Annotated Bibliography
Father Outreach and Engagement

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The primary objective of this annotated bibliography was to identify literature related to strategies and barriers to engaging, recruiting, and retaining fathers in services. Four databases, including ERIC, PsychInfo, Social Services Abstracts, and Sociological Abstracts were searched. The search terms included: father or paternal or fatherhood and engagement or outreach or recruitment or retention and prevention program or child welfare or home visitation or parenting programs. The literature search was comprehensive and included articles from the perspective of practitioners as well as those of fathers regarding their engagement in father specific programming. Furthermore, there was a mix of qualitative, quantitative, and conceptual articles that addressed both strategies and barriers to engaging, recruiting, and retaining fathers in services. Thirty-three articles are summarized below.

1) Balu, R. Lee, S. J., & Steimle, S. (2018). Encouraging attendance and engagement in parenting programs: Developing a smartphone application with fathers, for fathers. The building bridges and bonds study. OPRE Report 2018-68. ERIC Clearinghouse.

Balu, Lee and Steimle (2018) describe how Building Bridges and Bonds, a federally funded study of Responsible Fatherhood Programs, developed the DadTime smartphone application. This application was used to supplement Just Beginnings, a Responsible Fatherhood program that aims to promote positive father-child relationships. This program targets fathers with young children (2 months to 3 years) and emphasizes the importance of the father-child relationship and attachment. The program consists of five sessions that can last between 60 - 90 minutes where fathers bring their child(ren) to the session and they learn parenting skills, apply the skills, and receive feedback. The DadTime application supplemented the Just Beginning sessions by providing attendance reminders and interactive tools to apply the skills fathers learned during the in-person session. The team that developed the application used father's feedback in creating and modifying the application. The creation of the application was an

iterative process and the study team identified three key times when DadTime should communicate with fathers 1) before the session (reminder) 2) the day after the session (feedback on what went well) and 3) the weekend after the session (activity suggestions).

2) Bellamy, J. L., Harty, J. S., Banman, A., & Guterman, N. B. (2021). Engaging fathers in perinatal home visiting Early lessons from a randomized controlled study of Dads Matter-HV. In J. Fagan & J. Pearson, J. (Eds.), *New research on parenting programs for low-income fathers* (pp. 87 - 102). Taylor & Francis Group.

Bellamy et al. (2021) examined father engagement with the Dads Matter Home Visiting (HV) intervention. The Dads Matter HV content can be added to existing home visiting curriculums and emphasizes the importance of co-parenting and shared parenting responsibilities. The content can be delivered in four to eight home visits, either individually or with the co-parent, and in-person or via phone. Dads Matter HV stresses early engagement with fathers (i.e., explicitly invite fathers at the start of the service), continuous and creative means to engage (i.e., leave information or personal notes for fathers), and father-inclusive processes and content (i.e., work around father's schedules). Eighteen home visiting programs from five different agencies participated in randomized control trial to examine father engagement, where the intervention group incorporated the Dads Matter HV content and the control group was assigned the standard home visiting curriculum. The home visiting programs served 204 families and parents completed the Relational Health Index Scale (RHI) questionnaire to rate the quality of their relationship with the home visiting worker on three different occasions (baseline, four months, one year). The Dads Matter HV group reported more positive RHI scores at four months although the difference was not statistically significant. Overall, fathers who reported a more positive attitude towards the intervention scored higher for engagement, empowerment, and authenticity on the RHI scale. HV workers in the intervention group appeared better at engaging fathers, as paternal participation was at 33% when compared to the control group's paternal participation of 20%. Twenty-eight providers were interviewed and findings suggest that the Dads Matter HV providers utilized more strategies to engage fathers including providing hands on activities, showing respect for father, building relationships with fathers, discussing benefits of father participation, being mindful of fathers' schedules, and engaging fathers continuously and explicitly. Finally, barriers to participation noted by HV workers including father's lack of time, families not knowing that fathers were supposed to be present for the meeting, and changes in the parents' relationship.

3) Berlyn, C., Wise, S., & Soriano, G. (2008). Engaging fathers in child and family services: Participation, perceptions and good practice. *Family Matters, 80*, 37–42.

Berlyn et al. (2008) described part of the Engaging Father's Study that aimed to ascertain how fathers and service providers experience father engagement in services and to identify barriers to participation and strategies for engagement. Qualitative data from fathers that participated in services and service providers were also analyzed to identify outreach and retention of fathers. Service providers indicated that they believe fathers want to engage in services and fathers noted the importance of being involved in their children's' lives. Several barriers to engaging fathers in services were identified. Service providers felt that gender stereotypes prevent fathers from engaging in services as well as programs appearing unappealing to fathers (boring, irrelevant). Furthermore, service providers indicated that <u>marketing is often not father inclusive</u>, fathers do not see male service providers or users, and programs often operate during working hours when fathers are unavailable. Fathers indicated that lack of information prevents them from engaging in services as well as negative associations regarding seeking services (appearing to be a "whiner"). Strategies for recruiting fathers were also identified. Service providers noted the importance of using existing networks to recruit fathers, using specific language (i.e. building, tools) and marketing directed at fathers in "male spaces." Fathers reported "word-of-mouth" and hearing other fathers recommend a program were particularly effective in recruitment. Both service providers and fathers stressed the importance of relationship building between program facilitators and fathers to sustain engagement. Fathers also reported wanting a <u>strengths-based approach</u> and service providers indicated that fathers appear wanting to learn "side-by-side" and that engaging in an activity together facilitates peer learning. Fathers indicated that it is important for programs to be flexible and adaptable (i.e., offered outside of normal business hours, off-site) and that having a <u>male (father)</u> facilitate the program is preferable as they have shared lived experiences. Finally, fathers reported many benefits of involvement in services, including <u>improved parenting skills, confidence, and knowledge</u> and that their <u>participation led to better relationships with their children</u>.

4) Bond, S. (2019). The essential role of the father: Fostering a father-inclusive practice approach with immigrant and refugee families. Journal of Family Social Work, 22(1), 101–123. https://doi.org/10.1080/10522158.2019.1546965.

Bond (2019) describes how the immigration experience impacts families, the stressors and barriers immigrant families, specifically fathers, encounter, and guidelines for father inclusive, culturally informed

practice. When compared to non-immigrant fathers in North America, immigrant fathers are less likely to have a high school diploma and prescribe to the traditional family structure (husband, wife, and children). Immigrant fathers encounter many unique stressors, including premigration stress (i.e., being the victim of persecution, torture, etc.,), acculturation stress (i.e., children as "cultural brokers," gender role conflicts), social dislocation and discrimination, unemployment or underemployment, and ambiguous loss (i.e., not being able to return to native country, "cultural bereavement"). Furthermore, immigrant fathers are less likely so seek out mental health services due to mistrust of the health system and fear of being misunderstood. When engaging with immigrant fathers, it is important to address systemic barriers, such as accessibility to services (location and time) and lack of linguistically appropriate services. Furthermore, providers must be attentive to cultural safety and should adopt a position of cultural humility. That is, providers should suspend judgment, listen, and learn from immigrant fathers. Additionally, providers should consider the unique social and psychological stressors of immigrant fathers, their pre-migratory trauma as well as their strength and resilience.

5) Burn, M., Tully, L. A., Jiang, Y., Piotrowska, P. J., Collins, D. A. J., Sargeant, K., Hawes, D., Moul, C., Lenroot, R. K., Frick, P. J., Anderson, V., Kimonis, E. R., & Dadds, M. R. (2018). Evaluating practitioner training to improve competencies and organizational practices for engaging fathers in parenting interventions. Child Psychiatry and Human Development, 50(2), 230–244. https://doi.org/10.1007/s10578-018-0836-2.

   Burn et al. (2018) assess the outcomes of a face-to-face training and on-line training for practitioners who provide parenting services, specifically with fathers. Changes in reported competencies and organizational practices were considered. Participants completed a pre-, post-,and 2-month follow-up assessment (Father Engagement Questionnaire). Face-to-face participants demonstrated a statistically significant increase in self-reported confidence, competence, and perceived effectiveness of father engagement strategies from pre- to post-assessment. Improvements were maintained over time for in-person participants; however, there were no significant differences from post-assessment to 2-month follow-up. Furthermore, face-to-face participants indicated improvements in their rate of father engagement from pre- to post-assessment. On-line participants demonstrated a statistically significant increase in confidence, competence, and perceived effectiveness of father engagement strategies from pre- to post-assessment; however, these improvements were not maintained at 2-month follow-up. Similar to face-to-face participants, on-line participants indicated improvements in their rate of father

engagement from pre-assessment to follow-up at 2 months. Findings suggest that equipping practitioners with strategies on how to engage fathers in services has the potential to increase father engagement.

6) Campbell, C.A., Howard, D., Rayford, B. S., & Gordon, D. M. (2015). Fathers Matter: involving and engaging fathers in the child welfare system process. *Children and Youth Services Review*, 53, 84–91. https://doi.org/10.1016/j.childyouth.2015.03.020.

Campbell et al. (2015) summarize findings from Connecticut's Department of Children and Families Connecticut's Comprehensive Outcome Review. Focus groups, called Fatherhood Listening Forums, were conducted with 48 fathers who had underline experience with the child welfare system. Fathers were asked about their experiences and needs regarding DCF. Local child welfare staff also participated in listening forums to provide their experiences/perspectives on father engagement. The main findings from staff included: 1) staff were influenced by past interactions with fathers, i.e. if a staff had a negative experience with a father, they were less likely to engage them in the future 2) fathers were not considered as a resource per staff protocols/ documentation, i.e. if a father's whereabouts were unknown, staff would remove the father" from the case so they would not need to engage them in visits/case planning 3) mothers influenced staff perceptions of non-resident fathers, i.e. staff wanted to respect mother's wishes if she did not want father involved 4) there is stigma associated with incarceration and involvement with the criminal justice system. Findings from fathers included: 1) fathers desire for respect and trust, i.e., having calls returned, being involved in visitation/case plan protocol, staff getting to know them as a person, 2) fathers wanting to be heard and not judged, i.e. provide a space to vent, let fathers have feelings, 3) services/case plans focused on mother, 4) fathers found unclear expectations challenging, i.e. fathers need clarity on purpose of service, 5) limited programs to meet the needs of fathers with diverse backgrounds, i.e. young fathers, formerly incarcerated. It is noteworthy that of the 48 fathers randomly selected to participate in the focus groups (out of 600), all individuals consented to participate in the study (100% participation rate). This demonstrates fathers' desire for their voices to be heard.

7) Coakley, T. M., Washington, T., & Gruber, K. (2018). Assessing child welfare agency practices and attitudes that affect father engagement. *Journal of Social Service Research, 44(*3), 365–374. https://doi.org/10.1080/01488376.2018.1476286

Coakley et al. (2018) aim to understand how social workers' attitudes and practice skills impact father involvement with a child welfare agency. Fathers were recruited by local social services agency via flyers

provided by social workers, and flyers were also distributed at local father support groups. Fathers were met at a convenient location for face-to-face individual interviews. Interviews were conducted by either an African American female, an African American male, or a Latina. Fifty-six fathers or father-like figures who were involved in prevention, protective, foster care, or economic services at a child welfare agency participated in the study. Approximately 60% identified as African American and just over two-thirds had a high school diploma/GED or some college education. A modified version of the Father's Child Welfare Involvement Questionnaire was used to assess father's understanding of the case plan and confidence in their ability to achieve case plan goals. Social workers' attitudes were positively related to understanding of the case plan and confidence in completing case plan goals. Social workers' attitudes had a greater effect than social worker practice skills. It is possible that it is easier to assess a social workers' attitude than practice skills, signifying the importance of the relationship between social workers and the individuals they serve. Family systems theory and parenting efficacy theory underscored this research. Parenting efficacy stresses the important role that social workers can play in helping fathers gain confidence in their parenting skills and ability to meet the needs of their children.

8) Deslauriers, J. M., Devault, A., Groulx, A.P., & Sevigny, R. (2012). Rethinking services for young fathers.
    *Fathering, 10(*1), 66-90.

Deslauriers et al. (2012) examine how young fathers feel they are perceived, how they identify the services and support they receive, and determine their service needs. In order to participate in the study, fathers had to be the biological or "social" father of a child between the ages of 15-25 at the time of the child's birth. Forty-three young fathers participated in the study, which included individual interviews (n = 15) and focus groups (n = 28). Fathers were recruited to participate through community organization stakeholders that provide support groups to young fathers. From the qualitative analysis, three main themes emerged including: 1) Perceptions of Young Fathers by Society and Social Institutions - fathers indicated that they felt negatively judged by society/institutions and that it was easier for mothers to obtain services. Fathers maintain that they should be judged on their parenting skills and relationship with their children. 2) Relationships Between Young Fathers and Child Protection Services - again, fathers reported feeling negatively judged more acutely if they are involved with the child welfare system. Furthermore, involvement in child welfare was reported as a source of stress to young fathers. 3) Young Fathers Want Services Adapted to Their Needs - fathers expressed wanting services that will assist them in providing for their family (i.e. job training, etc.). Fathers underscored the importance of having a place where they feel comfortable

to share their personal experiences. Furthermore, fathers indicated that having programs that incorporate activities (such as sports) fosters bonding and a sense of belonging.

9) Fagan, J., & Pearson, J. (2020). Fathers' dosage in community-based programs for low-income fathers. *Family Process, 59*(1), 81–93. https://doi.org/10.1111/famp.12416

Fagan and Pearson (2020) review 20 studies that examined dosage in fatherhood programs serving low-income fathers. Different aspects of dosage were assessed, including measuring dosage, dosage rates, influences on dosage, and the association between dosage and outcomes. Studies were limited to randomized control trial, pre-test/post-test studies, and quasi-experimental studies. A client's dosage is one indication of their engagement in services. The literature on father programs has been operationalized in different ways including number of sessions attended, number of modules completed, number of activities participated in, number of hours of participation, etc. Dosage rates are often measured differently; therefore, to measure the dosage of the studies included in the review, three levels of dosage were constructed (high, moderate, low), where "high" indicated that the program mean or median dosage was 70% or higher, moderate if the mean/median dosage was between 40% - 60%, and low if the mean/median dosage was lower than 40%. Four programs reviewed were rated high, eight were rated moderate, seven were rated low, and one program could not be rated. Using anecdotal information from the literature, programmatic variables, mother's encouragement, and father's personal characteristics were identified as influences on dosage. Programmatic variables included program intensity, being a mandated participant, incentives, opportunities to learn "hard skills," and flexible scheduling. Father's personal characteristics included geographical location (urban/rural), race, education level, and marital status. Finally, programs that took a couple-based approach appear to have higher dosage levels. Of the seven studies that examined the association between outcomes and dosage, all but one demonstrated positive associated between dosage and positive outcome.

10) Frank, T. J., Keown, L. J., Dittman, C. K., & Sanders, M. R. (2015). Using father preference data to increase father engagement in evidence-based parenting programs. *Journal of Child and Family Studies, 24*(5), 1530–1530. https://doi.org/10.1007/s10826-015-0167-x

Frank et al. (2015) use a mixed-methods approach to identify father parenting support needs and preferences for delivery of father programs. A community sample of 161 fathers completed surveys

(all fathers had at least one child between the ages of 2-9) living in New Zealand. Fifteen fathers participated in focus groups. Fathers were asked to rate the child's behavior, parenting experiences, and their stress and depression levels. Fathers were also asked to rate the importance of specific parenting topics, whether they were familiar with community based parenting programs, and their preference for how parenting programs be delivered. Knowledge and experience with parenting programs was low (13% reported hearing of at least one of the eight programs) and only 3% indicated that they had participated in a parenting program. Topics that were ranked as important for fathers on the survey included relationship building with their child(ren), how to increase children's confidence/ social skills, child development. Focus group participants also noted the importance of learning how to appropriately show physical affection, control negative emotions, and focus on parenting tasks. Per the survey, the most preferred method of delivery of the 16 delivery modes listed was seminar (in-person) followed by a father only group program, television series, and web-based. The least preferred was a program offered through a religious organization. Of the 12 program-features identified that may influence a father's decision to participate, demonstrated effectiveness was ranked as the most important factor followed by the program being held in a convenient location, trained practitioners facilitated the program, and relevant issues were discussed in the program. The least influential feature identified was if extended family were able to attend. In the focus groups, fathers identified several ways to advertise to father and engage them in the program. These suggestions included using humor, father-friendly messages and images, using practical activities to learn, sharing personal experiences, and leveraging mothers or larger agencies to recruit. Fathers did not believe a material incentive was needed to increase attendance but noted that providing drinks/snacks is imperative.

11) Glynn, L., & Dale, M. (2015). Engaging dads: Enhancing support for fathers through parenting programmes. *Aotearoa New Zealand Social Work, 27*(1/2), 59–72. https://doi.org/10.11157/anzswj-vol27iss1-2id17

Glynn and Dale (2015) discuss the issues that impact father's participation in parenting programs, from social workers' perspectives. Social workers that identified as working with parents or men were invited to complete an on-line survey. Of the 472 social workers invited to complete the survey, 50 replied (10.5% response rate). Fifty social workers in New Zealand completed a survey regarding father's participation in parenting programs. The majority of the sample (96%) identified as female and almost three quarters reported being 50 years or older. Participants rated the importance of

issues that they perceived impacted father participation in parenting programs as well as the feasibility of addressing the issues. Participants used a 5-point Likert scale to rate each issue and a mean rating was given to each issue. Of the 19 issues identified in the survey, the most important issue relating to father participation that social workers identified was that "program leaders convey understanding of the important role of fathers" followed by "program content is particularly useful and relevant to fathers" and encouraged fathers to be active participants in their child's life is part of the organizational philosophy. Seventeen of the 19 issues had a mean rating of 3 or above with two issues, "the program is for father's only" (2.79) and "both parenting program leaders are male"(2.07) ranked at the bottom. Interestingly, male social workers ranked the gender of the program leader and composition of the program participants, more highly than females. Regarding the feasibility in addressing the issues, the issue identified as most feasible to address was the organizational philosophy that encourages father's active participation in their child's life, followed by "program leaders convey understanding of the important role of fathers" and "program content is particularly useful and relevant to fathers". Again, 17 of the 19 issues had a mean rating of 3 or above and with two issues "the program is for fathers only" and "both parenting program leaders are male" being identified as the least feasible issues to address. Participants also had the opportunity to add comments to the survey. Several comments related to "word of mouth" in recruitment, either from fathers who participated in the program or through agencies. Additionally, participants noted that fathers are not comprised of a homogenous group; therefore, they will have different needs depending on their circumstances.

12) Harachi, T. W., Catalano, R. F., & Hawkins, J. D. (1997). Effective recruitment for parenting programs within ethnic minority communities. *Child & Adolescent Social Work Journal, 14*(1), 23–39. https://doi.org/10.1023/A:1024540829739.

Harachi et al. (1997) examined recruitment and retention for the Parenting for Drug Free Children prevention program, focusing on ethnic minority communities, specifically African American, Latino, Samoan, and Native American communities. Recruitment efforts were intentional, as key community individuals who were viewed as "credible" were enlisted to recruit parents to participate in the program. Participants were recruited in the primary language (Spanish, Samoan) and the program was delivered in the participants primary language. Participants were recruited directly either by someone that they had an existing relationship or by a "cold call" or indirectly via brochures that provided the program information placed in various locations. Recruitment efforts began three to four weeks before a program workshop

began which provided enough times for participants to plan and make arrangements to attend but not too long where they would forget about the program. The workshop leaders framed the program as one that strengthened and supported families rather than a drug prevention program. The workshops were geographically proximal to where the target populations lived and were offered in locations the populations viewed as comfortable and safe, including churches, community centers, schools, and social service agencies. Childcare with structured and developmentally appropriate activities was provided during the workshops. Other incentives provided included transportation and refreshments. The workshops were modified to meet the needs of the individual groups. After all of the workshops were completed, 87% (N = 455) of the total participants were contacted via phone to discuss their attendance in the program. Two-thirds (67%) of participants indicated that they attended the workshops because they were interested in the topic while a little over one quarter (27%) indicated that they attended the workshops to meet and share with other parents. Close to three-quarters (71%) indicated that they had never attended a parenting program before Parenting for Drug Free Children. Just over one-half (55%) of participants attend at least half of the sessions while 14% of participants attended all of the sessions. Parents reported that their children encouraged their attendance due to the activities provided to the children during the workshops and recruiters called parents between sessions. Parents reported that time conflicts, including changes in their work schedule, prevented them from attending the workshops. It is suggested that if time is an issue for parents, one-time workshops can be offered, there can be a provision for make-up workshops, or materials that address workshop topics can be sent home.

13) Holmes, E. K., Thomas, C. R., Egginton, B. R., Leiter, V. K., & Hawkins, A. J. (2021). The effectiveness of responsible fatherhood programs targeting low-income and nonresident fathers. In J. Fagan & J. Pearson (Eds), *New research on parenting programs for low-income fathers* (pp. 12–28). Taylor & Francis Group.

Holmes et al. (2021) conduct a qualitative meta-analysis of fatherhood programs that includes 37 reports. Parenting programs that target fathers often emphasize three general topics, including economic support of children, parenting knowledge and skills, and healthy relationships and coparenting. Per previous literature, reasons for fathers' decisions to attend fatherhood programs have not been well documented; however, many fathers expressed a desire to be more involved in their children's lives. Program staff were an important influence on a father's decision to participate and complete the program. Fathers reported the importance of feeling supported and encouraged by staff

who did not stigmatize them as "deadbeat dads." Of the evaluations that reported retention rates, the range varied between 40% and 87% completion. It is noteworthy that African American fathers particularly benefited from having staff and group leaders who were from their local community, were examples of successful fathers, and were sensitive to the social and cultural pressures they experienced. Having the opportunity to interact with other men going through similar experiences, whether staff or fellow participants, was generally helpful for many of the fathers included in the various studies.

14) Laxman, D. J., Higginbotham, B. J., & Bradford, K. (2019). Predictors of attrition and attendance in a fatherhood education program. *Children and Youth Services Review, 103*, 287–297. https://doi.org/10.1016/j.childyouth.2019.05.007.

Laxman et al. (2019) considered predictors of father attrition and low-attendance in parenting programs using data from the Father Education project. The programs were facilitated by 13 individuals using one of the following father-specific curriculums: Fathering with Love and Logic, Home Run Dad, and 24/7 Dads. The program consisted of weekly sessions that lasted two hours over a period of 5 weeks. Fathers were recruited via mailings, ads, and community organizations. There were 2,279 participants in the program; however, only 1,040 fathers completed the survey needed for the analysis. Attendance logs were also utilized to examine predictors of attendance and attrition. Results indicated that individuals with a lower level of education were at higher risk of attrition and were more likely to miss sessions, higher personal income was associated with an elevated risk of poor attendance, and individuals that reported relationship conflicts demonstrated a higher risk of attrition.

15) Lee, S. J., Yelick, A., Brisebois, K., & Banks, K. L. (2011). Low-income fathers' barriers to participation in family and parenting programs. *Journal of Family Strengths, 11*(1).

Lee et al. (2011) conduct a qualitative study regarding barriers to father's engagement in services. Convenience sampling was utilized to recruit urban fathers from a large social service agency. Seventeen fathers participated in three semi-structured focus groups that focused around three topics; 1) sources of parenting information; 2) awareness of parenting programs; and 3) fathers' parenting practices. Data analysis was conducted by content analysis of the participants' discussion. The participants identified other men and fathers, including their own father, as sources of information regarding parenting. Additionally, other family members and church members frequently provided

parenting information to participants. <u>Fathers overwhelming indicated that more community-based services are needed for fathers and that they preferred to participate in programs located in spaces where fathers and children can engage in activities together. Furthermore, fathers believed that parenting practices, such as discipline, are a personal choice</u>. Various disciplinary practices were identified, including physical discipline, use of time out, and taking away privileges. Finally, fathers underscored the importance of expressing emotions and communicating with their children.

16) McGinnis, S., Lee, E., Kirkland, K., Smith, C., Miranda-Julian, C., & Greene, R. (2018). Engaging at-risk fathers in home visiting services: Effects on program retention and father involvement. *Child and Adolescent Social Work Journal, 36*(2), 189–200. https://doi.org/10.1007/s10560-018-0562-4

McGinnis et al. (2018) consider father participation in Healthy Families New York (HFNY) intervention program. HFNY is a home visiting program that serves new parents who are at risk for child maltreatment and adverse family outcomes. Outcomes assessed included father retention, co-residency, and father involvement. Program data on 3,341 families that participated in HFNY between January 1, 2013 and June 30, 2015 were analyzed. <u>Approximately two-thirds of fathers (65%) attended at least one home visits and families were more than four times as likely to be retained at six-month follow-up if a father had attended at least one visit. Furthermore, fathers who engaged in HFNY home visit were more likely to reside with their child and remain emotionally involved with their child, per mother's report, at six-months</u>.

17) Niland, K., & Selekman, R. (2020). Challenges and successes of pregnancy assistance fund programs supporting young fathers. *Maternal and Child Health Journal, 24*(S2), 178–182. https://doi.org/10.1007/s10995-020-02923-5.

Niland and Selekman (2020) explored the Pregnancy Assistance Fund (PAF) grantees program components, challenges of serving young father, and successful father engagement strategies. Nine PAF programs that specifically targeted young fathers or had an increasing number of father participants were interviewed to discuss their experiences with father engagement. Generally, the PAF programs components for young fathers were very similar to those of young mothers, including group-based sessions and case management services. Recruiting fathers to participate in PAF programs can be challenging as young fathers are often disconnected from services; therefore, it is <u>essential to</u>

recruit young fathers in places where they naturally frequent. Furthermore, it is important to provide a welcoming and father-friendly space for fathers and hire staff with whom young fathers can relate. Male fatherhood specialists were hired by five of the nine PAF programs and these programs reported that males were more effective than females at recruiting and retaining fathers in the program.

18) Osborn, M. (2015). Young fathers: Unseen but not invisible. *Families, Relationships and Societies, 4*(2), 323–329. https://doi.org/10.1332/204674315x14352272532129

Osborn (2015) describes findings of a survey conducted by the Fatherhood Institute in the United Kingdom related to service provision and engagement of fathers. Eleven young fathers, eight young mothers, and 148 professionals completed the survey. The survey identified many challenges to father participation in services, including fathers not knowing services available to them, lack of support to participate in services, the perception that parenting programs are focused on the mother, negative associations fathers may have regarding participating in services, and fathers not wanting to look vulnerable and in need of services. It is important for service providers to recognize the unique needs of fathers (i.e., parenting confidence, understanding impact of involvement in their child's life) and to recognize the presence and commitment that young fathers demonstrate in their child's life.

19) Osborne, C., DeAnda, J., & Benson, K. (2022). Engaging fathers: Expanding the scope of evidence-based home visiting programs. Family Relations. https://doi.org/10.1111/fare.12636

Osborne et al. (2022) examine how fathers participate in home visiting programs from the mother's perspective. Surveys regarding father's participation in services were completed by 1,386 mothers receiving services from one of the 29 home visiting agencies under the Maternal, Infant, and Early Childhood Home Visiting Program. The survey included six questions, two questions pertaining to how fathers directly participated in the home visiting program (i.e., attend visits) and four questions pertaining to father's indirect involvement (i.e., asking about missed visits). The analysis found that approximately one-third of mothers reported direct father participation while three-quarters of mothers reported indirect father participation. Fathers who were in a relationship and living with the mother were significantly more likely to engage in direct participation when compared to fathers who did not live with the mother or were not in a relationship with the mother. Similarly, fathers who were in a relationship and living with the mother were significantly more likely to engage in indirect participation, including

asking the mother about missed visits and practicing home visitation lessons, when compared to fathers who did not live with the mother or were not in a relationship with the mother. <u>Employed and older fathers were significantly less likely to participate as were fathers with older children</u>. Results demonstrate that fathers often participate in home visiting programs in ways that are not observable or measurable by the home visitation worker.

20) Panter-Brick, C., Burgess, A., Eggerman, M., McAllister, F., Pruett, K., & Leckman, J. F. (2014). Practitioner review: Engaging fathers - recommendations for a game change in parenting interventions based on a systematic review of the global evidence. *Journal of Child Psychology and Psychiatry, 55*(11), 1187–1212. https://doi.org/10.1111/jcpp.12280.

Panter-Brick et al. (2014) conduct a systematic review, including 199 articles that considered father participation in parenting interventions. It is hard to ascertain the effectiveness of parenting programs that include fathers as well as outcomes specific to fathers as the majority of studies reviewed did not disaggregate data between mothers and fathers. Furthermore, there is an emphasis on the mother-child dyad, with less focus on fathers. <u>The review identified seven barriers to father engagement and participation in parenting programs, including cultural bias, institutional bias, professional bias, operational bias, content bias, resource bias, and policy bias regarding design and delivery</u>. Delivery issues that should be considered include when and where the program takes place, training that service providers receive, communication between providers and fathers, activities, and whether the program takes a holistic approach when working with fathers. Furthermore, it is recommended that programs focus on issues such as reach, cost, sustainability, and equity when engaging fathers.

21) Parry, Y., Ankers, M. D., Abbott, S., Willis, L., Thorpe, L., O'Brien, T., & Richards, C. (2019). Antenatal Dads and First Year Families program: a qualitative study of fathers' and program facilitators' experiences of a community-based program in Australia. *Primary Health Care Research & Development, 20*, e154–e154. https://doi.org/10.1017/S1463423619000768.

Parry et al. (2019) summarize qualitative findings of their study that assessed the benefits of father participation in the Antenatal Dads and First Year Families program. Sixteen "recent recipients" of program participated in either a focus group or individual interview regarding their experience with the Antenatal Dads program. Between 2010 and 2016, the Antenatal Dads and First Year Families program assisted

more than 328 fathers and their families. The program has developed a reputation for assisting fathers to develop and maintain positive and productive relationships with their children through improved knowledge and understanding. Overall, the fathers who participated in the study were representative of the broader regional population, as Aboriginal men, culturally and linguistically diverse fathers, farmers and a mixture of first-time and experienced fathers took part. All participants acknowledged that the Antenatal Dads and First Year Families programs provided a 'safe' and 'supported' space for men to acknowledge their fears and concerns about parenting and supporting their partners. Specifically of note on this topic was fathers' feeling able to discuss sensitive subjects such as mental health and suicide when women were not present. Findings suggest that for some men, male-only programs may offer a space where they feel more comfortable to open- up and share. This in turn allows men to discuss sensitive topics that, in different circumstances, might remain untouched. Further findings include positive feelings about sharing, discussing mental health, and making connections. Fathers also reported an increase in understanding of child developmental stages and appropriate play and learning activities.

22) Pfitzner, N., Humphreys, C., & Hegarty, K. (2017). Research review: Engaging men: A multi-level model to support father engagement. *Child & Family Social Work, 22*(1), 537–547. https://doi.org/10.1111/cfs.12250.

Drawing from previous literature, Pfitzner et al. (2017) provide an overview of father engagement. Literature defines father engagement in various ways; however, the authors operationalized engagement as "getting" "keeping" and "engaging" clients. There are five dimensions of engagement, including practical, relational, cultural and contextual, strategic, and structural. Factors that impact father engagement on each dimension are identified. Practical factors include accessibility and program marketing while relational factors include the attitudes and behaviors of staff, trust, and delivery style. Cultural and contextual factors include the gender of the participant, stressors and life circumstances, and cultural sensitivity. Retention strategies and extrinsic incentives are identified as strategic factors and program length, delivery modality, and group format are noted as structural factors.

23) Pfitzner, N., Humphreys, C., & Hegarty, K. (2020). Bringing men in from the margins: Father-inclusive practices for the delivery of parenting interventions. *Child & Family Social Work, 25*(S1), 198–206. https://doi.org/10.1111/cfs.12760.

Pfitzner et al. (2020) consider factors that promote father engagement based on data from the Australian program, Baby Makes 3 (BM3). Program sessions include discussions on relational situations with coparenting, being new parents, fatherhood, and the transition into fatherhood. BM3 also aims to decrease intimate partner violence by promoting equality in the relationship between parents. Aspects of the program that worked to retain engagement with fathers <u>included having all-male groups, providing a shared community with other fathers, and social network building for fathers</u>.

24) Randles, J., (2020). The means to and meaning of "being there" in responsible fatherhood programming with low-income fathers. Family Relations: Interdisciplinary *Journal of Applied Family Science, 69*(1), 7-20. doi: 10.1111/fare.12376.

Randles (2020) examined how father's engagement in program services is shaped by their perspective of paternal responsibility. Sixty-four low-income fathers who were participants in a responsible fatherhood program that focused on work, school, and parenting participated in focus groups and individual interviews. Most of the participants identified as Black or Latino. The majority of fathers described "being there" as essential to being a responsible father. Further, participation in the father program was one way that fathers demonstrated "being there" and responsible. <u>Fathers indicated that having the program include employment and education issues was important as work and school opportunities allow them to provide financially for their children</u>. Being gainfully employed also prevents fathers from engaging in illegal and dangerous activities. Fathers also valued how the program validated their understanding of paternal involvement, that is one of fathers doing what they can, given their circumstances. Furthermore, the program did not define being a responsible father narrowly (i.e., financial support) and recognized that paternal responsibility includes spending time with their children and providing for their physical and emotional needs. Some fathers did indicate that the intensity of the program was challenging as it was difficult to adequately address work, school, and parenting given their limited resources (i.e., transportation). Other noteworthy findings include the need to provide resources to low-income fathers who participate in parenting programs and incorporating parenting scripts that do not discount marginalized fathers.

25) Salari, R., Filus, A., (2017). Using the health belief model to explain mothers' and fathers' intention to participate in universal parenting programs. *Prevention Science, 18*(1), 83-94. doi: 10.1007/s11121-016-0696-6.

Salari and Filus (2017) examine factors that are associated with parental intention to participate in parenting programs. Additionally, parental gender as a moderating effect was considered in relation to the factors that influence parental intention. Parents were recruited from 15 primary schools in Sweden for a total sample size of 580 parents (290 mothers and 290 fathers) with children between the ages of five and ten. Parents completed a questionnaire regarding their child's behaviors, perceived benefits, perceived barriers, and intention to participate in a parenting program. If parents perceived a program to be beneficial, they had a higher intention to participate. For mothers, higher intention was associated with lower perceived barriers. For fathers, higher intention was associated with higher perceived self-efficacy. Furthermore, emotional and behavioral issues reported by parents had an indirect effect on both mother's and father's intention, as the level of benefits to participation increased. Findings suggest that there are different factors that influence mothers and fathers' decisions to participate in a parenting program.

26) Schock, A. M., & Gavazzi, S. M. (2004). A multimethod study of father participation in family-based programming. In R.D. Day, & M.E. Lamb (Eds.), *Conceptualizing and measuring father involvement* (pp. 129–159). Lawrence Erlbaum Assoc. Pub.

Schock and Gavazzi (2004) report on two studies regarding the Growing Up FAST program. This family-based program aims to help strengthen families to recognize and support the needs of adolescents involved in delinquent behaviors so they can successfully transition to adulthood. Adolescents are referred to Growing Up FAST by the court and families are contacted within one week of referral. Families complete an initial assessment as well as assessments at two-weeks and six months post program completion. Measures included the Brief Symptom Inventory, Family Assessment Device, and the Child and Adolescent Services Assessment. Using assessment data collected from 78 fathers, the first study considered different variables associated with father involvement in Growing Up FAST. Results demonstrated that fathers who had participated in services in the past and fathers that ranked their family has having poorer problem-solving skills attended more sessions of Growing Up FAST. The second study aimed to qualitatively determine what factors influenced a father's participating in the Growing Up FAST program. Twenty fathers participated in individual interviews, 10 fathers who had attended at least one Growing Up Fast session and 10 fathers who attended no sessions. Participating fathers who were single and the residential parent of the adolescent indicated that they felt mandated to participate and wanted to avoid involving their child in further court involvement. Participating fathers who lived with the other parent as well as the adolescent indicated that they felt a

responsibility as a father to "fix the problem." Finally, non-residential participating fathers indicated that they wanted to support their child and demonstrate that they care about their child through participating in the program. Non-participating fathers indicated that they did not participate due to adolescent factors (i.e., their child ran away), maternal gatekeeping (i.e., mother did not notify father about program), personal concerns (i.e., participation not necessary), and program concerns (i.e., lack of confidence in program, privacy issues). <u>Furthermore, non-participating fathers also referred to the traditional mother/father role as a reason for not participating (i.e., mother is in charge of discipline) and feelings of inadequacy as a parent.</u>

27) Scott, K. L., Crooks, C. V. (2007). Preliminary evaluation of an intervention program for maltreating fathers. *Brief Treatment and Crisis Intervention, 7*(3). 224-238.

Scott and Crooks (2007) describe Caring Dads: Helping Fathers Value Their Children, an intervention that targets maltreating fathers who have demonstrated maltreatment toward their children or their spouses. The 17-week intervention addresses how fathers engaged in abusive parenting strategies, attitudes and beliefs that promote unhealthy relationships, and the impact of violence on children. For the most part, fathers are referred into the program by child protection services; however, hospitals, psychiatrists, family doctors, church groups, and lawyer's organizations have begun to refer fathers to the program in recent years. Overall, Caring Dads is noted as having a positive influence on many fathers that have engaged in maltreatment. Furthermore, community stakeholders have also benefited from the program as participant improvement can be tracked. The tracking provided by the program can help child welfare stakeholders make decisions regarding a father's involvement in their child's life, should fathers not demonstrate improvement in parenting skills, attitudes, and beliefs or if fathers show no desire to improve.

28) Sicouri, G., Tully, L., Collins, D., Burn, M., Sargeant, K., Frick, P., Anderson, V., Hawes, D., Kimonis, E., Moul, C., Lenroot, R. & Dadds, M. (2018). Toward father-friendly parenting interventions: A qualitative study. *Australia and New Zealand Journal of Family Therapy, 36*(1), 218-231. doi: 10.1002/anzf.1307.

Sicouri et al. (2018) examine barriers that Australian fathers encounter regarding participating in parenting interventions as well as their preferences for parenting interventions. Forty-one fathers

with children between the ages of 2 – 16 years old participated in nine focus groups regarding their experiences with parenting interventions. <u>Barriers to participation identified by fathers included parenting interventions being "mother-focused", mothers acting as "gatekeepers", fathers not viewing the intervention as not relevant, services and programs being unknown to fathers, and gender stereotypes and roles of mothers and fathers. Fathers preferred parenting interventions that provided relevant information (child development, parent-child relationship building, bullying), recruited fathers specifically, offered experiential learning opportunities, challenged fathers and acknowledged their participation, utilized a group-based format, and offered flexibility (time, location, childcare)</u>.

29) Smith, T. K., Duggan, A., Bair-Merritt, M. H., Cox, G., (2012). Systemic review of father's involvement in programs for the primary prevention of child maltreatment. *Child Abuse Review, 21*(1). 237-254. doi: 10.1002/car.2195.

Smith et al. (2012) examine father's participation in primary prevention programs that address child maltreatment and whether these programs are effective in decreasing the risk of child maltreatment. Seventeen studies that described 15 different programs were included in their systematic review. Thirteen studies reported father participation at less than 30%, two studies reported father participation at greater than 50%, and one study did not specifically report on father participation. Only two studies reported disaggregated data for mothers and fathers; therefore, it is difficult to determine if primary prevention programs are specifically effective with fathers. The location of the primary prevention programs included state agencies, healthcare settings, educational settings, and prisons and the program length ranged from 3 – 24 weeks. In order to assess whether prevention programs are effective in serving fathers, it is imperative that data be disaggregated during program evaluations.

30) Stahlschmidt, M.J., Threlfall, J., Seay, K. D., Lewis, E. M., & Kohl, P. L. (2013). Recruiting fathers to parenting programs: Advice from dads and fatherhood program providers. *Children and Youth Services Review, 35*(10), 1734–1741. https://doi.org/10.1016/j.childyouth.2013.07.004

Stahlschmidt et al. (2013) explored how African American fathers perceive parenting programs as well as strategies to recruit fathers and encourage participation in father programs. Focus groups were conducted with 29 fathers to gain to gain their perspectives on recruitment strategies and semi-structured interviews were conducted with a nationwide sample of 19 fatherhood program providers to

learn about their most successful recruitment strategies. <u>The qualitative analysis identified themes using word-of-mouth recruitment, increasing advertising, targeting advertising specifically to urban African American fathers, providing transportation and incentives, recruiting through the courts, collaborating with other community agencies, and offering parenting programming along with other programming valued by fathers, such as employment assistance</u>.

31) Symonds, J. (2020). Making fathers relevant: How practitioners include both parents in talk about parenting programmes. *Child & Family Social Work, 25*(1), 144–153. https://doi.org/10.1111/cfs.12672

Symonds (2020) describes how practitioners engaged parents in conversation via telephone while attempting to recruit the other parent to participate in parenting services. Six female practitioners contacted 28 parents via telephone (25 females, 3 males) were contacted and invited to participate in services. Conversation analysis was used to examine how practitioners invited the parent with whom they were not speaking with to participate in the services. Of the 28 conversations, <u>invitations to the other parent were extended only 14 times (50%). Findings revealed that when practitioners referred to the other parent by name and recruited the other parent with a "yes-preferred" manner (a yes-no question leaning towards an anticipated answer), invitations to participate were more likely to be accepted. It is suggested that conversational tools be developed to promote father engagement, such as referring to the other parent by name, establishing the relevance of the other parent in the family, and then formally inviting the other parent to participate in a specific service</u>. Practitioners are open to involving fathers in parenting services but are mindful that there may be safety concerns, such as when domestic violence is reported by mothers.

32) Tully, L.A., Collins, D. A. J., Piotrowska, P. J., Mairet, K. S., Hawes, D. J., Moul, C., Lenroot, R. K., Frick, P. J., Anderson, V. A., Kimonis, E. R., & Dadds, M. R. (2017). Examining practitioner competencies, organizational support and barriers to engaging fathers in parenting interventions. *Child Psychiatry and Human Development, 49*(1), 109–122. https://doi.org/10.1007/s10578-017-0733-0.

Tully et al. (2017) examine father engagement in parenting interventions from the practitioner's perspective. Organizational support, training, and practitioner competencies regarding father engagement are also considered in the article. Two-hundred and sixteen practitioners and other professionals in Australia completed an on-line survey regarding their experiences in delivering

parenting interventions. Practitioners indicated that they engage fathers in services by <u>emphasizing the importance of father's involvement to both parents, involving fathers in the development of treatment goals, personally inviting fathers to participate, providing separate sessions to fathers, and problem-solving when barriers are identified</u> (i.e. transportation). At the organizational levels, practitioners reported that their agency obtains information from fathers, stresses the importance of paternal involvement in services, and markets to fathers. Approximately 40% of practitioners indicated that their agency provides services to fathers outside of normal business hours while close to 19% of practitioners reported that their agency provides father-only programs. Practitioners who indicated that they had participated in a training on father engagement were 2.25 times more likely to be in the high versus low competency category. Additionally, high practitioner competency levels and high levels of organizational support were significant predictors of practitioners report high program attendance of fathers. Furthermore, the number of years of practitioner experience was a significant predictor of moderate and high program attendance of fathers. In order to increase father engagement, organizations should consider providing support to father-inclusive practices, such as offering training to practitioners and addressing organizational barriers.

33) Tully, L.A., Piotrowska, P. J., Collins, D. A. J., Mairet, K. S., Black, N., Kimonis, E. R., Hawes, D. J., Moul, C., Lenroot, R. K., Frick, P. J., Anderson, V., & Dadds, M. R. (2017). Optimising child outcomes from parenting interventions: Fathers' experiences, preferences and barriers to participation. *BMC Public Health, 17*(1), 550–550. https://doi.org/10.1186/s12889-017-4426-1

Tully et al. (2017) examine the experiences fathers with parenting interventions specific to children with externalizing problems. Additionally, father preferences and barriers to engagement were considered. An on-line survey was completed by 1,001 fathers of children between the ages of 2 – 16. Of the sample, 296 fathers (29.6%) rated their child with high externalizing behavior while 705 (70.4%) rated their child with low externalizing behavior. <u>Barriers to participating in parent programs identified by fathers included cost, work commitments, transportation, not knowing about the program (what the program is about or the effectiveness of the program), childcare issues, and having a wait-list for the program. Additionally, father were unlikely to participate in a parenting program if they did not view their child's behavior as problematic or if they did not feel in need of the service. Fathers who rated their child with high externalizing behaviors identified more barriers to participating in services</u>. Factors that were rated high for father's program participation included if the facilitator was trained and if they understood the purpose of the program and what it entails. <u>Having a male facilitator, being invited by the program facilitator, and having the program be</u>

personally recommendation by another father were factors identified as less important to fathers. Fathers reported that they would like parenting programs to discuss issues such as bullying, developing social skills, and child development. Furthermore, fathers indicated that they preferred to have the program delivered via the internet or in a one-time session format. It is noteworthy that fathers who reported more severe externalizing behaviors also reported being more likely to attend a parenting program.

Summary of Father Engagement Articles

- Engagement has been defined in various ways, including recruiting, retaining, and engaging fathers in services.

- Father programs occur in a number of contexts from prevention focused on fathers, to home visiting programs focused as an add on, to intervention in child welfare and other justice related programming.

- Barriers to father engagement include gender stereotypes and the negative association of participating in services, lack of gender specific marketing, accessibility for fathers (time, location), transportation, lack of father representation/inclusiveness, programs that are focused on mothers with an emphasis on the mother-child dyad, lack of information on programs and services as well as outcomes/expectations, fathers feeling judged by service providers (this is especially relevant to specific populations, such as young fathers and child welfare involved fathers), deficit versus strength based focus, and the intensity of the program (time commitment).

- Recruitment strategies included advertising in spaces where fathers naturally frequent, using father-friendly and inclusive messages and images in recruitment materials, inviting fathers to participate directly, utilizing existing networks and word-of-mouth, including more "masculine" words to advertise the program (i.e., building, tools, etc.), and using male staff in recruitment efforts.

- Fathers are frequently referred to father programs by child welfare agencies, lawyers, medical professionals, other fathers, and churches.

- Strategies to engage fathers include taking a strength-based approach and emphasizing the importance of fathers in their children's lives, being flexible and adaptable with fathers' schedules (i.e., offering services outside of normal business hours and in various locations), providing a father-friendly space where fathers feel comfortable to share their personal experience, employing male facilitators with whom fathers can relate (lived experience) and who are sensitive to social and cultural pressures, and addressing barriers to participation (i.e., transportation, childcare). Furthermore, it is important for programs to address topics that fathers find relevant, that fathers understand the purpose of the program and what their participation entails, and that the service

provider is knowledgeable and trained. Finally, fathers prefer to engage in practical activities while learning and participating in services (either with each other or with their children) and want services that will help them provide for their families, such as an agency that provides programming on parenting, job training, and education.

- Relationship building between the service provider and father and feeling supported and encouraged is important in father retention. Maintaining communication between program sessions can also help with retention (i.e., text reminders, follow-up for feedback).

- Preferred program delivery formats include in-person seminar, father-only groups, and web-based programming.

- Parenting topics that have been identified by fathers as important include relationship building with their children, child development, parenting skills, bullying, and helping their children develop social skills.

- Mothers can influence fathers' participation in services, both positively (encouraging attendance) and negatively (acting as a gatekeeper).

- Trainings that equip providers and agency staff with strategies on how to engage fathers in services have the potential to increase fathers' attendance in programs.

- In order to reach and engage fathers from marginalized populations (i.e., formerly incarcerated fathers, young fathers, immigrant fathers), it is beneficial to offer programs specific to these populations.

Fatherhood Program Outcomes

The literature search also resulted in studies pertaining to program outcomes for fatherhood programs. Although the search was not exhaustive regarding program outcomes, all studies included utilize a rigorous research design and evaluate diverse outcomes. Six articles are summarized below.

1) Fagan, J. (2008). Randomized study of a prebirth coparenting intervention with adolescent and young fathers. *Family Relations, 57*(3), 309–323. https://doi.org/10.1111/j.1741-3729.2008.00502.x

Fagan (2008) conducted a pre-birth intervention study where 165 young fathers were randomly assigned into the coparenting program, the Minnesota Early Learning Design for young dads (intervention group) or a standard childbirth program (comparison group). Participants for the study were recruited via the mothers from three OB/GYN clinics in low-income neighborhoods as recruiters approached all the pregnant teenaged women to explain the intervention. Recruitment also included flyers posted at hospitals. Of the 165 fathers randomly assigned, 64 fathers did not attend any intervention, 44 fathers completed the coparenting intervention, and 46 completed the childbirth intervention. The study included a pre- and post-test after 6 months for both the mothers and fathers and assessed the following outcomes: the support of mothers from the fathers, parenting alliance and communication regarding parenting. Measures included Ahrons Coparental Cooperation, the Parental Childcare Scale, and the Parenting Sense of Competence Scale. Fathers in the MELD co-parenting intervention reported significantly larger parenting alliance scores when compared to comparison and control groups from pre- to post-test. Furthermore, fathers reported significantly larger communication change scores when compared to the other two groups from pre- to post-test. Fathers in co-parenting intervention reported significantly higher levels of engagement than comparison (childbirth) group. Mothers also reported significantly higher levels of father engagement for fathers who were in the co-parenting group when compared to the comparison and control group.

2) Frank, T. J., Keown, L. J., & Sanders, M. R. (2015). Enhancing father engagement and interparental teamwork in an evidence-based parenting intervention: A randomized-controlled trial of outcomes and processes. *Behavior Therapy, 46*(6), 749–763. https://doi.org/10.1016/j.beth.2015.05.008

Frank et al. (2015) conducted a study on the effectiveness of the Group Triple P intervention. Group Triple P specifically incorporated content that was father-specific into the curriculum, based

on data collected by Frank et al. (2015). The intervention consisted of 5, two-hour group sessions as well as three 30-minute phone consultations. Forty-two parenting pairs were randomly assigned into Group Triple P (intervention group) or were waitlisted (control group), resulting in 23 Group Triple P pairs and 19 waitlist pairs. The three main outcomes evaluated included child behavior, parent behavior, and interparental relationships. Program satisfaction and the differential contributions between mothers and fathers during group sessions were also evaluated. Measures included the Eyberg Child Behavior Inventory (ECBI), the Parenting Scale (PS), Authoritative Parenting Style (APS), Parenting Task Checklist, the Parent Problem Checklist, and Client Satisfaction Questionnaire. Participants completed a pre-test, post-test, and a six-month follow-up. There were statistically significant short-term intervention effects (post-survey) on father's and mother's reported child behavior, interparental conflict regarding parenting, dysfunctional parenting, and mother's parenting confidence. Mother's also corroborated father's self-reported parenting practices and these effects were maintained at six-month follow-up. A greater portion of both fathers and mothers in the intervention group "achieved reliable and clinically important change" on dysfunctional parenting and child behavior outcomes. During group sessions, fathers used more humor when compared to mothers while mothers shared more personal stories. There was not a significant difference in the amount of contributions made between mothers and fathers and both mothers' and fathers contributed significantly more in session 3 and 4 when compared to session 1 and 2. It is noteworthy that this program had a high attendance rate for mothers and fathers as 89% attended at least 6 of the 8 sessions.

3) Kim, Y., Jang, S. J., & Oyer, B. J. (2021). Factors associated with fatherhood program effectiveness. In J. Fagan & J. Pearson, J. (Eds.), *New research on parenting programs for low-income fathers* (pp. 44–57). Taylor & Francis Group.

Kim et al. (2021) examined the effect of the TYRO Dads fatherhood program which aims to assist fathers in becoming responsible parents. The program is 20 hours and consists of 10, 2-hour sessions that took place over the span of five weeks. A randomized control trial study was conducted to compare parenting satisfaction, co-parenting, parental efficacy, parent role identity, and father-child interactions between TYRO Dad participants and non-participants utilizing a pre-test, post-test, and follow-up method. Attrition was a challenge for this intervention study as 469 fathers were initially identified to participate; however, only 252 fathers completed the pre-test (115 control, 137 TYRO intervention), 177 fathers completed the post-test (90 control, 87 intervention), and 140 completed the

follow-up (59 control, 81 intervention). Measures included Fatherhood Research Practice Network's (FRPN) Father Engagement Scale and Coparenting Relationship Scale. The researchers developed their own measures based on existing FRPN scales. The more intervention session that fathers attending, the more likely parenting satisfaction increased over a four-month period with eight sessions (80%) identified as the threshold for the intervention effect. There were statistically significant difference in parenting efficacy and co-parenting relationships between the intervention and control group, with higher attendance associated with increases in parenting efficacy and co-parenting relationships. Furthermore, it appears as though non-resident fathers may have benefited more from the intervention as they demonstrated greater increases in parent satisfaction as well as role identity.

4) Sarfo, B., & Wallace, V. (2021). Does curriculum matter? A randomized control study of the "developing all dads for manhood and parenting program (dad map)" curriculum. In J. Fagan & J. Pearson, J. (Eds.), *New research on parenting programs for low-income fathers* (pp. 29–43). Taylor & Francis Group.

Safro and Wallace (2021) examine the Developing All Dads for Manhood and Parenting (DAD MAP) program which aims to promote responsible parenting and positive relationships. The DAD MAP curriculum consists of 16 sessions that last between 60 – 90 minutes. The curriculum covers topics related to not only parenting but economic issues as well. Safro and Wallace utilized a randomized experimental design to examine outcomes of fathers who participated in DAD MAP compared to fathers that participated in a peer-led group. The intervention group (DAD MAP) consisted of 89 fathers while the control group (peer-led) consisted of 75 fathers (N = 164). Fathers were recruited via their participation in the Baltimore Responsible Father program as well as literature distributed in community locations including barber shops, stores, and child support offices. Outcomes examined where father involvement, co-parenting, and child well-being and fathers completed assessments at baseline, three months, and six months. Measures utilized included the Father Engagement Scale, Coparenting Relationship Scale, Brief Infant and Toddle Social and Emotional Assessment, and the Behavioral Problems Checklist. The intervention group reported a significant difference in parental support, money spent on child(ren), and nights spent with child(ren) at the three-month follow-up; however, these differences were not maintained at the six-month follow-up. Furthermore, there was a trend that the intervention group spent more money on their child(ren) and offered more informal support; however, these differences were not significant.

5) Self-Brown, S., Osborne, M. C., Lai, B. S., Brown, N. D., Glasheen, T. L., & Adams, M. C., (2017).

Initial findings from a feasibility trial examining the Safe Care Dad to Kids program with marginalized

fathers. *The Journal of Family Violence, 32*(1), 751-766. doi: 10.1007/s10896-017-9940-5.

Self-Brown et al. (2017) consider the Safe Care Dad to Kids intervention aimed at improving father parenting practices and reducing risk of maltreatment. Their randomized experimental design utilized pre- and post-assessments at baseline and post-intervention. Recruitment efforts, including flyers and advertisement, resulted in 299 contacts; however, only 99 fathers responded to follow-up contact to participate in the program. The invention group (Safe Care Dad to Kids) consisted of 51 fathers and the comparison group consisted of 48 fathers who received mailings on parenting topics three times during the intervention period. Measures that were used included Parent-Child Interaction (PCI) Satisfaction Survey, Child Planned Activities Training Checklist, and the Parent-Child Conflict Tactics Scale. Both the intervention and comparison groups demonstrated a decrease in self-reported psychologically aggressive behaviors. The intervention group scored significantly lower in likelihood to commit neglectful behavior than their control group counterparts. Furthermore, the intervention group reported satisfaction with the program and improvement in parent-child interactions.

Summary of Fatherhood Program Outcomes

- The six studies span a number of years, some being conducted during the pandemic.

- All of the studies utilized rigorous randomized experimental designs with pre- and post-tests, consisting of an intervention group and non-intervention group (waitlist control or standard service).

- Retention was an issue in some programs (e.g., TYRO) and not in others (e.g., Triple P)

- In two of the six studies, mothers also rated fathers on the respective measures (father engagement, parenting practices).

- Outcomes evaluated in the father programs included:
  - Coparenting (communication, conflict, support)
  - Child behavior
  - Parenting behavior
  - Parenting satisfaction
  - Parenting efficacy
  - Program satisfaction

- A vast range of standardized measures were used in the father programs which included:
  - Ahrons Coparental Cooperation
  - Parental Childcare Scale
  - Parenting Sense of Competence Scale
  - Eyberg Child Behavior Inventory (ECBI)
  - Parenting Scale (PS)
  - Authoritative Parenting Style (APS)
  - Parenting Task Checklist
  - Parent Problem Checklist
  - Client Satisfaction Questionnaire
  - Ahrons Coparental Cooperation
  - Parental Childcare Scale
  - Parenting Sense of Competence Scale
  - Eyberg Child Behavior Inventory (ECBI)
  - Parenting Scale (PS)
  - Authoritative Parenting Style (APS)
  - Parenting Task Checklist
  - Parent Problem Checklist
  - Client Satisfaction Questionnaire

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