

SUPPLEMENTAL ONLINE CONTENT

Appendix 1. Open-ended questions used for secondary qualitative analysis to explore barriers and facilitators to parent engagement in the Legacy for Children™ program

<p>Open-Ended questions asked in the Parent Engagement Form (Group Leader Perspective) ^a</p> <ol style="list-style-type: none">1. Please provide any comments to elaborate on your efforts to contact this parent.2. Please add any comments you feel are necessary for us to understand the responses above, or any comments generally related to characteristics of this parent's participation.3. Please add any comments you feel are necessary for us to understand the responses above, or any comments generally related to how this parent benefits from the group.4. Please add any comments you feel are necessary for us to understand the responses above, or any comments generally related to how this parent contributes to the group.5. Please add any comments you feel are necessary for us to understand the responses above, or any comments generally related to your observation of this mother's parenting skills.6. Other elaborations <i>from this base question (a select all that apply question)</i>:<ol style="list-style-type: none">a. Please identify any problems or barriers that are impacting or may in the future impact upon the participation of this parent in the group (check all that apply). Check N/A if there are not problems or barriers.7. Please add any comments you feel are necessary for us to understand the responses above, or any comments generally related to barriers to this parent's participation.8. Other general comments
<p>Open-Ended questions asked in the Parent Satisfaction Survey (Participant Perspective)</p> <ol style="list-style-type: none">1. Please explain why you chose that response <i>from this base question</i>:<ol style="list-style-type: none">a. How well are the parenting groups fulfilling your expectations2. Please tell us about any other issues that made it difficult or impossible for you to attend a parent group meeting.3. How is being with these moms different from being with other moms?4. Please tell us more about why you rated her leadership skills the way you did, <i>from this base question</i>:<ol style="list-style-type: none">a. How would you rate the leadership skills of the Legacy Group Leader during the parent group meetings?5. What do you like most about the Group Leader?6. What do you like least about the Group Leader?7. Would you recommend <i>Legacy</i> to a friend?8. What are some ways you think the <i>Legacy</i> parent groups could be improved overall?

^a These questions were asked subsequent to quantitative Likert-scale questions to provide respondents the option to elaborate on ratings given.

Appendix 2. Final codebook used for secondary qualitative analysis to explore barriers and facilitators to parent engagement in the Legacy for Children™ program

Codes	Sub-Codes	Definition
<i>Structural/Logistical Characteristics</i>		
Lack of knowledge about available services	---	Knowledge about what program(s) are available that influence likelihood of participating
Social isolation	---	Being socially isolated or not having social or emotional support to deal with the demands of parenting influencing likelihood of attendance
Financial problems	---	Personal or family issues related to financial resources influencing ability to attend
Distance to site	---	Geographic distance (and affiliated time or effort) needed to participate in program
Moved away	---	Issue related to participant moving out of city, county, or state presenting challenges for participation
Transportation	---	Issues related to public transport (e.g., bus, train) or private transport (e.g., personal automobile) influencing ability to attend
Child care	---	Issues related to not having sufficient or quality child care available, influencing ability to attend
Single parenthood	---	Issues related to being a single parent that influence ability to attend
Needs of other children	---	Issues related to accommodating non-Legacy children's needs (their own children or other people's children), including mentions of quantity
General family responsibilities	---	Issues pertaining to responsibilities related to one's family that are not clearly specified and/or not captured in other available codes
Employment	<ul style="list-style-type: none"> • New job • Full-time job • Seeking employment • Erratic/unpredictable work • Nighttime shift 	Incoming or current job(s) schedule, stress, or responsibilities influencing ability to attend
Family persuasion	---	Issues related to the views/concerns of other caregivers/family members regarding participant's attendance in group
School/Classes	<ul style="list-style-type: none"> • Child enrolled • Parent enrolled • ESL 	Issues related to parent's or child's school (public school, college, or early childhood education) influencing ability to attend.
Health appointments and challenges	<ul style="list-style-type: none"> • Parent's • Child's • Other family member's 	Issues due to child's, parent's, or family member's health or healthcare needs (e.g., appointments), which influence ability to attend
Housing	---	Issues due to rent, housing instability, or homelessness which influence ability to participate
General busy schedule	<ul style="list-style-type: none"> • Lack of commitment 	Issues due to not having enough time that are not clearly specified and/or not captured in other available codes
<i>Perceptual Characteristics</i>		
Help-seeking attitudes	---	Participants' own perception or attitude towards seeking parenting programs (e.g., Legacy), or similar services (e.g., group counseling, social services)
Interest in program topics	<ul style="list-style-type: none"> • Desire to be a better parent 	Generic expression of interest or

		enthusiasm in topics covered by <i>Legacy</i> (non-specific) <i>Subcode:</i> Expression of desire to improve or change parenting based on previous experiences being parent themselves or with their older children
Previous experiences	---	Degree to and ways in which participants' previous experience with similar programs, services, or therapy that influences likelihood of participation
Intrusiveness	---	Degree that participating in program intrudes in mother's personal or family life
Relevance	---	Degree to which content covered in program is perceived to be relevant
Burden/time demand/resource demand	---	Degree to which participant's perception of the amount of time/burden/resources needed to participate influences likelihood of attendance
Stress/life issues	---	Degree to which participant feels stress in life influencing ability to participate
Culture	---	Degree to which participant perceives others in group or the program content to align with their culture values
<i>Program-related Characteristics</i>		
Curriculum session materials	---	Specific aspects of program content (e.g., curriculum, videos, activities, etc.) that influence likelihood or desire to participate (e.g., learning how to manage behavior) <i>Note:</i> Refer to Legacy curriculum to see list of topics covered.
Program design and delivery	<ul style="list-style-type: none"> • Group leader/staff • Other mothers in group (general) • Other mothers in group (social) • Other mothers in group (emotional support) • Other mothers' children in group • Group size • Food 	Aspects of how the program is structured and delivered