**Appendix C: Observation of Fatherhood Program   
Class/Workshop/Event**

The information below provides examples of the type of information that will be collected during the class/workshop/event observations.

**Basic class information**

Number of program staff

Number of participants (note # fathers, # coparents, # spouses/partner, where applicable or observable)

**Program setting, delivery, and content**

1. Setting
   1. Describe the venue (e.g., church, community center, RF program site, partner site, etc.)
   2. How are participants seated (e.g., in groups, theater style [draw diagram if useful])?
   3. How long is the class? Are there any breaks? How does the facilitator manage the time?
   4. Are there any mothers, romantic partners, other coparents, etc. in the group? If possible, describe who is in the room, outside of the fathers.
   5. Describe who is facilitating the class and any characteristics you notice about the facilitator (race, gender, larger role outside facilitation, etc.).
2. Delivery
   1. How does the facilitator deliver the curriculum? (e.g., do they read/consult written materials, does they ask the participants open-ended questions)?
   2. Does the facilitator move around the room? Do they stand at the front and lecture?
   3. Describe the relationship the facilitator has with the group, noting specifically if the facilitator has rapport with the group.
   4. What types of activities are used? For example, are there interactive exercises, role playing, worksheets, etc.?
   5. Describe the fathers/partners/coparents participation and engagement (e.g., are they paying attention? how are fathers/partners/coparents engaging with the leader and with each other (before, during, and after the class)?).
   6. What questions or comments do fathers/partners/coparents ask or make in the session, and how do facilitators respond?
   7. Do participants receive any materials during the class?
   8. Is participants’ content knowledge tested before/during/after the class?
3. Content
   1. How is the class content organized (e.g., are there distinct topics/lessons, or is it unstructured)?
   2. Describe the topics observed. Note romantic relationships or coparenting content in detail when it arises. *Some things to look for: definitions of coparenting/romantic relationships; the focus on current versus future romantic relationships; how coparenting is addressed with multiple coparents and multiple children; how the program accommodates various types of coparents, if at all; aspects of healthy relationships discussed, including relationship violence.*
   3. If relevant, what language is used (by the facilitator and/or fathers) to describe romantic relationships, coparenting, etc.?
   4. Is program content responsive to the needs of different subgroups (e.g., sensitive to racial/ethnic diversity)?