U.S. Department of Health and Human Services
Administration for Children and Families
Office of Family Assistance

National
Responsible
Fatherhood Clearinghouse

Using Documentation and Data in Fatherhood Programs

Introduction

Programs promoting responsible fatherhood have emerged during the past few decades as a vehicle to support fathers' positive involvement with their children. While these programs began primarily with a focus on providing services to help low-income fathers with parenting skills, employment, and the ability to provide child support,[i] many fatherhood initiatives now provide services in areas such as co-parenting, child development and education, support of healthy marriage and relationships, positive health outcomes for all family members, and support in navigating the child welfare and criminal justice systems.[ii]

As the scope of services provided by fatherhood programs expands, there is an increasing need for accurate information about services and outcomes.[iii] Although conducting an experimental evaluation to clearly determine the effectiveness of program services may be beyond the scope and budget of some fatherhood programs, all programs should be able to capture information on program operations and track progress toward program goals. Implementing a process to systematically record that information can help programs meet the needs of participants, make necessary program adjustments, and provide timely information for funders and policy makers.

To provide guidance on the use of documentation and data in fatherhood programs, this research-to-practice brief addresses four broad questions:
1. Why is it important for fatherhood programs to collect and document data?
2. What types of data can be collected in fatherhood programs?
3. How can these data be collected?
4. How can fatherhood practitioners organize, analyze, and use data to better understand how their programs work and tell the story of what they do?

Documentation:
"The collation, synopsizing, and coding of printed material for future reference;" "the orderly presentation, organization, and communication of recorded special knowledge to produce a historical record of changes in variables."

Data:
"Information organized for analysis or used as the basis for a decision;" "numerical information in a form suitable for processing by computer."

The American Heritage Dictionary

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1. Importance of Documentation and Data in Fatherhood Programs

To effectively meet the needs of program participants and assess whether program services are being delivered as intended, fatherhood programs must gather information from participants and track program activity. Doing so yields information that can be used to answer questions about the background and current context of participants, how the program works, and whether the program is achieving the desired outcomes.

Data on Program Participants

Data collected from participants at program intake and during a program cycle are useful to determine what services are best suited to address their needs, gauge their satisfaction with program services, and monitor their participation. Information can be gathered to identify:

- Service and support needs.
- Barriers that may prevent fathers from taking full advantage of services offered by the program.
- Ways in which individual fathers participate in the program.
- Fathers' perceptions about services received and the extent to which their needs are met.
- Supports available to fathers from family or other social supports that may inform individual action plans.
- Progress toward achieving individual and program goals.
- Possible adjustments to individual action plans or program design.

Data on Program Implementation and Service Delivery

Data can also document how program resources are used, how program activities are conducted, and whether those actions are in line with the original objectives of the program. Such data are essential to learn about the extent to which:

- Program resources are used as expected, in terms of the amount, quality, and timing.
- Program activities are conducted as intended in terms of timing, content, dosage, and quality.
- Program enrollment targets are being met.
- Fathers are receiving program services as intended.
- Fathers and their families are satisfied with the services provided by the program.
- Partner agencies contribute to program activities.

Data on Program Outcomes

Data on program outcomes are essential to monitor program performance and progress made towards achieving program goals. For example, data on program outcomes can be informative about whether participants:

- Increase engagement with their children.
- Learn about ways to support their children's cognitive development.
- Utilize appropriate discipline techniques with their children.
- Practice improved communication skills.
- Are able to find work.
- Pay more child support.

For fathers returning to the community after incarceration, information on recidivism rates, when compared to average recidivism rates of the male population in the region or state, can provide useful information about those fathers' reintegration to their communities and families.

The Role of Staff in Documentation and Data Collection

It is critical that all staff understand the importance of documentation and data collection at each stage of a program cycle. For instance, intake workers need to get essential demographic and contact information; case managers need to assess participant needs, develop service plans, and track program participation; and administrators and program managers need to monitor program performance, make necessary service adjustments, and use data to "tell the story" for different audiences. Providing training for all staff on documentation procedures and tools can help ensure that data are gathered, organized, and used efficiently.

2. Types of Data That Can Be Collected in Fatherhood Programs

Data are typically collected at program intake, during a program cycle, and at program completion. Additional follow up data may be gathered at various intervals after program completion, but this is often not feasible because of staffing, budget, or logistical reasons. For example, fathers may change addresses or phone numbers so additional "leg work" may be needed to follow-up with them, such as contacting other family members, friends, or employers. Some programs may be able to obtain data from external or partner agencies to track information such as child support payments and school attendance/performance for children.

Depending on the operational stage of the program (Planning, Early Operation, or Mature Operation), different types of information will be useful.

During a **Planning Stage**, prior to program operation, information can be collected and documented on:
- Characteristics of fathers living in the community.
- Other relevant services currently available in the community.
- Characteristics and goals of potential program partners and stakeholders.
- Community needs that the program will address.
- Service and staffing plans to meet these needs.
- Estimated allocation of program resources.
- Strategies to inform the target population about the availability of the program.
- Strategies to recruit and enroll fathers into the program.

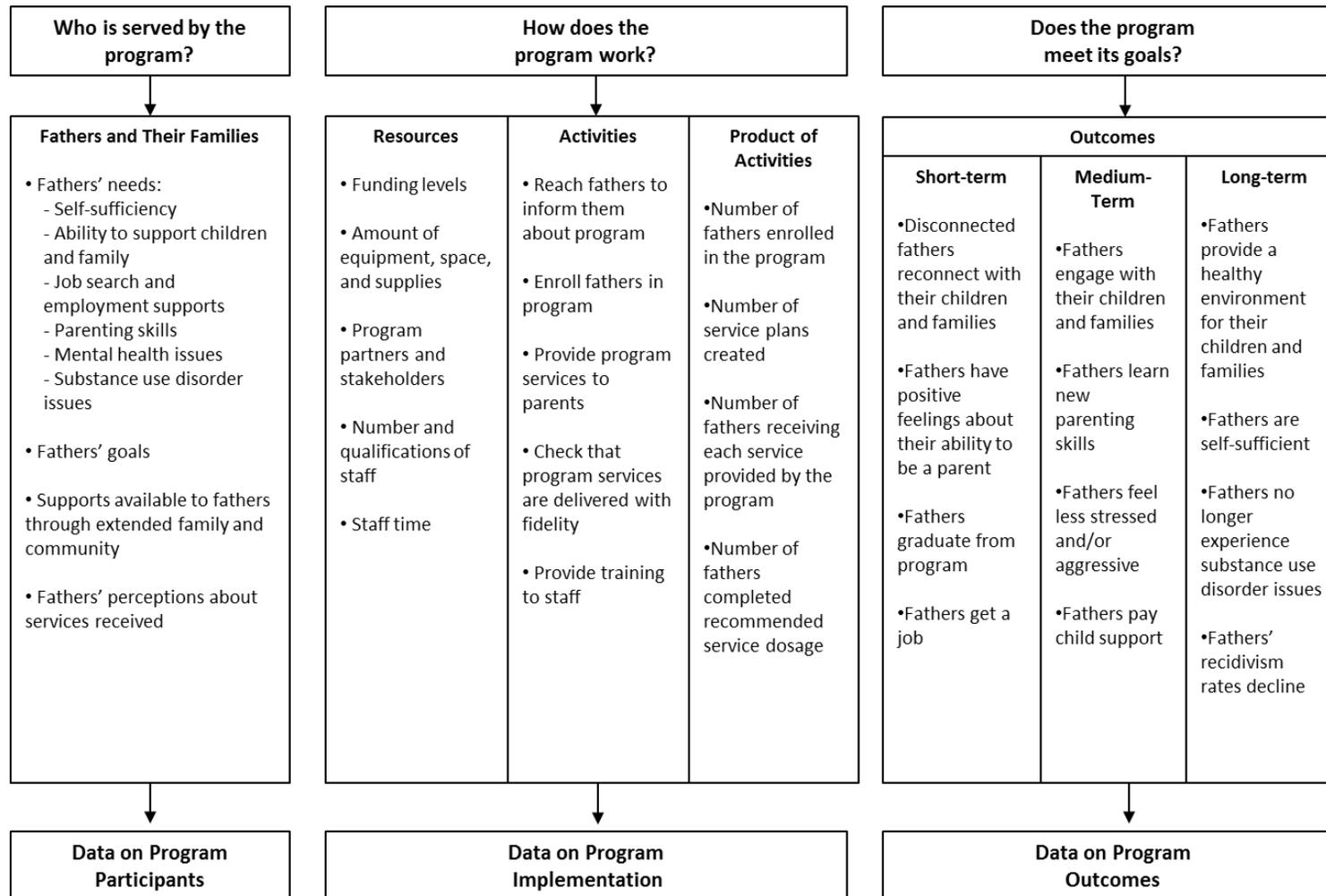(This type of planning information can be augmented and supported using a Logic Model as described on page 5.)

During the first year or so of a program—the **Early Operation Stage**—useful information may include:
- Use of resources (e.g., is the program "on budget?").
- Number of fathers enrolled in the program.
- Barriers to recruitment and enrollment.
- Characteristics and needs of the fathers enrolled in the program.
- Participation rates.
- Fidelity to program design—is the program providing services as planned?
- Feedback from program participants.
- Number of fathers who are able to find a job or improve their employment situation.

Data collected in a program that has been in operation for a number of years—the **Mature Operation Stage**—may be informative about issues such as:
- The use of program resources (including funding and number of staff and their qualifications).
- The activities conducted towards achieving program sustainability.
- Whether additional training and other technical resources should be provided to program staff.
- Whether fathers who "graduate" from the program remain employed, have better earnings, pay child support, and maintain healthy relationships with their children and families.
- The program's return on investment (ROI), which compares program costs to outcomes and benefits for participants, the community and society in general. For example, do participants' children do better in school? Is there a reduction in welfare costs for participating families? Is there a reduction in juvenile delinquency? Is there a reduction in the recidivism rate for fathers who return to the community after incarceration?
- Are there promising practices or lessons learned that can be shared with other practitioners or public policy makers?
- Is the outcome data suitable and relevant for sharing with potential funders?

Table 1 – Examples of Information That Can Be Documented in Fatherhood Programs

Who is served by the program?	How does the program work?			Does the program meet its goals?		
Fathers and Their Families	**Resources**	**Activities**	**Product of Activities**	**Outcomes**		
				Short-term	**Medium-Term**	**Long-term**
• Fathers' needs: - Self-sufficiency - Ability to support children and family - Job search and employment supports - Parenting skills - Mental health issues - Substance use disorder issues • Fathers' goals • Supports available to fathers through extended family and community • Fathers' perceptions about services received	• Funding levels • Amount of equipment, space, and supplies • Program partners and stakeholders • Number and qualifications of staff • Staff time	• Reach fathers to inform them about program • Enroll fathers in program • Provide program services to parents • Check that program services are delivered with fidelity • Provide training to staff	•Number of fathers enrolled in the program •Number of service plans created •Number of fathers receiving each service provided by the program •Number of fathers completed recommended service dosage	•Disconnected fathers reconnect with their children and families •Fathers have positive feelings about their ability to be a parent •Fathers graduate from program •Fathers get a job	•Fathers engage with their children and families •Fathers learn new parenting skills •Fathers feel less stressed and/or aggressive •Fathers pay child support	•Fathers provide a healthy environment for their children and families •Fathers are self-sufficient •Fathers no longer experience substance use disorder issues •Fathers' recidivism rates decline
Data on Program Participants	**Data on Program Implementation**			**Data on Program Outcomes**		

3. Data Collection

This section provides recommended data collection steps, considers the value of developing logic models, describes the difference between quantitative and qualitative data, presents an overview of the use of intake and survey forms, and provides some general data collection tips.

Data Collection Steps

Recommended steps to ensure that all necessary information is collected and maintained efficiently include:

- **Identify the main questions of interest** based on program design and goals.
- **Develop a logic model** (see the following section for more information on logic models).
- **Identify data elements and sources** that are necessary to answer the questions.
- **Select appropriate instruments and measures** for collection and measurement of data elements.
- **Determine a plan for data collection activities.** This plan should include:
  - Identification of a person with overall responsibility for collection and management of data.
  - Clear delineation of roles and expectations for all staff involved in data collection.
  - Orientation training for all staff.
  - Staff meetings to review files.
  - Follow-up training as necessary.
  - Periodic review of case files and procedures for obtaining any missing data.
  - Strategies to meet follow-up or survey response rate targets.
- **Ensure that data are complete** through a final review of case files and other data management systems.

Logic Models

Logic models are a helpful tool for program planning and ongoing management. Many public and private funders now expect to see a detailed logic model before awarding any funds to a program. A logic model details program inputs, activities, and outputs, and sets forth a clear statement of intended short- and long-term outcomes, including how they will be measured. This helps administrators, funders, and direct service staff members understand the design and intent of a program by identifying the following aspects of a program:

- **Context**. Characteristics of the environment in which the program will operate, such as demographics and cultural background of the larger community, and external factors that may influence the program, such as the political climate and changes in institutional settings.
- **Conditions**. The needs of the target population (e.g., fathers facing barriers to economic stability or involvement with their children) and program goals.
- **Inputs**. Types and amounts of resources available to operate the program.
- **Activities**. Tasks performed by program staff, such as training activities and providing services to program participants.
- **Outputs**. Products and services delivered that are the product of program activities, including program participation.
- **Outcomes**. Changes in individuals, agencies, systems and communities involved with the program.

A simple logic model[iv] focuses on key components, such as:

Inputs	Activities	Outputs	Outcomes		
			Short-Term	**Medium-Term**	**Long-Term**
What we invest	What we do	Direct products from program activities, such as number of sessions or number of participants	Changes in knowledge, skills, attitudes, opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes, often in participant condition or life status

Quantitative and Qualitative Data

There are two basic types of data that can be used to answer questions about fatherhood programs. Quantitative data can be expressed numerically and analyzed statistically; qualitative data can be represented in terms of qualities, categorizations, or themes.

Quantitative data are typically collected using a structured set of questions designed to yield information that can be coded and analyzed to compare frequency of responses. For example, a survey might ask questions about the frequency and types of contact between fathers and their children; possible responses will be assigned a numerical value or code to allow comparison of responses over time and among respondents. Responses to other types of questions might be assigned numerical values or coded according to a Likert scale in which the responses "strongly agree," "agree," "disagree," or "strongly disagree" to particular statements are assigned numerical values (e.g., "strongly agree" can be assigned a value equal to "4," while "strongly disagree" can be assigned a value equal to "1"). Similarly, answers to "yes" and "no" questions may be recoded as "1" or "0." Quantitative data can also be collected through structured observations and the use of established measures to quantify certain aspects of the observed behavior.

Qualitative data are gathered through methods such as focus groups, open-ended interviews, and observation. For instance, a focus group with fathers can provide information about fathers' experiences in a program or about the elements of the program they feel best address their specific needs. Observation and informal interviews with participants and other staff may provide information such as how a program works, why decisions were made in a particular way, and participants' perceptions of the program. Qualitative data may be collected to add context to an analysis of quantitative data or it may be collected separately in instances when quantitative data cannot answer the questions of interest.

Although the processes for gathering and assessing quantitative and qualitative data are different, both types of data can be used to better understand program participants, the way the program operates, and the progress gained towards meeting program goals. While quantitative data can be statistically analyzed and interpreted to detail program outcomes, qualitative data can provide context and background that may paint a fuller picture of program implementation and operation. For example, analysis of quantitative data from the Parents' Fair Share demonstration project concluded that the program led to an increase in child support payments, while qualitative information gathered through observation and interviews documented the disappointments of some fathers who were unable to improve their employment prospects.[v]

Table 2 – Common Quantitative and Qualitative Data Collection Methods

Data Collection Approach	Examples
Quantitative Data	
Surveys, Questionnaires, and Intake Forms	Structured questions that can be used to gather information from: • Fathers – on involvement with their children, well-being (of themselves and their children), parenting skills, relationship skills, social supports, co-parenting arrangements, paternity establishment, and child support. • Partners and/or coparents – on relationship with father, child well-being, child support arrangements, and paternity establishment. • Program administrators and other staff – on program resources, training, participation in professional development, perceptions of working with fathers, processes to deliver services, what works (successful recruitment or service strategies), what doesn't work (issues or barriers faced), and technical assistance needs.
Structured Observation	Observations guided by a structured protocol that produce data that can be used to create numeric rating scales (e.g., the *NCAST Caregiver/Parent Child Interaction Teaching Scale*[vi]) or protocols from curricula developers designed to conduct fidelity assessments.
Direct Assessments and Tests	Standardized instruments and tests used to directly assess abilities, behaviors, or clinical conditions (e.g., tests to assess the general abilities of fathers receiving job search assistance services).
Qualitative Data	
Focus Groups	Focus groups can be conducted with fathers, program administrators, or staff, to learn about their perceptions, experiences, and ideas to improve the program.
Open-Ended and Semi-Structured Interviews	Open-ended and semi-structured interviews with program staff, administrators, or participants provides information about satisfaction with the program, perceptions on services provided and/or received, and the processes followed to decide how to use program resources.
Field Notes and Case Notes	Field notes can be made during observation of program sessions with fathers, staff trainings and meetings, or program stakeholder meetings. Case notes can be completed by staff during or after individual or group meetings with participants.

Intake Forms

Some information about program participants should routinely be collected at intake. In developing intake forms, it is important to consider the reading level of participants, particularly if they will be completing the forms themselves. Even if a staff person will complete the forms, it is still important to use words and phrases that can be clearly understood and to keep the questions as simple as possible. For instance, rather than asking if a father has established paternity, it might be better to ask "Are you the legal father of this child?" For participants who may not speak English, it is also important to have forms available in their language.

To avoid a lengthy intake process, some fatherhood practitioners choose to limit the length of initial intake by collecting basic information up front (e.g., name, contact information, number and names of children, living arrangements, and employment status) and following up later to get more detailed information in formal and informal conversations. When

fathers feel more trusting and comfortable around staff, they may reveal more accurate information, such as details about paternity establishment, multiple partners, or criminal convictions.

During or after intake, staff may also collect information on employment status, income level, general abilities, level of contact with children and family, barriers faced in getting involved in their children's lives, physical and mental health, and substance use disorder issues. Staff may also use collected data to:

- Assess whether potential participants meet eligibility requirements.
- Employ more detailed screening and assessment questionnaires to assess cognitive and reading skills.
- Determine vocational aptitudes.
- Develop individual action plans to help meet participants' needs and improve their educational and occupational skills.

Survey Tools

Surveys can be used to collect information on program participants' (and, at times, staff) experiences. Surveys can be administered at any point throughout the program cycle. It can be particularly useful to collect information related to intended program outcomes early in a program (e.g., at the beginning of a program cycle, which can be considered the baseline or pretest) and then again later in the program cycle (for example, at program completion or posttest) so that changes in knowledge, skills, attitudes, and behavior can be assessed. Tools should be customized for the population and be easy for clients to understand and use. Some programs use established survey instruments (see the *Additional Resources* section), others create instruments in-house, and some curricula include pre- and posttest questionnaires to document participants' knowledge before and after participating in a particular curriculum session.

Exhibit 1 – General Data Collection Tips*

Designing Questionnaires and Capturing Data:
- Be sure all requests for data are written or verbally asked at a level appropriate to participants' level of reading and comprehension.
- Only gather data that are necessary and use as few questions as possible.
- Be sure that the questions are direct and precise.
- Software used for data entry must be user-friendly and manageable so that staff can implement and review consistently.

Staff Roles:
- Make sure staff see the big picture of how data collection will help program participants and the program as a whole.
- Ensure that staff know why each question is asked.
- Make sure staff know how to correctly use any data entry software.
- Let program participants know the important contribution they make by carefully completing forms and providing accurate information.

Reviewing Data:
- Be sure to look at participants' satisfaction responses and address areas where adjustments are needed.
- Continuously monitor the data to detect potential problems that may be occurring with data input and/or data collection.
- Focus on how the data can inform service delivery and sustainability rather than using it only for reports required by funding agencies.
- Let program participants know the important contribution they make by carefully completing forms and providing accurate information.

*Adapted from a webinar presentation by Dr. Irene Luckey, *Evaluation: Tips and Tools to Document and Impact Your Work with Fathers*, NRFC webinar (2009), www.fatherhood.gov/webinars.

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4. Putting Data to Work

Once data is collected, programs need to ensure that information is entered and stored accurately and efficiently so that it can be reviewed by staff and used to answer questions and produce reports on progress towards specific goals and outcomes. This final section provides ideas and resources for:
- Storing and managing program data.
- Informing the work performed by program staff and making adjustments to ensure a focus on intended outcomes.
- "Telling the story" for program stakeholders.
- Disseminating information.

Storing and Managing Data

Although some programs still rely on paper files, many now use software to create databases (e.g., Microsoft Access[vii] or SPSS[viii]), spreadsheets (e.g., Microsoft Excel), or management information systems (MIS) (e.g., Efforts to Outcomes[ix]) to maintain data and produce reports on progress towards specific goals and outcomes. Whatever the system that is utilized, staff should be trained on data entry and someone should be assigned responsibility for maintaining the data management system.

MIS can be very useful, particularly for larger fatherhood programs, as they allow program staff to record and track large amounts of information, create data summary reports, and link program participant information with data from other systems (e.g., administrative records from state and federal agencies). Information can be maintained on participant characteristics, services received, outcomes, and costs. In general, an MIS consists of two elements: (1) electronic data forms, in which the information is entered, and (2) an automated data system in which the information is stored. An MIS can be useful to:

- Identify program participants who need particular services the most.
- Track the quantity, timing, and format of the services delivered.
- Track participation in services.
- Record contact information of program participants.

See *Additional Resources* for more information on MIS usage.

Informing the Work Performed by Program Staff/Making Program Adjustments

Program administrators, staff, partners, board members, and funders need to know about program operations and the extent to which the program activities can be linked to changes in outcomes of those involved with the program. Well documented information that is regularly reviewed can help assess program performance and make adjustments to improve service delivery. For example:

- Data on participants' characteristics and needs, the types and frequency of services received, and their perceptions of their program experience, might inform the development of different approaches to help other fathers overcome barriers to self-sufficiency and increase involvement in their children's lives.
- Regular staff meetings can be held to review individual case notes and discuss what adjustments may be needed for a father's action plan. This may include reviewing any issues encountered with recruitment or participation, and discuss ways to promote or improve progress toward overall program goals and consider adjustments to the program strategy as needed. Project managers and administrators should pay particular attention to staff performance and be ready to offer supportive feedback and training as needed; in some cases, they may need to make staffing adjustments.
- If a key program goal is to help at least 50 percent of participants gain new job skills, but only 20 percent have completed skills training, a program adjustment, such as adding additional training options or talking with fathers to identify their concerns, is probably necessary.

Telling the Story for Program Stakeholders

The data collected in fatherhood programs can be used to help various stakeholders understand what happens in a fatherhood program and answer questions of interest. For example, policy makers, state and Federal administrators, funders, fatherhood practitioners, and other family support programs may be interested in:

- Information concerning specific characteristics of the program, such as goals, populations served, services provided, or whether the program uses evidence-based practices.
- Demonstration of links between participation and outcomes for those involved.
- A description of promising practices or lessons learned that can inform the planning and development of other programs.
- An assessment of a program's ROI—a cost-benefit analysis comparing data on program costs with the valuation of specific, measurable program benefits, such as increases in child support and income tax payments, or lower recidivism rates and incarceration costs.[x]

Perhaps most importantly, data can be used to share information with current and potential program participants, as well as the public in general, about how the program works and whether it has had positive impacts for fathers and their families. By planning ahead and determining the types of questions that need to be answered, a program can ensure that the relevant information is collected.

Table 3 – Examples of Ways to Use Data to Answer Questions About Fatherhood Programs

Question	How to Use Data to Answer Question
Were program activities implemented as intended?	• Determine if facilitators covered the materials (curriculum) as intended. • Ask whether participants feel positive about attending program activities. • Ask whether participants feel cared about. • Track program participants' attendance rates.
What do fathers know about parenting?	• From pre- to posttest, compare fathers' knowledge about children prospering with unconditional love and appropriate attention from both fathers and mothers. • From pre- to posttest, compare fathers' knowledge that parental relationship stability is a critical component for families and children to prosper.
What are the attitudes of program participants?	• From pre- to posttest, compare number of participants who express a desire to spend more time with their children. • From pre- to posttest, compare number of participants who desire to give their children clear expectations and follow through with planned consequences.
What are the skills of program participants?	• From pre- to posttest, compare the number of fathers who report the ability to use conflict resolution skills. • From pre- to posttest, compare the number of fathers who report the ability to use expectations and consequences skills with their children.
What are the behaviors of program participants?	• From pre- to posttest, compare the number of fathers and children who report the actual use of expectations and consequences skills. • From pre- to posttest, compare the number of fathers who report the actual use of effective conflict resolution skills in their relationships.

Note: These examples were adapted from a webinar presentation by Ted Strader, *Using Data Evaluation to Improve Program Performance and Outcomes*, NRFC Webinar (2010). www.fatherhood.gov/webinars

Presentation and Dissemination of Information about the Program

When communicating information about the program, the message should be supported by the program data and should be in line with the methods used to summarize or analyze the data. For example, communications should be clear on whether the information reported is purely descriptive, suggests patterns in outcomes, or can be attributed directly to participation in the program.[xi] Reports on outcomes should be presented in a context that is meaningful to partners and other stakeholders to create engagement, enhance their buy-in, and encourage sharing or action based on results.[xii]

Dissemination approaches vary from traditional print reports to use of newer social media and generally benefit from the inclusion of the voices or images of program participants. Depending on the intended audience, examples of ways to convey and present information include:

- Program brochures that include a brief overview of program services, outcomes for previous participants, and testimonial quotes from program graduates.
- Annual reports that include an overview of the program's goals and outcomes.
- Formal program reports for funding agencies.
- Policy briefs that identify public policy implications based on ROI studies.
- Highlights of the program and its outcomes on the organization/program Web site.
- Use of social media such as Facebook or Twitter to refer people to more detailed program information on the Web site and elsewhere.
- Articles or stories in local media that include information on program outcomes and quotes from participants. [xiii]
- News releases to highlight and promote outcomes and reports.
- Newsletters and email blasts to provide information such as program highlights and profiles of successful participants and their families.
- Short reports or summaries to show partner agencies how a program has helped meet their specific goals and encouraging them to disseminate this information to others.
- PowerPoint presentations that include visual descriptions of a program's services and outcomes.
- Short video clips showing footage of interviews with fathers, interactions with children, or engagement in program activities with the goal of demonstrating the issues fathers face and how program activities are designed to help them overcome these issues.
- Events, such as fundraising dinners or participant graduations, featuring program success stories and participant testimonials.

Visual presentation of data is a powerful way to get key points across. This can include visual descriptions of a program's logic model, pictures of participants with their children or engaged in program activities, and graphs or charts that present outcome data in an easy to understand way. Graphs and charts can be prepared quite easily using electronic databases and other software.

Exhibit 2 – Examples of Graphic Representation of Data

Enrollment and Child Support Paid in the FATHER Project*
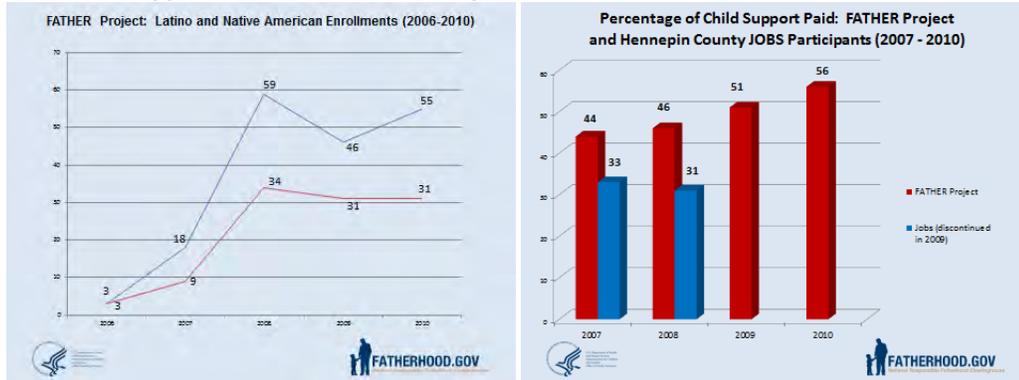
From a webinar presentation by Andrew Freeberg, Telling the Story: Documenting and Disseminating Stories of Program Success, NRFC Webinar (2011), www.fatherhood.gov/webinars.

Tracking Performance with Graphs and Dashboards**

**From a webinar presentation by Steven Nordseth, Using Data Evaluation to Improve Program Performance and Outcomes, NRFC Webinar (2010).* www.fatherhood.gov/webinars

Conclusion

This research-to-practice brief has presented information on ways in which the use of basic documentation and data can help fatherhood programs improve performance and best meet the needs of their stakeholders. We have looked at ways to collect data at different program stages and document program activity to allow for analysis and description of how a program works and what it is able to achieve.

When funding permits, and/or outside evaluators are available, a more rigorous evaluation could be used to assess the effectiveness of a program. Assessing the causal effects of a program as a whole or as a specific feature of the program requires an experimental design that compares impacts on program participants with a control group who do not receive program services. Using program outcomes data within a rigorous effectiveness evaluation can help programs answer questions such as:

- What is the impact of the fatherhood initiative on fathers' self-sufficiency?
- Are fathers who participated in the program more successful in keeping their jobs than fathers who did not participate in the program?
- Do the children of fathers who participated in the program have better development outcomes than the children of fathers who did not participate in the program?

For more information on evaluations of fatherhood programs, including experimental design evaluations, see the *Strengthening Families Evidence Review* (http://familyreview.acf.hhs.gov) or chapter three of *An Evaluability Assessment of Responsible Fatherhood Programs*, which discusses experimental versus non-experimental design (http://www.lewin.com/~/media/lewin/site_sections/publications/609.pdf).

Additional Resources

Unless otherwise noted, these resources or links to them can be found at www.fatherhood.gov.

General Information

Evaluation Resource Guide for Responsible Fatherhood Programs
James Bell Associates for U.S. Department of Health and Human Services, Administration of Children and Families, Office of Family Assistance, Washington, DC (2010).

Catalog of Research: Programs for Low-Income Fathers
Avellar, S., et al. (2011). Office of Planning, Research and Evaluation Report Number 2011-20, Mathematica Policy Research.

An Evaluability Assessment of Responsible Fatherhood Programs
Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation (1997).

NRFC Webinars (http://fatherhood.gov/webinars)
- Program Evaluation: Essential Tips for Fatherhood Programs (2007).
- Evaluation: Tips and Tools to Document and Impact Your Work with Fathers (2009).
- Using Data Evaluation to Improve Program Performance and Outcomes (2010).
- Telling the Story: Documenting and Disseminating Stories of Program Success (2011).

Developing a Logic Model

Developing a Logic Model: A Road Map for Navigating the Future
Presentation at the Office of Family Assistance's 2006 Entrance Conference for Healthy Marriage and Promoting Responsible Fatherhood Grantees.

Evaluation Toolkit and Logic Model Builder
Child Welfare Information Gateway, Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.childwelfare.gov/management/effectiveness/logic_model.cfm

W.K. Kellogg Foundation Logic Model Development Guide
http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx

Sample Evaluation Tools

Indiana Fathers and Families: Sample Evaluation Tools for Fathers and Families Projects
Stone, G. An inventory of tools for collection of data on fathers' involvement with their children, parenting skills, child support arrangements, co-parenting relationships, and paternity establishment. Indiana Family and Social Services Administration, Indianapolis, IN.

Inventory of Measures for Use in Fatherhood Programs
Information on tools to measure a wide range of outcomes, Child Trends. www.childtrends.org

The Casey Life Skills Assessment
An assessment tool that can be used with young fathers ages 14–21.
http://www.casey.org/Resources/Tools/cls/default.htm

Caregiver/Parent Child Interaction Teaching Scale Manual
Available from NCAST Programs, University of Washington, Seattle, WA. www.ncast.org

Management Information Systems (MIS)

Efforts to Outcomes (ETO)
An MIS used by the Center for Urban Families in Baltimore. See www.socialsolutions.com for more information.

Building Management Information Systems to Coordinate Citywide Afterschool Programs: A Toolkit for Cities
MIS information from the National League of Cities. Includes instructions for sourcing, implementing, and expanding an MIS, as well as information on leading commercial MIS vendors. www.nlc.org

Guidebook to the Responsible Fatherhood Project Participant Management Information System
Trutko, J., Barnow, B., & Chan, E. (2003). U.S. Department of Health and Human Services, Washington, DC. www.fatherhood.hhs.gov/Development/guidebook03

Endnotes

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[ii] Klempin, S., & Mincy, R. B. (2011–2012). *"Tossed on a Sea of Change: A Status Update on the Responsible Fatherhood Field."* Center for Research on Fathers, Children and Family Well-Being, Columbia University School of Social Work. New York, NY.

[iii] Solomon-Fears, C. (2012). *"Fatherhood Initiatives: Connecting Fathers to Their Children."* Congressional Report for Congress. Washington, DC: Congressional Research Service.

[iv] Excerpted from *Responsible Fatherhood Toolkit: Resources From the Field* (www.fatherhood.gov/toolkit), which includes a detailed example of a logic model from the FATHER Project of Goodwill/Easter Seals Minneapolis. More information on logic models is provided in *Evaluation Toolkit and Logic Model Builder*, available from the Child Welfare Information Gateway.

[v] Johnson, E. S., Levine, A., & Doolittle, F. C. (1999). *Fathers' Fair Share: Helping Poor Men Manage Child Support* a*nd Fatherhood*.

[vi] University of Washington. *Caregiver/Parent Child Interaction Teaching Scale Manual*. Available from NCAST Programs, University of Washington. Seattle, WA. http://www.ncast.org

[vii] For more information, see http://office.microsoft.com.

[viii] For more information, see http://www-01.ibm.com/software/analytics/spss/.

[ix] For more information on Efforts to Outcomes (ETO), see www.socialsolutions.com.

[x] Note that while tentative conclusions can be drawn by comparing program data to available public information (e.g., child support collections or incarceration costs), a reliable estimate of the size of the benefits of a program can be made only within the context of an effectiveness evaluation that uses an experimental or quasi-experimental research design to assess the effects of the program.

[xi] James Bell Associates. (2010). *Evaluation Resource Guide for Responsible Fatherhood Programs*. U.S. Department of Health and Human Services, Administration of Children and Families, Office of Family Assistance. Washington, DC. http://www.jbassoc.com/reports/documents/rf_evaluation_final_v2-small.pdf

[xii] Freeberg, A. (2013). The FATHER project, Goodwill Easter-Seals, Minnesota. Presentation at Office of Family Assistance grantees meeting.

[xiii] See the section on Working with Media in *Responsible Fatherhood Toolkit: Resources From the Field.* www.fatherhood.gov/toolkit