

**PARENTS AND CHILDREN TOGETHER (PACT) EVALUATION**

**INSTRUMENT (16)**

**SEMI-STRUCTURED INTERVIEW TOPIC GUIDE**

**(FOR PROGRAM STAFF)**

**PARENTS AND CHILDREN TOGETHER (PACT)**

**TOPIC GUIDE FOR HISPANIC STUDY SITE VISIT INTERVIEWS**

The Parents and Children Together implementation study will include a multi-day site visit to each participating Hispanic RF program. Administrative and supervisory personnel and staff who have direct interaction with participants will be interviewed. Interviews will be either one-on-one or small group, depending on staffing structure, roles, and the number of individuals in a role.

**Introductory script:**

**Purpose and use of information:** A key objective of the PACT Evaluation is to learn about the operations of fatherhood programs awarded grants from the Office of Family Assistance within the Administration for Children and Families (ACF). The purpose is to provide information to practitioners and policymakers within multiple levels of government as well as in other sectors. As part of this evaluation, we are seeking to learn what makes this a program for Hispanic fathers (as distinct from programs for fathers from other cultural backgrounds). The information collected will be used to document the how programs such as yours are designed and operated.

**Authority of collection:** Mathematica Policy Research is conducting the PACT Evaluation on behalf of ACF. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it has a current valid OMB control number. The number for this study is 0970-0403. If you have any questions, please contact [CONTACT NAME], at xxx-xxx-xxxx, regarding OMB-PRA (0970-0403).

**Privacy:** The information you provide will be discussed among the evaluation team and federal staff at ACF. Information describing the program information may be included in reports. However, individuals’ identifying information will be kept private and not shared publicly.

**Voluntary Participation:** Providing information for the purposes described is voluntary and you may choose not to answer any question.

**Estimated time:** This discussion is expected to take about an hour and half.

| Construct | Interview Topic |
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| <b>Target Population</b>  |  |
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| Definition of population being served                               | Characteristics of the population the RF program expects to serve, such as: <ul style="list-style-type: none"> <li>• Native born vs. migrated to the U.S.</li> <li>• Generational status (if immigrant)</li> <li>• Family’s country of origin (self or parents)</li> <li>• Language proficiency in Spanish and English</li> <li>• Education and literacy levels in Spanish and English</li> <li>• Employment status and income level</li> <li>• Family structure, including marital/cohabitation status and coresidence with children</li> </ul> |
| <b>Principles Potentially Guiding Program Design and Operations</b> |  |
| Program Staff’s Beliefs, Perceptions, Experiences, Aspirations      | Rationale for and experience with serving Hispanic population such as: <ul style="list-style-type: none"> <li>• Perceptions of the role of Hispanic culture in fathers’ lives</li> <li>• Prior experiences and lessons learned serving Hispanic populations</li> <li>• Perceptions and beliefs about the needs of Hispanic fathers</li> <li>• Program purpose, objectives, goals, and desired outcomes</li> </ul>  |

| <b>Program Design Decisions and Practices</b> |   |
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| <p>Program Components, Content, Messaging</p> | <p>Program design decisions such as:</p> <ul style="list-style-type: none"> <li>•Core services offered, and how each is designed to meet the needs of Hispanic fathers</li> <li>•Supplementary services and reasons they are provided</li> <li>•Key overarching messages conveyed by staff to fathers, and why these messages are important</li> </ul>  |
| <p>Curriculum Choice and Adaptation</p>       | <p>Information about specific curricula used, such as:</p> <ul style="list-style-type: none"> <li>•How and why curriculum was selected; features that make selected curriculum most suitable for Hispanic fathers</li> <li>•During curriculum selection, whether program thought it was important that developer had knowledge of/experience with Hispanic fathers, and if so why</li> <li>•Whether curriculum was available in Spanish and the extent to which this was important in selection</li> <li>•Needed modifications or adaptations of curriculum, and reasons for these changes</li> <li>•Reasons for curriculum implementation choices regarding format, length, frequency and intensity of services</li> </ul> |
| <p>Staffing</p>                               | <p>Information about program staffing, such as:</p> <ul style="list-style-type: none"> <li>•Preferred credentials for program staff (education, experience, background, characteristics) and reasons why these are preferred</li> <li>•Role of staff’s cultural background, cultural competence, or Spanish speaking ability in assigning staff to direct service positions</li> <li>•Approach to staff training and reasons this approach is best for staff of a Hispanic fatherhood program (or why it needs to be improved)</li> <li>•Approach to staff supervision and support, and how this approach is best suited for staff of a Hispanic fatherhood program (or why it needs to be improved)</li> </ul>             |
| <p>Outreach and Recruitment</p>               | <p>Program decisions about and approaches to outreach, such as:</p> <ul style="list-style-type: none"> <li>•How and why the implemented outreach and recruitment strategies are (or are not) well-suited for use with Hispanic fathers</li> <li>•Challenges encountered with recruitment that are specific to Hispanic fathers; attempted strategies to address challenges</li> <li>•Culturally relevant considerations regarding the use of incentives to recruit or retain Hispanic fathers in the program</li> </ul>   |

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| <p>Service Delivery</p>       | <p>Considerations given and approaches to service delivery, such as:</p> <ul style="list-style-type: none"> <li>• Whether service delivery is grounded in or takes account of Hispanic culture, and if so what aspects of Hispanic culture</li> <li>• Rationale for choices made with respect to frequency, mode, and purpose of contact between program staff and participants</li> <li>• Service delivery adaptations to ensure sensitivity to Hispanic fathers' cultural traditions, such as involvement of extended family members</li> <li>• Accommodations for various literacy levels and proficiency in English and Spanish</li> <li>• Whether services or service delivery differs depending on whether fathers are native born vs. immigrant, documented vs. undocumented</li> <li>• Whether services or service delivery differs depending on country of origin (e.g., Mexico vs. Puerto Rico), and if so, how and why</li> <li>• Whether services are provided in a specific sequence, and if so why</li> </ul> |
| <p>Retention Strategies</p>   | <p>Information about participation and retention, such as:</p> <ul style="list-style-type: none"> <li>• Average dosage; completion rates of Hispanic fathers</li> <li>• Challenges encountered with recruitment that appear to be specific to Hispanic fathers; attempted strategies to address challenges</li> <li>• Characteristics of Hispanic fathers who complete and do not complete the program</li> </ul>   |
| <p>Community Partnerships</p> | <p>Community partnership and role in program objectives, such as:</p> <ul style="list-style-type: none"> <li>• Importance of partnering with community organizations known to the Hispanic community</li> <li>• Role of community partnerships in making referrals to the fatherhood program</li> </ul>   |