



Resilience in Reentry: An Implementation and Impact Evaluation of the Social Resilience Model in the PREPARE Program in New York City

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Table of Contents

Acknowledgments.....	iii
Disclosure.....	iii
Abstract.....	iv
I. Introduction.....	1
II. Intervention and counterfactual conditions.....	3
III. Study design.....	8
IV. Analytic methods.....	19
V. Findings.....	29
VI. Summary and conclusions.....	42
VII. References.....	44
VIII. Appendices.....	45

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Disclosure

The Child Trends team has no conflicts of interest to report.

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Abstract

Objective. The primary objectives of this evaluation were to understand the implementation and assess the effects of the Pathways to Reentry, Employment, and Parenting (PREPARE) program and the addition of the Social Resilience Model (SRM; PREPARE Plus) on the lives of formerly incarcerated fathers in four areas: 1) parenting; 2) healthy relationships; 3) employment readiness and financial education; and 4) reduced recidivism.

Study design. This evaluation used a randomized control trial (RCT) to assess the impact of integrating the SRM in the PREPARE program. Participants were randomly enrolled in either the intervention group, which integrated SRM into the program (PREPARE Plus), or the comparison group (PREPARE). Participants who opted into the study completed three surveys: at the beginning of the program, at the end of the program, and at a three-month follow-up after program end. Study participants also participated in focus groups at the end of the program and an interview three months after the end of the program. The full analytic sample is 203.

Results. Results from the impact evaluation analysis showed that, at post-test, PREPARE Plus participants had modest but statistically significantly higher scores than PREPARE participants on parenting self-efficacy, with no other statistically significant differences observed between groups. However, difference-in-differences analyses found no statistically significant differences in change between PREPARE Plus and PREPARE participants. SRM implementation in PREPARE Plus improved after a mid-study refresher by the developer, shifting from limited, inconsistent delivery to confident, consistent use. Participants more often recalled and applied grounding, resourcing, and sensation tracking, with improvements linked to stronger emotional regulation and parenting outcomes. Intent-to-treat and dosage analyses support expanding SRM content.

Conclusion. Our study found that participation in the PREPARE program had statistically significant positive outcomes and, further, that the addition of SRM was linked to significantly higher parenting self-efficacy—even relative to participation in PREPARE. Regarding implementation, we found that increased training for staff promoted content retention and practice for participants.

I. Introduction

Formerly incarcerated individuals often face systemic barriers that limit their ability to reconnect with family and reintegrate into society. Historically, parenting programs have focused on mothers, leaving out fathers and the roles they play. In response, The Osborne Association created the PREPARE program to support fathers returning from incarceration by offering integrated services in parenting, employment readiness, healthy relationships, and emotional regulation. PREPARE Plus builds on this foundation by adding the Social Resilience Model (SRM), a neuroscience-based set of skills to manage stress and trauma.

This evaluation study, conducted by Child Trends, seeks to understand the outcomes of PREPARE Plus on fathers' perceptions, behavioral intent, behaviors, and knowledge related to parenting, relationships, financial stability, and recidivism. The study explores both within-group (PREPARE and PREPARE Plus participants individually) and between-group (comparing PREPARE vs. PREPARE Plus) outcomes, hypothesizing that SRM-enhanced programming (PREPARE Plus) will yield stronger improvements across all outcome areas.

A. Study overview

Individuals returning from incarceration, or returning citizens, face unique challenges, including rebuilding relationships with their children and families, overcoming barriers to stable employment, and navigating the stigma of incarceration (Goger et al., 2021; Watkins & Yager, 2023). In the United States, programs designed to preserve social connections between incarcerated parents and their children have traditionally centered on mothers who are or were convicted (Hoffmann et al., 2010). While these initiatives have often neglected the role of fathers, recent years have seen a rise in efforts to strengthen bonds between incarcerated or formerly incarcerated fathers and their children. However, many of these programs fail to address systemic barriers—such as housing insecurity, insufficient medical and mental health resources, and financial instability—that hinder fathers from building healthy relationships with their children (Armstrong et al., 2018; Raphael, 2011).

To address these issues, The Osborne Association (Osborne), a nonprofit criminal justice organization with more than 35 years of experience providing family support services to justice-involved men and their families, implements the Pathways to Reentry, Employment, and Parenting (PREPARE) program (Berg & Huebner, 2011; Visher & Yahner, 2008). The initiative aims to mitigate the negative effects of incarceration on families and improve their long-term outcomes.

Originally launched in 2011 under the name ReFORM and later expanded into PREPARE, this program offers comprehensive support in four key areas: responsible parenting, employment readiness and financial education, healthy relationship education, and emotional regulation. PREPARE provides returning fathers and father figures (although mothers and mother figures can participate) with three weeks of core services centered on evidence-based and evidence-informed parenting education and employment readiness. The parenting sessions use modules from the National Fatherhood Initiative's 24/7 Dad® A.M. and P.M. curriculum (24/7 Dad), and the employment readiness sessions use modules from the Ready, Set, Work! curriculum (RSW!). Participants also receive individual and family counseling, career coaching, financial literacy training, child support workshops, industry-recognized credentialing, job placement and job retention services, and a session on the "conviction response" that provides guidance and legal context for addressing incarceration history if raised during job interviews. To strengthen family support networks and improve family functioning, Osborne facilitates evidence-informed healthy relationships education for justice-involved fathers, along with service referrals to address the needs of their co-parents and children.

The program provides meaningful incentives to fathers and their families to promote program engagement and families' financial stability.

The purpose of this study was to evaluate the implementation and impact of the integration of SRM skills in the context of employment and fatherhood programming for returning citizens. SRM is a neuroscience-based, skills-based, attention management approach to dealing with stress, trauma, and the need to build resilience (Keck et al., 2013; Leitch, 2017). SRM relies on neuroplasticity and attention management strategies to teach individuals skills to redirect attention in stressful situations to build resilience (Leitch et al., 2009; Sohlberg et al., 2001). The training teaches individuals to focus on sensations in the body, amplify sensations of calm or joy, redirect attention away from negative sensations, and learn to shift away from triggers in day-to-day activities that would activate negative responses. Through these activities, SRM aims to provide individuals with tools to manage their attention in traumatic or distressing moments back to their "resilient zone," or Rzone.

B. Primary research questions

Child Trends (research team) examined two research questions for the impact evaluation: 1) determine the effectiveness of the program in improving fathers' parenting quality, healthy relationships, and employment; 2) identify ways to improve services and outcomes for PREPARE and PREPARE Plus participants. The purpose of this study is to contribute to the broader evidence base on programming for formerly incarcerated fathers.

Research question 1: *What effects do PREPARE and PREPARE Plus have on the lives of formerly incarcerated fathers and father figures (i.e., within-group differences) across the four key outcome domains (i.e., perceptions, behavioral intent, behaviors, and knowledge related to parenting, healthy relationships, employment readiness and financial education, and recidivism)?* This question aimed to test the effects of participation in PREPARE or PREPARE Plus across key program outcomes by comparing pre- and post-program participation outcomes. The research team hypothesized that fathers enrolled in either program would have a statistically significant and positive change in their perceptions, behavioral intent, behaviors, and knowledge related to parenting, healthy relationships, employment, and reoffending (i.e., key outcomes). The time points of analysis for the effects of PREPARE and PREPARE Plus were at the entry, program exit, and three-month post-program completion follow-up.

Research question 2: *What differential impact does PREPARE Plus (when compared to PREPARE) have on the lives of formerly incarcerated fathers and father figures (i.e., between-group differences) across the four key outcome domains (i.e., perceptions, behavioral intent, behaviors, and knowledge related to parenting, healthy relationships, employment readiness and financial education, and reduced recidivism)?* This research question aimed to test whether the intervention group (PREPARE Plus) experienced statistically significantly better program outcomes than the comparison group (PREPARE). This is only possible through the RCT design of our impact evaluation. The research team hypothesized that participants in PREPARE Plus, when compared to participants in PREPARE, would have a statistically significant and positive change across key outcomes.

II. Intervention and Counterfactual Conditions

A. Focal population

The Osborne Association's PREPARE Program supports returning fathers or father figures who are 18 years of age or older, to at least one child or young adult aged 0 to 24. Eligible participants include custodial, noncustodial, biological, adoptive, and expectant parents or parent figures who are under federal, state, or local probation or parole supervision. While the program is designed for fathers and recruitment efforts focus on them, mothers or maternal figures who meet all other eligibility criteria are also welcome. This study excluded data from mothers and maternal figures. Participants must be New York City residents, at least 18 years old at the time of enrollment, and be a father or father-figure to at least one child 0 to 24.

B. Description of the program as intended (PREPARE Plus)

In the PREPARE Plus program, an enhancement to the services offered in PREPARE (discussed below), participants received the Social Resilience Model (SRM) content and practices in addition to the 24/7 Dad and RSW! curriculum modules. PREPARE Plus facilitators provided one two-hour session introducing SRM on the first day of class. SRM contents and practices were incorporated throughout the three-week program and participants were led through SRM practices, however there was not a designated number of specific SRM focused sessions after the introduction.

The SRM introduction material covered the neuroscience of stress on the brain and body, the importance of resilience, adverse childhood experiences, and physical and psychological responses to stressors. The SRM practices focused on teaching participants to recognize when they are stressed or triggered, or outside their "resilience zone" and to bring them back into their "resilience zone (Rzone)." These practices are attention management practices (Posner & Rothbart, 2009) that allows someone to sense their stress and return to a "resilience zone." These practices include 1) tracking (paying attention to body sensations), 2) grounding (orienting to the environment), 3) resourcing (using attention to positive or neutral factors to build sensations of regulation and calming), 4) resource strengthening (expanding attention to the multisensory details of the resource), and 5) shift and stay (combination of other practices intended to redirect attention from stress).

After the introduction session, facilitators integrated the SRM practices of grounding, resourcing, resource strengthening, and shift and stay throughout the three-week program. There was no assigned number of times facilitators were expected to practice SRM with participants, however, staff had a script they could use any time to walk participants through these practices. Over the course of the three weeks, participants were provided with educational practices that promoted attention management, self-regulation, deepened resilience, while decreasing responsiveness to traumatic triggers. By building attention management and self-regulation skills, fathers were expected to learn how to recognize and regulate their responses to triggers for risk behaviors (e.g., criminal behavior, substance use/abuse, conflict, self-harm); learn how to respond to the stress associated with job interviews and other interactions necessary to obtain employment; promote on-the-job resiliency and patience, which will contribute to ongoing job retention;

promote personal safety, family safety, and patience with their children; and support their ability to reach their full potential.

Table II.1. Description of intended intervention components – PREPARE Plus

Component	Curriculum and content	Dosage and schedule	Delivery	Focal population
Fatherhood workshops	24/7 Dad® A.M. and P.M. Curriculum: Family Works curriculum, 10 sessions	12 sessions, 1.5 hours for sessions 1-10, 0.7 for session 11 and 12, 16.5 hours over three weeks	Group lessons provided virtually by facilitators in every session	Formerly incarcerated fathers and father figures
Employment readiness	RSW! curriculum aimed at promoting employment readiness and financial, securing employment, and financial literacy	10 sessions, 2 hours per session, except session 2, 5, 9 and 10 which were 1-hour sessions, total of 16 hours over three weeks	Group lessons provided virtually by facilitators in every session	Formerly incarcerated fathers and father figures
Non-curriculum-based employment readiness	Career assessment, resume workshop, mock interview preparation, one-minute pitch, employer expectations, mock interviews, mock interview feedback and review, legal and financial issues around conviction	8 sessions, 1.5 hours, 12 hours over three weeks	Group lessons provided virtually by facilitators in every session	Formerly incarcerated fathers and father figures
SRM	SRM content and practices	One two-hour session in week 1 of the program. 4, 15-minute grounding exercise sessions integrated into 24/7 Dad	Group lessons provided virtually by facilitators in every session	Formerly incarcerated fathers and father figures

Table II.1a. Description of intended intervention components post-refresher – PREPARE Plus

Component	Curriculum and content	Dosage and schedule	Delivery	Focal population
PREPARE Plus: Post-refresher				
Fatherhood workshops	24/7 Dad Curriculum: Family Works curriculum, 10 sessions	7 sessions, 1.5 hours each, 10.5 hours over three weeks	Group lessons provided virtually by two trained facilitators in every session	Formerly incarcerated fathers and father figures
Employment readiness	RSW! curriculum aimed at promoting employment readiness and financial education, securing employment, and financial literacy	10 sessions, 2 hours per session, except session 2, 5, 9 and 10 which were 1-hour sessions, total of 16 hours over three weeks	Group lessons provided virtually by two trained facilitators in every session	Formerly incarcerated fathers and father figures
Non-curriculum employment readiness sessions	Career assessment, resume workshop, mock interview preparation, one-minute pitch, employer expectations, mock interviews, mock interview feedback and review, legal and financial issues around conviction	8 sessions, 1.5 hours, 12 hours over three weeks	Group lessons provided virtually by two trained facilitators in every session	Formerly incarcerated fathers and father figures
SRM	SRM skills	Four 1.5-hour sessions in the first two weeks. Week 3 includes practicing SRM in career readiness and fatherhood sessions	Group lessons provided virtually by two trained facilitators in every session	Formerly incarcerated fathers and father figures

C. PREPARE and PREPARE Plus facilitators

Facilitators for the PREPARE and PREPARE Plus programs are Family Service Specialists who also serve as case managers for participants outside of the program. They contribute to core programming components, including program delivery, facilitating job readiness training through resume building and mock interviews. Facilitators are evenly split by sex and have at least a bachelor’s degree. Staff, both facilitators and program leaders, have experience with the justice system, either directly through personal experience or through relatives who are/were involved in the justice system. Facilitators all have experience working in similar fields with underserved communities providing direct services, such as case management and counseling, with marginalized populations and other organizations that served individuals who were formerly incarcerated. All facilitators must be trained and certified in the 24/7 Dad and RSW! curricula before independently leading a class. Until they are certified, facilitators co-lead classes with a certified facilitator. Facilitators participate in annual refreshers of RSW! (See Table II.2 for details on facilitator training).

Table II.2. Facilitator staff characteristics, education, training, and development to support intervention and counterfactual components

Component	Staff characteristics, education, and initial training	Ongoing staff training
24/7 Dad	Facilitators receive one day of training for certification. All facilitators are trained.	N/A
RSW!	Two facilitators are certified via a three-week training course and annual refresher. These facilitators co-teach RSW! material with non-certified facilitators.	Annual refresher
Employment readiness and financial education workshops	Internal training provided by trained facilitators as part of onboarding for new staff. New staff are observed and guided for multiple sessions before they can lead on their own.	N/A
SRM (pre-refresher)*	Facilitators received one training session from someone previously trained by Laurie Leitch, SRM developer.	
SRM (post-refresher)*	Facilitators received training from Laurie Leitch over three weeks. Staff were observed, provided feedback, and provided new material to provide participants.	No formal ongoing training, however, staff meet regularly to discuss material, presentations, and strategies for improvement

Notes: * Following preliminary data shares with the Osborne Association half way through the study, Osborne opted to reengage Laurie Leitch, SRM developer, and retrain staff. See Implementation Analysis section for more details on process.

D. Description of the counterfactual condition as intended (PREPARE)

The PREPARE program is a specialized reentry program focused on responsible parenting, employment readiness, and healthy relationship education for fathers involved in the criminal justice system and their families across New York. PREPARE participants attend a virtual, three-week course centered on evidence-based and evidence-informed parenting education and employment readiness sessions from the National Fatherhood Initiative’s 24/7 Dad the RSW! curricula. PREPARE participants also received career coaching, and job placement services, which were delivered individually through the case management process. Osborne provided additional certification opportunities for PREPARE graduates, such as the 30-hour OSHA course on work hazards, a flagger course on routine construction operations, and a course to be able to work on scaffolding sites, many of which are required for various construction jobs. Osborne covered the costs of training and certifications for PREPARE graduates. Once fathers are placed into a job, Osborne Family Service Specialists and/or Employer Specialists will track their employment outcomes at 30, 60, 90, 180, and 365 days. If participants needed any other support (e.g., a new job, or additional training or education), the Employer Specialist and Career Coach collaborate to connect participants with jobs and other resources. Case management sessions may take place in person (for which participants receive round-trip MetroCard) or, if preferred, via telephone or video call. (See Table II.3. for full breakdown of PREPARE components, content description, dosage, and delivery).

Table II.3. Description of counterfactual components - PREPARE

Component	Curriculum and content	Dosage and schedule	Delivery	Focal population
Fatherhood workshops	24/7 Dad Curriculum: Family Works curriculum, 10 sessions	12 sessions, 1.5 hours for sessions 1-10, 0.7 for session 11 and 12, 16.5 hours over three weeks	Group lessons provided virtually by two trained facilitators in every session	Formerly incarcerated fathers and father figures
Employment readiness	RSW! curriculum aimed at promoting employment readiness and financial education, securing employment, and financial literacy	10 sessions, 2 hours per session, except session 2, 5, 9 and 10 which were 1-hour sessions, total of 16 hours over three weeks	Group lessons provided virtually by two trained facilitators in every session	Formerly incarcerated fathers and father figures
Non-curriculum-based employment readiness	Career assessment, resume workshop, mock interview preparation, one-minute pitch, employer expectations, mock interviews, mock interview feedback and review, legal and financial issues around conviction	8 sessions, 1.5 hours each, 12 hours over three weeks	Group lessons provided virtually by two trained facilitators in every session	Formerly incarcerated fathers and father figures

E. Implementation research questions about the intervention and counterfactual condition

The implementation research question is focused on the ways PREPARE and PREPARE Plus are delivered. The implementation of PREPARE Plus was updated in July 2023 following an internal data share with Osborne, which led to an SRM training, a refresher, for Osborne staff who were delivering the PREPARE Plus program. Thus, the primary implementation research question addresses PREPARE and PREPARE Plus were implemented pre-refresher and post-refresher. A sub-question follows to determine how the implementation of PREPARE and PREPARE Plus implementations at pre-refresher and post-refresher influenced the key outcome domains of parenting, healthy relationships, financial stability, and reduced recidivism.

- *Implementation Research Question 1: How are PREPARE and PREPARE Plus implemented pre- and post-refresher?*
 - *Implementation Sub-Research Question 1a: How does implementation of PREPARE and PREPARE Plus influence the observed key outcome domains (i.e., attention management, parenting, healthy relationships, employment readiness, and reduced recidivism)?*

III. Study Design

This section will discuss the eligibility, recruitment, and randomization procedures used to enroll participants in the study. The section will detail how participants were randomly assigned to either standard PREPARE programming or PREPARE Plus (which included SRM skills) using a rigorous evaluation design with Institutional Review Board (IRB) approval and financial incentives.

A. Evaluation enrollment and assignment to study conditions

Program recruitment and eligibility: Participants in the program were recruited from a network Osborne built over the years on relationships with parole or probation officers, the Brooklyn District Attorney's Office, the Jails to Jobs initiative in New York City, or through local halfway houses in the Bronx and Brooklyn. Participants were also recruited from other Osborne programs in and out of prisons, and by word of mouth.

Participants were determined to be eligible for the program if they were formerly incarcerated and currently a father or father figure to one or more individuals who are between 0 to 24 years of age. However, if mothers and mother figures choose to participate in the program, Osborne allowed them into the program. The inclusion criteria for screening participants into the evaluation study was similar and was focused on fathers or father figures of one or more individuals who are between 0 to 24 years of age. Thus, the unit of analysis for this study were the eligible fathers and father figures who were randomized into PREPARE or PREPARE Plus and completed: 1) the baseline survey; and 2) any of the two follow-up evaluation surveys post-enrollment.

Randomization: Randomization was embedded in the programming design and occurred at the individual level. After participants completed orientation, participants were randomly assigned to PREPARE or

PREPARE Plus. Those in PREPARE received the standard curriculum while those in PREPARE Plus received SRM training in addition to the standard curriculum. Child Trends used the Research Randomizer website to generate a list of random numbers of “1” and “2,” which represented the PREPARE and PREPARE Plus cohorts, respectively. Osborne staff assigned each program participant to a condition (i.e., PREPARE, PREPARE Plus) based on the randomization sheet provided by Child Trends. The planned probability of assignment to the intervention group was 50 percent.

Osborne incorporated random assignment as a part of program delivery because it: 1) allowed Osborne to reduce wait lists and expeditiously place fathers into their programs; 2) provided Osborne the ability to internally collect data that allowed them to identify differences among cohort outcomes; 3) created a structure and series of processes that ensured formal evaluation efforts that relied on randomization to smoothly occur; and 4) caused no harm to fathers seeking to enroll in Osborne’s PREPARE or PREPARE Plus programming.

Study recruitment: After participants were determined to be eligible for the PREPARE program by Osborne, they completed an intake form, participated in orientation, and then randomly assigned by Osborne using a block randomization sheet provided by Child Trends to either the PREPARE or PREPARE Plus program. Participants then started classes. On the first two days of classes, Child Trends research team members attended PREPARE and PREPARE Plus classes to recruit participants to the study by sharing information about the study and providing a link to the entry surveys which included consent forms. Participants who consented to the study were contacted via email and text to participate in other study activities by the research team, including the program exit survey, three-month post-program follow-up survey, focus group at the end of the program, and follow-up interviews at three-month post-program. (See Appendix B.) As an incentive, participants received \$25 per study survey completed, \$25 per interview, and \$25 per focus group via GiftBit.

All study recruitment procedures were vetted and approved by the Child Trends IRB (FWA#: 0005835). The study is registered with [Open Science Framework](#).

B. Outcome measures

The impact evaluation examines two core research questions regarding changes in participants in PREPARE and PREPARE Plus (within group) before and after programming, as well as changes across study groups. See Table III.1 for outcome measures for both research questions and description of the outcome measures. All measures are from the nFORM and Exponent Case Management (ECM) data collected by Osborne and the REDCap surveys developed by the evaluation research team. All questions were asked at entry, exit, and three-month follow-up.

These two research questions are further broken out into specific inquiries of the knowledge that participants have acquired; their perceptions, behavioral intentions, actual parenting behaviors, healthy relationships, employment, and factors related to reoffending. Outcome measures were constructed using exploratory factor analysis (EFA) to identify latent constructs from theoretically aligned survey items. This approach allowed for the development of empirically grounded outcome scales. Table III.1 specifies the final construction of the outcomes of interest. Details on the EFA methods and results are included in Appendix C.

Table III.1. Outcome measures used to answer primary research questions of the impact analysis

Research Question	Outcome name	Description of the outcome measure and its properties	Source of the measure	Timing of measure
RQ1, RQ2	Parent Stress	<p>Calculated as the average of items below with values ranging from 1 (Strongly disagree) to 4 (Strongly agree):</p> <p>How much do you agree or disagree with each of the following statements?</p> <ul style="list-style-type: none"> All things considered, parenthood is a highly rewarding experience. Even when I'm in a bad mood, I show my children a lot of love. 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Parent-Child Bond	<p>Calculated as the average of items below with values ranging from 1 (Definitely not true) to 4 (Definitely true):</p> <p>How true or not true are each of the following statements about your relationship with [FOCAL CHILD]?</p> <ul style="list-style-type: none"> I share an affectionate bond with [FOCAL CHILD]. If upset, [FOCAL CHILD] will seek comfort from me. [FOCAL CHILD] values our relationship. When I praise [FOCAL CHILD], they beam with pride. It is easy to be in tune with what [FOCAL CHILD] is feeling most of the time. [FOCAL CHILD] openly shares their feelings and experiences with me most of the time. 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Child-motivated Behavior Change	<p>Constructed with one variable ranging from 1 (Strongly disagree) to 4 (Strongly agree):</p> <ul style="list-style-type: none"> If I had to change my behavior in order to see my children, I would do it. 	Child Trends REDCap Surveys	Wave 1, 2, 3

Research Question	Outcome name	Description of the outcome measure and its properties	Source of the measure	Timing of measure
RQ1, RQ2	Parenting Self-Efficacy	<p>Calculated as the average of items below with values ranging from 1 (Definitely not true) to 4 (Definitely true):</p> <ul style="list-style-type: none"> I believe I have the skills necessary to be a good parent. I know where to find information, or people to help me be a good parent. 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Parenting Involvement	<p>Calculated as the average of items below with values ranging from 1 (Not at all) to 6 (More than once a day):</p> <p>How often have you...</p> <ul style="list-style-type: none"> played with [FOCAL CHILD] indoors or outdoors in the past month? had a meal together with [FOCAL CHILD] in the past month? spent time with [FOCAL CHILD] doing things they like in the past month? taken [FOCAL CHILD] places they needed to go in the past month? 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Retrospective Parenting Intention	<p>Binary variable with values 1 (Yes) and 0 (No) from the following item:</p> <ul style="list-style-type: none"> Knowing what you know now about being a parent, would you still be a parent if you could do it all over again? 	Child Trends REDCap Surveys	Wave 1, 2, 3

Research Question	Outcome name	Description of the outcome measure and its properties	Source of the measure	Timing of measure
RQ1, RQ2	Coparent Collaboration	<p>Calculated as the average of below items with values ranging from 1 (Strongly disagree) to 4 (Strongly agree):</p> <p>How much do you agree or disagree with each of the following statements about your relationship with [COPARENT NAME]?</p> <ul style="list-style-type: none"> [COPARENT NAME] and I communicate well about our child. When there is a problem with our child, we work out a good solution together. 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Survive by Any Means	<p>Calculated as the average of below items with values ranging from 1 (Strongly disagree) to 4 (Strongly agree):</p> <p>How much do you agree or disagree with each of the following statements?</p> <ul style="list-style-type: none"> It's okay to do something illegal to get my family ahead. There are no right or wrong ways to make money. 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Knowledge of Child Emotional Development	<p>Calculated from an average of the variables below. Each variable is coded as 1 if selected any response option other than "I'm not sure." Participants who selected only "I'm not sure" are coded as 0.</p> <ol style="list-style-type: none"> The best way to help children develop a sense of positive self-worth is by: Pick one: <ul style="list-style-type: none"> Praising them for following family rules Using positive words when referring to them Behaving the way you want children to behave All of the above I'm not sure The best way to help children understand their feelings is to: Pick one: <ul style="list-style-type: none"> Listen quietly and attentively 	Child Trends REDCap Surveys	Wave 1, 2, 3

Research Question	Outcome name	Description of the outcome measure and its properties	Source of the measure	Timing of measure
		<ul style="list-style-type: none"> • Respect the child’s feelings • Encourage the child to talk • All of the above • I’m not sure 		
RQ1, RQ2	Housing Insecurity	<p>Calculated from an average of the variables below with values 1 (Yes) to 0 (No):</p> <p>Since you were released, did you ever:</p> <ul style="list-style-type: none"> • stay in an abandoned building, a car, or any other place not made for regular housing even for one night because you didn’t have enough money for a place to live? • move in with other people even for a little while because of money problems? • borrow money from friends or family to help pay bills? 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Difficulty Affording the Cost of Living	<p>Calculated from an average of the variables below with values 1 (Yes) to 0 (No):</p> <p>Since you were released, have you worried about:</p> <ul style="list-style-type: none"> • paying your rent or mortgage • paying other bills, such as gas, electric, medical, or legal 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Financial Buffer	<p>Calculated from an average of the variables below with values 1 (Yes) to 0 (No):</p> <ul style="list-style-type: none"> • If you had to pay for an unexpected cost in the amount of \$500 today, would you be able to pay for those extra costs? • Do you have any money set aside that you consider savings? 	Child Trends REDCap Surveys	Wave 1, 2, 3

Research Question	Outcome name	Description of the outcome measure and its properties	Source of the measure	Timing of measure
RQ1, RQ2	Adaptive Resilience	<p>Calculated as the average of below items with values ranging from 1 (Not true at all) to 5 (True nearly all the time):</p> <p>For the next set of questions, pick the answer that best indicates how much you agree with the statements for the past month. If a situation has not happened recently, answer the way you think you would have felt.</p> <ul style="list-style-type: none"> I am able to adapt when changes occur. I believe I can achieve my goals, even if there are obstacles. 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Currently Training	<p>Binary variable with values 1 (Yes) and 2 (No) from the item below:</p> <ul style="list-style-type: none"> Are you in the process of earning a certification or industry license right now? 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Has Certification or License	<p>Binary variable with values 1 (Yes) and 2 (No) from the item below:</p> <ul style="list-style-type: none"> Do you have a professional certification or a state or industry license? 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Currently Employed	<p>Binary variable with values 1 (Yes) and 2 (No) from the item below:</p> <ul style="list-style-type: none"> Do you currently have a job? 	Child Trends REDCap Surveys	Wave 1, 2, 3
RQ1, RQ2	Intervention	Binary variable with values 1 (PREPARE Plus) and 0 (PREPARE) indicating which intervention condition participant is enrolled in.	ECM	Wave 1

C. Implementation measures

Implementation evaluation protocols were developed based loosely on the Consolidated Framework for Implementation Research (CFIR). The CFIR was developed in 2009 and updated in 2022, mid-data collection, and the team adjusted protocols for the changes in the framework. Overall, the CFIR as an implementation framework measures five domains and 39 constructs or sub-domains. The five domains are intervention characteristics, outer settings, inner settings, characteristics of individuals, process. See below Appendix Table B.2a for the full list of domains and sub-domains.

To identify the best fit domains and sub-domains, the research team met with Osborne to discuss the applicability of the domains and sub-domains to the PREPARE and PREPARE Plus programs. The Osborne team provided feedback with regards to which sub-domains were repetitive and not relevant considering staff knowledge and participant knowledge. For example, we dropped the sub-domains “Cost,” “Peer Pressure,” and “External Policy and Incentives” because they were not relevant to our implementation evaluation. The Osborne team also identified some low priority sub-domains, which we merged with other sub-domains. For example, “Tension for change” felt repetitive and was wrapped in questions asked around staff “Knowledge & Beliefs about the Intervention.” (See Table III.2. for final list of relevant research questions and measures.)

After this, we conducted cognitive interviews with former PREPARE participants to go through the interview and focus group protocols. We also conducted cognitive interviews with Osborne staff. The intent of these cognitive interviews was to confirm we were asking comprehensive questions.

Table III.2. Measures used to address implementation sub-research questions

Associated Research Question	Implementation domain	Measures
RQ1	Context	Staff report on rationale for intervention selection
RQ1	Context	Staff reported on who is served in PREPARE and PREPARE Plus
RQ1	Context	Participant self-reports in interviews on motivation for joining the program
RQ1	Context	Participant focus group discussions of unmet needs and how the program may help them
RQ1	Context	Participant staff report on impact of COVID-19 and experience with virtual classes
RQ1	Implementation climate and readiness	Staff self-report on perception of value of SRM
RQ1	Implementation climate and readiness	Staff report in interviews on number, type, and depth of SRM trainings received

Associated Research Question	Implementation domain	Measures
RQ1	Implementation climate and readiness	Staff interview reflections on readiness activities and organizational adjustments during SRM preparation phase
RQ1	Implementation climate and readiness	Staff interview responses assessing the relevance, clarity, and impact of the SRM refresher on their ability to deliver the content
RQ1	Self-efficacy	Staff self-report on self-efficacy in knowledge and ability to deliver SRM prior to refresher
RQ1	Self-efficacy	Staff self-report on self-efficacy in knowledge and ability to deliver SRM after refresher
RQ1	Delivery	Staff reflections in interviews outlining sequential actions taken to deliver SRM (e.g., staff preparation, session scheduling, material development)
RQ1	Delivery	Staff reports in interviews on internal discussions and planning meetings related to SRM integration
RQ1	Delivery	Staff descriptions in interviews of specific planning activities (e.g., training, resource allocation, timeline development) to support SRM rollout
RQ1a	Outcome: Employment readiness	Participant self-report in focus groups or interviews describing use of employment readiness skills (RSW!)
RQ1a	Outcome: Parenting	Participant self-report in focus groups or interviews describing use of parenting skills (24/7 Dad)
RQ1a	Outcome: Recidivism	Participant self-report in focus groups or interviews describing strategies and motivation for avoiding recidivism
RQ1a	Outcome: Attention management	Participant example shared in focus groups or interviews of using SRM practices and skills for attention management
RQ1	Fidelity	Observations and schedules provided by Osborne staff
RQ1	Fidelity	Staff interview description of strategies for integration of SRM into 24/7 Dad and RSW! Observations of SRM integration into 24/7 Dad and RSW!
RQ1	Fidelity	Staff interview descriptions of the implementation process, including structure, timeline, and format of SRM delivery
RQ1	Fidelity	Staff interview descriptions of the implementation process, including structure, timeline, and format of SRM delivery

D. Data collection

Child Trends monitored data from both the impact and implementation evaluations. The research team accessed electronic survey data through a Secure File Transfer Program that Osborne used to transfer nFORM and internal Osborne data from the ECM data—a Salesforce-based application—securely to Child Trends staff. Additionally, Child Trends had user access to nFORM to allow for direct access and monitoring of participant data.

1. Impact evaluation data collection

Child Trends led the data collection for the impact evaluation. Child Trends developed three surveys for fathers to complete through key points in the program. (See *Appendix Table B.1 for more details.*) To create the surveys, Child Trends cross walked the nFORM surveys used by Osborne to identify existing data collection items, reviewed validated scales to guide instrument development, and consulted with internal subject-matter experts to refine the final questions. Child Trends programmed the surveys into REDCap and used this to distribute surveys to participants.

Data source and timing of impact evaluation data collection

Child Trends REDCap Surveys: Child Trends administered surveys three times to participants virtually via REDCap. All surveys measured the same domains—perceptions, behavioral intentions, actual behaviors, and knowledge—ensuring consistency and depth across all surveys.

Child Trends distributed the entry survey (Wave 1) while attending program classes, where they shared information about the study and invited participants to complete the survey. Participants who opted in at that time were contacted by Child Trends via email for participation in subsequent survey waves. To expand participation in later waves, in addition to Child Trends' outreach efforts, the research team coordinated with Osborne to conduct text outreach for the second and third surveys. Osborne texted everyone who was enrolled in PREPARE and PREPARE Plus cohorts inviting them to consent and participate in the study. This approach ensured that participants had multiple opportunities to complete the surveys across different time points.

The Wave 1 survey was completed by participants within the first two weeks of class. The exit survey (Wave 2) was completed at the end of the PREPARE/PREPARE Plus program. Participants were given one month to complete this survey and received weekly reminders from Child Trends and Osborne. The final survey (Wave 3) was sent to participants of the cohorts via text by Osborne or email by Child Trends three months after the end of the PREPARE/PREPARE Plus program. Participants were once again given one month to complete the survey and received weekly reminders.

All methods remain consistent in their approach, with no variation across study groups. Participants were sent weekly reminders (up to 4 subsequent reminders) to complete the surveys. For Wave 1, if a participant completed the survey by week three of the class or later, it was deemed outside of the data collection window. For Wave 2 and Wave 3, if a survey was completed after the four-week completion window, it was deemed outside of the data collection window. The surveys that were outside of the data collection window were not used for the analysis.

Other data sources and timing

nFORM client status summary: Facilitated by Osborne and collected at entry and exit of PREPARE and PREPARE Plus program. These data contain the entry and exit date, completed/graduation status, and characteristics (i.e., race, marital status, incarceration length, etc.) of each participant. Osborne facilitators oversaw the survey administration. These data were used to validate information provided by participants on the REDCap surveys but were not used for impact analysis.

Exponent Case Management (ECM) data: Facilitated by Osborne and collected electronically before PREPARE and PREPARE Plus program start to determine eligibility. These data include Osborne's service interaction information, service notes, session attendance records, referral information, job placement and retention rates, and program completion status indicators. Osborne facilitators oversaw data collection and sessions specific record keeping. These data were used to validate information provided by participants on the REDCap surveys but were not used for impact analysis.

2. Implementation data collection

Child Trends collected qualitative data for the implementation evaluation through virtual participant focus groups and interviews, staff interviews, and class observations. *(See Appendix Table B.1 for more details.)* Child Trends held immediate access to the qualitative data collected, monitored recordings and transcripts as they were received, and maintained data quality through secure drive storage.

Participant focus group: From October 2022 to October 2024, Child Trends team administered virtual focus groups (60 minutes) at the conclusion of each session (which last approximately 2.5 weeks). The focus groups started with introductory questions about participants' backgrounds such as how they learned about the PREPARE or PREPARE Plus program, previous experience with similar programs, and motivation for joining. Similar to the interviews, participants were also asked about their retention of the program materials (24/7 Dad, RSW!, and the SRM skills), as well as the challenges, successes, and lessons learned from them. Additionally, the focus groups asked about participants' learning experience such as thoughts on the accessibility of the material, experience of virtual setting, facilitator competence, facilitator engagement, and their relationships with other participants in their cohorts.

Initially, the Child Trends and Osborne teams planned to hold the focus groups immediately following the final session, but scheduling conflicts with participants limited participation. In response, the research team adjusted the outreach approach by inviting participants individually and scheduling interviews within one month of the session's completion date. To support participation, the research team worked with the Osborne team to send weekly reminders following the initial outreach attempt.

Participant interviews: The research team conducted follow-up interviews (60 minutes) three months after the program ended to build on the insights gathered from the focus groups. Participant interviews, like the Wave 3 survey, were initially designed to be at a six-month follow-up point; however, they shifted to three months due to low attrition, with the aim to capture a sustainable number of participants. The follow-up interviews aimed to assess if and how participants were applying lessons from the 24/7 Dad, RSW!, and the SRM skills in their daily lives, as well as to understand their experiences and challenges since completing the program. In addition to application and retention of content, participants were asked about their backgrounds, family structures, and their needs and the extent to which Osborne was meeting them.

Staff interviews: Interviews with Osborne staff were conducted once per year from 2022 to 2024. Outreach typically took place after a cohort ended, to ensure availability and minimize scheduling conflicts. The research team was mindful of staff transitions over time and adjusted outreach accordingly. To facilitate participation from Osborne's staff, the research team followed up with three emails to schedule interviews at times that accommodated the staff's workload. Interviews with staff aimed to explore staff's careers and

backgrounds, specifically work related to criminal justice and justice reform, their perceptions of teaching the 24/7 Dad, RSW!, and the SRM skills, the challenges and successes of implementing the curricula, as well as the methods used to track programmatic outcomes.

Observations: Child Trends aimed to conduct two in-person site visits per year to focus on planning and relevant research training around Child Trends' consent procedures, data collection, random assignment process, and to establish monitoring procedures. However, due to COVID-19 restrictions, Child Trends did not conduct in-person site visits with Osborne. In lieu of the in-person site visits, we conducted virtual observations of the PREPARE and PREPARE Plus classes.

As a part of the observations process, Child Trends developed relevant protocols, such as an observation checklist. The checklist for each observed class included the name of the session attended, whether it was a PREPARE or PREPARE Plus class, the number of participants, the number of facilitators, the length of the session, and participant engagement (video on, asking questions verbally or in the chat). The observation protocol also included data on the delivery of the content (whether discussion or presentation), use of ice breakers, specific content (24/7 Dad, RSW!, employment readiness), and participant response and discussion of material. Finally, for the PREPARE Plus classes, we added an additional checklist for whether SRM content was discussed, whether application of SRM skills was discussed or demonstrated, and whether SRM content and skills were integrated into other program material.

The research team conducted virtual observations from January 2023 to February 2024, every two months, to assess program implementation in real time. The team observed virtual program classes for the PREPARE and PREPARE Plus cohorts. Classes were led by Osborne's Family Support Specialist (facilitators).

IV. Analytic Methods

In this section, we describe how we constructed the analytic dataset used for the main impact analysis, which involved assessing baseline equivalence between the intervention (PREPARE Plus) and comparison (PREPARE) groups, and estimating program impacts on key outcomes. The analyses are grounded in a randomized controlled trial design. Details on the analytic sample, how we addressed participant attrition, unit and item nonresponse, and data exclusions are included in this section. We then describe the methods used to assess baseline equivalence on demographic characteristics and baseline measures of the outcomes. We describe the regression models used for each research question and covariate selection and inclusion in the models.

A. Analytic sample

Of the 506 fathers who enrolled in the program, 295 participants consented to participate in the study (158 intervention, 137 comparison). The time point of interest for these analyses is Wave 2. Attrition was low within the study sample at Wave 2:

- 1) Wave 1 overall survey completion was 96%.
- 2) Wave 2 overall survey completion was 70%.
 - i. Among Wave 1 completers, 68% completed Wave 2.
- 3) Wave 3 overall survey completion was 45%.
 - i. Among Wave 1 completers, 41% completed Wave 3.

Differential attrition was also relatively low:

- 1) 4 percentage points at Wave 1
- 2) 2 percentage points at Wave 2
- 3) 3 percentage points at Wave 3

See Table IV.1a for detailed response rates at each stage of data collection and Appendix B for the Consort Diagram.

Among participants who completed the Wave 2 survey, item-level nonresponse was generally low. Most primary outcome scales had fewer than 10 percent of respondents with any missing items. Participants missing data for a particular outcome were excluded from the analysis for that outcome but retained for all others where their data was complete. Respondents with any missing item were excluded from the scale, which is reflected in outcomes-specific response rates included in Table IV.1a. Three outcomes had higher rates of missing data: Parent-Child Bond (22%), Parent Involvement (68%), and Financial Stress (Cost of Living) (41%). No participants were excluded from the analytic sample for other reasons, such as missing baseline covariates.

Table IV.1a. Individual response rates, by PREPARE vs. PREPARE Plus status

	PREPARE Plus sample size	PREPARE sample size	Total sample size	Total response rate	PREPARE Plus response rate	PREPARE response rate
Assigned to condition	158	137	295	n.a.	n.a.	n.a.
Contributed to Wave 1	154	128	282	96%	97%	93%
Contributed to Wave 2	112	95	207	70%	71%	69%
Parent Stress						
Parent-Child Bond	86	76	162	55%	54%	55%
Knowledge of Child Emotional Development	108	91	199	67%	68%	66%
Parenting Self-Efficacy	107	92	199	67%	68%	67%
Parent Involvement	39	27	66	22%	25%	20%
Child-Motivated Behavior Change	104	87	191	65%	66%	64%
Coparent Collaboration						
Retrospective Parenting Intention	109	91	200	68%	69%	66%
Adaptive Resilience	108	90	198	67%	68%	66%

	PREPARE Plus sample size	PREPARE sample size	Total sample size	Total response rate	PREPARE Plus response rate	PREPARE response rate
Survive by Any Means	109	90	199	67%	69%	66%
Difficulty Affording the Cost of Living	63	60	123	42%	40%	44%
Financial Buffer	68	62	130	44%	43%	45%
Housing Insecurity	66	62	128	43%	42%	45%
Currently Training	66	63	129	44%	42%	46%
Has Certification or License	66	63	129	44%	42%	46%
Currently Employed	67	63	130	44%	42%	46%
Contributed to Wave 3	69	64	133	45%	44%	47%
Parent Stress	64	59	123	42%	41%	43%
Parent-Child Bond	46	44	90	31%	29%	32%
Knowledge of Child Emotional Development	68	63	131	44%	43%	46%
Parenting Self-Efficacy	66	63	129	44%	42%	46%
Parent Involvement	23	16	39	13%	15%	12%
Child-Motivated Behavior Change	62	54	116	39%	39%	39%
Coparent Collaboration	66	63	129	44%	42%	46%
Retrospective Parenting Intention	67	63	130	44%	42%	46%
Adaptive Resilience	66	63	129	44%	42%	46%
Survive by Any Means	66	61	127	43%	42%	45%
Difficulty Affording the Cost of Living	49	46	95	32%	31%	34%
Financial Buffer	68	62	130	44%	43%	45%
Housing Insecurity	66	62	128	43%	42%	45%
Currently Training	66	63	129	44%	42%	46%

	PREPARE Plus sample size	PREPARE sample size	Total sample size	Total response rate	PREPARE Plus response rate	PREPARE response rate
Has Certification or License	66	63	129	44%	42%	46%
Currently Employed	67	63	130	44%	42%	46%

Note: n.a. = not applicable. For outcomes, if a participant is missing any item contributing to the outcome measure, the participant is also missing the outcome.

For the analysis, we focused on data collected at the time of program exit (Wave 2). Of the enrolled sample, 193 participants completed both the Wave 1 and Wave 2 surveys, with 106 in the intervention group and 87 in the comparison group. For a small number of study participants (10) who did not complete the Wave 2 survey, we use their Wave 3 data as a proxy, in part to maximize the size of the analysis sample. This resulted in an overall analytic sample of 203 participants (111 intervention, 92 comparison). While this decision may introduce bias, particularly by weakening treatment effects on proximal outcomes (i.e., adaptive resilience) and possibly strengthening effects on distal outcomes (i.e., job stability), this group represents only 5 percent of the analytic sample. A sensitivity analysis excluding these 10 participants was conducted to assess the robustness of the results, and the results are not contingent on the inclusion or exclusion of these 10 cases.

B. Baseline equivalence and sample characteristics

We assessed baseline equivalence between the intervention and comparison groups in the final analytic sample using Wave 1 survey data. The assessment included all baseline measures of outcome variables and key demographic and background characteristics. Key demographics and background characteristics included: age, race/ethnicity, education level, annual income range, income source, relationship status, number of children, number of children for whom the participant pays child support, time since reentry, supervision type, and whether the participant had contact with family while incarcerated. We used chi-squared tests to compare categorical variables between groups and two-tailed t-tests for continuous variables. No adjustments were made for clustering or stratification in these tests.

Statistical comparisons indicated that most characteristics were well-balanced across groups. Among key demographics and background characteristics, both education level and time incarcerated had statistically significant differences between groups, meaning groups were not equivalent on these characteristics. Out of 12 such measures, two are not much more than one would expect to see by chance. From among the 16 baseline measures of outcomes, four of them—Parent Stress, Knowledge of Child Emotional Development, Survive by Any Means, and Difficulty Affording the Cost of Living—were statistically significant at baseline. This is more than would be expected by chance and could result from the changing composition in the experimental groups stemming from survey responses or differential attrition. As is standard practice in the field, we will include demographic traits that were not equivalent at baseline and baseline levels of outcomes as covariates in the impact analysis to account for these between-group differences, regardless of how slight they are or the reasons for them. Including these as covariates in the impact models adjusts for residual baseline differences and improves precision. Full baseline comparison results are presented in Table IV.2a and Table IV.2b.

Table IV.2a Summary statistics of key categorical baseline measures and baseline equivalence across study groups

Baseline measure	PREPARE Plus Percent (%)	PREPARE Plus Frequency (n)	PREPARE Percent (%)	PREPARE Frequency (n)	Percentage point difference between PREPARE Plus and PREPARE (%)	p-value of test of difference in means
Race						0.642
Black	70.3%	78	71.7%	66	-1.5%	
Hispanic	21.6%	24	21.7%	20	-0.1%	
Other	6.3%	7	6.5%	6	-0.2%	
Missing	1.8%	2	0.0%	0	1.8%	
Education						0.096*
Less than HS	17.1%	19	31.5%	29	-14.4%	
HS/GED	58.6%	65	47.8%	44	10.7%	
Some College and more	19.8%	22	18.5%	17	1.3%	
Missing	4.5%	5	2.2%	2	2.3%	
Annual Income						0.549
\$0-9,999	46.8%	52	40.2%	37	6.6%	
\$10,000-19,000	1.8%	2	3.3%	3	-1.5%	
\$20,000-39,999	0.9%	1	0.0%	0	0.9%	
Missing	50.5%	56	56.5%	52	-6.1%	
Income Source						0.322
Cash Assistance	0.0%	0	1.1%	1	-1.1%	
Family/Friends	1.8%	2	0.0%	0	1.8%	
Off the books income	40.5%	45	34.8%	32	5.8%	
Public Assistance	0.9%	1	0.0%	0	0.9%	
Unemployment Insurance	4.5%	5	9.8%	9	-5.3%	
Wages/salary	0.0%	0	1.1%	1	-1.1%	
Wages/Salary; None	2.7%	3	6.5%	6	-3.8%	

Baseline measure	PREPARE Plus Percent (%)	PREPARE Plus Frequency (n)	PREPARE Percent (%)	PREPARE Frequency (n)	Percentage point difference between PREPARE Plus and PREPARE (%)	p-value of test of difference in means
None	1.8%	2	1.1%	1	0.7%	
Missing	47.7%	53	45.7%	42	2.1%	
Relationship Status						0.372
Divorced	1.8%	2	1.1%	1	0.7%	
Married	9.0%	10	3.3%	3	5.7%	
Separated	5.4%	6	6.5%	6	-1.1%	
Single, never married	4.5%	5	2.2%	2	2.3%	
Living as married/In committed relationship	60.4%	67	62.0%	57	-1.6%	
Widowed	0.0%	0	2.2%	2	-2.2%	
Missing	18.9%	21	22.8%	21	-3.9%	
Supervision Type						0.329
City/Local Probation	4.5%	5	1.1%	1	3.4%	
Federal Probation	26.1%	29	27.2%	25	-1.0%	
Parole	16.2%	18	14.1%	13	2.1%	
Released on own recognizance (ROR)	0.0%	0	2.2%	2	-2.2%	
Missing	53.2%	59	55.4%	51	-2.3%	
Family Contact While Incarcerated						0.960
Yes	81.1%	90	82.6%	76	-1.5%	
No	8.1%	9	7.6%	7	0.5%	
Missing	10.8%	12	9.8%	9	1.0%	
Time Incarcerated						0.091*
<1 Year	6.3%	7	13.0%	12	-6.7%	

Baseline measure	PREPARE Plus Percent (%)	PREPARE Plus Frequency (n)	PREPARE Percent (%)	PREPARE Frequency (n)	Percentage point difference between PREPARE Plus and PREPARE (%)	p-value of test of difference in means
2-3 Years	14.4%	16	4.3%	4	10.1%	
3-5 Years	19.8%	22	19.6%	18	0.3%	
10+ Years	55.0%	61	56.5%	52	-1.6%	
Missing	4.5%	5	6.5%	6	-2.0%	

Note: ***/**/* Differences are statistically significant at the 0.01/0.05/0.10 levels, respectively.

Table IV.2b Summary statistics of key continuous and binary baseline measures and baseline equivalence across study groups

	PREPARE Plus mean	PREPARE Plus standard deviation	PREPARE mean	PREPARE standard deviation	p-value of test of difference in means
Participant Characteristics					
Age	39.1	9.4	39.5	10.1	0.759
Number of Children	1.6	1.1	1.8	1.1	0.286
Number of Children Paying Child Support For	0.1	0.4	0.2	0.8	0.505
Time Since Reentry (Years)	0.5	1.5	0.4	0.6	0.408
Baseline measures of outcomes					
Parent Stress	3.3	0.5	3.5	0.5	0.019**
Parent-Child Bond	4.1	0.8	4.2	0.7	0.287
Knowledge of Child Emotional Development ^a	0.7	0.4	0.8	0.3	0.049**
Parenting Self-Efficacy	3.4	0.6	3.4	0.6	0.984
Parent Involvement	3.5	1.6	3.4	1.3	0.814
Child-Motivated Behavior Change	3.6	0.6	3.6	0.6	0.770
Coparent Collaboration	2.9	1.0	3.0	0.8	0.358
Retrospective Parenting Intention ^a	0.9	0.3	0.9	0.3	0.366
Adaptive Resilience	4.4	0.7	4.4	0.7	0.518

	PREPARE Plus mean	PREPARE Plus standard deviation	PREPARE mean	PREPARE standard deviation	p-value of test of difference in means
Survive by Any Means	3.1	0.7	3.4	0.6	0.002***
Difficulty Affording the Cost of Living	0.6	0.5	0.7	0.4	0.057*
Financial Buffer	0.2	0.3	0.2	0.3	0.740
Housing Insecurity	0.4	0.3	0.4	0.3	0.302
Currently Training ^a	0.2	0.4	0.2	0.4	0.527
Has Certification or License ^a	0.9	0.3	0.9	0.3	0.366
Currently Employed ^a	0.2	0.4	0.1	0.3	0.435

Notes: ***/**/* Differences are statistically significant at the 0.01/0.05/0.10 levels, respectively. ^a Binary outcome that should be interpreted as proportions.

C. Estimation approach for analyses

Multivariate regression models were used for the impact evaluation to conduct between-group, within-group, and difference-in-difference analyses. There are 17 study outcomes in total. Five outcomes are binary, and the remaining 12 are continuous, so Linear Probability Models and OLS regression were conducted after a series of analytical tests for assumptions.

Pre-Post Analysis: Because the treatment arms compared PREPARE to PREPARE PLUS, the first analyses in this study were pre-post comparisons to understand how exposure to any version of PREPARE programming related to changes in participants over time. The research team examined differences from Wave 1 to Wave 2. All study outcomes collected at both Wave 1 and Wave 2 were regressed against a binary measure indicating the time point at which the data was collected – Wave 1 or Wave 2. To adjust for potential residual correlation within cohorts, standard errors were clustered at the cohort level. Several robustness checks, that are detailed later, were also conducted.

Model Specification:

$$Y_i = \beta_0 + \beta_1 \cdot \text{SurveyWave}_i + \sum_j \beta_j \cdot X_{ji} + \epsilon_i,$$

Where:

X_{ji}: Additional covariates (see Table IV.3)

β_j: Corresponding coefficients

ε_i: Error term

Standard errors clustered at the cohort level

Impact Analysis: The study’s primary analyses assessed differences between groups at Wave 2 (exit from program). Here, the research team examined differences between participants in PREPARE PLUS (intervention group) and PREPARE (comparison group). All study outcomes collected after participants graduated from their program cohorts (i.e., Wave 2 measures) were analyzed as a function of each participant’s group assignment—PREPARE or PREPARE Plus. To adjust for potential residual correlation within cohorts, standard errors were clustered at the cohort level. Several robustness checks, that are detailed later, were also conducted.

Model Specification:

$$Y_i = \beta_0 + \beta_1 \cdot \text{Treatment}_i + \sum_j \beta_j \cdot X_{ji} + \varepsilon_i$$

Where:

Y_i : Outcome variable for individual i

X_{ji} : Additional covariates (see Table IV.3), $j = 1, \dots, p$

β_j : Corresponding coefficients

ε_i : Error term

Standard errors clustered at the cohort level

The number and identity of covariates (p) will be defined based on baseline equivalence.

Trajectory Analysis: The third analysis for this study was difference-in-difference (DiD) comparisons, where the research team examined the difference in changes, or trajectories, over time between groups (i.e., change in outcome for PREPARE PLUS from entry to exit compared to change in outcome for PREPARE). To adjust for potential residual correlation within cohorts, standard errors were clustered at the cohort level. Several robustness checks, that are detailed later, were also conducted.

Model Specification:

$$Y_i = \beta_0 + \beta_1 \cdot T_i + \beta_2 \cdot W_i + \beta_3 \cdot (T_i \times W_i) + \sum_j \beta_j \cdot X_{ji} + \varepsilon_i$$

Where:

T_i : Treatment indicator

W_i : Survey wave indicator

$T_i \times W_i$: Interaction term between treatment and wave

X_{ji} : Additional covariates (see Table IV.3), $j = 1, \dots, p$

ε_i : Error term

Standard errors clustered at the cohort level

Table IV.3. Covariates included in the impact analyses

Covariate	Description of the covariate
Education	<ul style="list-style-type: none">• Educational attainment of the participant• Value ranges are the following: Less than HS, HS/GED, Some college +, Missing
Time since reentry	<ul style="list-style-type: none">• The length of time since participant was released from incarceration in years
Cohort Start Date	<ul style="list-style-type: none">• Start date for each cohort
Time since reentry	<ul style="list-style-type: none">• The length of time since participant was released from incarceration in years
Baseline outcome	<ul style="list-style-type: none">• The baseline value of the outcome of interest

D. Implementation analyses

The research team used the qualitative data collected from individual interviews, focus groups, and observations to understand the effect of SRM on PREPARE implementation, participant outcomes, staff knowledge and efficacy, strengths and challenges, and areas for improvement. Further details on implementation data collection are in Section III. D of this report. All interviews and focus group sessions were recorded. The recordings were transcribed using TranscribeMe! and analyzed using Dedoose. Observation data were analyzed using Excel.

To analyze the implementation data, we developed a codebook based on the CFIR domains and sub-domains as adapted for the study. See Table B.2a and Table B.2b in the Appendix. The codebook themes followed the themes of the domains and sub-domains identified for the study, with the addition of two nodes: background and COVID-19. The background code captured background information about participants and staff. The COVID-19 code focused on any unique experiences staff reported with delivering the program virtually because of COVID-19 and participants' preference for virtual vs. in-person program delivery. Members of the research team were trained to code iteratively. Team members were initially randomly assigned to transcripts. Two members coding the same interview or focus group before meeting to discuss differences. Nodes and themes were then further refined based on these discussions. The team of six analysts continued this process until they felt comfortable coding individually. After coding was completed, one member analyzed each domain, pre- and post-refresher. The team met weekly through coding and analysis stages.

Finally, for the observation data, team members attended classes, took notes, and then transferred notes to an excel sheet covering: 1) class information (length, start time, end time, content title, cohort name); 2) participant engagement; 3) content delivered (24/7 Dad, RSW!, employment readiness, financial education); 4) SRM content discussion; and 5) SRM practices. Observations were grouped into PREPARE Plus pre-refresher and post-refresher, and PREPARE pre-refresher and post-refresher, and were analyzed by one team member.

E. Sensitivity analyses

To assess the robustness of our primary impact findings, we conducted a series of sensitivity analyses designed to test whether the results were driven by specific analytic decisions or model specifications. These analyses focused on alternative covariate inclusion, outcome construction, sample definition, and standard error estimation.

We estimated models both with and without covariates to determine the extent to which impact estimates were sensitive to covariate adjustment. In addition to the prespecified covariates identified through baseline equivalence testing, we also estimated models without participants' program start date. The decision to include the start date in models was informed by the implementation team's feedback, which noted that mid-study refresher training and increased facilitator experience may have improved the fidelity of intervention delivery over time.

We also tested whether substituting Wave 3 responses for participants missing Wave 2 data (n=10) materially affected results. Models were re-estimated, excluding these participants, to assess the influence of timing differences in outcome measurement.

Because the comparison group receives the original form of the intervention, we conducted pre-/post-analysis for the analytic sample as a whole to understand trends unrelated to the intervention arm with more power.

Sensitivity checks were also conducted on the construction of outcome variables. In addition to the primary factor-based scales developed through EFA, we tested alternate specifications that allowed for partial item completion (i.e., including participants with some missing items on a scale) to evaluate whether findings were sensitive to stricter scale construction rules.

Finally, all models were estimated using standard errors clustered at the cohort level with a sensitivity analysis using robust standard errors to correct for heteroskedasticity. Clustering was conducted to account for potential intra-cohort correlation, as participants within the same cohort may have shared contextual experiences or been influenced by the same facilitators, which could violate the independence assumption of standard regression models. No additional subgroups or model variants were tested beyond those listed above.

V. Findings

This chapter describes the key findings of the impact and implementation studies, organized by research question. Means and differences are calculated on the full-precision numbers. The displayed means are rounded, so subtracting the rounded values won't always match the reported difference. Minor mismatches (± 0.1) are rounding artifacts, not analytic errors.

A. Results of the pre/post analysis

Key findings

From Entry to Exit, participants experienced small but statistically significant changes in some outcomes of interest, including increases in Parent Involvement, decreases in Difficulty Affording the Cost of Living, and decreases in Housing Insecurity.

Examining pre-to-post changes across the full sample provides insight into whether participants experienced changes in key outcomes while participating in PREPARE programming of any type. This analysis does not attempt to isolate causal effects but rather highlights where the group experienced changes during the intervention period.

Across the outcomes of interest, most differences between Entry and Exit were small and not statistically significant. Three outcomes demonstrated statistically significant changes. Parent Involvement increased by 0.5 points (from 4.5 to 4.9; $p = .002$). Two indicators of economic stability improved: Difficulty Affording the Cost of Living decreased by 0.1 points (from 0.9 to 0.7; $p = .005$) and Housing Insecurity decreased by 0.1 points (from 0.5 to 0.4; $p = .003$).

These findings indicate that while most outcomes remained stable during the program period, there were small but statistically significant improvements in select measures of economic stability and parent engagement.

Table V.1b. Differences from Entry (Wave 1) to Exit (Wave 2)

Outcome measure	Sample Size	Entry mean	Entry standard error	Exit mean	Exit standard error	Difference in means	<i>p</i> -value of test of difference in means
Parent Stress	328	3.4	0.2	3.4	0.2	0.0	0.524
Parent-Child Bond	248	4.6	0.2	4.6	0.3	0.0	0.979
Knowledge of Child Emotional Development ^a	348	0.7	0.1	0.8	0.1	0.0	0.225
Parenting Self-Efficacy	346	3.3	0.1	3.4	0.1	0.0	0.207
Parent Involvement	94	4.5	0.6	4.9	0.6	0.5	0.002***
Child-Motivated Behavior Change	322	3.7	0.2	3.7	0.2	-0.0	0.616
Coparent Collaboration	324	2.9	0.4	2.9	0.4	-0.0	0.520
Retrospective Parenting Intention ^a	350	0.9	0.1	0.9	0.1	0.0	0.112
Adaptive Resilience	326	4.5	0.2	4.5	0.1	-0.1	0.388
Survive by Any Means	332	3.2	0.2	3.2	0.2	0.0	1.000
Difficulty Affording the Cost of Living	188	0.9	0.2	0.7	0.2	-0.1	0.005***
Financial Buffer	332	0.2	0.1	0.2	0.1	0.1	0.080

Outcome measure	Sample Size	Entry mean	Entry standard error	Exit mean	Exit standard error	Difference in means	p-value of test of difference in means
Housing Insecurity	336	0.5	0.1	0.4	0.1	-0.1	0.003***
Currently Training ^a	338	0.4	0.2	0.4	0.1	0.0	0.532
Has Certification or License ^a	350	-0.0	0.1	-0.0	0.1	0.0	0.449
Currently Employed ^a	340	0.1	0.1	0.2	0.1	0.0	0.180

Notes: Entry Survey administered on first day of intervention participation, and Exit Survey administered on last day of intervention participation. All models control for education level, time since reentry, and cohort start date. ***/**/* Differences are statistically significant at the 0.01/0.05/0.10 levels, respectively. ^a Binary outcomes that should be interpreted as proportions.

B. Results of the primary impact evaluation

Key findings

At post-test, PREPARE Plus participants had modest but statistically significant higher scores than PREPARE on Parenting Self-Efficacy, with no other statistically significant differences observed between groups.

Between-group analyses compared PREPARE and PREPARE Plus participants at post-test to examine the impact of the additional SRM intervention component relative to standard delivery of PREPARE. For most measured outcomes, mean differences between the two groups were small and not statistically significant. Parenting Self-Efficacy was the only outcome to show significant differences between groups, and scores were 0.1 points higher in PREPARE Plus than PREPARE (2.3 vs. 2.2; $p = .034$). Two additional outcomes were marginally significant: Coparent Collaboration was 0.2 points lower in PREPARE Plus (1.0 vs. 1.2; $p = .051$), and Adaptive Resilience was 0.1 points higher in PREPARE Plus (3.0 vs. 2.8; $p = .091$).

Overall, these findings indicate that the two program models produced similar post-test scores on most outcomes, with a small but significant positive difference for PREPARE Plus participants in Parenting Self-Efficacy and small, marginal differences for Coparent Collaboration and Adaptive Resilience.

Table V.1a. Differences between PREPARE Plus and PREPARE at Exit Survey (Wave 2)

Outcome measure	PREPARE Plus sample size	PREPARE Plus mean	PREPARE Plus standard error	PREPARE sample size	PREPARE mean	PREPARE standard error	Difference in means	p-value of test of difference in means
Parent Stress	103	1.3	0.4	83	1.4	0.4	-0.1	0.344
Parent-Child Bond	86	0.7	0.4	72	0.6	0.5	0.0	0.672
Knowledge of Child Emotional Development ^a	107	0.4	0.2	88	0.3	0.2	-0.1	0.103
Parenting Self-Efficacy	106	2.3	0.3	89	2.2	0.3	0.1	0.034**
Parent Involvement	40	1.6	0.8	25	1.4	0.8	0.2	0.266
Child-Motivated Behavior Change	103	2.7	0.4	84	2.6	0.4	0.1	0.278
Coparent Collaboration	106	1.0	0.3	87	1.2	0.1	-0.2	0.051*
Retrospective Parenting Intention ^a	108	0.7	0.1	88	0.7	0.1	0.0	0.898
Adaptive Resilience	107	3.0	0.6	87	2.8	0.8	0.1	0.091*
Survive by Any Means	108	1.2	0.4	88	1.2	0.4	-0.1	0.254
Difficulty Affording the Cost of Living	64	0.8	0.2	61	0.8	0.2	0.1	0.286
Financial Buffer	105	0.5	0.2	88	0.5	0.2	-0.0	0.742
Housing Insecurity	107	0.2	0.1	88	0.3	0.1	-0.0	0.199
Currently Training ^a	107	0.3	0.1	85	0.3	0.1	0.0	0.967
Has Certification or License ^a	107	0.0	0.1	88	0.0	0.1	0.0	0.359
Currently Employed ^a	108	0.1	0.1	87	0.1	0.1	0.0	0.276

Notes: Exit Survey is administered on the last day of intervention participation. All models control for education level, time since reentry, and cohort start date. ***/**/* Differences are statistically significant at the 0.01/0.05/0.10 levels, respectively. ^a Binary outcomes that should be interpreted as proportions.

C. Results of the difference-in-difference analysis

Key findings

Difference-in-differences analyses found no statistically significant differences in change between PREPARE Plus and PREPARE participants.

Difference-in-differences analyses compared changes from Entry to Exit between PREPARE Plus and PREPARE participants. This type of analysis shows differences in trajectories. There were no statistically significant differences in changes between the two groups for most outcomes, including Parenting Self-Efficacy, which was significant in the post-test-only analysis. Two outcomes were marginally significant: Knowledge of Child Emotional Development showed a 0.1-point greater increase in PREPARE than PREPARE Plus ($p = .074$), and Coparent Collaboration increased 0.2 points more in PREPARE Plus than PREPARE ($p = .083$). These results indicate similar change patterns across the two program models, indicating no evidence of differential program impact over time.

Table V.1c. Difference-in-Difference between PREPARE Plus and PREPARE from Entry Survey (Wave 1) to Exit Survey (Wave 2)

Outcome measure	PREPARE Plus sample size	PREPARE Plus change	PREPARE Plus standard error	PREPARE sample size	PREPARE change	PREPARE standard error	Difference-in-Difference	p-value
Parent Stress	146	0.0	0.1	182	0.0	0.0	0.0	0.885
Parent-Child Bond	108	-0.1	0.1	140	0.0	0.1	0.1	0.319
Knowledge of Child Emotional Development ^a	158	-0.0	0.1	190	0.1	0.0	0.1	0.074*
Parenting Self-Efficacy	156	0.0	0.1	190	0.1	0.0	0.0	0.580
Parent Involvement	38	0.3	0.2	56	0.6	0.2	0.2	0.408
Child-Motivated Behavior Change	144	-0.1	0.1	178	-0.0	0.1	0.0	0.728
Coparent Collaboration	148	0.1	0.1	176	-0.1	0.1	-0.2	0.083*
Retrospective Parenting Intention ^a	158	0.0	0.0	192	0.1	0.0	0.0	0.603

Outcome measure	PREPARE Plus sample size	PREPARE Plus change	PREPARE Plus standard error	PREPARE sample size	PREPARE change	PREPARE standard error	Difference-in-Difference	p-value
Adaptive Resilience	150	-0.1	-0.1	176	-0.0	0.1	0.0	0.716
Survive by Any Means	150	-0.1	0.1	182	0.0	0.1	0.1	0.260
Difficulty Affording the Cost of Living	88	-0.2	0.1	100	-0.1	0.0	0.1	0.104
Financial Buffer	152	-0.1	0.0	180	-0.0	0.0	0.0	0.633
Housing Insecurity	152	-0.1	0.0	184	-0.1	0.0	-0.1	0.192
Currently Training ^a	150	0.0	0.1	188	0.0	0.1	0.0	0.954
Has Certification or License ^a	152	-6.9	0.0	184	0.0	0.0	0.0	0.478
Currently Employed ^a	152	0.1	0.0	188	0.0	0.0	0.0	0.464

Notes: Entry Survey administered on first day of intervention participation, and Exit Survey administered on last day of intervention participation. All models control for education level, time since reentry, and cohort start date. ***/**/* Differences are statistically significant at the 0.01/0.05/0.10 levels, respectively. ^aBinary outcomes that should be interpreted as change in proportions.

D. Results of the sensitivity analyses

Excluding the 10 participants whose Wave 3 responses were imputed did not meaningfully change the impact estimates. Similar findings were identified using robust standard errors compared to cohort-clustered standard errors.

We conducted a sensitivity analysis for the construction of factor-based scales developed through EFA, which allowed us to retain participants with one missing item on a scale in the analytic sample to evaluate whether findings were sensitive to stricter scale construction rules. These results mirrored those obtained using more restrictive scale construction criteria.

E. Results of the implementation evaluation

Key findings

SRM implementation in PREPARE Plus improved significantly following a mid-study refresher training. Initially, delivery was limited and inconsistent due to minimal staff training and confusion about SRM's purpose. After the refresher led by SRM's developer, staff demonstrated a stronger understanding, confidence, and integration of SRM across sessions. Post-refresher, participants more frequently recalled and applied SRM techniques such as grounding, resourcing, and tracking sensations, with 70 percent of focus group participants and 75 percent of interviewees referencing specific practices. These improvements were linked to stronger emotional regulation and parenting outcomes. The evaluation's focus on both intent-to-treat and dosage supports the curricular adjustments made to accommodate expanded SRM content.

The purpose of this implementation evaluation was to answer the questions:

- *RQ1: How are PREPARE and PREPARE Plus implemented pre-refresher and post-refresher?*
 - *RQ1a: How does implementation of PREPARE and PREPARE Plus influence the observed key outcome domains (i.e., parenting, healthy relationships, employment readiness, and reduced recidivism)?*

The analysis focused on two factors: the outcome comparisons between PREPARE and PREPARE Plus and the fidelity of SRM implementation. The section below will first discuss implementation, delivery, and fidelity, and then participant outcomes.

1. Introduction to pre- and post-SRM refresher training

SRM was implemented in the PREPARE Plus program with the first cohort in November 2021. Midway through implementation, the research team shared preliminary findings with Osborne, which prompted adjustments to improve fidelity. These adjustments were supported by a refresher training on SRM, delivered by Laurie Leitch. As a result, SRM implementation and fidelity are best understood in two distinct phases: pre-refresher and post-refresher. See Table II.1 and Table II.1a for a full breakdown of dosage across PREPARE and PREPARE Plus groups, pre- and post-refresher.

As part of the refresher, Laurie Leitch observed PREPARE Plus classes and provided feedback from April 2023 – June 2023. She provided feedback to the staff that clarified SRM's function as a strategy for attention management, provided short videos for staff to show in the classes, and supported staff in updating the SRM presentation slides. Clarifying that SRM is attention management, not meditation, was important, as facilitators and participants often referred to it as such. Finally, staff also received training on Dan Siegel's "Hand Model of the Brain" which they used to demonstrate the effect of triggers and stress on the brain.

Changes to the PREPARE Plus classes following this refresher were as follows: 1) instead of one session introducing SRM, participants were provided four 1.5-hour sessions discussing different components of SRM on Tuesdays and Thursdays of the first two weeks of class and included demonstrations and practice of SRM skills, 2) incorporating videos developed by Laurie Leitch and her team to accompany the four sessions, 3) embedding intentional practice of grounding exercises during mock interview practice sessions and during 24/7 Dad sessions in week three, 4) using of the Daniel Siegel Hand Model of the Brain to

demonstrate effect of stress on the brain, 5) introducing classroom ice breakers that were focused on resilience. Finally, the fatherhood workshops delivering 24/7 Dad were reduced in time to accommodate the increased number of SRM sessions. While the content was still delivered, facilitators reduced discussion time. Although the total number of hours for curriculum delivery was reduced, this adjustment aligns with the evaluation's design, which includes both intent-to-treat and dosage analyses. This allows the study to assess the effects of being assigned to the intervention as well as the effect of varying levels of participant exposure, preserving the integrity of the analytic approach. (See Table II.1 and Table II.1a for details of pre-refresher PREPARE Plus program description).

2. Pre-refresher implementation: report on all domains/measurements

Context: Rationale for intervention: SRM was previously implemented at Osborne through the Bronx Partners for Healthy Communities (BPHC) grant, during which Laurie Leitch provided training at the Bronx office. When planning this grant, the team chose to incorporate SRM into the PREPARE program because elements of the curriculum—such as discussing fatherhood and employment readiness—were recognized as potentially anxiety-inducing or emotionally triggering for participants. SRM was selected largely due to staff familiarity from prior Osborne initiatives and an existing relationship with the curriculum's developer. To accommodate SRM, the team removed some Family Works components (which were not evidence-based) while retaining 24/7 Dad. Although facilitators were not involved in the decision to adopt SRM, they were responsible for determining how to integrate it into the existing curriculum, appreciating its flexibility and adaptability.

Context: Who is being served: Participants in the PREPARE and PREPARE Plus programs at Osborne, which serve fathers or father figures with justice involvement, vary in education levels and the length of their incarceration in federal or state prisons. Those who have been incarcerated longer often appear more reticent in classroom settings, while younger participants typically require more coaching. Many face challenges adapting to post-release life, including limited technology skills, lack of access to smartphones or computers, unstable housing, and inconsistent internet—particularly in halfway houses. These factors can make class engagement difficult, especially when participants are mobile during sessions.

Recruitment primarily occurs through federal halfway houses, probation officers, and referrals from other Osborne programs, state prison initiatives, and justice-focused agencies such as the Fortune Society, CEO, and the Brooklyn DA's Office. Recruitment is also supported by word of mouth and strong relationships with parole officers and community-based organizations.

Context: Participant self-reported needs and motivation: Staff and participants in the PREPARE and PREPARE Plus programs identified a wide range of reentry-related needs, with shared priorities around housing, employment, parenting, and mental health. Staff emphasized gaps in technology access, mental health services, and housing resources, as well as structural barriers to employment and the limitations of siloed program funding. They expressed a desire to offer more holistic support, including peer mentorship and life skills development. Participants echoed many of these concerns, citing stable housing, employment, and reconnecting with children as urgent needs. Mental health support, emotional regulation tools, and basic resources like transportation and documentation were also frequently mentioned. Motivated by a desire to avoid reincarceration and rebuild their lives, participants sought both practical outcomes—like jobs or custody—and personal growth, including emotional resilience and healthier relationships. Many were drawn to the program by its structure and the influence of credible messengers, expressing hope that it would not only provide tools for survival but also a pathway to thrive.

Context: Impact of COVID-19 and virtual classes: COVID-19 disrupted program delivery by limiting staff access to halfway houses, which made recruitment and participant engagement more challenging. In

response, staff had to quickly restructure and condense the curriculum to make it more manageable in a virtual format. These changes posed additional difficulties for participants, many of whom lacked digital literacy and reliable access to technology. Staff noted that even basic tasks such as logging in and joining virtual sessions were substantial barriers. For this reason, staff spent time during and outside of class working with participants to help them navigate technology.

Implementation climate and readiness: Implementation of the PREPARE Plus program in the pre-refresher phase consisted of one two-hour session introducing SRM, in which participants learn about the neuroscience of stress, adverse childhood experiences, resilience zones, grounding exercises, resourcing and resource strengthening, sensory tracking, and shift and stay. In addition to the high-level overview of all the SRM practices, participants were also guided through grounding exercises. This was the only SRM practice presented throughout the three-week course. The grounding exercises were practiced randomly in addition to other sessions.

Below are the key findings from staff interviews pre-refresher.

- **Staff perception of SRM goal:** Staff across all levels felt they understood the value and big picture of implementing SRM. Staff felt strongly that the goals of PREPARE/PREPARE Plus aligned well with Osborne’s goals.
- **Readiness:** Facilitators reported SRM was introduced abruptly, with little onboarding and time for integration. New staff lacked sufficient training before implementation, unlike some previously trained colleagues.
- **Training on SRM:** Staff received SRM training through a train-the-trainer model, with experienced staff observing and providing feedback to others. Only one formal SRM training session occurred.
- **Staffing:** A major challenge to SRM implementation and fidelity was staffing shortages and the heavy workload of Family Service Specialists, who manage recruitment, intakes, case management, and more.
- **Buy-in:** Some facilitators and leadership did not necessarily believe in SRM exercises initially, but eventually began to see progress. One of the leadership staff noted that they struggled to see the value of SRM during the early training period, but upon reflection, changed their mind.

Self-efficacy: Program leadership felt that the implementation of SRM went very well—they had adequate time to plan and felt confident that Family Service Specialists could deliver the curriculum, given their skills from years of experience with delivering PREPARE. Program leadership offers Family Service Specialists flexibility in how they deliver the PREPARE curriculum. Therefore, while they have the same end result in mind, how Family Service Specialists teach the content and relate to participants throughout the process varies.

Family Service Specialists shared that they did not have adequate time to prepare for delivering SRM. While they liked having freedom to determine how to teach the subject matter, building the SRM content into their normal lessons felt rushed.

Delivery: Implementation of SRM in the PREPARE Plus classes prior to the refresher was inconsistent. Aside from the introductory two-hour session introducing SRM content, PREPARE Plus classes varied in how frequently participants received SRM practices. The following highlights findings from pre-refresher virtual classroom observations.

- Staff all had the same script for walking PREPARE Plus participants through grounding exercises.
- All observed PREPARE Plus classes started with the SRM introduction session.
- Of all observed PREPARE Plus classes, 20% practiced SRM.

- Of all observed PREPARE Plus classes, SRM was mentioned as either useful or components of it were discussed in relation to other curricula in 30% of the classes.

Fidelity: To implement PREPARE Plus, staff modified the existing PREPARE program to include SRM. Prior to the implementation of PREPARE Plus, the PREPARE program used a combination of RSW!, 24/7 Dad, and two internally developed curricula titled Family Works and Healthy Relationships. As part of integrating SRM, the internally developed curricula were dropped. Staff discussed integrating SRM into RSW! and 24/7 Dad modules that focused on conversations with partners and job interviewing. Changes were made to some of the other curricula used in the PREPARE program to ensure that no overlaps were happening across content. Finally, since the implementation of SRM aligned with COVID-19, Family Service Specialists led the development of online training, transitioning to virtual presentations, and randomizing participants into PREPARE or PREPARE Plus.

With regards to staff onboarding to the new program, staff reported that some of the Family Service Specialists had previously implemented SRM, and no new training was given. Family Service Specialist received the materials and prepared over the weekend. Staff also participated in training on the evaluation component and the randomization process. No significant staff changes occurred in the development of PREPARE Plus.

3. Pre-refresher outcomes: report on all outcomes

Participant attention management outcomes: In terms of stress management and attention management, we found that both cohorts, PREPARE and PREPARE Plus, completed the programs with increased recognition of the need to manage their responses and stresses. Members from both cohorts reported in interviews and focus groups that they practiced calming strategies. This is in large part due to the 24/7 Dad curriculum, which emphasizes positive parent-child relationships, coparenting, and interpersonal relationship development. Session #3 of the 24/7 Dad curriculum, as taught in PREPARE and PREPARE Plus, is called “showing and handling feelings” and speaks about the importance of displaying feelings, addressing them when they come up, and tips for managing grief. Session #4 focuses on men’s mental health, and session #5 is focused on communication strategies. Thus, when analyzing the data, we noted that PREPARE participants shared a lot of self-regulation strategies they learned in class. (See Appendix B, Fig. 3).

PREPARE self-regulation outcomes:

- 60% (3 of 5) of focus groups referenced using de-escalation or calming strategies, such as walking away from conflict or “cooling down” before responding.
- 2 of 5 groups discussed improved parenting or communication skills, attributing better family dynamics to PREPARE participation.
- Participants discussed non-SRM practices such as meditation, using calming strategies, taking a breath, or walking away to self-regulate and manage stress. “I take a breather, I go outside, and I give myself a little timeout.”

PREPARE Plus attention management outcomes:

- Two-thirds of participants who participated in a focus group recollected SRM concepts such as the Resilience Zone (RZone), triggers, and ACEs. “That stuff about the RZone? That was deep. I never thought about how my body’s always in fight mode.”
- Similar to PREPARE cohorts, participants often reported using non-SRM practices to self-regulate, such as breathing or stepping away.

- Non-SRM strategies were mentioned in 69% of all entries, suggesting that participants integrated SRM into a broader toolkit for self-regulation and emotional control
- While participants did not always recall SRM terminology, they would provide examples.

Overall, the data showed that like PREPARE participants, PREPARE Plus participants were more likely to recall non-SRM strategies and practices for self-regulation. Among the PREPARE Plus participants, about two-thirds recalled the concepts in the focus groups. A small number of participants were able to recall the practices, if not by name, by description.

Parenting outcomes: Fathers and father figures in PREPARE and PREPARE Plus shared similar outcomes, as expected, since they all participated in 24/7 Dad. Both groups reported improved relationships with their children, nieces, nephews, and their partner’s children. Both groups also shared learning about different approaches to parenting, being less authoritative, and learning to respond with care instead of anger. SRM integration was notable in two ways. First, participants in the PREPARE Plus cohort noted that they were more mindful of the effect of trauma and adverse childhood experiences when they are parenting their children now. Another way that SRM practices were observed when participants were discussing parenting was that some participants noted using “meditation” skills learned in the class. Several participants mentioned breathing exercises and self-reflection. While breathing exercises are not stand-alone SRM practices, grounding exercises involve assessing triggers and taking deep breaths.

Employment readiness: Both groups gained valuable skills in resume-building, interviewing, and financial literacy. Both groups emphasized job readiness and highlighted the one-minute pitch as a useful, memorable session. Challenges and recommendations were similar, focused on employment limitations, financial strain, and calls for expanded job pathways. PREPARE Plus did not report using SRM skills when it came to employment.

Recidivism: All participants expressed a strong desire to avoid recidivism by focusing on reconnecting with family, self-improvement, and changing their environments or people in their support systems. Both groups reported that facilitators emphasized the importance of managing stress and pressures of everyday life that might trigger reactive behaviors that can result in recidivism. Two participants in PREPARE Plus noted that learning about the effects of stress on the body helped them to realize the importance of “walking away” from confrontations.

Conclusions: As a result of the speedy implementation of SRM, fidelity was affected by a lack of training for all staff, delivering only one session explaining what SRM is, inadequate time to determine how to integrate SRM, and focusing on practicing grounding exercises. Despite this, participants were able to pick up and retain SRM content and practices. To improve outcomes among participants and implementation, the Osborne team reengaged Laurie Leitch to retrain the staff.

4. Post-refresher implementation: report on all domains/measurements

Staff interviews with facilitators and leadership revealed clear efforts to integrate SRM into the existing PREPARE Plus curriculum, along with improved staff self-efficacy, belief in the intervention, and noticeable changes in how staff present and discuss SRM. First, the refresher introduced new tools—such as Dan Siegel’s “Hand Model of the Brain,” updated SRM calendars, and instructional videos—that helped embed SRM more fully into daily programming. In addition to using the new tools, staff intentionally integrated

SRM into 24/7 Dad and RSW! noting that SRM practices were integrated when there were difficult parenting topics, mock interview preparations, and as a part of the morning ice breakers. Second, across all

levels, facilitators, leadership, and staff reported gains in SRM practice, integration, and overall confidence and competence in delivering the material. The refresher led to a marked increase in staff engagement and enthusiasm, with staff demonstrating a deeper understanding of SRM concepts, more frequent and confident instruction, and a stronger command of SRM language. Leadership noted that staff were internalizing SRM principles rather than merely delivering content, and staff reported greater comfort in teaching SRM and observed improved participant responses.

“Refresher improved competence and staff are engaged with the material.”

Delivery: In all observed classes post-refresher, SRM was either discussed or practiced. In two-thirds of the classes, SRM was practiced. Facilitators used icebreakers as opportunities to talk about resilience. Facilitators also discussed resourcing and resource strengthening with participants, allowing for time to practice and to go around sharing their resources. After SRM practices, facilitators regularly asked participants how they felt, and participants noted feeling calmer, peaceful, and relaxed. During one of the observed sessions, which was a RSW! class, staff discussed that using SRM can be helpful when preparing for interviews. Another participant shared, “It’s a good feeling. It makes you feel like 10 pounds lighter.”

Self-efficacy: Both Facilitators and leadership expressed improved understanding of the SRM curriculum and appropriately described it as a neuroscience-based model focused on managing emotions, stress, and reactions through consistent practice. Staff also shared that SRM emphasizes concepts like the “resiliency zone,” neuroplasticity, and physiological stress responses. Facilitators shared that SRM aims to help participants manage stress, reduce trauma reactivity, and build emotional regulation through neuroscience-based practices. Leadership views SRM as a valuable tool for developing emotional intelligence and navigating life post-incarceration. One facilitator shared that the model teaches participants to respond thoughtfully rather than react impulsively, emphasizing internal control.

Facilitators are increasingly confident teaching SRM content and leading participants in SRM practices, except for one facilitator who reported that they feel somewhat confident in teaching grounding techniques but are not fully familiar with the entire SRM curriculum. Staff reported a need for ongoing SRM training similar to the SRM refresher. Staff also noted challenges related to timing. For instance, staff shared that participants may need more time to absorb material and feel comfortable engaging. Additionally, staff need more time in between classes to sufficiently prepare for a new class.

Fidelity: Following the refresher, staff reported meeting more frequently and immediately discussing strategies for integrating SRM into PREPARE Plus. They received resources such as recordings of SRM practices and Dan Siegel’s Hand Brain model, which was introduced as a visual tool for regulation. Staff also developed an updated schedule for PREPARE Plus, which included additional SRM content discussion sessions. (See Table II.1a. for updated dosage).

Following the refresher, staff reported a more targeted, strategic process for integrating SRM into the other PREPARE Plus modules. Staff identified additional opportunities to integrate SMR into 24/7 Dad and RSW! specifically. First, 3 of the 4 facilitators reported integrating SRM principles into icebreaker activities by discussing topics such as resilience or ACEs and finishing with grounding exercises. Staff also deliberately wove SRM practices by practicing grounding exercises, resourcing, shift and stay, and sensory tracking before or after diving into emotionally demanding exercises and content such as mock interviews and preparation for discussing conviction history.

5. Post-refresher outcomes report on all outcomes

PREPARE self-regulation outcomes: Following the refresher, outcomes for participants in the PREPARE cohorts did not change. They continued to report non-SRM self-regulation and stress management strategies and practices. Interview and focus group data show strong uptake of emotional management behaviors—particularly breathing, pausing, and walking away.

PREPARE Plus attention management outcomes: Among the PREPARE Plus cohorts, there was an increase in discussing, naming, and practicing SRM. Post-refresher interviews reveal that participants developed a deeper grasp of SRM principles, both in terminology and in lived application. The training refresher appears to have improved the transmission of SRM content from staff to participants, especially in helping them internalize emotional regulation techniques.

- 70% focus group participants explicitly referenced SRM content such as grounding, resourcing, or tracking.
- 75% of interviewees mentioned specific SRM practices and noted practicing outside of the classroom
- Participants discussed “sensations as signals,” noting what their bodies feel like when stressed as indicators of practicing SRM
- Participants expressed more self-compassion and self-forgiveness as well. “...I'm still got a little challenge or road ahead, but they gave me the skills and techniques to keep myself grounded from letting my emotions run wild.”

“Whenever a situation is stressful or tense, I could just find a chair or a wall or something to lean on, close my eyes, take deep breaths, and just focus on my hands, my feet, different parts to distract me from whatever the situation may be.”

Parenting outcomes: Similar to the pre-refresher outcomes, participants in the PREPARE and PREPARE Plus cohorts described a variety of successes, including improved relationships with children and co-parents, greater emotional regulation, increased confidence, and renewed motivation to be present and responsible caregivers. Many attributed these changes to their participation in the PREPARE program.

Unique to the PREPARE Plus cohorts, two focus group participants noted the importance of practicing grounding techniques to improve parenting. One participant shared, “basically, skills that I can use to nurture and build my son up to use for myself to avoid situations and the grounding techniques so I can calm myself down whenever necessarily I need to.” Another participant noted that learning about ACEs was very important, and he wished he had known it sooner.

Employment readiness: Both groups, PREPARE and PREPARE Plus, reported high confidence in employment readiness due to sessions on resume writing, interview preparation, one-minute pitch, and strategies for discussing conviction histories during job searches. Both groups noted challenges with adjusting to the work environment and cultures. For example, whether tattoos were appropriate and how to communicate in environments that are new to them. Both groups reported desiring more diverse job opportunities. Finally, the PREPARE Plus group was more likely to report wanting assistance with finding work clothes and financial support to buy MetroCards.

Recidivism: Similar to the pre-refresher data, participants in both PREPARE and PREPARE Plus reported commitments to avoiding people, places, and situations that might lead to reoffending. Both groups also emphasized family reconnection, family accountability, and self-improvement as important motivators. Both groups reported the importance of a change in attitude and recognition of consequences. PREPARE

Plus participants were more likely to discuss de-escalation and emotional regulation. In both groups, participants recognized challenges that might lead to recidivism, such as a lack of working opportunities and external peer pressures. Two participants from PREPARE Plus recommended adding anger management sessions to the program.

The SRM refresher enhanced staff competence, confidence, and engagement, leading to deeper integration of SRM practices across the PREPARE Plus curriculum. Staff demonstrated more intentional and effective delivery, contributing to stronger participant understanding and application of SRM concepts. These improvements were especially evident in the PREPARE Plus cohorts, where participants more frequently named, practiced, and internalized SRM techniques in both classroom and personal contexts.

VI. Summary and Conclusions

A. Implications

Impact evaluation: Pre-post analyses indicated that people who participate in any type of PREPARE programming experience small but statistically significant improvements in Parent Involvement, Difficulty Affording the Cost of Living, and Housing Insecurity. While these are important gains to recognize, we cannot directly attribute these changes to PREPARE programming because we do not have a no-treatment control for comparison. The impact analyses found that those receiving the additional SRM intervention component exited programming with small but significantly higher Parenting Self-Efficacy scores ($p = .034$). Notably, the improvement in parenting-related measures aligns with the emphasis on self-regulation and grounding in the SRM add-on of PREPARE Plus. Difference-in-differences analyses, which compare change over time across groups, found no statistically significant differences in change between PREPARE Plus and PREPARE participants.

Taken together, these findings suggest that both program models produced similar patterns of participant change across most outcomes. The few observed differences over time may reflect program engagement and support components that were common to both models. The limited impact analysis results imply that, within this study period, enhancements in PREPARE Plus had minimal additional measurable impact beyond the original PREPARE model. Future research could explore whether longer follow-up, larger sample sizes, or more targeted implementation differences yield clearer distinctions in program effects.

Implementation evaluation: The evaluation found that while initial implementation of SRM in PREPARE Plus faced challenges—due to limited training, inconsistent delivery, and participant confusion—targeted improvements introduced through a mid-study refresher enhanced fidelity and impact. Staff became more confident and consistent in delivering SRM, and participants demonstrated greater understanding and use of core SRM practices. These shifts suggest that when properly supported, SRM can be meaningfully integrated into reentry programming and contribute to improvements in emotional regulation and parenting. The findings support the program’s theory of change and suggest that both exposure and delivery quality are critical to SRM’s effective implementation. For the PREPARE Plus participants, we noted that prior to the refresher, while they were able to recall some of the SRM principles, they recalled either hearing about the practices or seeing them demonstrated a few times, but they did not report practicing any of the skills. Following the refresher, the PREPARE Plus participants more frequently named, practiced, and internalized SRM techniques in both classroom and personal contexts.

B. Limitations and future directions

One key limitation of the impact portion of the evaluation is the similarity in the intervention experienced by those in the two experimental arms. That is, the addition of SRM is a relatively small difference in implementation and represents the entirety of the “treatment contrast.” With a study sample of just 280 people, the study may be underpowered to detect an effect as small as one might expect from the simple addition of the SRM. When interpreting the impact findings, the implementation team highlighted additional potential limitations to the study: they noted that there might have been (1) contamination between experimental arms, where SRM trainers interacted with staff in both the Standard and Plus groups, and (2) potential dilution of the Standard program in the Plus arm due to the SRM add-on, which might have detracted from time related to other reentry topics like finances and employment. Regardless of these challenges in implementing the Plus group’s intervention, we might still anticipate full sample trends that we did not detect. Additionally, unexpected findings, such as the marginal decline in Coparent Collaboration, highlight the need to consider unintended effects and complex dynamics that may arise as participants engage in the program’s content. This finding may reflect growing awareness or shifting expectations rather than a clear negative finding. Further, the null findings in key areas anticipated to demonstrate program effects immediately after participation, such as self-regulation, suggest that further work is needed to refine the theory of change and understand proximal and distal effects of programming. Ultimately, these patterns provide a foundation for refining the intervention and testing its theory of change more robustly in future research and underscore the need for continued follow-up and larger samples for future evaluations.

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VIII. Appendices

A. Logic Model

ASSUMPTIONS ▶	INPUTS ▶	TARGET POPULATION ▶	ACTIVITIES ▶	OUTPUTS (ANNUAL) ▶	OUTCOMES ▶
<ul style="list-style-type: none"> • Our family-focused approach will improve engagement with children & partners • With effective hard & soft skills training, work experience & support answering questions about their criminal justice involvement, justice-involved fathers can find & retain work • 24/7 Dad & Ready, Set, Work! (our core fatherhood & employment education programs, respectively) have been thoroughly evaluated & validated for use with people who have been involved in the criminal justice system • Incentives, relationships education & employment credentialing opportunities will help us to engage the partners of the targeted fathers 	<ul style="list-style-type: none"> • 30 years of experience providing fatherhood services for currently/ formerly incarcerated fathers & supports for their families • 20 years of experience providing employment services to target pop. • Strong presence in correctional facilities, & partnerships with criminal justice organizations that can act as referral sources, including NY DOCCS, NYC DOC, NYC DOP • Strong partnerships with other children/ family services providers & child support enforcement agencies (OCSE) • Clinically trained staff w/ expertise providing parenting, employment & relationship services to target population • Strong relationships with local employers • Connections to other Osborne programs, including treatment, HSE prep, connections to housing & primary care, health services & support groups for women partners of currently/ formerly incarcerated men, & after school & summer programming for children of justice-involved parents. 	<ul style="list-style-type: none"> • Low income & criminal justice-involved fathers & their families, including custodial, noncustodial, biological, adoptive, & expectant fathers or stepfathers, as well as others who are acknowledged as father figures by a child or young adult. • This includes formerly incarcerated men who have been released from incarceration less than 6 months prior to intake. 	<ul style="list-style-type: none"> • Outreach • Intake/psychosocial assessment, DV screening • Individual counseling • Family counseling • Fatherhood education services (24/7 Dad & FamilyWorks curricula) • Soft skills employment training (Ready, Set, Work!) • Healthy relationships education for fathers • Healthy relationships education for couples • Hard skills training & credentialing • Employment placement & retention support • Subsidized employment opportunities • Experiential learning activities for fathers and children • College preparation sessions for fathers & children 	<ul style="list-style-type: none"> • 300 families screened • 160 fathers assessed for eligibility and needs • 160 fathers enrolled • 160 fathers receive case management • 10 partners receive individual counseling • 144 fathers complete fatherhood & employment groups • 80 fathers and/or their partners/co-parents are placed in jobs (subsidized, unsubsidized or internships) • 144 fathers complete strengthening relationships, 20 couples complete connected couples • 40 fathers/partners receive industry credentials 	<p>Short Term:</p> <ul style="list-style-type: none"> • Improved healthy relationships & marriage skills • Improved parenting & co-parenting skills • Increased frequency of father/child engagement • Increased financial responsibility of fathers • Progress toward greater economic stability, including skill attainment & employment • Reduced recidivism <p>Long-Term:</p> <ul style="list-style-type: none"> • Improved family functioning • Improved adult & child well-being • Increased economic stability & mobility • Reduced poverty • Reduced recidivism

B. Data and study sample

Figure 1. PREPARE and PREPARE Plus CONSORT diagram

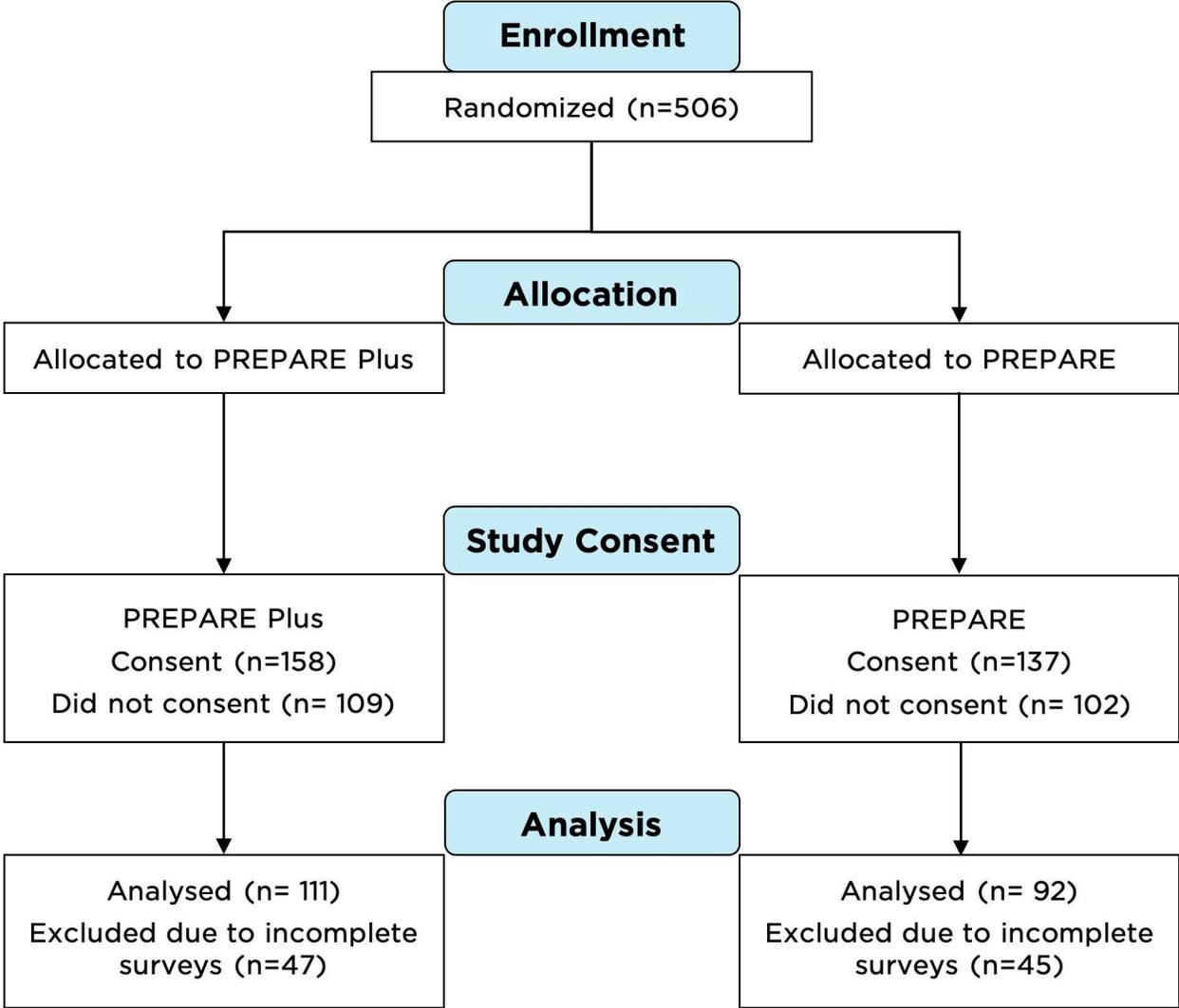


Figure 2. PREPARE and PREPARE Plus recruitment and enrollment flow diagram

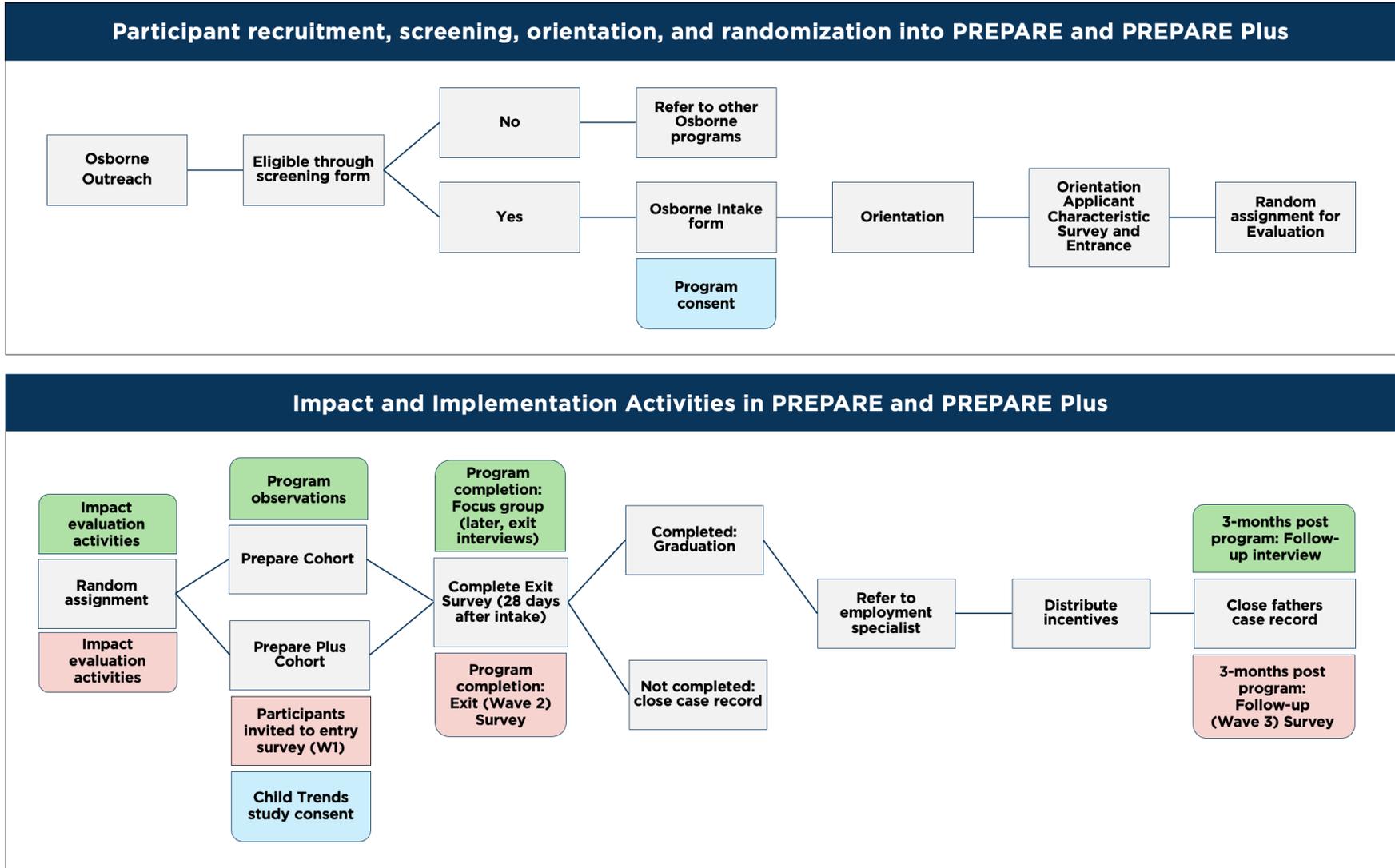


Figure 3. 24/7 Dad content and objectives delivered in PREPARE and PREPARE Plus

24/7 Dad content and objectives

1. **Family history:** In this session the participants learn about the five Characteristics of 24/7 Dad, discuss the roles of Mom and Dad (comparison of roles), and are asked to look at fatherhood from the lens of Yesterday's Dad, Today's Dad, and Personal Perspective of Fatherhood.
2. **What it means to be a man:** This session focuses on the seven common traits across cultures as well as traits that participant would like to model for their children.
3. **Showing and handling feelings:** This session speaks about the importance of how to display proper feelings and how to handle them when they arise. It also defines loss and grief as two difficult feelings to address and gives tips on how to grieve.
4. **Men's health:** This session discusses men's physical health, mental health, and well-being and how they are intertwined with one another. This session also provided tips for handling stress and managing anger.
5. **Communication:** Stresses the importance of dads communicating their thoughts, feelings, and actions daily in ways that show respect to others, coupled with tips for talking with children.
6. **A father's role:** Speaks about the roles that their own father's played in their lives as well as the roles that they play in their own children's lives. Traits and duties of the ideal father is also identified along with a healthy discussion of the seven benefits of marriage.
7. **Discipline:** This session defines the terms discipline, morals, values, and modeling. It encourages a deep discussion of what discipline is from personal experience and across cultures. It also speaks of the eight styles of discipline and what it may look like from our children point of view. It also gives tips on rewards and punishments.
8. **Children's growth:** This session focuses on what self-worth is how it is developed in children. It also discusses goals and expectations that parents set and how it affects the child's self-worth. The session ends with a discussion about nature vs. nurture.
9. **Getting involved:** Highlights ways fathers are involved in their children's lives and suggestions to get more involved and help their children do well in school.
10. **Working with mom and co-parenting:** This session discusses how to address parenting differences and highlights belief, morals, and values that may lead to different parenting approaches, along with tips to solve parental differences.
11. **Dads and work:** Speaks about dads and their relationship to work and how it can affect their ability to parent. Also includes a discussion on balancing work and family and 12 tips on how to be successful in balancing.
12. **Check list:** Looks at what the fathers have learned, new skills they may incorporate with their present parenting style, they also discuss what they have tried and what has worked for them and their children.

Table B.1. Key features of data collection for the impact analysis

Study group	Data source	Timing of data collection	Mode of data collection	Parties responsible for data collection	Start and end date of data collection
Intervention	nFORM entrance and exit surveys	Entry of program Exit of program	In-person online survey	Program staff	September 2016 through January 2020
	ECM	Before program	Virtually, by telephone, or in-person online survey	Program staff	On-going
	Child Trends REDCap surveys	Entry (Wave 1): Week 1 and 2 of the program. Exit survey (Wave 2): Program end. Follow-up survey (Wave 3): 3 months post group program end.	Virtual online survey (REDCap)	Evaluation staff	Pilot: Nov. 2021 – March 2022 Study: April 2022 – February 2025
Counterfactual	nFORM entrance survey	Entry of program Exit of program	In-person online survey	Program staff	September 2016 through January 2020
	ECM	Before program	Virtually, by telephone, or in-person online survey	Program staff	On-going
	Child Trends REDCap surveys	Entry (Wave 1): Week 1 and 2 of the program Exit survey (Wave 2): Program end Follow-up survey (Wave 3): 3 months post group program end	Virtual online survey (REDCap)	Evaluation staff	Pilot: Nov. 2021 – March 2022 Study: April 2022 – February 2025

Note: ECM data are collected in an on-going manner. For the purposes of the study, nFORM data relevant to the cohorts participating in the study from April 2022 to February 2025 were provided by the program staff.

Table B.2a. CFIR 2009 full list of domains and sub-domains

CFIR Domain	CFIR Sub-domain
Domain 1: Intervention Characteristics	<ul style="list-style-type: none"> • Intervention/program source • Relative advantage • Adaptability • Design quality and packaging

CFIR Domain	CFIR Sub-domain
Domain 2: Outer Settings	<ul style="list-style-type: none"> Needs and resources Cosmopolitanism (Partnerships and connections)
Domain 3: Inner Settings	<ul style="list-style-type: none"> Structural characteristics Culture Network and communications Implementation climate Readiness for implementation
Domain 4: Characteristics of Individuals	<ul style="list-style-type: none"> Knowledge and beliefs about the intervention Self-efficacy Individual stage of change
Domain 5: Process	<ul style="list-style-type: none"> Planning Engaging Executive Reflecting and evaluating

Table B.2b. Key features of data collection for the implementation analysis

Implementation element	Associated Research Question	Data source	Timing and frequency of data collection
Context	RQ1: Why was the SRM intervention selected?	Staff interview	Once a year (year 1 only, reached saturation)
Context	RQ1: Who does the PREPARE program serve and how are they recruited? (SI)	Staff interview	Once a year (year 1 only, reached saturation)
Context	RQ1: What are the reentering participants' needs and how does participation in PREPARE and PREPARE Plus serve to meet these needs (FG, PI)	Participant focus group Participant interview	End of program three-month follow-up
Context	RQ1: What are the reentering participants' needs and how does participation in PREPARE and PREPARE Plus serve to meet these needs? (FG, PI, SI)	Staff interview Participant focus group Participant interviews	Once a year (year 1 only, reached saturation)

Implementation element	Associated Research Question	Data source	Timing and frequency of data collection
Context	What external events affected implementation?	Staff interview Participant focus group	Once a year End of program
Implementation climate and readiness	RQ1: What are staff perception of integrating SRM into the PREPARE program?	Staff interview	Once a year
Implementation climate and readiness	RQ1: What level of training did staff receive to deliver SRM? (SI)	Staff interview	Once a year
Implementation climate and readiness	RQ1: How did preparing to implement SRM impact organization and staff (discussions, meetings, trainings, developing material, etc.)? (SI)	Staff interview	Once a year
Implementation climate and readiness	RQ1: How did staff receive and respond to the SRM refresher useful? (SI)	Staff interview	Once a year (year 2 and 3)
Self-efficacy	RQ1: How confident do staff feel delivering the SRM pre-refresher?	Staff interview	Once a year
Self-efficacy	RQ1: How confident do staff feel delivering the SRM post-refresher?	Staff interview	Once a year
Delivery	RQ1: What steps were taken to implement SRM?	Staff interview	Once a year
Delivery	RQ1: In what way would SRM be implemented (discussions, sessions, exercises, etc.)	Staff interview	Once a year
Outcomes: Employment readiness	RQ1a: How did participants in PREPARE and PREPARE Plus use the RSW! content to be ready for employment?	Participant focus group Participant interview	End of program three-month follow-up
Outcomes: Parenting	RQ1a: How did participants in PREPARE and PREPARE Plus use the 24/7 Dad content to improve relationships with the children and partners or co-parents?	Participant focus group Participant interview	End of program three-month follow-up
Outcome: Recidivism	RQ1a: How did participants in PREPARE and PREPARE Plus use lessons learned in the classroom to avoid recidivism?	Participant focus group Participant interview	End of program three-month follow-up

Implementation element	Associated Research Question	Data source	Timing and frequency of data collection
Outcome: Attention management	RQ1a: How did participants in PREPARE Plus use SRM principles and practices?	Participant focus group Participant interview	End of program three-month follow-up
Fidelity	RQ1: What content was delivered?	PREPARE and PREPARE Plus schedules	NA
Fidelity	RQ1: How was SRM integrated into 24/7 Dad and RSW! curricula?	Staff interview	Once a year
Fidelity	RQ1: How was the SRM implementation carried out pre-refresher?	Staff interview	Once a year (year 1 and 2)
Fidelity	RQ1: How was the SRM implementation carried out post-refresher?	Staff interview	Once a year (year 3)

Note: with the exception for the data for the question on the content that was delivered, all the above was collected by the Child Trends research team. Osborne team provides schedules for PREPARE and PREPARE Plus pre- and post-refresher.

C. Exploratory Factor Analysis

We conducted a series of exploratory factor analyses (EFA) to assess the dimensionality of multiple item sets collected at Entry (Wave 1). For each set, we first estimated a polychoric correlation matrix for the ordinal items in the set and specified the sample size from the polychoric output. We then ran a factor analysis (factormat in Stata), initially extracting up to one less than the number of observed variables in factors. We applied the Kaiser-Guttman rule to retain factors with an eigenvalue greater than 1. No set of observed variables had more than two factors retained. For each retained factor, we identified items with loadings greater than or equal to 0.65 after varimax rotation as strong indicators of the latent construct. For each construct, we retained the items meeting loading thresholds unless there was a strong theoretical rationale to include an additional item with a lower loading. Eigenvalues, rotated loadings, and uniqueness values are included in the table below. Constructs were then labeled based on the conceptual meaning of the retained items. This procedure was applied consistently across all observed variable sets.

Table C.1. Results of the exploratory factor analysis

Item No.	Items	Factor 1	Factor 2	Uniqueness	Included
<i>Parent Stress</i>		<i>Parent Stress</i>			
1	All things considered, parenthood is a highly rewarding experience.	0.75		0.42	X
2	Even when I'm in a bad mood, I show my children a lot of love.	0.78		0.28	X
3	Being a parent is manageable, and any problems are easily solved.	0.40		0.81	
4	I feel trapped by my responsibilities as a parent.	0.45		0.48	
5	Being a parent makes me tense and anxious.	0.25		0.62	
	Eigenvalues	2.09		N/A	
	% of Variance	1.04		N/A	
<i>Parenting Beliefs & Perceptions</i>		<i>Parent-Child Bond</i>	<i>Parenting Self-Efficacy</i>		
1	My relationship with [FOCAL CHILD] improved over the past year.	0.61	0.09	0.44	
2	I share an affectionate bond with [FOCAL CHILD].	0.71	0.36	0.29	X
3	If upset, [FOCAL CHILD] will seek comfort from me.	0.75	0.12	0.40	X
4	[FOCAL CHILD] values our relationship.	0.85	0.22	0.10	X
5	When I praise [FOCAL CHILD], they beam with pride.	0.85	0.21	0.16	X
6	It is easy to be in tune with what [FOCAL CHILD] is feeling most of the time.	0.83	0.23	0.24	X
7	[FOCAL CHILD] openly shares their feelings and experiences with me most of the time.	0.86	0.17	0.19	X
8	[FOCAL CHILD] and I always seem to have problems with each other.	0.51	0.10	0.45	
9	If anyone can find the answer to what is troubling my children, I am the one.	0.63	0.23	0.53	
10	I believe I have the skills necessary to be a good parent.	0.36	0.73	0.19	X
11	I know where to find information or people to help me be a good parent.	0.32	0.73	0.35	X

Item No.	Items	Factor 1	Factor 2	Uniqueness	Included
12	It is difficult to know if I am doing a good job or a bad job as a parent.	0.21	0.16	0.75	
13	Being a parent is one of the things that defines me best.	0.49	0.37	0.45	
14	How I am with my children affects how they will turn out.	0.20	0.15	0.59	
15	If I had to change my behavior in order to see my children, I would do it.	0.13	0.29	0.38	
16	I should be equally involved in the care of my children as their other parent(s).	0.27	0.20	0.52	
	Eigenvalues	7.29	1.32	N/A	
	% of Variance	0.77	0.14	N/A	

<i>Parenting Behavior</i>		<i>Parent Involvement</i>			
1	How often have you talked with [FOCAL CHILD] about things they are especially interested in in the past month?	0.60		0.37	
2	How often have you spent time with [FOCAL CHILD] doing things they like in the past month?	0.87		0.04	X
3	How often have you had a meal together with [FOCAL CHILD] in the past month?	0.82		0.12	X
4	How often have you played with [FOCAL CHILD] indoors or outdoors in the past month?	0.86		0.10	X
5	How often have you read books or told stories to [FOCAL CHILD] in the past month?	0.51		0.35	
6	How often have you taken [FOCAL CHILD] places they needed to go in the past month?	0.71		0.12	X
	Eigenvalues	4.72		N/A	
	% of Variance	0.99		N/A	

<i>Knowledge of Child Development</i>		<i>Knowledge of Child Emotional Development</i>			
1	The best way to help children develop a sense of positive self-worth is by: Praising them for following family rules, Using positive words when referring to them, Behaving the way you want children to behave, All of the above (Select all that apply).	0.69		0.37	X
2	The best way to help children understand their feelings is to: Listen quietly and attentively,	0.73		0.04	X

Item No.	Items	Factor 1	Factor 2	Uniqueness	Included
	Respect the child's feelings, Encourage the child to talk, All of the above (Select all that apply).				
3	Behaviors need to be followed by consequences if children are going to learn.	0.14		0.12	
4	Children's needs vary depending on their age.	0.07		0.10	
5	How I am with my children affects how they will turn out.	0.21		0.35	
6	The activities a father does with his children do not matter. What matters more is whether he provides for them.	0.18		0.12	
	Eigenvalues	1.34		N/A	
	% of Variance	0.80		N/A	
<i>Social Resilience</i>		<i>Adaptive Resilience</i>			
1	I think of myself as a strong person when dealing with life's challenges and difficulties.	0.53		0.49	
2	I tend to bounce back after illness, injury, or other hardships.	0.54		0.49	
3	I can deal with whatever comes my way.	0.60		0.23	
4	I try to see the humorous side of things when I am faced with problems.	0.28		0.39	
5	Having to cope with stress can make me stronger.	0.44		0.24	
6	I am able to adapt when changes occur.	0.78		0.16	X
7	I believe I can achieve my goals, even if there are obstacles.	0.80		0.15	X
8	Under pressure, I stay focused and think clearly.	0.58		0.21	
9	I am not easily discouraged by failure.	0.41		0.50	
10	I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	0.32		0.32	
	Eigenvalues	5.85		N/A	
	% of Variance	0.92		N/A	
<i>Perceptions of the Law</i>		<i>Survive by Any Means</i>			
1	Most laws are meant to protect society.	0.17		0.94	
2	It's okay to do something illegal to get my family ahead.	0.81		0.35	X
3	There are no right or wrong ways to make money.	0.79		0.37	X

Item No.	Items	Factor 1	Factor 2	Uniqueness	Included
	Eigenvalues	1.31		N/A	
	% of Variance	1.16		N/A	
<i>Coparent Relationship</i>		<i>Coparent Collaboration</i>			
1	[COPARENT NAME] and I communicate well about our child.	0.83		0.09	X
2	When there is a problem with our child, we work out a good solution together.	0.82		0.11	X
3	[COPARENT NAME] is willing to make personal sacrifices to help take care of our child.	0.58		0.26	
4	I feel satisfied to [COPARENT NAME] when I see them play with our child.	0.57		0.22	
5	I believe [COPARENT NAME] is a good parent.	0.48		0.16	
6	[COPARENT NAME] and I have the same goals for our child.	0.59		0.18	
	Eigenvalues	4.76		N/A	
	% of Variance	0.75		N/A	
<i>Housing and Food Security</i>		<i>Housing Insecurity</i>			
1	Which one of these statements best describes you when it comes to food? <i>Pick one: 1) I have enough of the kinds of food I want.; 2) I don't have enough of the kinds of food I want.</i>	0.19		0.51	
2	Which one of these statements best describes your children when it comes to food? <i>Pick one: 1) They have enough to eat and the kinds of food we want them to eat; 2) They have enough to eat but not always the kinds of food we want them to eat; 3) Sometimes they don't have enough to eat; 4) Often they don't have enough to eat</i>	0.12		0.56	
3	Since you were released, did you ever move in with other people even for a little while because of money problems?	0.80		0.30	X
4	Since you were released did you ever stay at a shelter because you didn't have enough money for a place to live?	0.18		0.37	
5	Since you were released did you ever stay in an abandoned building, a car, or any other place not made for regular housing even for one night because you didn't have enough money for a place to live?	0.52		0.27	X

Item No.	Items	Factor 1	Factor 2	Uniqueness	Included
6	Since you were released did you ever borrow money from friends or family to help pay bills?	0.60		0.40	X
7	Since you were released did you ever work overtime or take a second job because of money problems?	0.39		0.54	
	Eigenvalues	2.90		N/A	
	% of Variance	0.81		N/A	
<i>Financial Security</i>		<i>Difficulty Affording Cost of Living</i>			
1	Since you were released, have you worried about paying your rent or mortgage?	0.91		0.07	X
2	Since you were released, have you worried about paying student loans?	0.23		0.14	
3	Since you were released, have you worried about paying your credit card bills?	0.54		0.16	
4	Since you were released, have you worried about paying other bills, such as gas, electric, medical, or legal?	0.90		0.05	X
5	Since you were released, have you worried about not having enough money to cover child care costs?	0.51		0.19	
6	Since you were released, have you worried about not having enough money to see a doctor or go to the hospital when you or your children needed to?	0.11		0.23	
	Eigenvalues	3.75		N/A	
	% of Variance	0.75		N/A	
<i>Financial Buffer</i>					
1	If you had to pay for an unexpected cost in the amount of \$500 today, would you be able to pay for those extra costs?	0.76		0.43	X
2	Do you have any money set aside that you consider savings?	0.76		0.43	X
	Eigenvalues	1.14		N/A	
	% of Variance	1.24		N/A	