APPENDIX A

GUIDE FOR SITE VISIT INTERVIEWS WITH PROGRAM STAFF

TOPIC GUIDE FOR SITE VISITS

Research Topics	Questions for Site Visits
PROGRAM CONTEXT	
Regional Context	Are there specific policy conditions in the state or locality that may be favorable or unfavorable toward marriage?
	What is the economic climate, particularly the prevalence of jobs for low-skilled workers?
	What seem to be the norms related to marriage and family in the specific population the program aims to target?
	To what extent are other supportive services available for low-income families, including employment and other services for fathers?
Motivation	What agency, program, or individual spearheaded the local development of the BSF program?
	What was the impetus for implementing the BSF program?
Planning	What agencies or individuals were involved in the planning process, and how were they identified and engaged?
	What was the process used to design and plan the program's implementation?
	What were the program's sources of funding? What was the process for obtaining this funding?
	How did the state or local political climate impede or support the development of the BSF program?
Program Setting	What agencies were involved in recruiting participants and serving BSF couples? What roles did they serve? Why were they interested in supporting BSF?
	Is BSF integrated into a "host" program? If so, what are the goals and structure of the host program? How does BSF fit into the host program's philosophy and operations?
	What other services are available at either the host program or within the community to provide additional support to BSF couples?
	How committed do program staff appear to be to the program model?
	What type of training was provided to host program staff at the outset to prepare them for the BSF program?
	How family-friendly is the physical environment where couple services are provided?
	How comfortable are family coordinators in talking with clients about relationships?
OUTREACH AND RECRUITMENT	
Enrollment Process	What outreach strategies are used to identify and recruit participants? Which strategies appear to be more effective compared to others?
	What messages do participants receive about BSF during the enrollment process? Who delivers these messages and how effective do they appear to be?
	What process or tools are used to identify couples for whom the program is inappropriate (e.g., those involved in domestic violence)?
	What methods are used to reach out to fathers? How well do these methods seem to work? How important is the use of male outreach staff?

Research Topics	Questions for Site Visits
	How do fathers respond to direct outreach?
Recruitment	How successful are sites in recruiting eligible couples?
	Does recruitment success vary by population group or other background characteristics? If so, how does it vary?
	How often does one partner consent to the program and study, but not the other?
Pre-Workshop Activities	Once couples are enrolled, what methods are used to sustain interest while waiting for curriculum workshops to begin? How frequent/intensive are these activities?
	What messages do enrollees receive about workshops prior to their start?
	How do staff respond when only one parent attends pre-workshop activities?

CURRICULUM DELIVERY

Research Topics	Questions for Site Visits
Format	What is the format, sequence, and duration of curriculum group sessions? How often do groups meet and over what period of time? When and where do groups meet?
	How many group leaders, facilitators or coaches or other program staff attend the curriculum group sessions? How many couples are scheduled/invited to each group session?
Group Leaders	How closely do curriculum group leaders follow the curriculum? What adaptations occurred, and why?
	How often do workshop group leaders encounter situations for which they feel unprepared?
	How are the curriculum group leaders trained, supervised and monitored?
	What types of education, background, and experience do curriculum group leaders have?
	In what ways do curriculum group leaders think the program could be improved?
Couples' Experiences	Do couples actively participate during sessions? Do mothers and fathers participate equally?
	To what extent do couples engage in take-home exercises, if applicable?
	What do couples like/dislike about the curriculum group sessions? What do they find most and least useful?
	What level of satisfaction do participants report? What suggestions do they have for changes in the curriculum group sessions?
	To what extent is the social aspect of the curriculum group important to couples? Do they socialize outside of the program?

LINKS TO FAMILY SUPPORT SERVICES

Research Topics	Questions for Site Visits
Needs Assessment	What assessment tools or methods are used to identify needs for support services? How open are couples to being assessed for these needs?
	What education and experience do program staff conducting needs assessment have?
	What is the process for assessing whether intimate partner violence is occurring after entry into the program? Who conducts such assessments, where, and how often?

Research Topics	Questions for Site Visits
	Are new mothers formally assessed for post-partum depression? If so, what screening tool is used and what action is taken for positive assessments?
Referral and Follow-Up	For what services are couples most often referred?
	How frequently do referred couples follow up and actually participate in services? How active are BSF program staff in encouraging follow-up?
	Does take-up of support services vary by whether services are available on-site or elsewhere in the community?
	What do program staff do if participants refuse needed services, such as substance abuse treatment or mental health services?

PROGRAM PARTICIPATION

Research Topics	Questions for Site Visits
Curriculum Group Attendance	How often do couples attend initial curriculum group sessions together?
	How often do couples continue to attend curriculum sessions together? Are there "cliffs" for attrition from curriculum group sessions? What reasons are given for ending attendance?
	How often do participants attend without their partners? Is this more common for men or women? What reasons do participants give for attending without their partner?
	What are the background characteristics of couples who participate?
	How do the background characteristics of couples who participate more frequently compare to those who participate inconsistently, and those who do not participate at all?
Meetings with Family Coordinators	How frequently and for how long do family coordinators meet with couples? What topics are discussed during these meetings? Where do the meetings take place?
	How reliably do couples attend meetings or home visits with family coordinators?
	Does attendance at home visits or meetings with family coordinators vary between mothers and fathers?

RETENTION STRATEGIES

Research Topics	Questions for Site Visits
Strategies for Promoting Initial Participation	What activities or strategies are used to encourage participation in the initial curriculum group sessions, prior to their start (e.g., home visits, orientation sessions, phone calls)?
	What role do incentives appear to play in encouraging couples to participate in initial activities?
	What steps do program staff take when enrollees do not show up at initial sessions?
	At what point, and for what reasons, do program staff decide a nonparticipating couple is unlikely to ever attend (and cease attempts to encourage them)?
Maintaining Participation	What strategies are used to maintain involvement of participants in the group sessions? Which of these appear to be more effective and less effective?
	How important does the presence or absence of male-female teams of staff appear to be in retaining the participation of couples?
	What characteristics or attributes appear to be most important for the group facilitators?

Research Topics	Questions for Site Visits
	Does frequent contact by family coordinators result in greater participation?
Barriers	What non-program related factors seem to keep couples participating, and what factors seem related to attrition?
	Do barriers to participation differ for mothers or fathers? How do staff address these barriers?
	How do program staff deal with couples who break up over the course of attendance at group sessions?

PROGRAM REPLICATION

Research Topics	Questions for Site Visits
Determining Factors	What conditions appear to be critical for replicating the program? Are there demographic, economic, political, or cultural conditions that must be met?
	What key characteristics do successful sites share?
	What tools, training, or resources do staff need to help them better address the challenges that participants face?
	What could be changed or improved about the program and the way it is implemented to make it more successful?

PROGRAM COSTS

Research Topics	Questions for Site Visits
Total Program Cost	How much does the program spend to implement and provide all activities to participants? What is the total cost per couple?
	Has the program benefited from volunteer labor? If so, how many people volunteer, how much time do they provide, and what tasks do they perform?
	How much does the program spend per component activity? How much do actual expenditures differ from the amount budgeted?

TECHNICAL ASSISTANCE FOR PROGRAM DEVELOPMENT

Research Topics	Questions for Site Visits
Types of Assistance and its Usefulness	What types of technical assistance or guidance did you receive in setting up and trying out your program?
	Which types of assistance or guidance were the most helpful?
	Was there any assistance or guidance that you think would have been helpful, but that you did not receive?