Building Bridges and Bonds (B3) Evaluation

Ready, Set … Go!

How to Add a New Program Component to Existing Services

OPRE Report 2021-138

September 2021

AUTHORS: Samantha Wulfsohn, Rebecca Behrmann, Kureem Nugent

SUBMITTED TO:
Katie Pahigiannis and Samantha Illangasekare, Project Officers
Office of Planning, Research, and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

PROJECT DIRECTOR:
Dina A.R. Israel
MDRC
200 Vesey Street
New York, NY 10281

CONTRACT NUMBER: HHS-P23320095644WC

SUGGESTED CITATION: Wulfsohn, Samantha, Rebecca Behrmann, and Kureem Nugent. 2021. *Ready, Set … Go! How to Add a New Program Component to Existing Services*. OPRE Report 2021-138. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

This report and other reports sponsored by the Office of Planning, Research, and Evaluation are available at www.acf.hhs.gov/opre.

OPRE

mdrc
BUILDING KNOWLEDGE TO IMPROVE SOCIAL POLICY

Funder

MDRC is conducting the Building Bridges and Bonds (B3) study with funding from the U.S. Department of Health and Human Services (HHS), Administration for Children and Families, Office of Family Assistance under a competitive award from the Office of Planning, Research, and Evaluation (OPRE), Contract No. HHS-P23320095644WC. The project is overseen by OPRE. The project officers are Katie Pahigiannis and Samantha Illangasekare.

The findings and conclusions in this toolkit do not necessarily represent the official positions or policies of HHS.

Dissemination of MDRC publications is supported by the following organizations and individuals that help finance MDRC's public policy outreach and expanding efforts to communicate the results and implications of our work to policymakers, practitioners, and others: The Annie E. Casey Foundation, Arnold Ventures, Charles and Lynn Schusterman Family Foundation, The Edna McConnell Clark Foundation, Ford Foundation, The George Gund Foundation, Daniel and Corinne Goldman, The Harry and Jeanette Weinberg Foundation, Inc., The JPB Foundation, The Joyce Foundation, The Kresge Foundation, and Sandler Foundation.

In addition, earnings from the MDRC Endowment help sustain our dissemination efforts. Contributors to the MDRC Endowment include Alcoa Foundation, The Ambrose Monell Foundation, Anheuser-Busch Foundation, Bristol-Myers Squibb Foundation, Charles Stewart Mott Foundation, Ford Foundation, The George Gund Foundation, The Grable Foundation, The Lizabeth and Frank Newman Charitable Foundation, The New York Times Company Foundation, Jan Nicholson, Paul H. O'Neill Charitable Foundation, John S. Reed, Sandler Foundation, and The Stupski Family Fund, as well as other individual contributors.

Overview

Introduction

A father's support—both financial and emotional—is linked to better outcomes on nearly every measure of a child's well-being. Past research has shown that fathers with low incomes—particularly those who do not live with their children—find it particularly difficult to provide that support.

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

While the stated goal of B3 was to understand how these innovations affected the fathers who participate in them, the B3 team, led by MDRC, learned important lessons that are relevant to service providers by working directly with programs to lay the groundwork for, introduce, and sustain the new program approaches. The B3 team developed a series of tools and resources to assist programs throughout the implementation process; this toolkit collects some of those documents, along with lessons learned from the implementation work. It can guide established organizations serving fathers and families through the steps of the team's framework for helping the B3 organizations successfully implement a new program component.

Purpose

This toolkit:

- Provides program managers with straightforward guidance, drawn from learning, data, and experience, on how to implement a promising new program component.
- Collects concrete strategies and practitioner-tested tools designed to advance these efforts.

Highlights

The toolkit is organized into three main sections, “Ready,” “Set,” and “Go!” Each section is divided into several steps. “Ready” guides programs through steps to prepare to add a new program component; “Set” helps programs create a foundation and put things in place to introduce the new program component; “Go!” aids programs in implementation and continual learning. Together, these sections provide user-friendly resources to advance the implementation of a new program component.

Citation

Wulfsohn, Samantha, Rebecca Behrmann, and Kureem Nugent. 2021. *Ready, Set ... Go! How to Add a New Program Component to Existing Services*. OPRE Report 2021-138. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Contents

List of Tools

GO!

Acknowledgments

This toolkit and the research upon which it is based are funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance (OFA). The Building Bridges and Bonds project is overseen by the Administration for Children and Families' Office of Planning, Research, and Evaluation (OPRE). We are grateful to many individuals in these offices for their comments on previous drafts, including Samantha Illangasekare, Katie Pahigiannis, Maria Woolverton, Emily Schmidt, and Naomi Goldstein with OPRE, and Seth Chamberlain, Millicent Crawford, Susan Golonka, Meghan Heffron, and Jacqueline Proctor with OFA.

The authors would like to express our sincerest appreciation to the dedicated staff members in the organizations participating in the Building Bridges and Bonds study: The Fortune Society; Passages, Inc.; Kanawha Institute for Social Research and Action (KISRA); Children's Institute; People for People, Inc.; and Seedco and its community partners BronxWorks and Strive.

We are thankful for our external reviewers and discussants, including Diari Dieye, who provided invaluable practitioner perspective, members of the Healthy Marriage and Responsible Fatherhood Training and Technical Assistance team, and representatives of the National Responsible Fatherhood Clearinghouse.

We are also grateful to the many MDRC and MEF Associates staff members who made this toolkit possible. Ann Bickerton, Emily Brennan, Sam Elkin, Mike Fishman, Dina Israel, Michelle Manno, Carly Morrison, Doug Phillips, and Bright Sarfo contributed to the creation of many of the tools as a part of their work on the project. Ann Bickerton, Courtney Harrison, Dina Israel, and Emily Marano reviewed drafts of the toolkit and offered helpful insights.

We thank Kureem Nugent and Jillian Verrillo, who skillfully coordinated toolkit production, Joshua Malbin, who reviewed and edited the toolkit, and Carolyn Thomas, who designed and prepared it for publication.

Lastly, we thank the many fathers and families who participated in the study and shared their experiences. Your voices are invaluable to the Building Bridges and Bonds study, and we sincerely appreciate your contributions.

The Authors

1

Introduction

Overview

Building Bridges and Bonds (B3) is a federally sponsored evaluation in which three innovative program approaches were embedded and studied within existing fatherhood programs. (See Box 1.1 for more on the B3 evaluation.) The study and program approaches are described in more detail below. While the stated goal of B3 was to understand how these innovations affected the fathers who participated in them, the B3 team, led by MDRC, also learned important lessons that are relevant to service providers by working directly with programs to lay the groundwork for, introduce, and sustain the new program approaches. The B3 team developed a series of tools and resources to assist programs throughout the implementation process; this toolkit collects some of those documents, along with lessons learned from the implementation work. It can guide established organizations serving fathers and families through the steps of the team's framework for helping the B3 organizations successfully implement a new program component.

Purpose

This guide:

- Provides program managers with straightforward guidance, drawn from learning, data, and experience, on how to implement a promising new program component.
- Collects concrete strategies and practitioner-tested tools designed to advance these efforts.

Box 1.1. Building Bridges and Bonds (B3) Overview

Some fathers face personal obstacles, systemic racism and inequities, and institutional biases that may result in low incomes, a lack of educational opportunity, involvement in the justice system, housing instability, and lack of family encouragement for their role as a father; these barriers may make it difficult for fathers to provide strong support to their children. While no one program can solve the large-scale issues that some fathers face, fatherhood programs aim to provide participants with services like parenting workshops, on-the-job training, and case management to assist fathers and their families. The Office of Planning, Research, and Evaluation, with funding from the Office of Family Assistance, initiated the Building Bridges and Bonds (B3) study to rigorously test innovative program approaches to help fathers work toward economic stability and improved relationships with their children.

Since the 1990s, the federal and state governments have funded "Responsible Fatherhood" programs aimed at encouraging fathers' involvement with their children, strengthening two-parent families, and increasing fathers' economic stability. Five of the six fatherhood program sites where the B3 study was conducted were recipients of 2015 Responsible Fatherhood grants from the federal Office of Family Assistance.

The B3 study added new program components to the usual services offered by existing fatherhood programs, and rigorously estimated the effects of each added component. Three new and innovative components were implemented and evaluated across six fatherhood programs. Three of the programs implemented an employment-focused intervention; the other three implemented both Just Beginning, a parenting intervention for fathers of young children, and DadTime, a custom-built mobile application.

NOTE: The three interventions are described in detail in Harknett, Manno, and Balu (2017); Balu, Lee, and Steimle (2018); Manno, Mancini, and O'Herron (2019); and Manno, Brennan, and Cohn (2019).

Using This Toolkit

This toolkit is organized into three main sections, "Ready," "Set," and "Go!" Each section is divided into several steps, as illustrated below. "Ready" guides programs through steps to prepare to add a new program component; "Set" helps programs create a foundation and put things in place to introduce the new program component; "Go" aids programs in implementation and continual learning. Together, these sections provide user-friendly resources to advance the implementation of a new program component. Each step has at least one accompanying template or tool that was used to implement new services as a part of B3, and that other programs can now adapt as they add new program components to their existing services. "The B3 Way" provides additional information about how each tool was used in the B3 study. These resources can also be used to complement the materials from the Healthy Marriage and Responsible Fatherhood Training and Technical Assistance (HMRFTTA) team and the National

Responsible Fatherhood Clearinghouse (NRFC) on program planning, implementation, and management and on working with different types of fathers.[1]

READY	Setting the Stage	Self-Assessment	Setting Goals					
SET				Staffing	Staff Training and Support	Planning for Implementation		
GO!							Implementation	Continual Learning

Learn, Do, Reflect

The B3 team implemented an iterative process in which technical assistance providers worked collaboratively with program managers and frontline staff members to implement services and improve them over time. Similarly, all three B3-tested program components share this approach, with each stage informing the next. These components (as well as the technical assistance provided by the study team) focused on building a cycle of learning where program staff members and participants would learn, do, and reflect.

- **Learn** consists of examining program data or listening to and learning from staff members and participants to identify areas for improvement or training.
- **Do** is a period of active implementation or hands-on engagement.
- In **reflect**, one steps back and assesses the successes and challenges encountered during the process, using data and the responses of staff members and participants to decide next steps.

The "Learn, Do, Reflect" process and its accompanying principles are incorporated throughout this toolkit, including the resources offered to be adapted and used.

[1] Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services (2020), National Responsible Fatherhood Clearinghouse (n.d.), Healthy Marriage and Responsible Fatherhood (n.d.). The HMRFTTA is the team that provides technical assistance, training, and support to programs that receive federal Fatherhood FIRE grants. The NRFC provides resources and support for practitioners, programs, and states serving fathers and their families. Both are funded by the federal Office of Family Assistance.

Special Note: Implementation in a Study Context

Implementing a new program component as part of a research study involves some special considerations. In the B3 context, programs that participated in the study received funding and hands-on technical assistance and fidelity monitoring (that is, monitoring to ensure that the new program component was implemented as planned), and made connections with peer program leaders. While the research context adds complexities, the B3 team believes that the fundamental steps in implementing a new program component outside of a study are the same. The B3 team adapted the materials in this toolkit to be suitable for use by established fatherhood programs (as well as those serving parents and families) that are not participating in rigorous research during the program implementation period. Moreover, these tools can be used by programs interested in adapting any new program component, not just those evaluated in the B3 study. The team recommends engaging in self-evaluation and continual quality improvement any time an organization decides to launch a new program component.

And now, without further ado: Ready, Set … Go!

2

Ready

READY	Setting the Stage	Self-Assessment	Setting Goals

As your organization prepares to launch a new program component, several steps can give you the lay of the land and set you up for successful implementation. These important activities ensure that your program is integrating multiple perspectives and participants' voices into the planning and implementation process, as well as thoughtfully considering program-specific needs.

1. **Setting the stage:** Form a planning team and gather information from stakeholders.

2. **Self-assessment:** Identify your program's strengths and weaknesses.

3. **Setting goals:** Use data to develop goals for program implementation.

Setting the Stage

Why Does This Step Matter?

Before launching a new program component, it is important to get stakeholders invested, generate excitement, and get people ready for change. Stakeholders are any individuals or groups with an interest in the field or services provided. They can include the fathers themselves, children's other caregivers (often but not always their mothers, hereafter referred to as "coparents"), program staff members, administrators, potential employers, and referral agencies. This process can also help ensure the new program component aligns with staff and stakeholder priorities, as well as with the program's vision and mission.

What to Do at This Step?

- Create and gather a planning team.

This group's purpose will be to guide the implementation process and keep activities on the desired schedule. Ensure that it represents different perspectives; consider including individuals on this team who have lived experiences similar to those of your prospective program participants, when possible, along with the developer of the new program component or curriculum. Give the group sufficient time to form and develop a shared sense of purpose before moving into the planning phase.

- Identify and talk with stakeholders about the current and new program approaches.

Share information with stakeholders about the new program component. Plan how you will gather and document their opinions and ideas, to make sure you understand their priorities and concerns.

Sample Tool [1.1 Stakeholder Meeting Resources]

The B3 Way: The B3 team used a version of the meeting planning checklist, meeting goals, agenda, and opening activity to introduce the new program component to program staff members, and to work with the implementing programs to create a sense of excitement and common purpose.

Tips for Use: Use the meeting planning checklist to prepare for a meeting with stakeholders and staff members. The sample goals, agenda template, and example of an interactive facilitation approach can be customized for your specific needs and help the planning team get started.

- Start with the goals for the meeting and use them to help guide the rest of the agenda.

- Look for creative ways to convene stakeholders. Use the "Learn, Do, Reflect" process (also described in the introduction) to introduce the effort, get reactions to the new service ideas, identify priorities, build a long-term vision, and get stakeholders invested.

Self-Assessment

Why Does This Step Matter?

Before setting implementation goals, it is critical to engage in a process of learning to understand your context. By reviewing existing data, mapping program procedures, talking with staff members and fathers, or observing services in action, you can identify your program's strengths and challenges. This process provides program managers with an understanding of how well current services address fathers' needs and where there are gaps that can be filled by new program components. Additionally, it provides an overview of potential challenges that could arise along the way and areas of strength you can build on. A collaborative self-assessment process that draws on multiple perspectives provides more complete information about how things are going in your program and can inform a thoughtful goal-setting process.

What to Do at This Step?

- Gather information from fathers and from staff members who are providing direct services.

Use some combination of interviews, surveys, and focus groups to develop a clear understanding of existing strengths, gaps, and weaknesses in program implementation. Try to determine how ready your staff is to implement a new program.

- Create a visual map that follows a staff member's or a father's experience from intake to program exit to help understand their experience throughout the process.

Explore the barriers that fathers face to enrolling or participating in your program, so you can anticipate issues and address them before they arise. Use the visual map to determine where to change the program flow and where best to integrate new services.

- Use program data to provide supporting evidence.

Review program data and discuss with program staff members what the data reveal. For example: Is the program reaching the intended recipients? Which program sessions are well attended, and which could use some support in this area?[1] Observe program services to further document what areas of need are being addressed and what is missing.

Sample Tool [1.2 Program Flow Template]

The B3 Way: The B3 team used a program flow map to understand the enrollment process for each program's usual services and current processes. After developing a clear understanding of the existing processes and services, the team was able to identify how best to integrate the new program component. The flow helped the team and its program partners determine appropriate enrollment goals and identify the best timing for eligibility screening, program orientation, and intake.

Tips for Use: Use the first page of this **program flow template** as a learning tool to create a map of your current process. Include one step per box, using different shapes to represent different aspects of

[1]Brennan, Manno, and Steimle (2019).

the process. After completing the flow, use the second page to consider the following questions and construct a *second* map of the process that integrates the new program component:

- Where in the process do participants leave?
- What are the existing barriers throughout the process?
- What aspects of the program should change to address those barriers?
- What are the potential challenges to enrolling participants into the new program component within the existing flow?
- What are the best approaches for enrolling participants into a new program component within the existing flow?

Sample Tool [1.3 Observation Tool for the Delivery of Services]

The B3 Way: The B3 team used the observation tool to understand each program's usual services and how they compared to the new program component.

Tips for Use: Organizations can adapt this **observation tool** to shed light on their usual services and how the new program component can enhance those services by determining what areas of the existing services are going well and addressing participants' needs, and noting where services are not meeting participants' needs. The tool is an example from the B3 study, and you can tailor it to any new program component you are implementing.

Consult with your staff to determine when and how you should use the tool to learn more about your existing services. Consider having your staff members share their own insights about how things are with those existing services. The tool may be useful as a starting point in creating a list of items that you feel are most important for your program to assess. This list could include:

- Different types of services offered
- Various activities associated with the services
- Components of the program environment
- Staff behaviors and approaches to providing services

Once you have a list, you can consider how you want to collect data. For example, you could rate items on the list on a scale from 1 to 4, make notes of general observations, or note whether items of interest are present or not.

Setting Goals

Why Does This Step Matter?

Without interim goals, it can feel overwhelming to plan for and implement a new program component. After completing the self-assessment described in the previous step, it can be helpful to set short- and long-term goals to help align the new program component with existing strengths and needs. Goals allow programs to achieve small, realistic objectives throughout the planning and launch process, helping to support strong implementation.

What to Do at This Step?

- Summarize insights from the self-assessment process.

Bring the planning team together to review what you learned from the self-assessment process. As a group, identify strengths and challenges, and consider ways to build on the identified strengths and address challenges.

- Use these insights to develop specific goals.

Consider your starting point and long-term implementation goals for the new program component. Develop a series of small, achievable goals that will help you reach your longer-term implementation goals. Look for alignment between staff members' individual professional goals and the larger implementation goals.

Sample Tool [1.4 Goal-Planning Tool]

The B3 Way: The B3 team used this planning tool to help set recruitment goals with the participating programs. The team started by identifying the challenges associated with recruitment and trying to understand the reason why those challenges existed. This exercise helped them to develop goals that addressed the challenges directly.

Tips for Use: This simple **planning tool** can help you to set goals that meet the challenges associated with implementing the new program component. Use your past experiences and information from the assessment activities to help pinpoint potential challenges to the implementation process. Once you understand those potential challenges, you will be in a better position to develop goals that address those barriers. Set goals that take into account why the identified challenges exist and plan your next steps based on the goals.

1.1
Stakeholder Meeting Resources

Meeting Planning Checklist

This document will guide you through what needs to be done during the two to three months leading up to a stakeholder meeting.

Meeting Details

- ☐ Develop a set of goals.
- ☐ Identify who should attend, making sure to include fathers or individuals with lived experiences similar to those of your target population.
- ☐ Develop an agenda that provides new information to meeting attendees and provides opportunities for them to share and reflect.
- ☐ Develop and plan interactive activities.

Logistics

- ☐ Identify a location, looking for one located in the community you wish to serve and ideally one easy to reach by public transportation. Book the space.
- ☐ Send out invitations by email, text, and word of mouth, and track who plans to attend.
- ☐ Confirm what meals will be served and order refreshments.
- ☐ Confirm attendance (make sure to include the full names of those attending so you can create name tags for them).
- ☐ Confirm the shipping address (if sending material ahead of time).
- ☐ Confirm technology needs (make sure the site has a working internet connection, projector, and screen to show the presentation).
- ☐ Confirm the materials list (including handouts, name tags, flip charts, pens, sticky notes).
- ☐ Plan for setup and gather materials for the meeting.

Sample Meeting Goals

These goals were developed to support attendees' priorities and develop a shared understanding of the work together on the B3 project. Adapt these goals so they reflect the primary purpose of your meeting.

1. Attendees will feel they are a part of the larger team (have the sense that they are partners in this work and an important part of the planning process).

2. Attendees will have an opportunity to share their priorities/goals and align those with the new services.

3. Attendees will review basic information about the larger project (what they are doing, why they were chosen, etc.).

4. Attendees will have a detailed understanding of the specific services to be implemented in their program.

5. Attendees will have an opportunity to begin developing a relationship with the program developers.

6. Attendees will leave the session understanding next steps and feeling enthusiastic and excited about being a part of this work.

Sample Meeting Agenda Template

Customize this meeting agenda template as you plan. Make time for attendees to learn, do, and reflect.

Date and time: ______________________________
Location: ______________________________
Attendees: ______________________________
Facilitator(s): ______________________________
Proposed outcomes of this meeting:

____

TIME	AGENDA ITEM	PURPOSE	TO DO
	Welcome; introductions and icebreakers	**Excite:** Get attendees settled and introduced to each other, create some initial excitement for the new initiative	Setup needs: Materials to bring: Who:
	Stakeholder priorities and values	**Learn:** Listen to understand what's important to stakeholders, what their concerns are, and what they care about	Setup needs: Materials to bring: Who:
	Understanding the new services	**Learn:** Provide stakeholders with the opportunity to learn about the new services, including descriptions of: ▪ The new service components and their philosophical foundations ▪ The people the program serves ▪ How the services will be implemented ▪ The benefits of the new services and why they would be good for clients (using case studies, video, real stories)	Setup needs: Materials to bring: Who:
	Connecting stakeholder priorities and values with the new services	**Do:** Activity related to the new intervention, with a plan to do something in the program	Setup needs: Materials to bring: Who:
	Questions and next steps	**Reflect:** What was learned? What are my next steps?	Setup needs: Materials to bring: Who:

Sample Opening Interactive Activity

Modify this example activity from the B3 Just Beginning program to fit your situation and the goals of your meeting.

WE ARE ALL PART OF THE SAME TEAM

Overview and Rationale

The B3 Just Beginning team consists of many people, including practitioners in the fatherhood field, program administrators, parenting experts, researchers, and individuals working for the federal government providing program oversight. Each group has different perspectives and priorities. However, we all need to work together to ensure the project is a success. It is important for us all to consider these various perspectives and priorities while also recognizing where our team shares a vision.

Objectives

1. To understand the perspectives and priorities of different members of our team
2. To reflect on your own perspectives and priorities in relation to the rest of the team
3. To recognize ways the full team shares the same points of view

Room Setup

1. Create a set of cards with one of the following roles written on each: father, facilitator, intake worker, site manager, researcher, program developer, federal project officer, case manager, child, coparent. Place them in the middle of the tables around the room.
2. Create five large sheets with the following written on each one (1 Strongly Agree, 2 Agree, 3 Neutral, 4 Disagree, 5 Strongly Disagree) and spread them out on the wall from 1 to 5 at the front of the room.
3. Print out the statements for the facilitator(s).

   Statements
   - I feel fine that some fathers will not be able to get the new service even if they want to.
   - It's so great that learning how to implement the new service is a good experience for me, but it's more important that it promotes (INSERT ORGANIZATION NAME HERE).
   - It's important to finish our internal evaluation before we open the new service up to everyone.
   - Experimenting with new ideas for fatherhood programs can get us even further in figuring out what works for fathers and their children.
   - Helping fathers to enhance their parenting should be a focus of fatherhood programs.

- ○ We need to invest in fatherhood programs so we can learn more about what works for children and they can be successful in middle and high school.
- ○ Something that really excites me about this work is being able to learn more about how we can make a difference for fathers and their young children.
- ○ It's extraordinary to have a program that gives fathers a chance to be more successful in their jobs.

Instructions for the Activity

1. Each person will pick a card from the pile indicating that person's "role" in this activity.

2. You will notice in the front of the room we have placed a large visual of a five-point scale that indicates "strongly agree" on the left side and "strongly disagree" on the right side.

3. Someone will read a number of statements to you. Consider how to react to the statement according to your assigned "role" and stand by the sign that represents your response.

4. After each statement, share with the group why you have chosen to react to this statement the way that you did.

5. Take a moment to review the reflection questions below. We will discuss our reactions in a group.

Reflection Questions

Take a moment to jot down your thoughts and reactions:

1. What surprised you in this activity?

2. Where do we differ the most?

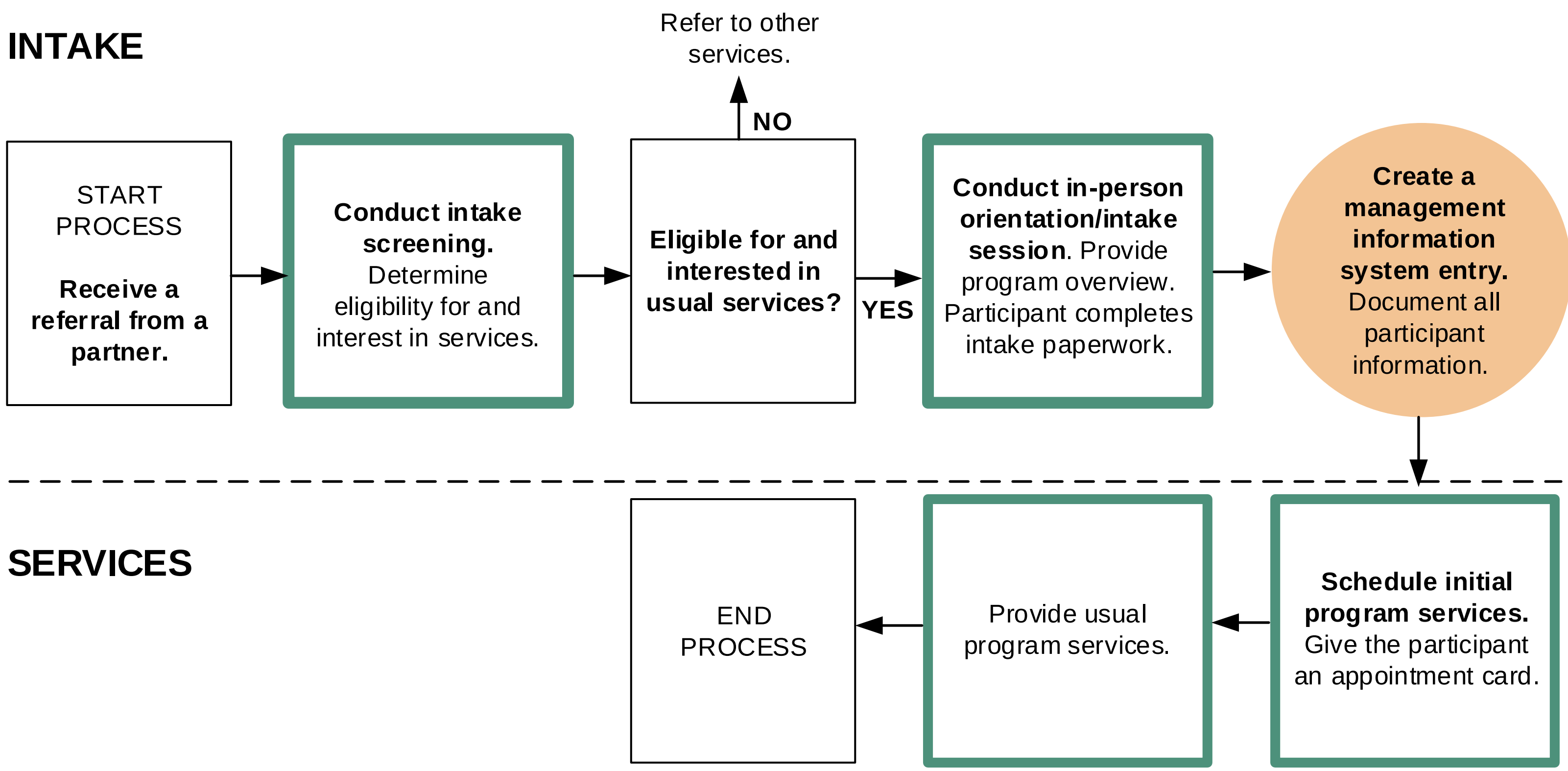
3. What are our commonalities?

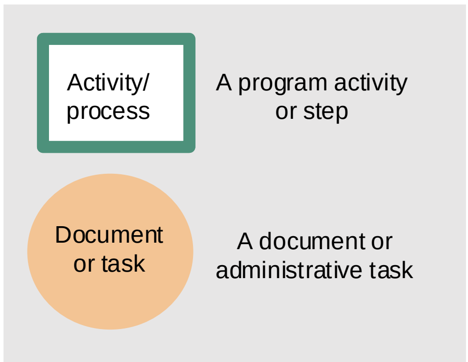
4. What other reactions did you have?

1.2
Program Flow Template

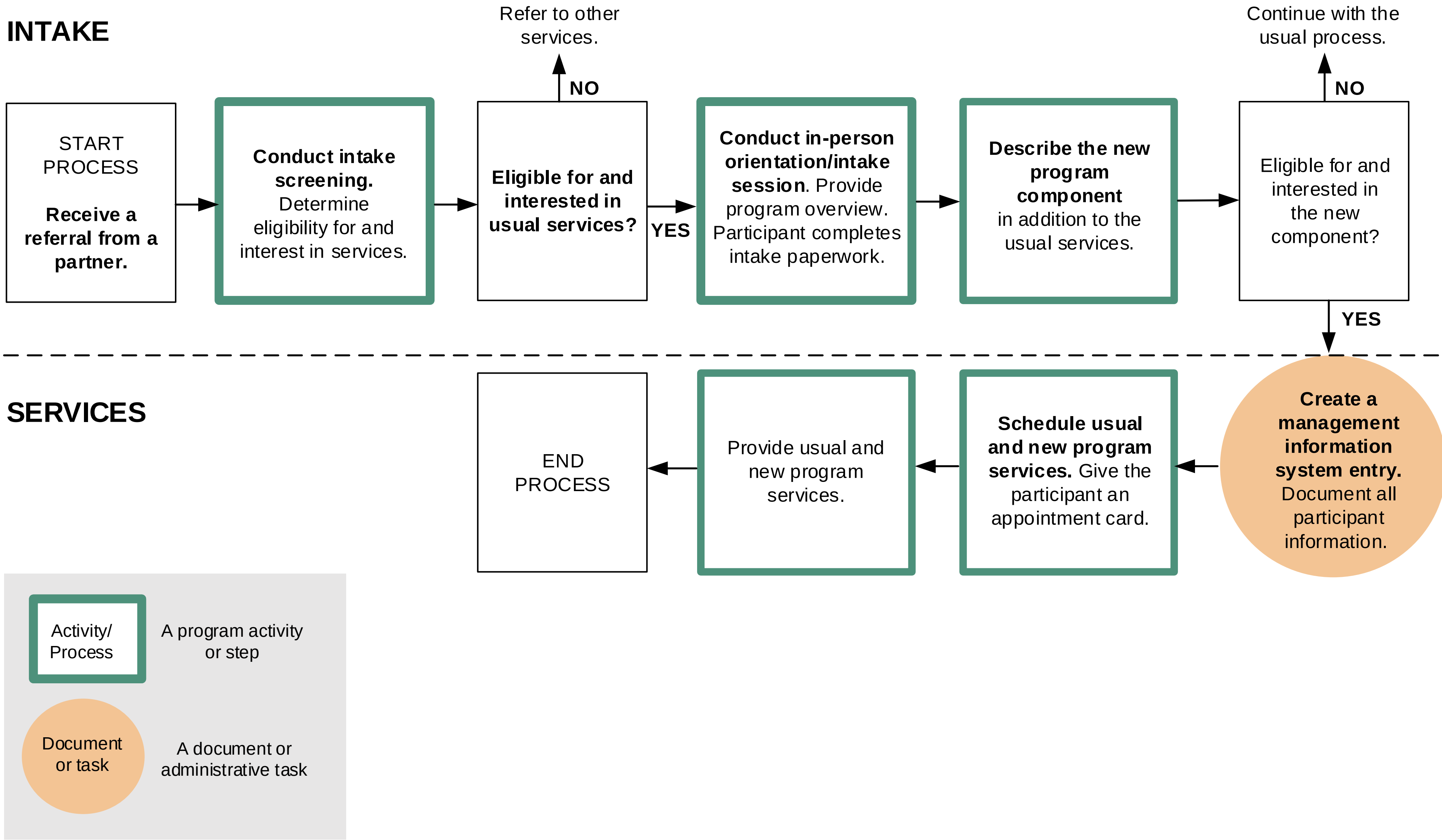
Use this tool to gain consensus on your current practices. These flows may vary and can provide an idea of where to add the new program component and how it may fit into your usual services.

USUAL PROGRAM SERVICES





USUAL SERVICES PLUS NEW PROGRAM COMPONENT



1.3
Observation Tool for the Delivery of Services

1.3 OBSERVATION TOOL FOR THE DELIVERY OF SERVICES

This observation tool is an example from the B3 study, and programs can tailor it according to their needs. The purpose of this tool is to document the methods, quality, and depth of instruction that staff members use to provide the program's current services. It can be used by coaches or managers during observations of group workshops or individual services, or completed by staff members as a self-assessment. Determine its use ahead of time based on the focus, frequency, and duration of the observation.

Initials of the facilitator(s):	**Observer name:**
Curriculum/workshop name:	**Number of participants in the session:**
Date session observed:	**Site/provider:**
Observation start time:	**Observation end time:**

1. **DESCRIBE THE SETTING** This information can give you a baseline sense of what resources currently exist and what else you may need. *Make a note of what you see in the room during your observation.*

Equipment available/used	
Table/chair arrangements	
Room décor	*Note whether there are group norms posted or encouraging messages or posters.*
Other	*Note whether the room is generally comfortable, free of distractions. Mention props or toys, if applicable.*

2. **TOPICS AND ACTIVITIES** This information helps you to take stock of what issues are currently being addressed and what approach staff members are using with participants.

   A. What topics were addressed during the session? Check all that apply. Add your own in the "other" boxes.

☐	Résumé	☐	Applying for jobs	☐	Conflict resolution	☐	Custodial issues
☐	Interviewing	☐	Career counseling	☐	Anger management	☐	Child support
☐	Job search tactics	☐	Transitional jobs	☐	Domestic violence	☐	Coparent
☐	Job coaching	☐	Job retention	☐	Substance use	☐	Relationship skills
☐	Job training	☐	Criminal history	☐	Separation and loss	☐	Parenting skills
☐	Job placement	☐	Financial literacy	☐	Self-awareness, reflection on history	☐	Identity/role as father
☐	Work support	☐	Education	☐	Self-care	☐	Child development
☐	Networking	☐	Spirituality			☐	Child-related activities
☐	Other	☐	Other	☐	Other		

B. What methods did the facilitator use during the session? Check all that apply.

☐	Father worked individually.	☐	Facilitator demonstrated a new skill.
☐	Father worked one-on-one with the facilitator.	☐	Father practiced a new skill.
☐	There was a large group discussion.	☐	Facilitator gave comments to father.
☐	There were small group discussions.	☐	Father got comments from peers.
☐	Facilitator lectured.		

3. **PROGRAM DELIVERY ASSESSMENT** This information can give you an objective measure of the structure of the session, quality of service delivery, and content of the session.

For each item in the tables below, use the ratings as indicated to specify what you observed. Use the comment boxes to describe examples of each item and to comment on the quality or depth of what you have observed.

SPECIFICATIONS	CHECK IF PRESENT	COMMENTS
A. GROUP/SESSION STRUCTURE		*Enter examples from observation here*
1. Setting is appropriate (group space is conducive to learning, that is, free of distractions, reasonably comfortable, and allowing for confidentiality).	☐	
2. Facilitator uses visuals to help teach concepts (for example, videos, handouts, flip chart, dry-erase board).	☐	
3. Facilitator reviews the previous session. How did fathers use their new skills since then?	☐	
4. Facilitator introduces and explains the topic or skill being taught for the session, with some mention of how it relates to previous sessions.	☐	
5. Facilitator reviews expectations at the beginning of the session.	☐	
6. Transitions between different components of a session or activities are smooth and timely.	☐	
7. The session ends with a discussion of the week ahead and what the father can do to continue working on his skills.	☐	
B. QUALITY OF DELIVERY (This section is a bit more subjective than the other items, so use your best judgment.)		*Enter examples from observation here*
1. Facilitator uses the manual.	☐	
2. Facilitator has rapport with participants.	☐	
3. Facilitator is engaging with participants (that is, showing interest and enthusiasm for material/group, using humor where appropriate).	☐	
4. Facilitator accepts differing viewpoints (that is, does not impose personal values on participants).	☐	
5. Facilitator makes connections between the curriculum and real life.	☐	

6. Facilitator makes connections to earlier lessons.	☐	
7. Participants are fully engaged. They are completing the tasks or involved in the discussion. They willingly respond to questions, share ideas, and look at the facilitator. They ask for clarification when needed.	☐	
C. PRESENCE OF PARENTING ELEMENTS *Note the number of minutes spent on each element during your observation. The examples for each element should reflect how specific or structured each type of conversation is.* ***These elements may not occur during every service. If so, leave the question blank.***	Number of minutes spent on the element	*Give examples and comment on what you observe.*
Facilitator and father discuss: 1. The father building a relationship with his child	0	
2. The father interacting with his child in positive ways	0	
3. The father planning for specific activities with his child *(Pay attention to discussions about routine activities and plans for time together, for example doing bath time, a specific story time at the library, a specific activity in the community.)*	0	
4. Communicating or planning to share information with coparent	0	
5. The father-child attachment and stranger anxiety	0	
6. Noticing the child's cues	0	
7. Following the child's lead	0	
8. Talking to the child during playtime, including naming objects and engaging in pretend play, and touching on the tone of speech	0	
9. Providing praise and encouragement to the child	0	
The father: 1. Engages in role-playing or practice in father-child interactions. *Describe the role-play and topic in comments.*	0	
2. Engages in role-playing or practice related to other fathering behaviors. *Describe the role-play and topic in comments.*	0	
3. Gets comments from the facilitator about his role-playing or practice in father-child interactions.	0	
4. Gets comments from the facilitator about his role-playing or practice related to other fathering behaviors.	0	
5. Reflects on his role-playing or practice.	0	
6. Receives compliments or celebrations of achievements.	0	

4. **OBSERVATION NOTES** This section allows you to summarize the observation, covering what's going well in the session, what's missing, and anything else that you want to highlight.
Summarize the key aspects of the observation, including details about what service was delivered, how it was delivered, and how participants responded to the services offered.

Areas of strength:

Areas for improvement:

Other notable observations:

1.4
Goal-Planning Tool

1.4 GOAL-PLANNING TOOL

Name: ________________________ **Organization:** ______________________

CHALLENGE Describe a challenge that could affect implementation.	**WHY THE CHALLENGE OCCURS** Brainstorm why the challenge might occur.	**GOAL** Develop a goal related to overcoming this challenge.	**PLAN** Develop a plan to help you reach your goal.
	→ → →	→	**Plan** **Who** **When**
	→ → →	→	**Plan** **Who** **When**

Action Plan

IMPLEMENTATION GOAL:

PLAN	STEPS I WILL TAKE	RESOURCES I NEED	DATE	SIGNS THAT IT WAS A SUCCESS
Plan one:	▪ ▪ ▪ ▪ ▪ ▪			
Plan two:	▪ ▪ ▪ ▪ ▪ ▪			
Plan three:	▪ ▪ ▪ ▪ ▪ ▪			

3

Set

SET	Staffing	Staff Training and Support	Planning for Implementation

With stakeholder support and goals in place, it is time to kick into high gear and plan for the implementation of the new program component. In this phase, programs are moving from a focus on "learning" to one of "doing" by laying the foundation for implementation. Staffing the new component with high-quality, well-prepared people is an essential first step to giving program participants a good experience. You will have to give thought to what level of staffing is needed for the new program component and what type of training to provide. Once strong staffing plans are in place, the team should consider how best to launch the new program component by focusing on preparing for service delivery and recruiting participants.

1. **Staffing:** Determine the new program component's staffing needs and how they line up with the roles of your current staff members.

2. **Staff training and support:** Develop a training and supervision plan.

3. **Planning for implementation:** Create an action plan that sets timelines and identifies the staff members responsible for various tasks.

Staffing

Why Does This Step Matter?

A program can only be as successful as its staffing. It is important to set aside time during the planning process to ensure that the program will have enough people and the *right* people to implement the new program component, and to integrate it as seamlessly as possible with existing program activities. This element of planning involves thinking through the level of effort required to implement the new program component, and how much of that effort your existing staff members can take on before they become overloaded. You should also consider what role staff members will play in providing services. Some fatherhood programs may require staff members who deliver services to be licensed therapists; others, child development experts; still others, previous program participants or those who have similar life experiences to program participants'. Mindful hiring practices will create a stronger program from the outset.

What to Do at This Step?

- Determine the staffing needs for the new program component.

Determine the staff hours required to implement the new program component. Review existing staff roles and resources and determine whether there is a need for new hires; consider the needs of your population, the level of demands on your current staff, and your organizational requirements. If you will be hiring as a result of the new component, review the knowledge and expertise required of the position and write a job description that includes responsibilities associated with implementing the new program component. Explore new staff recruitment strategies if the new component requires a novel skill set.

- Review your staffing structure and the roles of existing or new staff members.

Review the supervision structure for new and current staff members (whether they are supervised individually or in groups, how often, and in what manner) to ensure appropriate oversight for the new program component. Examine how current staff members in other positions will interact with those who are implementing the new component and aid them in their efforts.

Sample Tool [2.1 Program Staffing Assessment]

The B3 Way: The B3 team used this staffing matrix to review the responsibilities and hours required of existing program staff members, as well as the needs for the new program component. This review allowed organizations participating in B3 to determine what roles could be filled by existing staff members and where additional people needed to be hired.

Tips for Use: This **program staffing assessment** can be used as a template to summarize all your staffing needs, review the current staffing situation, and identify what additional staff members will be needed to implement the new program component. To facilitate the hiring process, it is helpful to understand current staffing: the roles of your current staff members and how much time is allocated to each of those roles. Then you can determine what additional staff members you will need to hire to implement the new component. Adapt the list of "assumptions" that will help fit the new program component into your current services. This list can include "must-have" and "nice-to-have" options.

Staff Training and Support

Why Does This Step Matter?

Once the staffing structure has been identified, it is time to train people to implement the new program component. To ensure it is implemented as intended, you will need more than a one-time training session for a small group of staff members. To promote the integration of the new component and your existing services, include *all* staff members in at least an introductory session about the new services, which will also give you the opportunity to train additional staff members who could step in should the primary service providers be unavailable. Consider using the "Learn, Do, Reflect" approach to training (described in the introductory section), giving participants an opportunity to learn the new information, then offering them hands-on experiences and time to think back on what they have learned. This framework can also be used as you plan for ongoing support to ensure that your staff continues to maintain high-quality implementation after the program component is launched.

What to Do at This Step?

- Develop a training plan on how to implement the new program component.

Identify certification procedures or learning requirements associated with the new component, if any, and determine how to train your staff to meet the requirements. Determine who will conduct the training.

- Provide the training your staff needs to implement the new component.

For *all* staff members, provide general introductory resources and training on the program component. For those implementing the new program component, provide detailed written resources and training, as well as instruction on what constitutes fidelity to the model. Offer guidance and resources on how to integrate the new program component into existing program activities.

- Develop a plan for supervision, coaching, and ongoing learning.

Schedule regular staff meetings for the staff members with the most direct responsibility for the new component. Identify staff members who will provide supervision, coaching, and ongoing training. Determine how often new staff members should receive additional coaching and training.

Sample Tools [2.2 Intake Training Activity, 2.3 Role-Playing Exercise]

The B3 Way: These activities were used in the initial training for Just Beginning to ensure that staff members learned about the new curriculum, practiced talking about the new program service, tried out some of the curriculum, and received comments and suggestions from the trainers. This practice exercise prepared them to implement the new service in the field with real participants by giving them time to reflect and improve on their practice ahead of time.

Tips for Use: These sample **intake training** and **role-playing** activities provide examples of ways to make training more interactive. Trainers in your program can adapt them to suit your specific program component or just use them to spark new ideas. Give staff members an opportunity to try out the different aspects of the new program component so they are better prepared for implementation. Role-playing allows trainers to give staff members comments, along with time to reflect on what they are doing well and where they need to improve before they implement the program.

Planning for Implementation

Why Does This Step Matter?

Developing a detailed action plan aligned with program implementation goals allows you to identify the steps needed to launch the new program, the staff members responsible for different aspects of the process, and a realistic and achievable timeline for implementation. Now is a good time to take stock of referral partners and build new relationships, make sure your plans for participant recruitment are in place, and finalize the initial launch and subsequent sequencing of your new services.

What to Do at This Step?

- Develop a plan for recruiting and engaging fathers.

Strengthen connections with community referral partners and develop a recruitment plan. Identify engagement strategies for the program as a whole, and develop a process to plan individually tailored methods for reengaging fathers who stop participating. Also develop a plan for keeping current participants engaged while implementing the new program component.

While the tools described below focus on father recruitment and engagement, there are several other areas that may be worth considering at this stage.

- Create a detailed work plan to guide what you will do next.

Collaborate with the planning team, the program manager(s), or both to create a work plan that outlines major steps and dates, with detailed information about how to take those steps by those dates. Identify the resources needed to implement the new program component, including office or classroom space and program-specific supplies (for example, toys for children, rooms and chairs for program sessions, computers or other electronic devices, or curriculum materials or workbooks). Make a plan for integrating the new program component into existing services.

- Develop management systems and strategies for the new program component.

Review strategies to integrate the new component with your other services, including adding new intake documents, participant calendars, and marketing material. Plan for staff meetings early on to hear how implementation is going and decide how to address any problems that have arisen.

- Plan how you will track the quality of implementation.

Identify performance benchmarks or short-term goals specifically related to implementation.[1] Review what data the program collects and how that information can be used to support strong implementation. Decide how you will monitor your progress toward your goals. Consider minor adaptations to your current services or the new component while maintaining fidelity to the model.

Sample Tools [2.4 Recruitment Builder Tip Sheet, 2.5 Participant Recruitment Trackers]

The B3 Way: The B3 team used this tip sheet to help staff members make plans for recruiting participants for the new program component. The recruitment tracking tools were developed in collaboration with different organizations in the B3 study and were used to help identify their strongest existing referral relationships.

Tips for Use: The **recruitment builder tip sheet** and **participant recruitment trackers** can help you create a sustainable plan for recruiting participants into your new program component.

A well-planned and well-carried-out recruitment strategy can help create a steady flow of participants for the new program components. Develop a "to-do" list using the tip sheet to ensure that you are creating an outreach plan, getting your staff to talk effectively about the new program component with potential participants, building referral partnerships, and otherwise getting the word out. Focus on strengthening relationships with referral partners who are already referring active program participants, with the goal of increasing those referrals. Continue to track your contacts with referral partners to reveal which referral sources are most productive.

[1] Rowser (2019).

2.1

Program Staffing Assessment

Program Overview

Organization Name: ____________________

Staffing Needs for New Services

Position *(Examples Below)*	FTE	Notes
New service facilitators		
Usual service facilitators		
Care coordinator		
New services supervisor		
Program director		
Childcare provider		

Use this section to summarize staffing needs resulting from the new service.

Facilitator Profile: 1.0 FTE

Responsibility *(Examples Below)*	Hours per Responsibility	Number/Week	Total Hours/Week
New services facilitation			
New services training/admin			
New services intake			
Usual services intake			
Usual services facilitation			
Administrative time			
Training			
Total			
Total			

Use this section to determine the hours and responsibilities of new staff members

Assumptions (examples below):

"Must have"

Care coordinators conduct the screening and intake process

Each facilitator conducts 5.5 new service sessions per week, on average

Each facilitator enters data at the end of the week during paperwork time

"Nice to have"

250 participants in new services program group x 5 sessions each = 1,250 sessions

Each facilitator also conducts 2 usual service sessions per week

Each facilitator receives technical assistance support 4 times a year

Use this section to define the "must-have" items and "nice-to-have" items.

2.2

Intake Training Activity

Group Exercise: Elevator Speech Competition

This activity can be adapted to help staff members practice talking about the new program component. It focuses on making training more interactive by asking participants to develop an elevator speech or a brief description of the new component.

> To describe the new program component to referral partners and potential participants, you will need to be comfortable talking about it. *Now that you have LEARNED about the new component, you can DO something with the new information by practicing to talk about it, and REFLECT on how it went.*
>
> Break into a group of three people and use the instructions below for the elevator speech competition. Work with your team to write an elevator speech describing the new program component to a friend. (It's called an elevator speech because you should be able to do your speech in the time it would take to get to the top floor of a building in an elevator.) Try to be the most engaging!

LEARN

Review your notes and manual and make notes about the following things:

1. The origin of the new program component
2. The benefits of the new program component
3. The program structure
4. Additional parts of the new program component
5. Incentives and other forms of support

DO

1. Write an "elevator speech."
2. Choose who will present your speech to the rest of the group for the competition. Be engaging in how you present!

REFLECT

1. Debrief with the group and share comments with your peers.
   a. What went well?
   b. What areas still need work so you are ready to talk about the new component in the field?

2.3

Role-Playing Exercise

Group Exercise: Role-Play

This worksheet focuses on using role-playing as an activity to make training more interactive. The following example highlights how staff members role-played facilitating a B3 workshop session and received real-time reactions from trainers and peers. This activity can be adapted depending on the new program component you choose to implement.

Before you implement the first session, you will have an opportunity to practice with your colleagues. Now that you have LEARNED the information in the manual and how to run a session, you have an opportunity to DO something with the new information by practicing the first session and then REFLECTING on how it went. Use the instructions below to prepare for the role-play activity.

LEARN

Review the content of session 1.

1. Open the manual and reread session notes.
2. Make notes and highlight important details.

DO

Role-play the session.

1. Set up the video camera.
2. Role-play. Each person will have a chance to be the facilitator and will practice running the session using the manual. Videotape each session.
3. Upload the video.

REFLECT

Review how it went.

1. Watch your video.
2. Make notes that describe positive examples and needed changes from the session using the debrief protocol and session worksheet.
3. Share with the group to get reactions from peers and the trainer.

2.4
Recruitment Builder Tip Sheet

This tip sheet provides an overview of strategies to consider when recruiting participants for your new program component. This document can be modified to fit your program's needs.

Create an Organized Outreach System

ESTABLISH A DIVERSIFIED OUTREACH PLAN AND AGREE ON EXPECTATIONS

- ☐ Assign roles.
- ☐ Set weekly recruitment goals.
- ☐ Create deadlines.
- ☐ Review available resources.
- ☐ Develop a plan to stay coordinated and engaged.
- ☐ Create a central calendar.
- ☐ Document details about potential referrals.
- ☐ Develop a weekly progress report using an outreach tracker.

USE REGULAR TEAM MEETINGS FOR MONITORING

- ☐ Review progress, including successes and challenges.
- ☐ Adapt approaches.
- ☐ Plan for ongoing communication with referral sources.

DEVELOP A MIX OF MEDIA TO KEEP ON HAND FOR READY DISTRIBUTION

- ☐ Examples: flyers, videos, blurbs for ads, blurbs for billboards, sample elevator speeches

Know Your Stuff

BE READY WITH A GOOD ELEVATOR SPEECH

- ☐ Make sure you understand the new program component and how it fits into your program.
- ☐ Make a list of your main talking points.
- ☐ Practice, practice, practice!

KNOW YOUR AUDIENCE AND UNIQUE VALUE

- ☐ Distinguish your program from other programs.
- ☐ Understand what your referral sources need and speak to that.

Get the Word Out

DEVELOP A DIRECT OUTREACH STRATEGY

- ☐ Establish a social media strategy that includes Facebook, Instagram, and email blasts.
- ☐ Share testimonials from participants and partner programs.
- ☐ Use creative strategies to advertise programs (for example, Craigslist, radio ads, or flyers at the library or zoo or on public transportation).
- ☐ Communicate about your program in multiple ways (including face-to-face time, electronic media, and printed material).
- ☐ Pitch all the services of your program, not just the new component.

DEVELOP SYSTEM LINKS

- ☐ Aim to create a referral pipeline.
- ☐ Research all the coalitions and community-based programs in the area that may be interested in referring participants.
- ☐ Educate yourselves on what agencies need and do in your community, so you can understand how your program can help them.
- ☐ Head emails to referral sources with catchy subject lines (for example, “Let us lighten your caseload”).

Build Strong, Long-Lasting Relationships

GET TO KNOW YOUR REFERRAL SOURCES’ NEEDS, AND ALLOW THEM TO GET TO KNOW YOU

- ☐ Share mission statements with each other.
- ☐ Set up in-person meetings and keep them friendly, quick, and useful.

AGREE ON EXPECTATIONS IN WRITING

- ☐ Identify which individuals in each organization are responsible for maintaining contact between the two partners.
- ☐ Agree on what population to target for recruitment.
- ☐ Develop referral goals and a handoff plan.
- ☐ Determine and communicate about the tools or resources needed to keep the relationship moving forward.

DEVELOP A STRATEGY TO STAY COORDINATED AND ENGAGED

- ☐ Create a referral form and progress reports for day-to-day staff members to complete and share with managers.

- ☐ Share successes or updates in writing, by phone, or in person at your referral source's staff meetings.
- ☐ Explore ways of including referral sources in your program content.
- ☐ Set up a regular review meeting with your internal team to review progress, understand drop-off points, and adapt your plan.
- ☐ Use social media to "scratch partners' backs" (for example, celebrate their successes, thank them, or highlight your partnership).

2.5 Participant Recruitment Trackers

Adapt these forms to keep track of your recruitment efforts.

- Use Part One to document which referral partners send you the most clients.
- Use Part Two to document which referral partners send you clients *who are most likely to attend at least one session.*
- Use Part Three to monitor your overall recruitment efforts.

Part One: Number of Referrals Who Complete a Program Screen, by Source

Name:____ Last updated:____

Number of Program Screens	Walk-Ins	Probation Office	Jobs Center	Bus Terminal	Craigslist Ad	[etc.]	Total for the Week	Goal for the Week
Week of…(edit sample dates below)								
3/6/2017								
3/13/2017								
3/20/2017								
3/27/2017								
4/3/2017								
4/10/2017								
4/17/2017								
4/24/2017								
5/1/2017								
5/8/2017								
5/15/2017								
5/22/2017								

Part Two: Number of Referrals Who Attend the Program, by Source

Name:______________________________________ Last updated:____

Number of Program Attendees	Walk-Ins	Probation Office	Jobs Center	Bus Terminal	Craigslist Ad	[etc.]	Total for the Week	Goal for the Week
Week of… (edit sample dates below)								
3/6/2017								
3/13/2017								
3/20/2017								
3/27/2017								
4/3/2017								
4/10/2017								
4/17/2017								
4/24/2017								
5/1/2017								
5/8/2017								
5/15/2017								
5/22/2017								

Part Three: Overall Referral Tracker

Responsible Person	Referral Source	Source Organization	Date of First Contact	Result of First Contact and Next Steps	Monthly Follow-Up	Recruitment Goal	Resulting Enrollments	Notes
The person responsible for this relationship	*The person you got the referral from*	*The name of the organization from which you will recruit*	*The date when you first made a link and how*	*What happened and what's next*	*Note date each month*	*How many referrals are you trying to get?*	*How many enrollments did you get from this source?*	

4

Go!

GO!	Implementation	Continual Learning

Congratulations! It is time to launch the new program component. To implement services with fidelity to their model, programs should be ready at kickoff with a plan that ensures ongoing learning for your staff, strategies for keeping fathers engaged, and methods for using data to monitor your services and improve on them.

1. **Implementation:** Deliver new services as they were intended.

2. **Continual learning:** Use data to monitor services and guide staff development.

Implementation

Why Does This Step Matter?

The team is now ready to begin delivering the new services. Implementing services as they were intended is a huge first step in delivering services that help participants achieve their desired outcomes.

What to Do at This Step?

- Reconfigure the planning team into an implementation team that can help oversee the launch of the program component and plan for ongoing monitoring.

Bring the implementation team together to help build excitement before launch day. Agree to a communication plan. Determine what role the team will play in promoting the implementation effort, and how you will track implementation progress.

- Recruit fathers into the new program component.

Inform referral partners about the new program component, focusing on referral partners that can reach a relevant audience to help you promote it, and on those that offer services that complement your new program element. Review the new program component and answer questions about it during orientation and intake.

- Work to engage and retain participants.

Test how and when to use incentives for engagement. Identify what in the program could be tweaked to keep participants involved (for example, how you structure sessions, how often those sessions meet and for how long, whether you have strict attendance requirements, and so on). Conduct case reviews for participants with attendance issues to develop a reengagement strategy that harnesses their motivation for enrolling and addresses identified barriers to attendance.

Sample Tools [3.1 Pre-Session Checklists, 3.2 Guidance for New Program Component Intake, 3.3 Guidance for Facilitating a Program Session]

The B3 Way: The B3 team developed these pre-session checklists and guidance on session facilitation with program staff members and curriculum developers.

Tips for Use: Staff members can use the sample **pre-session checklists**, **guidance for new program component intake**, and **guidance on session facilitation** to keep track of details and deliver services well.

- Identify what steps should be taken before, during, and after each program session.

- Communicate the importance of each step and discuss strategies for achieving it.

- Provide detailed visual guidance for any data-input or tech-related activities.

Sample Tools [3.4 Behavioral Strategies Tip Sheet, 3.5 SIMPLER Behavioral Solutions, 3.6 Participation Planner, 3.7 Appointment Card Informed by Behavioral Science]

The B3 Way: The B3 team developed and shared tools incorporating techniques informed by behavioral science, an interdisciplinary field that provides insight into how and why people make certain decisions. The tools are intuitive, are simple to implement, and use strategies that increase the chance that fathers will take actions needed to engage in the program.

Tips for Use: Try to find ways of using these simple strategies informed by behavioral science and accompanying **participation planner** to encourage engagement in the new program component. The **tip sheet**, which can help you identify what is getting in the way of engagement, can be paired with the **SIMPLER behavioral solutions** to develop a response and the planner to track your efforts. Consider adapting the **sample appointment card**, which provides one example of how to use the strategies mentioned.

- Determine what is getting in the way of a participant's engagement.
- Try to understand people's motivations for participating in the program component, using details that the team gathers during intake and information that staff members glean from informal conversations.
- Develop solutions that reflect fathers' motivations and overcome challenges to participation.
- Choose a suggested strategy and try it out.
- Keep track of what is working and what is not, so you know when it is time to shift your focus.

Continual Learning

Why Does This Step Matter?

Now that the new program component is up and running, it is important to monitor service delivery to ensure that fathers continue to receive as much benefit from your program as possible. You can use a data-driven approach for continued quality improvement. Programs can use data to identify issues and address them in a timely manner. Additionally, it is helpful to ask participants and staff members about their experiences. This information can help teams to reflect on what is going well and identify best practices. Programs should use all the information collected to develop strategies for improving service delivery, to determine ongoing staff development needs, and to keep fathers engaged.

What to Do at This Step?

Assess participant and staff responses to your services, and adjust activities based on identified needs.

- Monitor your progress toward your goals and develop a strategy for making decisions about program improvement.

Identify benchmarks or short-term, achievable goals that will lead toward the long-term implementation goals that were developed earlier in the process. Develop a process for reviewing program data based on identified benchmarks, building on your planning efforts during implementation. Determine how to respond to issues related to recruitment, engagement, and service delivery. Summarize what makes for good practice and high-performance services. Ask fathers about their experiences and use the information to enhance services and promote engagement.

- Identify strategies for continuing staff development.

Ask staff members about their needs. Identify people (external program developers or internal employees) who will provide program support and technical assistance. Provide opportunities for staff members to try out new practices and provide coaching to support them in their efforts. Carve out time for staff members to observe or talk to each other, providing opportunities for peer-to-peer learning.

Sample Tool [3.8 Program-Monitoring Tools]

The B3 Way: The B3 team used the monitoring tools to look for patterns of engagement based on referral sources. Additionally, by reviewing the numbers of participants at each stage of the process, from intake to engagement in services, the team was able to identify where breakdowns in the process occurred. The study team worked with the organizations implementing the B3 interventions to reflect on and hypothesize why there was an issue at that stage, and to develop a plan to try to address the problem.

Tips for Use: These **monitoring tools** can help you identify trends in your referral sources for the new program component and plan for areas of improvement. There is an agenda template to guide your monitoring meetings, a recruitment/attendance tracker to monitor which referral sources are sending participants who end up attending, an enrollment and engagement tracker, and an enrollment process funnel to help you track which stages of the process are working.

Adapt the meeting agenda template for your needs and use it to track successes and develop continuing plans of action. Use the recruitment/attendance table on a regular basis to shed light on barriers to recruitment and to help you determine which referral sources to target, based on the engagement of the people they send. Use the enrollment and engagement tracker monthly to track successes and challenges with enrolling new fathers and program attendance. Use the funnel document to determine when participants stop engaging with the program, so that you can address the parts of your process that they find the most challenging to complete.

Sample Tool [3.9 Peer-to-Peer Learning Session]

The B3 Way: The B3 team used cross-program peer groups to support continuing staff development. This tool is an example of an activity conducted during those learning sessions; in this case, staff members learned about behavioral "nudges," as well as ways to integrate them into their participant-engagement approaches, using the behavioral strategies tip sheet and the participation planner described above. The learning sessions were known as "coffee groups" and sought to provide staff members with a chance to implement these nudges and strategies for the first time (learn), get responses from a group of their peers (do), and then revisit their approach (reflect).

Tips for Use: Use this example of a continual learning strategy checklist to develop a plan for ongoing, peer-to-peer support. Give staff members opportunities to use their peer networks within your program and across other organizations to support their growth and development. Use the "Learn, Do, Reflect" approach by providing staff members with some new information, giving them a chance to try something new, and then providing an opportunity for them to reflect on how it went with colleagues. Make the activities short and simple, something that can happen during a short coffee break. Consider using some of these sessions to help staff members learn about and try a new tool or resource.

3.1
Pre-Session Checklists

3.1 PRE-SESSION CHECKLISTS

Develop checklists in collaboration with your staff to help them keep track of all the details. Staff members are more likely to use a tool if they contribute to its development, and the process will help them to remember all the important details.

Use the following checklists as a starting point and adapt them to your program needs:

- The intake checklist provides a list of important steps to remember once participants enroll in the new service.
- The session prep checklist provides a list of reminders to help staff members prepare for a session.

Intake Checklist	
Immediately after enrollment	☐ Introduce the new services and provide a brochure with details. ☐ Review the program calendar and the participant's schedule. ☐ Show the participant the room for the first session. ☐ Confirm the date and time of the first session. ☐ Give the participant an appointment card. ☐ Confirm contact information and that you will send a reminder before the first session. ☐ Set the expectation that you expect the participant to come on time, and the participant will call if it is necessary to cancel or reschedule.

Session Prep Checklist	
Logistics	☐ Schedule the needed space. ☐ Prepare space and supplies. ☐ Set up video/Wi-Fi. ☐ Order food or snacks if you are serving them.
Materials and supplies	**FOR THE SESSION** ☐ Sign-in sheet ☐ General information handouts ☐ Whiteboard or large white paper ☐ Pens/pencils ☐ Sticky notes ☐ Facilitator manual **FOR THE PARTICIPANT** ☐ Transportation assistance ☐ Gift card ☐ Follow-up appointment card ☐ Written materials/manuals from the new program component

3.2

Guidance for New Program Component Intake

1. At the end of intake for an incoming father, **INTRODUCE** him to the new service component.

- Complete this step for all eligible fathers and only for eligible fathers.
- Use scripts developed with colleagues to introduce the service component and its goals.

▼

2. **CONFIRM** fathers are interested in the new service component.

- Make sure the enrolling father has completed all necessary paperwork.
- Provide the father with an appointment reminder postcard or program calendar to ensure he remembers his session schedule.

After the father departs, return to your desk and:

▼

3. **NOTE** the father's first session day and time.

- If relevant, schedule it in your calendar or management information system.

And remember...

KEEP session schedule and attendance information up to date.

- Send text messages and make phone calls to remind fathers of upcoming sessions, or to check in after missed sessions.
- Integrate discussion of the new service component in any ongoing case management services provided to participants.

RESPOND quickly to rescheduling requests.

- If a father reaches out indicating that he can't attend a given session, respond to him quickly to discuss rescheduling.

3.3
Guidance for Facilitating a Program Session

3.3 GUIDANCE FOR FACILITATING A PROGRAM SESSION

The following guidelines tell facilitators what they should do:

1. Before a session so they are well prepared
2. During a session so that it is well run
3. Once the session is completed to document it, organize session materials, and prepare for future sessions, if there will be any

Adapt the tables below to create a resource for your staff.

NOTE TO FACILITATOR: *If you have any unexpected issues before, during, or after a session, tell your technical assistance provider, coach, or supervisor.*

Before the Session

Activity	Purpose	Strategies
Reminders to the father	Reminds the father two days before the next session	▪ Know the father's preferred means of communication (phone, text message, or in person). ▪ Use a digital (online) calendar to keep track of reminders.
Curriculum review	Allows the facilitator to be prepared to run the session accurately and in a natural manner	▪ Read through the curriculum and make sure you know what questions you are asking. ▪ Make sure you know the goals of the session. ▪ Review your notes from the last session. ▪ Make notes about where you want to focus. ▪ Think of examples to illustrate material.
Room and materials setup	Ensures the session room and play place are set up and comfortable for the father and child	▪ Confirm that all rooms are available. ▪ Cue up videos. ▪ Set up the area and tidy the space. ▪ Pull out all materials.
Confirm childcare if necessary	Provides a safe space for the child while the father focuses on the session	▪ Determine whether the father needs childcare. ▪ Communicate the time to the childcare provider.

During the Session

Activity	Purpose	Strategies
Part 1: **LEARN**	Allows the father to learn new information, watch a videotape, and plan for the hands-on session	▪ Make eye contact as you convey information. ▪ If you ask a question, pause and wait for the father to respond. ▪ Invite questions from the father. ▪ When viewing the video, pause the video clip to illustrate a point, or go back to a place in the clip if you want to emphasize a point. ▪ Try to connect the video clip content to something that is personal to the father or that you have seen in a play session. ▪ Ask the father to think about a situation where he has interacted in a similar way. ▪ Provide examples from your own experience. Prepare the father for the play session by connecting the session concept to how he may practice it.
Part 2: **DO**	Gives the father an opportunity to role-play or try out new skills	▪ Give the father an opportunity to practice the skills. ▪ If he asks a question, answer. ▪ Remind him that this time is his to practice. ▪ Encourage the father if he looks up after practicing a skill by smiling. ▪ Wait for the reflection to give detailed reactions and discuss what went well in the session. ▪ Make notes on your worksheet of things he does well. ▪ Take those notes unobtrusively and assure the father that your notes are solely to remember the positive things that he is doing.
Part 3: **REFLECT**	Allows the father to reflect on how the role-play or practice session went with support from the facilitator	▪ Use your list of examples that you wrote down during the practice session. ▪ Be specific about what the father did that was successful. ▪ Ask him to think about how he felt and how his child responded. ▪ Discuss and empathize if there were challenges, but focus on problem-solving and new strategies he could use next time. ▪ Focus on the positive, not on what the father failed to do.
Plan for the week ahead	Allows father to extend his learning and cements plans for the next session	▪ Give the father an appointment card confirming the time and location for the next session. ▪ Discuss how he can try out the day's new skills at home and share information with others.

After the Session

Activity	Purpose	Strategies
Clean up materials	Keeps materials organized and ensures nothing is missing	▪ Have a list of materials handy so it is easier to keep track of everything. ▪ Always leave the room exactly as you found it.
Complete data entry in program database	Provides accurate documentation of what occurred for the technical assistance provider, coach, or supervisor	▪ Complete soon after the session is done. ▪ Use the data manual for guidance.
Personal notes	Captures reflections and notes for future sessions and technical assistance meetings	▪ Jot down notes and reminders for the next session. ▪ Document questions or issues you have for your technical assistance provider, coach, or supervisor. ▪ Take time to write down your personal reflections.
Note the date and time of the next session	Ensures the facilitator is keeping track of all sessions	▪ Immediately note the date and time of the next session in a calendar. ▪ Note the date and time for a pre-session reminder. Include the father's contact information. ▪ Add any other relevant reminders.

3.4

Behavioral Strategies Tip Sheet

Use this tip sheet to address common engagement challenges caused by “behavioral bottlenecks,” which are barriers related to decision-making and action. This sheet includes seven bottlenecks to attending the first session and offers examples of solutions informed by behavioral science that can help remove the bottlenecks and shift participants’ behavior.

WHAT IS A NUDGE?

A nudge is a simple way to influence someone’s behavior predictably without taking away any of the person’s options. When a behavioral bottleneck makes it challenging for a person to complete an action, a well-designed nudge is one available tool to prompt that person to overcome that challenge. It is clear that fathers who have enrolled in the new service would like to participate, and nudges make it easier for them to achieve their goals. It all starts with session 1.

Use Nudges to Address These Seven "Bottlenecks" to Attending the First Session

BOTTLENECK	NUDGE
FORGETFULNESS People are good at making plans, but it is hard to remember to do what you planned at the right time.	**Send a final reminder** very close to the time when the father would need to leave for his session. This time could be one to two hours before. Or, if you schedule session 1 with the father in person, help him set an alarm on his phone for an hour before the session.
PROCRASTINATION People may put off an action over and over, sometimes failing to do it at all.	**Set a deadline** for when the father must complete session 1 and remind him how much time he has to complete that first session.

BOTTLENECK	NUDGE
LOSS AVERSION People are more sensitive to losing something than they are to gaining something equivalent. For example, people are happier *not to lose* $5 than they are to gain $5.	In a reminder message, **frame session 1 as an opportunity** that you do not want the father to lose. Try: "Let's get you in this week. Don't lose your spot!" Or, "Don't miss your chance!" You can also refer to losing the incentive: "Don't lose your $25 gift card!"
LIMITED ATTENTION People can only pay attention to a certain amount of information at a given moment. If they are overwhelmed, their ability to process or act on the information may decline.	**Simplify** session 1 reminders to contain only essential information: date, time, location.
CHOICE OVERLOAD When there are too many choices, people can become overwhelmed and choose poorly or make no choice at all.	If a father misses session 1, **give him two choices** for rescheduling based on what you already know about his availability. Try: "How about next Monday or Tuesday at 1 p.m.?"
SOCIAL INFLUENCE People often act based on how their peers act. For example, if everyone in your office recycles, you will probably recycle, too.	If a father misses session 1, **let him know how other participants have benefited** from attending that session. Try: "Let's reschedule! Other participants have found that session 1 reminded them how easy it was to try this new thing." Remind him, positively, of his connection to the group.
NEGATIVE IDENTITY Negative self-images can perpetuate behavior that fits that image. If you think that you are not a good student, you may actually do less to improve.	Activate participants' positive self-images by **emphasizing the progress they have made** so far and **reinforcing their identity within a group**. For example, activate the "father" identity for men attending parenting classes. Try: "You have already taken a great first step as a father and provider by signing up for the service. You're ready for your first session."

3.5

SIMPLER Behavioral Solutions

Use these SIMPLER solutions drawn from behavioral science to increase father engagement.[1] This tool lists examples of how these solutions may be applied during recruitment and throughout ongoing services.

S	I	M	P	L	E	R
Social Influence	**Implementation Prompts**	**Make Deadlines**	**Personalization**	**Loss Aversion**	**Ease**	**Reminders**
Highlight peer behavior	*Break actions into steps*	*Create urgency to act*	*Tailor to the individual*	*Frame action as avoiding loss*	*Simplify the process*	*Reinforce important infomation*

Social Influence

Highlight the behavior of peers and other people of influence to affect decisions and actions.

During Recruitment	Ongoing
▪ Talk about what other fathers have liked or gained from the program when speaking with potential participants. ▪ Use testimony about the program from fathers who have graduated on printed materials/website/presentations. Share these testimonials with referral sources. ▪ Personalize the space with photos of real fathers, program-specific posters, note boards, commitment statements, or any other creative ideas. Point these out to fathers when they see the space. ▪ Create easy tools for fathers to make referrals through their network (email template, Facebook events, etc.). ▪ Ask a father who has completed the program to call potential participants to answer questions and encourage attendance. ▪ Hold orientations or special recruitment events so that interested fathers can meet staff members and other participants. ▪ Invite interested fathers as your guests to a social event with current participants.	▪ Invite a father who has attended program services to the first class to talk about the benefits of the program. ▪ Set group expectations together and have the participants commit to attending. ▪ Remind them of their connection to the group, without guilt or blame. For example, “We missed you yesterday, see you on Friday?” ▪ Organize social activities for fathers and their families.

[1]MDRC (2017).

Implementation Prompts

Plan an action in advance by breaking it into the steps needed to go from intention to action.

During Recruitment	Ongoing
▪ Talk through the logistics of attending an intake appointment. ▪ Have each father write down his plan on an appointment card to take with him. ▪ Keep potential participants engaged through regular contact before the intake appointment. You can call this contact “preenrollment.”	▪ At regular intervals, review upcoming steps with fathers and discuss how they plan to complete them. ▪ Do not celebrate the end of each stage. Doing so signals to fathers that they are done. Wait until they have finished their planned action to celebrate.

Make Deadlines

Create urgency to take action by setting a date for completion.

During Recruitment	Ongoing
▪ Remind fathers of the date by which they must enroll in order to begin the program that month. ▪ Offer interested fathers an incentive to enroll by a certain date. (For example, fathers who register by X day get a toy for their child, or if they come in by X time of day they can get breakfast.)	▪ Remind fathers of milestones they are about to reach. (Also remind referral partner staff members who work with fathers outside the program about upcoming milestones/completion dates.) ▪ If a father misses a class, ask him to respond within a certain time frame to schedule a makeup.

Personalization

Tailor to the individual by providing personalized information or offering assistance specific to the individual's needs.

During Recruitment	Ongoing
▪ Ask the participant about his job interests, child's name, etc. ▪ Highlight his role as a father and ask about his goals/hopes for his child. ▪ Get to know the father and find out what motivates him. You can use the information you learn to encourage him and provide him with additional reasons for coming. For example, if the father is subject to court oversight, you can provide a letter stating he is coming to the program. ▪ When calling or texting to remind a father about services, use the father's name and mention details you have learned in conversation. (For example, "Hi, Rob, look forward to seeing you tomorrow. I know you said you need a ride to get here, are you all set with that?")	▪ Make sure to build a rapport with fathers. If you don't immediately feel a connection with a father, work with case managers or other staff members to try to establish a relationship. ▪ Provide support that is specific to each father's needs, and remind fathers when they are close to milestones that meet their goals (for example, qualifying for a specialized training opportunity). ▪ Tell fathers when opportunities come up that match their goals, such as training opportunities or job fairs.

Loss Aversion

Frame actions as avoiding losses because doing so is more likely to influence behavior than highlighting gains.

During Recruitment	Ongoing
▪ Describe benefits that could be lost by NOT following the plan, rather than potential benefits that could be earned by taking additional steps. For example, "If you miss your appointment this week, you won't get to start the next group on Monday," or "Make sure to come to your appointment on Friday because it'll be your last chance to get your gift card this week."	▪ Continue to emphasize the potential loss of benefits. For example, "Make sure you attend the next two sessions so you don't lose your $25 gift card," or "You should plan to attend all sessions, or you won't be eligible for job placements."

Ease

Simplify processes by removing hassles and making them as automatic as possible for participants.

During Recruitment	Ongoing
▪ Offer clear, simple explanations of the process to enroll and attend. Provide this information in multiple ways (that is, verbally, in writing, and in a visual checklist). ▪ If potential participants don't show up for intake, reach out to them immediately to reschedule. ▪ Talk about transportation during recruitment and provide instructions on how to get to your location. If transportation is challenging, provide resources (for example, help set up a ride share with other participants who live nearby or provide resources for public transportation). ▪ Implement a plan for a staff member to always be available to respond to a first-inquiry call, on a rotating basis among staff members, or have a friendly recorded voicemail with some details to encourage enrollment.	▪ Traveling can be a hassle and requires a lot of planning for any parent. Provide information on available forms of transportation support as soon as fathers enroll and provide frequent reminders about them. ▪ Make scheduling convenient and easy to remember to do (for example, a postcard with instructions on whom to call and how to reschedule). ▪ Show fathers around the building and classroom when they first enroll, so they can learn their way around those spaces. ▪ Each week, review every father who has not come in for sessions and talk through the possible reasons why each is not making it. Identify the hassles that are getting in the way and brainstorm a plan for how to reduce them.

Reminders

Reinforce important information by providing reminders that encourage the completion of an action.

During Recruitment	Ongoing
▪ Send regular text/email reminders and call before the intake appointment.	▪ Send regular text/email reminders. ▪ Call if a father missed a session and agree on a plan for him to attend next time. ▪ Use appointment cards regularly to remind fathers of the schedule. ▪ Encourage fathers to remind each other about sessions.

3.6
Participation Planner

3.6 PARTICIPATION PLANNER

Use this planner to develop solutions for engaging participants. It can help you monitor your entire caseload, develop solutions, and assess participants' success all in one place.

#	Father's Name	Motivation for Participating in the New Program Component	Behavioral Bottlenecks (Barriers to Decision-Making and Action)	Solution(s)	How Did It Go?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

BUILDING BRIDGES & BONDS | B3

3.7
Appointment Card Informed by Behavioral Science

OPRE

HMRF HEALTHY MARRIAGE & RESPONSIBLE FATHERHOOD

mdrc BUILDING KNOWLEDGE TO IMPROVE SOCIAL POLICY

3.7 APPOINTMENT CARD INFORMED BY BEHAVIORAL SCIENCE

Adapt this appointment card for your program to nudge participants to attend.

PLANNING
Encourage the participant to plan the steps needed to get to the session.

LOSS AVERSION
Use the fact that people are more sensitive to losing something than they are to gaining something.

When	**[Date]**	***Don't miss this chance!*** **Let's talk about overcoming roadblocks to success and reaching your goals.**
Where	**[Address]**	
How	☐ ☐ ☐ ☐ Other: ____________	**Questions? Need to reschedule?** Text or call: [INSERT NAME] at ( ) 000-0000
What	☐ Transport $ ☐ Food	

YOU'RE ON YOUR WAY! Make a plan to attend every session. And earn points toward a $50 gift card.
1 ▶ 2 ▶ 3 ▶ 4 ▶ 5 ▶ 6 ▶ **= $50**

EASE
Simplify and include only essential information.

3.8

Program-Monitoring Tools

Monitoring Meeting Agenda

Adapt this sample agenda as you review your program-monitoring data with your team. You can use the monitoring tables below to help you review your different data sources and guide the discussion. Make time to recognize successes and to address roadblocks.

Date:

Attendees:

Highlights from last week:

-
-

- ☐ Updates (data review)
  - Recruitment
  - Enrollment
  - Engagement
- ☐ On the back burner/not getting to yet
- ☐ Anything else you would like to talk about?
- ☐ Follow-up action steps

Next week will be successful if…

Recruitment/Attendance Tracker

You can use this tracking table to monitor whether participants in the new program component are engaged in usual program services. Compare data for participants who are participating in the new component with data for those who are not. This comparison could reveal whether the new component presents additional barriers to participation in usual services that need to be addressed, or whether the population eligible for that component has particular barriers to participation. By including referral sources in the table, you can also identify places to target for increased recruitment attention or changes in messages.

	[SERVICE name] Referrals for Usual Services		[SERVICE name] Referrals for New Service		Total	
Referral Source	# Never Attended Any Sessions	# Attended at Least One Session	# Never Attended Any Sessions	# Attended at Least One Session	# Never Attended Any Sessions	# Attended at Least One Session
Client referral						
Friend						
Recruiter						
Relative						
Probation						
Parole						
Child support						
Walk-in						
Advertisement						

Enrollment Tracker

Use this table to track whether you are reaching your monthly enrollment benchmarks. By looking at your numbers over time, you may be able to notice patterns in your data and plan for upticks or dips.

Enrollment Month	Monthly Benchmark	Monthly Enrollment	Total Enrollment
January			
February			
March			
April			
May			
June			

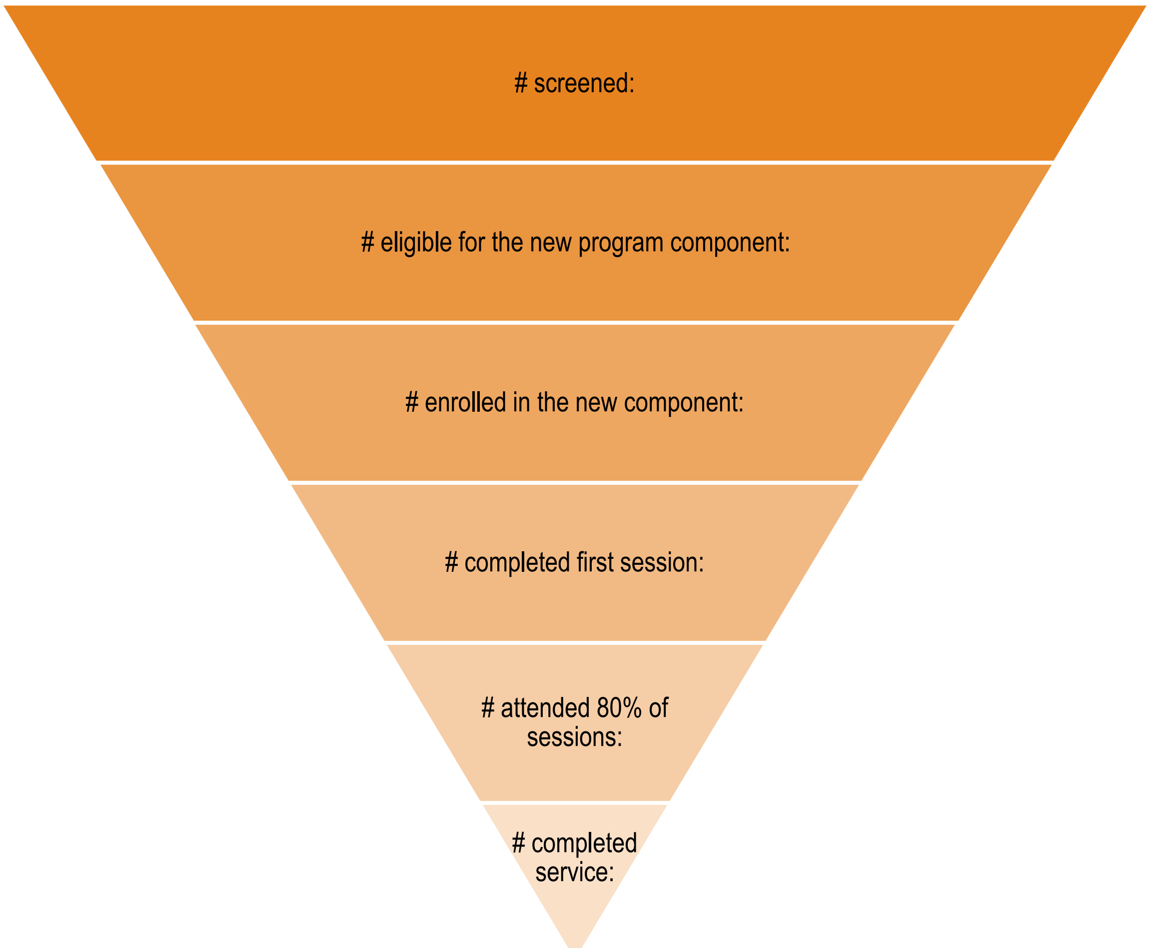
Engagement Tracker

Use this table to monitor participant engagement. You can track the total number of participants engaging in services and the percentage of enrolled participants who reach each goal. Look for where you are getting closer to the benchmark and start there.

Engagement Goal	Benchmark (Percentage of Participants)	Participation Rate (Total Number of Participants)
	81 to 100%: good 61 to 80%: okay Fewer than 60%: not good	
Session 1 scheduled		
Session 1 completed		
80% of sessions completed		
All sessions completed		

Enrollment Process Funnel

Use the information collected through these tables to populate an enrollment process funnel. You can use this tool to track participant drop-off from the start to the end of your process. This information can help you to identify where in the process there are challenges you need to address.



3.9
Peer-to-Peer Learning Session

This checklist provides an example of how staff members can engage in a "Learn, Do, Reflect" peer-to-peer learning session. You can adapt this tool to include a list of activities relevant for your staff's needs.

Through this learning session, we will introduce you to the concept of "nudges," which are simple, low-effort ways to shift someone's behavior. We will provide you with resources to help make session 1 seem easy, doable, and urgent for fathers, and get them back in the door!

Activity Steps

1. **MINDFUL MOMENT TO LEARN | Suggested deadline: (insert date)**
   - ☐ Watch the brief webinar to orient you to the session.
   - ☐ Review: Behavior Strategies Tip Sheet
   - ☐ Review: Participation Planner
2. **TRY IT OUT! | Suggested deadline: one week later**
   - ☐ Pick two engagement strategies that you want to try in the next week and use the Action Planning Sheet to plan your next steps.
   - ☐ Adapt the Participation Planner to suit your needs.
   - ☐ Pick two fathers whom you want to engage using a nudge.
3. **TAKE A COFFEE BREAK AND REFLECT | Suggested deadline: one week later**
   - ☐ Schedule and hold a 30-minute meeting with your coffee-break partners.
   - ☐ My coffee break is scheduled for ______ .
   - ☐ Talk to your B3 site liaison to set up a phone or video conference for the conversation.
   - ☐ Make some notes for yourself in preparation for the discussion.
   - ☐ Use the "questions for consideration" below to guide your discussion.
   - ☐ Schedule a follow-up coffee break.
4. **REDO AND REVIEW | Suggested deadline: (insert date)**
   - ☐ Repeat Steps 2 and 3.

Coffee-Break Reflection

NOTES TO SHARE

- What two recruitment strategies did I try out?

- What went well?

- What didn't work?

QUESTIONS FOR CONSIDERATION

- Questions I have:

- Ideas and recommendations from my colleagues:

- My next steps:

References

Balu, Rekha, Shawna Lee, and Samantha Steimle. 2018. "Encouraging Attendance and Engagement in Parenting Programs: Developing a Smartphone Application with Fathers, for Fathers." OPRE Report 2018-68. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Brennan, Emily, Michelle Manno, and Samantha Steimle. 2019. "Using Data to Understand Your Program." OPRE Report 2019-90. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

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

Healthy Marriage and Responsible Fatherhood. n.d. "About the Healthy Marriage and Responsible Fatherhood Programs." Website: www.hmrfgrantresources.info. Accessed on July 29, 2021.

Manno, Michelle S., Emily Brennan, and Eric Cohn. 2019. "Applying Cognitive-Behavioral Techniques to Employment Programming for Fathers: Findings from the B3 Study." OPRE Report 2019-110. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Manno, Michelle, Patrizia Mancini, and Charlotte O'Herron. 2019. "Implementing an Innovative Parenting Program for Fathers: Findings from the B3 Study." OPRE Report 2019-111. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

MDRC. 2017. "Developing SIMPLER Solutions." Website: https://www.mdrc.org/publication/developing-simpler-solutions.

National Responsible Fatherhood Clearinghouse. n.d. "For Programs." Website: https://fatherhood.gov/for-programs. Accessed on July 29, 2021.

Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services. 2020. "HMRF Grantee Training and Technical Assistance." Website: www.acf.hhs.gov/ofa/programs/healthy-marriage-responsible-fatherhood/hmrf-tta.

Rowser, Sharon. 2019. "Setting Strong Benchmarks." New York: MDRC.