

# Recruiting Youth into Teen Pregnancy Prevention Programs: Working with Gatekeepers

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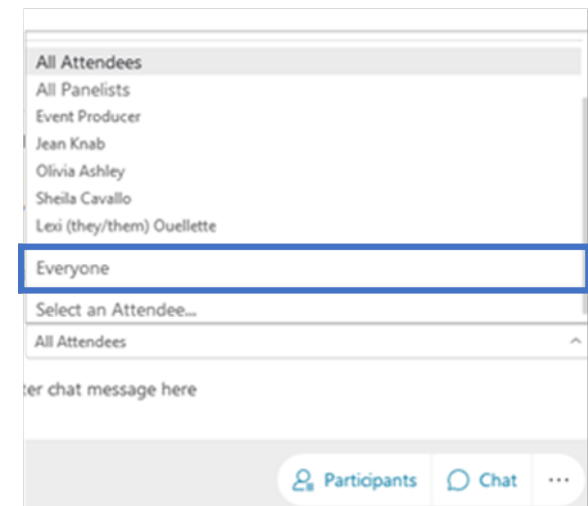
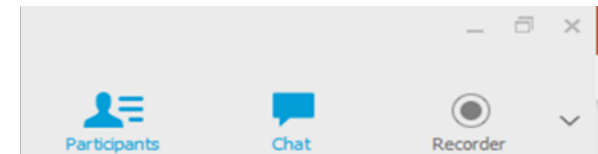


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## Join the Discussion

- To submit comments or questions, use the chat bubble icon at the top of the screen.
- Please use the drop-down box to select the recipients of your chat message. The current options to select from include: Host, Presenter, Host & Presenter, All Panelists, All Attendees, All Participants, and Everyone.
  - For interactive opportunities, please select Everyone.



## Objectives

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- Discuss experiences, recommendations, and examples related to working with gatekeepers to recruit youth.
- Engage with grantees about their experiences, ideas, knowledge, successes, and challenges.

## Agenda

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11:30 – 12:15 p.m.	General principles when working with gatekeepers
12:15 – 12:25 p.m.	Schools
12:25 – 12:35 p.m.	Clinics
12:35 – 12:45 p.m.	Juvenile justice settings
12:45– 1:00 p.m.	Questions and answers

**In which settings are you  
recruiting youth for your  
TPP program or TPP  
program and evaluation?**

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Poll



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# What (and Who) Is a Gatekeeper?



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# What types of gatekeepers are you working with?

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Get ready for a CHAT FLURRY!



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# General Principles



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## Challenges Gatekeepers Face

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- System or organizational constraints
- Limited time or resources
- COVID-19 may exacerbate these challenges
- Biases related to TPP programming, research, etc.



# What challenges are the gatekeepers you are working with facing now?

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Look in the chat for a link to the Mural board.



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# Being a Good Partner with Gatekeepers

- Align program content with system and organizational priorities
- Support overextended frontline staff
- Mitigate challenging youth behavior
- Appreciate system staff
- Consider a community-based participatory research approach



# What strategies have worked well with gatekeepers this year?

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Enter responses in the chat.

If you would be willing to share more, add a \* at the beginning of your chat response.



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## Community-Based Participatory Research

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- Partnership approach to research
- Fosters co-learning and capacity building
- Strives for the mutual benefit of all partners



## Possible Participatory Actions to Gain Input

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- Have stakeholders review recruitment materials for cultural appropriateness
- Discuss data collection relevant for partners
- Ask about the gatekeeper's desired role beyond recruitment
- Establish community advisory boards to advise and support you
- Hire community partners to collect data





## Possible Participatory Actions to Share Information

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- Invite partners to help interpret findings and communicate to stakeholders
- Involve key gatekeepers in all aspects of the evaluation





# Working in Schools



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## Considerations When Working with Schools During COVID

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- Meeting formats and schedule changes
- Scheduling implications of virtual program delivery
- Communication challenges due to additional stressors on staff
- Remember PPE



## Working with School Gatekeepers

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- Do your homework: Identify needs and concerns, and tailor your informational materials accordingly
  - For the community
  - For the district
  - For the target schools
- Communicate with gatekeepers early and often, and be transparent
  - Clearly outline expectations, requirements, and timeline
  - Be prepared to “sell” the study/program
  - Create one-page handout to share
  - Share study materials



# Working with School Gatekeepers: Being Flexible about Scheduling

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- Be sensitive to school schedules and priorities
  - Virtual/hybrid considerations
- Be mindful of school calendars, holidays, testing
- Learn community events and norms that may affect the schedule
- Consider their daily schedule
  - Be respectful of instructional time
  - Be prepared to reschedule



## Identifying a School Liaison

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- Identify someone who can be readily available to respond to questions and requests
  - We recommend someone other than the principal or assistant principal
- Work with the liaison as a partner
- Never underestimate the power of a small token of appreciation!





# Which gatekeepers have been your strongest allies?



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Share them in the chat box.

If you would be willing to share more, add a \* at the beginning of your chat response.



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## Working with Clinic Gatekeepers

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- Learn their COVID-19 practices
- Obtain staff input on recruitment procedures and how they fit into clinic operations
- Educate clinic staff on the prevalence of teen pregnancy in your community
- Share testimonials from prior program participants
- Attend weekly clinic staff meetings, if possible



## Working with Clinic Gatekeepers (cont'd)

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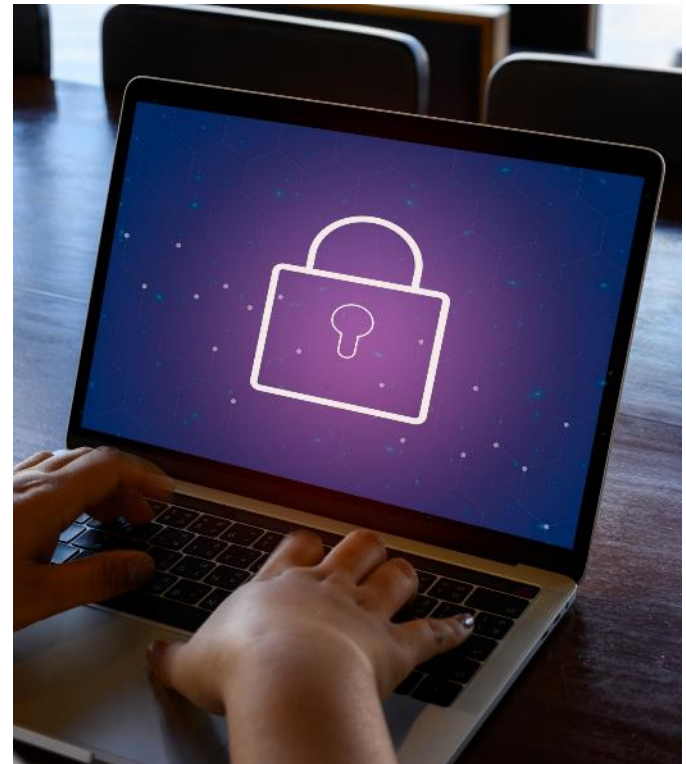
- Identify a clinic staff recruitment champion
- Consult with the clinic to determine a financial incentive to benefit the clinic
- Communicate updates and successes on a regular basis



## Working with Clinic Gatekeepers: Understanding Requirements

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- Be prepared to discuss your plans to protect their patients' privacy
- Respect clinic staff time by taking on as much of the recruitment burden as possible



# Working with Clinic Gatekeepers: Recruiting

- Recruit during appointment reminder phone calls
- Mail an introductory letter to parents and youth
- Consider waiting room recruitment
- Ask youth to arrive 30 minutes before their scheduled appointment
- Ask parents or youth to call a toll-free number for study information
- Engage clinicians as allies to provide endorsements, such as during telehealth visits



# What is one of the most successful strategies you have used for building gatekeeper support for your program?

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Share them in the chat box.

If you would be willing to share more, add a \* at the beginning of your chat response.



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# Working in Juvenile Justice Settings



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# Getting Buy-In from Juvenile Justice Gatekeepers

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- Identify gatekeeper needs and adapt to address them
  - Learn (and live by) the expectations at each facility
  - Offer trainings or information sessions for new staff
  - Provide easily accessible written guidance to address knowledge gaps due to staff turnover



# Providing More Services to Get Buy-In from Juvenile Justice Gatekeepers

- Partner with other agencies that can provide:
  - Psycho-education groups
  - Independent living training
  - Group or individual substance abuse treatment
- Consider offering a control program



## Working with Juvenile Justice Gatekeepers: Logistical Ideas

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- Map your curriculum to state mandates youth-serving agencies must address
- Identify the legally authorized representative(s) for consent
- Consider reduced residential populations due to COVID-19



## Wrap-Up

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- Convey understanding and respect for the organizational culture
- Consistently say thank you and consider other ways to convey gratitude
- Use gatekeepers' language
- Form personal connections



# What tips do you have for working with gatekeepers?

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Share them in the chat box.

If you would be willing to share more, add a \* at the beginning of your chat response.



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## Resources on Virtual Programming and Evaluation

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Available on Max.gov:

- **Evaluation TA resources**
- **TPP 19 Virtual Tools (October)**
- **TPP 19 Synchronous Virtual Delivery (October)**
- **TPP 19 Asynchronous Virtual Delivery (October)**
- **TPP 20 Virtual Data Collection (September)**



## Resources

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- School-based settings
  - Laureen H. Smith, Rick L. Petosa (2016) Effective Practices to Improve Recruitment, Retention, and Partnerships in School-Based Studies, Journal of Pediatric Health Care, Volume 30, Issue 5, Pages 495-498, ISSN 0891-5245, <http://dx.doi.org/10.1016/j.pedhc.2016.05.004>
  - Robin Bartlett, Tiffany Wright, Tia Olarinde, Tara Holmes, Emily R. Beamon & Debra Wallace (2017) Schools as Sites for Recruiting Participants and Implementing Research, Journal of Community Health Nursing, 34:2, 80-88, DOI: [10.1080/07370016.2017.1304146](https://doi.org/10.1080/07370016.2017.1304146)



## Resources

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- Community-based participatory research
  - Israel, Barbara A., et al. "Community-Based Participatory Research: Lessons Learned from the Centers for Children's Environmental Health and Disease Prevention Research." *Environmental Health Perspectives*, vol. 113, no. 10, 2005, pp. 1463–1471.
- Juvenile justice settings
  - Laris, B. A. "Opportunities to Provide Adolescent Pregnancy Prevention Services to Youth Involved with Juvenile Justice." Washington, DC: Administration on Children, Youth and Families, Family and Youth Services Bureau, 2020.
  - Tannis, L. N. "Educating Incarcerated Youth: Exploring the Impact of Relationships, Expectations, Resources and Accountability." London: Palgrave MacMillan, 2014.

## Resources

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- Juvenile justice settings (continued)
  - The National Campaign to Prevent Teen and Unplanned Pregnancy. “Preventing Teen Pregnancy Through Outreach and Engagement: Tips for Working with Foster Care and Juvenile Justice.” n.d. Available at <https://powertodecide.org/sites/default/files/resources/primary-download/tips-for-working-with-foster-care-and-juvenile-justice.pdf>
- Toolkit materials available
  - For managing recruitment – <https://opa.hhs.gov/sites/default/files/2020-07/ta-tppevalbrief-11.pdf>
  - District recruitment – <https://opa.hhs.gov/sites/default/files/2020-07/tppeval-tabrief9.pdf>

## Resources

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- Toolkit materials available (continued)
  - School recruitment –  
<https://opa.hhs.gov/sites/default/files/2020-07/tppeval-tabrief10.pdf>
- Waiting room TPP intervention
  - Guilamo-Ramos, V., A. Bouris, J. Jaccard, B. Gonzaleza, W. McCoy, and D. Aranda. “A Parent-Based Intervention to Reduce Sexual Risk Behavior in Early Adolescence: Building Alliances Between Physicians, Social Workers, and Parents.” *Journal of Adolescent Health*, vol. 48, no. 2, 2011, pp. 159–163.

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# Today's Presenters



**Olivia Ashley** is a senior researcher at Public Strategies. Dr. Ashley has led a cross-site evaluation of TPP programs and randomized controlled trials of teen dating violence and substance use prevention programs. She has worked with gatekeepers to recruit research participants in the child welfare system, community-based organizations, domestic violence/rape crisis centers, HIV testing organizations, the military, and schools.



**Sheila Cavallo** is a senior training and technical assistance specialist at Public Strategies. She is a veteran project manager, trainer, facilitator, and thought leader, having provided leadership in programming and policy areas including positive youth development, TPP, and healthy marriage and responsible fatherhood. She has more than 24 years of experience successfully engaging a diverse range of gatekeepers.



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# Today's Presenters



**Melissa Thomas** is a senior survey researcher at Mathematica. She has nearly 10 years of experience with TPP programs, including overseeing data collection on several randomized controlled trials, with a focus on in-school data collection. For the past four years, Ms. Thomas has provided technical assistance to grantees around data collection with youth, including efforts to boost consent returns and survey response rates, and more recently focusing on navigating data collection in the time of COVID-19.



**Jennifer Walzer** is a survey researcher at Mathematica who specializes in leading data collection activities for evaluations of TPP programs and reproductive health initiatives. She has experience working with gatekeepers on recruitment at clinics, community-based organizations, and schools, and has worked as a school recruiter on education evaluations.



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