Final Descriptive Evaluation Report Tables Template for Healthy Marriage and Responsible Fatherhood Grantees

NOTE: In all tables and figures in this template, example information is included *in italics*. Please use as a guide and remove before completing tables/figures. Please use a regular font for information in the tables.

Table I.1. Description of intended intervention components and target populations

Component	Curriculum and content	Dosage and schedule	Delivery	Target Population
Relationship skills workshops	*Healthy relationships curriculum: Understanding partner's perspectives; avoiding destructive conflict; and communicating effectively*	*20 hours, with 2-hour sessions occurring twice a week, or 4-hour sessions occurring every Saturday*	*Group lessons provided at the intervention's facilities by two trained facilitators in every session*	*Low-income married couples*
Economic stability workshops	*Resume preparation; interview and communication skills; appropriate work attire; financial literacy*	*Monthly 2-hour workshops*	*Workshops are provided by one facilitator*	*Individual members of the couple who need job search assistance*

Table I.2. Staff training and development to support intervention components

Component	Education and initial training of staff	Ongoing training of staff
Relationship skills workshops	*Facilitators are male and female and hold at least a bachelor's degree and received four days of initial training.*	*Facilitators receive a half-day of semi-annual refresher training in the intervention's curricula from study staff.*
Economic stability workshops	*Facilitators are male and female and hold at least a bachelor's degree and received two days of initial training.*	*Facilitators receive a half-day of semi-annual refresher training in the intervention's curricula from study staff.*

Table II.1. Characteristics of participants in implementation/process study

Characteristic	Focus group participants	Another sample used for the study - label here
Age		
Female (%)		
Race/ethnicity (%)		
Hispanic		
Non-Hispanic White		
Non-Hispanic Black		
Non-Hispanic Asian		
Relationship status (%)		
Married or partnered		
Single		
Other important characteristics		
Sample size		

Source: [Insert]

Notes: [Define any variables that are constructed or need a definition for clarity. Provide any other information needed to understand the table.]

Note: Please add columns for different samples used for different research questions in the process/implementation study. For example, one column could list characteristics of focus group participants; another could list characteristics of individuals responding to feedback surveys.

Table II.2. Data used to address process/implementation research questions

Implementation element	Research question	Data source	Timing/frequency of data collection	Party responsible for data collection
Fidelity	*Were all intended intervention components offered and for the expected duration?*	*Workshop sessions in nFORM*	*All sessions delivered*	*Intervention staff*
Fidelity	*What content did the clients receive?*	*Fidelity tracking log or protocol; attendance logs; session observations*	*Every session for fidelity tracking and attendance logs; two times a year for session observations*	*Intervention staff for fidelity tracking and attendance logs; study staff for session observations*
Fidelity	*Who delivered services to clients?*	*Staff applications; hiring records; training logs*	*One time X months after start of implementation; annually*	*Intervention staff*
Fidelity	*What were the unplanned adaptations to key intervention components?*	*Adaptation request; work plan; 6-month progress report; annual progress report*	*Annually; ad hoc*	*Intervention staff; study staff*
Dosage	*How often did clients participate in the intervention on average?*	*Workshop sessions and individual service contacts in nFORM; attendance logs*	*All sessions delivered*	*Intervention staff*
Quality	*What was the quality of staff–participant interactions?*	*Observations of interaction quality, using protocol developed by study staff*	*X percent of sessions selected at random for observation*	*Study staff*
Engagement	*How engaged were clients in the intervention?*	*Observations of engagement, possibly using an engagement assessment tool; ratings from facilitator fidelity logs; engagement ratings from participant satisfaction surveys*	*Y percent of sessions selected at random for observation*	*Study staff*
Context	*What other HM/RF programming was available to study participants?*	*Interviews with staff from partnering agencies in the community; survey items on baseline and follow-up assessments; websites of other agencies in the community providing HM/RF programming*	*Once a year; ad hoc*	*Study staff*
Context	*What external events affected implementation?*	*Interviews with community/county representatives; list of site/school closures*	*Once a year; ad hoc*	*Study staff*

Note: [Anything important to note about the information above]

Table II.3. Measures used to address process/implementation research questions

Implementation element	Research question	Measures
Fidelity	*Were all intended intervention components offered and for the expected duration?*	• *Total number of sessions delivered* • *Average session duration, calculated as the average of the recorded session lengths (in minutes)*
Fidelity	*What content did the clients receive?*	• *Total number of topics covered, calculated as the average of the total number of topics checked by each intervention facilitator in the daily fidelity tracking log or protocol*
Fidelity	*Who delivered services to clients?*	• *Number and type of staff delivering services to study participants, such as the number of session facilitators and case managers* • *Percentage of staff trained, calculated as the number of staff who were trained divided by the total number of staff who delivered the intervention*
Fidelity	*What were the unplanned adaptations to key intervention components?*	• *List of unplanned adaptations, such as a change in setting, sessions added or deleted, and components cut*
Dosage	*How often did clients participate in the intervention on average?*	• *Average number (or percentage) of sessions clients attended* • *Percentage of the sample attending the required or recommended proportion of sessions* • *Percentage of the sample that did not attend any sessions*
Quality	*What was the quality of staff–participant interactions?*	• *Percentage of sessions with high quality interactions, calculated as the percentage of observed interactions that study staff scored as "high quality"*
Engagement	*How engaged were clients in the intervention?*	• *Percentage of sessions with moderate participant engagement, calculated as the percentage of sessions in which study staff scored participants' engagement as "moderately engaged" or higher* • *Average engagement rating, calculated as the average of engagement scale scores (ranging from 1–5, for example) across satisfaction surveys*
Context	*What other HM/RF programming was available to study participants?*	• *Percentage of the sample receiving HM/RF programming from other providers, constructed from clients' survey data on experiences outside of the current intervention* • *List of HM/RF programming available to study participants outside of the current intervention, as described on the websites from other agencies in the community*
Context	*What external events affected implementation?*	• *Example: Number of sites/schools that were closed as a result of turnaround initiatives in the county or school district (unrelated to the HM/RF programming), if any* • *Example: Hurricane forced the site office to close for 1 month and 60 percent of enrolled participants moved out of the area.*

Notes: [Anything important to note about the information above]

Table III.1. Sources of data used to address outcomes study research questions

Data source	Timing of data collection	Mode of data collection	Start and end date of data collection
Intervention participants	*At the first workshop (1 month after enrollment)*	*In-person online survey*	*September 2016 through March 2019*

Notes: [Anything important to note about the information above]

Table III.2. Outcomes study analytic sample

Number of individuals	Number of individuals	Number of couples (*if applicable*)
Enrolled in the program		
Completed a baseline survey		
Completed post-program survey (accounts for item non-response and any other analysis restrictions)		
Attrition rate (%)		
Completed [*another follow-up*] survey (accounts for item non-response and any other analysis restrictions)		
Attrition rate (%)		

Source: [Insert]

Notes: [Anything important to note about the information above]

Note: The last sample size row of this table should be the final analytic sample.

Table III.3. Characteristics of participants in the outcomes study at baseline

Characteristic	Average at baseline	Another sample used for the study – if applicable (label here or delete this column)
Age		
Female (%)		
Race/ethnicity (%)		
Hispanic		
Non-Hispanic White		
Non-Hispanic Black		
Non-Hispanic Asian		
Relationship status (%)		
Married or partnered		
Single		
Outcome measure 1 (range: 1 to 5)		
Outcome measure 2		
Sample size		

Source: [Insert]

Notes: [Define any variables that are constructed or need a definition for clarity. Provide any other information needed to understand the table.]

NOTE: Include key characteristics such as income, education level, ex-offender status, or others relevant to your target population.

Table III.4. Outcome measures used to answer the outcomes study research questions

Outcome name	Description of the outcome measure	Source of the measure	Timing of measure
Marital status	*The outcome measure is a yes/no response taken directly from the question in the survey, "Are you currently married?"*	*nFORM exit survey*	*A post-test (immediately after the intervention ends)*
Level of affection	*The outcome measure is a scale (value range 1 to 5) calculated from both partners' responses as the average of five survey items measuring support, intimacy, commitment, trust, and friendship.* ***Cronbach's alpha:**: [enter number]*	*Local follow-up survey*	*3 months after the intervention ends*

Table III.5. Sample table to demonstrate changes in outcome measures from baseline to follow-up

Outcome	Sample size	Mean outcome at baseline	Mean outcome at follow-up	Difference in means	p-value of the difference

*Significantly different from zero at the .10 level, two-tailed [or one-tailed] test.
**Significantly different from zero at the .05 level, two-tailed [or one-tailed] test.
***Significantly different from zero at the .01 level, two-tailed [or one-tailed] test.
Source: [Insert]
Notes: [Anything important to note about the information above]
Note: this table can be adapted to show differences between subgroups, for example, those receiving weekend workshops and those receiving once per week workshops.

Table III.6. Sample table to show the probability of receiving a service for participants with different characteristics

	(1)
Characteristic 1	*coefficient from regression*
	(standard error of coefficient)
Characteristic 2	*coefficient from regression*
	(standard error of coefficient)
Sample size	

*Significantly different from zero at the .10 level, two-tailed [or one-tailed] test.
**Significantly different from zero at the .05 level, two-tailed [or one-tailed] test.
***Significantly different from zero at the .01 level, two-tailed [or one-tailed] test.
Source: [Insert]
Notes: [Anything important to note about the information above]

VIII. APPENDIX TABLES AND FIGURES TO SUPPLEMENT FINAL REPORT

Appendix C: Example table templates to summarize additional outcomes study findings from quantitative analyses (*if applicable)*

Table C.1. Sample table to demonstrate changes in outcome measures from baseline to follow-up

Outcome	Sample size	Mean outcome at baseline	Mean outcome at follow-up	Difference in means	p-value of the difference

*Significantly different from zero at the .10 level, two-tailed [or one-tailed] test.
**Significantly different from zero at the .05 level, two-tailed [or one-tailed] test.
***Significantly different from zero at the .01 level, two-tailed [or one-tailed] test.
Source: [Insert]
Notes: [Anything important to note about the information above]

Table C.2. Sample table to show the probability of receiving a service for participants with different characteristics

	(1)
Characteristic 1	*coefficient from regression*
	(standard error of coefficient)
Characteristic 2	*coefficient from regression*
	(standard error of coefficient)
Sample size	

*Significantly different from zero at the .10 level, two-tailed [or one-tailed] test.
**Significantly different from zero at the .05 level, two-tailed [or one-tailed] test.
***Significantly different from zero at the .01 level, two-tailed [or one-tailed] test.
Source: [Insert]
Notes: [Anything important to note about the information above]

Appendix D: Attrition Analyses

Table D.1. Summary statistics of key baseline measures and baseline differences for the analytic sample compared with enrollees who did not complete follow-up data collection, for individuals/couples [survey follow-up period]

Baseline measure	Mean for the analytic sample (standard deviation)	Mean for individuals (or couples) enrolled in the study but not in the analytic sample (standard deviation)	Difference (p-value of difference)
Female (%)			
Race/ethnicity (%)			
Hispanic			
Non-Hispanic White			
Non-Hispanic Black			
Non-Hispanic Asian			
Socioeconomic status			
Outcome measure 1 (range: 1 to 5)			
Outcome measure 2			
Sample size			

Notes: p-values are included in parentheses. The analytic sample includes [*note how you defined this group*]. [*Anything else important to note about the information above*]

***Reminder from instructions**: Please present an equivalence table for each analytic sample being used to answer the primary research questions.*