

Welcome to Dad Allies December 9, 2021 Learning Session



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Thomas V.
Giddens Jr.
Foundation

Fatherhood
is
Essential





A Life Course Framework for Supporting Successful Fatherhood

Arnold Chandler | Forward Change

Overview

1. **Structural Changes** have produced **intergenerational cycles of disadvantage** that operate **gender-specifically**
2. A Life Course Framework for Improving the Lives of Disadvantaged Populations: **Problem Framing Heuristic for Analysis and Intervention**
3. **Policy and Program Intervention: Key Strategic Questions and National Evaluation Findings**

Part I: Structural Changes and Cycles of Disadvantage

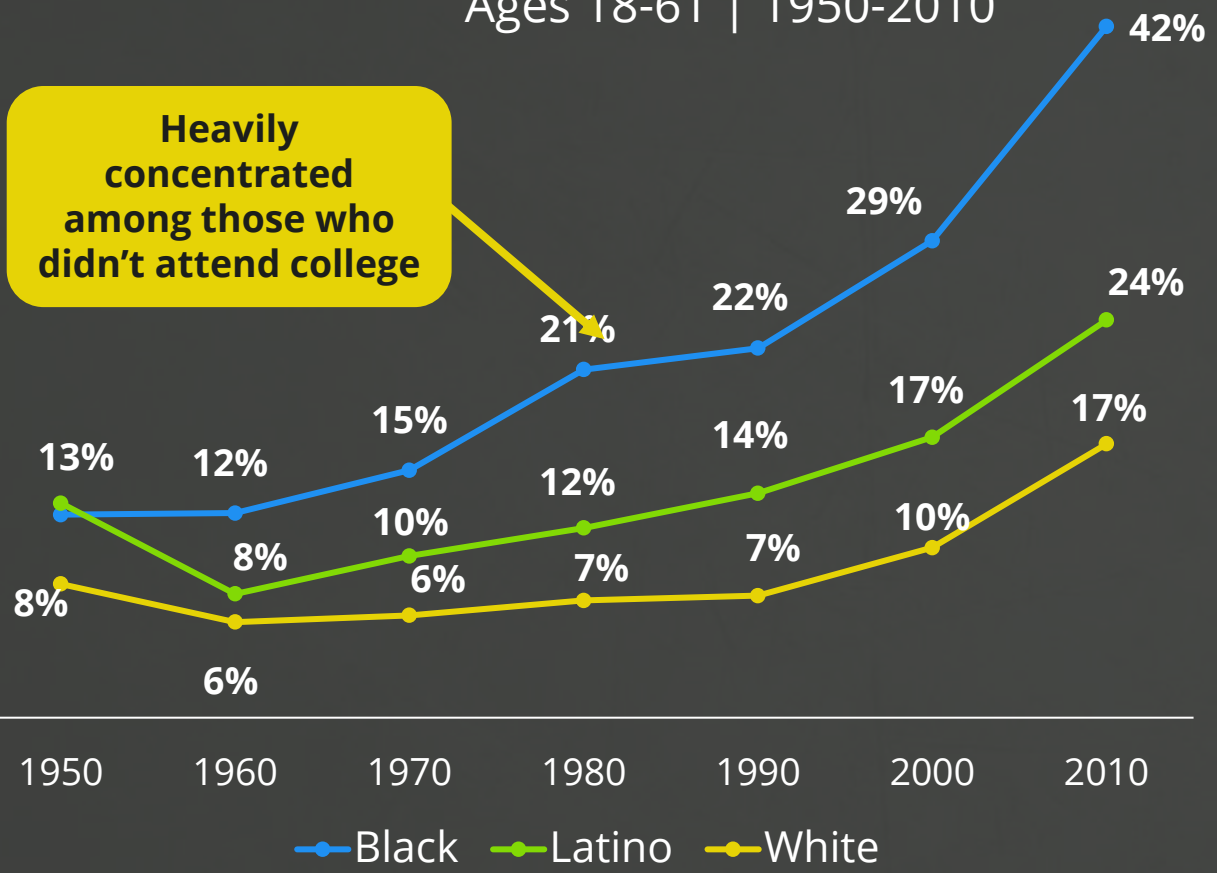
Rise of Male Joblessness and Declining Earnings

Declining Male Employment

Joblessness Among Native-Born Males

Ages 18-61 | 1950-2010

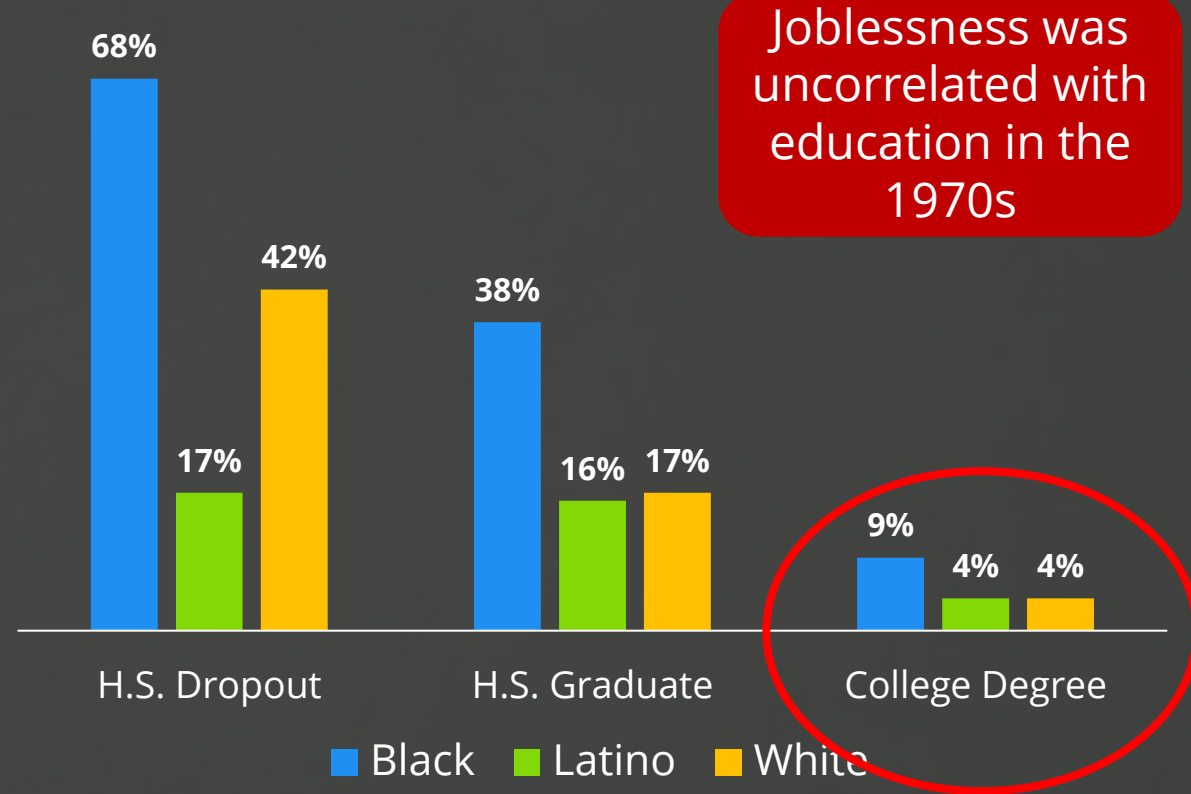
Heavily concentrated among those who didn't attend college



Joblessness by Education Level

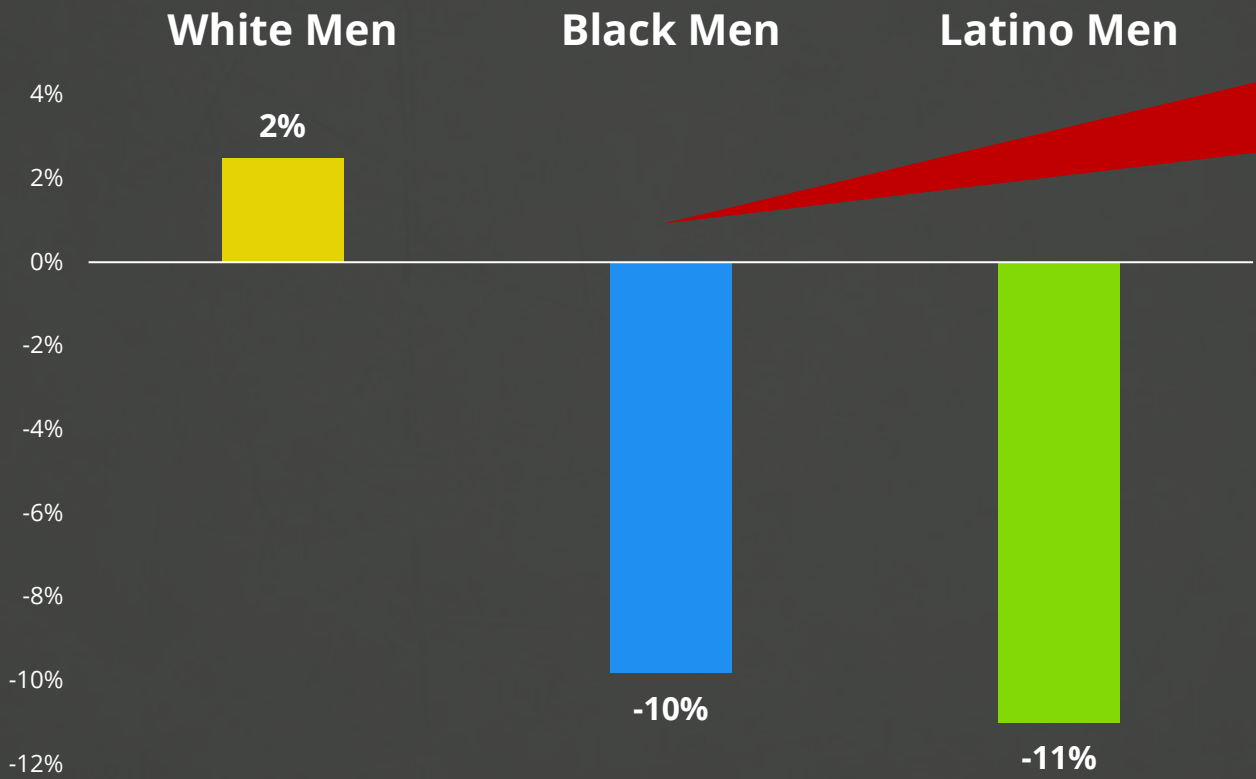
Ages 40-44 | 2010

Joblessness was uncorrelated with education in the 1970s



Declining Male Earnings

Change in Median Earnings (1979-2017)

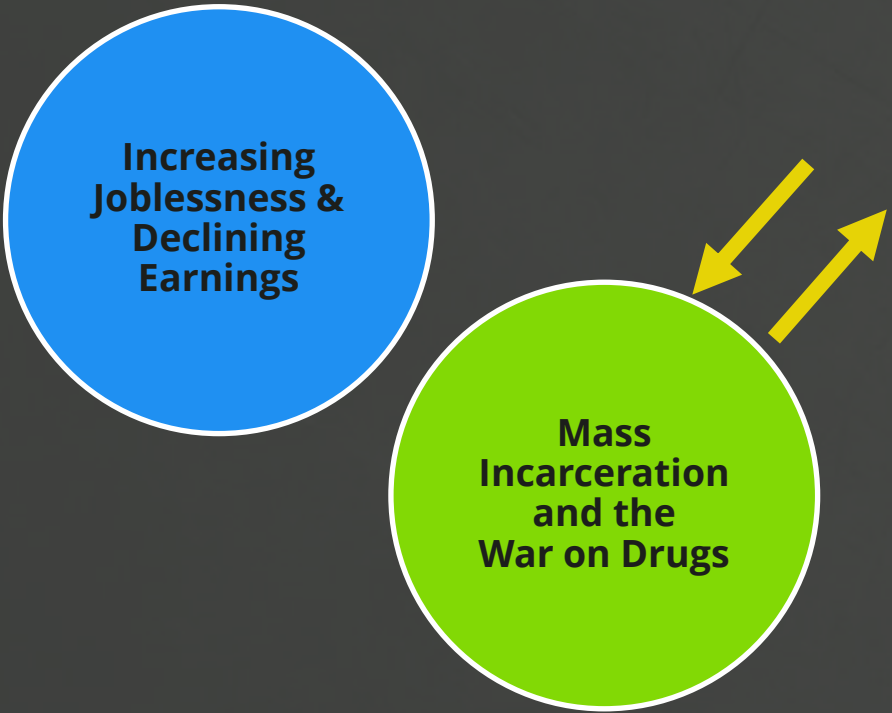


Black men's real median earnings in 2010 were lower than they were in 1950

Winters and Hirsch, 2012

Rise of Mass Incarceration

Mass Incarceration

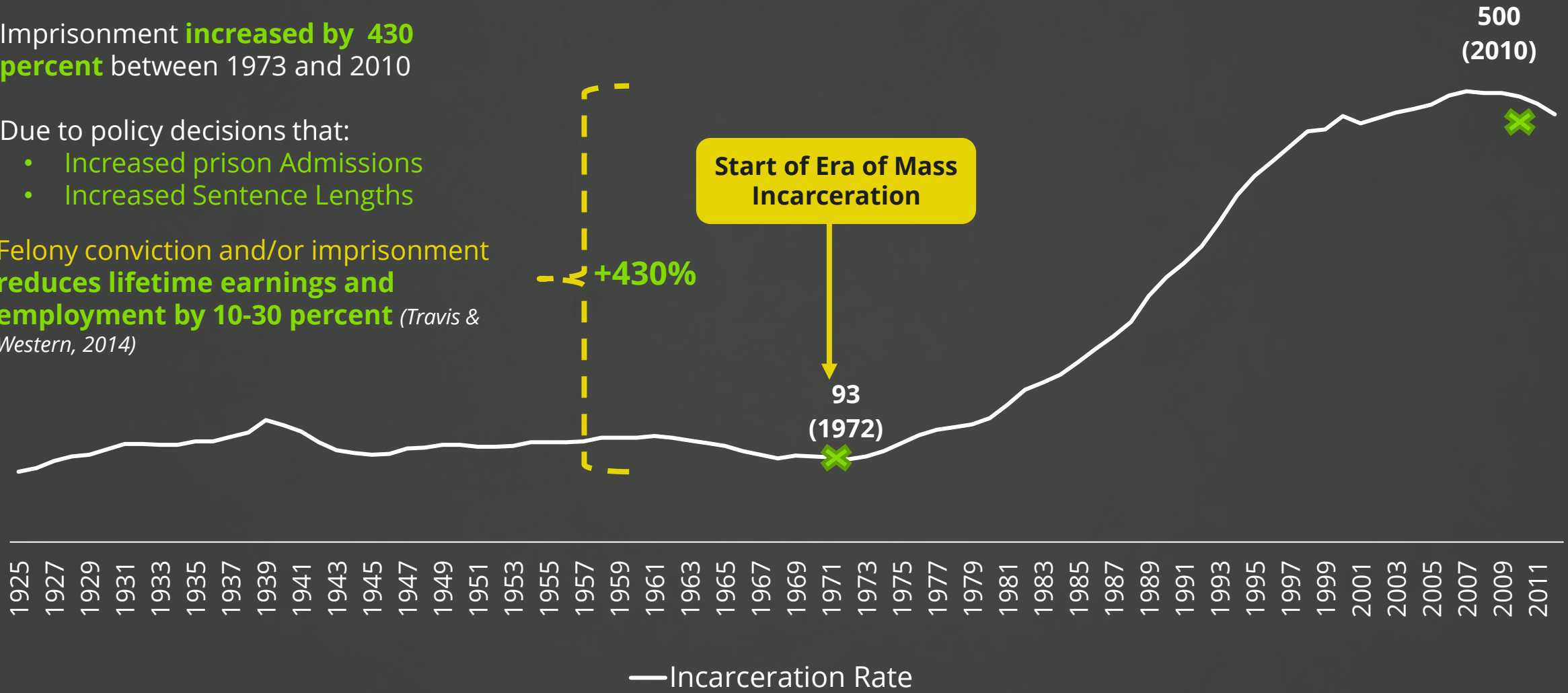


Historical Incarceration Rates (1925-2012)

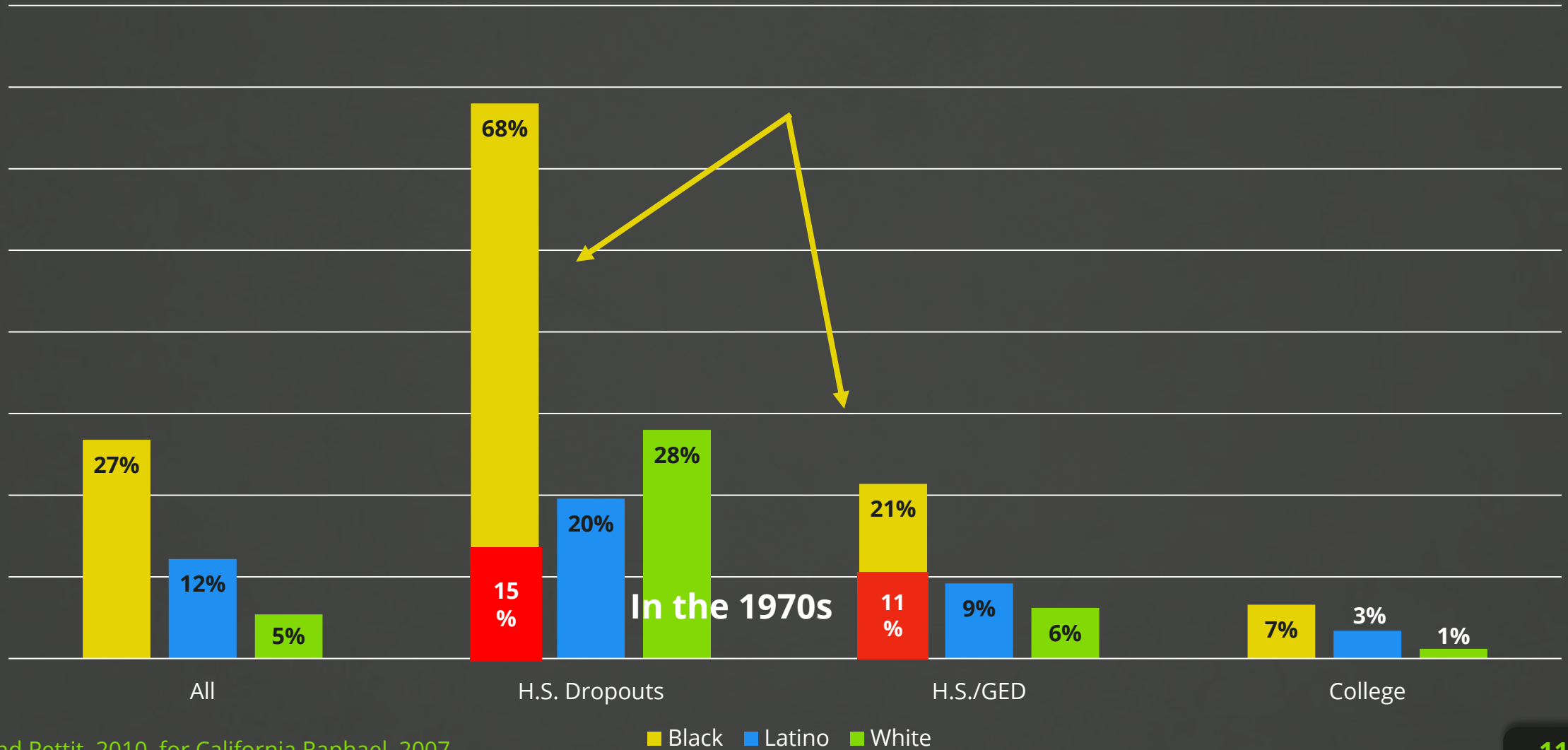
(State and Federal Prisoners per 100K Population)

2.3 million in prisons or jails (2012) BJS

- Imprisonment **increased by 430 percent** between 1973 and 2010
- Due to policy decisions that:
 - Increased prison Admissions
 - Increased Sentence Lengths
- Felony conviction and/or imprisonment **reduces lifetime earnings and employment by 10-30 percent** (Travis & Western, 2014)



Lifetime Risk of Imprisonment by Age 35 for Males in 2010 (by Education Level)



Rise of Disadvantaged Families

▶▶▶ The Rise of Disadvantaged Families

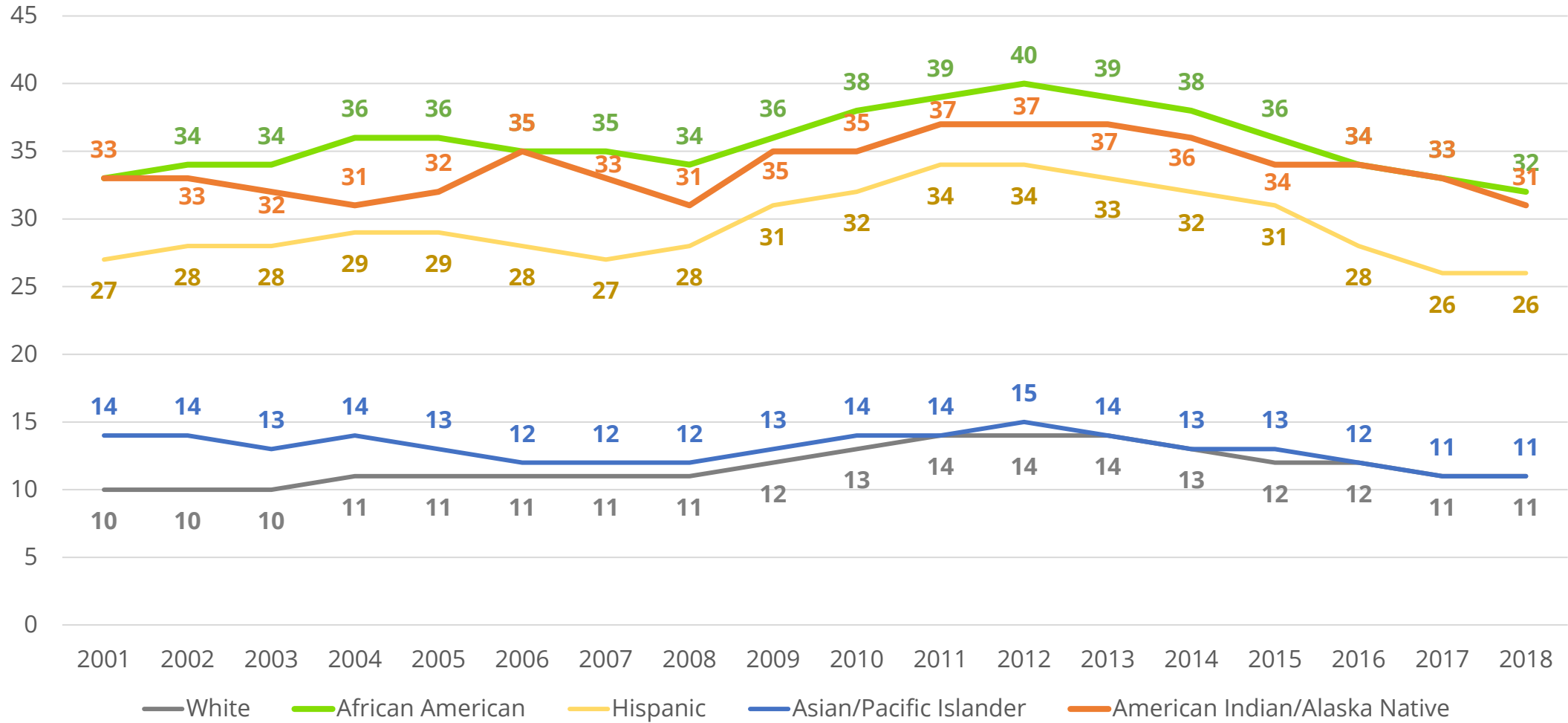


Joblessness, Mass Incarceration and Male Mortality have produced a sharp increase in single-parent families since the 1970s

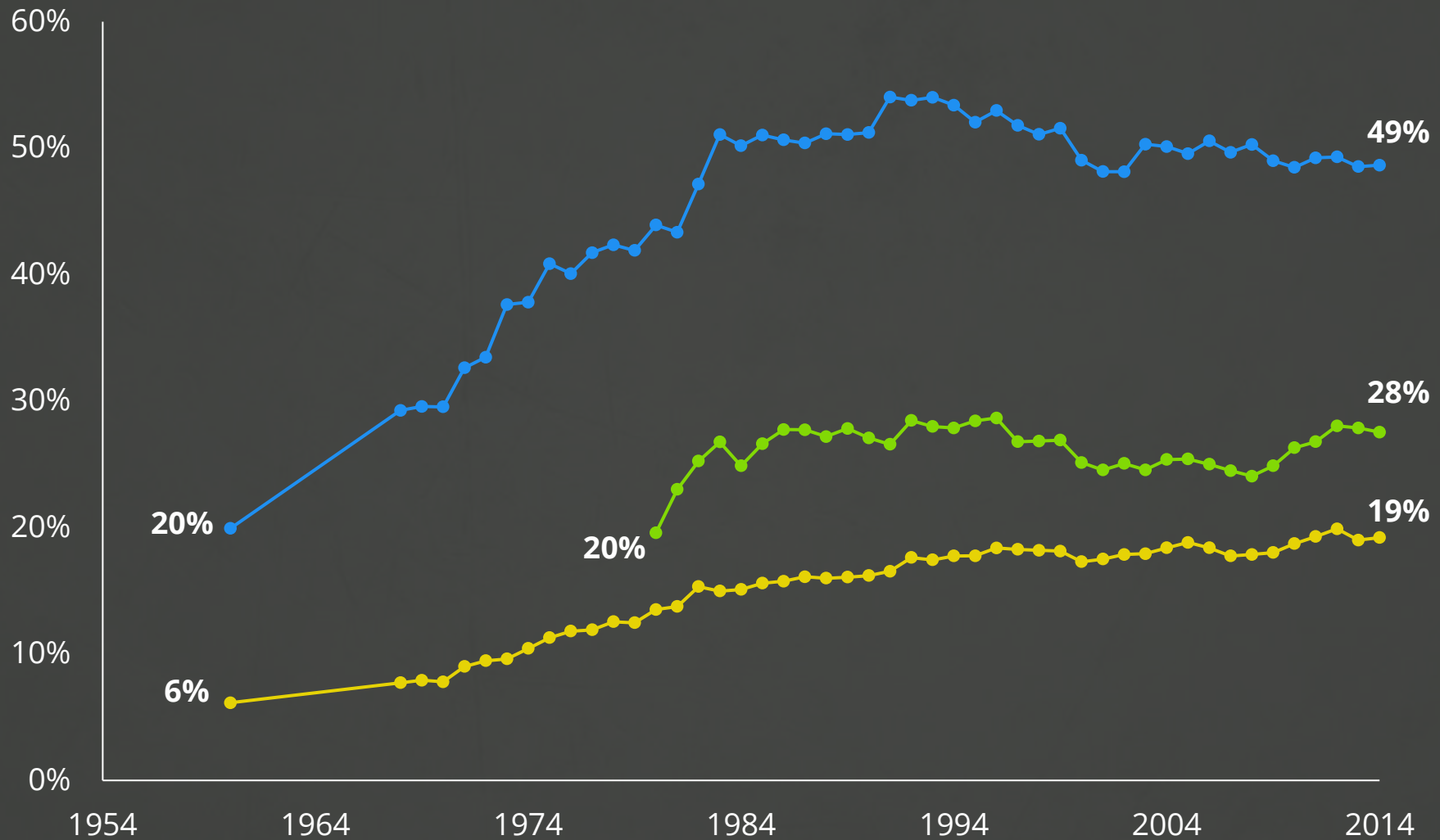
CHILDREN LIVING IN POVERTY

U.S. (2001-2018)

Percentage of children living in families with incomes below the poverty line (2001-15)



Percentage of Children Living in Single Parent Families (1960-2014)

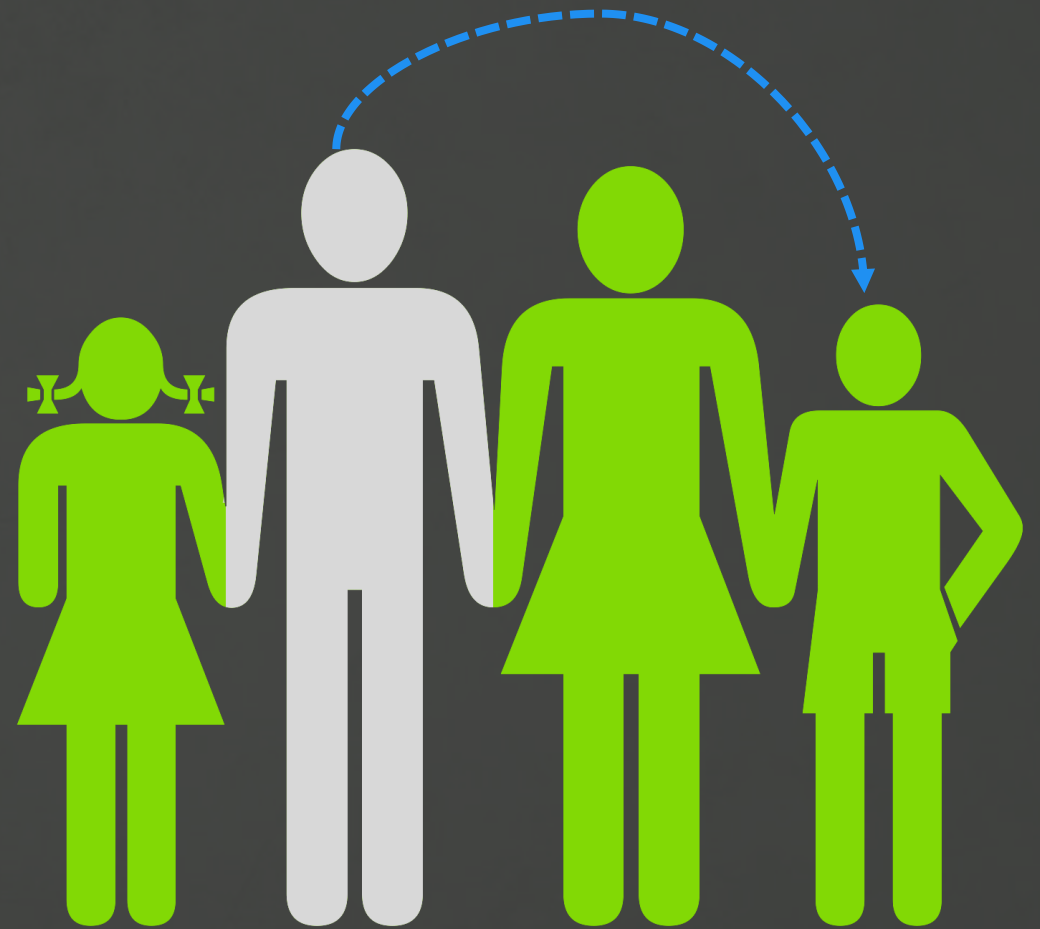


The Gendered Effects of Family Disadvantage on Educational Outcomes

Gender-Specific Effects of Family Disadvantage on Behavioral and Educational Outcomes

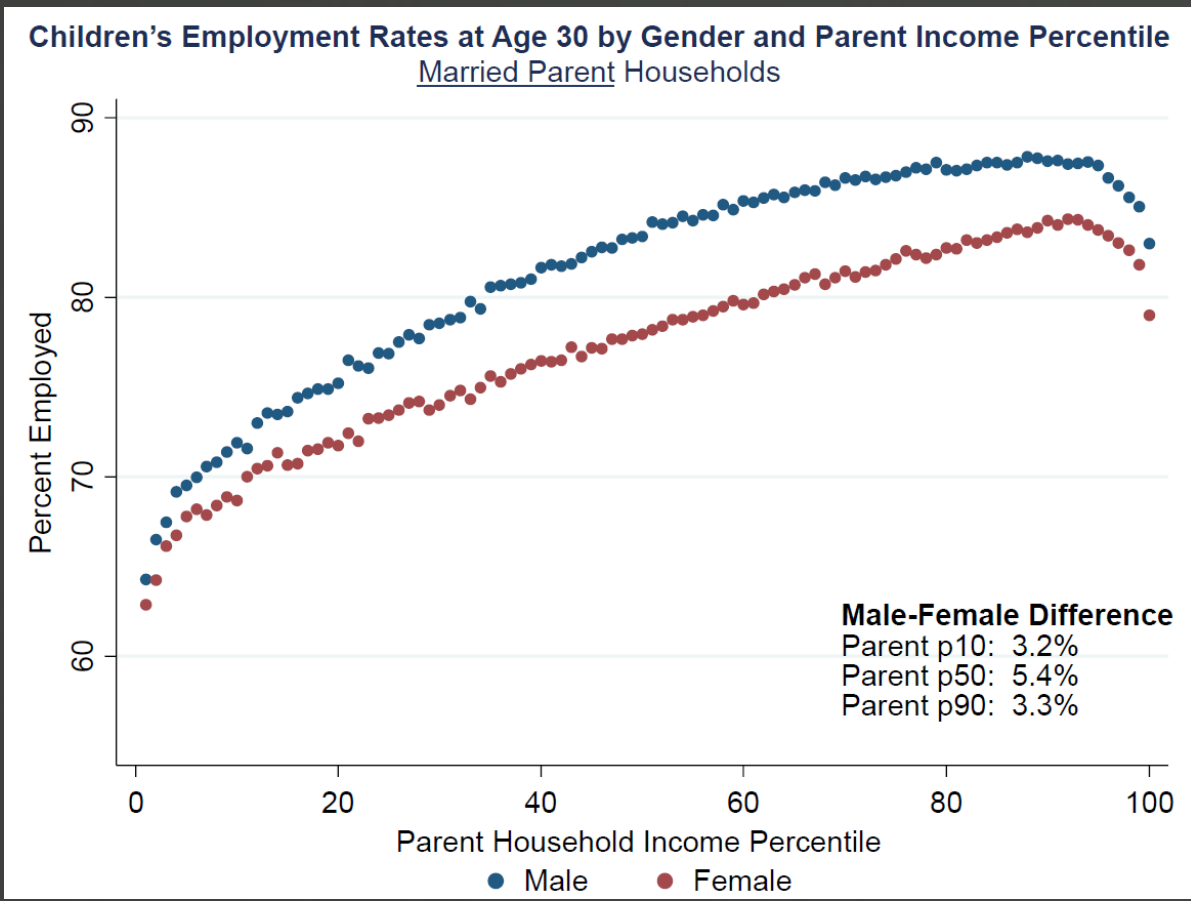
Growing up in a single-parent family is associated with:

- Reduced college attendance for boys, but not for girls (*Jacob, 2002*)
- Increased juvenile delinquency among boys, but not girls (*Cobb-Clark, 2011*)
- Significantly increased behavior problems for boys compared to girls (*Bertrand and Pan, 2011*)
- With an incarcerated father is associated with increased behavioral problems much more among boys than girls (*Wakefield and Wildeman, 2013*)
- A divergence in academic outcomes between boys and girls starting in Kindergarten: Based on a sample of 1 million Florida kids (*Autor, 2015*)

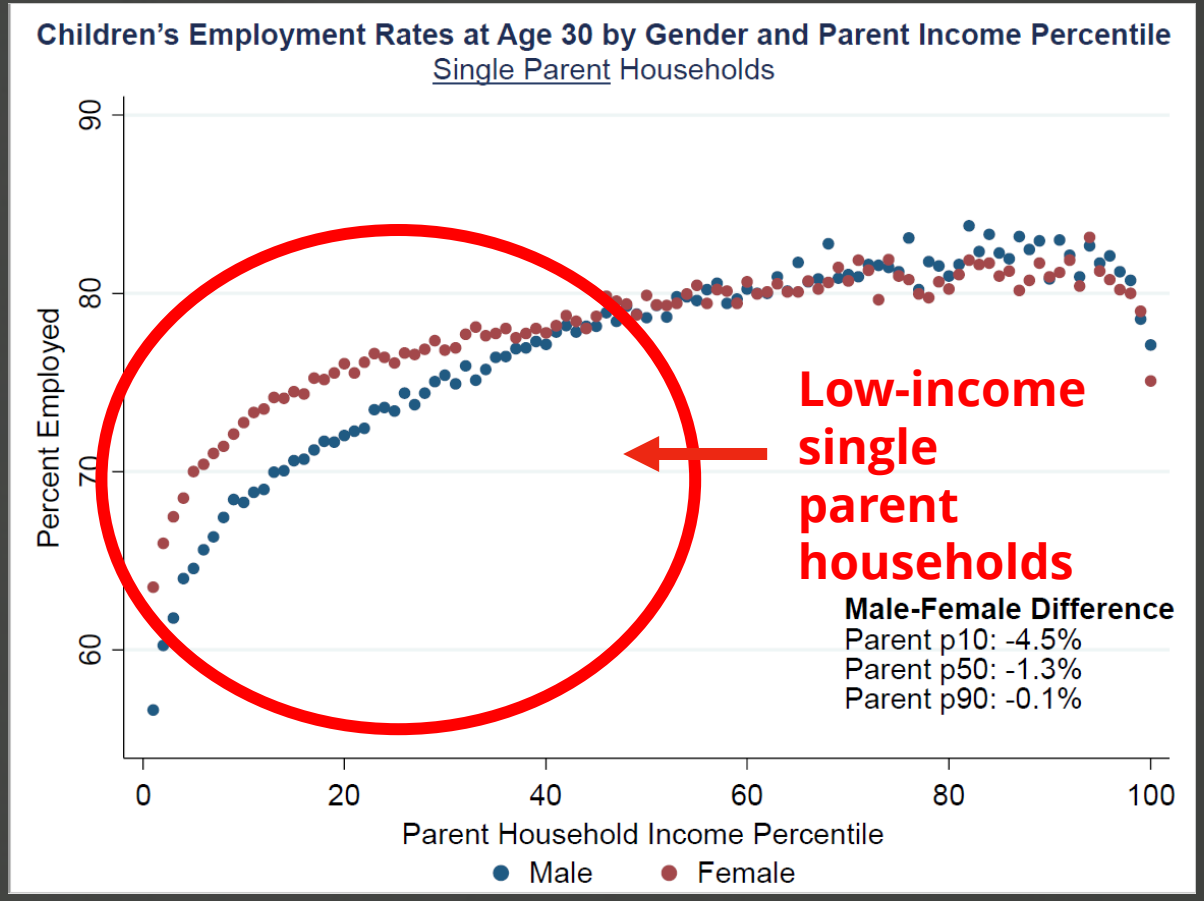


Adult Employment Based on Childhood Family Structure

Children Raised in Married Parent Households



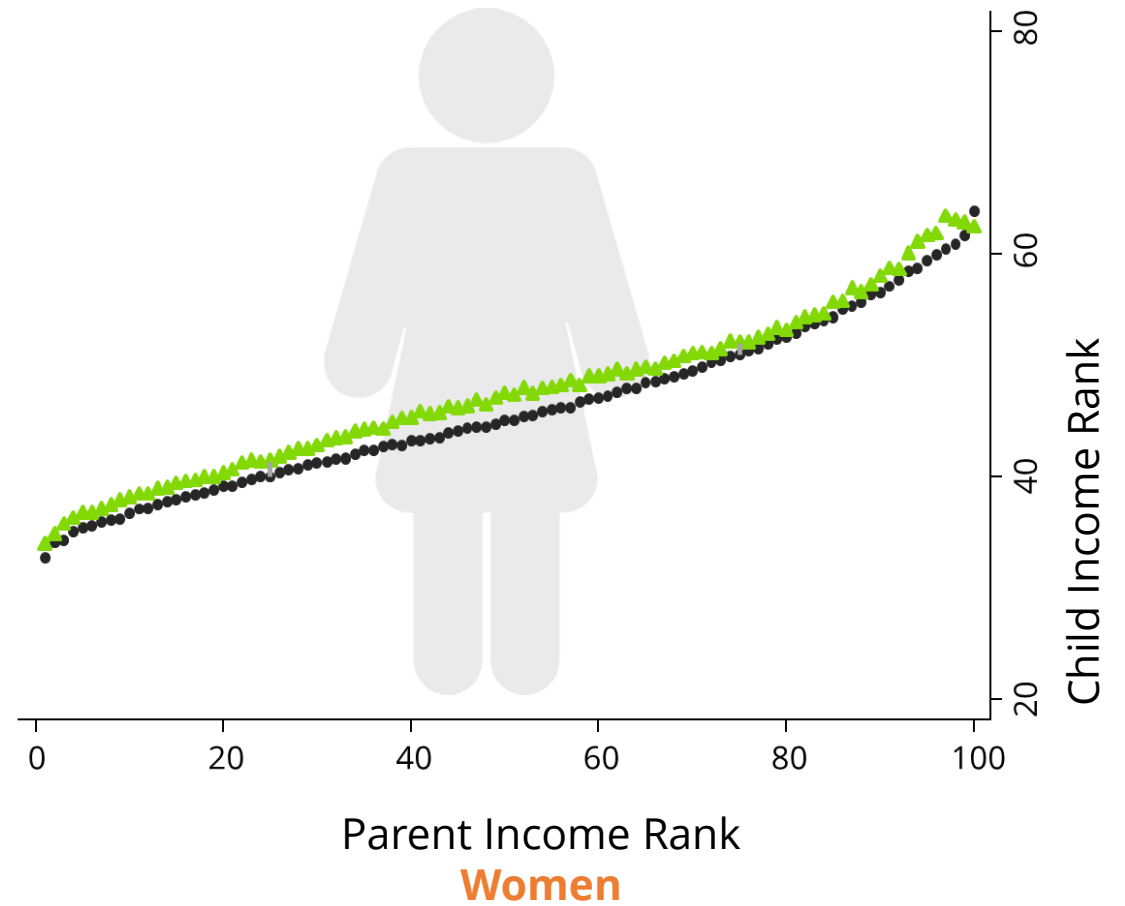
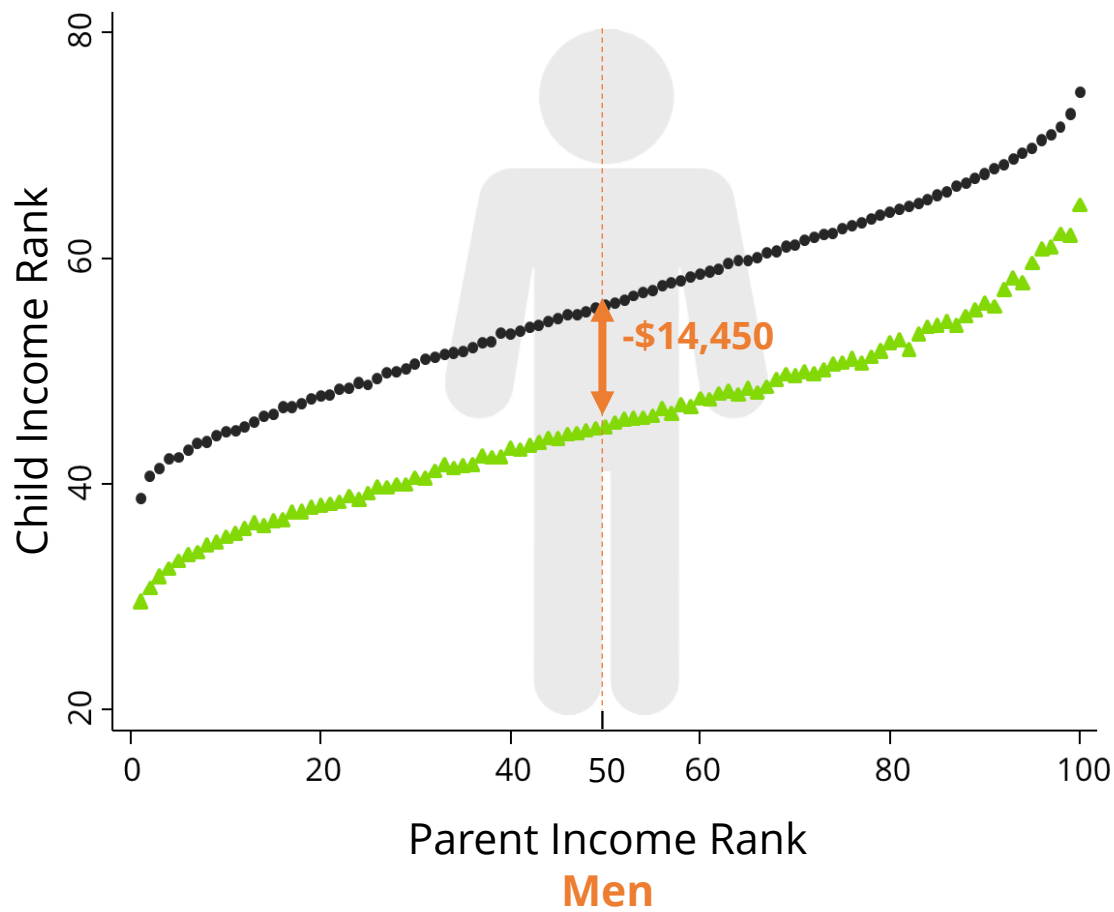
Children Raised in Single Parent Households



All U.S. Children Born from 1980-1982, N=10 million children claimed as dependents on IRS Forms

The Black-White Gap in Intergenerational Mobility is **Driven by Males**

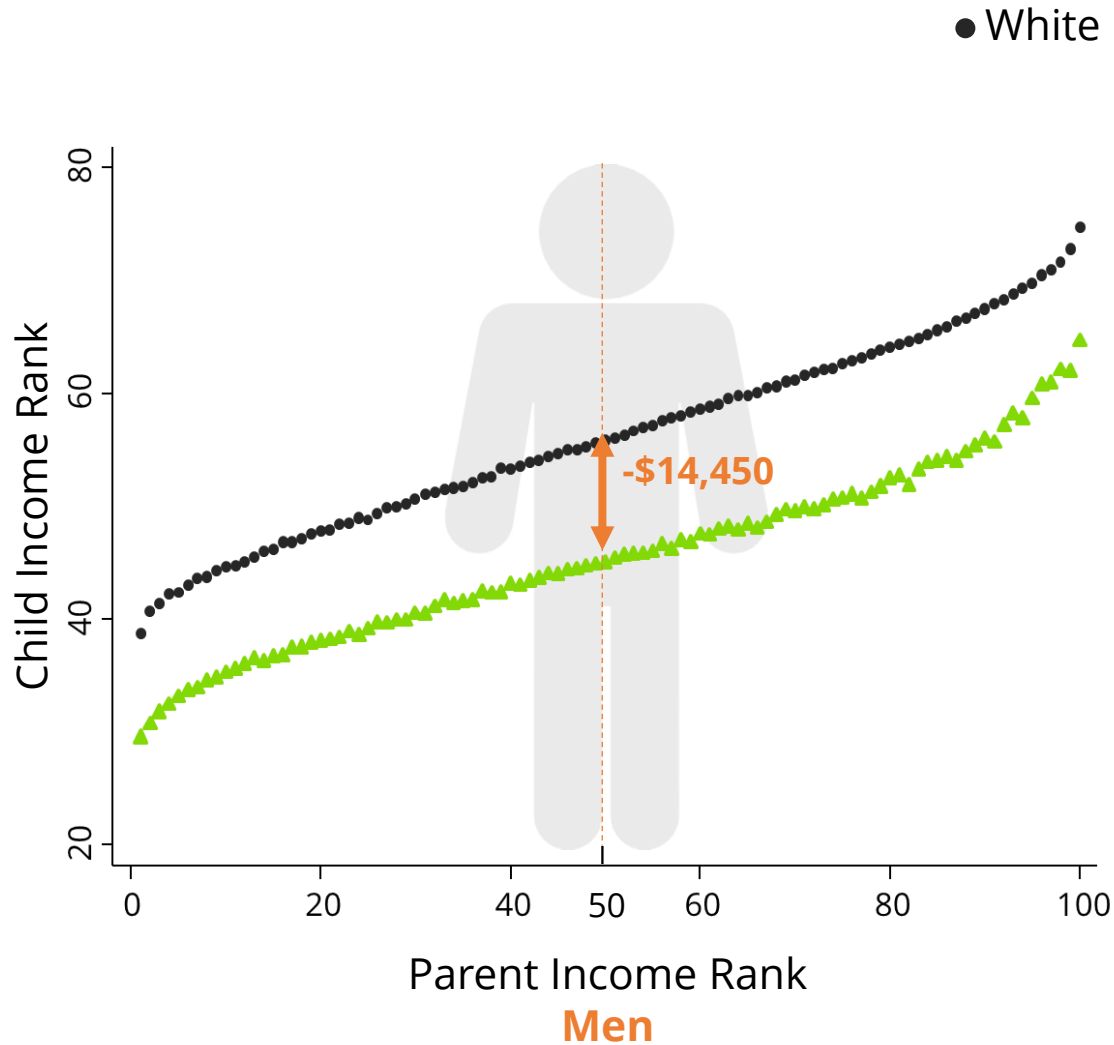
● White ▲ Black



All U.S. Children Born from 1978-1983, N=20 million children claimed as dependents on IRS Forms (94% of child cohort) matched to census data

Chetty et al (2018) *Race and Economic Opportunity in the United States: An Intergenerational Perspective*

The Black-White Gap in Intergenerational Mobility: Explanations



- For poor black boys, **growing up in single parent** families **DOES NOT** explain the black-white mobility gap
- **Neither** does **parental education** or **parent wealth**
- One of the **strongest correlated factors** with the gap is the **percentage of single-parent households at the neighborhood level**

Along with other neighborhood factors:

- Neighborhood income
- Neighborhood poverty
- Neighborhood high school graduation rates
- County-level racial bias

All U.S. Children Born from 1978-1983, N=20 million children claimed as dependents on IRS Forms (94% of child cohort) matched to census data

Part II: The Life Course Framework

What does it mean to take a life course approach?



Taking the **long view**

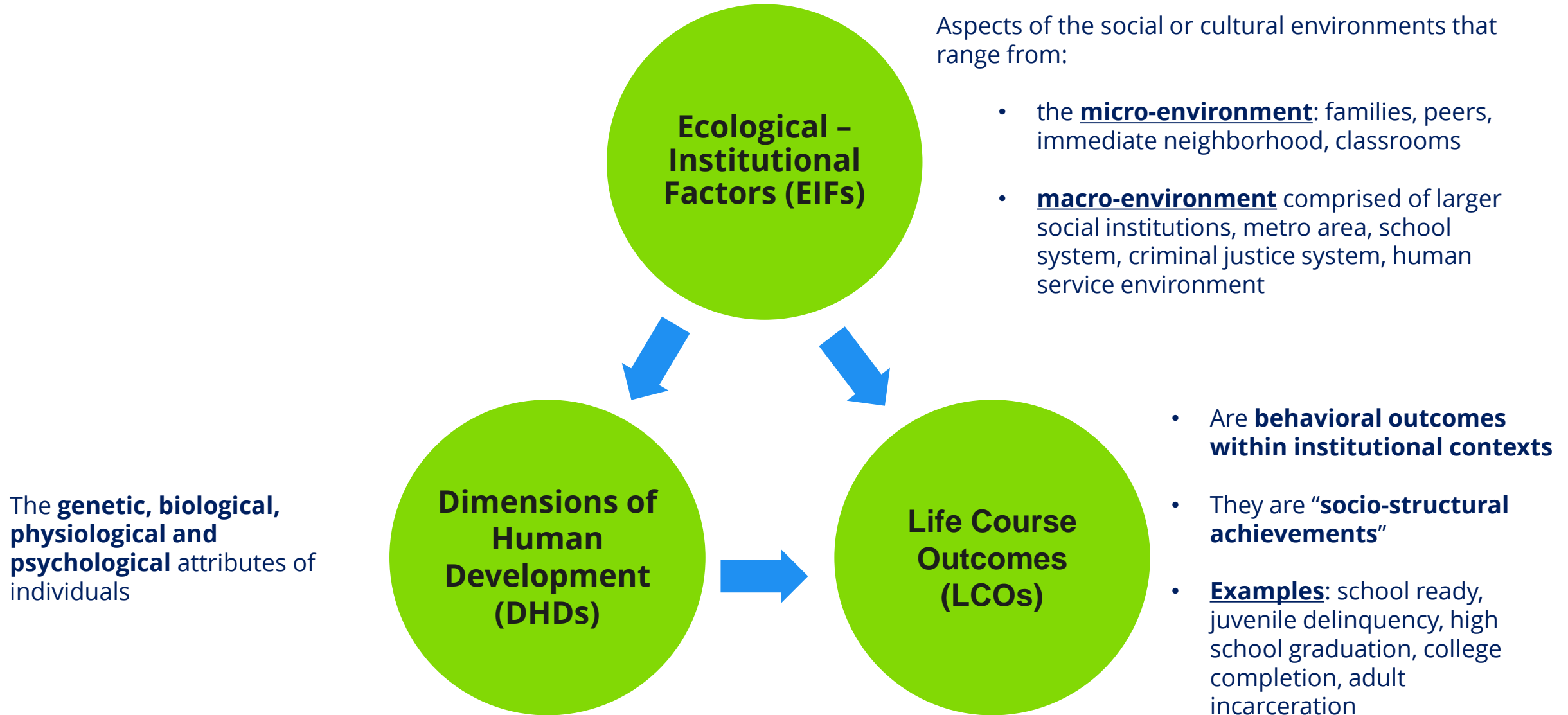


Thinking about how all of the outcomes of a person's life relate to each other, specifically **how things that happen earlier in a person's life shapes what happens later** in their lives



Focusing on changing life **trajectories** for years down the road

Life Course Framework Concepts





Dimensions of Human Development

Dimensions of Human Development

Physical Health:

genetic predisposition; motor-visual-auditory dev, morbidity, physical frailty, brain development, **biological embedding of social adversity and toxic substance exposures:** chronic adversity, allostatic load/toxic stress, environmental toxin exposure (e.g. air pollution, lead poisoning, etc.), epigenetics, basal cortisol levels, addiction



Cognitive Development:

fluid and crystallized intelligence, information processing, language, numeracy, literacy, **executive functions (e.g. memory, attention, reasoning, problem solving)**, mathematical reasoning, scientific thinking, verbal and written communication skills



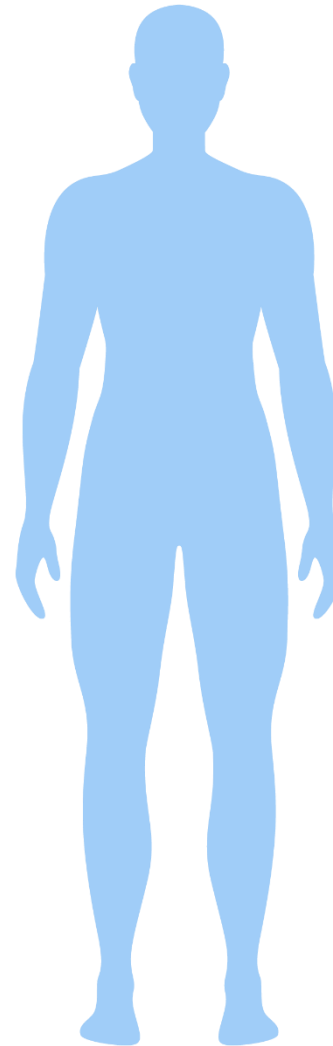
Mental Health and Sense of Well-Being:

secure attachment, trauma, happiness/contentment, hope, self-esteem/mastery, stigma stress, mood disorders (e.g. depression, anxiety), schizophrenia, PTSD, psychosis, addiction



Socioemotional Development:

Emotion and behavior regulation; autonomy; determination; motivation; self-monitoring/meta-cognition



Identity Development:

Self-concept, Self-Awareness, **Mindsets**, self-efficacy, locus of control, racial/ethnic identity, gender identity, sexual identity, cultural orientation/attachment; Sense of Belonging



Beliefs, Content and Cultural Knowledge:

personal beliefs, **expectations for the future**, Declarative, procedural and evaluative content and cultural knowledge.



Meaning-Making/Spiritual Development:

Global and Situational Meaning (e.g. "The Meaning-Making Model") including beliefs, goals, subjective sense of meaning; **sense of "life's purpose"**; spiritual development and practice and/or religious affiliation and practice



Moral Development:

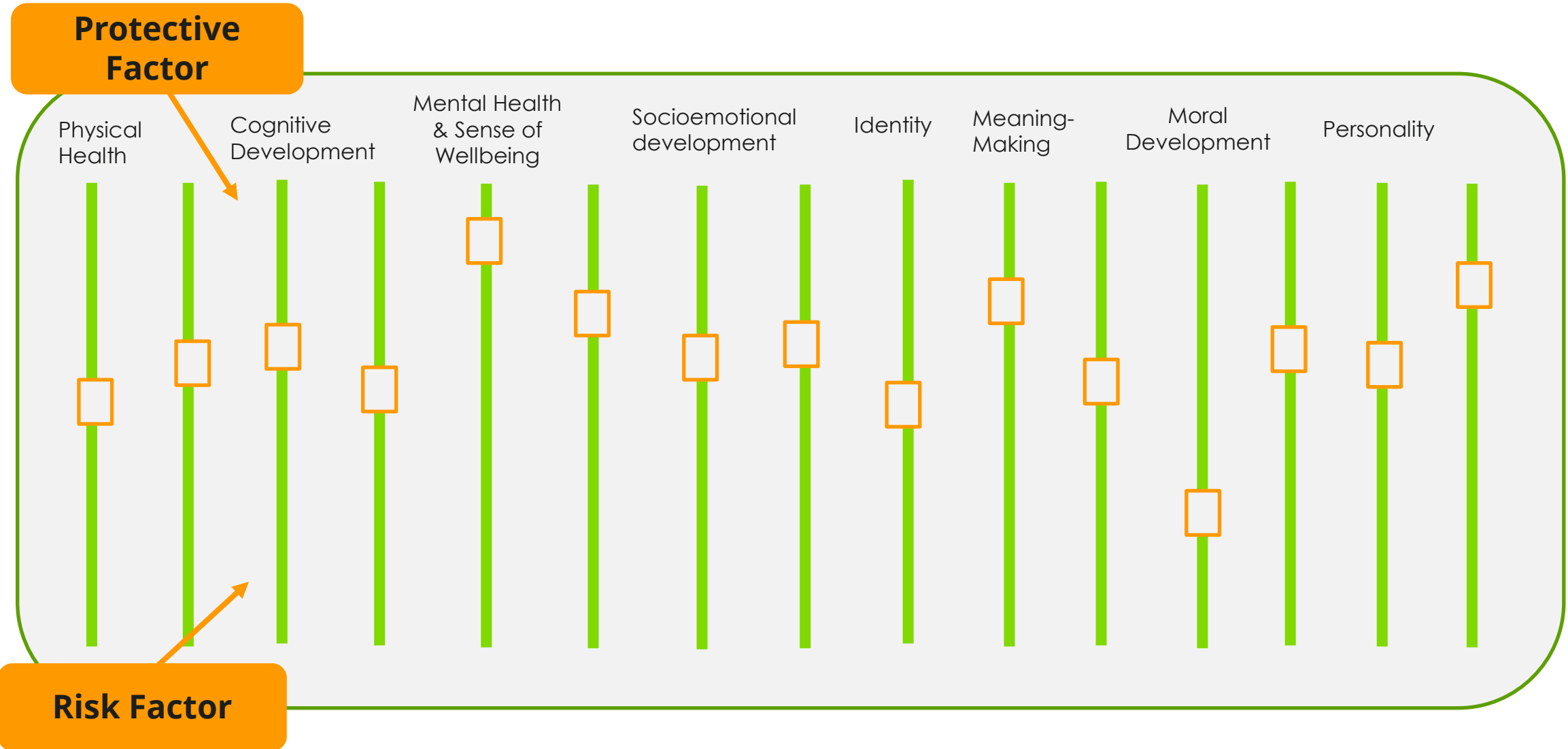
conscience and moral agency, moral judgment, **moral reasoning, altruism, empathy, moral action/behavior** (Prosocial behavior), moral emotion, moral character (i.e. virtue, ethics)



Personality

Openness, Conscientiousness, Agreeableness, Neuroticism

Dimensions of Human Development



Life Course Canvas





Ecological-Institutional Factors

Ecological-Institutional Factors

Ecological-Institutional factors are the **micro- and macro-environments** structured and **shaped by institutions**

0-5

6-11

12-18

19-25

Society, Culture

26-35

Public Systems

Place, Peers,
Schools

Family



Ecological-Institutional Factors: **Family**

0-5

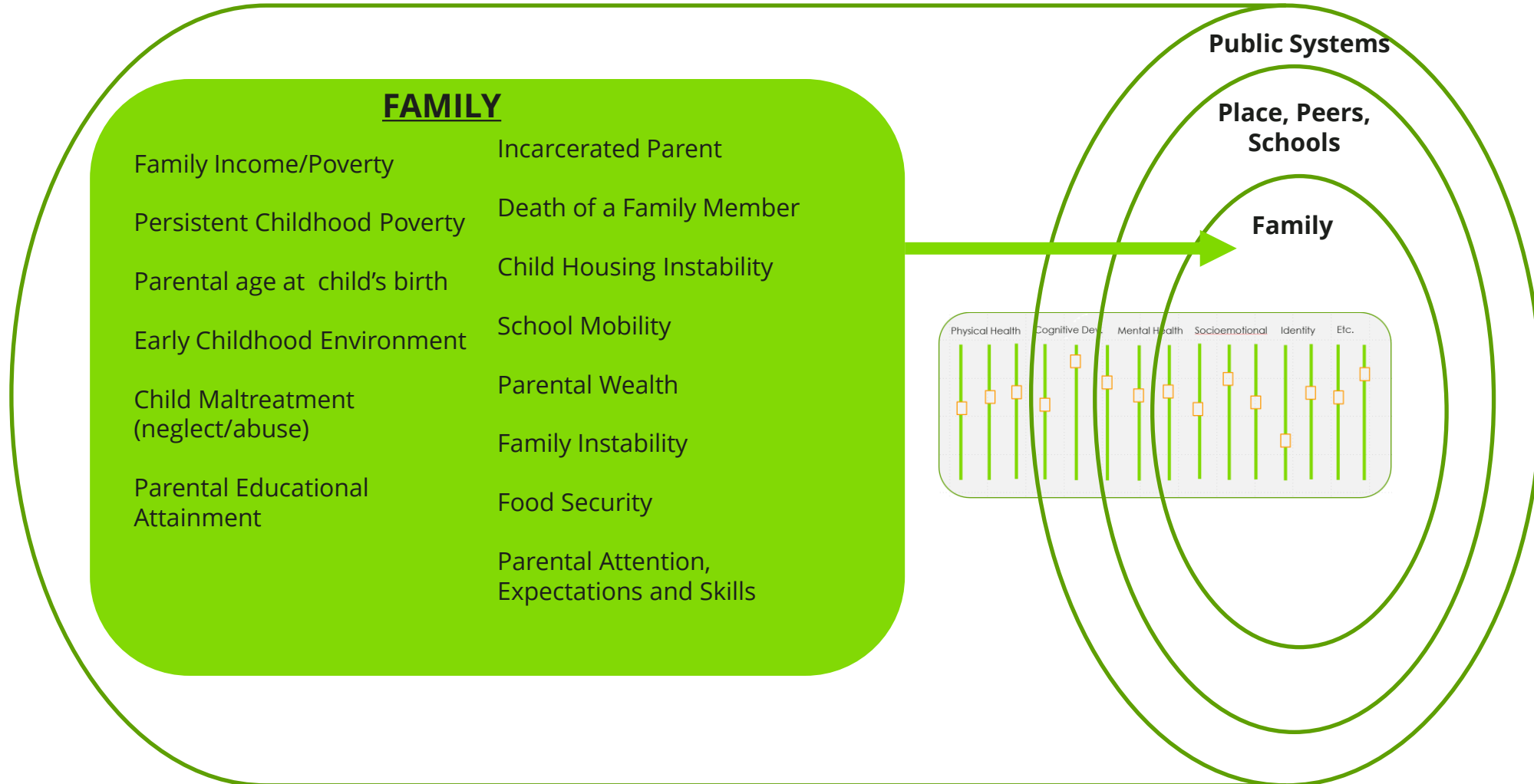
6-11

12-18

19-25

Society, Culture

26-35



Ecological-Institutional Factors: **School**

0-5

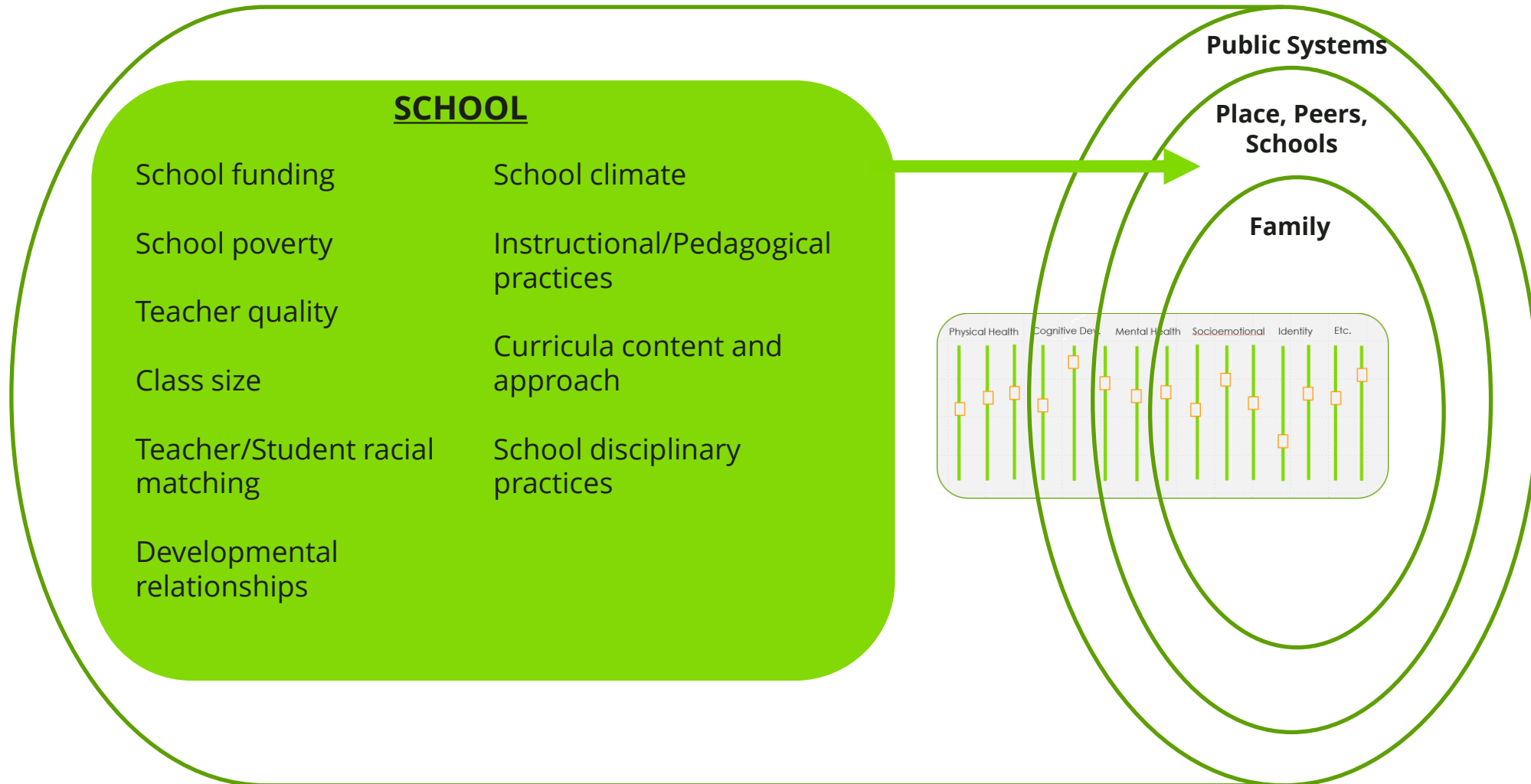
6-11

12-18

19-25

Society, Culture

26-35



Ecological-Institutional Factors: Peers & Mentors

0-5

6-11

12-18

19-25

26-35

Society, Culture

PEERS & MENTORS

School peer groups

Neighborhood peer groups

Mentors: formal and informal

Employment networks

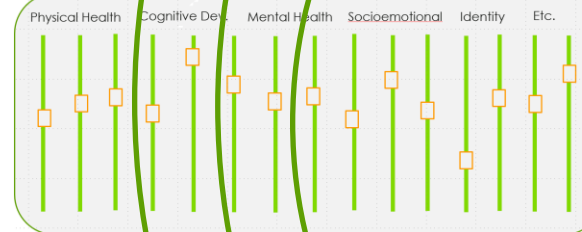
Social capital (bridging and bonding)

Social and emotional support relationships

Public Systems

Place, Peers, Schools

Family



Ecological-Institutional Factors: **Place**

0-5

6-11

12-18

19-25

Society, Culture

26-35

PLACE

Concentrated disadvantage/affluence

Residential instability

Collective efficacy

Violence & Crime

Aggressive policing practices

Street culture/
Underground economy

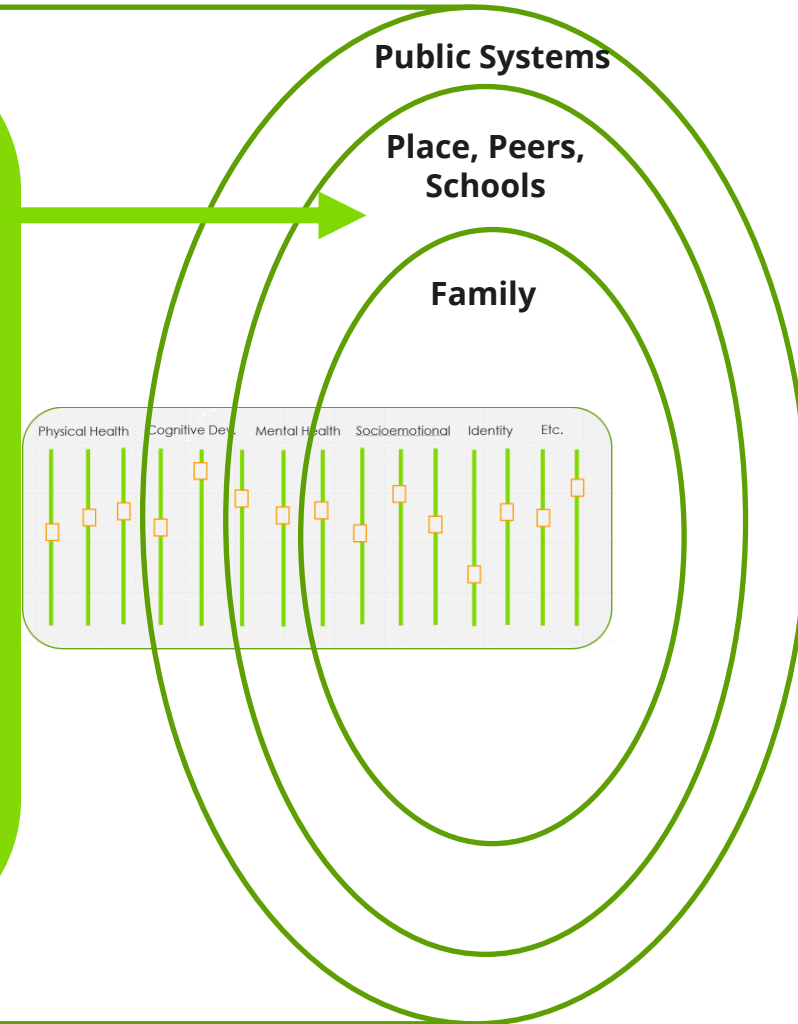
Concentrated imprisonment

Environmental pollutants (e.g. lead poisoning)

Housing quality/blight

Neighborhood institutional infrastructure (e.g. CBOs, nonprofit, church)

Grocery stores/liquor stores



Ecological-Institutional Factors: **Place**

0-5

6-11

12-18

19-25

26-35

Society, Culture

PUBLIC SYSTEMS

Early childhood/Childcare	Public health
Affordable housing	Social services
Juvenile justice	Child protection
Criminal justice	Child support enforcement
Healthcare	Workforce development

Public Systems

Place, Peers,
Schools

Family



Ecological-Institutional Factors: **Place**

0-5

6-11

12-18

19-25

Society & Culture

26-35

SOCIETY & CULTURE

Racism/Implicit bias
Racial discrimination
Rise & decline of violent crime
Mass incarceration
Income inequality
Income segregation
Decline in male employment & earnings

Deindustrialization
Neoliberalism

Public Systems

Place, Peers,
Schools

Family

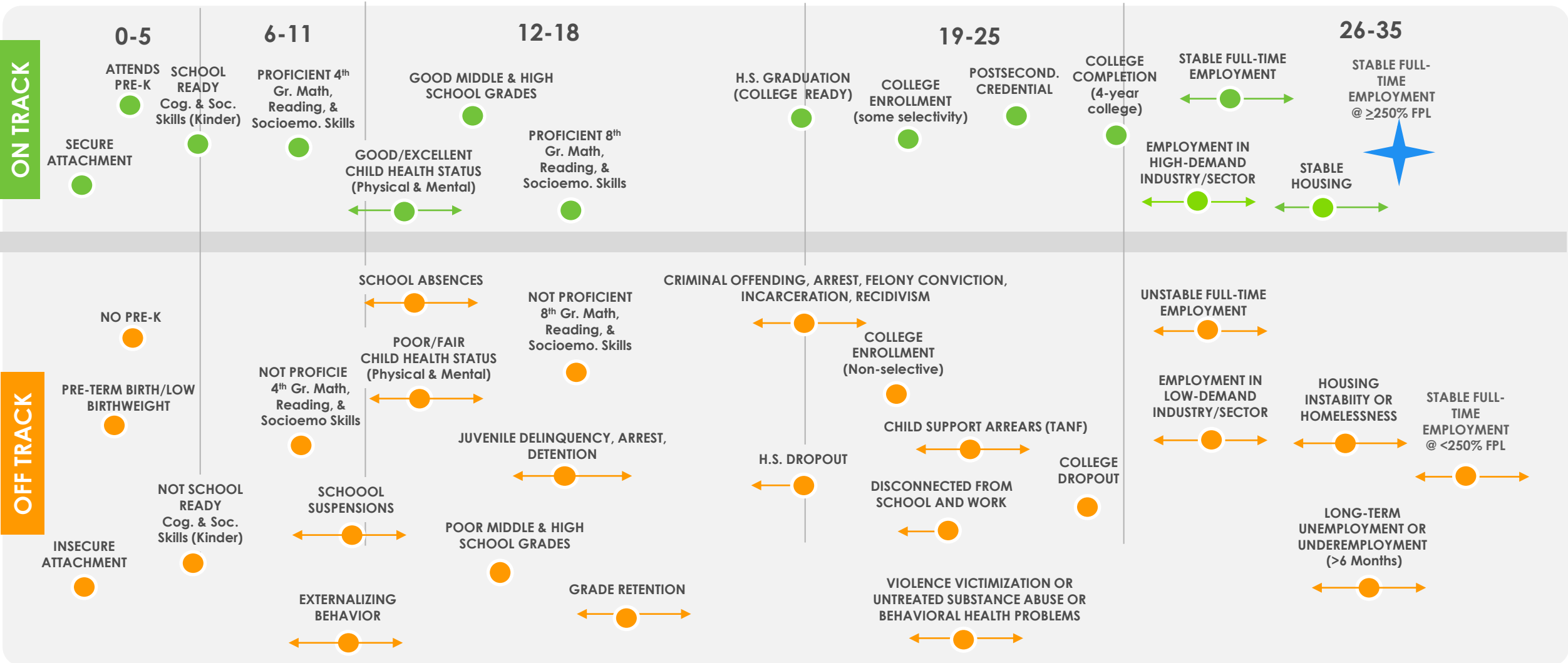




Life Course Outcomes

Life course outcomes are “institutional attainments” or “socio-structural achievements”. A series of LCOs comprise trajectories

Life Course Outcomes



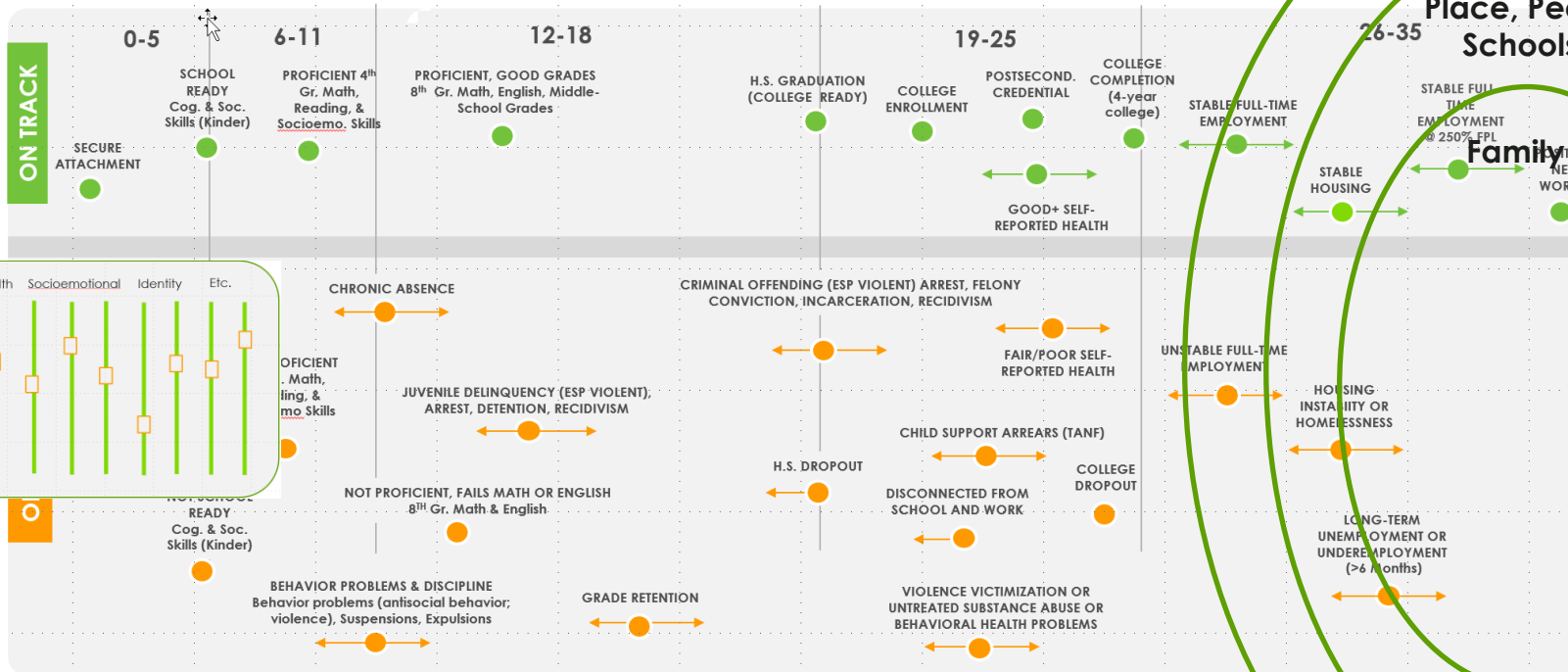
Integrated Life Course Framework

Society, Culture

Public Systems

Place, Peers, Schools

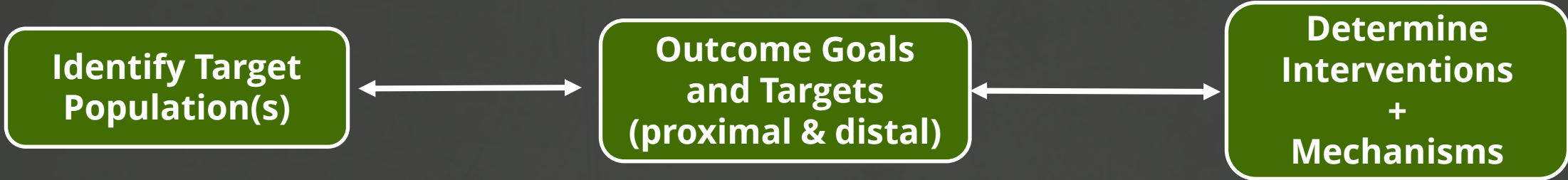
Family



Part III: Policy and Program Approaches to Support Successful Fathers

Key Intervention Questions

Key Issues Shaping Fatherhood Intervention



- **Father Characteristics and Relationships:**
 - Living arrangements (married, co-habiting, non-cohabiting, social fathers)?
 - Established paternity? Custody?
 - Eligibility based on parent residence or child residence?
 - Geographic targeting?
 - Father age? First time parents only?
 - Employment status? Felony status?
 - Behavioral health problem? Housing status?
- **Others?**
- **Children Characteristics and Relationships**
 - First child of parent?
 - Age?
 - Gender-specific lens?

- **Outcomes for Fathers**
 - Father positive involvement with their children (e.g. play, teaching)
 - Improve co-parenting
 - Pays child support; informal support
 - Obtains custody, visitation order, creates parenting plan?
 - Stable employment
 - Obtains stable housing
- **Outcomes for Children**
 - Father attachment
 - Socioemotional development outcomes
 - Educational outcomes

- **Policy**
 - Child support enforcement innovations
 - Modified child support orders
 - Income tax credits
 - Employment programs
- **Program**
 - Parent education programs; Relationship education programs
 - Employment training; case management
 - Visitation Orders, Parenting Plans, and Mediation services
 - Legal services assistance

National Responsible Fatherhood Evaluation Findings

Responsible Fatherhood and Relationship Skills for Couples Programs

There were two general federally-funded (Bush Admin) program models:
Responsible Fatherhood Programs and **Relationship Skills for Couples**

Program	Target Population
Young Unwed Fathers Project	Disadvantaged noncustodial fathers
Parent's Fair Share (PFS)	Disadvantaged noncustodial fathers
Welfare-to-Work Grants (WtW) Program	Disadvantaged noncustodial fathers
Responsible Fatherhood Programs (RFP)	Disadvantaged noncustodial fathers
Partners for Fragile Families (PFF)	Disadvantaged unmarried fathers early in the child's life
Building Strong Families (BSF) Project	Unmarried couples with a newborn
Supporting Father Involvement	Couples or fathers-only

»» Responsible Fatherhood Programs

1. Administration for Children and Families (ACF) funds Responsible Fatherhood Programs
2. ACF requires that the RF programs offer services in three core areas:
 - Responsible parenting and fatherhood
 - Healthy marriage and relationships
 - Economic stability (such as employment services)
3. An RCT evaluation focused on 4 grantees in the 2011 Cohort of Federally-funded Responsible Fatherhood Programs provided useful insights

Parents and Children Together (PACT)

1. **Connections to Success** in Kansas City MO and Kansas City KS
2. **Fathers' Support Center** in St. Louis MO
3. **Goodwill-Easter Seals Minnesota** in Minneapolis and St. Paul MN
4. **Urban Ventures** in Minneapolis MN

High-Level Impact Findings

Parenting and Co-Parenting

- **Increased fathers' reported engagement in age-appropriate activities with child**
 - For example, reading books or working on homework together
- **Increased fathers' reported nurturing behaviors**
 - For example, showing patience when the child was upset or encouraging the child to talk about his or her feelings
- **No effect on fathers' reported:**
 - In-person contact with their children
 - Financial support of their children
 - Nonviolent discipline (such as taking away privileges)
- **No effect on co-parenting**

High-Level Impact Findings

Economic Stability

- Increased the length of continuous employment
- No effect on earnings

Mental Health and Wellbeing

- No effect depressive symptoms
- No effect on father's sense of control over their lives

Fatherhood Program Key Components

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Characteristics of Fathers Enrolled in PACT

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Study enrolled 5,522 fathers (February 2015)

Characteristics	Overall	Family Structure	Overall
Average age (years)	35	Number of children (avg)	2.6
Black, non-Hispanic	81%	Children by multiple mothers	47%
HS Diploma or GED	69%	Formal child support order	58%
Recent paid work	50%	Living with any of their children	22%
Criminal conviction	73%	Spent time with any of their children in past month	80%
Unstable housing	54%		

Characteristics of Fathers Enrolled in PACT

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Common Barriers and Desires

- Most common barrier was limited access to children due to contentious relationships with mothers
- Appreciated parenting workshops--early family instability and fatherlessness left men unprepared
- Effect of past criminal records on employability and large child support arrearages made financial support of children challenging

»»» Recruitment: Top 6 Recruitment Channels

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

- Community-based employment providers
- Child support agency
- Parole officers or the court system
- Referrals from partner organizations
- Active outreach by org staff, partner organizations or volunteers
- Radio, tv, social media and public arena advertisements

»»» Recruitment: Setting Performance Targets

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Setting specific enrollment performance targets helped programs enroll large numbers of fathers and engage them in services

- All programs developed monthly enrollment targets for PACT, which they generally met.
- Programs discussed enrollment targets and progress at multiple levels of their organizations; in meetings with program managers and frontline staff, and in meetings with program leadership
- Program managers used enrollment targets to help motivate their staff.
- Process of tracking progress toward targets also led to various improvements in program strategies.

Staff Characteristics

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Employing staff who were role models facilitated RF programs' ability to connect with and serve fathers.

- All programs **employed former program graduates** and individuals who had firsthand experience overcoming many of the challenges that program participants faced, such as past substance use and estrangement from their children. These experiences helped staff connect with and serve fathers
- These **graduates worked at all organizational levels**, from frontline staff to supervisors and management to leadership, depending on experience.

Program Activities: Curricula

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Table II.1. Curricula for core program services

	Center for Fathering	Family Formation Program	Successful STEPS	The FATHER Project
Curriculum for parenting and fatherhood group service	<i>Effective Black Parenting^a</i> <i>HighScope Early Childhood Curriculum for Preschool, Infants, Toddlers, and Early Elementary Children^b</i>	<i>Father Development: A Curriculum for Young Fathers^c</i>	<i>Quenching the Father Thirst^d</i>	<i>Young Dads/ Young Moms^e</i> <i>Nueva Familia^f</i>
Curriculum for economic stability group service	<i>Program developed economic stability curriculum</i>	<i>Program developed economic stability curriculum</i>	<i>Program developed economic stability curriculum</i>	<i>Program developed economic stability curriculum</i>
Curriculum for relationships and marriage group service	<i>Nurturing Skills for Families^g</i>	<i>Within My Reach^h</i>	<i>Ready for Loveⁱ</i>	<i>Within My Reach^j</i>

Program Activities: Economic Stability Services

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Group-Based Services

- Standalone employment workshops
- Employment content in daily workshop that also covers other topics (*more effective*)

Individual Services

- Skills and interests assessments
- Individualized employment plan
- Resource room with internet access to job search
- Employment-focused case management
- Job Development
- Program supervised job practicum
- Peer discussion and support groups on employment topics

Program Activities: Supplementary Services

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

- Social-emotional skills development and taking responsibility
- Child support and legal services
- Parenting and fatherhood skills
- Relationship skills for couples or family
- GED Assistance or Tutoring
- Unpaid internships or shadowing
- Job Fairs
- Transportation Assistance

Program Activities: Program Delivery Approaches

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Integrated Cohort vs. Open-Entry Workshop

Table II.5. Two approaches to service delivery

	Integrated cohort	Open-entry workshop
Core services	Workshops with integrated content and prescribed sequence	Separate content area workshops, which the fathers have flexibility to choose
Emphasis and sequence of content	Early content emphasizes personal development as essential foundation for building employment, parenting, and relationship skills	Fathers encouraged to complete parenting workshop first, then relationship workshop or employment services
Intensity and duration	High intensity, daily participation 84–240 total hours 22–32 sessions 2.5–6 weeks	Lower intensity, weekly participation 24–72 total hours 20–28 sessions 20–28 weeks
Attendance	Fathers progress as a cohort at a set pace	Self-paced, open-entry, open-exit workshops

Source: Site visits and program documents.

Retention was higher in the integrated cohort programs than in open-entry workshop programs—a greater proportion of fathers completed more than half of the workshop sessions

»»» Dosage, Duration & Retention

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Table 2. Core workshop structure of PACT RF programs

Program and grantee names, state	Content integration	Core workshops	
		Frequency	Total workshop hours offered
Center for Fathering, Urban Ventures, Minnesota	Fathers could choose to participate in any or all of three separate workshops on parenting, healthy marriage, and economic stability	Weekly	31
Family Formation Program, Fathers' Support Center, St. Louis, Missouri	All content—parenting, economic stability, healthy marriage, and relationships—was integrated into one workshop	Daily for six weeks	240 or 120 ^a
Successful STEPS, Connections to Success, Kansas and Missouri	The initial workshop had integrated content on employment and parenting. Graduates could then attend a separate workshop on healthy marriage and relationships.	Daily for two-and-a-half weeks (employment and parenting), followed by separate weekly workshop (healthy marriage and relationships)	64 or 89 ^b
The FATHER Project, Goodwill—Easter Seals Minnesota	All participants attended a two-day orientation. Then fathers could choose among any or all of three separate workshops on parenting, healthy marriage, and a single-day employment workshop.	Two-day orientation, weekly workshops, single-day employment workshop	63

Integrated Cohort

»»» Dosage, Duration & Retention

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Most positive effects

Table 3. Average hours of content received by PACT RF program participants

Content area	Integrated-cohort programs		Open-entry workshop programs		Total hours
	Fathers' Support Center	Connections to Success	Urban Ventures	Goodwill–Easter Seals MN	
Parenting/co-parenting	11	11	6	7	9
Healthy marriage/relationships	10	3	5	1	6
Economic stability	47	12	2	3	20
Personal development	15	9	1	4	8
Other	5	1	1	5	3
Total hours	88	36	15	20	45
Number of fathers	995	388	822	556	2,761

Source: PACTIS/Site MIS data (Dion et al. 2018).

Note: Data show participation during the first nine months among all fathers randomly assigned to the program group, Hours include content received through either workshops or individual-level contacts. "Other" includes program orientations, setting rules for participation, and similar content.

»»» Dosage, Duration & Retention: Priority Content First

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Consider how to sequence or integrate services to ensure that fathers receive key content early.

- Many fathers miss parenting topics, even if they attend some sessions.
- Programs should consider sequencing the most relevant topics so that even if fathers do not complete services, they receive the most important content first.
- Economic stability and healthy relationship workshops were often sequenced after parenting, and participation in these workshops was lower than parenting.

Program Outcomes: Parenting

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Pooled RF Impacts on Parenting

Outcome	Program group	Control group	Impact	Effect size
In-person contact with children (%)	73.1	71.5	1.5	0.04
Age-appropriate activities with focal child (scale: 0 to 3)	2.00	1.87	0.13***	0.13
Average monthly financial support (\$)	162	158	4	0.02
Nurturing behaviors with focal child (scale: 0 to 3)	2.56	2.46	0.09***	0.12
Nonviolent discipline of focal child (scale: 0 to 3)	1.96	1.92	0.04	0.04

Source: PACT follow-up survey, conducted by Mathematica.

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

Program Outcomes: Co-Parenting

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Pooled RF Impacts on Co-Parenting

Outcome	Program group	Control group	Impact	Effect size
Being a co-parenting team (scale: 1 to 4)	2.80	2.79	0.02	0.02
Positive co-parenting alliance with focal mother (scale: 1 to 4)	2.95	2.93	0.02	0.02
Using positive conflict behaviors with focal mother (scale: 1 to 4)	3.01	3.04	-0.03	-0.03
Avoiding negative conflict behaviors with focal mother (scale: 1 to 4)	2.49	2.48	0.01	0.01

Source: PACT follow-up survey, conducted by Mathematica.

None of the impacts are significantly different from zero at the .10 level, two-tailed test.

Program Outcomes: Outcome Effect Sizes

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Pooled RF Impacts on Economic Stability

Outcome	Program group	Control group	Impact	Effect size
Average monthly earnings (survey, \$)	1,020	991	28	0.03
Average monthly earnings (administrative, \$)	616	581	34	0.04
Number of consecutive quarters employed in first year (range: 0 to 4)	2.07	1.97	0.1**	0.06

Source: PACT follow-up survey, conducted by Mathematica.
** Significantly different from zero at the .05 level, two-tailed test.

Only integrated cohort programs improved employment

Program Outcomes: Outcome Effect Sizes

Population Served

Recruitment

Staff Characteristics

Program Activities

Dosage/Duration

Outcomes

Pooled RF Impacts on Well-Being

Outcome	Program group	Control group	Impact	Effect size
Depressive symptoms (scale: 0 to 24)	4.86	5.13	-0.28	-0.04
Risk of high or moderate depression (%)	18.2	20.3	-2.1	-0.08
Feelings of external control (scale: 1 to 4)	1.88	1.91	-0.03	-0.05

Source: PACT follow-up survey, conducted by Mathematica.
None of the impacts are significantly different from zero at the .10 level, two-tailed test.

▶▶▶ Additional Reading

1. *Failing Our Fathers: Confronting the Crisis of Economically Vulnerable Nonresident Fathers*, Mincy and Jethwani
2. *Doing The Best I Can: Fatherhood in the Inner City*, Edin and Nelson
3. *Nurturing Dads: Fathering Initiatives Beyond the Wallet*, Marsiglio and Roy

SOURCES

1. *Parents and Children Together: Design and Implementation of Responsible Fatherhood Programs* (2015) Mathematica
2. *Parents and Children Together: Effects of Four Responsible Fatherhood Programs for Low-Income Fathers* (2018) Mathematica



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