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FATHERHOOD IN FOSTER CARE: BLACK FATHERS AGING OUT OF ILLINOIS  
DEPARTMENT OF CHILDREN AND FAMILY SERVICES CARE

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BY  
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This is dedicated to the young Black fathers in extended foster care that I have worked with and who participated in my study. I have learned how to be a father from you all.

This is also dedicated the best father in the world, my mother.

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## ABSTRACT

There is an extensive body of child welfare research on Black fathers whose children are removed from their care and placed into the foster care system. However, little research exists for Black youth who are fathers when they are placed in foster care or become fathers after they enter state care. Black fathers in extended foster care often parent their children under harsh circumstances. They learn to be fathers and meet fatherhood expectations while separated from vital family support and ensure their children's health, safety, and developmental needs with minimal guidance. Black fatherhood also takes place in the contexts of foster care constraints, racial disparities, and mass incarceration. In principle, the foster care system is positioned to prepare Black fathers for early fatherhood and to meet the needs of their children, but in practice, the system has historically struggled to meaningfully engage Black fathers and provide them with needed services.

This study is driven by three research questions: (1) What knowledge around fatherhood do young Black fathers in extended foster care receive from the child welfare system; What is the experience of Black fathers in extended foster care; and (3) What needs do Black fathers have regarding fatherhood, and how are these needs being met by the foster care system? The scope of this qualitative study is limited to cases of Black fathers under the care of the Illinois Department of Children and Family Services, in extended foster care, and enrolled in the Teen Parenting Services Network. This study leverages thematic analysis to report the lived experience of young Black fathers in extended foster care. In-depth, semi-structured interviews were used to obtain data needed to organize and describe the experiences of young Black fathers in extended foster care. Multi-level thematic coding was used to extract codes organized into categories relevant to research questions and analysis of data.

The resulting categories and codes included Black fathers in extended foster care (e.g., perceptions, perspectives), learning about Black fatherhood in extended foster care

(e.g., learning from self, family, foster care system), experiences of Black fatherhood in extended foster care (e.g., expectancy, fatherhood, fathering), needs of Black fathers in extended foster care (e.g., service needs, preparedness needs), and contemplations of Black fathers in extended foster care (e.g., advice, reflections). Findings suggest diverse experiences of Black fathers in extended foster care. Fathers shared perspectives of fatherhood that included roles that fathers play in their children's lives and the benefits of their involvement in child outcomes. Fathers described themselves as deeply committed to ensuring their children's safety and financial needs. Fathers also perceived themselves to be as being very supportive of the prenatal, emotional, and mental health of their children's mothers. Most fathers learned to be fathers on their own or by observing others. Fathers identified obstacles and barriers to their father involvement and shared suggestions for services that could help them overcome them. Fathers' reflections on fatherhood in extended foster care portrayed feelings of hope and promise for their futures as fathers.

# CHAPTER 1

## INTRODUCTION

While federal legislation mandates that states prepare older youth in foster care for the transition to adulthood, provisions legislating states' responsibility to prepare youth for parenthood or support them as parents were only enacted in 2018 (Family First Prevention Services Act, 2018). Prior to the Family First Prevention Services Act of 2018, the lack of federal provisions for states to prepare expectant and parenting for parenthood was thought to explain poor parent-child outcomes, such as limited father-child contact among fathers who have aged out of the foster care system (e.g., Hook and Courtney, 2013). Recent federal legislation aims to reimburse states for preparing and supporting young parents in foster care as well as track related services in case planning. However, these efforts, along with the experiences and needs of young fathers in foster care, have not been fully explored in the literature on adolescent fathers or transition-aged foster youth.

I contend that young fathers<sup>1</sup> in foster care are a unique population worthy of special attention. First, in relation to their developmental stage, unlike their non-foster care adolescent peers, young fathers in foster care are vulnerable subpopulation of youth that are simultaneously facing three overarching developmental transitions in their life: aging out of state care, young adulthood, and early fatherhood. Fathers in foster care are beginning fatherhood while concurrently bracing for the removal of supports provided by the foster care system, preparing for the abrupt burden of adult life, and managing the developmental needs of their children and, in some cases, their partners while still negotiating their own developmental needs. This leaves fathers in foster care at a disadvantage compared to fathers not in foster care.

Young fathers in foster care also have paternal-specific needs, which differ from

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1. I will use the term "young father" throughout this dissertation to denote fathers aged 18-21 years old. Research studies referenced using the term "young," "adolescent," or "teenaged" father may slightly fall outside this age range.

those of mothers in care. Adolescent mothers in care often reside with their children, whereas fathers in care tend to be non-resident (Courtney et al., 2007; Courtney et al., 2018a). Therefore, fathers in care may need unique support around non-residential paternal involvement and coparental relationship building in addition to parenting services traditionally geared towards the care of children. Furthermore, child welfare and foster care workers are predominantly women (Baum, 2017), which can contribute to the tendency toward mother and maternal family-focused services. This underscores the need for more scholarship to identify the sources and content of messages about fatherhood that fathers in care receive.

Fathers in care are also marginalized compared to fathers not in care. This marginalization may occur due to their foster care status as well as prior experiences of maltreatment. Fathers in care are often ill-prepared to leave the care of their caregivers and are denied normative experiences (e.g., deciding to live with their child's mother, parenting a child in their home, crossing state lines to vacation with their child) that are often afforded to fathers not in care. Many of the services foster youth receive end abruptly after they leave care, even though they are needed well beyond their exit from care (Osgood et al., 2010), unlike the continued support that non-foster care fathers may receive from their immediate and extended family. This leaves a relatively short window to provide father-focused services to fathers in care, such as parental preparation resources (Pokempner, 2016), services aimed at increasing vocational training and education for young fathers, and childcare that would allow young fathers in care to work or attend school (Osgood et al., 2010).

Little research exists about Black males in extended foster care who are fathers when they are placed in foster care or become fathers after they enter state care (Harty & Either, in press). Black fathers in extended foster care must parent their children under harsh circumstances. Black fathers in extended foster care must learn to be fathers and

meet fatherhood expectations while separated from vital family supports, and they must ensure their children's health, safety, and developmental needs with minimal guidance from the foster care system. Black fatherhood in extended foster care also takes place in the contexts of foster care constraints, racial disparities, and mass incarceration. In principle, the child welfare and foster care systems are positioned to prepare Black fathers for early fatherhood and to meet the needs of their children, but in practice the system has historically struggled to meaningfully engage Black fathers and provide them with needed child welfare services (Arroyo et al., 2019; Harris & Hackett, 2008; Icard et al., 2017; Johnson Jr., 2004). This is compounded by a lack of research on Black fathers in extended foster care, which limits the available knowledge and evidence to guide foster care policy and agency practice. My research squarely addresses this gap by exploring the experiences of Black fathers in extended foster care to inform how the foster care system can better meet their needs. Research on this unique subpopulation of fathers is needed for three reasons. First, an investigation is needed to understand how the foster care system is preparing young Black fathers in extended foster care for fatherhood. Second, research is required to establish the needs of Black fathers in extended foster care. Third, research is needed to understand the experience of Black fatherhood in extended foster care. The primary objective of my dissertation study is thus to examine how the foster care system prepares young Black men in foster care for fatherhood (e.g., guidance around fatherhood, provisions of parental support, strengthening parenting skills). The secondary objective of the dissertation is to obtain insight into the overall experience of Black fatherhood in extended foster care, including the specific needs of Black fathers in extended foster care. The overarching assumptions driving this study are that: (1) the child welfare system varies widely in how it informs fatherhood, and (2) the child welfare system can better meet father-related needs of young fathers in foster care. The aim of this study is to investigate how the child welfare system (caseworkers, staff, caregivers, etc.) shapes the

meanings, conceptualizations, messages, and perceptions around fatherhood among young Black fathers in extended foster care. This study also aims to understand the ways in which the child welfare system is, or is not, meeting the parenting needs of these fathers.

## **Research Questions**

The overall research question of this study is: What is the experience of fatherhood while in foster care for Black men? To answer this general question, this study asks three specific research questions:

1. What knowledge around fatherhood do young Black fathers in extended foster care receive from the child welfare system?
2. What is the experience of Black fathers in extended foster care?
3. What needs do Black fathers have regarding fatherhood, and how are these needs being met by the foster care system?

## **Research Approach**

I have partnered with the Illinois Department of Children and Family Services (ILDCFS) and the Teen Parenting Service Network (TPSN) for my study. The ILDCFS and the TPSN are ideal agencies to partner with for my study, given their national recognition as leaders in providing comprehensive services for expectant and parenting foster youth for the past 20 years (Dworsky & Gitlow, 2017; Stotland & Godsoe, 2006) and being the first state to track and report data on parenting foster youth (Buske, 2006). Theoretically, Black fathers in ILDCFS extended foster care should receive the greatest amount of support given the robust parenting services they receive in Illinois compared to other states they could possibly be placed in. In the context of my study, Black fathers in ILDCFS extended foster care should be the best candidates for succeeding as fathers in care if ILDCFS is providing services as outlined in the policy. I focus on Black fathers ages

18–21 years in extended foster care for my study. I focus on this racial group, age range, developmental stage, and foster care policy, given the complexity of these intersections. For example, Illinois has been among the largest jurisdictions providing extended foster care to young adults in the United States for the last several decades. The partnership between ILDCFS and TPSN, combined with support provided by extended foster care, presents Black fathers in extended foster care with many benefits to support them in the transition to adulthood and fatherhood. However, Black fathers in extended foster care face are more likely than other racial groups to face barriers and obstacles in the transition to adulthood and fatherhood due to the consequences of institutional racism. Put together, Black fathers in extended foster care in Illinois are a subgroup of fathers who need the support and benefits of ILDCFS and TPSN services more than other racial groups.

With the approval of the institutional review boards of the University of Chicago and the Illinois Department of Children and Family Services (see Appendix A on page 155 for approval letters), I studied the preparedness, experiences, and needs of eight Black fathers in extended foster care, all of whom completed a verbal consent and screening process. This investigation is a thematic analysis study using qualitative research methods. Thematic analysis is most suited as a research methodology for my study as it permits me to obtain a detailed understanding of Black fathers in extended foster care. My research study explores Black fatherhood in extended foster care through in-depth data collection methods. This thematic analysis study includes a detailed description of the context of foster care, Black fathers in extended foster care, and an analysis of the data for themes, patterns, and issues related to the preparedness, experiences, and needs of Black fathers in extended foster care.

In-depth semi-structured phone interviews were the primary method of data collection. While the nature of my study prevented me from achieving triangulation of data, a comprehensive review of the relevant literature and pilot interviews with fathers



previously in care shaped and refined the data collection methods I used. The interview process began with me conducting three pilot interviews with fathers previously in foster care (participants were not included in this study, and data was excluded from my study analysis). The information obtained through eight individual interviews subsequently formed the basis for the overall findings of this study. Each interviewee is identified by a pseudonym, and all interviews were audio-recorded and professionally transcribed verbatim. To support my findings and interpretation of data, participants completed a follow-up interview as a method of member checking. Multi-level thematic coding strategies were developed and refined on an ongoing basis, guided by my study's theoretical and conceptual frameworks. Additionally, various strategies were employed to ensure trustworthiness (rigor consistent with the positivist paradigm) and authenticity (rigor consistent with the constructivist paradigm).

## **Study Significance**

This study explores how fatherhood among young Black fathers in extended foster care is shaped by the foster care<sup>2</sup> system and how the system is meeting their paternal needs. Specifically, this study seeks to explore how foster care workers and caregivers are informing the understanding of fatherhood among young men under the supervision of the child welfare system<sup>3</sup> while meeting the paternal needs of these young men. This study will contribute to existing research, policy, and practice knowledge on fatherhood and child welfare services by providing deep insight into how young Black fathers parent from within

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2. Throughout this paper, the term “foster care” will be used to generally denote DCFS as a system of various stakeholders tasked with providing care to youth under DCFS supervision who have entered the child welfare system and have been placed into foster care. When the term is used, it refers to the assigned caregivers and DCFS staff in various placement settings that provide direct care to foster care youth.

3. In Illinois, like most states, the foster care system is an extension of the child welfare system. While I use the terms “foster care” or “foster care system” and “child welfare” or “child welfare system” somewhat interchangeably in this paper, the term “foster care system” denotes a specific system designed to provide state care to a child removed from the care of their parents while the term “child welfare system” denotes the larger system tasked with protecting children from maltreatment as well as managing children placed into foster care.

the foster care system.

There are several important areas where this study can make important contributions to the literature on fatherhood and youth aging out of the child welfare system. First, this study contributes to the growing area of fatherhood research by investigating unexplored dimensions of adolescent fatherhood among Black fathers in extended foster care. This study illuminates dimensions of fatherhood at the intersection of adolescence and the child welfare system that has been largely unexplored, such as fathering within the context of a restrictive system, fatherhood among a population of youth experiencing more unfavorable outcomes compared to the general population, and the ways that a system or institution serving as a parent affects fatherhood. My study will also extend the diverse body of literature on Black adolescent/teenage fatherhood. Second, this research will address the lack of studies on Black fathers in extended foster care by investigating how the child welfare system, as a restrictive system, affects their ability, willingness, and capacity to father. This study provides the insight needed to develop a model of how we can understand the experiences of Black fathers in extended foster care that acknowledges fathering in the context of a restrictive and constraining foster care system. Third, the meanings, conceptualizations, and perceptions of young Black fathers in extended foster care will contribute to existing theories of fatherhood. Since little is known about fatherhood from within the foster care system, this study can provide important insights to better inform theories of fatherhood among vulnerable populations. Fourth, this study is poised to provide insight into often understudied dimensions of fatherhood among marginalized, socially excluded, displaced, disproportionately represented, and racial/ethnic minority men fathering from within a complex and constraining system. Lastly, this study has the potential to advance child welfare practice by pointing toward opportunities for policy and practice change that gives the child welfare system direction in meeting the needs of Black fathers in extended foster care. This study will be informative to existing or

yet to be established programs that meet the needs of Black fathers in extended foster care.

## **Study Context**

Since child welfare systems differ by state, it is important to provide some brief context regarding the child welfare system in Chicago, Illinois. The ILDCFS was established in 1964 as the nation's first cabinet-level state child welfare agency (DCFS, 2019). The primary function of DCFS is to protect and serve vulnerable children who are reported to have experienced maltreatment through foster care or services intended to help parents retain custody of their children (referred to in Illinois as "intact family services"). The department is run statewide, in contrast to county-run systems, and is split into four regions (Northern, Cook County, Central, and Southern). One DCFS official (DCFS Guardian) is assigned legal guardianship of all children placed into foster care. Once a child is placed into the legal guardianship of DCFS, the department can place the child into a number of foster care placement options (e.g., relative, non-relative, residential, independent living, transitional living) directly or through a contracted private agency. In virtue of being a custodian and legal guardian of youth in foster care, the DCFS Guardian carries out a number of duties around the provision of consent on behalf of youth in care, such as adoption, transfer of guardianship, participation in mental health services, and receipt of medical services (DCFS, 2012).

Expectant and parenting foster youth are automatically enrolled in the Teen Parenting Service Network (TPSN). The Ulrich Children's Advantage Network (UCAN) TPSN, or contracted TPSN provider in downstate cases, provides contracted parental-based services to expectant and parenting foster youth, to their DCFS-assigned caseworker, or both. Upon intake into TPSN, youth can elect to be assigned to a TPSN caseworker or remain with their current DCFS caseworker. After intake, expectant and parenting youth may elect to participate or not to participate in services. As of June 30, 2019, there was 1,656 foster youth in ILDCFS care between the ages of 18–21. Of these

1,656 foster youth, 301 foster youth between the ages of 18–21 were known by ILDCFS to be expectant or parenting. Among all expectant or parenting foster youth ( $n = 402$ , 69% Black) in ILDCFS care in 2019, 102 (25%) were young fathers in foster care compared to 300 (75%) of young mothers in foster care. Overall, there has been a steady decline of expectant and parenting youth ages 18–21 in ILDCFS care over the past 20 years of the TPSN. The rate of expectant or parenting youth in ILDCFS care dropped from 32% in 1999 and 18% in 2019.

### Key Terminology and Acronyms

Table 1.1 spells out key terms and definitions, while Table 1.2 lists commonly used acronyms.

**Table 1.1**

*Terms*

<b>Term</b>	<b>Definition</b>
Expectant	The term expectant refers to a person who is expecting the birth of their child. This is also referred to in the literature as “pregnant,” but “expectant” is a term that is inclusive of fathers awaiting the birth of their child.
Parenting	The term parenting refers to the process of a person raising children.
Father	The term father, as narrowly defined by DCFS, denotes a male who is expecting a birth of his biological child or a male with a living biological child.
Young father	The term young father denotes fathers aged 18–21 years old. It is important to note that research studies referenced using the term young, adolescent, or teenaged father may slightly fall outside this age range.
Fatherhood	The term fatherhood denotes the state of being a father.

**Table 1.1, continued.**

*Terms*

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<b>Term</b>	<b>Definition</b>
Early fatherhood	The term early fatherhood denotes a father who begins the transition to fatherhood at an age younger than traditionally expected. This early age often falls before or close to the age associated with the term young father.
Transition to fatherhood	The term transition to fatherhood denotes the stage between the states of not being an expectant or parenting father and becoming a first-time expectant or parenting father.
Father involvement	The term father involvement is a general term used in fatherhood research to denote direct or indirect father-child interaction theorized as components (e.g., engagement, accessibility, responsibility), tasks (e.g., positive engagement, warmth/responsiveness, control, indirect care, process responsibility), or roles (e.g., task-based, caregiver status).
Child welfare system and “in care”	The term foster care system denotes a specific system designed to provide state care to a child removed from the care of their parents while the term child welfare system denotes the larger system tasked with protecting children from maltreatment as well as managing children placed into foster care. The term in care denotes a youth under the care of the foster care system.
Foster care system	The term foster care will be used to generally denote DCFS as a system of various stakeholders tasked with providing care to youth under DCFS supervision who have entered the child welfare system and have been placed into foster care. When the term is used, it is being used to specify the assigned caregivers and DCFS staff, in various placement settings, that are providing direct care to foster care youth.

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**Table 1.1, continued.**

***Terms***

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<b>Term</b>	<b>Definition</b>
Corporate parent(ing)	The term corporate parent refers to an institution (in the context of foster care—a state) that becomes a legal guardian to a youth (minor or non-minor dependent) after the youth is removed from their parent’s care and placed into foster care. The term corporate parenting refers to the process of an institution raising a child with three considerations in mind: (1) the care of the youth should be consistent with the care any responsible parent would provide their child, (2) all institutions that support youth should share in the parental responsibility of care similar to the responsibilities a parent must manage to care for their child, and (3) local authorities should take the primary parental responsibility for caring for youth in their community to provide a closeness of care consistent with the close care a parent would provide their child.

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**Table 1.2**

***Acronyms***

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<b>Acronym</b>	<b>Term</b>
ILDCFS	Illinois Department of Children and Family Services
RTF	Resource Theory of Fathering
TPSN	Teen Parenting Services Network
TTAYFC	Transition to Adulthood for Youth in Foster Care
UCAN	Ulrich Children’s Advantage Network

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## CHAPTER 2

### LITERATURE REVIEW

In Chapter 1, I introduced Black fatherhood in extended foster care as an empirically unexamined phenomenon that my study aims to investigate and provided the rationale for its investigation. I also provided the research questions driving this study. In Chapter 2, I review the literature relevant to fathers in foster care. This chapter begins with a statement regarding the scope of the literature reviewed. This is then followed by an examination of the state of the literature on fathers in foster care and a brief discussion regarding the limitations of research studies on fathers in care. I then review the literature on transition-aged foster youth, expectant and parenting foster youth, and young fathers in foster care. I conclude this chapter with a summary of the literature related to young fathers in foster care.

#### **Overview of Literature Reviewed**

There is little research investigating young fathers in foster care, generally. The few related studies that have researched young fathers in care have been largely quantitative and have focused on rates of young fathers in foster care (e.g., Gordon et al., 2011), transition-aged youth outcomes with samples including expectant and parenting fathers (e.g., Courtney et al., 2005; Courtney et al., 2007; Courtney et al., 2016; Courtney et al., 2018a), father involvement in later adulthood (e.g., Hook and Courtney, 2013), and child welfare involvement among children born to young fathers in care (Dworsky, 2015). Although some research has been carried out on young fathers in foster care, I could not identify a single qualitative study that explores the experiences of Black fathers in extended foster care.

Nearly all the available literature on fathers in foster care has been carried out by child welfare researchers studying transition-aged foster youth. While there have been few studies examining young Black fathers in extended foster care, research in related fields can

shed light on this unique population. For example, research on contemporary fatherhood (e.g., Cabrera and Tamis-LeMonda, 2013; Lamb, 2010), Black fatherhood (e.g., C. M. Dallas and Kavanaugh, 2010; Lemmons and Johnson, 2019; McLeod et al., 2019), adolescent<sup>1</sup> fatherhood (e.g., Elster and Lamb, 1986), young Black fatherhood (e.g., Johnson Jr., 2001b), child welfare-involved Black fathers (e.g., O'Donnell et al., 2005), and the transition to adulthood for young Black males (e.g., O. A. Hill, 1998) may provide insights into the experience of Black fatherhood in extended foster care. However, each area of research is limited in the insight it provides to Black fathers in extended foster care. For example, research on child welfare-involved fathers focuses on fathers engaging in child welfare services but may provide insight into young Black fathers engaging in foster care services. Additionally, the vast and rich body of research on adolescent and teenage Black fathers not in foster care may provide insight into the experiences of their peer fathers in foster care.

Young Black fathers in extended foster care are a subpopulation of several larger populations, including transition-aged foster youth, expectant/parenting foster youth, Black youth, and Black fathers. The related research on these subpopulations is expansive as a collection. An exhaustive review of each subpopulation is beyond the scope of this dissertation. Therefore, I have chosen to limit the scope of this literature review to studies on transition-aged foster youth, expectant and parenting foster youth, and young fathers in foster care. In Chapter 3, I review studies on Black youth and Black fathers that I find most relevant to fathers in foster care. The literature I selected for review in Chapter 3 is limited to related studies that inform my conceptual frameworks.

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1. In this literature review, the terms “adolescent father” and “teenage/teen father” will be used as they were reported in the cited literature. It is important to note that ages within each of these two terms vary by study. I have included the ages of young fathers when introducing each study.



## *State of Literature Reviewed*

There has been a surge of interest in understanding the experiences and outcomes of expectant and parenting foster youth over the past few decades. However, there is sparse research on fathers in foster care. Over the past 30 years, there have been over 60 empirical studies and 3 three review studies published on expectant and parenting foster youth in the United States. Among empirical studies published in the last 30 years, only around 20 studies have included fathers in care in the sample. However, many of the studies that included fathers in the sample reported findings aggregated for mothers and fathers in care. This limitation makes it difficult to understand fatherhood in foster care since few studies shared findings specific to fathers in care. There are additional sources of research published that provide information on the experience and outcomes of young parents in foster care, such as include legal papers and policy- and practice-related grey literature. However, these sources of literature also fail to provide the meaningful insight needed to understand the specific experience of fathers in care.

A recent review demonstrates the extent to which research on expectant and parenting foster youth has fails failed to examine fathers in foster care. In a recent scoping review, Harty and Either (in press) reviewed 94 sources of evidence (e.g., empirical studies, reports, white papers, and grey literature) on expectant and parenting foster youth published between 1989 and 2021. The purpose of the scoping review was to provide an overview of the field of research on expectant and parenting foster youth and to examine the extent of research done on fathers in foster care. The review demonstrates that there has been a lack of research attention to fathers in foster care across studies, legal papers, policy memos, and practice-related literature research sources. For example, Harty and Either's (in press) review revealed that mothers in foster care have consistently been the focus of the literature on expectant and parenting foster youth. If fathers in foster care were included in a study, findings or guidance were often provided in the aggregate (e.g.,

parents in care). However, when aggregated, the literature still focuses focused on mothers in care, or female pronouns were used to describe the larger expectant or parenting foster youth population. Many of the studies excluded fathers, often citing a lack of identified fathers in care, unreliable child welfare data on fathers, or high attrition of fathers in parenting services as the exclusion rationale. In terms of information on fathers in foster care by the source of evidence, research papers often provided quantitative descriptions of fathers, practice papers focused on the rights of fathers, legal papers centered on paternity establishment or paternal rights, and policy papers largely discussed the need for improved data tracking and interventions for fathers. More research is needed to improve support for fathers in foster care as they transition out of care into young adulthood and early fatherhood (Harty & Either, in press).

### ***Limitations of Literature Reviewed***

There are important limitations of the research literature that should be noted here with respect to my research topic of focus on Black fathers in extended foster care. First, there are few studies that focus solely on Black fathers while they are in foster care. The studies I review may contain young Black fathers in the sample, but few studies report findings by racial subgroups of fathers. Second, the ages of young fathers in care vary in the studies I review. Studies of expectant and parenting fathers in foster care use terms such as “young,” “adolescent,” or “teenage,” with ranges in ages that vary across samples. Studies included in my literature review will focus roughly on ages 18–21, but many studies overlap this age group, with some including fathers younger than 18 years old, older than 21 years old, or both.

Obtaining an accurate estimate of the rate of Black expectant and parenting fathers among youth in foster care can be challenging. For example, limitations in survey and child welfare administrative data may fail to capture accurate reports of males fathering a child when paternity is unreported, disputed, or unknown. For example, social desirability bias

may lead to underreporting in survey data when male foster youth do not report being a father or underreport the number of children they have so that they may be viewed favorably by interviewers. Perceived surveillance by the child welfare system may lead some fathers in foster care to not report being a father out of fear that their children may be removed from their care and placed in foster care. Additionally, male foster youth may not report being a father if their paternity is not established, is disputed, or is unknown. For example, male youth in care may not report being a father if they are a putative father whose paternity has not been legally established or if they are an alleged father whose paternity has not been determined. Furthermore, male youth in care may not report being a father if they dispute fathering a child or if they are unaware that they have fathered a child. Given these limitations of the data, it is essential to note that reported or estimated rates of fatherhood in foster care are likely undercounted or underestimated.

Notwithstanding these limitations, some studies do shed light on the experience of Black fathers in extended foster care.

## **Lived Experience Among Fathers in Foster Care**

### ***Transition-aged Foster Youth***

Given that Black fathers in extended foster care are a subpopulation of transition-aged foster youth, it is important to understand some of the broader outcomes related to older youth in care. Much of what we know about outcomes of older youth aging out of the child welfare system comes from two longitudinal studies on the impact of extending foster care to age 21. The first study is the Midwest Evaluation of the Adult Functioning of Former Foster Youth (Midwest Study). The Midwest Study is a longitudinal study of 732 transition-aged youth (primarily African American) in Illinois, Iowa, and Wisconsin (i.e., a random sample of youth between 17–17.5 years old who had been in care for at least one year; baseline sample = 767). The Midwest Study followed youth through five interview waves at ages 17/18 ( $n = 732$ , response rate  $[RR] = 95\%$ ,

years = 2002–2003), 19 ( $n = 603$ , response rate  $RR = 82\%$ , year = 2004), 21 ( $n = 591$ ,  $RR = 81\%$ , years = 2006–2007), 23/24 ( $n = 602$ ,  $RR = 82\%$ , years = 2008–2009), and 26 ( $n = 596$ ,  $RR = 83\%$ , years = 2010–2011) years old across a number of practice- and policy-relevant domains such as education, employment, social support, receipt of independent living services, pregnancy, marriage/romantic relationships, and parenting (Courtney et al., 2005; Courtney et al., 2007). The Midwest Study found that the 590 youths interviewed at age 21 were less likely to have

a high school diploma, less likely to be pursuing higher education, less likely to be earning a living wage, more likely to have experienced economic hardships, more likely to have had a child outside of wedlock, and more likely to have become involved with the criminal justice system

than were their non-foster care peers (Courtney et al., 2007, p. 84). Similar outcomes were found in the second study. The California Youth Transitions to Adulthood Study (CalYOUTH) surveyed 727 transition-aged foster youth (i.e., random sample of youth between 16.75–17.75 years old who had been in care for at least six months; baseline sample = 763) in California across four interview waves at ages 17 ( $n = 727$ , response rate of baseline sample [ $RR$ ] = 95%, year = 2013), 19 ( $n = 611$ ,  $RR = 84\%$ , year = 2015), 21 ( $n = 616$ ,  $RR = 85\%$ , year = 2017), and 23/24 ( $n = 622$ ,  $RR = 86\%$ , years = 2019–2020) years old across a variety of practice- and policy- relevant domains similar to those in the Midwest Study (Courtney et al., 2016; Courtney et al., 2018a). Similar to the findings of the Midwest Study, at age 21, the foster youth fared much worse than their age peers across measures of “educational attainment, employment, economic self-sufficiency, physical and mental health, and involvement with the criminal justice system” (Courtney et al., 2007, p. 160).

Findings from the Midwest and CalYOUTH studies demonstrate that foster youth often face experiences and outcomes that make the transition to adulthood more difficult

than the transition made by their non-foster care peers. These findings do not directly shed light on the parenting practices among young Black fathers in extended foster care.

However, many of the deleterious outcomes associated with this population have been found to negatively affect parenting among young fathers. For example, delayed entry into the labor force, lower academic achievements, and decreased developmental readiness for paternal obligations have been found to negatively affect young fathers (Johnson Jr., 1998, 2001a, 2001b). Difficulties in these domains may make it more difficult for young Black fathers in extended foster care to parent their children, meet traditional fatherhood expectations, and be involved in the lives of their children.

### ***Parenting Foster Youth***

Studies of parenting foster youth have shown that they are a special population at risk for unfavorable outcomes associated with adolescent parenthood and foster care status. Parenting while in foster care is has been associated with a variety of risk factors for young parents and their children, including adverse outcomes in education (Courtney & Hook, 2017), employment (Dworsky & Gitlow, 2017), and criminal justice involvement (Shpiegel & Cascardi, 2015). For example, a study of the relationship between extended foster care and educational attainment using Midwest Study data, Courtney and Hook (2017) found that youth not in extended foster care are less likely than youth in extended foster care to advance to the next level of educational attainment (e.g., from no high school credential to high school credential, from only high school credential to at least one year of college). A study using ILDCFS TPSN administrative data from 2004–2013, Dworsky and Gitlow (2017) found that among parenting foster youth ( $n = 1,943$ ), half were employed four quarters after leaving care, most were not consistently employed, and most had low earnings. In a nationally representative sample ( $n = 15,601$ ; parenting sample = 1,019) from the National Youth in Transition Database, Shpiegel and Cascardi (2015) found that incarceration history was a significant predictor of being a parenting foster youth by age

17. Parenting foster youth also fare worse than their age peers in social support. In a latent class analysis using data from the fifth wave (i.e., age 23/24) of the Midwest Study, Courtney and colleagues (2012) referred to a subpopulation of parenting foster youth in the Midwest Study they called the “struggling parent” group. The struggling Struggling parent Parent subgroup was the least likely to be enrolled in school, most likely to receive need-based government benefits, and reported the lowest levels of social support (Courtney et al., 2012). Courtney and colleagues attributed the poor outcomes of the struggling parent group to the youths’ experiences that “were dominated by their parenting status, often under very difficult circumstances” (2012, p. 414).

### ***Fathers in Foster Care***

**Impregnation by Fathers in Foster Care.** Estimates of the prevalence of impregnation (i.e., getting a female pregnant) and fatherhood among young men in foster care have varied widely. For example, among studies of expectant and parenting youth that have included fathers in the sample, most studies report the incidence of pregnancy or impregnation by gender (e.g., Combs et al., 2018; Courtney et al., 2016; Courtney & Dworsky, 2006). However, some studies only report the incidence of pregnancy or impregnation in the aggregate, not by gender (e.g., Leslie et al., 2010). Among studies that include fathers in care in the sample and report the incidence of pregnancy or impregnation by gender, rate estimates of getting a female pregnant while in foster care ranged from 33% (i.e., of 109 males by age 21 in a single metropolitan area in the Western U.S.; Combs et al., 2018) to 49% (i.e., of 242 males by age 21 in three U.S. Midwest states; Courtney et al., 2007).

While the age ranges of young fathers in these studies vary, key studies focused on impregnation outcomes at ages 19 and 21. By age 19, 14% of males in the Midwest Study reported fathering a child as compared to 32% of females who became had become pregnant (Courtney et al., 2005). Similar rates of impregnation were found in the

CalYOUTH Study. Approximately 20% of males in the CalYOUTH Study reported ever getting a female pregnant, compared to 49% of females who had ever become pregnant by age 19. Among males who had ever gotten a female pregnant, about 80% impregnated only one female, 27% wanted their partner to become pregnant at the most recent pregnancy, and 25% wanted to marry their partner at the time the partner became pregnant (2016). Similarly, a longitudinal study of 325 transition-aged foster youth in Missouri found that by age 19, 23% of males ( $n = 128$ ) had impregnated a female whereas 55% of females ( $n = 197$ ) had ever been pregnant (Matta Oshima et al., 2013).

Studies of impregnation at age 21 show increases in rates of impregnation, likely due to the additional two years that a male youth could impregnate a female partner. By age 21, 49% of males in the Midwest Study reported ever getting a female pregnant compared to 71% of females who had ever become pregnant (Courtney et al., 2007). In the CalYOUTH study, approximately 37% of males reported ever getting a girl pregnant, compared to 59% of females who had ever become pregnant by age 21. Among males who had ever gotten a female pregnant, nearly all impregnated only one female, 41% wanted their partner to become pregnant at the most recent pregnancy, and 73% wanted to marry their partner at the time the partner became pregnant (2018).

**Fathering a Child That Was Born.** Many studies show that among males in foster care who impregnate a female, most have resulted in the live birth of a child (Courtney et al., 2005; Courtney et al., 2007; Courtney et al., 2016; Courtney et al., 2018a). Rates of fatherhood among transition-aged fathers in foster care have ranged from 3.5% (i.e., of 906 males ages 15–20 years from Connecticut; Gordon et al., 2011) to 30% (i.e., of 276 males by age 21 in three U.S. Midwestern states; Courtney et al., 2007). In the Midwest Study, 14% of males at age 19 (Courtney et al., 2005) and 30% of males at age 21 (Courtney et al., 2007) had at least one living child, with most having only one living child. At both ages, males in the Midwest Study were less likely than Midwest Study

females (32% at age 19, 56% at age 21) to have at least one living child. Rates of fatherhood were found to be lower in the CalYOUTH study, where 10% of males at age 19 (Courtney et al., 2016) and 17% of males at age 21 (Courtney et al., 2018a) had at least one living child, with most having only one living child. At both ages, males in the CalYOUTH males study were less likely than CalYOUTH females (27% at age 19, 41% at age 21) to have at least one living child.

### ***Predictors of Fatherhood in Foster Care***

Studies have identified predictors of fathering a child while in foster care, such as foster care placement type (Sakai et al., 2011), early exit from foster care (Matta Oshima et al., 2013), substance use history (Coleman-Cowger et al., 2011; Matta Oshima et al., 2013), mental health status (Narendorf et al., 2013), academic difficulties, and age of first sexual activity (Matta Oshima et al., 2013). In a national study of 1,308 youth in out-of-home care, Sakai and colleagues et al. (2011) found that youth placed in kinship care were seven times more likely to become pregnant or impregnate a female than youth placed in traditional foster care. In a national study of 17,124 adolescents in substance use treatment, males with a foster care history were less likely than their female counterparts to become expectant or parenting (Coleman-Cowger et al., 2011). Additionally, in a longitudinal study of 325 transition-aged foster youth, Matta Oshima et al. (2013) found that males in foster care with a mental health diagnosis and difficulties in school were significantly more likely to father a child than youth without a diagnosis.

### ***Factors Associated With Experiencing Fatherhood in Foster Care***

Studies point to both protective and risk factors associated with being a father in foster care, including residency with the child, criminal justice system involvement, housing instability, and employment. For example, in the latent class analysis by Courtney et al. (2012), authors sought to understand differences among transition-aged foster youth, including factors associated with young fathers in care. In the study, young fathers made



up a sizable proportion of the “struggling parents” and “troubled and troubling” classes. Struggling parents, of which fathers represented approximately 25% of the sample, were more likely than youth in other classes to reside with their child, more likely to be married than other classes, and to have lower criminal justice system involvement than other classes. On the other hand, males made up 75% of the Troubled and Troubling class, of which half were parents, and none lived with their children. This class also included high rates of criminal justice involvement among males (Courtney et al., 2012). Shpiegel and Cascardi’s (2015) study of adolescent parents in foster care also found criminal justice system involvement to be a risk factor associated with fatherhood in care; they found that 74% of fathers in care had an incarceration history. Employment difficulties are another risk factor that has been identified in the research. In a study of employment rates among fathers and mothers in foster care, Dworsky and Gitlow (2017) found that fathers in care were less likely to be employed than mothers in care. Findings from these studies demonstrate the unique experiences of fathers in foster care that may make it more difficult for them to be the fathers they aspire to be.

## **Father-Child Relationships Among Fathers in Foster Care**

### ***Father Involvement***

Few studies explore father involvement across constructs often used in fatherhood research (e.g., engagement, accessibility, and responsibility). However, the few studies exploring involvement among fathers in care have demonstrated strong engagement with their children. For example, in the CalYOUTH Study, resident fathers were asked how much time the child spent with them compared to their other parent. Young fathers reported high rates of father-child involvement, with 87.7% of fathers reporting that they spent as much time with their children as the mother did. Additionally, resident fathers who had contact with their children in the prior four weeks reported regularly engaging in routine activities with their children, including eating an evening meal, bathing, and

putting their children to bed (Courtney et al., 2018a). However, other studies demonstrate lower levels of father involvement. For example, in the qualitative portion of Gordon and colleagues' ( $n = 32$ ; 2011) study, authors found that only about half of the fathers reported regular involvement or contact with their children. One qualitative study of young parents in foster care describes the experience of father involvement among young fathers in foster care. One qualitative study of young parents in foster care describes the experience of father involvement among young fathers in foster care. Schelbe and Geiger's (2016) qualitative study, which described the experience of father involvement among young fathers in foster care, reported that many fathers in their study expressed joy and pride in their fathering role. Additionally, young fathers in their study identified a wide range of father involvement and engagement with their children. However, limited placement options for fathers in foster care may constrain father involvement with their children (Manlove et al., 2011), particularly when fathers face placement restrictions and placements far from their children.

### ***Residency With Children***

Fathers in foster care are less likely than mothers in foster care to reside with their children. For example, among young parents in the Midwest Study, fathers were less likely than mothers to live with at least one of their children by age 19 (18% vs. 93%; Courtney et al., 2005) and 21 (15% vs. 67%, Courtney et al., 2007). Likewise, in the CalYOUTH Study, children of young fathers were less likely than children of young mothers to be living with the respondent by age 19 ( $n = 133$ , 43% vs. 89%; Courtney et al., 2016) and 21 ( $n = 261$ , 61% vs. 87%; Courtney et al., 2018).

### ***Child Dependency Status***

Studies show that fathers in foster care are less likely than mothers in foster care to have child welfare-involved children. For example, in the CalYOUTH study, 15% of young fathers at age 19 (Courtney et al., 2016) and 7% of young fathers at age 21 (Courtney

et al., 2018a) had at least one child who is was a dependent of the court. For comparison, the rates of child dependency for young mothers in the CalYOUTH study were 16% at age 19 (Courtney et al., 2016) and 12% at age 21 (Courtney et al., 2018a). Dworsky & DeCoursey (2009) found that 2.8% of children born to fathers in care entered foster care compared to 10.7% of children born to mothers in care. In a study of child welfare service involvement among 2,487 children born to young parents in foster care, Dworsky (2015) found that children born to fathers in foster care (17%) were four times less likely than children born to mothers in foster care (85%) to be involved in the child welfare system. Gordon and colleagues (2011) found that in their study, 16% of children born to fathers in foster care were child welfare-involved.

The smaller proportion of fathers in foster care with child welfare-involved children, as compared to mothers in foster care, maybe due to the residency of the child. For example, Dworsky (2015) suggests that this difference may be attributed to the fact that most children born to a father in foster care reside with the child's other parent. Therefore, nonresident children of fathers in foster care may be under less child welfare system scrutiny than resident children of mothers in foster care.

### **Resource Management and the Issue of “Responsible Fathering” Expectations**

The responsible fathering model (RFM; Doherty et al., 1998) has been the dominant framework used by child welfare systems in preparing young fathers in foster care to manage resources associated with being a “responsible father.” The RFM represents unrealistic fatherhood expectations that the foster care system holds for young Black fathers in extended foster care. The responsible fathering model views the welfare of a nuclear family to be intertwined and interdependent. The foundation of RFM begins with Levine and Pitt's (1995) definition of a responsible father. Levine and Pitt set forth four features of a responsible father. A responsible father is a man who behaves responsibly towards his child by doing the following:

1. He waits to make a baby until he is prepared emotionally and financially to support his child;
2. He establishes his legal paternity if and when he does make a baby;
3. He actively shares with the child's mother in the continuing emotional and physical care of their child, from pregnancy onwards; and
4. He shares with the child's mother in the continuing financial support of their child, from pregnancy onwards. (Doherty et al., 1998, p. 279).

The RFM presents a limited framework for understanding influences affecting how young Black fathers in extended foster care manage being a “responsible father” that includes the father-child-mother triad and father, child, mother, coparental, and larger environmental contextual factors (Doherty et al., 1998).

The RFM has three fundamental limitations that limit the model's applicability to young Black fathers. First, RFM is not value-free. For example, the term responsible fathering is laden with value judgments. The term is based on the original language used by the United States Department of Health and Human Services (Doherty et al., 1998). It denotes a set of desired and expected norms used to evaluate a father's behavior. The definition elicits a moral judgment aligning perceived actions of fathers as right (responsible) or wrong (irresponsible). Additionally, RFM fails to acknowledge that some fathers must negotiate between “responsible” activities (e.g., legal or normative behaviors) and “irresponsible” activities (e.g., illegal or non-normative behaviors) needed to meet the fatherhood expectations of RFM.

Second, RFM is not reflective or inclusive of diverse family forms. For example, conceptualizations and expectations contained in RFM reproduce distinct family forms and gender roles that align with what Smith (1993) calls the “Standard North American Family” (SNAF). Stated further, RFM is rooted in notions of a nuclear family consisting of

a father, mother, and children. Consistent with this SNAF ideological archetype, the biological mother's role is to raise children, and the biological father's role is to support the mother in the care of the children. Therefore, RFM is not reflective of diverse family forms. For example, it fails to account for gay fathers, single fathers, fathers with children born to different mothers, or blended families where the child's mother is not the biological mother. Nor is RFM responsive to the myriad of father roles. For example, RFM is not inclusive of fathers with primary caregiving roles, sole caregiving roles, or fathers whose roles include the care of a child that they did not father.

Third, RFM was largely designed for adult fathers. Expectations of RFM conflict with some younger fathers' ability abilities to meet these expectations. For instance, the expectation that fathers wait to "make a baby" until they are emotionally and financially prepared for a child is unrealistic for younger fathers. This expectation does not acknowledge that many parents may not be entirely prepared for a child, regardless of the parents' age, mental health status, or financial stability. The expectation that a father financially provides for his child may be unrealistic for young fathers who have not yet entered the workforce. The standard that fathers be emotionally prepared to meet the needs of their children is in contrast to the developmental stage of these young fathers. Additionally, their chronological and developmental age may present obstacles affecting paternal involvement. Young fathers may not yet be prepared to financially or developmentally meet the needs of their children. In this sense, the RFM does not seem an appropriate fit for these young men since it focuses on tasks met in adulthood and may likely put a strain on young fathers who cannot meet the traditional requirements of fatherhood.

### **Resources for Fathers in Foster Care**

Some studies have reported service-related issues or made suggestions for service improvements related to fathers in foster care. For example, in a study conducted with 800

social workers across the U.S., Leigh et al. (2007) inquired into how social workers perceived services for transition-aged foster youth. They found that services delivered to young parents in foster care tended to be rooted in gendered parenting norms. For example, services provided to fathers in care included parenting skills classes/fatherhood training, counseling, and job/skill training or vocational training. However, services provided to mothers in care centered on prenatal care/counseling, parenting skill-building, and childcare. Research suggests that males in care may receive less family planning support from caseworkers and other child welfare staff. For example, In a study of 99 caseworkers, foster parents, and foster care alumni in three California counties (i.e., Fresno, Orange, San Francisco) Constantine and colleagues (2009) found that caseworkers reported that they were less likely to provide family planning guidance to males (23%) than to females (34%). Studies also made important recommendations have also been made for foster care services to target the unique needs of fathers in foster care. For example, suggestions have been made for father-related foster care services to address the gendered parenting standards that may place more parenting responsibilities on mothers (Love et al., 2005). Additionally, recommendations have been made for foster care systems to identify appropriate placements and services to promote responsible fatherhood (Manlove et al., 2011).

### **Gaps in Literature Reviewed**

Research on expectant and parenting fathers in foster care remains conceptually and methodologically sparse. Research reporting widely varying rates of expectancy and parenting likely indicate challenges with accurate reporting of data. Prevalence rates for expectant and parenting fathers in foster care have been limited to caseworkers' reports and fathers' self-reports, which are likely undercounted. Additionally, there are few mechanisms enforcing child welfare agencies to track and report father involvement in their children's lives. This makes it difficult to determine the kinds of father-focused services to provide to young fathers in foster care. Finally, for much of the research on parents in

foster care, findings have been provided in the aggregate, thus making it challenging to identify findings unique to fathers.

The lack of focused research on fathers in foster care is problematic. It gives little insight into how best to support and prepare a population of young fathers who are simultaneously preparing to leave the foster care system, preparing for adulthood, and entering young fatherhood. For example, there has been a general lack of empirical research on outcomes of fathers in foster care during the transition to adulthood that may affect their ability to parent their children. Few studies examine impregnation intentions, paternal involvement, or coparenting relationships among fathers in care. There has been a relative lack of studies investigating outcomes of or differences between subgroups of fathers in foster care. Furthermore, very few studies have qualitatively explored how fathers in foster care learn to be fathers, experience being fathers while in care, or identify their own needs.

## CHAPTER 3

### CONCEPTUAL FRAMEWORKS

In Chapter 2, I reviewed literature relevant to fathers in foster care. In Chapter 3, I outline my conceptual frameworks. I begin by outlining the two frameworks I use in my conceptual framework: the resource theory of fathering and the transition to adulthood for youth in foster care framework. After introducing each framework and describing how they fit in my study, I conclude this chapter with a summary of how my conceptual frameworks fit together.

#### **Need for Conceptual Frameworks**

Black fatherhood in extended foster care may be best understood by examining factors and domains known to affect fathers and older foster youth, particularly at three prominent developmental intersections: Black fatherhood, early adulthood, and aging out of foster care. However, the lack of research on young Black fathers in extended foster care makes it difficult to understand this population at these three intersections. Therefore, I leverage related research areas to gain needed insight into Black fathers in extended foster care. Bodies of research that overlap with and provide relevant information on young Black fathers in extended foster care include studies on Black fathers and transition-aged foster youth. However, these related bodies of research are expansive in scope and depth. I created a conceptual framework to organize this related research in the context most relevant to Black fathers in extended foster care that complements the research I summarized in Chapter 2. I have employed two conceptual models to inquire into the lived experience of young Black men entering fatherhood, early adulthood, and leaving the support of the foster care system. I use the resource theory of fathering (Palkovitz & Hull, 2018) to understand Black fathers' lived experiences, father-child relationships, resources, and resource management. Additionally, I use the transition to adulthood for youth in foster care framework (Courtney et al., 2017; McDaniel et al., 2014) to understand domains



related to foster youth as they exit the foster care system and enter early adulthood. I detail each framework and review relevant literature in the sections that follow. At the end of this chapter, I then discuss how I combine both frameworks and use them in my study.

### **Framework 1: Resource Theory of Fathering**

I chose the resource theory of fathering (RTF) (Palkovitz & Hull, 2018) as my primary conceptual model. I chose the resource theory of fathering (RTF) for my study due to the lack of father-specific theories that explain diverse dimensions of fathering. There is no unified theory of fathering in fatherhood research (Roggman et. al., 2002). Instead, fatherhood researchers have applied various theories “in piecemeal fashion to describe or explain various aspects of fathering” (Palkovitz & Hull, 2018, p. 182). For example, symbolic interaction has been used to explain how social interactions shape fatherhood (e.g., Scheibling, 2020), identity theory to explain a father’s paternal identity (e.g., Degarmo, 2010), and critical race theory to explain how racism affects Black fatherhood (e.g., Lemmons & Johnson, 2019). Palkovitz and Hull (2018) bridge the gap between disjointed theories applied in fatherhood research by creating a theory that incorporates them all.

The RTF is a midrange father-centered theory constructed as a comprehensive framework integrating a diverse range of fathering research. The RTF explains how fathers “manage multiple components of fathering across levels and domains that are embedded within personal, interpersonal, and community contexts” (Palkovitz & Hull, 2018, p. 181). Furthermore, the RTF explains how fathers with diverse cognitive, affective, behavioral, and lived experiences manage and deploy resources associated with components of fathering. Palkovitz and Hull define resources as any “personal attribute, interpersonal dynamic, or contextual circumstance that implicitly or explicitly affects a father’s level of involvement, father–child relationship quality or a father’s overall lived experience” (2018, p. 185). Palkovitz and Hull (2018) take a strengths-based approach to the RTF by defining

components of fathering as “resources” instead of deficits. The main assumption behind the RTF is “the idea that all fathers possess some positive resources and that all father–child relationships could benefit from garnering and deploying resources in a developmentally facilitative manner” (Palkovitz & Hull, 2018, p. 190). This central tenet of the RTF is in stark contrast to the RFM that views similar components of fathering (i.e., father, mother, coparental, child, and contextual factors) as barriers affecting a father’s ability to be a “responsible father.”

As displayed in Figure 3.1, the dark grey boxes display the central component of the theory, the fathers. The RTF puts fathers and their lived experiences at the center of the theory. A father’s relationship quality with his children and his ability to manage resources is also central to the RTF. Surrounding a father’s lived experience are three categories of resources (i.e., personal, interpersonal, and contextual) that fatherhood research has shown to affect a father’s lived experience and relationships with his children. A detailed list of components of fathering (i.e., resources, father-child relationship dimensions, and resource management elements) is displayed in Table 3.1. The function of the RTF in my study is to demonstrate how the theory can be extended to apply to Black fathers in extended foster care.

**Table 3.1**

*Components and Dimensions of Diversity in the Resource Theory of Fathering*

<b>Component</b>	<b>Dimension</b>
Lived experience	Affect, behavior, cognition
Father-child relationships	Father involvement (e.g., engagement, accessibility, responsibility), attachment (e.g., secure, insecure), parenting style (e.g., authoritative, authoritarian, permissive, disengaged), goodness of fit with child, relationship quality with child

**Table 3.1, continued.**

*Components and Dimensions of Diversity in the Resource Theory of Fathering*

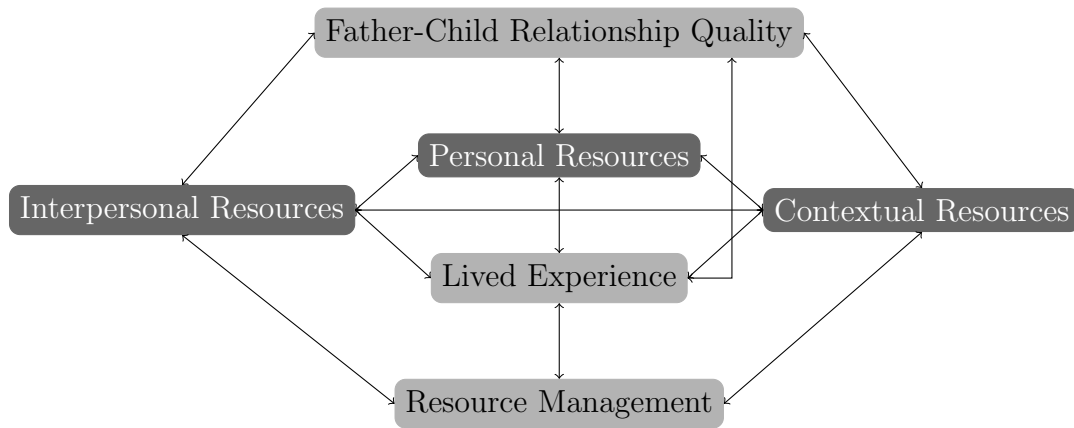
<b>Component</b>	<b>Dimension</b>
Resource management	Executive function, time management, planning, maintenance, monitoring, reflection, evaluation, setting goals, scheduling, organization, setting priorities
Personal resources	Educational attainment, income/wealth, race, ethnicity, cultural background, age, religiosity, spirituality, sexual identity, health status, personality, temperament, attitude, coping style and strategy, incarceration record, substance use/abuse, conflict resolution style, intelligence, years of parenting experience, sensitivity to interpersonal signal, fathering identity, role subscriptions (e.g., protector, provider, moral guide, friend)
Interpersonal resources	Relationship quality with mother, social support network, relationship with neighbors, extended family, in-laws, work colleagues, relationship history with own parents
Contextual resources	Number of children, age of children, children from other relationships, residential status to child, employment status, social class, cohort, societal values, gender roles, timing of parenthood, neighborhood characteristics, parenting status (e.g., step, biological, social, adoptive, legal guardian)

*Note.* Replicated from Palkovitz & Hull, 2018, p. 183

The RTF presents a conceptual model for understanding the varying resources available to fathers. Specifically, the domains of fathers’ lived experiences, father-child relationships, resource management, personal resources, interpersonal resources, and contextual resources become resources to which young Black fathers in extended foster care experience fatherhood. The following sections summarize relevant literature across these five RTF domains. While literature related to the RTF focuses on older fathers, I have summarized the literature on younger fathers for each domain. Studies included in my review will focus roughly on fathers aged 18–21. However, many studies overlap this age group, with some including fathers younger than 18 years old, older than 21 years old, or

**Figure 3.1**

***Conceptual Framework of the Resource Theory of Fathering***



*Note.* Replicated from Palkovitz & Hull, 2018, p. 184

both. Studies related to young Black fathers sometimes use the term “African American.” I will use the terms Black or African American consistent with the terms used in each study. Additionally, the terms “adolescent father” and “teenage/teen father” will be used as they were reported in the cited literature. It is important to note that age within these two terms varies by study. Therefore, I have included the ages of young fathers when introducing each study. When domains lack relevant research on young Black fathers, I leverage studies on fathers generally or Black fathers specifically.

***Lived Experience of Young Black Fathers***

Research examining the lived experience of young Black fathers centers on aspects of fathering in the context of fathers’ developmental stage. For example, Johnson (2001) highlights ten factors that affect the lived experience among young, unwed Black fathers: (1) The sustaining of a romantic relationship between the couple during pregnancy and immediately following the birth; (2) Support for his paternal involvement from his family of origin; (3) Support for his paternal involvement from his partner’s family of origin; (4) The father’s ability to provide financial support; (5) The father’s financial contributions;

(6) The age of the father; (7) Other demographic factors; (8) The effects of fatherhood programs on paternal development and family functioning; (9) The fathers' values about fatherhood; and (10) The father's spiritual concept regarding his children (2001, pp. 154-155). Research conducted by Johnson (2001) presents many interrelated factors that may affect the lived experience of young Black fathers. These findings are consistent with Palkovitz and Hull's (2018) assertion that a wide range of factors shapes the lived experience of fathers.

### ***Father-Child Relationships Among Young Black Fathers***

Child-related factors influencing fathering have been identified as a child's attitude toward their father, behavioral difficulties, temperament, gender, age, and developmental status (Doherty et al., 1998). For example, prenatal stress among 59 African American teen fathers (ages 14–19) was found to be associated with higher levels of postpartum depressive symptoms for these young fathers (Williams et al., 2012). In a qualitative study of 10 African American teenage fathers (ages 15–19), Allen and Doherty (1996) found that two prominent themes reported by fathers were being there for the birth of their child and being actively involved in the life of their child. This finding reflects a father's responsibility toward their child more than that of the child's mother. Other studies point towards the father's focus on the child as a factor related to fatherhood. For example, Paschal et al. (2011) conducted qualitative in-depth interviews with 30 African American teen fathers (ages 14–19) regarding their perceived fatherhood roles and parenting behaviors. They found three primary themes emerging from their data. In the first theme, "provider role," fathers defined fatherhood through economic and financial terms where their primary task in the family was to provide financially for their children. In the "nurturer role" theme, fathers defined fatherhood as being emotionally involved, physically present, and nurturing towards their children. Finally, the "autonomous fathers" theme contrasts the previous two themes in that fathers did not identify a role. Instead, fathers expressed opposition to the

idea of fatherhood and reported that fathers' have no obligation to provide for their children or be involved in their lives (Paschal et al., 2011). These findings reflect a wide range of perceived fatherhood roles and behaviors among Black adolescent fathers.

### ***Resource Management Among Young Black Fathers***

#### ***Personal Resources Among Young Black Fathers***

Father-related factors shaping the lived experience of young Black fathers include role identification, knowledge, skills, commitment, psychological well-being, relations with their father, employment characteristics, and residential status (Doherty et al., 1998). A considerable amount of literature has been published on these father-related factors. Additionally, many studies point to the meanings and conceptualizations of fatherhood and the prevalence, antecedents, and consequences of Black adolescent fatherhood.

In terms of prevalence rates, precise estimates of the number of young fathers are difficult to obtain since unmarried adolescent mothers are less likely than married mothers to list a father's age on their child's birth certificate (Landry & Forrest, 1995) and because young fathers are less likely to confirm paternity than older fathers (Paschal, 2013; Weinman et al., 2002). However, some studies have provided rate estimates for young Black fathers. A nationally representative sample of teen fathers, ages aged 13–19, using the National Longitudinal Survey of Youth (1997 cohort) found that 29% were Black, disproportionately larger than their estimated population size (M. E. Scott et al., 2012). In addition, African American males are significantly more likely than White males to become teen fathers (Thornberry et al., 1997). Thornberry et al. (1997) found that being African American increased the probability of being a teen father by 46%. Similar studies found that Black adolescents/teens were more likely to be fathers than White adolescents/teens (Elster & Lamb, 1986; Landers et al., 2015; Stouthamer-Loeber & Wei, 1998; Wei et al., 2002). One data source used to estimate the proportion of fathers in adolescence and emerging adulthood is the National Survey of Family Growth (NSFG).

Studies report various risk factors associated with young Black fatherhood. For example, in a longitudinal study examining childhood and adolescent risk factors among males, 335 African American males' reported that they impregnated a female during adolescence (before age 19). Miller-Johnson et al. (2004) found that childhood aggression and adolescent deviant peer involvement were associated with higher adolescent pregnancy reports by males. In one study, African American and Latino teen fathers were found to have greater proportions of delinquent behavior in their adolescence than White teen fathers. However, this finding was not statistically significant (Assini-Meytin et al., 2019). In this same study, young (mean age = 28.6) African American (77.5%) and Latino (74.2%) teen fathers were more likely to report being arrested than White (54.1%) teen fathers ( $p = .010$ ). Depression and internalizing symptoms have been associated with teenage fatherhood (Thornberry, Smith, & Howard, 1997). In a recent quantitative cross-sectional study of 65 African American adolescent first-time fathers (ages 14–19), Hunt, Caldwell, and Assari (2015) found that higher paternal relationship satisfaction was associated with fewer depressive symptoms among adolescent fathers, and depressive symptoms were higher among adolescent fathers experiencing higher levels of conflict with their fathers. Miller-Johnson et al. (2004) found that adolescent substance use was associated with higher adolescent pregnancy reports among young African American males. One important study by Assini-Meytin and colleagues (2018) used data from the National Longitudinal Study of Adolescent to Adult Health (Add Health) to explore risk factors associated with teenage fatherhood. The study explored racial and ethnic differences in teenage father's fathers' early risk factors and socioeconomic outcomes later in life among African American ( $n = 72$ ), Latino ( $n = 90$ ), and White ( $n = 151$ ) males who fathered a child before the age of 20 ( $n = 313$ ). They found that teen fathers had lower rates of substance use (excluding marijuana use) in their adolescence compared to White (16.6%) and Latino (16.3%) teen fathers ( $p = .025$ ). They found no statistically significant race/ethnicity differences in

lifetime marijuana use. In a recent study, they found that African American and Latino teen fathers came from more disadvantaged families than White teen fathers. In their adolescence, African American and Latino teen fathers lived in households with lower mean income ( $p = .061$ ) and received more public assistance ( $p = .043$ ) compared to White teen fathers. Interestingly, they found no statistically significant differences between African American teen fathers and White teen fathers (Assini-Meytin et al., 2019).

A father's socio-developmental status is another pivotal factor in the experience of young Black fatherhood. For example, Johnson (2001) argues that the phrase "young father" is a vague term generally used to describe young men who have had a child out of marriage, before completing their education, before securing stable employment, and without emancipating from the care of their families. The emergence into fatherhood without completing their education or vocational training increases the likelihood that these young men will become poor. Unable to financially support themselves or their children, these young fathers rely on their families for financial support (Johnson, 2001).

Chronologically, these young fathers roughly fall between the early teens and late twenties (Johnson, 2001). Johnson argues that to understand young fathers fully, it is important to connect their social and developmental characteristics to individual and structural factors impacting their parental role (2001). Traditionally, social researchers, policymakers, and family service agencies have viewed young fathers as uncaring and uninvolved. Subsequently, young fathers have been excluded from supportive services or under-engaged in services, and the services they have been offered tend to be individualistic (Deslauriers et al., 2012; Lane & Clay, 2000; Reeves et al., 2009; Weinman et al., 2002). Furthermore, family services typically focus on mothers and children even though the participation of fathers poses no real threat to the family (Berlyn et al., 2008; Gordon et al., 2012; Lazar et al., 1991; Maxwell et al., 2012). These negative views and exclusion from supportive family services marginalize a father's presence in their child's life



and devalue their role as fathers.

In addition to this marginalization, young fathers' incomplete school status, insufficient vocational training, and inability to support their children further alienate the status of these men (Johnson, 2001). In terms of development, the task of adulthood and fatherhood are better achieved after developmental tasks in adolescence are completed. When the transition from adolescence to adulthood and fatherhood is met prematurely, it may lead to poorer outcomes for the father and child (Johnson, 2001). The developmental skills needed to maintain a healthy relationship with the child's mother may not be present in the young father. This may lead to consequences such as the deterioration of the father-mother relationship, lack of father-child uninvolvement, and the dissolution of economic and social paternal supports (Johnson, 2001). Age is a determining factor in father involvement since older fathers are often better equipped to meet their paternal obligations, whereas young fathers are not. Developmental readiness is also a significant factor since older fathers are more developmentally prepared to meet the needs of their children and manage the father-mother relationship as compared to younger fathers (Johnson, 2001). Therefore, a father's age and developmental readiness remain key determinants of father involvement. Demographic characteristics such as higher rates of poverty, school dropout, and unemployment create poorer work prospects that, in turn, affect father involvement (Johnson, 2001).

### ***Interpersonal Resources Among Young Black Fathers***

Much of what a father learns about fatherhood comes from his experiences and observations over his life course. Therefore, his family of origin often serves as a primary source of these interactions (Johnson, 2001). Since young fathers' values about fatherhood primarily come from their family, ethnicity is a significant contributing factor to father involvement. Research by Johnson (2001) shows that a father's paternal involvement is influenced by the responses provided by his family of origin. Paternal involvement among

young unwed African American fathers may be negatively affected by a lack of connection with their father or a weak connection with their child. In addition, social service and family strengthening service availability affect paternal involvement for young unwed fathers. Lastly, spirituality and biblical ideologies of fatherhood have been found to mediate paternal involvement among young unwed African American fathers (Johnson, 2001).

Drawing again on Assini-Meytin's (2019) key study, African American and Latino teen fathers have lower school connectedness than White teen fathers; however, this finding was not statistically significant. Additionally, African American (37.5%) teen fathers were less likely than Latino (57.2%) teen fathers but more likely than White (33.3%) teen fathers to have ever repeated a grade. However, this finding was only marginally statistically significant ( $p = .084$ ). By young adulthood (mean age = 28.6), a greater proportion of African American (37.5%) and Latino (37.9%) teen fathers than White (20.3%) teen fathers did not complete their high school education; however, this finding was not statistically significant ( $p = .227$ ; Assini-Meytin et al., 2018). In young adulthood, African American teen fathers had a mean income that was \$26,095 lower than White and \$14,593 lower than Latino teen fathers ( $p < .001$ ). African American teen fathers also had lower workforce participation (72.5%) than White (92.3%) and Latino (85.8%) teen fathers ( $p = .051$ ) in young adulthood (Assini-Meytin et al., 2019).

The provision of financial support by fathers to their children is an essential component of paternal identity. Societal expectations contend that a father ought to support their children financially. However, due to non-completion of education, lack of vocational training, and delayed entry into the workforce, many young unwed fathers cannot meet this expectation. A consequence of not financially supporting a child can be maternal gatekeeping or decreased father involvement (Johnson, 2001). Where marriage provides a legal avenue to paternal involvement, for unwed fathers, financial support (e.g., child support or informal support; see Miller and Mincy, 2012) is often the path to parental

involvement. While young unwed fathers may have difficulty providing formal financial support to their children, they may provide informal or other material support. An important point raised by Johnson (2001) is that many fathers remained involved in their child's life even when they did not provide financial support (2001).

Some mother-related factors affect fathering, such as attitudes toward fathers, expectations of the father, support of the father, and mother's employment characteristics (Doherty et al., 1998). For example, the responses a father receives from the maternal family has have been found to influence his level of involvement with his child (Johnson, 2001). In a qualitative study of five African American adolescent fathers, Dallas and Chen (1998) found that many of fathers pointed to their relationship with the maternal grandmother as a source of support for the fathers and the mothers. At the same time, Fathers fathers in Dallas and Chen's (1998) study reported that maternal grandmothers were often a barrier to fathers' involvement with their children. In a qualitative study of seven pairs of unmarried African American and Mexican American adolescent mothers (ages 15–18) and their male partners (ages 17–22), Dallas et. al. (2000) found that mothers typically wanted parental services to focus on fathers to increase paternal knowledge of parenting while increasing father involvement. This finding sheds light on how mothers may view fathers as uninformed or uninvolved when it comes to parenting and how this may affect maternal gatekeeping and father self-efficacy.

There are also several coparental factors influencing fathering, such as marital/nonmarital status, dual versus single earner status, custodial arrangement, relationship commitment, cooperation, mutual support, and conflict. A key component of father involvement is the father-mother relationship. Research presented by Johnson (2001) found that for African American couples, fathers in a romantic relationship (cohabitating or non-cohabiting) with the child's mother were more involved than fathers not in a romantic relationship. We know about coparenting primarily based on empirical

studies investigating how the relationship between a father and mother influences fathering and father involvement. In a review of 15 studies of Black adolescent fathers, Dallas and Chen (1996) found that previous studies highlighted paternal behaviors that affect the coparental relationship. Out of nine conceptual domains, three were directly related to the coparental relationship: participation in pregnancy, relationship with the child's mother, and contribution to household tasks (C. Dallas & Chen, 1996). A study of coparenting and father involvement, among 94 African American and Latino adolescent parents (47 co-parents, 83% African American fathers), found that mothers' report of co-parenting at 1 one year postpartum was a strong predictor of father involvement during the first year (Varga & Gee, 2017). Furthermore, Varga and Gee (2017) found that relationship quality and relationship support were highly correlated with father involvement. Assini-Meytin et al. (2019) found that African American (16.8%) teen fathers were less likely than White (48.0%) and Latino (44.9%) teen fathers to be married during their transition to adulthood ( $p = .001$ , mean age 22.1). African American (43.1%) teen fathers were also less likely than White (62.6%) and Latino (61.2%) teen fathers to reside with their children during their transition to adulthood ( $p = .053$ , mean age 22.1) (Assini-Meytin et al., 2019).

### ***Contextual Resources Among Young Black Fathers***

Several contextual factors have been found to affect fathering. These contextual factors include institutional practices, employment opportunities, economic factors, race/ethnicity, resources, challenges, cultural expectations, and social support. Several empirical studies have explored the influence of contextual factors on fathering. As argued by Johnson Jr. (1998), one contextual factor affecting Black fathers is historical institutionalized racism. Johnson (1998) contends that a history of institutional racism has created economic disadvantage and marginalization conditions for Black fathers, which negatively affects their ability to support their children and their paternal identity as a provider (1998). Allen and Doherty (1996) found that many of the participants in their

study reported negative stereotypes about African American males and African American adolescent fathers, which influenced how they perceived their parental responsibilities. Young African American fathers in the study commented on the lack of portrayals of involved African American fathers in the media and the absence of positive African American fathers in society (Allen & Doherty, 1996). Allen and Doherty (1996) argue that a consequence of this view is that the young African American fathers in the study had a difficult time imagining themselves as coparents and fathers (1996).

## **Framework 2: Transition to Adulthood for Youth in Foster Care Framework**

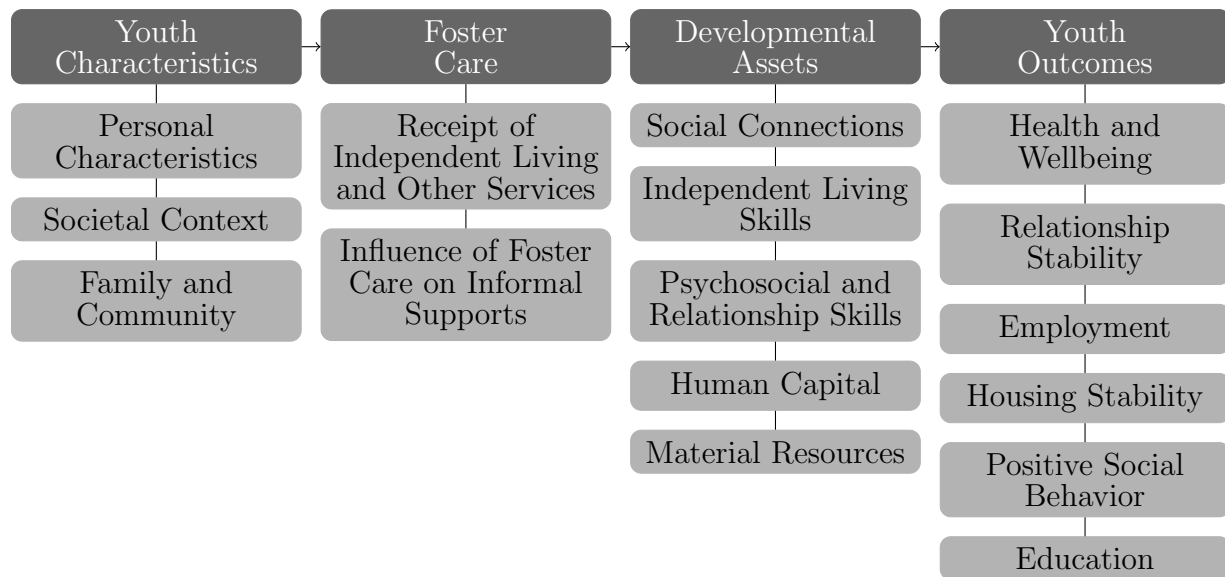
The transition to adulthood for youth in foster care (TTAYFC) conceptual framework (Courtney et al., 2017; McDaniel, Courtney, Pergamit, & Lowenstein, 2014) serves as the secondary conceptual model framing this study. The TTAYFC framework identifies four domains affecting a youth's transition to adulthood: youth characteristics, foster care, developmental assets, and outcomes. Figure 3.2 displays the conceptual framework of the TTAYFC and Table 3.2 displays related domains, components, and dimensions of the TTAYFC. The TTAYFC explains how the foster care system can address the outcomes I reviewed in Chapter 2 by targeting services to address the unique needs of transition-aged foster youth. This process begins with understanding how the experience of maltreatment affects the transition to adulthood for youth in foster care. Trauma from maltreatment and subsequent experiences in foster care may make the transition to adulthood more difficult for foster youth than for their non-foster care peers (McDaniel et al., 2014). Youth transitioning out of foster care have unique characteristics that may differ from youth in general. For example, personal characteristics, societal contexts, and family/community resources may be more unfavorable for foster youth than youth without foster care involvement. This is particularly true in situations where foster youth have experienced abuse, neglect, or multiple placement changes.

Regarding the foster care domain of the TTAYFC framework, the receipt of

independent living services and support from sources such as biological parents, biological relatives, foster parents, and mentors are designed to prepare foster youth for adulthood. Additionally, these services and support serve as a mechanism to compensate foster youth for the loss of resources expected to be available to the general population. These supplements are designed to increase the youth’s developmental assets (e.g., independent living skills, relationship skills, material resources) while improving youth outcomes (e.g., education, employment, relationship building, well-being; Courtney et al., 2017; McDaniel et al., 2014). In the context of this study, the domains outlined in TTAYFC are important to understand since they may also influence the transition to adulthood and fatherhood for Black fathers in foster care.

**Figure 3.2**

*Conceptual Framework of the Transition to Adulthood for Youth in Foster Care*



*Note.* Adapted from (Courtney et al., 2017; McDaniel et al., 2014)

**Table 3.2**

*Domains, Components, and Dimensions of the Transition to Adulthood for Youth in Foster Care*

<b>Domain</b>	<b>Component</b>	<b>Dimension</b>
Youth characteristics	Personal characteristics	Age, gender, race/ethnicity, cognitive ability, human capital, physical and mental health, behavior patterns, personality traits, spirituality, and trauma history
	Societal context	Social, education, and health policy, economic opportunities, discrimination
	Family and community	Family socioeconomic status, material resources, social capital, emotional support, positive adult, and peer relationships
Foster care	Receipt of independent living and other services	Human capital, social capital, material resources, trauma, and resilience
	Influence of foster care on informal supports	Foster parents, family members, and mentors
Developmental assets	Social connections	Number and nature of relationships
	Independent living skills	Financial management, health, and nutrition
	Psychosocial and relationship skills	Emotional regulation and conflict resolution
	Human capital	Study skills, soft skills, and work skills
	Material resources	Housing, clothing, money, and health insurance
Youth Outcomes	Health and wellbeing	Physical, mental health, absence of risky behavior, safety, and subjective wellbeing
	Relationship stability	Reduced non-marital childbearing and positive adult relationships
	Employment	Gainful employment, earns living wage, and absence of poverty

**Table 3.2, continued.**

***Domains, Components, and Dimensions of the Transition to Adulthood for Youth in Foster Care***

<b>Domain</b>	<b>Component</b>	<b>Dimension</b>
	Housing stability	Independent living in safe and stable housing
	Positive social behavior	Reduced criminal behavior and strong regulatory skills
	Education	Achievement and attainment

*Note.* Adapted from (Courtney et al., 2017; McDaniel et al., 2014)

***Resource Management Among Young Black fathers in extended foster care***

I have reviewed relevant research related to the TTAYFC framework relevant to my study in Chapter 2. However, embedded processes within the TTAYFC framework are not discussed explicitly by Courtney and colleagues (2017) but greatly influence the transition to adulthood for youth in care. Here, I would like to introduce and review contextual foster care factors that I have identified as directly influencing Black fathers in extended foster care. Contextual foster care factors that I have identified affecting young Black fathers in foster care are corporate parenting and normalcy.

A key factor affecting youth in foster care is related to how they are parented or, more specifically, by whom they are parented. When a child enters foster care, the state assumes the role of a surrogate parent (Courtney, 2009). Often this surrogate role is short-lived and ceases when the case closes out to permanency. The parental role is given back to the original parents/caregivers or transferred to new parents/caregivers. However, in cases where youth remain in the foster care system until they age out, the state's custodial role as a surrogate parent may last for many years (Bullock et al., 2006; Courtney, 2009).



The term used when the state assumes the role of a surrogate parent and takes on parenting of foster youth is *known as corporate parenting* (Bullock et al., 2006; Courtney, 2009). Courtney (2009) argues that when a public child welfare agency assumes the role of a surrogate parent, the state has “a legal and moral duty to provide the kind of support that any good parent would provide for their own children” (2009, p. 4). However, Courtney (2009) highlights that when governmental agencies assume custody of youth, they cannot parent in the same way traditional parents or caregivers do. Instead, they “assume responsibility for finding and supporting adults who can carry out the parenting role” (Courtney, 2009, p. 4). By examining the British concept of corporate parenting (Bullock et al., 2006), the core assumptions of this idea become more evident.

The British concept of corporate parenting views parenting as primarily divided into two duties. One duty is related to children’s “healthy psycho-social development” (Bullock et al., 2006, p. 1347). In this task, parental roles and responsibilities are centered around affection, comforting, nurturing, and protection where the child’s life-long needs are met by parents who are biologically or emotionally bonded to the child (Bullock et al., 2006). However, as Bullock and colleagues (2006) argue, four aspects of their lives affect the state’s ability to effectively meet their psycho-social developmental needs when children enter foster care. First, the parental care of foster youth is assumed by a corporate/state entity that lacks closeness and bond to children that are needed to fully understand and meet the psycho-social developmental needs of their surrogate children.

Furthermore, since the state divides parental responsibilities among different associated entities, complete responsibility is not assigned to one specific person who will remain closely bonded, committed, and involved with the youth. This leads to partial attachments (i.e., since multiple actors have to vary parental-associated responsibilities) and is open to disruption (e.g., placement changes, worker turnover, and case reassignments). This leads to conditions where foster youth lack mutual attachment to

parents, comprehensive care, and continuing support (Bullock et al., 2006). Second, the parental responsibilities that the state assumes are divided among several people working with the foster youth, such as caseworkers, Guardian Ad Litem, therapists, birth parents, kinship caregivers, and foster parents. Bullock and colleagues (2009) argue that the “division is not only a matter of degree but also a reflection of the fact that neither the birth parents nor the day-to-day [caregivers] carry the responsibility for maintaining overall and integrated continuity of care for the child” (Bullock et al., 2006, p. 1347). Therefore, no one person is responsible for ensuring that the psycho-social developmental needs of youth are being met. Third, when the state absorbs the parental rights and duties, the process in which they are then divided up is not exact. For example, parental rights and duties for a youth whose birth parents have had their parental rights terminated will be divided differently than those for a youth whose biological parents still have parental rights. The same may be said for youth living under the care of a residential treatment center versus independent living. In cases like these, the psycho-social developmental needs of youth are managed by varying people to differing degrees. Lastly, the nature of state care leads to situations where youth make “new attachments which may supersede, erode or conflict with earlier ones, creating special tensions for children, [caregivers] and birth relatives” (Bullock et al., 2006, p. 1347). These conflicting attachments make it difficult for the state, caregivers, and birth families to maintain the connections needed for adequate psycho-social development of youth.

The second parental duty in the British concept of corporate parenting is producing positive outcomes for youth. Unlike the ingredients of parenting (e.g., affection, comfort, and nurturing) in the first duty, this duty is task task-based, where parenting is viewed as what parents do instead of qualities parents possess (Bullock et al., 2006). Bullock and colleagues (2006) share describe some activities such as “physical care, affection, positive regard, emotional security, setting boundaries, allowing room to develop, helping develop

skills, helping cognitive development and facilitating social activity” needed to produce positive outcomes for youth (2006, p. 1347). As I described the first duty of parenting in the previous paragraph, tasks around producing positive outcomes are also assigned to multiple stakeholders once the state has assumed surrogate care for children. Legal frameworks are designed to establish resources and services aimed at improving outcomes of foster youth and are regulated at the national level. At the local level, social workers, therapists, and other helping professionals are tasked with providing services targeting positive outcomes for youth. Lastly, caregivers, birth parents, and relatives undertake the activities (e.g., affection, comforting, and nurturing) that are focused on improving youth outcomes at the personal level (Bullock et al., 2006). A complication of state care is that a breakdown at any level and by any stakeholder may result in youth not receiving or participating in activities needed to foster positive outcomes.

Young parents in foster care present a unique challenge to corporate parenting. As a corporate parent, a state has a legal and moral duty to ensure young parents in foster care receive the kind of support that any “good parent” would provide for them. However, for parenting youth in care, it is unclear if a state’s duty of corporate parenting extends to “corporate grandparenting.” Provisions in the Family First policy around preparing and supporting young parents in foster care indeed suggest that corporate grandparenting is a state duty. In the context of my study, corporate parenting can significantly influence how a young parent transition to adulthood. However, it remains unclear if the duty of corporate parenting extends to the transition to early parenthood. Furthermore, it is unclear if the duty of corporate parenting is generative. If so, it would be necessary for my study to consider a state’s legal and moral duty, as a corporate grandparent, to ensure the health and wellbeing of children born to parenting youth in foster care important in my study. This is important because states would then have the legal and moral duty to prepare young Black fathers in extended foster care for young fatherhood.

In early adulthood, many youths participate in age-related activities such as sleeping over at friends' houses, taking school trips out of state/country, going to prom, dating, learning to drive, and having later curfews. These activities are seen as formative in the process of developing interests, acquiring independent living skills, and building supportive relationships with family members, peers, and supportive adults (Pokempner et al., 2015). In addition, parents are tasked with safely and gradually exposing youth "to new situations and challenges so that they learn how to manage increasing independence and responsibilities" (Pokempner et al., 2015, p. 4). This careful exposure process is a fundamental parental step in preparing youth for adulthood. However, for youth in foster care, the child welfare system constraints these critical growth opportunities and then shuttle youth abruptly into adulthood. Due to constraining practices of the child welfare system and corporate parenting, transition-aged foster youth are "denied the chance to participate in the everyday activities essential to the process of maturing into adults" (Pokempner et al., 2015, p. 4).

One barrier to normalcy among foster youth is risk (Pokempner et al., 2015). Normative development among older youth stems from healthy and appropriate risk risk-taking. Older youth develop independent living skills by being permitted to participate in activities that come with certain levels of risk and that younger youth are prohibited from doing. The logic in this reasoning is that by allowing older youth to participate in age-appropriate risky activities, they will develop the skills needed to navigate riskier situations and master additional adult-related tasks. Parents set boundaries, monitor activities, and provide support when needed during this process. This is seen as a learning process for older youth where they learn from their mistakes in an environment where risk is present but minimized (Pokempner et al., 2015). However, youth in foster care are often shielded from all risks, even risks that may benefit their development. Pokempner and colleagues (2015) argue that the child welfare agencies are

risk-averse, mainly because two of the tasks of the child welfare system and the state as a corporate parent are to provide youth with safety and well-being. Since the state puts the safety of youth as a paramount concern, child welfare agencies often unintentionally or unnecessarily sacrifice normalcy, thus reducing normalcy among foster youth (Pokempner et al., 2015). Another barrier to normalcy among foster youth is the ever-present threat of liability. The state, child welfare agencies, caregivers, and foster parents who are tasked with the care of foster youth often impose restrictive policies, strict boundaries, and firm rules to shield themselves from liability risk if harm comes to foster youth. The fear of negative media coverage, lawsuits, and other related punishments often force those responsible for the care of foster youth to restrict activities that carry any risk. Subsequently, foster youth are denied access to age-appropriate activities that, although carrying some risk, may be beneficial for their development and transition to adulthood.

In an effort to address the issue of exposing foster youth to the risk and their caregivers to liability for the risk, a federal statute titled the Preventing Sex Trafficking and Strengthening Families Act was signed into law in 2014 (Children's Defense Fund et al., 2015). In the statute, the section titled Supporting Normalcy for Children in Foster Care requires states to promote foster youth participation in age-appropriate activities, institute the reasonable and prudent parent standard for substitute caregivers, and to increase youth participation in case planning as they transition out of foster care (Pokempner et al., 2015). The Supporting Normalcy for Children in Foster Care provision of the Preventing Sex Trafficking and Strengthening Families Act (2014) was designed to reduce barriers to normalcy among youth in foster care. The first goal of the statute is to aid child welfare agencies in the facilitation of normalcy focused on improving social and emotional outcomes for foster youth as they transition to adulthood and begin taking leadership of their own lives. The second goal is to institute the reasonable and prudent parent standard where caregivers are given the authority—and protected from some

liability— to make decisions regarding foster youth’s participate participation in age-appropriate activities that, while exposing youth to minimal risk, promote normalcy and protect caregivers from some liability (Epstein & Lancour, 2016; Pokempner et al., 2015). Jacobson (2016) states that the reasonable and prudent parent standard gives

foster parents greater latitude to allow their foster children to participate in activities such as school extracurricular activities, field trips, sleepovers, and sporting events. sorts of activities [that] are important for childhood and adolescent growth and have long been difficult and oftentimes impossible for foster youth to gain access to (2016, pp. 251–252).

The third goal is to strengthen the rights of foster youth to participate in case and transition planning as they prepare to age out of the child welfare system as well as make the state, caseworkers, and child welfare courts more accountable for acknowledging and implementing the desires of transition-aged foster youth (Pokempner et al., 2015).

Recent federal efforts seek to provide more normative experiences for foster youth transitioning to adulthood. However, these efforts have focused on the risks presented to foster youth (i.e., via their actions) and their caregivers (i.e., their parenting decisions). Parenting foster youth presents a clear challenge to federal efforts to ensure normalcy. It is unclear if federal efforts to ensure normalcy should extend to the transition to young parenthood. For example, should a young father in foster care be permitted to engage in normative activities that benefit their development as a father (e.g., spending the night with their nonresident child) if doing so conflicts with placement curfew rules? These are serious considerations given the risk-averse stance many child welfare agencies take. In the context of my study, normalcy (or the lack thereof) among Black fathers in extended foster care is important to understand. For example, it is important to know if restrictions imposed by the foster care system (e.g., placement curfew rules, placement living restrictions, limits on overnight stays, approval for out-of-state travel) may make it more

difficult for Black fathers in extended foster care to parent their children.

### **Integrated Conceptual Frameworks**

In my study, I combine RTF and the TTAYFC framework to better understand resources and factors influencing the experience of Black fatherhood in extended foster care. First, I use RTF to understand how father-child relationships, personal resources, interpersonal resources, contextual resources, and resource management affect young Black fathers' lived experience in extended foster care. Second, I include elements of the TTAYFC framework as an extension of contextual factors of RTF to understand how factors related to the child welfare and foster care system influence the lived experience of Black fathers in extended foster care.

### **Summary**

I combine the conceptual frameworks discussed in this chapter to inform my research methods and analysis. I merge the RTF and TTAYFC conceptual frameworks to provide an ecological view of resources relating to fatherhood and foster care that may amalgamate creating create complex systems of factors affecting young Black fathers in extended foster care. These combined frameworks help explain how resources and resource management within the RTF differ for Black fathers in extended foster care. Specifically, I use the RTF and TTAYFC conceptual frameworks to explain how the foster care system affects the lived experiences, father-child relationships, and resource availability of Black fathers in extended foster care.

## CHAPTER 4

### METHODOLOGY

In Chapter 3, I detailed this study's conceptual and theoretical frameworks. In Chapter 4, I discuss the methodological framework of the study. I begin with a positionality statement. I then introduce the research paradigm of my study and provide the rationale as to why I choose a qualitative approach to my inquiry. I then discuss the context, setting, and study population. I then detail the specific sampling strategies, research procedures, and data collection methods I used in this study. Finally, I conclude this chapter with a discussion about the steps I took to ensure review and describe the approval process of this study.

#### **Researcher Positionality**

Before I get into the methods, it is important to share what led me to my work since my practice experience shaped my methods and interpretation of data. Prior to this study, I had practice experience as a child welfare caseworker in Chicago with a private child welfare agency contracted by the ILDCFS. In this capacity, I worked with many Black fathers in extended foster care that were enrolled in the TPSN. Being a mixed-race Black-white male caseworker, I often inherited cases with older Black males, many of whom were fathers. This was an interesting dynamic because many of the young Black fathers on my caseload had children that were older than mine. In many ways, I learned to be a Black father from observing young Black fathers on my caseload who had positive father involvement that I aspired to have. Paradoxically, like the young Black fathers on my caseload, I was learning about Black fatherhood from the foster care system. Put another way, since I was learning about Black fatherhood from observing Black fathers in extended foster care and they were learning about Black fatherhood from the foster care system, we were all learning about Black fatherhood from the ILDCFS. However, it was evident that the Black fathers on my caseload did not have some of the same types of resources and



people talking to them about fatherhood that I did. It became my passion for identifying ways that the system could better serve these guys. When I was in the field, I recognized that ILDCFS had a relatively short period to prepare these young men to leave foster care, enter early adulthood, and emerge into young fatherhood. With a short period to prepare fathers for these three crucial transitions, it was not clear to me how the child welfare system would adequately prepare these young Black fathers for fatherhood when the ILDCFS was already struggling to prepare them for leaving care and an abrupt entry into adulthood.

My practice experience with Black fathers in extended foster care, the ILDCFS, and the TPSN drive this study. That is to say, my observations and direct practice experience with this population are why I entered my Ph.D. program and why I chose this topic of study. My direct practice expertise with Black fathers in extended foster care is the lens through which I designed my formulated my research questions, designed my interviews, and analyzed my data. My work with Black fathers in extended foster care has also shaped how I understand fathers in my study. In my experience, Black fathers in extended foster care are just like many new fathers – regular guys trying to make sense of their new parenting role while managing the stresses and excitement of fatherhood. They are also a subgroup of fathers whose voices are left out of the research. I have leveraged my direct practice expertise with Black fathers in extended foster care to design this study on the experience and needs of young Black fathers in extended foster care. I do so by speaking directly with Black fathers in extended foster care since much of the information we have on this population, and young Black fathers generally, does not often come directly from the fathers. Instead, research knowledge for this population often comes from administrative data or the children’s mothers. I wanted to get the story directly from Black fathers in extended foster care for my study. This is all to say that my direct practice expertise with Black fathers in extended foster care has strengths and weaknesses.

In terms of strengths, my practice experience with Black fathers in extended foster care provides intimate knowledge of this unique subpopulation that I leveraged to build reports with participants, make meaning of the data, and provide valuable recommendations. In terms of weaknesses, my experience may have biased how I make meaning of the data, caused me to misinterpret data that I had preconceived notions about, or led to fathers not sharing information with me that they thought I already knew.

### **Paradigm and Rationale**

My study is a qualitative exploration of the experience of young Black fathers in extended foster care. I have selected qualitative research as my mode of inquiry for two principal reasons. First, qualitative inquiry values reflexivity, which leverages a researcher's history and background to inform the study (Denzin & Lincoln, 2011). This is important since my lived, academic, practice, and research experiences in the child welfare system have been instrumental in guiding my study. Additionally, the social constructivist paradigm emphasizes the subjective nature of knowledge, centers participant experiences, and emphasizes the role of context (Creswell, 2013). These three elements of constructivism closely track with my efforts to give voice to fathers in foster care—a population whose voice is often ignored by the child welfare system.

I use qualitative methods for my study for four important reasons. First, little is known about Black fathers in extended foster care, particularly from their perspective while in care. A qualitative approach will aid in obtaining an in-depth understanding of their experiences as it relates to fatherhood while in foster care. Second, Black fatherhood and being in foster care are two topics that are highly sensitive, deeply emotional, and often stigmatized. Qualitative research allows for an empathetic and understanding approach to inquiry that is often unobtainable using survey methods. Third, I want to obtain a rich and deep understanding of the lived experience of fatherhood while in foster care from the point of view of Black fathers in extended foster care rather than from an

outsider's perspective. The focus of qualitative inquiry on the emic rather than the etic makes this an ideal approach in my study. Last, Black fathers in extended foster care are facing complex transitions of aging out of the child welfare system, emerging adulthood, and emerging fatherhood. These transitions are complicated by factors relating to the father, mother, father-mother relationship, child, and foster care status. Put together. These critical junctures lead to complex social processes that are difficult to understand using quantitative research methods but obtainable through qualitative inquiry.

## **Research Method**

I use thematic analysis as my research method for data analysis. Thematic analysis is a research method used for “identifying, analyzing and reporting patterns (themes) within data.” (Braun & Clarke, 2006, p. 79). The function of thematic analysis as a method is to minimally organize and describe data in rich detail based on themes (Braun & Clarke, 2006). Put together, thematic analysis is a data analysis approach that organizes qualitative data into themes reflecting a distinct pattern of shared meaning or organized around a central organizing concept (Braun et al., 2019; Guest et al., 2012).

## **Study Design**

This study seeks to examine the experience of fatherhood while in extended foster care for young Black men. The research questions that then anchor this study are:

1. What knowledge around fatherhood do young Black fathers in extended foster care receive from the child welfare system?
2. What is the experience of Black fathers in extended foster care?
3. What needs do Black fathers have regarding fatherhood, and how are these needs being met by the foster care system?

This study explores fatherhood among Black fathers currently in extended foster

care. This approach will facilitate an understanding of the everyday experience and needs of transition-aged Black fathers in ILDCFS extended foster care and what ILDCFS is currently doing to prepare them for fatherhood. The scope of this qualitative study is limited to cases of Black fathers under the care of ILDCFS, in extended foster care, and enrolled in TPSN services. Since the TPSN only provides services to ILDCFS pregnant and parenting foster youth in Illinois, Black fathers in extended foster care systems outside of Illinois were excluded from this study. Additionally, black fathers served by the TPSN that were placed or reside outside of Illinois (i.e., Interstate Compact cases) were excluded from this study.

This study is an in-depth qualitative study using thematic analysis to learn more about Black fathers in extended foster care. Black fathers are the “case” of focus for this study. The qualitative approach used for this study is not designed to be comparative or representative of fathers who identify differently by race or ethnicity. The focus of this study is to explore the experience and needs of transition-aged Black fathers in ILDCFS extended foster care. Extended foster care extends the age at which foster youth can remain in the foster care system from age 18 to age 21. Since Black fathers younger than 18 years old are not in extended foster care, they were excluded from the study. Under certain conditions, some foster youth are permitted to remain in care after their 21st birthday but not after their 22nd birthday (e.g., post-exit placement not established, COVID-related accommodations).

I engaged thematic analysis to design a study that answers these three questions by interviewing eight young Black fathers in extended foster care. First, I selected Black fathers in extended foster care because they were conceptual and theoretical outliers of fatherhood and foster care research. Conceptually and theoretically, Black fathers in extended foster care escape frameworks and theories that seek to understand or explain the phenomena of fatherhood in contexts outside of young Black fatherhood in child welfare

institutional settings. Second, I selected Black fathers between 18–21 years old since they would shortly be leaving foster care. I selected this age group since older youth in care would be eligible for transitional programming, and the focus of programming is to prepare them for independent adulthood. I assume that because they should focus on preparedness services around the transition to adulthood, they would also likely be recipients of parenting services to help them parent after they exit foster care. Third, I partnered with the ILDCFS and Ulrich Children’s Advantage Network for recruitment since expectant and parenting youth are automatically enrolled in the TPSN. This recruitment partnership provided me with the greatest probability of recruitment since all three agencies have contact with the foster care caseworkers for male youth with a child known<sup>1</sup> to the Illinois Department of Children and Family Services.

### **Setting and Context**

My study was conducted in partnership<sup>2</sup> with the Illinois Department of Children and Family Services (ILDCFS), Ulrich Children’s Advantage Network (UCAN), the Teen Parenting Service Network (TPSN), and Purchase of Service (POS) child welfare agencies contracted through TPSN. Ulrich Children’s Advantage Network is a private agency contracted by ILDCFS to provide services for pregnant and parenting foster youth through the TPSN program. The TPSN was formed in a collaboration between ILDCFS and UCAN. Pregnant and parenting foster youth in ILDCFS care are automatically enrolled in TPSN, where ILDCFS contracts UCAN to provide TPSN services. The agency UCAN is a “Lead Agency” for the ILDCFS TPSN program under the umbrella “HealthWorks of Cook County Program” as well as ILDCFS’s partnership with the “Be Strong Families”

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1. I use the terms “known by” and “reported to” to indicate children of fathers in foster care that the Illinois Department of Children and Family Services is aware of. My use of these terms does not denote that the children of fathers in foster care are in contact with, or supervised by, the Illinois Department of Children and Family Services

2. Please refer to Appendix A (p. 155) for a description of the study approval process and Appendix B (p. 160) for study approval letters.

program. Under the contract between ILDCFS and UCAN, UCAN is a Purchase of Service (POS) child welfare agency contracted to provide services to pregnant and parenting foster youth under ILDCFS's TPSN program. This agreement states that ILDCFS

contracts with Ulrich Children's Advantage Network (UCAN) to provide a system of administrative and clinical services for pregnant and parenting teens under the custody of ILDCFS. The Teen Parent Services Network (TPSN) is responsible for the overall planning, delivery and evaluation of comprehensive quality services to pregnant and parenting youth in care and their children. (ILDCFS, 2019).

In terms of caseworkers assigned to participants in my study, TPSN caseworkers are employed by UCAN's Teen Parenting Service Network (TPSN lead agency) and provide case management services for pregnant and parenting youth in ILDCFS foster care enrolled in the Teen Parenting Service NetworkTPSN. Youths' TPSN caseworkers provide specialized pregnant/parenting case management services to pregnant and parenting youth in ILDCFS foster care enrolled in the Teen Parenting Service NetworkTPSN. Youth's ILDCFS permanency caseworkers are employed by the Illinois Department of Children and Family ServicesDCFS (TPSN partner agency). They are court-appointed to provide permanency and case management services for youth in ILDCFS foster care. For clarification, TPSN workers provide specialized training and programmatic support to ILDCFS caseworkers who have a pregnant or parenting foster youth enrolled in the TPSN on their caseload. However, ILDCFS caseworkers may or may not be providing specialized pregnant/parenting case management services to pregnant and parenting youth in ILDCFS foster care enrolled in the TPSN. Youths' POS permanency caseworkers are employed by the private purchase of service agencies (TPSN partner agencies) contracted by ILDCFS and are court-appointed to provide permanency and case management services for youth in ILDCFS foster care. Like ILDCFS support, TPSN workers provide specialized training and

programmatic support to POS caseworkers who have a pregnant or parenting foster youth enrolled in TPSN on their caseload. However, POS caseworkers may or may not be providing specialized pregnant/parenting case management services to pregnant and parenting youth in ILDCFS foster care enrolled in the TPSN. Ulrich Children's Advantage Network is an ideal agency to partner with since they oversee the TPSN network and manage the database of expectant and parenting youth in foster care. This partnership gave me access to every Illinois father in foster care who had a child known by ILDCFS. However, UCAN, as a convenience sample site, did not provide me access to Illinois fathers in foster care that had a child and did not notify ILDCFS.

### **Population and Sample**

My study was conducted with Black fathers, ages 18–21 years old, under the care of ILDCFS, in extended foster care, and enrolled in the TPSN. Study participants had their cases managed by an ILDCFS permanency caseworker, POS permanency caseworker, or a specialized TPSN caseworker.

#### ***Eligibility Criteria***

Participants were identified for inclusion in my study if they met eight criteria: (1) Identified as Black or African American and as male; (2) Between the ages of 18 to 21; (3) A biological father to at least one living child; (4) Currently in foster care with Illinois Department of Children and Family Services; (5) Enrolled in UCAN's Teen Parenting Service Network; (6) Able to complete a one 10-minute phone questionnaire; (7) Able to take part in two 90-minute phone interviews; and (8) Able to access the internet from a mobile device or computer.

#### ***Sampling***

I used convenience sampling as my sampling strategy and allowed any participant that met eligibility criteria to participate in my study. Recruiting sample participants was

challenging due to fathers coming into the TPSN (e.g., fathering a child, interstate transfers) and leaving the TPSN (e.g., disputed paternity, aging out of care).

Approximately 48 young Black fathers in ILDCFS care were enrolled in the TPSN during the duration of my study's field period from May 2020 to February 2022. However, this is not a precise number due to ILDCFS data and reporting issues. For example, discrepancies in real-time data reporting occur when fathers are miscoded as parenting, delays in closed cases being reported to TPSN, fathers' placed out-of-state (e.g., interstate compact), and fathers' determination of disputed child not being reported in a timely manner. Among these 48 fathers, UCAN/TPSN made email recruitment contact with 45 of their caseworkers. Of the 45 fathers who had a caseworker contacted to recruit for this study, 31 had a caseworker who responded to the recruitment email. Among the 31 fathers who had a worker reply to the recruitment email, 25 of them had a caseworker that reported to notify the father of the study. Of the 25 fathers who were reportedly told about the study, 15 contacted me to participate in the study. Among the 15 fathers who contacted me about the study, 12 agreed to participate in the study. Of these 12 fathers, one father became incarcerated before our first interview, one father had his phone disconnected, one father changed his mind before the screening process, and one father was deemed not eligible to participate during the screening process (i.e, did not identify as Black or African American). The remaining eight fathers passed the screening process, consented to be in the study, and completed at least one interview. Two of the eight fathers who participated in my study participated in the follow-up transcript review and member check interview. Among the six fathers that did not participate in the second follow-up interview, one father became incarcerated after the first interview, one father was not reachable when I attempted to schedule a second interview (e.g., disconnected phone), one father did not respond to my request for a second interview, and three fathers declined a second interview.

Convenience sampling is a sampling strategy where research participants are



selected based on their ease of availability (Patton, 2005). I made this decision for two reasons. First, there was a smaller than expected proportion of participants meeting who met my eligibility requirements. This prevented me from being selective of youth based on their placement type. Second, many Black fathers in extended foster care were placed in transitional living, independent living, or relative foster care. This made it difficult to sample placement types outside of these three common types. I initially used purposeful sampling to recruit 10 participants with a wide range of placement experiences and possible foster caregivers (e.g., relatives, non-relative foster parents, group home staff). My original goal was to use purposeful sampling to recruit two fathers from each of the following five main foster care placement types: (1) traditional non-relative care, (2) relative care, (3) residential care/group home, (4) transitional living program, (5) and independent living placement. I dropped my purposeful sampling strategy in favor of convenience sampling, given the restrictions I encountered around the small sample pool and limited placement types among participants in the sample pool.

My sampling strategy has at least four critical implications that limit my findings to Black fathers in extended foster care. First, my sample includes Black fathers in extended foster care. Experiences of Black fathers in extended foster care may differ from fathers in foster care from other racial and ethnic groups. For example, fathers from other racial and ethnic groups may face differing levels of racism and discrimination or hold cultural beliefs and practices of fatherhood that differ from those of Black fathers in extended foster care. Second, my sample includes Black fathers in extended foster care between the ages of 18–21. The experiences of Black fathers in extended foster care who are or became fathers at a younger age may differ from the experiences of Black fathers in extended foster care between the ages of 18–21. For example, older Black fathers in extended foster care may have more children or more experience with being a father than younger Black fathers in extended foster care. Third, my sample includes Black fathers in extended foster care.

Black fathers in extended foster care may have experiences that differ from Black fathers who left care before age 18 or exited extended foster care. For example, the experiences of Black fathers in extended foster care may differ from the experiences of fathers who did not enter extended foster care (e.g., did not want to be in extended foster care or not in care on their 18th birthday), exited extended foster care to legal permanency (e.g., reunification, adoption, guardianship), or left care for another reason (e.g., runaway, leaving authorized placement, justice system involvement). Given research demonstrating poorer outcomes among foster youth not in care compared to youth who remained in extended foster care (e.g., lower rates of high school completion, college enrollment, economic well-being, economic stability, housing stability; Courtney and Okpych, 2017; Courtney et al., 2018b), Black fathers in extended foster care may be fairing better than Black fathers who left or did not enter extended foster care. Fourth, my sample includes Black fathers engaged in the foster care system. The experiences of Black fathers in extended foster care who are engaged with the foster care system may differ from Black fathers in extended foster care who are not engaged with the system.

For example, my sample includes fathers who make themselves available for home visits or remain in contact with their caseworker by email, phone, or text. My sample does not include Black fathers in extended foster care who are on the run, do not communicate with their caseworker, or may have a negative relationship with their caseworker. While all Black fathers in ILDCFS care are enrolled in TPSN, some may not engage in TPSN services (including fathers in my sample). For fathers who engage in TPSN services, their experiences may likely differ from fathers who do not engage in TPSN services. For example, fathers who engage in or have access to TPSN services may have additional parental resources than fathers who do not engage in or have access to TPSN services. In short, my sampling strategy includes Black fathers who likely are more experienced, have access to support through extended foster care, and are engaged with the foster care

system and workers. These Black fathers in extended foster care are likely fairing better than younger fathers, fathers who left care early, fathers disconnected extended foster care supports, fathers on run, and incarcerated fathers, and fathers who have not engaged in parenting services.

## **Recruitment and Study Procedures**

I will detail the recruitment and study procedures in this next section. All forms referenced in this section are included in the appendices. A visual overview of the procedures described in this section are displayed in Form 3: Study Process (Appendix C, p. 181).

### ***Recruitment Procedures***

At the administration level, Ulrich Children's Advantage Network (UCAN)/Teen Parenting Service Network (TPSN) administrative staff used the Illinois Department of Children and Family Services (ILDCFS) Statewide Automated Child Welfare Information System (SACWIS), or UCAN's TPSN database, or both, to obtain the emails of caseworkers assigned to fathers enrolled in the TPSN. Then, UCAN's TPSN administrative staff emailed, with me copied, all TPSN, ILDCFS, and ILDCFS contracted private agency purchase of service (POS) caseworkers who have had a father enrolled in the TPSN on their caseload that is enrolled in the TPSN. For privacy, emails that I was copied on omitted the fathers' names. The emails informed the TPSN, ILDCFS, or POS caseworker that they had a father on their caseload who might be eligible for this study, briefly introduced the study and provided recruitment instructions and documents on how to talk to eligible fathers about this study. In addition, I provided UCAN/TPSN administrative staff with an email recruitment instruction sheet (Form 18b) to make emailing TPSN, ILDCFS, and POS caseworkers easier. After these introductory emails, I contacted TPSN, ILDCFS, and POS caseworkers by email and phone to support them in their participant recruitment efforts.

At the individual worker level, potential participants were recruited by their TPSN

caseworker, ILDCFS permanency caseworker, or POS permanency caseworker. Potential participants were notified about this study by their TPSN, ILDCFS, or POS caseworker during their scheduled home visit, phone call, text message, or email. I provided TPSN, ILDCFS, and POS caseworkers with a worker recruitment letter (Form 17; see Appendix C, p. 233), worker recruitment instruction sheet (Form 18a; see Appendix C, p. 236), and worker recruitment flyer (Form 19; see Appendix C, p. 249). These worker recruitment documents instructed TPSN, ILDCFS, and POS caseworkers to provide potential participants with a participant recruitment letter (Form 20; see Appendix C, p. 250), participant recruitment flyer (Form 21; see Appendix C, p. 252), and copy of the consent form (Form 5b; see Appendix C, p. 189) that has had checkboxes blacked out and signature lines removed. If the potential participants wanted to learn more about this study, they were instructed to contact me. If a potential participant wanted to participate in this study, they were instructed to contact me directly through an email account and phone number set up specifically for this study. I used the participant contact scripts (Form 22; see Appendix C, p. 253) to recruit and schedule phone calls. A limitation of this recruitment method is that I could not initiate recruitment with fathers directly. That means that I could not be sure that their caseworker informed them about the study for many fathers.

At the participant level, if a potential participant contacted me to express interest in participating in this study, I assigned the potential participant a temporary identification number (ID). I recorded their ID using the name-number log (Form 13; see Appendix C, p. 223) and replaced their name in recruitment tracking forms. I recorded their contact information and temporary ID in a contact and meeting log (Form 15; see Appendix C, p. 228). I tracked recruitment efforts in the recruitment tracking log (Form 23; see Appendix C, p. 259) and invited potential participants to be screened for the study. I tracked all contact with potential participants in the contact and meeting log (Form 15; see Appendix

C, p. 228) using scripts from the participant contact scripts (Form 22; see Appendix C, p. 253). If any potential participant did not wish to continue the screening process from recruitment, I deleted their contact information from the tracking forms. I also deleted their temporary ID from the name-number form within 14 days of my last contact date.

### ***Screening Procedures***

If a potential participant wanted to participate in my study, I contacted them to be screened into the study. The screening process occurred over the phone and lasted approximately three minutes. I screened potential participants using a screening form (Form 4; see Appendix C, p. 184) and entered the outcome of the screening form into the recruitment tracking log (Form 23; see Appendix C, p. 259). For participants who screened into the study, were eligible to participate in the study, and agreed to participate, I proceeded to the informed consent process with them. For any potential participant that did not continue past the screening process, I deleted their contact information deleted from tracking forms and removed their temporary ID from the name-number form within 14 days of the last date of contact with me.

### ***Informed Consent Procedures***

To protect research participants from risk of Coronavirus Disease 2019 (COVID-19), I used oral consent to restrict face-to-face/in-person interactions with research subjects as instructed by the University of Chicago (UChicago), the School of Social Service Administration/Crown Family School of Social Work, Policy, and Practice (SSA/Crown), and SSA/Chapin Hall (CH) Institutional Review Board (IRB). I used oral consent procedures because this research study presents no more than minimal risk if I obtained oral consent remotely over the phone and if the requirement for written documentation of the consent process was waived. If written documentation of the consent process was not waived, the written consent process would have exposed research participants to COVID-19 and presented more than minimal risk. Additionally, I used oral consent procedures

because this research study presented no more than minimal risk, but could not be practically carried out if written documentation of the consent process were required due to UC, SSA/Crown, and SSA/CH IRB restrictions that limited face-to-face and in-person interactions with research subjects in efforts to reduce the spread of COVID-19 and present no more than minimal risk to research participants. Furthermore, since this study used remote recruitment and remote study activities, including a phone survey and phone interviews, this study only involved procedures for which written consent is normally not required.

During the informed consent process, I emailed potential participants a copy of the verbal consent form, and I asked them to follow the verbal informed consent form (Form 5a; see Appendix C, p. 187) as I read it. I asked them to ask any questions they had during that time. I read aloud both of the consent study procedure questions and have had the potential participant verbally/orally indicate their response to participating in the study and having their interviews audio recorded. The participants who agreed to have their interviews recorded had their confirmations of consent and study procedures rerecorded as part of the interview. Any potential participant that did not continue past the informed consent process had their contact information deleted from tracking forms, including their temporary ID from the name-number form. After the informed consent process was complete, participants were invited to schedule the first of two interviews.

In terms of risks, I informed participants that their decision to participate in this study was completely voluntary. I told them they could leave the study at any time and for any reason. I notified participants that the alternative to taking part in this study was not to participate in this study, in which case there would be no penalty to them. I informed participants that one risk of this study was that they might experience psychological or emotional risks. I provided examples such as fear, stress, guilt, low self-esteem, depression, or triggering of past emotional feelings. To lower this risk, I notified participants that they

did not have to answer any questions that they did not want to. I informed participants that another risk was that others could know about their participation in this study but that I would take precautions to minimize it. For example, I notified participants that I would protect their privacy as allowed by law. I notified participants that I would use an ID number rather than their name to identify study information, documents, and files. I informed participants that I would keep all documents and files securely stored and remove their names and information that could identify them from all documents, files, and reports. I told participants that I would destroy their documents and personal information files one year after their interview. I also notified participants that I would keep documents and files without their personal information for five years after the study ended.

As a mandated reporter, I also informed participants about my duty to report minor and non-minor dependent abuse. I stated that I (or my advisor Waldo E. Johnson, Jr.) must share their information with the proper authorities if: (1) We learned or suspected that they were being abused, neglected, or abandoned; (2) We learned or suspected that they were abusing, neglecting, or abandoning someone who depended on them for care; and/or (3) We learned or suspected that they were planning to harm themselves or someone else. I informed participants that as a mandated reporter, I must report as required by law to the Illinois Department of Children and Family Services if I learned or had reasonable cause to believe that child abuse or neglect was occurring during their participation in this study.

### ***Interview Procedures***

I asked participants to meet with me two times by phone<sup>3</sup>. During the first phone meeting, I asked participants to complete one phone questionnaire (Form 6; see Appendix C, p. 193) and one phone interview guided by a qualitative semi-structured interview

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3. Interviews had to be conducted by phone due to University of Chicago COVID-19 restrictions that did not permit in-person interviews during the first two years of my study.

protocol (Form 7, Section 1 “Research Study Consent” to Section 2 “Interview Guide”) and interview showcards (Form 8; see Appendix C, p. 216). During the second phone meeting, I asked participants to complete one phone interview involving a review of transcript/interview note coding guided by qualitative semi-structured interview protocol (Form 7, Section 3 “Transcript and Notes Review”) and a short debriefing (Form 7, Section 4 “Debriefing”). I asked participants to select the date, time, and location of each phone meeting/interview. I asked participants to select a meeting location with private meeting space, such as a private and enclosed meeting room in their placement, local library, or community center (as permitted by COVID-19 restrictions).

I asked participants to complete a brief phone questionnaire in the first phone meeting. The questionnaire took approximately ten minutes to complete. I then conducted our first phone interview. For the first interview, I began by reviewing a showcard that displayed a list of people who represent and compose what I called the “foster care system.” This list included foster parents, foster caregivers, DCFS staff, permanency court personnel, therapeutic/treatment staff, and other related people. I then asked questions relating to participants’ knowledge of fatherhood, experiences of being a Black father in foster care, and what they need to be a father to their biological children while in foster care. The first interview was expected to take approximately 90 minutes to complete. At the end of the first interview, I asked participants to access a resource list (Form 12a; see Appendix C, p. 221) in Box containing websites for resources targeting older foster youth and fathers as well as a phone numbers for ILDCFS’s Youth Hotline, Putative Father Registry, and the child abuse and neglect hotline. I encouraged participants to use those resources if they experienced emotional distress or wanted to connect to related resources. At the end of the first interview, I sent by text, email, or phone (as the participant wished) their \$50 Visa electronic gift card incentive. I asked that the participant text or email receipt (Form 11; see Appendix C, p. 220) confirming they received their incentive. If



participants ended the interview early, they still receive their incentive as described above.

At the second phone meeting, I asked participants to access a copy of the transcript and/or my interview notes in Box that included summaries and themes that I thought showed important or interesting findings of Black fathers in extended foster care. The de-identified, encrypted, and password-protected copy of the participant's transcript from the first interview was stored in UChicago Box for review during the second interview. All names stated or implied were removed from interview transcripts. This includes the names of the father, child, child's mother, partner, family, or any other person. The participant's name and any other identifying information were also removed from the transcript. I reviewed the transcript, summaries, and coding themes with the participants. During the discussion, participants were given a chance to clarify responses and correct anything that I may have understood or summarized incorrectly.

At the end of the phone interview, I discussed ways for the participants to receive the results of this study. The second interview was expected to take approximately 90 minutes to complete. At the end of the second and final interview, I asked participants to access the thank you letter (Form 12b) that contained the same resources listed in the resource list that was distributed after the first interview. I encouraged participants to use those resources if they experienced emotional distress or wanted to connect to related resources. At the end of the second interview, I sent by text, email, or phone (as the participant wished) their \$50 Visa electronic gift card incentive. I asked that the participant text or email a receipt (Form 11) confirming they received their incentive. If participants ended the interview early, they still receive their incentive as described above.

### ***Recording and Transcribing Procedures***

This study involved the digital audio recording and manual transcription of interviews. I asked participants for their permission to digitally audio record all of the interviews and have the interviews transcribed. Participants had the choice to permit

either to have their interviews audio recorded or not audio recorded. If participants permitted me to audio record the interviews, I asked their permission to have the audio recordings transcribed by a professional transcriptionist. If participants consented to audio recordings but not professional transcription services (i.e., Rev.com), only I would transcribe the interview. If participants consented to audio recordings and professional transcription services, the professional transcriber was bound by a confidentiality agreement (Form 24; see Appendix C, p. 260) to only listen and type out recorded interviews to transcribe them to a text file (Form 9; see Appendix C, p. 218), and to do so using methods to protect confidentially. If participants did not give me permission to audio record their interviews, I took handwritten notes instead. I converted handwritten notes to a text file (Form 10; see Appendix C, p. 219).

All names stated or implied in the audio were removed from interview transcripts. This includes the names of the father, child, child's mother, partner, family, or any other person. All audio recordings were saved with a pseudonym and a participant ID. All transcriptions of audio recordings used pseudonyms and participant IDs. The audio recording did not contain participants' legal names or easily identifiable information. After they were transcribed into text, I erased audio files and saved them as text-only files. I erased the audio file no later than six months after the date of the final interview. I will erase the name-ID linking file no later than one year after the end of the study. Immediately following each interview, participants were given the opportunity to have their digital audio file erased if they wished to withdraw their consent to audio recording or participation in this study. If participants consented to have their audio recording professionally transcribed, they could withdraw their consent at any time prior to the completion of the professional transcription. I informed participants that transcripts of their interviews might be reproduced in part for use in presentations or written products that result from this study. If so, neither participants' names nor any other identifying

information will be used in presentations or in written products resulting from this study. I will use a pseudonym for participants to help ensure the confidentiality of information shared in this study. I allowed participants to choose their pseudonyms, or I would select one for them.

### ***Communication Procedures***

I asked permission from participants to use phone, text, and email communications with them. I ensured privacy and confidentiality when using these forms of communication. For example, I confirmed that I was speaking to the correct person when I called participants for any reason. Until I could identify the person on the phone as the participant, I did not share the purpose of the call or disclose any information regarding the study. I only left voice messages on a participant's personal voicemail and not on a shared answering service or machine. Text messages sent between a me and a participant did not include identifiable information. The texted information only included generic information about the study or meeting confirmations. I informed participants that email is generally not a secure way to communicate sensitive or personal information as there are many ways for unauthorized users to access their email. I avoided sending sensitive, detailed personal information by email in this study, and I instructed participants to refrain from doing the same. I only emailed participants to arrange a phone call or virtual meeting to discuss their opportunity to participate in the study. These precautions are listed in the participant contact scripts (Form 22) that I used to guide communications with participants.

### ***COVID-19 Related Procedures***

To protect research participants, staff, caseworkers, and myself from the risk of Coronavirus Disease 2019 (COVID-19), I implemented study procedures per the University of Chicago's restrictions on face-to-face interactions with research subjects. Accordingly, research interactions with participants were performed remotely. To protect research participants, staff, caseworkers, and related foster care staff from the risk of COVID-19, I

put the following research procedures into place. First, all research procedures required no face-to-face contact. All recruitment and research procedures were designed to be completed remotely and at placement. Study recruitment and verbal consent occurred over the phone and internet only. The questionnaire and two interviews were conducted over the phone. Participants were asked to complete the questionnaire and two interviews privately in their placement or in a public space that maintained COVID restrictions to ensure participants' safety. Gift card distribution was sent electronically, and the gift cards could be used for online shopping. All recruitment documents for UCAN/TPSN administrative staff and TPSN, ILDCFS, and POS caseworkers were sent electronically by email and made available via Box download. All recruitment procedures for UCAN administrative staff and TPSN, ILDCFS, and POS caseworkers were designed to be completed remotely. Finally, all recruitment and study materials could be distributed electronically; recruitment and study materials did not need to be printed or physically given to participants.

This study used "UChicago Box" for document cloud storage for recruitment and participant activities as described in Form 26 (Document Storage; see Appendix C, p. 261). This use is per the University of Chicago's University Data Stewardship Council's approval to use UChicago Box for cloud data storage to protect sensitive and personal information from unauthorized access, use, misuse, disclosure, modification, or destruction. Folders and files stored in UChicago Box did not contain personally identifiable information (i.e., sensitive information associated with a specific person which can be used to identify or locate that individual), protected health information (i.e., individually identifiable health information), or sensitive identifiable human subject research data (i.e., identifiable, sensitive disclosures of data that would pose increased social/reputational, legal, employability, or insurability risk to subjects). Folders and files stored in UChicago Box had access restrictions, document protection, and data security in place to protect participants' privacy and maintain the confidentiality of human subject data. These

protections are detailed in Form 26 (Document Storage). All participant files were de-identified, encrypted, and password protected. Participant URLs and document passwords needed to access study activity documents were given to study participants by phone only.

## **Data Collection and Analysis**

I discuss my data collection and analysis procedures in this next section. First, I describe the short quantitative questionnaire I used to collect descriptive data on research participants. I also discuss the in-depth semi-structured qualitative interview guide I created to obtain data relevant to the experience of Black fatherhood in care. I then introduce my method of data analysis, which I detail in Chapter 6.

### ***Quantitative Survey Instrument***

I designed a study-specific phone questionnaire to collect quantitative data on my study participants. The phone questionnaire contains participants' demographics, education, employment, foster care history, and fatherhood. The phone questionnaire also contains questions about participants' children, including child's demographics, the establishment of paternity, and child welfare involvement. In addition, participants were asked to respond father- and child-specific questions. Father-specific variables included fathers' age, marital status, school enrollment, highest grade completed, employment, wages, year of foster care entry, current foster care living arrangement, current permanency goal, number of children total, and number of children born after foster care entry. For nonresident fathers, additional father-specific variables included the residence of the child, frequency of visitation, and legal custody. Child-specific variables included child's age, if child was born after father's entry into foster care, father's legal paternity of their child, if father's name is on their child's birth certificate, if fathers and child share the same last name, if child is under the supervision of a child welfare agency, and if the father's live with their child(ren). Data collected in this short survey was used solely as background

information on the youth. Given the small number of fathers in this study, data from the quantitative questionnaire was not used for comparison or prediction. For the list of these variables in question form, please refer to Form 6: Study Phone Questionnaire Script and Responses (Appendix C, p. 193).

### ***Qualitative Interview Protocol***

I created an in-depth semi-structured qualitative interview guide as the primary data collection method. The focus of my qualitative interview protocol was to illuminate the lived experience of Black fathers in extended foster care and to provide direction for policy and practice aimed at meeting the needs of this population. I developed questions across five sections, with three sections focused on my research questions. The first section included “icebreaker questions” asking Black fathers to share experiences of learning they would be a father and what made it easier or harder to be a father in extended foster care. The second section included questions I designed to understand the knowledge of fatherhood they received from foster care, such as if someone in the foster care system talked to them about fatherhood and what expectations the foster care system had for them as fathers. The second section contained questions focused on understanding the needs of Black fathers in extended foster care and if the foster care system was meeting these needs. The fourth section included questions centered on how Black fathers in extended foster care were being prepared for fatherhood. This section inquired into topics such as if the foster care system was preparing Black fathers in extended foster care for fatherhood and how it was doing so. The fifth section included reflective closing questions asking fathers what others should know about Black fathers in extended foster care and what they would tell their children about their experience. Responses to these questions formed the data I analyzed using thematic analysis. For the complete list of interview questions, please refer to Form 7: Study Phone Interview Protocol (Appendix C, p. 208).

## *Data Analysis*

In the context of my study, I use thematic analysis as a means to identify, analyze, and report the lived experience of young Black fathers in extended foster care. In-depth semi-structured interviews were used to obtain data needed to organize and describe the experiences of young Black fathers in extended foster care. For data coding, I used multi-level thematic coding to extract codes that I organized into categories relevant to my research questions and analysis of data using thematic analysis. Multi-level thematic coding is useful for studies exploring participants' beliefs, constructs, identity development, and emotional experiences (Saldana, 2016). I coded data using MAXQDA 2021 qualitative data analysis software. The resulting categories and subcategories are displayed in Table 4.1. I discuss related findings and data analysis in Chapters 5 and 6.

**Table 4.1**

### *Data Categories and Descriptions*

<b>Research Question</b>	<b>Category</b>	<b>Sub-categories</b>	<b>Description</b>
Black fathers in extended foster care	Perceptions	–	Perceptions of the term "father"
	Perspectives	–	Perceptions of self as a father
Learning about Black fatherhood in extended foster care	Learning alone	Self-taught	Fathers taught themselves (e.g., inference)
		Self-learned	Fathers learned on their own (e.g., observation)
	Learning from family	Absence and hardship	Knowledge gained in absence of a parent, knowledge gained through family hardship

Table 4.1, continued.

*Data Categories and Descriptions*

Research Question	Category	Sub-categories	Description	
Experiences of Black fatherhood in extended foster care	Learning from foster care system	Presence and support	Knowledge gained from involved family members, knowledge gained from supportive family members	
		Helpful knowledge	Information that was useful	
		Unhelpful knowledge	Information that was not useful	
	Expectancy in foster care	Absent knowledge	Absent knowledge	Information that was absent
			Revelations	How fathers found out about expectant children
		Announcements	Announcements	How fathers told their caseworkers about expectant children
			Receptions	How caseworkers responded to the report of expectant children
	Fatherhood in foster care	Opportunities	Ways that the foster care system made fatherhood easier	
		Challenges	Ways that the foster care system made fatherhood harder	
	Fathering in foster care	Involvement	Experiences of father involvement	



Table 4.1, continued.

*Data Categories and Descriptions*

Research Question	Category	Sub-categories	Description
Needs of Black fathers in extended foster care	Service needs	Surveillance	Experiences of being watched by the foster care system
		Incarceration	Experiences of criminal justice system involvement; experiences of incarceration or reentry; experiences of police interactions
	Preparedness needs	Parenting and coparenting	Services around parenting or parenting; services around coparenting or managing the coparental relationship
		Education and employment	Services around education or college; services around employment
Contemplations of Black fathers in extended foster care	Advice		Services providing financial support or goods
			Services providing information of advice
		–	Advice for workers, advice for other fathers in foster care

Table 4.1, continued.

*Data Categories and Descriptions*

Research Question	Category	Sub-categories	Description
	Reflections	–	Reflections on fatherhood in foster care that they would tell their children in the future

**Establishing Rigor**

I have undertaken many steps to ensure rigor in my study. These steps include rigor consistent with the positivist and constructivist paradigms. Methodological rigor consistent with the positivist paradigm focuses on ensuring that credible findings and interpretations will be produced (Lincoln & Guba, 1985). Methodological rigor consistent with the constructivist paradigm includes activities to ensure that meaningful and useful findings that may lead to social change will be produced (Lincoln & Guba, 1986). I detail these steps in this the following next sections.

***Trustworthiness***

I engaged in activities consistent with Lincoln and Guba’s (1985) four standards of trustworthiness, including credibility, transferability, dependability, and conformability (Anney, 2014; Connelly, 2016; Kornbluh, 2015; Krefting, 1991; Shenton, 2004). Credibility is defined as “activities that make it more likely that credible findings and interpretations will be produced” (Lincoln & Guba, 1985, p. 301). To assure confidence in the truth of the findings, I used prolonged engagement with participants (e.g., multiple interviews), peer debriefing (e.g., exploring my inquiry with my dissertation committee), negative case analysis (e.g., examining data that contradicts previous study findings or theories), and

member checking (e.g., discussing findings with participants to check for accuracy and alignment with their experiences). Lincoln and Guba (1995) define transferability as findings that can be transferred to other contexts or with other research participants. My study met transferability by obtaining detailed and deep descriptions to obtain findings that may apply to other child welfare systems or other Black fathers in extended foster care. Dependability is synonymous with reliability and refers to data stability over time and under different conditions (Lincoln & Guba, 1985). For dependability, or consistent findings that could be repeated, I provided members of my dissertation committee with all research documents to conduct an inquiry audit, also called an external audit. In this audit, my dissertation chair examined my data collection processes, data analysis, and study findings to confirm the accuracy of my findings and ensure my findings were supported by the data I collected. To assure conformability, the likelihood that findings are shaped by the respondents and not the researcher (Lincoln & Guba, 1985), I created documents that formed my study records as an audit trail. These audit trail documents and records included raw data (e.g., de-identified and confidential audio recordings and transcripts), field notes (e.g., data reduction and analysis comments), data coding outputs (e.g., data analysis interpretations and structure), research memos (e.g., notes regarding the inquiry, process, methods, trustworthiness, reflexivity, and audit trail), and instrument development documents (e.g., proposal drafts, interview guide drafts, survey drafts, institutional review board communications, and scheduling calendar). I have included blank copies of these documents in the appendixes from pages 165–261.

### ***Authenticity***

To achieve this objective, I engaged in activities consistent with Lincoln and Guba's (1989) five dimensions of authenticity, including fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity (S. Johnson & Rasulovala, 2017; Lincoln & Guba, 1986; Sandelowski, 1986). The dimension of fairness argues that all

competing constructions of reality have been considered when reconstructing participants' narratives (Lincoln & Guba, 1989). I have taken steps to ensure that my findings reflect those shared by participants in my study. For example, I provide constructions in a balanced way regardless of the implications that findings may have on DCFS, TPSN, POS, or participants. Ontological authenticity occurs when early constructions of participants' reality are improved as more information becomes available over time (Lincoln & Guba, 1989). In my study, I have constantly compared participants' varying constructions during the initial interview and have updated analyses and findings accordingly. Educative authenticity is achieved when an enhanced understanding of the constructions are obtained by others (Lincoln & Guba, 1989). My principal goal of this study is to raise the issue of the lack of research and practice with Black fathers in extended foster care, so others are aware of it. Towards this end, I will share findings through my dissertation, publications, webinars, and talks so more people may become educated on this important topic.

Catalytic authenticity occurs when action is stimulated or facilitated by the research (Lincoln & Guba, 1989). The goal of my research aligns directly with social work's mission to assist those in need. My research project is focused on understanding Black fathers in extended foster care so the child welfare system may better meet their needs. I hope that the findings shared with DCFS, TPSN, POS, and youth help shape policy and tailoring services for young Black fathers in extended foster care. Tactical authenticity is obtained when participants are empowered to take action that the research inquiry implies or proposes (Lincoln & Guba, 1989). In addition to disseminating findings to researchers and practitioners interested in fathers in care, my goal is to empower young Black fathers in extended foster care to take action on their own behalf. As part of my dissemination strategy, I will convert findings into youth-facing products that fathers in foster care can leverage to ensure they are prepared for fatherhood and meet the needs of their children. For example, I plan to create a DCFS webinar for fathers in care, a "Fatherhood Bill of

Rights” handout, and a “Transition to Fatherhood” DCFS plan.

## **Summary**

My methodological framework consists of a qualitative inquiry using convenience sampling. My sample includes eight young Black fathers in ILDCFS foster care and the TPSN. Their caseworkers recruited these fathers and asked them to participate in a short phone survey questionnaire and two in-depth qualitative phone interviews. I employed methods towards rigor using techniques consistent with trustworthiness and authenticity. Findings from my survey and interviews will be discussed in Chapter 5. In addition, my study leverages thematic analysis for data analysis. Findings from this analysis are discussed in Chapter 6.

## CHAPTER 5

### FINDINGS

In Chapter 4, I presented my study's research design and methodology. Chapter 5 shares descriptive and qualitative findings from in-depth interviews I conducted with fathers. I introduce the fathers, including their perceptions and perspectives on fatherhood. I then share findings related to how they learned to be fathers in care, how they experienced being a father in care, and what needs they identified for fathers in care. Finally, I provide tables detailing the themes and categories for the findings that align with my research questions (i.e., learning, experiences, and needs).

#### **Lived Experience of Eight Black Fathers in Extended Foster Care**

##### *Characteristics*

As displayed in Table 5.1, eight Black fathers in extended foster care participated in my study. Fathers ranged in ages from 18 to 21 years old. The mean age of fathers in my study is 19 years. Four fathers had only one child, three fathers had two children, and one father had four children. Six fathers had living children, one father had a living child and an expectant child, and one father had an expectant child and a child who had died. All fathers were natural/biological fathers to their children ( $n = 13$ ), one was a natural vilomah father to a child, and one father was a stepfather to one of his children. Among fathers with living children, four were nonresident fathers, two were resident fathers, and one was both a nonresident and resident father. In terms of placement, three fathers were placed in transitional living programs, one in independent living, two in foster homes with a relative, one in a foster home with a non-relative, and one lived on the campus of the school he was attending. Among the 14 children of young fathers in my study, three were expectant, three were newborns, three were infants, and five were toddlers. Additional father- and child-specific characteristics are described next.

**Table 5.1**

*Characteristics of Fathers in Study*

<b>Name</b>	<b>Age</b>	<b>Kids</b>	<b>Stage</b>	<b>Father Type</b>	<b>Father Residency</b>	<b>Father Placement</b>
Terrell	19	2	Expectant Toddler	Natural Natural	— Nonresident	Transitional living program
Drako	18	1	Newborn	Natural	Nonresident	Foster home, non-relative
Richard	19	1	Toddler	Natural	Nonresident	College or dormitory
Nesta	20	2	Expectant Expectant	Vilomah Natural	— —	Transitional living program
John	21	4	Toddler Toddler Infant Newborn	Natural Natural Natural Natural	Nonresident Resident Resident Resident	Independent living only
Izaak	20	1	Infant	Natural	Nonresident	Foster home, relative
Jerome	18	1	Infant	Natural	Resident	Foster home, non-relative
Darius	20	2	Newborn Toddler	Natural Step	Resident Resident	Transitional living program (TLP)

Father-specific characteristics for fathers in my study are displayed in Table 5.2. All fathers in my study identified as not being married. Half of the fathers obtained a high school credential, and half were enrolled in school (e.g., GED program or college). Only three fathers were employed at the time of the interview. Most fathers had stable placements. All fathers had independence permanency goals and had children after entering foster care.

Table 5.2

*Father-specific Characteristics (n = 8)*

Variables	Fathers	
	#	%
Martial status		
Single	8	100
Married	0	0.0
Other	0	0.0
School enrollment status		
Enrolled full-time	2	25.0
Enrolled part-time	2	25.0
Not enrolled	4	50.0
High school completion		
Completed high school or GED	4	50.0
Did not completed high school or GED	4	50.0
Employment Status		
Employed full-time	0	0.0
Employed part-time	3	37.5
Not employed, student	2	25.0
Not employed	3	37.5
Earnings (Last year)		
\$5001–\$10000	1	12.5
\$1–\$5000	2	25.0
0	2	25.0
Do not know	3	37.5
Total number of foster homes		
0	2	25.0
1	3	37.5
5+	3	37.5
Total number of group homes		
0	0	0.0
1	5	62.5
5+	3	37.5
Permanency goal		
Independence	8	100
Other	0	0.0
Number of children		
1	5	62.5
2	2	25.0
3+	1	12.5
Children born in foster care		
Before placement in foster care	0	0.0



**Table 5.2, continued.**

***Father-specific Characteristics (n = 8)***

Variables	Fathers	
	#	%
After placement in foster care	8	100

Child-specific characteristics for children born to fathers in my study are displayed in Table 5.3. Among 11 living biological children born to fathers in my study, only two children had a father who established legal paternity. However, seven children had a father who had legal custody of them. Most children had their father listed on the birth certificate and shared their father’s last name. No children were in foster care, and just over half of all children lived with their fathers. Among the five children who did not live with their father, all lived in their mother’s home. In terms of visitation, most children had a father who saw them every day. Qualitative results for the fathers (i.e., Terrell, Drako, Richard, Nesta, John, Izaak, Jerome, and Darius) are shared in the remainder of this chapter.

**Table 5.3**

***Child-specific Characteristics (n = 11)***

Variables	Children	
	#	%
Child’s father established legal paternity		
Yes	2	18.2
No	9	81.8
Child’s father’s name is on birth certificate		
Yes	8	72.7
No	3	27.3
Child has same last name as father		
Yes	8	72.7
No	3	27.3
Child’s father has legal custody		
Yes	7	63.6
No	4	36.4
Child is in foster care		

**Table 5.3, continued.**

***Child-specific Characteristics (n = 11)***

Variables	Children	
	#	%
Yes	0	0.0
No	11	100
Child lives with father		
Yes	6	54.5
No	5	45.5
Nonresident child's residency (n = 5)		
Mother	5	100
Someone else	0	0.0
Nonresident child's visitation with father (n = 5)		
Everyday	3	60.0
About once a week	1	20.0
About once a month	0	0.0
Less than once a month	1	20.0

*Note.* There are a total of 15 children among fathers in my sample. This table includes data collected on 11 living biological children born to fathers in my study. I did not collect child-specific data on expectant children ( $n = 2$ ), children who had died before the interview ( $n = 1$ ), or stepchildren ( $n = 1$ ).

***Expectancy***

Fathers shared important events and experiences as expectant fathers in foster care. Their descriptions included how they learned they would be a father, how they told their caseworker about the expectant child, and how the caseworker responded to the news. I categorized their responses as “revelations,” “announcements,” and “receptions,” respectively. The young men in my study shared various ways that their expectant child was revealed to them. Some found out through tragedy, others by surprise, and one knew before his girlfriend did. Additionally, the young men expressed a range of emotions when it was revealed that they would be fathers. Some were surprised, but many were happy and

thankful. For example, Terrell learned that he was going to be a father after his girlfriend was involved in a car crash:

So, the experience was basically I was on the run. I had a missing person warrant and it was messed up how I found out. The mother of my child got into a car accident and that's how she found out when they ran a test on her to make sure everything's good. That's how she found out and it was shocking.

Despite learning that he was going to be a father under distressing circumstances, Terrell saw the positive in the experience: "It made me feel like maybe this is a wake up call that I need to stop during certain [unlawful] things." Other young men shared difficult circumstances under which it was revealed that they would be fathers. Richard found out that he would be a father shortly before his girlfriend, another foster youth in his same placement, gave birth. Richard and his pregnant girlfriend had to move placements after a maltreatment report was made in the foster home. Unfortunately, this new family was split after they were not able to be placed in the same home.

Some young men found out they would be fathers after successfully trying to have children. For example, when I asked Darius to share his experience of learning he would be a father, he simply said "we just tried have a baby." Another young man, Nesta, described an experience of family formation that began with sorrow but ended in happiness. When Nesta told me about his girlfriend, he said, "I always told myself I was going to have a kid with her, she the one." Sadly, their first attempt at a child ended in miscarriage. As Nesta put it:

She had a miscarriage with the first one so after that I was still happy. I was sad but when she told me she was pregnant again, I got back happy, we both got back happy. We had a little stage where we just hurt.

When I asked Nesta how he learned that he was going to be a father for the second time, he said:

So for the first one that had the miscarriage, we was trying. Then for the second one, we was like we just going to wait. We just going to wait until we get over [the first baby], but it just had came up there out of nowhere. She started feeling sick, throwing up everywhere, and then we was looking like... In the back of my head I kept telling her, ‘You pregnant.’ I’d tell her for real, ‘You pregnant. I’m telling you, you pregnant right now. These symptoms not just coming up for no reason, you pregnant.’ So then when she had found out, I was looking like, ‘I told you so,’ with a big smile on my face.

At last, these vilomah<sup>1</sup> parents had their rainbow baby<sup>2</sup>, albeit sooner than Nesta had anticipated.

When it came time for fathers to announce their expectant child to the foster care system, they did so in different ways and at different times. Some fathers told their caseworkers directly. For example, Terrell and Nesta both told their caseworkers directly. Drako’s girlfriend called his caseworker to make the announcement after Drako waited too long to do it himself. Some fathers, like Izaak, did not announce their expectant child until caseworkers asked. John took a different approach. For each of his four children, John waited until one month before the birth of his children before he made the announcements to his caseworkers. When caseworkers heard the news of the expectant children, they responded in different ways. Some caseworkers responded with support. Terrell, John, and Nesta told me that their caseworkers responded to the news of their expectant children by connecting them to parenting resources. Izaak’s caseworker wanted to ensure that he had diapers, formula, and a crib for when the baby arrived. However, some caseworkers responded in less supportive ways. When I asked Jerome how his caseworker responded to

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1. The term “vilomah” refers to a parent who has lost a child by death. It is similar to the term “widow” or “widower” (i.e., a person who has lost their spouse or partner by death.)

2. The term “rainbow baby” refers to a baby born after their parent(s) lost a child by death before birth (e.g., miscarriage, stillbirth, or neonatal death).

his birth announcement, he said: “she was just asking, does she think I’m ready for a kid?” When I asked Drako a similar question, he said: “She ain’t say nothing, really. Just, ‘Take care of your responsibilities.’” One father seemed surprised with by my question. When I asked Darius if his caseworker talked to him after he announced that he had a child on the way, he said, “No. What’s she supposed to talk to me about?”

### ***Fatherhood***

Fathers described their experiences of fatherhood in foster care in one of two ways. Some fathers described their experience in the context of how the foster care system helped them to be fathers. I categorized these responses as “opportunities.” Other fathers shared experiences that described how the foster care system made it more difficult for them to be fathers. I categorized these responses as “challenges.” Some fathers described how the foster care system helped them in fatherhood. For example, Drako and John shared how the foster care system provided the help they needed to be stronger fathers. Drako had this to say about his experience: “I was [scared] if I was going to be able to take care of another human being . . . and I was falling off at the same time. So, they came in and they helped me.” Like Drako, John described how the foster care system provided the assistance he needed to meet his paternal obligations:

If you’re lacking on something financially, or you don’t know the right things to do when ... as being a parent, they’ll assist you. So, if you’re not parental educated or financially stable, they’ll put you, not on your feet, but they’ll help you.

Similar to the help and assistance provided to Drako and John, Jerome described how the foster care system system made him feel supported in fatherhood. As JeromeHe stated:

Because I get, not from too many people, but people that work with the foster care agency, they have been a lot of help. I asked [for] help too, but it’s like a

lot of people have my back, so I didn't feel like... I don't know what's the word to use. I just didn't feel like I was left out.

Drako, John, and Jerome shared experiences of fatherhood that included opportunities provided by the foster care system. However, some fathers felt that when the foster care system left them alone, it allowed them to be the fathers they wanted to be. For example, Izaak said, "I really don't feel like foster care is effecting affecting anything that has to do with being a father. . . . It's very rare that I talk to them."

Regarding challenges, fathers described how placement restrictions, visitation requirements, and conflicts with foster parents made fatherhood in foster care more difficult. Commenting on how placement restrictions made it hard for him to be a father, Terrell said:

Well, my schedule is basically I have to do certain things like work, school, and still be here at a certain time. That ain't working. I want to be able to do certain things and go spend a night with my daughter and then come back type of stuff whenever I feel like it. . . . Because I'm in foster care and the mother sometimes have things to do and her family members will refuse to watch our child. So, I feel like I should be able to bring my daughter in here for a couple hours to watch her until her mother has to do what she has to do to benefit her for my child. There's times that I have to watch her that I have no choice but to watch her. . . . They want her to spend a night with me but I can't do that all the time because this is not a stable place. They disapprove of us bringing anybody from the outside world in here but ourselves.

Terrell's response highlights two issues that made it difficult for him to be the father he wanted to be. First, his placement restricted his ability to be an involved and responsible father. Second, those same placement restrictions made it difficult to participate in

normative nonresident parental experiences, like spending the night with his child. Richard describes described another restriction:

A lot of unpredictability, instability, doubt, and a lot of hoops. I just had to do a lot just to get a little. . . . I had to participate in the parenting program, which wasn't an inconvenience. . . . They made it to where if I wanted visitation, I had to do certain classes. So they made me meet their expectations in order to have my family.

As a reminder, Richard was the father whose girlfriend was also in foster care, but their child was not in care. Richard's description brings to light the struggles that young families must deal with when both the parents are in foster care. The foster care system's requirements for Richard's visitation with his child made it difficult for him to be an engaged father. Conflicts with foster parents were another factor that made fatherhood difficult for one father. Jerome described an unsafe experience with a foster parent that he felt was "was in it for the money." Jerome described how he had to be a father in difficult circumstances after his foster mother would not help him or his child. As Jerome put it: "I had to make sure I provide because it wasn't nothing in that house." When I asked Jerome if he felt that the foster home was a safe environment for his child, he said "No, not at all."

### ***Fathering***

Fathers shared their experiences of what it was like being involved with their children while in foster care. These experiences centered on father involvement activities, fathering under surveillance by the foster care system, and fathering through justice and police involvement. I categorized these responses as "involvement," "surveillance," and "incarceration," respectively. In terms of father involvement, fathers described many ways in which they were involved in their children's lives. For example, fathers shared experiences of early father involvement while their children were in the prenatal stage.

Izaak and Jerome attended all of the prenatal visits with their girlfriends. Unfortunately, due to Illinois COVID-19 restrictions, Nesta could not attend the prenatal visits for his child like he wanted to. When I asked Nesta why he wanted to attend the prenatal visits, he had this to say:

I couldn't go to none of her visits to see how my baby was, or the womb and stuff, the ultrasound and stuff like that... Because I wanted to see how my baby was doing. I wanted to hear the doctor say word for word what was going on with my baby. Sometimes with me, knowing me, some people be forgetting some of the details or something like that, so I'd rather two people to hear instead of one.

Fathers also shared experiences around the birth of their children. Jerome, Richard, and Izaak were all at the hospital for their child's birth. However, Jerome was the only father who said he was able to be in the delivery room at the time of his child's birth. Illinois COVID-19 restrictions prevented Izaak from being in the delivery room when his child was born. Richard was in the delivery room but was forced out by his girlfriend's foster mother when his girlfriend started giving birth. Richard describes described the events that took place after he called his caseworker to see what his rights as a father were:

I was standing in the room, but when it's time to give birth, I was ushered out by her foster mom, and I was denied the ability. Look, it's [a holiday] night there. I didn't have a single caseworker who gave a shit, so nobody stood up for me that night.

Fathers also discussed how they were involved in their children's lives after they were born. For example, Terrell said that when his child's mother is at work, he cares for his child alone. Terrell describes attending to all of his child's needs, spending quality time with the child, and ensuring that his child was a "happy baby." Drako and Izaak, who were



both nonresident fathers, said they saw their children every day or nearly every day. When I asked Drako what he did with his child every day, he said: “Everything a father can. I play with, laugh with, and talk to [my child].” One father shared his plans for future father involvement after his child is was born:

Everything that [my child] need, if I can help [my child] with it, I can help [my child] with it. If [my child] got to come and talk to me about something that [my child] don’t want to talk to somebody else about, I’m going to be there for [my child].

Some fathers expressed concern about the child welfare system surveilling their actions. For example, Terrell has not notified the child welfare system about his expectant child yet because “they be nosy.” For Nesta, surveillance by the child welfare system made him concerned that they may take his child, now or in the future. As Nesta put it:

I’ve got all types of thoughts in my head. I know everything that can get my [child] taken away from me just by [my child’s] actions. Not even my actions, just by [my child’s] actions, that I’m going to touch topic on and stuff when [my child] gets to the age to understand.

Another father shared a similar fear that led to actions he believed he had to make to keep his nonresident child out of the foster care system. Richard feared that his child’s mother was not providing adequate care for his child. After not being able to take custody of the child, Richard had a to make a difficult decision:

I had been convinced that if I didn’t let these people take the guardianship of my son that he would forever be lost to the system, because his mother’s a terrible candidate. . . . So I’ve gone through the pains of loss and especially loss, fear that I may never get to see [my child] again.

Another topic in interviews was how incarceration and police violence shaped how the young men fathered. John and Izaak shared fatherhood experiences shaped by their past incarceration. For example, John discussed how his previous incarceration had prevented him from seeing his child during incarceration and after:

So, they sent me to the juvenile center. And I had to sit there for . . . months. And I couldn't see my kid because, at a juvenile center, you can't have... You can only have a parent... like parents visit you. So, that whole [time], I sat in there for nothing. And then, I couldn't see my kid or nothing because [they] said I was a flight risk.

Izaak, who is currently on probation, shared an experience where he used his past incarceration experience to turn his life around for his child. As Izaak puts it:

Really [my child] being born, it kind of changes me a lot. It's like once [they] was born, it was like a lot of stuff that was probably exciting, fun, stupid stuff to do is like, it's not. It don't catch my eye anymore. I just look at it now like that's dumb, made me want to just sit down and . . . focus on my life and my [child] more.

Regarding law enforcement, Richard, Nesta, and Jerome shared experiences that included a fear of how police interactions might affect them as fathers. For example, when I asked Nesta if he was concerned about police interactions as a Black father, he said he worried that “one day that I get stopped by the police and they not having a good day and take it out on me.” One father, Jerome, demonstrated generative fathering when he shared his fear of his child someday getting harmed by the police. Jerome explained how he would teach his child how to interact with the police when his child started driving. Jerome detailed how he would instruct his child to keep their license and registration in arm's reach where the police could visually see them because “sometimes they're doing their jobs,

sometimes they're not." Richard's distrust of the police was something that he planned on passing down to his child:

I've been in the car with my [child] and we'll see the police, and don't get me wrong I've instilled in [my child] at this age that they're unethical beings.

Police, they've never had the right approach with me, and I don't trust them, and I do spread that mistrust, but only with good faith that [my child] use it correctly.

I asked all fathers in my study if anyone from the foster care system had talked to them about how incarceration or police interactions might affect their ability to be a father. All fathers stated that no one had talked to them about these issues.

## **Father-Child Relationships Among Black Fathers in Extended Foster Care**

### ***Father Involvement***

I asked fathers to describe themselves as fathers. Fathers shared perspectives that reflected their diverse fathering experiences and abilities. In terms of experiences, some fathers shared descriptions that expressed their confidence in fatherhood. For example, John and Isaak described themselves as "good" fathers. Nesta shared his aspirations to be a "great" father after the birth of his child. Other fathers described themselves in the context of their roles in their children's lives. For example, Izaak described himself as a teacher, and Jerome described himself as a protector. Fathers also described themselves as having the ability to navigate different parenting styles. For example, John shared that he is a father who is "laid back but strict and loving." One father used a dose of humor when describing himself as a father. In a funny and comical tone, Darius stated "I keep them out the cold, and I feed them." Sometimes, fathers' self-descriptions reflected their unique personalities. For example, Terrell used humility when describing himself as a father who still has learning to do:

To describe myself as a father I would say I ain't going to say great but I'm going to say good because I'm still learning certain stuff. When it comes to being there I'm almost there. But being a father, financially I'm almost there but being a father, right now I'm say I'm good at it. But I know I'm going to have some struggles when [my child] get old and [they] want to do stuff that [they] ain't supposed to be doing, stuff like that.

Richard's description of himself as a father reflects his spiritual nature:

I try to teach my [child] all about the outdoors and stuff, so I would say worldly, but definitely spiritual also. I remind my [child], I tell my [child] I love [them] all the time, and to elaborate, I tell [my child] that love is God. So I definitely try to incorporate a lot of everything.

Fathers' perceptions and perspectives provide insight into these eight young Black fathers in extended foster care. In addition, understanding how they learned to be fathers in care presents another dimension.

## **Personal Resources Among Black Fathers in Extended Foster Care**

### ***Fathering Identity and Role Subscriptions***

I began each interview by asking fathers what the word "father" meant to them. The fathers shared perceptions of the term "father" that centered on fatherhood roles. Some fathers shared their perceptions of a father's role to support their children. For example, Drako and John initially responded to this question with a one-word answer—"responsibility." Some fathers shared perceptions of the term to mean a father's role to support their children, generally and specifically. For example, Drako, Darius, Jerome, and Izaak shared perceptions about the term as a father's role in providing for his children. However, Terrell described the term as a father's role to provide financial support for his child through employment and economic stability.

Some fathers described the term as a father's role to provide love and care to his children. For example, John shared "In order to be a father, you got to be around. You got to love your kid. Because anybody can be a dad, but a lot of people can't be fathers." Other responses to this question included descriptions of the term that focused on a father's involvement in his child's life. For example, Isaak described a father as "a person that is there in their child's life." Terrell shared a similar description by using his commitment to fatherhood as an example. When I asked Terrell what ideas he had about the term "father," he said "I got to make sure that I'm in this baby's life. I got to make sure all the drama and stuff I stay away from so I can just focus on my baby."

Two fathers described the term "father" in unique ways. One father described the term "father" using traditionally gendered norms. For example, Jerome defined the term "father" compared to "mother." Jerome stated, "The father protects and provides, and the mother nourishes. Another father described the term "father" using a father figure that typified what the term meant to him. When I asked Richard what ideas came to his mind when I said the term "father," he said "a car salesman." When I asked Richard why he made this association, Richard stated the first father figure he had was a car salesman he randomly met while skateboarding one day. Richard would describe the term in the context of the father figure's ability to financially provide for his children because the car salesman "had a car lot and always made money."

## **Resource Management Among Black Fathers in Extended Foster Care**

### ***Service Needs***

The young men in my study identified many service needs they had as fathers in care. I categorized these service needs into "parenting and coparenting" and "education and employment." Some fathers said that prenatal parenting services would be helpful. For example, Richard shared an experience in which prenatal information and information on his parental rights would have been helpful to him:

It all started at the hospital. So the first thing I did was, well before the hospital, when I first found out she was pregnant, I needed information. I didn't really get that much information, so information. Support, I didn't really get that much support. I didn't have anyone to speak for me when I was at the hospital because they convinced me I was wrong for trying to be in the room when my [child] was being born, and I didn't have a single caseworker there that was doing shit. So representation, information.

Some fathers, like John, for example, shared that having father-focused services, a caseworker that who was a father, or a peer-father parenting program would have been helpful to him. Other fathers shared that having parenting services focused on fathers alongside mothers would be helpful. For example, when I asked Terrell if he would be interested in father-focused parenting services or traditional mother-focused parenting services, he said:

I ain't going to lie. I would prefer both. . . . Because I could be missing some things in both of them and I got the services. Now, y'all teaching me what I didn't know. Both services might touch base on things that I don't know. So, I would say both.

Some fathers, like Izaak, said that any kind of parenting support would have been helpful to them. One father shared that he had to turn to the Internet to receive parenting support in the absence of support from the foster care system. As Terrell shared:

[I'm stuck in my placement], what can I do? Search stuff, classes and stuff about fatherhood and stuff. I could recognize all the things I'm doing wrong because I'm not perfect. There's some things that I do wrong being a father. I'm not perfect. What can I work on? Recognize what I can work on to be a better father, stuff like that.

Some of the coparenting service needs fathers identified were having the freedom to support their child's mother. For example, Nesta said this about his desire to help his child's mother:

It's going to be hard because she going to need that emotional support. Her hormones changing, her body changing, she going to start crying out of nowhere, she have morning sicknesses and all that. She going to need that support with it right there, and then I'm going to be mad because I'm sitting here up in this place and can't cater to her needs.

Fathers also identified service needs to help them meet the needs of their children. These service needs centered around education and employment. For example, when I asked Jerome what services would help him better meet the needs of his child, he identified educational support. Jerome noted that his caseworkers had started to help with educational services but stopped short of helping him enroll:

Because sometimes they bring me the information, but then later on down the line, I never hear of it no more. So I'll probably forget and they probably forgotten too. It'll come to my head like, 'Dang, I want to go to college. I want to go to college, but I don't know how, because I know DCFS, they can pay for me to go to college, but I don't know the steps to go to college.' And they was telling me I can get a trade and it'll take shorter time than going to college.

When I asked a similar question to Terrell, he shared that employment services would have helped him financially support his child:

A better job, financially. That's really it. I don't really have no issues being a father because I spend time with [my child] I show [my child] love and stuff. Really because based on all that. That ain't never been no issue, me spending time with [my child]. Financially on and off sometimes.

One father, John, shared that he would have both educational and employment services would have helped him meet financially support his children. John thought that his completion of college would have led to a better job, which in turn would have helped him meet the financial demands of fatherhood:

The education was a big part of what I wanted to finish before I got out of DCFS, but they didn't... I didn't push them hard enough to try to push me. I was focused on trying to go to work. . . . I just wish they would have pushed more towards the education. . . . I would have like a better job.

### ***Preparedness Needs***

Fathers identified preparedness needs in addition to service needs. Preparedness needs included services that helped fathers be the fathers they aspired to be. I categorized preparedness needs as “tangible support” and “informational support.” Regarding tangible support, fathers identified that the provision of needed goods and services was one way that the foster care system prepared them for fatherhood. Some fathers reported receiving financial support and baby items that helped them contribute to the care of their children. For example, Jerome shared that workers gave him “pampers, wipes, bottles, pre-ups, strollers, shoes, and clothes” that he needed for his child. Nesta also shared how receiving items for his child was helpful: “I get \$400 to spend on all baby stuff and they’ll buy it off of Amazon and have it shipped.” Like Nesta, the money that John received from the foster care system for each of his four children was helpful to him in raising his children.

However, some fathers also mentioned additional tangible supports that were helpful. One helpful service that John said he received was a once-a-year baby and toddler pantry where “people went in and got free stuff for their babies.” Another service that was helpful to John was a TPSN worker that focused on his child’s safety. As John puts it: “she comes out, she checks the kids’ beds, their smoke alarms in their room. She brings out baby seats and baby beds and stuff if I ever needed it.” Some fathers shared how helpful



the Safe to Sleep services they received ensured their child's safety. For example, Nesta shared details about what he learned:

They taught me one helpful thing that they said that was going to be helpful with the playpen, how to put it up and down. They said you got to put it up a certain way and that's the only way it's going to go up. So I got a little insight about that. Then a little bit of things about the crib. You ain't supposed to sleep... When a baby in there sleeping, it don't got enough muscles in [their] neck to move his own head and stuff, so you don't want nothing to be up in there with the baby while the baby sleep, because it could suffocate itself. Then you're not supposed to sleep with the baby because you might roll over or your arm or your sleeve might get over the baby's face.

Regarding informational support, fathers identified the provision of needed information on how to parent as another way the foster care system prepared them for fatherhood. For example, Nesta shared an experience with caseworkers who shared insight into the struggles of parenthood that he planned to use as motivation to remain engaged. As Nesta shared: "What they was telling me that it ain't going to be easy. Being a parent ain't going to be easy, there's going to be times that you just want to give up and you can't." John shared a similar experience. The parenting classes that John participated in discussed how fathers and mothers parent differently but provided him with information on how dads and moms can learn from each other:

Yeah. We're stern and stuff, but we're playful with it. But then, the mother is loving and caring, but also playful. They said that sometimes, if both of the mother and the father is in the house, they should try to learn off of each other's love. They should watch how each other interacts with the kids, see how the kid likes it, and then try to use their own mechanism and mix it with the

other partner's mechanism and stuff like that. And then, they said that if we're a single father, and we're around our kids, try to interact with what our kid likes as we're interacting with them. So, the things that they like us to do as we're doing it, try to do that, but switch it into a different form every time to see if they are understandable about it or if they like it or dislike it.

Some fathers shared that the services they received were helpful. However, they were skeptical of the information they received. For example, Nesta shared that White caseworkers delivered the parenting programs he participated in. This led to his mistrust of the content he learned. I asked Nesta why he was not satisfied with the workers delivering the services he received, and he replied, "because we got totally different skins." When I asked Nesta to elaborate, he said: "Not to be racist, white White people raise their kids different than black Black kids, so they act different." Other fathers stated that they were not offered any services to prepare them for fatherhood. For example, when I asked two fathers what services they were offered to help them in fatherhood after they left the foster care system, Richard said "there's nothing," and Izaak said "no." Some fathers declined services felt would not be helpful to them. For example, when I asked Darius what services the foster care system provided for his newborn, he said "They don't do nothing. They offer me, I don't want it." When I asked if the foster care system had anything to offer him as a father, he said "no."

## **Interpersonal Resources Among Black Fathers in Extended Foster Care**

### ***Learning About Black Fatherhood Alone***

Most fathers shared that they did not primarily learn about fatherhood from the child welfare system, parents, family, or friends. Instead, they mainly learned alone. Fathers described learning alone that I categorized as "self-taught" and "self-learned." Self-taught fathers shared that they learned fatherhood by teaching themselves. As Richard put it: "I use my own experiences, my own knowledge as an approach." Using

their own experiences and knowledge to emerge into fatherhood was an experience shared by other fathers. For example, Jerome said that he learned to be a father by “teaching myself along the way.” Another father alluded to the notion that self-teaching was a practice one must do in foster care when there was no one guiding manhood or fatherhood. Commenting on the need to self-teach in foster care, John said,

I grew up in foster care since I was like eight or nine. . . Nobody taught me how to be a man besides myself. And then, once I taught myself how to be a man, it was time to become a father. So then, I also had to teach myself that.

Much like John, another youth described the need to self-teach in foster care when there was an absence of guidance around fatherhood. Richard’s reflection on teaching himself to be a father captures this issue:

I think that in the many moments of silence, I discovered what it meant to be a kid, and in doing so, now I can apply that to being a parent. But not one directly gave me this information. I just kind of had to feel my way through.

Self-learned fathers described learning about fatherhood by observing it from others. For example, some fathers stated that they learned how to be a father from helping care for younger siblings, nieces, and nephews. For example, Nesta learned how to be a father from his experiences caring for young family members: “Me growing up, I always been around kids, babies and all, so I always know how to change diapers, how to soothe them, how to make them stop crying and all that.” Other fathers, such as Terrell, learned to be fathers from people in their social network after not receiving guidance from anyone in the child welfare system. When I asked Terrell if anyone in the foster care system talked to him about being a parent, he said, “Not really. Ain’t nobody really say too much about it. I really had to learn on my own and learn from my support system.” One father described

learning to be a father by observing how other men fathered their children. When I asked John how he learned to be a father, he responded with:

Myself, really. I got older peers that I used to have as friends that would beat dads and stuff like that. And then, going out in public and seeing dads out in public and stuff like that, and seeing how they interacted with their kids and stuff... I would go to like public places. I would go to [a park], stuff like that, not to see how people are reacting with their kids, but... I would go there, but I would observe, you know what I'm saying, how these fathers are being towards their children and stuff like that.

John's response reflects a unique approach to learning about fatherhood when no one from the foster care system talked to him about fatherhood. John was driven to learn about it by observing others and combining self-learning with self-teaching. For example, in the quote I just shared, John described being a self-learned father—I shared his description of being a self-taught father earlier in this section.

### ***Learning About Black Fatherhood from Family***

Some fathers indicated that they were not the principal source of learning to be a father. A few described obtaining knowledge about fatherhood from family. Some fathers described obtaining knowledge about fatherhood from friends in the face of adversity. I categorized this way of knowing as either “absence” or “hardship.” Other fathers shared that they gained knowledge of fatherhood from family in encouraging ways. I categorized these as “presence” or “support.”

Parental absence was one way fathers gained fatherhood knowledge from family under adverse circumstances. For example, Richard told me that it was important to show his child love, care, and affection. When I asked him where he learned that vital component of fathering from, he said: “The absence . . . I didn't have it.” Two fathers

shared how they learned to be a father without their fathers. When I asked Nesta how he learned to be a father without his father around, he said:

I know how hard it was not having a father figure in your life. . . . Like when you don't got a father figure in your life, it turn you into a different person. It's mandatory for real. . . . You learn how to be a better father and how to be there for your child instead of running out on life when things get tough.

Nesta's response demonstrated that a father's absence could contribute to fatherhood knowledge. Moreover, this knowledge may show some young fathers how to be, or not be, a father. This way of knowing was shared by Izaak: "I feel like personally, I kind of teach myself a lot based off the fact of my father wasn't there for me and I don't want that for my son."

Family hardship was another adverse circumstance under which some fathers gained fatherhood knowledge. For example, Izaak illustrated how his experience of growing up in a single-parent household provided him with the knowledge to be an involved father:

Well, I was always raised by my mother and my mother also had two other kids. I knew it was kind of hard for her by herself trying to raise all three of us. She was only working one job, but she still had bills and stuff to pay. My dad was never ... I see him every so often, but he wasn't really there. Based off of me going through that stuff, I try to teach myself and go off of that experience to not have that for my son and do my best to be a good father and do what I need to do.

Izaak's fatherhood knowledge was about how his involvement as a father might ensure that his child would not face the same hardship he had experienced in his youth. Talking about this similar way of knowing, Jerome stated:

Because I know my mama incarcerated for some accident, but it happened because something got to her. My dad, on the other hand, he never came and got us, whatever the situation was, he had the opportunity to come and get us because I have an older sibling. I got three siblings, so he did have opportunity to come get us but he didn't. And I know what a lot of fathers, they'll be claiming they child and stuff. And I just be thinking like that can't be me because why you want to be called a deadbeat and follow your father footstep if you could be in your child's life? And when he grow up you don't know how he going to end up because if you don't know you, he be end up in jail dead or something. If he do, you don't know, he might wake up every day enjoying going to school or something.

Jerome's experience of having an incarcerated mother and an uninvolved father led him to gain knowledge of fatherhood similar to Izaak. Jerome, like Izaak, expressed concern with how he grew up and used that as motivation to be an involved father.

In terms of knowledge of fatherhood gained from family in encouraging ways, the presence of people providing fatherhood messages was shared by some fathers in my study. In contrast to fatherhood knowledge gained from the absence of family, a few fathers shared instances where they obtained knowledge of fatherhood from the presence of family. For example, when I asked Jerome where he learned about fatherhood since his mother and father were not around, he said he learned it by "just watching older people as I was growing up." Nesta echoed this method of learning about fatherhood from observing family members. When I asked Nesta where he gained knowledge to father his expectant child, he shared his experience of learning about parenting from his grandmother: "Like, 'Grandma, can you help me get the baby to stop crying? I don't know what's wrong with it.' And then watching her, watching what she do, I had start picking up on things." Learning from observing friends was another way that fathers gained knowledge about

fatherhood. In talking about his family-like father figure, the car salesman, Richard shared how he had learned life lessons that he translated into fatherhood knowledge:

I already had my son at that point, but I was homeless because they kicked me out and they kept my son, so I started working for the [car salesman]. I just started to notice how business should be conducted, how you could talk to people, and how not to... Always be closing, you know what I'm saying? So oriented behavior, which helps me a lot in being a dad, because now I know if I want something, I've got to work towards it.

Messages from supportive family members were another way of learning that contributed to fatherhood knowledge. Fathers shared obtaining fatherhood messages from family members like aunts, uncles, and cousins. For example, Izaak said: “[My aunt] talks to me a lot also about being a father, things I should be getting into him. She also has told me about . . . services I should get into.” Another father, Terrell, alluded to the idea that experience with fatherhood was important when obtaining fatherhood advice from family. Terrell, when asked whom he turned for fatherhood advice, said:

So, really father advice I say really I don't know about that, man. I really just talk to an uncle or something about that. I won't just go to anybody that's a father. I'd go to somebody that's a father that's being a father that's standing on what they're saying. Like my uncle or my big cousin or maybe a friend's father sometimes. I've done it before with a friend's father or a friend's uncle.

### ***Learning About Black Fatherhood from the Foster Care System***

Fathers also discussed how they learned or did not learn about fatherhood from the foster care system. I categorized their responses into knowledge that was “helpful,” “unhelpful,” or “absent.” Helpful knowledge about fatherhood from the foster care system were general messages about parenthood that proved helpful for fathers. Helpful knowledge

included leveraging resources, asking for help, and ensuring child health. For example, Terrell's guardian ad litem (GAL) was a source of emotional support and informed him of parenting resources. When I asked Terrell what information his GAL shared with him, he said:

Programs that can help me. She gave me some advice about being a father. She basically tried to uplift me, basically. Like, 'I know you're having struggles, I know how it goes because I'm a mother myself.' She gave me, basically, knowledge, she gave me resources, stuff like that.

The GAL's advice informed Terrell that there were parental resources to help him when needed. A similar piece of knowledge was shared with Drako. When Drako was experiencing stress around being a new father, his foster parent and DCFS mentor were prepared to provide him with support and guidance; he just had to ask for it. As he explained,

I was scared. I wasn't going to school no more. I wasn't listening to nobody. I was doing what I wanted to do. They came and helped me, and they was like, 'We can help you, but you got to show that you want help, if you need help.'

The importance of ensuring and monitoring a father's child's health was another piece of parenting knowledge shared by the foster care system. When I asked John about how his caseworkers helped him be a father, he said:

Every time I'd get a new case worker, they would want my doctor's stuff. And then, they wanted the kids' doctor stuff to make sure everybody's up to date with all their shots and stuff like that. And if not, what they did was they would make sure that they would keep texting me and calling me to make sure I would get an appointment set up if I didn't get one set up. And then, once I



got one set up and got everything done, then they just wanted me to show them and stuff whenever they would come visit.

John's caseworkers demonstrated that caring for a child's health was an important task that a father should be doing, even though they did not directly tell him that.

Unhelpful knowledge included information about parenthood that was not all that useful. For example, John remembered talking to foster care staff about fatherhood at a placement meeting. However, whatever information they shared was not important enough for him to remember. As John puts it: "I'm pretty sure that came up, but I don't remember the talk." Richard also shared that his conversations about parenthood with foster care staff were not that meaningful to him. When I asked Richard if he talked to anyone in foster care about fatherhood, he replied: "the discussions . . . they never dug in. It was just, 'Oh, I have a kid.' There were no discussions. Maybe touching base on the fact, but not understanding it." Terrell's response to his conversation with foster care staff about parenthood reflected a somewhat passive tone taken by his caseworkers:

All the case workers I had had said that it's a serious part of life. I really never got no advice. I got statements about it but nobody really gave me advice about how to be a father. That's what I'm basically trying to say. I really just got, 'Oh, it's a hard job. It's tough but you'll get through it.' Stuff like that.

The advice that Terrell's caseworkers gave him was not helpful to a new young father. The messages Terrell received lacked information on what made being a parent a "hard job" and what resources the foster care system can provide so he could "get through it."

The responses from fathers that I shared above were more about parenthood than fatherhood. Most fathers shared that they did not receive knowledge from the foster care system specifically about fatherhood. For example, when I asked Terrell if he had had conversations with foster care staff specifically about fatherhood, he promptly said "no."

When I asked Nesta and Jerome about who in the foster care system had talked to them specifically about fatherhood, they both simply said “nobody.” Richard provided a bit more detail in his response to a similar question. When I asked Richard if anyone in the foster care system had spoken to him about fatherhood, he said, “No. It’s not really a topic that’s discussed.” A comment earlier in our interview may explain why no one was talking to him about fatherhood. As Richard put it: “They stressed how important it was for them not to be because [they] wasn’t a ward of the state.”

## **Contextual Resources Among Black Fathers in Extended Foster Care**

### ***Black Fatherhood in the Context of Extended Foster Care***

I asked fathers in my study to contemplate their experience of Black fatherhood in extended foster care at the end of each interview. I guided their reflections using two prompts. First, I asked fathers what advice they would give other fathers in foster care or caseworkers serving fathers in care. Second, I asked fathers to share what they would tell their children, when the children are older, about what it was like being a father in foster care. I share their responses in the following sections.

**Advice.** I asked fathers to share advice that would be helpful for other Black fathers in extended foster care. Some fathers shared advice that was focused on other fathers. For example, Nesta’s advice was for fathers in care to “Take what they can from it while they got the support and the people that’s around them, because not everybody have the people like I got around me.” Jerome advised that fathers in care ask for help while it is available:

A lot of kids there feel like they don’t need help from nobody until you deny all the help you could have got instead of just taking it. Now you struggling down the line. So don’t be afraid to say, ‘I need something’ when you need it or you know you need it, but then you don’t say nothing.

Similar to Jerome, Terrell thought that fathers in care should leverage services that benefit fathers and their children:

Things people should know is that it's going to be times where you want to just be with your child all day and do nothing but be with your child but that's not happening. You also to make sure yourself straight before anybody else straight. Make sure that you're stable, you're financially stable and that you have all your needs before anybody because if you don't have all your needs and all your requirements and priorities straight then you won't [succeed at] being a father, to be honest. Because then if you're in foster care take advantage of everything that they provide to you. Because they benefit you and your child.

Other fathers shared advice was focused on the child welfare system or child welfare workers serving young fathers. For example, Richard wanted the foster care system and workers to know that being a Black father in foster care is difficult. As Richard puts it: "We're misrepresented, and without saying too much, it's hard for us to win." Nesta advises advised foster care workers to keep an eye on the emotional needs of fathers in care. Nesta also suggests suggested that foster care workers should help fathers in care build social networks for when they leave foster care:

Like I said before, I don't take advice from certain people. I can tell them they definitely going to need emotional support if they don't got it. So that's what I'm saying, a lot of people don't depend on foster care, they would rather hold their circle in while they out of foster care, but they don't have that support. They going to try to get that support up in there.

Another father, John, advises the foster care system to take a tailored approach when serving fathers in care. John's suggestion was for the foster care system to address the

misconception that males are not emotional and do not need emotional support. As John shared:

I don't that [fathers] need help like mothers. So, not even to be biased, then they just... not to be biased. They just need help in general. They need a lot of moral and emotional support. They need it. As a father, they just need it. It's really hard to explain, but I'm pretty sure, as a male, you get it. You need somebody to text your phone or call you and ask you... And it don't even necessarily got to be none of that. You know? Anytime they come out to visit you, just like simply asking about your mental [health]. A lot of people don't get asked if they're okay because they're a male. You know? And normally, people think that males are okay. You know what I'm saying? Us, as males, we try to hide that. You know? It's our masculinity and stuff, but we need to be asked if we're okay, how we're doing. You know? It don't even got to be financial help or none of that. We just need help with [emotions].

**Reflections.** As a reflective prompt at the end of each interview, I asked fathers to share what they would tell their children about their experience of fatherhood in foster care. The responses fathers shared encapsulated the struggle and resilience of their experiences. Here is what fathers said they would tell their future adult children.

**Terrell.** “I would say it was hard but it was also beneficial because when I get out of this program, when I finish my GED they're going to be basically helping me find a place and they're going to pay for it. When I be on my own so I'm good and the bad but mostly the good. Hopefully I'm going to have more good than bad to tell [my child]. So I'm going to tell [my child] it was hard but I did what I did to make sure that I was in your life, to make sure that you have a roof over your head because I plan on [you] coming to stay with me when I'm done with this program, basically. It was hard and I was trying to do to make sure that you had all your needs, make sure all your priorities are straight, stuff like that.”

**Richard.** “It’s hard to be a dad and a foster kid, because people question your ability to lead because they want you to follow.”

**Nesta.** “Through [your mother’s] whole pregnancy. I’m not in foster care during her whole pregnancy. I’m at her house, going to sleep with her, waking up with her, every day.”

**John.** “Well, I’m always going to tell my kids fatherhood was great. That’s what I’m going to tell them. Because no matter what, even if foster care was bad for me and stuff like that, they made my life better. So, whatever situation I was in, they just made my life better. So, I would let them know, me being a parent in foster care, the foster care part don’t matter because I was a father doing what I had to do.”

**Izaak.** “I would tell [you, my child,] it was a good experience. I enjoy being a parent, taking care of [you], me and [you] learn, [you] learn really quick. I would say it was... [the foster care system] helped me. [You] also helped me. [You] helped me realize what I should be doing, gave me a better look on my future because, like I said earlier, after I had [you], it kind of made me look at things different, stuff that I was doing, things like that.”

**Jerome.** “I’d tell [my child] it was depressing. It was depressing, but it’s going to be a day. It’s going to be a day I’m going to move along away from this. So don’t let some stuff phase you. It’s just a little piece that’s messed up right now, but it’ll get better long as you just keep striving.”

## Summary

The fathers in my study shared diverse experiences as Black fathers in extended foster care. Fathers shared perspectives of fatherhood that included the roles that fathers play in their children’s lives and the benefits of their involvement in child outcomes. Fathers described themselves as deeply committed to ensuring their children’s safety and

financial needs. Fathers also perceived themselves as being very supportive of the prenatal, emotional, and mental health of their children's mothers. When describing how they learned about fatherhood, most fathers shared that they had to teach themselves or learn from observing others. Some fathers learned how to be fathers from uninvolved parents or family hardships. However, some fathers shared how they learned about fatherhood from involved and supportive family members. When it came to learning about fatherhood from the foster care system, fathers found the knowledge helpful, unhelpful, or absent. Fathers described many different experiences as fathers in foster care. Fathers shared experiences of surprise, happiness, and longing when they found out they would be fathers. Fathers also shared the opportunities and challenges of being an involved father in extended foster care. Additionally, fathers identified obstacles and barriers to their father involvement and shared suggestions for services that could help them overcome them. In the end, fathers' reflections on their experiences of fatherhood portrayed feelings of hope and promise for their futures as fathers.

## CHAPTER 6

### DISCUSSION

In Chapter 5, I shared findings from my interviews with Black fathers in extended foster care. In Chapter 6, I share my thematic analysis of the findings. I have organized themes from my analysis across each of the six dimensions of the RTF (i.e., lived experience, father-child relationships, personal resources, interpersonal resources, contextual resources, and resource management). In each section, I discuss themes emerging from my thematic analysis in the context of fatherhood research and provide evidence for how the RTF explains or does not explain, Black fatherhood in extended foster care.

#### **Lived Experience Among Black Fathers in Extended Foster Care**

##### ***Expectant Fatherhood***

Like many fathers, Black fathers in extended foster care had mixed emotions when they found out they would be fathers. Fathers in my study shared experiences of surprise, joy, and excitement when it was revealed that they were becoming fathers. For some fathers, learning about their expectant child motivated them to make changes. These changes included decreasing activities (e.g., unlawful behaviors) that may affect their fatherhood role or increasing activities (e.g., school completion and employment) to help them meet fatherhood expectations. Fathers shared various ways of notifying their caseworkers of their children. Some fathers told their caseworkers directly. Other fathers had to be asked. Additionally, fathers shared differing timelines on which they notified their caseworkers of their children. Some fathers told their caseworkers soon after they learned they would be fathers. In contrast, other fathers waited until the child was born or decided not to notify their caseworker. Caseworkers often responded to fathers' reports in prescriptive ways. For example, some caseworkers responded by informing fathers of parental services and support. Other caseworkers responded with inquiries into a father's

readiness for fatherhood or statements about his fatherhood responsibilities. Responses included questions like “[you] ready for a kid?” and statements like “take care of your responsibilities.” The responses by caseworkers centered on the father’s provider role or expectations to his children. However, what perhaps is most interesting in fathers’ reports of children to their caseworkers is not what they said but what they did not say. Namely, what happens on the foster care side when fathers report their children to caseworkers and how this interaction shapes fathering identity.

### ***Fatherhood***

Fathers described experiences of fatherhood in foster care in terms of how the foster care system made it easier or harder for them to be fathers. Experiences that made fatherhood easier I categorized as “opportunities.” Experiences that fathers shared in this category reflected opportunities that the foster care system presented to fathers that helped them in their parental role or helped them meet traditional fatherhood expectations. For example, fathers discussed how parenting services, caseworker support, and educational and employment assistance provided by the foster care system furnished opportunities to improve as fathers. However, fathers also shared experiences that challenged their ability to be the fathers they wanted to be. Experiences that made fatherhood difficult I categorized as “challenges.” Experiences fathers shared in this category demonstrated challenges presented by the foster care system that made it difficult for them to fulfill their provider role or meet traditional fatherhood expectations. For example, fathers shared how placement restrictions, placement visitation rules, and conflicts with foster parents created challenges. Fathers stated that these challenges made it difficult for them to be involved in their children’s lives and contribute to their needs.

### ***Applicability of the Resource Theory of Fathering***

The RTF explains most of the lived experiences of Black fathers in extended foster care. For example, Palkovitz and Hull (2018) argue that a father’s lived experience largely



shapes his relationship with his child and the resources he can draw from in fatherhood. The diversity of fathers' lived experiences, father-child relationships, and available resources contribute to various father roles and varying contributions to children. In this sense, the RTF explains the diversity of lived experiences among Black fathers in extended foster care more fully than early fatherhood theories (e.g., RFM) that tended to view the roles and responsibilities of fathers in narrow ways. For example, early fatherhood research focused on studies of fathers' provider role and fathers' involvement with their children. Few early studies conceptualized fatherhood outside of the provider role or father involvement (Palkovitz & Hull, 2018). Additionally, early fatherhood studies positioned fathers in peripheral relation to his children and the children's mother. Put another way, fathers were viewed as ancillary components to child development, mother's parenting, and family functioning (Palkovitz, 2002; Palkovitz & Hull, 2018). The RFM represents these outdated views of fatherhood. For example, the core tenets of the RFM center on a father's responsibility to provide for his child and share parenting duties with the child's mother (Doherty et al., 1998). A father's ability to serve as a provider and meet these expectations (i.e., supporting his child and coparenting) becomes a measure of his capability to be a "responsible father" (Reardon et al., 1991). One aspect of the lived experience among Black fathers in extended foster care that the RTF does not account for is fathering within an institutional setting such as the child welfare system. This is a critical gap in the RTF. Many fathers in my study identified opportunities presented and challenges imposed by the child welfare and foster care systems that shaped their lived experiences.

## **Father-Child Relationships Among Black Fathers in Extended Foster Care**

### ***Father Involvement***

Fathers described their experiences being fathers in foster care mainly in terms of their involvement with their child or circumstances that affect their father involvement. In terms of father involvement, fathers expressed a variety of ways in which they were

involved in their child's lives. For example, fathers discussed being involved in their prenatal visits, births, and various points after their children were born. Diverse forms of involvement among fathers in my study are consistent with father involvement theorized as engagement (e.g., direct interaction with a child), accessibility (e.g., being available to a child), and responsibility (e.g., providing resources to a child; Lamb, 2000; Sayer et al., 2004). Involvement displayed by fathers in my study are also consistent with father involvement theorized as positive engagement activities (e.g., interactions with child to promote child development), warmth and responsiveness (e.g., ability to respond to children's needs with warmth), control (e.g., monitoring), indirect care (e.g., activities undertaken for the child without interacting with the child), and process responsibility (e.g., taking initiative of tasks and monitoring child's needs; Pleck, 2010). Interestingly, the barriers to fathering in care that fathers described were not directly related to the foster care system. For example, fathers shared that Illinois COVID-19 restrictions, incarceration, and fear of police interactions were factors they perceived to impact their ability to father in foster care. Studies of fathers not in foster care and parenting foster youth have found similar barriers associated with COVID-19 (e.g., Martínez-García et al., 2021; Shpiegel et al., 2022), incarceration (e.g., Lewis & Hong, 2020; McLeod et al., 2019), and police interactions (e.g., W. E. Johnson et al., 2020). There was only one foster care factor (i.e., fear of child removal) that fathers described as affecting their ability to father.

### ***Parenting Style***

When fathers in my study discussed how they perceived themselves as fathers, they frequently used self-descriptions that focused on their ability to meet fatherhood expectations. For example, fathers often started their self-descriptions with phrases like "I'm a great father" or "I'm a good father." These qualifiers were often followed by what the fathers perceived as great or good at doing as a father. For example, fathers shared their proficiency in being a "provider," "protector," "teacher," or a disciplinarian. The

range of parenting styles described by fathers in my study are consistent with the diversity of fatherhood roles described in fatherhood research such as the provider role (e.g., breadwinner), secondary parent role (e.g., helping with caregiving), shared caregiver role (e.g., equally sharing in coparenting duties), and task based roles (e.g., disciplinarian, nurturer; Lamb, 2000). When some fathers perceived themselves as less than “perfect” fathers, they described what they needed to improve on to meet this expectation. For example, one father stated that he is a “good” father close to becoming a “perfect” father. When he elaborated on what would bring him closer to being a perfect father, he said: “financially I’m almost there.” Fathers’ perceptions of themselves are closely aligned with responsible fathering rhetoric around responsibility and meeting expectations. For example, fathers described themselves in terms of their ability to be a “responsible father” (i.e., a “great” or “good” responsible father) and what measure of responsible fathering expectations they were using to assess themselves (e.g., ability to financially or emotionally support their child).

### ***Applicability of the Resource Theory of Fathering***

There are two critical components of resources within the RTF that explain father-child relationships among Black fathers in extended foster care. First, the availability of resources can help or harm fathers. For example, greater or stronger resources may be more useful than fewer or weaker resources. Second, fathers face risk factors that may affect their resources and vice versa. For example, risk factors may affect the availability or strength of resources available to fathers, thereby affecting fathers’ lived experience and relationships with their children. Conversely, the availability of fathers’ resources may affect their ability to be resilient in the face of risk, affecting fathers’ lived experience and relationships with their children. Ultimately, risk and resources have a two-way relationship (i.e., risk affects resources, resources affect risk). However, the RTF does not explain how institutions (e.g., child welfare) affect father-child relationships among Black

fathers in extended foster care. For example, the RTF does not consider how the foster care system acts as a corporate grandparent, shapes fathering identity formation, arranges institutional relationships, contributes to institutional racism, and how these institutional factors affect father-child relationships among Black fathers in extended foster care.

## **Resource Management Among Black Fathers in Extended Foster Care**

### ***Service Availability***

Fathers shared four types of services offered by the foster care system. These services centered on helping fathers meet their fatherhood obligations. For example, services focused on helping fathers meet their child's needs (e.g., education and employment assistance) and sharing parenting duties with the child's mother (e.g., parenting and coparenting services). Some fathers found these services to be helpful. They helped them fulfill their provider roles (e.g., providing money and items for children) and meet fatherhood expectations (e.g., services strengthening parenting skills and managing coparenting). However, some fathers did not find the foster care system's services to be useful. For example, some fathers thought that the foster care system's services and information were mother-focused. In addition, for non-resident fathers, some of the services (e.g., Safe to Sleep) were only relevant to resident fathers who lived with their children. Interestingly, fathers did not describe being offered services centered on the father. For example, fathers were not offered services that focused on fatherhood, paternal roles, paternal identities, paternal self-efficacy, and post-natal paternal health.

### ***Service Support***

Fathers in my study identified ways that the foster care system prepared them to be the fathers they aspired to be. Fathers shared two types of this kind of support: tangible and informational. Tangible support included goods (e.g., money, clothing, food) and services (e.g., Safe to Sleep, access to donated items) that the foster care system provided

to fathers to help them care for their children. Informational support included parenting advice (e.g., how to parent their children) and messages of support (e.g., motivation to parent their children) from foster care workers that fathers found helpful in navigating fatherhood. Some fathers were suspicious of the information they received since they were coming from White female caseworkers. Other fathers did not receive any fatherhood or parenthood information from the foster care system. It is important to note that services described by fathers in my study are resources similar to those found in studies on young fathers non in foster care (e.g., Buckelew et al., 2006; Reeves et al., 2009).

### ***Applicability of the Resource Theory of Fathering***

The RTF explains how Black fathers in extended foster care manage resources for fathering. For example, the RTF states that resource management is fathers' leveraging of resources to "promote protective factors, engage resilience processes, and use resources at their disposal to facilitate processes related to fathering" (Palkovitz & Hull, 2018, p. 189). The RTF explains that fathers' resource management variations can improve their life experience and positively affect the father-child relationship. However, the RFT explains this for fathers generally. The theory does not explain if or how resource management operates for fathers in foster care. Fathers in foster care have life experiences that differ from their non-foster care peers. For example, fathers in care who have experienced abuse or neglect (i.e., that was reported and required out-of-home care) may have more difficult transitions to fatherhood than fathers who have not experienced maltreatment. The experience of maltreatment and family separation can lead to mental health issues, weakened social ties, and difficulties in education and employment. The resource management domain of the RTF does not account for the unique lived experiences of Black fathers in extended foster care. However, the transition to adulthood for youth in foster care (TTAYFC) conceptual framework explains how foster care resources and case management to help Black fathers in extended foster care obtain and deploy resources that

can be leveraged in fatherhood.

## **Personal Resources Among Black Fathers in Extended Foster Care**

### ***Role Subscriptions***

Regarding the conceptualization of the term “father,” fathers defined the term using language affixed to fatherhood roles and responsibilities. Fathers associated the term “father” with the language used to describe a father’s role as a provider. For example, fathers used words like “responsibility” and “provide.” Fathers also described the term “father” in the tasks a father must provide for his child. For example, fathers made statements about what a father must do, such as “you got to be around” and “you got to love your kid.” Other statements about the term “father” included descriptions of a father’s duty to provide financial and emotional support to his children. Fathers in my study also described the term “father” in the context of a father’s role compared to a mother’s role. For example, one father stated that “the father protects and provides and the mother nourishes.” These findings are consistent with other role subscriptions found in studies of young Black fathers (e.g., Hammond et al., 2011; Paschal et al., 2011). Interestingly, none of the descriptions of fathers provided for the term “father” were father-centered. Instead, the conceptualizations were either child-centered (e.g., a father’s role or responsibility to his child) or mother-centered (e.g., a father’s role vis-à-vis the child’s mother’s role).

### ***Applicability of the Resource Theory of Fathering***

The RTF explains role subscriptions fathers’ in my study described as personal resources. For example, the RTF explains that fathers’ attributes (e.g., race, age, education, identity) shape fatherhood directly (Palkovitz & Hull, 2018). One important resource that can significantly influence fatherhood is fathering identity (Degarmo, 2010; Habib, 2012; Pasley et al., 2014). The RTF explains that fathering identity is a crucial resource associated with fathers’ abilities and experiences (Palkovitz & Hull, 2018).

However, the RTF does not consider how the formation of fathering identities may also be a resource. The formation of fathering identity among Black fathers in extended foster care is complex. The complexity arises in how Black fathers in extended foster care form their fathering identity concerning their foster youth identity. Further theorization is needed to explain how fathering identity formation can be a resource within the RTF.

## **Interpersonal Resources Among Black Fathers in Extended Foster Care**

### ***Parental and Extended Family Support***

In my study, fathers who shared that they gained knowledge about fatherhood alone obtained this knowledge in two ways. One way was to teach themselves about fatherhood. Some fathers shared that they obtained knowledge about fatherhood from teaching themselves or figuring it out themselves. For example, fathers described learning about fatherhood by “my own knowledge,” “teaching myself along the way,” and “feel[ing] my way through.” Another way fathers reported learning about fatherhood was from observing other people parent children. Some fathers described learning how to be a father by observing family members parenting children, male friends raising children, or random fathers caring for children in public. When considering learning about fatherhood from family members, many of the fathers shared that they gained fatherhood knowledge through parental absence and family hardship. In terms of parental absence, most fathers stated that they learned to be a father in their own father’s absence. Descriptions of learning fatherhood through father absence like “I kind of teach myself a lot based off the fact of my father wasn’t there” and “you learn how to be a better father and how to be their for your child instead of running out on life when things get tough” were prominent among fathers in my study. Interestingly, fathers who learned about fatherhood through family hardship shared similar experiences of father absence. Put another way, fathers who shared experiences of learning about fatherhood through family hardship identified an absent or infrequently involved father that contributed to that hardship. For example,

fathers who stated they learned about fatherhood from family adversity used statements such as “my dad ... he never came and got us” and “my dad ... he wasn’t really there” in their responses. Many of the fathers’ responses who gained fatherhood knowledge through parental absence or family hardship ended with a statement about not wanting to put their children through the same experience. Statements fathers made about not being like their fathers included language like “instead of running out on life when things get tough,” “not have that for my [child],” and “why you want to be called a deadbeat and follow your father footsteps.”

### ***Social and Community Support***

Fathers who did learn about fatherhood from family shared that they gained fatherhood knowledge through family presence and family support. For example, fathers shared that they gained fatherhood knowledge from family members directly (e.g., watching a family member parent) or indirectly (e.g., a family member speaking to them about being a father). There are two important details about these ways of learning about fatherhood from family members: source and content. First, the source of this fatherhood information was most often provided by women. Fathers most frequently reported learning about fatherhood from paternal mothers, grandmothers, and aunts. Second, the content of fatherhood knowledge gained from family members usually centered on a father’s role or responsibility to his child. Few messages were father-centered.

### ***Applicability of the Resource Theory of Fathering***

The RTF explains how interpersonal relationships between Black fathers in extended foster care and their parents, extended family, and peers are resources in learning Black fatherhood. The RTF explains that fathers’ interpersonal resources are an essential part of the theory since relationships with others predict key outcomes in fatherhood. For example, fathers’ relationships with paternal parents, extended family, children’s mother (Fagan Palkovitz, 2011; Feinberg, 2003), and peers (e.g., Doherty et. al., 1998) have been



associated with differing patterns of fathering (Palkovitz & Hull, 2018). The RTF explains these relationships as resources that fathers' can leverage in fatherhood. For example, relationships between fathers and their families are resources that fathers may draw from when they need parental support, fatherhood guidance, or child care. Positive relationships may lead to increased or more robust resources. Alternatively, negative relationships may decrease or weaken resources. The RTF appears to be a good fit for Black fathers in extended foster care since most fathers in my study reported leveraging relationships with family members as a resource to learn about fatherhood. Additionally, fathers in my study mentioned relationships with their children's mothers and peers. According to Palkovitz and Hull (2018), these types of relationships are sources of resources that fathers in care can leverage. However, relationship types and qualities unique to fathers in foster care are not accounted for in RTF. For example, the RTF does not account for institutionally formed artificial relationships (e.g., relationships the foster care creates between Black fathers in extended foster care and non-relative foster parents, caseworkers, group home staff) can be a resource for Black fathers in extended foster care.

## **Contextual Resources Among Black Fathers in Extended Foster Care**

### ***Parenting Status***

Fathers shared thoughtful insight into how the foster care system can improve the lived experience of Black fathers in extended foster care. These insights were conveyed through fathers' advice for caseworkers serving fathers in care, advice for other fathers in care, and reflections on their lived experiences as fathers in care. Fathers' advice for caseworkers included more fully understanding the lived experiences and emotional needs of fathers in care. Fathers' advice for other fathers in foster care included taking advantage of parenting services and supports before access is lost when they age out of care. In terms of self-reflections, fathers in my study reflected on how the foster care system shaped their lived experiences. For example, fathers reflected on how the foster care system made

fatherhood more difficult. However, fathers reflected on how they demonstrated resilience when faced with adversity from the foster care system. Many fathers remained deeply involved in their children's lives despite obstacles and barriers in the foster care system.

### ***Applicability of the Resource Theory of Fathering***

The RTF explains how Black fathers in extended foster care's parenting status can be a contextual resource. For example, in describing the resources of fathers in RTF, Palkovitz and Fagan state, "men in different social addresses, developmental statuses, and situational confluences have vastly different bio-psycho-social-spiritual resources and differential ability to deploy and manage their resources" (2021, p. 145). Palkovitz and Fagan argue that fathers in diverse social, environmental, and developmental contexts have varying resources and abilities to leverage those resources. Palkovitz and Fagan then go on to say that "risk is distinctive for fathers who experience different intersections of race, class, culture, age of child, status of fathering context (e.g., residential versus non-resident), employment, neighborhood, and so on" (2021, p. 145). Palkovitz and Fagan mean by this statement that fathers across different demographics and fatherhood characteristics have distinct risks. Put together, Palkovitz and Fagan build the argument that risk has the potential to affect the resources of fathers differently, and fathers with varying resources can mitigate risk differently. Palkovitz and Fagan highlight the effects of racism in fathers' lived experiences when they state "pervasive effects of racism in America exacerbate the strain that fathers experience in fulfilling the provider role" (p. 146). The RTF adequately explains how racism can affect fathers' resources in this capacity. However, the RTF does not account for how historical racism within the child welfare institution affects Black fathers in extended foster care.

## CHAPTER 7

### CONCLUSIONS AND RECOMMENDATIONS

In Chapter 6, I discussed my data analysis in the context of existing fatherhood research and the RTF. In this final chapter, I discuss the limitations and implications of my study. Finally, I conclude by providing recommendations for future research, policy, and practice with Black fathers in extended foster care.

#### **Limitations**

Before discussing my conclusions and recommendations, it is essential to discuss the limitations of my present study. First, convenience sampling limits my findings to Black fathers in foster care who have a child known to the foster care system, engage with their caseworker, and had recent contact with their caseworker. Second, my recruitment strategy through workers limits my findings to fathers who had a caseworker who read my recruitment email and participated in the recruitment process. Third, only two fathers participated in the second interview, limiting the level of rigor regarding member checking. Notwithstanding these limitations, my study offers valuable insights into the preparedness, experiences, and needs of Black fathers in extended foster care, which have important implications for foster care systems serving this population.

#### **Implications**

Preparing young Black fathers in extended foster care for fatherhood is an essential task for the child welfare system. This task serves as an opportunity for a state, as a corporate parent, to provide Black fathers in extended foster care with crucial support. Namely, services to be more involved in their children's lives, keep their children safe from maltreatment, and positively influence their children's life course outcomes. However, the child welfare system faces three critical problems in this task. For example, the efforts of the foster care system to prepare young Black fathers for fatherhood are obscure, the

experiences of fathers in care are relatively unexamined, and the needs of young fathers in care are unclear. In order to understand how the child welfare system can prepare young Black fathers in extended foster care for fatherhood, we first need to understand the preparedness, experiences, and needs of Black fathers in extended foster care. However, research on the preparedness, experiences, and needs of Black fathers in extended foster care is limited in three ways. First, studies of parenting foster youth overwhelmingly focus on mothers in foster care. Given that motherhood in foster care differs from fatherhood in foster care in many important ways (e.g., availability of targeted services, residency status, gendered expectations), existing research does not adequately shed light on fatherhood in foster care. Second, few studies on parenting foster youth examine racial subgroup differences among parents in care. The lack of information on subgroup differences by race makes it difficult to ascertain how historical contextual factors (e.g., racism, discrimination, disproportionality) affect Black fathers in extended foster care. Third, while there has been much research on young Black fathers generally, that research has not focused on Black fathers in extended foster care. Placement into foster care creates conditions (e.g., family separation, foster care history, and placement restrictions) that may uniquely affect Black fathers in extended foster care. My dissertation seeks to investigate the preparedness, experiences, and needs of Black fathers within the context of the foster care system.

Regarding services, findings from my study provide implications for how child welfare systems engage Black fathers in extended foster care. The precise role of the child welfare system in supporting young fathers in care is unclear. Child welfare and foster care systems must acknowledge that corporate parenting needs to extend to corporate grandparenting for fathers in care and their children. Fathers in my study identified many barriers to parenting their children that were unique to being in foster care. A key policy priority should be implementing policies that provide normalcy around young fatherhood and accommodate children. Fathers in my study stated that some services they received

seemed prescriptive and did not match their specific needs. Additionally, engaging fathers in extended foster care will take different approaches than engaging mothers in extended care. Therefore, services should be tailored to these unique differences. This finding suggests several courses of action, including inquiring into services fathers need, tailoring services accordingly, and delivering services appropriate to fathers' parenting status (e.g., resident or nonresident). Given that fathers identified navigating different foster care system entities, collaboration is needed between agencies, providers, and courts to ensure father-focused support is available to Black fathers in extended foster care.

Concerning research, my study findings suggest several courses of action for future research on Black fathers in extended foster care. To begin with, future fatherhood and child welfare research must take a nuanced approach to study fathers in extended foster care, particularly racial and ethnic minority fathers. This research should include investigations into the multiple components, interrelated processes, and interacting factors of fatherhood in foster care. For example, future research is needed to understand the transition to fatherhood, father identity, father involvement, personal attributes, interpersonal relationships, coparenting, father-child relationships, generative fathering, and contextual and community factors affecting fathering among fathers in foster care. Child welfare agencies must improve administrative data collected for fathers in foster care to conduct better research. Agencies need to find better ways to track fathers in care and collect data on involvement. Research also needs to focus on fathers' unique outcomes and experiences in care, including factors uniquely affecting racial and ethnic minority fathers. Agencies must also improve recording and tracking data on efforts to engage fathers in care in services. Further research is also needed to understand how fathers in foster care engage other social systems and the effects of this engagement. For example, research is needed to understand how paternity establishment by fathers in foster care retains paternal rights but imposes aggressive child support enforcement that may make the transition to fatherhood

and adulthood more difficult. Until more research is conducted on fathers in care, we must rely on related research (e.g., research on young Black fathers) to guide practice and policy.

In terms of policy and practice, my findings suggest that several important changes need to be made by child welfare and foster care systems to better serve Black fathers in extended foster care. An important first step is to abandon the problematic responsible fathering model (RFM) and adopt the resource theory of fathering (RTF). The RTF presents an ideal shift in understanding fathers' roles and contributions. The RTF leverages current fatherhood research acknowledging diverse fathering roles and growing contributions fathers make in their children's lives. The RTF expands fatherhood beyond what a father provides to his child or child's mother. The RTF expands fatherhood to include a father's lived experience (e.g., emotions, cognitions, and behaviors), diverse roles, and varying contributions to his children (Palkovitz & Hull, 2018). When compared to the RFM, the RTF presents a comprehensive understanding of the diverse roles and contributions to children among Black fathers in extended foster care. This deeper understanding makes the RTF an ideal theory to guide the foster care system in serving Black fathers in extended foster care. While the RTF explains many findings in my study, there is one core dimension of Black fatherhood in extended foster care that the theory fails to account for—fathering in the context of an institutional setting (i.e., the child welfare and foster care systems).

## **Recommendations**

Foster care systems must focus on improving the lived experience of Black fathers in extended foster care who are parenting within an institutional setting. Towards this end, I provide recommendations for future research, practice, and policy with Black fathers in extended foster care in the context of their lived experiences, father-child relationships, resource management, personal resources, interpersonal resources, and contextual resources.

### ***Enhance the Lived Experience of Black Fathers in Extended Foster Care***

Future research should explore how the RTF can account for the lived experiences of Black fathers in institution setting (i.e., child welfare) to enhance the lived experience of Black fathers in extended foster care. For example, institutional theory may be engaged to theorize how the RTF can be extended for Black fathers in extended foster care.

Institutional theory explains that institutions, such as child welfare, are social structures with processes that shape social behavior by reproducing values, norms, and roles of the dominant group (W. R. Scott, 2013). This process may be seen in child welfare by examining a state's corporate parenting role. The responsibility of a state, as a corporate parent, is to provide support to its children (i.e., foster youth) and share parenting duties with the other parent (i.e., foster parents). Interestingly, a state's corporate parenting duties are similar to "responsible fathering" expectations the child welfare institution holds for Black fathers in extended foster care. This may be interpreted as the child welfare institution imposing rigid corporate parenting roles on fathers in care, thereby reproducing dominant values, norms, and roles associated with a "provider" to fathers in care. The reproduction of a dominant provider role may be translated directly to fathers (i.e., child welfare institution imposes the provider role on fathers). Alternatively, the dominant provider role may be translated directly to fathers indirectly (i.e., fathers associate their provider role with the child welfare system). Both alternatives must be considered to extend the RTF to Black fathers in extended foster care. Further theorizing is needed to explain how lived experiences of fathers in institution settings may be affected by reproductions of dominant parenting values, norms, and roles. In terms of policy and practice, efforts should be made to help Black fathers in extended foster care be the fathers they aspire to be. For example, policies and practices may be designed to respond to the lived experiences of racially and ethnically diverse fathers in foster care. These efforts could include being empathetic to fathers experiencing racial trauma, commitments to empower

marginalized fathers, and awareness of assumptions, prejudices, and biases held against racial and ethnic fathers in foster care.

***Promote Father-Child Relationships for Black Fathers in Extended Foster Care***

In terms of directions for future research focused on promoting father-child relationships among Black fathers in extended foster care, further work could explore how the RTF can help the foster care system identify and strengthen resources that will benefit relationships between fathers and their children. Investigations into how the foster care system acts as corporate grandparent, shapes fathering identity formation, arranges institutional relationships, and contributes to institutional racism would be useful in understanding how these factors affects father-child relationships among Black fathers in extended foster care. Concerning policy and practice, strengths-based approaches should be leveraged to strengthen father-child relationships among Black fathers in extended foster care. This begins with designing policies and procedures demonstrating that father-child relationships are central to fathering. Furthermore, policy and practice efforts should engage Black fathers in extended foster care as vital support in their children's lives. Black fathers' involvement in their children's lives has the potential to promote positive social, emotional, and cognitive outcomes for their children. However, fathers in my study identified foster care obstacles and barriers that made it challenging to be a father. Child welfare and foster care practice and policy must improve to enhance the lived experience of fathers in foster care, the relationships they have with their children, and their available resources. The foster care system must move on from the responsible fathering model (RFM) ideology and embrace a resource theory of fathering (RTF). The RFM holds expectations of young fathers that are unrealistic for any father. For example, the expectation of waiting to have a child until a father is economically and emotionally prepared is unrealistic for even older fathers with more resources. Are parents ever financially and emotionally prepared to have children? If so, what is the standard of



measurement, and who gets to say that these prerequisites are met? Are accommodations made to these prerequisites in light of contextual factors (e.g., institutional racism) limiting a father's economic and emotional readiness? Even if the foster care system can make these determinations, there is little evidence that efforts are being made to address the unique needs of Black fathers in extended foster care.

### ***Expand Resource Management for Black Fathers in Extended Foster Care***

While the RTF explains how fathers' management of resources is vital in obtaining and employing resources among fathers in the general population, future research should explore how existing resources available to foster care youth can serve as expanded resources for Black fathers in extended foster care. For example, it will be essential to explore the potential layering of the transition to adulthood for youth in foster care (TTAYFC) conceptual framework on top of RTF. The TTAYFC explains that foster youths' characteristics, developmental assets, and related outcomes can be resources managed to make the transition to adulthood easier. These resources exist in the RTF. However, the TTAYFC contains one resource missing from the RTF—the foster care system. The TTAYFC explains that the foster care system can be a resource in two ways. First, the foster care system can provide foster youth with services to help them live independently, build social capital, obtain material resources, and improve related life outcomes. Second, the foster care system can help foster youth make lasting connections with responsible adults who may be a resource after youth leave care. These two resources (i.e., independent living and informal supports) center on resource management. For example, services centering on independent living and informal support can be mechanisms for managing resources. The RTF can incorporate the TTAYFC's foster care domain to expand resource management for Black fathers in extended foster care. Future research should investigate how the layering of TTAYFC on top of the RTF can develop resource management for Black fathers in extended foster care and complement resources available

to fathers in the general population. Future foster care policy and practice should provide specialized case management for Black fathers in extended foster care. These efforts could help Black fathers in extended foster care manage resources such as access to pre-/postnatal health services, pediatric child health care, safe childcare, and community-based parenting support.

### ***Improve Personal Resources of Black Fathers in Extended Foster Care***

Future research should attempt to identify characteristics of Black fathers in extended foster care that serve as resources in fathering and how the foster care system may be affecting fathers' personal resources. For example, research can investigate how the fatherhood identity of Black fathers in extended foster care can be a personal resource. Identity theory formation explains that individuals comprise many identities. These multiple identities are structured by role relationships and organized into a salience hierarchy. Some identities are more prominent in an individual's sense of self in this hierarchy. For example, how fathers perceive themselves as fathers (i.e., identity status), their fathering role (i.e., identity role), and how important the fathering role is (i.e., identity prominence) forms fathers' fathering identity. Future studies can explore how the foster care system influences the formation of fathering identity through policies for and interactions with fathers in care. For example, the foster care system states that fathers in foster care must report expectant and living children to their caseworkers. When fathers report their children to ILDCFS, the father's caseworker must complete an Unusual Incident Report (UIR). ILDCFS policy on reporting children of youth in foster care states that the "Permanency Worker shall complete a CFS 119, Unusual Incident Report Form upon learning that a child in his/her caseload is pregnant." This policy and related procedures demonstrate how ILDCFS views fathers in care. For example, the policy is written in gendered language incompatible with expectant fathers in care (e.g., fathers who have impregnated a female), even though the policy language is sensitive to the gender of

the caseworker. The incompatible gendered language used in ILDCFS policy may influence fathering identity by signaling that fathers' status is unimportant and fathers' roles as irrelevant. Additionally, fathers are given the message that their experience of getting a female pregnant or fathering a child is abnormal and dangerous. The idea that being a father in foster care is abnormal is conveyed when their caseworker meets with fathers in care to collect information for the UIR that clearly states in the title that the father's actions are "unusual" and the event is an "incident." Furthermore, in virtue of requiring the completion of a UIR, ILDCFS is categorizing fatherhood in foster care as a dangerous event that must be reported at the level of other critical incidents, such as abuse, neglect, death, sex trafficking, and suicide attempts. Messages in ILDCFS policy that flag fathering identities as "unusual" and "dangerous" may impact how prominent fathers in care perceive their fathering identity in relation to other competing identities. The negative messages conveyed by the foster care system have the potential to complicate the formation of fathering identity and affect its usefulness as a resource. Future foster care policies and practices must be sensitive to how gendered language may convey negative messages that ignore or devalue fatherhood, degrading fathering identity as a resource.

### ***Increase Interpersonal Resources for Black Fathers in Extended Foster Care***

Further studies are needed to determine how artificially created foster care relationships may increase available interpersonal resources among Black fathers in extended foster care. For example, research leveraging symbolic interaction theory could explore how the foster care system shapes fatherhood for Black fathers in extended foster care. Symbolic interaction theory explains that an individual's motivations and perspectives are based on interpretations reinforced or discouraged through social interactions. These interactions occur through an interpretative process where messages and meanings are continually negotiated, and conceptions of self are constantly changing (Cooley, 2017; DeGarmo, 2010). In learning about fatherhood, relationships fathers' have

with others can be a resource for obtaining information about fatherhood. For example, relationship interactions between fathers and their families can be how Black fathers in extended foster care learn to be fathers. Furthermore, family members' approval or disapproval of a father's parenting behaviors can symbolize how he learns to be a father. Close and engaged relationships may likely lead to meaningful and frequent social interactions, which, in turn, stably shape fatherhood over the life course. Most relationships fathers' have with people listed in the RTF (e.g., father's parents, extended family, friends, child's mother) develop organically, freely, and endure over time. However, fathers in foster care would have likely had these types of relationships severed or weakened when they were separated from their families of origin and placed in out-of-home care. While fathers' may maintain relationships they had before they entered care, the foster care system would have created artificial relationships after the young men entered care. For example, the foster care system would have institutionally constructed relationships between fathers in care and their corporate parents, caseworkers, residential care staff, non-relative caregivers, non-relative foster care siblings, and placement foster youth. The foster care system's relationships for fathers in care are manufactured, contracted, and semi-permanent relations. I recommended that further research be undertaken to understand how the RTF may be extended to Black fathers in extended foster care who have institutionally constructed relationships differing from relationships currently described in the RTF. Future policy and practice must acknowledge that relationships the foster care system arranges for fathers in care are time-limited resources, ceasing when the father exits foster care. Therefore, the foster care system must make concerted efforts to connect Black fathers in extended foster care with community-based resources and family supports that can be leveraged upon exiting foster care. This includes connecting Black fathers in extended foster care to national and local fatherhood programs and identifying family and peer supports.

### ***Explore Contextual Resources Affecting Black Fathers in Extended Foster Care***

Further research is required to adequately understand contextual resources affecting Black fathers in extended foster care. One significant contextual resource to understand is race. On the one hand, racial pride may serve as a resource for Black fathers in extended foster care. On the other hand, anti-Black racism has a potentially harmful effect on Black fathers' lived experience in extended foster care. One possible area of future research, leveraging critical race theory (CRT), would be to investigate how historical racism within the child welfare institution affects Black fathers in extended foster care. Core tenets of CRT provide principles that can be used to understand how racism affects the lived experience of Black fathers in extended foster care. As it relates to families of color, CRT explains how race is: (1) a central component of social institutions and families; (2) institutionalized and imbedded in racialized social systems; (3) reproduced in social systems through social practices; and (4) socially constructed phenomena continually being revised (Burton et al., 2010). Institutional racism influences the child welfare system when policies adversely affect families of color, practices disproportionately separate children of color from their families, and workers' interactions with families of color are driven by the racist norms of the institution (R. B. Hill, 2004). Institutional racism in the child welfare system has been associated with disproportionate rates of child removal, increased surveillance, race-based mistreatment, and unfair judgment among families of color (Coakley, 2008; Merritt, 2021; O'Donnell et al., 2005). Research has also demonstrated that Black fathers in the child welfare system face lower levels of system engagement, negative race-based stereotypes, and lower rates of child reunification when compared to mothers (Coakley et al., 2014; Coakley et al., 2018; O'Donnell, 1999). Furthermore, institutional racism in child welfare also affects the parenting and coparental relationships among fathers of color. For example, Lemmons and Johnson (2019, p. 95) argues that in institutions, such as the child welfare system, "institutional racism [...] and the historically strained and distrusting

relationship between Black men and systems of government [...] often lead to conflict, tension, and adversarial couple and parental relationships” (p. 95). In terms of foster care policy and practice, efforts to understand how institutional racism within child welfare impacts policies and practices with Black fathers in extended foster care. For example, Black fathers in extended foster care experience an interesting paradox not accounted for in the RTF. The paradox is that the child welfare system which operates under institutional racism is the same system that must protect Black fathers in extended foster care from the effects of institutional racism. For example, in terms of parenting services, the child welfare system must provide parenting services for fathers in foster care who are parenting under conditions of institutional racism. Paradoxically, the child welfare system contributes to the conditions of institutional racism that Black fathers in extended foster care must parent. In this sense, the foster care policies and practices must make efforts to address how a child welfare system (i.e., a historically racist institution; see R. B. Hill, 2004; Merritt, 2021; Pon et al., 2011; Stephens, 2022; Wells et al., 2009) may simultaneously be a risk factor affecting the resources of Black fathers in extended foster care as well as a resource mitigating the effects of institution racism on Black fathers in extended foster care.

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**APPENDIX A:**  
**APPROVALS, AMENDMENTS, AND CONTINUING REVIEWS**

I obtained institutional review board (IRB) approval to conduct this study from the Illinois Department of Children and Family Services (ILDCFS), University of Chicago Crown Family School of Social Work, Policy, and Practice formerly the School of Social Service Administration (UC-SSA/Crown), and Ulrich Children’s Advantage Network/Teen Parenting Service Network (UCAN/TPSN). For ILDCFS, I did not need to obtain consent of the ILDCFS Guardianship Administrator, ILDCFS Consent Unit, or other legal guardian(s) of the participants since the minimum age to participate in this study is 18<sup>1</sup>). Since participants in this study will be between the ages of 18 to 21, I only needed to obtain their (non-minor ward) consent to participate in this research study.

The original study was approved by the UC-SSA/Crown IRB on April 11, 2020 (IRB19-1783) and by the ILDCFS IRB on April 28, 2020. Approval of UCAN/TPSN was provided to expire when the ILDCFS IRB expires. The expiration date of the original study was April 4, 2021. Amendment I was approved by the UC-SSA/Crown IRB on August 2, 2020 (IRB19-1783-AM001), by the ILDCFS IRB on August 25, 2020, and written approval to partner with UCAN/TPSN on initial recruitment as outlined in the amendment on July 13, 2020. Amendment II was approved by the UC-SSA/Crown IRB on January 10, 2021 (IRB19-1783-AM002), by the ILDCFS IRB on January 26, 2021, and written approval to partner with UCAN/TPSN on initial recruitment as outlined in the amendment on December 10, 2020. I will outline both amendments in the next section. The first Continuing Review approval was approved by the UC-SSA/Crown IRB on March 11, 2021 (IRB19-1783-CR001), by the ILDCFS IRB on April 6, 2021 (letter miss-dated for January 26, 2021), and written approval to partner with UCAN/TPSN on initial

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1. According to the most recent Illinois ILDCFS IRB submission guidelines, “Investigators are responsible for obtaining consent to participate from all subjects who are 18 years of age” (Illinois ILDCFS Institutional Review Board Guidelines for Submission of Non-Medical Research Proposals, p. 1.

recruitment as outlined in the amendment on December 10, 2020 remained intact. The expiration date of the amended study was extended from April 4, 2021 to March 10, 2022. The second Continuing Review approval was approved by the UC-SSA/Crown IRB on February 9, 2022 (IRB19-1783-CR002), by the ILDCFS IRB on February 17, 2022, and written approval to partner with UCAN/TPSN on initial recruitment as outlined in the amendment on December 10, 2020 remains intact. The expiration date of the study was extended from March 10, 2022 to February 8, 2023.

### **Amendment 1: Clarification of Workers**

I submitted my first amendment to clarify recruitment procedures by adding caseworker types to the recruitment process. At the time this amendment was submitted and approved, I did not recruit any fathers into my study. In my approved UC-SSA/Crown IRB application, I stated that “potential participants will be recruited by their Teen Parenting Service Network (TPSN) worker” and make references to initial phases of recruitment being completed by a “TPSN worker.” However, I did not specify what type of worker within the Teen Parenting Service Network would be recruiting study participants nor did I specify specific recruitment roles. Therefore, I submitted this amendment to add the types of staff and caseworkers within the TPSN that will aid in participant recruitment and to specify their roles in the recruitment process. I added Ulrich Children’s Advantage Network (UCAN)/Teen Parenting Service Network (TPSN) administrative staff as well as TPSN caseworkers, Illinois Department of Children and Family Services (ILDCFS) permanency caseworkers, and ILDCFS contracted private agency purchase of service (POS) permanency caseworkers as the TPSN staff and workers that will help recruit participants for this study. I also clarified the responsibilities to include UCAN TPSN administrative staff to access the ILDCFS or TPSN database of TPSN fathers to email their TPSN/ILDCFS/POS caseworker regarding the study and to begin the first phase of recruitment. In terms of workers, I expanded language to include TPSN caseworkers,

ILDCFS permanency caseworkers, and POS permanency caseworkers in the recruitment of TPSN fathers on their caseload for this study.

The rationale for this change is due to how fathers are enrolled in the TPSN, how they are assigned caseworkers at TPSN intake, and the narrow definition for “TPSN worker” I used in my original IRB application. When a youth enters ILDCFS foster care they are assigned either a ILDCFS or POS caseworker. If a youth in ILDCFS foster care is identified as pregnant or parenting, they are automatically enrolled in the Teen Parenting Service Network. Once enrolled in the Teen Parenting Service Network, pregnant and parenting foster youth complete an intake process with the TPSN Intake Department and are assigned a caseworker within the broader Teen Parenting Service Network. Youth may be assigned to a UCAN TPSN caseworker or remain with their current ILDCFS or POS permanency caseworker. Therefore, TPSN fathers may either have a TPSN, ILDCFS, or POS caseworker. It is the TPSN, ILDCFS, or POS caseworker to the TPSN father who I was seeking help for recruit. In my original IRB application, I used the term “TPSN caseworker” to denote the worker who will be recruiting TPSN fathers on their caseload for this study. However, this narrow definition did not specify which of three worker types would be recruiting TPSN fathers for this study or may be interpreted as only the UCAN/TPSN caseworker recruiting TPSN fathers for this study. According to the latest released UCAN/TPSN report at the time, as of 6/30/2018, more ILDCFS/POS caseworkers (84%) than TPSN caseworkers (16%) were assigned at TPSN intake to provide case management to pregnant and parenting youth enrolled in the TPSN. Since the participant recruitment pool for my study was of TPSN fathers in ILDCFS care in Cook County, I needed to collaborate with TPSN, ILDCFS, and POS caseworkers with TPSN fathers on their caseload. This amendment clarified, expanded, and specified the addition of these three types of caseworkers within the TPSN who would recruit participant fathers for this study.



**Amendment 2: Recruitment Expansion** I am submitted my second amendment to expand recruitment across Illinois by removing “in Cook County” from the fifth eligibility criterion “In care of the Illinois Department of Children and Family Services (DCFS) in Cook County.” The revised amended fifth eligibility criterion was changed to “In care of the Illinois Department of Children and Family Services (DCFS).” My rationale for this amendment was due to the “Cook County” portion of the fifth eligibility criterion being severely limiting in two key respects. First, the sample of study eligible fathers within Cook County was low (20 fathers at the time of the amendment) in proportion to my original target sample size of 10–15 fathers. The eligible pool of 20 fathers was continuing to decline due to fathers not participating in the study, moving placement to another county, aging out of care, going on run from placement, and incarceration. Expanding the study outside of Cook County to across Illinois allowed me to interview more fathers across the state. Second, only interviewing fathers in Cook County did not allow me to compare their responses to fathers in other counties across Illinois. Expanding the study outside of Cook County to across Illinois allowed me to draw comparisons by region (e.g., urban vs. non-urban) and capture different foster care contact points (e.g., GALs vs CASAs) across the state.

At the time of this amendment and approval, two fathers had participated in my study. However, this did not prove an issue since existing partnerships, recruitment processes, study procedures, and administrative contacts at UCAN/TPSN remained the same. For example, UCAN/TPSN administration oversees all TPSN fathers across Illinois and already provided worker contact and support to their supervising workers across Illinois. I discussed this amendment with Stephanie Franklin (Senior VP of UCAN) and she reported that UCAN/TPSN welcomed and supported the expansion of the study to fathers across Illinois. Additionally, Ms. Franklin reported that this amendment change would be easy to replicate under the existing UC-SSA/Crown and ILDCFS IRB

agreements since UCAN/TPSN was already doing recruitment for one county. They would just replicate the approach for other counties across Illinois.

**APPENDIX B:**  
**APPROVAL LETTERS**

- B1. University of Chicago: Original Study Approval Letter (04-11-2020)
- B2. University of Chicago: Amendment 1 Approval Letter (08-02-2020)
- B3. University of Chicago: Amendment 2 Approval Letter (01-10-2021)
- B4. University of Chicago: Continuing Review 1 Approval Letter (03-11-2021)
- B5. University of Chicago: Continuing Review 2 Approval Letter (02-09-2022)
- B6. Illinois Department of Children and Family Services: Original Study Approval Letter (04-28-2020)
- B7. Illinois Department of Children and Family Services: Amendment 1 Approval Letter (08-25-2020)
- B8. Illinois Department of Children and Family Services: Amendment 2 Approval Letter (01-26-2021)
- B9. Illinois Department of Children and Family Services: Continuing Review 1 Approval Letter (04-06-2021)
- B10. Illinois Department of Children and Family Services: Continuing Review 2 Approval Letter (02-15-2022)
- B11. Ulrich Children's Advantage Network: Permission to Conduct Study Approval Letter (07-13-2020)



SSA / Chapin Hall Institutional Review Board (IRB)  
University of Chicago  
Chicago, IL 60637

### Notification of Initial Study Approval

**Date of Letter:** 4/11/2020

**Protocol** [IRB19-1783](#)

**Number/Submission**

**Link:**

**Type of Submission:** New Study

**Status:** Approved - Continuing Review Required

**Principal Investigator:** Waldo Johnson

**Protocol Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children and Family Services Care

**Meeting Date:** 3/11/2020

**Risk Level:** Minimal

**Consent Type:** Consent – Verbal/Oral Consent

**Authorization Type:** There are no items to display

**Vulnerable Wards**

**Populations:**

**Funding:** There are no items to display

**Protocol Review:** 46.108

**Approval Date:** 4/11/2020

**Expiration Date:** 4/10/2021

The IRB reviewed this study under the University of Chicago's Federal wide Assurance **FWA00005565**.

**Research Records:** The University of Chicago has record retention requirements, under Policy No. 2708, which can be found at <https://adminet.uchicago.edu/admincompt/finpolic/2708.shtml>, which University of Chicago personnel must follow. The federal human subjects regulations require investigators to retain records of IRB activities and certain other records frequently held by investigators for at least three years, and HIPAA authorization forms for at least six years after completion of the research study.

**Funding Changes:** It is the principal investigator's responsibility to notify the IRB if a study's funding status changes. If the study receives external funding at any point, you must notify the IRB. Funding can alter review requirements.

**Amendments:** It is the Principal Investigator's responsibility to submit any modifications to this research protocol or materials pertaining to the study must be submitted for review and granted IRB approval prior to implementation except in cases when such changes are needed to prevent immediate harm to research participants. Most amendments are reviewed in the same manner that the project was initially reviewed, exempt, expedited or full committee.

**Adverse Event:** All research-related adverse events or unanticipated other problems occurring in the course of the protocol must be reported to the IRB as soon as practicable or within ten (10) days following the event, whichever is earlier.

**Continuing Review:** The IRB maintains ongoing review of all projects involving human subjects or analysis of human subjects data at continuing intervals. The project must go through an annual review in the same manner that it was initially reviewed either expedited or full unless the IRB judged it to be given another review type.

**Closure of Study:** If a project has been completed or is no longer active, please complete a continuing review application for termination and completion approval or contact our office to withdraw or terminate the study.

**Research Policies:** The study personnel agree to abide by all University of Chicago or Chapin Hall research policies including, but not limited to, the policies on data use agreements, responsible conduct in research, conflict of interest, training and education, and maintenance of project data/materials as required.

If you have any questions, you may call our office at (773) 834-0402 or email us at [ssairb@uchicago.edu](mailto:ssairb@uchicago.edu). The current SSA/CHC IRB policies and procedures are available at <http://www.ssa.uchicago.edu/institutional-review-board>



SSA / Chapin Hall Institutional Review Board (IRB)  
University of Chicago  
Chicago, IL 60637

### Notification of Expedited Amendment Approval

**Date of Letter:** 8/2/2020

**Protocol** [IRB19-1783-AM001](#)

**Number/Submission**

**Link:**

**Type of Submission:** Amendment

**Status:** Approved

**Principal Investigator:** [Waldo Johnson](#)

**Primary Contact:** Justin Harty

**Protocol Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children and Family Services Care

**Risk Level:** Minimal Risk

**Consent Type:** Informed Consent Types

Written Consent

Signed consent waived

**Authorization Type:** There are no items to display

**Vulnerable** Wards 18+

**Populations:**

**Funding:** There are no items to display

**Protocol Review:** Full Committee Protocol, minor amendment under 46.110

**Approval Date:** 8/2/2020

**Amendment Details:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois DCFS Care - Amendment

The above-referenced amendment was approved by the IRB.

**Research Records:** The University of Chicago has record retention requirements, under Policy No. 2708, which can be found at <https://adminet.uchicago.edu/admincompt/finpolic/2708.shtml>, which University of Chicago personnel must follow. The federal human subjects regulations require investigators to retain records of IRB activities and certain other records frequently held by investigators for at least three years, and HIPAA authorization forms for at least six years after completion of the research study.

**Funding Changes:** It is the principal investigator's responsibility to notify the IRB if a study's funding status changes. If the study receives external funding at any point, you must notify the IRB. Funding can alter review

requirements.

**Amendments:** It is the Principal Investigator's responsibility to submit any modifications to this research protocol or materials pertaining to the study must be submitted for review and granted IRB approval prior to implementation except in cases when such changes are needed to prevent immediate harm to research participants. Most amendments are reviewed in the same manner that the project was initially reviewed, exempt, expedited or full committee.

**Adverse Event:** All research-related adverse events or unanticipated other problems occurring in the course of the protocol must be reported to the IRB as soon as practicable or within ten (10) days following the event, whichever is earlier.

**Continuing Review:** The IRB maintains ongoing review of all projects involving human subjects or analysis of human subjects data at continuing intervals. The project must go through an annual review in the same manner that it was initially reviewed either expedited or full unless the IRB judged it to be given another review type.

**Closure of Study:** If a project has been completed or is no longer active, please complete a continuing review application for termination and completion approval or contact our office to withdraw or terminate the study.

**Research Policies:** The study personnel agree to abide by all University of Chicago or Chapin Hall research policies including, but not limited to, the policies on data use agreements, responsible conduct in research, conflict of interest, training and education, and maintenance of project data/materials as required.

If you have any questions, you may call our office at (773) 834-0402 or email us at [ssairb@uchicago.edu](mailto:ssairb@uchicago.edu). The current SSA/CHC IRB policies and procedures are available at <http://www.ssa.uchicago.edu/institutional-review-board>

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SSA / Chapin Hall Institutional Review Board (IRB)  
University of Chicago  
Chicago, IL 60637

### Notification of Amendment Approval

**Date of Letter:** 1/10/2021  
**Protocol** [IRB19-1783-AM002](#)  
**Number/Submission**  
**Link:**  
**Type of Submission:** Amendment  
**Status:** Approved  
**Principal Investigator:** [Waldo Johnson](#)  
**Primary Contact:** Justin Harty  
**Protocol Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children and Family Services Care  
**Risk Level:** Minimal Risk  
**Consent Type:** Written consent,  
Waiver of signed consent  
**Vulnerable Children, Wards**  
**Populations:**  
**Funding:** There are no items to display  
**Protocol Version:** There are no items to display  
**Approval Date:** 1/10/2021  
**Amendment Details:** Fatherhood in Foster Care: Black Fathers Aging out of IL DCFS Care (Amendment 2 - State Criterion)

The above-referenced amendment was approved by the IRB.

If you need assistance, please contact the IRB from the submission workspace by clicking the "Send



Email to IRB Team” activity. Please refer to your IRB’s current policy and procedure manual available at: <http://humansubjects.uchicago.edu>.

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Crown School - Chapin Hall Institutional Review Board (IRB)  
University of Chicago  
Chicago, IL 60637

### Notification of Continuing Review Approval

**Date of Letter:** 3/11/2021

**Protocol** [IRB19-1783-CR001](#)

**Number/Submission**

**Link:**

**Type of Submission:** Continuing Review

**Status:** **Approved**

**Principal Investigator:** Waldo Johnson

**Primary Contact:** Justin Harty

**Protocol Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children and Family Services Care

**Risk Level:** Minimal Risk

**Consent Type:** **Informed Consent Types**

Waiver of Signed Consent – Verbal/Oral Consent  
Written Consent

**Authorization Type:** There are no items to display

**Vulnerable Population:** current and former foster young adults

**Population:**

**Funding:** There are no items to display

**Approval Date:** 3/11/2021

**Study Expiration Date:** 3/10/2022

**Date:**

The above-referenced Continuing Review was approved by the IRB.

Principal Investigators and study team must comply with all applicable federal, state, and local laws, as well as UChicago policies, including University data use agreements and University record retention requirements and maintenance of study data.

**Research Records:** Federal regulations require that investigators retain research records, including consent forms for at least three years after a research study ends, and HIPAA authorization forms for at least six years after completion of the research study.

**Funding Changes:** It is the principal investigator's responsibility to notify the IRB if a study's funding status changes. If the study receives external funding at any point, you must notify the IRB. Funding can alter review requirements.

**Amendments:** If changes are made to the approved study, please submit an amendment to the IRB prior to its implementation to the study unless an emergency change is needed to protect human subjects. Any significant new finding that human subjects should know about must also be submitted via an amendment application.

**Continuing Review:** The IRB maintains ongoing review of all projects involving human subjects or analysis of human subjects data at continuing intervals. The project must go through an annual review in the same manner that it was initially reviewed either expedited or full unless the IRB judged it to be given another review type.

**Closure of Study:** Researchers should submit a final continuing review application in order to close a research study. Researchers choose "Closed—All study activities are completed" under the study status of the application or the PI may also submit a termination request to formally close it. Termination requests are submitted in AURA by selecting "Termination by PI. "

**Unanticipated problems:** If a reportable event occurs, such as a protocol deviation, please submit an unanticipated problem application. Adverse events, protocol deviations, and breaches in data security must be reported to the IRB via an Unanticipated Problem application under this protocol number as soon as practicable or within ten (10) days following the event, whichever is earlier.

If you have any questions, you may call our office at (773) 834-0402 or email us at [irb@crownschool.uchicago.edu](mailto:irb@crownschool.uchicago.edu).



Crown Family School - Chapin Hall Institutional Review Board  
Crown Family School of Social Work, Policy and Practice, AND Chapin Hall  
University of Chicago, Chicago, IL 60637

### Notification of Expedited Continuing Review Approval

**Date of Letter:** 2/9/2022

**Protocol** [IRB19-1783-CR002](#)

**Number/Submission**

**Link:**

**Type of Submission:** Continuing Review

**Status:** **Approved**

**Principal Investigator:** Waldo Johnson

**Primary Contact:** Justin Harty

**Protocol Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children and Family Services Care

**Risk Level:** [Minimal Risk](#)

**Consent Type:** **Informed Consent Types**

Written consent; waiver of signed consent – verbal consent

**Vulnerable Population:** In-Care foster

**Population:**

**Funding:** There are no items to display

**Protocol Version:** 46.110(9)

**Approval Date:** 2/9/2022

**Study Expiration Date:** 2/8/2023

**Date:**

The above-referenced Continuing Review was approved by the IRB.

If you have any questions, please contact the IRB office in the Crown Family School of Social Work, Policy and Practice at (773) 834-0402 or email us at [irb@crownschool.uchicago.edu](mailto:irb@crownschool.uchicago.edu). For additional information, please visit our website at <https://crownschool.uchicago.edu/institutional-review-board>

Template ID > \_Continuing Review > Letter v3: CR SSA NC Expedited Approved

JB Pritzker  
Governor



Marc D. Smith  
Acting Director

April 28, 2020

Justin Harty  
University of Chicago, School of Social Service Administration (SSA)  
969 East 60<sup>th</sup> Street  
Chicago, Illinois 60637

Re: *"Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children and Family Services Care"*

Dear Mr. Harty:

This letter is in response to your request for approval of the Department of Children and Family Services Institutional Review Board (IRB) to conduct the above-referenced research study.

Based on the proposal submitted to the Department, the DCFS Institutional Review Board has recommended approval of the above-mentioned study. I am issuing approval for publication, pending your acknowledgement of the IRB Committee's concerns and suggestions, if any, regarding your study, and our receipt of the attached Memorandum of Understanding.

Please review, sign and return the Memorandum *within 10 business days* of receiving this letter. Mailing instructions are on page 4. Failure to return the signed memorandum within the specified time frame will automatically invalidate the recommendation for approval.

The Department of Children and Family Services Institutional Review Board wishes you success in your study. Please note that the Department will require a copy of your final report. Forward this documentation to Brooke Taylor within 30 days of study completion.

Questions regarding the final report can be directed to Ms. Taylor by email – [Brooke.Taylor@illinois.gov](mailto:Brooke.Taylor@illinois.gov) or by phone at 773/371-6509

Sincerely,



Marc D. Smith  
Acting Director

100 West Randolph, 6-100 • Chicago, Illinois 60601-3249  
312-814-6800 • 312-814-8783 / TTY  
[www.DCFS.illinois.gov](http://www.DCFS.illinois.gov)



JB Pritzker  
Governor

Marc D. Smith  
Acting Director

August 25 2020

Justin Harty  
University of Chicago, School of Social Service Administration (SSA)  
969 East 60<sup>th</sup> Street  
Chicago, Illinois 60637

Re: *"Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children and Family Services Care -- AMENDMENT"*

Dear Mr. Harty:

This letter is in response to your request for approval of the Department of Children and Family Services Institutional Review Board (IRB) to conduct the above-referenced research study.

Based on the proposal submitted to the Department, the DCFS Institutional Review Board has recommended approval of the above-mentioned study. I am issuing approval for publication, pending your acknowledgement of the IRB Committee's concerns and suggestions, if any, regarding your study, and our receipt of the attached Memorandum of Understanding.

Please review, sign and return the Memorandum *within 10 business days* of receiving this letter. Mailing instructions are on page 4. Failure to return the signed memorandum within the specified time frame will automatically invalidate the recommendation for approval.

The Department of Children and Family Services Institutional Review Board wishes you success in your study. Please note that the Department will require a copy of your final report. Forward this documentation to Brooke Taylor within 30 days of study completion.

Questions regarding the final report can be directed to Ms. Taylor by email – [Brooke.Taylor@illinois.gov](mailto:Brooke.Taylor@illinois.gov) or by phone at 773/371-6509

Sincerely,



Marc D. Smith  
Acting Director

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[www.DCFS.illinois.gov](http://www.DCFS.illinois.gov)



JB Pritzker  
Governor

Marc D. Smith  
Acting Director

January 26, 2021

Justin Harty  
University of Chicago  
School of Social Service Administration (SSA)  
969 East 60<sup>th</sup> Street  
Chicago, Illinois 60637

Re: *“Fatherhood in Foster Care; Black Fathers Aging out of Illinois Department of Children and Family Services Care -- Amendment”*

Dear Mr. Harty:

This letter is in response to your request for approval of the Department of Children and Family Services Institutional Review Board (IRB) to conduct the above-referenced research study.

Based on the proposal submitted to the Department, the DCFS Institutional Review Board has recommended approval of the above-mentioned study. I am issuing approval for publication, pending your acknowledgement of the IRB Committee’s concerns and suggestions, if any, regarding your study, and our receipt of the attached Memorandum of Understanding.

Please review, sign and return the Memorandum within 10 business days of receiving this letter. Mailing instructions are on page 4. Failure to return the signed memorandum within the specified time frame will automatically invalidate the recommendation for approval.

The Department of Children and Family Services Institutional Review Board wishes you success in your study. Please note that the Department will require a copy of your final report. Forward this documentation to Brooke Taylor within 30 days of study completion.

Questions regarding the final report can be directed to Ms. Taylor by email – [Brooke.Taylor@illinois.gov](mailto:Brooke.Taylor@illinois.gov) or by phone at 773/371-6509

Sincerely,  


Marc D. Smith  
Acting Director

100 West Randolph, 6-100 • Chicago, Illinois 60601-3249  
312-814-6800 • 312-814-8783 / TTY  
[www.DCFS.illinois.gov](http://www.DCFS.illinois.gov)



Illinois Department of  
**DCFS**  
Children & Family Services

JB Pritzker  
Governor

Marc D. Smith  
Acting Director

January 26, 2021

Justin Harty  
University of Chicago  
School of Social Service Administration (SSA)  
969 East 60<sup>th</sup> Street  
Chicago, Illinois 60637

Re: *“Fatherhood in Foster Care; Black Fathers Aging out of Illinois Department of Children and Family Services Care – Extension Request”*

Dear Mr. Harty:

This letter is in response to your request for approval of the Department of Children and Family Services Institutional Review Board (IRB) to conduct the above-referenced research study.

Based on the proposal submitted to the Department, the DCFS Institutional Review Board has recommended approval of the above-mentioned study. I am issuing approval for publication, pending your acknowledgement of the IRB Committee’s concerns and suggestions, if any, regarding your study, and our receipt of the attached Memorandum of Understanding.

Please review, sign and return the Memorandum within 10 business days of receiving this letter. Mailing instructions are on page 4. Failure to return the signed memorandum within the specified time frame will automatically invalidate the recommendation for approval.

The Department of Children and Family Services Institutional Review Board wishes you success in your study. Please note that the Department will require a copy of your final report. Forward this documentation to Brooke Taylor within 30 days of study completion.

Questions regarding the final report can be directed to Ms. Taylor by email – [Brooke.Taylor@illinois.gov](mailto:Brooke.Taylor@illinois.gov) or by phone at 773/371-6509

Sincerely,



Marc D. Smith  
Acting Director

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[www.DCFS.illinois.gov](http://www.DCFS.illinois.gov)

Illinois Department of  
**DCFS**  
Children & Family Services

JB Pritzker  
Governor

Marc D. Smith  
Director

February 15, 2022

Justin Harty  
University of Chicago  
School of Social Service Administration (SSA)  
969 East 60<sup>th</sup> Street  
Chicago, Illinois 60637

Re: *“Fatherhood in Foster Care; Black Fathers Aging out of Illinois Department of Children and Family Services Care – Extension Request”*

Dear Mr. Harty:

This letter is in response to your request for approval of the Department of Children and Family Services Institutional Review Board (IRB) to conduct the above-referenced research study.

Based on the proposal submitted to the Department, the DCFS Institutional Review Board has recommended approval of the above-mentioned study. I am issuing approval for publication, pending your acknowledgement of the IRB Committee’s concerns and suggestions, if any, regarding your study, and our receipt of the attached Memorandum of Understanding.

Please review, sign and return the Memorandum *within 10 business days* of receiving this letter. Mailing instructions are on page 4. Failure to return the signed memorandum within the specified time frame will automatically invalidate the recommendation for approval.

The Department of Children and Family Services Institutional Review Board wishes you success in your study. Please note that the Department will require a copy of your final report. Forward this documentation to Brooke Taylor within 30 days of study completion.

Questions regarding the final report can be directed to Ms. Taylor by email – [Brooke.Taylor@illinois.gov](mailto:Brooke.Taylor@illinois.gov) or by phone at 773/371-6509

Sincerely,



Marc D. Smith  
Director

100 West Randolph, 6-100 • Chicago, Illinois 60601-3249  
312-814-6800 • 312-814-8783 / TTY  
[www.DCFS.illinois.gov](http://www.DCFS.illinois.gov)



School of Social Service Administration at the University of Chicago

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care  
**Principal Investigator:** Waldo E. Johnson, Jr., PhD  
**Graduate Student:** Justin S. Harty, MSW, LCSW

PERMISSION TO CONDUCT STUDY

Mr. Zack Schrantz  
UCAN President & Chief Executive Officer  
3605 West Fillmore  
Chicago, IL 60624  
[zack.schrantz@ucan-chicago.org](mailto:zack.schrantz@ucan-chicago.org)

07/13/2020  
RE: Permission to Conduct Research Study

Dear Mr. Zack Schrantz,

My name is Justin Harty and I am writing to request your permission to conduct a research study through UCAN's Teen Parenting Service Network (TPSN). I am currently a doctoral candidate in the School of Social Service Administration at the University of Chicago and am in the process of writing my dissertation and conducting my dissertation study entitled "Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care." This dissertation study is under the supervision of Dr. Waldo E. Johnson, Jr., PhD (Principal Investigator and dissertation chair), Dr. Mark E. Courtney (dissertation committee), and Dr. Jennifer L. Bellamy (dissertation committee). My study was approved by the School of Social Service University of Chicago Institutional Review Board and the Illinois Department of Children and Family Services Institutional Review Board.

The central question driving this study is: What are the experiences and needs of young Black fathers in foster care? This central question is broken down into three research questions: (1) what knowledge around fatherhood do young Black fathers in foster care receive from the foster care system; (2) does the foster care system help Black fathers in foster care to be the kind of fathers that they want to be as young fathers; and (3) what needs do Black fathers have, regarding fatherhood, and how are these needs being met by the foster care system? This research study may help foster care systems understand how they can provide more tailored services to fathers in foster care to better prepare them for fatherhood after they leave the foster care system and enter into adulthood.

I hope that UCAN's administration will allow me to recruit 15-20 Black fathers ages 18-21 within UCAN's Teen Parenting Service Network who are receiving case management services from a TPSN caseworker, a court appointed Illinois Department of Children and Family Services (DCFS) caseworker, or a court appointed private agency purchase of service (POS) caseworker. I will ask participants to complete a short 10-minute phone questionnaire and two 90-minute phone interviews. A participant recruitment letter and flyer will be electronically distributed to UCAN TPSN staff with a letter including instructions on how to talk to eligible fathers and their TPSN/DCFS/POS caseworkers about this study. Interested fathers, who volunteer to participate, will contact the primary researcher to be screened for the study. If the participant is eligible for the



study, and volunteers to participate, the primary researcher will obtain their verbal consent over the phone prior to conducting the phone questionnaires and phone interviews.

If your approval is granted, study participants will complete the questionnaire and two interviews over the phone, outside of the visits with their agency worker, and in a private location in their placement. The only time commitment I am requesting from UCAN's TPSN staff is approximately three minutes to email recruitment materials and notify the potential participant or their TPSN/DCFS/POS caseworker about this study over the phone or verbally during their meetings or placement visits. Any questions that the potential participant has can be directed to me at my contact information below. With your approval, I would like to provide TPSN staff a recorded webinar discussing research on fathers in foster care, a study introduction, and methods to recruit study participants.

The questionnaire results and interview findings will be pooled for my dissertation study and data from this study will remain confidential and anonymous as permitted by law. Should this study be published in any form, only pooled results and de-identified findings or quotes will be shared. Study documents, forms, and files will be securely protected or saved as de-identified, encrypted, and password protected files. No costs will be incurred by UCAN, TPSN, or the individual participants. Individual participants of this study will be paid for their time and may request copies of study publications.

To protect research participants, TPSN staff, and researchers from risk of Coronavirus Disease 2019 (COVID-19), the University of Chicago has implemented restrictions on face-to-face interactions with research subjects. Research interactions with human research subjects must be performed remotely. Research procedures involving face-to-face interaction with research subjects has been postponed, unless the interaction is essential to ensure the health, safety, or well-being of the research subject. To protect research participants, TPSN staff, and researchers from risk of COVID-19, the following research procedures have been put in place:

- All research procedures require no face-to-face contact
- All recruitment and research procedures are designed to be completed in the home and remotely
- Study recruitment and verbal consent will occur over the phone and internet only
- The questionnaire and two interviews will be conducted over the phone
- Participants are asked to complete the questionnaire and two interviews privately in their placement
- Gift card distribution will be sent electronically and the gift cards can be used for online shopping
- All recruitment documents for TPSN staff will be sent to them electronically by email and download
- All recruitment procedures for TPSN staff are designed to be completed remotely
- The recruitment training video will be sent to TPSN staff electronically and viewed at their convenience
- Recruitment materials do not need to be printed or physically given to participants

Your approval to conduct this study will be greatly appreciated. If you agree, kindly print the attached letter entitled "Letter of Cooperation" on page 4 and return the signed letter by email to [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu). Alternatively, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this study at UCAN's Teen Parenting Service Network program.

Sincerely,



Justin S. Harty, MSW, LCSW  
Doctoral Candidate  
School of Social Service Administration, University of Chicago  
969 East 60th Street, Chicago, IL 60637

Mobile: 217-418-9759, Email: [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu)  
Study Phone: 773-234-7705, Study Email: [FIFC.Study@gmail.com](mailto:FIFC.Study@gmail.com)

**Email Enclosures**

***Sent to Zack Schrantz on 06/05/2020***

1. **IRB approval from the Illinois DCFS:** FIFC\_Study-Approval\_IRB\_DCFS.pdf
2. **IRB approval from the University of Chicago:** FIFC\_Study-Approval\_IRB\_UofC.pdf
3. **Study description:** FIFC\_Study-Study\_Description.pdf
4. **Study process and flowchart:** FIFC\_Study-Study\_Process.pdf
5. **Study consent form:** FIFC\_Study-Consent\_Form.pdf
6. **Study interview questions:** FIFC\_Study-Interview\_Protocol.pdf
7. **Study questionnaire:** FIFC\_Study-Interview\_Questionnaire.pdf
8. **Study letter for participants:** FIFC\_Study-Letter\_to\_Participants.pdf
9. **Recruitment letter to workers:** FIFC\_Study-Letter\_to\_Workers.pdf
10. **Recruitment instructions for workers:** FIFC\_Study-Recruitment\_Instructions.pdf
11. **Permission to conduct study and proposed letter of cooperation:** FIFC\_Study-Permission\_to\_Conduct\_Study.pdf
12. **My CV:** Harty-CV-Jun2020.pdf

***Sent to Stephanie Franklin on 06/18/2020***

1. **Approval: University of Chicago and Illinois DCFS IRB approval documents.**
  - a. **DCFS IRB Approval Letter:** 1FIFC-Approval-DCFSIRB-ApprovalLetter.pdf
  - b. **UC/SSA IRB Approval Letter:** 1FIFC-Approval-UCIRB-ApprovalLetter.pdf
  - c. **DCFS IRB Approved Application and Study Procedures:** 1FIFC-Approval-DCFSIRB-ApprovedApplication.pdf
  - d. **UC/SSA IRB Approved Application and Study Procedures:** 1FIFC-Approval-UCIRB-ApprovedApplication.pdf
  - e. **UCAN/TPSN Request to Conduct Study:** 1FIFC-Approval-TPSNPermissionToConductStudyRequest.pdf
2. **Study: Assorted documents pertaining to the study.**
  - a. **General Overview of Research Procedures:** 2FIFC-Study-ProcessChart-Form3.pdf
  - b. **My CV:** 2FIFC-Study-ResearcherCV-Harty.pdf
3. **Participant: Documents to be given to or used with participants.**
  - a. **Consent Form:** 3FIFC-Participant-ConsentForm-Form5a.pdf
  - b. **Brief Study Description:** 3FIFC-Participant-ConsentStudyDescription-Form5c.pdf
  - c. **Qualitative Interview Protocol:** 3FIFC-Participant-InterviewProtocol-Form7.pdf
  - d. **Quantitative Interview Survey:** 3FIFC-Participant-InterviewQuestionnaire-Form6a.pdf
  - e. **Recruitment Letter:** 3FIFC-Participant-RecruitmentLetter-Form20.pdf
  - f. **Recruitment Flyer:** 3FIFC-Participant-RecruitmentFlyer-Form21.pdf
4. **Worker: Documents to be distributed to workers for recruitment.**
  - a. **Recruitment Letter:** 4FIFC-Worker-RecruitmentLetter-Form17.pdf
  - b. **Recruitment Instructions:** 4FIFC-Worker-RecruitmentInstructions-Form18.pdf
  - c. **Recruitment Flyer:** 4FIFC-Worker-RecruitmentFlyer-Form19.pdf

***Sent to Zack Schrantz Stephanie Franklin on 07/13/2020***

1. **Revised UCAN/TPSN Request to Conduct Study:** 1FIFC-Approval-TPSNPermissionToConductStudyRequest-v2.pdf



**LETTER OF COOPERATION**

Mr. Justin S. Harty  
Doctoral Candidate  
School of Social Service Administration  
University of Chicago  
969 East 60th Street  
Chicago, IL 60637

07/13/2020

RE: Letter of Cooperation to Conduct Research Study

Dear Mr. Justin S. Harty,

Based on UCAN's internal review of your research proposal and supporting documents sent by email to me on 06/05/2020 and to Stephanie Franklin on 06/18/2020, I give permission for you to conduct the study entitled "Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care" within UCAN's Teen Parenting Service Network (TPSN) program.

As part of this study, I authorize you to contact TPSN staff to introduce your study and electronically distribute recruitment materials that TPSN staff may send by email and text to potential study participants and their TPSN caseworker, court appointed Illinois Department of Children and Family Services (DCFS) caseworker, or court appointed private agency purchase of service (POS) caseworker. Individuals' participation will be voluntary and at their own discretion. I reserve the right to withdraw UCAN and TPSN from the study at any time and for any reason.

I understand that study participants will complete one phone questionnaire and two phone interviews outside of the visits with their agency worker and in the privacy of their placement.

I understand that certain research procedures are designed to minimize face-to-face with contact in an effort to protect research participants, TPSN staff, and researchers from risk of Coronavirus Disease 2019 (COVID-19).

I understand that the data collected will remain confidential and anonymous as permitted by law.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

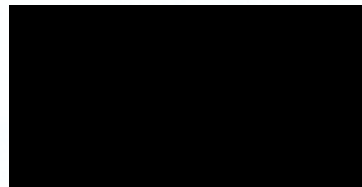
This authorization covers the time period from the date of this signed letter to 04/10/2021.

Sincerely,

Mr. Zack Schrantz  
UCAN President & Chief Executive Officer  
3605 West Fillmore  
Chicago, IL 60624  
[zack.schrantz@ucanchicago.org](mailto:zack.schrantz@ucanchicago.org)

Approved by

Zack Schrantz  
UCAN President & CEO  
Print your name and title here



Date

7-13-20

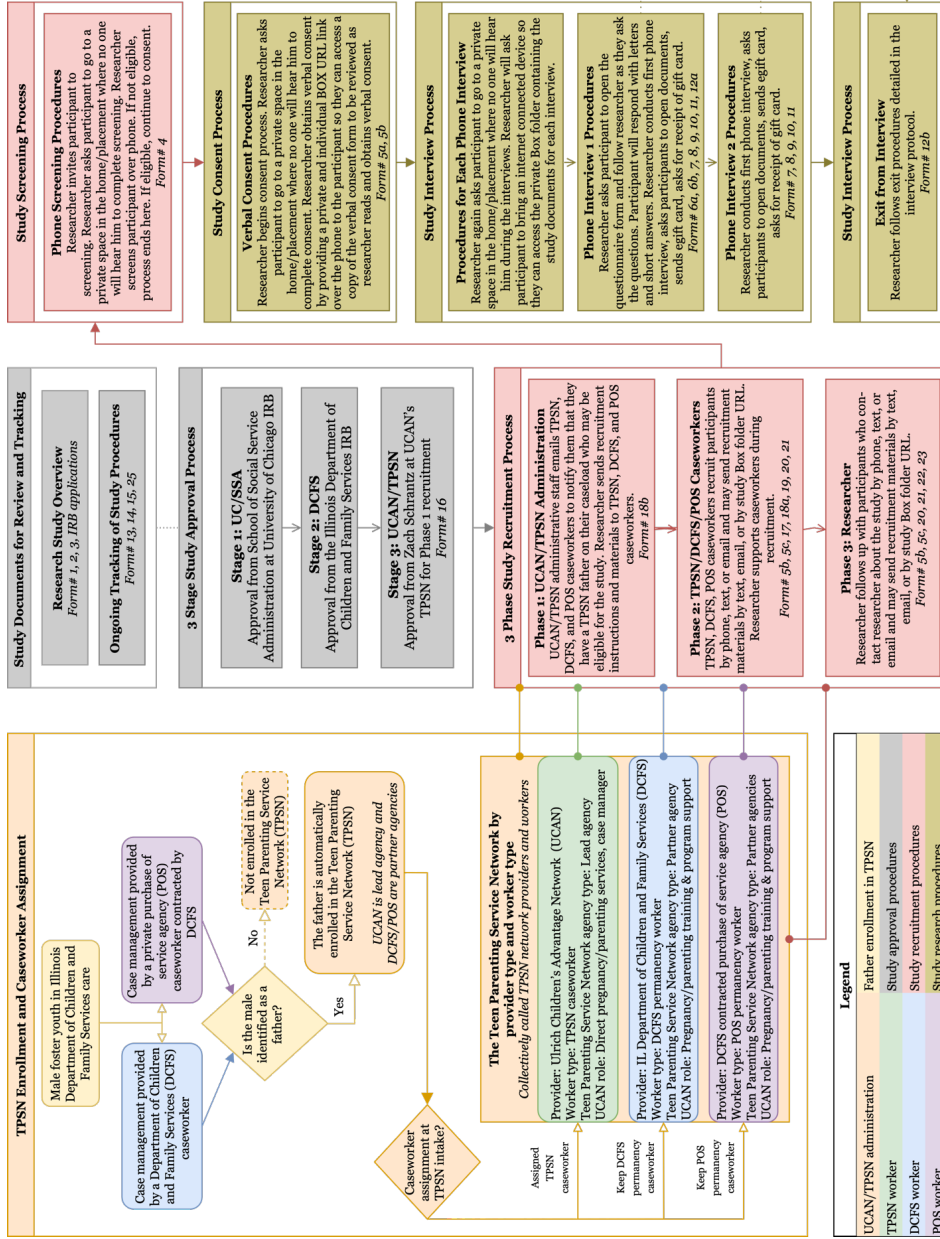
**APPENDIX C:**  
**STUDY DOCUMENTS**

- C1. Form 3: Study Process
- C2. Form 4: Study Participant Screening Form
- C3. Form 5a: Verbal Informed Consent to Participate in a Research Study Script
- C4. Form 5b: Copy of Verbal Informed Consent to Participate in a Research Study Script
- C5. Form 5c: Study Description
- C6. Form 6: Study Phone Questionnaire Script and Responses
- C7. Form 6b: Copy of Study Phone Questionnaire Script and Responses
- C8. Form 7: Study Phone Interview Protocol
- C9. Form 8: Study Interview Protocol Showcards
- C10. Form 9: Study Transcript Log
- C11. Form 10: Study Contacts, Notes, and Memos
- C12. Form 11: Study Participant Incentive
- C13. Form 12a: Study Resource List
- C14. Form 12b: Study Thank You Letter
- C15. Form 13: Study Name-Number Form
- C16. Form 14: Study Participant Tracking Log
- C17. Form 15: Participant Contact & Meeting Log

- C18. Form 16: Permission to Conduct Study
- C19. Form 17: Worker Recruitment Letter
- C20. Form 18a: Worker Recruitment Instructions
- C21. Form 18b: UCAN/TPSN Administration Recruitment Email Instructions
- C22. Form 19: Worker Recruitment Flyer
- C23. Form 20: Participant Recruitment Letter
- C24. Form 21: Participant Recruitment Flyer
- C25. Form 22: Participant Recruitment Contact Scripts
- C26. Form 23: Recruitment Tracking Log
- C27. Form 24: Confidentiality Agreement for Transcription Services
- C28. Form 26: Document Storage



**Study Title:** School of Social Service Administration at the University of Chicago  
**Principal Investigator:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care  
 Justin S. Harty, MSW, LCSW  
**Graduate Student:** Waldo E. Johnson, Jr., PhD



Study Forms

#	Name
1	Dissertation Study Research Proposal
2	Study Document Tracking Form
3	Study Process
4	Study Participant Screening Form
5a	Verbal Informed Consent to Participate in a Research Study Script
5b	Copy of Verbal Informed Consent to Participate in a Study
5c	Study Description
6a	Study Phone Questionnaire Script and Responses
6b	Copy of Study Phone Questionnaire
7	Study Interview Protocol
8	Study Interview Protocol Showcards
9	Study Transcript Log
10	Study Contacts, Notes, and Memos
11	Study Participant Incentive Receipt Instructions
12a	Study Resource List <ul style="list-style-type: none"> <li>Includes (1) DCFS CFS 105088, 8/2016: Important Information for Pregnant and or Parenting Teens; (2) DCFS CFS 1050271, 5/2016: DCFS Advocacy Office for Children and Families; (3) DCFS CFS 1050903, 12/2016: Get Goal'd Handbook; and (4) DCFS CFS 1050992, 11/2019: Youth in Care Bill of Rights.</li> </ul>
12b	Study Thank You Letter <ul style="list-style-type: none"> <li>Includes (1) DCFS CFS 105088, 8/2016: Important Information for Pregnant and or Parenting Teens; (2) DCFS CFS 1050271, 5/2016: DCFS Advocacy Office for Children and Families; (3) DCFS CFS 1050903, 12/2016: Get Goal'd Handbook; and (4) DCFS CFS 1050992, 11/2019: Youth in Care Bill of Rights.</li> </ul>
13	Study Name-Number Form
14	Study Participant Tracking Log
15	Participant Contact & Meeting Log
16	Permission to Conduct Study & Letter of Cooperation
17	Worker Recruitment Letter
18a	Worker Recruitment Instructions
18b	UCAN/TPSN Administration Recruitment Email Instructions
19	Worker Recruitment Flyer
20	Participant Recruitment Letter
21	Participant Recruitment Flyer
22	Participant Recruitment Contact Scripts
23	Recruitment Tracking Log
24	Confidentiality Agreement for Transcription Services
25	Contact with IRBs
26	Box Document Storage

Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>STUDY PARTICIPANT SCREENING FORM</b>  Temporary Participant ID: T-	Form 4 Version 3.0 Page 1 of 3
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY PARTICIPANT SCREENING FORM**

<b>Recruitment &amp; Eligibility Phone Script</b>
<p>Before we begin, I want to go over a few things.</p> <p>My name is Justin Harty and I am a doctoral candidate in the School of Social Service Administration at the University of Chicago. I am conducting a research study as a part of my dissertation project into the experience of fathers in foster care. I am looking to recruit Black fathers in foster care to share with me their experiences and needs around fatherhood while in care.</p> <p>We will ask you to meet with us by phone two times to complete a survey and two interviews. We will ask you for dates and times that you are available to meet. We will ask you to select a comfortable, private, and safe location in your placement for each phone meeting. This study will take you about 180 minutes (3 hours) to finish. The phone survey will take you about 10 minutes to finish. Each of the two phone interviews will take you about 90 minutes (1.5 hours) to finish.</p> <p>We will pay you \$50 in a Visa electronic gift card at the end of each interview you take part in. This study will end about three weeks after your first interview. We will ask your permission to audio record and transcribe your interviews. Your decision to take part in this study is completely voluntary. You may leave the study at any time. The alternative to taking part in this study is to not take part, in which case there will be no penalty to you. Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign this consent form.</p> <p>After you give your verbal consent, you can still withdraw at any time without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher, the Illinois Department of Children and Family Services, or UCAN/Teen Parenting Service Network. If you withdraw from this study before data collection is completed, your data will be electronically returned to you or destroyed at your request.</p>
<b>Screening Questions</b>
<p>I will need to ask you some questions to make sure you are eligible to participate. Is this okay with you?</p> <p><input type="checkbox"/> No: [Let me know if you aren't interested in this study or would like to complete screening later.]</p> <p><input type="checkbox"/> Yes &lt;CONTINUE TO NEXT QUESTION 1&gt;</p>
<p>1. Do you identify as a Black or African American male?</p> <p><input type="checkbox"/> No: [Unfortunately, you do not qualify to be in this study. Thank you for your time.]</p> <p><input type="checkbox"/> Yes &lt;CONTINUE TO NEXT QUESTION 2&gt;</p>

<p>2. Are you between the ages of 18 to 21?</p> <p><input type="checkbox"/> No: [Unfortunately, you do not qualify to be in this study. Thank you for your time.]</p> <p><input type="checkbox"/> Yes &lt;CONTINUE TO NEXT QUESTION 3&gt;</p>
<p>3. Are you a biological father to at least one living child?</p> <p><input type="checkbox"/> No: [Unfortunately, you do not qualify to be in this study. Thank you for your time.]</p> <p><input type="checkbox"/> Yes &lt;CONTINUE TO NEXT QUESTION 4&gt;</p>
<p>4. Are you currently in foster care in Cook County, Illinois?</p> <p><input type="checkbox"/> No: [Unfortunately, you do not qualify to be in this study. Thank you for your time.]</p> <p><input type="checkbox"/> Yes &lt;CONTINUE TO NEXT QUESTION 5&gt;</p>
<p>5. Are you in care of the Illinois Department of Children and Family Services (DCFS)?</p> <p><input type="checkbox"/> No: [Unfortunately, you do not qualify to be in this study. Thank you for your time.]</p> <p><input type="checkbox"/> Yes &lt;CONTINUE TO NEXT QUESTION 6&gt;</p>
<p>6. Are you enrolled in UCAN's Teen Parenting Service Network (TPSN)?</p> <p><input type="checkbox"/> No: [Unfortunately, you do not qualify to be in this study. Thank you for your time.]</p> <p><input type="checkbox"/> Yes &lt;CONTINUE TO NEXT QUESTION 7&gt;</p>
<p>7. Are you able to complete one 10-minute phone questionnaire?</p> <p><input type="checkbox"/> No: [Unfortunately, you do not qualify to be in this study. Thank you for your time.]</p> <p><input type="checkbox"/> Yes &lt;CONTINUE TO NEXT QUESTION 8&gt;</p>
<p>8. Are you able to take part in two 90-minute phone interviews?</p> <p><input type="checkbox"/> No: [Unfortunately, you do not qualify to be in this study. Thank you for your time.]</p> <p><input type="checkbox"/> Yes &lt;GO TO NOTIFICATION OF ELIGIBILITY SCRIPT&gt;</p>
<p>9. Able to access the internet from a mobile device or computer?</p> <p><input type="checkbox"/> No: [Unfortunately, you do not qualify to be in this study. Thank you for your time.]</p> <p><input type="checkbox"/> Yes &lt;GO TO NOTIFICATION OF ELIGIBILITY SCRIPT&gt;</p>

<p><b>Notification of Eligibility Script</b></p> <p>Thank you for answering my questions. You are eligible to participate in the Fatherhood in Foster Care Study.</p> <p>By participating in this study, you will receive a \$50 Visa electronic gift card for each completed study meeting. If you do not finish the study, I will give you a gift card for the meetings you have completed. If you complete the study, you will receive a total of \$100 in Visa electronic gift cards. You will receive your gift cards at the end of each meeting by email, text, or over the phone as you choose.</p> <p>&lt;GO TO PARTICIPATION SCRIPT&gt;</p>
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**Participation Script**

Would you like to participate in the Fatherhood in Foster Care Study?

- No: [Thank you for your time. Please call me if you change your mind <READ PHONE NUMBER>]  
 Yes <GO TO NOTIFICATION OF ELIGIBILITY SCRIPT>

**Consent Form**

Great, thank you for your interest in joining the Fatherhood in Foster Care Study!

Next, I will need to go over the consent form with you. After that, I will collect your contact information and schedule your first phone interview.

<GO TO VERBAL CONSENT FORM (FORM 5a and 5b)>

**Contact Information**

Welcome to the Fatherhood in Foster Care Study!

Next, I will need to collect some contact information from you before we schedule your first interview.

1. First name:
2. Last name:
3. Mailing address:
4. City:
5. State:
6. Zip code:
7. Do you have an alternate address? If so, what is it?:

8. What is the best phone number to reach you?:
9. Do you have an alternate phone number?:

10. What is an email address where we can reach you?

*This would be for study related communications only, reminders, follow-up interviews, and to send you your Visa electronic gift card(s) if you choose email as your method of delivery.*

11. Do you have an alternate email address?:

<GO TO SCHEDULE FIRST INTERVIEW>

**Schedule First Interview**

Next, we will need to schedule your first interview.

1. What date and time would you like to meet by phone?:
2. What phone number should I call you at?

Great! I will contact you the day before and the day of our meeting as a reminder.

Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>VERBAL INFORMED CONSENT TO PARTICIPATE IN A RESEARCH STUDY SCRIPT</b>	Form 5a Version 3.0 Page 1 of 2
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD, MSW

**Graduate Student:** Justin S. Harty, MSW, LCSW

**VERBAL INFORMED CONSENT TO PARTICIPATE IN A STUDY SCRIPT**

**1. INTRODUCTION**

Thank you for agreeing to participate in this study about fathers in foster care. My name is Justin Harty and I will be conducting the interview today. This study will provide us with information to learn about your experiences as a father in foster care. We greatly appreciate you sharing your experiences. Before we begin with the interview, I would like to go over some important information about your rights as a research participant and provide an opportunity for you to ask any questions you may have.

**2. OVERVIEW OF STUDY**

- We are asking you for your consent to take part in a research study and your participation is voluntary.
- You may choose not to take part in this study and you may leave this study at any time.
- We are doing this study to learn more about Black fathers in foster care.
- We will ask you to do one 10-minute survey and complete two 90-minute interviews.
- We will pay you \$50 for each interview you take part in.
- Risks in this study are emotional discomfort and someone could find out you were in this study.
- You may or may not benefit from being in this study.

**3. PURPOSE OF RESEARCH STUDY**

We want to know three things about what Black fathers in foster care are going through: (1) Who has taught Black fathers in foster care about fatherhood.; (2) What fatherhood is like for Black fathers in foster care; and (3) What Black fathers in foster care need to raise their children.

**4. PARTICIPATION PROCEDURES AND ACTIVITIES**

We will ask you to complete a telephone survey and two telephone interviews. The survey will take about 10 minutes to finish and each interview will take about 90 minutes to finish. This study will take about 180 minutes total and will end about three weeks after your first interview. We will send you a \$50 Visa electronic gift card at the end of each interview you take part in. We will ask your permission to audio record interviews. You will need internet access to view or download study documents from a mobile device or computer. Your decision to take part in this study is completely voluntary. You do not have to take part in the study. You may leave the study at any time. There will be no penalty to you if you do not take part or leave the study.

**5. RISKS AND DISCOMFORTS OF BEING IN THIS STUDY**

One risk of this study is that you may experience psychological or emotional risks. Examples of this are fear, stress, guilt, low self-esteem, depression, or triggering of past emotional feelings. To lower this risk, you do not have to answer any question that you do not want to. You do not have to take part in the interview if you do not want to. We will provide you with a list of DCFS resources to help you if you need it. Another risk of this study is that someone might find out you are in this study. There are 15-20 fathers in study so someone could figure out

you are a study participant. To lower this risk, we will never use your own name when we report study findings. We will also remove all private information that would allow someone to easily identify you as a study participant.

**6. BENEFITS OF BEING IN THIS STUDY**

You may or may not benefit from being in the study. Others may benefit in the future from the information we get from this study. If you take part in this study, you might benefit fathers in foster care by helping us learn more about them. This information may teach us how to help other fathers in foster care.

**7. CONFIDENTIALITY OF DATA AND LIMITS TO CONFIDENTIALITY**

We will protect your privacy as allowed by law. We will use an id number and not your own name to identify your study information, documents, and files. We will keep all documents and files securely stored. We will remove your name and information that could identify you from all documents, files, and reports. We will destroy your documents and files with your personal information one year after your first interview. We will keep documents and files without your personal information for five years after the study ends.

We must share your information with the proper authorities if: (1) We learn or suspect that you are being abused, neglected, or abandoned; (2) We learn or suspect that you are abusing, neglecting, or abandoning someone who depends on you for care; and/or (3) We learn or suspect that you plan to harm yourself or someone else. We are mandated reporters and if during your participation in this study, we learn or have reasonable cause to believe that child abuse or neglect is occurring, we must report this to the Illinois Department of Children and Family Services as required by law.

**8. USE OF YOUR RESEARCH DATA**

We will share the results of this study in publications and presentations. We will remove your own name from any information we share or quotes we use. We will use a pseudonym (fake name) for you to help ensure confidentiality of information shared in this study. We will share the information we collect from you with researchers who supervise the student researcher and/or researchers who will help share results of this study in publications and presentations. You may ask for copies of study publications, documents, and files.

**9. VOLUNTARY PARTICIPATION AND RIGHT TO REFUSE OR WITHDRAW**

Participation in this study is voluntary. If at any time and for any reason, you would prefer not to participate in this study, you are free to stop at any time. We can take a break, stop and continue at a later date, or stop altogether. You may leave this study at any time, and you will not be punished in any way for deciding to stop participation. If you decide to leave this study, the researchers will ask you if the information already collected from you can be used. If you refuse, the data collected up until that point will be destroyed.

**10. CONTACT INFORMATION FOR RESEARCH QUESTIONS AND PARTICIPATION**

If you have any questions or concerns about this study or your rights as a study participant, please contact Dr. Waldo E. Johnson, Jr. by phone (773-834-0400) or email ([wejohnso@uchicago.edu](mailto:wejohnso@uchicago.edu)), or you may contact Justin Harty by phone (773-234-7705) or email ([justinharty@uchicago.edu](mailto:justinharty@uchicago.edu)).

If you were not treated fairly or have questions about rights as a study participant, please contact the Institutional Review Board at the University of Chicago by phone (773-834-0402) or email ([ssairb@uchicago.edu](mailto:ssairb@uchicago.edu)).

**11. CONSENT TO PARTICIPATE IN THE FATHERHOOD IN FOSTER CARE STUDY**

Do you agree to participate in this research study?      Yes       No       Date: \_\_\_-\_\_\_-\_\_\_

**12. CONSENT FOR AUDIO RECORDING**

Do you agree to have the interviews audio recorded?      Yes       No       Date: \_\_\_-\_\_\_-\_\_\_



Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>COPY OF VERBAL INFORMED CONSENT TO PARTICIPATE IN A RESEARCH STUDY</b>	Form 5b Version 3.0 Page 1 of 2
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD, MSW

**Graduate Student:** Justin S. Harty, MSW, LCSW

**COPY OF VERBAL INFORMED CONSENT TO PARTICIPATE IN A STUDY**

**1. INTRODUCTION**

Thank you for agreeing to participate in this study about fathers in foster care. My name is Justin Harty and I will be conducting the interview today. This study will provide us with information to learn about your experiences as a father in foster care. We greatly appreciate you sharing your experiences. Before we begin with the interview, I would like to go over some important information about your rights as a research participant and provide an opportunity for you to ask any questions you may have.

**2. OVERVIEW OF STUDY**

- We are asking you for your consent to take part in a research study and your participation is voluntary.
- You may choose not to take part in this study and you may leave this study at any time.
- We are doing this study to learn more about Black fathers in foster care.
- We will ask you to do one 10-minute survey and complete two 90-minute interviews.
- We will pay you \$50 for each interview you take part in.
- Risks in this study are emotional discomfort and someone could find out you were in this study.
- You may or may not benefit from being in this study.

**3. PURPOSE OF RESEARCH STUDY**

We want to know three things about what Black fathers in foster care are going through: (1) Who has taught Black fathers in foster care about fatherhood.; (2) What fatherhood is like for Black fathers in foster care; and (3) What Black fathers in foster care need to raise their children.

**4. PARTICIPATION PROCEDURES AND ACTIVITIES**

We will ask you to complete a telephone survey and two telephone interviews. The survey will take about 10 minutes to finish and each interview will take about 90 minutes to finish. This study will take about 180 minutes total and will end about three weeks after your first interview. We will send you a \$50 Visa electronic gift card at the end of each interview you take part in. We will ask your permission to audio record interviews. You will need internet access to view or download study documents from a mobile device or computer. Your decision to take part in this study is completely voluntary. You do not have to take part in the study. You may leave the study at any time. There will be no penalty to you if you do not take part or leave the study.

**5. RISKS AND DISCOMFORTS OF BEING IN THIS STUDY**

One risk of this study is that you may experience psychological or emotional risks. Examples of this are fear, stress, guilt, low self-esteem, depression, or triggering of past emotional feelings. To lower this risk, you do not have to answer any question that you do not want to. You do not have to take part in the interview if you do not want to. We will provide you with a list of DCFS resources to help you if you need it. Another risk of this study is



that someone might find out you are in this study. There are 15-20 fathers in study so someone could figure out you are a study participant. To lower this risk, we will never use your own name when we report study findings. We will also remove all private information that would allow someone to easily identify you as a study participant.

**6. BENEFITS OF BEING IN THIS STUDY**

You may or may not benefit from being in the study. Others may benefit in the future from the information we get from this study. If you take part in this study, you might benefit fathers in foster care by helping us learn more about them. This information may teach us how to help other fathers in foster care.

**7. CONFIDENTIALITY OF DATA AND LIMITS TO CONFIDENTIALITY**

We will protect your privacy as allowed by law. We will use an id number and not your own name to identify your study information, documents, and files. We will keep all documents and files securely stored. We will remove your name and information that could identify you from all documents, files, and reports. We will destroy your documents and files with your personal information one year after your first interview. We will keep documents and files without your personal information for five years after the study ends.

We must share your information with the proper authorities if: (1) We learn or suspect that you are being abused, neglected, or abandoned; (2) We learn or suspect that you are abusing, neglecting, or abandoning someone who depends on you for care; and/or (3) We learn or suspect that you plan to harm yourself or someone else. We are mandated reporters and if during your participation in this study, we learn or have reasonable cause to believe that child abuse or neglect is occurring, we must report this to the Illinois Department of Children and Family Services as required by law.

**8. USE OF YOUR RESEARCH DATA**

We will share the results of this study in publications and presentations. We will remove your own name from any information we share or quotes we use. We will use a pseudonym (fake name) for you to help ensure confidentiality of information shared in this study. We will share the information we collect from you with researchers who supervise the student researcher and/or researchers who will help share results of this study in publications and presentations. You may ask for copies of study publications, documents, and files.

**9. VOLUNTARY PARTICIPATION AND RIGHT TO REFUSE OR WITHDRAW**

Participation in this study is voluntary. If at any time and for any reason, you would prefer not to participate in this study, you are free to stop at any time. We can take a break, stop and continue at a later date, or stop altogether. You may leave this study at any time, and you will not be punished in any way for deciding to stop participation. If you decide to leave this study, the researchers will ask you if the information already collected from you can be used. If you refuse, the data collected up until that point will be destroyed.

**10. CONTACT INFORMATION FOR RESEARCH QUESTIONS AND PARTICIPATION**

If you have any questions or concerns about this study or your rights as a study participant, please contact Dr. Waldo E. Johnson, Jr. by phone (773-834-0400) or email ([wejohnso@uchicago.edu](mailto:wejohnso@uchicago.edu)), or you may contact Justin Harty by phone (773-234-7705) or email ([justinharty@uchicago.edu](mailto:justinharty@uchicago.edu)).

If you were not treated fairly or have questions about rights as a study participant, please contact the Institutional Review Board at the University of Chicago by phone (773-834-0402) or email ([ssairb@uchicago.edu](mailto:ssairb@uchicago.edu)).

**11. CONSENT TO PARTICIPATE IN THE FATHERHOOD IN FOSTER CARE STUDY**

Do you agree to participate in this research study?      Yes       No       Date: MM-DD-YYYY

**12. CONSENT FOR AUDIO RECORDING**

Do you agree to have the interviews audio recorded?      Yes       No       Date: MM-DD-YYYY

Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>STUDY DESCRIPTION</b>	Form 5c Version 3.0 Page 1 of 2
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY DESCRIPTION**

**1. IMPORTANT INFORMATION**

***What is this form?***

We are giving you this form to explain the study procedures in more detail. Please refer to the copy of the verbal consent form (FORM 5b) for important study information.

***What am I asked to participate in?***

We invite you to take part in a research study at the School of Social Service Administration at the University of Chicago. Spend as much time as you need to think about taking part in this study. Please ask us any questions you have. You can discuss this study with anyone on the research team. You can also talk with your family, friends, or caseworker about taking part in this study.

**2. INTRODUCTION TO THIS STUDY**

***Why is this study important?***

This study will help us understand what Black fathers in foster care are going through. This study will also help us understand how Black fathers in foster care learn how to be fathers. This information may improve services for fathers in foster care. This information may also help prepare these fathers for fatherhood.

***Why are you asking me to be part this study?***

We want to talk with you because what you have to tell us about being a Black father in foster care is important. You are the expert on this study topic because you are a Black father in foster care. You can help us by telling us what you know about being a Black father in foster care.

**3. STUDY PARTICIPANTS**

***Who can participate in this study?***

To take part in this study you must be:

- A Black or African American male
- Between the ages of 18 to 21
- A biological father to at least one living child
- Currently in foster care
- In care of the Illinois Department of Children and Family Services (DCFS) in Cook County
- Enrolled in UCAN's Teen Parenting Service Network (TPSN)
- Able to complete a one 10-minute phone questionnaire
- Able to take part in two 90-minute phone interviews
- Able to access the internet from a mobile device or computer

**4. PARTICIPATION PROCEDURES AND ACTIVITIES**

***What will happen to me in this study?***

- In the first phone meeting, we will ask you to complete a short survey. The survey will take you about 10 minutes to finish. We will then start our first interview. We will ask you questions about fatherhood and being a father in foster care. The first interview will take you about 90 minutes to finish.
- At the second phone meeting, you will access a copy of your interview transcript and the researcher’s notes with summaries about what you have shared with us. We will review the transcript, notes, and summaries and discuss them. You can change the responses you gave us. You can also correct any information that we may have gotten wrong. At the end of the phone interview, we will discuss ways for you to receive the results of this study. The second interview will take you about 90 minutes to finish.
- You will need internet access to view or download study documents from a mobile device or computer. De-identified study documents will be located in a cloud-based folder called “Box.” You do not need a Box account to view or download the documents. We will give you a password to access a private Box folder.

***Can you give me an overview of the activities that you explained above?***

This shows the activities that we have described above.

Phone Meeting 1 Activities 90 minutes		Phone Meeting 2 Activities 90 minutes
1. Questionnaire 2. Interview	3 Weeks	1. Follow-up 2. Transcript and note review 3. Final steps

**5. FINANCIAL INFORMATION**

***Will I be reimbursed for any of my expenses or paid for my participation in this research?***

We will send you \$50 in a Visa electronic gift card for each interview you take part in. If you do not finish the study, we will pay you for the interviews you have taken part in. If you complete the study, you will receive a total of \$100 in Visa electronic gift cards. You will receive your payment at the end of each phone meeting. If you decide to end the interview before you finish it, we will still pay you \$50. If you decide to end the interview before you finish it, we will still pay you \$50. If you leave the phone interview before you finish it, you will receive your payment before you leave the interview. The diagram below is a summary of the payment plan schedule.

Phone Meeting 1 Payment		Phone Meeting 2 Payment
We will send you a \$50 Visa electronic gift card at end of the meeting by email, text, or phone	3 Weeks	We will send you a \$50 Visa electronic gift card at end of the meeting by email, text, or phone

We will not pay you for the costs of transportation to and from the meeting location. We will not pay you for the costs of time, travel, or parking if you drive to the meeting location.

**6. LIMITS TO CONFIDENTIALITY**

There are times when have to share your name or other information about you with the authorities. This is because certain laws say we must protect you or others from harm. We must share your information with 9-1-1 emergency services, the Chicago Police Department, and/or the Illinois Department of Children and Family Services if: (1) We learn or suspect that you are being abused, neglected, or abandoned; (2) We learn or suspect that you are abusing, neglecting, or have abandoned someone who depends on you for care; and/or (3) We learn or suspect that you plan to harm yourself or someone else. We are mandated reporters and if during your participation in this study, we learn or have reasonable cause to believe that child abuse or neglect is occurring, we must report this to the Illinois Department of Children and Family Services as required by law.



**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY PHONE QUESTIONNAIRE SCRIPT AND RESPONSES**

**Introduction**

- Hello, this is Justin calling from the University of Chicago. May I please speak with *{participant's name}*?
- Hello *{participant's name}*, welcome to the Fatherhood in Foster Care Study! Thank you for agreeing to participate in this important study on the experiences and needs of Black fathers in foster care.
- To begin this study, we ask that you complete a telephone questionnaire. Your responses to the questions here will help us understand some important information about you that we may not discuss in our two telephone interviews.
- This questionnaire should take about 10 minutes to complete. As explained in the consent form, the answers you provide will be kept confidential to the extent permitted by law.

**Instructions**

- If we disconnected, I will call you right back.
- Please answer the following questions as honestly as possible.
- Do your best to answer all questions fully, but you do not have to answer any question if you do not want to.
- If you are unsure about a question, please ask the researcher for help.
- You are free to skip any question that you do not want to answer by selecting the “I prefer not to answer” response option.
- You are free to skip any question that you are unsure of how to answer by selecting the “I don’t know” response option.

**Steps in Responding to Questions**

1. Go to a private room or area where no one can hear your responses and you will not be distracted.
2. Keep this questionnaire form open and follow along with the researcher as they ask you questions.
3. The researcher will ask you questions in the order listed here, starting with Question 1.
4. Tell the researcher the letter that is next to the response that best answers your response to the question (some require a longer response).
5. The researcher will confirm and record your responses.
6. At the end of the questionnaire, the researcher will ask if you would like to return to any questions or change your response to any question.

Participant ID:

**About You**

**A. Pseudonym**

**1. Would you like to select your own pseudonym or fake name for this study?**

- a.  Yes, the pseudonym or alias I want to use is: \_\_\_\_\_
- b.  No, I would like the researcher to choose a pseudonym or alias for me.

**B. Age**

**2. What is your age?**

- a.  18
- b.  19
- c.  20
- d.  21
- e.  I don't know
- f.  I prefer not to answer

**C. Marital**

**3. What is your current marital status?**

- a.  Single
- b.  Married, remarried, or in a domestic partnership
- c.  Widowed
- d.  Divorced
- e.  Separated

**D. Education**

**4. Are you currently enrolled in school?**

- a.  Yes, enrolled full-time
- b.  Yes, enrolled part-time
- c.  No, I am not enrolled in school
- d.  I don't know
- e.  I prefer not to answer

**5. What type of school are you enrolled in?**

*Note: If you are not in school, what type of school were you last enrolled in?*

Participant ID: \_\_\_\_\_

- a.  High school or continuation school
- b.  G.E.D. classes
- c.  Vocational/technical training at a private school (not including community college)
- d.  2-year or community college
- e.  4-year college
- f.  Other [ please specify: \_\_\_\_\_]
- g.  I don't know
- h.  I prefer not to answer

**6. What is the highest grade or year of schooling you have completed?**

- a.  No schooling completed
- b.  Any grade first through eleventh grade (did not finish high school)
- c.  Twelfth grade (finished high school)
- d.  Obtained a GED or equivalent certificate (did not finish high school but obtained GED/certificate)
- e.  First year of vocational/technical training at a private program (not at community college)
- f.  Second year of vocational/technical training at a private program (not at community college)
- g.  First year of college or equivalent course hours (classes taken for credit or not for credit)
- h.  Second year of college or equivalent course hours (classes taken for credit or not for credit)
- i.  Third year of college or equivalent course hours (classes taken for credit or not for credit)
- j.  Fourth year of college or equivalent course hours (classes taken for credit or not for credit)
- k.  Other [ please specify: \_\_\_\_\_]
- l.  I don't know
- m.  I prefer not to answer

**E. Employment**

**7. What is your current employment status? (Check all that apply)**

- a.  Employed for wages → [ please specify number of different jobs: \_\_\_\_\_ total different employed jobs]  
 [ please specify hours worked per week: \_\_\_\_\_ employed hours worked per week]
- b.  Self-employed for income → [ please specify number of different jobs: \_\_\_\_\_ total different self-employed jobs]  
 [ please specify hours worked per week: \_\_\_\_\_ self-employed hours worked per week]
- c.  Unemployed and currently looking for work
- d.  Unemployed and not currently looking for work
- e.  Student (not working)

Participant ID: \_\_\_\_\_

- f.  Unable to work
- g.  Other [  please specify: \_\_\_\_\_ ]
- h.  I don't know
- i.  I prefer not to answer

**8. About how much money did you make from your job last year?**

- a.  \$0
- b.  \$1-\$5,000
- c.  \$5,001-\$10,000
- d.  \$10,001-\$25,000
- e.  \$25,001-\$50,000
- f.  \$50,001-\$100,000
- g.  More than \$100,000
- h.  I don't know
- i.  I prefer not to answer

**Foster Care**

**F. Entry to Foster Care**

**9. What year did you enter foster care?**

- a. Year:  \_\_\_\_\_
- b.  I don't know
- c.  I prefer not to answer

**10. How old were you when you entered foster care?**

- a.  Age in years: \_\_\_\_\_
- b.  I don't know
- c.  I prefer not to answer

**G. Placement and Permanency**

**11. What is your current foster care living arrangement? (Check all that apply)**

- a.  Foster home without an adult relative, godparent, or fictive kin (non-relative home)
- b.  Foster home with an adult relative, godparent, or fictive kin (home of relative)
- c.  Subsidized/legal guardianship
- d.  Adoptive home

Participant ID: \_\_\_\_\_

- e.  Group care or residential treatment facility
- f.  College or dormitory
- g.  Independent living only (ILO)
- h.  Transitional living program (TLP)
- i.  Other [ please specify: \_\_\_\_\_]
- j.  I don't know
- k.  I prefer not to answer

**12. How many foster homes have you been in since first entering the foster care system?**

*Note: Placement into the same home twice should be counted as two homes.*

- a.  Number of foster homes: \_\_\_\_\_
- b.  I don't know
- c.  I prefer not to answer

**13. How many group homes or residential treatment facilities have you been in since first entering the foster care system?**

*Note: Placement into the same home/facility twice should be counted as two homes/facilities.*

- a.  Number of group homes or residential treatment facilities: \_\_\_\_\_
- b.  I don't know
- c.  I prefer not to answer

**14. What is your current permanency or case plan goal?**

- a.  Return home
- b.  Adoption
- c.  Guardianship
- d.  Independence
- e.  Continued foster care (long-term foster care)
- f.  Other [ please specify: \_\_\_\_\_]
- g.  I don't know
- h.  I prefer not to answer

**Fatherhood**

**I. Children**

**15. How many total living biological children do you have?**



Participant ID: \_\_\_\_\_

- a.  Number of living children: \_\_\_\_\_  
 b.  I don't know  
 c.  I prefer not to answer

16. How many living children do you have that were born after you entered foster care?

- a.  Number of living children born after you entered foster care: \_\_\_\_\_  
 b.  I don't know  
 c.  I prefer not to answer

→ **NOTE: For the next section on your children, please answer each question for each child you have up to your first four children.**

Question	First Born Child (I)	Second Born Child (II)	Third Born Child (III)	Fourth Born Child (IV)
17. How old is this child?	a. <input checked="" type="checkbox"/> Age in years _____ b. <input checked="" type="checkbox"/> Age in months _____ c. <input type="checkbox"/> I don't know d. <input type="checkbox"/> I prefer not to answer	e. <input checked="" type="checkbox"/> Age in years _____ f. <input checked="" type="checkbox"/> Age in months _____ g. <input type="checkbox"/> I don't know h. <input type="checkbox"/> I prefer not to answer	i. <input checked="" type="checkbox"/> Age in years _____ j. <input checked="" type="checkbox"/> Age in months _____ k. <input type="checkbox"/> I don't know l. <input type="checkbox"/> I prefer not to answer	m. <input checked="" type="checkbox"/> Age in years _____ n. <input checked="" type="checkbox"/> Age in months _____ o. <input type="checkbox"/> I don't know p. <input type="checkbox"/> I prefer not to answer
18. Were you in foster care when this child was born?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> I don't know d. <input type="checkbox"/> I prefer not to answer	e. <input type="checkbox"/> Yes f. <input type="checkbox"/> No g. <input type="checkbox"/> I don't know h. <input type="checkbox"/> I prefer not to answer	i. <input type="checkbox"/> Yes j. <input type="checkbox"/> No k. <input type="checkbox"/> I don't know l. <input type="checkbox"/> I prefer not to answer	m. <input type="checkbox"/> Yes n. <input type="checkbox"/> No o. <input type="checkbox"/> I don't know p. <input type="checkbox"/> I prefer not to answer
19. How old were you when this child was born?	a. <input checked="" type="checkbox"/> Age in years _____ b. <input type="checkbox"/> I don't know c. <input type="checkbox"/> I prefer not to answer	d. <input checked="" type="checkbox"/> Age in years _____ e. <input type="checkbox"/> I don't know f. <input type="checkbox"/> I prefer not to answer	g. <input checked="" type="checkbox"/> Age in years _____ h. <input type="checkbox"/> I don't know i. <input type="checkbox"/> I prefer not to answer	j. <input checked="" type="checkbox"/> Age in years _____ k. <input type="checkbox"/> I don't know l. <input type="checkbox"/> I prefer not to answer
20. Have you established legal paternity for this child?	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> I don't know d. <input type="checkbox"/> I prefer not to answer	e. <input type="checkbox"/> Yes f. <input type="checkbox"/> No g. <input type="checkbox"/> I don't know h. <input type="checkbox"/> I prefer not to answer	i. <input type="checkbox"/> Yes j. <input type="checkbox"/> No k. <input type="checkbox"/> I don't know l. <input type="checkbox"/> I prefer not to answer	m. <input type="checkbox"/> Yes n. <input type="checkbox"/> No o. <input type="checkbox"/> I don't know p. <input type="checkbox"/> I prefer not to answer
21. Is your name on this child's	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No	e. <input type="checkbox"/> Yes f. <input type="checkbox"/> No	i. <input type="checkbox"/> Yes j. <input type="checkbox"/> No	m. <input type="checkbox"/> Yes n. <input type="checkbox"/> No

**STUDY PHONE QUESTIONNAIRE SCRIPT AND RESPONSES**

Participant ID: \_\_\_\_\_

<b>22. Does this child share your last name?</b>	c. <input type="checkbox"/> I don't know d. <input type="checkbox"/> I prefer not to answer  a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> I don't know d. <input type="checkbox"/> I prefer not to answer	g. <input type="checkbox"/> I don't know h. <input type="checkbox"/> I prefer not to answer  e. <input type="checkbox"/> Yes f. <input type="checkbox"/> No g. <input type="checkbox"/> I don't know h. <input type="checkbox"/> I prefer not to answer	k. <input type="checkbox"/> I don't know l. <input type="checkbox"/> I prefer not to answer  i. <input type="checkbox"/> Yes j. <input type="checkbox"/> No k. <input type="checkbox"/> I don't know l. <input type="checkbox"/> I prefer not to answer	o. <input type="checkbox"/> I don't know p. <input type="checkbox"/> I prefer not to answer  m. <input type="checkbox"/> Yes n. <input type="checkbox"/> No o. <input type="checkbox"/> I don't know p. <input type="checkbox"/> I prefer not to answer
<b>23. Is this child under the supervision of a child welfare agency?</b>	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> I don't know d. <input type="checkbox"/> I prefer not to answer	e. <input type="checkbox"/> Yes f. <input type="checkbox"/> No g. <input type="checkbox"/> I don't know h. <input type="checkbox"/> I prefer not to answer	i. <input type="checkbox"/> Yes j. <input type="checkbox"/> No k. <input type="checkbox"/> I don't know l. <input type="checkbox"/> I prefer not to answer	m. <input type="checkbox"/> Yes n. <input type="checkbox"/> No o. <input type="checkbox"/> I don't know p. <input type="checkbox"/> I prefer not to answer
<b>24. Does this child live currently with you?</b>	a. <input type="checkbox"/> Yes →27 b. <input type="checkbox"/> No →25 c. <input type="checkbox"/> I don't know →25 d. <input type="checkbox"/> I prefer not to answer →25	e. <input type="checkbox"/> Yes →27 f. <input type="checkbox"/> No →25 g. <input type="checkbox"/> I don't know →25 h. <input type="checkbox"/> I prefer not to answer →25	i. <input type="checkbox"/> Yes →27 j. <input type="checkbox"/> No →25 k. <input type="checkbox"/> I don't know →25 l. <input type="checkbox"/> I prefer not to answer →25	m. <input type="checkbox"/> Yes →27 n. <input type="checkbox"/> No →25 o. <input type="checkbox"/> I don't know →25 p. <input type="checkbox"/> I prefer not to answer →25
<b>25. In whose home does this child now live? (Select all that apply)</b>	a. <input type="checkbox"/> Their biological mother b. <input type="checkbox"/> Maternal grandparents c. <input type="checkbox"/> Other maternal relatives d. <input type="checkbox"/> Paternal grandparents e. <input type="checkbox"/> Other paternal relatives f. <input type="checkbox"/> Friends g. <input type="checkbox"/> Adoptive parents h. <input type="checkbox"/> Foster parents i. <input type="checkbox"/> Other person(s): _____ j. _____ k. _____ l. <input type="checkbox"/> I don't know I. <input type="checkbox"/> I prefer not to answer	m. <input type="checkbox"/> Their biological mother n. <input type="checkbox"/> Maternal grandparents o. <input type="checkbox"/> Other maternal relatives p. <input type="checkbox"/> Paternal grandparents q. <input type="checkbox"/> Other paternal relatives r. <input type="checkbox"/> Friends s. <input type="checkbox"/> Adoptive parents t. <input type="checkbox"/> Foster parents u. <input type="checkbox"/> Other person(s): _____ v. _____ w. _____ x. <input type="checkbox"/> I don't know I. <input type="checkbox"/> I prefer not to answer	y. <input type="checkbox"/> Their biological mother z. <input type="checkbox"/> Maternal grandparents aa. <input type="checkbox"/> Other maternal relatives bb. <input type="checkbox"/> Paternal grandparents cc. <input type="checkbox"/> Other paternal relatives dd. <input type="checkbox"/> Friends ee. <input type="checkbox"/> Adoptive parents ff. <input type="checkbox"/> Foster parents gg. <input type="checkbox"/> Other person(s): _____ hh. _____ ii. <input type="checkbox"/> I don't know jj. <input type="checkbox"/> I prefer not to answer	kk. <input type="checkbox"/> Their biological mother ll. <input type="checkbox"/> Maternal grandparents mm. <input type="checkbox"/> Other maternal relatives nn. <input type="checkbox"/> Paternal grandparents oo. <input type="checkbox"/> Other paternal relatives pp. <input type="checkbox"/> Friends qq. <input type="checkbox"/> Adoptive parents rr. <input type="checkbox"/> Foster parents ss. <input type="checkbox"/> Other person(s): _____ tt. _____ uu. <input type="checkbox"/> I don't know vv. <input type="checkbox"/> I prefer not to answer
<b>26. How often do you spend</b>	a. <input type="checkbox"/> Never b. <input type="checkbox"/> Less than once a	h. <input type="checkbox"/> Never i. <input type="checkbox"/> Less than once a	o. <input type="checkbox"/> Never p. <input type="checkbox"/> Less than once a	v. <input type="checkbox"/> Never w. <input type="checkbox"/> Less than once a

Participant ID:

<p><b>time or visit with this child?</b></p>	<p>month c. <input type="checkbox"/> Few times per month d. <input type="checkbox"/> About once a week e. <input type="checkbox"/> Everyday f. <input type="checkbox"/> I don't know g. <input type="checkbox"/> I prefer not to answer</p>	<p>month j. <input type="checkbox"/> Few times per month k. <input type="checkbox"/> About once a week l. <input type="checkbox"/> Everyday m. <input type="checkbox"/> I don't know n. <input type="checkbox"/> I prefer not to answer</p>	<p>month q. <input type="checkbox"/> Few times per month r. <input type="checkbox"/> About once a week s. <input type="checkbox"/> Everyday t. <input type="checkbox"/> I don't know u. <input type="checkbox"/> I prefer not to answer</p>	<p>month x. <input type="checkbox"/> Few times per month y. <input type="checkbox"/> About once a week z. <input type="checkbox"/> Everyday aa. <input type="checkbox"/> I don't know bb. <input type="checkbox"/> I prefer not to answer</p>
<p><b>27. Do you have legal custody of this child?</b></p>	<p>a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> I don't know d. <input type="checkbox"/> I prefer not to answer</p>	<p>e. <input type="checkbox"/> Yes f. <input type="checkbox"/> No g. <input type="checkbox"/> I don't know h. <input type="checkbox"/> I prefer not to answer</p>	<p>i. <input type="checkbox"/> Yes j. <input type="checkbox"/> No k. <input type="checkbox"/> I don't know l. <input type="checkbox"/> I prefer not to answer</p>	<p>m. <input type="checkbox"/> Yes n. <input type="checkbox"/> No o. <input type="checkbox"/> I don't know p. <input type="checkbox"/> I prefer not to answer</p>

**STOP: End of Survey**

1. Are there any questions that you would like to go back to?
2. Are there any questions you would like to change your responses to?



**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**COPY OF STUDY PHONE QUESTIONNAIRE**

**Instructions**

- If we disconnected, I will call you right back.
  - Please answer the following questions as honestly as possible.
  - Do your best to answer all questions fully, but you do not have to answer any question if you do not want to.
  - If you are unsure about a question, please ask the researcher for help.
  - You are free to skip any question that you do not want to answer by selecting the “I prefer not to answer” response option.
  - You are free to skip any question that you are unsure of how to answer by selecting the “I don’t know” response option.
- Steps in Responding to Questions**
1. Go to a private room or area where no one can hear your responses and you will not be distracted.
  2. Keep this questionnaire form open and follow along with the researcher as they ask you questions.
  3. The researcher will ask you questions in the order listed here, starting with Question 1.
  4. Tell the researcher the letter that is next to the response that best answers your response to the question (some require a longer response).
  5. The researcher will confirm and record your responses.
  6. At the end of the questionnaire, the researcher will ask if you would like to return to any questions or change your response to any question.

**About You**

A. Pseudonym

**1. Would you like to select your own pseudonym or fake name for this study?**

- a. Yes, the pseudonym or alias I want to use is: TELL RESEARCHER THE NAME
- b. No, I would like the researcher to choose a pseudonym or alias for me.

Participant ID:

**B. Age**

**2. What is your age?**

- a. 18
- b. 19
- c. 20
- d. 21
- e. I don't know
- f. I prefer not to answer

**C. Marital**

**3. What is your current marital status?**

- a. Single
- b. Married, remarried, or in a domestic partnership
- c. Widowed
- d. Divorced
- e. Separated

**D. Education**

**4. Are you currently enrolled in school?**

- a. Yes, enrolled full-time
- b. Yes, enrolled part-time
- c. No, I am not enrolled in school
- d. I don't know
- e. I prefer not to answer

**5. What type of school are you enrolled in?**

*Note: If you are not in school, what type of school were you last enrolled in?*

- a. High school or continuation school
- b. G.E.D. classes
- c. Vocational/technical training at a private school (not including community college)
- d. 2-year or community college
- e. 4-year college
- f. Other [SPECIFY FOR RESEARCHER]
- g. I don't know
- h. I prefer not to answer

Participant ID:

**6. What is the highest grade or year of schooling you have completed?**

- a. No schooling completed
- b. Any grade first through eleventh grade (did not finish high school)
- c. Twelfth grade (finished high school)
- d. Obtained a GED or equivalent certificate (did not finish high school but obtained GED/certificate)
- e. First year of vocational/technical training at a private program (not at community college)
- f. Second year of vocational/technical training at a private program (not at community college)
- g. First year of college or equivalent course hours (classes taken for credit or not for credit)
- h. Second year of college or equivalent course hours (classes taken for credit or not for credit)
- i. Third year of college or equivalent course hours (classes taken for credit or not for credit)
- j. Fourth year of college or equivalent course hours (classes taken for credit or not for credit)
- k. Other [SPECIFY FOR RESEARCHER]
- l. I don't know
- m. I prefer not to answer

**E. Employment**

**7. What is your current employment status? (Check all that apply)**

- a. Employed for wages → [please specify number of different jobs: TELL RESEARCHER # total different employed jobs]  
[please specify hours worked per week: TELL RESEARCHER # employed hours worked per week]
- b. Self-employed for income → [please specify number of different jobs: TELL RESEARCHER # total different self-employed jobs]  
[please specify hours worked per week: TELL RESEARCHER # self-employed hours worked per week]
- c. Unemployed and currently looking for work
- d. Unemployed and not currently looking for work
- e. Student (not working)
- f. Unable to work
- g. Other [SPECIFY FOR RESEARCHER]
- h. I don't know
- i. I prefer not to answer

**8. About how much money did you make from your job last year?**

- a. \$0
- b. \$1–\$5,000
- c. \$5,001–\$10,000
- d. \$10,001–\$25,000
- e. \$25,001–\$50,000

Participant ID:

- f. \$50,001–\$100,000
- g. More than \$100,000
- h. I don't know
- i. I prefer not to answer

**Foster Care**

**F. Entry to Foster Care**

**9. What year did you enter foster care?**

- a. Year: TELL RESEARCH THE YEAR
- b. I don't know
- c. I prefer not to answer

**10. How old were you when you entered foster care?**

- a. Age in years: TELL RESEARCH THE AGE
- b. I don't know
- c. I prefer not to answer

**G. Placement and Permanency**

**11. What is your current foster care living arrangement? (Check all that apply)**

- a. Foster home without an adult relative, godparent, or fictive kin (non-relative home)
- b. Foster home with an adult relative, godparent, or fictive kin (home of relative)
- c. Subsidized/legal guardianship
- d. Adoptive home
- e. Group care or residential treatment facility
- f. College or dormitory
- g. Independent living only (ILO)
- h. Transitional living program (TLP)
- i. Other [SPECIFY FOR RESEARCHER]
- j. I don't know
- k. I prefer not to answer

**12. How many foster homes have you been in since first entering the foster care system?**

*Note: Placement into the same home twice should be counted as two homes.*

- a. Number of foster homes: TELL RESEARCHER #
- b. I don't know

Participant ID:

c. I prefer not to answer

**13. How many group homes or residential treatment facilities have you been in since first entering the foster care system?**

*Note: Placement into the same home/facility twice should be counted as two homes/facilities.*

- a. Number of group homes or residential treatment facilities: TELL RESEARCHER.#
- b. I don't know
- c. I prefer not to answer

**14. What is your current permanency or case plan goal?**

- a. Return home
- b. Adoption
- c. Guardianship
- d. Independence
- e. Continued foster care (long-term foster care)
- f. Other [SPECIFY FOR RESEARCHER]
- g. I don't know
- h. I prefer not to answer

**Fatherhood**

**I. Children**

**15. How many total living biological children do you have?**

- a. Number of living children: TELL RESEARCHER.#
- b. I don't know
- c. I prefer not to answer

**16. How many living children do you have that were born after you entered foster care?**

- a. Number of living children born after you entered foster care: TELL RESEARCHER.#
- b. I don't know
- c. I prefer not to answer



Participant ID:

→ **NOTE: For the next section on your children, please answer each question for each child you have up to your first four children.**

Question	First Born Child (I)	Second Born Child (II)	Third Born Child (III)	Fourth Born Child (IV)
17. How old is this child?	a. Age in years [#] b. Age in months [#] c. I don't know d. I prefer not to answer	e. Age in years [#] f. Age in months [#] g. I don't know h. I prefer not to answer	i. Age in years [#] j. Age in months [#] k. I don't know l. I prefer not to answer	m. Age in years [#] n. Age in months [#] o. I don't know p. I prefer not to answer
18. Were you in foster care when this child was born?	a. Yes b. No c. I don't know d. I prefer not to answer	e. Yes f. No g. I don't know h. I prefer not to answer	i. Yes j. No k. I don't know l. I prefer not to answer	m. Yes n. No o. I don't know p. I prefer not to answer
19. How old were you when this child was born?	a. Age in years [#] b. I don't know c. I prefer not to answer	d. Age in years [#] e. I don't know f. I prefer not to answer	g. Age in years [#] h. I don't know i. I prefer not to answer	j. Age in years [#] k. I don't know l. I prefer not to answer
20. Have you established legal paternity for this child?	a. Yes b. No c. I don't know d. I prefer not to answer	e. Yes f. No g. I don't know h. I prefer not to answer	i. Yes j. No k. I don't know l. I prefer not to answer	m. Yes n. No o. I don't know p. I prefer not to answer
21. Is your name on this child's birth certificate?	a. Yes b. No c. I don't know d. I prefer not to answer	e. Yes f. No g. I don't know h. I prefer not to answer	i. Yes j. No k. I don't know l. I prefer not to answer	m. Yes n. No o. I don't know p. I prefer not to answer
22. Does this child share your last name?	a. Yes b. No c. I don't know d. I prefer not to answer	e. Yes f. No g. I don't know h. I prefer not to answer	i. Yes j. No k. I don't know l. I prefer not to answer	m. Yes n. No o. I don't know p. I prefer not to answer
23. Is this child under the supervision of a child welfare agency?	a. Yes b. No c. I don't know d. I prefer not to answer	e. Yes f. No g. I don't know h. I prefer not to answer	i. Yes j. No k. I don't know l. I prefer not to answer	m. Yes n. No o. I don't know p. I prefer not to answer

**COPY OF STUDY PHONE QUESTIONNAIRE**

Participant ID: \_\_\_\_\_

<p><b>24. Does this child live currently with you?</b></p>	<p>a. Yes →27 b. No →25 c. I don't know →25 d. I prefer not to answer →25</p>	<p>e. Yes →27 f. No →25 g. I don't know →25 h. I prefer not to answer →25</p>	<p>i. Yes →27 j. No →25 k. I don't know →25 l. I prefer not to answer →25</p>	<p>m. Yes →27 n. No →25 o. I don't know →25 p. I prefer not to answer →25</p>
<p><b>25. In whose home does this child now live?</b> (Select all that apply)</p>	<p>a. Their biological mother b. Maternal grandparents c. Other maternal relatives d. Paternal grandparents e. Other paternal relatives f. Friends g. Adoptive parents h. Foster parents i. Other person(s): TELL RESEARCHER j. I don't know k. I prefer not to answer</p>	<p>l. Their biological mother m. Maternal grandparents n. Other maternal relatives o. Paternal grandparents p. Friends q. Adoptive parents r. Foster parents s. Other person(s): TELL RESEARCHER t. I don't know u. I prefer not to answer</p>	<p>w. Their biological mother x. Maternal grandparents y. Other maternal relatives z. Paternal grandparents aa. Other paternal relatives bb. Friends cc. Adoptive parents dd. Foster parents ee. Other person(s): TELL RESEARCHER ff. I don't know gg. I prefer not to answer</p>	<p>hh. Their biological mother ii. Maternal grandparents jj. Other maternal relatives kk. Paternal grandparents ll. Other paternal relatives mm. Friends nn. Adoptive parents oo. Foster parents pp. Other person(s): TELL RESEARCHER qq. I don't know rr. I prefer not to answer</p>
<p><b>26. How often do you spend time or visit with this child?</b></p>	<p>a. Never b. Less than once a month c. Few times per month d. About once a week e. Everyday f. I don't know g. I prefer not to answer</p>	<p>h. Never i. Less than once a month j. Few times per month k. About once a week l. Everyday m. I don't know n. I prefer not to answer</p>	<p>o. Never p. Less than once a month q. Few times per month r. About once a week s. Everyday t. I don't know u. I prefer not to answer</p>	<p>v. Never w. Less than once a month x. Few times per month y. About once a week z. Everyday aa. I don't know bb. I prefer not to answer</p>
<p><b>27. Do you have legal custody of this child?</b></p>	<p>a. Yes b. No c. I don't know d. I prefer not to answer</p>	<p>e. Yes f. No g. I don't know h. I prefer not to answer</p>	<p>i. Yes j. No k. I don't know l. I prefer not to answer</p>	<p>m. Yes n. No o. I don't know p. I prefer not to answer</p>

**STOP: End of Survey**

- Are there any questions that you would like to go back to?
- Are there any questions you would like to change your responses to?

**STUDY PHONE INTERVIEW PROTOCOL**



**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., Ph.D., MSW

**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY PHONE INTERVIEW PROTOCOL**

**INTERVIEW NOTE**

This phone interview is designed to be semi-structured in nature. Use prompts when needed and skip questions when requested by participant.

**Research Study Consent**

**Form 5: CONSENT FORM**

1. If we disconnected, I will call you right back.
2. The study that you are requested to participate is a study of Black fathers who are currently in foster care. In general, I want to understand your experience of being a Black father while you have been in foster care. I also want to know what the foster care system has taught you about fatherhood, how the foster care system is supporting you as a father, and what needs you have as a father in foster care.
3. Before we begin to discuss these topics, I would like to review the consent form with you and answer questions or concerns you have regarding this interview.
  - Can you please open the file Form 5b titled "Copy of Consent Form Copy of Verbal Informed Consent to Participate in a Study"?
  - <REVIEW CONSENT FORM WITH THE PARTICIPANT AND HAVE THE PARTICIPANT VERBALLY CONSENT>
  - Thank you for reviewing the consent form with me and consenting to be in this study as well as the study procedures.
  - As a reminder, a copy of the consent form is in the Box cloud folder that I assigned to you.
  - <COMPLETE QUESTIONNAIRE OVER THE PHONE>
4. Let's begin with the questionnaire. Please open the file Form 6b titled "Copy of Study Phone Questionnaire"
5. [PARTICIPANT CONSENTED TO AUDIO RECORDING]
  - During the consenting process you agreed to have this interview audio recorded.
  - A digital audio recorder will be used to record your responses.
  - Do I have your permission to begin audio recording our discussion?
  - <START AUDIO RECORDING>
  - I am now audio recording this interview.
  - Please confirm for me that you have given me your verbal consent to participate in the fathers in foster care study.
  - Please confirm for me that I have your permission to continue audio recording the remainder of this interview.
  - Thank you, we will now begin the interview.
6. [PARTICIPANT DID NOT CONSENT TO AUDIO RECORDING]
  - During the consenting process you did not agree to have this interview audio recorded.

- Instead of audio recording the interview, I will take notes to record your responses.
- Do I have your permission to begin our discussion?
- Thank you, we will now begin the interview.

**Interview Guide (Phone Meeting 1)**

**Section 0 – Introduction**

**\*\*THIS SECTION IS NOT DESIGNED TO BE READ VERBATIM, ONLY AS SUMARIZED POINTS\*\***

**0.1 Greeting**

- Thank you for talking with me today and taking the time to help me with my research.
- I want to introduce myself, tell you more about the purpose of the project, and let you know the kinds of questions I will be asking you today.
- But before I do, I want to go over a couple of things.
  - If you need to take a break at any time during the interview, please let me know.
  - I would like you to be as open and honest as possible about your experiences and responses.
  - I may take notes while you are talking to make sure that I gather as much of the information that you share as possible.
  - If you have any questions during this process, please ask me.
  - If at any time you feel uncomfortable with being audio recorded, please let me know and I will stop recording immediately.
  - If at any time you feel uncomfortable with any of the questions, you may choose to not answer.
  - Additionally, if you decide that you no longer want to participate in the study, you can end your participation.
- As a reminder, there are times when have to share your name or other information about you with the authorities. This is because certain laws mandate we must protect you or others from harm. We must share your information with 9-1-1 emergency services, the Chicago Police Department, and/or the Illinois Department of Children and Family Services if: (1) We learn or suspect that you are being abused, neglected, or abandoned; (2) We learn or suspect that you are abusing, neglecting, or have abandoned someone who depends on you for care; and/or (3) We learn or suspect that you plan to harm yourself or someone else. We are mandated reporters and if during your participation in this study, we learn or have reasonable cause to believe that child abuse or neglect is occurring, we must report this to the Department of Children and Family Services as required by law.

**0.2 My Introduction**

- Again, my name is Justin Harty and I am a PhD candidate at the School of Social Service Administration (social work) at the University of Chicago. I earned my master's degree in social work with a concentration in children and families, from the Jane Addams College of Social Work at the University of Illinois at Chicago.
- My research interests include pregnancy, parenting, and parental involvement among youth transitioning from foster care to adulthood.
- Before I started the PhD program, I worked in child welfare as a foster care caseworker in Chicago for several years. While I worked in foster care, I had several young fathers, such as yourself, on my caseload and worked with DCFS and TPSN to connect them to services that would help prepare them for fatherhood.
- On a more personal note, I spent several years of my childhood under the care of DCFS.

**0.3 Re-introduction to the Study**

- There are three things I want to understand regarding your experience of being a Black father while you have been in foster care:
  1. I want to know about your knowledge of fatherhood and how much, if any, of this information came from the foster care system.
  2. I want to understand how, if at all, the foster care system is helping you be the kind of father that you want to be.

3. I want to figure out what father-related needs you have and the extent to which the foster care system is meeting those needs.

#### 0.4 Purpose of the Study

- The primary purpose of my study is to help better understand the experiences and needs of young Black fathers in foster care.
  - I will be talking with you about your experiences as a Black father in foster care because I believe what you have to tell me is important and I consider you the expert on this topic since you are the one living the experience.
  - I would like to learn more about your experience as a Black father in foster care by asking you to answer some questions.
- I want to share what I learn from you, and other Black fathers in my study, with policy makers, foster care agencies, and service providers so that they may better understand and meet the needs of Black fathers in foster care.
- I will briefly explain the format of this interview before I start asking questions. Before I do, do you have any questions for me at this point?
  - [YES] <RESPOND TO QUESTIONS>. Those are great questions and I appreciate you asking them. If you have any other questions that come up during the course of this interview, please feel free to ask them at any time.
  - [NO] Ok. I know you don't have any questions for me right now, but if you have any questions that come up during the course of this interview, please feel free to ask them at any time.

#### 0.5 Interview Format

- We will meet via phone call two times and each phone meeting lasting approximately 90 minutes.
- In our next interview, I will ask you some follow-up questions and we will review the transcripts from this interview.
- During the interview, it may feel like I am repeating questions or asking them in different ways. I want to apologize for this up front. I am not trying to be repetitive—I am just trying to understand your experience as a father in foster care from different angles.

#### 0.6 Foster Care Definitions

- I will give you a form that explains what it means when I say “foster care” or “foster care system.”
- This approach should help make sure that we have an understanding of what I am asking as well as the question you are answering.

#### 0.7 Question and Stoppage Reminder

- At any point during this interview, if you are confused by any question please stop me and ask me to clarify what I am asking. I am happy to rephrase questions, clarify questions, or define terms and definitions that are unclear.
- As a reminder, you may feel emotional or upset when answering some of the questions. Please tell me at any time if you wish to take a break or stop the interview. If you feel uncomfortable with any of the questions or topics that I will ask you, you are free to not answer or skip any questions. You are also free to stop and/or withdraw from the interview for any reason.
- Do you have any questions for me before I move on to some important definitions?
  - [Yes] <RESPOND TO QUESTIONS>. Good questions! Feel free to interrupt me if any other questions come to your mind.
  - [No] Alright. Again, feel free to stop me at any time if you have questions for me.

#### 0.8 Definition of Foster Care

- As a former foster care caseworker and current researcher studying older youth in foster care, I understand that the foster care system is very complex and sometimes confusing to understand.
  - To help make sure that we are both clear on what I mean when I say *foster care* or *foster care system*, I am going to share a general definition

of the term with you.  
{TELL PARTICIPANT TO OPEN SHOWCARD 1 (FORM 8)}

- *Foster Care System*
  - The foster care system includes various people whose job it is to provide care or supervision to you after you were placed into foster care. This includes foster parents, foster caregivers, DCFS staff, permanency court personnel, therapeutic/treatment staff, and other related people. They may work in various settings while they are providing direct care to you while you are in foster care.
  - These foster-care related people may include:
    - Your foster parent/caregiver as well as their siblings or relatives
    - Other foster youth that you are placed with
    - Your DCFS or TPSN caseworker
    - Any DCFS or TPSN staff (supervisors, non-caseworkers)
    - Your counselor, therapist, psychologist, or treatment specialist
    - Your group home, transitional living, or independent living workers
    - Your GAL/casa/attorney or other permanency court personnel (judge, states attorney)
  - These people may work in:
    - Your foster care placement, group home, residential facility, ILP, or TLP
    - A DCFS or TPSN office
    - The permanency court
    - Or may just visit you in your placement
- Feel free to review to this document when you need to.
- Any questions before we move on to questions in the second section?
  - [Yes] < Respond to questions >. Feel free to interrupt me if any other questions arise.
  - [No] Ok. Stop me at any time if some come up.

**Section 1 – Icebreaker and Fatherhood in Foster Questions**

**Introduction to Section One**

In this part of the interview, I am going to ask you some questions to learn more about you and your experience of fatherhood in foster care.

**Icebreaker**

- Question 1: When I say the term “father,” what ideas comes to your mind? [Prompt] No prompt. Leave open ended.
- Question 2: How would you describe yourself as a father? [Prompt] No prompt. Leave open ended.

**Fatherhood in Foster Care**

- Question 3: Please share with me your experience of when you found out that you were going to be a father while you were in foster care. [Prompt] E.g., thoughts, feelings, or fears
- Question 4: What has been your experience of fatherhood while you have been in foster care? How? [Prompt] E.g., experiences that have been rewarding, hard, easy (and what has made it this way)



Question 5: Please share an experience that describes what it is like being a father in foster care. [Prompt] E.g., an experience that is common or unique

Question 6: How has being in foster care made it easier or harder to be a father? [Prompt] E.g., foster care supports or restrictions

**Section 2 – Knowledge of Fatherhood Received from Foster Care**

Research Question 1: What knowledge around fatherhood do young Black fathers in foster care receive from the child welfare system?

**Introduction to Knowledge of Fatherhood Questions**

- Thank you for sharing that with me.
- I want to understand what fatherhood messages you are getting from the foster care system.
- In this next section, I'm going to ask you questions about fatherhood knowledge you have received from the foster care system.

Question 7: Has someone in the foster care system talked to you about fatherhood? If so, who was it and what did they tell you about fatherhood? [Prompt] E.g., around involvement, engagement, availability, responsibility <If no knowledge came from foster care ask who it came from>

Question 8: Has someone in the foster care system talked to you about things that may make it easier or harder for you to be a father? If so, who was it and what did they say? [Prompt] E.g., father, mother, child, coparental, or contextual factors <If no knowledge came from foster care ask who it came from>

Question 9: What expectations does the foster care system have for you as a father? What do you think about these expectations? [Prompt] E.g., financially or emotionally supporting the child <If no knowledge came from foster care ask who it came from>

Question 10: Has someone in the foster care system talked to you about attending events for your child? If so, who was it and what did they talk about? [Prompt] E.g., attending prenatal visits, birth of child, child birthdays, school events <If no knowledge came from foster care ask who it came from>

**Section 3 – Needs of Fathers in Foster Care**

Research Question 3: What needs do Black fathers have, regarding fatherhood, and how are these needs being met by the child welfare system?

**Introduction to Fatherhood Needs Questions**

- Thank you for sharing that information with me.
- I'm going to ask you about your fatherhood needs and how they are being met by the child welfare system.

Question 11: What parenting needs do you have as a father in foster care? [Prompt] E.g., parental skills, father involvement, managing the co-parental relationship, child development, child safety/maltreatment

Question 12: What has been your experience in working with the foster care system around getting your fatherhood needs met? [Prompt] E.g., hard, easy, helpful, not helpful

Question 13:	Please describe any parenting services that you have been offered while you have been in foster care. Please explain your experience with them.	[Prompt]	E.g., services focused on parenting or coparenting
Question 14:	What other parent-related needs do you have as a father in foster care? How has the foster care system helped you with these needs?	[Prompt]	E.g., factors that affect your ability to parent such as: mental health, substance use, financial, educational, employment, housing, emotional

**Section 4 – Foster Care and Preparedness for Fatherhood**

Research Question 2: Does the foster care system help Black fathers in foster care to be the kind of fathers that they want to be as young fathers?

**Introduction to Foster Care and Preparedness for Fatherhood Questions**

- I really appreciate your responses.
- I would now like to hear about how the foster care system has prepared you for fatherhood.

Question 15:	Do you feel that the foster care system has prepared you to be the kind of father that you want to be? If so, how has the foster care system prepared you to be the kind of father that you want to be?	[Prompt]	E.g., providing you services to help you support your child (educational, employment, mental health, substance use, etc.) <If no preparedness came from foster care ask who it came from>
Question 16:	Do you feel that the foster care system has prepared you to meet the needs of your child? If so, how has the foster care system prepared you to meet the needs of your child?	[Prompt]	E.g., providing you services to help you support the development of your child (child development training, coparental training, etc.) <If no preparedness came from foster care ask who it came from>
Question 17:	Do you feel that the foster care system has prepared you to make sure a person does not harm your child? If so, how has the foster care system prepared you to make sure a person does not harm your child?	[Prompt]	E.g., providing you services to help you make sure your child remains safe (healthy sleep habits, addressing stressful developmental stages, maltreatment prevention, etc.) <If no preparedness came from foster care ask who it came from>
Question 18:	Do you feel that the foster care system has prepared you to be a father after you leave care? If so, how has the foster care system prepared you to be a father after you leave care?	[Prompt]	E.g., connected you with community-based father-related resources, services around parenting your child when they are older, etc. <If no preparedness came from foster care ask who it came from>

**Section 5 – Closing Questions**

**Concluding the First Meeting**

- We are almost done for today!
- I have a few short questions for you as we wrap up this interview. Before I get to those, do you have any questions for me?  
[Yes] <Respond to questions>. Very interesting questions! Thank you for asking them. Let's move on and get this wrapped up!  
[No] Ok. Let's get this wrapped up!



- Question 19: What should people know about fathers in foster care? [Prompt] No prompt. Leave open ended.
- Question 20: What questions about your experience of fatherhood in foster care did I not ask that you think I should have asked? [Prompt] No prompt. Leave open ended.
- Question 21: Are there any questions that I have already asked that you would like to revisit? [Prompt] No prompt. Leave open ended.
- Question 22: Last question, are there any problems or issues that came up during our interview you want to talk about? [Prompt] No prompt. Leave open ended.

**Section 6 – Concluding This Interview and Confirming Next Interview**

Follow this prompt if a subsequent interview is needed

**Confirming Next Interview**

- I appreciate you sharing all of this with me.
- I want to be respectful of your time since we are at about 90 mins.
  - <CONFIRM INTERVIEW 2> I'll ask you any follow-up questions at our 2<sup>nd</sup> phone meeting which I have set for [DATE] at [TIME]. I will call you. Does this still work for you? <CHANGE OR CONFIRM> Great, I'll follow up with you a few days before that. Just as a reminder, we'll discuss the transcript or my interview notes at our next meeting. If you don't have any questions, I'll talk to you then!
- <STOP AUDIO RECORDING>
- <NOTIFY RESPONDENT OF THANK YOU LETTER, RESOURCE LIST, AND DCFS PAMPHLETS>
  - Before we hang up, I want you open the thank you letter and resource list as well as the DCFS pamphlets that may be helpful for you. If you are feeling bad, emotional, or traumatized and want to talk to someone, please use these forms to obtain help from DCFS. These documents are in the "3 OPEN AFTER INTERVIEW 1" Folder
  - <DESCRIBE THE FOLLOWING DOCUMENTS>
    1. FORM 12a: RESOURCE LIST
    2. DCFS-CFS105088\_82016-ImportantInformationForPregnantAndOrParentingTeens.pdf
    3. DCFS-CFS1050271\_52016-DCFSAdvocacyOfficeForChildrenFamilies.pdf
    4. DCFS-CFS1050903\_122016-GetGoaldHandbook.pdf
    5. DCFS-CFS1050992\_112019-YouthInCareBillOfRights.pdf

**Transcript and Notes Review (Phone Meeting 2)**

1. If we disconnected, I will call you right back.
2. [CONFIRM CONSENT TO AUDIO RECORD AND TRANSCRIBE AUDIO]
3. <START AUDIO RECORDING>
4. One important order of business before we start today. As a reminder, there are times when have to share your name or other information about you with the authorities. This is because certain laws say we must protect you or others from harm. We must share your information with 9-1-1 emergency services, the Chicago Police Department, and/or the Illinois Department of Children and Family Services if: (1) We learn or suspect that you are being abused, neglected, or abandoned; (2) We learn or suspect that you are abusing, neglecting, or have abandoned someone who depends on you for care; and/or (3) We learn or suspect that you plan to harm yourself or someone else. We are mandated reporters and if during your participation in this study, we learn or have reasonable cause to believe that child abuse or neglect is occurring, we must report this to the Department of Children and Family Services as required by

- law.
5. I've uploaded deidentified copies of the transcript from our first interviews as well as my typed notes. In the margins and on the pages after the transcript I have included notes that I believe summarize what you have said into categories. Let's go over these summaries. Please let me know what you think of my summaries. I want to know if you agree with my summaries. If you disagree, or if I have summarized what you have said incorrectly, please let me know. I want to make sure that I have captured what you have shared with me. During the discussion, you will have a chance to clarify your previous responses and correct anything that we may have understood incorrectly. At the end of the interview, we will discuss ways for you to receive the results of this study. The third interview will take you approximately 90 minutes.
  6. <REVIEW TRANSCRIPT AND/OR INTERVIEW NOTES WITH THE PARTICIPANT>
  7. Great! This has been really insightful. I appreciate all that you have shared with me and I want to thank you for helping me better understand your experience as a father in foster care.
  8. As a reminder, you are free to request some de-identified encrypted and password protected documents and files from your questionnaire and our interviews before this study ends around two years after our interview today. You may also request print publications if allowed by the journal or publisher for any length of time. I think it is important for you to know how the experiences that you have shared with me is being used, and how it is informing policy and practice for other fathers in foster care. I will notify you when my dissertation has been accepted and published. However, I will not notify you of any other published work that comes out of this study, but you are free to check in with me whenever you want to see if anything has been published that you may request. For my dissertation, I'll send you one copy of it. For journal publications, I'll send you one copy of it if I am allowed to give it out. If I cannot give it out, I'll send you a website link to the article. For books, I'll send you one copy. For all other print publications, we will have to take it by a case-by-case basis.

#### Debriefing (End of Meeting 2)

- <NOTIFY RESPONDENT OF THANK YOU LETTER, RESOURCE LIST, AND DCFS PAMPHLETS>
  9. Before we hang up, I want you open the thank you letter and resource list as well as the DCFS pamphlets that may be helpful for you. If you are feeling bad, emotional, or traumatized and want to talk to someone, please use these forms to obtain help from DCFS. These documents are in the "4 OPEN AFTER INTERVIEW 2" Folder
  - <DESCRIBE THE FOLLOWING DOCUMENTS>
    1. FORM 12b: THANK YOU/RESOURCE LIST
    2. DCFS-CFS105088\_82016-ImportantInformationForPregnantAndOrParentingTeens.pdf
    3. DCFS-CFS1050271\_52016-DCFSAdvocacyOfficeForChildrenFamilies.pdf
    4. DCFS-CFS1050903\_122016-GetGaldHandbook.pdf
    5. DCFS-CFS1050992\_112019-YouthInCareBillOfRights.pdf
  - Please keep these in a safe place so you may reference it in the future.
  - The form has resources that may be of interest to you as well as contact information for study researchers and the Institutional Review Board.
  - The four DCFS pamphlets contain important resources and rights that you have as foster care father.

It has been an honor to meet you and hear about your experiences as a father in foster care. <PROVIDE A POSITIVE SALUTATION THAT ACKNOWLEDGES PARTICIPANT'S GREAT WORK AS FATHER AND HIS FUTURE WITH HIS CHILD(REN)>
  10. Please keep my contact information and the documents I have sent you in a safe place. Feel free to reach out to me or other contacts on the consent and thank you/resource form if you have any questions regarding this study. I will keep the files I have uploaded for you for 6 months. In this time, if you desire, please save them in a password protected file and/or print them and keep them in a safe place.
- <END AUDIO RECORDING>

Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>STUDY INTERVIEW PROTOCOL SHOWCARDS</b>	Form 8 Version 3.0 Page 1 of 2
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

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**STUDY INTERVIEW PROTOCOL SHOWCARDS**

**SHOWCARD LISTING**

Showcard 1. Foster Care System .....2

SC1 Foster Care System

<b>Foster Care System</b>	
<i>These are people related to the foster care system</i>	
Foster Family	<ul style="list-style-type: none"> <li>• Foster parents or caregivers</li> <li>• Relatives of foster parents or caregivers</li> <li>• Other foster youth in the home</li> </ul>
Foster Care Caseworkers	<ul style="list-style-type: none"> <li>• DCFS assigned caseworker</li> <li>• TPSN assigned caseworker</li> </ul>
Other Foster Care Staff	<ul style="list-style-type: none"> <li>• DCFS staff (example: supervisors, non-caseworkers)</li> <li>• TPSN staff (example: supervisors, non-caseworkers)</li> </ul>
Foster Care Therapeutic Staff	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Therapist</li> <li>• Psychologist</li> <li>• Treatment specialist</li> </ul>
Foster Care Placement Workers	<ul style="list-style-type: none"> <li>• Group home staff</li> <li>• Transitional staff</li> <li>• Independent living staff</li> </ul>
Permanency Court Staff	<ul style="list-style-type: none"> <li>• GAL/CASA/Attorney</li> <li>• Other court personnel (example: judge, states attorney)</li> </ul>

Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>STUDY TRANSCRIPT LOG</b>  Participant ID:	Form 9 Version 3.0 Page 1 of 1
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**School of Social Service Administration at the University of Chicago**

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**Principal Investigator:** Waldo E. Johnson, Jr., PhD  
**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY TRANSCRIPT LOG**

*Interview 1/2*      *Date MM-DD-YYYY*      *Time HH:MM AM/PM*  
*Sent MM-DD-YYYY*    *Rcvd MM-DD-YYYY*      *Checked MM-DD-YYYY*      *Imported MM-DD-YYYY*

Audio File Name:

Transcript File Name:

Transcript

1    Insert text here

Fatherhood in Foster Care IRB#19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>STUDY CONTACTS, NOTES, AND MEMOS</b>  Participant ID:	Form 10 Version 3.0 Page 1 of 1
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**School of Social Service Administration at the University of Chicago**

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**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY CONTACTS, NOTES, AND MEMOS**

- Contact Note    *Date* MM-DD-YYYY    *Time* HH:MM AM/PM    *Source* \_\_\_\_\_
- Interview Note    *Date* MM-DD-YYYY    *Time* HH:MM AM/PM
- Memo Note     *Observational*     *Theoretical*     *Methodological*     *Analytical*     *Other*

Topic:

Notes

Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFSS4.28.2020	<b>STUDY PARTICIPANT INCENTIVE          RECEIPT INSTRUCTIONS</b> Participant ID:	Form 11 Version 3.0 Page 1 of 1
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois  
 Department of Children & Family Services Care  
**Principal Investigator:** Waldo E. Johnson, Jr., PhD  
**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY PARTICIPANT INCENTIVE RECEIPT INSTRUCTIONS**

After you have received the \$50.00 Visa electronic gift card for your participation in this study, please do the following:

1. Copy the following text using your internet connected mobile device or computer:

**I acknowledge receipt of a \$50.00 Visa electronic gift card for my participation in the FIFC study.**

2. Paste the copied text into a text message or email (for email use "FIFC" as the subject line)
3. Send the text to 773-234-7705 or send the email to [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu)
4. The researcher may contact you if they have not received your receipt

Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>STUDY RESOURCE LIST</b>	Form 12a Version 3.0 Page 1 of 1
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**School of Social Service Administration at the University of Chicago**

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**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY RESOURCE LIST**

**UNDERSTANDING BLACK FATHERHOOD IN FOSTER CARE**

Thank you for agreeing to be in this research study on Black fathers in foster care! The purpose of this research is to understand the experience of being a Black father in foster care as it relates to what the foster care system has taught fathers in care about fatherhood, how the foster care system supports fathers in foster care, and what needs fathers in foster care have as well as what the foster care system is doing to meet fatherhood needs.

**CONTACTS AND QUESTIONS**

If you have questions or concerns about the study, you can contact Justin S. Harty, MSW, LCSW by phone at 773-234-7705 and by email at justinharty@uchicago.edu or Waldo E. Johnson, Jr., PhD by phone at 773-834-0400 and by email at wejohnso@uchicago.edu. If you have any questions about your rights as a participant in this research, or to discuss other study-related concerns with someone who is not part of the research team, you can contact the School of Social Service Administration University of Chicago Institutional Review Board Office by phone at 773-834-0402, or by email at ssairb@uchicago.edu.

**FINAL REPORT**

If you would like to receive a copy of the doctoral dissertation from this study when it is completed, contact Justin S. Harty at the email address or phone number above.

**FOSTER YOUTH AND FATHERING RESOURCES**

If you would like resources on the topic of this study, here are some websites you might find interesting:

- *Child Welfare Information Gateway* - <https://www.childwelfare.gov>
- *FosterPort* - <http://www.fosterport.org>
- *National Fatherhood Initiative* - <https://www.fatherhood.org>
- *National Responsible Fatherhood Clearinghouse* - <https://www.fatherhood.gov>

**ILLINOIS DCFS RESOURCES**

The Illinois DCFS has various mental health, physical health, educational, career, relationship, and family resources available for you that are listed in the “Get Goal’d Handbook” which can be accessed online at <https://www2.illinois.gov/dcf/brighterfutures/independence/Documents/GetGoaldHandbook.pdf>.

If you need further resources or assistance, you can call the Illinois DCFS Youth Hotline at 800-232-3798. If you are putative father and want to know if your child is under the care of the Illinois DCFS or you want to register with the Illinois DCFS as a putative father, you can call the Putative Father Registry at 866-737-3237 or go online to <https://www.putativefather.org>. To report child abuse or neglect, call 800-25-ABUSE.



Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>STUDY THANK YOU LETTER</b>	Form 12b Version 3.0 Page 1 of 1
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY THANK YOU LETTER**

**UNDERSTANDING BLACK FATHERHOOD IN FOSTER CARE**

Thank you for taking part in this research on Black fathers in foster care! The purpose of this research is to understand the experience of being a Black father in foster care as it relates to what the foster care system has taught fathers in care about fatherhood, how the foster care system supports fathers in foster care, and what needs fathers in foster care have as well as what the foster care system is doing to meet their fatherhood needs.

**CONTACTS AND QUESTIONS**

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If you need further resources or assistance, you can call the Illinois DCFS Youth Hotline at 800-232-3798. If you are putative father and want to know if your child is under the care of the Illinois DCFS or you want to register with the Illinois DCFS as a putative father, you can call the Putative Father Registry at 866-737-3237 or go online to <https://www.putativefather.org>. To report child abuse or neglect, call 800-25-ABUSE.



THE UNIVERSITY OF  
**CHICAGO**

SCHOOL OF SOCIAL SERVICE ADMINISTRATION

**School of Social Service Administration at the University of Chicago**

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**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

STUDY NAME-NUMBER FORM

#	Participant ID Box Password1 Box Password2	First	Last	Pseudonym	Phone	Email	Address	Worker
1								
2								
3								
4								
5								
6								
7								

8																					
9																					
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20							
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**FILE FORMATS**

<b>Box</b>	<b>Consent</b>	<b>Questionnaire</b>	<b>Notes and Memos</b>	<b>Transcript</b>	<b>Screening Form</b>
Form #-FormName	ID-1WrittenConsent- YYYYMMDD	ID-2Questionnaire- YYYYMMDD	ID- 6InterviewNotesMemo s-YYYYMMDD	ID- 7InterviewTranscript- YYYYMMDD	ID-13ScreeningForm- YYYYMMDD

**STUDY PARTICIPANT TRACKING LOG**



**School of Social Service Administration at the University of Chicago**

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**Principal Investigator:** Waldo E. Johnson, Jr., PhD  
**Graduate Student:** Justin S. Harty, MSW, LCSW

**STUDY PARTICIPANT TRACKING LOG**

Subject ID	Date										Terminated & Reason	
	Screening Completed	Verbal Consent Y/N	Audio Consent Y/N	Phone Intv. 1	Gift Card1	Phone Intv. 2	Gift Card2	Completed Study	Withdrawn & Reason	Terminated & Reason		



Fatherhood in Foster Care IRB# 19-1783, Date Approved: UC4.11.2020, DCFS4.28.2020	<b>PARTICIPANT CONTACT &amp; MEETING LOG</b>  Participant ID:	Form 15 Version 3.0 Page 1 of 2
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois  
 Department of Children & Family Services Care  
**Principal Investigator:** Waldo E. Johnson, Jr., PhD  
**Graduate Student:** Justin S. Harty, MSW, LCSW

**PARTICIPANT CONTACT & MEETING LOG**

<b>Contact</b>	Phone:  Email:  Other:
<b>Meetings</b>	<u>Phone Meeting 1</u> Date:  <u>Phone Meeting 2</u> Date:
<b>Contact Log</b>	Date:                      Topic:                      Method: Phone   Voicemail   Email Notes:  Date:                      Topic:                      Method: Phone   Voicemail   Email Notes:
<b>Contact Log</b>	Date:                      Topic:                      Method: Phone   Voicemail   Email Notes:

Form \_\_\_\_\_ of \_\_\_\_\_

<b>Contact Log</b>	Date: _____ Topic: _____ Method: Phone   Voicemail   Email Notes: _____
	Date: _____ Topic: _____ Method: Phone   Voicemail   Email Notes: _____
	Date: _____ Topic: _____ Method: Phone   Voicemail   Email Notes: _____
	Date: _____ Topic: _____ Method: Phone   Voicemail   Email Notes: _____
	Date: _____ Topic: _____ Method: Phone   Voicemail   Email Notes: _____
	Date: _____ Topic: _____ Method: Phone   Voicemail   Email Notes: _____
	Date: _____ Topic: _____ Method: Phone   Voicemail   Email Notes: _____
	Date: _____ Topic: _____ Method: Phone   Voicemail   Email Notes: _____

Form \_\_\_\_\_ of \_\_\_\_\_



Fatherhood in Foster Care IRB#19-1783, Date Approved: UC4.11.2020, DCFs4.28.2020	<b>PERMISSION TO CONDUCT STUDY &amp; LETTER OF COOPERATION</b>	Form 16 Version 3.2 Page 1 of 3
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**PERMISSION TO CONDUCT STUDY**

Mr. Zack Schrantz  
UCAN President & Chief Executive Officer  
3605 West Fillmore, Chicago, IL 60624  
[zack.schrantz@ucanchicago.org](mailto:zack.schrantz@ucanchicago.org)

MM/DD/2020  
RE: Permission to Conduct Research Study

Dear Mr. Zack Schrantz,

My name is Justin Harty and I am writing to request your permission to conduct a research study through UCAN’s Teen Parenting Service Network (TPSN). I am currently a doctoral candidate in the School of Social Service Administration at the University of Chicago and am in the process of writing my dissertation and conducting my dissertation study entitled “Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care.” This dissertation study is under the supervision of Dr. Waldo E. Johnson, Jr., PhD (Principal Investigator and dissertation chair), Dr. Mark E. Courtney (dissertation committee), and Dr. Jennifer L. Bellamy (dissertation committee). My study was approved by the School of Social Service University of Chicago Institutional Review Board and the Illinois Department of Children and Family Services Institutional Review Board.

The central question driving this study is: What are the experiences and needs of young Black fathers in foster care? This central question is broken down into three research questions: (1) what knowledge around fatherhood do young Black fathers in foster care receive from the foster care system; (2) does the foster care system help Black fathers in foster care to be the kind of fathers that they want to be as young fathers; and (3) what needs do Black fathers have, regarding fatherhood, and how are these needs being met by the foster care system? This research study may help foster care systems understand how they can provide more tailored services to fathers in foster care to better prepare them for fatherhood after they leave the foster care system and enter into adulthood.

I hope that UCAN’s administration will allow me to recruit 15-20 Black fathers ages 18-21 within UCAN’s Teen Parenting Service Network who are receiving case management services from a TPSN caseworker, an Illinois Department of Children and Family Services (DCFS) permanency caseworker, or a private agency purchase of service (POS) permanency caseworker. I will ask participants to complete a short 10-minute phone questionnaire and two 90-minute phone interviews. I will ask UCAN’s TPSN administrative staff to send an email, with the primary researcher copied and the name of the father(s) omitted, to all TPSN, DCFS, and POS caseworkers who have a father on their caseload that is enrolled in the TPSN. The email will inform the caseworker that they have a father on their caseload who may be eligible for this study, briefly introduce the study, and provide recruitment instructions and documents on how to talk to eligible fathers about this study. Interested fathers, who volunteer to participate, will contact the primary researcher to be screened for the

study. If the participant is eligible for the study, and volunteers to participate, the primary researcher will obtain their verbal consent over the phone prior to conducting the phone questionnaires and phone interviews.

If your approval is granted, study participants will complete the questionnaire and two interviews over the phone, outside of the visits with their TPSN/DCFS/POS caseworker, and in a private location in their placement. The only time commitment I am requesting from UCAN's TPSN administrative staff is approximately three minutes to email recruitment materials and notify the potential participant or their TPSN/DCFS/POS caseworker about this study over the phone or verbally during their meetings or placement visits. Any questions that the potential participant has can be directed to me at my contact information below. With your approval, I would like to provide TPSN, DCFS, and POS staff a link to my recorded webinar discussing research on fathers in foster care, a study introduction, and methods to recruit study participants.

The questionnaire results and interview findings will be pooled for my dissertation study and data from this study will remain confidential and anonymous as permitted by law. Should this study be published in any form, only pooled results and de-identified findings or quotes will be shared. Study documents, forms, and files will be securely protected or saved as de-identified, encrypted, and password protected files. No costs will be incurred by UCAN, TPSN, or the individual participants. Individual participants of this study will be paid for their time and may request copies of study publications.

To protect research participants, staff, caseworkers, and researchers from risk of Coronavirus Disease 2019 (COVID-19), the University of Chicago has implemented restrictions on face-to-face interactions with research subjects. Research interactions with human research subjects must be performed remotely. Research procedures involving face-to-face interaction with research subjects has been postponed, unless the interaction is essential to ensure the health, safety, or well-being of the research subject. To protect research participants, TPSN staff, and researchers from risk of COVID-19, the following research procedures have been put in place:

- All research procedures require no face-to-face contact
- All recruitment and research procedures are designed to be completed in the home and remotely
- Study recruitment and verbal consent will occur over the phone and internet only
- The questionnaire and two interviews will be conducted over the phone
- Participants are asked to complete the questionnaire and two interviews privately in their placement
- Gift card distribution will be sent electronically and the gift cards can be used for online shopping
- All recruitment documents for staff/workers will be sent to them electronically by email and download
- All recruitment procedures for staff/workers are designed to be completed remotely
- A recruitment training video will be sent to staff/workers electronically and viewed at their convenience
- Recruitment materials do not need to be printed or physically given to participants

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call next week and would be happy to answer any questions or concerns that you may have at that time. You may contact me at my email address: [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu).

If you agree, kindly print the attached letter entitled "Letter of Cooperation" on page 3 and return the signed letter by email to [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu). Alternatively, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this study through UCAN's Teen Parenting Service Network program.

Sincerely,

Justin S. Harty, MSW, LCSW  
Doctoral Candidate  
School of Social Service Administration, University of Chicago, 969 East 60th Street, Chicago, IL 60637  
Mobile: 217-418-9759, Email: [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu)



**LETTER OF COOPERATION**

Mr. Justin S. Harty  
Doctoral Candidate  
School of Social Service Administration  
University of Chicago  
969 East 60th Street  
Chicago, IL 60637

MM/DD/2020

RE: Letter of Cooperation to Conduct Research Study

Dear Mr. Justin S. Harty,

Based on UCAN’s internal review of your research proposal and supporting documents sent by email to me on 06/05/2020 and to Stephanie Franklin on MM/DD/2020, I give permission for you to conduct the study entitled “Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care” within UCAN’s Teen Parenting Service Network (TPSN) program.

As part of this study, I authorize you to contact UCAN’s TPSN administrative staff to introduce your study and electronically distribute recruitment materials that UCAN’s TPSN administrative staff may send by email and text to potential study participants and their TPSN caseworker, Illinois Department of Children and Family Services (DCFS) permanency caseworker, or private agency purchase of service (POS) permanency caseworker. Individuals’ participation will be voluntary and at their own discretion. I reserve the right to withdraw UCAN and TPSN from the study at any time and for any reason.

I understand that study participants will complete one phone questionnaire and two phone interviews outside of meetings or visits with their TPSN/DCFS/POS caseworker and in the privacy of their placement.

I understand that certain research procedures are designed to minimize face-to-face with contact in an effort to protect research participants, staff, caseworkers, and researchers from risk of Coronavirus Disease 2019 (COVID-19).

I understand that the data collected will remain confidential and anonymous as permitted by law.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization’s policies.

This authorization covers the time period from the date of this signed letter to 04/10/2021.

Sincerely,

Mr. Zack Schrantz  
UCAN President & Chief Executive Officer  
3605 West Fillmore  
Chicago, IL 60624  
[zack.schrantz@ucanchicago.org](mailto:zack.schrantz@ucanchicago.org)

Approved by

Zack Schrantz  
UCAN President & CEO  
Print your name and title here

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Fatherhood in Foster Care IRB Protocol# IRB19-1783 Approved: 4/11/2020	<b>WORKER RECRUITMENT LETTER</b>	Form 17 Version 3.1 Page 1 of 3
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**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**WORKER RECRUITMENT LETTER**

MM-DD-YYYY

**Re: Fatherhood in Foster Care Study**

Dear TPSN, DCFS, and POS Caseworkers,

My name is Justin Harty and I am currently a doctoral candidate in the School of Social Service Administration at the University of Chicago conducting research on the experience of Black fathers in foster care. I am currently seeking participants for my dissertation study entitled “Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care.”

**Research Question**

The central question driving this study is: What are the experiences and needs of young Black fathers in foster care? This central question is broken down into three research questions:

1. What knowledge around fatherhood do Black fathers in foster care receive from the foster care system?
2. Does the foster care system help Black fathers in foster care to be the fathers that they want to be?
3. What needs do Black fathers have and how are these needs being met by the foster care system?

This research study may help foster care systems and workers understand how they can provide more tailored services to fathers in foster care to better prepare them for fatherhood after they leave the foster care system and enter into adulthood.

**Eligibility Criteria**

To be eligible for this study, participants must be:

1. A Black or African American male
2. Between the ages of 18 to 21
3. A biological father to at least one living child
4. Currently in foster care
5. In care of the Illinois Department of Children and Family Services (DCFS) in Cook County
6. Enrolled in UCAN’s Teen Parenting Service Network (TPSN)
7. Able to complete a 10-minute phone questionnaire
8. Able to take part in two 90-minute interviews
9. Able to access the internet from a mobile device or computer

### How You Can Help

I hope that you can help me to recruit 15-20 Black fathers ages 18-21 from the TPSN program to complete a short 10-minute phone questionnaire and two 90-minute phone interviews. There are four ways that you can help me recruit study participants on your caseload that you think might meet the eligibility criteria above:

1. Call, text, or email fathers to tell them about this study and share my contact information so they may contact me regarding their voluntary participation in this study
2. Tell fathers about this study if you are visiting them
3. Electronically distribute recruitment materials to fathers on your caseload by text or email
4. Talk to other TPSN/DCFS/POS caseworkers about this study and share my contact information
5. Tell other TPSN/DCFS/POS caseworkers about this study and text or email them recruitment materials

If you're unclear if fathers on your caseload meet the eligibility criteria above, please still tell them about the study and share recruitment materials with them so they can contact me directly to determine if they are eligible for the study.

### Recruitment Instructions Overview

Detailed recruitment instructions are provided in Form 18 entitled "Worker Recruitment Instructions." There are four recruitment tools that you may distribute or use for this study. Copies of these documents are included in your recruitment folder and are detailed in the table below. You may access the recruitment materials from:

<https://uchicago.box.com/v/fifc-fatherdocuments> (or you can email me at [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu))

Document	Content	Use
1. Participant Recruitment Flyer <i>Form 21</i>	A brief visual flyer that highlights key components of the study	Please send by secure email to all potential participants that you think may be eligible for this study
2. Participant Recruitment Letter <i>Form 20</i>	A letter that introduces the study in more detail	Please send by secure email to all potential participants that you think may be eligible for this study
3. Copy of Verbal Consent Form <i>Form 5b</i>	A copy of the verbal consent form that we will ask participants to agree to if they participate in the study	Please send by secure email to any potential participants that would like to know additional details of this study
4. Study Description Form <i>Form 5c</i>	A document with additional study details	Please send by secure email to any potential participants that would like to know additional details of this study
5. Recruitment Instructions <i>Form 18</i>	Verbal, email, and text message prompts for you to use when introducing this study	Please read or summarize (or copy-and-paste into emails and text messages) the provided text when introducing this study

### Study Procedures

After you have told potential participants of this study and/or emailed recruitment materials to them, your contribution to this study is largely over (I may contact you to follow up on recruitment and to help you with recruitment approaches). Interested fathers, who volunteer to participate, will contact me at the study phone number or study email below to ask any questions and to be screened for the study. If the participant is eligible for the study, and volunteers to participate, I will schedule our first phone interview and I will obtain their verbal consent.

Study participants will complete one phone questionnaire and two phone interviews outside of the visits with you and in the privacy of their placement. The only time commitment I am requesting from you is approximately three minutes to electronically distribute recruitment materials and/or notify potential participants about this study by phone. Any questions that the potential participant has can be directed to me at my contact information below.

The questionnaire results and interview findings will be pooled for my dissertation study and data from this study will remain confidential and anonymous as permitted by law. Should this study be published in any form, only pooled results and de-identified findings or quotes will be shared. Study documents, forms, and files will be securely protected or saved as de-identified, encrypted, and password protected files. No costs will be incurred by UCAN, TPSN, or the individual participants. Individual participants of this study will be paid for their time and may request copies of study publications.

#### **Protections Against COVID-19**

To protect research participants, staff, caseworkers, and researchers from risk of Coronavirus Disease 2019 (COVID-19), the University of Chicago has implemented restrictions on face-to-face interactions with research subjects. Research interactions with human research subjects must be performed remotely. Research procedures involving face-to-face interaction with research subjects has been postponed, unless the interaction is essential to ensure the health, safety, or well-being of the research subject. To protect research participants, TPSN staff, and researchers from risk of COVID-19, the following research procedures have been put in place:

- All research procedures require no face-to-face contact
- All recruitment and research procedures are designed to be completed in the home and remotely
- Study recruitment and verbal consent will occur over the phone and internet only
- The questionnaire and two interviews will be conducted over the phone
- Participants are asked to complete the questionnaire and two interviews privately in their placement
- Gift card distribution will be sent electronically and the gift cards can be used for online shopping
- All recruitment documents for staff/workers will be sent to them electronically by email and download
- All recruitment procedures for staff/workers are designed to be completed remotely
- A recruitment training video will be sent to staff/workers electronically and viewed at their convenience
- Recruitment materials do not need to be printed or physically given to participants

#### **Thank You!**

I'm looking forward to working with you on recruitment and answering any questions that you have.

Your help is tremendously appreciated!

Sincerely,

Justin S. Harty, MSW, LCSW  
Doctoral Candidate  
School of Social Service Administration, University of Chicago

#### Contact Information for Workers

Mobile: 217-418-9759, Email: [JustinHarty@uchicago.edu](mailto:JustinHarty@uchicago.edu)

#### Contact Information for Interested Participants

Study Phone: 773-234-7705, Study Email: [FIFC.Study@gmail.com](mailto:FIFC.Study@gmail.com)

**WORKER RECRUITMENT INSTRUCTIONS**



**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care  
**Principal Investigator:** Waldo E. Johnson, Jr., PhD  
**Graduate Student:** Justin S. Harty, MSW, LCSW

**WORKER RECRUITMENT INSTRUCTIONS**

MM-DD-YYYY

**Re: Fatherhood in Foster Care Study**

Dear TPSN, DCFS, and POS Caseworkers,

This form contains instructions on how to help recruit participants for this study. To make recruitment conversations with potential participants easier, I am also including key elements of this study for quick retrieval. I only need your help with recruitment—I will handle the consent process, formal screening of participants, and other research activities. Again, thank you so very much for your time and assistance with recruiting for my study! Your contributions will help policymakers, researchers, and foster care workers better understand the experiences and needs of Black fathers in foster care.

Respectfully,

Justin S. Harty, MSW, LCSW

**I. Recruitment Tools**

There are five recruitment tools that you may email, text, or use for this study. I have emailed recruitment documents to you and copies are included in your online recruitment folder as detailed in the table below. Please contact me if you have any issues accessing the recruitment folder.

Worker URL Link to Access Recruitment Documents		
<a href="https://uchicago.box.com/v/fific-workerdocuments">https://uchicago.box.com/v/fific-workerdocuments</a> (or you can email me at <a href="mailto:justinharty@uchicago.edu">justinharty@uchicago.edu</a> )		
Participant URL Link to Access Recruitment Documents		
<a href="https://uchicago.box.com/v/fific-fatherdocuments">https://uchicago.box.com/v/fific-fatherdocuments</a> (or you can email me at <a href="mailto:justinharty@uchicago.edu">justinharty@uchicago.edu</a> )		

Document	Content	Use
1. Participant Recruitment Flyer <i>Form 21</i>	A brief visual flyer that highlights key components of the study	Please send by secure email to all potential participants that you think may be eligible for this study



2. Participant Recruitment Letter <i>Form 20</i>	A letter that introduces the study in more detail	Please send by secure email to all potential participants that you think may be eligible for this study
3. Copy of Verbal Consent Form <i>Form 5b</i>	A copy of the verbal consent form that we will ask participants to agree to if they participate in the study	Please send by secure email to any potential participants that would like to know additional details of this study
4. Study Description Form <i>Form 5c</i>	A document with additional study details	Please send by secure email to any potential participants that would like to know additional details of this study
5. Recruitment Instructions <i>Form 18a (this form)</i>	Verbal, email, and text message prompts for you to use when introducing this study	Please read or summarize (or copy-and-paste into emails and text messages) the provided text when introducing this study

## II. Recruitment Instructions

Please follow the steps below when recruiting potential study participants.

### When to Recruit

#### How to Recruit

- Notify Fathers of Study Prior to Your Next Meeting or Home Visit
  - Notify fathers of this study as soon as possible and before your next meeting or visit with them by calling, texting, or emailing them using the prompts in this form (Form 18a) under Section III.
  - If you are calling them, immediately after notifying them about this study, provide my contact information to the potential participant and have them contact me directly to ask questions or indicate interest in participating. If you are emailing or texting them, please be sure to include my contact information so they may contact me directly to ask questions or indicate interest in participating. Please also text or email them the Participant Recruitment Flyer (Form 21), Participant Recruitment Letter (Form 20), and if requested a copy Participant Consent Form (Form 5b).
  - You may also ask the potential participant if they would like you to mail or email the recruitment documents to them directly.
  - Please note that I am the only person permitted to obtain verbal consent from participants.
- Notify Fathers at Your Next Meeting or Home Visit
  - At your next meeting or home visit with a potentially study eligible father, please notify them about this study by using the prompts in this form (Form 11) under Section III.
  - At that time, please also text or email them the Participant Recruitment Flyer (Form 21), Participant Recruitment Letter (Form 20), and if requested a copy Participant Consent Form (Form 5b).
  - Immediately after notifying them about this study and distributing the recruitment material, please let them know to contact me directly to ask questions or indicate interest in participating.



<p>3. Other Ways to Recruit Fathers</p>	<ul style="list-style-type: none"> <li>• Please save my name, phone number, and email address to your phone or another easily retrievable method. That way you can still share my contact information with potential participants so they can contact me directly to obtain recruitment materials or ask me questions about the study.</li> <li>• Please note that I am the only person permitted to obtain consent from participants.</li> <li>• If you do not notify potential participants about this study prior to or during your next visit, there are still opportunities to inform them about this study. For example, you could call, text, or email them at any point to inform them about the study. You could also text or email the recruitment documents with their permission.</li> <li>• Another way that you can recruit fathers is to remind other TPSN caseworkers to notify fathers on their caseloads about this study. You may also text or email recruitment materials to other TPSN workers so they may pass them along to fathers on their caseloads as well.</li> </ul>
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<p><b>III. Recruitment Prompts</b></p> <p>As a reminder, you may distribute, email, or text the following documents to potential participants:</p> <ol style="list-style-type: none"> <li>1. Participant Recruitment Flyer (Form 21)</li> <li>2. Participant Recruitment Flyer (Form 20)</li> <li>3. Participant Copy of Verbal Consent Form (Form 5b)*</li> </ol> <p>* Please note that Form 5b is a copy of the verbal consent form. I am the only person permitted to obtain consent from participants. Additionally, you may verbally read or summarize the text prompts below when introducing this study to potential participants. I have also included text that you may copy-and-paste into emails and text messages.</p>	
<p>Method of Contact</p> <ol style="list-style-type: none"> <li>1. In-person</li> </ol>	<p><b>Prompt</b></p> <p>I want to let you know about research study called “Fatherhood in Foster Care” being conducted by a researcher at the University of Chicago. The study researcher, Justin Harty, is currently seeking study participants and you may be eligible to participate in the study.</p> <p>The researcher is asking Black fathers in foster care to share their experiences and needs around fatherhood while they have been in foster care. The research may help foster care systems understand how they can provide better services to fathers in foster care.</p> <p>If you participate in this study, you will be asked to complete one phone questionnaire and two phone interviews. You will be paid \$50 for each interview you complete for a total of \$100 if you complete both interviews. Your participation in this study is voluntary and your identity as a participant will remain confidential.</p> <p>I will email you a flyer and a letter about the study. I can also text you a link to them to you of that is easier.</p> <p>If you are interested in participating or have any questions about the study, please contact Justin Harty. His contact information is listed in both of these documents.</p>

2. Phone

I want to let you know about research study called "Fatherhood in Foster Care" being conducted by a researcher at the University of Chicago. The study researcher, Justin Harty, is currently seeking study participants and you may be eligible to participate in the study.

The researcher is asking Black fathers in foster care to share their experiences and needs around fatherhood while they have been in foster care. The research may help foster care systems understand how they can provide better services to fathers in foster care.

If you participate in this study, you will be asked to complete one phone questionnaire and two phone interviews. You will be paid \$50 for each interview you complete for a total of \$100 if you complete both interviews. Your participation in this study is voluntary and your identity as a participant will remain confidential.

If you are interested in participating or have any questions about the study, please contact Justin Harty by phone call or text at 773-234-7705 or by email at justinharty@uchicago.edu. I have a flyer and letter about the study that I can give to you at our next meeting.

If you would like the flyer and letter before we meet, you can call, text, or email Mr. Harty directly so he can confirm your eligibility for the study and send the materials to you email or text. He will also answer any questions that you may have about the study.

*Subject Line: Information about a Research Opportunity*

3. Email

There is a researcher at the University of Chicago who is looking for participants for a research study. I am emailing you because you may be eligible for the study. If you participate in this study, you will be asked to complete one phone questionnaire and two phone interviews. You will be paid \$50 for each interview you complete for a total of \$100 if you complete both interviews. Your participation in this study is voluntary and your identity as a participant will remain confidential.

If you are interested in participating or have any questions about the study, please contact Justin Harty by email at justinharty@uchicago.edu or by phone call/text at 773-234-7705. If you feel more comfortable talking to me about the study first, please let me know and we can briefly discuss the study over the phone. I also have a flyer and letter that I will email or text you at our next visit that discusses the study in more detail. I can also text you a link to them to you of that is easier.

If you would like the flyer and letter before we meet, you can call, text, or email Mr. Harty directly so he can confirm your eligibility for the study and bring the materials directly to you. He will also answer any questions that you may have about the study.

Here is Mr. Harty's contact information again:

Justin S. Hartly

Phone/Text: 773-234-7705

Email: justinharty@uchicago.edu

4. Voicemail\* *\*Only leave voice messages on a potential participant's personal voicemail. Do not leave on shared answering service/machine*

There is a researcher at the University of Chicago who is looking for participants for a research study and you may be eligible to participate. If you participate in this study, you will be asked to complete one phone questionnaire and two phone interviews. You will be paid \$50 for each interview you complete for a total of \$100 if you complete both interviews. Your participation in this study is voluntary and your identity as a participant will remain confidential.

If you are interested in participating or have any questions about the study, please contact Justin Hartly by email at justinharty@uchicago.edu or by phone call/text at 773-234-7705. If you feel more comfortable talking to me about the study first, call me back and we can discuss it. I also have a flyer and letter about the study that I will text or email you at our next visit.

5. SMS Text A researcher at UChicago is looking for participants for a research study. Call or text Justin Hartly (773-234-7705) for study details including payment.

#### IV. Study Summary Points

Important information about the study are listed below.

Information	Key Point	Summary
1. What is this study about?	I want to know about three topics concerning Black fathers in foster care:	<ol style="list-style-type: none"> <li>1. What knowledge around fatherhood do Black fathers in foster care receive from the foster care system?</li> <li>2. Does the foster care system help Black fathers in foster care to be the fathers that they want to be?</li> <li>3. What fatherhood needs do Black fathers have and how are they being met by the foster care system?</li> </ol>
2. What are the eligibility criteria?	To be eligible for this study, participants must be:	<ol style="list-style-type: none"> <li>1. A Black or African American male</li> <li>2. Between the ages of 18 to 21</li> <li>3. A biological father to at least one living child</li> <li>4. Currently in foster care</li> <li>5. In care of the Illinois Department of Children and Family Services (DCFS) in Cook County</li> <li>6. Enrolled in UCAN's Teen Parenting Service Network (TPSN)</li> <li>7. Able to complete a 10-minute questionnaire</li> <li>8. Able to take part in two 90-minute interviews</li> <li>9. Able to access the internet from a mobile device or computer</li> </ol>

<p>3. What are the study procedures?</p>	<p>Participants will be asked to complete one questionnaire and two in-person interviews:</p> <ul style="list-style-type: none"> <li>• Participation in this study will take approximately 3 hours total <ul style="list-style-type: none"> <li>○ The phone questionnaire will take about ten minutes to complete</li> <li>○ Each of the 2 phone interviews will take about 90 minutes to complete</li> </ul> </li> <li>• Participation will end approximately three weeks after the first interview</li> <li>• Participants will be paid \$50 in a Visa electronic gift card for each interview <ul style="list-style-type: none"> <li>○ Participants can receive up to \$100 in Visa electronic gift cards for both interviews</li> </ul> </li> </ul>	
<p>4. What else is important for participants to know?</p>	<ol style="list-style-type: none"> <li>1. Voluntary participation</li> <li>2. Confidentiality</li> <li>3. Leaving study</li> <li>4. Question types</li> <li>5. Study procedures</li> <li>6. Scheduling</li> <li>7. Payment</li> <li>8. Risks</li> <li>9. Protections</li> </ol>	<ol style="list-style-type: none"> <li>1. They are being asked to participate in a study and participation is voluntary</li> <li>2. Their identity as a participant will remain confidential as permitted by law</li> <li>3. They may choose not to take part in this study and can withdraw at any time</li> <li>4. They will be asked to share experiences about being a Black father in foster care</li> <li>5. Complete one 10-minute questionnaire and two 90-minute interviews</li> <li>6. Interviews will take place at a date, time, and location designated by participant</li> <li>7. They will receive payment for their participation in this study</li> <li>8. Risks include breaches of privacy/confidentiality and emotional discomfort</li> <li>9. Plans to minimize these risks are detailed in the consent form</li> </ol>
<p>5. How can participants reach you?</p>	<p>To participate in this study or obtain more information about the study, they may contact:</p>	<p><b>Primary Contact &amp; Researcher</b> <b>Graduate Student Researcher</b> Justin S. Harty, MSW, LCSW School of Social Service Administration University of Chicago 969 East 60th Street Chicago, Illinois 60637 Phone: 773-234-7705 Email: <a href="mailto:justinharty@uchicago.edu">justinharty@uchicago.edu</a></p> <p><b>Research Supervisor</b> <b>Principal Investigator</b> Waldo E. Johnson, Jr., PhD School of Social Service Administration University of Chicago 969 East 60th Street Chicago, Illinois 60637 Phone: 773-834-0400 Email: <a href="mailto:wejohnso@uchicago.edu">wejohnso@uchicago.edu</a></p>
<p>6. How will we protect you and participants from Coronavirus Disease 2019 (COVID-19)?</p>	<p>To protect research participants, staff, caseworkers, and researchers from risk of COVID-19, the following research procedures have been put in place:</p>	<ul style="list-style-type: none"> <li>• All research procedures require no face-to-face contact</li> <li>• All recruitment and research procedures are designed to be completed in the home and remotely</li> <li>• Study recruitment and verbal consent will occur over the phone and internet only</li> <li>• The questionnaire and two interviews will be conducted over the phone privately in their placement</li> <li>• Gift card distribution will be sent electronically and the gift cards can be used for online shopping</li> </ul>

**WORKER RECRUITMENT INSTRUCTIONS**

- All recruitment documents for staff/workers will be sent to them electronically by email and download
- All recruitment procedures for staff/workers are designed to be completed remotely
- The recruitment training video will be sent to TPSN staff electronically and viewed at their convenience
- Recruitment materials do not need to be printed or physically given to participants

**UCAN/TPSN ADMINISTRATION RECRUITMENT EMAIL INSTRUCTIONS**



**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**UCAN TPSN ADMINISTRATION RECRUITMENT EMAIL INSTRUCTIONS**

MM-DD-YYYY

**Re: Fatherhood in Foster Care Study**

Dear UCAN TPSN Administration Staff,

This form contains instructions on how to email TPSN, DCFS, and POS caseworkers who have fathers enrolled in TPSN to help recruit participants for this study. This form contains recruitment instructions and an email template to make emailing TPSN, DCFS, and POS caseworkers easier for you. I only need your help emailing the assigned caseworker—I will handle additional contact with caseworkers as well as participant activities such as the consent process, study screening, and other research activities. Again, thank you so very much for your time and assistance with recruiting for my study! Your contributions will help policymakers, researchers, and foster care workers better understand the experiences and needs of Black fathers in foster care.

Respectfully,

Justin S. Harty, MSW, LCSW

**I. Email Instructions**

There are seven steps you need to complete to email TPSN, DCFS, and POS caseworkers who have fathers enrolled in TPSN who will help recruit participants for this study. Please contact me if you have any questions about this study or emailing caseworkers.

- Step 1. Using the Illinois Department of Children and Family Services (DCFS) Statewide Automated Child Welfare Information System (SACWIS), or UCAN's TPSN database, or both, obtain the emails of caseworkers assigned to males/fathers enrolled in the TPSN.
- Step 2. Enter the email of the TPSN, DCFS, or POS caseworker in the recipient or "To" field.
- Step 3. Enter [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu) in the carbon copy or "Cc" field.
- Step 4. Copy and paste the email subject line in Section II to the subject field.



Step 5. Copy and paste the email text in Section II to the body of the email and complete the highlighted text in brackets.  
 Step 6. Omit or remove any identifiable information about the father such as his name, address, or contact information. This includes any information about his child, child's mother, or any other case-related information.  
 Step 7. Send the email.

**II. Email Template (You Send)**

Please copy and paste the text below when emailing TPSN, DCFS, and POS caseworkers. Please remember to complete the highlighted text in brackets.

**Recipient (To)**

[INSERT EMAIL FOR TPSN/DCFS/POS CASEWORKER]

**Copy (CC)**

justinharty@uchicago.edu

**Subject**

Recruitment for Research Study: Fatherhood in Foster Care

**Body**

Dear [INSERT CASEWORKER NAME],

My name is [INSERT YOUR NAME] and I am a [INSERT YOUR TITLE] for UCAN's Teen Parenting Service Network. I am contacting you regarding a research study titled "Fatherhood in Foster Care" being conducted by a researcher at the University of Chicago. The researcher is asking Black fathers in foster care to share their experiences and needs around fatherhood while they have been in foster care. The study researcher, Justin Harty, is currently seeking study participants.

According to our records, you have a father on your caseload who is enrolled in TPSN and may be eligible to participate in the study. I have copied Mr. Harty on this email. Mr. Harty will contact you by email to give additional details about the study, ask for your cooperation in recruiting TPSN fathers on your caseload for the study, and to provide study recruitment instructions.

If you have any questions before Mr. Harty contacts you by email, please contact him by phone call or text (217-418-9759) or by email (justinharty@uchicago.edu). This study has been approved by the University of Chicago School of Social Service Administration Institutional Review Board, the Illinois Department of Children and Family Services Institutional Review Board, and by UCAN/TPSN administration.

Sincerely,

[INSERT YOUR NAME]

[INSERT YOUR TITLE/EMAIL SIGNATURE]

### III. Reply Email Template (I Send)

The text below is the template I will reply to your email with. This part of the email exchange requires no action on your part. Since your initial email to the caseworker is the final step of UCAN/TPSN administrative recruitment, I will not include you in my email reply. I'm am including this text so you are aware of what my reply to your email will include.

#### Body

Dear **[INSERT CASEWORKER NAME]**,

My name is Justin Harty and I am the researcher from the University of Chicago conducting the "Fatherhood in Foster Care" study. This study has been approved by the University of Chicago School of Social Service Administration Institutional Review Board, the Illinois Department of Children and Family Services Institutional Review Board, and by UCAN/TPSN administration.

I want to tell you more about the study and ask for your help in recruiting TPSN fathers on your caseload for the study. I am reaching out to you because UCAN/TPSN has identified you as the worker for a TPSN father on your caseload who may be eligible for my study.

#### The Study

I am asking Black fathers in foster care to share their experiences and needs around fatherhood while they have been in foster care. The research may help foster care systems understand how they can provide better services to fathers in foster care. If eligible fathers participate in this study, they will be asked to complete one phone questionnaire and two phone interviews. They will be paid \$50 for each interview they complete for a total of \$100 if they complete both interviews. Their participation in this study is voluntary and their identity as a participant will remain confidential.

#### Eligibility

To be eligible for this study, the father on your caseload must be:

1. A Black or African American male
2. Between the ages of 18 to 21
3. A biological father to at least one living child
4. Currently in foster care
5. In care of the Illinois Department of Children and Family Services (DCFS) in Cook County
6. Enrolled in UCAN's Teen Parenting Service Network (TPSN)
7. Able to complete a 10-minute questionnaire
8. Able to take part in two 90-minute interviews
9. Able to access the internet from a mobile device or computer

Can you confirm that the father on your caseload meets eligibility criteria 1-6? If the TPSN father on your caseload meets eligibility criteria 1-6, and is interested in participating in this study, I'll confirm edibility criteria 7-9 with him.



### Recruitment

If the TPSN father assigned to your caseload meets the first six eligibility criteria, I need your help recruiting them for my study! Recruitment is brief and will not take much of your time (approximately 3 minutes). I am asking you for your cooperation in informing TPSN fathers on your caseload about this study by email, phone, and text or at your next meeting or home visit as well as sending them recruitment documents. After you tell them about the study and send them recruitment documents, your recruitment is done! If they are interested in participating or have any questions about the study, they will contact me directly.

### Recruitment Support

To make the recruitment process easier for you, I have attached the documents below to this email. If you encounter difficulties opening them, you can also access them from a secure shared folder (<https://uchicago.box.com/v/fife-workerdocuments>).

- To help you with recruitment
  - *Worker Recruitment Letter (Form 17)*: A letter for you introducing this study in more detail with an overview of recruitment procedures
  - *Worker Recruitment Instructions (Form 18a)*: Recruitment instructions for you including verbal, email, and text message prompts for you to use when introducing this study to potential participants
  - *Worker Flyer (Form 19)*: A brief visual flyer that highlights key components of the study
  - *Worker Recruitment Video*: A video containing study information and recruitment tips (available in the shared folder only)
  
- To share with potential participants for recruitment purposes
  - *Participant Recruitment Flyer (Form 21)*: A brief visual flyer that highlights key components of the study
  - *Participant Recruitment Letter (Form 20)*: A letter that introduces the study in more detail
  - *Copy of Verbal Consent Form (Form 5b)*: A copy of the verbal consent form that we will ask participants to agree to if they participate in the study
  - *Study Description Form (Form 5c)*: A document with additional study details

### Next Steps

I would like to set up a brief phone call with you to determine if the father on your caseload meets the first six eligibility criteria, and if so, to discuss next steps regarding recruitment. To schedule this call, can you please provide the information below:

1. What is your availability to meet this week and next week?
2. What phone number should I call you at?
3. Would you like me to send you a calendar reminder?

If you have any questions, please contact me by phone call or text (217-418-9759) or by email ([justinharty@uchicago.edu](mailto:justinharty@uchicago.edu)).

Sincerely,  
Justin

-----  
Justin Hartly, MSW, LCSW  
Doctoral Candidate  
University of Chicago  
School of Social Service Administration  
217-418-9759 | justinhartly@uchicago.edu

#### IV. Study Summary/Points

Important information about the study are listed below.

Information	Key Point	Summary
1. What is this study about?	I want to know about three topics concerning Black fathers in foster care:	<ol style="list-style-type: none"> <li>1. What knowledge around fatherhood do Black fathers in foster care receive from the foster care system?</li> <li>2. Does the foster care system help Black fathers in foster care to be the fathers that they want to be?</li> <li>3. What fatherhood needs do Black fathers have and how are they being met by the foster care system?</li> </ol>
2. What are the eligibility criteria?	To be eligible for this study, participants must be:	<ol style="list-style-type: none"> <li>1. A Black or African American male</li> <li>2. Between the ages of 18 to 21</li> <li>3. A biological father to at least one living child</li> <li>4. Currently in foster care</li> <li>5. In care of the Illinois Department of Children and Family Services (DCFS) in Cook County</li> <li>6. Enrolled in UCAN's Teen Parenting Service Network (TPSN)</li> <li>7. Able to complete a 10-minute questionnaire</li> <li>8. Able to take part in two 90-minute interviews</li> <li>9. Able to access the internet from a mobile device or computer</li> </ol>
3. What are the study procedures?	Participants will be asked to complete one questionnaire and two in-person interviews:	<ul style="list-style-type: none"> <li>• Participation in this study will take approximately 3 hours total <ul style="list-style-type: none"> <li>o The phone questionnaire will take about ten minutes to complete</li> <li>o Each of the 2 phone interviews will take about 90 minutes to complete</li> </ul> </li> <li>• Participation will end approximately three weeks after the first interview</li> <li>• Participants will be paid \$50 in a Visa electronic gift card for each interview <ul style="list-style-type: none"> <li>o Participants can receive up to \$100 in Visa electronic gift cards for both interviews</li> </ul> </li> </ul>
4. What else is important for	1. Voluntary participation	<ol style="list-style-type: none"> <li>1. They are being asked to participate in a study and participation is voluntary</li> <li>2. Their identity as a participant will remain confidential as permitted by law</li> </ol>

<p>participants to know?</p>	<ol style="list-style-type: none"> <li>2. Confidentiality</li> <li>3. Leaving study</li> <li>4. Question types</li> <li>5. Study procedures</li> <li>6. Scheduling</li> <li>7. Payment</li> <li>8. Risks</li> <li>9. Protections</li> </ol>	<ol style="list-style-type: none"> <li>3. They may choose not to take part in this study and can withdraw at any time</li> <li>4. They will be asked to share experiences about being a Black father in foster care</li> <li>5. Complete one 10-minute questionnaire and two 90-minute interviews</li> <li>6. Interviews will take place at a date, time, and location designated by participant</li> <li>7. They will receive payment for their participation in this study</li> <li>8. Risks include breaches of privacy/confidentiality and emotional discomfort</li> <li>9. Plans to minimize these risks are detailed in the consent form</li> </ol>
<p>5. How can participants reach you?</p>	<p>To participate in this study or obtain more information about the study, they may contact:</p> <p><b>Primary Contact &amp; Researcher</b> <b>Graduate Student Researcher</b> Justin S. Harty, MSW, LCSW School of Social Service Administration University of Chicago 969 East 60th Street Chicago, Illinois 60637 Phone: 773-234-7705 Email: <a href="mailto:justinharty@uchicago.edu">justinharty@uchicago.edu</a></p>	<p><b>Research Supervisor</b> <b>Principal Investigator</b> Waldo E. Johnson, Jr., PhD School of Social Service Administration University of Chicago 969 East 60th Street Chicago, Illinois 60637 Phone: 773-834-0400 Email: <a href="mailto:wejohnso@uchicago.edu">wejohnso@uchicago.edu</a></p>
<p>6. How will we protect you and participants from Coronavirus Disease 2019 (COVID-19)?</p>	<p>To protect research participants, TPSN staff, and researchers from risk of COVID-19, the following research procedures have been put in place:</p> <ul style="list-style-type: none"> <li>• All research procedures require no face-to-face contact</li> <li>• All recruitment and research procedures are designed to be completed in the home and remotely</li> <li>• Study recruitment and verbal consent will occur over the phone and internet only</li> <li>• The questionnaire and two interviews will be conducted over the phone</li> <li>• Participants are asked to complete the questionnaire and two interviews privately in their placement</li> <li>• Gift card distribution will be sent electronically and the gift cards can be used for online shopping</li> <li>• All recruitment documents for staff/workers will be sent to them electronically by email and download</li> <li>• All recruitment procedures for staff/workers are designed to be completed remotely</li> <li>• The recruitment training video will be sent to TPSN staff electronically and viewed at their convenience</li> <li>• Recruitment materials do not need to be printed or physically given to participants</li> </ul>	

# HAVE YOU TALKED TO FATHERS ON YOUR CASELOAD ABOUT THE FATHERHOOD IN FOSTER CARE STUDY?

HOW CAN YOU NEED US RECRUIT BLACK FATHERS FOR OUR RESEARCH STUDY?

1. Call, text, or email fathers to tell them about this study and share my contact information
2. Email or text recruitment materials to fathers on your caseloads or give them the participant link

RECRUITMENT MATERIAL THAT WILL HELP YOU TALK TO FATHERS ABOUT OUR STUDY:

1. For You: Please refer to (A) Worker Recruitment Letter and (B) Worker Recruitment Instruction Forms
2. For Fathers: Distribute participant (A) Recruitment Flyer, (B) Recruitment Letter, (C) Consent Copy Form

NEED HELP? NEED RECRUITMENT MATERIAL? Contact: Justin (773-234-7705, [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu))

## SEEKING RESEARCH PARTICIPANTS

PLEASE HELP US RECRUIT BLACK FATHERS ON YOUR CASELOAD!

We are currently conducting a study that explores the experiences and needs around Black fatherhood in foster care. We want to know:

1. What knowledge around fatherhood do Black fathers in foster care receive from the foster care system?
2. Does the foster care system help Black fathers in foster care to be the fathers that they want to be?
3. What fatherhood needs do Black fathers have and how are they being met by the foster care system?

## ELIGIBILITY

TO BE ELIGIBLE THEY MUST BE:

A Black/African American male

Between 18 to 21 years old

A biological father

Currently in foster care

In DCFS care in Cook Co., Illinois

Enrolled in TPSN

Able to complete 1 questionnaire

Able to complete 2 interviews

Able to access the internet

# FATHERHOOD IN FOSTER CARE RESEARCH STUDY



School of Social Service Administration University of Chicago

## STUDY DETAILS

WHAT IS INVOLVED IN TAKING PART IN THIS STUDY?

- They will be asked to complete one phone questionnaire (10mins)
- They will be asked to complete two phone interviews (90mins ea)
- They will receive \$50 for each interview, up to \$100 total
- Their participation will help us learn about their fatherhood needs

-CONTACT JUSTIN TO LEARN MORE & REQUEST MATERIALS-

Justin S. Harty, MSW, LCSW (Graduate Student Researcher)

School of Social Service Administration University of Chicago

Telephone: 773-234-7705 Email: [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu)

IRB# 191783 – Approved: UC 4.11.2020, DCFS 4.28.2020

Worker Recruitment Flyer, Form 19, Version 3.0



**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**PARTICIPANT RECRUITMENT LETTER**

MM-DD-YYYY

**Re: Fatherhood in Foster Care Study**

Dear potential research participant,

My name is Justin Harty and I am a doctoral student in the School of Social Service Administration at the University of Chicago. I am conducting a research study as a part of my dissertation project. I am seeking Black fathers in foster care to share with me their experiences and needs around fatherhood while in care. I am writing to invite you to participate in this study. This letter contains important information that will help you decide if you would like to participate in this study.

***What is this study about?***

We want your help to learn more about young Black fathers in foster care. First, we want to know who has taught Black fathers in foster care about fatherhood. Second, we want to understand what fatherhood is like for Black fathers in foster care. Third, we want to learn what Black fathers in foster care need to raise their children. This study will help us understand what Black fathers in foster care are going through.

***Why are you asking me to be part this study?***

We want to talk with you because what you have to tell us about being a Black father in foster care is important. You are the expert on this study topic because you are a Black father in foster care. You can help us by telling us what you know about being a Black father in foster care.

***Am I eligible to participate in this study?***

To be eligible for this study, you must be:

1. A Black or African American male
2. Between the ages of 18 to 21
3. A biological father to at least one living child
4. Currently in foster care
5. In care of the Illinois Department of Children and Family Services (DCFS)
6. Enrolled in UCAN's Teen Parenting Service Network (TPSN)
7. Able to complete one 10-minute phone questionnaire
8. Able to take part in two 90-minute phone interviews
9. Able to access the internet from a mobile device or computer

***What will happen to me in this study?***

We will ask you to meet with us by phone to complete a survey and two separate phone interviews. We will ask you for dates and times that you are available to meet. We will ask you to select a comfortable, private, and safe location in your placement for each meeting.

***How much of my time will be needed to take part in this study?***

This study will take you about 180 minutes (3 hours) to finish. The survey will take you about 10 minutes to finish. Each of the two interviews will take you about 90 minutes (1.5 hours) to finish.

***Will I be reimbursed for any of my expenses or paid for my participation in this research?***

We will send a \$50 Visa electronic gift card for each completed study meeting. If you do not finish the study, I will pay you for the meetings you have completed. If you complete the study, you will receive a total of \$100 in Visa electronic gift cards. You will receive your payment at the end of each meeting.

***What risks will I face by taking part in this study? How will you protect against these risks?***

The possibility of risks if you take part in this study are low. The risks you may experience in this study are about the same you would experience in your everyday life. A risk you may experience in this study is psychological or emotional distress. We will provide you a list of resources if you need help. Other risks you may face in this study are breaches of privacy or confidentiality. We will do our best to lower these risks.

***Do I have to participate in this study? If I decide to participate, can I change my mind?***

Your participation in this study is voluntary. It is up to you to decide whether to take part in this study. If you leave the study, it will not affect the services you receive from the Illinois Department of Children and Family Services or UCAN/Teen Parenting Service Network.

***How can I learn more about this study?***

If you would like to learn more about this study, you may contact me directly by phone call or text at 773-234-7705 or by email at [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu). You may also request a copy of the consent form for this study from me by calling, texting, or emailing me at the phone and email contacts above. Alternatively, I have sent a copy the consent form to your caseworker to to text or email you would like to learn more about this study.

***I want to participate in this study—what should I do next?***

If you want to participate in this study, you must contact me directly by phone call or text at 773-234-7705 or by email at [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu). We hope that you will consider participating in this study to help policymakers, researchers, and foster care staff better understand the experiences and needs of Black fathers in foster care. To receive further information regarding procedures for the study, please contact me or Waldo E. Johnson, Jr. (study supervisor) directly.

Sincerely,

Justin S. Harty, MSW, LCSW

**Contact Information**

To participate in this study or obtain more information about the study, you may contact:

Graduate Student Researcher

Justin S. Harty, MSW, LCSW  
School of Social Service Administration  
University of Chicago  
969 East 60th Street  
Chicago, Illinois 60637  
Phone: 773-234-7705  
Email: [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu)

Principal Investigator

Waldo E. Johnson, Jr., PhD  
School of Social Service Administration  
University of Chicago  
969 East 60th Street  
Chicago, Illinois 60637  
Phone: 773-834-0400  
Email: [wejohnso@uchicago.edu](mailto:wejohnso@uchicago.edu)





## SEEKING RESEARCH PARTICIPANTS

ARE YOU A BLACK FATHER IN FOSTER CARE? WE NEED YOUR HELP!

We are currently conducting a study that explores the experiences and needs around Black fatherhood in foster care. We want to know:

1. What knowledge around fatherhood do Black fathers in foster care receive from the foster care system?
2. Does the foster care system help Black fathers in foster care to be the fathers that they want to be?
3. What fatherhood needs do Black fathers have and how are they being met by the foster care system?

## ELIGIBILITY

YOU MAY PARTICIPATE IF YOU ARE:

- A Black/African American male
- Between 18 to 21 years old
- A biological father
- Currently in foster care
- In DCFS care in Cook Co., Illinois
- Enrolled in TPSN
- Able to complete 1 questionnaire
- Able to complete 2 interviews
- Able to access the internet

# FATHERHOOD IN FOSTER CARE RESEARCH STUDY



## STUDY DETAILS

WHAT IS INVOLVED IN TAKING PART IN THIS STUDY?

- You will be asked to complete one phone questionnaire (10mins)
- You will be asked to complete two phone interviews (90mins ea)
- You will receive \$50 for each interview, up to \$100 total
- Your participation will help us learn about your fatherhood needs

**-WANT TO PARTICIPATE OR LEARN MORE? CONTACT JUSTIN!-**  
Justin S. Harty, MSW, LCSW (Graduate Student Researcher)  
School of Social Service Administration University of Chicago  
Telephone: 773-234-7705 Email: [justinharty@uchicago.edu](mailto:justinharty@uchicago.edu)

**PARTICIPANT RECRUITMENT CONTACT SCRIPTS**



**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**PARTICIPANT RECRUITMENT CONTACT SCRIPTS**

**Recruitment**

**Prompt 1.1: Phone Call with Potential Participant**

Use this prompt when talking to potential participant to introduce the study.

Introduction Prompt

- CALL FROM PARTICIPANT: Hello and thank you for calling about the study.
- CALL TO PARTICIPANT: Hello and thank you for answering my phone call about the study.

Verbal Discussion

- Before I tell you about the study, can I call you back at [READ CALLER ID NUMBER] if we get disconnected, or is there a different callback number you would like me to use? <RECORD CALLBACK NUMBER IN FORM 15> Thanks.

My name is Justin Harty and I am a doctoral candidate in the School of Social Service Administration at the University of Chicago. I am conducting a research study as a part of my dissertation project into the experience of fathers in foster care. I am currently seeking study participants and I wanted to talk to you about participating in my study.

I am seeking Black fathers in foster care to share with me their experiences and needs around fatherhood while in care. I want to know about three topics concerning Black fathers in foster care:

1. What knowledge around fatherhood do Black fathers in foster care receive from the foster care system?
2. Does the foster care system help Black fathers in foster care to be the fathers that they want to be?
3. What fatherhood needs do Black fathers have and how are they being met by the foster care system?

If you agree to participate in this study, I will ask you to meet with me by phone two times to complete one phone questionnaire and two phone interviews. With your permission, I will digitally audio record all of your interviews and have the interviews transcribed. You can expect your participation in this study to take approximately 3 hours. The phone questionnaire will take you approximately 10 minutes to complete and each



of the two phone interviews will take you approximately 90 minutes to complete. I will give you a \$50 Visa electronic gift card for each completed study meeting. If you complete the study, you will receive a total of \$100 in Visa electronic gift cards.

Neither your name nor any other identifying information will be associated with the digital audio file or the transcript text file. I may publish and/or present this study publicly. If I do, I will protect your identity by using a pseudonym so your identity can remain confidential. Your own name will never be used in reports. Your participation in this research study is completely voluntary. You can choose to be in the study or not without penalty.

Do you have any questions for me at this time?

**QUESTION: Do you want to learn more about participating in my study?**

*NO*

I respect your decision. Do you have any questions for me before we end our conversation? Thank you very much for talking with me. If you change your mind and would like to learn more about my study or want to participate, please call, text, or email me. My phone number is 773-234-7705 and my email is justinharty@uchicago.edu.

<NEXT STEP: Record decision in FORM 15>

*MAYBE*

What questions do you have that would help you to make your decision? If you need more time to decide if you would like to participate, you may call, text, or email me with your questions or decision. My phone number is 773-234-7705 and my email is justinharty@uchicago.edu.

**QUESTION<sup>a</sup>: Would you like to schedule a phone meeting so we can talk more about the study?**

*NO*

Okay. <GO TO QUESTION<sup>b</sup>>

*YES*

Great! Let's schedule a time to talk about the study in more detail. What date and time can you meet?  
<RECORD THE DATE AND TIME IN FORM 15>

Can I call you the day before we meet to remind you of our meeting? <RECORD RESPONSE IN FORM 15>  
Can I call you at [READ CALLER ID NUMBER], or is there a different callback number you would like me to use? <RECORD CALLBACK NUMBER IN FORM 15> Thanks.

Do you have any questions for me before we end our conversation? Thank you very much for talking with me and I look forward to talking with you on [READ THE DATE AND TIME] at [LOCATION AND ADDRESS].

<NEXT STEP: Record decision, set follow-up date, and enter meeting details in FORM 15>

**QUESTION<sup>b</sup>: May I call you in a couple of weeks to follow up on your decision to participate in study?**

**NO:** I understand. I'll wait for your call then. Do you have any questions for me before we end the call? Thank you very much for talking to me and I look forward to hearing from you soon.  
 <NEXT STEP: Record decision in FORM 15 and await participant's call>

**YES:** Thank you. I will call you back at this number [READ CALLER NUMBER]. Is there a different callback number you would like me to use? <RECORD CALLBACK NUMBER IN FORM 15> Do you have any questions for me before we end the call? Thank you very much for talking with me and I look forward to talking with you again.  
 <NEXT STEP: Record decision in FORM 15 and set follow-up date to call participant back>

**YES** Great! To participate in my study, there are two things that we need to do: (1) confirm your eligibility for the study and (2) if you are eligible to participate, review the consent form detailing specific information about your participation in the study.

The eligibility confirmation process takes about 2 minutes. Do you have the time to complete the eligibility confirmation process now?

**NO**

Okay. Let's schedule a time to complete the eligibility confirmation process. What date and time work for you? <RECORD THE DATE AND TIME IN FORM 15> I will call you back at this number [READ CALLER NUMBER]. Is there a different callback number you would like me to use? <RECORD CALLBACK NUMBER IN FORM 15> Do you have any questions for me before we end the call? Thank you very much for talking with me and I look forward to talking to you on [READ THE DATE AND TIME].

<NEXT STEP: Record decision in FORM 15 and set follow-up date to call participant back>  
 <NEXT STEP: At follow up call read the following>

Hello, this is Justin Harty from the University of Chicago calling back about the research study. Do I have the right person? Okay, great! I am calling you back to begin the eligibility confirmation process. Give me one second to grab an eligibility form.

<Use FORM 4 to begin the eligibility confirmation process>

**YES**

Okay, great! Give me one second to grab an eligibility form.

<NEXT STEP: Record decision and use FORM 15 to begin the eligibility confirmation process>

**Prompt 1.2: Voicemail to Potential Participant**

Use this prompt when leaving a voicemail for a potential participant to introduce the study.

*NOTE: Only leave voice messages on a potential participant's personal voicemail. Do not leave on shared answering service/machine.*

Hello, my name is Justin Harty and I am a researcher at the University of Chicago who is looking for participants for a research study and you may be eligible to participate. If you participate in this study, I will ask you to complete one phone questionnaire and two phone interviews. You will be paid \$50 for each interview you complete for a total of \$100 if you complete both interviews. Your participation in this study is voluntary and your identity as a participant will remain confidential.

If you are interested in participating or have any questions about the study, please contact me by email at justinharty@uchicago.edu or by phone call/text at 773-234-7705. I have a flyer and letter about the study that I can text or email to you that discusses the study in more detail.

If you are emailing me, please only email me to arrange a phone call or meeting to discuss the opportunity for you to participate in the study. You should not email sensitive or personal information.

**Prompt 1.3: Email to Potential Participant**

Use this prompt when emailing a potential participant to introduce the study.

*Subject Line: Information about a Research Opportunity*

My name is Justin Harty and I am a researcher at the University of Chicago who is looking for participants for a research study. I am emailing you because you may be eligible for the study. If you participate in this study, I will ask you to complete one phone questionnaire and two phone interviews. You will be paid \$50 for each interview you complete for a total of \$100 if you complete both interviews. Your participation in this study is voluntary and your identity as a participant will remain confidential.

If you are interested in participating or have any questions about the study, please contact me by email at justinharty@uchicago.edu or by phone call/text at 773-234-7705. I have a flyer and letter that I can text or email you that discusses the study in more detail. If you would like the flyer and letter, you can call, text, or email me directly so I can confirm your eligibility for the study and text or email the materials to you. I will also answer any questions that you may have about the study.

If you email me, please remember that email is generally not a secure way to communicate sensitive or personal information as there are many ways for unauthorized users to access email. You should avoid sending sensitive, detailed personal information by email. Please only email me to arrange a phone call or meeting to discuss the opportunity for you to participate in the study.

Here is my contact information again:

Justin S. Harty

Phone or Text: 773-234-7705

Email: justinharty@uchicago.edu

**Prompt 1.4: Text to Potential Participant**

Use this prompt when texting a potential participant to introduce the study.

My name is Justin Harty and I'm a researcher at UChicago looking for participants for a research study. Call/text me at 773-234-7705 for study details including payment.

**Prompt 1.5: Text from Potential Participant**

Use this prompt when receiving a texting from a potential participant regarding the study.

Thank you for texting me about the study. Due to confidentiality, I need to speak with you over the phone to discuss the study. Can I call you at this number, or would you like to call me at 773-234-7705? What time can we talk?

**Prompt 1.5: Email from Potential Participant**

Use this prompt when texting a potential participant to introduce the study.

Thank you for emailing me about the study. Due to confidentiality, I need to speak with you over the phone to discuss the study. Can I call you or would you like to call me at 773-234-7705? If you would like me to call you, what number should I call you at? What date and time would you like to talk?

**Call and Meeting Confirmation**

**Prompt 2.1: Phone Call, Voicemail, Email, or Text Message, with/to Participant Regarding a Scheduled Meeting**

Use this prompt when talking to participant regarding a scheduled meeting.

*NOTE: Only leave voice messages on a potential participant's personal voicemail. Do not leave on shared answering service/machine.*

This is Justin Harty contacting you to remind you of our call on DATE at TIME at PHONE NUMBER. Please let me know if we need to make any changes to the meeting by calling me at 773-234-7705.

**Prompt 2.2: Phone Call, Voicemail, Email, or Text Message, with/to Participant Regarding Upcoming Meeting**

Use this prompt when talking to participant regarding an upcoming meeting.

*NOTE: Only leave voice messages on a potential participant's personal voicemail. Do not leave on shared answering service/machine.*

This is Justin Harty contacting you to let you know that I am about to...

- PHONE: call you on DATE at TIME at PHONE NUMBER.

**Prompt 2.3: Phone Call, Voicemail, Email, or Text Message, with/to Participant Regarding a Missed Meeting**

Use this prompt when talking to participant regarding a missed meeting.

*NOTE: Only leave voice messages on a potential participant's personal voicemail. Do not leave on shared answering service/machine.*

This is Justin Harty contacting you about our missed meeting/call on DATE at TIME at LOCATION/PHONE NUMBER.

- PHONE CALL: What date and time would you like to reschedule the meeting for?
- VOICEMAIL, EMAIL, TEXT: Please contact me at 773-234-7705 to reschedule the meeting.

**Contact Regarding Study Matter**

**Prompt 3.1: Phone Call, Voicemail, Email, or Text Message, with/to Participant Regarding a Study Matter**

Use this prompt when talking to participant regarding a study matter.

*NOTE: Only leave voice messages on a potential participant's personal voicemail. Do not leave on shared answering service/machine.*

This is Justin Harty contacting you regarding an important matter.

- PHONE: Is now a good time to talk? [Begin discussion]
- Please call me at 773-234-7705 at your earliest convenience.





**School of Social Service Administration at the University of Chicago**

**Study Title:** Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care

**Principal Investigator:** Waldo E. Johnson, Jr., PhD

**Graduate Student:** Justin S. Harty, MSW, LCSW

**CONFIDENTIALITY AGREEMENT FOR TRANSCRIPTION SERVICES**

I, \_\_\_\_\_, (transcriber), individually and on behalf of \_\_\_\_\_ (business or entity), do hereby agree to maintain full confidentiality in regards to any and all audio files and oral or written documentation received from Waldo E. Johnson, Jr. or Justin S. Harty or both related to their research study titled Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care.

Furthermore, I agree:

1. To hold in strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of audio-recorded interviews, in any associated documents, or in any study-related materials in any form or format;
2. To not disclose any information received for profit, gain, or otherwise;
3. To not make copies of any audio files, electronic files of the transcribed interview texts, or any study-related materials in any form or format unless specifically requested to do so by Waldo E. Johnson, Jr. or Justin S. Harty or both in writing;
4. To store all study-related audio files, electronic files of the transcribed interview texts, and study related materials in any form or format in a safe, secure location as long as they are in my possession;
5. To return all audio files, electronic files of the transcribed interview texts, or any study-related materials in any form or format to Waldo E. Johnson, Jr. or Justin S. Harty or both in a complete and timely manner upon request or once transcriptions are finished; and
6. To delete all audio files, electronic files of the transcribed interview texts, or any study-related materials in any form or format from my computer hard drive, any backup devices, any cloud locations, and any other storage locations.

I am aware that I can be held legally liable for any breach of this confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained in the audio files, electronic files of the transcribed interview texts, or any study-related materials in any form or format to which I will have access. I am aware that if any breach of confidentiality occurs, I will be fully subject to the laws of the State of Illinois.

Transcriber	Primary Researcher
Name:	Name: Justin S. Harty
Signature:	Signature:
Date:	Date:
Business Name:	University Name: University of Chicago, SSA
Business Address:	University Address: 969 E 60th St, Chicago, IL 60637
Business Phone:	University Phone: 217-418-9759
Business Email:	University Email: justinharty@uchicago.edu



**DOCUMENT STORAGE**



**School of Social Service Administration at the University of Chicago**  
 Fatherhood in Foster Care: Black Fathers Aging out of Illinois Department of Children & Family Services Care  
**Principal Investigator:** Waldo E. Johnson, Jr., PhD  
**Graduate Student:** Justin S. Harty, MSW, LCSW

**DOCUMENT STORAGE**

In accordance with the University of Chicago's University Data Stewardship Council's approval for the use of UChicago Box for cloud data storage to protect sensitive and personal information from unauthorized access, use, misuse, disclosure, modification, or destruction, this study will use UChicago Box for document cloud storage for recruitment and participant activities as described in the table below.

Folders and files stored in UChicago Box will not contain personally identifiable information (sensitive information associated with a specific person which can be used to identify or locate that individual), protected health information (individually identifiable health information), or sensitive identifiable human subject research data (identifiable sensitive disclosures of data that would pose increased social/reputational, legal, employability, or insurability risk to subjects).

Folders and files stored in UChicago Box have access restrictions, document protections, and data security in place to protect the privacy of participants and maintain confidentiality of human subject data. All participant files are de-identified, encrypted, and password protected. These protections are detailed below.

A de-identified, encrypted, and password protected copy of the participant's transcript (Form 9) and researcher's typed notes (Form 10) from the first interview will be stored in UChicago Box for the participant's review during the second interview. All names stated or implied will be removed from interview transcripts. This includes the names of the father, child, child's mother, partner, family, or any other person. The participant's own name and any other identifying information will be removed from the transcript as well.

<b>Box Folder</b>	<b>WorkerFiles</b>	<b>StudyFiles</b>	<b>ParticipantFiles</b>
<b>Purpose</b>	This folder contains all documents needed for the worker to recruit participants.	This folder contains all documents needed for participants to learn about the study.	This folder contains all documents needed for participants to obtain informed consent and participate in study procedures.
<b>Access</b>	<ul style="list-style-type: none"> <li>• TPSN workers with a non-public shared URL</li> </ul>	<ul style="list-style-type: none"> <li>• Only potential participants each with a private and unique URL and a private and unique 6-digit document password</li> </ul>	<ul style="list-style-type: none"> <li>• Only participants each with a private and unique URL and a private and unique 6-digit document password</li> </ul>



**DOCUMENT STORAGE**

<p><b>Protections</b></p>	<ul style="list-style-type: none"> <li>• Passwords only sent by email and phone</li> <li>• Editing is disabled</li> <li>• Commenting is disabled</li> <li>• Collaboration features are disabled</li> <li>• Folder will be deleted within six months after the end of the study</li> </ul>	<ul style="list-style-type: none"> <li>• All files are de-identified, encrypted, and password protected</li> <li>• Password is only read to participants over the phone</li> <li>• Editing is disabled</li> <li>• Commenting is disabled</li> <li>• Collaboration features are disabled</li> <li>• Folders will be deleted no later than six months after the date of the final interview, within one week if participant does not enroll in study, or immediately upon request</li> </ul>	<ul style="list-style-type: none"> <li>• All files are de-identified, encrypted, and password protected</li> <li>• Password is only read to participants over the phone</li> <li>• Editing is disabled</li> <li>• Commenting is disabled</li> <li>• Collaboration features are disabled</li> <li>• Folders will be deleted no later than six months after the date of the final interview or immediately upon request</li> </ul>
<p><b>Security</b></p>	<ul style="list-style-type: none"> <li>• In transit: Encrypted with TLS encryption using 2048-bit keys in transit</li> <li>• At rest: AES 256 encryption that is Federal Information Processing Standard (FIPS) 140-2 compliant</li> <li>• Web: SSL 3.0 and TLS 1.0-1.2</li> </ul>	<ul style="list-style-type: none"> <li>• In transit: Encrypted with TLS encryption using 2048-bit keys in transit</li> <li>• At rest: AES 256 encryption that is Federal Information Processing Standard (FIPS) 140-2 compliant</li> <li>• Web: SSL 3.0 and TLS 1.0-1.2</li> </ul>	<ul style="list-style-type: none"> <li>• In transit: Encrypted with TLS encryption using 2048-bit keys in transit</li> <li>• At rest: AES 256 encryption that is Federal Information Processing Standard (FIPS) 140-2 compliant</li> <li>• Web: SSL 3.0 and TLS 1.0-1.2</li> </ul>
<p><b>Contents</b></p>	<ol style="list-style-type: none"> <li>1. Form 5b: Copy of Verbal Informed Consent to Participate in a Study</li> <li>2. Form 5c: Study Description</li> <li>3. Form 16a: Proposed Permission to Conduct Study &amp; Letter of Cooperation</li> <li>4. Form 17a: Proposed Worker Recruitment Letter</li> <li>5. Form 18: Worker Recruitment Instructions</li> <li>6. Form 19: Worker Recruitment Flyer</li> <li>7. Form 20: Participant Recruitment Letter</li> <li>8. Form 21: Participant Recruitment Flyer</li> </ol>	<ol style="list-style-type: none"> <li>1. Form 5b: Copy of Verbal Informed Consent to Participate in a Study</li> <li>2. Form 5c: Study Description</li> <li>3. Form 6b: Copy of Study Phone Questionnaire</li> <li>4. Form 20: Participant Recruitment Letter</li> <li>5. Form 21: Participant Recruitment Flyer</li> </ol>	<ol style="list-style-type: none"> <li>1. Form 5b: Copy of Verbal Informed Consent to Participate in a Study</li> <li>2. Form 5c: Study Description</li> <li>3. Form 6b: Copy of Study Phone Questionnaire</li> <li>4. Form 8: Study Interview Protocol Showcards</li> <li>5. Form 9: Study Transcript Log</li> <li>6. Form 10: Study Contacts, Notes, and Memos</li> <li>7. Form 11: Study Participant Incentive Receipt Instructions</li> <li>8. Form 12a: Study Resource List</li> <li>9. Form 12b: Study Thank You Letter</li> </ol>