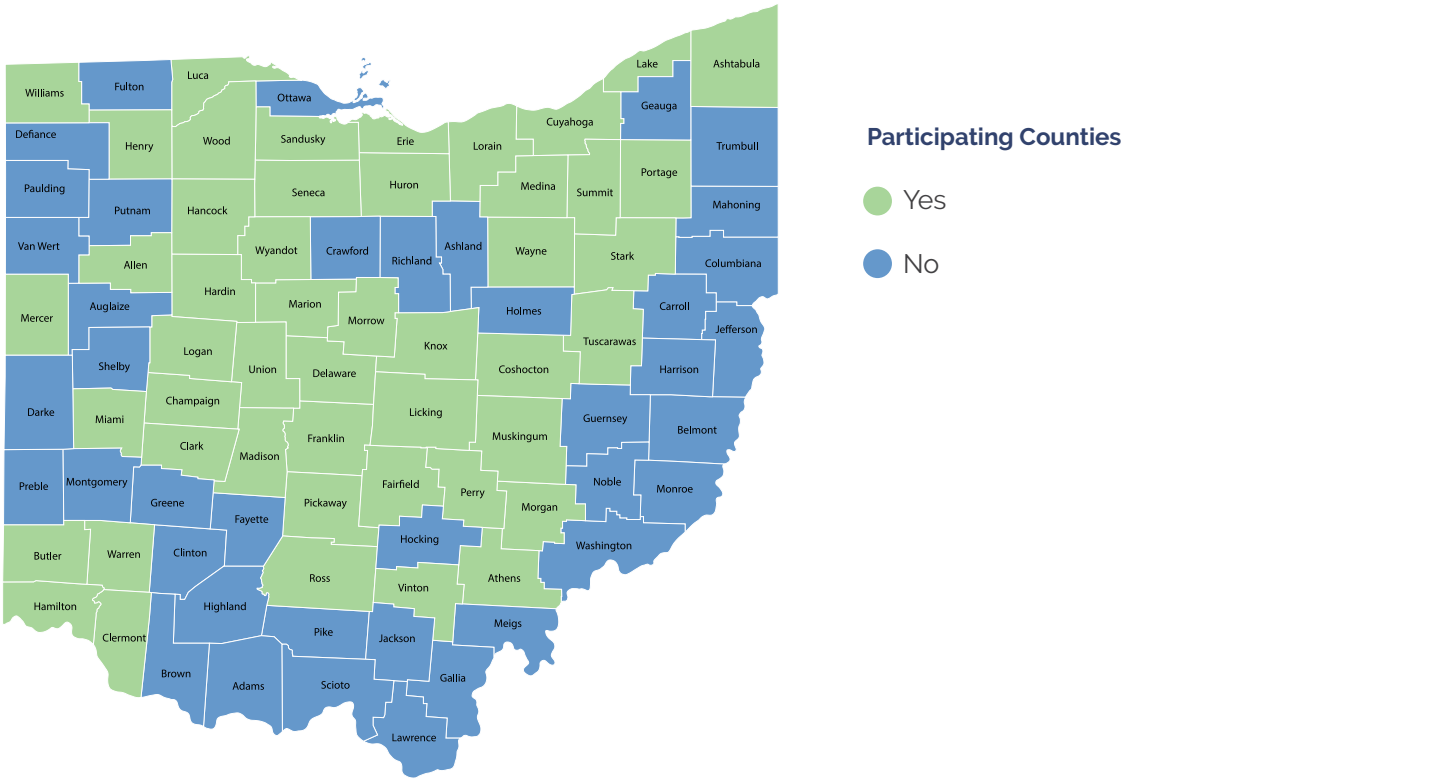
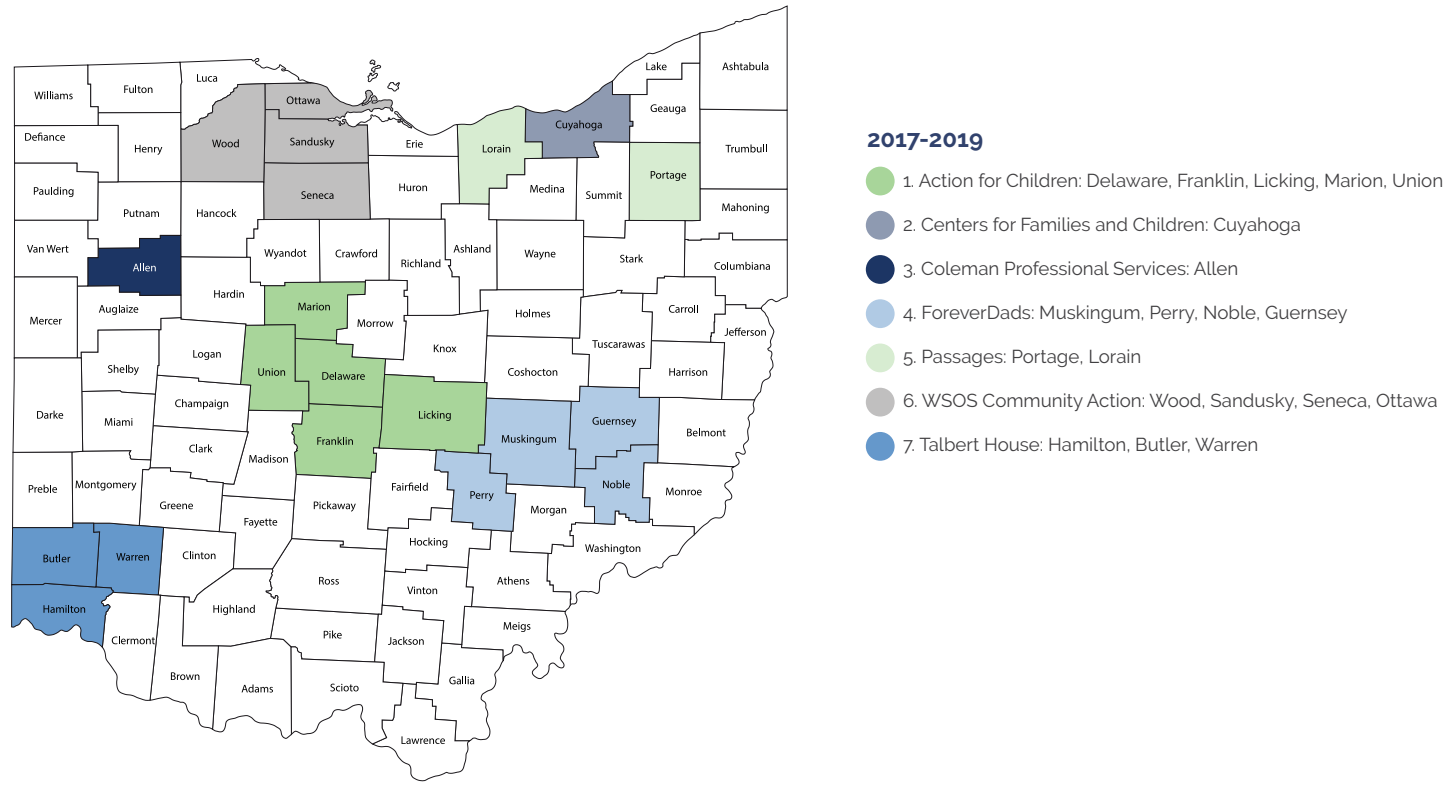


Figure 2. Map of Ohio's 2017–2019 funded fatherhood program counties.



The pre/post surveys that were given at enrollment and with the exit survey, respectively, included scales developed and validated in previous fathering research, which is explained below. The purpose of using these surveys was to better understand each father's relationship with his child or co-parent, the challenges he has faced, and his self-perceived competence. The same surveys were given to participants after they had either completed at least 80 percent of the classes offered during the fatherhood program or reached at least 50 percent of the fatherhood goals set by the participant (referred to as case management services in the analysis). These benchmarks—80 percent of the fatherhood program or 50 percent of self-selected goals—were defined by OCF.

The case management service goals were determined and written at intake by the father in consultation with the case manager/available staff member. They were considered to be reached in a subjective manner: if the father and case manager agreed that they had been achieved. The average number of case management service goals set for incarcerated fathers was 5 and 3.5 for community fathers, with the range of goals falling between one and twelve. Some of the typical goals were getting a job, receiving help with adjusting or establishing child support payments or debts, and achieving child custody resolutions. According to the protocol established by OCF, fathers who did not reach one of these stated benchmarks (i.e., 80% of classes completed or 50% of goals reached) were not invited to take the posttest. Approximately 45 percent of fathers who enrolled were not invited to take the posttest. Henceforth, the term "intervention fathers" or "intervention group" refers to a group that combines fathers who participated in both the program of classes and/or case management services.

The following scales were included in the pre/post survey:

Co-parenting. The Co-parenting Perceptions Scale was developed and validated for use with fathers who are nonresidential and low-income (Dyer, Fagan, Kaufman, Pearson, & Cabrera, 2018). This scale examines three factors related to co-parenting: gatekeeping, alliance, and undermining.

Healthy relationships. Outcome measures for assessing various domains of healthy marriage and relationships were examined and compiled for the Healthy Marriage and Relationship Education Models and Measures (Scott, Moore, Benedetti, Fish, & Rosinsky, 2015). Five questions from the economic well-being and stability domain were included.

Father–child relationship. The Child–Parent Relationship Scale (CPRS) is a self-report instrument to assess parents' perceptions of their relationship with their children. The CPRS-Short Form contains 15 items related to closeness and conflict (Driscoll & Pianta, 2011). Seven items from the closeness scale were included.

Father risk factors. The 23-item Personal Challenges Questionnaire examines a variety of personal challenges a father may have experienced in the last 30 days (Fagan & Kaufman, 2015). Questions examine challenges related to multiple domains, including employment, finances, co-parenting, legal issues, and emotional and behavioral issues.

Father competence. The Self Perceived Competence Scale includes seven items examining fathers' self-efficacy (Dyer, Kaufman, Fagan, Pearson, Cabrera, 2018).

Father involvement. Questions from the FRPN father engagement scale were used to assess fathers' involvement with his child (Dyer, Kaufman, Fagan, Pearson, & Cabrera, 2018). Fathers were asked to assess frequency and types of contact with their youngest child. Questions asked how often fathers encouraged their child, told child they loved him/her, and talked with the child.

Domestic violence. The Hurt, Insulted, Threatened with Harm, and Screamed (HITS) is a four-item screening tool for domestic violence. Responses are indicated on a 5-point Likert scale; possible scores range from 4 to 20. Research examining the tool found good internal consistency and construct validity (Sherin, Sinacore, Li, Zitter, & Shakil, 1998). Fathers completed this tool at intake.

In addition, the exit survey was given to fathers at completion of services and/or programming. The questions were determined by OCF after consultation and recommendations from the research team. The survey contained a combination of open-ended questions, Likert scales, and checklists. The majority of the questions assessed outcomes fathers might have achieved while receiving services. Fathers were asked to self-report on a variety of outcomes, including domains related to relationships with their children, parenting classes or communication, child support, legal issues, employment, and referrals, education, or counseling. Remaining questions examined satisfaction with services and life changes since enrollment.

The self-reported information captured in these surveys drives the quantitative analyses that follow. Social desirability bias likely shaped answers to sensitive survey questions and thus warrants caution when interpreting findings. See the Limitations section for specifics.

Demographic Survey

Participants completed the demographic survey during the intake process at one of the participating agencies prior to enrolling in the fatherhood program and/or only receiving case management services. The survey included questions such as age; marital status; race/ethnicity; highest degree, diploma, or certification earned; current grades (if in school); current living situation; job status; and earnings in the past 30 days. A total of 1,454 fathers enrolled, but only 790 (432 incarcerated and 357 community fathers [i.e., fathers who were not incarcerated]) fathers, plus one father who did not report his incarceration status, completed the pre/post surveys that provide measures for estimating if and how the fatherhood program had an impact on participants. The 664 (45%) fathers who were not in the intervention group did not complete the posttest. According to the OCF protocol, fathers who did not meet the criteria for program or case management services completion were not invited to take the posttest. However, for various reasons, 115 fathers did complete the posttest without having met the criteria for program or case management services completion.

The 1,454 fathers enrolled in the program were served by seven agencies, and the number of participants enrolled varied widely across the agencies, as shown in Table 1. Participant demographic information was collected to gain insights about the population the agencies served and whether demographics had any effect on outcome attainment. All agencies except for the Centers for Families and Children served both incarcerated fathers and community fathers who lived in the community, henceforth named "community fathers" throughout the report. See Appendices B, C, D, and E for detailed agency information.

Table 1. Demographics of Total Enrolled & Fathers by Agency - Distribution of Initially Enrolled versus Proceeding to Intervention

Total Enrolled			
Agency	Incarcerated Fathers	Community Fathers	Total
Talbert House	36.1%	28.5%	31.9%
Action for Children	25.1%	12.1%	17.8%
GLCAP	20.6%	8.1%	13.6%
Passages	8.4%	17.5%	13.5%
Forever Fathers	4.8%	15.8%	11.0%
The Centers	0.0%	15.2%	8.5%
Coleman	5.0%	2.7%	3.7%
Total	642	810	1452

Fathers who completed the intervention			
Agency	Incarcerated Fathers	Community Fathers	Total
Talbert House	39.1%	9.2%	25.6%
Action for Children	19.7%	14.6%	17.4%
GLCAP	24.5%	14.0%	19.8%
Passages	7.2%	32.8%	18.8%
Forever Fathers	2.8%	9.5%	5.8%
The Centers	0.0%	19.3%	8.7%
Coleman	6.7%	0.6%	3.9%
Total	432	357	789

Additionally, it is important to point out that a higher percentage of enrolled incarcerated fathers completed the posttest and were in the intervention group, as compared to community fathers. Sixty-seven percent of enrolled

incarcerated fathers completed the posttest, while only 44% of community fathers completed the posttest and therefore were considered part of the intervention group.

The majority of enrolled incarcerated and community fathers were under age 35 (53%), which was also true of the pre/post study group (see Table 2; note that age was missing for some fathers, so the totals do not sum to 1,454 and 790, respectively). A majority of the enrolled fathers self-identified either as White or Caucasian (52.8%), with Black or African American fathers comprising the second largest group at 36.7 percent. At 4.4 percent, Latino or Hispanic fathers were a considerably smaller group (see Table 3; note that race/ethnicity data are missing for some fathers).

Table 2. Age Groups of All Enrolled and Pre/Post Fathers

	Total Enrolled			Fathers who completed the intervention			
Age	Incarcerated Fathers	Community Fathers	Total	Age	Incarcerated Fathers	Community Fathers	Total
under 18 years	0.0%	0.1%	0.1%	under 18 years	0.0%	0.3%	0.1%
18-20	1.4%	2.6%	2.1%	18-20	1.2%	2.3%	1.7%
21-24	10.0%	5.7%	7.6%	21-24	9.3%	6.8%	8.2%
25-34	44.3%	41.6%	42.8%	25-34	43.2%	40.4%	41.9%
35-44	31.7%	32.9%	32.4%	35-44	32.5%	29.9%	31.3%
45-54	10.5%	12.6%	11.7%	45-54	10.9%	16.1%	13.2%
55-64	2.0%	4.2%	3.2%	55-64	3.0%	4.0%	3.4%
65 years +	0.0%	0.4%	0.2%	65 years +	0.0%	0.3%	0.1%
Total	637	794	1,431	Total	431	354	785

Table 3. Race of All Enrolled and Pre/Post Fathers

	Total Enrolled			Fathers who completed the intervention			
Race	Incarcerated Fathers	Community Fathers	Total	Race	Incarcerated Fathers	Community Fathers	Total
Asian/Indian	0.0%	0.4%	0.2%	Asian/Indian	0.0%	0.6%	0.3%
Bi-racial	3.0%	1.6%	2.2%	Bi-racial	2.8%	2.0%	2.5%
Black/African American	21.2%	49.4%	36.7%	Black/African American	21.6%	40.5%	30.1%
Latino/Hispanic	3.7%	4.9%	4.4%	Latino/Hispanic	2.8%	4.7%	3.7%
Multi-racial	3.0%	2.2%	2.6%	Multi-racial	3.1%	1.7%	2.5%
Native American	0.2%	0.3%	0.2%	Native American	0.0%	0.6%	0.3%
Other	1.1%	0.5%	0.8%	Other	0.7%	0.3%	0.5%
White/Caucasian	67.8%	40.7%	52.9%	White/Caucasian	69.0%	49.6%	60.3%
Total	628	769	1,397	Total	422	343	765

With regard to relationship status, 182 (13%) of fathers were married at the time of enrollment, while 57 percent were either never married or currently divorced. Education levels were, as expected, skewed to the lower range of educational attainment (see Table 4), with 682 fathers (48%) having attained, at the time of enrollment, either a high school diploma or a GED. An additional 98 participants, or 8 percent, had attained an associate's, bachelor's, or graduate-level degree. More than 6 percent, or 88 fathers, had vocational or technical certifications. A sizable 23 percent had no diploma, degree, or certification. Educational attainment was similarly distributed within the pre/post study group, as well as when disaggregated by incarceration status.

Table 4. Educational Attainment of Enrolled and Pre/Post Fathers

Total Enrolled			
Education	Incarcerated Fathers	Community Fathers	Total
Graduate degree	0.3%	0.8%	0.6%
College Degree or Higher	0.0%	0.1%	0.1%
Bachelor degree	1.4%	3.9%	2.8%
Associate degree	3.5%	4.5%	4.0%
Some college but no degree	14.0%	15.9%	15.1%
Vocational/technical	6.9%	5.7%	6.2%
High School Diploma	20.7%	28.2%	24.9%
GED	30.3%	17.8%	23.4%
No degree or diploma earned	22.8%	23.1%	22.9%
Total	627	785	1,412

Fathers who completed the intervention			
Education	Incarcerated Fathers	Community Fathers	Total
Graduate degree	0.5%	0.6%	0.5%
College Degree or Higher	0%	0%	0%
Bachelor degree	1.2%	4.0%	2.5%
Associate degree	4.3%	4.6%	4.4%
Some college but no degree	12.6%	12.0%	12.4%
Vocational/technical	7.6%	4.3%	6.1%
High School Diploma	21.0%	28.7%	24.5%
GED	30.8%	22.3%	27.0%
No degree or diploma earned	22.0%	23.5%	22.7%
Total	419	349	768

In general, the fathers enrolled during the study period had low income. Of the 1,369 who answered the question, only 359 (26%) self-reported earning more than $500 during the past 30 days. More than 31 percent of the fathers reported no income during this period. Table 5 provides a more in-depth look at the financial status of intervention participants.

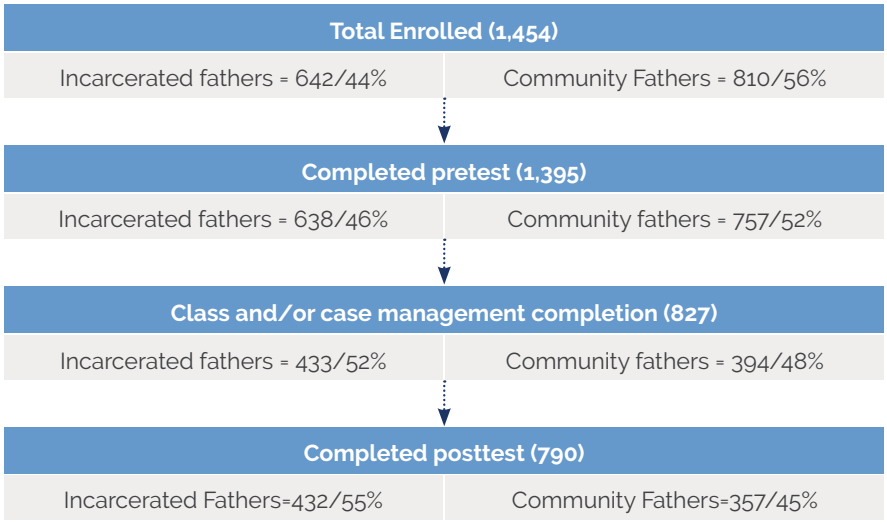
Table 5. Past 30-day Income for Total Enrolled and Pre/Post Fathers

Total Enrolled			
Income past 30 days	Incarcerated Fathers	Community Fathers	Total
More than $2000	1.4%	6.7%	4.3%
$1001-$2000	1.4%	18.6%	10.8%
$500-$1000	3.2%	17.6%	11.1%
Less than $500	37.5%	45.1%	41.6%
I did not earn any money	56.0%	11.2%	31.6%
I receive disability	0.3%	0.8%	0.6%
Total	621	748	1,369

Fathers who completed the intervention			
Income past 30 days	Incarcerated Fathers	Community Fathers	Total
More than $2000	1.4%	4.1%	2.6%
$1001-$2000	1.4%	15.9%	7.9%
$500-$1000	3.3%	13.9%	8.0%
Less than $500	36.1%	56.0%	45.0%
I did not earn any money	57.2%	9.1%	35.8%
I receive disability	0.5%	0.9%	0.7%
Total	421	339	760

Father Retention

Of the 1,454 initially enrolled fathers, 790 (one father did not indicate incarceration status, so was dropped) completed the intake demographic survey and the pre/post surveys. The adjacent flowchart further describes the number and percentage of fathers who enrolled, completed the pretest, completed classes and/or case management services, and completed the posttest.



Class completion and case management services completion data were provided by the seven agencies. The average number of classes attended for fathers who had completed at least one class was 5.93 for incarcerated fathers and 8.3 for community fathers. The average number of case management sessions for fathers who had completed case management services was 1.73 for incarcerated fathers and 5.76 for community fathers. The following tables provide further description of class completion and case management services completion. Of note, only fathers who had data regarding number of classes and case management sessions attended were included in the tables below.

Table 6. Class Attendance and Case Management Services Data Breakdown for Fathers who Completed at Least One Class

	Incarcerated Fathers		Community Fathers	
	Completed class	Did not complete class	Completed class	Did not complete class
Average number of classes attended	5.93	3.46	8.3	4.43
Range of classes attended	3-10	1-9	1-25	1-16
Total	391	216	175	301

	Incarcerated Fathers		Community Fathers	
	Completed case management	Did not complete case management	Completed case management	Did not complete case management
Average number of case management sessions attended	1.73	2.03	5.76	3.61
Range of case management sessions	1-7	1-13	1-36	1-37
Total	122	36	269	432

The fathers not in the intervention group (664) did not complete both the pretest and posttest, so they were not included in the pretest/posttest analysis. The seven agencies provided some data for 621 fathers vis-à-vis their participation status at the end of the project on May 31, 2019. In particular, agencies reported the following information: (1) whether the father was continuing with both class curriculum and case management services, (2) whether the father was continuing with case management services, (3) whether the father was continuing in class curriculum programming, (4) whether the father had not returned and/or was no longer in contact with the agency, and/or (5) whether a survey administration error had resulted in missing data. A majority of both incarcerated and community fathers who did not complete both pretests and posttests did not return to take the surveys and were no longer in contact with the agency (Table 7). Again, the table below only reports data regarding the non-intervention group of 664 fathers. According to staff, many only visited one or two times, about which the staff surmised that these fathers got their questions answered or needs met and thus chose not to return.

Table 7. Participation Status of Fathers without Pre/Posttests

Participation Status of Fathers with No Pre/Posttests		
	Incarcerated Fathers	Community Fathers
Participant continuing in both class curriculum and case management	3 (1.5%)	32 (7.7%)
Participant continuing in case management services	7 (3.4%)	93 (22.4%)
Participant continuing in class curriculum programming	35 (17.1%)	14 (3.4%)
Participant did not return to take the survey and is no longer in contact with the grantee	155 (75.6%)	266 (63.9%)
Survey administration process error	5 (2.4%)	11 (2.6%)
Total	205	416

Given the significant attrition rate, with outcome data available for only 790 of the 1,454 fathers in the study (see Limitations section), we explored the possibility of programmatic differences between the 790 fathers who continued in the program versus the rest who did not, by fitting logistic regression models for community fathers versus incarcerated fathers, respectively. In these models, the outcome of interest was retention (y = 1) regressed on the father's age, educational attainment, race, marital status, and scores on specific scales (i.e., father's involvement; child–father relationship; co-parenting subscales of gatekeeping, undermining, and co-parenting alliance; and self-efficacy). While the resulting estimates are detailed in Tables A1 and A2 (see Appendix F), few covariates were found to be significant predictors of retention. Specifically, among community fathers, White\Caucasian fathers were more likely to continue with the intervention; fathers scoring higher on the child–father relationship scale and the undermining scales, respectively, were less likely to continue; and fathers scoring higher on the gatekeeping scale were more likely to continue in the intervention. For incarcerated fathers, on the other hand, only two predictors were significant: fathers aged 55 or older were more likely to persist in the program, as were fathers scoring higher on the co-parenting alliance scale. The older-age finding contradicts the literature and the perceptions by the staff that fathers at the mid-range of age were more likely to complete (Kim & Jang, 2018).

Pre and Post Analysis

The pretest for intervention fathers was administered at enrollment and the posttest survey was administered when participants were deemed to have completed at least 80 percent of the fathering curriculum or achieved at least 50 percent of their fatherhood goals. This usually occurred at the last meeting that the participant had with the agency personnel in charge of the fatherhood intervention. Participants completed both the posttest and the exit surveys during the same meeting. Thresholds for defining "completion" were set by OCF. Participation in both the pretest and the posttest surveys was voluntary, with no financial or other incentive offered to participants.

The survey items probed a number of experiences the participant may have had with regard to his youngest child. For example, fathers were asked about challenges they may have faced in the past month, whether they had had contact with this child in the past month, the nature of this contact, opinions/attitudes about existing employment skills and employability, experience with and attitudes/opinions about co-parenting, and more. These survey items were collapsed into specific scales, as discussed below. Several fathers had failed to complete all survey items applicable for one or more scales, necessitating mean imputation to avoid severe loss of power. While pursing multiple imputation would be the more powerful option in the face of missing data, doing so was beyond the scope of the present study. Unfortunately, while mean imputation may not necessarily bias the estimates, the standard errors tend to be biased downward, leading to inflated Type I error rates; this point should be borne in mind when reviewing our results.

Father's involvement. Father's involvement was measured via participants' responses to the items listed in Appendix F. Note that response options were 5 = every day or every other day; 4 = 2 or 3 days a week; 3 = 4 days per month; 2 = 1 or 2 days per month; and 1 = not this month. Response values were summed to create pre and post scales, after reliability analysis had been conducted separately on pre versus post items (see Tables A3 and A4 in Appendix F for reliability estimates and descriptive statistics of each item).

Given the pre/post design built into the analysis, we ran repeated measures ANOVAs on the scaled scores, with time as the within-subjects factor. These models were fit separately for incarcerated versus community fathers, with two factors specified as covariates: (1) whether the father was reported to have completed classes (defined as attending 80% of the classes scheduled), and (2) whether case management services had been completed (defined as the father having met at least 50% of the goals identified at intake). The resulting estimates (see Table 8) provide some evidence that case management services completion had a positive impact on community fathers (estimate = 1.9371, *p-value* = 0.0006), although the effect size is very small (eta-squared = 0.016). Neither class completion nor case management services completion was significant for incarcerated fathers.

Table 8. Estimates from Repeated-Measures ANOVA Models Fit to Father's Involvement Scores

	Community Fathers			Incarcerated Fathers		
Variable	Estimate	Standard Error	*p-value*	Estimate	Standard Error	*p-value*
Class Completed: Yes	-0.7538	0.5625	0.1806	0.1717	0.7306	0.8142
Case Completed: Yes	1.9371	0.5625	0.0006	0.7138	0.5615	0.2040
Intercept	15.5103	0.4781	0.0000	13.9501	0.7212	0.0000
Residual Standard Error	7.0901					6.9485
# of Fathers	357			432		
AIC	4827.81			5805.90		
BIC	4846.07			5824.93		

Child–father relationship. The strength (or lack thereof) of the father's perceived closeness with his youngest child was assessed through the father's responses to specific survey items. In particular, fathers were asked if they shared an affectionate, warm relationship with their child, if the child would seek comfort from the father if the child was upset, if the child values his/her relationship with the father, that the child beams with pride when the father praises the child, the child spontaneously shares information about himself/herself with the father, that the father finds it easy to be in tune with his child's feelings, and that the child openly shares his/her feelings and experiences with the father. Response options were 4 = definitely applies; 3 = applies somewhat; 2 = not really; and 1 = does not apply. Response values were summed to create pre/post scales, after reliability analysis had been conducted separately on pre versus post items (see Tables A5 and A6 in Appendix F for reliability estimates and descriptive statistics of each item).

The resulting estimates (see Table 9) from the repeated measures ANOVA models fit to the child-father relationship scaled scores show a statistically significant impact of class completion but only for community fathers (estimate = -1.3383, *p-value* = 0.0176), although the effect size is very low (eta-squared = 0.012). Interestingly, fathers who completed the classes score lower than fathers who do not, contrary to what we expected. Unfortunately, however, the data do not allow us to probe what might be driving this result. Neither class nor case completion was significant for incarcerated fathers.

Table 9. Estimates from Repeated-Measures ANOVA Models Fit to Child-Father Closeness Scores

	Community Fathers			Incarcerated Fathers		
Variable	Estimate	Standard Error	*p-value*	Estimate	Standard Error	*p-value*
Class Completed: Yes	-1.3383	0.5623	0.0176	1.0413	0.7646	0.1735
Case Completed: Yes	0.6553	0.5623	0.2443	0.8969	0.5876	0.2281
Intercept	22.5846	0.4780	0.0000	20.0675	0.7547	0.0000
Residual Standard Error	7.0882			7.2711		
# of Fathers	357			432		
AIC	4827.44			5884.05		
BIC	4845.71			5903.09		

Co-parenting. One of the survey questions included a number of items that probed the father's co-parenting behavior/experience with the mother of the focal child for the survey. These items were aggregated into three subscales: (1) undermining, (2) co-parenting alliance, and (3) gatekeeping. Response options for all items ranged from 1= strongly agree to 5 = strongly disagree, with the mid-point being 3 = unsure. All item responses for the undermining

and the gatekeeping subscales are coded so that the a low score indicates a more positive outcome. Response values were summed to create pre/post subscales, after reliability analysis had been conducted separately on pre versus post items (see Tables A7 and A8 in Appendix F for reliability estimates and descriptive statistics of each item).

The repeated measures ANOVA estimates reported in Table 10 reveal some interesting effects of class and\or case management services completion. Specifically, for community fathers, the only statistically significant impact noted was for case completion, and that only for the co-parenting alliance scaled scores (estimate = -1.2146, *p-value* = 0.0085), but the effect size is very small (eta-squared = 0.010). Note also that fathers with case completion scored lower than fathers without case completion, but given the coding schema for the scale, a negative impact reflects an improvement, here—i.e., that fathers who completed case management were less likely to have a low-quality alliance with the mother. Incarcerated fathers with class completition, however, were more likely to report a low-quality alliance with the mother at posttest compared with pretest (estimate = 1.5709, *p-value* = 0.0034, eta-squared = 0.007), less gatekeeping at posttest compared with pretest (estimate = 0.7255, *p-value* = 0.0338, eta-squared = 0.004), and significantly less undermining (estimate = 1.1751, *p-value* = 0.0003, eta-squared = 0.013). Case completion among incarcerated fathers was associated with significantly lower-quality alliance with mothers at posttest (estimate = 1.0864, *p-value* = 0.0084, eta-squared = 0.008).

Table 10. Estimates from Repeated-Measures ANOVA Models Fit to Co-Parenting Scores

	Community Fathers			Incarcerated Fathers		
Variable	Estimate	Standard Error	*p-value*	Estimate	Standard Error	*p-value*
Undermining						
Class Completed: Yes	0.2677	0.2711	0.3238	1.1751	0.3180	0.0003
Case Completed: Yes	-0.1470	0.2711	0.5877	0.4418	0.3222	0.0747
Intercept	8.0652	0.2304	0.0000	7.8821	0.3180	0.0000
Residual Standard Error	3.4178			3.0641		
# of Fathers	357			432		
AIC	3790.17			4396.02		
BIC	3808.44			4415.05		
Co-Parenting Alliance						
Class Completed: Yes	0.1353	0.4601	0.7686	1.5709	0.5351	0.0034
Case Completed: Yes	-1.2146	0.4601	0.0085	1.0864	0.4113	0.0084
Intercept	16.8705	0.3910	0.0000	15.8409	0.5282	0.0000
Residual Standard Error	5.7990			5.0892		
# of Fathers	357			432		
AIC	4541.98			5269.66		
BIC	4560.24			5288.69		
Gatekeeping						
Class Completed: Yes	0.2902	0.2741	0.2900	0.7255	0.3412	0.0338
Case Completed: Yes	-0.4768	0.2741	0.0824	0.4519	0.2622	0.0853
Intercept	9.3387	0.2329	0.0000	9.0512	0.3368	0.0000
Residual Standard Error	3.4549			3.2455		
# of Fathers	357			432		
AIC	3805.52			4495.02		
BIC	3823.79			4514.05		

Parenting self-efficacy. The pre and post surveys also asked a series of questions designed to assess the father's parenting self-efficacy. These items were scored on a 5-point scale that ranged from 5 = strongly agree to 1 = strongly disagree. Response values were summed to create pre and post subscales, after reliability analysis had been conducted separately on pre versus post items (see Tables A9 and A10 in Appendix F for reliability estimates and descriptive statistics of each item). In the repeated measures ANOVA models (see Table 11), neither class completion nor case management services completion were found to be statistically significant for community fathers or for incarcerated fathers. Again, the data do not allow for a clear statement about these findings.

Table 11. Estimates from Repeated-Measures ANOVA Models Fit to Parenting Self-Efficacy Scores

	Community Fathers			Incarcerated Fathers		
Variable	Estimate	Standard Error	*p-value*	Estimate	Standard Error	*p-value*
Class Completed: Yes	-0.5754	0.3128	0.1183	-0.3578	0.5061	0.4797
Case Completed: Yes	0.2651	0.3680	0.4714	0.7462	0.3889	0.0554
Intercept	30.5187	0.3680	0.0000	29.3034	0.4995	0.0000
Residual Standard Error	4.6383			4.8129		
# of Fathers	357			432		
AIC	4224.40			5173.54		
BIC	4242.67			5192.57		

HITS data. Of the total enrolled fathers, 872 took the HITS domestic violence survey only at intake. Of the fathers in the pre/post intervention group, 457 completed the one-time survey, which asked fathers whether during the past 12 months they had (1) physically hurt their partner or child, (2) insulted their partner or child, (3) threatened to physically harm their partner or child, and/or (4) screamed or cursed at their partner or child. They also were asked if they had been physically hurt, insulted, threatened by their partner, or screamed at by their partner. For each category, the response options were (1) Never, (2) Rarely, (3) Sometimes, (4), Fairly Often, and (5) Frequently. The responses were then added across the three categories to create a partner score, a child score, and a victim score, with a possible total of 20. A score greater than 10 per person (partner, child, victim) signified risk of domestic violence. Note: Incarcerated fathers could have had verbal altercations by phone or during visits, so having them retake the surveys was deemed worthwhile.

Analysis showed that the average scores for all three categories (partner, child, victim) were low for the total enrolled fathers and for the pre/post intervention group of fathers, as seen in Table 12. Furthermore, these averages are also very similar when accounting for incarceration status. In total, only 13 fathers (one incarcerated and 12 community fathers) scored higher than 10 on the assessment out of the 872 who provided data on the HITS survey.

Table 12. HITS Mean Scores

Total Enrolled Partner Score			
Partner Score	Mean	SD	Total
Community Fathers	4.6	2.07	735
Incarcerated Fathers	4.9	1.9	136

Fathers who completed the intervention Partner Score			
Partner Score	Mean	SD	Total
Community Fathers	4.75	2.15	349
Incarcerated Fathers	4.92	1.76	107

Table 12. HITS Mean Scores *(continued)*

Total Enrolled Children Score			
Children Score	Mean	SD	Total
Community Fathers	4.23	0.96	735
Incarcerated Fathers	4.1	0.7	136

Fathers who completed the intervention Children Score			
Children Score	Mean	SD	Total
Community Fathers	4.3	1.01	349
Incarcerated Fathers	4.17	0.68	107

Total Enrolled Victim Score			
Victim Score	Mean	SD	Total
Community Fathers	4.93	2.79	735
Incarcerated Fathers	5.07	2.28	136

Fathers who completed the intervention Victim Score			
Victim Score	Mean	SD	Total
Community Fathers	5.16	3.12	349
Incarcerated Fathers	5.12	2.21	107

Exit Survey

Overall, both incarcerated and community fathers reported that they were satisfied with the programming and the case management services and assistance that they received from the agency staff, as seen in Table 13. An overwhelming majority of the fathers either agreed or strongly agreed with the following: (1) the staff gave them needed help; (2) the staff did a good job; and (3) their questions were answered. They also indicated that they would recommend this programming, they learned new information that they will apply to their lives, and they planned to return for more help.

Table 13. Exit Survey Satisfaction

	Agree/Strongly Agree		
	Community Fathers	Incarcerated Fathers	Total
The staff gave me the help I needed	96.5%	98.3%	735
The staff did a good job	98.4%	99.3%	733
My questions were answered	97.5%	98.1%	731
I would recommend this program	97.5%	99.3%	727
I learned information that I will apply in my life	95.9%	98.8%	725
I plan to return for more help	79.0%	77.3%	715

Qualitative Research

Exit Survey

Methodology. The qualitative analysis consisted of two separate analyses and sources of data. The first focused on two open-ended questions from the exit survey. The second focused on data from agency staff interviews, which follows. The fathers' responses from the exit survey were related to Research Questions 1 and 2 regarding factors associated with program completion and outcomes and with engagement. Responses were analyzed by using the process of thematic analysis, following guidelines from Braun and Clarke (2006). NVivo 12 software was used to code and analyze data. Responses were initially coded by three members of the research team. A codebook was generated to provide consistency between coders. After initial coding, the process of sorting and recoding occurred. The primary qualitative researcher went through the initial codes and recoded, merging and subdividing codes as necessary. During this process, primary themes and subthemes emerged. The researcher worked to ensure that codes were "internally coherent, consistent, and distinctive" (Braun & Clarke, 2006, p. 96).

Most Important Things Learned

Key themes, Question 7. Question 7 on the exit survey asked participants to respond to the following: "If you took a fatherhood class, please list the two most important things you learned." A total of 589 fathers provided at least one response to this question. In some cases, responses consisted of multiple units of data that were coded into different themes and subthemes.

Analysis resulted in six themes, each containing multiple subthemes. The six themes are Parenting Skills and Knowledge, Communication, Fathering Growth, Life Skills and Knowledge, Relationships, and Personal Improvement. Each theme is listed below and discussed in order of decreasing frequency.

The most frequently discussed theme was Parenting Skills and Knowledge, which focused on various areas of parenting in which the father gained knowledge and skills. These included healthy ways to discipline, nurturing skills, and patience. Communication was the second most common theme that participants mentioned and focused on general and specific communication skills with children and the co-parent. Fathers frequently discussed that they had improved their communication skills and were better equipped than before taking the class. Fathering Growth was the third most common theme. This theme centered on positive changes related to fathering. Life Skills and Knowledge was the next most frequent theme. This focused on information that would help the father be successful, outside of parenting and relationship skills. The fifth theme, Relationships, centered on ways fathers learned to improve their relationships with others in their lives, primarily co-parents and family members. Personal improvement was the last theme noted. This focused on ways the participant had grown and changed since beginning the class.

Key themes, Question 14. Question 14 on the exit survey asked participants to respond to the following item: "Please share any other thoughts about this program." A total of 492 fathers provided at least one response to this question. Many of these responses were longer than were the responses to Question 7, and were subsequently subdivided into multiple themes and subthemes.

Analysis resulted in six themes, each containing multiple subthemes. The six themes included Beneficial Aspects of Classes/Program, Learning, Teachers/Staff, Feedback about Program, Feelings about Program, and Suggestions. Each of the themes is listed and discussed in order of decreasing frequency.

The most frequently discussed theme was Beneficial Aspects of Classes/Programs; this theme focused on the various ways fathers indicated that they benefitted from attending fathering classes and through case management services. The second most common theme was Teachers/Staff which centered on positive feedback regarding staff, their approach, and knowledge. The third theme was learning. Fathers expressed that they learned a great deal during their time in the program. Many comments focused on parenting and how much they learned about fathering skills and improving their relationship with their child. Feedback about the program (i.e. all aspects of the agency offerings/services for these clients) was the next most frequent theme. This content centered on their enthusiasm for the program as well as comments on the class structure, challenges to attending, and resources/referrals. Fathers also provided comments regarding their feelings about the program; these centered on appreciation for programming offered, appreciation for the support from other fathers. Some also reported that they were initially reluctant to participate, but glad that they did. The final identified theme focused on suggestions and constructive feedback. This theme included comments about classes, suggesting that services should be expanded, and improving efforts to market and broaden awareness of these fatherhood programs.

Agency Staff Interviews

Methodology. In addition to qualitative data gleaned from client exit surveys, the Principal Investigator and Co-PI collected qualitative data from one staff member from each of the participating agencies via face-to-face interviews.

The purpose of these interviews was to gather information about agency engagement, programmatic, sequencing differences, and provision of incentives that could influence fathers' retention, completion, and outcomes. In addition, questions were asked related to the extent to which program completion was associated with fathers' goal attainment. Another question was "Describe the ideal fathers for your program." Responses to these questions help to provide context and perspective regarding the quantitative findings in this study. Plus, other important data resulted from these interviews.

During July and August 2018, the Principal Investigator and Co-Principal Investigator conducted face-to-face interviews with one selected staff member (e.g., case manager or supervisor) from each of the seven represented agencies. The reason for not choosing a staff member with the same job title at all sites was to protect interviewees' confidentiality. Each of the approximately one-hour interviews were conducted together by the PI and Co-PI.

Similar to the protocol for the Exit Survey qualitative data analysis, responses were analyzed by using the process of thematic analysis, following guidelines from Braun and Clarke (2006). NVivo 12 software was used to code and analyze data. Responses were coded by two members of the research team. A codebook was generated to provide consistency between coders. After initial coding, the process of sorting and recoding occurred. The PI and Co-PI reviewed the initial codes and recoded. Both reviewed the first agency's staff interview data; then, one analyzed data from three agency interviews and the other analyzed data from the second set of three agency interviews, merging and subdividing codes as necessary. During this process, primary themes and subthemes emerged from the research question. The researchers removed parts of comments that would reveal their source to maintain confidentiality. This section presents the findings. These themes with results are grouped by major themes and then presented in order of most discussed.

Findings unique to incarcerated fathers. Although incarcerated fathers were literally a captive group, some barriers to completing the fatherhood programs arose. Some required tasks took precedence over attending fatherhood programing, so some incarcerated fathers missed classes. Others had overlapping class times. For example, one interviewee mentioned that if fathers had fatherhood classes and GED classes scheduled simultaneously, the staff tried to find options to accommodate them or the fathers would determine which one was a priority. Another barrier was that some fathers were released during the program and did not continue at a location near their residence upon release because there were none. Other reasons could include lack of transportation, inconvenience of the agency location, or other competing demands and obligations.

Fathers who were most likely to successfully complete programming. When agency interviewees were asked about what kind of fathers seemed to benefit the most from their programs and services—the most likely to finish and succeed—the answers varied. A few did not see a pattern, while others reported specific factors that predicted greater willingness or ability for participant fathers to complete the program and reach their goals. A few mentioned demographic factors—particularly age. Interviewees also reported several factors that affected fathers' willingness to successfully complete fatherhood programming, as shown below. Some themes are related to or complement other factors discussed.

Motivation and a willingness to change. According to the interviewees, fathers who recognized that they needed to take a new path to reach their goals, including wanting to be good fathers, did better than their peers. This finding fits with the literature (Kim & Jang, 2018). Being court ordered also was cited as a motivator by some but a de-motivator by others. One interviewee indicated that clients were more motivated when it was their choice to participate rather than being mandated. Others responded with similar observations as the following: "The ideal father is a father or a father-like figure who just wants to be a better father. I feel so passionate about that. If you want to be a better father and want to be here, that's ideal. I don't worry about what they're bringing with them, how much or how little, I just feel like if they want to be a better dad then that's it." Another interviewee noted: "I believe that the dad who is able to

clearly identify his barriers and he can own them and will allow us to develop a game plan to resolve them [are the ones who are successful]".

Father's age. As reported by Kim & Jang (2018), fathers' age has been a factor related to completion. An interviewee noticed that fathers between the ages of 30 to 40 were more likely to reach their goals than fathers who were younger or older. Fathers older than 40, one observed, tended to have more significant barriers to overcome, which made their path more challenging. Other barriers involved having criminal involvement and a lengthy history of felony convictions. A couple of interviewees had not noticed or did not notice a discernable pattern related to age and completion or attaining outcomes.

Fathers with easily removable barriers. One interviewee noted that fathers who saw rapid results with easily removable barriers tended to succeed, which was related to motivation. For example, a father who quickly got assistance reinstating his driver's license gained trust in the agency, so he was more willing to participate in programming. One interviewee responded to the question about removing barriers as motivation: "Yes, absolutely. That's our big influence. The biggest thing that has really helped is having a staff member who is familiar with the child support process to advocate for that person." Another reported: "We've developed relationships with child support and if you're in the programming, they will usually lift a driving suspension if you pay the support. It's a big deterrent for these guys to be driving with a suspension."

Barriers to Completion

Transportation and driver's license. The most frequently mentioned barriers related to retention was transportation. Rural areas have minimal, if any, public transportation, and participants may not have a car or other transportation options. Urban areas have public transportation, but the cost and scheduling might make that option prohibitive. This problem becomes particularly acute if fathers need to navigate to and from a job or job search, obtain childcare, pursue health-related appointments, attend meetings with their probation officer, and other errands. A related factor is not having a driver's license. Many people who are arrested lose their license as part of their sentence or because they cannot pay high court fines and fees. New policies allow for waiving or reducing these costs. One interviewee noted that "[client fathers] often say transportation is the biggest reason they can't come, especially because we have horrible public transportation systems. When that barrier is eliminated, they feel more connected to us . . . ."

When asked about transportation as a barrier to completion, another interviewee said:

> *Bus passes yes. There are two types here, one of which is a typical ride card where you have x number of rides on them. For people who live out in rural areas, they have door to door passes. You actually have to call ahead and schedule out your time, but they'll actually come pick them up and get here. I wrote a grant to get us reduced fares so we pay maybe 50 percent of the usual fare. So, we can get 100 passes for the price of 50.*

Schedule conflicts with work or other responsibilities. Interviewees discussed schedule conflicts as a barrier. For example: ". . . we're working on solutions to be better on when we offer classes. Right now, we offer them on . . . nights, but guys who work third shift can't come. We offer some instances for one on ones, but they don't get the whole experience then. So, we're talking about offering more classes in flexible times so they can get the camaraderie from a group experience." Some agencies establish cohort groups, so fathers need to wait to begin courses until a cohort forms. Others have rolling course enrollment.

Father's mental health, trauma, and substance use disorder. A significant barrier was mental health, trauma, and substance use disorder, which one interviewee was articulate in discussing. This interviewee made a case for

being more aware of and knowledgeable about these health issues so stakeholders can better serve, engage, and advocate for such challenging clients.

> *I would say the ones who don't finish would probably be the fathers who are younger and have dual diagnosis and especially if they have medication for it but they're not in treatment. Sometimes they'll have a lot of trauma that's not dealt with. I think probably that's a bigger piece, the trauma. It's untreated. For example, I have a guy who's bipolar and because his cycle is fast there's a lot of folks who don't understand his mental health and people fuss at him a lot like he's a kid. Part of what I've been doing is pulling people aside and telling them about bipolar disorder. He's not just misbehaving to misbehave, he's just rapid cycling. And he has ADHD on top of that. He is extremely hyperactive . . . It's just kind of educating counselors and community partners too.*

Strategies to Engage and Retain Fathers

Engagement. Engagement that involves gaining trust and building and maintaining rapport with fathers was mentioned by all staff as key to retention and successful completion. One summed up the issue saying, "Typically, if we can't help them quickly, they're gone. The key is engagement and we do that through relationships." A common response was similar to this statement: ". . . with intake we want to know some of the barriers, like transportation, where they live, is the environment safe, do they have food, and most importantly what prompted them to come see us. We want to know what they're dealing with." A longer but related response was:

> *. . . if someone came in today, sought us out, the first thing we would do is shake their hand, make sure they know we're glad they came, and introduce them to everyone on the staff. We would give them a tour of the building and one of us would explain our purpose, mission, benefits from engaging, and services. And after they have a full understanding of what it's all about and decide to give it a shot and engage, then they're moved to the intake process for paperwork. We're sensitive to the fact that every person who walks in is an opportunity. We don't just give them a stack of papers, we build rapport.*

Others reported that texting was an effective way to keep fathers engaged. One said: "Yes, we text. It's one of the biggest things that helps keep fathers engaged. Calling them doesn't work because even if we schedule something, they often don't show because they can forget. But if I text them that to remind them, it holds that appointment, reminds them, and then they're accountable to it . . . ." Another echoed this idea: "So periodically we will text people when we find something to connect with them about. So, like telling someone that the next time they meet, hey, we found some powder for the drink you always have and it'll be here for you. It's relational."

Agency and voice. Related to engagement is giving fathers agency and voice. An insight provided by interviewees about engagement and retention was allowing fathers to feel that they could succeed and they have a voice, which gives fathers confidence. One interviewee reported: "We give voice. The population that comes to us has usually not been heard. They're frustrated and think things are stacked against them. A large percentage are coming to you feeling like this and we tell them our rules, like what happens here stays here, and we ask for mutual respect, we let them know that there is no open judgment here. But I'm not interested in what happened to them before coming there, we're there to help them move forward. Once they have that voice, engagement ticks up notably." Related to this statement was: "Men do not want to be helped. We found that language is everything, so we 'assist' not help."

Social support. Another theme that emerged from the analysis was social support, both formal and informal, as a factor associated with retention and success. A key statement about social support was:

> *One of the biggest benefits that I've seen as being involved in the [fatherhood] movement is anytime you have a particular group of marginalized people facing a subset of challenges and difficulties, when you get them together in the room it's super therapeutic. A lot of these people are isolated. So, the connection between the fathers who have similar issues and difficulties is needed. And a lot of times we've heard the importance of healthy social networks and we've been able to naturally cultivate that between the groups and our staff.*

Other related comments were: "We also find that those who have good support systems are more successful. Either moms, kids, those people," and "We added support groups to make it easier for clients to find support." Another said, "Otherwise [without support] they get lost, scared, afraid, and don't know what to do. And overwhelmed . . . ."

Another interviewee discussed the importance of having stakeholders such as family members and the network of people involved in assisting the father provide social support: "I would say what works best is continued communication with other stakeholders to where somebody is no longer a name and case number, but a person. When people feel more real, stakeholders are more invested and willing to take a risk and actually want to help . . . . And by stakeholders, I mean other community agencies, staff, and family members. There are times where I've been at court to support a father and having a conversation with the mom of his children about his role helps develop her investment of him too." In addition, four agencies mentioned having a mentoring program or were starting one, which adds to social support for many fathers. Several fathers returned to the agency after completing the program and reaching their goals to mentor the newly enrolled fathers. They served as role models and provided support, encouragement, and advice.

Goal setting with fathers. A general consensus among agencies was the importance of setting goals from the beginning and, as the fathers progress, to keep them moving forward and involved. One interviewee said: "When we're talking about exploring in the beginning, we talk about what they're getting out of it. In the team meetings, everyone gets to hear the plan that's established. Now every day when they come into the classroom, we have this sheet that we hand out and talk about gratitude and goals for the day and week. It requires everyone to have constant insight on where they're at and it's an accountability thing. It's helpful for everyone, even if the dad doesn't like it at first. And it ties into the camaraderie of sharing their story, everyone is doing it together, etc."

Incentives. Agencies generally provided some material incentives such as food (some even purchased by staff), bus passes/tokens, and possibly work clothes. A couple of interviewees said they would like to provide incentives like bus passes and food but have no funds for that purpose. According to one agency staff member regarding giving incentives: "All the time. It's constant. We just had a father the other day who got a job with a construction company. We went and bought him steel toed boots, bought him slacks, shirts, etc. We do it all the time." Another interviewee found that "a bus pass, childcare allocation, things like that are helpful. A gift card, small $5 cards to raffle off each week can be helpful. I used to be opposed to that but it's a commitment and getting here is an actual success. So, I've softened on that, definitely." There was a clear difference in resources and practices across the agencies regarding incentives.

Programming sequence. The agencies' staff indicated that they try to individualize the services and curriculum pathway for each participating father. The agencies have different programs and different settings, sizes, and fatherhood programs, which makes conclusions about optimal sequencing not possible in this study. When asked about the "order or sequencing of services they must complete," respondents indicated that they individualized the father's path or provided one-on-one make-up classes. Others had a response such as this one. "The way in which a father enters and exits is the same. After-care follow-up is all the same too . . . . We have a rolling enrollment format. We don't have a cohort group. We don't want them to have to wait; we would lose people for sure. So, we try to get people in right away. Someone can jump in at any point. It's not ideal, but this is a challenging sector to begin with."

Discussion

Key Findings

The exploration of strategies to retain fathers in fathering programming is still in the early stages of development in the literature. This study provides some advancement in this effort. Both qualitative and quantitative findings showed that the fathers who completed classes and received case management services were very satisfied with their relationships with staff and other fathers, the interventions they received, their overall experiences, and their outcomes. They reported feeling more confident about their fathering skills and their relationships. However, only about half the enrolled fathers in the seven agencies completed the programming, which is consistent with the literature (Holmes, Hawkins, Egginton, Robbins & Shafer, 2019; Kim & Jang, 2018). Not surprisingly, incarcerated fathers were more likely to finish than community fathers.

In general, the effects of either intervention were generally not as hoped. For example, community fathers completing classes scored lower on the child–father closeness scale than fathers who did not complete classes. Neither class completion nor case management services completion had significant impacts on Parenting Self-efficacy scores of community fathers and incarcerated fathers. However, community fathers who completed case management scored higher on the Father's Involvement scale than community fathers who did not complete their case management goals. Finally, with regard to the three co-parenting subscales, incarcerated fathers reported significantly less undermining and less gatekeeping, but they also reported lower quality co-parenting alliance if they had completed classes. Community fathers, however, fared better on the co-parenting alliance subscale if they had completed case management. This lack of a consistent and across-the-board impact indicates that our findings must be interpreted as suggestive rather than conclusive.

Exit survey quantitative data showed that overall, fathers were extremely satisfied with the programming, relationships, and the assistance that they received from staff and others. The qualitative data supported these findings. Fathers wrote that their positive experiences contributed to their ability to overcome barriers, learn about being a better parent, find social support that boosted their confidence, gain job skills, make progress to meet their goals, and other noteworthy gains. Regarding the strategies that influenced fathers to complete programming, fathers and agency interviewees emphasized the importance of building relationships, showing care and respect, providing social support within groups and across staff and referral contacts—and giving them a voice in an individualized process. Previous researchers similarly reported a small to moderate effect on parental knowledge related to parent–child relationship that was gained from services (Armstrong, Eggins, Reid, Harnett, & Dawe, 2017).

Research Question 1. The question asked: Which participant factors at intake (i.e. demographics, self-reported domestic violence, and programs/services wanted) are associated with attendance levels, program completion, and outcomes? The findings related to the first research question were not definitive. Given the limited data available, the ability to identify the factors likely to be associated with attendance levels, program completion, and improved outcomes was constrained. In short, the data indicated no compelling demographic differences between completers and noncompleters and no consistent outcomes associated with completion, with some perverse patterns suggesting that noncompleters had more favorable outcomes. For example, community and White\Caucasian fathers were more likely to finish the program. For incarcerated fathers, those that were 55 or older were more likely to complete the interventions, which contradicts the literature and perceptions by the staff (Kim & Jang, 2018). The agency staff who were interviewed reported that demographic factors did not appear to influence participant retention and success except for age. A few perceived that fathers in the mid-age range tended to complete programming more often than fathers in younger or older age groups. They also believed that better mental and behavioral health and having positive social supports positively influenced completion rates. Another key factor staff

mentioned as increasing success rates was that a father's motivation and willingness to change were often sparked by a desire to become closer to his child.

Research Question 2. These questions are: To what extent does client engagement vary based on programmatic characteristics? To what extent does client engagement differ between and among programs/agencies? The second set of research questions could not be reliably answered because there were too few agencies and the variability across several factors was too great. Client engagement varied considerably by programmatic characteristics and agency, enrollment, and participation across agencies. Talbert House enrolled the largest number of both incarcerated fathers and community fathers. See Appendices B, C, D, and E. Passages retained and served the largest percentage of community fathers. These large multi-program agencies served a broad population; others were quite small. The seven agencies' capacity, size, and number of and types of geographic locations also differed widely. In addition, given the differences in curriculum, data limitations, and variances in how agencies conducted programming, uncovering differences in client engagement by curriculum was not included in the analyses. The agency staff interviews further confirmed that course sequencing differed notably by agency and even within agencies over time. Agenc policies differed, from requiring new fathers to wait to start courses until a cohort was established to having rolling enrollments. Also, some provided individualized "makeup" courses while others did not. Pressure to enroll and retain fathers inspired agencies to be creative with scheduling strategies while trying to maintain program fidelity. See Limitations section.

Research Question 3. The question asked To what extent is program completion associated with specific outcomes studied here? The findings that addressed the third question provided interesting, but unexpected results. For Father's Involvement outcomes, the only statistically significant impact noted was for case management services completion, and that was only for the community fathers. Note also that fathers who completed case management services achieved lower outcome scores than fathers who did not. For the Child-Father Relationship outcomes, child–father relationship scaled scores show a statistically significant impact of class completion but only for community fathers. A puzzling finding for this outcome is that fathers who completed the classes scored lower than fathers who did not. A possible explanation, however, is that incarcerated fathers realized at posttest how much they did not know about fathering, so their pretest reflected an inaccurate sense of confidence that was altered later. For this measure, neither class nor case management services completion was significant for incarcerated fathers. Unfortunately, the data do not allow us to probe what might be driving these results.

For the Parenting Self-Efficacy outcomes, neither class completion nor case management services completion were found to be statistically significant for community fathers or for incarcerated fathers. The programs seemed to positively change the frequency of fathers' involvement with their child but not the quality of involvement (father–child relationship). It is possible that improving the quality of parenting necessitates a more intensive focus on how fathers interact with their child. Many programs encourage fathers to spend time with their child, but they do not assist fathers with how they spend their time or work on improving quality. Another factor could be that the many stressors in these fathers' lives interfere with their ability to concentrate on improving that child–father relationship quality.

For the Co-Parenting outcomes, the only statistically significant impact noted for community fathers was for case management completion, and only for the co-parenting alliance scaled scores. For incarcerated fathers, class completion was significantly associated with reports of less undermining and gatekeeping. Class completion and case management service completion were both significant factors in the co-parenting alliance, with poorer outcomes seen for fathers who completed either. This finding conflicts with the other quantitative and qualitative data that showed that fathers reported that they greatly appreciated case management services. Another factor that might have kept fathers engaged through completion could have been that fathers who completed the intervention might

have been men with more co-parenting problems. Perhaps they stayed with the intervention because they knew they needed more help. To complicate matters, the limited data available to us did not allow for closer investigations of these divergent impacts. Nor could we control for demographic factors such as age, race/ethnicity, and education levels because of the lack of variance or differences between community and incarcerated fathers. Since the data only indicated whether fathers had met 50 percent of their goals but did not identify specific goals, we were unable to determine which goals each father had met. In addition, the number of fathers reporting any domestic violence involvement was too small for meaningful analysis and hence was not analyzed to address this research question. Case management services completion had a significant positive impact for incarcerated fathers, but only on their co-parenting alliance scale scores.

Limitations

Several limitations to this study need to be mentioned. Social desirability bias is a primary concern given that the data are self-reported. Researchers were not able to access child support data from automated databases maintained by the state. Having this independent data would have been helpful so that all data were not reported exclusively by the fathers. Missing data and the high attrition rate suggested that the data may not be representative of the target population.

Differences in agency size and purpose, location, geographic area, and staff size also posed significant challenges for our analyses. The 1,454 fathers enrolled in the program were served by seven agencies that span urban, suburban, and rural areas in Ohio. The number of participants enrolled per agency varied widely. These differences meant that participants had varying experiences. Also, about half the fathers were incarcerated, which further affected their overall experiences.

Another limitation was the significant differences in fatherhood programs, as well as variation and strategy of course delivery—various times of day, course length, numbers of clients in the groups. First, several different fatherhood curricula were used by the agencies (e.g., Father Factor, Nurturing Fathers). If one curriculum had been used in most or all agencies, program comparisons could have been more meaningful. Second, the protocol for conducting classes varied. Although all agencies tried to conduct the classes to fidelity, they sometimes adapted frequency and format to accommodate fathers. For example, a few agencies waited to conduct classes until a predetermined number could form a cohort. Some agencies had as many as 25 in a class and preferred not to have less than 10. Other agencies individualized class times and dates for as few as one father. Another strategy was having fathers re-start classes if they lapsed in attendance or have them take a class or two alone with a staff member until they caught up with their cohort. Similarly, a few agencies compressed the curriculum into shorter time periods that met more frequently or allowed fathers to take classes in the evenings or weekends to maximize the options for fathers to complete the program. These accommodations could not be controlled for, compared, or sufficiently analyzed.

In addition, the protocol stated that the enrolled fathers were to be invited to take the posttest survey after they had either completed at least 80 percent of the classes offered in a fatherhood program or reached at least 50 percent of the case management services goals set by the father during intake. This protocol had two problems. 1) Because of the variability of program protocols, the number of classes required to achieve 80 percent completion differed across agencies. 2) The determination of whether fathers had completed 50 percent of their case management goals that were set at intake was subjective. Furthermore, during the first few months of the study, not all staff members were clear about the rules regarding when fathers should be invited to take the exit and posttest surveys.

Finally, questions related to father involvement only assessed contact with the youngest child. Given variations in living arrangements, custody, proximity, and relationships with co-parents, contact with one child may not be representative of contact with all children (Shadik & O'Connor, 2016). These differences undoubtedly affected the quality of the data and the ability to reliably analyze the data with confidence and rigor.

Recommendations and Conclusions

Recommendations for policy and practice. Findings from this study suggest the importance of building trust and a strong relationship between fathers, agency staff, and other social supports to affect completion and outcomes, which fits with the literature (Bronte-Tinkew, Burkhauser, & Metz, 2012; Meaden, Nithsdale, Rose, Smith, & Jones, 2004). Fathers appreciated staff whom they believed were looking out for their best interests. Previous research found that positive and strong worker-client relationships with staff members improved participant attendance (Pearson, Fagan, & Kaufman, 2018). Based on the qualitative and quantitative data from fathers who completed classes or case services, the benefits of strong father–staff relationships may be as powerful as the quality of fathering classes in explaining fathers' outcomes and retention. Programs may reap strong benefits by taking time to hire and train suitable staff who will engage with fathers. Keeping caseloads manageable is also important and might allow staff to individualize plans and goals, and to address the programming needs of fathers with challenges such as mental health issues. Staff also play an important role in helping fathers with challenges to gain access to community resources. Taken together, an agency culture that emphasizes care, empathy, and staff knowledge may encourage fathers to feel supported, remain engaged, and benefit from fatherhood programming.

Because findings indicated that co-parenting alliance and the issue of undermining showed significant findings, incorporating strong co-parenting information into the programming is recommended. If fathers have a healthy relationship with the child's mother, they are more likely to have greater access to their children. Another advantage of promoting healthy co-parenting is that mothers can be another source of social support. This study adds to the literature on the importance of co-parenting in programming dealing with parenting and fatherhood (Friend, D. J., M.J., Holcomb, P., Edin, K. & Dion, R., 2016).

Recommendations for future research. We recommend that future studies reexamine the research questions posed in this study using agencies that are more similar with respect to size, structure, curriculum, and participant demographics. We recommend that future studies obtain objective data in addition to self-reported data. Future studies might also examine the effect of agency culture on class completion and outcomes for fathers. Still another area of needed investigation deals with the effect of programming (i.e., classes and case management services) on incarcerated fathers. Given that these fathers are more likely to complete classes, analyzing their needs and the effects of programming makes sense—especially over time and following their reentry. Finally, future studies should include a control or comparison group, and collect data over a longer period of time to see whether programmatic gains are maintained over time.

Despite its limitations, this study is another step in the examination of important research questions that can reveal strategies to assist agencies to improve retention of fathers in programs and their realization of successful outcomes. Hopefully, future researchers will learn from the challenges we faced and develop responsive research designs and protocols. While our study yielded some helpful findings, it also raised more questions to answer and areas to explore.

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Appendix A

Basic Information about Ohio Commission on Fatherhood and Grantees

The Ohio Commission on Fatherhood (OCF) is part of the Ohio Department of Job and Family Services and seeks to strengthen vulnerable Ohio families by funding community-based programs that serve low-income fathers. Ohio is the only state that has a fatherhood commission by statute and which is funded as part of the state's biennial budget. In existence since 1999, working with grantees funded by OCF provided a unique opportunity for researching outcomes because of the longevity of the commission's work, data required to be collected by grantees, and the size of the research pool (1,454 fathers enrolled and 790 completed pre/post surveys). Five of the seven grantees received $125,000 per year and were required to provide comprehensive services (fatherhood classes and individual case management) for 200 fathers in multiple counties, whereas two of the grantees served 100 fathers in a single county for $55,000 per year. Most of the grantees exceeded their annual service goals, some significantly:

Grantee	Number of Fathers Served	% of Annual Goal
Action for Children	297	149%
Coleman Services	84	84%
Forever Dads	175	88%
GLCAP (formerly WSOS)	218	109%
Passages	256	128%
Talbert House	576	288%
The Centers	139	139%
TOTAL	1,745	145%

Appendix B

Descriptions of Grantee Agencies

Action for Children. During its 45-year history, Action for Children has helped children through supporting and advocating for the important adults in their lives, including parents, caregivers and teachers. It emphasizes the importance of providing families with support and inclusiveness. AFC assists parents by providing many services including help finding quality childcare and parenting programs. AFC provides a home-based program called SPARK Columbus, which helps families to prepare their children for school readiness. It also has separate programs for fathers and mothers. These programs provide group sessions, referrals to community services, job assistance, parenting guidance, and help addressing parenting barriers. AFC advocates for children at the state and national level to have access to enriched environments that promote health and well-being. http://actionforchildren.org

The Centers for Families and Children. The Centers for Families and Children (CFC) is an agency in the Northeast Ohio region providing aid to needy families and at-risk children. Its services include school readiness programs for children too young for kindergarten; in-home child programs for families without transportation; behavioral health care; primary health care; medication management; addiction and substance abuse treatment; HIV/AIDS prevention and support; trauma recovery; nutrition information programming; and job training, seeking, and readiness. The CFC also offers a program called Fathers and Families Together (FAFT), which provides men with the "capabilities to be caring, committed, and responsible fathers." FAFT has workshops on financial literacy, cooking, living with the law, navigating community resources, healthy relationships, and parenting for all men looking to develop life and fathering skills. http://www.thecentersohio.org

Coleman Professional Services. Coleman Professional Services is a non-profit organization providing services for Allen, Auglaize, Hardin, Jefferson, Mahoning, Portage, Stark, Summit, and Trumbull counties in Ohio. Its services are focused around employment, behavioral health, social services, rental management, and pregnancy support. Coleman Professional Services offers 24/7 crisis intervention, addiction recovery services, housing for youth and young adults transitioning into adulthood, employment programs and benefits for businesses, day services for adults with dementia or developmental disabilities, counseling, and case management. It also offers the Fathers Accountable for Children's Tomorrows (FACT) program based on the Nurturing Fathers curriculum. The program's objective is to assist clients in overcoming barriers preventing their success. Participants are required to complete the program's core and elective requirements, maintain employment, provide child support payments for a minimum of four months, obtain a high school diploma or GED, and pass a drug screening. http://www.colemanservices.org

ForeverDads. ForeverDads is an organization that aids and supports men to become responsible fathers in the Zanesville-Muskingum county area. The primary goal at ForeverDads is to strengthen the health of the greater Zanesville community, so that sons are provided with resources to become responsible fathers. The organization believes that the future success of our children requires good fathers and that fatherhood absence deters this success. ForeverDads's services include support and advocacy for all dads, father support groups, individual and family counseling referrals, connecting fathers with community referrals, employment training and development, and promoting father-friendly environments within community organizations and places of employment. It "encourages, educates and equips men to develop positive relationships" by hosting father and family wellness programs, parent engagement activities, and family-focused events. Its programming is based on the Nurturing Fathers, On My Shoulders, Inside Out Dad, and other curriculums. http://www.foreverdads.com

Great Lakes Community Action Partnership. GLCAP, formerly WSOS, has served the Northwest Ohio region for the past 50 years. It strives to "create partnerships and opportunities to help individuals, families, and communities thrive." GLCAP's services include child care and education, community and rural development, homeless assistance,

home rehabilitation and needs, international programs, job training and placement, senior services, small business assistance, transportation, and utility bill assistance. GLCAP offers the Ohio Fatherhood Program, which provides services to fathers, including fatherhood programming, support services, community referrals, employment training, GED preparation, and financial planning. The Ohio Fatherhood Program uses the curriculums 24/7 Dad, Inside Out Dad, and Ready for Love to guide participants. http://www.glcap.org

Passages. Passages is a non-profit agency in Cleveland, Ohio, that addresses generational poverty throughout the Northeast Ohio region. Its services, such as workforce training and family retreats, work to aid families in becoming more self-sufficient. Its workforce development training provides low-income parents with career counseling, job skills, job placement, and assistance with job retention. Passages provides retreats for fathers and their children, helping fathers to become capable parents and to have positive relationships with their children. Passages offers legal assistance and parenting workshops to fathers based on the On My Shoulders and PATTHS for Dads curriculum. Passages also has a reentry program that helps individuals transitioning back into the community from correctional facilities. http://passages-oh.org

Talbert House. Talbert House is a non-profit network that provides services to children and families in Southwest Ohio. Its mission is "to improve social behavior and enhance personal recovery and growth." Talbert House provides an array of services to assist individuals and families who are dealing with addiction, behavioral health issues, and/or involvement in the legal system. It offers behavioral health, community care, court and corrections, and housing services. Talbert House has behavioral health services for adults and youth, including case management and outpatient services for mental health and substance abuse. Some of the community services offered include prevention and education, fatherhood programming, teen parenting services, workforce development, employment services, reentry assistance, outpatient drug treatment, and housing services. https://www.talberthouse.org/

Appendix C

Chart with Basic Agency Information

Agency	Main Location	Ohio Region	Service Area	Number of Employees	Job Titles	Program Curriculum
Action for Children	78 Jefferson Avenue Columbus, Ohio 43215	C	Urban	4	Project Manager	Father Factor
					Program Manager	
					Case Manager	
					Job Developer	
Center for Families and Children	4500 Euclid Avenue Cleveland, Ohio 44103	NE	Urban	3	Program Manager	Creative Parenting Skills
						Healthy Relationships and Parenting
					Case Manager / Program Manager	Cooking with Dads
						Fatherhood Networking
						Living with the Law
					Case Worker	Navigating Community Resources
Coleman Professional Services	3922 Lovers Lane Ravenna, Ohio 44266	NW	Urban and Suburban	3	Program Manager	Nurturing Fathers
					Director of Recovery Services/ Program Manager	
					Case Worker	
ForeverDads	109 Madison Street Zanesville, Ohio 43701	SE	Suburban and Rural	5	Program Manager	Nurturing Fathers
						Bootcamp
					Job Developer	Connections: Dating & Emotions
					Case Worker	On My Shoulders
					Case Worker	Relationships Smarts PLUS
						Survival Skills for Healthy Families
					Fiscal Specialist	
						Inside Out Dad
GLCAP	127 S. Front Street Fremont, Ohio 43420	NW	Suburban and Rural	3	Program Manager	24/7 Dad
					Case Worker	
					Employment & Training Coordinator / Job Developer	Inside Out Dad
						Ready for Love
Passages	3631 Perkins Avenue #4HE Cleveland, Ohio 44114	NE	Urban	4	Project Manager / Fiscal Specialist	On My Shoulders
					Program Manager	PATTHS for Dads
					Job Developer	
					Case Worker	
Talbert House	2600 Victory Parkway Cincinnati, Ohio 45206	SW	Urban and Suburban	6	Director, Community Care Service Line	Nurturing Fathers
					Program Manager	
					Case Worker	
					Case Worker	
					Job Developer	
					Admin Assistant	

Appendix D

OCF Grantee Class Locations 2018-19*

Grantee	Class Location	County	Type
Talbert House	Fatherhood Program office	Hamilton	Community Agency
Talbert House	Serenity Hall	Butler	Halfway House
Talbert House	Community Correctional Center	Warren	Correctional Center
Talbert House	Turtle Creek Center	Warren	Jail
Talbert House	Men's Extended Treatment	Hamilton	Treatment Center
Talbert House	Spring Grove	Hamilton	Halfway House
Talbert House	ADAPT	Hamilton	Treatment Center
Talbert House	Burnet Intensive Services	Hamilton	Treatment Center
Talbert House	Warren County Jail	Warren	Jail
Talbert House	Lebanon Correctional Institute	Warren	Prison
The Centers	Stokes Multi-Service Mall	Cuyahoga	Community Agency
The Centers	El Barrio Workforce Development	Cuyahoga	Community Agency
The Centers	Harbor Light	Cuyahoga	Halfway House
Coleman	Coleman Professional Services	Allen	Community Agency
Coleman	Allen Correctional Institution	Allen	Prison
Passages	Passages agency office	Lorain	Community Agency
Passages	Passages agency office	Portage	Community Agency
Passages	Portage County Jail	Portage	Jail
Passages	Lorain County Jail	Lorain	Jail
Passages	Grafton Reintegration Center	Lorain	Prison
Passages	Lorain/Medina Community Based Correctional Facility	Lorain	Corrections
Passages	The Root House	Portage	Treatment
Passages	Psych & Psych	Lorain	Treatment
GLCAP	Northwest Community Corrections Center	Wood	Corrections
GLCAP	Crosswaeh Community Correctional Center	Seneca	Corrections
GLCAP	Lake Erie Community Corrections Center	Ottawa	Corrections
Action for Children	Franklin Community Corrections	Franklin	Corrections
Action for Children	Delaware County Jail	Delaware	Jail
Action for Children	North Central Correctional Complex	Marion	Corrections
Action for Children	West Central Community Based Correctional Facility	Union	Corrections
Action for Children	Action for Children	Franklin	Community Agency
Action for Children	First Presbyterian Church	Licking	Church
Action for Children	Christ the King Church	Franklin	Church
Action for Children	Saint James the Less Church	Franklin	Church
ForeverDads	Forever Dads agency office	Muskingum	Community Agency
ForeverDads	Muskingum Recreation Center	Muskingum	Community Agency
ForeverDads	Open Arms Pregnancy Center	Guernsey	Community Agency
ForeverDads	Perry Behavioral Health Care	Perry	Treatment
ForeverDads	Muskingum County Juvenile Detention Facility	Muskingum	Corrections (Juvenile)
ForeverDads	Noble Correctional Institution	Noble	Prison

** Not all sites for GLCAP were available.*

Appendix E

Agency Job Titles and Descriptions

Please note that some agencies cross train employees so all can handle each task, as needed. Some agencies have so few employees that each must handle all tasks. Although these are the official descriptions, some may have changed overtime as conditions have changed.

Program Manager

- Minimum of 75% of their time devoted to the fatherhood grant
- At least 3 years' relevant experience
- Bachelor's degree in social work or in a related field, with an additional 3 years' relevant experience managing fatherhood programs
- Duties:
  - Upload program forms into ETO
  - Create Family Violence Identification and Response Plan
  - Create class (collections) in ETO
  - Oversee Case Worker and Job Developer data entries into ETO
  - Respond to emails about Invoice report
  - Work with fiscal staff to make sure monthly invoices are submitted by the 15th of each month

Case Worker

- Works directly with fathers
- At least 2 years' relevant experience
- Duties:
  - Complete required documentation for each father
  - Complete OCF Participant Services form every time has or attempts to contact a father
  - Teach fatherhood classes
  - Update class roster and attendance after every class
  - Complete OCF Class Completion survey when a father completes Exit survey

Fiscal Specialist

- At least 1 year's relevant experience
- Duties:
  - Work with program manager to make sure monthly invoices are submitted by the 15th of each month

Job Developer/Employment Specialist

- At least 2 years' relevant experience
- Duties:
  - Complete required documentation for each father
  - Upload documents as necessary into ETO (e.g., résumé)
  - Complete OCF Participant Services form every time has or attempts contact with a father
  - Work with father on developing skills needed to prepare for, find, and keep a job

Appendix F

Table A1: Logistic Models Predicting Retention of Community Fathers (n = 680)

Variable	Estimate (Standard Error)
Father Involvement score	0.0032 (0.0038)
Child-father score	-0.0071** (0.0036)
Alliance score	0.0045 (0.0047)
Gatekeeping score	0.0239*** (0.0076)
Undermining score	-0.0228*** (0.0079)
Self-efficacy score	-0.0030 (0.0044)
Age: 21-24	0.1180 (0.1356)
Age: 25-34	0.1198 (0.1175)
Age: 35-44	0.0994 (0.1196)
Age: 45-54	0.2075 (0.1292)
Age: 55 or older	0.1050 (0.1506)
Race: Other	0.0460 (0.0673)
Race: White/Caucasian	0.1338*** (0.0419)
Highest Educational Degree: High School/GED	0.2597 (0.2236)
Highest Educational Degree: No degree or diploma earned	0.2194 (0.2250)
Highest Educational Degree: Some college but no degree	0.1249 (0.2264)
Highest Educational Degree: Vocational/technical certification	0.1049 (0.2337)
Marital Status: Engaged	0.0865 (0.1015)
Marital Status: Have a romantic partner but we do not live together	0.0781 (0.1251)
Marital Status: Married	-0.0572 (0.0670)
Marital Status: Never Married	-0.0643 (0.0468)
Marital Status: Not married but living together	-0.0445 (0.0962)
Constant	0.1748 (0.2957)
Observations	680
Log Likelihood	-462.0173
Akaike Information Criterion	970.0347

Reference categories for the categorical variables: Race = Black/African American; Age = 20 or younger; Highest Educational Degree = Associate's degree or higher; Marital Status = Divorced/Separated/Widowed.

Table A2: Logistic Models Predicting Retention of Incarcerated Fathers (n = 578)

Variable	Estimate (Standard Error)
Father Involvement score	-0.0013 (0.0038)
Child-father score	0.0002 (0.0034)
Alliance score	0.0135** (0.0052)
Gatekeeping score	-0.0023 (0.0083)
Undermining score	-0.0027 (0.0086)
Self-efficacy score	-0.0067 (0.0043)
Age: 21-24	0.0862 (0.1689)
Age: 25-34	0.1118 (0.1617)
Age: 35-44	0.1376 (0.1632)
Age: 45-54	0.1713 (0.1716)
Age: 55 or older	0.4698** (0.2185)
Race: Other	-0.0920 (0.0756)
Race: White/Caucasian	-0.0048 (0.0509)
Highest Educational Degree: High School/GED	-0.3606 (0.3335)
Highest Educational Degree: No degree or diploma earned	-0.3808 (0.3353)
Highest Educational Degree: Some college but no degree	-0.4192 (0.3360)
Highest Educational Degree: Vocational/technical certification	-0.2491 (0.3408)
Marital Status: Engaged	-0.0690 (0.0842)
Marital Status: Have a romantic partner but we do not live together	-0.1378 (0.0876)
Marital Status: Married	-0.0753 (0.0704)
Marital Status: Never Married	0.0328 (0.0550)
Marital Status: Not married but living together	-0.0005 (0.0692)
Constant	0.9564** (0.3933)
Observations	578
Log Likelihood	-369.1518
Akaike Information Criterion	784.3035

Reference categories for the categorical variables: Race = Black/African American; Age = 20 or younger; Highest Educational Degree = Associate's degree or higher; Marital Status = Divorced/Separated/Widowed.

Table A3: Pretest scores for Father's Involvement (n = 1,454)

Item	Standardized Alpha	Average r	Alpha Standard Error	Standardized r	Mean	Standard Deviation
Spent time together?	0.97	0.87	0.0016	0.81	2.5	1.5
Contacted him/her via email, telephone, or social media?	0.95	0.82	0.0023	0.88	2.9	1.5
Encouraged him/her?	0.93	0.76	0.0032	0.96	3.1	1.6
Told your child you loved him/her?	0.93	0.76	0.0032	0.96	3.2	1.6
Talked with your child?	0.93	0.76	0.0032	0.96	3.2	1.5

Table A4: Posttest scores for Father's Involvement (n = 1,454)

Item	Standardized Alpha	Average r	Alpha Standard Error	Standardized r	Mean	Standard Deviation
Spent time together?	0.97	0.88	0.0014	0.77	2.5	1.1
Contacted him/her via email, telephone, or social media?	0.94	0.80	0.0028	0.88	3.1	1.1
Encouraged him/her?	0.92	0.74	0.0037	0.96	3.3	1.1
Told your child you loved him/her?	0.92	0.74	0.0037	0.96	3.4	1.1
Talked with your child?	0.92	0.73	0.0037	0.97	3.3	1.1

Table A5: Pretest Scores for Child-Father Relationship (n = 1,454)

Item	Standardized Alpha	Average r	Alpha Standard Error	Standardized r	Mean	Standard Deviation
I share an affectionate, warm relationship with my child	0.96	0.82	0.0022	0.92	3.2	1.1
If upset, my child will seek comfort from me	0.97	0.83	0.0021	0.90	3.0	1.1
My child values his/her relationship with me	0.96	0.81	0.0023	0.94	3.2	1.1
When I praise my child, she/he beams with pride	0.96	0.81	0.0023	0.94	3.2	1.1
My child spontaneously shares information about himself/herself	0.97	0.83	0.0021	0.90	2.9	1.1
It is easy to be in tune with what my child is feeling	0.96	0.81	0.0023	0.93	3.1	1.1
My child openly shares his/her feelings and experiences with me	0.97	0.83	0.0021	0.90	2.9	1.1

Table A6: Posttest Scores for Child-Father Relationship (n = 1,454)

Item	Standardized Alpha	Average r	Alpha Standard Error	Standardized r	Mean	Standard Deviation
I share an affectionate, warm relationship with my child	0.97	0.83	0.0021	0.91	3.3	0.79
If upset, my child will seek comfort from me	0.97	0.82	0.0023	0.92	3.1	0.78
My child values his/her relationship with me	0.96	0.81	0.0024	0.94	3.3	0.78

When I praise my child, she/he beams with pride	0.96	0.82	0.0023	0.93	3.3	0.79
My child spontaneously shares information about himself/herself	0.97	0.83	0.0021	0.90	3.1	0.82
It is easy to be in tune with what my child is feeling	0.96	0.82	0.0023	0.93	3.2	0.78
My child openly shares his/her feelings and experiences with me	0.97	0.83	0.0022	0.91	3.0	0.81

Table A7: Pretest Scores on Co-Parenting Scales (n = 1,454)

Item	Standardized Alpha	Average r	Alpha Standard Error	Standardized r	Mean	Standard Deviation
Undermining						
She contradicts decisions I make about the child	0.89	0.80	0.0058	0.89	2.8	1.2
She makes negative comments, jokes, or sarcastic comments about the way I am as a parent	0.82	0.70	0.0094	0.92	2.8	1.2
She undermines me as a father	0.84	0.72	0.0086	0.92	2.8	1.2
Co-Parenting Alliance						
She and I discuss the best ways to meet our youngest child's needs	0.92	0.74	0.0035	0.85	3.5	1.2
She and I make joint decisions about our youngest child	0.90	0.70	0.0042	0.91	3.2	1.2
She and I try to understand where each other are coming from	0.90	0.70	0.0042	0.91	3.3	1.2
She and I respect each other's decisions about our youngest child	0.91	0.71	0.0041	0.90	3.3	1.2
She and I communicate well	0.92	0.75	0.0034	0.84	3.1	1.3
Gatekeeping						
She makes it harder for me to spend time with my youngest child	0.81	0.69	0.0097	0.91	3.0	1.3
She makes it hard for me to talk to my youngest child	0.78	0.65	0.0113	0.93	3.1	1.3
She tells our youngest child what he/she is allowed or not allowed to say to me	0.90	0.82	0.0052	0.85	3.2	1.1

Table A8: Posttest Scores on Co-Parenting Scales (n = 1,454)

Item	Standardized Alpha	Average r	Alpha Standard Error	Standardized r	Mean	Standard Deviation
Undermining						
She contradicts decisions I make about the child	0.88	0.79	0.0061	0.88	2.8	0.84
She makes negative comments, jokes, or sarcastic comments about the way I am as a parent	0.82	0.69	0.0095	0.91	3.0	0.89
She undermines me as a father	0.81	0.69	0.0098	0.92	2.9	0.91
Co-Parenting Alliance						
She and I discuss the best ways to meet our youngest child's needs	0.93	0.77	0.0031	0.87	3.6	0.87
She and I make joint decisions about our youngest child	0.91	0.73	0.0037	0.91	3.4	0.91
She and I try to understand where each other are coming from	0.91	0.73	0.0037	0.92	3.5	0.92
She and I respect each other's decisions about our youngest child	0.91	0.73	0.0037	0.91	3.5	0.89
She and I communicate well	0.93	0.77	0.0029	0.85	3.3	0.97
Gatekeeping						
She makes it harder for me to spend time with my youngest child	0.81	0.68	0.0099	0.91	3.1	0.95
She makes it hard for me to talk to my youngest child	0.77	0.63	0.0118	0.93	3.2	0.94
She tells our youngest child what he\she is allowed or not allowed to say to me	0.90	0.82	0.0053	0.86	3.3	0.85

Table A9: Pretest Scores for the Parenting Self-Efficacy Scale (n = 1,454)

Item	Standardized Alpha	Average r	Alpha Standard Error	Standardized r	Mean	Standard Deviation
I am good at helping my child when she/he is upset	0.89	0.57	0.0050	0.83	4.4	0.79
I am good at knowing what activities my child enjoys	0.89	0.57	0.0051	0.83	4.3	0.82
I am good at getting my child to have fun with me	0.89	0.58	0.0049	0.81	4.5	0.77
I am good at providing for my child's financial needs	0.91	0.63	0.0039	0.68	3.8	1.15
I am good at getting my child to understand what I need him/her to do	0.89	0.57	0.0051	0.83	4.3	0.83
I am good at following through with my promises to my child	0.90	0.59	0.0049	0.76	4.1	1.01
I am good at understanding what my child wants or needs	0.89	0.56	0.0053	0.85	4.3	0.84

Table A10: Posttest Scores for the Parenting Self-Efficacy Scale (n = 1,454)

Item	Standardized Alpha	Average r	Alpha Standard Error	Standardized r	Mean	Standard Deviation
I am good at helping my child when she/he is upset	0.87	0.57	0.0052	0.82	4.5	0.50
I am good at knowing what activities my child enjoys	0.87	0.56	0.0054	0.84	4.4	0.54
I am good at getting my child to have fun with me	0.87	0.57	0.0052	0.82	4.5	0.51
I am good at providing for my child's financial needs	0.90	0.63	0.0039	0.66	3.9	0.81
I am good at getting my child to understand what I need him/her to do	0.87	0.56	0.0055	0.85	4.3	0.57
I am good at following through with my promises to my child	0.88	0.59	0.0051	0.76	4.2	0.69
I am good at understanding what my child wants or needs	0.87	0.56	0.0055	0.84	4.4	0.58