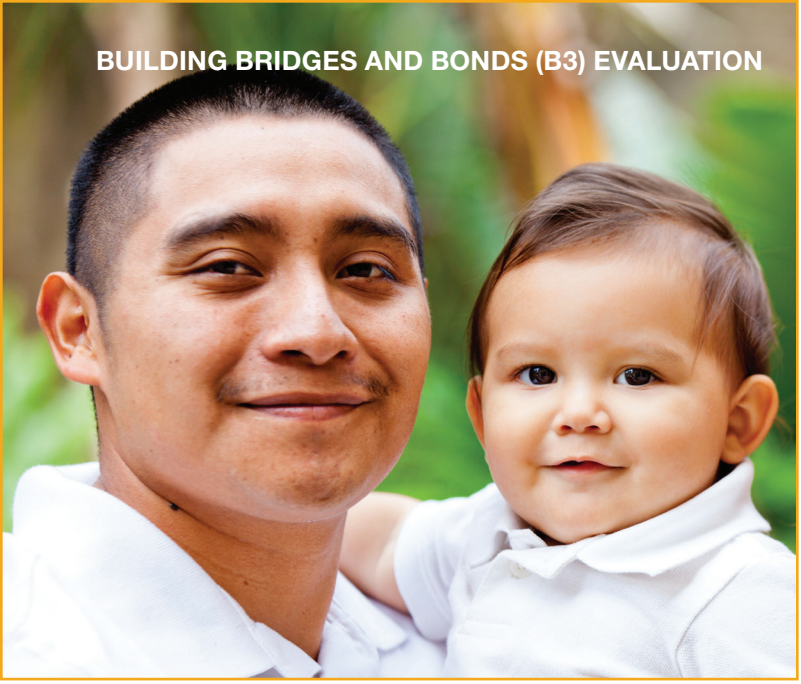

PREPARING FATHERS FOR EMPLOYMENT

Findings from the B3 Study of a Cognitive Behavioral Program

OPRE REPORT 2021-167

SEPTEMBER 2021

Preparing Fathers for Employment

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September 2021

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MDRC is conducting the Building Bridges and Bonds (B3) study with funding from the U.S. Department of Health and Human Services (HHS), Administration for Children and Families, Office of Family Assistance under a competitive award from the Office of Planning, Research, and Evaluation (OPRE), Contract No. HHS-P233200956 44WC. The project is overseen by OPRE. The project officers are Katie Pahigiannis and Samantha Illangasekare.

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Overview

Introduction

A father's support is linked to better outcomes on nearly every measure of a child's well-being. Past research has shown that fathers who have been involved in the criminal justice system face structural disadvantages including stigma from criminal records, low wages, and additional challenges in finding or maintaining stable employment, housing, and healthy relationships with family and friends. These barriers may make it difficult to provide emotional and financial support to their children.

To continue building an evidence base for effective, innovative interventions that support fathers and their families, the U.S. Department of Health and Human Services' Office of Planning, Research, and Evaluation (OPRE), with funding from Responsible Fatherhood grants administered by the Office of Family Assistance, engaged a team led by MDRC to conduct the Building Bridges and Bonds (B3) study. B3 partnered with fatherhood experts and practitioners to identify new and promising approaches to supporting fathers working toward economic stability and improved relationships with their children. Parenting and economic stability are, in fact, two of the three areas required for programs receiving Responsible Fatherhood grants. The study team tested three innovative, interactive skill-building approaches that addressed parenting and economic stability, within the context of existing programs offering services for fathers. The objective of the B3 study was to implement and test these innovative new interventions in the context of usual fatherhood services, and to learn whether they provided additional benefits.

This report presents findings and lessons from one part of the B3 study: a rigorous evaluation of the Cognitive Behavioral Intervention for Justice Involved Individuals Seeking Employment (CBI-Emp), an intervention that applies cognitive behavioral skill building to help people who have been involved in the justice system maintain employment. The CBI-Emp study was a randomized controlled trial aimed at understanding whether this new approach could benefit recently incarcerated fathers when compared with usual employment services. The CBI-Emp curriculum consists of 31 group sessions that teach and reinforce ways that individuals can understand their own thinking processes and learn positive social skills, which can in turn help them manage challenging employment and interpersonal situations appropriately. The CBI-Emp model uses role-playing and other activities, and also includes staff training in Core Correctional Practices—cognitive behavioral skills for correctional practitioners that are intended to increase program effec-

tiveness. Core Correctional Practices are designed to be used with services such as case management and group workshops.

The intended population for the CBI-Emp program model consists of fathers who have been involved in the justice system recently and who have a moderate to high risk of future involvement with the justice system. Therefore, eligibility for the B3 study of the CBI-Emp program was limited to fathers who met those criteria, according to a risk assessment conducted when they enrolled.[1] Fathers also had to be at least 18 and have children under the age of 25.

The CBI-Emp study launched in 2015 with the participation of three organizations experienced in offering programs to fathers who have been involved in the justice system: Passages, Inc., in Cleveland, Ohio; The Fortune Society in New York, New York; and Kanawha Institute for Social Research and Action, Inc., with headquarters in Dunbar, West Virginia. Fathers were randomly selected to participate in one of two groups: One group was eligible to receive the organizations' usual services, and the other was eligible to receive the CBI-Emp curriculum in addition to the usual services. This report builds on previously released findings about the implementation of the curriculum and summarizes the implementation results and lessons learned. The report also describes the effects of the curriculum and provides estimates of program costs.

Primary Research Questions

- Is it feasible to integrate CBI-Emp into fatherhood program services, and what is necessary to facilitate the successful delivery of the curriculum?

- Does adding CBI-Emp to usual program services affect fathers' employment and earnings, criminal justice system involvement, or relationships with "coparents" (children's other primary guardians, usually their mothers)? Does it affect more distal outcomes (outcomes that are not likely to be directly affected by the intervention but may see secondary changes as a result of the things the intervention does affect directly) such as child support payments and father-child relationships?

1 "Involvement in the justice system" was defined for the CBI-Emp study as having been convicted of a crime or incarcerated within the last three years, or being on probation or parole at the time of study enrollment.

Purpose

One area of promise for supporting fathers who have been involved in the justice system is the use of cognitive behavioral skill building, a practice that aims to help individuals recognize and modify patterns of thinking and actions that can make it difficult to retain employment after incarceration. This approach has been effective in changing outcomes related to criminal activity, but there is limited evidence of its effectiveness in helping individuals strengthen employment outcomes.

This report documents findings from three components of the evaluation of CBI-Emp: (1) the effects of CBI-Emp on employment, involvement in the criminal justice system, and relationships with coparents; (2) the costs of implementing CBI-Emp; and (3) how services operated and who participated in them, which serve as context for findings from the impact and cost analyses.

Key Lessons

- **Can CBI-Emp be implemented in the context of a fatherhood program?** Yes. It can be, though recruitment and engagement are challenging. It took a lot of staff effort to recruit and engage fathers in services, and that effort yielded moderate results. About 70 percent of study fathers randomly assigned to be offered CBI-Emp attended at least one CBI-Emp session. Of those who attended at least 1 session, 63 percent attended 12 of the first 14, the amount deemed to be adequate exposure to the curriculum; this group attended an average of about 13 sessions. In other words, about 44 percent of fathers offered CBI-Emp got an adequate amount of exposure to the curriculum. Implementing CBI-Emp also required specialized training and ongoing coaching and technical assistance from the curriculum developers and the study team throughout the study period.

- **What does CBI-Emp cost?** The CBI-Emp intervention cost $1,303 per participant over the two-year period from October 2016 to September 2018. Outreach and enrollment cost $215 per father offered CBI-Emp. Planning and service delivery cost $751 per father and technical assistance cost $338.

- **Is CBI-Emp, as implemented and studied in this evaluation, effective?** No.

  - **In the pooled analysis of all CBI-Emp study organizations, CBI-Emp did not produce statistically significant effects on any of the six prespecified primary outcome measures, nor on any secondary outcome measures.** The six prespecified primary outcomes are grouped into three domains: employment (earnings, number of quarters of employment, and number of weeks employed),

criminal justice (spending any time in prison and being arrested following enrollment), and relationships with coparents (specifically, conflicts with coparents). Secondary outcomes include more nuanced measures of primary outcomes, outcomes that are more distal to the interventions and less likely to be affected by them directly, and outcomes that should be interpreted with caution due to potential measurement limitations. For the CBI-Emp study, secondary outcomes include measures of cognitive function (related to planning, self-confidence in making decisions, and self-control), economic well-being, and child support.

- **CBI-Emp had larger effects on criminal justice outcomes at The Fortune Society than it did at the other two implementing organizations.** Fathers at Fortune also participated substantially more in CBI-Emp services than fathers at the other two organizations, which may suggest CBI-Emp could be effective when there is consistently strong engagement in services. However, these findings about effects at one organization should be interpreted with caution because the sample size there was small.

Methods

The CBI-Emp study used an experimental research design to rigorously test the effects of the intervention on employment, criminal justice involvement, and relationships with coparents. Eligible fathers were randomly assigned to one of two research groups: a program group offered CBI-Emp in addition to the usual fatherhood services available at the participating organizations, or a services-as-usual group, offered only the usual services.

The study enrolled 752 fathers between 2016 and 2018, 375 of whom were assigned to the program group and 377 of whom were assigned to the services-as-usual group. Program services and outcome data collection concluded in 2019. The implementation analysis relied on a variety of data sources including survey responses collected from fathers at enrollment, interviews and focus groups with staff members and fathers, observations of program services, surveys of staff members, participation data from the federal management information system the organizations used (a database of information on program operations), and text message surveys of study enrollees. The impact analysis relied on survey data collected from fathers at the time of study enrollment, follow-up survey data collected from fathers approximately six months later, and administrative records (data collected in the normal course of administering public programs). The cost analysis used information from staff members about how they spend their time, along with financial information provided by each organization.

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The Authors

Executive Summary

> Kids need that genuine love.... They don't care what you got, you know, it's just my dad. That's what they like most.
>
> — A father who participated in the Building Bridges and Bonds study

A father's support has been linked to better outcomes by nearly every measure of a child's well-being, from cognitive development and educational achievement to self-esteem and positive behavior toward others.[1] However, fathers who have been involved in the criminal justice system face structural barriers that may make it difficult to provide emotional and financial support to their children: stigma from criminal records, low wages, and additional challenges in finding or maintaining stable employment, housing, and healthy relationships with family and friends.[2] Incarceration also causes trauma and psychological harm that continues long after people are released.[3]

One promising area for supporting people with previous involvement in the justice system is the use of cognitive behavioral skill building, a practice that aims to help individuals recognize and modify patterns of thinking and actions that can make it difficult to retain employment after incarceration.[4] This approach has been effective in changing outcomes related to criminal activity, but there is limited evidence of its effectiveness in helping individuals strengthen employment outcomes. This report adds to that evidence by presenting findings from a rigorous study of an intervention called Cognitive Behavioral Intervention

1 Maria Cancian, Kristen Shook Slack, and Mi-Youn Yang, "The Effect of Family Income on Risk of Child Maltreatment," Institute for Research on Poverty Discussion Paper 1385-10 (Madison, WI: University of Wisconsin-Madison, Institute for Research on Poverty, 2010); Marcia Carlson and Katherine Magnuson, "Low-Income Fathers' Influence on Children," *Annals of the American Academy of Political and Social Science* 635, 1 (2011): 95–116; Philip Cowan, Carolyn Pape Cowan, Nancy Cohen, Marsha Pruett, and Kyle Pruett, "Supporting Fathers' Engagement with Their Kids," pages 44–80 in Jill Duerr Berrick and Neil Gilbert (eds.), *Raising Children: Emerging Needs, Modern Risks, and Social Responses* (Oxford, UK: Oxford University Press, 2008).

2 Jocelyn Fontaine, Lindsey Cramer, and Ellen Paddock, *Encouraging Responsible Parenting Among Fathers with Histories of Incarceration: Activities and Lessons from Six Responsible Fatherhood Programs*, OPRE Report 2017-02 (Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2017); Jeremy Travis, *But They All Come Back: Facing the Challenges of Prisoner Reentry* (Washington, DC: Urban Institute, 2005).

3 Craig Haney, *The Psychological Impact of Incarceration: Implications for Post-Prison Adjustment* (Washington, DC: U.S Department of Health and Human Services; Office of the Assistant Secretary for Planning and Evaluation, 2001); Mika'il DeVeaux, "The Trauma of the Incarceration Experience," *Harvard Civil Rights-Civil Liberties Review* 48, 1 (2013): 257–277.

4 Edward Latessa, "Why Work Is Important, and How to Improve the Effectiveness of Correctional Reentry Programs that Target Employment," *Journal of Criminology and Public Policy* 11, 1 (2012): 87–91; Nana Landenberger and Mark Lipsey, "The Positive Effects of Cognitive-Behavioral Programs for Offenders: A Meta-Analysis of Factors Associated with Effective Treatment," *Journal of Experimental Criminology* 1 (2005): 451–476; Andrew Butler, Jason Chapman, Evan Forman, and Aaron Beck, "The Empirical Status of Cognitive-Behavioral Therapy: A Review of Meta-Analyses," *Clinical Psychology Review* 26, 1 (2006): 17–31.

for Justice Involved Individuals Seeking Employment (CBI-Emp), which applies cognitive behavioral skill building to help people maintain employment.

The CBI-Emp study is one part of a larger study called Building Bridges and Bonds (B3) that is adding to evidence on programs that serve fathers. Since the 1990s, federal and state governments have funded programs to encourage fathers' involvement with their children, strengthen two-parent families, and address fathers' barriers to financial stability. To achieve those goals, Congress has authorized and funded "Responsible Fatherhood" programs. The Office of Family Assistance (in the Administration for Children and Families at the U.S. Department of Health and Human Services) awards and oversees Responsible Fatherhood grants, and grantees are required to undertake a combination of three activities authorized under the legislation:

- Strengthening responsible parenting and positive father-child engagement
- Improving employment opportunities and economic status
- Fostering healthy marriages and relationships[5]

Many fathers who participate in these programs have had some involvement with the criminal justice system, and some programs expressly serve such fathers. Studies of employment programs in general for people reentering the community after incarceration have not found consistent, positive results.[6] Some programs have shown increases in employment through services like transitional jobs (that is, temporary, subsidized job placements for individuals with difficulty entering or maintaining employment), but most of those programs did not result in higher employment rates over time.[7] Meanwhile, in the fatherhood field, a recent meta-analysis found that few studies specifically examined the effects of programs on employment and economic outcomes. Among the eight studies that did, none of the programs showed statistically significant effects—effects that were unlikely to be the result of chance.[8]

New thinking posits that an intervention that combines cognitive behavioral skill building with employment services like job training and job placement could produce "a whole that is greater than the sum of its parts" for individuals returning home from incarceration.[9] The objective of the CBI-Emp study was

5 Social Security Administration, "Compilation of the Social Security Laws: Grants to States" (website: www.ssa.gov/OP_Home/ssact/title04/0403.htm, accessed 2021).

6 Johanna Lacoe and Hannah Betesh, *Supporting Reentry Employment and Success: A Summary of the Evidence for Adults and Young Adults* (Washington, DC: Mathematica, 2019).

7 Bret Barden, Randall Juras, Cindy Redcross, Mary Farrell, and Dan Bloom, *New Perspectives on Creating Jobs: Final Impacts of the Next Generation of Subsidized Employment Programs* (New York: MDRC, 2018); Cindy Redcross, Megan Millenky, Timothy Rudd, and Valerie Levshin, *More Than a Job: Final Results from the Evaluation of the Center for Employment Opportunities (CEO) Transitional Jobs Program*, OPRE Report 2011-18 (Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2012); Erin Jacobs Valentine, *Returning to Work After Prison: Final Results from the Transitional Jobs Reentry Demonstration* (New York: MDRC, 2012).

8 Erin Holmes, Alan Hawkins, Braquel Egginton, Nathan Robbins, and Kevin Shafer, *Final Evaluation Report: Do Responsible Fatherhood Programs Work?* (Philadelphia: Fatherhood Research and Practice Network, 2018).

9 Latessa (2012).

to implement the CBI-Emp curriculum in the context of a fatherhood program, and to test whether this innovative approach could benefit fathers recently released from incarceration more than the programs' usual employment services.[10]

Cognitive Behavioral Intervention For Justice Involved Individuals Seeking Employment (CBI-Emp)

The University of Cincinnati Corrections Institute—using funding provided by MDRC and in collaboration with MDRC—developed CBI-Emp, an employment curriculum that combines a cognitive behavioral approach with a focus on employment and job readiness. The curriculum was developed to be implemented in a variety of environments, such as prisons, work-release centers (where people can leave incarceration temporarily to look for jobs or work), and community-based employment programs. This study is the first experimental evaluation of its implementation. It was previously pilot tested on a small scale between October 2015 and March 2016 at the Center for Employment Opportunities, a social service organization in New York City. The pilot test was designed to assess whether it was feasible to implement the curriculum and to provide lessons for future larger-scale evaluations, like the current one.

The goal of the CBI-Emp curriculum is to help fathers understand their thinking processes, practice positive ways to relate to others, and learn to manage challenging professional situations and relationships. The intervention's theory of change hypothesizes that by participating in the program's exercises and discussions, fathers can learn new ways to think about and solve problems. They can then respond better to life challenges and use better strategies when interacting with employers and colleagues in a work environment, which may lead to increased employment and earnings. It is also possible that the program's effects on managing anger and impulsiveness and on improving communication, among other skills, could lead to improvements in fathers' relationships with their children or coparents.[11] Moreover, improvements in thinking and behavior change may lead to reductions in criminal justice system involvement, especially for people recently released from incarceration.

The CBI-Emp intervention has two main components:

1. The CBI-Emp curriculum, offered through a series of workshop sessions
2. Training in Core Correctional Practices, which equips staff members to reinforce the cognitive behavioral skills participants are learning in the workshop while they receive other services as well

10 Latessa (2012).

11 A "coparent" is usually the mother but may be another relative.

THE CBI-EMP CURRICULUM

The CBI-Emp curriculum consists of 31 group sessions, broken into five modules that cover five topics. (See the full report for an overview of CBI-Emp topics and descriptions of the CBI-Emp sessions.) The sessions aim to teach and reinforce ways that individuals can understand their thinking processes and learn positive social skills to help them manage challenging employment and interpersonal situations appropriately. Participants role-play various scenarios and get comments on how they did. Each session is designed to last 60 to 90 minutes and includes 8 to 10 participants.

CORE CORRECTIONAL PRACTICES

In addition to workshop sessions, the model is designed so that staff members integrate cognitive behavioral techniques into services like case management, healthy-relationship workshops, parenting classes, and other employment-focused courses, to reinforce the skills participants are learning. These techniques are called Core Correctional Practices (see Appendix C in the full report for more information).

Study Methods and Data Sources

This is the first large-scale, rigorous evaluation of CBI-Emp for fathers. The CBI-Emp study is a randomized controlled trial: Fathers who were eligible for the study were randomly assigned to a program group or to a services-as-usual group. Fathers assigned to the program group were offered both CBI-Emp and the organizations' usual services. Fathers assigned to the services-as-usual group were offered the usual fatherhood services. Fathers were eligible for the study if they were 18 years or older, had children under the age of 25, had been involved in the justice system in the three years before study entry, and scored medium to high on an assessment administered at intake measuring risk of future involvement in the justice system.[12] The study enrolled 752 fathers, 375 of whom were assigned to the program group and 377 of whom were assigned to the services-as-usual group.

12 For this study, "involvement in the criminal justice system" was defined as being convicted of a crime or being incarcerated, on probation, or on parole. Eligibility was restricted to fathers who scored as being at moderate to high risk of future involvement in the justice system because research has found cognitive behavioral interventions to be most effective for individuals who do score as being at moderate or high risk. See James Bonta, Suzanne Wallace-Capretta, and Jennifer Rooney, "A Quasi-Experimental Evaluation of an Intensive Rehabilitation Supervision Program," *Criminal Justice and Behavior* 27, 3 (2000): 312-329; Christopher Lowenkamp, Edward Latessa, and Alexander Holsinger. "The Risk Principle in Action: What Have We Learned from 13,676 Offenders and 97 Correctional Programs?" *Crime and Delinquency* 52, 1 (2006): 77-93. Two of the organizations implementing CBI-Emp used the Level of Service/Case Management Inventory to determine fathers' risk levels. See Donald Andrews, James Bonta, and Stephen Wormith, "Level of Service/Case Management Inventory (LS/CMITM)" (Toronto: Multi-Health Systems Inc, 2004). The third used a similar tool called the Ohio Risk Assessment System. See Edward Latessa, Paula Smith, Richard Lemke, Matthew Makarios, and Christopher Lowenkamp, "Creation and Validation of the Ohio Risk Assessment System" (Cincinnati, OH: University of Cincinnati, Division of Criminal Justice, Center for Criminal Justice Research, 2009).

MDRC and the curriculum developer (the University of Cincinnati Corrections Institute) recognized that it would be more challenging to keep fathers engaged in a community setting than it would be in a correctional setting, so where the entire CBI-Emp curriculum was designed with 31 sessions, for the B3 study, 20 of the 31 sessions were selected for the group workshops. The staff members delivering the curriculum could decide which of the remaining 11 sessions to offer based on the needs of the fathers in the groups, and they were expected to deliver those sessions on an individual basis.

Before the B3 study was launched, MDRC and the curriculum developer worked together to determine the minimum number of sessions program group members should attend to receive adequate exposure to the curriculum. They understood that, for example, participants might find it difficult to attend all 20 sessions because they needed to find jobs and earn income. They determined that minimum to be 12 of the first 14 sessions. New skills are introduced in each of the first 14 sessions. The final 6 sessions are intended to be opportunities for fathers to build individual plans to be successful at work.

The study tests the effects of CBI-Emp on finding and maintaining employment, on involvement with the criminal justice system, on parenting, and in other areas. Fathers who receive CBI-Emp are predicted to have increased job stability, employment, and earnings; reduced involvement in the criminal justice system; and improved coping, interpersonal, and problem-solving skills—all of which support a father's ability to provide financial and emotional support to his children. Because of the experimental research design, any statistically significant differences that emerged between the outcomes of the two randomly assigned groups can be attributed with confidence to CBI-Emp.

The CBI-Emp study has three components:

1. An implementation analysis of how services operated and who participated in them, based on information gleaned from focus groups and interviews with staff members and fathers, observations of program activities, surveys of staff members and fathers, and management information system data.[13]

2. An impact analysis of whether the approach affected outcomes including fathers' employment and earnings, criminal justice system involvement, or relationships with co-parents, compared with usual program services alone. The impact analysis used data from a survey administered at enrollment, a follow-up survey six months later, and administrative records.[14]

13 A management information system is a database that holds information on program operations and that can produce reports on a program's management. The process analysis findings presented in this report build on previously released interim findings. See Michelle Manno, Emily Brennan, and Eric Cohn, "Applying Cognitive-Behavioral Techniques to Employment Programming for Fathers," OPRE Report 2019-110 (Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2019).

14 Administrative records are data collected in the normal course of administering public programs.

3 An analysis of the costs to service providers of implementing CBI-Emp, using information gathered from interviews and surveys of staff members, management information system data, and organization documents that detail expenditures.

CBI-Emp was implemented by three community-based organizations with experience offering programs for fathers who have been involved in the justice system: Passages, Inc., in Cleveland, Ohio; The Fortune Society in New York, New York; and the Kanawha Institute for Social Research and Action, Inc. (KISRA), with headquarters in Dunbar, West Virginia. The initially planned enrollment period for the study was from October 2016 to June 2018. The study team extended the period for Fortune and Passages to December 2018 to increase sample enrollment.

If an intervention like this one—targeting changes in individual behavior—has a positive effect, it can provide the field with a tool for improving the outcomes of some individuals in what is often an inequitable justice system and an inequitable broader economic system. It will not necessarily address the structural causes of these inequalities.[15]

Findings and Lessons Learned

- **Can CBI-Emp be implemented in the context of a fatherhood program?** Yes. It can be, though recruitment and engagement are challenging. This report details successes and obstacles that other programs should consider if they intend to integrate CBI-Emp:

  - **Organizations had to make some adaptations to their usual service-delivery structures to integrate CBI-Emp.** Some had to adopt a cohort model for the workshops, where previously they had offered open-entry services with nonsequential learning.[16] Some usually delivered services over a short time and had to restructure their service schedules for CBI-Emp's longer curriculum. Though the three organizations offered their existing services differently, they all already offered employment services that included workshops focused in whole or in part on job readiness, along with case management, job development, and job search assistance.[17] All also offered services related to parenting and healthy relationships.

  - **Implementing CBI-Emp required specialized training and ongoing technical assistance.** Program staff members in a variety of positions received five days of specialized training in Core Correctional Practices and the CBI-Emp curriculum from the CBI-Emp curriculum developers. The curriculum developers also provided ongoing technical assistance in delivering the curric-

15 Elizabeth Hinton, LeShae Henderson, and Cindy Reed, *An Unjust Burden: The Disparate Treatment of Black Americans in the Criminal Justice System* (New York: Vera Institute of Justice, 2018); Marc Maur, *States of Confinement: Young Black Americans and the Criminal Justice System* (New York: Springer Publishing, 2000).

16 A cohort model has groups of participants that start and finish a workshop at the same time and stay together throughout the full workshop, with sessions delivered in a particular order. In an open-entry model, fathers can begin workshops whenever they enroll; they do not have to wait until the next cohort begins or participate in workshops in order.

17 Job development involves cultivating employers, identifying job openings, and placing people in jobs.

ulum throughout the study, through regular observation and coaching. Overall, the staff members leading the workshops adhered to the CBI-Emp curriculum model. The integration of Core Correctional Practices into other services was not a focus of continued technical assistance.

- **It took a lot of staff effort to recruit and engage fathers in services, and that effort yielded moderate results.** Organizations used targeted outreach in the community to recruit fathers, alongside existing recruitment strategies like partnerships with corrections agencies. These formal partnerships helped, but it was nevertheless challenging to recruit enough fathers who met all the eligibility criteria to meet the study's enrollment targets. Once fathers were enrolled, organizations tried to keep them engaged by maintaining regular contact with them, using monetary incentives, promoting strong relationships between the staff and fathers, and tailoring the curriculum to fathers' experiences. Despite these intensive efforts, fathers were only moderately engaged in the curriculum. About 70 percent of fathers who enrolled attended at least one CBI-Emp session. Of those who attended at least 1 session, 63 percent attended 12 of the first 14, the amount deemed to be adequate exposure to the curriculum, and this group attended an average of about 13 sessions. In other words, about 44 percent of fathers received an adequate exposure to the curriculum. The organizations successfully implemented CBI-Emp without reducing the amount of standard employment services father received, or the amount the received of any other services offered by the organizations. Approximately two-thirds of the program and services-as-usual groups participated in some non-CBI-Emp employment service.[18] There was no statistically significant difference between the two research groups in participation in non-CBI-Emp employment services.

The demographic characteristics of fathers in the CBI-Emp study mirror those of participants in past studies in the fatherhood field. [19] On average, fathers were 38 years old. Seventy-one percent of the fathers were Black, 16 percent were Hispanic, and fewer than 10 percent were White. Nearly 50 percent had been released from incarceration in the six months before random assignment. Black men could have made up such a high percentage of the CBI-Emp study sample in part because of factors such as the disproportionate involvement of Black men in the criminal justice system. A wide and long-standing body of research demonstrates significant racial disparities in involvement in the criminal justice system, which research has shown are systemic and rooted in a long history of policies and practices that have disadvantaged people of color and created a system in which Black and Latino people are disproportionately more likely

18 For comparison participation rates in Responsible Fatherhood programs, see Sarah Avellar, Alexandra Stanczyk, Nikki Aikens, Mathew Stange, and Grace Roemer, *The 2015 Cohort of Healthy Marriage and Responsible Fatherhood Grantees: Interim Report on Grantee Programs and Clients*, OPRE Report 2020-67 (Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2020). Among the 2015 cohort of fathers enrolled in Responsible Fatherhood grantee programs, 81.5 percent attended at least one workshop session. Participation in programs typically lasted between five and six weeks; and among all fathers, including those who never attended a session, the median hours of workshops received was between 23 and 24 hours. These findings include all workshops offered. The participation findings in this report focus on the CBI-Emp workshop series, specifically.

19 Julia Alamillo and Heather Zaveri, *Participation in Responsible Fatherhood Programs in the PACT Evaluation: Associations with Father and Program Characteristics* (Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2018).

to be arrested, convicted, and incarcerated.[20] Moreover, the demographic characteristics of the locations where CBI-Emp was implemented may also be a contributing factor. [21] Approximately half of the fathers reported that having criminal records made it harder for them to find or keep good jobs, only 27 percent were working when they enrolled in the study, and fewer than 10 percent had a degree beyond high school. Many fathers were familiar with cognitive behavioral approaches taught in correctional facilities. CBI-Emp, however, is unique in its targeted approach to applying cognitive behavioral skills to an employment context.

- **What does CBI-Emp cost?** The CBI-Emp intervention cost $1,303 per program group father over the two-year period from October 2016 to September 2018. Outreach and enrollment cost $215 per father. Planning and service delivery cost $751 per father and technical assistance cost $338.[22]

- **Is CBI-Emp, as implemented and studied in this evaluation, effective? No.**

  - **In the pooled analysis of all CBI-Emp study organizations, CBI-Emp did not produce statistically significant effects on any of the six prespecified primary outcome measures, nor on any secondary outcome measures.** The six prespecified primary outcomes are grouped into three domains: employment (earnings, number of quarters of employment, and number of weeks employed), criminal justice (spending any time in prison and being arrested following enrollment), and relationships with coparents (specifically, conflicts with coparents). Secondary outcomes include more nuanced measures of primary outcomes, outcomes more distal to the interventions (outcomes not likely to be directly affected by the intervention but that may see secondary changes as a result of the things the intervention does affect directly), and outcomes that should be interpreted with caution due to potential measurement limitations. For the CBI-Emp study, secondary outcomes include measures of planning, decision-making, and self-control; economic well-being; and child support.

  - **CBI-Emp had larger effects on criminal justice outcomes at The Fortune Society than it did at the other two implementing organizations.** Fathers served by Fortune also participated

20 Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Color-Blindness* (New York: New Press, 2010); Hinton, Henderson, and Reed (2018); The Sentencing Project, *Report of the Sentencing Project to the United Nations Special Rapporteur on Contemporary Forms of Racism, Racial Discrimination, Xenophobia, and Related Intolerance: Regarding Racial Disparities in the United States Criminal Justice System* (Washington, DC: The Sentencing Project, 2018); Ann Carson, *Prisoners in 2016* (Washington, DC: U.S. Department of Justice, 2018); Elizabeth Davis, Anthony Whyde, and Lynn Langton, *Contacts Between Police and the Public, 2015* (Washington, DC: U.S. Department of Justice, 2018).

21 John Clark and Rachel Sottile Logvin, *Enhancing Pretrial Justice in Cuyahoga County: Results from a Jail Population Analysis and Judicial Feedback* (Baltimore: Pretrial Justice Institute, 2017); Vera Institute of Justice, "Incarceration Trends in West Virginia" (Brooklyn, NY: Vera Institute of Justice, 2019); New York City Department of Health and Mental Hygiene, "Criminal Justice System Involvement and Measures of Health among New York City Residents, 2017," Epi Data Brief No. 109 (New York: New York City Department of Health and Mental Hygiene, 2019).

22 The cost analysis includes Fortune and Passages only. The study team determined that KISRA's recruitment and enrollment challenges meant its costs were not representative of what might they might be outside of the B3 context.

more in CBI-Emp services than fathers in the other two organizations, which may suggest CBI-Emp might be effective when there is consistently strong engagement in services. However, these findings were based on exploratory subgroup analyses and should be interpreted with caution.[23]

Limitations

- **Target population:** Research indicates that among individuals who have been involved in the criminal justice system, younger people benefit the most from cognitive behavioral services as they tend to be at higher risk of future contact with the justice system.[24] Similarly, research has shown that services to help people returning from incarceration tend to have larger effects for people released more recently.[25] However, for the CBI-Emp study, these lessons from past research were balanced with the need for a large sample size. Ultimately, there was no upper age limit and the study enrolled people whose last involvement with the criminal justice system was up to three years earlier.

- **Power to detect small effects:** The more people who are included in an impact analysis, the smaller the effect the analysis can determine was statistically significant. The CBI-Emp study did not attempt to include enough people to detect small effects, as for most outcomes measured, small effects were unlikely to be relevant to policy. For measures derived from the survey, the study can detect effects of 10 percentage points for binary outcomes and of 0.17 standard deviations for continuous outcomes; for measures derived from administrative data, it can detect effects of 9 percentage points for binary outcomes and 0.15 standard deviations for continuous outcomes.[26] Moreover, the study group without access to CBI-Emp still had access to the participating organizations' usual services. If the usual services were effective in improving the outcomes of participants, there could be less room for CBI-Emp to make further improvements, resulting in small effects the study could not detect.

Discussion

CBI-Emp builds on emerging evidence from two distinct approaches to serving people who have been involved in the criminal justice system: job-readiness employment services and cognitive behavioral skill building. It was hypothesized that cognitive behavioral strategies might enhance the effectiveness of employment programs by addressing the thought patterns that make it difficult for some fathers to hold

23 "Exploratory" analyses provide an in-depth look at a subject, but not conclusive evidence.

24 Vicente Garrido and Luz Anyela Morales, "Serious (Violent or Chronic) Juvenile Offenders: A Systemic Review of Treatment Effectiveness in Secure Corrections," *Campbell Systemic Reviews*. 3,1 (2007): 1–46; Mifta Chowdhury, Sara Muller-Ravett, and Bret Barden, *Cognitive Behavioral Employment Pilot: Final Report*, unpublished (New York: MDRC, 2016).

25 Redcross, Millenky, Rudd, and Levshin (2012).

26 Kristin Harknett, Michelle Manno, and Rekha Balu, *Building Bridges and Bonds (B3) Study Design Report*, OPRE Report 2017-27 (Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2017).

steady jobs. The goal of the CBI-Emp study was to test whether this innovative approach could improve employment outcomes for fathers who had recent involvement with the criminal justice system.

This study showed CBI-Emp can fit into a community-based fatherhood program and can be implemented as designed. However, implementing CBI-Emp required a great deal of effort on the part of the program staff and the part of the study team providing technical assistance. Despite the challenges that programs faced, the evaluation of CBI-Emp was a fair test of implementation, specifically in fatherhood programs. Overall, CBI-Emp did not produce statistically significant effects on any of the six prespecified primary outcome measures nor on secondary outcome measures. Organizations seeking to implement CBI-Emp in a fatherhood context can consider the following lessons from the study's findings:

1. Examine retention strategies and make sure they meet fathers' needs. To do so, a program must understand thoroughly what those needs are. To address financial barriers, programs could consider pairing CBI-Emp with subsidized employment opportunities or provide incentives for fathers to participate in the curriculum. Programs could also consider participating in research to evaluate their engagement approaches and determine what improvements might work.

2. Reserve resources for ongoing staff training in and technical assistance for Core Correctional Practices and the CBI-Emp curriculum. This training and technical assistance could mean developing supplemental training material to help staff members who are not delivering CBI-Emp to integrate Core Correctional Practices into other services.

3. Focus on delivering CBI-Emp to younger people and those recently released from incarceration.

It is important to note that interventions like CBI-Emp—targeting changes in individual behavior—are but a small component of possible efforts to support fathers and mitigate the harmful effects of involvement in the criminal justice system. Such efforts do not address the body of research that identifies the systemic inequities and racism of discretionary practices in the broader criminal justice system.[27]

27 Alexander (2010); Hinton, Henderson, and Reed (2018).

Introduction

1

A father's support has been linked to better outcomes by nearly every measure of a child's well-being, from cognitive development and educational achievement to self-esteem and positive behavior toward others.[1] However, fathers who have been involved in the criminal justice system face barriers to providing that support, such as stigma from criminal records, low wages, and additional challenges in finding or maintaining stable employment, housing, and healthy relationships with family and friends.[2] For example, a criminal record makes it 50 percent less likely that an employer will call an applicant back, rising to 60 percent for Black male job candidates.[3] Incarceration also causes trauma and psychological harm that continues long after people are released.[4]

One promising area for supporting fathers who have been involved in the justice system is the use of cognitive behavioral skill building, a practice that aims to help individuals recognize and modify patterns of thinking and actions that can make it difficult to retain employment after incarceration.[5] This approach has been effective in changing outcomes related to criminal activity, but there is limited evidence of its effectiveness in helping individuals strengthen employment outcomes. This report adds to that evidence by presenting findings from a rigorous study of an intervention called Cognitive Behavioral Intervention for Justice Involved Individuals Seeking Employment (CBI-Emp), which applies cognitive behavioral skill building to help people find and maintain employment.

The CBI-Emp study is one part of a larger study called Building Bridges and Bonds (B3) that is adding to evidence on programs that serve fathers. Since the 1990s, federal and state governments have funded programs to encourage fathers' involvement with their children, strengthen two-parent families, and address fathers' barriers to financial stability. To achieve those goals, Congress has authorized and funded "Responsible Fatherhood" programs. The Office of Family Assistance (in the Administration for Children and Families at the U.S. Department of Health and Human Services) awards and oversees Responsible Fatherhood grants, and grantees are required to undertake a combination of three activities authorized under the legislation:

1. Strengthening responsible parenting and positive father-child engagement
2. Improving employment opportunities and economic status
3. Fostering healthy marriages and relationships[6]

1 Cancian, Slack, and Yang (2010); Carlson and Magnuson (2011); Cowan et al. (2008).

2 Travis (2005); Fontaine et al. (2017).

3 Pager (2003).

4 Haney (2001); DeVeaux (2013).

5 Latessa (2012); Landenberger and Lipsey (2005); Butler, Chapman, Forman, and Beck (2006).

6 Social Security Administration (2002).

The Administration for Children and Families' Office of Planning, Research, and Evaluation, with funding from the Office of Family Assistance, initiated the B3 study in 2015. The study identified and rigorously tested new interventions to help fathers work toward economic stability and strengthen their relationships with their children. B3 tested three innovative program approaches to support fathers:

1. **Cognitive Behavioral Intervention for Justice Involved Individuals Seeking Employment (CBI-Emp)**, a series of interactive workshops designed to help small groups with previous involvement in the justice system develop interpersonal skills for the workplace, as well as training in Core Correctional Practices, which equip staff members to reinforce the cognitive behavioral skills participants are learning in the workshop while they receive other services as well.[7]

2. **Just Beginning:** a series of father-and-child parenting workshops designed to improve the quality of a father's interactions with his young child.

3. **DadTime:** a custom-built mobile phone application to support engagement in Just Beginning.[8]

The objective of the B3 study was to implement and test these innovative new interventions in the context of usual fatherhood services, to learn whether they provided additional benefits beyond those usual fatherhood services.

The Evidence Base for Cognitive Behavioral Approaches

Studies of employment programs in general for people reentering the community after incarceration have not found consistent, positive results. A recent review of the literature on approaches to reentry employment concluded that, "most employment-focused approaches do not consistently demonstrate evidence of long-term effectiveness at improving employment outcomes and/or reducing justice system involvement."[9] Some programs have shown increases in employment through services like transitional jobs (that is, temporary, subsidized job placements for individuals with difficulty entering or maintaining employment), but most of those programs did not result in higher employment rates over time.[10] Employment programs for people returning from incarceration also have not always affected future involvement with the criminal justice system.[11] For example, of eight transitional jobs reentry programs evaluated by MDRC that

7 "Involvement in the justice system" was defined for the CBI-Emp study as having been convicted of a crime or incarcerated within the last three years, or being on probation or parole at the time of study enrollment.

8 See Manno, Harknett, Sarfo, and Bickerton (forthcoming); Manno, Mancini, and O'Herron (2019); Balu, Lee, and Steimle (2018); Harknett, Manno, and Balu (2017); and Israel, Behrmann, and Wulfsohn (2017) for more information on the B3 evaluation of DadTime and Just Beginning.

9 Lacoe and Betesh (2019).

10 Barden et al. (2018); Redcross, Millenky, Rudd, and Levshin (2012); Valentine (2012).

11 Lacoe and Betesh (2019).

serve a similar population to that in the CBI-Emp study, only two reduced people's involvement with the criminal justice system.[12]

There is growing evidence, on the other hand, that cognitive behavioral approaches could be effective in reducing repeated contact with the justice system, although much of this evidence comes from quasi-experimental studies.[13] Meta-analyses have found that cognitive behavioral approaches decrease an individual's likelihood of involvement with the criminal justice system within a year by an average of 25 percent; the most effective programs cut this likelihood by more than 50 percent.[14] In general, effective cognitive behavioral programs give participants services in large quantity and frequency (high "dosage"), are monitored closely to make sure the services are implemented as intended, and offer adequate training for providers.[15] However, there is limited evidence about whether such programs can help people who have past involvement in the justice system to strengthen their employment outcomes, and there has been no rigorous experimental study of that question specifically.[16]

New thinking in the reentry field posits that an intervention that combines cognitive behavioral skill building with employment services like job training and job placement could produce "a whole that is greater than the sum of its parts" for individuals returning home from incarceration.[17] Cognitive behavioral strategies may enhance the effectiveness of employment programs by addressing the thought patterns that make it difficult to hold a steady job. Combining a cognitive behavioral component with employment services may serve as an engagement strategy on a practical level: People may be more likely to attend a cognitive behavioral skill-building workshop that uses employment-related scenarios and is delivered in the context of a program that provides meaningful assistance with finding work.[18]

Meanwhile, in the fatherhood field, a recent meta-analysis found that few studies specifically examined the effects of programs on employment and economic outcomes. Among the eight studies that did, none of the programs showed statistically significant effects—effects that were unlikely to be the result of

12 Barden et al. (2018); Redcross, Millenky, Rudd, and Levshin (2012); Valentine (2012).

13 Quasi-experimental research designs use rigorous statistical methods to try to estimate the effects caused by interventions, but do not involve random assignment to program and control groups. See Lacoe and Betesh (2019); Barnes, Hyatt, and Sherman (2017); and Hofmann et al. (2012). Barnes, Hyatt, and Sherman (2017) did use an experimental design (that is, a design involving random assignment) to study cognitive behavioral skill building. They found that the intervention reduced involvement in the justice system among its participants (who had previous involvement), although the intervention only reduced justice system contacts for nonviolent offenses, not for violent offenses.

14 Landenberger and Lipsey (2005); Lipsey, Landenberger, and Wilson (2007). Half of the studies included in the meta-analyses examined arrests, about 30 percent examined convictions, and about 15 percent examined reincarceration.

15 Lipsey, Landenberger, and Wilson (2007).

16 Lacoe and Betesh (2019).

17 Latessa (2012).

18 Latessa (2012).

chance.[19] Many fathers who participate in fatherhood programs have had some involvement with the criminal justice system, and some programs expressly serve such fathers.[20]

Cognitive Behavioral Intervention for Justice Involved Individuals Seeking Employment (CBI-Emp)

Building on this evidence, the University of Cincinnati Corrections Institute—using funding provided by MDRC and in collaboration with MDRC—developed the CBI-Emp curriculum to combine the cognitive behavioral approach with a focus on job readiness. The goal of the curriculum is to help fathers understand their own thinking processes, learn positive ways to relate to others, and manage challenging professional situations and relationships appropriately, so they can maintain stable employment. The curriculum was developed to be implemented in a variety of environments, such as prisons, work-release centers (where people can leave incarceration temporarily to look for jobs or work), and community-based employment programs. The intended CBI-Emp model is designed for people who have been involved in the criminal justice system within the previous three years and who are at moderate to high risk of further involvement with the justice system.

The intervention's theory of change hypothesizes that by participating in the program's exercises and discussions, fathers can learn new ways to think about and solve problems. They can then respond better to life challenges and use better strategies when interacting with employers and colleagues in a work environment, which may lead to increased employment and earnings. Improvements in thinking and positive behavioral change could lead to reductions in involvement with the criminal justice system. Fathers may also experience improved interpersonal relationships. In the longer term, the hope is that these positive effects will be sustained and self-reinforcing, and lead to better economic prospects for the father and better future outcomes for his children.

The first pilot implementation of CBI-Emp occurred at New York City's Center for Employment Opportunities, one of the nation's largest transitional jobs programs for people who have been involved in the justice system. The pilot test was designed to assess whether it was feasible to implement the curriculum and to provide lessons for future larger-scale evaluations, like the current one. The pilot implementation occurred from October 2015 to March 2016 with 62 individuals. Participants attended 17 of the 31 sessions on average and 38 percent completed the curriculum. Overall, both participants and workshop leaders found value in the curriculum and participants said they were able to apply skills they learned from CBI-Emp in an employment context.[21] The recommendations from the pilot test included: to focus on some sessions and make others optional, to make it easier for individuals to participate for the duration of the intervention, and to develop an incentive structure and other methods to increase participation.

19 Holmes et al. (2018).

20 Zaveri, Baumgartner, Dion, and Clary (2015).

21 Chowdhury, Muller-Ravett, and Barden (2016).

The CBI-Emp intervention has two main components:

1. The CBI-Emp curriculum, offered through a series of workshop sessions
2. Training in Core Correctional Practices, which equips staff members to reinforce the cognitive behavioral skills participants are learning in the workshop while they receive other services as well

THE CBI-EMP CURRICULUM

The CBI-Emp curriculum consists of 31 group sessions broken into 5 modules. (See Box 1.1 for an overview of the CBI-Emp module topics and Appendix B for descriptions of all 31 CBI-Emp sessions.) The CBI-Emp sessions, led by *facilitators*, teach and reinforce ways that individuals can understand their own thinking processes and learn positive social skills to help them manage challenging employment and interpersonal situations appropriately. Each session is designed to be 60 to 90 minutes and includes 8 to 10 participants, and each follows the learn-do-reflect model:

- **Learn:** Facilitators define a skill, discuss why it is important, and model it for fathers. For example, in session 3, *Weighing the Costs and Benefits*, fathers first discuss how they make decisions in their lives, and the short- and long-term costs and benefits of those choices. The facilitator then introduces a Cost-Benefit Analysis tool, which helps individuals think about both sides of the choice and the consequences of decisions.

- **Do:** Fathers practice the skill by role-playing during the session and by completing homework assignments between sessions. In session 3, for example, fathers complete the Cost-Benefit Analysis worksheet.

- **Reflect:** Fathers reflect on their role-play and homework; other fathers and the facilitators provide comments. For example, at the start of session 4, fathers go around the room and share their most important costs or difficulties associated with the changes identified on their Cost-Benefit Analysis worksheets, and then the most important benefits of those changes.

CORE CORRECTIONAL PRACTICES

In addition to workshop sessions, the model curriculum is designed so that the staff integrates cognitive behavioral techniques into services like case management, healthy relationship workshops, parenting classes, and other employment-focused courses, to reinforce the skills participants are learning. These techniques are called Core Correctional Practices (see Appendix C for more information on Core Correctional Practices).

The CBI-Emp Study Design and Methods

Based on recommendations from the pilot test, MDRC and the curriculum developer (the University of Cincinnati Corrections Institute) focused on 20 of the 31 sessions. They worked together to determine the

BOX 1.1. CBI-EMP TOPICS

MODULE 1: MOTIVATIONAL ENGAGEMENT sets the stage for learning. Participants define group expectations and reflect on their personal values and goals.

MODULE 2: COGNITIVE RESTRUCTURING introduces a technique called the behavior chain. Participants practice recognizing difficult situations and how those situations influence their emotions and behaviors. They then practice thinking about difficult situations and taking more control over the actions. Next, they reflect on how taking control can produce better outcomes.

MODULE 3: EMOTION REGULATION AND SOCIAL SKILLS teaches self-control strategies. Participants observe a demonstration of these skills in challenging situations that might arise in the workplace. They then role-play using situations from their own experiences and receive comments on how they did.

MODULE 4: PROBLEM SOLVING advances participants to more complex situations by walking them through three problem-solving steps: identifying the problem and goal, coming up with options, and planning and trying a solution.

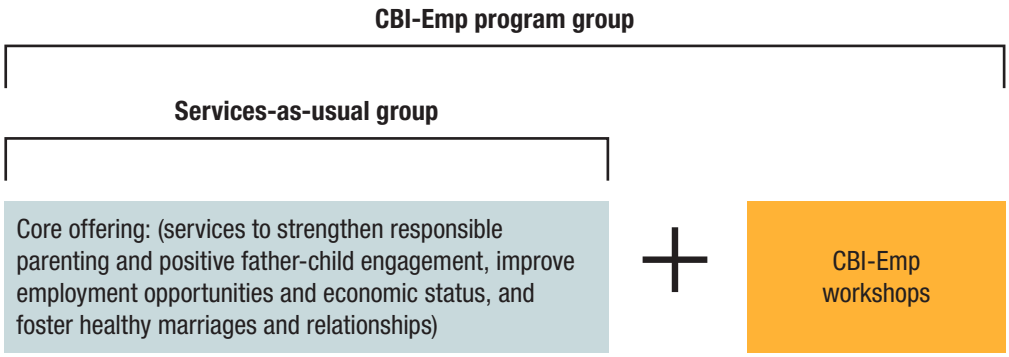
MODULE 5: SUCCESS PLANNING brings it all together. Participants develop individual plans to achieve and maintain employment success. They present their plans to the facilitator and their peers.

minimum number of sessions where fathers could be considered to have received adequate exposure to the curriculum. They recognized that, for example, participants might find it difficult to attend all 20 sessions because they need to find jobs and earn income. They determined that minimum to be 12 of the first 14 sessions. New skills are introduced in each of the first 14 sessions. The final 6 sessions are intended to be opportunities for building an individual plan to be successful at work.

The CBI-Emp study is a randomized controlled trial: Fathers who were eligible for the study were randomly assigned to a program group or to a services-as-usual group. Assignment to the program group made fathers eligible to receive both CBI-Emp and the organizations' usual services. Fathers assigned to the services-as-usual group were eligible to receive the usual fatherhood services (see Figure 1.1). Fathers were eligible for the study if they were 18 years or older, had been involved in the justice system in the three years before study entry, and scored medium to high on an assessment administered at intake measuring risk of future involvement in the justice system.[22] The study enrolled 752 fathers, 375 of whom were assigned to the program group and 377 of whom were assigned to the services-as-usual group.

22 For this study, "involvement in the criminal justice system" was defined as being convicted of a crime or being incarcerated, on probation, or on parole. Eligibility was restricted to individuals whom the assessment scored as being at moderate to high risk of future involvement in the justice system because research has found cognitive behavioral interventions to be most effective for individuals who do score as being at moderate or high risk. See Bonta, Wallace-Capretta, and Rooney (2000); Lowenkamp and Latesska (2002).

FIGURE 1.1 SERVICES AVAILABLE TO EACH RESEARCH GROUP



The study team hypothesized that offering fathers the CBI-Emp curriculum in conjunction with traditional job-readiness services would produce better outcomes for participants than job-readiness services on their own (that is, the organizations' usual services—see Figure 1.2). The experimental research design tests the effects of CBI-Emp on employment, involvement with the criminal justice system, relationships with coparents,[23] and other outcomes. Fathers with improved employment outcomes are expected to have higher earnings; reduced involvement in the criminal justice system; and improved coping, interpersonal, and problem-solving skills—all of which support a father's ability to provide financial and emotional support to his children.

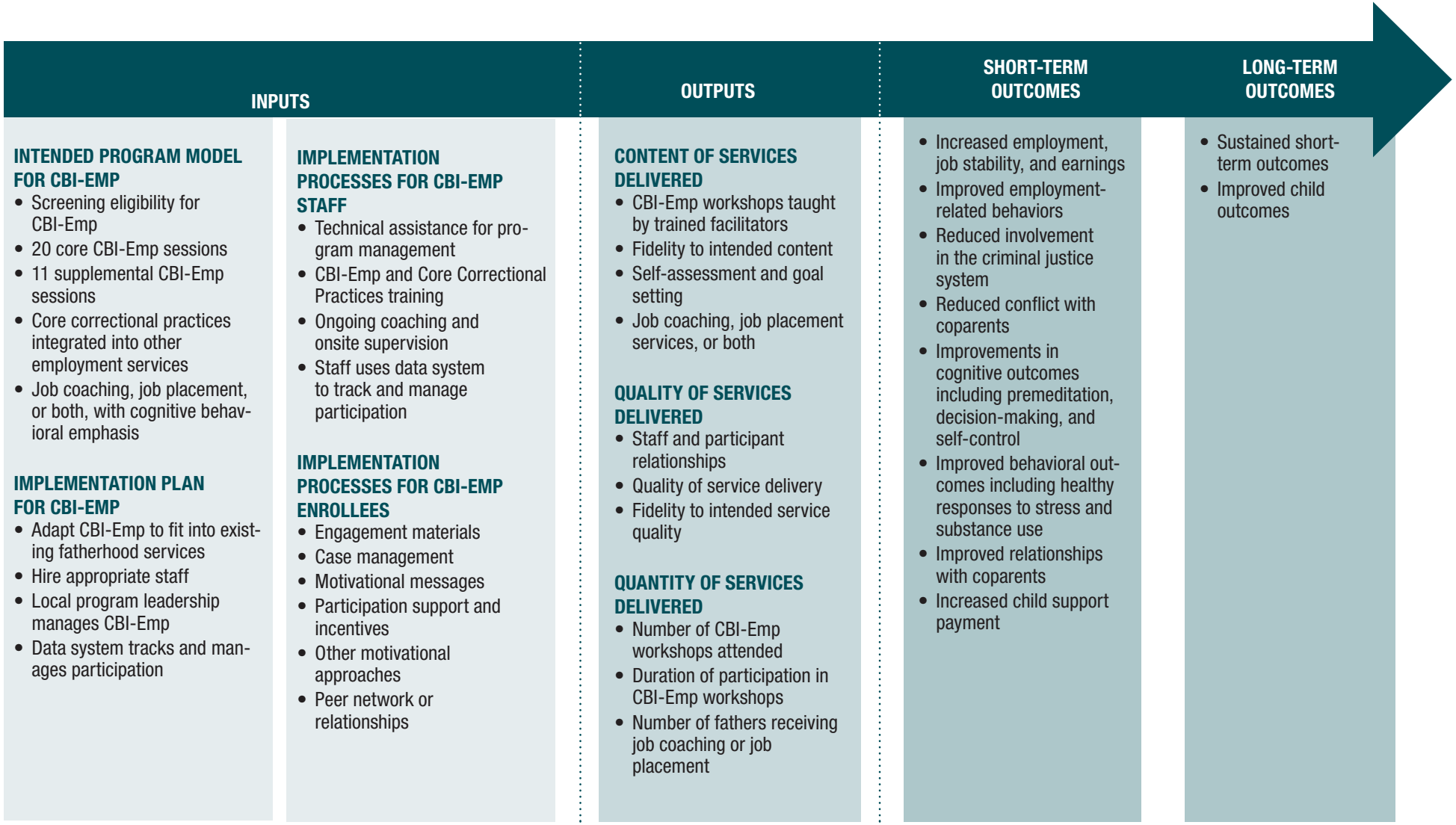
The CBI-Emp study has three components: (1) an implementation analysis of how services operated and who participated in them, based on information gleaned from focus groups, interviews, observations, surveys, and management information system data; (2) an impact analysis of whether the approach affected outcomes, using data from a baseline survey, a follow-up survey six months after enrollment, and administrative records; and (3) an analysis of the costs to service providers of implementing CBI-Emp, using information gathered through interviews with and surveys of staff members, management information system data, and organization documents that detail expenditures.[24] See Appendix D for more on data sources.

CBI-Emp was implemented by three community-based organizations with experience offering programs for fathers who have been involved in the justice system: Passages, Inc., in Cleveland, Ohio; The Fortune Society (Fortune) in New York, New York; and Kanawha Institute for Social Research and Action, Inc. (KISRA), with headquarters in Dunbar, West Virginia. The initially planned enrollment period for the study was October 2016 to June 2018. The study team extended the period for Fortune and Passages to December 2018 to increase sample enrollment.

23 A "coparent" is usually the mother but may be another relative.

24 A management information system is a database that holds information on program operations and that can produce reports on every level of a program's management. Administrative records are data collected in the normal course of administering public programs.

FIGURE 1.2. CBI-EMP LOGIC MODEL



If an intervention like this one—targeting changes in individual behavior—has a positive effect, it can provide the field with a tool for improving the outcomes of some individuals in what is often an inequitable justice system and an inequitable broader economic system. It will not necessarily address the structural causes of these inequalities.[25]

About This Report

The next chapter describes the organizations that implemented CBI-Emp, the contexts in which they operated, and their usual services. Next, the report discusses study procedures like recruitment, enrollment, and random assignment, as well as the characteristics of fathers who agreed to participate in the study. The fourth chapter describes how fathers participated in CBI-Emp and the usual services. The final chapters discuss the effects of CBI-Emp, its costs, and lessons and implications for the field.

25 Hinton, Henderson, and Reed (2018); Maur (2000).

The Organizations Implementing CBI-Emp

2

To assess the effectiveness of CBI-Emp, the study team worked with three community-based organizations that provide employment services to fathers with recent involvement in the criminal justice system. This chapter describes the organizations and the communities they serve. It provides context important for interpreting the evaluation's findings, including the usual services that the organizations provided. Findings include:

- The goals of CBI-Emp fit squarely within the missions of the three community-based organizations that implemented it. However the organizations differed in the extent to which serving people with past involvement in the justice system was a principal focus or one of many focuses.

- All three organizations already offered workshops that addressed job readiness, along with case management, job development, and job search assistance. All three also offered services designed to help fathers improve their parenting and maintain healthy relationships. They differed in how they delivered their services.

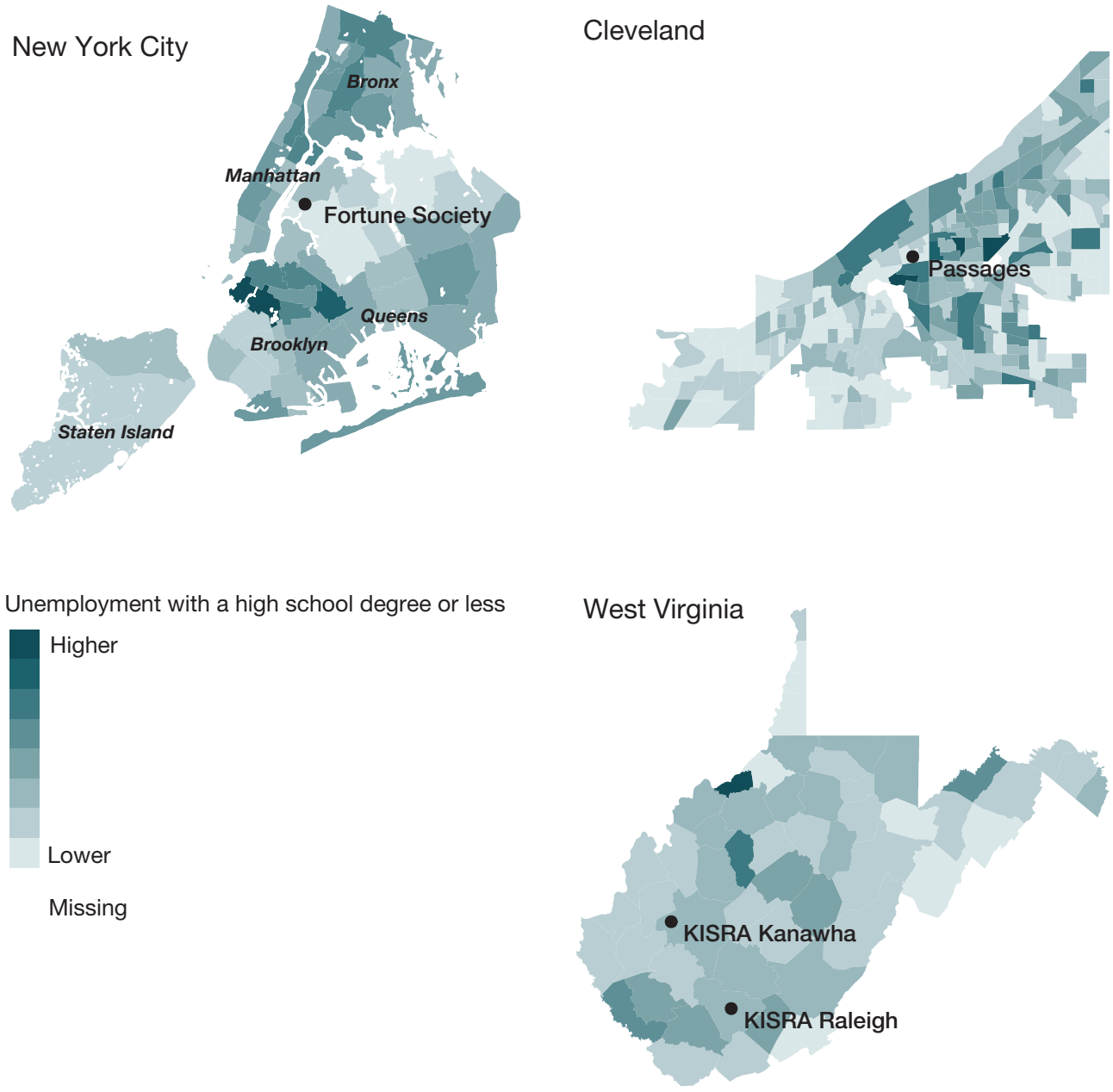
- Each organization integrated CBI-Emp into its usual service delivery structure. To do so, the organizations had to adapt their usual service schedules before the study began.

The Organizations Implementing CBI-Emp

As noted in Chapter 1, three organizations implemented CBI-Emp and participated in the study: Passages, Inc., in Cleveland, Ohio; The Fortune Society (Fortune) in New York, New York; and Kanawha Institute for Social Research and Action, Inc. (KISRA), with headquarters in Dunbar, West Virginia. Figure 2.1 shows the locations of the three organizations, their service areas, and the unemployment rates in those areas among people with a high school degree or less. These local unemployment rates are a way of showing how much those locations need employment services. For CBI-Emp, Passages' service area covered the city of Cleveland. Fortune served New York City and some individuals from further upstate. KISRA served the areas around its offices in Kanawha County (near the city of Charleston) and Raleigh County (in the city of Beckley), as well as some surrounding rural counties.

The study team selected these organizations because each had a large, established program providing services to a target population matching or close to the desired CBI-Emp study population; delivered employment services in a way that was consistent with the CBI-Emp study design; and had leaders with a strong interest in participating in the evaluation. In addition, each was either a grantee of the federal Office of Family Assistance (OFA) Healthy Marriage and Responsible Fatherhood grant program at the time

FIGURE 2.1. UNEMPLOYMENT IN NEIGHBORHOODS IN THE STUDY ORGANIZATIONS' AREAS



SOURCE: The U.S. Census Bureau, 2014–2018 American Community Survey five-year estimates.

NOTES: "Higher" and "lower" unemployment refer to relative unemployment rates in each service area. For example, darker areas on the West Virginia map represent the areas with the highest unemployment in West Virginia.

Neighborhoods are delineated by community districts in New York, census tracts in Cleveland, and counties in West Virginia.

of the study, or was a past grantee that still offered the services required by those grants (that is, economic stability, parenting, and healthy relationship services).

Table 2.1 summarizes some characteristics of the organizations. All three were experienced in providing services to individuals returning from incarceration, and each provided a range of services that included employment and parenting services. However, they differed in notable ways, including size (both in terms of number of staff members and the size of their budgets), the nature of their service areas, and the specific mix of services they offered. For example, Fortune was substantially larger than the other two organizations. The organizations also differed in the extent to which they focused on serving people who had been involved in the criminal justice system. Fortune was the one organization entirely focused on such individuals, and all its services center on that population's needs. Passages, while originally founded by a prison chaplain who had observed how incarceration affected the relationships between fathers and their children, developed into an organization aiming to meet the needs of fathers with low incomes more generally. KISRA aimed to provide more comprehensive services for families, rather than focusing primarily on fathers or incarcerated individuals, and its service offerings included childcare, small business microlending, and behavioral health services. All three organizations described themselves as having "open doors," in that clients could return at any time and continue to receive services.

The three organizations had different sources of funding for their usual employment services for individuals returning from incarceration. While both Passages and KISRA received funding through OFA's Healthy Marriage and Responsible Fatherhood grants in 2015, they received two different types of those grants. Passages was one of four organizations funded under a "New Pathways for Fathers and Families" grant to the Ohio Department of Job and Family Services; OFA's New Pathways for Fathers and Families grant focused on fathers with low incomes broadly. KISRA received a Responsible Fatherhood Opportunities for Reentry and Mobility grant focused specifically on fathers returning from incarceration. Fortune was not a recipient of a Responsible Fatherhood grant awarded in 2015, though it had received previous OFA fatherhood grants.

Organization Staff

Employment services at the three organizations were largely provided by staff members who facilitated employment workshops. Each also had case managers who worked with participants. Fortune and Passages also had separate staff members dedicated to job development, which involves cultivating employers, identifying job openings, and placing people in jobs. Other staff members at some of the organizations conducted orientations and intake, did marketing, and helped with tracking data. Staff members interviewed at Passages and Fortune said that their people providing employment services were caring and that clients could relate to them; fathers in a focus group at Passages similarly noted that they found the staff relatable.

The three organizations provided different types and amounts of internal and external training to their employment services staff members, including training in particular curricula, in management, in case management, in group dynamics, and in risk assessment. In addition, staff members at Passages and

TABLE 2.1. CHARACTERISTICS OF ORGANIZATIONS IMPLEMENTING CBI-EMP

	FORTUNE	KISRA	PASSAGES
Year founded	**1967**	**1993**	**1999**
Service area	Fortune has three locations in New York City. CBI-Emp was implemented at the headquarters in Queens.	KISRA has community offices in four West Virginia counties. CBI-Emp was implemented at two offices: one in Kanawha County (near the city of Charleston) and one in Raleigh County (in the town of Beckley).	Passages has three offices in Cleveland and surrounding counties. CBI-Emp was implemented at the office in Cleveland.
Mission	"To support successful reentry from incarceration and promote alternatives to incarceration, thus strengthening the fabric of our communities."	"We Strengthen Families."	"To inspire and empower families to thrive."
Target population	Fortune serves people with incarceration histories, including but not limited to fathers. Fortune also provides services to people in incarceration to prepare them for reentry.	KISRA provides a range of services to West Virginia families. Some services target fathers; in particular, KISRA's program funded by a federal ReFORM grant (see below) targeted fathers who had been incarcerated, had low incomes, and had been back in the community for six months or less, as well as those still incarcerated.	Passages primarily serves fathers, including those who have been involved in the justice system. Passages also provides services to incarcerated fathers.
Size	Budget (2018): approximately $35 million Number of people on staff: over 300	Budget (2018): $2.3 million Number of people on staff: about 25 to 30 across programs and locations	Budget (2018): $1.1 million Number of people on staff: 22
General services and where reentry and fatherhood fit in	Fortune offers a broad range of services, including employment services for individuals who have been involved in the justice system, as well as some vocational training classes. It also offers education, family services, housing, substance use assistance, and mental health services.	KISRA provides services in four areas: health, employment, financial-asset development, and education. Its services include job-readiness workshops, parenting classes, transitional jobs opportunities, financial literacy classes, an urban farming initiative, a domestic violence workshop, a program on small business microlending opportunities, childcare, and behavioral health services.	Passages delivers parenting, healthy relationship, and employment services for fathers. Passages also offers help reentering society following incarceration, transportation assistance for families, financial literacy classes, and retreats for fathers and their children.

(continued)

TABLE 2.1 (continued)

	FORTUNE	KISRA	PASSAGES
Funding source for usual employment services	Not a recipient of a 2015 OFA Responsible Fatherhood grant (though it had received an OFA fatherhood grant in the past).	2015 OFA Responsible Fatherhood grant recipient under the "ReFORM" grant category focused on fathers returning from incarceration.	2015 OFA Responsible Fatherhood grant recipient under the "New Pathways for Responsible Fatherhood" category focused on fathers with low incomes. (The Ohio Department of Job and Family Services was the primary grantee.)
Partnerships in the criminal justice field	Fortune has strong relationships with criminal justice system agencies in New York City including agencies handling parole and alternative-to-incarceration services, along with local jails and prisons.	KISRA has relationships with agencies handling parole, work release programs, and day-report programs (county-run, community-based corrections programs meant as a sentencing alternative for adults who do not require institutional custody).	Passages has a relationship with the agency handling parole.

KISRA received training in motivational interviewing, and staff members at Passages went through training in trauma-informed care.[1]

The study team conducted a survey of staff members involved in B3, including those working with the program group and the services-as-usual group.[2] It asked staff members and managers about their demographic characteristics and their educational and professional experiences. Findings are presented in Appendix E. Although most program participants were men, between one-quarter and one-half of staff members and managers replying to the survey at each organization were women.[3] About half of staff members and managers replying to the survey were people of color (Black, Hispanic, or other/multiracial), ranging from 25 percent at Fortune to 70 percent at Passages. All had at least associate's degrees and most

1 Motivational interviewing is a method for changing behavior by developing inner motivation. The aim of this approach is to help clients identify and change behaviors that make it harder for them to achieve their personal goals. According to the Substance Abuse and Mental Health Services Administration (2014), trauma-informed care "realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization."

2 This survey was delivered at one point in time and does not capture information from all staff members associated with each program during the study period. Across the three organizations, 22 staff members and managers responded to the survey. Respondents included 4 people who worked solely or primarily with program group members at their organizations, 5 who worked primarily with members of the services-as-usual group, 4 who worked with both study groups, and 9 who did not work directly with fathers.

3 Other information gathered by the study team indicates that the facilitators delivering the CBI-Emp sessions were mostly men. Many of the case managers were women.

had various types of relevant experience; 81 percent had worked before with people who had been involved in the justice system, and two-thirds had experience providing cognitive behavioral services.

The Economic and Labor Market Context

The CBI-Emp study occurred during a period of relatively low and declining unemployment. The unemployment rates in the areas where the three organizations were located were slightly above the national average, but nonetheless were also relatively low during this period and had declined in recent years.[4] In other words, there were jobs available in the areas these organizations served. However, people who had been involved in the justice system may have still faced barriers to employment despite the healthy economy. For example, as discussed in Chapter 1, a criminal record makes it 50 percent less likely that an employer will call an applicant back, rising to 60 percent for Black male job candidates.[5] Further, as Figure 2.1 shows, some parts of the areas served by the three organizations had particularly high unemployment rates for men with no more than a high school education. Passages, for example, was located within blocks of several U.S. Census tracts in Cleveland with particularly high unemployment rates for men with less education. Fortune provided services to men throughout New York City, including the neighborhoods with high unemployment for this population. KISRA's service area, on the other hand, covered only some counties in West Virginia, and these did not include the counties with the highest unemployment.

Staff members interviewed at the three organizations mentioned industries that were strong and that were hiring in their areas. At Fortune, staff members were seeing hiring for culinary, moving company, transportation, and construction positions. Passages staff members said the manufacturing (including rubber and polyurethane manufacturing) and hospitality industries were strong in Cuyahoga County. KISRA staff members noted that growth in the coal industry during this period was creating employment opportunities among their target population. They actually saw these new opportunities as a potential obstacle to program recruitment (since individuals could find well-paying jobs without participating in an employment program).

The Community and Criminal Justice Contexts

The areas served by organizations in the study had experienced some changes in criminal justice enforcement in the years leading up to CBI-Emp. Staff members at Passages noted that Ohio had recently restructured its laws so as to incarcerate fewer people convicted of low-level felonies, and incarceration rates had come down. They described the changes as positive, yet also noted that they may reduce the influence on individuals to "do the right thing." In interviews, KISRA's correction partners mentioned recent policies that were less punitive for substance use, such as drug treatment instead of disciplinary actions for individuals on work release. Relatedly, substance use was a predominant issue in West Virginia. Staff members

4 The 2017 unemployment rates were 5.6 percent in Cuyahoga County, 5.1 percent in Kanawha County, 5.4 percent in Raleigh County, and 4.6 percent in New York City, compared with 4.4 percent nationally. See U.S. Bureau of Labor Statistics (2017a, 2017b).

5 Pager (2003).

said substance use affected the employment context since many jobs required a drug test and background check.

All three organizations operated in areas where similar organizations offered a variety of services to men with lower incomes or with other service needs related to reentry into the community after incarceration. In New York City, in particular, a number of other organizations provide employment services to people returning from incarceration, and some of them also provide cognitive behavioral services. New York City also launched a program called Jail to Jobs in April 2018 (toward the end of the CBI-Emp study enrollment period); it provided individuals leaving city jails with short-term transitional employment along with additional forms of support. Fortune received funding to operate a Jail to Jobs program.

The organizations all had relationships with the corrections systems in their communities. As discussed in the next chapter, parole and probation offices were important recruitment sources for the CBI-Emp study. Each organization also provided services to people while they were incarcerated. Near the end of the study period, Passages received a grant from the Cuyahoga County Probation Department to offer the CBI-Emp curriculum (separately from the B3 study). Fortune had partnerships with different entities within the New York City corrections system. It worked with the jails and prisons in the context of New York City's Alternative to Incarceration programs, operating a Jail to Jobs program (as mentioned above), and participating in task forces on policy issues related to reentry after incarceration.

The Usual Services Provided to Fathers

The evaluation of CBI-Emp set up a comparison where one group received CBI-Emp plus the organizations' usual services, and the other group received only the usual services. As a result, to interpret the study's findings on CBI-Emp one must understand the three organizations' usual services.

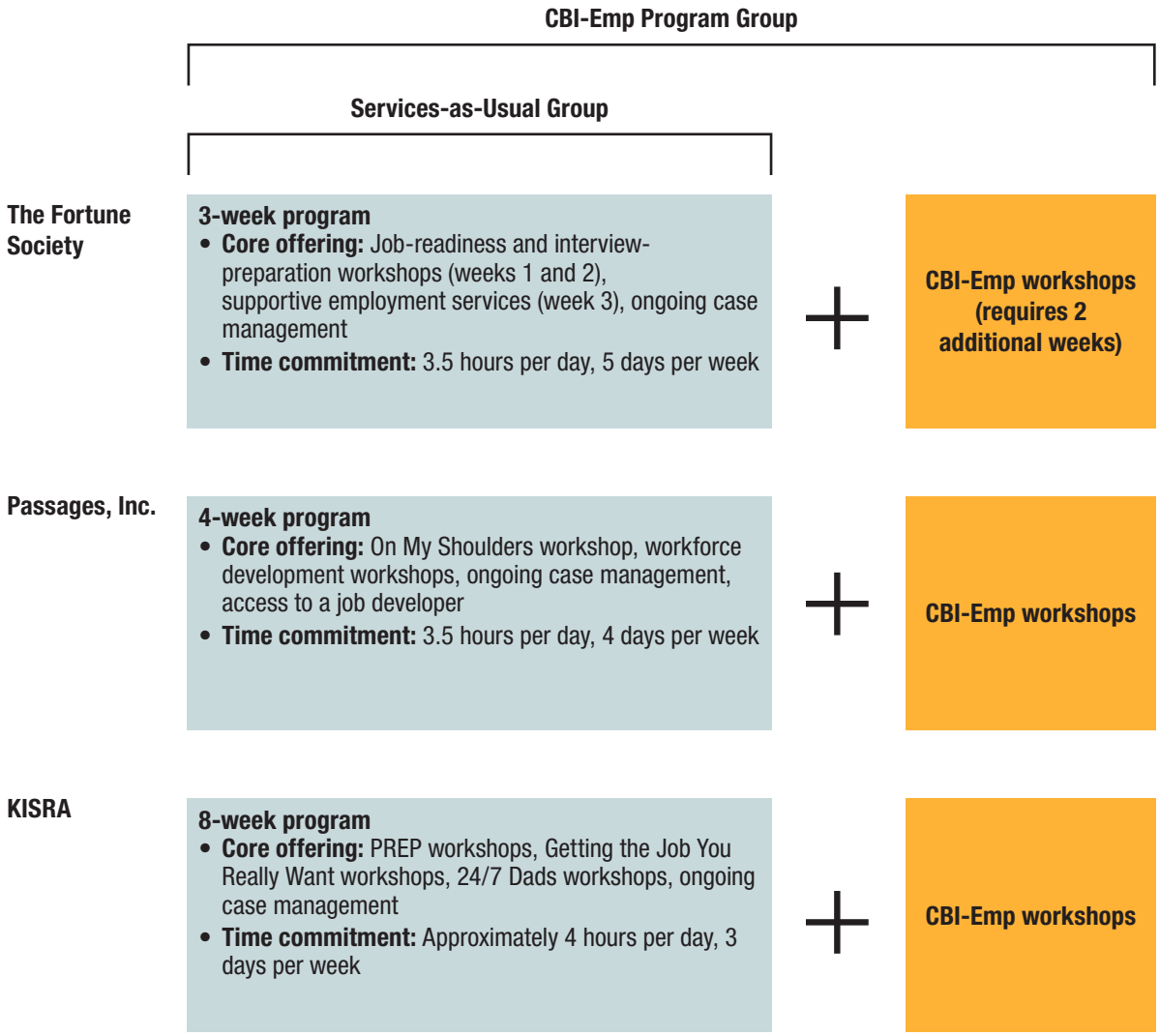
The three organizations offered employment, parenting, healthy relationship, and other services that either were funded by OFA Healthy Marriage and Responsible Fatherhood grants or offered the types of services required by those grants. The organizations structured their services around group workshops but made additional support and services available to study participants. The workshops differed in length (ranging from three to eight weeks) and content. Each organization offered a workshop focused on job readiness that was tailored to the population being served. The organizations also made parenting and relationship services available.

Figure 2.2 summarizes the structure of the usual services at each organization. It also shows how the evaluation design added CBI-Emp workshops for the program group to create the comparison needed to measure the effects of CBI-Emp. The remainder of this chapter describes the usual services in more detail; Chapter 5 describes the implementation of CBI-Emp.

EMPLOYMENT WORKSHOPS

All three organizations offered workshops focused on employability and provided job-readiness services (see Table 2.2). All tried to help participants understand how to talk about their backgrounds of involvement with the justice system when applying for jobs. Each organization also offered job development.

FIGURE 2.2. SERVICES AT ORGANIZATIONS IN THE CBI-EMP STUDY



OTHER EMPLOYMENT-RELATED SERVICES

During and following employment workshops, the three organizations provided case management to participants. Each had case managers on staff in addition to workshop facilitators. The nature of the case management differed somewhat from organization to organization. While case management at all three organizations addressed issues in participants' job readiness, Fortune's case management was more focused specifically and in a structured way on employment than the case management at the other two organizations. For example, Fortune's case managers administered assessments to participants to identify the types of jobs they might search for and to help them set job-readiness goals. Case managers at Passages also focused on employment, but did not take as structured an approach and also focused on issues related to parenting and healthy relationships.

TABLE 2.2. CHARACTERISTICS OF THE EMPLOYMENT-WORKSHOP COMPONENTS OF USUAL SERVICES

	FORTUNE	KISRA	PASSAGES
Length and time commitment	Three weeks. Participants attended full time during the first two weeks and part time during the third.[a]	Eight weeks. Participants attended two half days per week.	Four weeks. Participants attended for 3.5 hours per day.[b]
Examples of topics and activities	*First two weeks* • Job readiness • Interview preparation *Third week* • Searching for a job • Training (for example, in computer skills)	• Interviewing skills • Presenting oneself professionally • Résumé writing • Confidence in job searching • Body language	• Résumé writing • Assistance with job placement • Soft skills[c] • Interview skills
Employment curricula	Internally developed "Job Readiness" workshop	Getting the Job You Really Want	Internally developed curriculum based on the East Baltimore Pipeline Job Readiness Training Curriculum
Relationship to other services	Separate parenting and relationship services	Groups scheduled to participate in separate sessions on parenting and other topics	Integrated workshop that touches on parenting and healthy relationships
Adjustments made for the CBI-Emp study	Fortune extended its workshop from two to three weeks. It also stopped using the Thinking for a Change cognitive behavioral curriculum.	KISRA restructured its enrollment to be cohort-based.[d] KISRA also offered a cognitive behavioral curriculum (Courage to Change), but did not offer it to study participants.	Passages restructured its enrollment to be cohort-based.[d]

NOTES: [a]The CBI-Emp group participated in two additional weeks to complete CBI-Emp sessions.
[b]Passages sometimes adjusted these numbers of days and hours.
[c]"Soft skills" refer to the general habits and competencies that make for an effective employee, such as arriving at work on time, cooperating with coworkers, taking and giving direction, communicating clearly, dressing appropriately for the workplace, and so forth.
[d]See the section "Integrating CBI-Emp into Usual Service Delivery" in this chapter for more on cohort-based enrollment.

All three organizations also provided help with job searches and job development. Passages and Fortune had dedicated job developers. At Passages, the job developers helped participants with job-readiness issues and job search preparation (for example, résumé writing), helped them with the job searches themselves, and reached out to employers on their behalf. At Fortune, the job developers were more focused on job searches and employer relationships, and the case managers had more responsibility for job readiness. KISRA did not have designated job developers; rather, the workshop facilitators and other staff members who assisted in case management helped participants with their job searches.

Each organization offered other employment services that were not directly tied to the employment workshops. For example, each provided some clients with occupational training opportunities, either in-house

or through partnerships.[6] At both Fortune and Passages, individuals who completed the employment workshops could participate in occupational training in fields like culinary arts.

All three also offered some type of transitional jobs (that is, temporary, subsidized jobs) or similar paid work experience during some or all of the study period. However, these transitional jobs do not play a large role in the services received by the CBI-Emp study participants at any of the organizations, as only five fathers in the study ever held transitional jobs.

All three organizations allowed clients to come back and reengage with program services after leaving. Staff members said clients came back to case managers when they needed to. Fortune's policies explicitly kept clients active on case managers' caseloads for two years, and its job developers checked in with clients regularly after they had found jobs.

HEALTHY RELATIONSHIPS AND PARENTING

All three organizations also offered services related to healthy relationships and parenting. At Passages, these two topics were both covered in the On My Shoulders workshop series, which had 14 90-minute sessions. At KISRA during the study period, fathers were offered PREP, a curriculum focused on communication between couples, and 24/7 Dads, a curriculum focused on parenting topics.[7] KISRA required these workshops for program completion.

Fortune had healthy relationship and parenting services, but they were not required components of Fortune's employment services. The organization offered a fatherhood program for men who had been incarcerated, funded through a contract with the city. The goal was to help fathers reintegrate into the community and build stronger bonds with their children. The program also offered individual relationship counseling and help with negotiating child support debt.[8]

OTHER SERVICES

Each of the three organizations offered a range of services that were not directly tied to participation in employment services and therefore were outside the CBI-Emp study design, though some members of both study groups may have received these services. Passages provided help navigating child support issues, including by having a representative from the child support agency come to the office periodically; assistance finding stable, low-cost housing; and a financial literacy class.[9]

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6 Passages and Fortune both offered culinary training. Fortune also offered training for jobs in social services, the environmentally conscious construction and operation of buildings, and environmental cleanup, and had a program to help people earn commercial driver's licenses. KISRA made referrals to an occupational training program at the local office of the Department of Health and Human Resources.

7 KISRA used the Parenting Inside Out curriculum rather than PREP for fathers who were incarcerated at the time. These fathers were not part of the study.

8 The Fortune Society was not a federal Responsible Fatherhood grantee during the B3 study and therefore was not required to offer any particular services.

9 Partway into the study period, Passages also launched a CBI-Emp program through the Cuyahoga County Probation Department. Passages implemented intake processes to ensure that individuals who participated in

Fortune provided a wide range of other services, including housing assistance (including both assistance finding housing and the direct provision of some transitional and permanent housing), substance use treatment, high school equivalency preparation, mental health services, computer literacy training, public transit cards, information about Alternative to Incarceration programs, and help navigating child support issues (which for the first year of the study period included advice from an on-site lawyer). One father referred to Fortune as a "one-stop shop to be reentering society." When interviewed, fathers enrolled in the study said they liked Fortune's supportive services such as access to clothes, haircuts, and public transit cards, all of which were available to participants both during the employment workshop and afterward, when they were working on finding jobs.

KISRA's other services for fathers included a financial literacy course, an urban farming initiative, a domestic violence workshop, childcare, a program on small business microlending opportunities, and a behavioral health program available to fathers diagnosed with mental illnesses.

Integrating CBI-Emp into Usual Service Delivery

As discussed in Chapter 1, the study design required that only the program group receive CBI-Emp but that both groups receive the organizations' usual services. The study team worked with each organization before study enrollment began to develop a structured schedule so that CBI-Emp could be delivered alongside the usual services for the program group, and so that there would be a strong service contrast between the program group and the services-as-usual group. In each case, creating such a schedule required some changes to the delivery of usual services.

Passages and KISRA changed by adopting a cohort model for their workshops. A cohort model has groups of participants start and finish a workshop at the same time and stay together throughout the full workshop, whose units are delivered in order. As noted earlier, the CBI-Emp model emphasizes the benefits of delivering services to a cohort whose members get to know each other and can provide support to one another. To maintain parallel service delivery structures for the program group and services-as-usual group, adopting a cohort model for the program group meant using a cohort model with the services-as-usual group, too. In shifting to a cohort model, KISRA also organized services into a single structured schedule rather than scheduling each type of service independently.

Fortune slightly modified its services by extending the time required to complete its standard employment services from two weeks to three weeks. Extending the formal completion date of the job-readiness program for all fathers by an additional week was meant to maintain the engagement of fathers in the CBI-Emp group. To fill out the third week, Fortune scheduled additional services for fathers such as computer lab time and mock interviews with volunteers.

that program would not be enrolled in B3, and that CBI-Emp study participants would not be directed to the county program.

Study Procedures and Baseline Characteristics

3

CBI-Emp was added into the existing fatherhood programs described in Chapter 2. It built on existing procedures and services at the fatherhood programs, but also required some adaptations for study recruitment, enrollment, and random assignment. This chapter provides an overview of these processes and describes the characteristics of the fathers who ended up enrolled in the CBI-Emp study as a result. The findings include:

- Organizations used existing recruitment strategies such as partnerships with community corrections agencies. They also used targeted outreach in the community. Formal partnerships helped, but it was still a challenge to recruit enough clients who met all the eligibility criteria.
- Study enrollment and random assignment were integrated into each organization's existing intake procedures.
- The demographic characteristics of fathers in the CBI-Emp study mirror those of past studies in the fatherhood field. On average, fathers were 38 years old. Seventy-one percent of the fathers were Black, 16 percent were Hispanic, and fewer than 10 percent were White. Fathers had varied levels of work and education experience. Approximately half of fathers reported that having criminal records made it more difficult for them to find or keep good jobs, only 27 percent were working when they enrolled in the study, and fewer than 10 percent had associate's or bachelor's degrees.

Study Recruitment

Recruitment procedures for the CBI-Emp study were integrated into each organization's established processes. This section discusses common approaches to recruitment and highlights differences among the organizations' strategies.

CBI-EMP STUDY ELIGIBILITY

To be eligible to participate in the CBI-Emp study, fathers had to be 18 years or older, have children under 24 years old, have been involved with the justice system in the previous three years, and score moderate to high on assessment administered at intake measuring risk of future involvement in the justice system.[1]

1 For this study, involvement in the justice system was defined as being convicted of a crime or being incarcerated, on probation, or on parole. The Fortune Society and Kanawha Institute for Social Research and Action, Inc. (KISRA) used used the Level of Service/Case Management Inventory to determine fathers' risk levels. See Andrews, Bonta, and Wormith (2004). Passages, Inc. used a similar tool called the Ohio Risk Assessment System. See Latessa et al. (2009).

As mentioned in Chapter 1, eligibility was restricted to fathers whom the assessment scored as being at moderate to high risk of future involvement in the justice system because research has found cognitive behavioral interventions to be most effective for individuals who do score as being at moderate or high risk.[2] This practice of identifying people appropriate for cognitive behavioral approaches such as CBI-Emp, is grounded in the Risk-Needs-Responsivity framework. This framework helps corrections agencies direct resources to people who are at higher risk of future involvement with the justice system and provide services to address behaviors and circumstances associated with that involvement.[3] The study team also advised participating organizations not to actively recruit from community-based organizations offering cognitive behavioral interventions, to make sure that members of the control group had not also experienced services similar to CBI-Emp.

The requirement that individuals be fathers and have children under the age of 25 was a criterion for recipients of Healthy Marriage and Responsible Fatherhood grants from the Office of Family Assistance. The other CBI-Emp study criteria were established at the start of the study by the study team, the curriculum developers, the Office of Family Assistance, and the Office of Planning, Research, and Evaluation. A major consideration was balancing the need for a large sample with best practices in the field, as well as lessons learned in the CBI-Emp pilot test discussed in Chapter 1.

For example, research has found that among people who have been involved in the criminal justice system before, younger people previously convicted of violent crimes (and therefore at a higher risk of future contact with the justice system) benefit the most from cognitive behavioral services.[4] In the CBI-Emp pilot test discussed in Chapter 1, participants initially had to be under 30, but the age requirement was removed due to low enrollment numbers. To increase the eligible pool of fathers in the CBI-Emp study, there was no maximum age limitation.

Similarly, previous research has shown that services related to reentry after incarceration tend to have larger effects for individuals recently released from incarceration.[5] The CBI-Emp curriculum was therefore designed for people who had been released from jail or prison within the previous six months. However, to increase recruitment, for the initial pilot test this time frame was increased to a full year. For the CBI-Emp study, it was further extended to any involvement in the justice system within the previous three years, so the study could reach the required sample size.

RECRUITMENT STRATEGIES

Organizations used existing recruitment strategies like obtaining referrals from child support agencies and criminal justice partners such as probation and parole offices. Formal agreements and historical relationships strengthened these partnerships. For example, Passages initially had difficulty building relationships with criminal justice agencies; its partnership with the Cuyahoga County Probation Department improved, however, after that department awarded Passages a grant supporting the expansion of CBI-

2 Bonta, Wallace-Capretta, and Rooney (2000); Lowenkamp and Latessa (2002).

3 For more information on the Risk-Needs-Responsivity framework, see Andrew and Dowden (2007).

4 Garrido and Morales (2007); Chowdhury, Muller-Ravett, and Barden (2016).

5 Redcross, Millenky, Rudd, and Levshin (2012).

Emp to include non-CBI-Emp study clients. Similarly, The Fortune Society is part of the Queens County Reentry Task Force, a partnership that includes the state Department of Corrections and Community Supervision, community-based organizations, and human service providers and that aims to coordinate services for individuals released from incarceration. Moreover, at the time of the study Fortune employed four outreach workers located at parole offices in each New York City borough except Staten Island. These outreach workers sent daily referrals, accompanied by documents signed by the father and the parole officer that attested to the father's commitment to attend services.

Each organization also engaged in targeted recruitment efforts such as developing partnerships with other social service organizations and neighborhood collectives, and conducted direct outreach to fathers by, for example, distributing materials at community centers, libraries, and offices of the Special Supplemental Nutrition Program for Women, Infants, and Children. Fortune and Kanawha Institute for Social Research and Action, Inc. (KISRA) also used internal referrals from other initiatives of theirs, and Passages hired a former fatherhood program participant as a recruiter. Fathers were also commonly referred by current or past program participants.

These specialized approaches to recruiting eligible participants were necessary as each organization served a broader population, with the fathers eligible for the CBI-Emp study being a subset of each organization's overall clientele. For example, Fortune did not only offer its usual employment services to fathers, and not all of Fortune's clients had been involved with the criminal justice system in the preceding three years, though the organization does target individuals who have had some involvement in the justice system. KISRA's usual fatherhood services were primarily offered during incarceration, as opposed to in the community after incarceration. Finally, the Passages federal grant focused on engaging young fathers ages 16 to 24, meaning that for the CBI-Emp study it had to recruit older fathers than usual. See Box 3.1 for more information on creating an outreach system.

RECRUITMENT CHALLENGES

All three organizations faced challenges meeting the enrollment goals. Finding fathers who met the CBI-Emp study eligibility criteria was a challenge. At KISRA, nearly 62 percent of clients screened for eligibility did not meet the requirements and at Passages, about 31 percent were ineligible, most because they had had no involvement in the justice system in the previous three years or because they had low risk scores.[6] All three organizations noted that requiring fathers to have been involved in the criminal justice system in the previous three years limited the pool of eligible fathers. The study team's advice not to actively recruit from organizations offering cognitive behavioral interventions also made it harder to find enough fathers, especially for Passages and KISRA.

Additionally, staff members noted that some fathers were not interested in a multiweek program, or had other competing demands such as needing to find work immediately. At KISRA, fathers on parole had to pay a monthly fee and find employment within 30 days, which motivated them to find employment rapidly and limited the number of underemployed or unemployed fathers who could attend KISRA's daytime

6 Time since incarceration factored into the risk scores, as individuals are more likely to come into contact with the justice system during the first three years after they are released from incarceration.

BOX 3.1. CREATING ORGANIZED OUTREACH SYSTEMS

Practitioner Lesson: Creating an organized outreach system can streamline recruitment. Organizations can consider the following ideas:

- **ESTABLISH A DIVERSIFIED OUTREACH PLAN AND AGREE ON EXPECTATIONS.** Assign roles. Set weekly recruitment goals. Create deadlines. Review available resources, develop a plan to stay coordinated and engaged, and create a central calendar. Document details about potential referrals and develop a weekly progress report using an outreach tracker.
- **USE REGULAR TEAM MEETINGS WITH YOUR STAFF AND PARTNERS FOR MONITORING.** Review progress, including successes and challenges. Adapt approaches and plan for ongoing communication with referral sources.
- **DEVELOP CONNECTIONS WITH COMMUNITY ORGANIZATIONS AND PAROLE OFFICES.** Aim to create a referral pipeline. Research all the coalitions and community-based programs in the area that may be interested in referring fathers. Learn what they need and what they do in your community, so you can help them understand how your program can be an asset to them. Start emails to referral sources with catchy subject lines (for example, "Let us lighten your caseload").

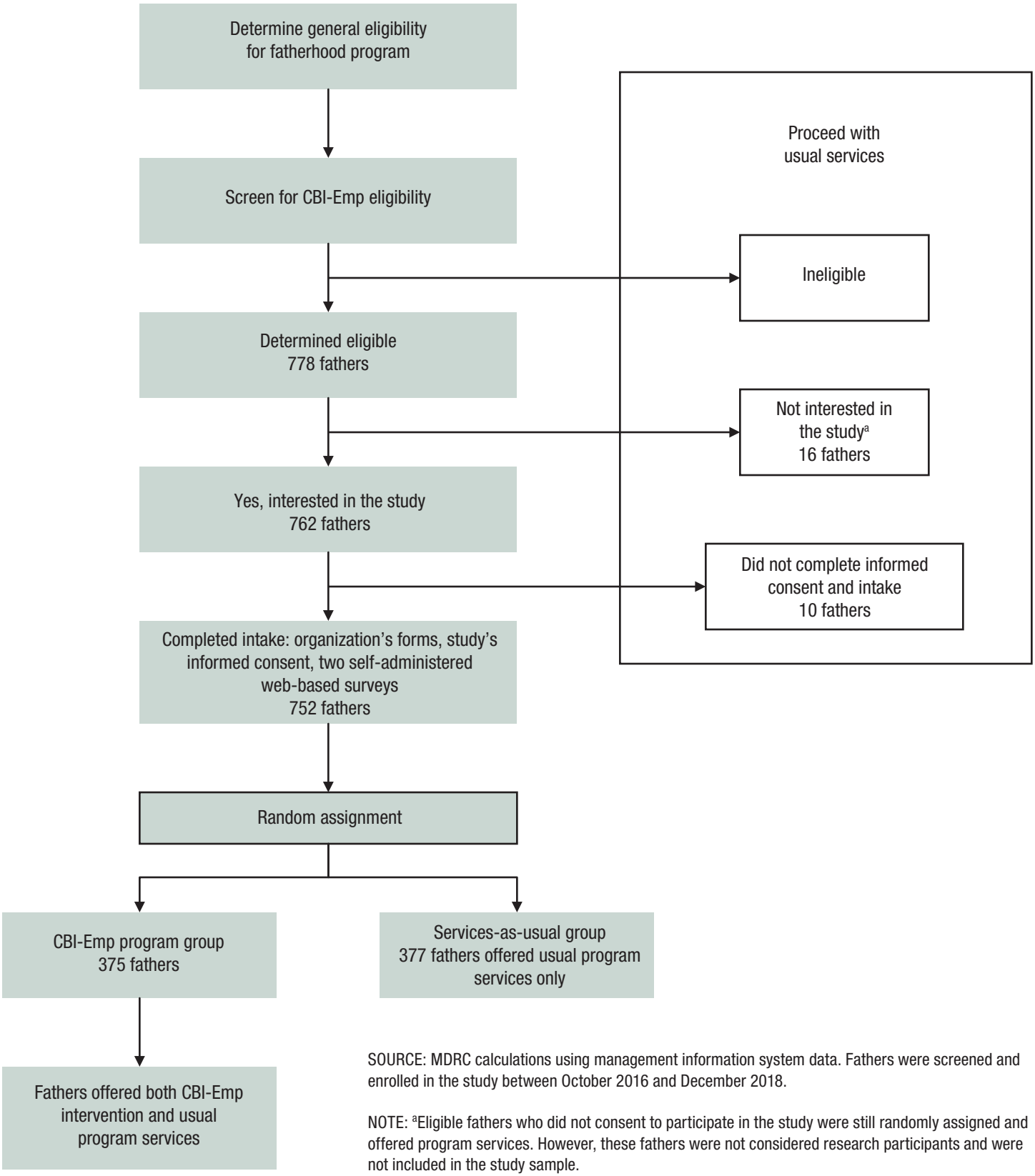
workshops. Early reports from KISRA staff members suggested that half or more of otherwise-eligible fathers they attempted to recruit from parole were already employed full time.

The CBI-Emp study team helped organizations to develop recruitment strategies. They conducted regular phone calls and occasional in-person site visits to review enrollment data, discuss recruitment challenges, and brainstorm new strategies, all with the aim of refining recruitment plans based on the data. For example, the study team worked with the staff at Passages to create a management report that tracked the number of referrals from each source compared with the number of fathers who enrolled from each source. The team and the staff then reflected together on how enrollment and participation varied among these recruitment sources, and discussed whether staff members should focus on strengthening certain relationships, or adapt their recruitment messages. At KISRA, the study team met with corrections partners to encourage those partners to make referrals. The study team also hosted a series of cross-site webinars for organization staff members to discuss recruitment and other program challenges, creating an opportunity for organizations to learn from one another.

Random Assignment and Study Enrollment

The study's enrollment and random assignment process is outlined in Figure 3.1. Fathers were first assessed to confirm their eligibility for each organization's standard services. Next they were assessed for CBI-Emp study eligibility as part of each organization's existing orientation and intake procedures, the structure and timing of which depended on the service-delivery model. Passages and KISRA held one-on-one intake meetings on an ongoing basis and Passages held monthly group orientation sessions. Fortune

FIGURE 3.1. CBI-EMP ENROLLMENT FLOWCHART



SOURCE: MDRC calculations using management information system data. Fathers were screened and enrolled in the study between October 2016 and December 2018.

NOTE: [a]Eligible fathers who did not consent to participate in the study were still randomly assigned and offered program services. However, these fathers were not considered research participants and were not included in the study sample.

held group orientations followed by individual intake meetings twice per week. As part of the eligibility screening, staff members completed the risk assessment mentioned above. Some organizations had to adapt their screening processes to check for study eligibility. For example, Passages began to check for past involvement in the justice system to determine eligibility as part of its intake. Fathers were not asked whether they were interested in participating in CBI-Emp.

Following orientation and intake into the organizations, staff members conducted a CBI-Emp study intake for all eligible fathers. This second intake procedure included an overview of the CBI-Emp study and a review of an informed-consent form to participate. If a father agreed to participate, he signed the informed-consent form and completed two web-based surveys.[7] The first survey, which took approximately 15 minutes, asked questions about the father's demographics, financial well-being, family status, and health, and asked how he heard about the program. The second survey, which took about 30 minutes, asked questions about parenting, employment, involvement in the criminal justice system, perceived stress, impulsiveness, coping, self-confidence, perseverance, self-control, and problem-solving skills. Nearly 97 percent of fathers who were eligible for the CBI-Emp study were interested in participating in the study and completed the informed consent and intake. Fathers who did not consent to participate in the study but were eligible were randomly assigned and offered services, but were not considered study participants and were not included in the study sample.

At Fortune, new cohorts for the program group started every week, and new cohorts for the services-as-usual group started every other week. At Passages, new cohorts were scheduled to start a workshop series every month for both the program group and the services-as-usual group. Fathers who completed intake before the start of the next series of workshops received case management and support services while waiting for the series to begin (for example, assistance obtaining a birth certificate or state identification, medical insurance assistance, or assistance signing up for benefits from the Supplemental Nutrition Assistance Program). At KISRA, new workshop series were scheduled to start around the first of every month for both groups.

Given these differences in intake procedures, the time between recruitment and enrollment and the start of services was different at each organization. It is possible the time lag between recruitment and program start could have influenced the number of fathers who dropped off between stages. Participation patterns are discussed in Chapter 5.

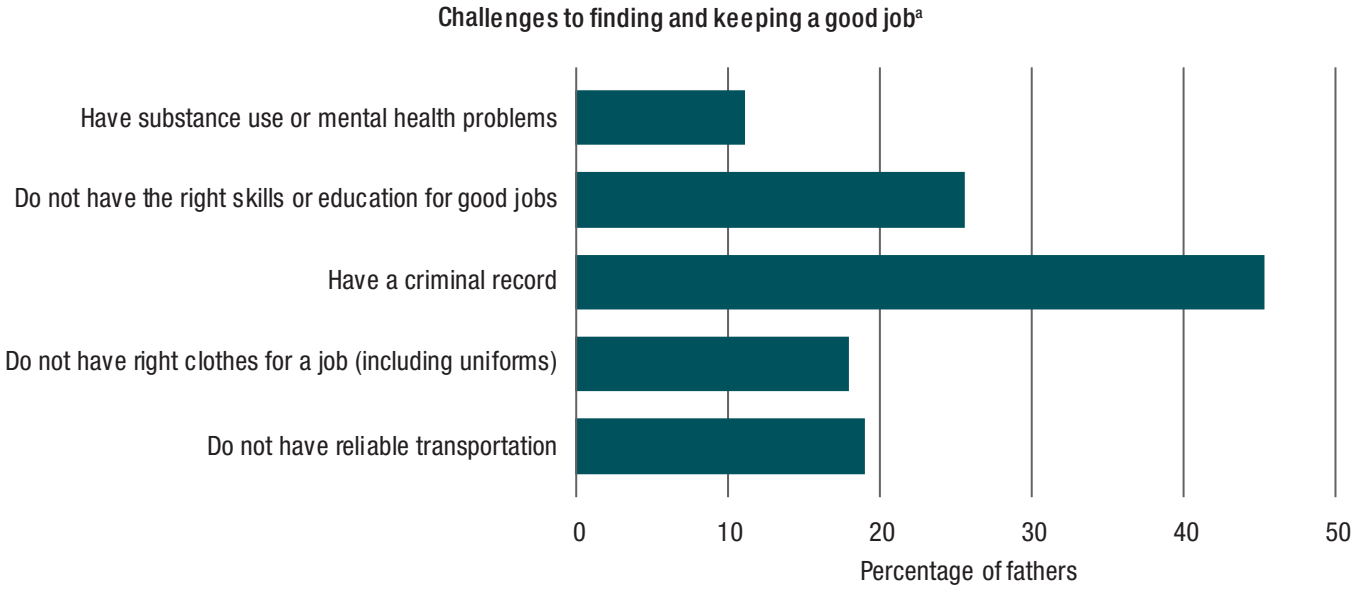
Father Characteristics

The CBI-Emp study sample's demographic characteristics are summarized in Figure 3.2 and laid out in detail in Appendix F. As was the case in the CBI-Emp pilot test, most fathers who enrolled in the CBI-

7 Federally funded Responsible Fatherhood grantees were required to use the same management information system (nFORM) to collect and report performance measure data. This system included one web-based survey for fathers that was developed by the Administration for Children and Families' Fatherhood and Marriage Local Evaluation and Cross-Site Project. Fathers were also asked to complete a second survey developed by MDRC, gathering additional information specifically for the B3 study.

FIGURE 3.2. FATHER CHARACTERISTICS AT ENROLLMENT

Fathers were **38 years old** on average.
70 percent of fathers are Black.
28 percent of fathers were working.
74 percent of fathers had ever worked for the same employer for six months.
54 percent of fathers were on parole, probation, or community supervision.



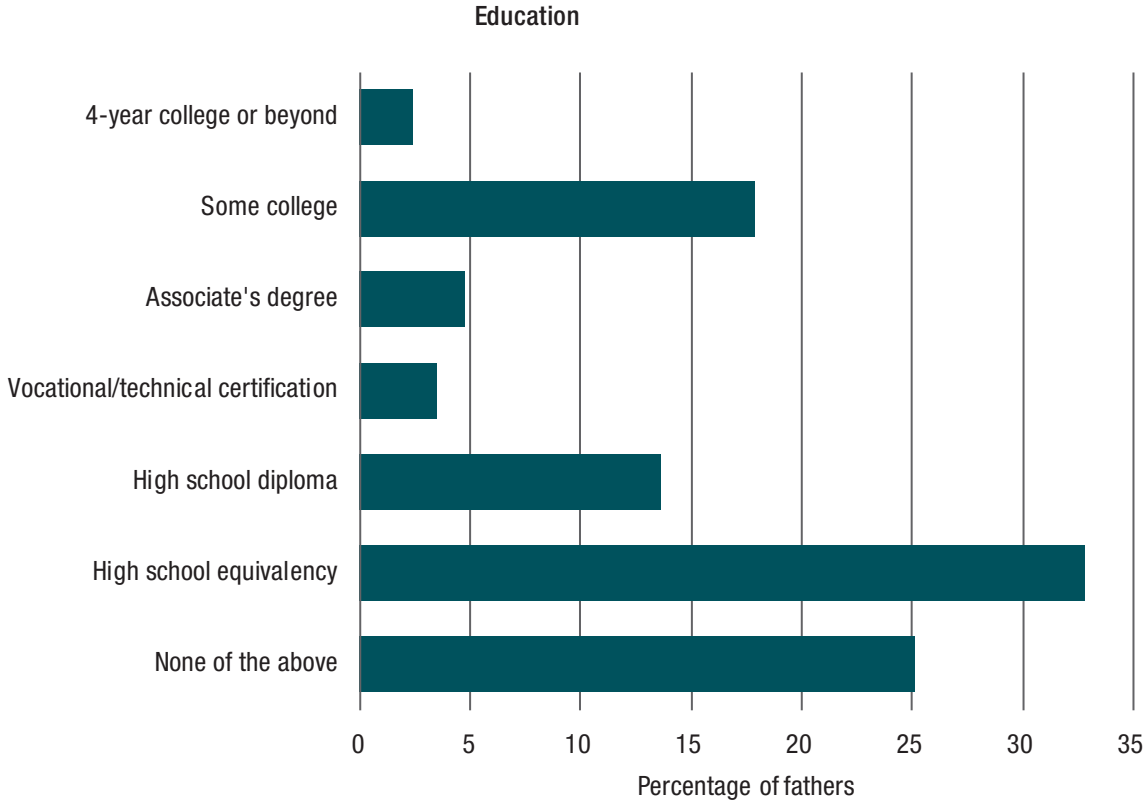


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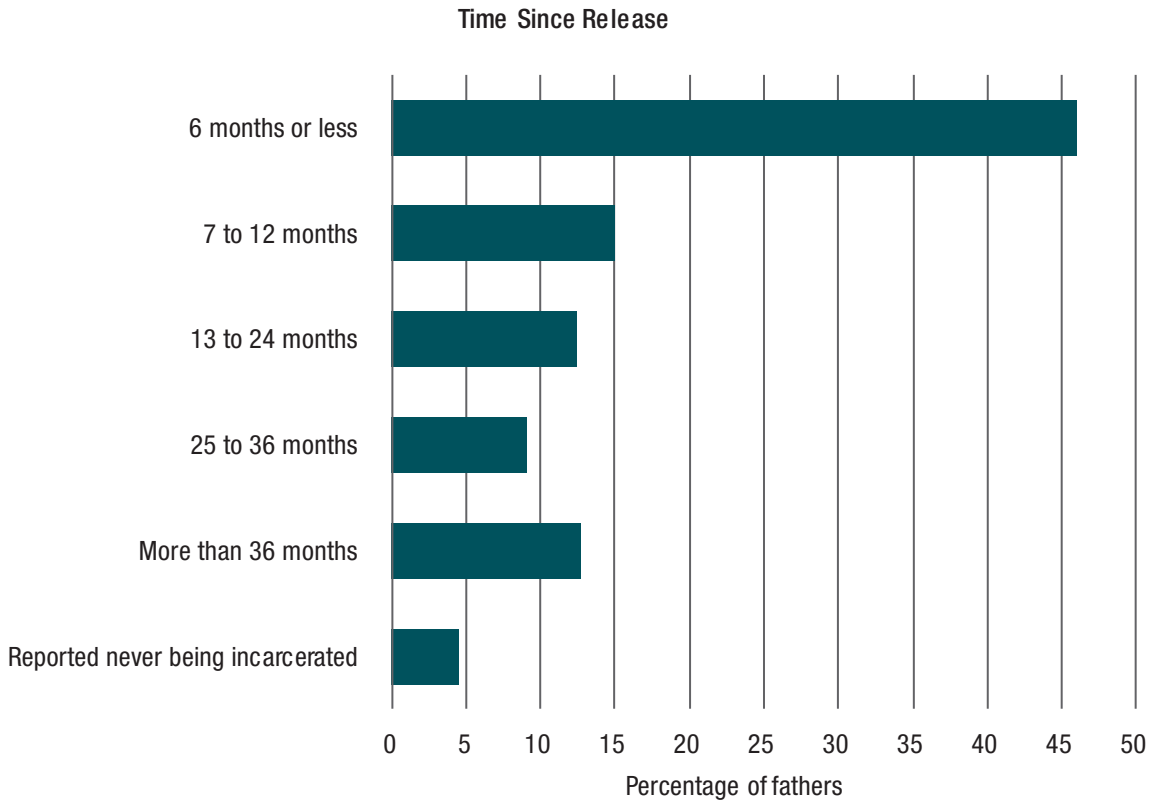
FIGURE 3.2 (continued)



SOURCES: MDRC calculations using data from the B3 applicant characteristics survey and the baseline survey. This figure represents the baseline characteristics of program group fathers.

NOTES: Sample size = 375 for CBI-Emp program group fathers.
Distributions may not add to 100 percent because of rounding.
[a]Includes respondents who reported experiencing a particular challenge "a lot."

Emp study were over 25; the average age of fathers was about 38. About 71 percent of fathers are Black, 16 percent are Hispanic, and fewer than 10 percent are White.[8] A wide and long-standing body of research demonstrates significant racial disparities in involvement in the criminal justice system, which research has shown are systemic and rooted in a long history of policies and practices that have disadvantaged people of color and created a system in which Black and Latino people are disproportionately more likely

8 These demographic characteristics are similar to those in the Parents and Children Together evaluation, in which the average age of fathers was 35 and 80 percent of enrolled fathers were Black and not Hispanic. See Alamillo and Zaveri (2018).

to be arrested, convicted, and incarcerated.[9] Moreover, the demographic characteristics of the locations CBI-Emp was implemented may also be a contributing factor. [10]

As discussed in Chapter 1, the challenges of reentry into the community after incarceration and employment discrimination against people who have been involved in the justice system, especially Black and Hispanic individuals, are well documented.[11] Nearly 50 percent of fathers in the CBI-Emp sample had been released from incarceration within the six months before random assignment. In the CBI-Emp baseline survey, approximately half of fathers reported that having criminal records made it harder for them to find or keep good jobs and only 27 percent of fathers were working when they enrolled in the program. One father explained,

> You're always faced with some type of challenge, whether somebody just not answer the phone or not write you back in a timely fashion. And you just feel like you're left behind or people forgot about you.... Or even trying to find a job because how many doors don't open, or how many get shut in your face, or how many people say, all right, we'll call you, and you never get that call back, or you never get a second interview. And it can be frustrating.

However, the majority (75 percent) of fathers had worked for an employer for six months or more at some point in their lives. Fewer than 10 percent of fathers had an associate's or bachelor's degree and 26 percent did not have a high school diploma or equivalent.[12] Approximately 55 percent of fathers were on parole, probation, or community supervision when they enrolled.

Nearly 90 percent of the fathers enrolled in the study had children under the age of 18. One father explained,

> Oh, I love being a father to my kids. I enjoy taking 'em places. I got four kids, but three of 'em I really don't see 'cause they live outta town. But other than that, my oldest son's 18 and we spend a lotta quality time together. He's in high school, talking about going to the Marines when he get out, so I give him a lotta, you know, life's about that and I want him to go forward with his life.

There were no statistically significant differences in demographic characteristics between the program group and the services-as-usual group. See Appendix F for more information.

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9 Alexander (2010); Hinton, Henderson, and Reed (2018); Sentencing Project (2018); Carson (2018); Davis, Whyde, and Langton (2018).

10 Clark and Logvin (2017); Vera Institute of Justice (2019); New York City Department of Health and Mental Hygiene (2019).

11 Pager (2003); Decker, Spohn, Ortiz, and Hedberg (2014); Pager, Western, and Sugie (2009).

12 An additional 3 percent of fathers had vocational or technical certifications, and 18 percent reported they had attended some college.

Implementing CBI-Emp

4

To implement CBI-Emp, organizations had to create a clear schedule of services, offer specialized training for the staff implementing the curriculum, and make targeted efforts to engage fathers in services. The CBI-Emp curriculum developer and the study team supported organizations through ongoing support and technical assistance. Assessments of these activities indicate that CBI-Emp was implemented with fidelity to the model. Other findings in this chapter include:

- Workshop leaders—called facilitators—had to participate in five days of specialized training offered by the CBI-Emp curriculum developer, the University of Cincinnati Corrections Institute (UCCI). Facilitators received coaching and technical assistance from UCCI throughout the study.
- UCCI conducted regular observations of CBI-Emp workshops to assess how well facilitators were adhering to the curriculum. Overall, the facilitators' implemented the CBI-Emp workshop curriculum faithfully.
- It took a lot of staff effort to engage fathers in services. Common strategies included maintaining regular contact with fathers, using monetary incentives, promoting strong relationships between the staff and fathers, and tailoring the curriculum to fathers' experiences.

CBI-Emp Staffing and Training

The workshop facilitators and case managers assigned to work with the program group were selected by the managers at each fatherhood program in consultation with the study team. Few staff members were hired specifically for the CBI-Emp study; most already worked at the organizations in different capacities and adapted their roles for the evaluation.

At the start of the study, 20 staff members across the three organizations were identified to work with the program group. These staff members participated in five days of in-person training led by UCCI. The first two days of training focused on Core Correctional Practices, which are skills needed to support cognitive behavioral programs in general.[1] The last three days focused on the CBI-Emp curriculum specifically.

1 While B3 trained staff members in Core Correctional Practices, for this initial attempt at integrating CBI-Emp into fatherhood programs, organizations focused more on implementing the basic curriculum well and promoting attendance to workshop sessions than on using cognitive-behavioral approaches in all other services.

(See Appendixes B and C for more information.)[2] Staff members participated in demonstrations led by a UCCI trainer and engaged in role-playing exercises to practice delivering a session. They then received comments from peers and from the UCCI trainer. No clinical training was required to deliver CBI-Emp.[3] Over the course of the study, seven additional staff members were trained in the CBI-Emp curriculum due to staff turnover. They were not trained in Core Correctional Practices.

To ensure the integrity of the study, staff members who received the CBI-Emp training did not work with fathers in the services-as-usual group. This distinction was made to reduce the chance that CBI-Emp concepts would be taught to the services-as-usual group. Staff members who delivered other program services, such as workshops in healthy relationships and parenting, did not receive specialized training and could work with both the program group and the services-as-usual group.

CBI-Emp Delivery

The organizations began implementing CBI-Emp months before random assignment. This start-up period, which began in August 2016, allowed the organizations to practice implementing CBI-Emp, identify challenges and issues, and put systems in place to support full-scale operations. The goal during this period was to implement CBI-Emp with at least two cohorts. UCCI conducted six or seven visits to each organization during this time to observe, assess adherence to the model, and provide coaching. In instances when there were no participants to work with, staff members set up role-plays with each other and UCCI to test their facilitation skills. The CBI-Emp study team held weekly calls with the developers and the three organizations to discuss progress and challenges. The CBI-Emp study team and CBI-Emp curriculum developers also worked together outside of the calls to coordinate instructions for CBI-Emp facilitators at the three organizations.

Each organization was assessed for study readiness based on weekly calls and on UCCI's in-person assessment visits, and in consultation with OPRE. They were considered ready to move on to random assignment when they reached certain goals related to recruitment and enrollment, staffing, service delivery, service contrast, and fathers' engagement in services. Passages, Inc. began full-scale implementation in October 2016, The Fortune Society in November 2016. Random assignment was delayed at Kanawha Institute for Social Research and Action, Inc. (KISRA) until February 2017 due to challenges recruiting eligible fathers from KISRA's usual recruitment sources.

Over the course of the study, recruitment of fathers into the CBI-Emp study was slower than expected for all three organizations. (Recruitment and enrollment challenges are discussed in Chapter 3.) Enrollment was initially scheduled to end in June 2018 but was extended at Fortune and Passages to December 2018. Due to ongoing recruitment and enrollment challenges at KISRA, recruitment ended as planned in June 2018.

2 For more information on the CBI-Emp model see Manno, Brennan, and Cohn (2019) and Harknett, Manno, and Balu (2017).

3 For more information on CBI-Emp study staffing, see Manno, Brennan, and Cohn (2019).

Ongoing Monitoring of Fidelity to the CBI-Emp Curriculum

As discussed in Chapter 1, there are two main components of CBI-Emp: the curriculum workshop series and Core Correctional Practices. Staff members in a variety of roles were trained in both components; however, this study did not assess how well Core Correctional Practices were integrated into the organizations' other services, such as case management and other employment or parenting workshop series. The curriculum developers only monitored how faithfully organizations implemented the CBI-Emp workshop model.

Throughout the study, CBI-Emp facilitators received coaching and technical assistance in curriculum content and delivery from UCCI in person, through video observations, and on phone calls. UCCI conducted observations and provided comments about 90 times across the three organizations. During each observation, the UCCI trainer made assessments in six areas, detailed in Box 4.1. On average the assessments found that facilitators adhered to the CBI-Emp model. They were the most faithful to the model in the area of interpersonal skills, followed by communication, facilitator knowledge, and group structure. Behavior management and teaching skills were slightly more challenging, though facilitators still maintained fidelity. These findings are similar to those from the initial pilot test of CBI-Emp.

BOX 4.1. CBI-EMP WORKSHOP FIDELITY ASSESSMENT TOPICS

During each observation, the UCCI trainer made assessments in six areas:

1. **GROUP STRUCTURE AND FORMAT:** Is the group space conducive to learning? Is the facilitator prepared for the session with handouts and activities? Does the facilitator use the manual, incorporate homework review, include all participants, make good use of group time, and use visuals?
2. **FACILITATOR KNOWLEDGE AND MODELING:** Does the facilitator understand CBI-Emp concepts and apply them? For example, the facilitator should not make or reinforce derogatory or antisocial comments, jokes, or remarks.
3. **TEACHING SKILL:** Does the facilitator introduce and model the skill? Do all participants practice or role-play the skill? Does the facilitator provide constructive comments to participants practicing the skill?
4. **BEHAVIOR MANAGEMENT:** Does the facilitator establish group norms? Does the facilitator recognize antisocial thinking/behavior, address it, redirect participants without alienating them, reinforce positive thinking/behavior, and give verbal praise frequently for specific behavior? Does the facilitator manage the group well?
5. **COMMUNICATION:** Is the communication respectful clear and concise? Does the facilitator practice reflective listening (listening carefully to the feelings expressed, acknowledging the father is being heard and understood, and focusing on the father's experience without offering a separate perspective)? Does the facilitator ask open-ended questions and respond to questions effectively?
6. **INTERPERSONAL CHARACTERISTICS:** Does the facilitator build rapport, engage with participants, accept different viewpoints, and avoid arguments and power struggles?

Engaging Fathers in Services

Once fathers were enrolled, organizations used a range of strategies to promote engagement in fatherhood services, including regular contact with fathers, monetary incentives, promoting strong relationships between the staff and fathers, and tailoring the curriculum to fathers' experiences. These efforts were supported by regular technical assistance from the CBI-Emp study team through quarterly site visits and regular phone check-ins (every week or every other week depending on organization and point in time in the study). This technical assistance focused on recruitment and retention, informed by analyses of data from each organization's management information system.[4]

REGULAR CONTACT WITH FATHERS

To encourage participation in services, staff members engaged the fathers in both research groups regularly, though there were statistically significant differences in outreach between the program group and services-as-usual group, as shown in Table 4.1. Overall, about 82 percent of fathers in program group received an engagement contact, compared with about 73 percent of fathers in the services-as-usual group.[5] Phone calls were the most common form of outreach among both groups, followed by in-person contacts and text message outreach. All organizations had plans in place to reach out to fathers who did not attend workshops.

One father described this outreach:

> Weekly, twice a week, no matter what you're doing, you have to check in with these people. They want to know what's going on. Are you employed yet? They want to call you and see if you want interviews. They're gonna keep tweaking your résumé continually. It's nonstop.

INCENTIVES

Each organization offered monetary incentives for engagement to fathers in the program group. The amount of each incentive and its time of delivery was designed to promote the completion of CBI-Emp session milestones and was established in partnership with the CBI-Emp study team. As discussed in Box 4.2, fathers at all the organizations could receive financial incentives for CBI-Emp attendance in addition to their usual program incentives, such as emergency assistance and assistance with employment-related costs, as well as nonmonetary incentives such as children's books and toys, bibs, diapers, and interview clothing for fathers. All programs offered fathers transit support such as bus passes, MetroCards, or gas cards to reduce transportation barriers.

4 Federally funded Responsible Fatherhood grantees were required to use the nFORM management information system to collect and report performance data. Fortune (not a grantee during the study period) used nFORM to record some data and also provided the study team with data from its own organizational data system.

5 An engagement contact is defined as a one-on-one interaction of less than 15 minutes intended to encourage fathers to attend program services.

TABLE 4.1. DIFFERENCES IN ENGAGEMENT CONTACTS BETWEEN THE PROGRAM AND SERVICES-AS-USUAL GROUPS[a]

Measure	Program Group	Services-as-Usual Group	Difference (Effect)	P-Value
Any engagement contacts with the program (%)	82.4	72.9	9.5***	0.002
Average number of engagement contacts	5.1	3.7	1.4***	0.000
Any in-person engagement contacts[b] (%)	37.6	31.3	6.3*	0.069
Average number of in-person engagement contacts	0.7	0.5	0.2**	0.025
Any email engagement contacts (%)	4.0	9.3	-5.3***	0.004
Average number of email engagement contacts	0.1	0.2	-0.1**	0.018
Any mail engagement contacts (%)	8.8	6.4	2.4	0.208
Average number of mail engagement contacts	0.1	0.1	0.1**	0.031
Any phone call engagement contacts (%)	72.0	63.7	8.3**	0.014
Average number of phone call engagement contacts	3.6	2.3	1.2***	0.000
Any text message engagement contacts (%)	22.7	22.8	-0.1	0.962
Average number of text message engagement contacts	0.5	0.5	0.0	0.999
Any other engagement contacts[c] (%)	6.4	7.7	-1.3	0.489
Average number of other engagement contacts	0.1	0.1	0.0	0.877
Average number of days between the first and last engagement contacts[d]	95.2	84.1	11.1**	0.016
Sample size (total = 752)	375	377		

SOURCE: MDRC calculations using management information system data. This table reflects services received no more than six months after random assignment.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.

To assess differences between the research groups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.

[a]Engagement contacts are defined as one-on-one interactions between staff members and clients that lasted less than 15 minutes and that were meant to encourage fathers to attend program services.

[b]In-person contacts are defined as contacts that took place during a home visit, in the community, in a high school, or in the office.

[c]Other engagement contacts are services where the staff entered "other" in the management information system as the contact method.

[d]This measure is inclusive of the dates of the first and last engagement contacts. Fathers who did not receive engagement contacts of any kind have a value of 0 for this measure.

BOX 4.2. THE FINANCIAL INCENTIVE STRUCTURE AT EACH ORGANIZATION

- **PASSAGES:** Fathers in the program group received $25 for attending the first CBI-Emp session, $25 after completing the first week of services, and $50 a week for the three weeks thereafter for attending the CBI-Emp sessions.
- **THE FORTUNE SOCIETY:** Fathers in the program group received $50 after completing the first three weeks of services and $75 after completing the final two weeks.
- **KISRA:** Fathers in the program group received $25 after completing the first 5 of the first 6 sessions at the end of the second week, $50 gift card after completing 12 of the first 15 sessions at the end of the fifth week, and $25 for completing 4 of the 5 final sessions.

> Even once you start working, they provide you with a MetroCard.... So it's like you don't have any excuses not to succeed at this point. Once you do that first initial 14 days, and if you don't do it, it's because you don't want to.

The fathers interviewed said that the incentives motivated them to attend workshops; however, program staff members had mixed thoughts on the importance of the monetary incentives. Some thought that building fathers' internal decision-making processes was more powerful and important than external rewards, noting that "those people come back on their own." Other staff members believed the incentives were important for fathers who desperately needed financial support. One said that a $25 gift card is more powerful for a father experiencing homelessness than it is for a father who lives with his family.

BUILDING STRONG RELATIONSHIPS

Staff members trained in CBI-Emp and those delivering usual services noted that building a strong rapport with fathers was essential to encouraging them to engage in services. Many fathers said that the staff were the reason they kept attending services. Being able to relate to staff members on a personal level was important to fathers, as was having similar lived experience to them. For example, fathers at Fortune said that they thought the CBI-Emp program was successful because a lot of the staff members have been "in their shoes." The study team observed that some staff members at Fortune—working with both the program and services-as-usual groups—talked openly about their own histories with the criminal justice system.

> I'm gonna say it like this. Felons have a certain rapport for each other, you know. They're gonna keep it straight and give to you straight. So a lot of the staff is ex-felons, and they ain't gonna play with you, man. They're gonna tell you like it is.

Comments by various fathers indicated they felt they could trust Fortune staff members because of their similar experiences, and that seeing those staff members working at Fortune motivated them.

> Pretty much the incentive that they provide with the services is really what still gives people the ambition, because you have plenty of other people that are walking around that are success stories. Really and truly, I don't think there is anyone that's walking around this establishment that isn't a success story.

Similarly, a father at Passages said it was important that CBI-Emp was taught by someone who had a lived experience similar to his. He also noted that he felt it was important the CBI-Emp facilitator was male. Staff members also acknowledged the effect of gender in service delivery, saying, "some fathers respond better to women and some prefer men." One father said of his facilitator:

> You know, I love him, man. He's a beautiful person, man. And like they say, he came from the hood just like we do, you know, but when I hear him say he was financially secure, you know, I was, like, he ain't but 36 years old. You know, he don't want for nothing. All his kids have a home, have a house.

To build rapport with fathers, staff members used strategies including tailoring their messages and approaches to the needs of each father, establishing common ground, showing vulnerability, being honest, following up, and listening. They also noted that the group workshop format fostered peer relationships that helped fathers stay engaged in services. One staff person noted that CBI-Emp was unlike the other workshops offered because the fathers held one another accountable: "They build this bond and hold each other accountable for attending.... They are pretty good about showing up at the same time." Fathers expressed similar sentiments.

TAILORING THE CBI-EMP CURRICULUM AND DELIVERY SCHEDULE

To engage fathers, the staff also used facilitation techniques like making the topics relatable, tailoring scenarios to father's needs, and incorporating motivational language and "speeches" during workshops. Some said they supplemented certain sections with examples relevant to fathers' different cultural, educational, and personal experiences, and to their literacy levels. For example, if a scenario discussed working with a boss but some fathers could not relate to that experience, they would develop a more relatable scenario. Finally, all organizations tailored the delivery schedule of CBI-Emp for fathers by offering one-on-one make-up sessions.

Customizing the curriculum is part of the responsivity principle in the Risk-Needs-Responsivity model discussed in Chapter 3. For cognitive behavioral interventions to have the maximum effect, facilitators must be responsive and tailor the course to the learning style, motivations, experiences, and strengths of the individuals in the classroom.

Fathers' Participation in Services

5

> Like, kids need that genuine love. It's like, you know, they don't care what you got, you know, it's just my dad. That's what they like most.
>
> — CBI-Emp study participant

The literature on cognitive behavioral interventions identifies *dosage*—the quantity and frequency of services—as an important element contributing to effectiveness.[1] So at the start of the study, the curriculum developers and the study team had to define an adequate dose of the intervention—the minimum number of sessions they believed fathers needed to attend in order to achieve a measurable effect. They determined that minimum to be 12 of the first 14 workshop sessions.[2]

The results show that only 44 percent of fathers in the program group received that adequate dose. Fathers at The Fortune Society received the most CBI-Emp services, on average 11 sessions (near the minimum dose of 12 recommended by curriculum developers). Fathers at Kanawha Institute for Social Research and Action, Inc. (KISRA) received 8 sessions on average, and fathers at Passages, Inc. received 6. Other findings in this chapter include:

- About 30 percent of fathers did not participate in any CBI-Emp sessions; about 70 percent attended at least one. Of those who attended at least one session, 63 percent received an adequate dose, and this group attended an average of about 13 sessions.
- Fathers in the CBI-Emp group received the same overall amount of standard employment services and other services as did fathers in the control group, meaning that the organizations implemented CBI-Emp without reducing fathers' receipt of other types of services. Approximately two-thirds of the program and services-as-usual groups participated in some non-CBI-Emp employment service.
- Despite not participating in CBI-Emp, many services-as-usual group members received some other type of cognitive behavioral services. Almost half of the services-as-usual group (46 percent) reported receiving services of this type in the six months after entering the study (presumably from sources other than the CBI-Emp organizations).

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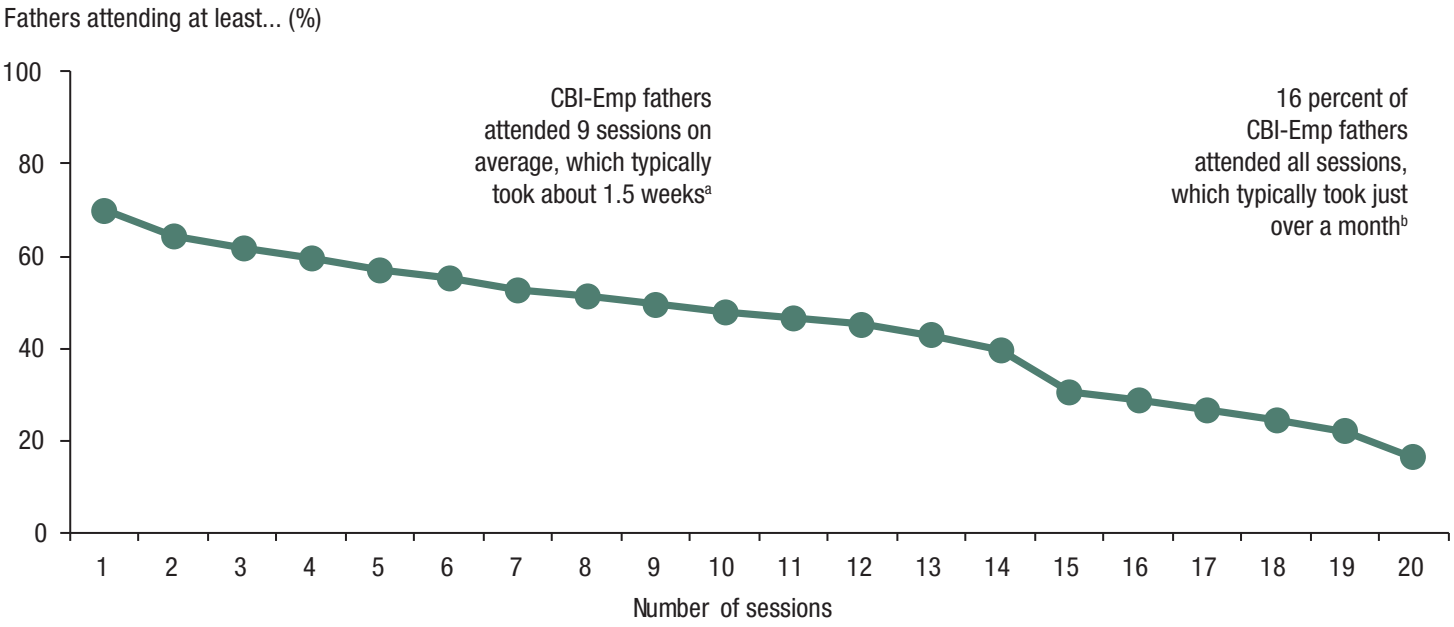
1 Landenberger and Lipsey (2005); Lipsey, Landenberger, and Wilson (2007).

2 This choice was made to balance the need to expose fathers to enough of the curriculum with the reality that fathers might find it difficult to attend a program for 20 sessions because, for example, they needed to find formal jobs and earn income. A new skill is introduced in each of the first 14 sessions. The final 6 sessions are intended to be opportunities for building an individual plan to be successful at work.

Participation in CBI-Emp

As mentioned above, at the start of the study, an adequate dose of CBI-Emp was defined as attending 12 of the first 14 workshop sessions. Forty-four percent of the program group met this threshold. About 70 percent of fathers participated in at least one CBI-Emp session, meaning that about 30 percent did not attend any (see Figure 5.1 and Appendix G for more information). Of those who attended at least one session, 63 percent received the adequate dose and 23 percent attended all 20 sessions. The remaining 37 percent of fathers who attended at least one session and did not receive the adequate dose attended about five sessions on average.

FIGURE 5.1 ATTENDANCE AT CBI-EMP WORKSHOP SESSIONS, AMONG FATHERS IN THE PROGRAM GROUP

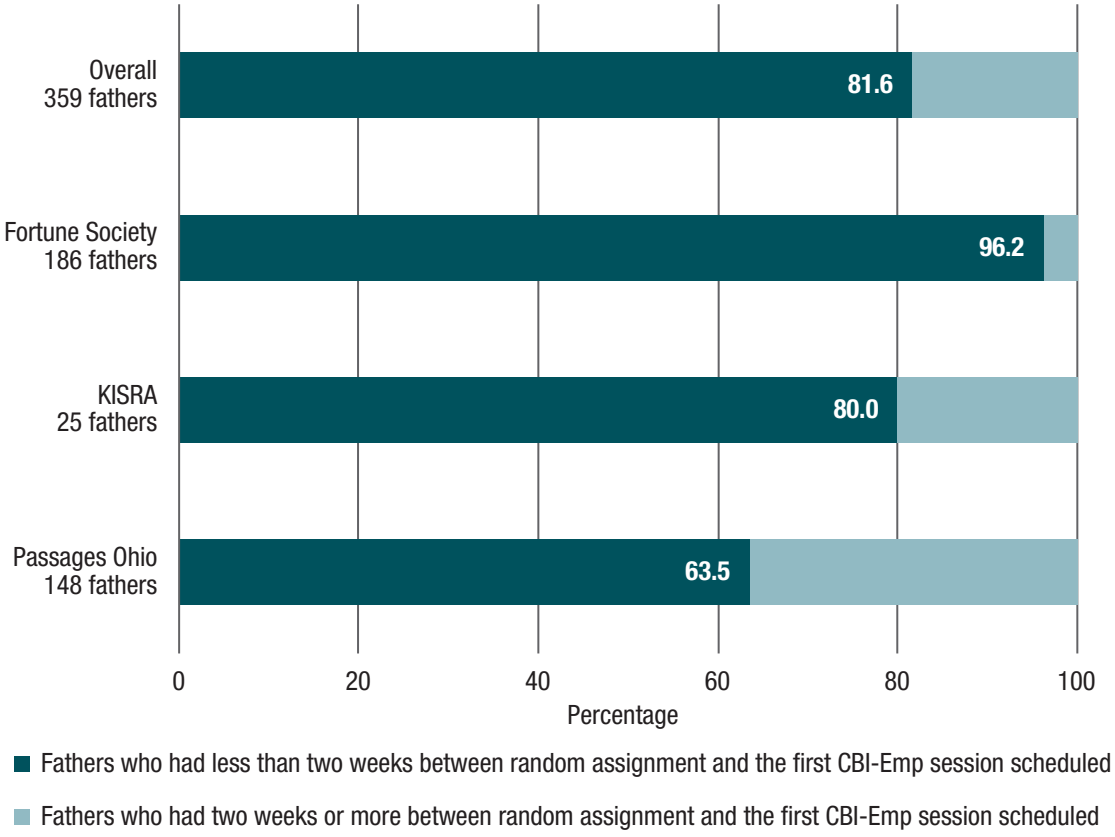


SOURCE: MDRC calculations based on management information system data. This figure reflects services received no more than six months after random assignment.

NOTES: Sample size = 375. About 30 percent of the program group, 113 fathers, never attended a CBI-Emp session.
[a]For fathers attending the ninth CBI-Emp session, the median time from the first session to the ninth was 11 days.
[b]For fathers attending the twentieth CBI-Emp session, the median time from the first session to the twentieth was 38 days.

As discussed in Chapter 3, each organization had different intake procedures, which meant that different amounts of time elapsed between enrollment and the start of CBI-Emp services. Overall, fathers were scheduled to begin about eight days after enrollment, on average. At Fortune, about 96 percent were scheduled to begin CBI-Emp within two weeks; about 80 percent were at KISRA. Fathers at Passages tended to have the longest wait between random assignment and the scheduled start of services, with about 64 percent scheduled to start CBI-Emp within two weeks. For more detail, see Figure 5.2. Overall, 82 percent of program group fathers were scheduled to start CBI-Emp within two weeks.

FIGURE 5.2. FATHERS WHO HAD THEIR FIRST CBI-EMP SESSIONS SCHEDULED WITHIN TWO WEEKS AFTER ENROLLMENT, BY ORGANIZATION



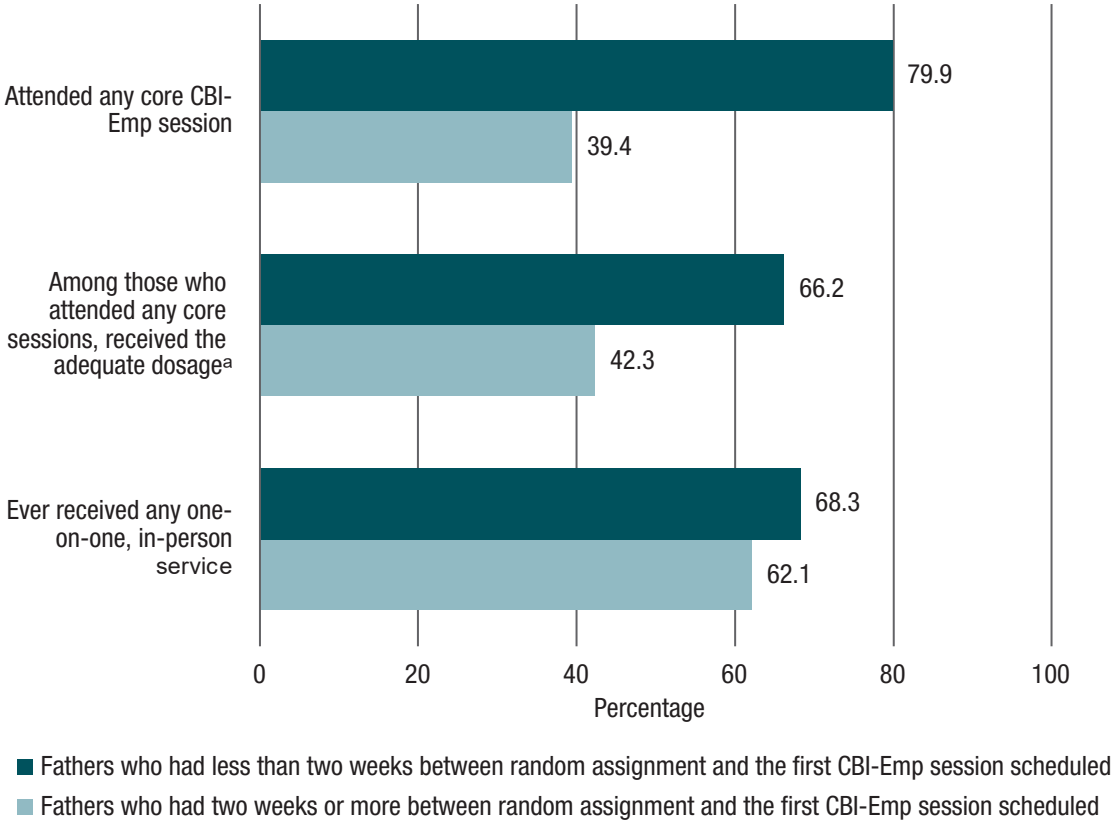
SOURCE: MDRC calculations using management information system data. This figure reflects services received no more than six months after random assignment.

NOTES: The overall sample size in this figure differs from the program group sample size because of 16 participants who did not have any session attendance or CBI-Emp workshop data.

Scheduled sessions may or may not have been attended by the participant.

Across the organizations, the 82 percent of fathers who were scheduled to begin services within two weeks after random assignment were more likely to attend any CBI-Emp sessions and were more likely to complete CBI-Emp than were the 18 percent of fathers whose first CBI-Emp sessions were scheduled after more than two weeks. Among the fathers scheduled to start CBI-Emp within two weeks, about 80 percent attended at least one CBI-Emp session. Among the fathers with at least two weeks between random assignment and the first scheduled session, about 40 percent attended at least one CBI-Emp session. Similarly, only 42 percent of this latter group of fathers received an adequate dose of CBI-Emp; among fathers whose first CBI-Emp sessions were scheduled within two weeks, 66 percent received an adequate dose. For more detail, see Figure 5.3. This pattern of findings signals that quick engagement is an important consideration for programs implementing CBI-Emp.

FIGURE 5.3. PARTICIPATION IN CBI-EMP AMONG FATHERS WHO HAD THEIR FIRST CBI-EMP SESSIONS SCHEDULED WITHIN TWO WEEKS AFTER ENROLLMENT, AND AMONG THOSE WHO HAD THEM SCHEDULED AFTER TWO WEEKS OR MORE



SOURCE: MDRC calculations using management information system data. This figure reflects services received no more than six months after random assignment.

NOTES: Sample size = 359. This sample size differs from the program group sample size (375 fathers) because of 16 participants who did not have any session attendance or CBI-Emp workshop data.

Scheduled sessions may or may not have been attended by the participant.

[a]Adequate dosage is defined as attending 12 of the first 14 CBI-Emp workshops.

Father Characteristics and CBI-Emp Participation

An exploratory analysis of participation data was conducted using fathers grouped according to characteristics that were thought to influence CBI-Emp participation.[3] These findings are correlational, so it is not possible to conclude that differences in participation were caused by different characteristics. The characteristics used to group fathers were a measure of their executive function, how recently they were released, a measure of their employability, their ages, their community supervision status, and any previ-

3 Holcomb et al. (2015).

ous exposure to cognitive behavioral interventions.[4] The study team also investigated whether there were differences in participation among the three CBI-Emp organizations.

In fact, there were differences in CBI-Emp participation among the three organizations and among fathers with different executive function scores, levels of employability, ages, and community supervision statuses. There were not differences in participation among fathers who had been released from incarceration more recently or less recently, nor were there differences between those who had been exposed to cognitive behavioral interventions before and those who had not. Overall, fathers at Fortune had higher levels of participation in CBI-Emp, as did fathers at or above the median in executive function; fathers who were more employable; and fathers over 35. Complete findings from this analysis are reported in Appendix H. Past studies of fatherhood programs have found similar patterns of participation. In the Parents and Children Together evaluation, for example, fathers who were 35 and older and fathers who were on parole had higher rates of participation than their counterparts.[5]

Figure 5.4 shows the participation rates in CBI-Emp across the three organizations. Participation was highest at Fortune, where about 85 percent of fathers attended at least one session, and lower at KISRA and Passages, where participation rates were just over 50 percent. Fathers at Fortune attended an average of 11 CBI-Emp sessions, just under the 12 sessions recommended as an adequate dose by the curriculum developers. The bottom panel of the figure shows that among those who attended at least one session, fathers attended an average of about 12 or more sessions at all three organizations. Fathers' thoughts on CBI-Emp are discussed in Box 5.1.

Participation in Usual Services

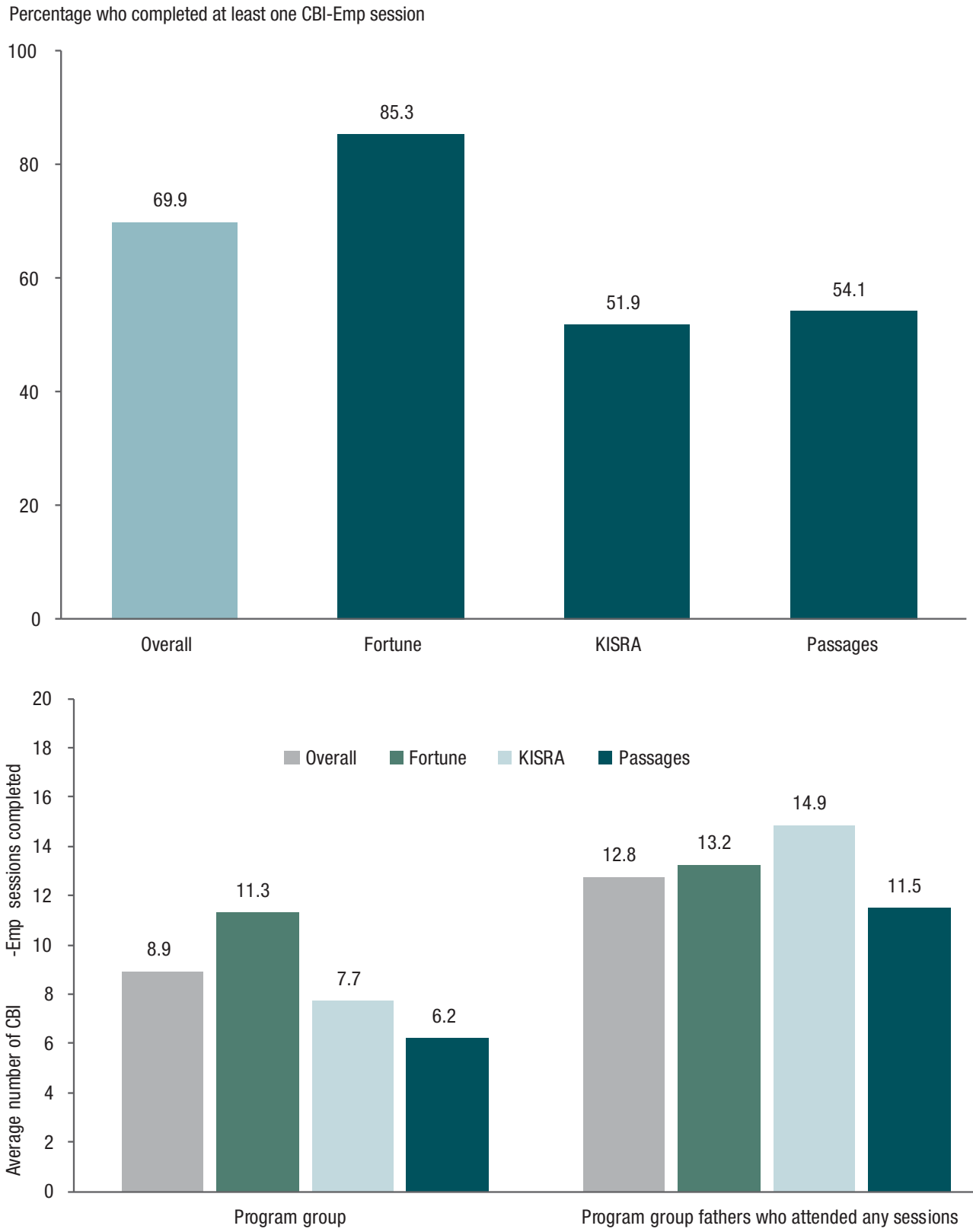
As discussed earlier, the study design assumed that the three organizations would provide their usual employment services and other services to study participants in both the program group and the services-as-usual group. A central question in understanding the implementation of the CBI-Emp intervention is whether the organizations did provide these usual services as planned, or whether the incorporation of CBI-Emp for the program group affected their delivery of these other services or fathers' participation in them. One concern was that because CBI-Emp involves a considerable time commitment, fathers in the program group might participate less in other usual services. Table 5.1 provides information on the services fathers received, drawn from two data sources: each grantee's management information system and a follow-up survey conducted six months after enrollment with fathers in both research groups.[6]

4 "Executive function" is the ability to plan and organize, make considered decisions, manage time, and focus attention. It was measured using a modified version of the *Executive Functioning Skills Questionnaire for Adults* by Peg Dawson and Richard Guare. See Dawson and Guare (2008). Employability was measured based on fathers' education and work experience.

5 Alamillo and Zaveri (2018).

6 Data from nFORM include all fathers who were randomly assigned. Survey data only include fathers who responded to a six-month follow-up survey. See Appendix D for more information on data sources.

FIGURE 5.4. PARTICIPATION AT EACH ORGANIZATION



SOURCE: MDRC calculations using management information system data. This figure reflects services received no more than six months after random assignment.

NOTE: Sample size = 375.

BOX 5.1. FATHERS' THOUGHTS ON CBI-EMP

Overall, in interviews many fathers had positive things to say about CBI-Emp, though some fathers did not find the curriculum to be helpful. Fathers said CBI-Emp made them more conscious of their actions when dealing with everyday situations, widened their horizons, made them more positive in negative circumstances, helped them see things from others' perspectives, and helped them weigh options and consequences.

> "All the time. I use those skills all the time, you know. And the thing is, to get you back into the workforce and be able to deal with all the situations, all the problems that come along with it. And I think what they've taught, you know, it worked, you know, so I mean, I'm still here."

> "I think that having that cognitive behavior training that they give you, they make you look at those situation scenarios from different angles on paper. And then when you actually go through them, like, in reality, it gives you a different, I think, a different energy dealing with it because you're already like this is similar to what—we actually did the worksheet earlier. And it's actually happening now.... You're like, well, I can look at it from what he said in class or how he said he'll deal with it. And it's like it stops you from shutting down or just like bursting out."

Fathers also discussed how CBI-Emp changed their ideas about paths to reach their goals, and about how the lessons of CBI-Emp can be used outside of employment.

> "It's like looking through a kaleidoscope, right. If you turn it a certain way, you're gonna see an image. They just made 'em more clear to where you can actually see the steps getting to your goals."

> "But what helps me is guess what, is like [facilitator name] gave us some techniques like count backwards and breathing and self-affirmation. Hold on, I can do this. No matter what she's talking about, I still got my eyes on my focus, and my focus is my child, making sure that she is in a loving, caring, safe environment."

Not all fathers found the curriculum useful.

> "You know, maybe it don't work for everybody. I find that it does absolutely nothing for me. And that might just be an issue with me. I'd like to say that I don't have that extra couple seconds to think about what I do. I don't do that. And I've always had that issue."

> "Sometimes, you know, different strokes for different folks. Some people, they might have that second to think, and some people might not. And I appreciate that CBI course because it's just another tactic to help you develop, like, whatever works best for you. You know, it's another avenue. That might not be that particular avenue for that particular person."

TABLE 5.1. SERVICE RECEIPT FOR THE PROGRAM GROUP AND SERVICES-AS-USUAL GROUP, SIX MONTHS AFTER RANDOM ASSIGNMENT

Outcome	Program Group	Services-as-Usual Group	Difference (Effect)	P-Value
Management information system measures[a]				
Usual services				
Participated in any service (%)	83.2	81.4	1.8	0.526
Participated in an employment service[b] (%)	72.3	67.4	4.9	0.144
Participated in a parenting service (%)	32.3	30.0	2.3	0.498
Participated in a healthy relationship service (%)	19.5	16.7	2.8	0.327
Participated in any other service (%)	40.5	44.6	-4.0	0.264
Average number of service days of any kind[c]	11.5	11.2	0.3	0.734
Average number of employment-service days[c]	6.8	6.4	0.4	0.411
Average number of days between first and last service of any kind[d]	36.8	31.6	5.2	0.121
CBI-Emp				
Participated in a CBI-Emp session (%)	69.9	0.3	69.6***	0.000
Average number of CBI-Emp sessions	8.9	0.0	8.9***	0.000
Average number of hours spent in CBI-Emp[e]	12.7	0.0	12.7***	0.000
Usual services plus CBI-Emp				
Participated in any service, including CBI-Emp (%)	84.5	81.7	2.8	0.300
Participated in an employment service, including CBI-Emp (%)	74.7	67.6	7.0**	0.033
Average number of service days of any kind, including CBI-Emp[c]	20.5	11.2	9.3***	0.000
Average number of employment-service days, including CBI-Emp[c]	15.8	6.4	9.4***	0.000
Management information system sample size (total = 752)	375	377		
Survey measures[f]				
Received an employment service (%)	70.4	70.2	0.2	0.963
Received help finding a job (%)	61.2	61.5	-0.3	0.938
Average number of weeks receiving help finding a job	4.4	4.0	0.4	0.455
Average hours per week receiving help finding a job	10.5	10.5	0.0	0.968
Received an employment service from another service provider (%)	46.6	45.2	1.4	0.724
Average number of times receiving an employment service from another service provider	5.5	4.6	0.9	0.396
Received a cognitive behavioral service[g] (%)	64.3	46.2	18.1***	0.000
Received a cognitive behavioral service and participated mostly in a group setting (%)	52.7	36.1	16.6***	0.000
Average number of weeks receiving cognitive behavioral services	4.9	4.8	0.1	0.813
Survey sample size (total = 594)	294	300		

(continued)

TABLE 5.1 (continued)

SOURCE: MDRC calculations using management information system data and data from the six-month follow-up survey.

NOTES: Rounding may cause slight discrepancies in sums and differences.

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.

To assess differences between the research groups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.

"Services" includes workshops, in-person individual sessions, or meetings that were 15 minutes long or more. Other types of contact (such as phone calls, text messages, or mail) are not included.

[a]Management information system measures capture in-person services provided by the B3 organization, including in-person, one-on-one services that were 15 minutes or longer and all group workshops. These measures reflect services received no more than six months after random assignment.

[b]This measure of employment-service participation does not include CBI-Emp sessions.

[c]This measure sums the number of relevant group workshop sessions attended and the number of days that included a relevant one-on-one, in-person service of 15 minutes or longer.

[d]This measure is inclusive of the first and last day of services. Fathers who did not receive services of any kind have a value of 0 for this measure.

[e]Both core and optional CBI-Emp sessions are included in this outcome.

[f]Survey measures capture services received from any provider, including the B3 organization, since random assignment.

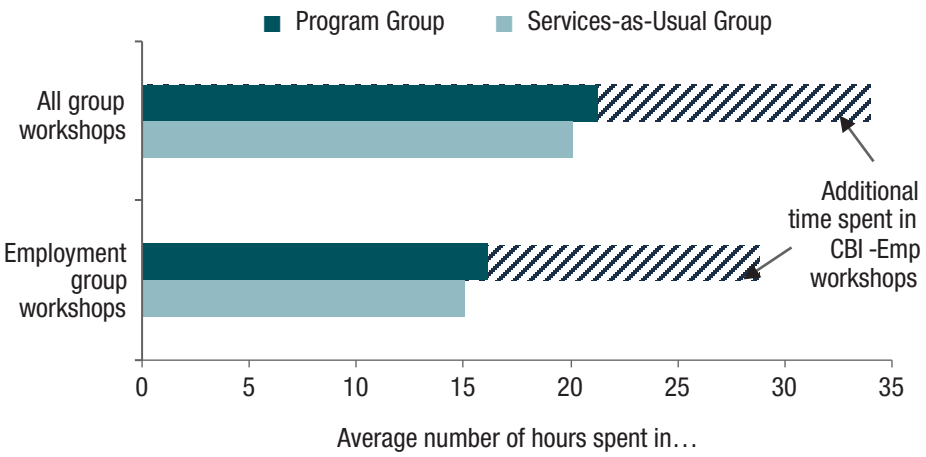
[g]There may be some measurement issues that affect the accuracy of the data on receipt of cognitive behavioral services: Some participants reported receiving such services while incarcerated after random assignment, but also reported not having been incarcerated since random assignment. It is possible some may have been remembering services received before random assignment. Cognitive behavioral services include programs other than CBI-Emp such as Thinking for a Change, Reasoning and Rehabilitation, Moral Reconation Therapy, Aggression Replacement Training, Interpersonal Problem Solving, Cognitive Interventions Program, Courage to Change, and others. Services could have been delivered in workshop or group settings or one-on-one with a case manager or other staff member. Services could have been delivered in jail, in prison, or in the community.

The organizations implemented CBI-Emp without affecting overall receipt of standard employment services or of any other services offered by the organizations (see Figure 5.5). Approximately two-thirds of both groups participated in some non-CBI-Emp employment service. More precisely, 72 percent of program group members and 67 percent of services-as-usual group members participated in non-CBI-Emp employment services, and this difference is not statistically significant. This result provides additional context for the finding mentioned earlier that 30 percent of program group members never attended a CBI-Emp workshop; that level of nonparticipation mirrors the services-as-usual group's attendance in regular employment services, suggesting that there are issues in engaging the target population in employment services that are not specific to CBI-Emp.[7]

More generally, there are no statistically significant differences in service receipt between the program group and the services-as-usual group for any usual services—employment services, parenting services, healthy relationship services, or other services. And there were no differences for any measure considered: the percentage of study participants engaged in each type of services, the average number of days they

7 Few fathers in the program group attended usual services without attending CBI-Emp. Specifically, 25 percent of fathers did not attend any workshops while 67 percent attended both usual-services workshops and CBI-Emp workshops. Only 8 percent attended one but not the other.

FIGURE 5.5. TIME SPENT IN GROUP WORKSHOPS, BY RESEARCH GROUP



SOURCE: MDRC calculations based on management information system data. This table reflects services received no more than six months after random assignment.

NOTE: Overall sample size = 752, program group sample size = 375, and services-as-usual group sample size = 377.

received services, nor the length of time they participated. Further, this finding holds true for measures drawn from both management information system data and survey responses.[8]

Obstacles Fathers Faced That Made It Harder To Attend Services

Fathers and staff reported several challenges that made it difficult for fathers to attend workshops regularly. One factor that varied across the three areas was the availability of transportation. Fortune's participants were able to use New York City's extensive public transportation system, and CBI-Emp was implemented very close to a subway station, though for some fathers it was a long commute. In contrast, Cleveland and West Virginia have more limited public transportation systems. Staff members interviewed

8 The study group's participation in services, as presented in Table 5.1, appears consistent with workshop participation in other fatherhood programs. Avellar et al. (2020) report that among the 2015 cohort of Responsible Fatherhood grantees, 82 percent of fathers who enrolled in a Responsible Fatherhood program while not incarcerated attended at least one workshop session (including not only employment workshops but also those focused on parenting and intimate partner relationships). In comparison, Table 5.1 shows that 83 percent of CBI-Emp program group members participated in some kind of service. Avellar et al. (2020) also report that participation in programs typically lasted between five and six weeks, which is similar to the number of weeks study group members reported receiving cognitive behavioral services.

at Passages said that some fathers had to commute for one to two hours by bus to come to the office. At KISRA, almost every staff person said that transportation was an issue for participation. The Raleigh County office was not accessible by public transit. In Dunbar County, the bus stopped a mile from the main KISRA office.

In addition to transportation challenges, fathers in the program group had competing demands on their time, such as childcare, employment, parole requirements, and the need to find stable housing. One father said his release program did not let him attend services every day and other fathers found jobs and could no longer attend daytime workshops. At KISRA, many staff members discussed the struggles clients had with substance abuse and the impact of the opioid epidemic on West Virginia, the center of that crisis in the United States with the highest rate of overdoses of any state in 2015.[9]

Fathers' Reasons for Attending

Most fathers' reported that their primary motivation for attending services was to get employment assistance. One father who participated in services at Fortune said:

> I think, to me, the most important part of hearing about Fortune was the fact that I had somewhere else or someplace that I can go to and give me a second opportunity to better myself. You know, with discrimination, unfortunately, discrimination going on with some companies out there, Fortune allowed me to seek another route, you know, a different channel to go out about doing things differently, a platform, basically, a basic platform for me to start up new. You know, say, you know what, maybe this employer doesn't want me there, well, fortunately, it's opening up a door for me to say, you know what, we're gonna give you a shot. And I think that's the most important part.

This sentiment was echoed in the results of a text message survey administered by the CBI-Emp study team. Of the 106 fathers who responded to the survey, 71 percent identified "future job help" as their primary motivation for attending services. See Figure 5.6 and Appendix L for more information on text message survey findings.

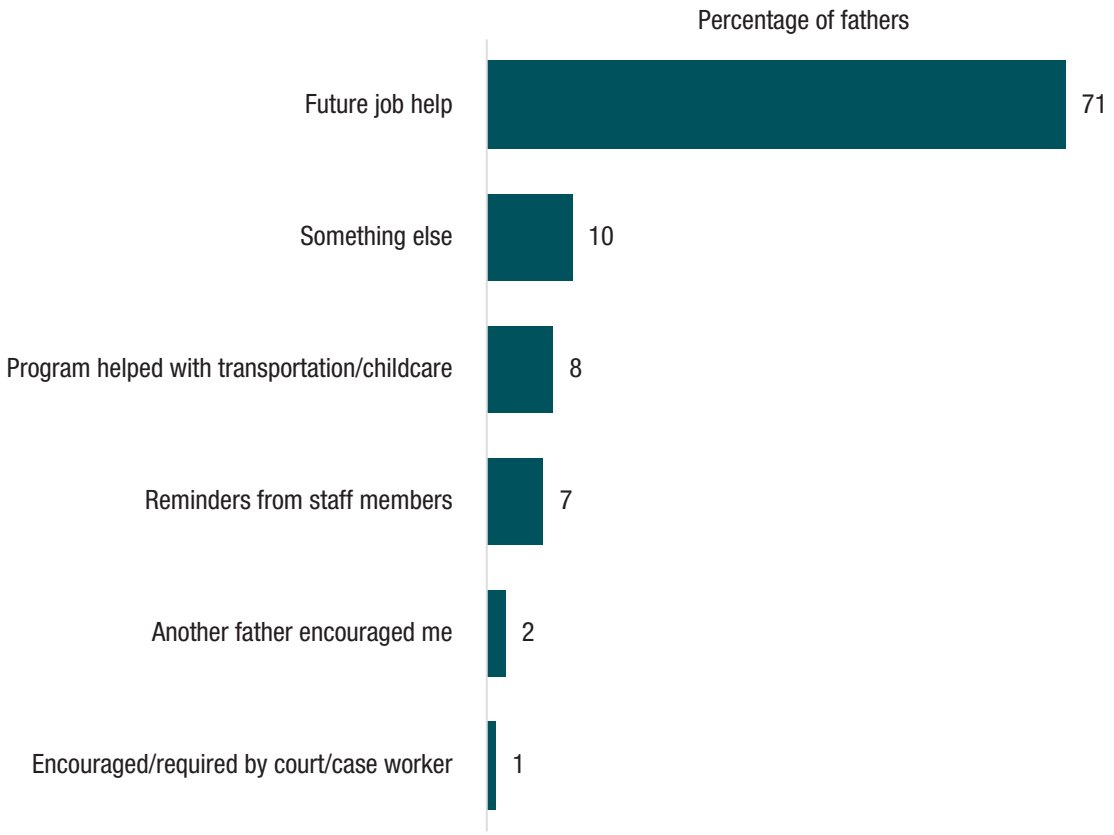
Fathers also overwhelmingly identified the relatable staff as a motivation for attending services.

> I mean, it's inspirational when I speak to one of the executive staff, comes in and speaks to me. He says, well, 18 years ago, I came home from doing 22 years in prison straight, and, now, I'm all of these people's boss. I started in this program.

In addition to employment services, fathers were motivated to attend by other resources and forms of support the organizations offered. Some attended because it they received transportation assistance, professional clothing, help obtaining identification documents, job assistance, credit counseling, and coordination with child support and parole.

9 Merino, Bowden, Katamneni, and Coustasse (2019).

FIGURE 5.6. FATHERS' REASONS FOR ATTENDING SERVICES



SOURCE: MDRC calculations using data from the B3 Text Message Survey conducted using Qualtrics. All fathers in the study who owned cell phones were eligible to receive the B3 Text Message Survey. The number and sequence of questions they received depended on their participation behavior. The B3 Text Message Survey had a response rate of 20 percent.

> There's always some type of opportunity that, you understand what I'm saying, that you're gonna capitalize on. Because you can walk in here one day, and homeboy say, "You got a shirt? You got a tie?" You understand what I'm saying? Move on going forward.

Receipt of Other Cognitive Behavioral Services

For CBI-Emp to have an effect, there must be a meaningful contrast between the program group and the services-as-usual group in their receipt of cognitive behavioral services. While CBI-Emp was not available to services-as-usual group members, cognitive behavioral services may have been available to them from other organizations in the community (or, for those recently released, while they were incarcerated).[10]

10 It is possible that CBI-Emp itself may have been available to some services-as-usual group members through

And CBI-Emp does overlap in content and concepts with some of these other cognitive behavioral curricula, even if its focus on giving a professional context to the practice of cognitive behavioral skills is hypothesized to make it more effective in supporting employment outcomes. To the extent that services-as-usual group members received such services, it may have reduced the service contrast with the program group.

The survey asked fathers whether they had received not only CBI-Emp but also other cognitive behavioral services.[11] It shows that 46 percent of the services-as-usual group reported receiving some cognitive behavioral service in the six months after they entered the study, most often one of three models: Thinking for a Change, Cognitive Interventions Program, or Courage to Change.[12] Some program group fathers interviewed by the study team reported receiving cognitive behavioral services before participating in CBI-Emp, including in prison or in residential substance use treatment facilities. However, some fathers also distinguished CBI-Emp from other such services. One father noted that other cognitive behavioral services "focused on my past. [CBI-Emp] helps me with my future." Another noted that programs in federal prison are forced upon participants, whereas with CBI-Emp they create their own consequences. Others referred to the contrast between CBI-Emp's focus on employment and other programs they participated in that focused more on substance use.

Although a notable share of services-as-usual group members reported receiving cognitive behavioral services, significantly more members of the CBI-Emp group—64 percent—reported receiving such services. Nevertheless, the overall lack of service contrast means that this study cannot reveal the effects of CBI-Emp compared with no cognitive behavioral services, but the effect of the additional quantity and quality of cognitive behavioral services received by the program group compared with the services received by the services-as-usual group. Consequently, this study can show whether an employment-focused cognitive behavioral curriculum can improve outcomes beyond the services that many people involved in the justice system already receive.

other organizations at some point before the six-month follow-up survey, although CBI-Emp had not been adopted by many other organizations during the study period.

11 They were asked: "*Since [month and year of random assignment] did you participate in any program to learn how patterns of thinking can affect your behavior or the choices you make? Sometimes these services are called cognitive-behavioral services.*"

12 There may be some measurement issues that affect the accuracy of the data on receipt of cognitive behavioral services: some participants reported receiving such services while incarcerated after random assignment, but also reported not having been incarcerated since random assignment. It is possible some may have been remembering services received before random assignment.

The Effects of CBI-Emp

6

CBI-Emp was designed for individuals who have been involved with the criminal justice system. It aims to help them recognize challenging situations, develop strategies to resolve problems when they arise in the workplace, and have more success on the job. These strategies are also valuable for interpersonal relationships beyond the workplace. Offered to fathers in conjunction with traditional job-readiness services, the combined approaches are hypothesized to produce better outcomes for participants than traditional job-readiness services on their own. As set out in the CBI-Emp theory of change (see Figure 1.2 in Chapter 1), fathers with improved employment outcomes are expected to have increased job stability, employment, and earnings; reduced involvement in the criminal justice system; and improved coping, interpersonal, and problem-solving skills—all of which support a father's ability to provide financial and emotional support to his children. This chapter describes the effects of the CBI-Emp intervention in each of these areas. The findings include:

- CBI-Emp did not produce statistically significant effects on any of the six prespecified primary outcome measures in the pooled analysis of all CBI-Emp study organizations.
- CBI-Emp did not produce statistically significant effects on secondary outcome measures or in secondary outcome domains.
- Subgroup analyses do not show any significant differences in effects across subgroups defined in four prespecified ways: by executive function scores, recency of release, a measure of employability, and age.
- An exploratory subgroup analysis conducted because of differences among organizations found in the implementation analysis shows differences in effects across organizations for measures of employment and criminal justice, though not for measures of parenting.[1] This subgroup analysis involved small sample sizes and should be interpreted with caution.

Research Design, Sample, Outcomes, and Limitations

RESEARCH DESIGN

To provide evidence on the effects caused by the CBI-Emp intervention, the CBI-Emp study used an experimental research design. Eligible fathers were randomly assigned either to the program group or to the

1 "Exploratory" analyses provide an in-depth look at a subject, but not conclusive evidence.

services-as-usual group. Program effects were estimated as the difference in outcomes between all program group fathers and all fathers in the services-as-usual group, after accounting for their background characteristics. The design uses an "intent-to-treat" analysis, meaning that it estimates the effect of having the opportunity to participate in CBI-Emp, not the average effect on program group members who actually participate in CBI-Emp.[2]

SAMPLE

Outcomes are based on administrative data and on fathers' responses to the six-month follow-up survey. The sample includes 733 fathers for whom administrative earnings records were obtained and 594 fathers who responded to the six-month survey (representing 79 percent of the 752 fathers in the study).

On average, the program and services-as-usual groups had equivalent baseline characteristics, in the full study sample as well as the samples included in the impact analysis. Baseline characteristics used in the analysis included measures of employment history, recency of involvement with the criminal justice system, age, and previous participation in cognitive behavioral interventions. A comparison of fathers in the two research groups is shown in Appendix F.

OUTCOMES

This chapter estimates the effects of the CBI-Emp intervention on six prespecified primary outcomes that align with the CBI-Emp theory of change.[3] The primary outcomes were chosen based on the existing research and in consultation with experts in the fatherhood field. They are grouped into three domains: employment (earnings, number of quarters of employment, and number of weeks employed), criminal justice (spending any time in prison and being arrested following enrollment), and relationships with coparents (specifically, conflicts with coparents).

The chapter also presents impact estimates for secondary outcomes, which are more exploratory in nature. Secondary outcomes include more nuanced measures of primary outcomes, outcomes that are more distal to the interventions (outcomes that are not likely to be directly affected by the intervention but may see secondary changes as a result of the things the intervention does affect directly), and outcomes that should be interpreted with caution due to potential measurement limitations. Secondary outcomes also include those not designed for drawing policy conclusions, but to support process and program improvement decisions and insights. Effects on secondary outcomes are to be interpreted with caution but are to be considered more credible when a program has a significant effect on a related primary outcome. Three domains of outcomes in this chapter are entirely secondary: measures of planning, decision-making, and self-control; economic well-being; and child support. The chapter also presents results for comparisons

2 See Appendix I and Harknett, Manno, and Balu (2017) for more details on study methods.

3 An analysis plan was registered with socialscienceregistry.com detailing the primary and secondary outcomes and domains, and subgroups, all prespecified before analysis for transparency. See Harknett, Manno, and Balu (2017). See also Appendix I for results from four sensitivity analyses, which test to make sure that the team's decisions about how to run the main analysis did not affect the results. The results from these analyses are broadly similar to those presented in this chapter.

across subgroups defined by in four prespecified ways: executive function scores, recency of release, a measure of employability, and age.[4]

Finally, the chapter presents results for one subgroup analysis conducted that was not prespecified, as it arose from implementation findings—specifically the finding that one of the three organizations implementing CBI-Emp consistently delivered a higher dose of the intervention than the other two. It also presents a nonprespecified subgroup analysis comparing differences in effects for fathers on community supervision (parole or probation) with those for fathers not on community supervision. This comparison may help community-based organizations adopting the CBI-Emp curriculum for individuals on community supervision.

LIMITATIONS

The more people who are included in an impact analysis, the smaller an effect the analysis can detect as statistically significant. This ability to detect small effects is referred to as the *power* of the analysis. One limitation of the CBI-Emp analysis is that the study does not have the power to detect small effects. For measures derived from the survey, the sample size allows the study to detect an effect of 10 percentage points for binary outcomes and of 0.17 standard deviations for continuous outcomes; for measures derived from administrative data, it can detect an effect of 9 percentage points for binary outcomes and of 0.15 standard deviations for continuous outcomes.[5] For most outcomes considered in this report, small effects might not be relevant to policy.

This limitation is especially important because the CBI-Emp study tests the difference between two program offerings (services as usual versus services as usual plus CBI-Emp), and that difference may result in small effects. Effects might be small if the usual services available to both research groups improve outcomes, leaving less room for CBI-Emp to make a difference.

Last, as discussed in Chapter 5, only 44 percent of the CBI-Emp group received the minimum dose of CBI-Emp recommended by the curriculum developers. As a result, there may be smaller effects than there would have been had a higher percentage of participants received the minimum dose.[6]

CBI-Emp's Effects on Employment and Earnings

As Table 6.1 shows, CBI-Emp did not produce statistically significant estimated effects on fathers' employment and earnings. Average annual earnings for both groups were around $8,000 (or $661 per month),

4 As mentioned in the previous chapter, "executive function" is the ability to plan and organize, make considered decisions, manage time, and focus attention. It was measured using a modified version of the *Executive Functioning Skills Questionnaire for Adults* by Peg Dawson and Richard Guare. See Dawson and Guare (2008). Employability was measured based on fathers' education and work experience.

5 Harknett, Manno, and Balu (2017).

6 Although there was a minimum dose recommended by curriculum developers, there is no research evidence to date to confirm that this amount is indeed the minimum adequate dose necessary to observe program effects. It remains an open question.

TABLE 6.1. EFFECTS ON EMPLOYMENT OUTCOMES

Outcome	Program Group	Services-as-Usual Group	Difference (Effect)	Effect Size	P-Value
Primary outcomes					
Outcomes measured with administrative data					
Earnings in Year 1 ($)	7,928	8,646	-718	-0.05	0.521
Number of quarters employed in Year 1	1.9	1.9	0.0	0.02	0.836
Outcomes measured with survey data					
Number of weeks employed since random assignment	13.1	12.3	0.7	0.06	0.462
Secondary outcomes					
Outcomes measured with administrative data					
Ever employed in Quarter 1 (%)	44.7	45.6	1.1	0.02	0.767
Ever employed in Quarter 2 (%)	46.2	47.4	-1.2	-0.02	0.753
Ever employed in Quarter 3 (%)	47.6	46.8	0.8	0.02	0.822
Ever employed in Quarter 4 (%)	47.6	46.0	1.6	0.03	0.657
Outcomes measured with survey data					
Length of the longest job held since random assignment (weeks)	12.1	11.6	0.4	0.04	0.641
Currently employed (%)	49.5	48.9	0.6	0.01	0.882
Earnings in the past week ($)	249	235	15	0.04	0.660
Problem behaviors at work (%)					0.922
Employed since random assignment, and no behavior problems	50.2	49.0	1.2	0.02	
Employed since random assignment, with a behavior problem	28.5	30.1	-1.5	-0.03	
Not employed since random assignment	21.3	21.0	0.3	0.01	
Challenges encountered in finding or keeping a job (%)					
Not having reliable transportation					0.966
Often	24.7	25.3	-0.6	-0.01	
Sometimes	31.5	30.5	1.0	0.02	
Never	43.8	44.2	-0.4	-0.01	
Having a criminal record					0.155
Often	35.5	42.6	-7.1	-0.15	
Sometimes	36.9	30.8	6.1	0.13	
Never	27.7	26.6	1.1	0.02	
Not having the right skills or education					0.527
Often	20.7	22.1	-1.4	-0.03	
Sometimes	38.1	33.6	4.5	0.09	
Never	41.1	44.2	-3.1	-0.06	
Having substance abuse problems					0.370
Often	9.9	6.8	3.1	0.11	
Sometimes	16.0	17.7	-1.7	-0.05	
Never	74.1	75.5	-1.3	-0.03	
Having mental health problems					0.484
Often	5.6	6.6	-0.9	-0.04	
Sometimes	12.7	15.8	-3.1	-0.09	
Never	81.7	77.7	4.0	0.10	

(continued)

TABLE 6.1 (CONTINUED)

Outcome	Program Group	Services-as-Usual Group	Difference (Effect)	Effect Size	P-Value
Having a disability or health problems					0.687
Often	7.4	8.9	-1.4	-0.05	
Sometimes	12.6	13.9	-1.3	-0.04	
Never	80.0	77.3	2.7	0.07	
Sample size for administrative data (total = 733)	367	366			
Sample size for survey data (total = 594)	294	300			

SOURCES: MDRC calculations using data from the six-month follow-up survey and the National Directory of New Hires.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.
The effect size is calculated by dividing the estimated effect of the intervention by the standard deviation of the outcome for the services-as-usual group.

according to administrative records. These earnings levels are similar to those in the Parents and Children Together (PACT) study, where, according to administrative records, fathers participating in fatherhood services earned $616 per month.[7] Just under half of both research groups in the CBI-Emp study had employment recorded in administrative records in the four quarters of follow-up, and each group worked around 13 weeks on average.

The most commonly reported challenges fathers reported that they encountered "often" or "sometimes" in finding or keeping employment were having a criminal record (around 73 percent in both research groups), followed by not having the right skills or education (around 57 percent in both research groups), and not having reliable transportation (56 percent in both research groups).

CBI-Emp's Effects on Involvement with the Criminal Justice System

As Table 6.2 shows, CBI-Emp had no statistically significant estimated effects on primary or secondary criminal justice outcomes at the time of the six-month survey. Around 20 percent of both research groups had been arrested between random assignment and the time of the survey and around 20 percent had spent time in jail or prison. These rates of contact with the criminal justice system were similar to

7 Avellar et al. (2020).

TABLE 6.2. EFFECTS ON CRIMINAL JUSTICE OUTCOMES

Outcome	Program Group	Services-as-Usual Group	Difference (Effect)	Effect Size	P-Value
Primary outcomes					
Ever arrested since random assignment (%)	18.0	22.0	-4.0	-0.10	0.216
Ever spent time in prison or jail since random assignment (%)	19.9	23.7	-3.9	-0.09	0.239
Secondary outcomes					
Number of arrests since random assignment	0.2	0.3	-0.1	-0.09	0.269
Ever violated conditions of parole since random assignment (%)	12.6	13.0	-0.4	-0.01	0.869
Ever had parole revoked since random assignment (%)	6.4	6.9	-0.6	-0.02	0.783
Sample size (total = 594)	294	300			

SOURCE: MDRC calculations using data from the six-month follow-up survey.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.
The effect size is calculated by dividing the estimated effect of the intervention by the standard deviation of the outcome for the services-as-usual group.

those seen in other recent studies of fatherhood programs. For example, in the PACT study, 26 percent of fathers in fatherhood programs reported having been arrested between study entry and a 14-month follow-up survey.[8] In the Enhanced Transitional Jobs Demonstration, in which three study interventions targeted people recently released from incarceration, 21 percent of control group members had been incarcerated in jail during a six-month follow-up period.[9]

CBI-Emp's Effects on Relationships with Coparents and on Parenting

As Table 6.3 shows, CBI-Emp did not produce statistically significant estimated effects on primary or secondary outcomes related to relationships with coparents and parenting at the time of the six-month survey. On the primary measure of conflict with coparents, both research groups averaged a score of 2 out of 4 (where 1 is the lowest level of conflict and 4 is the highest). Around 70 percent of both research groups reported very good or excellent relationships with their children. A similar percentage reported that their coparents told them they were doing a good job as parents. A scale measure based on a series of

8 Avellar et al. (2020). This follow-up period for the PACT study survey was 8 months longer than that in the B3 study.

9 Redcross et al. (2016). This percentage is the average of the control group incarceration rates across the three interventions targeting people recently released from incarceration.

TABLE 6.3. EFFECTS ON RELATIONSHIPS WITH COPARENTS AND ON PARENTING

Outcome	Program Group	Services-as-Usual Group	Difference (Effect)	Effect Size	P-Value
Primary outcome					
Coparenting conflict scale (1 = lowest to 4 = highest)	2.0	2.1	0.0	-0.07	0.403
Secondary outcomes					
Additional coparenting challenges					
Undermining scale (1 = lowest to 4 = highest)	2.2	2.2	0.0	0.00	0.991
Maternal gatekeeping scale (1 = lowest to 4 = highest)	2.1	2.1	0.0	0.02	0.864
Cooperative coparenting (%)					
Mother and I make a good parenting team	70.7	65.3	5.4	0.12	0.216
Mother tells me I am doing a good job	72.4	69.8	2.6	0.06	0.546
Frequency of father-child contact in the past 30 days (%)					0.257
Not at all	35.2	29.3	5.9	0.13	
1 to 3 times	9.8	12.8	-3.0	-0.09	
1 or 2 times per week	6.2	7.8	-1.5	-0.06	
3 or 4 times per week	11.6	7.7	3.9	0.13	
Every day or almost every day	37.2	42.5	-5.4	-0.11	
Father cancels plans with child (%)					0.705
Never	37.4	38.4	-1.0	-0.02	
Rarely	25.6	22.5	3.1	0.07	
Sometimes	23.8	22.6	1.2	0.03	
Often	13.3	16.6	-3.3	-0.09	
Overall quality of the father-child relationship (%)					0.256
Excellent	47.7	45.2	2.6	0.05	
Very good	19.7	26.7	-7.0	-0.17	
Fair	18.7	14.4	4.4	0.12	
Poor	13.9	13.8	0.1	0.00	
Father's positive and negative feelings about the child (1 = most negative to 5 = most positive)	4.6	4.6	0.0	0.02	0.871
Father's positive feelings about the child (1 = least positive to 5 = most positive)	4.7	4.7	-0.1	-0.08	0.408
Father's negative feelings about the child (reverse coded) (1 = most negative to 5 = least negative)	4.6	4.5	0.0	0.07	0.443
Sample size (total = 594)	294	300			

SOURCE: MDRC calculations using data from the six-month follow-up survey.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.
The effect size is calculated by dividing the estimated effect of the intervention by the standard deviation of the outcome for the services-as-usual group.

questions about a father's positive and negative feelings regarding his child tells a similar story, showing high-quality relationships between fathers and children for both research groups. For comparison, the B3 Just Beginning study—designed to strengthen the father-child relationship by providing fathers with a parenting curriculum that included structured father-child play opportunities—used the same scale, and the program and service-as-usual group levels in that study are about the same as the levels in the CBI-Emp study.[10] Interestingly, although those scale results are similar, the percentages of fathers in the two studies who said their relationships with their children were very good or excellent are not the same: 70 percent of fathers in the CBI-Emp study gave those responses, compared with 90 percent in the Just Beginning study.

CBI-Emp Effects in the Secondary Domain of Cognitive Outcomes

As Table 6.4 shows, CBI-Emp had no statistically significant estimated effects on cognitive outcomes. While cognitive outcomes are an important part of the theory of change for the CBI-Emp program model, there is a relatively high level of uncertainty about whether the scales available to measure these outcomes are valid measures of the thinking patterns that CBI-Emp is expected to affect.[11]

CBI-Emp Effects in the Secondary Domain of Economic Well-Being

As Table 6.5 shows, CBI-Emp had no statistically significant estimated effects on economic well-being outcomes. At the time of the six-month survey, nearly half of fathers in both groups reported that they had had no income for three or more months in the time since random assignment. These findings are in line with findings from administrative records, which indicate that around half of the fathers in both research groups had no earnings in at least one quarter following random assignment. Seventy-five percent of fathers in both research groups reported running out of money in one or more months during the six-month follow-up period covered by the survey.

10 Manno, Harknett, Sarfo, and Bickerton (forthcoming).

11 During evaluation planning, the research team conducted an extensive search to find the best measures in this domain. In general, the available scales were originally designed to measure relatively stable cognitive traits that are considered to be less changeable than the thinking patterns that CBI-Emp is designed to affect. More variable or changeable thinking patterns can be very difficult to measure. As other studies have done, the CBI-Emp study has focused its primary impact analysis on the more easily measured outcomes that changes in cognitive outcomes are ultimately expected to affect. Cognitive outcomes are included here as secondary measures. The results for these outcomes should be regarded with caution due to these potential measurement issues.

TABLE 6.4. EFFECTS ON COGNITIVE OUTCOMES (SECONDARY)

Outcome	Program Group	Services-as-Usual Group	Difference (Effect)	Effect Size	P-Value
Premeditation scale (1 = lowest to 5 = highest)	4.0	3.9	0.0	0.04	0.576
Decision-making confidence scale (1 = lowest to 5 = highest)	4.0	4.0	0.0	0.03	0.655
Ability to maintain self-control in a stressful situation (%)					0.168
Not at all well to less than moderately well	7.6	5.2	2.4	0.10	
Moderately well	27.0	35.1	-8.1	-0.18	
More than moderately well but less than very well	10.3	9.1	1.2	0.04	
Very well	55.2	50.6	4.6	0.09	
Sample size (total = 594)	294	300			

SOURCE: MDRC calculations using data from the six-month follow-up survey.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.
The effect size is calculated by dividing the estimated effect of the intervention by the standard deviation of the outcome for the services-as-usual group.

CBI-Emp Effects in the Secondary Domain of Child Support

As Table 6.6 shows, CBI-Emp had no statistically significant estimated effects on child support outcomes. This lack of effects is not surprising, since there were no statistically significant effects on earnings or income (which in turn would allow for higher contributions to child support). Further, only around one-third of fathers in both groups reported being required to pay child support at the time of the six-month survey. The other two-thirds of the sample owed no child support and therefore could see no effects on child support outcomes.

Effects on Primary Outcomes, by Subgroup

Appendix J presents findings for subgroups in the CBI-Emp study. Subgroup analyses should be interpreted with caution and as merely suggestive, as sample sizes for these analyses were small.

Four of the subgroups were prespecified in the CBI-Emp analysis plan: those defined by baseline executive function scores, recency of release from incarceration, a measure of employability, and age. More information about how each of these subgroups was defined is presented in the relevant Appendix J tables. The team anticipated that CBI-Emp could have larger effects among fathers with lower executive function scores, because they might benefit more from the skills taught in the workshops. It could have

TABLE 6.5. EFFECTS ON ECONOMIC WELL-BEING (SECONDARY OUTCOMES)

Outcome	Program Group	Services-as-Usual Group	Difference (Effect)	Effect Size	P-Value
Income in the last month ($)	924	848	77	0.07	0.414
Number of months with no income since random assignment (%)					0.358
0	25.9	26.6	-0.7	-0.02	
1 to 2	30.5	25.2	5.3	0.12	
3 or more	43.7	48.2	-4.6	-0.09	
Number of months in which fathers ran out of money before the end of the month, since random assignment (%)					0.813
0	23.8	25.8	-2.0	-0.05	
1 to 2	22.5	23.0	-0.5	-0.01	
3 or more	53.7	51.2	2.5	0.05	
Sample size (total = 594)	294	300			

SOURCE: MDRC calculations using data from the six-month follow-up survey.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.
Effect size is calculated by dividing the estimated effect of the intervention by the standard deviation of the outcome for the services-as-usual group.

larger effects among fathers who had been released from incarceration more recently, as past research has shown that reentry programs have greater effects among those who were recently released.[12] It could have larger effects among fathers who had less work experience and less consistent work experience, because CBI-Emp skills might help them more in gaining and maintaining employment. And it could have larger effects among younger fathers, because past research has shown cognitive behavioral interventions to be more effective among younger people, who are at higher risk of future contact with the justice system.[13] Appendix Tables J.1 through J.4 show that CBI-Emp did not produce statistically significant differences in estimated effects between the pairs of subgroups defined in any of these four ways, for any of the primary outcome measures.

An additional exploratory analysis was conducted based on the implementation findings. This analysis assessed whether CBI-Emp had different effects for the fathers at The Fortune Society, where the average participation (of 11 sessions) was around the minimum adequate dose recommended by the curriculum developers, than it did for fathers at the other two organizations, where average participation was 6 to 8 sessions.[14] Appendix Table J.5 shows that there is a statistically significant difference between these subgroups

12 Redcross, Millenky, Rudd, and Levshin (2012).

13 Garrido and Morales (2007); Chowdhury, Muller-Ravett, and Barden (2016).

14 See Figure 5.4 for participation analysis. Note again that 12 of the first 14 sessions was the number

TABLE 6.6. EFFECTS ON CHILD SUPPORT (SECONDARY OUTCOMES)

Outcome	Program Group	Services-as-Usual Group	Difference (Effect)	Effect Size	P-Value
Amount of formal child support paid in the last month ($)	65	47	19	0.05	0.538
Amount of informal child support in the last month ($)	175	126	48	0.12	0.154
Amount of child support debt owed last month (%)					0.685
None	71.0	70.3	0.7	0.02	
Less than $1,000 to $4,999	11.0	12.7	-1.7	-0.05	
$5,000 to $14,999	6.6	7.9	-1.4	-0.05	
$15,000 or more	11.5	9.1	2.4	0.08	
Provided any in-kind child support in the last month (%)					0.235
Did not provide any in-kind/informal child support (among fathers who did not live with at least one child)	20.7	17.8	2.9	0.07	
Did provide some in-kind/informal child support (among father who did not live with at least one child)	46.4	42.8	3.6	0.07	
Lived with all children last month	32.9	39.4	-6.5	-0.14	
Amount of child support paid in the last month compared with the amount owed (%)					0.488
Not required to pay child support	67.3	67.3	0.0	0.00	
Paid none of the required amount	19.0	16.1	2.9	0.08	
Paid some or all of the required amount	13.7	16.7	-2.9	-0.08	
Sample size (total = 594)	294	300			

SOURCE: MDRC calculations using data from the six-month follow-up survey.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.
Effect size is calculated by dividing the estimated effect of the intervention by the standard deviation of the outcome for the services-as-usual group.

in estimated effects on criminal justice outcomes. According to survey data, CBI-Emp reduced arrests by 10 percentage points and incarceration by 7 percentage points at Fortune, but did not significantly reduce arrests or incarceration at the other two organizations. Interestingly, although there is a statistically significant difference in estimated earnings effects between Fortune and the other two organizations, CBI-Emp

recommended as a minimum dose by the developers, but it is unknown whether that is in fact the amount necessary to effect change.

did not produce a statistically significant effect on earnings for CBI-Emp group members at Fortune.[15] There is no statistically significant difference in the estimated effect on conflict with the coparent.

The findings of this subgroup analysis should be interpreted with caution because the estimated effect on arrests measured using administrative criminal justice records is not statistically significant for study participants at Fortune.[16] As shown in Appendix Table K.1, the two data sources—the administrative records and the survey results—show that similar percentages of the Fortune program group were ever arrested; the two data sources also return similar percentages for the services-as-usual group. However, the estimated effect measured using administrative records is smaller and not statistically significant. The two sets of results both suggest CBI-Emp reduced arrests at Fortune, but the size of that effect is quite uncertain.

Last, an exploratory analysis assessed whether there were differences in effects between fathers on community supervision (for example, parole or probation) and fathers not on community supervision. This analysis was conducted to provide information to agencies and community partners who might be considering implementing CBI-Emp for people on supervision. As Appendix Table J.6 shows, there are no statistically significant differences in CBI-Emp effects for subgroups defined this way.

Implications of the Impact Findings

One potential reason why CBI-Emp did not produce statistically significant effects on any outcomes of interest for the full sample is that fathers received an inadequate amount of the intervention: Although 70 percent of the CBI-Emp group participated in at least one CBI-Emp session, only 44 percent participated in the number of sessions the curriculum developers identified as being necessary to achieve an effect. Since fewer than half of the program group received the adequate number of sessions of CBI-Emp, it might have been difficult to detect an effect on participant outcomes in the intent-to-treat analysis used in this study.

Results for Fortune suggest the effects on criminal justice outcomes and employment may be larger when more fathers receive an adequate dose of the intervention: Fathers at Fortune had substantially greater participation in CBI-Emp services than fathers at the other two organizations and Fortune saw greater effects. This finding should be interpreted with caution since it is an exploratory analysis and was based on small samples from each of the three organizations. In addition, Fortune differed from the other two organizations in ways apart from its participation levels. However, the exploratory finding does suggest it might be worthwhile to conduct more research into how to increase retention in CBI-Emp services, and into whether the approach does improve outcomes when participants receive enough of it.

15 The lack of statistical significance in the estimated effect for Fortune might be due to the reduced statistical power in looking at effects for a subgroup.

16 See Appendix K for this analysis. The research team attempted to obtain administrative criminal justice records for sample members in all three CBI-Emp locations. Ultimately, administrative criminal justice records were available only for sample members served by Fortune.

Another consideration is that eligibility for the CBI-Emp study allowed fathers to participate who were somewhat older and who had been back in the community following incarceration longer than those whom the curriculum developers theorized would benefit most from the curriculum. However, this study's subgroup analyses did not indicate that the curriculum was more effective for either younger fathers or for those who had been released more recently. One limitation of these subgroup analyses is that they did not address only those fathers who were both younger *and* recently released from incarceration, as small sample sizes did not permit it.

The Costs of Delivering CBI-Emp

7

The analysis in this chapter describes the costs of implementing the CBI-Emp enhancement to the organizations' existing Responsible Fatherhood programs. The goal is to illustrate the potential costs to fatherhood practitioners of adding a cognitive-behavioral intervention to their program services for fathers involved in the justice system. The analysis describes the costs of implementing CBI-Emp over the two-year period from October 2016 to September 2018. Table 7.1 presents results that combine Passages, Inc. and The Fortune Society. Kanawha Institute for Social Research and Action, Inc. (KISRA) struggled to achieve stable enrollment numbers and as a result it spent more resources than a program operating outside of a study context would be likely to. The findings include:

- The total cost per participant at Fortune and Passages was $1,303. A recent meta-analysis of similar cognitive behavioral curricula targeting medium- to high-risk individuals in correctional or community settings found an average cost of $1,470 per participant.[1]

- Outreach and enrollment cost $215 per father in the program group. Planning and service delivery cost $751 and technical assistance cost $338 per program group father. See Table 7.1 for a breakdown of the costs by category.

To illustrate potential reasons for variations in costs, this chapter also examines differences between Passages and Fortune in their implementation decisions (touching on, for example, staffing structure) and local contexts.

Methodology and Data Sources

This analysis describes the costs to fatherhood programs of operating CBI-Emp in a period of stable enrollment and implementation, after the training and pilot period (October 2016 to September 2018). Start-up costs are discussed in Box 7.1 but are not included in the analysis because the CBI-Emp pilot period was not likely to represent implementation decisions made outside a demonstration-study context.

The cost analysis uses the "ingredients" method: It identifies all in-program costs associated with components of CBI-Emp, develops a price for each component using the financial data organizations have available, and sums the component prices.[2] Box 7.2 provides a further discussion of cost ingredients. The cost analysis draws from data collected for the implementation analysis, including a portion of the staff

1 Washington State Institute for Public Policy (2019).

2 Belfield, Bowden, and Levin (2018).

TABLE 7.1. CBI-EMP COSTS PER PROGRAM GROUP PARTICIPANT

Category	Cost per Participant ($)
Outreach and enrollment	215
Staffing for outreach and enrollment activities	80
Management and administrative support	129
Facilities	6
Planning and service delivery	751
Staffing for planning and service delivery	371
Management and administrative support	204
Participant incentives and support	67
Facilities and supplies	109
Training and technical assistance	338
Staffing for training and technical assistance	35
Technical assistance provider	302
Total	1,303

SOURCES: MDRC calculations using management information system enrollment and participation data, staff survey data, qualitative interview and focus group responses, site invoices, and financial statements.

NOTES: Rounding may cause slight discrepancies in sums and differences.
This analysis represents average costs in the two-year period from October 1, 2016 to September 30, 2018.
When site data were unavailable, MDRC used other available data sources to estimate costs.

BOX 7.1. CONSIDERING POTENTIAL START-UP COSTS

In addition to the ongoing costs of delivering CBI-Emp, practitioners should consider the start-up costs associated with adding a new program component. In the CBI-Emp study, start-up costs covered in-person training offered by the curriculum developer, the time program staff members spent participating in the monitoring process, and the up-front cost of video recorders to support virtual fidelity monitoring and coaching. Start-up may also require a program to hire and orient new people if its existing staff cannot take on the new effort, and to find and outfit classroom spaces for CBI-Emp workshops.

survey that asked how staff members spent their time, along with interviews with program staff members. It also draws on financial information provided by organizations. In cases where the actual prices for components were not readily available, cost estimates were established using program budget information or published data. For example, facilities costs were calculated using average local rents and the square footage needed for offices and workshop space.

BOX 7.2. HIDDEN COSTS OF ADDING A NEW PROGRAM COMPONENT

When considering whether to add a program component like CBI-Emp, it is easy to think of the obvious costs associated with delivering it, such as the staff time required to lead sessions and the incentives or supplies needed for participants. The goal of a cost analysis is to break the program into its many ingredients, which can help uncover hidden costs associated with delivering it. Program providers should consider these additional cost ingredients that also make up the full cost of the additional program component:

- Time spent by staff members to engage fathers and retain them in the intervention
- Administrative time for additional meetings, data entry, and reporting
- Staff time, mileage, and other transit costs for traveling to deliver the intervention or expand outreach activities
- Training and certification in the intervention for new staff members due to turnover or promotions
- Ongoing technical assistance or professional development for staff members to ensure fidelity to the curriculum
- Additional facilities costs to support more office and classroom space

There are also costs to participants that programs can choose how to factor into the forms of support they might offer. Participants could have material costs of attendance related to travel or meals, and opportunity costs of using their time on CBI-Emp sessions instead of on other things. In the CBI-Emp study, organizations offered financial incentives and forms of support such as bus passes.

The analysis was performed at the organization level first. Findings were then pooled for Passages and Fortune, then divided by the number of participants who were assigned to receive CBI-Emp to arrive at a cost per program group member. Since most programs experience some drop-off in participation between enrollment and service completion, this calculation represents the likely costs associated with each person a program enrolls.

KISRA had difficulty meeting its original recruitment targets and maintaining a steady enrollment pattern for the intervention. Its costs are excluded from the pooled analysis because it did not adjust its staffing to reflect its lower enrollment numbers, which makes it difficult to provide a fair comparison with the other organizations of the per-participant costs.[3]

3 KISRA initially aimed to enroll more participants than Passages and Fortune, but ultimately enrolled many fewer. As a result, KISRA had higher annual costs than the other two organizations. It is unlikely that an organization operating outside a study context would choose to keep staffing a program at the level KISRA did.

Cost Categories

OUTREACH AND ENROLLMENT

Outreach and enrollment cost $215 per father enrolled in the program group. To calculate the costs associated with this category most accurately, the analysis first determined the cost for all fathers enrolled in the study—both the program and services-as-usual groups. (As described in Chapter 3, CBI-Emp staff members spent time recruiting fathers who fit the eligibility criteria for CBI-Emp; about half of these fathers were then assigned to the program group.) The analysis determined the portion of these costs associated with program group fathers to arrive at the totals shown in Table 7.1.

The totals include staff costs for administrative activities related to outreach and enrollment, including scheduling, attending meetings, and performing data entry.

PLANNING AND SERVICE DELIVERY

CBI-Emp planning and service-delivery costs totaled $751 per father in the program group. Direct staffing costs of delivering the intervention covered staff labor for planning, coordinating, and delivering CBI-Emp. Staff time for associated administrative activities includes time associated with scheduling, attending meetings, and performing data entry. The organizations delivered incentives and travel support to program participants as described in Chapter 3. Facilities costs cover classroom space for the CBI-Emp workshops and office space for staff members working on CBI-Emp. They also cover costs for CBI-Emp classroom supplies.

TRAINING AND TECHNICAL ASSISTANCE

Technical assistance cost $338 per father in the program group. Technical assistance included coaching for staff members hired to deliver CBI-Emp and training for new staff members hired due to turnover or promotions.

Cost Drivers and Variations

Both Fortune and Passages became more cost-efficient between the first year of the analysis period (fiscal year 2017, or FY2017) and the second year (FY2018).[4] Enrollment numbers increased in FY2018 while costs remained relatively steady, resulting in lower costs per participant in FY2018. Outreach and enrollment costs were $232 per program group father in FY2017 and fell to $201 in FY2018. Training and technical assistance costs fell from $408 per program group father in FY2017 to $282 per father in FY2018. Planning and service-delivery costs decreased from $810 per program group father in FY2017 to $704 in FY2018. The only service-delivery cost that increased in FY2018 was for participant incentives, resulting from higher enrollment numbers.

4 FY2017 ran from October 1, 2016 to September 30, 2017 and FY2018 ran from October 1, 2017 to September 30, 2018.

Though organizations had similar cost ingredients, some contextual factors and implementation decisions produced cost variations between them. Fortune had higher facilities costs due to its location in New York City, while Passages' rent costs were lower in Cleveland. Fortune trained more people to lead CBI-Emp workshops than Passages due to turnover and due to its staffing structure, and had higher technical assistance costs as a result.

Conclusion and Lessons for the Field

8

CBI-Emp builds on emerging evidence from two distinct approaches to serving participants who have been involved in the criminal justice system: traditional job-readiness services and cognitive behavioral skill building, which aims to help individuals retain jobs by recognizing and modifying patterns of thinking and actions that hinder their successful reentry into the community. As noted in Chapter 1, new thinking in the reentry field posits that an intervention that combines cognitive behavioral skill building with traditional employment services like job training and job placement could produce "a whole that is greater than the sum of its parts" for individuals returning home from incarceration.[1] Cognitive behavioral strategies may enhance the effectiveness of employment programs by addressing the thought patterns that make it difficult to hold a steady job. CBI-Emp combines the cognitive behavioral approach with a focus on job readiness, helping fathers understand their own thinking processes and manage challenging professional situations and relationships, so they can maintain stable employment. The combined approaches are hypothesized to produce better outcomes for participants than either one on its own.

The goal of the CBI-Emp study was to test whether this innovative approach could improve employment outcomes for fathers who had recent involvement with the criminal justice system, relative to the usual economic stability services offered by Responsible Fatherhood programs. At the outset of this study, it was not clear whether it would be feasible to implement CBI-Emp services in a voluntary, community-based fatherhood program. One important lesson from these findings is that CBI-Emp can be adapted to a community-based fatherhood program and the workshop curriculum can be implemented as intended, though not without challenges. Staff members at all three organizations in the study expended a great deal of effort to implement the curriculum, and achieved quite different participation levels for those efforts. Nevertheless, even if the programs faced challenges, the implementation research found that, overall, CBI-Emp was implemented as intended, meaning the evaluation of CBI-Emp was a fair test of the curriculum in fatherhood programs.

CBI-Emp did not produce statistically significant effects on any of the six prespecified primary outcomes measures in the pooled analysis of all CBI-Emp study organizations, nor did it produce statistically significant effects on secondary outcome measures or in secondary outcome domains. Subgroup analyses also do not show any significant differences in effects across subgroups defined in four prespecified ways: by executive function scores, recency of release, a measure of employability, and age. However, an exploratory subgroup analysis showed effects were larger for The Fortune Society than for the other two organizations, which is consistent with Fortune's higher participation levels. Two features distinguish Fortune from Passages, Inc. and the Kanawha Institute for Social Research and Action, Inc. (KISRA): (1) It is a one-stop shop providing services for formerly incarcerated people, whereas Passages and KISRA aim to meet

1 Latessa (2012).

the needs of fathers and families with low incomes more generally. (2) It was the largest by a considerable margin.

The cost analysis found that when CBI-Emp was delivered in a fatherhood program, the intervention involved considerable resources. As programs were able to enroll more fathers and grow to a larger scale over time, however, they were able to deliver the intervention at a lower cost per participant.

Limitations

This study has some important limitations. The first limitation concerns the population targeted in the CBI-Emp study. As discussed in Chapter 3, among people who have been involved in the criminal justice system, younger people benefit the most from cognitive behavioral services, as they tend to be at higher risk of future contact with the justice system.[2] Similarly, services for people returning to the community after incarceration tend to have larger effects for people who were released recently.[3] However, it was not possible for the CBI-Emp study to focus on these groups of fathers while enrolling a large enough sample. Ultimately, the study included fathers of any age and included fathers who had been involved in the justice system within the previous three years.

Second, as discussed in Chapter 6, the impact analysis of CBI-Emp did not have the power to detect small effects, and for most outcomes considered in this report, small effects might not be relevant to policy. However, in one domain—criminal justice—smaller effects may be relevant to policy, as changes in this domain can be life-altering and have long-lasting implications for fathers, their children, and their communities.

Last, interventions like CBI-Emp that target individual behavior are a small component of possible efforts to support fathers and mitigate the harmful effects of involvement in the criminal justice system. Such efforts do not address the systemic inequities of the broader criminal justice system, which disproportionately affect men of color and their families.[4]

CBI-Emp Implementation Considerations for Fatherhood Programs

Organizations seeking to implement CBI-Emp in the context of other programs for fathers can consider some lessons from the study's findings.

First, overall, the implementation of CBI-Emp did not reduce fathers' participation in other services, suggesting that organizations do not need to worry that the addition of CBI-Emp could reduce participation in other core program services.

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2 Garrido and Morales (2007); Chowdhury, Muller-Ravett, and Barden (2016).

3 Redcross, Millenky, Rudd, and Levshin (2012).

4 Alexander (2010); Hinton, Henderson, and Reed (2018); Maur (2000).

Second, organizations should consider how CBI-Emp curriculum delivery can be adapted for fathers who work. Alternatively, they could offer subsidized employment or other forms of income support for fathers who are unemployed. All organizations struggled to have fathers attend as many CBI-Emp sessions as the curriculum developers recommended. They expected that attendance would be a challenge, as fathers might have needed to find employment immediately and might therefore leave the CBI-Emp program for jobs, or could have other competing demands such as childcare or other family obligations. However, a greater proportion of fathers completed CBI-Emp in the pilot test than did in this study. In the pilot test, fathers attended on average 17 of the 31 sessions, and 38 percent completed the curriculum.[5] It could be that more fathers attended sessions and completed the curriculum in the pilot test because of the way the curriculum was delivered then. In that initial pilot test, the first two CBI-Emp modules were delivered during preemployment workshops. The remaining modules were offered while participants held subsidized jobs. This pairing may have given fathers the incentive to attend sessions and eliminated their need to take other jobs.[6]

Third, to engage fathers in a lengthy curriculum, it is important to meet their essential needs, remove barriers to participation, and engage them quickly. To meet fathers' needs, organizations could offer additional incentives to make up for opportunities they forgo by participating in a multiweek curriculum, make referrals to housing providers and other service providers, offer meals and childcare, and provide generous transportation support. Different organizations will serve different populations of fathers with different needs, who live in different community contexts. Before they offer support, then, they should make sure they understand thoroughly what their fathers' needs actually are. To engage fathers quickly, programs can use their management information system data to examine whether fathers who experience a lag between services have lower participation rates, and adjust their services or delivery schedules accordingly.

Last, organizations should reserve resources for ongoing staff training and technical assistance, a vital component of the CBI-Emp study. Staff members at each organization received training and constructive criticism on their delivery of CBI-Emp, and new staff members were trained in CBI-Emp techniques. Organizations seeking to implement CBI-Emp should invest time and resources from the outset in developing trainers who can ensure that the CBI-Emp curriculum is delivered well.

Implications for Future Research on CBI-Emp and Fatherhood Programs

In September 2020, the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance awarded 58 grants to support fatherhood programs. Some of the organizations that received grants will participate in Strengthening the Implementation of Responsible

5 Chowdhury, Muller-Ravett, and Barden (2016).

6 Although the three organizations in the CBI-Emp study did offer subsidized employment, it was thought of as a last resort if other employment services did not result in employment placement. A new program in Los Angeles County called SECTOR is attempting to offer CBI-Emp alongside subsidized employment, job-training opportunities, or both.

Fatherhood programs (SIRF), which is exploring challenges related to recruiting, enrolling, and engaging fathers. SIRF will use learning cycles, an iterative approach to identify implementation roadblocks, design and test solutions, interpret findings, and adapt practices and measurements. The CBI-Emp study identified recruitment, enrollment, and engagement barriers in fatherhood programs that will inform the research questions in SIRF.[7]

This study needed to balance several needs. It may have made sense to enroll only fathers from the population theoretically most likely to benefit from CBI-Emp (younger individuals recently released from incarceration), but it also needed to enroll an adequate sample for detecting impacts, and do so within the groups that the organizations in the study were prepared to serve. Future research on CBI-Emp may seek to focus eligibility only on young fathers recently released from incarceration, and learn what works to recruit and engage this group. Another possibility is to test the effect of CBI-Emp when fathers also participate in transitional employment.

Second, an important tenet of the CBI-Emp curriculum is to incorporate cognitive behavioral principles—called Core Correctional Practices—into all of an organization's services. The CBI-Emp study aimed to accomplish this goal by training leaders, case managers, and job developers in Core Correctional Practices and CBI-Emp. And, as noted in the first chapter of this report, staff members were trained in Core Correctional Practices. However, in this initial integration into fatherhood services, the study chose to focus on supporting strong implementation of the basic curriculum and promoting attendance in those sessions rather than reinforcing the use of Core Correctional Practices in all services. Future research could explore the integration of Core Correctional Practices and CBI-Emp lessons into all employment services, to reveal how they may complement one another or identify areas where they do not. This integration might call for additional training material.

Another randomized controlled trial of the CBI-Emp curriculum is currently underway in the state of Ohio, focused on the delivery of CBI-Emp in two correctional settings.[8] The findings from the Building Bridges and Bonds CBI-Emp study suggest that CBI-Emp can be delivered faithfully in fatherhood program and community-based settings. A future area of research could seek to assess the effect of delivering CBI-Emp in correctional settings, with additional CBI-Emp sessions delivered in community-based settings following release, to increase participants' overall exposure to the curriculum.

7 More information on the SIRF evaluation can be found at www.mdrc.org/project/strengthening-implementation-responsible-fatherhood-programs-sirf.

8 National Institute of Justice (2018).

APPENDIX

A

Glossary of Frequently Used Terms

TERM	MEANING
B3 study	Building Bridges and Bonds, a study funded by the Office of Planning, Research, and Evaluation and the Office of Family Assistance that tested three program approaches for supporting fathers with low incomes: an employment curriculum focused on cognitive behavioral skill building (CBI-Emp), a parenting curriculum called Just Beginning, and a custom-built mobile application called DadTime.
CBI-Emp	Cognitive Behavioral Intervention for Justice Involved Individuals Seeking Employment, an employment curriculum tested in the B3 study. The curriculum consists of two components, a workshop curriculum and staff training in Core Correctional Practices. The workshop for small groups of fathers with previous involvement in the justice system aims to help participants build their cognitive behavioral skills and interpersonal workplace skills, so that they are better able to maintain employment. CBI-Emp is designed to be offered in conjunction with traditional job-readiness services.
The CBI-Emp Study	The study of the employment approach CBI-Emp as part of the B3 study. The CBI-Emp study was conducted at three community-based organizations: The Fortune Society in New York City; Passages, Inc. in Cleveland, Ohio; and Kanawha Institute for Social Research and Action, Inc. (KISRA) in Kanawha County (in the city of Charleston) and Raleigh County (in the city of Beckley), both in West Virginia.
Community-based organization	A public or private organization that works to meet community needs. All three organizations participating in the CBI-Emp study are community-based.
Cognitive behavioral skill building	A practice that aims to help individuals recognize and modify patterns of thinking and actions.
Core Correctional Practices	Cognitive behavioral techniques to be integrated into services such as case management, workshops on healthy relationships, parenting classes, and employment-focused courses apart from CBI-Emp. These techniques reinforce the skills participants learn in their CBI-Emp workshop sessions. While the incorporation of Core Correctional Practices throughout services is a crucial component of CBI-Emp, measuring the integration of these practices was beyond the scope of this study, which assessed how faithfully the three organizations implemented the CBI-Emp curriculum and what effects that curriculum had on fathers.
Coparent	An additional primary caregiver of a child.
Curriculum developer	The University of Cincinnati Corrections Institute, which also provided technical assistance specific to the curriculum.
Dosage	The quantity and frequency of services people receive. MDRC and the curriculum developer worked together to determine the minimum number of CBI-Emp sessions program group members had to attend to be considered to have received adequate exposure to the CBI-Emp curriculum. They determined that minimum to be 12 of the first 14 sessions. This choice was made to balance the need to expose fathers to enough of the curriculum with the reality that fathers might find it difficult to attend a program for 20 sessions because, for example, they needed to find formal jobs and earn income.

TERM	MEANING
Efforts to engage fathers	How staff members encourage fathers to participate in services.
Engagement contacts	Outreach attempts staff members made to encourage fathers to participate in services.
Evaluation team or study team	MDRC and MEF staff members who worked on the CBI-Emp Study.
Experimental design	The use of random assignment in a study such as B3.
Exploratory analysis	An analysis designed to provide an in-depth look at a subject rather than conclusive evidence.
Facilitators	Staff members leading CBI-Emp workshop sessions.
Fidelity	The degree to which facilitators adhered to the CBI-Emp curriculum and executed facilitation strategies competently.
Intervention	The model being tested in the study.
Involvement in the criminal justice system	For this study, defined as being convicted of a crime, incarcerated, on probation, or on parole.
Management information system	A computer-based system used to capture information about program participants and the activities they engage in with the program's staff.
nFORM	The management information system federal Responsible Fatherhood grantees are required to use to collect and report performance measurement data.
Nonexperimental design	A study design not involving random assignment.
Participants	Fathers who consented to be randomly assigned as part of the study.
Program group	Fathers randomly assigned to be offered CBI-Emp in addition to usual services.
Reentry service provider	An organization serving people who have been involved in the justice system.
Responsible Fatherhood programs	Federally funded programs that serve fathers and focus on a combination of the following three areas: promoting or sustaining marriage, promoting responsible parenting, and fostering economic stability.
Services-as-usual group	Fathers randomly assigned to only be offered the usual services of the fatherhood programs in the study.
Technical assistance	Support from the study team and curriculum developers to organizations in the study with the intention of strengthening service delivery and ensuring adherence to the study design.
Traditional job-readiness services	General services to prepare fathers for employment, such as workshops dedicated to résumé writing or interviewing.

APPENDIX

B

The CBI-Emp Curriculum for the B3 Study

APPENDIX TABLE B.1. THE CBI-EMP CURRICULUM FOR THE B3 STUDY

MODULE	SESSION NUMBER	SESSION TITLE	SESSION DESCRIPTION
Module 1: Getting Ready for Work	1*	Introducing Cognitive Behavioral Interventions for Obtaining and Maintaining Employment	Introduces the curriculum. Includes an exploration of the session format, an opportunity for the group to identify its expectations together, and a discussion of personal choices.
	2	Clarifying Values	Helps fathers examine their attitudes regarding employment in light of other important life areas. The objective of the session is to raise fathers' awareness of the discrepancy between their employment behaviors and personal values.
	3*	Weighing the Costs and Benefits	Introduces the Cost-Benefit Analysis tool, designed to help fathers weigh the pros and cons of staying the same or changing their behavior, and gives fathers a chance to practice using it.
	4	Setting a Goal	Establishes the goal(s) participants want to achieve while participating in the workshop.
Module 2: Thinking Right About Work	5*	Behavior Is a Choice	Helps group members see events as a chain of situations, thoughts, feelings, actions, and consequences in which they have a choice about how to think and act; helps fathers understand that each of them has the power to avoid behaving in a way that will lead him to trouble. Introduces the Behavior Chain tool.
	6*	Recognizing Risky Thinking	Allows participants to examine the specific situations that have led them to engage in criminal behavior or other risky workplace behavior.
	7*	Changing Risky Thinking	Introduces *cognitive restructuring* to participants and the notion that risky thoughts can be identified and changed to produce better outcomes. Cognitive restructuring is described as changing one's thinking. This session helps fathers identify risky thoughts and replace them.
	8*	Replacing Risky Thinking	Creates an opportunity to put all of the components of the cognitive restructuring process together. Each of the previous sessions has taught a component of cognitive restructuring.
	9	Replacing Risky Thinking (Graduated Practice 1)	Allows participants to practice replacing risky thoughts. An important point to make during this session is that changing how one thinks takes a great deal of practice and repetition.
	10	Replacing Risky Thinking (Graduated Practice 2	Continues the practice of replacing risky thoughts.

(continued)

APPENDIX TABLE B.1 (continued)

MODULE	SESSION NUMBER	SESSION TITLE	SESSION DESCRIPTION
Module 3: Managing How We Feel and Act at Work	11	Controlling Your Emotions	Introduces the three steps of *emotional regulation*: paying attention to emotions, labeling emotions, and managing emotions.
	12*	Learning Self-Control	Explores ways to manage emotions effectively.
	13*	Using Self-Control	Incorporates the use of one (or more) of the previous techniques into the social skill "using self-control." This practice helps fathers understand how the strategies discussed in previous sessions can fit into their everyday lives.
	14	Dealing with Someone Else's Anger	Focuses on methods for effectively dealing with someone else's anger in the workplace and expands on the options of emotional regulation that fathers have already learned.
	15*	Dealing with Rejection or Failure	Focuses on helping group members manage their early challenges to implement new skills that can aid in long-term employment success. This skill builds on previous emotional regulation skills that participants have learned.
	16	Asking Permission	Teaches participants how to ask for permission at work and to consider different ways of handling the response so that they are less likely to jeopardize their employment.
	17	Giving Feedback	Teaches participants how to give comments and suggestions in a way that is more likely to be heard and more likely to result in a positive outcome at work.
	18	Answering a Complaint	Teaches participants to handle complaints in a positive way that does not jeopardize their employment.
	19*	Dealing with an Accusation	Teaches participants how to respond to an accusation at work without resorting to aggressive behavior or other forms of behavior that might jeopardize their employment (for example, quitting).
	20	Setting a Goal	Teaches participants how to set employment-related goals for themselves.

(continued)

APPENDIX TABLE B.1 (continued)

MODULE	SESSION NUMBER	SESSION TITLE	SESSION DESCRIPTION
Module 4: Working Through Challenges at Work	21*	Introduction to Problem-Solving	Introduces problem-solving, a cognitive process by which individuals develop effective solutions to specific problems. This process is broken down into three main steps: (1) identify your problem and goal, (2) brainstorm options and choose the best one, and (3) plan and try your solution.
	22*	Identifying Your Problem and Goal	Focuses on the first step of problem-solving: identify your problem and goal. This first step requires using objectivity, in the absence of emotion or opinion, to define the problem. Fathers learn to consider the thoughts and feelings of others while they decide on their goal(s).
	23*	Brainstorming Options	Focuses on the second step of problem-solving: brainstorm options and choose the best one. Fathers come up with options for reaching goals and choose the best one by considering the likely consequences of those options.
	24*	Planning and Trying Your Solution	Provides an opportunity for participants to learn the final step in problem-solving: plan and try your solution. Participants then combine the three problem-solving steps, explore potential barriers, and practice the three together.
Module 5: Being Successful at Work	25*	Developing a Plan	Introduces the concept of *success planning*, and focuses on the first two of eight success planning steps: (1) identify life history and lifestyle choices that influence your risk of employment problems and (2) identify high-risk situations that seem to contribute to your current lifestyle choices.
	26*	Getting to the Source	Focuses on the next two steps of success planning: (3) identify the thoughts, feelings, actions, and consequences associated with your high-risk situations and (4) identify skills to cope with high-risk situations.
	27*	Reinventing My Life	Focuses on the next two steps of success planning: (5) identify current lifestyle choices that are too risky to continue and develop lifestyle choices that support success and (6) identify support systems that will help you maintain a healthy lifestyle.
	28*	Staying on Track	Focuses on the last two steps of success planning: (7) identify warning signs and develop a plan to get back on track and (8) make a plan for how you can transfer program skills into everyday life.
	29*	Responding to a Roadblock	Teaches fathers the skill of responding to a roadblock to success.
	30	Rehearsing My Plan	Provides an opportunity for fathers to finalize their success plans.
	31*	Presenting My Plan	Provides an opportunity for fathers to present their success plans and receive comments from the facilitators and other participants. Each father is also asked to demonstrate at least one coping strategy from his plan.

SOURCE: University of Cincinnati Corrections Institute (2015).
NOTE: *This session was made a priority for the B3 study.

APPENDIX

C

Overview of Core Correctional Practices

Core Correctional Practices are defined as the "how-to skills for being an effective correctional practitioner." Appendix Table C.1 provides more detail.

APPENDIX TABLE C.1. CORE CORRECTIONAL PRACTICES

CORE CORRECTIONAL PRACTICE	DESCRIPTION OF PRACTICE
Relationship Skills	• Openness, warmth, and enthusiasm • Building relationships with mutual respect and liking between the participant and staff members
Effective use of reinforcement	• Targeting a behavior to increase related to criminogenic need (risk factors that may hamper successful reentry) • Increasing the frequency of the targeted behavior by adding a reinforcer the participant likes or removing something the participant does not like
Effective use of disapproval	• Targeting a behavior to decrease related to criminogenic need • Decreasing the frequency of the targeted behavior by redirecting, adding something the participant likes, or taking away something the participant does not like
Effective use of authority	• Predicting and mitigating risky behavior • Preempting behavior before it escalates • Using tools to deescalate and reconnect with reasoning rather than reaction, including positive phrasing and reflective listening (listening carefully to the feelings expressed, acknowledging the father is being heard and understood, and focusing on the father's experience without offering one's own perspective)
Cognitive restructuring	• Identifying risky thinking, challenging risky thinking, and replacing it with new thinking
Positive modeling	• Presenting models to fathers of attitudes, cognitive patterns, behaviors, and coping skills
Structured learning/skill building	• Introducing the skill and obtaining participant investment • Teaching the skill, modeling the skill, having the client practice the skill, and providing comments to the participants including applying the skill to other situations
Problem-solving techniques	• Teaching participants to be effective problem solvers by identifying the problem and goal, brainstorming options and choosing the best one, and planning and trying a solution

SOURCE: University of Cincinnati Corrections Institute (2013).

APPENDIX

D

Data Sources for the CBI-Emp Study

The Building Bridges and Bonds (B3) implementation and impact analyses used a variety of data sources. For the implementation analysis, the research team collected data from surveys administered to fathers and staff members, and from in-depth interviews with staff members, fathers, and coparents. The implementation analysis also drew on the research team's own direct observations of service delivery, along with participation data collected by each organization through the nFORM management information system. For the impact analysis the research team used baseline and follow-up data from surveys administered to fathers and administrative data sources maintained by government agencies. Appendix Table D.1 summarizes all these data sources; they are described in more detail below.

Impact Analysis Data

The impact analysis draws on the baseline and six-month follow-up surveys. The surveys collected data on parenting, employment, involvement in the criminal justice system, child support, and the father's cognitive behavioral profile (with questions on perceived stress, impulsiveness, coping, self-confidence, perseverance, self-control, and problem-solving skills).

BASELINE SURVEY

A baseline survey was administered to each father at the time he enrolled in the study, before random assignment, as part of the program intake process. Baseline survey data were used to describe the characteristics of fathers in the study, to assess whether fathers assigned to the program group and the services-as-usual group were similar at the start of the study, to provide baseline measures of the outcomes studied in the impact analysis, and to define subgroups for impact analyses.

The baseline surveys were self-administered, meaning fathers took them without the help of interviewers. Fathers completed the baseline surveys on tablets or computers. To address literacy issues, fathers had the option to listen to audio recordings of the survey questions. Fathers also had the option to decline the audio recording and read the survey questions themselves.

SIX-MONTH FOLLOW-UP SURVEY

Follow-up surveys were conducted 6 to 10 months after enrollment to measure the outcomes of both research groups. The follow-up survey was a computer-assisted personal interviewing survey: An interviewer was guided through the survey questions by a computer, reading questions aloud to the father and recording his responses.

ADMINISTRATIVE WAGE RECORDS

Quarterly records were obtained from the National Directory of New Hires for employment and earnings outcomes for both research groups served at all three organizations implementing CBI-Emp.

APPENDIX TABLE D.1. DATA SOURCES

DATA SOURCE	SAMPLE	TIMING	ANALYSIS		
			IMPLEMENTATION	IMPACT	COST
Qualitative					
Semistructured interviews with staff members	Staff members who worked with the program and services-as-usual groups	During site visits in 2017 and 2018	x		x
Focus groups and one-on-one interviews with fathers	30 fathers in the program group	During site visits in 2017 and 2018	x		
Document review	Recruitment materials, forms, curricula from organizations or curriculum developers, and other documents from the B3 technical assistance team	Throughout the study period	x		x
Observation of workshops	Workshops for the program and services-as-usual groups	During site visits in 2017 and 2018	x		
Quantitative					
Baseline survey	Fathers in the program and services-as-usual groups	During enrollment, before random assignment	x	x	
Six-month follow-up survey	Fathers in the program and services-as-usual groups	Six months after enrollment	x	x	
Administrative wage records from the National Directory of New Hires	Fathers in the program and services-as-usual groups	Throughout the study period		x	
Administrative criminal justice records	Fathers in the program and services-as-usual groups served by The Fortune Society	Records cover the entire study period and were obtained twice during the study		x	
Management information system (nFORM*)	Fathers in the program and services-as-usual groups	Throughout the study period	x		x
Text message survey	Fathers in the CBI-Emp and services-as-usual groups with cell phones	From January 2017 to December 2018	x		

(continued)

APPENDIX TABLE D.1 (continued)

DATA SOURCE	SAMPLE	TIMING	ANALYSIS		
			IMPLEMENTATION	IMPACT	COST
Staff survey	Staff members who worked with the program and services-as-usual groups	Once between December 2017 and February 2018	x		x
Staff quality and fidelity ratings	Curriculum developer ratings of individual facilitators based on observations of CBI-Emp sessions	Throughout the study period	x		
Staff coaching tracker	Curriculum developer contact with CBI-Emp facilitators	Throughout the study period	x		
Expenditures	CBI-Emp organizations	Throughout the study period	x		x
Census data	Selected historical data for locations where CBI-Emp operated	As needed	x		

NOTE: *Federally funded Responsible Fatherhood grantees were required to use the same management information system (nFORM) to collect and report performance measure data. This system included one web-based survey that was developed by another organization for the Fatherhood and Marriage Local Evaluation and Cross-Site Project.

ADMINISTRATIVE CRIMINAL JUSTICE RECORDS

Administrative criminal justice records were obtained for both research groups served by The Fortune Society. The records were provided by the New York State Division of Criminal Justice Services and contained arrest and conviction data. Administrative criminal justice records were not available for study members at Passages, Inc. or the Kanawha Institute for Social Research and Action, Inc. (KISRA).

Implementation Analysis

QUALITATIVE DATA

The study team collected qualitative data during site visits conducted in the spring and summer of 2017 and 2018. The team interviewed staff members one-on-one and in small groups about how CBI-Emp was implemented, including successes and challenges—and the resources need to achieve successes and meet challenges. Additionally, some fathers in the study participated in one-on-one interviews or focus group discussions in which they gave their perspectives on the CBI-Emp curriculum and the organization's staff and services. During site visits the study team also observed group workshops for fathers in the program and services-as-usual groups. Finally, the study team reviewed documents from the organizations, the

curriculum developers, and the B3 technical assistance team, including recruitment materials, forms, the curriculum used, and documentation of program activities.

The evaluation team did not conduct a focus group at KISRA, though they did interview an individual participant. Two rounds of focus groups were conducted at Fortune and Passages. Only one round was attempted at KISRA due to low enrollment.

QUANTITATIVE DATA

Six-Month Follow-Up Survey Data

The six-month survey described above also included questions about participation in services related to parenting, healthy relationships, and employment.

Management Information System Data

The study used participation data tracked in a management information system called nFORM (Information, Family Outcomes, Reporting, and Management) that was developed for Healthy Marriage and Responsible Fatherhood federal grantees as a way for them to report performance to the federal government. All such federal grantees are required to use nFORM to track various performance measures. Fortune (not a grantee during the study period) used nFORM to record some data and also provided the study team with data from its own organizational data system. The staff at each organization in the CBI-Emp study used these data to track participation in every type of program service for each father in the study. The data include information on the services that are offered both individually and in group settings, making it possible to track the amount and content of services received by fathers in both research groups. Staff members also recorded CBI-Emp attendance.

Text Message Survey

The B3 study used an innovative data-collection method to gather in real time fathers' perspectives about the services they received. Between January 2017 and December 2018, short mobile phone surveys, delivered by text to fathers in both the program and services-as-usual groups, collected fathers' perspectives about the programs, their challenges, and the support they received while engaging in them. Actively participating fathers received up to five short surveys of up to eight questions each over the first five to six weeks of participation. The team also used text message surveys to gather staff perspectives about their experiences with both services as usual and CBI-Emp. The text message survey had a response rate of 24 percent among CBI-Emp sample members. Among all sample members in the B3 study, a total of 2,574 text messages were sent and 20 percent were answered.

Staff Survey

In late 2017 and early 2018, a web-based survey was sent to all staff members working with fathers in the study. This survey gathered information about staff members' professional backgrounds, their perspectives on the work they did with fathers, and their roles in implementing the program.

Service Quality and Fidelity Rating

Throughout the study period, the curriculum developers closely monitored how CBI-Emp facilitators were implementing the intervention. Monitoring occurred through in-person or recorded observations of CBI-Emp sessions. Each session was rated using a prespecified rubric to determine the quality of service delivery and fidelity to the CBI-Emp model.

Staff Coaching Tracker

Curriculum developers documented all coaching interactions they had with CBI-Emp facilitators—both planned and unplanned calls.

Census Data

Historical administrative data from the Census Bureau were used to describe the larger contexts in which CBI-Emp was implemented.

Cost Study Data

EXPENDITURES

The study team collected expenditure data during the process analysis. These data were used to assess the costs of each intervention. The team reviewed organizations' budgets and memorandums of understanding, and tabulated invoices submitted for reimbursement to MDRC. The cost team made follow-up requests to the three organizations as needed to address missing information based on review of the existing expenditure information.

QUALITATIVE DATA

In order to identify the activities and resources associated with delivering CBI-Emp, the study team used qualitative data sources described above.

REAL ESTATE DATA

To calculate average facilities costs for each geographic area, the study team used data from major commercial real estate aggregators to identify average commercial rents for the organizations' main-office zip codes.

SALARY DATA

To fill in missing salary information that was not available through actual financial records shared by the organizations implementing CBI-Emp, the study team used average salary information from Glassdoor for each position's title, sector, and geographic region.[1]

STAFF SURVEY

As mentioned above, a web-based survey was sent in late 2017 to all staff members working with fathers in the study. In addition to the information collected to support the process analysis, this survey also gathered information about how staff members spent their time on a variety of tasks associated with program operations.

STAFF TIME STUDIES

For organizations that were missing staff responses to the staff survey, the study team attempted to procure responses from the relevant staff members. The team did so using a study worksheet identical to the one fielded in the staff survey by phone or in virtual meetings. This information was collected in mid- to late 2019.

1 Glassdoor, "How Much Does a Case Manager Make in Charleston, WV?" (n.d.); Glassdoor, "How Much Does a Program Manager Make in Charleston, WV?" (n.d.).

APPENDIX

E

Staff Characteristics

APPENDIX TABLE E.1. STAFF CHARACTERISTICS, BY ORGANIZATION

Characteristic	The Fortune Society	KISRA	Passages	All
Average age (years)	37.7	51.9	39.9	45.2
Gender (%)				
Male	75.0	50.0	57.1	57.1
Female	25.0	50.0	42.9	42.9
Race/ethnicity (%)				
Hispanic	0.0	0.0	14.3	4.8
White/non-Hispanic	75.0	60.0	28.6	52.4
Black/non-Hispanic	25.0	30.0	42.9	33.3
Other/multiracial	0.0	10.0	14.3	9.5
Highest degree earned (%)				
High school diploma	0.0	0.0	0.0	0.0
Associate's degree	25.0	0.0	0.0	5.0
Bachelor's degree	25.0	50.0	33.3	40.0
Graduate or professional degree	50.0	50.0	66.7	55.0
Is a parent (%)	50.0	80.0	71.4	71.4
Previous work experience (%)				
Working with people involved in the justice system	75.0	70.0	100.0	81.0
Working with noncustodial parents[a]	50.0	40.0	57.1	47.6
Providing parenting or fatherhood services	0.0	80.0	57.1	57.1
Providing healthy relationship education	0.0	60.0	71.4	52.4
Providing financial education	50.0	80.0	42.9	61.9
Providing referrals to other services	75.0	100.0	100.0	95.2
Providing services using cognitive behavioral techniques	50.0	70.0	71.4	66.7
Providing mental or behavioral health services	0.0	50.0	28.6	33.3
Helping clients prepare for or obtain employment	50.0	90.0	85.7	81.0
Helping individuals apply for benefits or participate in services	50.0	100.0	83.3	84.2
Working with other social service organizations on behalf of clients	50.0	100.0	100.0	90.5
Working with employers	50.0	90.0	85.7	81.0
Using motivational interviewing[b]	50.0	60.0	100.0	71.4
Recruiting or enrolling participants into a voluntary program	100.0	90.0	85.7	90.5
Managing or supervising staff	100.0	80.0	71.4	81.0
Working in prerelease programs[c]	25.0	60.0	57.1	52.4
Working in the child welfare system[d]	0.0	50.0	57.1	42.9
Working in the child support system[e]	0.0	40.0	57.1	38.1
Working in ministry, as a pastor or another member of the clergy	0.0	30.0	28.6	23.8
Working as a classroom teacher	33.3	80.0	71.4	70.0
Received services from the B3 organization prior to current position (%)	0.0	0.0	14.3	4.8
Previous justice involvement (ever arrested or incarcerated) (%)	25.0	0.0	0.0	6.3
Received public assistance (%)	25.0	22.2	0.0	16.7
Staff size	5	10	7	22

(continued)

APPENDIX TABLE E.1 (continued)

SOURCE: MDRC calculations using data from the staff survey, which was administered to staff members who worked with program group and services-as-usual group members.

NOTES: KISRA = Kanawha Institute for Social Research and Action, Inc.

[a]Noncustodial parents are those who do not have custody of one or more of their children.

[b]Motivational interviewing is a method for changing behavior by developing inner motivation. The aim of this approach is to help clients identify and change behaviors that make it harder for them to achieve their personal goals.

[c]Prerelease centers are transitional facilities such as a halfway houses or residential reentry centers where people prepare for reintegration into the community after incarceration.

[d]The child welfare system can include public and private agencies and courts charged with promoting the well-being of children by ensuring their safety, finding permanent homes for them, and strengthening families. Families often become involved with the child welfare system because of a report of suspected child abuse or neglect.

[e]The child support system is made up of states, territories, and tribes who administer the child support program under the oversight of the federal Office of Child Support Enforcement. These entities are empowered to establish and enforce orders for one parent (who generally does not live with the child) to pay child support to the parent who does live with the child.

APPENDIX

F

Baseline Characteristics of Sample Members

APPENDIX TABLE F.1. FATHERS' BASELINE CHARACTERISTICS

Characteristic (%)	Overall	Program Group	Services-as-Usual Group		P-Value
Married	11.0	10.8	11.1		0.951
Average age	37.5	37.9	37.2		0.396
Age (years)					0.101
Under 25	9.2	8.5	9.8		
25 to 34	33.2	32.3	34.2		
35 to 44	31.1	28.8	33.4		
45 or more	26.5	30.4	22.5		
Has biological or adopted children under 18	86.7	86.9	86.6		0.895
Lives with a child all or most of the time	30.2	30.8	29.7		0.768
Race/ethnicity					0.946
Hispanic	15.7	16.0	15.4		
White/non-Hispanic	8.9	8.6	9.2		
Black/non-Hispanic	70.7	70.3	71.1		
Other/multiracial	4.7	5.1	4.3		
Education					0.934
None of the below	25.6	25.1	26.1		
High school equivalency	31.2	32.8	29.5		
High school diploma	14.6	13.6	15.7		
Vocational/technical certification	3.1	3.5	2.7		
Associate's degree	5.1	4.8	5.3		
Some college	18.0	17.9	18.1		
4-year college or beyond	2.5	2.4	2.7		
Currently working[a]	27.1	27.7	26.5		0.713
Ever worked for the same employer for 6 months or more	74.9	74.3	75.4		0.735
Challenges that make it hard to find or keep a good job[b]					
Do not have reliable transportation	20.1	19.1	21.2		0.473
Do not have right clothes for a job (including uniforms)	17.9	17.9	17.8		0.953
Have a criminal record	48.8	45.3	52.2	*	0.062
Do not have the right skills or education for good jobs	22.9	25.5	20.2	*	0.088
Have substance use or mental health problems	9.7	11.1	8.3		0.208
Currently on parole, probation, or community supervision	54.5	54.3	54.8		0.889
Have participated in cognitive behavioral services before[c]	36.8	35.7	37.9		0.533
Last released from incarceration					0.477
6 months or less ago	48.2	46.0	50.3		
7 to 12 months ago	13.0	15.1	11.0		
13 to 24 months ago	13.9	12.5	15.3		
25 to 36 months ago	8.8	9.1	8.5		
More than 36 months ago	11.9	12.8	11.0		
Was never incarcerated	4.2	4.5	4.0		

(continued)

APPENDIX TABLE F.1 (continued)

Characteristic (%)	Overall	Program Group	Services-as-Usual Group	P-Value
Organization				0.920
Fortune Society	50.5	50.9	50.1	
Kanawha Institute for Social Research and Action, Inc. (KISRA)	7.6	7.2	8.0	
Passages Ohio	41.9	41.9	41.9	
Sample size	752	375	377	

SOURCES: MDRC calculations using data from the applicant characteristics survey and the baseline survey.

NOTES: Distributions may not add to 100 percent because of rounding.

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

To assess differences between the research groups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.

[a]Fathers were counted as "currently working" if they said they had full-time, part-time, temporary, transitional, or seasonal jobs, or any other work for pay in the previous two weeks.

[b]These percentages include respondents who reported experiencing a particular challenge "a lot."

[c]Cognitive behavioral services include programs other than CBI-Emp, such as Thinking for a Change, Reasoning and Rehabilitation, Moral Reconation Therapy, Aggression Replacement Training, Interpersonal Problem Solving, Cognitive Interventions Program, Courage to Change, and others.

APPENDIX

G

Participation in CBI-Emp Sessions

APPENDIX TABLE G.1. PARTICIPATION IN CBI-EMP SESSIONS

Outcome	Mean
Completed at least 1 CBI-Emp session (%)	69.9
Average number of CBI-Emp sessions completed	8.9
Among those who completed at least 1 CBI-Emp session...	
Average number of CBI-Emp sessions completed	12.8
Completed at least 12 of the first 14 sessions (%)	63.4
Completed 20 CBI-Emp sessions (%)	23.3
Average number of days between first and last CBI-Emp session	32.0
Sample size	375

SOURCE: MDRC calculations using management information system data. This table reflects services received no more than six months after random assignment.

APPENDIX

H

Exploratory Analyses of Participation Among Subgroups

APPENDIX TABLE H.1. EXPLORATORY ANALYSIS OF PARTICIPATION IN CBI-EMP WORKSHOP SESSIONS AT EACH ORGANIZATION

Outcome	Overall	The Fortune Society	KISRA	Passages	P-Value
Completed at least 1 CBI-Emp session (%)	69.9	85.3	51.9	54.1 ***	0.000
Average number of CBI-Emp sessions completed	8.9	11.3	7.7	6.2 ***	0.000
Among those who completed at least 1 CBI-Emp session...					
Average number of CBI-Emp sessions completed	12.8	13.2	14.9	11.5 *	0.066
Sample size	375	191	27	157	

SOURCES: MDRC calculations using management information system data and baseline survey data. This table reflects services received no more than six months after random assignment.

NOTES: KISRA = Kanawha Institute for Social Research and Action, Inc.

Sample sizes may vary because of missing values.

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent. To assess differences between the subgroups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.

The subgroups in the implementation analysis were chosen based on theories of what could influence participation.

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APPENDIX TABLE H.2. EXPLORATORY ANALYSIS OF PARTICIPATION IN CBI-EMP WORKSHOP SESSIONS FOR SUBGROUPS DEFINED BY EXECUTIVE FUNCTION SCORES

Outcome	Overall	At or Above the Median	Below the Median	P-Value
Completed at least 1 CBI-Emp session (%)	70.0	73.7	65.7 *	0.092
Average number of CBI-Emp sessions completed	8.9	9.9	7.9 **	0.013
Among those who completed at least 1 CBI-Emp session...				
Average number of CBI-Emp sessions completed	12.8	13.5	11.9 *	0.068
Sample size	373	198	175	

SOURCES: MDRC calculations using management information system data and baseline survey data. This table reflects services received no more than six months after random assignment.

NOTES: Sample sizes may vary because of missing values.

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

To assess differences between the subgroups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.

The subgroups in the implementation analysis were chosen based on theories of what could influence participation. Executive function was measured using a modified version of the Executive Functioning Skills Questionnaire for Adults by Peg Dawson and Richard Guare (2008). Executive functions are cognitive processes that allow individuals to control their behavior; they include processes like self-control, planning, problem-solving, and working memory. Executive function makes it possible for individuals to choose their goals and to guide their behavior in a way that makes it likely that they will reach their goals. Executive function also helps individuals avoid the behaviors that will derail their progress. CBI-Emp focuses on skills that may be particularly helpful for individuals with lower executive function levels. The Dawson and Guare questionnaire includes 36 questions covering 12 domains (3 questions per domain): (1) organization, (2) time management, (3) planning/setting priorities, (4) response inhibition, (5) flexibility, (6) emotional control, (7) metacognition, (8) task initiation, (9) sustained attention, (10) goal-directed persistence, (11) stress tolerance, and (12) working memory. For this study, the CBI-Emp team eliminated questions on (1) organization, (5) flexibility, (8) task initiation, and (11) stress tolerance; made slight modifications to question wording (including changing the responses from an "agree" to "disagree" scale to a "rarely" to "often" scale); and reduced the number of response categories from six to three based on pretesting. The final CBI-Emp baseline survey thus included 24 questions from 8 of the 12 domains.

APPENDIX TABLE H.3. EXPLORATORY ANALYSIS OF PARTICIPATION IN CBI-EMP WORKSHOP SESSIONS FOR SUBGROUPS DEFINED BY RECENCY OF RELEASE

Outcome	Overall	Released 6 Months or Less Ago	Released More Than 6 Months Ago	P-Value
Completed at least 1 CBI-Emp session (%)	69.3	72.2	66.7	0.270
Average number of CBI-Emp sessions completed	8.9	9.2	8.5	0.392
Among those who completed at least 1 CBI-Emp session...				
Average number of CBI-Emp sessions completed	12.8	12.8	12.7	0.943
Sample size	336	162	174	

SOURCES: MDRC calculations using management information system data and baseline survey data. This table reflects services received no more than six months after random assignment.

NOTES: Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
To assess differences between the subgroups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.
The subgroups in the implementation analysis were chosen based on theories of what could influence participation.

APPENDIX TABLE H.4. EXPLORATORY ANALYSIS OF PARTICIPATION IN CBI-EMP WORKSHOP SESSIONS FOR SUBGROUPS DEFINED BY EMPLOYABILITY

Outcome	Overall	Highly Employable[a]	Less Employable[b]	P-Value
Completed at least 1 CBI-Emp session (%)	70.3	74.3	64.5 **	0.042
Average number of CBI-Emp sessions completed	9.0	10.0	7.6 ***	0.006
Among those who completed at least 1 CBI-Emp session...				
Average number of CBI-Emp sessions completed	12.8	13.4	11.8 *	0.057
Sample size	370	218	152	

SOURCES: MDRC calculations using management information system data and baseline survey data. This table reflects services received no more than six months after random assignment.

NOTES: Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
To assess differences between the subgroups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.
The subgroups in the implementation analysis were chosen based on theories of what could influence participation.
[a]"Highly employable" fathers had a high school diploma or equivalent and six or more months of continuous work experience.
[b]"Less employable" fathers did not have a high school diploma or equivalent, or did not have six months of continuous work experience, or had neither.

APPENDIX TABLE H.5. EXPLORATORY ANALYSIS OF PARTICIPATION IN CBI-EMP WORKSHOP SESSIONS FOR SUBGROUPS DEFINED BY THE AGE OF THE FATHER

Outcome	Overall	Older Than 35	35 or Younger	P-Value
Completed at least 1 CBI-Emp session (%)	69.9	75.2	63.3 **	0.012
Average number of CBI-Emp sessions completed	8.9	10.6	6.9 ***	0.000
Among those who completed at least 1 CBI-Emp session...				
Average number of CBI-Emp sessions completed	12.8	14.1	10.9 ***	0.000
Sample size	375	206	169	

SOURCES: MDRC calculations using management information system data and baseline survey data. This table reflects services received no more than six months after random assignment.

NOTES: Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
To assess differences between the research groups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.

APPENDIX TABLE H.6. EXPLORATORY ANALYSIS OF PARTICIPATION IN CBI-EMP WORKSHOP SESSIONS FOR SUBGROUPS DEFINED BY COMMUNITY SUPERVISION STATUS

Outcome	Overall	On Community Supervision	Not on Community Supervision	P-Value
Completed at least 1 CBI-Emp session (%)	69.9	70.9	68.6	0.624
Average number of CBI-Emp sessions completed	8.9	8.6	9.3	0.396
Among those who completed at least 1 CBI-Emp session...				
Average number of CBI-Emp sessions completed	12.8	12.1	13.6 *	0.079
Sample size	375	203	172	

SOURCES: MDRC calculations using management information system data and baseline survey data. This table reflects services received no more than six months after random assignment.

NOTES: Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
To assess differences between the subgroups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.
The subgroups in the implementation analysis were chosen based on theories of what could influence participation. Community supervision includes probation, parole, a halfway house, or home confinement, among other possibilities.

APPENDIX TABLE H.7. EXPLORATORY ANALYSIS OF PARTICIPATION IN CBI-EMP WORKSHOP SESSIONS FOR SUBGROUPS DEFINED BY PRIOR EXPOSURE TO COGNITIVE BEHAVIORAL SERVICES

Outcome	Overall	Prior Cognitive Behavioral Exposure	No Prior Cognitive Behavioral Exposure	P-Value
Completed at least 1 CBI-Emp session (%)	69.9	73.1	68.0	0.304
Average number of CBI-Emp sessions completed	8.9	9.6	8.5	0.210
Among those who completed at least 1 CBI-Emp session...				
Average number of CBI-Emp sessions completed	12.8	13.1	12.5	0.466
Sample size	375	134	241	

SOURCES: MDRC calculations using management information system data and baseline survey data. This table reflects services received no more than six months after random assignment.

NOTES: Sample sizes may vary because of missing values.

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

To assess differences between the subgroups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.

The subgroups in the implementation analysis were chosen based on theories of what could influence participation.

Cognitive behavioral services include programs other than CBI-Emp such as Thinking for a Change, Reasoning and Rehabilitation, Moral Reconation Therapy, Aggression Replacement Training, Interpersonal Problem Solving, Cognitive Interventions Program, Courage to Change, and others.

APPENDIX

Further Detail on Methodology and Sensitivity Analyses

Analytic Approach

Using PROC GLM in SAS, the following ordinary least squares (OLS) regression model was used to estimate effects for both binary and continuous outcomes:

$$Y_i = \alpha + \beta_0 T_i + \sum_{k=1}^{k^*} \beta_k X_{ki} + \sum_{n=1}^{n=2} \gamma_n S_{ni} + \varepsilon_i$$

Where:

$Y_i =$ the outcome for sample member *i*

$\alpha =$ the expected mean outcome when all other covariates equal zero

$T_i =$ one if sample member *i* is randomized to the program group and zero otherwise

$\beta_0 =$ the difference in expected outcomes between the program group and the services-as-usual group (the average intent-to-treat effect)

$X_{ki} =$ sample member *i*'s observed value on baseline characteristic *k*. The baseline characteristics include a baseline measure of the outcome, demographic background characteristics, a dummy variable indicating quarter of random assignment, and a fixed effect for site.

$\beta_k =$ the change in expected outcomes for every one-unit change in baseline characteristic *k*

$S_{ni} =$ one if sample member *i* is from site *n* and zero otherwise

$\gamma_n =$ the difference in expected outcomes for the site *n* compared with the reference site

$\varepsilon_i =$ a father-level random error, assumed to be independently and identically distributed with a mean of zero and a variance of σ^2

Using PROC SYSLIN, the following seemingly unrelated regression (SUR) model was used to estimate impacts for categorical outcomes:

$$Y_{ij} = \alpha + \beta_{0j} T_i + \sum_{k=1}^{k^*} \beta_{kj} X_{ki} + \sum_{n=1}^{n=2} \gamma_{nj} S_{ni} + \varepsilon_{ij}$$

Where:

$Y_{ij} =$ the outcome for sample member *i on outcome level j*

$\alpha =$ the expected mean outcome when all other covariates equal zero

$T_i =$ one if sample member *i* is randomized to the program group and zero otherwise

$\beta_{0j} =$ the difference in expected outcomes between the program group and the services-as-usual group (the average intent-to-treat effect) *on outcome level j*

$X_{ki} =$ sample member *i*'s observed value on baseline characteristic *k*. The baseline characteristics include a baseline measure of the outcome, demographic background characteristics, a dummy variable indicating quarter of random assignment, and a fixed effect for site.

$\beta_{kj} =$ the change in expected outcomes for every one-unit change in baseline characteristic *k on outcome level j*

$S_{ni} =$ one if sample member *i* is from site *n* and zero otherwise

$\gamma_{nj} =$ the difference in expected outcomes for the site *n* compared with the reference site *on outcome level j*

$\varepsilon_{ij} =$ a father-level random error *on outcome level j*, assumed to be independently and identically distributed with a mean of zero and a variance of σ^2

Missing data

Both the baseline and follow-up surveys contained missing data. This section provides detail on how missing data were addressed in each case.

Missing baseline data occurred when survey respondents skipped, refused to answer, or did not know answers to baseline survey questions. To account for missing data on covariates, the research team used a single stochastic imputation using SAS PROC MI to impute missing covariate values. This method assigns values to missing variables using a regression model that predicts the value of the missing variable based on other characteristics of the sample member and the responses of other study participants who are similar. The method also adds a varying component that is randomly drawn from a distribution with the same variance as the observed values. The values were generated based on variables from the baseline surveys including the following: CBI-Emp organization, race and ethnicity, educational attainment, number of children and children's ages, employment status, history of criminal justice involvement, executive function score, frequency of cognitive and coparenting behaviors such as decision-making and coparenting conflicts, residential status, child support payment status, and others. For covariates that were scales based on several baseline items, imputation was performed at the item level before the scales were created. Scales were then constructed from these imputed items.

Missing data on outcomes were not imputed since such imputation can lead to biased effect estimates: Missing patterns in outcomes can be correlated with research group status. Missing data on outcomes accounted for up to 22 percent of the total impact sample.

Sensitivity Analyses

After the main impact analysis for CBI-Emp was complete, four sensitivity analyses were run to ensure that decisions about how to conduct the main analysis did not affect the results for the primary outcomes.

1. Imputation

As mentioned above, in the main analysis missing data for covariates were imputed using a single stochastic imputation method. To assess the effect of the single stochastic imputation on the impact results, a sensitivity analysis was run on primary outcomes in which missing survey items where not imputed using single stochastic imputation and the covariates derived from them remained missing. Respondents with missing covariates values were accordingly excluded from this analysis; less than 17 percent of the overall impact sample for primary outcomes ended up being excluded. Running the impact analysis without including values derived from the single stochastic imputation did not meaningfully change the effect sizes or statistical significance of the results for primary outcomes.

2. Follow-up period

Though the CBI-Emp follow-up survey was meant to be administered 6 months after random assignment, the challenges of scheduling interviews meant that the actual follow-up period varied between 5 and 11 months. Fathers who were interviewed more months after the intervention might show weaker results than those for whom the material was fresher. To assess whether the results faded out over time, a sensitivity analysis was run on primary outcomes that included only fathers who took the follow-up survey within 7 months of random assignment. This change reduced the sample size by up to 55 percent. Two primary outcomes were affected by this change: Among the sample who took the follow-up survey within 7 months, program group fathers were significantly less likely than services-as-usual group fathers to have been arrested or incarcerated since random assignment.

3. Site differences

One of the CBI-Emp organizations, Kanawha Institute for Social Research and Action, Inc. (KISRA), had a shorter enrollment period than the other two, and had a smaller sample size as a result. To check whether the shorter enrollment period affected the overall results, a sensitivity analysis was conducted in which respondents from KISRA were excluded from the impact sample. There were 57 participants at KISRA, 44 of whom were included in the original impact sample. Excluding them resulted in no meaningful changes in the significance or effect sizes of the results for primary outcomes.

4. High earnings

The quarterly wage data received from the National Directory of New Hires contained some outliers with high wages. Though the data on these outliers are believed to be accurate, a sensitivity analysis was conducted to assess whether they were skewing the effect for earnings from formal jobs in the year after random assignment. The analysis for this outcome was run with these outliers replaced with values three standard deviations above the median. For the CBI-Emp sample, this amount was $21,148. This change did not meaningfully change the effect size or significance of the result.

APPENDIX

J

Effects on Primary Outcomes for Subgroups

APPENDIX TABLE J.1. EFFECTS ON PRIMARY OUTCOMES FOR SUBGROUPS DEFINED BY EXECUTIVE FUNCTION SCORES

Outcome	At or Above the Median			Below the Median			Interaction P-Value
	Program Group	Services-as-Usual Group	P-Value	Program Group	Services-as-Usual Group	P-Value	
Outcomes measured with survey data							
Number of weeks employed since random assignment	14.8	13.1	0.251	11.0	11.7	0.625	0.156
Ever arrested since random assignment (%)	16.3	20.1	0.389	19.7	23.4	0.465	0.324
Ever spent time in prison or jail since random assignment (%)	16.9	21.0	0.364	23.2	25.6	0.651	0.288
Coparenting conflict scale (1 = lowest to 4 = highest)	2.0	2.0	0.547	2.1	2.1	0.842	0.931
Outcomes measured with administrative data							
Earnings in Year 1 ($)	8,798	9,263	0.767	6,833	8,178	0.413	0.853
Number of quarters employed in Year 1	2.0	1.9	0.762	1.8	1.8	0.767	0.886
Sample size for survey data (total = 590)	157	145		135	153		
Sample size for administrative data (total = 733)	193	179		174	187		

SOURCES: MDRC calculations using data from the six-month follow-up survey and the National Directory of New Hires.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.
Executive function was measured using a modified version of the Executive Functioning Skills Questionnaire for Adults by Peg Dawson and Richard Guare (2008). Executive functions are cognitive processes that allow individuals to control their behavior; they include processes like self-control, planning, problem-solving, and working memory. Executive function makes it possible for individuals to choose their goals and to guide their behavior in a way that makes it likely that they will reach their goals. Executive function also helps individuals avoid the behaviors that will derail their progress. CBI-Emp focuses on skills that may be particularly helpful for individuals with lower executive function levels. The Dawson and Guare questionnaire includes 36 questions covering 12 domains (3 questions per domain): (1) organization, (2) time management, (3) planning/setting priorities, (4) response inhibition, (5) flexibility, (6) emotional control, (7) metacognition, (8) task initiation, (9) sustained attention, (10) goal-directed persistence, (11) stress tolerance, and (12) working memory. For this study, the CBI-Emp team eliminated questions on (1) organization, (5) flexibility, (8) task initiation, and (11) stress tolerance; made slight modifications to question wording (including changing the responses from an "agree" to "disagree" scale to a "rarely" to "often" scale); and reduced the number of response categories from six to three based on pretesting. The final CBI-Emp baseline survey thus included 24 questions from 8 of the 12 domains.

APPENDIX TABLE J.2. EFFECTS ON PRIMARY OUTCOMES FOR SUBGROUPS DEFINED BY RECENCY OF RELEASE

Outcome	Released 6 Months or Less Ago			Released More Than 6 Months Ago			Interaction P-Value
	Program Group	Services-as-Usual Group	P-Value	Program Group	Services-as-Usual Group	P-Value	
Outcomes measured with survey data							
Number of weeks employed since random assignment	13.3	13.1	0.883	13.0	11.7	0.438	0.857
Ever arrested since random assignment (%)	23.7	25.1	0.791	14.2	22.1	0.110	0.451
Ever spent time in prison or jail since random assignment (%)	28.1	28.3	0.970	13.5	21.3	0.110	0.345
Coparenting conflict scale (1 = lowest to 4 = highest)	2.0	2.1	0.263	2.0	2.1	0.314	0.994
Outcomes measured with administrative data							
Earnings in Year 1 ($)	8,518	10,626	0.261	7,229	6,919	0.823	0.751
Number of quarters employed in Year 1	2.0	2.0	0.968	1.8	1.8	0.856	0.291
Sample size for survey data (total = 530)	131	138		128	133		
Sample size for administrative data (total = 733)	169	181		198	185		

SOURCES: MDRC calculations using data from the six-month follow-up survey and the National Directory of New Hires.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated impact (or larger) would have been generated by an intervention with zero true effect.

APPENDIX TABLE J.3. EFFECTS ON PRIMARY OUTCOMES FOR SUBGROUPS DEFINED BY EMPLOYABILITY

Outcome	Highly Employable[a]			Less Employable[b]			Interaction P-Value
	Program Group	Services-as-Usual Group	P-Value	Program Group	Services-as-Usual Group	P-Value	
Outcomes measured with survey data							
Number of weeks employed since random assignment	14.2	12.8	0.321	11.6	11.5	0.937	0.149
Ever arrested since random assignment (%)	17.3	21.8	0.297	17.0	23.2	0.226	0.456
Ever spent time in prison or jail since random assignment (%)	19.4	25.6	0.162	18.7	21.6	0.578	0.821
Coparenting conflict scale (1 = lowest to 4 = highest)	2.0	2.1	0.542	2.0	2.1	0.543	0.273
Outcomes measured with administrative data							
Earnings in Year 1 ($)	9,341	10,003	0.637	6,127	6,814	0.729	0.356
Number of quarters employed in Year 1	2.1	2.1	0.887	1.6	1.5	0.783	0.142
Sample size for survey data (total = 587)	172	174		118	123		
Sample size for administrative data (total = 725)	214	212		148	151		

SOURCES: MDRC calculations using data from the six-month follow-up survey and the National Directory of New Hires.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.
[a]"Highly employable" fathers had a high school diploma or equivalent and 6 or more months of continuous work experience.
[b]"Less employable" fathers did not have a high school diploma or equivalent, or did not have 6 months of continuous work experience, or had neither.

APPENDIX TABLE J.4. EFFECTS ON PRIMARY OUTCOMES FOR SUBGROUPS DEFINED BY THE AGE OF THE FATHER

Outcome	Older Than 35			35 or Younger			Interaction P-Value
	Program Group	Services-as-Usual Group	P-Value	Program Group	Services-as-Usual Group	P-Value	
Outcomes measured with survey data							
Number of weeks employed since random assignment	12.4	12.0	0.786	13.3	13.5	0.893	0.398
Ever arrested since random assignment (%)	10.6	15.5	0.199	27.7	30.2	0.660	0.609
Ever spent time in prison or jail since random assignment (%)	15.6	20.2	0.278	26.2	27.1	0.885	0.644
Coparenting conflict scale (1 = lowest to 4 = highest)	2.0	2.1	0.582	2.1	2.1	0.877	0.987
Outcomes measured with administrative data							
Earnings in Year 1 ($)	8,747	8,808	0.964	7,250	8,127	0.647	0.371
Number of quarters employed in Year 1	1.9	1.8	0.578	1.8	1.9	0.728	0.300
Sample size for survey data (total = 594)	162	171		132	129		
Sample size for administrative data (total = 733)	203	198		164	168		

SOURCES: MDRC calculations using data from the six-month follow-up survey and the National Directory of New Hires.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.

APPENDIX TABLE J.5. EFFECTS ON PRIMARY OUTCOMES FOR SUBGROUPS DEFINED BY ORGANIZATION

Outcome	The Fortune Society			KISRA and Passages			Interaction P-Value
	Program Group	Services-as-Usual Group	P-Value	Program Group	Services-as-Usual Group	P-Value	
Outcomes measured with survey data							
Number of weeks employed since random assignment	12.3	11.1	0.370	14.1	13.5	0.665	0.932
Ever arrested since random assignment (%)	11.3	20.8 **	0.027	24.8	23.8	0.840	0.003
Ever spent time in prison or jail since random assignment (%)	10.3	17.4 *	0.082	30.2	30.3	0.986	0.000
Coparenting conflict scale (1 = lowest to 4 = highest)	2.1	2.0	0.775	2.0	2.1	0.140	0.145
Outcomes measured with administrative data							
Earnings in Year 1 ($)	10,899	11,367	0.783	4,805	6,020	0.409	0.001
Number of quarters employed in Year 1	2.1	2.0	0.881	1.7	1.7	0.656	0.015
Sample size for survey data (total = 594)	153	157		141	143		
Sample size for administrative data (total = 733)	187	181		180	185		

SOURCES: MDRC calculations using data from the six-month follow-up survey and the National Directory of New Hires.

NOTES: KISRA = Kanawha Institute for Social Research and Action, Inc.
Rounding may cause slight discrepancies in sums and differences.
Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.

APPENDIX TABLE J.6. EFFECTS ON PRIMARY OUTCOMES FOR SUBGROUPS DEFINED BY COMMUNITY SUPERVISION STATUS

Outcome	On Community Supervision			Not on Community Supervision			Interaction P-Value
	Program Group	Services-as-Usual Group	P-Value	Program Group	Services-as-Usual Group	P-Value	
Outcomes measured with survey data							
Number of weeks employed since random assignment	13.5	13.0	0.718	12.8	11.3	0.306	0.809
Ever arrested since random assignment (%)	21.4	22.7	0.760	14.2	21.0	0.163	0.548
Ever spent time in prison or jail since random assignment (%)	24.4	27.8	0.477	14.8	18.3	0.464	0.588
Coparenting conflict scale (1 = lowest to 4 = highest)	2.0	2.0	0.861	2.1	2.2	0.262	0.662
Outcomes measured with administrative data							
Earnings in Year 1 ($)	7,527	9,588	0.180	8,433	7,476	0.585	0.169
Number of quarters employed in Year 1	1.8	2.0	0.390	2.0	1.7	0.134	0.172
Sample size for survey data (total = 594)	163	162		131	138		
Sample size for administrative data (total = 733)	198	200		169	166		

SOURCES: MDRC calculations using data from the six-month follow-up survey and the National Directory of New Hires.

NOTES: Rounding may cause slight discrepancies in sums and differences.
Sample sizes may vary because of missing values.
Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.
The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.
Community supervision includes probation, parole, a halfway house, or home confinement, among other possibilities.

APPENDIX

K

Supplemental Analysis of Criminal Justice Outcomes Based on Administrative Records for Fathers at The Fortune Society

APPENDIX TABLE K.1. EFFECTS ON CRIMINAL JUSTICE OUTCOMES ACCORDING TO ADMINISTRATIVE RECORDS FOR FATHERS AT THE FORTUNE SOCIETY

Outcome	Program Group	Services-as-Usual Group	Difference (Effect)	Effect Size		P-Value
Primary outcome						
Ever arrested in the year after random assignment (%)	14.3	20.2	-6.0	-0.16		0.150
Secondary outcomes						
Ever arrested in months 1 to 6 after random assignment (%)	8.1	13.5	-5.4	-0.17		0.109
Ever arrested in months 7 to 12 after random assignment (%)	6.2	9.2	-3.0	-0.11		0.322
Number of arrests in the year after random assignment	0.2	0.3	-0.1	-0.18	*	0.095
Sample size (total = 326)	167	159				

SOURCE: MDRC calculations based on administrative data from the New York State Division of Criminal Justice Services. This table includes fathers from The Fortune Society who had criminal justice administrative data.

NOTES: Rounding may cause slight discrepancies in sums and differences.

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.

Effect size is calculated by dividing the estimated effect of the intervention by the standard deviation of the outcome for the services-as-usual group.

These data were provided by the New York State Division of Criminal Justice Services (DCJS). The opinions, findings, and conclusions expressed in this publication are those of the authors and not those of DCJS. Neither New York State nor DCJS assumes liability for its contents or use thereof.

APPENDIX

L

Text Message Survey Responses

APPENDIX TABLE L.1. FATHERS' RESPONSES TO TEXT MESSAGE SURVEYS DELIVERED AFTER RANDOM ASSIGNMENT TO THE PROGRAM GROUP AND THE SERVICES-AS-USUAL GROUP

Response (%)	Program Group	Services-as-Usual Group	All	P-Value
Module: engagement during the program				
Attended in the last week	77.8	86.5	82.1 [ ]	0.240
Did not attend during the last week	22.2	13.5	17.9 [ ]	0.497
Not supposed to	8.3	28.6	15.8	
Did not really like the program	0.0	0.0	0.0	
Personal scheduling conflict	50.0	42.9	47.4	
No longer in the program	0.0	0.0	0.0	
Forgot	0.0	0.0	0.0	
Another reason	41.7	28.6	36.8	
Biggest motivation to attend			[ ]	0.279
Reminders from the staff	11.9	2.3	7.0	
Another father encouraged me	0.0	4.5	2.3	
Encouraged/required by court/case worker	2.4	0.0	1.2	
Program helped with transportation/childcare	7.1	9.1	8.1	
Future job help	66.7	75.0	70.9	
Something else	11.9	9.1	10.5	
What do you like most about the fatherhood program?			[ ]	0.577
Seeing the staff	11.9	9.3	10.6	
Interacting with other fathers	11.9	18.6	15.3	
Learning stuff	66.7	67.4	67.1	
Seeing my kid	0.0	2.3	1.2	
Something else	7.1	2.3	4.7	
Nothing	2.4	0.0	1.2	
Difficulty to attend				
Not at all difficult to attend my last session	76.2	83.7	80.0 [ ]	0.386
Very or a little hard to attend my last session	23.8	16.3	20.0 [ ]	0.542
Not interested	6.7	0.0	4.2	
Transportation	26.7	11.1	20.8	
Conflict with job/interview	6.7	0.0	4.2	
Legal or law enforcement issues	0.0	11.1	4.2	
Personal/family issues[a]	26.7	44.4	33.3	
None of the above	33.3	33.3	33.3	
Sample size	54	52		

(continued)

TABLE L.1 (continued)

Response (%)	Program Group	Services-as-Usual Group	All		P-Value
Module: perception of program benefits					
Staff person helped in the last week	91.7	97.8	94.6	[ ]	0.192
Where you have most used the skills from the fatherhood program				[**]	0.012
Looking for work/at work	50.0	53.8	51.9		
In dealing with my child	2.4	23.1	12.3		
In dealing with my child's other parent	0.0	0.0	0.0		
In dealing with another adult	38.1	15.4	27.2		
I did not use skills from workshop	9.5	7.7	8.6		
Sample size	48	45			

SOURCE: MDRC calculations using data from the B3 text message survey conducted through Qualtrics. All fathers in the study who owned cell phones were eligible to receive the survey. The number and sequence of modules received by respondents depended on participation behavior. The survey had a response rate of 20 percent.

NOTES: Distributions may not add to 100 percent because of rounding.

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

The p-value indicates the likelihood that the estimated effect (or larger) would have been generated by an intervention with zero true effect.

To assess differences between the research groups, chi-square tests were used for categorical variables and two-tailed t-tests were used for continuous variables.

Brackets in statistical significance levels indicate the possibility of there being a small number of individuals in a category, which reduces statistical power.

[a]Personal/family issues involved living situation–related issues, lack of childcare, and other issues.

APPENDIX TABLE L.2. FATHERS' RESPONSES TO TEXT MESSAGE SURVEYS DELIVERED AFTER RANDOM ASSIGNMENT TO THE PROGRAM GROUP ONLY

Response (%)	Program Group
Module: program disengagement	
Main reason for not attending the fatherhood program	
Did not like the program[a]	0.0
Not interested in topics	0.0
Difficult to attend	15.0
Not motivated	0.0
Not a convenient location	0.0
Not a convenient time	0.0
Too busy	100.0
Got a job	20.0
Some other reason	20.0
I did attend and this is a mistake	45.0
Sample size	20
Module: relationships with peers	
Number of times respondent got help from another father	
Never	25.0
Once	31.8
Twice	22.7
Three times or more	20.5
Have ever hung out with fathers from the program	22.7
Have hung out since last week	80.0
Have never hung out with fathers from the program	77.3
Haven't hung out, but communicate in other ways	32.4
Sample size	44

SOURCE: MDRC calculations using data from the B3 text message survey conducted through Qualtrics. All fathers in the study who owned cell phones were eligible to receive the survey. The number and sequence of modules received by respondents depended on participation behavior. The survey had a response rate of 20 percent.

NOTES: Distributions may not add to 100 percent because of rounding.

[a]The survey as designed included additional questions about why fathers did not like the program. Since no sample members responded that they did not like the program, these questions were not asked of anyone.

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