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Elements of Promising Practice in Teen Fatherhood Programs: Evidence-Based and Evidence-Informed Research Findings on What Works

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Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Health and Human Services, Office of Family Assistance



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Introduction

The timing of the onset of fatherhood is a powerful predictor of the paternal role and is likely to determine men's levels of involvement with their partners and children (Parke, 2001). Early entry into fatherhood is often viewed as a non-normative event and an accelerated role transition (McCluskey, Killarney, & Papini, 1983; Parke, 2000). Teen fathers represent a particularly vulnerable group of males whose family backgrounds and life-stressors tend to differ from older men and men who do not become fathers during adolescence (Marsiglio, 1995; Pirog-Good, 1993). For many years, teen fathers were either overlooked in teen pregnancy or blamed for their role in teen pregnancy. However, interest in designing programs to reduce teen pregnancy as well as meet the needs of this vulnerable population increased alongside an interest in the development of fatherhood programs (Lowenthal & Lowenthal, 1997). The current review examines a number of programs for teen fathers that have been evaluated and that can begin to answer the following questions: *What practices have been found to be successful in programs serving teen fathers? What matters? What really works?* This review helps to begin answering these questions more definitively.

At the outset, however, it is important to note the limitations of this review. Research on “what works” in teen fatherhood programs is still in its earliest stages. To date, few teen fatherhood programs have been evaluated and even fewer have undergone rigorous (i.e., experimental) evaluations. Due to the qualitative nature of some of the evaluations as well as limitations such as small sample sizes, lack of comparison groups, inappropriate statistical analyses, and limited outcome measures, most of the programs included in this review have not been rated “model” programs. That said, there is still much to be learned from examining program practices across programs that have adhered to specific evaluation research criteria as are described below.

Making The Case For Teen Fatherhood Programs

Becoming a teen father has negative consequences for teen fathers themselves, for their children, and for their partners or spouses (Thornberry, Smith, & Howard, 1997). Teen fathers are more likely than men who do not become fathers during adolescence to come from economically and/or emotionally disadvantaged backgrounds (Fagot, Pears, Capaldi, Crosby, & Leve, 1998; Marsiglio, 1995). They are also more likely to engage in high-risk behavior such as dropping out of school, to be unemployed, and/or have lower incomes (Anda et al., 2001; Marsiglio, 1986; Maynard, 1996). Additionally, teen fathers have unique developmental needs (Montemayor, 1986; Teti & Lamb, 1986). A number of the key developmental tasks of adolescence may be impeded by teenage parenthood, because the demands and responsibilities of parenting have the potential to heighten stress and undermine teen parents' abilities to solidify a sense of identity and autonomy (Chase-Lansdale, Wakschlag, & Brooks-Gunn, 1995; McCluskey, Killarney, & Papini, 1983; Parke, 1995). Adolescent fathers are faced with struggles at nearly every point in their daily existence. They may be confronted with rejection from family and friends, may face barriers to contact with their partners and children, or struggle to contribute to the lives of their partners and children (Kahn & Bolton, 1986). Teen fathers have to reconcile the contradictory roles of both adolescence and fatherhood as they seek to establish their own identity and resolve vocational-educational decisions while dealing with conflictual peer and family relationships. This accelerated role transition often results in role conflicts as teen fathers seek to make a difference in the lives of children yet may not know how (Kahn & Bolton, 1986).

Program developers recognize that teen fathers have a variety of needs, and many programs designed for teen fathers have both education and employment components as well as components that address their developmental needs, parenting skills, sexual health, and support networks. There is evidence to suggest that providing teen fathers with parenting information alone is insufficient for improving parenting outcomes (Mazza, 2002). Moreover, the majority of teen fathers face multiple challenges, so any program focusing on only one challenge is unlikely to be effective (Montemayor,

1986). Although most of the programs included in the current review focused exclusively on teen fathers (i.e., males who father children before reaching age 20), a few programs included fathers up through their mid-twenties. Regardless, all of the programs reviewed were designed to improve the lives of teen fathers and their families. As a group, programs for teen fathers tend to focus on a number of outcomes:

- **Work Skills, Self-Sufficiency, and Employment:** Programs designed for teen fathers frequently include both education and employment components such as GED preparation, on-the-job training, and vocational referrals. Although teen fathers may want to be involved in the lives of their children (Miller, 1997), they frequently lack the financial resources to do so. The risk factors associated with becoming a teen parent, such as low income and poor academic achievement, are often exacerbated when teenage males become fathers. Specifically, teenage fatherhood is associated with decreased economic stability, income, and occupational attainment as well as increased turbulence in relationships and decreased likelihood of marriage (Coley & Chase-Lansdale, 1998). These negative outcomes can be attributed to the fact that teen fathers typically are simply not ready to assume the immediate financial demands associated with having and raising a child. These demands can prompt teen fathers, in some cases, to forgo schooling in favor of obtaining unskilled work, reducing their chances for upward mobility. Fatherhood programs that can successfully improve educational and employment outcomes for teen fathers have the potential to improve not only the lives of these fathers but also child support compliance (Turner & Sorenson, 1997), father involvement (Danziger & Radin, 1990), and child well-being (Argys, Peters, Brooks-Gunn, & Smith, 1998; Greene & Moore, 2000).
- **Responsible Fatherhood:** Men who become fathers as teenagers tend to have less contact and overall involvement with their children than do men who wait to become fathers until later in life (Cooksey & Craig, 1998; Furstenberg & Harris, 1993). Father involvement and play with infants is predictive of positive mental development (Yogman, 1987), language abilities (Magill-Evans & Harrison, 1999), educational attainment (Flouri & Buchanan, 2004), and overall cognitive development among children (Cabrera, Tamis-Le Monda, Bradley, Hofferth, & Lamb, 2000; Yogman, Kindlon, & Earls, 1995). Accordingly, low levels of father involvement among teen fathers may relate to diminished cognitive outcomes among children in the short- and long-term. Program that can encourage teen fathers to be involved in the lives of their children, as well as teach them strategies to more effectively parent, can positively impact their children’s development and overall well-being.
- **Risky Behaviors:** Teen fathers are more likely than other fathers to engage in high-risk behavior such as unsafe sex, substance abuse, and illegal activity (Anda et al., 2001; Lerman, 1993). As a result, many teen fatherhood programs include components designed to reduce other risky behaviors. Some programs address these issues by providing participants with referrals for treatment while others offer mentoring and/or information and small group discussion around reproductive health and contraceptive use. Programs in prison settings also provide incarcerated teen fathers with the skills and knowledge to address the substantial risks they face, including those associated with violence and recidivism. These fathers are likely to need continued services after being released because teen fathers are more likely than teens who are not fathers to return to the juvenile correctional system (Unruh, Bullis, & Yovanoff, 2003).

- **Psychological Well-Being/Stress:** For teen fathers, the stresses of fatherhood are added to the many developmental stresses of adolescence (Lowenthal & Lowenthal, 1997). At a time when having a strong social support network is critical, many teen fathers have few people to whom they can turn. Often, teen fathers have had negative experiences with their own fathers (Lowenthal & Lowenthal, 1997) and lack an extensive support network, especially one that is prepared to help them with the responsibilities of becoming a father (Miller, 1997). Young fathers who have had a poor relationship with their own parents are less likely to spend time living with their own children (Jaffee, Caspi, & Moffitt, 2001). Additionally, by lacking positive male role-models, teen fathers may have developed male sex-role stereotypes that negatively affect their ability to assume the fathering role (Teti & Lamb, 1986). Programs for teen fathers attempt to address these needs through individual and group counseling, support groups, mentoring, and referrals.
- **Healthy Couple Relationships and Co-Parenting:** Teen fathers are less likely to be married or in cohabiting unions, which, in turn, is associated with reduced financial and emotional support for their partners (Lerman, 1993), as well as with reduced relationship satisfaction for both males and females (Dush & Amato, 2002). Men who become fathers in their teens are also significantly more likely to conceive children with multiple women throughout their adult lives than are men who wait to have children (Logan, Manlove, Ikramullah, & Cottingham, 2006). Increases in multiple partner fertility have considerable implications for teen fathers' relationships with the mothers of their children, since having children with more than one woman is a consistent predictor of poor relationship quality, decreased father involvement, reduced co-parenting, and increased conflict (Carlson & Furstenberg, 2006). Decreased involvement and negative parenting behaviors are two factors that are associated with poorer outcomes for children of teen fathers, including diminished academic achievement and lower IQ (Moore, Brooks-Gunn, & Bornstein, 2002), poorer mental health (Cookston & Finlay, 2006), early onset of sexual activity (Ellis et al., 2003), and delinquency (King & Sobolewski, 2006). Teen fatherhood also has implications for fathers' parenting styles, support for children, and parent-child relationships. Teen fathers are more likely than older fathers to report that their partners' pregnancies were either mistimed or unwanted, sentiments that have been associated with more authoritarian parenting styles, reduced financial and emotional support, and poorer father-child relationships (Baydar, 1995). Several programs aimed at teen fathers attempt to promote and strengthen co-parenting relationships, which in turn have the potential to positively impact the lives their children and partners.

Barriers To Participation In Programs Among Teen Fathers

Teen fatherhood programs often have difficulty recruiting fathers and have moderate to high attrition rates. Teen fathers are reluctant to start and have difficulty completing fatherhood programs for many reasons, including:

- Scheduling conflicts with work or school (Kost, 1997) or family responsibilities (Lesser et al., 2005);
- Lack of transportation, child care, or an unwillingness to attend a program held outside of their "territory" (Sander, 1995);
- Unstable living situations (Kost, 1997; Parra-Cardona, Wampler, & Sharp, 2006);
- Relationship disruptions (Lesser et al., 2005);
- Arrests (Parra-Cardona et al., 2006);

- Mistrust of authority figures and/or other fathers in the program (Noggle, 1995; Parra-Cardona et al., 2006);
- The large size of staff caseloads (Leitch, Gonzalez, & Ooms, 1995).

Identifying Rigorous Research: The Ten Principles

So, what works in teen fatherhood programs? Only rigorous evaluations of programs can provide evidence of whether or not programs actually have a desired effect. While several studies have examined the effects of programs on outcomes for teen fathers and their families, the evidence-base varies widely as does the quality and rigor of research methods. *In general however, results that come from well-designed programs that have been rigorously evaluated should be taken more seriously than results from less-well-designed and evaluated programs.* There are several principles of rigorous research that have to be considered and that often yield high quality results. The extent to which each of these principles is adhered to by the studies used in this review is provided in the individual program summary descriptions (see Appendices 1-3). Each of the ten principles of rigorous research is discussed below in more detail.

- **Principle 1: Evaluation Design.** The evaluation design recognized as the gold standard is a random assignment study (Rossi, Lipsey, & Freeman, 2004). This design is used to determine causality (i.e., to determine whether the observed outcomes or changes that resulted for teen fathers and/or their families were the result of participation in the program). In a random assignment study, fathers are assigned to two groups: a *treatment group* (a group that receives services) or a *control group* (that does not receive program services but may receive other instruction or services). This design, if well-implemented, is the only way to create equivalent groups. That is, teen fathers with varied characteristics (e.g., age, race, and motivation) will be equally (or very close to equally) represented in both the treatment and control groups. This design therefore reduces the likelihood of “selection bias” (i.e., more highly motivated teen fathers being more likely to choose to attend the program, or more fatherhood programs being likely to be implemented in communities with more “at risk” teen fathers). Few of the studies in the current review used random assignment designs, while the majority used quasi-experimental or pre/post-test designs. This means that selection bias, or other kinds of biases may have affected results. These biases can obscure actual positive program effects or overstate positive program effects when they did not actually occur (Rossi et al., 2004).
- **Principle 2: Sampling of Programs.** Different program approaches have been used in teen fatherhood programs to address the behavior and well-being of teen fathers and their families. However, in selecting programs, care must be taken in using the results from a small group of studies of fathers to draw inferences across a wide range of programs. For example, this review has uncovered more evaluated programs that seek to improve teen fathers’ self-sufficiency than those that seek to improve teen fathers’ involvement and co-parenting. The problem with generalizing from this small group of programs measuring father involvement and co-parenting to a larger group is that findings may work well with some fathers in some contexts, but not as well with others, and additional studies are needed with varied samples of fathers in different settings. In addition, programs that are well-funded often tend to have more well-trained staff, more resources, and are better run programs, yielding positive evaluation results which may not yield the same findings when replicated in other settings that do not have access to the same resources and may have staff with less training (Kirby, 2007). Newer teen programs may also be prematurely evaluated, before elements of implementation have been addressed,

yielding less positive evaluation results than programs that have been in the field for a longer period of time.

- **Principle 3: Sample Size.** It is commonly agreed that rigorous studies require a sufficient sample size to detect expected impacts. The necessary sample size varies according to the outcome measure, the magnitude of the effect that needs to be detected and the level of statistical significance (a measure of how confident one can be in the results) (Kalton, 1983). In general, a minimum sample size of 30 in the control group and 30 in the treatment group (after attrition) is needed to obtain robust results. Much larger sample sizes, though, are needed if sub-group analyses are planned—e.g., analyses of teen fathers in early adolescence (11-14) versus teens in late adolescence (15-18) (Kalton, 1983). There are several reasons why larger samples are needed. First, in the absence of adequate samples, it is difficult to determine statistical significance because of insufficient statistical power. Second, when sample sizes are small, the magnitude of the effect is difficult to determine, since such effects may have been a result of chance (Rossi et al., 2004).
- **Principle 4: Follow-Up.** Several programs that have been evaluated suggest that it is important to follow-up at least over a six-week period to measure the impact of programs on father behaviors, but follow-up for a year or more is necessary to establish whether impacts or effects endure. The length of follow-up often varies, and is dependent on the outcomes being measured, the curriculum that is being used, and the amount of time that fathers are likely to attend. Follow-up is required for several reasons. First, it can provide information about short-term effects. Second, some program effects are likely to diminish over time and it cannot be assumed that short-term results will endure. Third, if programs are trying to influence changes in behaviors, such changes are only likely to be detected after a period of time has elapsed.
- **Principle 5: Validity and Reliability of Study Measures.** Fatherhood interventions often strive to measure changes in behaviors and other outcomes for fathers and their families. Typically these behaviors can only be estimated from data that individuals report about themselves. Rigorous research often uses instruments (single item measures and scales) that have been validated in previous research. In short, measures that have previously been used with populations of fathers and that have been assessed for their psychometric properties and found to be both valid and reliable are recommended.
- **Principle 6: Appropriate Statistical Analyses.** Rigorous evaluation studies conduct appropriate statistical analyses of the data that have been collected. This includes the testing of hypotheses, using proper statistical tests, and reporting all of the results of the test, in the expected and unexpected directions.
- **Principle 7: Dissemination of Results.** Evaluation studies that are rigorous and well-designed often attempt to publish results, whether they are positive or negative (Kirby, 2007). Studies that are large, well-funded, well-designed, and have advisory boards that include experts in the field of fatherhood and are widely known while in progress are more likely to have published results, regardless of whether they show expected or unexpected results. At the very least, results should be reviewed and shared with the field.

- **Principle 8: Independent External Evaluator.** Rigorous evaluation studies are often conducted by an independent external evaluator for a number of reasons. First, external evaluators are less likely to be biased and more likely to be objective in assessing results. Second, external evaluators bring technical expertise that may not exist in program staff such as knowledge of appropriate measures, statistical analyses, etc. Third, external evaluators offer a new perspective and may bring fresh insights. Finally, external evaluators are often also more efficient because of experience with evaluation and often have greater credibility.
- **Principle 9: Replication.** The replication of results is a hallmark of good science and an important aspect of demonstrating program effectiveness and understanding what works best, under what conditions, and for what target populations (Metz, Bowie, & Blaise, 2007). A program that achieves positive results in one setting should be replicated in another setting with a new target population and re-evaluated to determine the generalizability of the model. For example, a program that may have positive effects in one setting may not have the same effects in another setting primarily because there may have been unique characteristics of the first program setting that may have accounted for positive results. When tried in another setting, the results may differ, and may have been a result of chance, or a function of a more motivated group of fathers. Effective programs whenever possible should be replicated before being widely adopted (Kirby, 2007).
- **Principle 10: Fidelity to the Program Model.** Fidelity refers to the extent to which the delivery of an intervention adheres to a protocol or program model originally developed (Mowbray, Holter, Teague, & Bybee, 2003). Ineffective programs can be implemented well, and effective programs can be implemented poorly. Neither is desirable. Desirable outcomes are only achieved when effective programs are well implemented. Therefore, it is critical that program evaluations include a fidelity assessment to ensure that essential elements of the intervention service model or curriculum have been implemented with integrity to the original model.

Summary. These ten principles were used to guide how we derived the criteria to select teen programs to be a part of this review. The identification of these principles, however, does not suggest a need to incorporate every principle into every evaluation study. Conducting evaluation studies that meet all or most of these criteria are often time intensive and costly.

Criteria Used In This Review For Considering Teen Fatherhood Programs

The ten principles identified above were considered when establishing the criteria used to identify the teen fatherhood programs included in this review. Several of the research criteria used to select teen fatherhood programs are currently being implemented in other “promising practices” efforts such as SAMHSA’s National Registry of Evidence-based Programs and Practices (U.S. Department of Health & Human Services, 2007) and the Promising Practices Network (2007). For the current review, we selected teen fatherhood programs that met the following criteria:

- The program/intervention was implemented in 1980 or later.
- Evaluation data were collected from U.S., Canada, U.K, Australia, and European samples of teen fathers and their families.
- The study used a sample size of at least 15 in both the treatment and control or comparison groups.
- The intervention aimed to impact: teen father involvement and co-parenting, self-sufficiency/employment, risky behaviors/disease prevention, mental health, or a combination of these as well as improve child outcomes and other outcomes identified.
- The study design was an experimental, quasi-experimental, or outcomes study with baseline and follow-up data, and follow-up data from intervention and control or comparison groups being used to determine “effect” or “impact.” Implementation studies were also included.
- Involvement of participants in the interventions was known by the researchers and not based on participant recall.
- The study follow-up time was at least one month after the intervention was initiated.
- Appropriate statistical analyses were used.
- At least one outcome was statistically significant at the 0.05 level.
- Program evaluation documentation was available.
- The evaluation was conducted by an external independent evaluator.
- The magnitude of change in at least one measured outcome is at least 5%.

Programs included in the review do/did not:

- Have to have findings published in a peer-reviewed journal;
- Have to be replicated;
- Have to be currently in operation or currently being implemented in some location.

The following table categorizes teen fatherhood programs into three groups: “*model*” programs, “*promising*” programs, and “*emerging*” programs on the basis of these criteria and drawing on the ten principles of rigorous research identified above. Although emerging programs do not meet these criteria, they provide useful information for future research, especially in the area of early program development.

TABLE 1: CRITERIA FOR RATING TEEN FATHERHOOD PROGRAMS

Criteria	“Model” Programs	“Promising” Programs	“Emerging” Programs
Evaluation Method (experimental, quasi-experimental, outcomes monitoring)	Study uses a randomized control trial (experimental design)	Study has a comparison group, but there are some weaknesses, such as the groups may lack comparability on pre-existing variables or the analysis does not employ appropriate statistical controls	Study provides descriptive data but does not use a comparison group. The study only includes an implementation component
Effect Size or Outcome Magnitude	At least one outcome is positively changed by 10%	Change in outcome is more than 5%	No outcome is changed more than 1%. Outcome changes not documented.
Statistical Significance	At least one outcome with a substantial effect size is statistically significant at the 0.05 level	Outcome change is marginally significant at the 0.10 level	No outcome change is statistically significant
Sample Size	Sample size of evaluations exceeds 30 in both the treatment and control or comparison groups	Sample size of evaluations exceeds 15 in both the treatment and control or comparison groups	Sample size of evaluation includes less than 10 in the treatment and comparison groups
Attrition	Study retains at least 60% of original sample	Study retains at least 50% of original sample	Study loses more than 50% of original sample
Associations with Outcomes	Outcomes for teen fathers, their partners/spouses, or fathers and families	Outcomes for teen fathers, fathers and partners or fathers and families	Outcomes not considered/documented.
Independent External Evaluator	Yes	Yes	Internal Evaluator
Publication of Evaluation Results	Publicly Available	Publicly Available	Distribution restricted only to the sponsor of the evaluation

Table 2 summarizes all programs reviewed according to which category they fell into (i.e., “model,” “promising,” or “emerging”), based on the ratings criteria identified in **Table 1** above. Programs were considered to be “model” if they met the criteria for “model” described in **Table 1** (above).

TABLE 2: EVIDENCE-BASED TEEN FATHERHOOD PROGRAMS USING RATING CRITERIA

“Model” Program (Experimental Evaluation)	“Promising” Program (Quasi-Experimental Evaluation)	“Emerging” Program (Descriptive/Pre-Post Test Evaluation/Implementation Evaluation)
Young Dads	A Prenatal Education Intervention	A Parent Education Program for Young Fathers in Prison
	Respecting and Protecting Our Relationships	Connections: A Program to Assist Young Fathers
	STEP-UP: Mentoring for Young Fathers	Maximizing a Life Experience(MALE)
		Meeting the Service Needs of Young Fathers
		New Mexico Young Fathers Project
		No Kidding: Straight Talk from Teen Parents
		Really Awesome Parents (RAP)
		Teen Parents and the Law (TPAL)
		The Forever Fathers Program
		The Responsible Fatherhood Project
		The Teen Father Collaborative
		The Young Unwed Fathers Pilot Project
		Wanting to be Good Fathers: Helping Teen Fathers Become Parents

Ten Practices From “Model” and “Promising: Teen Fatherhood Programs

This review identified four teen fatherhood programs that were considered effective (i.e., fell into the “model” or “promising” category). These programs all underwent either experimental or quasi-experimental evaluations, had low attrition rates, were conducted by external evaluators, and had publicly available evaluation results. Although the focus of these programs varied, “model” and “promising” teen fatherhood programs shared many of the promising practices noted below. The ten promising practices outlined below reflect different aspects of teaching and the particular context of programs. As yet, there is no evidence to suggest which combination of these characteristics contributed to the overall success of the programs. Nor is there evidence that each program had to incorporate all of these practices to have a measurable effect on participants. The specific program descriptions for these “model” and “promising” programs are in Appendices 1-2 (pp. 17-33).

- Promising Practice #1: Partner with community organizations to help recruit and engage teen fathers.** Three of the four “model” and “promising” teen fatherhood programs partnered with a wide variety of community agencies (e.g., prenatal clinics, support programs for teen mothers, schools) in an effort to recruit fathers. For example, the *Respecting and Protecting Our Relationships* program recruited at eleven sites (four community based organizations and seven alternative schools) in order to attract eligible couples to the program. Additionally, some “model” and “promising” programs partnered with community organizations in order to access a specific expertise (e.g., mentoring) or physical resources (e.g., better facilities). *STEP-UP* formally partnered with the Valley Big Brothers/Big Sisters (VBB/BS) because of VBB/BS’s expertise in providing mentoring services to young men in the community.

- **Promising Practice #2: Plan for program staff to develop one-on-one relationships with teen fathers.** Either through small groups, individual case management, mentoring services, or a combination of the above, three of the four “model” and “promising” programs worked closely with each teen participant. This one-on-one work often allowed programs to create individualized service plans to meet the needs of teen fathers. Each participant in the *Young Dads* program, for example, worked closely with a case worker who helped participants to recognize their strengths and talents, find work, and who served as a major source of emotional support. Similarly, mentors and case managers in the *STEP-UP* program were able to overcome young fathers’ initial mistrust of authority figures through the development of personal relationships. The small size of the groups in *Respecting and Protecting Our Relationships* helped to create a safe environment in which parenting teen couples feel more comfortable sharing intimate stories.
- **Promising Practice #3: Offer a comprehensive array of services to teen fathers.** There is evidence to suggest that providing teen fathers with parenting information alone is insufficient to positively impact the lives of teen fathers and their families (Mazza, 2002). Our review found that three of the four “model” and “promising” teen fatherhood programs offered a comprehensive set of services, including employment, education, and counseling components. Additionally, case managers or social workers working for successful programs knew where in the community to refer participants for services which the program was unable to provide. *STEP-UP*, for example, offered participants counseling, case management, mentoring, and educational services and supports. Although the focus of *Respecting and Protecting Our Relationships* is risky behavior and disease prevention, small group time was also used to discuss the development and maintenance of healthy relationships, romantic and otherwise, and theories of gender and power.
- **Promising Practice #4: Begin with a theoretical program model.** Few teen fatherhood programs have been replicated. Among those “model” and “promising” programs reporting positive outcomes, however, two of the four used theoretical perspectives or theories of change and approaches that had been found to be effective in work with adolescent parents. The curriculum used in *Respecting and Protecting Our Relationships* included HIV prevention activities from the experimentally evaluated program *Be Proud! Be Responsible!* (Jemmott, Jemmott, & McCaffree, 1996) and program activities were integrated with a theoretical framework by Tello (1998). The curriculum used in *A Prenatal Education Intervention* was developed based on the emotional and educational needs of teenage fathers identified in a study by Elster and Panzarine (1980).
- **Promising Practice #5: Delivered services in engaging and interactive ways.** None of the “model” or “promising” programs for teenage fathers relied solely on a traditional lecture-style presentation of materials. All four programs delivered services in a variety of engaging and interactive ways, including small and large group discussion (*Respecting and Protecting Our Relationships*, *A Prenatal Education Intervention*), “hands-on” activities such as letter-writing to children (*Respecting and Protecting Our Relationships*) and developing ten-year plans (*Young Dads*), workshops on topics such as avoiding legal hassles and stress management (*STEP-UP*), case management (*Young Dads*), mentoring (*STEP-UP*), audiovisuals aids (*A Prenatal Education Intervention*), skill-building activities (*Respecting and Protecting Our Relationships*) and family-oriented activities, for example, *STEP-UP’s* Family Training Camp.

- **Promising Practice #6: Conduct a needs assessment and/or use participant feedback in order to provide teen fathers the services they want.** All four “model” and “promising” programs incorporated some level of flexibility in their service delivery that enabled them to tailor their intervention to meet the individual needs of fathers. For example, *Young Dads* utilized individualized case management techniques, through which the program was able to identify the specific needs of each father and provide services accordingly. Prospective fathers involved with *A Prenatal Education Intervention* were given time at the end of every sessions to discuss individual concerns with the rest of the group. Case managers involved in the *STEP-UP* program worked closely with participants to assess and meet their individual needs, while the *Respecting and Protecting Our Relationships* program held focus groups and interviews before solidifying their curriculum in order to assess the needs of adolescent couples in the community.
- **Promising Practice #7: Look for staff that are experienced, empathetic, enthusiastic, and well-connected in the community.** Staff working for all four of the “model” and “promising” programs were usually experienced professionals (e.g., a registered nurse-specialist led the sessions for *A Prenatal Education Intervention*, social workers served as case managers for *Young Dads*). Additionally, experienced Big Brothers/Big Sisters staff prepared volunteer mentors involved with *STEP-UP* to work with young fathers, and mentors were carefully matched with participants. Staff and mentors in successful programs “understood” or were empathetic toward the teen fathers whom they served as well as being excited and enthusiastic about the fatherhood program itself. In fatherhood programs with an employment component, it was important for at least one staff member to be well-connected in the community in order to help participants find jobs. One of the social workers involved with the *Young Dads* program was successfully able to network with local politicians and business owners in order to help participants find work.
- **Promising Practice #8: Incorporate teaching methods and materials that are appropriate for teen fathers and their culture and age.** Three of the four “model” and “promising” teen fatherhood programs tailored their materials to meet the needs of teen fathers and their families and were culturally sensitive in the provision of the various services and components. For example, the *Young Dads* fatherhood program targeted African-American adolescent fathers and used male social workers who were thought to be better equipped to serve young fathers. Staff who engaged fathers were often targeted to be within the same cultural group or from a similar living environment, so that they could better relate to program participants. The conceptual framework used in *Respecting and Protecting Our Relationships* based its curriculum in culturally rooted concepts and indigenous values of the Chicano, Latino, Hispanic and Native American peoples.
- **Promising Practice #9: Use an incentive with teen fathers and their families.** Two of the four programs that were found to be “model” or “promising” (e.g., *STEP-UP* and *Respecting and Protecting our Relationships*) used incentives to motivate teen fathers and partners to participate. *STEP-UP* offered child care and transportation funding to participating fathers. Additionally, families were invited to celebratory events, such as the Family Training Camp. In addition to holding program sessions close to participants’ homes, *Respecting and Protecting our Relationships* also offered child care to participating couples.

- **Promising Practice #10: Mentor teen fathers.** Teen fathers often lack positive role models and have few people to whom they can turn. *STEP-UP* attempted to address these issues by adding a mentoring component to its programming. Mentors were “empathetic adult men with successful life experience” (Noggle, 1995) and were either professional case workers or trained volunteers. Case workers involved with *Young Dads* were seen by participating fathers not only as someone to turn to in a crisis, but also as role models.

TEN PRACTICES FROM “MODEL” AND “PROMISING” TEEN FATHERHOOD PROGRAMS¹

1. **Partner with community organizations to help recruit and engage teen fathers.**
2. **Plan for program staff to develop one-on-one relationships with teen fathers.**
3. **Offer a comprehensive array of services to teen fathers.**
4. **Begin with a theoretical program model.**
5. **Provide diversity in the delivery of program services.**
6. **Conduct a needs assessment and/or use participant feedback in order to provide teen fathers the services they want.**
7. **Look for staff that are experienced, empathetic, enthusiastic, and well-connected in the community.**
8. **Incorporate teaching methods and materials that are appropriate for teen fathers and their culture and age.**
9. **Use an incentive with teen fathers and their families.**
10. **Mentor teen fathers.**

Three Emerging Practices From Teen Fatherhood Programs

This review also identified fourteen “emerging” teen fatherhood programs. Program evaluations that fell into the “emerging” category sometimes included a process/implementation component, which provide valuable information as to the effectiveness of program operations and whether or not the program is recruiting and retaining its target population (Bronte-Tinkew, Horowitz, Redd, Moore, & Valladares, 2007). The three emerging practices outlined below reflect different aspects of implementation and the particular context of programs. The specific program descriptions for the “emerging” programs that are discussed can be found in Appendix 3 (pp. 34-90).

- **Emerging Practice 1: Target and invest resources into recruitment in the program’s early stages.** Overall, teen fatherhood programs found recruitment to be difficult, especially in the early stages, before the program became known in the community. Process evaluation results suggest that programs targeting teen fathers need to be prepared to invest a significant amount of resources into recruitment, especially during a program’s early stages. Both *The Teen Father Collaborative* and *The Young Unwed Fathers Pilot Project* found that recruitment was facilitated by aggressive, “street-smart” outreach workers who knew the community well and were able to establish a referral network. One program site working with *The Young Unwed Fathers Pilot Project* found success with an African-American father whose “credible voice”

¹ All programs have been experimentally or quasi-experimentally evaluated.

and ability to relate to participants was appreciated by potential recruits. Most program sites found that “intense, aggressive, and creative outreach strategies” paid off. Outreach workers had to be willing to go to the places with young men hang out and “sell” the program.

- **Emerging Practice 2: Take time to develop the full complement of services.** Our review of “model” and “promising” programs suggests that offering a comprehensive array of services is a promising practice for teen fathers programs. Developing such a full complement of services, however, can take time. Several program sites participating in *The Teen Father Collaborative*, in order to avoid overwhelming both agency and staff, added services one-at-a-time over the course of the first year. As more fathers were recruited and their needs became better understood, additional services were added.
- **Emerging Practice 3: Provide staff with training and follow-up training opportunities.** It was critical to *The Teen Fatherhood Collaborative* that participating programs have staff skilled in counseling, outreach, community networking, and referral; thus, it is not surprising that several of the agencies working with them stressed the importance of staff development and technical assistance to frontline staff. Additionally, some agencies found that they needed to provide additional support and encouragement in the program’s early stages as not all staff were excited to work with teenage fathers (as opposed to teenage mothers). *The Young Unwed Fathers Pilot Project* required all staff to attend two days of training with the curriculum developers. Staff participated in a series of workshops, and a panel of young fathers provided feedback on the lessons and the exercises. Follow-up trainings were held centrally and on-site throughout the first year of program implementation.

THREE PRACTICES FROM “EMERGING” TEEN FATHERHOOD PROGRAMS

- 1. Target and invest resources into recruitment in the program’s early stages.**
- 2. Take time to develop the full complement of services.**
- 3. Provide staff with training and follow-up training opportunities.**

Early Conclusions About Evidence From Teen Fatherhood Programs

A number of conclusions can be drawn from the many studies reviewed.

- Few of the studies covered in this review meet all of the criteria required for rigorous research. Of the evaluation studies of teen fatherhood programs that are documented, only a few used random assignment designs, most had small sample sizes, most did not use a comparison group, some used inappropriate statistical tests, and some used psychometrically sound measures. Some reported positive results.
- To date, few teen fatherhood programs have been rigorously evaluated and those that have been incorporated process/implementation evaluations rather than outcome evaluations. That is, the focus of the evaluation was on program operations rather than on program outcomes (Bowie & Bronte-Tinkew, 2008). While process evaluation alone does not make a program evidence-based, such evaluations offer important insight into issues such as participant recruitment, service delivery, and staff training.

- Some of the studies included in this review were designed to answer a specific question about the program (e.g., *What factors predicted attendance? What was the nature of the involvement of young fathers with their children?*). Although such studies may provide important insights into one aspect of a teen fatherhood program, questions about other aspects of the program were left unanswered.
- Almost all of the programs included in this review worked with teenage fathers who voluntarily agreed to participate in program services. A subset of teenage fathers who did not voluntarily seek out program services were probably those most in need of them. To date, there is little research on the effectiveness of mandatory participation in teen fatherhood programs.
- Few “model” or “promising” teen fatherhood programs have been replicated. This points to the issue of making general statements about the effectiveness of some types of program based on the results of non-replicated studies.
- Most of the studies reviewed were hampered by some methodological constraints, including the lack of control or even comparison groups or the use of exploratory analyses in the “emerging” programs. As such, results may likely be biased.

Despite the real limitations of the research in this field, we should be encouraged by the progress that is currently being made in the number of new programs that are targeting teen fathers and their families for intervention efforts and the use of stronger research and evaluation strategies.

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Appendix 1: “Model” Teen Fatherhood Programs

YOUNG DADS

OVERVIEW: The Young Dads program targeted African-American adolescent fathers in New York City and was designed to help them become more confident and responsible fathers. Results from an experimental evaluation of Young Dads suggest that parenting programs for adolescent fathers which only focus on teaching parenting skills are ineffective. Additionally, evaluators found statistically significant positive changes for fathers who participated in Young Dads in employment rates, vocational plans, perceptions of current relationships with their children, perceptions of the quality of the future relationship with their children, frequency of contraceptive use, and the availability of persons with whom a problem can be discussed. **Read more...**

PROGRAM GOALS: The Young Dads parenting program aimed to increase the ability of African-American adolescent to:

- Establish and meet individual goals;
- Develop stronger support systems;
- Develop consistent, positive feelings about their relationships with their children now and in the future.

LOCATION: New York City, New York

CHARACTERISTICS OF FATHERS SERVED: This program served first-time fathers between the ages of 16 and 18. Fathers included in the evaluations sample had the following characteristics:

- All participants were African-American and from the same geographical area;
- The mothers of the participants' children were either receiving services through a teen mother support program or were in a mother-baby group residence;
- The mean age of their children was 9 months;
- On average, couples had known each other for almost a year before the women became pregnant.

EVALUATION DESIGN: EXPERIMENTAL DESIGN (RANDOM ASSIGNMENT)

- **Outcomes:**
 - Employment
 - Vocational plans
 - Current relationship with child
 - Perception of future relationship with child
 - Establishment of a 10-year plan
 - Use of contraceptives
 - Number of close friends
 - Discussion of problems with others
- **Method:** Adolescent fathers were randomly assigned to either the treatment or control group. The fathers were interviewed at two time points: at the time of referral and 6 months after referral. The treatment group received both individual and group counseling, education and vocational referrals and placements, medical care and referrals, housing and legal advocacy, cultural and recreational activities, and parenting skills training. Fathers in the control group received weekly group parenting skills training and were invited to participate in the child welfare agency's case planning for their children.
- **Sample:** Sixty African-American adolescent fathers were included in the sample (30 fathers in the treatment group and 30 fathers in the control group).

- **Measures:** Fathers were interviewed at the two time points: the time of referral and 6 months after referral.
 - *Employment:* Fathers were asked if they were employed.
 - *Vocational plans:* Fathers were asked if they had a vocational plan.
 - *Current relationship with child:* Fathers were asked to rate the quality of their relationship with their child as “excellent,” “good,” “fair,” or “poor.”
 - *Future relationship with child:* Fathers were asked to predict the closeness, quality, and consistency of their relationship with their children in the future. Fathers could rate the relationships as “excellent,” “good,” “fair,” or “poor.”
 - *Establishment of a 10-year plan:* Fathers were asked if they had developed a 10-year plan.
 - *Use of contraceptives:* Fathers were asked if they used birth control “always,” “often,” or “sometimes.”
 - *Description of being a man:* Fathers were asked to provide a description of their views of being a man.
 - *Number of close friends:* Fathers were asked the number of close friends they had.
 - *Discussion of problems with others:* Fathers were asked with whom they discussed problems. Fathers had the options of choosing a relative, friend, their child’s mother, a social worker, or no one.
- **Statistical Analyses:** Data were analyzed using chi-square analysis.
- **Attrition:** Not currently available.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Two male social workers of different races, one parenting instructor, and one educational-vocational counselor were assigned to serve 30 fathers.
 - **Staff Education:** Not currently available.
 - **Staff Experience:** Not currently available.
 - **Staff Training:** Not currently available.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Social workers were committed to and enthusiastic about the program and the participants.

PROGRAM CONFIGURATION:

- **Recruitment:** Fathers were recruited through programs for adolescent mothers attended by their child’s mother.
- **Space:** Not currently available.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** Not currently available.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** The program utilized a comprehensive set of services tailored to meet the individual needs of young fathers. Fathers were recruited through programs for adolescent mothers attended by their child’s mothers. Once enrolled, fathers were asked to list areas in their lives where they needed assistance. The program model assumed that male social workers are better equipped to

serve young fathers and used the relationship between adolescent fathers and male social workers as a therapeutic (through counseling and regular meetings), mentoring, and supportive male relationship throughout the program. Male staff members also served as positive parenting role models, and one social worker took on the task of networking for jobs. Fathers received both individual and group counseling, education and vocational referrals and placements, medical care and referrals, housing and legal advocacy, cultural and recreational activities, and parenting skills training.

PROGRAM DESIGN:

- **Group size:** Thirty fathers were enrolled in the program.
- **Number of program hours (dosage and duration):** Not currently available.
- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** The fathers received individual and group counseling, education and vocational referrals and placements, medical care and referrals, housing and legal advocacy, cultural and recreational activities, and parenting skills training.
- **Incentives for participation:** Not currently available.

KEY EVALUATION FINDINGS:

Employment

- At the second time point, 97% of the fathers in the treatment group were employed compared to 31% of fathers in the control group ($p < .01$).

Vocational Plans

- At the second time point, 87% of treatment group fathers had a vocational plan in comparison to 42% of fathers in the control group ($p < .01$).

Current Relationship with child

- At the second time point, 77% of the treatment group reported that their relationship with their child was “excellent” or “good” compared with 50% of the control group ($p < .02$).

Expectation of Future Relationship with the Child

- Almost all (96%) of the fathers in the treatment group predicted that their future relationship with their child will be excellent in comparison to 73% of the fathers in the control group at the second time point ($p < .02$).

Use of Contraceptives

- At the second time point, 90% of fathers in the treatment group reported that they use contraceptives “always” or “often” compared to 73% of fathers in the control group ($p < .01$).

Discussion of Problems

- At the second time point, none of the fathers in the treatment group reported that they did not have someone to discuss their problems with in comparison to 27% of fathers in the control group.

SOURCES:

Mazza, C. (2002). Young dads: The effects of a parenting program on urban African-American adolescent fathers. *Adolescence*, 37(148), 681-693.

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Appendix 2: “Promising” Teen Fatherhood Programs

A PRENATAL EDUCATION INTERVENTION

OVERVIEW: This prenatal education program was designed to educate unwed, prospective, adolescent fathers on topics related to human sexuality, pregnancy and prenatal care, labor and delivery, and infant development and care. An experimental evaluation of the program found that fathers participating in the program significantly increased their knowledge of pregnancy and prenatal care and infant development and care. Findings also indicate that an increased knowledge of these topics may translate into more supportive behaviors toward the mother and expected infant. **Read more...**

PROGRAM GOALS: This program was intended to 1) increase unwed prospective adolescent fathers’ knowledge of human sexuality, prenatal care, labor, delivery, and infant development and care and 2) increase the supportive behaviors of the fathers toward the mother and expected infant.

LOCATION: Not currently available.

CHARACTERISTICS OF FATHERS SERVED: The sample served included 28 black, unmarried, prospective adolescent fathers between the ages of 15 and 18.

EVALUATION DESIGN: EXPERIMENTAL DESIGN (RANDOM ASSIGNMENT)

- **Outcomes:** Increased knowledge in the following areas:
 - Human sexuality
 - Pregnancy and prenatal care
 - Labor and delivery
 - Infant development and care
 - Support toward mother and expected infant
- **Method:** Twenty-eight adolescent fathers volunteered to participate in the study. Fathers were randomly assigned to either the treatment or control group. The treatment group participated in four prenatal classes. The control group received no intervention. Fathers in both groups were tested at 2 time points. The treatment group was tested before and after the intervention. The control group was tested before the intervention and again 4 weeks later.
- **Sample:** Twenty-eight black, unmarried, prospective adolescent fathers were included in the sample (15 fathers in the treatment group and 13 fathers in the control group).
- **Measures:** Fathers were tested at 2 time points, 4 weeks apart, using self-administered parallel forms of the same 75-item questionnaire. The questionnaires consisted of true/false questions, including items on human sexuality, pregnancy and prenatal care, labor and delivery, and infant development and care. Additionally, questions about fathers’ antepartum and intended post-partum support were asked.
- **Statistical Analyses:** Post-test knowledge scores were compared while controlling for the corresponding pre-test scores using analysis of covariance. Post-test knowledge scores and post-test support scores were compared using partial correlations, adjusting for the effects of pre-intervention knowledge scores.
- **Attrition:** Not currently available.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** There was one facilitator for the 15 fathers participating in the program.
 - **Staff Education:** Classes were led by a female registered nurse-specialist in maternal and child care.
 - **Staff Experience:** Not currently available.
 - **Staff Training:** Not currently available.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** Not currently available.
- **Space:** Not currently available.
- **Materials:** Audiovisual equipment.
- **Partnerships and Linkages:** Participants were recruited through assistance from nurses in public schools, prenatal clinics visited by pregnant adolescent mothers and their teenage mates, recreation centers, and expectant fathers who identified their male friends as also being expectant fathers.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** Four prenatal classes were held, each class was 2 hours in length. Time at the end of every session was reserved for a discussion of participant concerns. The 4 classes covered the following:
 - **Session 1: Human sexuality**
 - Male and female sexuality
 - Human sexual response and sexual behavior
 - Effects of external factors on the sexual arousal of males and females
 - Personal factors influencing sexual behaviors and procreation
 - **Session 2: Pregnancy and prenatal care**
 - Common pressures usually experienced during pregnancy
 - The developing fetus
 - Nutritional needs of the pregnant adolescent
 - Why prenatal care is necessary
 - **Session 3: Labor and delivery**
 - What happens immediately before birth
 - The process of labor and delivery
 - Birth of the baby
 - **Session 4: Infant development and care**
 - Appearance of the newborn at birth
 - Parent-infant attachment
 - Care of the infant

PROGRAM DESIGN:

- **Group size:** Fifteen fathers were enrolled in the program.
- **Number of program hours (dosage and duration):** There were 4 prenatal classes, each lasting 2 hours.

- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** Content was presented through lectures and audiovisuals. Time was left at the end of each class for a discussion of participant concerns.
- **Incentives for participation:** Not currently available.

KEY EVALUATION FINDINGS:

Overall knowledge

- The treatment group significantly increased its overall test score in knowledge of human sexuality, pregnancy and prenatal care, labor and delivery, and infant development and care ($p < .05$). The control group did not.

Knowledge of human sexuality

- No significant differences were found between the treatment and control groups in knowledge of human sexuality.

Knowledge of pregnancy and prenatal care

- Relative to the control group, the treatment group significantly increased its mean score on the pregnancy and prenatal care subscale ($p < .05$). Fathers more accurately answered questions about the importance of prenatal care, the relationship of a poor diet to prematurity, and the value of prenatal care in identifying potential pregnancy complications.

Knowledge of labor and delivery

- No significant differences were found between the treatment and control groups in knowledge of labor and delivery.

Knowledge of infant development and care

- Relative to the control group, the treatment group significantly increased its mean score on the infant development and care subscale ($p < .01$). Adolescent fathers increased their knowledge the most in this area. Fathers more accurately answered questions about individuality, emotional needs, and language development.

Support toward mother and expected infant

- Partial correlation results between knowledge scores and support scores for the total sample revealed a significant positive relationship between the total support scores and the total knowledge scores for both the treatment and control groups ($p < .05$) and for both groups combined ($p < .01$). This finding indicates that an adolescent father's increased knowledge of the above topics may translate into more supportive behaviors toward the mother and expected infant.

SOURCES:

Westney, O.E., Cole, O.J., & Munford, T.L. (1988). The effects of prenatal education intervention on unwed prospective adolescent fathers. *Journal of Adolescent Health Care*, 9(3), 214-218.

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RESPECTING AND PROTECTING OUR RELATIONSHIPS

OVERVIEW: Respecting and Protecting our Relationships (*Respeto/Proteger* in Spanish) is a community-based HIV prevention program targeting inner-city Latino adolescent parenting couples in Los Angeles, California. Couples participating in the program discussed HIV prevention, the theory of gender and power, and the development and maintenance of healthy relationships using a culturally-based curriculum. An evaluation of the program using a quasi-experimental design found that participating couples demonstrated safer sexual behaviors and increased condom use intentions over time. Program participants as well as participants in the comparison group demonstrated a better knowledge of HIV/AIDS. **Read more...**

PROGRAM GOALS: To help adolescent parenting couples prevent HIV infection.

LOCATION: Los Angeles, California

CHARACTERISTICS OF FATHERS SERVED: Forty-nine couples (98 adolescent mothers and fathers) were included in the initial sample. Twenty-six couples were assigned to the treatment group, and 23 couples were assigned to the control group. In order to be eligible to participate in the study, the woman and the man needed to have the following characteristics:

- In a “couple relationship” characterized by romantic/sexual intimacy for at least 3 months;
- Currently expecting a child together as biological parents or co-raising their biological child;
- Between 14 and 23 years old;
- Able to speak either English or Spanish.

Fathers included in the final analysis (n=38) had the following characteristics:

- An average age of 19.2 years;
- 92% Latino;
- 10.1 school years completed, on average (fathers in the control group had an average difference of 1 grade level above those in the treatment group);
- 16% had ever been physically abused by an adult;
- 6.9 lifetime sex partners, on average.

EVALUATION DESIGN: QUASI-EXPERIMENTAL DESIGN

- **Outcomes:**
 - Sexual risk behaviors, including the unadjusted proportion of unprotected sex episodes and each individual’s probability of unprotected vaginal sex
 - Behavioral intentions to use condoms
 - AIDS knowledge.
- **Method:** Assignment to the treatment or control group was done by a community organization. The treatment group participated in Respecting and Protecting our Relationships. The control group received a 1.5 hour didactic/video presentation that provided “standard” information on HIV/AIDS. HIV/AIDS transmission, signs and symptoms, and methods of prevention were covered. Condom use was described. Skill-building opportunities were not provided. Participants in both groups completed questionnaires at the beginning and end of the intervention as well as 3 and 6 months after its completion. Most questionnaires were completed in a group setting, but participants who were unable to attend completed them at home. Questions were read aloud in either English or Spanish by a trained research assistant. The questionnaires were given to women and men separately and took approximately 45 to 90 minutes to complete.

- **Sample:** Twenty-six couples (n=52) were assigned to the treatment group and 23 couples (n=46) to the control group.
- **Measures:** The questionnaires measured sexual risk behaviors, behavioral intentions to use condoms, AIDS knowledge, and sociodemographic characteristics including age, race/ethnicity, education level, and past history of physical and sexual abuse.
- **Statistical Analyses:** Simple descriptive statistical analyses were performed on baseline sociodemographic and key variables. Multiple imputation was used to account for missing data. A propensity score regression adjustment was used to reduce potential bias caused by non-random assignment (Rosenbaum & Rubin, 1983). Hierarchical modeling, using linear and generalized linear mixed model analysis was used to account for the dyadic structure between partners and correlations among longitudinally measured outcomes on individuals (Verbeke & Molenberghs, 2000).
- **Attrition:** Forty-nine couples were in the initial sample. Participants were included for analysis if they and their partners had baseline data and at least one follow-up evaluation. Thirty-eight couples were included in the final analyses (22.4% attrition). Seventeen couples (n=34) were included from the treatment group and 21 couples (n=42) from the control group.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Two facilitators, one male and one female, co-led each session.
 - **Staff Education:** Facilitators were health professionals (e.g., nurses, health educators, social workers, psychologists).
 - **Staff Experience:** Not currently available.
 - **Staff Training:** Not currently available.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** There were 11 recruitment sites in the greater Los Angeles area, including the partnering community-based organization, four additional community-based organizations, and seven alternative schools with pregnant minor and parenting programs.
- **Space:** Program series were held in community settings close to participants’ homes (e.g., community-based organization (CBO) offices, clinics, and libraries).
- **Materials:** Not currently available.
- **Partnerships and Linkages:** This program was funded by the California Collaborative Research Initiative as part of the UCLA AIDS Research Program. *Respeto/Proteger* (Respecting and Protecting our Relationships) is a collaborative effort between community organizations and an academic research team.
- **Community Organizations:** This program was a collaboration of the UCLA School of Nursing and the Bienvenidos Family Services National Latino Fatherhood and Family Institute (NLFFI). Participants were recruited from NLFFI, the partnering CBO, as well as three other CBOs and seven alternative schools with pregnant minor and parenting programs.

PROGRAM CONTENT:

- **Curriculum or Program Model:**

- The program’s conceptual framework bases its curriculum in culturally rooted concepts and indigenous values of the Chicano, Latino, Hispanic and Native American peoples. Cultural teachings from the National Latino Fatherhood and Family Institute (NLFFI) program, *Con los Padres*, were incorporated in this program.
- The curriculum for this program included HIV prevention activities from the program *Be Proud! Be Responsible!* (Jemmott, Jemmott, & McCaffree, 1996). These activities were integrated with a theoretical framework by Tello (1998), and findings from preliminary focus groups and individual interviews with adolescent parents. The findings from the preliminary study led program designers to stress the following aspects of intimate relationships:
 - Trust,
 - Communication, and
 - Mutual respect.
- Program content focusing on HIV prevention included the following topics:
 - HIV awareness;
 - Understanding vulnerability to HIV infection;
 - Attitudes and beliefs about HIV and safer sex;
 - Building condom use skills, refusal skills, and conflict negotiation; and
 - Contraception and disease prevention.
- Additionally, the intervention focused on the development and maintenance of healthy relationships and drew on the theory of gender and power.

PROGRAM DESIGN:

- **Group size:** On average, between 2 and 5 couples attended the treatment and control sessions.
- **Number of program hours (dosage and duration):** The 12-hour curriculum was delivered over 6 sessions.
- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** Participants were sometimes separated by gender and sometimes together in one group during discussions. Activities included identification and delineation of goals and dreams, life-planning exercises, and letter-writing to children.
- **Incentives for participation:** Participants were compensated for completing evaluations and attending sessions. Child care was also provided.

KEY EVALUATION FINDINGS:

Sexual risk behavior

- Couples in the treatment group had a significantly reduced probability of unprotected sex over time compared to couples in the control group ($p < .001$), with an estimated effect size of 0.73 for the observed difference.

Behavioral intentions to use condoms

- Condom intent significantly improved over time in the treatment group ($p < .001$) but not in the control group ($p = .16$), with an estimated effect size of 0.64 for the observed difference.

AIDS knowledge

- AIDS knowledge in both the treatment and control groups significantly increased over time ($p < .001$). There was no significant difference between the two groups.

SOURCES:

- Jemmott, L.S., Jemmott, J.B., III, & McCaffree, K.A. (1996). *Be Proud! Be Responsible! Strategies to empower youth to reduce their risk for HIV infection, curriculum manual*. New York: Select Media.
- Koniak-Griffin, D., Lesser, J., Henneman, T., Huang, R., Huang, X., Tello, J., et al. (2008). HIV prevention for Latino adolescent mothers and their partners. *Western Journal of Nursing Research*. Retrieved May 19, 2008, from <http://wjn.sagepub.com>
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- Rosenbaum, P.R., & Rubin, D.B. (1983). The central role of the propensity score in observational studies for causal effects. *Biometrika*, 70, 41-55.
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- Verbeke, G., & Molenberghs, G. (2000). *Linear mixed models for longitudinal data*. New York: Springer.

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STEP-UP: MENTORING FOR YOUNG FATHERS

OVERVIEW: The STEP-UP program was launched in 1990 in order to address the challenges faced by young fathers in Phoenix, Arizona. Initially, STEP-UP offered counseling and case management services. In 1992, however, STEP-UP was awarded a two-year grant by the Demonstration Partnership Program of HHS’s Office of Community Services to design and implement a new mentoring and educational support component. An experimental evaluation of the impact of this new component found evidence to suggest that being mentored by successful men, either professional case workers or volunteers, can have a positive impact on young fathers.

Read more...

PROGRAM GOALS: The STEP-UP program was intended to help young fathers achieve self-sufficiency and effectively take responsibility for their families. Program partners and counselors wanted to help young fathers “achieve harmonious family relationships,” “healthy minds and bodies,” and “adequate provider incomes.”

LOCATION: Phoenix, Arizona

CHARACTERISTICS OF FATHERS SERVED: The STEP-UP program targeted low-income fathers between the ages of 16 and 22. Fathers included in the sample had the following characteristics:

- 86% were minorities;
- All had incomes below 125% of the Phoenix area’s poverty level;
- All had unstable employment status and low incomes;
- Educational backgrounds ranged from completion of grades 6 through 12;
- All demonstrated weak problem-solving skills;
- All had little trust in authority figures;
- 97% had seven or more risk indicators of substance abuse.

EVALUATION DESIGN: EXPERIMENTAL (RANDOM ASSIGNMENT)

- **Outcomes:**
 - Employment/occupation improvements
 - Income improvements
 - Educational improvements
 - Family relationship improvements
 - Other relationship improvements
 - Health improvements
 - Motivation
- **Method:** Participants recruited by STEP-UP were randomly assigned to one of four experimental groups of equal size: 1) services as usual (i.e., case management and counseling), 2) services plus mentoring, 3) services plus educational stipends, or 4) services plus mentoring and educational stipends. Participants who wanted mentoring but who were randomly assigned to a non-mentored group were matched with a mentor and removed from the study. Outcomes achieved by mentored fathers were compared to outcomes achieved by non-mentored fathers. Additionally, outcomes experienced by fathers with mentoring relationships rated “good” or “fair” were compared to outcomes achieved by non-mentored fathers.
- **Sample:** 120 young fathers who met specified selection criteria and were stratified by age, education level, and ethnicity.

- **Measures:**
 - Researchers used the “A.I.M.” rating of a client’s Appreciation, Interest, and Motivation (developed by the evaluator) to measure the inclination to progress in education, income, and family relationships.
 - Researchers used the “K.S.C.” rating of a client’s Knowledge, Skills, and Capabilities (developed by the evaluator) to measure his ability in each of these goal areas.
 - A pre/post survey measured risk indicators of substance abuse.
- **Statistical Analyses:** Descriptive analyses were conducted. Statistical significance was not reported.
- **Attrition:** Not currently available.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Three STEP-UP case workers provided counseling and case management services. One case manager was responsible for the mentoring component of the program.
 - **Staff Education:** Not currently available.
 - **Staff Experience:**
 - Counselors had had experience with the practice of assessing current needs and problems, helping clients develop action plans for growth, making referrals to educational and job training/vocational programs, and providing advice about the job search process and managing financial affairs.
 - Valley Big Brothers/Big Sisters provided extensive experience in matching mentors with young people.
 - **Staff Training:** Six months of start-up time was required to recruit and train mentors.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** STEP-UP counselors made numerous introductory presentations to city and private agencies where suitable young men might be applying for service while, at the same time, meeting with a growing number of young fathers referred to them. STEP-UP’s partner, The Valley Big Brothers/Big Sisters agency, assigned a caseworker to the program and began to recruit men considered as suitable potential mentors to the young fathers.
- **Space:** College courses were held at GateWay Community College. Educational workshops were provided off-site.
- **Materials:** Not currently available.
- **Partnerships and Linkages:**
 - Valley Big Brothers/Big Sisters was responsible for designing and managing the mentoring component of the program.
 - GateWay Community College was responsible for planning and delivering the educational component of the program.
 - The Parks and Recreation Department of Phoenix was responsible for planning and managing group and recognition events.
 - The Phoenix Job Training Partnership participated in the project by helping to identify job training opportunities and making available appropriate funded training slots.

- STEP-UP involved evaluation specialists to assist in strengthening program plans.
- **Community Organizations:** STEP-UP counselors applied to city and private agencies in order to recruit young fathers to participate in the program.

PROGRAM CONTENT:

- **Curriculum or Program Model:**
 - **Counseling:** Counselors attempted to 1) deal with the client’s immediate problems, 2) help stabilize the client’s situation, 3) help the client develop realistic job and career expectations, and 4) identify and capitalize on the resources needed for growth and development. Counseling was balanced with referrals to other resources.
 - **Case Management:** Case workers integrated program resources (e.g., counseling, mentoring, and educational supports) as well as determined objectives and incentives for participants as they took steps toward achieving their goals. Changes in client motivation were tracked.
 - **Mentoring:** Participating fathers were mentored by empathetic, successful fathers and businessmen. Valley Big Brothers/Big Sisters adapted their “well-developed” mentoring model to better fit the needs of young, disadvantaged fathers. A Valley Big Brothers/Big Sisters case worker recruited, orientated, and matched volunteer mentors with new clients and monitored these matches for “fit.” Mentors helped their mentees better understand their new father and provider roles and the dynamics of their new family relationships.
 - **Educational Support:** Financial stipends to subsidize some post-secondary education were made available to receptive clients. Over the life course of the project, the focus of this piece shifted from post-secondary coursework (e.g., courses at GateWay Community College on money-management and communication) toward topical workshops and job-related training (e.g., off-campus workshops on planning a child’s future, avoiding legal hassles, and anger and stress management) because young fathers were not utilizing the college courses. Many of the topical workshops had family unity and harmony themes.

PROGRAM DESIGN:

- **Group size:** Mentors worked one-on-one with young fathers. Some effective mentors mentored more than one young father.
- **Number of program hours (dosage and duration):** Not currently available.
- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** The STEP-UP program offered counseling, case management, mentoring, and educational supports to participants. Additionally, participants and their families were invited to attend STEP-UP recreation, recognition, and other group events (e.g., a Family Camp Event).
- **Incentives for participation:** Child care was provided during some evening workshops and other events. Transportation funding was also provided.

KEY EVALUATION FINDINGS:

Employment/Occupation Improvements

- 44% of mentored fathers and 32% of non-mentored fathers obtained jobs sometime during the project period. Only 9% of the clients in each group lost jobs.
- 73% of successfully mentored fathers were employed at the end of the project period compared with 48% of the non-mentored control group.
- Young fathers reported that STEP-UP was helpful to them in obtaining jobs.

Income Improvements

- The average hourly income of the mentored fathers rose by \$2.67. The average hourly income of the non-mentored fathers rose by \$2.36.

Educational Improvements

- Few young fathers completed job training courses, additional schooling, or GED courses during the project period. For this reason, data on attendance, grades, and material learned was not collected. The average grade level completed by all young fathers increased by one-tenth of a year. Mentored fathers did only marginally better than non-mentored fathers.
- Successfully mentored fathers gained one-half of a grade level compared with no growth in the non-mentored control group.

Family Relationship Improvements

- Case workers and mentors reported that 53% of the mentored fathers and 42% of the non-mentored fathers strengthened family relationships with their spouse or significant other. Roughly 11% of mentored fathers became engaged or married during the project period as well as 2% of non-mentored fathers.
- Young fathers reported that the mentors were most helpful in resolving family problems.

SOURCES:

STEP-UP with Mentoring for Young Fathers. Retrieved May 20, 2008, from http://www.acf.hhs.gov/programs/cse/rpt/fth/fth_b.htm

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Appendix 3: “Emerging” Teen Fatherhood Programs

A PARENT EDUCATION PROGRAM FOR YOUNG FATHERS IN PRISON

OVERVIEW: This program is an intensive parenting class delivered over a single week and designed to address the needs of young fathers in prison. The class covered a variety of topics, including childcare issues, sexual health, and legal issues. Additionally, participants are invited to pose their own topics. **Read more...**

PROGRAM GOALS: To provide a useful, high-quality parenting class to young fathers in prison.

LOCATION: A young offender institution in the south of England

CHARACTERISTICS OF FATHERS SERVED: Young fathers participating in this program had the following characteristics:

- Participants were between 18 and 21 years old, 19.65 years old on average;
- Participants identified themselves as black (45%), white (41%), and Asian (1.3%) or did not identify their ethnic group (12%);
- 59% of participants reported having a child or children at the beginning of the group;
- Participants’ children were between 1 and 4 years old, 1.50 years old on average.

EVALUATION DESIGN: DESCRIPTIVE CROSS-SECTIONAL STUDY

- **Outcomes:**
 - Most useful aspect of the course
 - Least useful aspect of the course
 - Most important thing learnt
 - What was missing from the course
 - Overall usefulness of the course
 - Parenting support while in prison
 - Support for young fathers after release from prison
 - Further comments and suggestions
- **Method:** Participants were recruited through fliers placed on the accommodation, education, and resettlement wings of the prison. Many participants heard about the program from others who had participated. Participants were self-referred. Preference was given to fathers and prospective fathers. Participants provided feedback at the end of each day of the program as well as an anonymous written evaluation at the end of the week.
- **Sample:** Over 3 years, 75 men completed the prison-based parenting class.
- **Measures:** On the written course evaluation, participants were asked to:
 - Complete a series of open-ended questions addressing the course content (e.g., What was missing from the course that you would have liked? For you, what was the most important thing that you learned?);
 - Rate the overall usefulness of the course on a five point scale (response options ranged from “not at all useful” to “very useful”);
 - Report the types of parenting support that they would be willing to access, both from within prison and after their return to the community.
- **Statistical Analyses:** Thematic analysis was used to explore participant responses (Strauss & Corbin, 1990). Descriptive statistics and chi-square analysis were also used.
- **Attrition:** Not currently available.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** This varied depending on the size of the class. On average, there were 3 staff members for 8 participants.
 - **Staff Education:** The program leader had a Ph.D. in psychology and also conducted the program evaluation. She was assisted by a member of the prison resettlement staff and a classroom assistant.
 - **Staff Experience:** Not currently available.
 - **Staff Training:** The classroom assistant was a trained prisoner.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** Participants were recruited through fliers placed on the accommodation, education, and resettlement wings of the prison. Many participants heard about the program from others who had participated. Participants were self-referred.
- **Space:** The program was implemented inside a young offender institution that could accommodate 400 men between the ages of 18 and 21.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** Several of the program sessions were led by guest speakers from the community. A female domestic violence officer from the local police force led the session on domestic violence, and a regional representative from a local fathers’ support group assisted in leading the session on fathers’ legal rights and responsibilities.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** Because of high turnover in the prison setting, this program was designed to be an intensive parenting class delivered over a single week. A set list of topics was covered as well as any additional topic that the groups wanted to learn more about. The following topics were covered:
 - Childcare issues (e.g., child development, nutrition, play, discipline, health and safety);
 - Sexual health;
 - Pregnancy;
 - Domestic Violence;
 - Legal issues;
 - Accessing parenting support;
 - Maintaining contact with children and family members during and after prison.

PROGRAM DESIGN:

- **Group size:** The size of the group varied. There were between 5 and 11 participants in each group, with an average group size of 8.
- **Number of program hours (dosage and duration):** The program took place over a single week. A morning and an afternoon session were held everyday.
- **Frequency of program offerings:** The program was offered every 2-4 months, depending on availability of staff and the length of the waiting list. Nine groups took place over a 32-month period.

- **Diversity of activities:** Participants took part in whole- and small-group exercises, individual work, worksheets, discussions, quizzes, and role playing. There was little formal written work. Tutor and peer support were made available.
- **Incentives for participation:** Not currently available.

KEY EVALUATION FINDINGS:

Most useful aspect of the course:

- The majority of participants (57%) found childcare-specific issues to be the most useful aspect of the course. Of these participants, most of the responses related to physical care (e.g., learning how to change a diaper). The rest of the responses were related to general care and issues surrounding child development and behavior.
- Participants also found other related issues useful (22%) (e.g., legal issues, domestic violence, parenting self-esteem, pregnancy).
- Finally, participants found the course format and delivery useful (21%). Some participants mentioned specific teaching methods that they liked (e.g., guest speakers, role playing, group discussions).

Least useful aspect of the course: The aspect most often identified as least useful was course content, specifically domestic violence, pregnancy, sexual health, and legal issues. Other participants noted the course format or physical childcare issues.

Most important thing learnt: Participants responded in a variety of ways. The most frequent response related to general childcare issues (21%). Participants also noted parenting roles (14%), the relationship with the child (14%), and health and safety concerns (14%).

What was missing from the course: Only 21% of participants responded to this question, indicating that most participants felt that there was nothing missing from the course. The remaining participants suggested changes to the content of the course (43%) (e.g., if the child falls ill, how to feed my son), contact with the child/partner (38%) (e.g., having the partner take the course also), and a longer course.

Overall usefulness of the course: All participants rated the course as “very useful” or “fairly useful.” There were no differences by ethnicity or parental status.

Parenting support while in prison: 75% of participants wanted more frequent or longer visits, family days, or more privacy during visits; 18% wanted additional support with coping; and 7% wanted written contact with their family.

Support for young fathers after release from prison: Over 75% of participants reported that they did not want any support; 8% wanted only informal support (e.g., family and friends); 5% wanted agency support (e.g., further courses, parenting club); and 9% wanted general support (e.g., help and advice, help to get an apartment).

Further comments and suggestions: All additional comments were positive. Participants commented on the usefulness of the course (42%), expressed gratitude (29%), responded emotionally to the course (17%), or expressed concern for other parents (12%).

SOURCES:

- Meek, R. (2007). Parenting education for young fathers in prison. *Child and Family Social Work* 12(3).
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CONNECTIONS: A PROGRAM TO ASSIST YOUNG FATHERS

OVERVIEW: This program uses case management and peer support groups in an effort to help young fathers access services that encourage positive health behaviors, responsible parenting, and enhance their relationship with their children. An evaluation focusing on fathers’ relationships with their children found evidence to suggest that participation in the program had a positive impact on fathers’ level of involvement with their children. **Read more...**

PROGRAM GOALS: This program was designed to help young fathers access services that encourage positive health behaviors, responsible parenting, and enhance their relationship with their children.

LOCATION: This program was implemented in a metropolitan city in the Southwestern United States.

CHARACTERISTICS OF FATHERS SERVED: Fathers included in the sample were between 17 and 25 years old and had the following characteristics:

- An average age of 21.39 at intake;
- An average age of 18.84 when they first became fathers;
- 81% reported that they were unemployed;
- 18.4% reported that they had a job.

EVALUATION DESIGN: OUTCOMES MONITORING (PRE-POST TEST DESIGN)

- **Outcomes:** The key outcome measured in this evaluation was the nature of the involvement of young fathers with their children.
- **Method:** Questionnaires were administered to participants by case managers at intake. Case managers were also responsible for collecting follow-up data after 3, 6, and 12 months.
- **Sample:** Thirty-eight fathers qualified to participate in the study.
- **Measures:** Demographic information as well as information on health behaviors was collected at intake using a comprehensive assessment. Measures of the father-child relationship were also included.
- **Statistical Analyses:** Thematic analysis was used to organize the data and identify types of paternal involvement. Participant responses were typed verbatim, separated into intake and follow-up, examined for themes, and examined for changes in thematic categories from intake to follow-up.
- **Attrition:** In order to qualify for the study, participants had to have responded to the intake question and to at least one corresponding follow-up question. 181 young fathers enrolled in the program, but only 38 fathers were included in the analytic sample.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Not currently available.
 - **Staff Education:** Not currently available.
 - **Staff Experience:** Not currently available.
 - **Staff Training:** Not currently available.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.

- **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** Not currently available.
- **Space:** Not currently available.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** Not currently available.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

Curriculum or Program Model

- **Case Management:** Each participant was assigned a case manager who provided referrals and linkages to community resources.
- **Peer Support Groups:** Case managers facilitated weekly peer support groups to provide a setting where young fathers could interact and process their experiences. The following topics were discussed in peer support groups: parenting, communication skills, masculinity, anger management, and risk reduction.

PROGRAM DESIGN:

- **Group size:** Not currently available.
- **Number of program hours (dosage and duration):** Not currently available.
- **Frequency of program offerings:** Walk-ins and referrals were accepted on a rolling basis.
- **Diversity of activities:** Depending on their needs, teen fathers participated in a variety of activities, including education classes, life and fatherhood studies, job-skills training, computer literacy training, life-skills training, paid internships, and informal counseling.
- **Incentives for participation:** Not currently available.

KEY EVALUATION FINDINGS:

The following three themes emerged from the thematic analysis: Positive Emotionality, Engagement, and Accessibility.

Positive Emotionality

- Answers “characterized by young fathers’ positive expressions of emotions about their children” were put into this category. At intake, 57.9% of fathers were included in this category compared to 34.2% at follow-up.

Engagement

- Answers “characterized by statements that described interactions between the young fathers and children” were put into this category. At intake, 28.9% of fathers were included in this category compared to 42.1% at follow-up.

Accessibility

- Answers “characterized by expressions that demonstrated difficulties young fathers experience in accessing their children” were put into this category. At intake, 28.9% of fathers were included in this category compared to 23.7% at follow-up.

Comparison between Intake and Follow-up

- 55.3% of fathers shifted thematically between intake and follow-up.
- 31.6% of fathers shifted from Positive Emotionality to Engagement, the most notable shift. This suggests that participation in the program had a positive impact on fathers’ level of involvement with their child(ren).

SOURCES:

Saleh, M.F., Buzi, R.S., Weinman, M.L., & Smith, P.B. (2005). The nature of connections: Young fathers and their children. *Adolescence*, (40)159, 513-523.

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“MAXIMIZING A LIFE EXPERIENCE” (MALE)

OVERVIEW: “Maximizing a Life Experience” (MALE) is a group counseling program that was designed to support and assist unwed, teenage fathers in a school-setting. Fathers participated in a variety of activities, including goal setting, watching films, group discussions, interacting with relevant guest speakers, and taking a fieldtrip to Planned Parenthood. All of the fathers served were in high school, and most sessions were held during the school day. Pre/post-test evaluation results suggest that participants found the program helpful and that it positively affected their well-being. **Read more...**

PROGRAM GOALS: MALE focuses on the three Rs: Rights, Responsibilities, and Resources. The program was designed to help fathers:

- Learn more about themselves and better understand their feelings about their present situation;
- Understand their legal and emotional rights and responsibilities;
- Recognize that pregnancy cannot be dismissed as an accident;
- Obtain factual information about reproductive biology, contraception, and sexually transmitted diseases;
- Identify and explore their present and future options;
- Learn how to solve problems and make sound decisions;
- Realize what resources are available and how to use them.

LOCATION: A suburban high school.

CHARACTERISTICS OF FATHERS SERVED: This program served young fathers and expectant fathers enrolled in a suburban high school with a primarily African-American, low-income population. Fathers participating in the program had the following characteristics:

- They were between 15 and 18 years old;
- They had academic averages ranging from B to D;
- 75% were already fathers, and 25% were expectant fathers;
- Roughly 50% wished to continue their education after high school;
- Their average age of first sexual activity was 12;
- All maintained regular contact with their children and 25% were still dating the mothers of their children.

EVALUATION DESIGN: OUTCOMES MONITORING (PRE/POST-TEST)

- **Outcomes:**
 - Awareness of the potential consequences of sexual relations
 - Knowledge of options available to prospective teenage fathers
 - Use of contraceptives
- **Method:** Pre-test data were collected during the first group session. Post-test data were collected during the ninth and final session. Additionally, during the final session, participants filled out a satisfaction survey. There was follow-up 1 and 2 years after participants completed the program.
- **Sample:** The sample consisted of 8 young fathers.
- **Measures:**
 - 1) Considering the possibility of pregnancy before having sexual relations, 2) considering abortion as an option, 3) sharing contraceptive responsibility, 4) consistent contraceptive use, 5) employment/education, 6) marital status, 7) subsequent births, 8) marital status.

- **Statistical Analyses:** Descriptive analyses were conducted. Statistical significance was not reported.
- **Attrition:** There was no attrition. All 8 fathers completed the program. No data on attendance was presented.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Not currently available.
 - **Staff Education:** Not currently available.
 - **Staff Experience:** Not currently available.
 - **Staff Training:** Not currently available.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** Not currently available.
- **Space:** Not currently available.
- **Materials:** Audiovisual equipment (e.g., age-appropriate films, television).
- **Partnerships and Linkages:** The MALE program was held in the school building during the school day. Because students had to miss scheduled classes in order to participate, they were required to coordinate with their teachers about missing work. Additionally, one of the group sessions was attended by an attorney from the Legal Aid Society, who came to answer participant questions. Another session was led by a speaker from Planned Parenthood, and a third session consisted of a fieldtrip to the Planned Parenthood center.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:**
 - **Session 1:** A program overview followed by a get-acquainted activity, group and individual goal setting, and development of ground rules workshop.
 - **Session 2:** A film, “Teenage Father” (Hackford, 1978), followed by a discussion of values and attitudes regarding teenage sexual activity.
 - **Session 3:** An audiovisual presentation, “His Baby Too: Problems of Teenage Pregnancy” (Vanderslice, 1980), followed by a discussion of options available to the teenage father or prospective teenage father.
 - **Session 4:** At the end of the third session, participants generated questions for an attorney from the Legal Aid Society. During the fourth session, this attorney came prepared to discuss these questions and responded to any additional questions.
 - **Session 5:** A speaker from Planned Parenthood presented information on the reproductive process and contraception.
 - **Session 6:** The group took a fieldtrip to the Planned Parenthood center, where they took a tour. A speaker reviewed information on reproduction and contraception and presented new information on sexually transmitted diseases and services available for their sexual partner.
 - **Session 7:** Effective problem-solving and decision-making models were reviewed, and participants practiced with simulated situations.
 - **Session 8:** Each participant had a chance to work through a personal problem with the group related to being a teenage father. There was an emphasis on personal responsibility.

- Session 9: Reviewing and summarizing the group experience, providing information about the availability of resources, and completing a group evaluation and post-test.

PROGRAM DESIGN:

- **Group size:** There were 8 young fathers in the MALE group.
- **Number of program hours (dosage and duration):** The MALE group met once a week for 8 weeks on a rotating schedule. Each session was 1-hour long. Additionally, the group participated in one 3-hour fieldtrip on a teacher workday.
- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** Fathers participated in a variety of activities, including goal setting, watching films, group discussions, interacting with relevant guest speakers, and taking a fieldtrip to Planned Parenthood.
- **Incentives for participation:** Not currently available.

KEY EVALUATION FINDINGS:

Awareness of the potential consequences of sexual relations:

- Seven participants said that they would now consider the possibility of pregnancy before having sexual relations compared with 5 at pre-test.

Increased knowledge of options available to prospective teenage fathers:

- Seven participants said that they would now consider abortion as an option compared with 5 at pre-test.

Increased knowledge of contraceptives:

- All eight participants agreed that the man should share contraceptive responsibility compared with 4 at pre-test.
- Seven participants reported using contraceptives regularly compared with 3 at pre-test.

Program satisfaction:

- On average, the program was rated a 9.5 out of 10 among participants.
- Participants liked the supportive atmosphere best and having the opportunity to discuss their situations with others facing similar problems.
- Participants most often suggested having longer and more frequent group sessions.

Follow-up:

- One year after the end of the program, 4 fathers were in college or technical school, 2 were in the military, and 2 were still in high school. None of the participants had married or had a second child. All participants were still supporting their first child.
- Two years after the end of the program, one of the fathers had dropped out of college and was employed. Another father had graduated from high school and was employed.

SOURCES:

Hackford, T. (Producer and Director) (1978). Teenage father [Film]. Los Angeles: Children’s Home Society of California.

Huey, W.C. (1991). Counseling teenage fathers: The “Maximizing a Life Experience” (MALE). Retrieved May 22, 2008, from the ERIC Clearinghouse on Counseling and Personnel Services.

Vanderslice, C. (Ed.). (1980). His baby too: Problems of teenage pregnancy [Filmstrip]. Pleasantville, NY: Sunburst Communications.

EVALUATOR(S) AND CONTACT INFORMATION:

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MEETING THE SERVICE NEEDS OF YOUNG FATHERS

OVERVIEW: This program was designed to provide parenting support to young fathers in an urban high school setting. The program hoped to enhance parenting skills and reduce the incidence of high school dropouts and repeat pregnancy among young fathers. Roughly, 47% of participants reported positive outcomes as a result of participation in the program. **Read more...**

PROGRAM GOALS: This program was intended to:

- Enhance skills believed to be necessary for responsive and effective parenting;
- Reduce the incidence of high school dropouts;
- Reduce the rate of repeat pregnancies among young fathers.

LOCATION: This program was implemented in four public high schools in a large urban area.

CHARACTERISTICS OF FATHERS SERVED: Fathers served by the program had the following characteristics:

- 75% African-American, 18% Latino, 2% white, 5% other;
- 88% between 16 and 19, 12% between 14 and 15;
- 35% were not working, 59% had part-time jobs, 6% had full-time jobs;
- 10% had participated in the program for more than two academic years, 19% had participated in the previous year, and 71% were new to the program.

EVALUATION DESIGN: IMPLEMENTATION EVALUATION AND OUTCOMES MONITORING

- **Outcomes:**
 - Matching Participants’ Needs with Program Services
 - Type of Service Requests
 - Number of Services Requested
 - Intensity of Services Requested
 - Service Delivery Patterns
 - Length of Program Participation
 - Types of Services Delivered
 - Number of Services Delivered
 - Service Delivery Outcomes
 - Programmatic Expectations About Dropping Out and New Pregnancies
 - Individual Client Outcomes
 - Program Redesign
- **Method:** Participants were recruited through referrals by teachers and administrators and through school-wide sex education classes. Upon enrollment, case managers helped each teen create a Service Plan, detailing his service needs and developing a plan of action. Service Plans were examined to determine whether participant needs matched the services offered, the number of different types of services requested, and the intensity of services requested. Service Plans and Contact Notes were used to determine the level of each participant’s need. Participant needs were compared to services received. Additionally, the outcome of each case was coded as either *positive*, *negative*, or *undetermined/no outcome*. At the end of the school year, participants with a *positive* outcome graduated from high school or moved to the next grade level or received a GED and/or found a job. Participants with a *negative* outcome dropped out of high school and/or fathered a new baby and /or were fired from a job for poor performance and/or were charged with a serious criminal offence. Participants with both positive and negative outcomes were considered to have negative outcomes. Participants with an *undetermined/no*

outcome were often cases that were closed during the year because the participant stopped coming or transferred to another school.

- **Sample:** Researchers extracted data from the case files of 53 individual clients who received services during one school year; however, only 36 of these men had reported that they were fathers or expectant fathers. The program expanded its target population to include all young men, not just young fathers and expectant fathers, in response to enrollment concerns.
- **Measures:**
 - The study measured the level of client needs regarding:
 - Educational options or employment and not additional assistance;
 - Pregnancy prevention/life skills/advice about relationships;
 - Participants with *high* levels of needed core program services in addition to other types of assistance that were not available;
 - The nature of the relationship between case managers and clients.
- **Statistical Analyses:** Descriptive statistics were, including chi-square analyses.
- **Attrition:** 31% of participants dropped out of the program or had to stop participating because they transferred to another school.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Three part-time adult male African-American and Latino case managers provided education, support services, counseling services, and vocational guidance.
 - **Staff Education:** Not currently available.
 - **Staff Experience:** One of the counselors specialized in vocational counseling.
 - **Staff Training:** Not currently available.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Staff reported increased satisfaction after receiving additional training, consultation, and supervision.

PROGRAM CONFIGURATION:

- **Recruitment:** Participants were recruited through referrals by teachers and administrators and through school-wide sex education classes.
- **Space:** Not currently available.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** This program had no formal affiliation with school-based health clinics.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** Case managers provided education, support services, counseling services, and vocational guidance. Additionally, case managers were expected to serve as mentors and role models. Case managers sometimes accompanied participants to court appearances, medical appointments, or job interviews.
 - **Education Services:** The education services offered by the program included materials intended to promote safe sexual practices and reduce pregnancy. Additionally, the program encouraged

and assisted participants to remain in school, maintain good attendance and grades, and obtain a high school diploma or alternative degree.

- **Support Services:** Support services included assessment of social service and health care needs, referrals for appropriate services, and weekly parenting and life skill classes, which included assistance with budgeting. Case managers could make referrals for substance abuse treatment, legal representation, psychiatric or psychopharmacological services, and long-term therapy for individuals or families.
- **Counseling Services:** Counseling services included short-term and ongoing services to individual students as well as discussion and support groups for program participants. Vocational counseling services such as assistance to find jobs and job retention advice, were also offered.

PROGRAM DESIGN:

- **Group size:** Not currently available.
- **Number of program hours (dosage and duration):** Not currently available.
- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** Fathers received case management services. They participated in discussions and support groups.
- **Incentives for participation:** Not currently available.

KEY EVALUATION FINDINGS:

Matching Participants' Needs with Program Services

- Type of Service Requests:
 - 94% of participants needed educational services (e.g., information about alternative high schools, referrals for GED programs);
 - 80% needed employment services (e.g., assistance finding their next job, job retention advice);
 - 57% requested counseling (e.g., 55% life skills, 51% financial, 55% plans to live on own, 45% parenting);
 - 38% wanted health care (not offered by the program);
 - 38% wanted legal representation (not offered by the program).
- Number of Services Requested:
 - 81% of participants asked for four or more different types of services;
 - 30% asked for four to seven types;
 - 51% asked for eight or more different types.
- Intensity of Services Requested:
 - 16% of participants had a low level of need, and only 29% of these teens were fathers or expectant fathers;
 - 49% of participants had a medium level of need, and 74% of these teens were fathers or expectant fathers;
 - 35% of participants had a high level of need, and 71% of these teens were fathers or expectant fathers.

Service Delivery Patterns

- Length of Program Participation: The median length of participation was 5 months.
- Types of Services Delivered:
 - The service delivery pattern was similar to the pattern of service requests outlined above. Counseling was the most commonly used service.
- Number of Services Delivered:

- 61% of participants received at least 3 types of services and 20% received 6 or more different types;
- 44% of participants met with their case manager 16 or more times, and only 20% met with their case manager 7 or fewer times;
- Participants who requested more services were more likely to remain in the program for longer periods ($p < .01$);
- High needs participants met with their case managers more often than either medium or low needs participants ($p < .01$);
- High needs participants were more likely to receive services for longer periods (more than 9 months) than either medium or low needs participants ($p < .01$).

Service Delivery Outcomes

- Programmatic Expectations About Dropping Out and New Pregnancies:
 - 20% of participants dropped out of high school during the course of the program. The program goal of having no dropouts was not met. The dropout rate, however, was lower than the rate for teenage fathers across the country.
 - 37% of participants became expectant fathers during the course of program participation.
- Individual Client Outcomes:
 - 47% of participants had a “positive” outcome (i.e., graduated from high school or moved to the next grade level or received a GED and/or found a job);
 - 22% of participants had a “negative” outcome (i.e., dropped out of high school and/or fathered a new baby and /or were fired from a job for poor performance and/or were charged with a serious criminal offence) or both a “negative” and a “positive” outcome;
 - Almost half of participants with high needs had a negative outcome compared with 12.5% of participants with medium needs and none of participants with low needs ($p < .05$);
 - Students needing more services at intake were more likely to have a negative outcome ($p < .10$);
 - Participants with high needs were more likely to become expectant fathers ($p < .10$).
- Program Redesign
 - Although the program would continue to focus on meeting the needs of young fathers, all young men were invited to participate.
 - The program would supplement case management with services both inside and outside the school in order to meet the wide range of participant needs.
 - Ongoing training for program staff was strengthened in order to improve intake, assessment, and service delivery skills for high need participant. Additionally, staff received supervision and consultations from experts in the juvenile justice system, substance abuse, and mental health.

SOURCES:

Lane, T.S. & Clay, C.M. (2000). Meeting the service needs of young fathers. *Child and Adolescent Social Work Journal*, (17), 1, 35-54.

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NEW MEXICO YOUNG FATHERS PROJECT

OVERVIEW: The New Mexico Young Fathers Project has been in operation since 1999 and now operates 11 teen parenting sites throughout the state. The program is designed to promote social and family stability by improving the quality of the father/child relationships in young families and by preventing repeat pregnancies. Fathers participated in a variety of activities, including educational and vocational support, guidance and referral, parenting skills, life skills training, sexuality and contraceptive education, and peer education training. Fathers experienced improvements in terms of the attainment of a high school diploma, increased use of birth control, and increased contact with children. **Read more...**

PROGRAM GOALS: The New Mexico Young Fathers Project was designed to promote social and family stability by improving the quality of the father/child relationship in young families and by preventing repeat pregnancies.

LOCATION: New Mexico (11 sites)

CHARACTERISTICS OF FATHERS SERVED: This program serves young men under the age of 26 who are the biological fathers of children born to teen mothers or the partners of teen mothers. The program served 461 young fathers in 2007, and 225 of these fathers completed the intake process. At intake, these fathers had the following characteristics:

- They were between the ages of 13 and 28, with an average age of 18.8;
- 82% were Latino;
- 86% had never been married;
- 25% were incarcerated;
- 49% lived with their parents;
- 44% lived in an urban setting, 32% in a rural setting, and 24% in the suburbs.

EVALUATION DESIGN: OUTCOMES MONITORING (PRE/POST-TEST)

- **Outcomes:**
 - Outcomes for Fathers:
 - Education and Career Plan
 - Sexual Behavior
 - Other Issues (e.g., health, substance use)
 - Outcomes for Children:
 - Paternity Establishment
 - Contacts
 - Child Support
 - Court Orders
- **Method:** Program participants were assessed at intake and then again every 6 months for as long as they participated in the program. Data were collected from young fathers receiving services between March 1999 and December 2007.
- **Sample:** Fathers who received services in 2007 and who completed an intake assessment and at least 2 follow-up assessments (one in 7/07 and one in 12/07) were included in the first part of the analysis, examining changes in outcomes for fathers and children over the 12-month period. (Note: The exact number varied depending on the outcome being assessed. The sample size ranged from 20-23.) Fathers who ever received services and who completed an intake assessment and at least one follow-up assessment were included in the second part of the analysis, examining changes in outcomes for fathers

and children over the life of the program. (Note: The exact number varied depending on the outcome being assessed. The sample size ranged from 124-192.)

- **Measures:** Participants were assessed at least twice, once at intake and then again every 6 months for as long as they participated in the program.
- **Statistical Analyses:** Descriptive analyses were conducted.
- **Attrition:** 461 fathers received services during 2007. Of these fathers, 225 completed an assessment at intake. Between 20 and 23 fathers were included in the first part of the analysis. 1,906 fathers have received services during the life of the program. Between 124 and 192 fathers were included in the second part of the analysis.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Not currently available.
 - **Staff Education:** Not currently available.
 - **Staff Experience:** Not currently available.
 - **Staff Training:** Not currently available.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** Not currently available.
- **Space:** Not currently available.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** Not currently available.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** Participants received the following types of services: training, education, mentoring, outreach, case management, and support groups. Services received included educational and vocational support, guidance and referral, parenting skills, life skills training, contraceptive education, and peer education training.

PROGRAM DESIGN:

- **Group size:** Not currently available.
- **Number of program hours (dosage and duration):** Not currently available.
- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** Fathers participated in a variety of activities, including educational and vocational support, guidance and referral, parenting skills, life skills training, sexuality and contraceptive education, and peer education training.
- **Incentives for participation:** Not currently available.

KEY EVALUATION FINDINGS:

Outcomes for Fathers

- *Education and Career Plan:*
 - The percentage of fathers who had attained a high school diploma or higher increased significantly from 24% at intake to 43% at follow-up across the life of the program (n=189, p≤.001).
- *Sexual Behavior:*
 - The average number of children reported by participants increased significantly from 1.3 at intake to 1.8 at follow-up in 2007 (n=23, p≤.05).
 - The average number of pregnancies caused by fathers increased significantly from 1.4 at intake to 1.7 at follow-up across the life of the program (n=181, p≤.001).
 - The average number of children reported by participants increased significantly from 1.2 at intake to 1.4 at follow-up across the life of the program (n=185, p≤.001).
 - The percentage of fathers who reported using birth control at last intercourse increased significantly from 40% at intake to 58% at follow-up across the life of the program (n=187, p≤.001).
 - The average frequency of birth control use in the last six months (scale of 1-4, where 1=seldom or never, and 4=every time) increased significantly from 2.2 at intake to 3.0 at follow-up across the life of the program (n=124, p≤.001).
- *Other Issues (e.g., health, substance use):*
 - The average number of problems reported by participants increased significantly from 1.2 at intake to 2.2 at follow-up in 2007 (n=23, p≤.05). The proportion of fathers including “anger” as a problem significantly increased from 19% at intake to 48% at follow-up in 2007 (n=23, p≤.01).

Outcomes for Children

- *Paternity Establishment:*
 - No statistically significant differences in paternity establishment were found between intake and follow-up in 2007.
 - The percentage of children with established paternity increased significantly from 52% at intake to 66% at follow-up across the life of the program (n=160, p≤.01).
 - The percentage of fathers with established paternity of 1 or more of their children increased significantly from 54% to 71% at follow-up across the life of the program (n=160, p≤.001).
- *Contacts:*
 - The percentage of children having some contact with their fathers increased significantly from 53% at intake to 62% at follow-up across the life of the program (n=160, p≤.05).
 - The percentage of fathers having some contact with their children increased significantly from 56% at intake to 73% at follow-up across the life of the program (n=160, p≤.001).
 - The percentage of fathers having overnight contact with their children increased significantly from 39% at intake to 49% at follow-up across the life of the program (n=160, p≤.05).
- *Child Support:*
 - The percentage of fathers providing child support to 1 or more of their children increased significantly from 6% at intake to 28% at follow-up in 2007 (n=18, p≤.05).
 - The percentage of children receiving child support increased significantly from 4% at intake to 31% at follow-up in 2007 (n=18, p≤.05).
 - The percentage of fathers providing child support to 1 or more of their children increased significantly from 10% at intake to 20% at follow-up across the life of the program (n=160, p≤.01).
 - The percentage of children receiving child support increased significantly from 10% at intake to 22% at follow-up across the life of the program (n=160, p≤.001).

- *Court Orders:*
 - The percentage of fathers with court orders increased significantly from 0% at intake to 28% at follow-up in 2007 (n=18, p≤.05).
 - The percentage of fathers with court orders against them increased significantly from 6% at intake to 19% at follow-up across the life of the program (n=160, p≤.001).

SOURCES:

New Mexico Young Fathers Project: A project of the New Mexico Teen Pregnancy Coalition. Retrieved May 30, 2008, from <http://www.youngfathers.org/>

Philliber Research Associates. (2008). *New Mexico Young Fathers Project—Annual progress report: outcomes for young fathers participating between January and December 2007.* Accord, New York.

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NO KIDDING: STRAIGHT TALK FROM TEEN PARENTS

OVERVIEW: The No Kidding: Straight Talk from Teen Parents program began as a partnership between the Texas Attorney General's Division of Children and Families and YouthLaunch. The program targets children and youth in grades 6th through 12th as well as adolescent mothers and fathers. Teen parents are hired as “interns” and are trained to deliver presentation on the rights, realities, and responsibilities of young parenting, including issues related to child support and paternity. Focus groups conducted with teen fathers participating as interns in the No Kidding program indicate that the program positively affected their self-concept as well as gave them an opportunity to bond with other fathers. **Read more...**

PROGRAM GOALS: The No Kidding program was designed to influence children and youth by:

- Increasing participants’ knowledge of paternity and child support;
- Improving knowledge, attitudes, and presentation skills regarding parenthood and paternity; and
- Increasing employability and positive social and emotional growth.

LOCATION: Austin, Texas

CHARACTERISTICS OF FATHERS SERVED: All participants had fathered a child before the age of 20 and were hired to serve as interns in the No Kidding program.

EVALUATION DESIGN: QUALITATIVE STUDY (FOCUS GROUPS)

- **Outcomes:** This qualitative study was designed to investigate recruitment and retention of male interns in the No Kidding program.
- **Method:** Two focus groups were conducted, one with interns relatively new to the program and another with interns returning to the program.
- **Sample:** Two fathers participated in the first focus group, three in the second.
- **Measures:** Fathers were asked the following:
 - How they found out about the program;
 - Why they joined the program;
 - What influences or will influence their decision to remain in the program; and
 - How the program meets the needs of participants as fathers and men.
- **Statistical Analyses:** The data collected during the focus groups were analyzed for themes.
- **Attrition:** There was no attrition.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Not currently available.
 - **Staff Education:** Not currently available.
 - **Staff Experience:** The program included a male program specialist.
 - **Staff Training:** Not currently available.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** Participants were recruited through Craigslist and through personal contacts (e.g., their girlfriends).
- **Space:** Not currently available.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** Not currently available.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** Interns received formal training in the concepts and skills needed to correctly implement No Kidding (e.g., public speaking skills) and ongoing support in the areas where additional assistance was needed to effectively present the material. Additionally, participants worked closely with the male program specialist, took part in job readiness activities, and bonded with other fathers.

PROGRAM DESIGN:

- **Group size:** Not currently available.
- **Number of program hours (dosage and duration):** Not currently available.
- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** Not currently available.
- **Incentives for participation:** Adolescent fathers and mothers hired as interns in the No Kidding project were paid to work with youth and share their experiences regarding becoming a teen parent.

KEY EVALUATION FINDINGS:

Initial Recruiting

- Participants were recruited through Craigslist and through personal contacts (e.g., their girlfriends). Participants appreciated the “positive personal interactions” with staff that they experienced while going through recruitment.

Retention

- For some fathers, monetary compensation was the main reason they joined the program. Other fathers emphasized the desire to positively impact youth as a reason for joining the program.
- Some fathers said that participating in No Kidding allowed them to use their difficult situation as young fathers as a resource for the community, increasing their self-concept.
- Some fathers felt that the provision of childcare during presentations and/or meetings would allow for greater flexibility and help them remain in the program.
- Some fathers suggested that job readiness activities cover a wider variety of topics.

Meeting Participant Needs

- Participating fathers felt that the program helped them focus on and grow into the fatherhood role.

SOURCES:

LaTurner, R. J. (1997). *Perspectives of No Kidding fathers on program recruitment and retention*. Cedar Park, TX: Shore Research, Inc.

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PARENTCRAFT: PARENTING CLASSES FOR YOUNG FATHERS IN PRISON

OVERVIEW: Parentcraft is a parenting education program offered to young offenders at a young offenders institute in the United Kingdom. A qualitative evaluation of the content and delivery of the content of the 16-week program finds that young men are particularly receptive about curricula on child development. They also appreciated hands-on learning. **Read more...**

PROGRAM GOALS:

- The primary goal of this qualitative evaluation was to provide additional information in the field for similar programs;
- To describe the content of program sessions, and the mode of delivery.
- To inform programs about what young inmates respond to from the parenting classes and how they respond to various delivery methods.

LOCATION: Aylesbury Youth Offender Institute, United Kingdom

CHARACTERISTICS OF FATHERS SERVED:

The Aylesbury Young Offender Institute served men between the ages of 17-21.

EVALUATION DESIGN: QUALITATIVE

- **Outcomes:**
 - Reception to teaching material, the curriculum, discussions, and teaching styles.
- **Method:**

Data for this qualitative study were collected by observing sessions of the Parentcraft parenting program at the Aylesbury Young Offender Institute. Six weekly sessions of these classes were observed over a period of 18 months. The observer collected information on:

 - Responses to modes of delivery- by noting listening behavior, time on task, engagement with the material, and spoken contributions by inmates;
- **Sample:**

Six weekly sessions were observed over 18 months.
- **Measures:** Not applicable.
- **Statistical Analyses:** Not applicable.
- **Attrition:** Information currently not available.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualification and Support**
 - **Staff-participation ratio:** Information currently not available.
 - **Staff Education:** Professors from the local university led some of the class session. Other sessions were led by experienced volunteers.
 - **Staff Experience:** Volunteers with experience working with children augment some of the sessions.
 - **Staff Training:** Information currently not available.
 - **Planning Time and Coordination:** Information currently not available.
 - **Staff Wages:** Information currently not available.
 - **Staff Satisfaction:** Information currently not available.

PROGRAM CONFIGURATION:

- **Space:** Information currently not available.
- **Materials:** In addition to interacting with the lecturer, class sessions involved learning age appropriate games and toys for children of different ages. Participants were given the opportunity to play with some of these games and toys in groups.

Additionally, participants worked with numerous children’s books, including pop-up books. Participants also linked the stories they were using to activities like making puppets. Participants also recorded themselves reading some of the books to share with their children.

- **Partnerships and Linkages:** The Aylesbury Young Offenders Institute collaborated with the local university to provide lecturers for their class sessions. They also looked to the community to provide volunteers with specific experiences to participate in some sessions and to act as role models. One volunteer had experience working with young children while another was an officer with the St. Johns Ambulance Brigade.
- **Community Organizations:** Information currently not available.

PROGRAM CONTENT:

- **Curriculum or Program Model:**

The 16 week Parentcraft program covered the following topics:

- Contraception and sexual health;
- Pregnancy and birth;
- Children’s development between birth and five years;
- The role of the adult in supporting children’s development;
- The role of the father;
- Listening to children;
- Managing behavior;
- Safety and first aid; and
- The responsibilities of parents, including financial responsibilities.

PROGRAM DESIGN:

- **Group Size:** Information currently not available.
- **Number of program hours (dosage and duration):** There were 16-weekly three hour sessions.
- **Frequency of program offerings:** Weekly
- **Diversity of activities:** In addition to lectures, participants read and recorded children’s storybooks, watched videos to enhance course material, played with children’s games and toys and made toys such as puppets.
- **Incentives for participation:** Information currently not available.

KEY EVALUATION FINDINGS:

Findings about Course Content:

- Participants valued certificates issued at the end of completion of programs highly. They sent these certificates to their homes so that they did not get lost in the prison’s systems. These certificates were cited as useful when it came to looking for jobs.

- Participants seemed most receptive about courses on child development. These were the courses where they also displayed limited knowledge. Most importantly, several participants were able to relate child development to controlling their feelings of anger.
- Participants’ sense of masculinity as pertains to sensitivity in taking care of their children was an issue that was continuously and cautiously presented throughout the course. When picking video examples of men interacting with young children, participants reacted adversely to men they did not perceive as good male role models.

Findings about Program Delivery:

- Participants appreciated hands-on learning about some parenting skills. Use of the actual toys and games they were encouraged to share with their children kept most participants actively engaged.
- Participants were keen about reading books to their children.
 - Observers noted that participants were eager to have books read to them, perhaps because they lacked this experience themselves.
 - When participants watched a video of a father reading a book to his child, the participants’ subsequent discussions suggested that they valued the quality of the relationship with the child that reading enabled the father to develop.
 - Based on participant comments, they learned a lot from exploring the types of books they could use with babies and toddlers. They practiced the type of language and activities they could do with pop-up books and telling stories from pictures.

SOURCES:

Jarvis, J., Graham, S., Hamilton, P., & Tyler, D. (2004). The role of parenting classes for young fathers in prison: A case study. *The Journal of Community and Criminal Justice*, 51(1), 21-33.

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“REALLY AWESOME PARENTS” (RAP)

OVERVIEW: “Really Awesome Parents” (RAP) was designed to provide education and support to adolescent and young adult parents. Parents and their partners participated in a variety of experiential exercises including, group discussions, role playing, and the completion of psychosocial inventories. **Read more...**

PROGRAM GOALS: RAP was designed to:

- Provide education and support to adolescent and young adult parents;
- Prevent child abuse and neglect;
- Promote positive parenting and self-sufficiency skills.

LOCATION: This program was implemented in a major midwestern city. Participants were recruited from both suburban and urban areas.

CHARACTERISTICS OF FATHERS SERVED: This program served adolescent and young adults parents and their partners. In order to qualify for the program, at least one parent had to be younger than 26 years old. Thirty-six males and 125 females participated in the program. Males participating in the program had the following characteristics:

- 75% were parents;
- 33% were partners of parents who attended the program (e.g., boyfriends or relatives).

Males and females participating in the program had the following characteristics:

- 57% were mandated to participate by their alternative high school counselors and received course credit for their participation;
- Participants were between 14 and 32 years old, 19.6 years old on average;
- 48% Black, 47% White, 4% other;
- 91% single, 9% married;
- 76% were involved in a relationship with a partner;
- 37.1% lived with their parents, 32.7% lived with a partner, and 30.2% lived alone;
- On averages, participants had 1.2 children;
- Participants’ children were between 0 and 12 years old;
- 67% of participants were still in school;
- Educational backgrounds ranged from completion of grades 7 through 16, 10.9 on average;
- Almost 50% were receiving AFDC;
- Over 33% were unemployed;
- The most commonly endorsed goals were 1) raising their children’s self-esteem (58.1%), 2) learning to relax (58.1%), 3) learning about child development (50.6%), and 4) setting limits (46.2%).

EVALUATION DESIGN: OUTCOMES MONITORING (PRE/POST-TEST)

- **Outcomes:**
 - Parenting knowledge
 - Self-esteem
 - Depression
 - Social support
 - Parenting stress
- **Method:** During the first and last group session, participants completed a number of forms, which measured demographics, parenting knowledge, self-esteem, depression, social support, and parenting stress. At the end of each session, participants completed a form measuring program satisfaction. Facilitators read the forms aloud to participants due to the difficulty many had in reading them.

- **Sample:** The sample consisted of 36 males and 125 females.
- **Measures:**
 - *Demographics:* Demographic data (e.g., age, ethnicity, goals for attending the RAP group) was collected using a demographic form developed by the authors.
 - *Parenting knowledge:* Participant knowledge of the content areas covered in the RAP group was assessed using 25 multiple choice questions developed by the evaluator (internal consistency coefficient = .70).
 - *Self-esteem:* Participant self-esteem was measured using a 25-item, adult version of the Coopersmith Self-Esteem Inventory (SEI) (Coopersmith, 1987) (internal consistency for sample = .86).
 - *Depression:* Participant depression was measured using the 21-item, self-report Beck Depression Inventory (BDI) (Beck, Ward, Mendolsohn, Mock, & Erbaugh, 1961) (coefficient alpha for sample = .84).
 - *Social support:* Participant social support was measure using the 23-item, self report Social Support Appraisal Scale (SS-A) (Vaux, et al., 1986), which measures to what extent the respondent believes he/she is loved by, esteemed by, and involved with family, friends, and others (internal consistency for sample = .92).
 - *Parenting stress:* Participant parenting stress was measured using the 36-item Parenting Stress Index—Short Form (PSI) (Abidin, 1986). Each participant was given a Total Stress Scale score (internal consistency for sample = .92).
 - *Program satisfaction:* Participant reactions to each sessions were measured by asking participants to score their satisfaction, willingness to return for another session, degree of motivation for attending that session, and degree of progressing achieving one’s goals. This form was completed at the end of each session.
 - *Program attendance:* Program attendance was measured as a percentage of sessions attended.
- **Statistical Analyses:** Descriptive statistics, multiple regression.
- **Attrition:** Twelve cases were excluded from the analysis due to incomplete or missing data.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** This varied by group. Two facilitators, one male and one female, co- led each session. The smallest group had 2 facilitators for 9 participants. The largest group had 2 facilitators for 26 participants.
 - **Staff Education:** One facilitator was a female health education specialist and the other was a male advanced doctoral student in counseling psychology.
 - **Staff Experience:** Both facilitators were experienced.
 - **Staff Training:** Both facilitators received weekly supervision from a licensed psychologist.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** Approximately 43% of the sample participated voluntarily, while 57% were mandated to participate by their alternative high school counselors. Teen parents in alternative high schools were required to attend parenting classes and received course credit for their participation. Failure to attend resulted in loss of course credit.
- **Space:** Group sessions were held in the alternative high schools during school hours and at local churches in the evenings.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** Participants were recruited via brochures from junior and senior high schools, alternative high schools, youth clinics, pediatrician and gynecologist offices, and mental health agencies.
- **Community Organizations:** Community human services professionals referred some parents and their partners to the programs.

PROGRAM CONTENT:

- **Curriculum or Program Model:** Each session consisted of a brief overview of the session topic followed by experiential exercises (e.g., small/large group discussion, role play, completion of psychosocial inventories). The following topics were covered through information, skills training, and peer support:
 - **Positive Parenting:** Early childhood education, effective communication skills, parental rights, responsibilities, and resources.
 - **Self-Sufficiency:** Planning for the future, continuing education, job interviewing skills, stress management.
 - **Building Peer Support**

PROGRAM DESIGN:

- **Group size:** A total of 12 groups were implemented. Groups ranged in size from 9 to 26 participants, with 15 participants on average. Voluntary participants were separated from mandatory participants. There were 5 groups of voluntary participants and 7 groups of mandatory participants.
- **Number of program hours (dosage and duration):** Ten of the 12 groups met once per week, while 2 groups met twice per week. This difference was due to scheduling conflicts. Scheduling conflicts also led to one group meeting for 11 sessions, one group meeting for 12 sessions, 2 groups meeting for 14 sessions, and 8 groups meeting for 15 sessions. Sessions were 90 minutes in length.
- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** After listening to a brief overview of the session topic, parents and their partners participated in a variety of experiential exercises including, small and large group discussions, role play, and the completion of psychosocial inventories.
- **Incentives for participation:** Some participants from alternative high schools were required to attend and received course credit. Additionally, child care was provided during each group session.

KEY EVALUATION FINDINGS:

Participant Scores on Major Study Variables:

- The mean participant score on the Beck Depression Inventory was 9.25, indicating that participants as a group were not depressed.
- The mean participant score on the Coopersmith Self-Esteem Inventory was 62.86 (SD=22.51), with-in one-half standard deviation of the mean for a normative sample of 16-19 year-olds (Coppersmith, 1987).
- The mean participant score on the Parenting Stress Index—Short Form Total scale was 79.43, indicating moderately high levels of perceived support.

- The mean participant score on the Knowledge Quiz, which measured participant knowledge of the content areas that would be covered in the RAP group, was about 60% correct, indicating that there was room for growth.
- On average, there was 42.5% attendance at group sessions.
- Satisfaction scores ranged from 5.8 to 7.0, indicating a high rate of satisfaction with the program overall.

Attendance Correlates:

- The following variables were positive predictors of attendance: endorsing the goal of meeting other parents, receiving AFDC, the goal of learning how to relax, and number of children ($p < .10$). Number of total sessions was a negative predictor of attendance ($p < .001$). These 5 predictors accounted for 18.7% of the variance.
- The results of the discriminant analysis suggest that high attenders could be distinguished from low attenders on the following variables: number of sessions, number of children, and having a goal of meeting other parents ($p < .01$).
- Researchers found that attendance decreased after 5 sessions and again after 10 sessions. Additionally, they found that attendance was sporadic. Based on this, they recommend that programs be offered as a five-session “series,” and that each session be “self-contained.”
- RAP group facilitators noted that participants frequently missed sessions for the following reasons: arguments with a partner prior to the session, bad weather, and illness.

SOURCES:

Abidin, R.R. (1990). *Parenting Stress Index (Short-Form)*. Charlottesville, VA: University of Virginia.

Beck, A., Ward, C., Mendolsohn, M., Mock, J., & Erbaugh, J. (1961). An inventory for measuring depression. *Archives of General Psychiatry*, 4, 53-63.

Coopersmith, S. (1987). *Self-esteem inventories*. Palo Alto: Consulting Psychologists Press.

McCarthy, P., Sundby, M., Merladet, J., & Luxenberg, M.G. (1997). Identifying attendance correlates for a teen and young adult parenting program. *Family Relations*, 46(2), 107-112.

Vaux, A., Phillips, J., Holly, L., Thompson, B., Williams, D., & Stewart, D. (1986). The Social Support Appraisals (SS-A) Scale: Studies of reliability and validity. *American Journal of Community Psychology*, 14, 195-218.

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TEEN PARENTS AND THE LAW (TPAL)

OVERVIEW: Teen Parents and the Law (TPAL) was established in 1996 by Street Law, Inc. with funding from the Department of Justice’s Office of Juvenile Justice and Delinquency Prevention (OJJDP) as part of the Youth for Justice program. TPAL targets parenting and expecting adolescent mothers and fathers. Its long-term goals are to strengthen families and reduce family and community violence. Adolescents participating in TPAL take part in role-plays, simulations, problem-solving activities, and analyses of case dilemmas. Pre/post-test evaluation results suggest that teens participating in the program improved in their knowledge of legal and social issues, resiliency skills, and willingness to use community resources. **Read more...**

PROGRAM GOALS: TPAL is designed to strengthen families and reduce family and community violence by helping participants to:

- Develop a better understanding of the law and legal practices pertaining to families;
- Improve communications, problem solving, cooperation, and empathy (i.e., resiliency skills);
- Improve family management (e.g., recognize non-abusive methods of child discipline); and
- Identify appropriate community resources to meet their needs.

LOCATION: Washington, DC, Metropolitan Area

CHARACTERISTICS OF FATHERS SERVED: Both adolescent mothers and fathers participated in this program. Both parents and expectant parents were invited to join.

EVALUATION DESIGN: OUTCOMES MONITORING (PRE/POST-TEST)

- **Outcomes:**
 - Knowledge of legal and social issues
 - Resiliency skills
 - Willingness to use community resources
- **Method:** Data were collected from 6 TPAL classes in 5 schools. Teens participating in the evaluation completed surveys at 2 time points—prior to participation in the program and after completing at least 25 hours of the TPAL curriculum. All surveys were administered by teachers and teaching assistants. Additionally, teachers and teaching assistants evaluated participants’ problem solving skills before and after delivering the TPAL curriculum. Data were checked for consistency and accuracy.
- **Sample:** Thirty-six teens were included in the final evaluation.
- **Measures:**
 - The *Knowledge Assessment Survey* was designed to measure knowledge related to course content (e.g., laws and the legal system, rights and responsibilities of parents).
 - The *Skills Rubric* was designed to document teachers’ perceptions of participants’ problem solving skills (e.g., accurately identifying the problem, generating options).
 - The *Community Resources Questionnaire* was designed to measure participants’ current use of community resources.
 - Participant and teacher feedback data were also collected.
- **Statistical Analyses:** Descriptive analyses were conducted, including crosstabulations and t-tests. Pre-test scores were compared to post-test scores.
- **Attrition:** Fifty teens submitted consent forms to participate but only 36 were included in the final evaluation.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** One teacher was assigned to each class. In addition, 2 teaching assistants were hired to work with the project.
 - **Staff Education:** An attorney was assigned to each class to assist with lessons.
 - **Staff Experience:** Not currently available.
 - **Staff Training:** Not currently available.
 - **Planning Time and Coordination:** The Deputy Director of Street Law, Inc. as well as the TPAL Program Director, a consultant, an administrative assistant, and a school system Program Administrator assisted with planning and coordinating the program.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** Not currently available.
- **Space:** School classrooms.
- **Materials:** The TPAL curriculum and accompanying materials, available in English and Spanish.
- **Partnerships and Linkages:** An attorney is required to assist with lessons. Police officers, social workers, and other resource person can augment the lessons. Partnerships between the school system and TPAL personnel are necessary.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** The TPAL curriculum consists of 23 lessons. Teachers participating in the TPAL program were encouraged to select lessons that would most effectively meet the needs of their class. Teachers were also encouraged to bring in police officers, social workers, guidance counselors, and other appropriate resources. Lessons were designed for low-level readers and materials were made available in both English and Spanish. Lessons were designed to stand alone or complement other programs and covered the following topics:
 - Specific laws that impact families and children;
 - Information on community resources; and
 - Opportunities for resiliency skill development in problem-solving and conflict management.

PROGRAM DESIGN:

- **Group size:** TPAL class sizes ranged from 4 to 17 teens.
- **Number of program hours (dosage and duration):** Participating teachers were required to spend at least 25 hours on the TPAL curriculum over a period of at least 8 weeksⁱⁱ. Attendance ranged from 76% to 85%.
- **Frequency of program offerings:** Not currently available.
- **Diversity of activities:** Adolescent mothers and fathers participated in a variety of activities, including role-plays, simulations, problem-solving activities, and analyses of case dilemmas.
- **Incentives for participation:** Not currently available.

ⁱⁱ One class received only 20 hours of TPAL instruction.

KEY EVALUATION FINDINGS:

Knowledge of legal and social issues:

- On average, participants significantly improved their overall knowledge score ($p<.05$). Over one-third improved by one or more letter grades.
- On average, participants significantly improved their scores in the following knowledge areas ($p<.05$): belief in the rule of law, understanding legal information pertaining to families, and understanding legal rights and responsibilities of parents.

Resiliency skillsⁱⁱⁱ:

- On average, participants significantly improved in all five resiliency skills (i.e., accurately identifies the problem, communicates, generates options and/or alternatives, evaluates consequences for each option, and reaches agreement and selects solutions) ($p<.05$).
- The greatest improvements were in communication skills (75% improving) and ability to generate options and/or alternatives (71% improving).
- On average, participants moved from “needs improvement” to “good” in four of the five resiliency skill areas.

Willingness to use community resources:

- Participants’ willingness to use community resources increased for all but one of the community resource problems.
- Average scores for willingness to use community resources increased significantly for the following community resource problems: getting emergency food, stopping domestic violence, getting proper nutrition, finding a place to live, getting food stamps, getting child support, stopping child abuse, dealing with defective merchandise, reporting major problems with an apartment, and obtaining custody of the child ($p<.05$).

Teacher and participant feedback:

- Teachers enjoyed working with the interactive TPAL lessons, felt that the curriculum complimented but did not replicate child development lessons already being offered, and that TPAL met teen parents’ needs.
- Teen parents enjoyed the interactive lessons (e.g., role playing, resource people), and 75% of teen parents felt that it was the best or one of the best classes they had taken.

SOURCES:

Clawson, H. & Sheldon, S. (1998). *Teen Parents and the Law (TPAL): Program outcome evaluation report*. Fairfax, VA: Caliber Associates.

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ⁱⁱⁱ Pre- and post-test scores were available for 24 of the 34 participants in the sample.

THE FOREVER FATHERS PROGRAM

OVERVIEW: The Forever Fathers Program (FFP), a grant-based program administered through the Office of Special Programs at Erie Community College—City Campus, was designed to address the educational, employment, and psychosocial needs of young, mostly unwed, fathers in Buffalo, New York. Depending on their needs, teen fathers in this program participated in a variety of activities, including education classes, life and fatherhood studies, job-skills training, computer literacy training, life-skills training, paid internships, and informal counseling. The average father successfully completing the program had an 83% probability of either working or being in school after 90 days compared to a 30% probability for fathers not completing the program.

Read more...

PROGRAM GOALS: The goals of FFP are:

- To promote the formation of a two-parent network around the children of enrolled fathers;
- To improve academic preparedness for career development;
- To train young fathers in job search and job retention skills; and
- To assist participants in becoming socialized to the work contract and facilitating permanent part-time or full-time placement

LOCATION: This program was implemented at Erie Community College in Buffalo, New York.

CHARACTERISTICS OF FATHERS SERVED: In order to qualify for this program, fathers had to be:

- Between 16 and 21 years old;
- Have a child or be an expectant father;
- Meet the federal guidelines for poverty.

Fathers included in the sample had the following characteristics:

- 19.3 years of age, on average;
- 88.5% African-American;
- 92.9% never married;
- 1.2 children, on average;
- 28.1% high school graduate of GED;
- 10.7 school years completed, on average;
- 7.9% employed;
- 56% reside in high poverty area.

EVALUATION DESIGN: OUTCOMES MONITORING (PRE/POST TEST DESIGN)

- **Outcomes:**
 - Successful completion of the FFP program (i.e., full attainment of individual service plan goal)
 - Employed
 - In school
- **Method:** Administrative data were collected and analyzed for all fathers who completed the FFP program between September 1990 and June 1995, including fathers who left the program before fully achieving the goal(s) laid out in their individual service plans. Such fathers were considered “unsuccessful” in completing the program. Fathers were considered to have “successfully” completed the program if they achieved the goal(s) laid out in their individual service plans (e.g., attained full-time employment).
- **Sample:** The sample consisted of the 127 men who completed the FFP program between September 1990 and June 1995.

- **Measures:** The following administrative data were collected for all participants in the sample: basic demographic characteristics, services utilized, successful/unsuccessful completion of the individual service plan, and employment and school status at 30, 60, and 90 days after program completion.
- **Statistical Analyses:**
 - Descriptive statistics and chi-square analysis were used to assess differences in demographics and use of program-components between fathers who successfully completed the program and fathers who did not.
 - Logistic regression was used to assess the relationship between demographics and program-components and the likelihood of successfully completing the program.
 - Logistic regression was used to assess the relationship between demographics, program-components, and successful program completion and the likelihood of working or being in school after 90 days.
 - Maximum log likelihood estimates and variable means were used to evaluate probabilities for the average participant on his likelihood of completing the program and having a positive economic outcome (Aldrich & Nelson, 1984).
- **Attrition:** There was no attrition from the program.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** FFP has one staff member who is both the program director and the case manager. There are two educational instructors who also serve as informal counselors to participants.
 - **Staff Education:** Not currently available.
 - **Staff Experience:** The program director/case manager and both of the educational instructors have extensive experience working with and providing counseling, education, and job training and placement to this population.
 - **Staff Training:** The program director/case manager and both of the educational instructors have extensive training working with and providing counseling, education, and job training and placement to this population.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** The program accepts walk-ins as well as referrals from agencies outside the Erie Community College, including the Erie County Department of Social Services and the state Division of Probation.
- **Space:** Not currently available.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** Some participants were referred to the program through outside agencies (e.g., the local department of social services and the state Division of Probation).
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** Each participant completed an intake assessment at enrollment. The Test for Adult Basic Education and the Nelson-Denehy test were used to place participants into one of 3 educational classes: basic skills, GED preparation, or college preparation. Taking into account each participant’s educational and service needs (e.g., transportation, child care) as well as his “dreams for the future” (e.g., educational and employment goals), an individual service plan was created. Each individual plan has a timeline as well as one or multiple goals. In order to be fully enrolled in the program, participants had to complete one week of classes. The first 7 weeks of the program are the “preinternship phase,” during which fathers participated in the following:
 - **Educational Classes**
 - *Basic skills:* This class was for men who had neither a high school diploma nor a GED. Classes focused on remedial reading and math skills. The goal of this class was to complete the GED.
 - *GED preparation:* This class was for men who had neither a high school diploma nor a GED. Classes focused on remedial reading and math skills. The goal of this class was to complete the GED.
 - *College preparation:* This class focused on college-level coursework and requirements.
 - **Life and Fatherhood Studies**
 - *Course 1:* The first course focused on the roles of manhood and self-development.
 - *Course 2:* This second course focused on developing health family-oriented relationships, including resolving conflicts over parenting issues such as visitation.
 - *Course 3:* This third course provided instruction on parenting skills and the development of a positive relationship with the child through adolescence.
 - **Job-Skill Training:** Participants received training in interviews, applications, and follow-up techniques.
 - **Computer Literacy Training:** Participants received training in the basics of microcomputer use.
 - **Life-Skill Training:** Participants received training in critical thinking, personal budgeting, motivation, self-esteem building, and setting priorities.

Once participants successfully completed the preinternship phase, they were able to participate in a paid internship.

- **Paid Internships:** Participants worked with local employers.

Informal counseling and advocacy were also available to participants.

PROGRAM DESIGN:

- **Group size:** Not currently available.
- **Number of program hours (dosage and duration):** The preinternship phase is 7 weeks long. Upon successful completion of this phase, participants were placed in a paid internship.
- **Frequency of program offerings:** Walk-ins and referrals were accepted on a rolling basis.
- **Diversity of activities:** Depending on their needs, teen fathers participated in a variety of activities, including education classes, life and fatherhood studies, job-skills training, computer literacy training, life-skills training, paid internships, and informal counseling.
- **Incentives for participation:** Upon successful completion of the preinternship phase, participants were placed in a paid internship.

KEY EVALUATION FINDINGS:

Differences in use of program-components by program outcomes

- Fathers who successfully completed FFP were more likely to participate in employment training ($p < .05$) or internship activities ($p < .01$). These fathers were also more likely to be working or in school after 30, 60, and 90 days of completing the program ($p < .01$). Additionally, work and school outcomes tended to remain stable across the 90 days.

Relationship between demographics and program-components and the likelihood of successfully completing the program

- Older fathers with a high school diploma/GED at enrollment who participated in an internship were more likely to be successful (i.e., meet their program goals) than younger fathers without a diploma or GED who did not have an internship ($p < .01$).

Relationship between demographics, program-components, and successful program completion and the likelihood of working or being in school after 90 days

- Older fathers who had a internship and successfully completed FFP were more likely to have a positive economic outcome (be working or in school) than younger fathers who did not have an internship or complete the program ($p < .01$).

Probabilities for the average participant on his likelihood of completing the program and having a positive economic outcome

- An average participant had a 47% probability of successfully completing the program.
- An average participant completing an internship had a 73% probability of successfully completing the program. An average participant not completing an internship had a 39% probability of successfully completing the program.
- An average participant who successfully completed the program had an 83% probability of either working or being in school 90 days after completion of the program. An average participant who did not successfully complete the program had a 30% probability of either working or being in school after 90 days.

SOURCES:

Aldrich, J.H., & Nelson, F.D. (1984). *Linear probability, logit, and probit models*. Beverly Hills, CA: Sage Publications.

Kost, K. A. (1997). The Effects of Support on the Economic Well-being of Young Fathers. *Families in Society* 78(4), 370-382.

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THE RESPONSIBLE FATHERHOOD PROGRAM

OVERVIEW: The Responsible Fatherhood Program is run through the Latin American Youth Center (LAYC) and provides multilingual, culturally competent services to Latino and other young immigrant and minority fathers. The program is designed to bring essential parenting development skills and other assistance to young fathers in need of these services. Fathers can participate in workshops as well as computer and English classes. There is also an optional mentoring component. Preliminary evaluation results suggest that participation in the program has positive effects. **Read more...**

PROGRAM GOALS: The Responsible Fatherhood Program was designed to bring essential parenting development skills and other assistance to young fathers in need of these services.

LOCATION: Washington, DC

CHARACTERISTICS OF FATHERS SERVED: The Responsible Fatherhood Program targets Latino fathers between the ages of 15 and 30. All workshops are held in Spanish. The majority of participating fathers are originally from El Salvador.

EVALUATION DESIGN: OUTCOMES MONITORING (PRE/POST TEST DESIGN)

- **Outcomes:**
 - Knowledge acquisition in the following areas: family communication, sexual and reproductive health, substance abuse, computer skills, money management, renter’s rights and responsibilities, and job skills;
 - Perception and behavior in the following areas: self-esteem, parenting, stress management, community resources, domestic violence, and relationship with mentor;
 - Amount and quality of time parents spent with children and the relationship with the co-parent; and
 - Improved proficiency in the English language.
- **Method:** Participants completed pre-tests upon enrollment and post-tests during the final workshop.
- **Sample:** Pre/post assessments were compared for 25 participating fathers.
- **Measures:**
 - Knowledge acquisition was measured using a set of 37 combined true and false questions.
 - Perception and behavior was measured using a series of 31 questions.
 - Amount and quality of time parents spent with children and the relationship with the co-parent was measured through 10 questions. There were three versions of this section, one for parents with children in their household; one for parents with children not in their households, but in the US; and one for parents with children outside the US.
 - Proficiency in the English language was measured through an assessment consisting 51 questions on vocabulary, sentence completion, and reading comprehension.
- **Statistical Analyses:** Descriptive analyses were conducted.
- **Attrition:** There was no attrition from the study sample.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**

- **Staff-participant ratio:** There is generally one parent educator for every 10 to 12 participants. The case manager is also available to participants during workshops.
- **Staff Education:** Not currently available.
- **Staff Experience:** The Responsible Fatherhood Program looks for Spanish speaking staff with workshop facilitation experience, experience working with the target population, and experience dealing with diversity.
- **Staff Training:** The Responsible Fatherhood Program encourages staff to attend curriculum trainings and trainings that focus on working with the target population. The program recently offered staff an opportunity to participate in gay and lesbian sensitivity training.
- **Planning Time and Coordination:** Not currently available.
- **Staff wages:** Parent educators and case managers make between 32 and 36 thousand dollars per year. The Program Coordinator makes between 37 and 39 thousand dollars per year.
- **Staff Satisfaction:** Staff love their job and the program.

PROGRAM CONFIGURATION:

- **Recruitment:** The Responsible Fatherhood Programs recruits fathers through street outreach (i.e., staff go out on the street and hand out fliers at local hangouts); outreach at local churches; advertisements in local, free Hispanic papers; street fairs; and health fairs held in collaboration with local clinics.
- **Space:** Program activities are generally held in a community classroom at the Latin American Youth Center’s offices.
- **Materials:** Computers as well as English language textbooks are used in programming.
- **Partnerships and Linkages:** The Responsible Fatherhood Program works in partnership with the Columbia Heights/Shaw Family Support Collaborative. Responsible Fatherhood staff meets with different agency representatives in order to share best practices, discuss recruitment strategies, and plan collaborative events for the future.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** The Responsible Fatherhood Program consists of mandatory workshops plus several voluntary components. All workshops are conducted in Spanish.
 - **Workshops** (mandatory): All fathers are required to participate in the workshop component of the program. The Responsible Fatherhood Program is currently using an adapted version of the fatherhood curriculum *Promoting Responsible Fatherhood: A Curriculum for Young Fathers*.
 - **Computer classes** (optional): Fathers are encouraged to participate in computer classes geared toward parenting, during which parents learn to use the computer to promote the well-being of their child(ren).
 - **English classes** (optional): Fathers are encouraged to participate in English classes geared toward parenting, during which parents work on vocabulary, sentence completion, and reading comprehension in the following categories: greetings, my family, my country, numbers, directions, clothes, food, jobs, and the weather.
 - **Mentoring** (optional): Fathers are encouraged to participate in a mentoring program, in which fathers are paired with a mentor father (sometimes a graduate of the program).

PROGRAM DESIGN:

- **Group size:** There are between 10 and 12 fathers in each group.
- **Number of program hours (dosage and duration):** Fathers attend workshops once a week for approximately 13 weeks for a total of approximately 20 hours of program participation. However, if

fathers complete 14 hours of participation, they are considered to have completed the program. Additionally, fathers can participate in voluntary English and computer classes.

- **Frequency of program offerings:** The program is offered at three different time points throughout the year.
- **Diversity of activities:** Fathers participate in workshops as well as voluntary computer and English classes. There is also a voluntary mentoring component. During workshops, a father participates in small group discussion as well as role-plays and visits to community resources.
- **Incentives for participation:** Child care and meals are provided at workshops. Additionally, participating fathers are awarded a \$50 gift certificate for every unit test that they pass. Each participant can pass a total of three unit tests.

KEY EVALUATION FINDINGS:

Knowledge acquisition and self-reported perception and behavior

- Overall, participants significantly improved in knowledge acquisition and self-reported perception and behavior ($p < .05$).
- Overall, participants improved significantly on the following questions ($p < .05$):
 - I feel like I can find the time to teach my children my culture;
 - I have enough time to spend with my children;
 - I feel like I have time to get involved in my children’s activities;
 - I feel like I can speak to my children about delicate subjects like HIV/AIDS and STD;
 - I feel like I know how HIV/AIDS is contracted from person to person;
 - I know how to manage my financial situation;
 - I feel like I know enough information on STDs to protect myself;
 - I know how to handle my stress;
 - I know how to manage my budget;
 - I know where I can get help with my taxes;
 - I know resources that can help me find a job;
 - I know the advantages and risks of having a credit card;
 - I know how to use a computer;
 - I know my rights as a tenant;
 - I know my residency rights;
 - I know where to get food and clothing in case of an emergency.
- Statistically significant results were also found with respect to participant answers to questions about domestic violence ($p < .05$).

Time spent with children and relationship with coparent

- The amount of time participants spent with their child increased by 9.30 hours per week from pre- to post-assessment. Specifically, participants increased the amount of time that they spent playing with their child(ren), teaching their child(ren), taking care of their child(ren) when their partners left the house, discussing their child(ren)’s problems, and dressing their child(ren).
- Participants reported that their relationship with their partners improved.

English proficiency

- Over 80% of participants increased their score on this assessment by an average of 11 points.

SOURCES:

Personal Communication with Natalie Williams on July 15, 2008.

Responsible Fatherhood Evaluation Cohort I FY08. 2008 Washington, DC: Latin American Youth Center.

Responsible Fatherhood FY07 Evaluation. 2008. Washington, DC: Latin American Youth Center.

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THE TEEN FATHER COLLABORATIVE

OVERVIEW: In 1983, the Ford Foundation along with eight community foundations launched the Teen Father Collaboration, a two-year national demonstration and research effort designed to encourage agencies working with teenage mothers and their children to extend their services to meet the needs of teenage fathers. Each agency designed and developed its own program, including services such as vocational training and job placement, parenting skills, classes, counseling services, educational programs, and family planning services. Over the two years, the Collaborative served 395 teenage fathers. **Read more...**

PROGRAM GOALS: The goals of the Teen Father Collaborative were:

- To develop effective strategies for reaching young fathers and prospective fathers;
- To provide these young men with services appropriate to their needs, with particular emphasis on their responsibilities as fathers;
- To document and describe the development of agency services, and the impact these services had on the lives of fathers;
- To draw attention locally and nationally to the need for programs for this previously neglected population; and
- To continue successful Collaboration programs beyond the duration of the demonstration.

LOCATION: Eight program sites participated in the Teen Fathers Collaborative. Programs were implemented in the following cities: Bridgeport, CT; Louisville, KY; Minneapolis, MN; Philadelphia, PA; Portland, OR; Poughkeepsie, NY; St. Paul, MN; and San Francisco, CA.

CHARACTERISTICS OF FATHERS SERVED: Teenage fathers and prospective fathers participating in the Collaborative had the following characteristics:

- The majority of participants were between 17 and 19, ranging from 15 to 19.5 years of age;
- 54.7% of participants were expectant fathers, and 45.3% were fathers already;
- 35% of participants were employed, and half of those employed were working part-time;
- 75% of participants were not enrolled in any type of school program;
- 59% of participants dropped out of school between the ninth and eleventh grade;
- Participants were Black (37.7%), White (25.2%), Hispanic (24%), Native American, and Asian (5.1%)⁴;
- Participants were from Protestant backgrounds (43.7%), Catholic backgrounds (33%), no religious background (12%), and a small percentages were from other religious backgrounds;
- 50.7% of participants received all of their financial support from their families, 20% relied on public assistance, and 10% relied on a combination of family support, personal earnings and public assistance;
- 10% of participants were married, 75% considered their partner to be their “girlfriend,” and 10% said they were “just friends” with their partner;
- Around 75% of participants said that their relationship with their partner had lasted at least 2 years.

EVALUATION DESIGN: PROCESS/IMPLEMENTATION EVALUATION AND DESCRIPTIVE OUTCOMES MONITORING

- **Outcomes:**
 - Characteristics of fathers served
 - Essential components of successful programs for teenage fathers
 - Highlights of program impact

⁴ The race/ethnicity of the fathers served varied greatly by program site. Fathers at one program site were primarily Native American, while fathers at another site were primarily Hispanic. Several sites served either primarily White or primarily Black fathers.

- **Method:**
 - With respect to implementation, data on agency characteristics was collected at the beginning of the Collaborative. Data on agency services was collected quarterly. Site visits were conducted annually, and telephone interviews with administrators and staff were conducted as needed.
 - With respect to participants, background information was collected during the participant’s initial visit. Baseline information was collected during a subsequent visit, usually the second visit. Ongoing logs on participants were completed on a quarterly basis, and outcome data were collected at the participant’s exit from the program.
- **Sample:** Background data were collected from 395 fathers who made contact with their local program. Baseline data were collected from 204 fathers who made a subsequent visit.
- **Measures:**
 - Characteristics, Resources, and Operation of Agency form, documenting the structure, size, staffing patterns, range of services, etc.;
 - Agency staff completed a Quarterly Summary of Agency Services form, covering detailed activities on the recruitment of teen fathers, client referrals, direct provision of services, and community development activities;
 - Agency staff administered the Background Information Form (BIF) to all young men who made contact with the program, collecting information on age, educational and job status, etc.;
 - Agency staff administered the Baseline Data form to all young men who indicated that they wished to participate in the program on a regular basis, including information on support networks, knowledge about contraception, methods of birth control, use of contraception;
 - Agency staff recorded each participant’s attendance and progress in on Ongoing Log;
 - Agency staff completed an Outcome Data form, paralleling the Baseline Data form and the Background Information form, with fathers whose participation with the program was ending;
 - Additionally, Bank Street staff conducted on-site interviews with key administrators and service delivery personnel as well as teenage fathers and prospective fathers.
- **Statistical Analyses:** Descriptive statistics and chi-square analyses were used.
- **Attrition:** There was a high rate of program attrition among participants, and agency staff were rarely able to complete the Outcome Data form with participants before they left the program. For this reason, program effects were mostly assessed using the other measures (e.g., Quarterly Summary of Agency Services forms and Ongoing Logs).

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Although a few of the program sites had a large staff, several sites had only one or two staff members. Some sites were able to target a large number of fathers, while other sites targeted a small number.
 - **Staff Education:** Not currently available.
 - **Staff Experience:** Frontline staff, program administrators, and participants realized how important having a male staff member was to the success of the program, and ensured that staff were skilled in counseling, outreach, community networking and referral, dedicated to the population being served, able to connect with clients (i.e., young, informal, and committed to fathering in his own life), and from a similar background as the fathers being served.
 - **Staff Training:** Staff provided encouragement and some technical assistance to frontline staff. Additionally, several agencies stressed the importance of staff development.

- **Planning Time and Coordination:** It took time for agencies to develop their full complement of services. In many cases, services were added on one-at-a-time during the first year of the Collaborative. Additionally, a large amount of staff time was spent in data collecting activities. Staff sometimes had to work evenings and on Saturdays in order to get everything done, and this extra work limited the number of fathers they could work with.
- **Staff wages:** Not currently available.
- **Staff Satisfaction:** Not all staff were excited at first to be working with teenage fathers.

PROGRAM CONFIGURATION:

- **Recruitment:** Some agencies for teenage mothers and their children reached young men through their female partner who was being served by the agency; others reached their clientele through aggressive outreach activities in the community. Still others found that a combination of these strategies worked best.
- **Space:** Two local agencies held their programs in a school. One agency set its program in a hospital. The other 5 programs set their programs in social service agencies.
- **Materials:** Not currently available.
- **Partnerships and Linkages:**
 - A collaborative arrangement was formed to:
 - Provide technical assistance in program development and implementation to the participating agencies;
 - Disseminate information on issues related to teen fathers to both the participating agencies and other agencies and organizations interested in beginning their own programs;
 - Coordinate the collection and analysis of research data for use in documentation of the Collaboration;
 - Develop effective models and guidelines for serving teenage fathers; and
 - Convene national conferences for participants.
 - Frontline staff recruited participants through teen mothers/prospective mothers as well as through contacts at schools, hospitals, pre-natal clinics, churches, and teenage hang-outs throughout the community (e.g., recreational centers, bars, basketball courts). Additionally, staff recruited through the media and by word-of-mouth.
 - Communication between the eight participating agencies was conducted through regular telephone conferences, a newsletter, and an annual conferences.
- **Community Organizations:** Community foundations were responsible for funding the service delivery component of their chosen agency, while a philanthropic organization was responsible for funding data collection and the evaluator. Community foundations also played a public advocacy role in an effort to extend the impact of their teen father programs beyond the demonstration.

PROGRAM CONTENT:

- **Curriculum or Program Model:** Each agency designed and developed its own program, and while some agencies offered services on-site, others referred fathers to services offered in the community. An assessment of services revealed the following:
 - All agencies offered some form of vocational skills training and/or job placement services (e.g., resume writing, assessing want ads, role playing interviews with potential employers);
 - All agencies offered some form of parenting skills classes (e.g., feeding, bathing, early childhood development);
 - Some form of counseling services were available to all participants (e.g., individual counseling, support groups, couples counseling) and dealt with issues such as responsibilities as fathers, relationship to partner, and attitudes and behavior toward family planning;

- Some agencies offered prospective fathers the opportunity to participate in pre-natal activities (e.g., listening to the baby’s heartbeat, participating in labor classes);
- Some agencies offered participants the opportunity to participate in family planning education, assistance in completing high school diploma requirements, and legal advocacy work.

PROGRAM DESIGN:

- **Group size:** Not currently available.
- **Number of program hours (dosage and duration):** On average, fathers remained in the program for 6.6 months.
- **Frequency of program offerings:** Services were offered on a rolling basis.
- **Diversity of activities:** Each agency designed and developed its own program, including services such as vocational training and job placement, parenting skills, classes, counseling services, educational programs, and family planning services. Many agencies were able to increase the number of services offered to fathers.
- **Incentives for participation:** Transportation money or transportation services were often provided.

KEY EVALUATION FINDINGS:

Characteristics of Fathers Served

- In general, participating fathers were supported by their families and committed to their partners.
- Although their children typically lived with their mothers and/or their maternal grandparents, the majority of participating fathers reported that they maintained daily contact with their children and 75% said that they or their parents contributed to the child’s financial support. Staff reported that many fathers wanted “something better” for their children.
- Although recruitment of participants was not easy, most program sites found that their “intense, aggressive, and creative outreach strategies” paid off. Fathers wanted to participate, and most sites ended up having too few staff members to service participants as they would want to. Flexible styles of delivery were also necessary. For example, offering services between 9 and 5 presented difficulties for many fathers.

Essential Components of Successful Programs

- *Essential Outreach Strategies:*
 - Inform the mother or prospective mother about services available to her partner.
 - Establish referral linkages throughout the community with staff at other youth-serving agencies.
 - Hire an outreach worker who is comfortable with and willing to actively approach teenage males in settings throughout the community.
 - Inform the public-at-large about the availability of services for teen fathers.
- *Essential Components of Successful Programs for Teenage Fathers*
 - A top-level commitment by an organization to serving teen fathers and prospective fathers, including a commitment to fund raising as well as supervising and supporting staff.
 - At least one full-time staff person, preferably a male, who is hired solely to reach and serve teenage fathers and prospective fathers. This person should be skilled in counseling, outreach, community networking and referral, dedicated to the population being served, able to connect with clients (i.e., young, informal, and committed to fathering in his own life), and from a similar background as the fathers being served.
 - An aggressive, “street-smart” outreach worker who knows the community well, can establish a referral network for recruitment purposes, and can “sell” the program.
 - A comprehensive array of services, including: counseling, job-related services, educational services, parenting skills classes, pre-natal classes, and legal advocacy.

- A realistic number of clients, depending on the number of program staff and the range of their responsibilities.

Highlights of Program Impact

- The majority of fathers who participated in the Collaborative were interested in multiple services, and 85% of participants participated in at least 2 service components. Over 75% participated in 3 or more service components.
- Counseling was the most sought out service (in 382 of 395 cases). Counseling assisted fathers in 1) coping with the demands of early parenthood, 2) building stronger ties with their children, 3) working on their ongoing relationship to their partner, and 4) reducing their sense of isolation from other young men under similar, stressful situations.
- Almost half of the 155 non-graduates who were also not enrolled in school either returned to high school (28 participants) or enrolled in and/or obtained their GED (43 participants).
- Almost two-thirds of participants were unemployed and seeking employment when they entered their local program. Of these fathers, 148 had a positive employment outcome (61.2% of those unemployed at program entry), obtaining either a part-time job (56 participants) or a full-time job (92 participants).
- All but one of the original 8 program sites were able to get funding to continue individual programs after the end of the demonstration.

SOURCES:

Bank Street College of Education. (1985). *The teen parent collaboration: Reaching and serving the teenage father*. New York, NY: Klinman, D.G., Sander, J.H., Rosen, J.L., Longo, K.R., & Martinez, L.P.

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THE YOUNG UNWED FATHERS PILOT PROJECT

OVERVIEW: In the early 1990s, Public/Private Ventures (P/PV), with the support of six foundations, launched the Young Unwed Fathers Pilot Project in an attempt to compare the service delivery approaches of various sites to determine which approaches would produce the best outcomes for young fathers between the ages of 16 and 25⁵. An initial implementation evaluation was conducted, providing important insights into recruitment, retention, and service delivery. An outcomes study and an ethnographic study provide additional information on the status of the programs as well as the impact of the program on the educational, employment, and parenting outcomes for participating fathers. **Read more...**

PROGRAM GOALS: The goals of the Young Unwed Fathers Pilot Project were to:

- Collect information on the problems of young fathers and their potential as responsible parents;
- Test the capacity of local agencies to provide these fathers with employment training, basic education, more effective parenting skills, and personal counseling;
- Determine which models and/or program elements appear to be most feasible and produce the best outcomes of this population, and whether an impact analysis of any model would be useful.
- Improve or reinforce the parenting skills of young fathers;
- Increase the employment and earnings potential of young fathers; and
- Motivate young father to declare legal paternity for their children and pay child support.

LOCATION:

- Cleveland Works in Cleveland, Ohio;
- Goodwill Industries in Racine, Wisconsin;
- The Fresno Private Industry Council (PIC) in Fresno, California;
- The Pinellas County PIC in St. Petersburg, Florida;
- Friends of the Family and the Department of Social Services in Annapolis, Maryland;
- And the Philadelphia Children’s Network in Philadelphia, Pennsylvania.

CHARACTERISTICS OF FATHERS SERVED:

Demographic Characteristics

- Participants were between 16 and 25 years old and 20.9 years old on average;
- Participants were African-American (73.3%), Hispanic (13.6%), white (9.2%), and other (4.0%)⁶;
- 61.5% of participants were on Welfare, 50.9% were receiving food stamps, and 35.4% were receiving AFDC;
- 55% of participants lived with at least one of their parents or other relatives, 28% lived in households with at least one of their children, and 23% lived with their girlfriend and child(ren)⁷;
- 33.5% of participants were either still in high school, in a GED program, in college, or in another educational program;
- 23.7% of participants had a high school diploma and 11.0% had their GED;
- 23.1% of participants were employed at entry, working an average of 27 hours per week and earning an average of \$5.36 per hour (employed fathers reported being dissatisfied with their pay, benefits, and opportunities for advancement);
- 39% of participants had been in jail, 50% had been on probation or parole;
- 52.8% of participants reported incomes below \$10,000;

⁵ Fathers older than 19 were included in the project because the fathers of teenage mothers are often a few years older.

⁶ The race/ethnicity of the fathers served varied somewhat by program site. At the Fresno site, 12.8% of participants were African-American, and 71.8% were Hispanic.

⁷ White fathers were less likely to report living with their parents, and Latino fathers were more likely to report living with at least one of their children.

- 63% of participants had only one child, 82% had children by only one mother, 30% were currently in a serious relationship with the mother.

Indicators of Father Involvement

- Fathers reported visiting their child at the hospital (75%) and being listed on the birth certificate (85%), taking their child to the doctor (50%), bathing (46%), feeding (81%), dressing (73%), and playing with their child (87%);
- Fathers not living with their child reported seeing their child “almost every day” during the last month (39%), 70% reported seeing their child at least once a week;

Financial Support

- 30% of fathers reported having child support orders, and 71% of these fathers reported being behind in their payments;
- Father reported paying for food (74%), clothing (84%), diapers (68%), and medicine (42%) as well as giving additional money (49%) for the child.
- The median amount of money fathers reported spending on their child each month was \$100.

Sexual Practices

- 65% of participants reported engaging in intercourse at least twice a week, 42% reported using birth control every time, 26% reported not using it at all.

EVALUATION DESIGN: IMPLEMENTATION/PROCESS EVALUATION OUTCOMES MONITORING (PRE/POST DESIGN) ETHNOGRAPHIC STUDY

- **Outcomes:**
 - Recruitment
 - Retention
 - Service Delivery
 - Community Partnerships
 - Father Education
 - Father Employment
 - Father Parenting
- **Method:** The following quantitative and qualitative data were collected at various time-points throughout the life of the project:
 - *Quantitative Data:* Intake assessment and telephone interviews were used to collect information on the characteristics of all enrollees. During the telephone interview, participants answered questions about their demographic characteristics, relationships with their children and the mothers of their children, receipt of food stamps, knowledge and use of birth control methods, neighborhood characteristics, and interactions with the legal system. Baseline telephone interviews were conducted with two cohorts. Follow-up interviews were conducted 12 months after baseline. Participants were asked the same questions in addition to questions about the usefulness of key program components and their current involvement in school and the labor market. Finally, a management information system (MIS) was used to track the activities each father participated in.
 - *Qualitative Data:* P/PV staff conducted semi-structured telephone interviews with key staff from the leading and collaborating agencies 7 to 10 months after sites became operational. Additionally, site visits were conducted every 6 to 8 weeks. Staff observed curriculum sessions and other program activities and attended meetings of the agencies collaborating on the project. Ethnographers were sent to 3 program sites. Life history interviews were conducted with 47

participants before, during, and after participation in the project. Field notes were kept by the ethnographers as they attended fatherhood curriculum sessions, peer support meetings, field trips, birthday parties, etc.

- **Sample:** Each agency was instructed to provide services to at least 50 fathers for at least 18 months. A total of 228 young fathers enrolled in the program by the end of February 1992, 10 to 12 months after launch. After the project’s second year, a total of 459 fathers had enrolled. Intake, baseline, and follow-up information were collected from 155 fathers. Forty-seven fathers across 3 program sites were included in the ethnographic study.
- **Measures:**
 - Intake forms conducted with all men who enrolled in the program by the end of February 1992.
 - Baseline and follow-up telephone interviews conducted by the Social Science Research Center at California State University, Fullerton.
 - Site project directors or case managers documented fathers’ participation in education, pre-employment, and skills training classes, fatherhood development activities, employment and counseling in an MIS.
 - P/PV staff conducted semi-structured telephone interviews with key staff from the leading and collaborating agencies as well as regular site visits.
 - Ethnographers used life history notes to collect information on participants’ motivations, attitudes, behaviors and life circumstances. Most of the interviews were between 2 and 3 hours in length. In total, 172 interviews were conducted.
 - Ethnographer’s field notes were submitted monthly and coded.
- **Statistical Analyses:** Descriptive analyses were used. Significance test were conducted to make comparisons between some of the outcomes between baseline and follow-up. Quantitative and qualitative data were merged when appropriate.
- **Attrition:** In its first year, the project had a retention rate of 81%, and 41% of project participants had been active for longer than 6 months. After two years, 51% of terminated fathers and at least 68% of non-terminated fathers had been enrolled for at least a year.

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Programs that were rich in resources, including staff and administrative support, had the most success in providing services to participants.
 - **Staff Education:** Not currently available.
 - **Staff Experience:** The most successful site operators were established in their communities and had experience working with high-risk populations as well as with the JTPA (Job Training Partnership Act) system. Successful site operators were also frequently African-American men. One site hired an African-American father to help with recruitment. His “credible voice” and ability to relate to participants was appreciated by the men.
 - **Staff Training:** All project staff attended two days of training for P/PV’s *Fatherhood Development Curriculum* held by the curriculum developers. Staff participated in a series of workshops, and a panel of young fathers provided feedback on the lessons and the exercises. Follow-up trainings were held centrally and on-site throughout the first year of program implementation.
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Staff were uncomfortable asking father to establish paternity and commit to paying child support at entry.

PROGRAM CONFIGURATION:

- **Recruitment:** Participating programs recruited a minimum for 50 young fathers, using one of three strategies:
 - mandatory referrals from the Child Support Enforcement (CSE) agency (Racine),
 - voluntary referrals from CSE (Fresno and St. Petersburg), and
 - community outreach (Cleveland, Philadelphia, and Annapolis)
- **Space:** Not currently available.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** Participating agencies sometimes partnered with the following for recruitment purposes as well as in an effort to provide participants with a wide range of services:
 - The employer community;
 - The local child support enforcement (CSE) agency;
 - The local community college;
 - Local youth service providers (e.g., the Fresno County Economic Opportunities Commission);
 - The JTPA system (JTPA funding supported the majority of project costs in some sites in addition to providing employment and education-related services).
- **Community Organizations:** With the support of 6 foundations, P/PV launched the Young Unwed Fathers Pilot Project in 6 sites around the country. Two of the sites were community-based organizations (CBOs), 2 were JTPA Private Industry Councils (PICs), and 2 were community managing agents. While the CBOs offered most of their services on-site, the other agencies either had contractors deliver the services or referred enrollees to established community programs.

PROGRAM CONTENT:

- **Curriculum or Program Model:** Each local agency designed and delivered its own program, however, P/PV required programs to incorporate the following 5 program components, which they felt would be most likely to produce positive outcomes for young fathers:
 - Use of the Job Training Partnership Act (JTPA) system (one of the only publicly funded employment training programs available at the time) to provide young fathers with training services that would lead to good jobs (i.e., jobs with standard fringe benefits and the potential to enable fathers to support themselves and their children). Job-readiness or pre-employment classes were offered at four of the six sites. On-the-job-training was offered at two sites.
 - The delivery of education services designed to improve the earning capacity of young fathers.
 - The delivery of “fatherhood development” activities that encourage parental values, capabilities, and behavior in young men, including a *Fatherhood Development Curriculum* developed by P/PV, “leadership” activities, and work with fathers to establish paternity and pay formal child support. The fatherhood curriculum was designed to cover issues related to parenting, fatherhood values, relationships with significant others, sexuality and health, and personal responsibility. In addition, some sites brought in outside speakers while other sites organized activities that included fathers and their families.
 - The provision of counseling (career, personal, and legal) and other ongoing support designed to help fathers achieve employment, parenting, and personal goals (e.g., resume writing, telephone and interviewing skills, positive work habits, verbal communication skills).
 - The establishment of an 18-month connection with fathers so that services and support continue after job placement.

PROGRAM DESIGN:

- **Group size:** Not currently available.

- **Number of program hours (dosage and duration):** The length of “up-front” program components (e.g., assessment, life-skills training, job-skills training, and basic skills/GED preparation) varied by site. In 3 sites, services were scheduled everyday during this period. Additionally, all sites were required to hold curriculum sessions at least once a week for 60 to 90 minutes. In all sites, staff attempted to establish an 18-month connection with all participants.
- **Frequency of program offerings:** Services were offered on a rolling basis with the exception of one site which stopped enrolling new participants after the first group matriculated.
- **Diversity of activities:** Within the guidelines set out by P/PV, each agency designed and delivered its own program, including services such as assessments, job-search services, placement assistance, job-skills training, literacy services, support groups, basic skills/GED preparation, and life-skills training.
- **Incentives for participation:** One site offered participants a substantial stipend during training (up to \$90 per week). Another site gave participants a \$6 per day educational incentive. One other site gave participants a \$15 per week educational incentive.

KEY EVALUATION FINDINGS:

Recruitment

- All six agencies found attracting and enrolling young fathers to be difficult and resource-intensive. Only one site reached its enrollment goal of 50 fathers by the end of the first year.
- Major barriers to attracting and enrolling participants were:
 - Young unwed fathers, who were primarily African-American and poor, distrust of public systems, especially the CSE system with whom the some of the agencies worked closely;
 - The program requirement that paternity be legally acknowledged;
 - Strict eligibility requirements to participate in the JTPA system (e.g., income eligibility based on household income, reading-level disqualifiers);
 - Lack of financial support during job-training or education classes.
- The following agency characteristic facilitated recruitment:
 - Establishing “credibility” with the population being served;
 - A reputation for generating good jobs;
 - Well-established and mutually-beneficial partnerships with CSE and JTPA agencies;
 - Organizational resources (e.g., staff).
- Fathers reported hearing about the program through the following:
 - Referrals by other institutions (e.g., local child support offices, juvenile court, probation officer, teacher) (46.3%);
 - Personal contacts (e.g., another fathers, friend, relative) (22.5%);
 - Program staff and fliers (22%);
 - The media (7%);
 - Their girlfriends (2.2%).
- At one site, fathers were mandated to come by the local CSE agency.
- Participants reported that jobs were the main incentive for program entry (62.7%), followed by parenting skills (45.6%) and improving relationships with children (38.2%). All recruitment messages emphasized the job component, but project staff reported that the “fatherhood focus” of the programs helped retain participants.

Retention

- After its first year, the project had an initial retention rate of 81% across sites. Staff attributed this to the “fatherhood focus” of the project.
- After two years, 51% of terminated fathers and *at least* 68% of non-terminated fathers had been enrolled for at least a year. (Because the projects continued to run after the end of the evaluation, it is not known how long non-terminated fathers stayed involved with their program.)

- 71% of fathers were active in at least one program component for at least 75% of the months in which they were enrolled.

Service Delivery

- *Job Placement*
 - Agencies that were able to effectively “package” JTPA services for participants had the best records in job placement; however, job retention rates were low.
 - Pressure to get a job as quickly as possible (as was the case at the site where fathers were mandated to attend by the local child support system) negatively affected the intensity with which fathers participated in employment and education services.
- *Fatherhood Development*
 - The *Fatherhood Development Curriculum* was well-received by staff and participants, and 99% of participants took part in curriculum sessions during the first year.
- *Paternity Establishment and Paying Child Support*
 - Staff did not feel comfortable asking father to establish paternity at entry and commit to child support. They agreed to work with fathers to gain their trust and encourage them to take this step over time.
- *Counseling and Ongoing Support*
 - Participation in counseling ranged from 59% to 100%.

Community Partnerships

- Sites were required to use the JTPA system to provide young fathers with training services. The usefulness of this systems was limited by the following:
 - Local eligibility criteria (e.g., income eligibility based on household income, reading-level disqualifiers) that screened out some of the most needy participants;
 - Lack of skills training options;
 - Lack of in-program financial support during job-training and educational classes (e.g., stipends);
 - The CSE agency practice of pressing young men to pay child support which caused them to leave the program in order to get a job immediately.

Education

- 75% of fathers participated in some type of education component while in the program. GED classes (53%) and basic skills classes (47%) were the most common.
- At follow-up, 22% of participants were without a high school diploma or GED and not enrolled in education classes, compared with 42% of participants at intake; however, 64% of fathers who entered the program without a diploma or GED did not earn one.
- Staff reported that fathers dropped out of education classes because they got frustrated or lost focus in the face of other difficulties (e.g., need for income, child care).
- 93% of fathers enrolled in education classes said the services they received were either very useful (72%) or somewhat useful (21%).

Employment

- At follow-up, 54% of participants were working compared to 23% of participants at enrollment. Additionally, 47% of participants had jobs with health benefits at follow-up compared to 17% at enrollment. The average hours worked per week were 40 at follow-up compared to 27 at enrollment, and the average hourly wage was \$6.21 compared to \$5.19 at enrollment.
- Fathers who enrolled in on-the-job-training were more likely to be employed at follow-up ($p \leq .01$).

- Only 29% of fathers who obtained employment while in the program found their jobs through program referrals. Job placement was a challenge for all participating agencies. There were difficulties in finding job developers and in finding jobs that paid more than \$5 an hour.
- Of fathers who were employed at enrollment and at follow-up, significantly more were satisfied with their health benefits, the type of work, and their opportunities for advancement in their current job ($p \leq .05$). They were not, however, more satisfied with their wages.
- 93% of fathers enrolled in job-readiness classes said they found them very useful (64%) or somewhat useful (29%).

Parenting

- The frequency of contact between fathers and their children fell between baseline and follow-up ($p \leq .001$). When asked, 75% of non-custodial fathers said that they wanted to see their child more often but were not able to because of time constraints (28%), problems in their relationship with the mother (21%), and geographical distance (18%).
- Participants reported that the curriculum sessions (92%), peer support group (91%), and the relationships they developed with staff (93%) and other young fathers (92%) were useful. 95% would recommend the program to a friend.
- Thirty-one fathers declared legal paternity for their child while in the program or after. Fathers did this because it was the right thing to do (29%), they wanted to (27%), it was their responsibility (16%), and the program encouraged it (12%). Only 8% were required to do so by the courts. At follow-up, 52 fathers had support orders compared to 44 at baseline.
- At follow-up, fathers answered an average of 7.9 questions about child support laws and procedures correctly compared to 6.5 questions at baseline.

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EVALUATOR(S) AND CONTACT INFORMATION:

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**"WANTING TO BE GOOD FATHERS:
HELPING TEEN FATHERS BECOME PARENTS"**

OVERVIEW: This parenting program was designed for adolescent fathers of Mexican descent involved in the juvenile justice system. Fathers participated in a series of six small-group sessions that included both therapeutic and psychoeducational components and emphasized the role that Latino(a) culture plays in the lives of adolescent, Latino fathers. After the completion of the intervention, a series of three in-depth interviews were conducted individually with six of the program participants. **Read more...**

PROGRAM GOALS: This program aimed to:

- Increase the adolescent father’s understanding of issues regarding becoming a father;
- Offer adolescent fathers resources to cope with issues between himself and the mother of his child;
- Increase the adolescent father’s involvement with children through increased comfort in taking care of a young infant/child;
- Teach adolescent fathers fundamental principles of infant care, child development, and parenting skills.

LOCATION: This program was implemented in the Southwest United States.

CHARACTERISTICS OF FATHERS SERVED: The adolescent fathers participating in this program had the following characteristics:

- Participants were all of Mexican descent;
- Participants were between 13 and 17 years old;
- Participants had been placed on probation for various offenses such as burglary, possession and use of illegal substances, or assault with a deadly weapon;
- Two participants had 2 children each, and the rest had only one child, usually younger than 2 years old;
- The educational level of participants ranged from 8th to 11th grade, with one participant having obtained his GRE;
- 86% of participants were living with either their mother or stepmother;
- 64% of participants were living with either their father or stepfather;
- 57% of participants were in a romantic relationship with their partner while the rest were interested in establishing a co-parenting relationship with their former partner.

EVALUATION DESIGN: PHENOMENOLOGICAL QUALITATIVE STUDY (DESCRIPTIVE INTERVIEW DESIGN)

- **Outcomes:** Fathers provided feedback about their experiences as participants in the teen fathers parenting groups. During data analysis, this information was organized into the following categories:
 - Life-world context data (i.e., ideas and thoughts in which the role of the adolescent was primarily receptive);
 - Lived experience data (i.e., ideas and thoughts that related to being a participant in the teen parenting program as well as being a teen father);
 - Detailed descriptions of teen fathers’ most relevant fathering experiences.
- **Method:** Fourteen adolescent fathers participated in one of four teen fathers’ parenting groups over a period of 18 months. Fathers who completed both the therapeutic and psychoeducational components of the program and for whom contact information were provided were included in the study (n=6). After completion of the program, these 6 participants were interviewed on 3 separate occasions. All but one of the interviews was conducted face-to-face over a 2-month period. This method of conducting multiple interviews was chosen because it allows participants to reflect on their experiences and to confirm or modify their earlier statements. Additionally, during the third interview, participants were asked to review the findings from the first and second interviews.

- **Sample:** Six adolescent fathers were included in the analytic sample.
- **Measures:**
 - Perceptions of what it is like to be a participant in a teen fathers’ group.
- **Statistical Analyses:** In order to participate in data collection, evaluators went through a “bracketing process” during which they attempted to set aside preconceived ideas and biases. All of the interviews were transcribed and coded using NVivo qualitative data management software (Bazeley & Richards, 2000). Distinct ideas and thoughts were labeled as either 1) irrelevant data, 2) life-world data, or 3) lived experience data.
- **Attrition:** Fourteen fathers participated in one of 4 teen fathers’ parenting groups. Six participants were rearrested before they could complete the program. Two fathers completed the program but later moved away without leaving any contact information. The remaining 6 fathers were included in the study (57% attrition).

STRUCTURAL/INSTITUTIONAL FEATURES:

- **Staff Qualifications and Support**
 - **Staff-participant ratio:** Two facilitators, one male and one female, co-led each session. Having female co-leaders was important because they were able to bring their perspective as mothers and Latinas.
 - **Staff Education:** The groups were led by the program developer, a Mexican male marriage and family therapy graduate student, and by one of 2 parent educators.
 - **Staff Experience:** Not currently available.
 - **Staff Training:** The parent educators were both mature Latinas from the community and had received extensive training in the Parent Management Training model (Patterson, 1982).
 - **Planning Time and Coordination:** Not currently available.
 - **Staff wages:** Not currently available.
 - **Staff Satisfaction:** Not currently available.

PROGRAM CONFIGURATION:

- **Recruitment:** All participants were informed about the Wanting to be Good Fathers program because they were required to complete parenting training as a condition of their probation. Thus, while teen fathers choose to attend the program over other parenting courses in the community, they were supervised by their probation officers to ensure regular attendance.
- **Space:** Not currently available.
- **Materials:** Not currently available.
- **Partnerships and Linkages:** Not currently available.
- **Community Organizations:** Not currently available.

PROGRAM CONTENT:

- **Curriculum or Program Model:** This teen fathers’ parenting program included both therapeutic and psychoeducation components. Additionally, the role that Latino(a) culture plays in the lives of adolescent, Latino fathers was addressed throughout the six sessions. The follow six topics were addressed in these sessions:
 - Therapeutic Components (Sessions 1-3)

- *Family-of-origin issues:* Participants drafted a letter to their father as well as a letter to themselves pretending to be their father. Participants were asked to think about how their relationship with their father influenced them as fathers.
- *Personal Responsibility:* This topic was addressed throughout the six sessions. Participants were challenged to take responsibility for their own actions, as opposed to blaming outside factors.
- *The meaning of being a father:* Each participant shared what being a father meant to them. Participants then drafted a third letter to their child.
- Psychoeducational Components (Sessions 4-6)
 - *Prevention of abuse and neglect:* Abuse and neglect were defined and discussed using potential scenarios that their children might face in the future.
 - *Child development and child care:* Participants were provided with handouts and booklets. This information was then discussed in groups.
 - *Fundamental parenting and discipline skills:* Participants were taught concepts of parenting derived from social learning principles. Alternative discipline strategies (e.g., time-out) were discussed.

PROGRAM DESIGN:

- **Group size:** Group size was limited to 4 fathers in order to ensure that each participant received sufficient time and attention. After the first meeting, group membership was closed.
- **Number of program hours (dosage and duration):** There were 6 group sessions, each lasting 2 hours. (Note: Participants reported wanting to continue attending a support group for teen fathers.)
- **Frequency of program offerings:** The groups met once a month for 6 months.
- **Diversity of activities:** Fathers participated in group discussions, presentations, and role plays. Additionally, letter writing was used as a means for participants to address and process family-of-origin experiences. Participants were required to remain attentive and respectful while others shared; however, fathers only had to share what they wanted to share.
- **Incentives for participation:** Participants received \$15 for each session they attended.

KEY EVALUATION FINDINGS:

Life-world context data

- Participants felt supported by group leaders and group members. They felt cared about because group leaders provided encouragement, companionship, and guidance about how to be a better father.
- Participants felt safe in the group. They felt free to express themselves.
- Participants appreciated that the group was specifically designed to meet their needs. They did not feel that they could get these services anywhere else in the community.

Lived experience data

- *Entering the group:* Although teen fathers were reluctant to participate in the group at first (some of them were required to be there by their parole officer), they reported that they came to appreciate the value of the program.
- *Liking and trusting:* Participants reported that they began to trust each other and their group leaders over the course of the 6 sessions. They felt respected and did not feel judged.
- *Realizing group is important in redirecting my life:* Participants reported that their feelings about the group changed when they began to realize that being a part of the group could help them to be a better father.
- *Realizing I am not the only one:* Participants appreciated the opportunity to be around other teen fathers and realize that others were dealing with the same situations and the same emotions.

- *Letting feelings out:* Participants reported feeling free to express their feelings and knowing that the other teen fathers would understand.
- *Valuing the bond:* Participants reported a sense of bonding with other teen fathers in the group as they realized that there were all experiencing similar feelings.
- *Hearing it from group leaders:* Group leaders gave participants challenging feedback, which the participants learned to appreciate.
- *Deciding to write about my struggles:* Participants commented on the relief they felt in writing letters to their fathers.
- *Wanting to be a good father:* Participants realized that they could not be good fathers and maintain their current lifestyle. They recognized the need to take responsibility for their lives and the lives of their children.

Detailed descriptions of teen fathers’ most relevant fathering experiences

- *Not giving up and deciding to be a dad:* Participants reported struggling with the knowledge that they would become fathers. At first they avoided talking about it. As time went on, however, the fathers found “a new meaning in life” by becoming fathers.
- *Figuring out my relationships after becoming a father:* Participants mentioned challenges they were facing in their relationships with their child’s mother, with their child, and with the rest of their family.
- *Wanting to be a good father:* Participants reported that they wanted to be good fathers, which they understood meant taking responsibility for their actions, battling drug addiction, and planning for the future.
- *Wanting to be Brown and a father:* Participants commented on how their cultural identity and cultural values influenced them as fathers and affected their lives.

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