

PERFORMANCE PROGRESS REPORT
Office of Family Assistance
Healthy Marriage and Responsible Fatherhood Grant Program
REPORT TEMPLATE FOR HEALTHY MARRIAGE PROGRAMS

OMB Control No.: 0970-0566
Expiration Date: 03/31/2027

Information from the semi-annual Administration for Children and Families (ACF) performance progress report (PPR) will be used by the Office of Family Assistance (OFA) to meet grants management requirements and by grantees themselves to self-monitor progress and challenges (continuous quality improvement (CQI)). Semi-annual progress reports are due within 30 days of the end of each 6-month reporting period, which are:

- Reporting Period 1: September 30 – March 31; Report Due: April 30
- Reporting Period 2: September 30 – September 29; Report Due: October 30

The PPR consists of the following four parts, with both qualitative and quantitative descriptions of program performance:

Part 1: SF-PPR ACF Performance Progress Report

Found at:

<http://web.archive.org/web/20221217014746/https://www.acf.hhs.gov/grants/discretionary-post-award-requirements>.

Part 2: Appendix B – Qualitative (narrative) description of program indicators:

- B-01 Performance Narrative
- B-02 Major Activities and Accomplishments
- B-03 Problems
- B-04 Significant Findings and Events
- B-05 Dissemination Activities
- B-06 Other Activities
- B-07 Activities Planned for the Next Reporting Period
- B-08 Selected Participant Outcomes

Part 3: Appendix C – Quantitative (numeric) performance measures:

- C-01 Recruitment
- C-02 Applicant Characteristics
- C-03 Program Enrollment
- C-04 Program Participation
- C-05 Quality Assurance and Monitoring (Continuous Quality Improvement)
- C-06 Referrals
- C-07 Implementation Challenges
- C-08 Marketing
- C-09 Participant Outcomes
 - 9.1 Adults
 - 9.2 Youth

Part 4: Federal Financial Report (FFR) SF-425

<http://web.archive.org/web/20221217014746/https://www.acf.hhs.gov/grants/discretionary-post-award-requirements>.

Please address each reporting area. Once you complete the PPR packet, upload it, along with the ACF-OGM-SF-PPR Cover Page, as a Grant Note in GrantSolutions. Please contact your OFA Federal Program Specialist for additional guidance.

PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13) STATEMENT OF PUBLIC BURDEN: The purpose of this information collection is to support program performance monitoring and program improvement activities for Healthy Marriage and Responsible Fatherhood programs. Public reporting burden for this collection of information is estimated to average 3 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. This collection of information is required to retain a benefit (SEC. 403. [42 U.S.C. 603]). The answers you give will be kept private. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information subject to the requirements of the Paperwork Reduction Act of 1995, unless it displays a currently valid OMB control number. The OMB # is 0970-0566 and the expiration date is 03/31/2027. If you have any comments on this collection of information, please contact Hannah McInerney at nform2helpdesk@mathematica-mpr.com.

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Part 1: ACF-OGM-SF-PPR Cover Page

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Part 2: Appendix B – PROGRAM INDICATORS

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B-01 PERFORMANCE NARRATIVE

Please provide details on the following questions about your program and services.

1. Target population

Please provide a detailed description of your target population.

2. Program services

Please provide a detailed description of the following:

- Program components, including workshops and case management.
- Curriculum, including name, length, and format.
- Type, frequency, and purpose of individual-level contacts with participants.
- Program supports, such as gas cards or bus tokens to get to workshops.

3. Job and Career Advancement

Please provide a detailed description of the following:

- Describe the employment services offered to participants in need of employment.
- Provide a list of employment partners (including those that provide subsidized and unsubsidized jobs) and their roles and responsibilities. Also, indicate whether each partner has a memorandum of understanding (MOU) with the grantee.

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4. Programs with Subsidized Employment Elements

If employment subsidies are provided, please provide detailed descriptions to the following:

- Policies, procedures, and requirements for placing participants in subsidized employment.
- The process used by employment specialists to identify and create employment opportunities.

5. Staffing

Please provide a list of program key staff with roles and responsibilities.

6. Organizational/Program Partners

Please provide a list of program partners (specify those with MOUs) and their roles and responsibilities for program implementation.

7. Other

Please provide any other details on performance that you think are relevant for this reporting period.

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B-02 MAJOR ACTIVITIES & ACCOMPLISHMENTS

Describe major programmatic and operational activities and accomplishments during this reporting period in the topical areas shown below.

1. Recruitment methods and strategies

Please provide a detailed description of your recruitment strategies and approaches, including any changes, during this reporting period.

2. Recruitment performance measures

Please review the performance measures in section C-01 of the PPR. Is there anything else you would like to share about the recruitment methods?

3. Program intake and applicant characteristics

Please describe your program's intake and enrollment process.

4. Applicant characteristics performance measures

Please review the performance measures in section C-02 of the PPR. Please provide additional information describing/explaining the characteristics of program applicants this reporting period.

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5. Program enrollment

Please describe your program's progress toward meeting enrollment targets.

In the space provided below, please describe:

- The degree to which you are enrolling your intended target population.
- If you are not meeting your enrollment targets, the challenges you are experiencing and plans to address them.
- If you are exceeding your target, what you think is contributing to your success—including both program-related and contextual (i.e., non-program-related) factors.

6. Screening for intimate partner violence or teen dating violence

Please describe whether and how applicants are screened for intimate partner violence or teen dating violence.

7. Process for handling disclosures of intimate partner violence or teen dating violence

Please indicate whether the grantee has a written plan to respond to possible disclosures of intimate partner violence or teen dating violence. If yes, please provide a copy with the report.

8. Program enrollment performance measures

Please review the performance measures in section C-03 of the PPR. Please provide additional information describing/explaining program enrollment and intimate partner violence or teen dating violence screening this reporting period.

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9. Program participation

In the space provided below, please describe:

Enrollment:

- Strategies planned or being implemented to engage program enrollees in services within two weeks of program enrollment.
- Reasons why program initiation is lower than expected or desired, if relevant. Consider program-related factors (e.g., workshop schedule) as well as non-program-related (contextual) factors (e.g., client barriers to participation). Describe your current or planned efforts to increase program initiation.
- Reasons why program initiation is higher than expected, if relevant. Consider program-related and non-program-related (contextual) factors. Identify any promising practices you think may be contributing to your success in getting enrollees to begin services.

Retention:

- Strategies planned or being implemented to ensure program enrollees complete the workshops in which they have enrolled, and that they receive as many individual service contacts as necessary.
- Reasons why program retention is lower than expected or desired, if relevant. Consider program-related factors as well as non-program-related (contextual) factors. Describe your current or planned efforts to increase program retention.
- Reasons why program retention is higher than expected, if relevant. Consider program-related and non-program-related (contextual) factors. Identify any promising practices you think may be contributing to your success in getting participants to regularly attend and complete program services.

10. Program participation performance measures

Please review the performance measures in section C-04 of the PPR. Please provide additional information describing/explaining program participation this reporting period.

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11. Quality assurance and monitoring (continuous quality improvement)

Please provide a detailed description of your plans for program quality assurance and monitoring, including training and supervision. Please provide a detailed description of your CQI plan and its implementation.

12. Quality assurance and monitoring (continuous quality improvement) performance measures

Please review the performance measures in section C-05 of the PPR. Please provide additional information describing/explaining your activities this reporting period to ensure program quality.

13. Staff Training

In the space provided below, please describe any trainings that staff received.

14. Referrals

In the space provided below, please provide a detailed description of your process for follow-up with participants referred for services.

15. Referral performance measures

Please review the performance measures in section C-06 of the PPR. Please provide additional information describing/explaining referrals this reporting period.

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16. Local program evaluation (if applicable)

Please describe activities and accomplishments pertaining to the design and execution of your local program evaluation.

17. Equity-related activities

Please describe any activities you or your subrecipients conducted during the reporting period to address or advance equity as part of this project.

The term “equity” means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality. Use additional pages if needed.

18. Other

Please describe other activities and accomplishments during the reporting period.

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B-03 PROBLEMS

Describe challenges encountered implementing your program during this reporting period. Describe any current or expected deviations or departures from the original project plan, including actual/anticipated slippage in task completion dates, and special problems encountered or expected. Use this section to advise your Federal Program Specialist and Grants Management Specialist of assistance needs.

1. Implementation challenges performance measures

Please review the performance measures in section C-07 of the PPR. For any challenge categorized as “somewhat of a problem” or “a serious problem,” please describe the nature of the problem and any proposed solutions.

2. Staff turnover

Please describe any positions that are currently vacant and your plan to fill each vacancy.

3. Technical assistance needs

Describe any guidance or technical assistance you would like to help address current or anticipated challenges.

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B-04 SIGNIFICANT FINDINGS & EVENTS

In the table provided below, please list and briefly describe any significant findings and events that occurred this reporting period. Topics may include innovative strategies or promising practices in areas such as:

- Program staffing
- Marketing, outreach, and recruitment strategies
- Achieving enrollment targets
- How to get enrollees to attend their first service
- How to retain participants in program services and ensure they complete all workshop sessions
- Service delivery structure and sequencing
- Workshop format(s)
- Quality assurance and monitoring of program operations (continuous quality improvement)
- Ensuring staff enter service delivery data accurately, in a timely fashion, and in a manner that protects privacy
- Designing or executing your local program evaluation

When possible, please use data to substantiate your findings.

| FINDING OR EVENT | DESCRIPTION |
|------------------|-------------|
| | |
| | |
| | |
| | |

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B-05 DISSEMINATION ACTIVITIES

In the space provided below, please describe your program's marketing and dissemination activities. Additionally, please itemize your efforts and include copies of any newspaper, newsletter, magazine articles, or other published materials relevant to your project's activities, or used for marketing purposes.

Marketing performance measures

Please review the performance measures in section C-08 of the PPR. Please provide additional information describing/explaining dissemination activities this reporting period.

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B-06 OTHER ACTIVITIES

In the space provided below, please describe other activities that are a part of your program. Please indicate whether the program activity is supported by the OFA grant, another funding source, or provided in-kind through another source (if applicable, please name the source).

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B-07 ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

In the table provided below, please list the key activities you plan to engage in over the next 6 months, and a general timeline for completion. Activities may be related to:

- Staffing
- Marketing, outreach, and recruitment
- Program enrollment
- Engaging participants in their first program service
- Retaining participants in program services
- Service delivery
- Quality assurance and monitoring program operations (continuous quality improvement)
- Data collection and data entry
- Program evaluation

| PLANNED ACTIVITY | TIMELINE |
|------------------|----------|
| | |
| | |
| | |
| | |

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B-08 SELECTED PARTICIPANT OUTCOMES

Please review the performance measures in section C-09 of the PPR. Please provide additional information describing/explaining program participants' outcomes from this reporting period.

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| |
|--|

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Part 3: Appendix C – PERFORMANCE MEASURES

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C-01 RECRUITMENT

1. Recruitment methods used during the reporting period

| | |
|---|--|
| <i>Phone, mail, or email outreach</i> | |
| <i>Social media (such as Facebook, blogs, or Instagram)</i> | |
| <i>Street outreach (recruiting people in person in their neighborhoods or places they frequent)</i> | |
| <i>Referrals from inside your organization</i> | |
| <i>Referrals from external organizations</i> | |
| <i>On-site recruitment at external agencies or events</i> | |
| <i>Other</i> | |

2. Agencies and organizations that provided referrals during the reporting period

| | |
|---|--|
| <i>Hospitals, maternity clinics, or doctors' offices</i> | |
| <i>Schools</i> | |
| <i>Places of worship or faith-based community centers</i> | |
| <i>Child support agencies (voluntary enrollment)</i> | |
| <i>Child support agencies (court ordered to enroll in a program like this)</i> | |
| <i>Employment assistance centers or one-stops</i> | |
| <i>Temporary Assistance for Needy Families (TANF) offices</i> | |
| <i>Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) agencies</i> | |
| <i>Head Start</i> | |
| <i>Healthy Start</i> | |
| <i>Child protective services (voluntary enrollment)</i> | |
| <i>Child protective services (court ordered to enroll in a program like this)</i> | |
| <i>Other child welfare agencies (voluntary enrollment)</i> | |
| <i>Other child welfare agencies (court ordered to enroll in a program like this)</i> | |
| <i>Probation and parole</i> | |
| <i>Correctional facilities</i> | |
| <i>External organizations</i> | |
| <i>Self-referrals</i> | |
| <i>Other</i> | |

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3. FTE staff dedicated to recruitment during the reporting period

| | Number of staff |
|----------------------|-----------------|
| <i><1 FTE</i> | |
| <i>1 to 1.9 FTE</i> | |
| <i>2 to 2.9 FTE</i> | |
| <i>3 to 3.9 FTE</i> | |
| <i>4 to 4.9 FTE</i> | |
| <i>5 or more FTE</i> | |

4. Program applicants (during the reporting period) who reported hearing about the program through each source

| | Percent of applicants ^a |
|---|------------------------------------|
| <i>My school offered the program or class</i> | |
| <i>Newspaper ad, billboards, or a flyer</i> | |
| <i>Radio ad, TV commercial, or news story</i> | |
| <i>Internet ad or social media such as Facebook, Twitter</i> | |
| <i>Government agency, such as the Office of Child Support Enforcement, TANF, WIC, Child Welfare (CPS), parole/probation office, other agency</i> | |
| <i>Community organization, such as a school, hospital, maternity clinic, doctor's office, place of worship, Head Start, or Healthy Start center</i> | |
| <i>Program offered in prison or criminal justice facility</i> | |
| <i>Program staff in the community or at a community event, such as a street fair</i> | |
| <i>Word of mouth (friends, family, acquaintances)</i> | |
| <i>Other</i> | |

^a Applicants may provide multiple responses, so total may exceed 100 percent.

5. Primary reason applicant chose to enroll in the program

| | Percent of applicants |
|--|-----------------------|
| <i>To learn about being a better parent</i> | |
| <i>To learn how to improve my personal relationships, such as with my partner or co-parent</i> | |
| <i>To find a job or a better job</i> | |
| <i>To meet a school requirement</i> | |
| <i>Friends were coming</i> | |
| <i>Spouse/partner asked them to come</i> | |
| <i>Parole/probation officer told them to enroll in a program like this</i> | |
| <i>A court ordered them to enroll in a program like this</i> | |
| <i>None of the above</i> | |

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C-02 APPLICANT CHARACTERISTICS

1. Demographic characteristics

| | Percent of applicants |
|--|------------------------------|
| 1. Gender | |
| <i>Female</i> | |
| <i>Male</i> | |
| <i>Other</i> | |
| 2. Age | |
| <i>13 – 15 years</i> | |
| <i>16 – 17 years</i> | |
| <i>18 – 20 years</i> | |
| <i>21 – 24 years</i> | |
| <i>25 – 34 years</i> | |
| <i>35 – 44 years</i> | |
| <i>45 – 54 years</i> | |
| <i>55 years or older</i> | |
| 3. Grade | |
| <i>Less than 9th grade</i> | |
| <i>9th grade</i> | |
| <i>10th grade</i> | |
| <i>11th grade</i> | |
| <i>12th grade</i> | |
| <i>Working toward a GED</i> | |
| <i>College</i> | |
| <i>Vocational/technical training or other post-high school education</i> | |
| 4. Race ^a | |
| <i>American Indian or Alaska Native</i> | |
| <i>Asian</i> | |
| <i>Black or African American</i> | |
| <i>Native Hawaiian or other Pacific Islander</i> | |
| <i>White</i> | |
| <i>Other</i> | |
| 5. Ethnicity | |
| <i>Hispanic or Latino</i> | |
| <i>Not Hispanic or Latino</i> | |
| 6. Primary language | |
| <i>English</i> | |
| <i>Spanish</i> | |
| <i>English and Spanish equally</i> | |
| <i>Other</i> | |

^a Applicants may provide multiple responses, so total may exceed 100 percent.

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2. Financial well-being

| | Percent of applicants |
|---|------------------------------|
| 1. Educational attainment | |
| <i>No degree or diploma earned</i> | |
| <i>General Educational Development (GED)</i> | |
| <i>High school diploma</i> | |
| <i>Vocational/technical certification</i> | |
| <i>Some college, but no degree</i> | |
| <i>Associate's degree</i> | |
| <i>Bachelor's degree</i> | |
| <i>Master's degree or advanced degree</i> | |
| 2. Employment status ^a | |
| <i>Full-time employed (usually work 35 or more hours a week)</i> | |
| <i>Part-time employed (usually work 1-34 hours a week)</i> | |
| <i>Employed but number of hours change from week to week</i> | |
| <i>Temporary, occasional, or seasonal employment, or odd jobs for pay</i> | |
| <i>Stay at home parent or homemaker</i> | |
| <i>Not currently employed</i> | |
| <i>Actively looking for work (among those not currently employed and stay at home parents only)</i> | |
| 3. Receipt of assistance in the past month by anyone in the household | |
| <i>Temporary Assistance for Needy Families (TANF)</i> | |
| <i>Supplemental Security Income (SSI)</i> | |
| <i>Social Security Disability Insurance (SSDI)</i> | |
| <i>Supplemental Nutrition Assistance Program (SNAP)/Food stamps</i> | |
| <i>Women, Infants, and Children (WIC)</i> | |
| <i>Unemployment insurance</i> | |
| <i>Housing choice voucher (sometimes called Section 8)</i> | |
| <i>Cash assistance</i> | |
| <i>Child support</i> | |
| 4. Earnings in past 30 days | |
| <i>No earnings in the past 30 days</i> | |
| <i>\$1 – \$499</i> | |
| <i>\$500 – \$1,000</i> | |
| <i>\$1,001 – \$2,000</i> | |
| <i>\$2,001 – \$3,000</i> | |
| <i>\$3,001 – \$4,000</i> | |
| <i>\$4,001 – \$5,000</i> | |
| <i>More than \$5,000</i> | |

^a Applicants may provide multiple responses, so total may exceed 100 percent.

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3. Family status

| | Percent of applicants |
|---|------------------------------|
| 1. Marital status | |
| <i>Married</i> | |
| <i>Engaged</i> | |
| <i>Separated</i> | |
| <i>Divorced</i> | |
| <i>Widowed</i> | |
| <i>Never married/single</i> | |
| 2. Non-marital partner status | |
| <i>No current partner (unpartnered or single)</i> | |
| <i>Romantically involved or in a committed relationship with someone on a steady basis</i> | |
| <i>Involved in an on-again and off-again relationship</i> | |
| 3. Living with partner | |
| <i>All of the time</i> | |
| <i>Most of the time</i> | |
| <i>Some of the time</i> | |
| <i>None of the time</i> | |
| 4. Applicant or partner is pregnant | |
| 5. Average number of biological and adopted children younger than 24 years old (not including current pregnancies) | |
| 6. Average number of biological and adopted children who are 24 or younger who live with applicants all or most of the time | |
| 7. Average number of non-biological and non-adopted children who are 24 or younger and who live with applicants all or most of the time | |
| 8. Actively engaged in raising a child or youth up to age 24 who is the child of a partner or relative, but not the biological or legally adopted child the applicant | |
| 9. Foster care status (among applicants under 21 only) | |
| <i>Never been in foster care</i> | |
| <i>Left foster care over 6 months ago</i> | |
| <i>Recently (in the past 6 months) left foster care</i> | |
| <i>Currently in foster care</i> | |
| <i>Not sure</i> | |

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Characteristics of Adult Couple and Individual Clients at Beginning of Program

4. Relationships/Marriage

| Outcome | Average score | Range | Number of respondents |
|--|---------------|--|-----------------------|
| Attitudes about marriage | | | |
| Believes that it is better for children if their parents are married | | 1 (strongly agree) to 4 (strongly disagree) | |
| Believes that living together is just the same as being married | | 1 (strongly agree) to 4 (strongly disagree) | |
| Conflict management (only those with a partner) | | | |
| Negative conflict management skills (5-item scale) <ul style="list-style-type: none"> • My partner/spouse was rude or mean to me when we disagree • My partner/spouse seemed to view my words or actions more negatively than I meant them to be • Our arguments became very heated • Small issues suddenly became big arguments • My partner/spouse or I stayed mad at one another after an argument | | 5 (never) – 20 (often) | |
| Satisfaction with how conflict with partner is handled | | 1 (very satisfied) to 3 (not at all satisfied) | |

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5. Parenting

| Outcome | Average score | Range | Number of respondents |
|--|---------------|---|-----------------------|
| Nurturing parenting ^a | | | |
| Tries to comfort child when he/she is upset | | 1 (never) to 4 (often) | |
| Spends time with child doing what he/she likes to do | | 1 (never) to 4 (often) | |
| Discipline ^a | | | |
| Hits, spansks, grabs, or uses physical punishment | | 1 (yes) 0 (no) | |
| Yells, shouts, or screams at child when he/she is mad at him/her | | 1 (yes) 0 (no) | |
| Talks about what child did wrong | | 1 (yes) 0 (no) | |
| Co-parenting | | | |
| Works well with co-parent in parenting child | | 1 (strongly agree) to 4 (strongly disagree) | |

^a Responses averaged across respondent's youngest and oldest children, if applicable.

6. Job and career advancement

| Outcome | Average score | Range | Number of respondents |
|--|---------------|---|-----------------------|
| Willing to work | | | |
| I would like to learn new job skills | | 1 (strongly agree) to 4 (strongly disagree) | |
| I feel confident in my ability to conduct an effective job search for a job I want | | 1 (strongly agree) to 4 (strongly disagree) | |

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Characteristics of Youth Clients at Beginning of Program

7. Marriage and relationship attitudes

| Outcome | Average score | Range | Number of respondents |
|--|---------------|---|-----------------------|
| Marriage beliefs | | | |
| It is okay to live with a boyfriend/girlfriend without being married | | 1 (strongly agree) to 4 (strongly disagree) | |
| It is okay to have kids without being married | | 1 (strongly agree) to 4 (strongly disagree) | |
| Attitudes about intimate partner violence/teen dating violence | | | |
| Believes that sometimes physical violence, such as hitting or pushing, is the only way to express feelings | | 1 (strongly agree) to 4 (strongly disagree) | |
| Believes that it's okay to stay in a relationship even if afraid of boyfriend/girlfriend | | 1 (strongly agree) to 4 (strongly disagree) | |

8. Attitudes about sex

| Outcome | Average score | Range | Number of respondents |
|--|---------------|---|-----------------------|
| Believes that two people in love do not need to use condoms or birth control | | 1 (strongly agree) to 4 (strongly disagree) | |
| Would find it hard to say "no" if boyfriend/girlfriend pressured for sex | | 1 (strongly agree) to 4 (strongly disagree) | |

9. Relationship skills

| Outcome | Average score | Range | Number of respondents |
|--|---------------|---|-----------------------|
| I have the skills needed for a lasting, stable romantic relationship | | 1 (strongly agree) to 4 (strongly disagree) | |
| I am able to recognize the warning signs of a bad relationship | | 1 (strongly agree) to 4 (strongly disagree) | |

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10. Parenting

| Outcome | Average score | Range | Number of respondents |
|---|---------------|------------------------|-----------------------|
| Nurturing parenting | | | |
| Tries to comfort child when he/she is upset | | 1 (never) to 4 (often) | |
| Spends time with child doing what he/she likes to do | | 1 (never) to 4 (often) | |
| Discipline (if live with child) | | | |
| Talks about what child did wrong | | 1 (yes) 0 (no) | |
| Hits, spans, grabs, or uses physical punishment | | 1 (yes) 0 (no) | |
| Yells, shouts, or screams at child because mad at him/her | | 1 (yes) 0 (no) | |
| Frequency saw child in past month (if do not live with child) | | | |
| Every day or almost every day (%) | | 0–100 | |
| One to three times a week (%) | | 0–100 | |
| One to three times a month (%) | | 0–100 | |
| Did not see child in past month (%) | | 0–100 | |

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C-03 PROGRAM ENROLLMENT

1. Screening for intimate partner violence or teen dating violence

| | Applicants screened for intimate partner violence or teen dating violence | |
|--|--|----------|
| | # | % |
| Number and proportion of applicants screened for intimate partner violence or teen dating violence | | |

2. Enrollment targets and actual enrollment

| | Number of adult couples^a | Number of adult individuals | Number of youth |
|--|--|------------------------------------|------------------------|
| Enrollment target for the grant year | | | |
| Enrolled since the beginning of grant year through the end of reporting period | | | |
| <i>% of grant-year target met to date</i> | | | |

^a The number of adult couples is the number of couple units.

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C-04 PARTICIPATION

1. Initial participation

| | Adult couples | | Adult individuals | | Youth | |
|---|---------------|----------------|-------------------|----------------|-------|----------------|
| | # | % ^a | # | % ^a | # | % ^a |
| <i>Participated in their first <u>program service</u> (workshop or individual service contact) during the time period shown</i> | | | | | | |
| <i> Within 1 week of program enrollment</i> | | | | | | |
| <i> Between 2 and 4 weeks of program enrollment</i> | | | | | | |
| <i> Between 1 and 2 months of program enrollment</i> | | | | | | |
| <i> More than 2 months since program enrollment</i> | | | | | | |
| <i> Not yet participated in a service</i> | | | | | | |
| <i>Participated in their first <u>workshop session series occurrence</u> during the time period shown</i> | | | | | | |
| <i> Within 1 week of program enrollment</i> | | | | | | |
| <i> Between 2 and 4 weeks of program enrollment</i> | | | | | | |
| <i> Between 1 and 2 months of program enrollment</i> | | | | | | |
| <i> More than 2 months since program enrollment</i> | | | | | | |
| <i> Not yet participated in a workshop session series occurrence</i> | | | | | | |

^a Denominator is all clients/couples enrolled during reporting period.

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2.a Attendance at workshops

The table(s) in this section reports participation only for session series that are completed.

nFORM generates a table that reports on participation for each workshop offered by the grantee. The primary population served, workshop name, workshop activities, workshop elements, and workshop type automatically fill from what grantees enter in nFORM.

Example of nFORM-Generated Table on Participation:

| Primary Population Served: Workshop Name: Workshop Activities: Workshop Elements: Workshop Type: | Adult couples | |
|---|----------------------|----------------------|
| | # | %^a |
| Workshop Retention | | |
| Did not attend any workshop session series hours | | |
| Attended 1 to 24% of all workshop session series hours | | |
| Attended 25 to 49% of all workshop session series hours | | |
| Attended 50 to 74% of all workshop session series hours | | |
| Attended 75 to 89% of all workshop session series hours | | |
| Attended 90 to 99% of all workshop session series hours | | |
| Attended 100% or more of all workshop session series hours | | |

^a Denominator is all clients/couples enrolled during reporting period who are registered for/or attended the named workshop.

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2.b Primary Workshop Participation

The tables in this section report participation in all session series, both series that are completed and series that are still in progress, where attendance has been fully recorded.

Table 1: Cumulative participation in primary workshop hours through end of reporting period

| | Target hours (current grant year) | Average hours | Average % |
|--|--------------------------------------|---------------|-----------|
| Adult individuals | | | |
| Grant year 5— Participation in primary workshop hours for clients enrolled in grant year 5 | | | |
| Grant year 4— Participation in primary workshop hours for clients enrolled in grant year 4 | | | |
| Grant year 3— Participation in primary workshop hours for clients enrolled in grant year 3 | | | |
| Grant year 2— Participation in primary workshop hours for clients enrolled in grant year 2 | | | |
| Grant year 1— Participation in primary workshop hours for clients enrolled in grant year 1 | | | |

NOTE: Table 1 includes clients/couples enrolled from start of grant year 1 through reporting period end date who have attended at least one primary workshop session.

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Table 2: Achievement of participation benchmarks during reporting period

| Adult individuals | Count of clients achieving benchmark in current grant year | | | | | | Target count of clients for benchmark (TGT) | Percent of target met (PCT=T C/TGT) |
|---|--|--|--|--|--|-----------------------------------|---|-------------------------------------|
| | Clients enrolled in grant year 1 (GY1) | Clients enrolled in grant year 2 (GY2) | Clients enrolled in grant year 3 (GY3) | Clients enrolled in grant year 4 (GY4) | Clients enrolled in grant year 5 (GY5) | Total clients (TC=sum of all GYs) | | |
| Benchmarks for participation in primary workshops (BP) | | | | | | | | |
| Initial attendees: Attended at least one primary workshop session | | | | | | | | |
| Halfway attendees: Attended at least 50% of primary workshop hours | | | | | | | | |
| Completed clients: Attended at least 90% of primary workshop hours | | | | | | | | |
| Fully finished clients: Attended at least 100% of primary workshop hours | | | | | | | | |

NOTE: Table 2 includes clients/couples enrolled from start of grant year 1 through reporting period end date who have achieved at least one benchmark during the selected reporting period; only clients in populations with participation benchmark targets in the selected reporting period are included. Enrollment numbers for the current grant year may be found in [QPR or PPR] Section [B-01 or C-03]. For other grant years, refer to past QPRs/PPRs or the enrollment tab of the query tool.

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Table 2 Columns:

Column (BP) lists the benchmarks for client participation in primary workshops for which ACF requires grantees to set annual targets and measure progress towards those targets. The grantee's current grant year targets for each benchmark are presented in column (TGT). Progress towards the targets is measured based on client participation in the grant year in both completed and ongoing workshop session series, where session attendance has been fully recorded.

Columns GY1 to GY5 include the count of clients enrolled in each grant year who achieved the respective benchmark for participation in the current grant year. Columns are only shown for the current and prior grant years. For participation among those enrolled in the current grant year, the rows are measured cumulatively such that those who attended at least 100% are included in the "attended at least one" row as well.

Column (TC) is the total count of clients who achieved each benchmark in the grant year, whether the clients were enrolled in the current or prior grant years (sum of all GY columns).

Column (TGT) is the grantee-established target for the number of clients who will achieve each participation benchmark during the grant year, regardless of when they enrolled.

Column (PCT) is the percent of the target met for each participation benchmark.

Section 2b. tables 1 and 2 (including footnotes) repeat for each applicable population.

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3. Substantive Individual Service Contacts

| 3a. Client receipt of substantive individual service contacts (ISCs) | Community couples | | Community individuals | | Reentering individuals | |
|--|-------------------|---|-----------------------|---|------------------------|---|
| | # | % | # | % | # | % |
| Cumulative number of substantive ISCs received | | | | | | |
| None | | | | | | |
| One to four | | | | | | |
| Five to seven | | | | | | |
| Eight or more | | | | | | |

Note: The numerator for percentage calculations of substantive individual service contacts received (and the value in the # column(s)) is the count of clients/couples who have received the specified range of substantive individual service contacts since enrollment. The denominator for percentage calculations is all clients/couples in the identified population enrolled since April 7, 2021, whether or not they have received substantive individual service contacts.

| 3b. Average cumulative number of substantive ISCs received per client/couple through end of reporting period | Community couples | Community individuals | Reentering individuals |
|--|-------------------|-----------------------|------------------------|
| Average cumulative number received per client/couple through end of reporting period | Average # | Average # | Average # |
| Enrolled across all grant years | | | |
| Enrolled in grant year 5 | | | |
| Enrolled in grant year 4 | | | |
| Enrolled in grant year 3 | | | |
| Enrolled in grant year 2 | | | |
| Enrolled in grant year 1 | | | |

Note: The numerator for calculations of average substantive individual service contacts received is the cumulative count of substantive individual service contacts received by all clients/couples in the specified population who were enrolled in the specified grant year. The denominator for average calculations is all clients/couples in the identified population enrolled in the specified grant year, whether or not they have received substantive individual service contacts.

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C-05 QUALITY ASSURANCE AND MONITORING (CONTINUOUS QUALITY IMPROVEMENT)

1. Staff training

| 1a. In the reporting period, did the following staff receive their initial training on the program curriculum(a)? | Yes | No | Do not have this position on staff |
|---|-----|----|------------------------------------|
| a. Facilitators | | | |
| b. Case managers | | | |
| c. Employment specialists | | | |
| d. Supervisors | | | |
| e. Program managers | | | |
| f. Other program staff | | | |

| 1b. In the reporting period, did the following staff receive follow-up or refresher training on the program curriculum(a)? | Yes | No | Do not have this position on staff |
|--|-----|----|------------------------------------|
| a. Facilitators | | | |
| b. Case managers | | | |
| c. Employment specialists | | | |
| d. Supervisors | | | |
| e. Program managers | | | |
| f. Other program staff | | | |

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| 1c. In the reporting period, did the following staff receive training other than on the program curriculum(a)? | Yes | No | Do not have this position on staff |
|--|-----|----|------------------------------------|
| a. Facilitators | | | |
| b. Case managers | | | |
| c. Employment specialists | | | |
| d. Supervisors | | | |
| e. Program managers | | | |
| f. Other program staff | | | |

2. Frequency of direct observation

| Were the following staff observed by a supervisor or another experienced facilitator in the reporting period? | Yes | No |
|---|-----|----|
| a. Facilitators hired in the reporting period | | |
| b. Experienced facilitators | | |

3. Staff supervision

| In the reporting period, on average, how often did the following staff meet with their supervisors one-on-one? | At least weekly | Biweekly | Monthly | Once | Not in reporting period | Do not have this position on staff |
|--|-----------------|----------|---------|------|-------------------------|------------------------------------|
| a. Facilitators | | | | | | |
| b. Case managers | | | | | | |
| c. Employment specialist | | | | | | |
| d. Supervisors | | | | | | |
| e. Program managers | | | | | | |
| f. Other program staff | | | | | | |

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4. Staff meetings

In the reporting period, how often were staff meetings held (such as discussions about CQI and team-building meetings) that included the following staff?

| | At least weekly | Biweekly | Monthly | Once | Not in reporting period | Do not have this position on staff |
|---------------------------|-----------------|----------|---------|------|-------------------------|------------------------------------|
| a. Facilitators | | | | | | |
| b. Case managers | | | | | | |
| c. Employment specialists | | | | | | |
| d. Supervisors | | | | | | |
| e. Program managers | | | | | | |
| f. Other program staff | | | | | | |

5. Caseloads

| | Average |
|--|---------|
| Average number of participants assigned to each case manager | |

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C-06 REFERRALS

| | Adult couples | | Adult individuals | | Youth | |
|---|----------------------|----------|--------------------------|----------|--------------|----------|
| | # | % | # | % | # | % |
| Number of referrals participants received during reporting period | | | | | | |
| <i>No referrals</i> | | | | | | |
| <i>One to four referrals</i> | | | | | | |
| <i>Five to eight referrals</i> | | | | | | |
| <i>More than eight referrals</i> | | | | | | |
| <i>Average number of referrals</i> | | | | | | |
| Number of participants who followed-up on referrals (of those who received at least one referral) | | | | | | |
| <i>Did not follow-up on any referrals</i> | | | | | | |
| <i>Followed-up 1 to 50% of referrals received</i> | | | | | | |
| <i>Followed-up on 51% or more of referrals received</i> | | | | | | |
| <i>Unknown</i> | | | | | | |

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C-07 IMPLEMENTATION CHALLENGES

1. Common implementation challenges

| | Not a problem | Somewhat of a problem | A serious problem |
|---|------------------|-----------------------------|----------------------|
| a. Obtaining referrals from external organizations | | | |
| b. Recruiting participants | | | |
| c. Enrolling the intended target population | | | |
| d. Getting enrollees to start participating in services | | | |
| e. Getting enrollees to attend regularly | | | |
| f. Keeping participants engaged during sessions | | | |
| g. Getting enrollees to complete the program | | | |
| h. Recruiting qualified staff | | | |
| i. Maintaining staff performance | | | |
| j. Ensuring facilitators understand content | | | |
| k. Covering all program content in the time allotted | | | |
| l. Implementing curriculum with fidelity | | | |
| m. Having adequate program facilities | | | |
| n. Cooperation of recruitment and referral sources | | | |
| o. Working with service delivery partners | | | |
| p. Experiencing extreme weather or natural disasters | | | |
| q. Getting participants to complete pre-test or post-test | | | |
| r. Retaining staff | | | |
| s. Filling open staff positions | | | |
| t. Providing comprehensive case management services | | | |
| u. Providing grant-funded participation supports | | | |
| v. Entering and reporting data | | | |

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2. Staff hiring and turnover

| | Full time staff | Part time staff |
|---|------------------------|------------------------|
| Number of staff funded by the grant during the reporting period | | |
| Number of staff funded by the grant who left during the reporting period | | |
| Number of staff funded by the grant who started during the reporting period | | |

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C-08 MARKETING

1. Advertising purchased, donated, or conducted during the reporting period

| | |
|--|--|
| <i>Newspaper ads or publicity</i> | |
| <i>TV spots</i> | |
| <i>Billboards, including those on public transportation or bus stop (that is, bench ads)</i> | |
| <i>Radio ad or announcements</i> | |
| <i>Internet ads</i> | |
| <i>Social marketing (such as Facebook or Twitter)</i> | |
| <i>Flyers</i> | |
| <i>Presentations to external organizations</i> | |
| <i>Word-of-mouth campaign/outreach by program graduates</i> | |
| <i>Other</i> | |

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C-09 PARTICIPANT OUTCOMES

1. Characteristics of Adult Couple and Individual Clients at Program Exit

A. Relationships/Marriage

| Outcome | Average posttest score | Range | Number of respondents |
|--|------------------------|---|-----------------------|
| Attitudes about marriage | | | |
| Believes that it is better for children if their parents are married | | 1 (strongly agree) to 4 (strongly disagree) | |
| Believes that living together is just the same as being married | | 1 (strongly agree) to 4 (strongly disagree) | |
| Relationship status (%) | | | |
| Married | | 0 – 100 | |
| Engaged | | 0 – 100 | |
| Separated | | 0 – 100 | |
| Divorced | | 0 – 100 | |
| Widowed | | 0 – 100 | |
| Never married | | 0 – 100 | |
| Conflict management (only those with a partner) | | | |
| Negative conflict management skills (5-item scale) <ul style="list-style-type: none"> • My partner/spouse was rude or mean to me when we disagree • My partner/spouse seemed to view my words or actions more negatively than I meant them to be • Our arguments became very heated • Small issues suddenly became big arguments • My partner/spouse or I stayed mad at one another after an argument | | 5 (never) – 20 (often) | |

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| Outcome | Average posttest score | Range | Number of respondents |
|---|------------------------|--|-----------------------|
| Positive conflict management skills (7-item scale) <ul style="list-style-type: none"> • My partner/spouse and I were good at working out our differences • I felt respected even when my partner/spouse and I disagree • When my partner/spouse and I had a serious disagreement, we worked on it together to find a resolution • When my partner/spouse had a serious disagreement, we discussed our disagreements respectfully • During arguments, my partner/spouse and I were good at taking breaks when we needed them • When my partner/spouse and I argued, past hurts got brought up again (reverse coded) • My partner/spouse understands that there are times when I do not feel like talking and times when he/she does | | 7 (never) – 28 (often) | |
| Satisfaction with how conflict with partner is handled | | 1 (very satisfied) to 3 (not at all satisfied) | |
| Commitment to marriage (only those who are married) | | | |
| View marriage as lifelong | | 1 (strongly agree) to 4 (strongly disagree) | |

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B. Parenting

| Outcome | Average posttest score | Range | Number of respondents |
|--|------------------------|---|-----------------------|
| Nurturing parenting ^a | | | |
| Happy being with child | | 1 (never) to 4 (often) | |
| Feels very close to child | | 1 (never) to 4 (often) | |
| Tries to comfort child when she/he is upset | | 1 (never) to 4 (often) | |
| Spends time with child doing what he/she likes to do | | 1 (never) to 4 (often) | |
| Discipline ^a | | | |
| Hits, spans, grabs, or uses physical punishment | | 1 (yes) 0 (no) | |
| Yells, shouts, or screams at child when he/she is mad at him/her | | 1 (yes) 0 (no) | |
| Talks about what child did wrong | | 1 (yes) 0 (no) | |
| Helpfulness of program for parenting | | | |
| Overall, how helpful the program was for parenting | | 1 (not at all) to 5 (extremely helpful) | |
| | | Not addressed by program | |
| Co-parenting | | | |
| Works well with co-parent in parenting child | | 1 (strongly agree) to 4 (strongly disagree) | |
| Helpfulness of program for co-parenting | | | |
| Overall how helpful the program was for co-parenting | | 1 (not at all) to 5 (extremely helpful) | |
| | | Not addressed by program | |

^a Responses averaged across respondent's youngest and oldest children, if applicable.

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C. Job and career advancement

| Outcome | Average posttest score | Range | Number of respondents |
|--|------------------------|---|-----------------------|
| Willing to work | | | |
| I would like to learn new job skills | | 1 (strongly agree) to 4 (strongly disagree) | |
| I feel confident in my ability to conduct an effective job search for a job I want | | 1 (strongly agree) to 4 (strongly disagree) | |
| Current employment status (%) | | | |
| Full-time employment (usually work 35 hours or more a week) | | 0–100 | |
| Part-time employment (usually work 1 – 34 hours a week) | | 0–100 | |
| Employed, but hours vary | | 0–100 | |
| Temporary, occasional, or seasonal employment, or odd jobs for pay | | 0–100 | |
| Stay-at-home parent or homemaker | | | |
| Not currently employed | | 0–100 | |
| Actively looking for work | | 0–100 | |
| In school, working toward GED, or in college or other post-high school education | | 0–100 | |
| Employment stability | | | |
| Length of time in current job | | To be determined | |
| Perceived improvements in money management | | | |
| Overall, how helpful the program was for financial well-being | | 1 (not at all) to 5 extremely helpful) | |
| | | Not addressed by program | |

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D. Program perceptions

| Outcome | Average posttest score | Range | Number of respondents |
|--------------------------------------|------------------------|---|-----------------------|
| Overall, how helpful the program was | | 1 (not at all) to 5 (extremely helpful) | |

2. Characteristics of Youth Clients at Program Exit

A. Marriage and relationship attitudes

| Outcome | Average posttest score | Range | Number of respondents |
|--|------------------------|---|-----------------------|
| Marriage beliefs | | | |
| It is okay to live with a boyfriend/girlfriend without being married | | 1 (strongly agree) to 4 (strongly disagree) | |
| It is okay to have kids without being married | | 1 (strongly agree) to 4 (strongly disagree) | |
| Expectations | | | |
| Expect to have a healthy marriage with one person for life | | 1 (almost no chance) to 5 (almost certain chance) | |
| Expect to live with boyfriend/girlfriend without being married | | 1 (almost no chance) to 5 (almost certain chance) | |
| Expect to have a child without being married | | 1 (almost no chance) to 5 (almost certain chance) | |
| Attitudes about intimate partner violence | | | |
| Believes that sometimes violence is the only way to express feelings | | 1 (strongly agree) to 4 (strongly disagree) | |
| Believes that it's okay to stay in a relationship even if afraid of partner | | 1 (strongly agree) to 4 (strongly disagree) | |
| Ended unhealthy relationship | | | |
| Ended an <u>emotionally</u> unhealthy or abusive relationship since completing the program (%) | | 0 – 100 | |
| Ended a <u>physically</u> unhealthy or abusive relationship since completing program (%) | | 0 – 100 | |

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B. Attitudes about sex

| Outcome | Average posttest score | Range | Number of respondents |
|--|------------------------|---|-----------------------|
| Believes that two people in love do not need to use condoms or birth control | | 1 (strongly agree) to 4 (strongly disagree) | |
| Would find it hard to say "no" if boyfriend/girlfriend pressured for sex | | 1 (strongly agree) to 4 (strongly disagree) | |

C. Relationship skills

| Outcome | Average posttest score | Range | Number of respondents |
|--|------------------------|---|-----------------------|
| I have the skills needed for a lasting, stable romantic relationship | | 1 (strongly agree) to 4 (strongly disagree) | |
| I am able to recognize the warning signs of a bad relationship | | 1 (strongly agree) to 4 (strongly disagree) | |

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D. Parenting

| Outcome | Average posttest score | Range | Number of respondents |
|---|------------------------|------------------------|-----------------------|
| Nurturing parenting (if live with child) | | | |
| Happy being with child | | 1 (never) to 4 (often) | |
| Feels very close to child | | 1 (never) to 4 (often) | |
| Tries to comfort child when she/he is upset | | 1 (never) to 4 (often) | |
| Spends time with child doing what he/she likes to do | | 1 (never) to 4 (often) | |
| Discipline (if live with child) | | | |
| Talks about what child did wrong | | 1 (yes) 0 (no) | |
| Hits, spans, grabs, or uses physical punishment | | 1 (yes) 0 (no) | |
| Yells, shouts, or screams at child because mad at him/her | | 1 (yes) 0 (no) | |
| Frequency saw child in past month (if do not live with child) | | | |
| Every day or almost every day (%) | | 0–100 | |
| One to three times a week (%) | | 0–100 | |
| One to three times a month (%) | | 0–100 | |
| Did not see child in past month (%) | | 0–100 | |

E. Program perceptions

| Outcome | Average posttest score | Range | Number of respondents |
|--------------------------------------|------------------------|---|-----------------------|
| Overall, how helpful the program was | | 1 (not at all) to 5 (extremely helpful) | |

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Part 4: Federal Financial Report