

A Factorial Mixed-Methods Inquiry to Engage Latino Participants in Parenting Programs

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BY

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To my patients,

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Abstract

Parents are important for healthy child development. Parenting programs help mothers and fathers improve their parenting practices; however, reduced participation diminishes the impact of these interventions. Using mixed methods and a factorial approach, this study examined the needs and preferences for an ideal parenting program for Latino families. Participants included Latino fathers and mothers with low and high attendance to a prior parenting program, and those without previous experience in parenting education. Evaluated domains included intervention characteristics, promotion, recruitment, and retention strategies, and places for program delivery. Mothers and fathers with adolescents aged 10-14 years (n=36) completed a semi-structured individual interview and a survey in Spanish. Data were collected until reaching qualitative data saturation. Qualitative data were analyzed in the original language following the procedures of Content Analysis. Quantitative data were summarized using descriptive statistics. Qualitative and quantitative data were merged using side-by-side comparisons. Subgroup analyses compared responses based on parent role (mother or father) and program enrollment/attendance status (low attendance, high attendance, and no contact with the program). Results showed that participants wanted an engaging program that covers a variety of topics. Ideally, the intervention would include individual and group components, target the whole family, and be facilitated by involved Latino leaders. Subgroup analyses revealed different needs and preferences among participants. Implications for practice and future research are discussed.

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List of Abbreviations

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Research assistant

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Participant subgroups:

Parent roles

F: Fathers, including fathers and father figures

M: Mothers, including mothers and mother figures

Program participation types

L: PIJP participants with attendance $\leq 50\%$ or partners who did not enroll in PIJP

H: PIJP participants with attendance $> 50\%$ of the intervention

NC: People with no contact with PIJP

Other abbreviations:

CBPR: Community-based participatory research

PIJP: Padres Informados, Jovenes Preparados

Introduction

Parents matter. Their parenting activities have tremendous consequences for their offspring. Children of warm and caring parents, and who have with high expectations for their behaviors do better (Svetaz, Garcia-Huidobro, & Allen, 2014). Infants are more likely to have better social and emotional skills if their parents are sensitive with their needs (Morris, Silk, Steinberg, Myers, & Robinson, 2007). Pre-school and school-aged children exhibit less conduct problems if their parents are affectionate, loving, and set clear rules for behavior (Dennis, 2006). Adolescents with parents who are nurturing and also have goals for their behaviors and performance are more likely to thrive in life while avoiding participation in risky behaviors (Svetaz et al., 2014).

Parents who do not possess the parenting practices related to better outcomes can learn these skills (Sandler, Schoenfelder, Wolchik, & MacKinnon, 2011). Decades of research have shown that parents can modify their parenting practices and develop the parenting behaviors that have been associated better outcomes in their children (Allen et al., 2016; Kumpfer, & Alvarado, 2003; Sandler et al., 2011; Svetaz et al., 2014).

Parenting programs aim to help parents develop parenting practices that will enable them to have positive relationships with their children, with the ultimate goal of keeping them safe, healthy, and thriving. Because positive parenting can be learned and these parenting behaviors lead to a myriad of desirable outcomes in children, programs that promote positive parenting have the potential for large community benefit.

Although these types of interventions are beneficial, parent education suffers from low participation (Lundahl, Tollefson, Risser, & Lovejoy, 2008). This is particularly

important among fathers (Lundahl, et al., 2008; Magill-Evans, Harrison, Rempel, & Slater, 2006; Smith, Duggan, Bair-Merritt, & Cox, 2012) and low-income, minority and immigrant communities (Lee, Yelick, Brisebois, & Banks, 2011; Stahlschmidt, Threlfall, Seay, Lewis, & Kohl, 2013).

The overall purpose of this study is to support the development of appealing parenting programs for Latino mothers and fathers. This article will present research identifying characteristics of an ideal parenting program for Latino fathers and mothers and participants with different exposure to an existing parenting intervention, which can inform programmatic development and adaptations to meet the needs and preferences of both mothers and fathers.

Why Involve Fathers and Mothers in Parenting Programs?

Although most research has aimed to include both mothers and fathers in parenting education, in reality this has not happened. There are many reasons to increase father involvement in parent education programs. First, fathers want to have strong relationships with their children (Behnke, Taylor, & Parra-Cardona, 2008). Although the number of single-parent households, typically led by mothers, is growing (Annie Casey Foundation, 2016), fathers are beginning to question their traditionally passive, disciplinarian, or provider roles, shifting to a fatherhood that includes active social and emotional involvement (Behnke et al., 2008; Bryan, 2013; Marsiglio, Day, & Lamb, 2000). Second, fathers are important for their children. Children experience more positive and fewer negative outcomes when they have strong father-child relationships (Raeburn, 2014; Rosenberg & Wilcox, 2006). Children with positive relationships with

their father are less likely to suffer psychological distress or take part on risky or antisocial practices compared to children who have negative father-child relationships (Raeburn, 2014).

The sociocultural shift and empirical evidence linking healthier children with involved fathers provide strong foundations for promoting positive father-child relationships. Parenting programs have shown to improve fathers' knowledge, attitudes, and behaviors with their children (Lundahl et al., 2008; Magill-Evans et al., 2006). Moreover, better parenting outcomes have translated into improved children's outcomes: children of fathers who participate in parenting education programs have higher school performance, remain physically and mentally healthier, and less involved in delinquent behaviors (Fletcher, Freeman, & Matthey, 2011; Jeynes, 2015). Furthermore, children's outcomes are better when programs include both parents compared to only one parent (most frequently mothers; Bagner, & Eyberg, 2003; Lundahl et al., 2008; Ryan, Martin, & Brooks-Gunn, 2006). In addition to benefitting children, father participation in parenting programs also has valuable effects on fathers themselves and their partners, including reducing distress and improving mental health among participants, and improving relationship quality with their partners (Cowan, Cowan, & Knox, 2010). Failing to engage families and specially fathers in parenting programs is a missed opportunity for promoting positive relations in the whole family and, in the long run, helping youth to obtain the even greater benefits when both parents participate in parenting interventions (Bagner, & Eyberg, 2003; Lundahl et al., 2008; Ryan, Martin, & Brooks-Gunn, 2006).

Why Focus on Latino Fathers and Mothers?

Latinos are the largest and fastest growing minority group in the United States (Pew Hispanic Center, 2011). Despite this, only in the last decade parenting interventions specific for these minority groups have emerged (Stein & Guzman, 2015). Calls for action have highlighted the need of integrating cultural values in program development and adaptation (Bernal, Jimenez-Chafey, & Domenech Rodriguez, 2009; Parra-Cardona et al., 2012), but have disregarded additional needs and preferences of potential participants. This has maintained moderate levels of participation (Garcia-Huidobro et al., 2016) and has preserved the primarily incorporation of mothers as the targeted parent (Stein & Guzman, 2015).

As Latino families continue growing in the United States, parenting programs need to move beyond the endorsement of cultural values, and aim to meet the needs and preferences of diverse groups of participants (Garcia-Huidobro et al., 2016). An example of the need for this knowledge is the study conducted by Reidy, Orpinas, and Davis (2012). They proposed culturally responsive recruitment and retention strategies for a parenting program targeting Latinos in Georgia, which included community involvement, careful staff selection, adapting program materials to the local community, strategies for personal contact with participants, and planned logistics to fit their needs. Although authors reported success recruiting and retaining study participants, only two parents were fathers (15%), of whom only one attended more than two of the seven sessions. These findings highlight that culturally sensitive recruitment and retention techniques are not enough to engage Latino fathers in parenting interventions.

Involving Latino Fathers and Mothers in Parenting Programs

There are multiple barriers that can affect Latino mother and father enrollment and attendance in parenting interventions. For example, personal and relational factors such as not living with the child, lower education, higher acculturation poorer mental health, higher levels of marital conflict, having a child without behavioral problems or with extremely high levels of problem behaviors, and economic hardship have been associated with lower rates of enrollment and attendance (Coatsworth, Duncan, Pantin, & Szapocznik, 2006; Diaz et al., 2006; Garcia-Huidobro et al., 2016; Wong, Roubinov, Gonzalez, Dumka, & Millsap, 2013). Other issues affecting attendance of Latino parents relate to how interventions are organized, and include if the program offers incentives, transportation or childcare, schedules where these are delivered, group processes, and the features of the selected facilitators (Coatsworth et al., 2006; Diaz et al., 2006; Dillman-Carpentier et al., 2007; Garcia-Huidobro et al., 2016).

To expand father and mother participation, many research-based recommendations have been described. Engaging programs for fathers need to have high male presence in and around the program, so fathers feel part of those groups (Berlyn, Wise, & Soriano, 2008; McAllister et al., 2004; Pruett, Cowan, & Pruett, 2009; Raikes, Summers, & Roggman, 2005). Programs should have a couple orientation (Cowan, Cowan, Pruett, Pruett, & Wong, 2009; Panter-Brick et al., 2014), and be delivered at times when participants are available (usually evenings or weekends), and at locations that are familiar to them, such as parks, community organizations, or churches (Berlyn et

al., 2008; Cosson & Graham, 2012). Mothers and fathers are more likely to engage if the staff of the program are highly motivated, are skilled at interacting with participants and building strong relationships, have a clear understanding of the importance of fathers (Cosson, & Graham, 2012; Garcia-Huidobro et al., 2016; Pruett et al., 2009; Salinas, Smith, & Armstrong, 2011), and have high expectations for their participation and program benefit (McAllister et al., 2004). As fathers and mothers have different learning styles, (Lee et al., 2011), it has been suggested that program delivery should incorporate these preferences and include male mentoring (Lee et al., 2011; Pruett et al., 2009), have task-oriented and physical activities instead of process-oriented and passive activities (Berlyn et al., 2008) to further increase father engagement. Finally, the advertisement of the programs should use multiple strategies (Stahlschmidt et al., 2013), such as including mother *and* father-friendly images (Pruett et al., 2009) and contacting participants directly (Cowan et al., 2009; Panter-Brick et al., 2014).

Although these research-based recommendations are applicable to any parenting program that aims to increase mother and father engagement, little attention has been placed to the needs and preferences of Latino communities (Garcia-Huidobro et al., 2016), fathers, and low attenders to these interventions. The present study used mixed methods and a factorial approach to uncover programmatic features that are relevant for Latino fathers and mothers with low and high attendance in a traditional group-based universal parenting program to prevent adolescent risky behaviors.

Guiding Approaches

The current study was informed by Family Systems Theory (Whitchurch, & Constantine, 1993), Social Marketing (Borden, 1965), and Community-Based Participatory Research (CBPR; Mikesell, Bromley, Khodyakov, 2013) approaches. Based on Family Systems Theory, an assumption of this study is that all adult members of the family system should be able to attend a parenting intervention if they are willing to do so. Engaging both parents when possible is likely to strengthen their relationship and increase their alignment in their parenting (Cowan et al., 2010), leading to better program results (Bagner & Eyberg, 2003; Lundahl et al., 2008; Ryan et al., 2006). Marketing principles included the features of the product (parenting program), price to be paid (including barriers to participation), promotion, recruitment and retention strategies, and places where programs should be implemented, also known as the Marketing Mix or the 4P's of Marketing (Borden, 1965). This framework informed research questions, data collection measures, and data analysis. As the barriers to participation in parenting programs targeting Latino communities have been previously explored by the lead investigator (Garcia-Huidobro et al., 2016), the domain focusing on price was not explored within the present study. Finally, to ensure that the results benefit the Latino communities, this study was grounded in CBPR principles such as mutual trust and respect, open communication, and shared decision-making (Mikesell et al., 2013), and included active community engagement in all phases of the research process.

Methods

A mixed methods convergent parallel design with a factorial approach was used (see Figure 1). In a mixed methods convergent parallel design researchers give the same

importance to both qualitative and quantitative methods, collect both types of data simultaneously, conduct independent data analyses, and merge the results in the interpretation of the findings (Creswell & Plano-Clark, 2011). The rationale for using this approach was to gather diverse but complementary data to better understand preferences of potential participants to a parenting program. A factorial approach was used to organize the sampling of participants (Montgomery, Peters, & Little, 2003). Participants were classified according to their parent role (mother or father; Factor 1) and program participation type (low attendance, high attendance, or no contact with the program; Factor 2). This approach allowed balancing participants between the two subgroups of interest (factors), conducting subgroup analyses aggregating all the data, and controlling for the confounding effect of the other factor when doing the subgroup analyses.

Sample

Participants were recruited from the database of parents enrolled in the Padres Informados, Jovenes Preparados study (PIJP) and from community events or organizations. PIJP was a randomized controlled trial that evaluated the effectiveness of an eight-session, universal parenting intervention for immigrant Latino families with adolescents aged between 10 and 14 years that aimed to reduce substance use initiation (Allen et al., 2012).

Sampling followed the principles of a factorial study (Montgomery et al., 2003). Participants who enrolled in PIJP at two community agencies located in the Twin Cities metropolitan area with active phone numbers were invited to participate in the present study based on their parental role (mother or father) and participant attendance type (low

attendance: participated in 50% or less of PIJP or was a not enrolled partner of a PIJP participant, high attendance: completed at least half of the intervention, and participants without previous contact with PIJP). Because this study aimed to identify preferences of fathers or male caregivers and mothers with low attendance, recruitment focused on fathers, on mothers enrolled but with low attendance, and on non-PIJP enrolling parents who had an enrolled partner. In addition, because this research will inform programmatic adaptations for parenting programs for all families (not exclusively targeting fathers or low attenders), a few mothers and fathers who had high attendance in PIJP were also invited to participate, as well as mothers and fathers who would have been eligible to participate but had no exposure to the parenting curriculum. In this way, the overall sample included a broad array of parent participants, while groups of special interest were oversampled to represent half of study participants.

Table 1 represents how the study sample was recruited. Participants received a telephone invitation explaining the purpose of the study. If the parent was interested in participating, a home visit was scheduled according participant's availability. Recruitment stopped once overall information saturation was achieved and participant subgroups (factors) were balanced.

Participants

Thirty-six (36) participants enrolled in the study. Table 2 summarizes their socio-demographic characteristics. Half were fathers or male caregivers. Most participants were born in Mexico, and had lived an average of 17 years in the United States. Most participants did not complete high school and were employed. Participant subgroups

based on enrollment/attendance status had similar demographic composition, except for marital status, where participants without contact with PIJP were less likely to be married. In addition, participants in the present study were different than the participants enrolled in the PIJP study regarding gender, educational level, and employment status. In the present study, participants were more likely to be male, had lower educational attainment, and were more likely to be employed.

Procedures

All study procedures were designed, reviewed, and approved by a community collaborative board composed of two members of local organizations serving Latino families (IDG and OB), one activated Latino father who had completed the *Padres Informados, Jovenes Preparados* (PIJP) parenting curriculum (OA), and the lead investigator (DGH). The community board met on a monthly basis and provided oversight for the current study to ensure that the information gathered would be relevant and useful for future programs serving Latino communities. Board members shared an interest in expanding parenting programs for Latino families with adolescents, and actively participated in developing the present study, including study recruitment and data collection procedures, interview and survey question development, and interpretation of the study findings. In addition, all procedures were reviewed and approved by an external advisory team affiliated with the University of Minnesota with expertise in family-based research (WD, TM, and EW). This advisory group allowed for developing and implementing a research study with sound methodology. Both the community collaborative board and the external advisory board approved the way findings are

reported in this manuscript. Finally, all procedures were reviewed and approved by the University of Minnesota Institutional Review Board.

After consenting to participate in the study, participants completed an individual interview and then a brief questionnaire in Spanish. After completing all procedures, participants received a \$25 gift card to compensate their time.

Audio-recorded semi-structured interviews were conducted by a trained and experienced qualitative researcher. Interviews lasted about one hour. English translation of the original interview questions are presented in Appendix 2. Introductory questions evaluated parenting in the Latino communities, perceived needs for parenting education, and then moved to evaluate programmatic features. Follow-ups and probes were used to deepen the understanding of participants' experiences, and as the interviews evolved, new questions were added to explore issues not included in the initial set of questions or confirm the opinions of previous participants. Notes with thoughts and ideas were taken during each interview.

The survey after the interview included questions about: 1) socio-demographics; 2) availability of equipment and services (e.g., smartphone, DVD player, internet); 3) preferences regarding delivery methods (e.g., group meetings, phone calls, online), 4) program intensity (number and duration of activities), 5) features of the facilitator (e.g., gender), and, 6) topics of interest. An English version of the survey can be found in Appendix 2.

Once data were analyzed, findings were presented to the community advisory board, the external advisory research team, and principal investigators of the PIJP study

(MA and MVS). Both advisory boards and the PIJP researchers approved the study findings and provided insights.

Data Analysis

Quantitative and qualitative data were independently analyzed for the overall sample and compared between the participant subgroups (factors).

Qualitative analysis. Audio-recordings were transcribed and analyzed in Spanish following the procedures of Content Analysis (Weber, 1990). First, two independent coders (MDH and DGH) read a random sample of 10% of transcripts (four interviews) and inductively developed mutually exclusive codes grouping them into emerging categories and subcategories. Once each coder had developed their proposed coding system, coders had a consensus meeting to agree on a common coding schema. After this initial coding system was developed, one coder (DGH), who was open to new codes, categories and subcategories, and blind to the participant group (with low or high attendance, or no contact with PIJP) coded the rest of the interviews using NVivo 11 (QSR International, Melbourne, Australia, 2015). Interviews were randomly ordered to ensure coding consistency across participant groups. In addition, one third of the interviews (n=11) were double coded by a research assistant with experience in qualitative data analysis (MDH). For every third interview, coders held consensus meetings to discuss new codes, agreements and disagreements in the coding of the interviews, and categories and subcategories, to assure reliability in the data analysis. Kappa coefficient for inter-coder reliability was 0.82. At these meetings, emerging codes, subcategories and categories were discussed and incorporated into the coding schema.

Memos with thoughts and ideas were taken during each consensus meeting. To further ensure the trustworthiness of the data analysis, a member of the external advisory board (EW) independently coded a random sample of 10% of the transcripts (n=4), and compared her coding to the coding conducted by the primary data analyst. After ensuring reliability in the coding of this sample, the external evaluator reviewed and validated the codes, subcategories, and categories that emerged in the analysis of all interviews.

Once all the qualitative data were analyzed, the frequency of opinions for subgroups of study participants were compared by estimating the number of times that subcategories and categories were mentioned at each of the participant subgroups. To preserve the qualitative nature of these data, frequencies were summarized using qualitative terms (e.g., “more/less frequently than”). A relevant difference had at least a 20% greater proportion of responses from participants of one subgroup (e.g., mother) over the other (e.g., father) within the same category. Quotations were used to represent participant opinions and pseudonyms were given to preserve the confidentiality of their reports.

Quantitative analysis. Proportions, means, and standard deviations were calculated to describe the information collected through the surveys. Due to the limited sample size, statistical tests comparing groups were not conducted. Differences in proportions equal or greater than 20% and in group means equal or larger than 0.5 standard deviations were considered significant when comparing subgroups.

Mixed methods integration. Once both sources of data were independently analyzed for the overall sample and the subgroups, the qualitative and quantitative results

were merged using side-by-side comparisons. In side-by-side comparisons, both qualitative and quantitative data are presented together in the text, figures, or tables (Creswell & Plano-Clark, 2011). This method for merging qualitative and quantitative data was selected for its ease of presentation. To validate findings, qualitative and quantitative results were triangulated.

Self of the Researcher

The lead author of this manuscript (DGH) identifies as a Latino father who is interested in promoting positive parenting as a strategy to improve health and well-being among Latinos . He believes that fathers' opinions have not been systematically included in the development of parenting programs, which has led to mother-centered parenting interventions. In addition, he believes that both parents are important to raise healthy children, and is therefore committed to develop effective parenting programs that include the specific needs of both mothers and fathers in their programming. As a family physician, he is passionate to reduce patient suffering, and considers that relational education (including parenting programs) have tremendous potential to increase personal satisfaction, wellbeing and overall health.

Results

Findings are presented for the overall sample, and then for subgroups of interest when differences emerged.

Results for the Overall Sample

Table 3 presents a side-by-side comparison with the qualitative and quantitative findings for the overall sample organized according the Social Marketing domains

assessed in this investigation. Quotations in Spanish are presented in Appendix 3. In general, participants wanted to take part in an engaging intervention that covers relational and other topics of personal need and interest. Ideally, this intervention would include group and individual components, target the whole family, and be directed by enthusiastic, informed, and caring Latino leaders. To promote father participation, the program should emphasize participant benefits, avoid stigmatizing terms, and use a recruitment home visit to personally invite both mothers and fathers. Finally, program delivery ideally should be close to participants' homes.

Although some domains were exclusively informed by the qualitative data (e.g., description of most general features of the intervention, or the identification of program promotion, recruitment, and retention strategies), for most of them, qualitative and quantitative findings were complementary. In some of these cases information collected through each of these methods converged (e.g., participants preferring having a parenting intervention with multiple components, of wanting to have father-only and mother-only times during the program), but in others findings were dissimilar. For example, during the individual interviews many participants expressed the desire to have male and female facilitators, which was not confirmed with the surveys.

Results for Subgroups

Findings according to 1) parent roles and 2) participant types are summarized in Table 4. It was more common to observe differences between participant types than between mothers and fathers.

Mothers and fathers. Qualitative and quantitative data provided complementary information. Interview highlights included that mothers (M) mentioned more frequently than fathers (F) wanting a program that has flexible schedules, delivered by a male facilitator, and targets the whole family. In addition, mothers more frequently expressed that the program should have a variety of topics of which they would like to participate in their selection. Finally, mothers were more likely to recommend recruitment through word-of-mouth and flyers, while fathers suggested more frequently than mothers the need for a recruitment intervention and inviting family members through each other. Fathers set a higher preference for face-to-face interactions, personal commitment from the facilitator, and the need of having mother-only and father-only times during the program.

Quantitative results also identified additional differences in preferences between parents. Mothers were more in favor of including a handbook, wanted individual meetings be conducted at home, wanted higher program intensity (larger number of group sessions, longer individual meetings, and greater number and longer videos), and were less likely to prefer watching videos online.

Program participation types. Highlights of comparisons between participants with low attendance (L), high attendance (H), and those with no contact with PIJP (NC) on the qualitative interviews included that participants with low attendance more commonly expressed wanting to have fun, in a program that does not include high number of face-to-face interactions (less likely to support group sessions, having fewer participants in those groups, with high amounts of sharing), and is directed to the whole

family. Similar to fathers, participants with low attendance recommended more frequently recruiting through other family members, and using positive framing.

Survey findings also identified differences between participant types. Compared to participants with high attendance and without contact with PIJP, participants with low-attendance preferred more passive ways of learning (e.g., through handbooks or phone calls), were less available to attend meetings on the most commonly preferred schedules (Saturday mornings and Friday evenings), had lower adherence to the idea of having father-only or mother-only group activities, and wanted lower program intensity (less number of group sessions, individual meetings, and shorter group sessions, individual meetings, and phone calls).

Discussion

This mixed methods study identified features of parenting programs that are important to engage Latino mothers and fathers with low and high participation in parenting education. In summary, interventions must be intentional to engage these groups and flexible to accommodate to their needs. Programs that purposefully want to enroll fathers and other low attenders should use promotion strategies that 1) utilize positive frames, 2) target mothers, fathers, and children, and 3) reach fathers directly to build a trusting relationship before the program starts, ideally through a home visit. Intervention delivery should be brief, engaging, and lead by facilitators committed to help participants in their needs. Interventions should include multiple strategies to reach participants, choose, and deliver contents, including multiple recruitment strategies, accommodating the curriculum to the participants' interests, and have a strategy to

follow-up participants who did not or could not attend the group meetings, which could be through home visits or online videos accompanied by phone calls.

Interpretation of Findings

This study confirms previous recommendations to increase engagement of mothers and fathers in parenting programs such as contacting fathers directly, having a family (or couple) orientation, having flexible delivery options, prioritizing Friday evenings and Saturday morning for group meetings, hiring committed staff members, and incorporating diverse active learning strategies with a lot of opportunities to share amongst participants (Berlyn et al., 2008; Cosson & Graham 2012; Cowan et al., 2009; Garcia-Huidobro et al., 2016; Lee et al., 2011; Panter-Brick et al., 2014; Pruett et al., 2009; Salinas et al., 2011). In addition, this study highlights the need of developing face-to-face connections between participants and program staff and proposes including a pre-program home visit to achieve this goal and get participants familiar with the program. Participants also proposed having a strategy to deliver the content to those who might not want or could not attend group meetings, and recommended using home visits or online videos with phone calls. Finally, this study adds to the literature on parent education the need of including opportunities for participants to choose some of the content of the program. A fully prescribed program will not necessarily fill all the needs of potential participants, and therefore giving them the opportunity to choose some of the content might increase engagement.

Interestingly, although most participants were not attenders to a group-based parenting program, they identified the group format as the most desirable delivery

method for this type of intervention. This highlights the isolation and need for social connection among Latino immigrants (Negi, 2013), and the importance of giving opportunities for participants to share their experiences.

Related to the gender of the program leader, mothers (not fathers) more frequently expressed a preference for having a male facilitator. This preference appeared in the individual interviews, but was not confirmed in the survey data. Many reasons can explain this discrepancy between data sources. First, , facilitator gender may be important but the sample of fathers included in this study did not identify this aspect as meaningful. This alternative would be aligned with previous research that has suggested including male leaders in parenting programs (Berlyn et al., 2008; McAllister et al., 2004; Pruett et al., 2009; Raikes et al., 2005). Second, what could truly matter is that fathers feel welcomed and in a safe environment. This could be accomplished by having male presence in other roles (e.g., program coordinator, recruiter, or support staff) or by female facilitators who share the features ideal program leaders, such as being interested in participants' needs, committed to the needs of Latino communities, and preferably known before the program begins. Finally, participants might have not given accurate responses in the interview or the survey conducted after. Future studies need to determine the gender of the ideal facilitator of parenting programs that are appealing for mothers and fathers.

Implications for Practice

Parenting programs that would like to be inclusive of mothers and fathers need to be intentional in inviting fathers. In this study, passive recruitment strategies such as

posting flyers and other types of advertising were less appealing to fathers than mothers. This means that organizations need to plan on using resources to reach and connect personally with fathers during recruitment. Although this strategy was not highlighted by low-attenders, it can also boost program attendance, as participants would have a better understanding of the program and could develop an alliance with the facilitator, which has been associated to greater participation (Mendez, Carpenter, LaForett, & Cohen, 2009).

Although no interview or survey question asked about the need for incorporating specific cultural values in an ideal parenting program, there was high preference for issues strongly associated to common Latino values such as having family orientation (*familismo*), importance of face-to-face interactions (*personalismo*), have engaging and friendly staff members (*simpatía*), and avoid labeling and stereotyping (*respeto*). This reflects the importance of taking into account the values of the targeted communities in parenting programming for Latino families or from other ethnic groups (Parra-Cardona et al., 2012).

However cultural concordance is not enough for Latino parents. To boost father and non-attender participation, the structure of parenting programs also needs to accommodate to additional needs and preferences. For example, fathers more commonly responded on wanting father-only and mother-only moments embedded in the delivery of group sessions. Low attenders were less willing to prefer having high number of sharing opportunities. Also, participants' availability to attend a group component was limited: only 64% were available to participate in the most preferred schedule. Incorporating

strategies that acknowledge different needs and preferences in the structure of parenting programs can help recruiting and retaining fathers and low attending participants.

As identified by this and previous studies, parenting programs in community settings should target both mothers and fathers (Cowan et al., 2009; Panter-Brick et al., 2014). This means that in order to have successful programs, organizations need to pay attention to the needs of both mothers and fathers. This study presents dimensions in which mothers have higher preference than fathers (e.g., having diverse contents, participate in choosing the program's topics, wanting a handbook), which should not be ignored.

Implications for Research

Although most parenting programs aim to target both parents (Lundahl et al., 2008; Panter-Brick et al., 2014), there is a paucity of research evaluating parenting interventions that end up reaching both parents if available. Future parenting interventions should report father enrollment and participation rates as measures of program success, and ideally, conduct stratified analyses reporting program effects on both parents if evaluating results at the parent level.

Future intervention-research also needs to evaluate the effectiveness and cost-effectiveness of specific promotion, recruitment, delivery and retention strategies, identified in this and previous studies, as separate components of parenting programs. Factorial randomized studies are best suited to meet this goal, as evaluating the usefulness of individual intervention components is a critical part to optimize behavioral interventions (Collins, Murphy, Nair, & Strecher. 2005). Then, interventions using a mix

of components that demonstrated to independently enhance participation and program outcomes will have greater potential to improve population health and wellbeing and demonstrate its effects in traditional randomized trials.

Strengths and Limitations

Although these findings are important to design interventions that are attractive to fathers and non-attenders, a number of study limitations are important to keep in mind. The most important is selection-bias. Participants with prior PIJP contact were a small subset (4-15%) of the potentially eligible participants, whereas they were a larger subset (50%) of those who did not have contact with PIJP. This could explain differences in participant socio-demographics between the current and the PIJP samples. As participants required having an active telephone number to be contacted, they could have reported needs and preferences that could be different from participants who could have been eligible for this study, but were not contacted or declined participating. Second, participants in this study reported perceptions on ideal parenting programs when in fact most of them (86%) had no or very little experience with them. Finally, as the study was focused on understanding the preferences of fathers and other non-attenders, samples of other subgroups of participants were reduced, which limited quantitative analyses. Program evaluations informed by the reported findings are needed to confirm the significance of this study's results.

The study also has noteworthy strengths, including its grounding in CBPR principles, using a factorial approach, mixed methods, and diverse strategies to ensure trustworthiness of the data analysis. Employing CBPR principles ensured that the study

methods and procedures took into account the reality of the local Latino families. A factorial approach allowed analyzing data for two different subgroups of great importance while controlling for the confounding effect of the other. This is an innovative approach in mixed methods research that should be emphasized in future research that examines specific issues in sub-groups of interest with limited samples, as controls for confounding at the study design phase and not through data analysis.

Integrating qualitative and quantitative methods allowed for the collection of rich and complementary data; it also served to validate findings of the respective methods. Finally, incorporating multiple techniques to ensure the trustworthiness of the data analyses, such as having an external review board, two independent coders, and an external data analyst blind to participant subgroups code the qualitative data, and having consensus meetings between the two primary coders, assured robust findings.

Conclusion

To advance the field of parenting education it is imperative to switch the current “*mothering programs*” for real “*parenting programs*”. Effective parent education interventions need to meet the needs and preferences of mothers and fathers, and demonstrate improve parenting for both parents if available. By identifying the preferences for program recruitment, delivery and retention of fathers and other non-attenders, this study provides insights on how to do this with immigrant Latino families with adolescents.

Figures

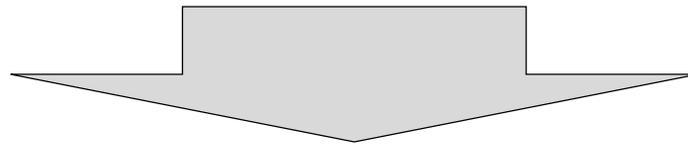
Figure 1
 Factorial mixed methods convergent parallel designs used in the present study

Attributes of a factorial study design

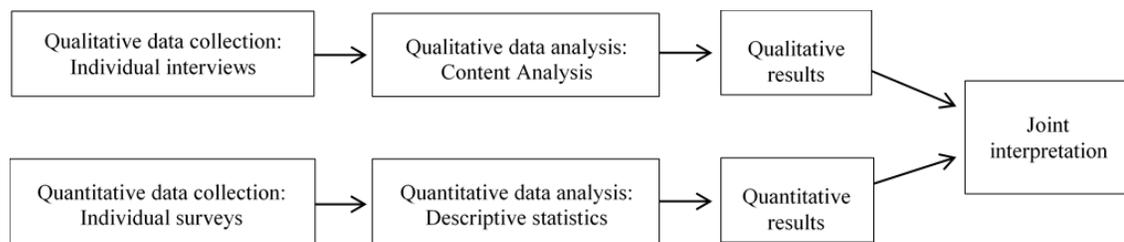
Factor 1: Parent role: mothers (M) and fathers (F)

Factor 2: Program participation types: low attendance (L), high attendance (H), and no contact with PIJP (NC)

		Factor 1		
		Fathers	Mothers	TOTAL
Factor 2	Low attendance	$n_{F,L}$	$n_{M,L}$	n_L
	High attendance	$n_{F,H}$	$n_{M,H}$	n_H
	No contact	$n_{F,NC}$	$n_{M,NC}$	n_{NC}
	TOTAL	n_F	n_M	N



Attributes of a mixed methods convergent parallel study design



Tables

Table 1

Flow of participants in the present study according to parent role and program enrollment/engagement

	Fathers with low attendance or partners who did not enroll	Mothers with low attendance or partners who did not enroll	Fathers with high attendance	Mothers with high attendance	Fathers without contact with PIJP	Mothers without contact with PIJP
Potential sample	97	77	9	73		
Had a working phone	55	33	6	12	7	6
No contact	23	14	1	5	2	2
Unavailable or not interested	19	7	3	4	2	1
Recruited	13	12	2	3	3	3

Note: PIJP: Padres Informados, Jovenes Preparados

Table 2
Socio-demographics according to the study participant's enrollment/attendance status and overall PIJP sample

	Low attendance or not enrolled partners (n=25)	High attendance (n=5)	No contact with PIJP (n=6)	Overall study sample (n=36)	Overall PIJP sample (n=392)
Gender, male	13 (52.0)	2 (40.0)	3 (50.0)	18 (50.0)	69 (17.6)
Age, years, M (SD)	39.2 (5.9)	40.6 (4.9)	39.2 (5.0)	39.4 (5.3)	38.2 (6.3)
Country of birth, Mexico	18 (72.0)	4 (80.0)	4 (66.7)	26 (72.2)	329 (83.9)
Years in the United States, M (SD)	16.9 (6.2)	18.0 (2.2)	16.2 (1.6)	16.9 (5.3)	15.4 (6.5)
Marital status, married	20 (80.0)	4 (80.0)	1 (16.7)	25 (69.4)	254 (65.3)
Education level, high school or higher	10 (60.0)	2 (60.0)	4 (66.7)	16 (44.4)	268 (70.3)
Employment, full time or self-employed	18 (72.0)	3 (60.0)	5 (83.3)	26 (72.2)	188 (48.7)
Number of children, M (SD)	3.2 (1.1)	2.6 (1.5)	2.5 (0.5)	3.0 (1.1)	2.7 (1.2)

Note: Results are n (%) unless otherwise stated; PIJP: Padres Informados, Jovenes Preparados.

Table 3
Side-by-side comparison of qualitative and quantitative study findings for the overall sample

Domain	Qualitative findings	Selected interview quotes translated to English*	Quantitative findings
Intervention characteristics	General features:		
	<u>Assumptions</u> : delivered in Spanish by Latino facilitators, trust and confidentiality, no judgements, and having realistic expectations for parent change, require childcare	Q1: "...but it needs to be in Spanish. Often times parents don't want to go because: 'Oh no, they will tell me in English and I will not understand, then, why go?'" (Lorena, 37 years) Q2: "Change can't happen from night to dawn" (Jose, 32 years)	
	<u>Structure</u> : programs require different components in response to the different availability and learning styles of potential participants, should monitor attendance and follow-up to teach missed contents and invite non-attenders	Q3: "It is like someone selling a product. They come with a smile and tells you about the product. Then, they give you a handout with information. If you are still not convinced, they take it out and show it to you, and they give it to you so you can try it. As everyone, Latino fathers learn through different ways, but always learn" (Luis, 46 years)" Q4: "We summarize things, the woman, or husband to wife. For example, a person could say: 'In the program we learned to clean the house, and to do this you need to swipe and vacuum the floor'; however, the facilitator could tell you: 'To clean the house you need to have certain products that would make the floor look better. To vacuum the house, you need to remove the dust from the dust bag, have a clean filter, pick up large items, and then vacuum the floor'" (Sergio, 36 years)	How much would like a program that has... (quite or a lot): Group sessions: 92%, Individual meetings: 86%, Videos: 81%, Website: 69%, Handbook: 67%, Phone calls: 53%, All of the above: 97%.
	<u>Delivery style</u> : fun and engaging, include testimonials, strengths-based, allow for building personal connections through face-to-face interactions, first session should emphasize family benefit	Q5: "Avoid telling people what to do" (Rosa, 40 years) Q6: "Begin with something impactful. Talk to them about drugs, talk to them about the violence that is in this country. I feel that that way you can make them feel interested in what you want to talk about. And then go slower. But start with something strong, that captures their attention, that they feel 'I want to know about this, because I will learn how to educate my child to say no, to say yes.' Something impactful. Pull them with something strong" (Hugo, 37 years)	
	<u>Scheduling</u> : need to be flexible, Saturday mornings were optimal for group meetings	Q7: "There is no schedule that works for everyone" (Laura, 34 years) Q8: "Saturdays are the best day. Most people work only weekdays. Friday nights and Sunday are for resting. That is why Saturdays are best" (Eduardo, 52 years)	When would you prefer group sessions be scheduled? Saturday mornings: 64%, Friday nights: 44%. Other schedules ranged between 25% and 39% preference.
	Delivery method: Group sessions were preferred over individual components		

	<u>Group component</u> : should have separate moments for mothers and fathers, groups should be small to allow for intimate participant interactions (8-12 families)	Q9: [When asked about the idea of having times for mothers and fathers separated] <i>“That would be good too... Sometimes there will be more freedom to say things, because we still believe that because there are women in the room, we cannot say things, or that we would look bad by saying things. If this was a 2-hour session, maybe 1 hour can be separate and 1 hour can be together”</i> (Rodrigo, 47 years)	Would you like to have moments for father-only and mother-only activities or be together all the time? Moments separated: 67%, Always together: 32%.
	<u>Individual component</u> : home visits and videos were commonly preferred		
	<i>Home visits</i> : to be used as stand-alone component or for follow-ups, facilitates attendance, participants expect a similar experience than in group sessions, participants could feel forced to attend	Q10: <i>“You remove the excuses that s/he cannot get out of the home. Do you understand? Since you are here, you can call it their comfort zone. See? Many parents don’t like to expose in public their family matters. But if you come to their home, then everything stays here”</i> (Pablo, 38 years)	
	<i>Videos</i> : source of information for follow-ups, require additional resources (e.g., study guide, option to ask questions), should be funny and educative, and have testimonials	Q11: <i>“Well, I think that my husband would like something like that, because he is running, or in a hurry, and could watch it anywhere, and he would not need to ask for permission”</i> (Cecilia, 30 years)	
	<i>Phone calls</i> : to be used for follow-ups	Q12: <i>“If I was going to talk to someone I am going to sit, maybe go outside, and talk. I would take a notepad and make annotations, but most Hispanic people... maybe we are changing... but many are into telenovelas, so will have their TV on, and would be on the phone”</i> (Rosa, 40 years)	
	<i>Website</i> : to be used as a source of information, should be interactive but simple	Q13: <i>“That webpage should not be complicated, because there are many who don’t have the knowledge to surf the web sites”</i> (Felipe, 35 years)	How much would you like the website to has a blog? (quite or a lot): 69%.
	<i>Handbooks</i> : to be used as a source of information, should be brief, and engaging	Q14: <i>“...many don’t know how to read”</i> (Marta, 43 years) Q15: <i>“... a magazine, a booklet, a book, it’s hard to grab. I prefer the TV than reading books. I see so many pages and so many letters, so I read the headlines and I’m done”</i> (Raul, 41 years)	
	Intensity : Program needs to be brief and delivered regularly (once a week or every other week)	Q16: <i>“So the ideal, between weeks, the closer the better. I think it would work once a week or twice a month. Twice a month sounds good, to help those people who have problems with their schedules”</i> (Marcos, 46 years) Q17: <i>“The important thing is that we also like to learn, but not too long. For example, if it is 3, 4 hours, then it is too much. If it was 1 hour or 2 hours, that’s it”</i> (Javier, 33 years)	How many ... would you like to attend? Group sessions: 1-3: 14%, 4-6: 50%, 7-9: 36%; <u>Individual meetings</u> : 1-3: 31%, 4-6: 39%, 7-9: 31%; <u>Videos</u> : 1-3: 44%; 4-6: 36%, 7-9: 19%. For how long?

			<p>Group sessions: ≤1 hr.: 17%, 1-2 hrs.: 75%, 2-3 hrs. 8%;</p> <p>Individual meetings: 30 min.: 3%, 1 hr.: 58%, 1.5 hrs.: 39%;</p> <p>Videos: ≤15 min.: 28%, 30 min.: 56%, 1 hr.: 17%;</p> <p>Phone calls: ≤15 min.: 42%, 15-30 mins.: 58%.</p>
	<p>Facilitators: Committed to Latino communities, experts in the content, having facilitators of both genders could be beneficial, ideally known before starting the program</p>	<p>Q18: “...if you are going to do a group, and you have a partner, have your partner there. Almost always there is a single person running the groups, but if they [participants] see that the program is about getting couples and that one or two couples are giving the sessions, it is like you feel more excited, compared to having one or two women giving the program” (Andrea, 33 years)</p>	<p>Would you prefer having a male or female facilitator? (I don’t care) Group sessions: 89%, Individual meetings: 94%, Videos: 100%, Phone calls: 94%</p>
	<p>Target audience: Program should be oriented towards mothers and fathers (couple approach), include the adolescent and other children</p>	<p>Q19: “Men will not go to a program that is only for fathers... When they hear that this is for the family, fathers will say: ‘Oh, they will talk about how we live’. So it is better that the program includes both men and women so men feel more comfortable with their wife. In a group that is only for fathers, men are obligated to talk. If he goes with the wife, and if he feels uncomfortable, he will not feel forced, and probably the wife will speak up” (Rosa, 40 years)</p>	
	<p>Content: Should match the needs of the families, participants should participate in the selection of topics, contents of interest were not only youth- or parenting-related, and included personal development (e.g., English classes, home repair and decoration), professional development (e.g., how to search for better jobs), and others.</p>	<p>Q20: Dialogue of the interviewer (I) with Gloria (G, 38 years): I: “So what you are saying is that you need to know that the program will be directly useful in your life. Right?” G: “Yes!” I: “So we have a curriculum with certain contents, what you are saying is that maybe some of those contents are not interesting for some families” G: “Maybe not all of it” I: “Sure... So how would you do it with families? They could have so many different needs!” G: “You can present it like: ‘We have this fixed curriculum, but there are other options’. For example, ‘The curriculum has 6 topics, but among all of us we can choose 2 more topics to have a total of 8’.”</p>	<p>How much would you like these topics to be included? (range of quite or a lot for different topics in each category) Personal growth: 83-94%, Youth issues: 92-100%, Couple issues: 94-97%.</p>
<p>Promotion, recruitment, and retention strategies</p>	<p>Promotion strategies: Framing should highlight positive values and benefits, avoid using mental health-</p>	<p>Q21: Dialogue of the interviewer (I) with Lucas (L, 40 years): I: “For example, if a flyer says something like ‘improve the relationship with your child’, would that be something that would call your attention?”</p>	

	related or stigmatizing words, word of mouth is important	<p>L: “Noooo, because I would feel bad. If my relationship with my child is not good, it is something that nobody needs to tell me, I need to see it. Do you understand?”</p> <p>I: “OK, so how would you make an interesting invitation for something related to your child?”</p> <p>L: “I don’t know, maybe something like: ‘Back to your teen years’, so parents get the message that they have gone through those years, and make them feel that they can re-live that period of life but teaching your child”</p> <p>I: “OK, so it is important to think carefully about the title, so it is attractive and also doesn’t generate guilt”</p> <p>L: “Exactly! Because saying improve your relationship with your child, one is going to think ‘No; who will be trying to teach me, if I already know?’ Or ‘I know that topic’, so to look for something attractive like ‘Teaching the future to your child’ or something like that”</p>	
	Recruitment strategies: Ask family members to invite one another, invite directly all family members, conduct a home visit, ideally conducted by the program facilitator, to provide a clear explanation of the program and build an initial relationship	<p>Q22: [A home visit] “It would feel like ‘Oh, wow. This is really important”” (Mario, 46 years)</p> <p>Q23: “Once the father feels more comfortable, more involved, now you can take them out of their place, and you can take him to any place that you want, and the father will be more interested... That previous preparation is super important. If you don’t prepare them, they will not care” (Hugo, 37 years)</p>	
	Retention strategies: Convey the benefit of participating in the program, if external incentives are used select gifts that would promote family unity (e.g., movie tickets for the family, etc.)	<p>Q24: “People commit because they want to learn from the heart. If the program helped people make that connection, connect with their heart, I am sure, nobody will miss a single meeting!” (Francisco, 36 years)</p>	
Places for program delivery	Close to participant’s home, some participants need transportation	<p>Q25: Dialogue of Erika (E, 46 years) and the interviewer (I)</p> <p>E: “I would like it to be the closest possible. Not too far”</p> <p>I: “Is there a preference regarding the place? For example, a clinic, your child’s school, or a community agency?”</p> <p>E: “If it is close, there is no problem”</p>	<p>Where would you like individual meetings be?</p> <p>Home: 56%, Community agency: 42%, Clinic: 3%</p> <p>How do you prefer to watch the videos?</p> <p>Online 44%, DVD: 44%, Flash drive: 11%</p>

Note: * To protect participants’ confidentiality, original names were changed to pseudonyms. Appendix 3 presents original quotations in Spanish.

Table 4
Side-by-side comparison of qualitative and quantitative study findings for participant subgroups

Domain	Qualitative findings	Quantitative findings
Intervention characteristics	General features	
	Assumptions: (1) Delivered in Spanish and need to include childcare: M > F (2) Trust and confidentiality: H > L and NC	
	Structure: (2) Preference for multiple components, doing follow-ups, and including childcare: H and NC > L	How much would like a program that has... (quite or a lot): (1) Handbook: M: 78%, F: 56% (2) Individual meetings: H: 80%, NC: 100%, Videos: L: 72%, H: 100%, NC: 100%; Handbook: L: 68%, H: 20%, NC: 100%; Phone calls: L: 60%, H: 60%, NC: 17%
	Delivery style: (1) Face-to face interactions: F > M, testimonials: M > F (2) Face-to-face interactions: H > L and NC, have fun: L and NC > H, positive frame: NC > L > H	
	Scheduling: (1) Needs to be flexible: M > F	When would you prefer group sessions be scheduled? (2) Saturday mornings: L: 60%, H: 80%; Friday nights: L: 40%, H: 60%
	Delivery method: (2) Group sessions are preferred over individual components: H and NC > L	
	Group component: (1) Separated times: F > M (2) Small groups: H > NC, high number of sharing opportunities: H > L and NC	Would you like to have moments for father-only and mother-only activities or together all the time? (2) Separated moments: L: 64%, H: 100%, NC: 50%
	Individual component:	
	Home visits: (2) For follow-ups: NC > L and H	
	Videos: (1) Require additional resources: M > F (2) Require additional resources: L > H, alternative for program delivery H > L, funny but educational H > NC, for follow ups: NC > L	
	Phone calls: (1) For follow ups: F > M (2) For follow ups: H > NC	
	Website: (1) To inform participants: M > F (2) To inform participants: L > H and NC	How much would you like the website to have a blog? (quite or a lot) (2) H: 60%, NC: 83%
	Handbooks: (1) To inform participants: M > F (2) Latinos do not like them: H > L and NC, engaging: L > H, as handout with key messages: NC > L	
	Intensity: Similar opinions between subgroups	How many ... would you attend?

		<p>(1) <u>Group sessions</u>: 1-3: M: 6%, F: 22%; 4-6: M: 61%, F: 39%; 7-9: M: 33%, F: 39% <u>Videos</u>: 7-9: M: 33%; F: 6%</p> <p>(2) <u>Group sessions</u>: 1-3: L: 16%, H: 0%, NC: 17%; 4-6: L: 52%, H: 60%, NC: 33%; 7-9: L: 32%, H: 40%, NC: 50% <u>Individual meetings</u>: 7-9: L: 24%, H: 60%, NC: 33% <u>Videos</u>: 1-3: L: 32%, H: 80%, NC: 67%; 4-6: L: 44%, H: 0%, NC: 33%; 7-9: L: 24%, H: 20%, NC: 0%</p> <p>For how long? (1) <u>Individual meetings</u>: 1.5 hrs.: M: 56%, F: 22% <u>Videos</u>: 1 hr.: M: 28%; F: 6%</p> <p>(2) <u>Group sessions</u>: ≤1 hr.: L: 24%, H: 0%, NC: 0% <u>Individual meetings</u>: 1 hr.: L: 60%, H: 40%; 1.5 hrs.: L: 36%, H: 60% <u>Videos</u>: 1hr: L: 24%, H: 0%, NC: 0% <u>Phone calls</u>: 15-30 mins.: L: 56%, H: 100%, NC: 33%</p>
	Facilitators: (1) Male gender: M > F, committed with the Latino communities: F > M	No significant differences between subgroups
	Target audience: (1) Mothers and fathers: M > F, youth: M > F (2) Mothers and fathers: L and H > NC, youth: L and NC > H	
	Content: (1) Participation in the selection: M > F, having a variety of topics: M > F (2) Variety of topics: H > NC	
Promotion, recruitment, and retention strategies	Promotion strategies: (1) Word-of mouth and flyers: M > F (2) Using a positive frame: L and NC > H, and word-of-mouth: H and NC > L	
	Recruitment strategies: (1) Invitations through the family and a recruitment home visit: F > M (2) Through the family: L and NC > H	
	Retention strategies: (2) Necessity of incentives: H > NC, should promote family unity: L and NC > H	
Places for program delivery	(1) Program delivered close to their home and needing transportation M > F	<p>Where would you like individual meetings be? (1) Home: M: 67%, F: 44% (2) Home: L: 64%, H: 40%, NC: 33%</p> <p>How do you prefer to watch the videos? (2) Online: L: 44%, H: 80%, NC: 17%; DVD: L: 48%, H: 20%, NC: 50%; Flash drive: L: 8%, H: 0%, NC: 33%</p>

Note: (1): Parent role subgroup: M: mother and F: father; (2): Program participant type subgroup; L: participants with low attendance or partners who did not enroll in PIJP, H: participants with high attendance in PIJP, and NC: people with no contact with PIJP.

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Appendixes

Appendix 1

Individual interview questions

Introductory Questions

1. How would you describe how Latino families parent their adolescent children?
Prompt: Have you seen differences between mothers and fathers?
2. Do you think that the parent-adolescent child relationship is an important concern for Latino families? Prompts: What makes you think that? How about for Latino fathers? What makes you think that?
3. Do you think that other Latino families would like to learn new or different ways to get along with their children? Prompts: What makes you think that? How about fathers? What makes you think that?

Characteristics of the Parenting Intervention

4. How do you think most Latino families would prefer to learn about adolescent children and parenting? Prompts: How about fathers? Alone vs. with others? Reading?, Watching videos?, Having someone teach and explain things?
5. With a group, we are designing “something” for fathers and mothers with adolescent children who would like to learn new ways of getting along with each other:
 - a. What would you like this “something” to be?
 - b. What topics would you like to learn?
 - c. Would you prefer to attend alone or with your partner? Why?
 - d. What characteristics would have to have the person leading the program?
 - e. Where would you like it to take place? (If it’s individual where would you read the manual, where would you watch a video?, etc.)
 - f. When (days/times) would you be able to participate? (When would you read or use it? if it’s individual)
6. (If the preference is in a group format)
Many parents have told us that they prefer groups, but we know that you have many things going on that do not enable them to attend at a certain day, time, or place. Instead of a group,
 - a. How would you like to learn about new ways getting along with your adolescent child?
 - b. Where?
 - c. When?
7. For completing the program, we would like to give you something in exchange. What would you like to receive? Prompts: Is it important to provide something? What makes you think that?

Promotion, Recruitment, and Retention Strategies

8. We contacted you through.... What is the best way(s) that we could contact and invite other families to attend this program?

9. How would you invite participants? What is the role of mothers in inviting fathers to these types of programs? How about the role of fathers in helping mothers complete the program?
10. How would you keep participants engaged with the program once they register to attend? What is the role of mothers in making fathers complete the program? How about the role of fathers in helping mothers complete the program?

Closing Question

11. Are there other thoughts that you would like to share?

Appendix 2
Quantitative survey

SURVEY

Thank you for participating in this project. Your opinions will help us design a better program for Latino parents with adolescents.

There are not right or wrong answers. We only would like to know about you.

1. What is your gender?	<input type="checkbox"/> Male <input type="checkbox"/> Female
2. What is your date of birth? (mm/dd/yyyy)	
3. What is your country of birth?	
4. What is your marital status?	<input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Widow <input type="checkbox"/> Cohabiting
5. What is your highest school grade?	<input type="checkbox"/> Did not go to school <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School or GED <input type="checkbox"/> College or higher
6. Are you currently working? (employed full or part-time, or self-employed)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Now, we would like to know the services you have available for a potential intervention. Do you have a:

7. Cellular phone?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Smartphone (e.g., Samsung Galaxy, iPhone, etc.)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. If you have smartphone, do you have internet access on it?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. DVD-player at home?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. Computer with internet access at home?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Computer with internet access at work?	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Computer with CD-ROM or DVD Player at home?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Now we would like to ask you about your skills to navigate a webpage WITHOUT the help of others. This includes following links, watching videos, download materials, write in a discussion forum (or blog).

14. How confident do you feel about navigating a web page without the help of others?	I am certain that I can do it	It is likely that I can do it	It is likely that I cannot do it	I am certain that I cannot do it
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Now, we would like to ask you about your preferences to receive the program. Please mark in a circle the alternative that better represents what you think. How much would you like a program that has...

15. Group meetings?	Not at all	A little	Quite	A lot
16. Individual meetings with your family (at your home, in a clinic, or somewhere else)?	Not at all	A little	Quite	A lot
17. Phone calls?	Not at all	A little	Quite	A lot
18. A website?	Not at all	A little	Quite	A lot
19. A handbook?	Not at all	A little	Quite	A lot
20. Videos (DVDs, CD-ROMs, flash drive)?	Not at all	A little	Quite	A lot
21. A combination of all these options?	Not at all	A little	Quite	A lot

Now we would like to ask you about what you think that other Latino parents would do. Considering their schedules and commitments (work, family, etc.), how likely do you think that other Latino parents would:

22. Register in a parenting education program?	I am sure they will	Very likely	Maybe	I am sure they will not
23. Register in the presented parenting program?	I am sure they will	Very likely	Maybe	I am sure they will not
24. Attend the group sessions?	I am sure they will	Very likely	Maybe	I am sure they will not
25. Participate in home visits or individual meetings at a clinic or somewhere else?	I am sure they will	Very likely	Maybe	I am sure they will not
26. Use the handbook at home?	I am sure they will	Very likely	Maybe	I am sure they will not
27. Talk over the phone about parenting challenges and strategies with a professional?	I am sure they will	Very likely	Maybe	I am sure they will not
28. Access and use a website?	I am sure they will	Very likely	Maybe	I am sure they will not

29. Watch videos of the program?	I am sure they will	Very likely	Maybe	I am sure they will not
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Now we would like to ask you about your preferences for **group sessions**. What do you prefer?

30. Would you like to have moments for father-only and mother-only activities or be together all the time?	<input type="checkbox"/> Moments separated <input type="checkbox"/> Always together
31. Number of sessions?	<input type="checkbox"/> Between 1 and 3 <input type="checkbox"/> Between 4 and 6 <input type="checkbox"/> Between 7 and 9
32. Length of the sessions?	<input type="checkbox"/> 1 hour or less <input type="checkbox"/> Between 1 and 2 hours <input type="checkbox"/> Between 2 and 3 hours
33. Gender of the facilitator?	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> I don't care

34. When would you prefer group sessions be scheduled? Mark all options you would be available:

- Monday night, for example between 6 and 8 PM
- Tuesday night, for example between 6 and 8 PM
- Wednesday night, for example between 6 and 8 PM
- Thursday night, for example between 6 and 8 PM
- Friday night, for example between 6 and 8 PM
- Saturday morning, for example between 10 AM and 12 PM
- Saturday afternoon, for example between 2 and 4 PM
- Saturday night, for example between 5 and 7 PM
- Sunday morning, for example between 10 AM and 12 PM
- Sunday afternoon, for example between 2 and 4 PM
- Sunday night, for example between 5 and 7 PM

Now we would like to ask you about your preferences for **individual meetings with your family**. What do you prefer?

35. Place for the meetings?	<input type="checkbox"/> Home <input type="checkbox"/> Health clinic <input type="checkbox"/> Community agency
36. Number of meetings?	<input type="checkbox"/> Between 1 and 3 <input type="checkbox"/> Between 4 and 6 <input type="checkbox"/> Between 7 and 9
	<input type="checkbox"/> 30 minutes

37. Length of the meetings?	<input type="checkbox"/> 1 hour <input type="checkbox"/> 1 ½ hours
38. Gender of the facilitator?	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> I don't care

Now we would like to ask you about your preferences for a **website**. How much would you like if the program had a website it...

39. Sends reminders and updates to your cell phone?	Not at all	A little	Quite	A lot
40. Had a discussion forum (or blog) to ask questions and interact with other participants?	Not at all	A little	Quite	A lot

Now we would like to ask you about your preferences for **phone calls**. What do you prefer?

41. Length of the phone calls?	<input type="checkbox"/> 15 minutes or less <input type="checkbox"/> Between 15 and 30 minutes
42. Gender of the facilitator?	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> I don't care

Now we would like to ask you about your preferences for **videos**. What do you prefer?

43. Format?	<input type="checkbox"/> Online / Internet <input type="checkbox"/> DVD player <input type="checkbox"/> CD-ROM / Flash drive (computer)
44. Number of videos?	<input type="checkbox"/> Between 1 and 3 <input type="checkbox"/> Between 4 and 6 <input type="checkbox"/> Between 7 and 9
45. Length of the videos?	<input type="checkbox"/> 5 minutes <input type="checkbox"/> 15 minutes <input type="checkbox"/> 30 minutes <input type="checkbox"/> 1 hour
46. Gender of the facilitator?	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> I don't care

Finally, we would like to ask you about the topics that you would like in a program for families with adolescents. How much would you like that the program covers...

47. Topics related to work (how to do a CV, how to apply for a job, etc.)?	Not at all	A little	Quite	A lot
48. Topics related to immigration (laws, legal aid, etc.)?	Not at all	A little	Quite	A lot
49. Topics related to health (health insurance, health topics, etc.)?	Not at all	A little	Quite	A lot
50. Topics related to adult education (GED, college, etc.)?	Not at all	A little	Quite	A lot
51. Topics related to finances (taxes, payments, savings, etc.)?	Not at all	A little	Quite	A lot
52. How to use a computer (internet and other programs)?	Not at all	A little	Quite	A lot
53. How to communicate with your child?	Not at all	A little	Quite	A lot
54. How to discipline your child?	Not at all	A little	Quite	A lot
55. How to supervise effectively your child?	Not at all	A little	Quite	A lot
56. How adolescents develop during adolescence?	Not at all	A little	Quite	A lot
57. Opportunities for higher education for your child?	Not at all	A little	Quite	A lot
58. How to talk about sexuality with your child?	Not at all	A little	Quite	A lot
59. How help your child choose positive friendships?	Not at all	A little	Quite	A lot
60. How to keep your child away from bad influences, drugs and gangs?	Not at all	A little	Quite	A lot
61. How to help your child face emotional problems?	Not at all	A little	Quite	A lot
62. How to communicate better with your partner?	Not at all	A little	Quite	A lot
63. How to agree with your partner in your parenting?	Not at all	A little	Quite	A lot
64. How to solve problems with your partner without hurting the relationship?	Not at all	A little	Quite	A lot
65. How to improve sex?	Not at all	A little	Quite	A lot
66. Any other topic?				



Appendix 3
Original quotes in Spanish

- Q1: *“... pero que sea en español. Muchas veces padres no quieren ir porque –Ay no, me van a decir en inglés y ni les voy a entender, entonces para qué voy?”*
- Q2: *“Los cambios no ocurren de la noche a la mañana”.*
- Q3: *“Es como una persona que anda vendiendo un producto. Llega con una sonrisa y te cuenta acerca del producto. De allí, te dan un folleto con información. Si todavía no te convences lo sacan y te lo muestran, y te lo dan para que lo uses. Como todos, los padres Latinos aprendemos de diferentes maneras, pero siempre aprendemos”.*
- Q4: *“Uno resume la cosa más fácil, la mujer o el hombre a la mujer, y ya cuando viene el líder: ‘sabes que este, vamos a decir, vamos a poner algo sencillo, como aspirar una casa’, la mujer puede que le llegue y le diga al marido o el marido a la mujer: ‘sabes qué hablamos del tema de aspirar una casa, que no más hay que barrer y pasar la aspiradora’, y sin embargo llega el líder y dice: ‘sabes qué, cómo aspirar una casa, sabes que primero hay que arreglar desempolvar, tirar el polvito que hay ahí, juntar la basurita y luego pasar la aspiradora’”.*
- Q5: *“No decirle a la gente que hacer”.*
- Q6: *“Empezar con algo fuerte, vamos. Hablarles de drogas, hablarles de la violencia de aquí, que hay en este país. Siento que de esa forma puedes, puedes hacerles que se interesen de lo que quieres hablar. Y ya después ir, se puede decir, con las pláticas más despacio. Pero es empezar con algo fuerte, que los atraiga, que se sientan ‘si me interesa saber esto, porque voy a aprender a cómo educar a mi hijo, a decir que diga que no, a decir que diga que sí’. Sino con algo fuerte. Halarlos con algo fuerte”.*
- Q7: *“No hay horario que les quede bien a todos”.*
- Q8: *“Los sábados son el mejor día. La mayoría de la gente trabaja solo durante la semana. Los viernes por la noche y domingo son para descansar. Por eso es que el sábado es el mejor”.*
- Q9: *“También estaría bien eso, que estuviéramos puros hombres, pero, porque a veces puede tener un poco más libertad de decir cosas, si son puros hombres porque aún estamos con la creencia de que ¡oh! hay mujeres no podemos decir esto, o a lo mejor me voy a ver mal diciendo esto. Si puede ser tal vez no sé, si sea una sesión de dos horas, puede ser una hora tal vez separados, la última hora juntos”.*

- Q10: *“Les quitas el pretexto de que no puede salir de su casa, vamos ¿si me entiendes? Entonces, porque ya estás aquí, ya estás aquí. Entonces, ya estas, se puede decir, que estás en su zona de confort de ellos ¿sí?, de los papás ¿por qué? Porque haz de cuenta, mucho de los papás no les gusta exponer en público ¿si me entiendes?, sus cosas familiares, vamos. Pero, sin embargo, vienes a su casa, entonces al fin de cuenta, aquí se queda todo”.*
- Q11: *“Pues yo pienso que a mi esposo le gustaría algo así porque anda corriendo o apurado, y lo podría ver donde sea, y sin pedir permiso”.*
- Q12: *“Si yo voy a hablar con alguien me voy a sentar, tal vez voy a ir afuera y voy a hablar por teléfono, voy a llevar una libreta y voy a anotar pero la mayoría de la gente hispana... a lo mejor ya ahorita estamos cambiando mucho pero están las telenovelas, que van a tener la televisión prendida y van a estar en el teléfono”.*
- Q13: *“Esa página que no sea tan complicada verdad, porque digo hay muchos que, que no tienen el conocimiento necesario para navegar en los sitios web”.*
- Q14: *“...muchas gentes no saben leer”.*
- Q15: *“...una revista o un cuaderno, un libro, nos cuesta coger, prefiero la televisión que estar mirando libros... A veces yo veo por tantas hojas y veo mucha letra y pues cojo los titulares y listo”.*
- Q16: *“O sea, lo ideal es entre la semanas es más cercana sería lo mejor, yo pienso que funcionaria digamos una vez a la semana o un par de veces al mes, dos veces por mes... suena, para que sería digamos cada dos semanas, ¿entiende? para ayudar pues a esta gente que tiene problemas con sus horarios”.*
- Q17: *“Lo importante es que a nosotros nos gusta también aprender, pero que no sea muy demorado, por ejemplo si son 3, 4 horas entonces como que no mucho y si fuera una hora o 2 horas así no más”.*
- Q18: *“Si tú vas a hacer el grupo y si tú tienes pareja, pues que tu pareja este ahí, entiendes, porque luego las personas que dan los grupos o las pláticas siempre, como dices tú es nada más una persona, entonces si ven que el programa consiste en que vayan parejas y la está dando una pareja o dos parejas pero que sean en parejas, es como que se sienten más animados a que nada más vaya a la mujer o una mujer o dos o tres mujeres a dar un programa.”*
- Q19: *“Los hombres no irían a un programa de puros hombres. como son más, no son tan... no les gusta tanto, reuniones que tengan que ver con cosas así, ¿verdad?; de grupo, como que escuchen que es para la familia, van a decir ‘Oh, no ya ellos van a empezar a hablar de cómo vivimos y todo’, pienso que se van a sentir un poco*

más cómodos con, en cierta forma, con la mujer. Si es que están solos en un grupo de hombres, como que están obligados a hablar. Pero si va con la esposa y se siente incómodo, no se sentirá obligado y probablemente ella hablará.”

Q20:

Entrevistador: *“Claro, entonces ustedes tienen que saber que va a ser directamente útil para ustedes ¿es lo que me está diciendo?”*

Entrevistada: *¡Sí!*

Entrevistador: *“Entonces, por ejemplo usted me está diciendo, esto que nosotros tenemos un curriculum, ¿cierto? y que pueda ser que algunas de esas cosas del curriculum no les interesa a las familias”.*

Entrevistada: *“A lo mejor no todo les interese.”*

Entrevistador: *“Claro... Entonces como lo haría con las familias? ¡Ellas podrían tener tantas necesidades distintas!”*

Entrevistada: *“Como que podría presentarse como que más decir: ‘tenemos este curriculum fijo pero quizás además hay otras opciones’ - entonces, por ejemplo voy a inventar ‘El curriculum tiene estos 6 temas pero tenemos, entre todos, que elegir los 2 últimos temas para que hagan un total de 8’”.*

Q21:

Entrevistador: *“Por ejemplo si el folleto dice: mejore la relación con su hijo; ¿es algo que le llamaría la atención?”*

Entrevistado: *“Noooo porque me voy a sentir mal, si mi relación con mi hijo no es buena, nadie me lo tiene que decir, yo lo tengo que ver ¿entiende?”*

Entrevistador: *“Claro, entonces ¿cómo sería algo que sería llamativo, interesante cuando está el tema relacionado con su hijo o hija?”*

Entrevistado: *“No sé, quizás algo relacionado como decir: volviendo a ser adolescente; como que al volverse a sentir como que uno ya ha pasado por esa edad y hacerlo sentir que, que lo puede volver a vivir con tu hijo pero ya enseñándole”.*

Entrevistador: *“Claro, ok, súper, está, ok, o sea que como que lo importante es pensar bien el título y que sea como atractivo pero que tampoco genere como culpa”.*

Entrevistado: *“Exactamente, porque decir que mejore la relación con su hijo. Ya exactamente, entonces uno va a decir ‘no pues quién me está tratando de enseñar si yo ya sé’, o va a decir ‘ese tema yo ya me lo sé’, entonces buscar algo llamativo, como decir: enseñándole el futuro de tu niño”; algo así, no sé”.*

Q22: *“Sería como: Ohh wow! Esto es súper importante”.*

Q23: *“Cuando ya el papá se sienta más cómodo, más involucrado, entonces ahora sí lo puedes sacar de su lugar, vamos ¿sí? Ya lo puedes llevar a cualquier lugar que tú*

lo quieras llevar y al papá le va a interesar más.... esa preparación de antes es súper importante. Si tú no los preparas, no les va a interesar”.

Q24: Uno se compromete porque quiere aprender de corazón. Si el programa ayuda a que la gente haga esa conexión, conectarse con el corazón, estoy seguro que no faltaría nadie a ninguna sesión!

Q25:

Entrevistada: *“A mí me gustaría que esté cerca, que sea lo más cerca que se pueda, que no sea muy lejos eso es todo”.*

Entrevistador: *“¿Hay preferencia en qué tipo de lugar sea?, por ejemplo le importa que sea más en clínica, le gusta más que sea en una escuela de sus hijas, en una agencia comunitaria.”*

Entrevistada: *“Con tal que esté cerca en lo que sea. No hay problema.”*