

Strategies to Retain Adolescent Study Participants in Longitudinal Studies



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THE POLICY & RESEARCH GROUP

HILARY DEMBY, MPH

ALETHIA GREGORY, LMSW

KARTIS LEWIS, BS



The
Policy & Research
Group

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Presentation Objectives for Participants



- To learn about evidence-based practices designed to improve follow-up retention rates among youth enrolled in longitudinal studies.
- To acquire strategies to increase retention rates of youths enrolled in longitudinal studies by adapting evidence-based practices to their own studies.

Primary Program Partners



- Louisiana Public Health Institute (LPHI)
 - Funded by OAH as a Tier 1 Level C/D grantee to replicate and rigorously evaluate the effectiveness of *Becoming a Responsible Teen (BART)* sexual education curriculum
- The Policy & Research Group (PRG)
 - Contracted by LPHI to conduct the rigorous trial evaluation
- Institute of Women and Ethnic Studies (IWES)
 - Contracted by LPHI to conduct fidelity monitoring

Program Implementation Overview



- **Population:** adolescents ages 14-18 who live in Orleans Parish
- **Dosage:** program consists of eight 1½ - 2 hour sessions held over eight-weeks (one session per week)
- **Components:** program delivered to small gender-specific groups of between 5-15 participants
- **Setting:** program implemented during summer to youths enrolled in a city-sponsored summer employment program that offers summer camps, internships, and job-training opportunities
 - LPHI partnered with several of the summer employment program sites; youths who are placed by the city at these partner sites and meet program/study eligibility criteria have opportunity to enroll in program
 - Participants of city-sponsored summer employment program receive \$100 weekly stipend

Evaluation Overview



- Individual-level randomized controlled trial (RCT) design
- Study enrollment targets: 335 adolescents/year for 3 years = 1,005 participants
- Time-matched treatment & control interventions
 - Both consist of eight 1½ - 2 hour sessions held over eight-weeks (one session per week)
 - Both are delivered to small gender-specific groups of between 5-15 participants

Evaluation Overview



- **Treatment Condition: *Becoming a Responsible Teen (BART)***
 - Eight sessions; provides HIV information and teaches skill building activities to reduce sexual risk taking, delay sexual involvement, and reduce exposure to HIV, including: how to handle social and sexual pressures; ways to communicate assertively with friends and potential sexual partners; and refusal, negotiation, and condom use skills.
- **Control Condition: *Healthy Living***
 - Eight sessions; combines first session of BART (HIV information only) and seven sessions of a broader health curriculum that addresses nutrition, healthy eating habits, body image, and physical activity

Evaluation Overview



**BART + Healthy Living
= 4 Real Health Education Program**



Evaluation Outcome Data Collection Points



Enrolled study participants asked to respond to four questionnaires:

- Baseline: administered just prior to program start
- Post-program: administered immediately after program ends
- 6-month follow-up: administered six months post-program
- 12-month follow-up: administered 12 months post-program

Why is attrition a problem?



- Threatens the internal validity of the study
 - Whether or not observed changes can be attributed to the intervention and not to other possible causes. This is because “responders” may be different in some systematic way from “non-responders”, insinuating selection bias into the resulting analytic sample.
- Can also reduce statistical power
 - Not enough outcome data at all data collection points to measure differences in outcomes – even if meaningful differences exist.

**OUR GOAL: retain minimum 80% of study participants at each follow-up data collection point
(post-program, 6-month follow-up, and 12-month follow-up)**

Barriers to Retention



We need a comprehensive follow-up protocol because:

- 4Real Health is NOT a school-based program
- No central location where we can return to reach our study population year after year
- Not partnered with a program that maintains ongoing contact with participants – they get a new group of adolescents every summer
- In general, follow-up with adolescents presents specific set of challenges:
 - Time constraints/competition with other activities
 - Transportation issues
 - Parent cooperation for child to participate in data collection
 - Duration of study
 - Frequent changes to contact information – participants move or change numbers
 - In Louisiana – prohibited from surveying in schools due to nature of questions
 - General lack of interest/waning commitment to study

Evidence-based Strategies for Retention



Engagement, Verification, Maintenance, and Confirmation (EVMC) Model

- Developed by Christy K. Scott (2004)
- Standardized set of procedures to prevent attrition during a longitudinal study
- Proactive follow-up protocol designed to:
 - Maintain contact with participants
 - Quickly detect, correct, or replace inaccurate locating information
 - Allow adequate time to relocate participants prior to data collection

EVMC Model Evidence



- Used to follow up with 12,000+ research participants producing 95% follow-up rate across seven studies (over 90% completed within +/- 14 days of anniversary date)
- Previous studies that have used EVMC model to decrease attrition:
 - A 12-month HIV prevention study with adolescent girls (Seibold & Simpson, 2010)
 - A 3-month study with substance abusers (Gilmore, 2012)
 - A 12-month study of adolescents discharged from residential treatment (Godley et al., 2002)
 - A 12-month study with adolescent cannabis users referred to outpatient treatment (Dennis et al., 2002)
- Used by Chestnut Health Systems in three adolescent studies and in their document *Strategies for Client Tracking and Follow-Up*, a project supported by SAMHSA (Grandone & Moritz, 2010)

EVMC Model Overview



- Model consists of four phases:
 - Engagement
 - Verification
 - Maintenance
 - Confirmation
- Protocol begins at baseline and ends with last follow-up
- Protocol should be completely developed and in place before first participant is recruited to enroll in study

Engagement Phase



- Staffing
- Educating and motivating the participants
- Collecting appropriate locator data
- Scheduling next follow-up appointment
- Providing participant with a schedule card, which includes:
 - dates, time, and location of next data collection point
 - phone number (and email address) they can use to update locator information or check-in
 - information on the type and amount of compensation the participant will receive
- Locator Form information for each participant entered into a database
- Participants assigned to a specific staff person who becomes responsible for tracking
- Send thank-you card within seven days after data collection

4 Real Health - Engagement



- **Staffing:** one full-time research assistant dedicated to outcome data collection and participant retention; maintains consistent contact with participants from baseline to 12-month follow-up. (More staff allocated to assist during high-volume data collection periods)
- **Educating and motivation:** at every data collection point proctors follow script which reminds participants a) why we are collecting data, b) importance of data collection, c) how info. will be used, d) planned incentives, and e) general dates for upcoming data collection points
- **Locator Form:** administered to participants at beginning of Session 5 of program
- **Thank you card:** sent from “the 4Real Health team” within one week of end of program

4 Real Health - Engagement cont'd



Locator Form data collected:

- Participant's personal information
 - home and mobile phone numbers
 - email addresses
 - Facebook name
 - date of birth
 - current mailing addresses and other residents at that address
 - former address if has not lived at current for past 12 months
 - future address if plans to move in 12 months
 - school Information: school name, address, grade, teacher, and after-school activities
 - places they frequent and times they might be there
- Contact information for three primary family members
- Contact information for three additional alternate contacts (other relatives, friends, neighbors, boy/girlfriend, teachers, etc.)

Verification Phase



- Objective of this phase is to verify the accuracy of all information on the Locator Form within 7-10 days after completion
- Preferred verification method is to call all collaterals listed by participants and confirm the information
- Study staff contact participants to correct inaccurate information

4 Real Health - Verification



- Paper Locator Forms are split up among research assistants and verification process takes place between weeks five and eight of the program
- All contact information collected on Locator Forms is verified by calling numbers and sending “just checking” emails
- If any information is incomplete or inaccurate, study staff call or drop-in on participants after class during weeks 5-8 to update the forms
- Once verified, Locator Form data is entered into our *Participant Tracking Dataset* – this is also where dates of all future planned and unplanned contacts with participants are recorded

Maintenance Phase



- Series of mailings and phone contacts at scheduled intervals throughout the follow-up period to:
 - Provide reminders about upcoming data collection points
 - Keep participants engaged in the process
 - Ongoing mechanism to identify inaccurate locating information
- Communications can be simple but should always include:
 - Date and time of their next appointment
 - Reminder of how much they will be compensated for completing the follow-up survey
 - Phone number they should call if they need to update their information or reschedule
- Can also send birthday, holiday, or graduation cards which should also include all reminder information

4 Real Health - Maintenance



- Developed *4Real Health Follow-up Protocol* document:
 - Details planned communications with participants from post-program to 6- and 12-month follow-up data collection
 - Includes scripts and text to be used for each planned communication
- When possible, content of all messaging to participants includes:
 - 4Real Health program logo
 - motivational text
 - date, time, location of questionnaire
 - incentives provided
 - study staff contact information (phone number, email)
 - signed by main study staff person and “the 4Real Health team”
- Send reminder letters mid-way between data collection points (3 and 9 months post-program)
- Send birthday and holiday cards
- Participant contact information updated at every opportunity

Confirmation Phase



- The goal of this phase is for study staff to speak directly with participant to confirm the date, time, and location of the follow-up data collection
- Calls may have to be made in the evenings and weekends
- Model suggests process begin six weeks out from the follow-up date to allow adequate time to locate the participant
- Staff should complete some type of communication activity on each unconfirmed participant every 1-2 days until confirmation is obtained
- After confirmation is achieved, staff place a series of reminder calls at specified intervals (7 days, 24 hours) prior to the scheduled data collection date

4 Real Health - Confirmation



- We attempt to have all contacts made by one PRG study staff person responsible for follow-up process
- Use online text messaging system to send mass text messages
- If needed, we call parents to coordinate a time to meet
- Scheduling and reminder calls are made during after-school and evening hours and on weekends
- Start calling process one week prior to data collection window opening
- We always text and call participants the day before and morning of the scheduled meeting
- Continue ongoing calling, re-scheduling, and reminders during the data collection window until youth comes to appointment
- If unable to reach by phone or email, a letter is mailed

Additional Elements to 4 Real Health Strategy



Questionnaire Administration Scheduling

- We use multiple scheduling strategies:
 - schedule “drop-in” windows
 - creating group administration appointments – “snowball scheduling”
 - schedule individual appointments
 - contacting parents to help assist with scheduling
- Hold “data parties” – administer survey for 1 ½ - 2 hour time block, then provide incentives, food and drinks afterwards
- Administration hours are offered after school, evenings, and weekends

Additional Elements to 4 Real Health Strategy



Questionnaire Administration Locations

- Goal is to make questionnaire administration sites as convenient as possible for youths
- Coordinate to have data collection take place at multiple sites throughout the city, including:
 - Partner organization facilities where youths participated in 4Real Health during the summer
 - Reserve space and meet at local libraries in their neighborhoods
 - Coffee shops or restaurants near home or school (last resort option)

Additional Elements to 4 Real Health Strategy



Multiple Survey Administration Options

- Offer option to complete survey in person at planned administration sites
- After data collection window has been open one month – offer online survey completion option

Additional Elements to 4 Real Health Strategy



Incentives

- Participants receive \$20 Walmart gift card to compensate them for the time it takes to complete questionnaire at six months and 12 months (\$40 total)
- iPod Touch raffle held twice a year – get their name in draw every time they complete a questionnaire (four times max)
- Have option to provide an additional incentive to late responders (\$15 gift card)
 - Communicate to youths they will get increased incentive if they complete survey within a specific time frame

Year One of Full Implementation Questionnaire Completion Data (as of May 3, 2013)



| Survey Type | Total Completion Rates | In-person Survey Completion Rates | Online Survey Completion Rates |
|-------------------|------------------------|-----------------------------------|--------------------------------|
| Baseline | 333/334 (99.70%) | 330/333 (99.10%) | 3/333 (0.90%) |
| Post-program | 318/334 (95.21%) | 293/318 (92.14%) | 25/318 (7.86%) |
| 6-month follow-up | 257/334 (76.95%) | 183/257 (71.21%) | 74/257 (28.79%) |

Focus Group with Pilot Participants



Summary Results

- The best way to encourage kids to complete their surveys is to:
 - Offer gift cards
 - Emphasize the value of finishing what participants committed to
 - Emphasize the importance of the study and its implications for others
 - Conduct the follow-ups at various locations and times
 - Create a positive association with the program
- Knowing the person who is contacting them for follow-ups is important
- Text messages were their preferred method of communication
- All the different forms of communication were helpful in reminding them to complete questionnaires

Summary



- EVMC Model helps us standardize retention protocols
- Our retention strategies are constantly changing and adapting
- Findings from our pilot follow-up data collection continue to inform our processes for full implementation

References



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ENGAGING ADOLESCENTS IN RESEARCH: STRATEGIES FOR RECRUITMENT AND RETENTION IN LONGITUDINAL STUDIES

HOLLI M. SLATER, MSSW & DIANE B. MITSCHKE,
PHD

Third Annual Teen Pregnancy Prevention Grantee
Conference: Ready, Set, Sustain: Continuing Our
Success

May 20-22, 2013, National Harbor, MD.

DISCLAIMER

Educational or instructional materials referenced during presentations at the Third Annual Teen Pregnancy Prevention Grantee Conference: *Ready, Set, Sustain: Continuing Our Success* are for informational purposes only. Presenters' references to these materials do not constitute endorsement by OAH, ACYF, CDC or the U.S. Department of Health and Human Services. Any statements expressed are those of the presenters and do not necessarily reflect the views of the Department.

OBJECTIVES

At the conclusion of this workshop, you will be able to...

1. Identify at least three strategies to address to the challenges of recruitment, including obtaining consent/assent, with adolescents.
2. Identify at least three strategies to address the challenge of retaining a transient sample throughout a longitudinal study.
3. Identify at least three strategies to address the challenge of developing trust with an adolescent population.

BACKGROUND

- Description of the study
- Evaluation design
- Characteristics of the sample
- Evaluation team



CHALLENGE #1: RECRUITMENT AND OBTAINING CONSENT/ASSENT

Synopsis: Recruiting adolescents to participate in research can be difficult. It can be challenging to get adolescents to return signed forms in a timely manner, which is even more difficult when participants are under the age of 18.

Obstacles this Creates:

- Recruitment Barriers
 - Student and parental concerns
 - Time commitment involved
 - Interference with other obligations (e.g. work, parenting, school)
 - Content of the intervention
- Consent/Assent Barriers
 - Difficulty getting a representative sample
 - Difficulty getting appropriate sample size
 - Possibility of coercion due to repeated requests for paperwork

SOLUTIONS FOR CHALLENGE #1: RECRUITMENT

- Recruitment efforts primarily performed by program staff
- Recruitment script can be individualized to meet unique needs of potential participants
- Incentives
 - For survey completion
 - For program participation
 - Additional incentives linked to longitudinal nature of the study



SOLUTIONS FOR CHALLENGE #1: RECRUITMENT

Other ideas:

- Former program participants as recruiters
- Group recruitment
- Video development (See Video)



SOLUTIONS FOR CHALLENGE #1: CONSENT/ASSENT

- Have ALL paperwork available at time of recruitment
- Send consent form home with other important information (e.g. report cards, permission forms, applications)
- Flyer explaining study
- FAQ Sheet for Parents



SOLUTION: RECRUITMENT FLYER

You are invited to participate in an important research study to evaluate the Crossroads Program!

Crossroads is a program that aims to:

- Reduce teen sexual activity and teen pregnancy
- Increase knowledge about sexual health, HIV/AIDs and STDs
- Connect participants to community resources.

HHS Department of Adolescent Health (OAH) sponsors this study in collaboration with Arlington ISD Pregnancy Related Services Department, AISD Drop Out Prevention Department and The University of Texas at Arlington School of Social Work.

Who is conducting the study?

The study is sponsored by the U.S. Department of Health and Human Services office of Adolescent Health. The study is conducted by the University of Texas at Arlington School of Social Work in partnership with the Arlington Independent School District. Grant number TP2AH000011.

How can I get more information about the Crossroads Program?

For additional information about the program contact the Crossroads Office at 682-867-7668.

How can I get more information about the study?

For additional information about the study please pick up a list of answers to frequently asked questions from the Graduation Coach at your school, or contact the principal investigator Diane Mitschke.

Diane Mitschke
University of Texas at Arlington
211 S. Cooper
Box 19129
Arlington, TX 76019
(817) 272-3181
dianemitschke@uta.edu

The Evaluation of the Crossroads Pregnancy Prevention Program



A Teen Pregnancy Prevention Initiative funded by the Office of Adolescent Health

RECRUITMENT FLYER: INSIDE

What is the purpose of the study?

Research suggests that high school dropout can be directly linked to an increased likelihood of teen pregnancy. This study will help us learn about the success of the Crossroads program in reducing dropout rates and teen pregnancy.

70 percent of teens who become pregnant drop out of high school.

kidshealth.org

Who can participate in the study?

Arlington ISD students ages 17-19 that are enrolled in the drop out prevention program may be considered for the study. If selected to participate, students will be randomly assigned into two groups (Group A and Group B). Group A students will attend the Crossroads 3-day field trip and take the surveys. Group B students will work with a graduation coach and take the surveys.

Students not selected, or opting not to participate in the study will continue to work with their graduation coach.



What can I expect if I sign up for the study?

All participants selected for the study (Group A and Group B) will complete a 30-minute online survey at four different times over the course of 12 months. Survey questions will include T/F and multiple choice questions about personal strengths, community resources, and knowledge, behaviors and beliefs about early sexual activity, and STDs/AIDs.

During the study a member of the research team will contact each participant to schedule the survey. For each survey attempted, students will receive a **\$20 gift card** to Walmart. Participants who complete all four surveys will be entered into a raffle to win an iPod. Participants that can be reached at the end of the 12 months may attend a "Fun Day" at Camp Thurman.

The 3-day Field Trip (Group A Students Only)

Students randomly selected for Group A will participate in the Crossroads program. Crossroads is a 3-day field trip focusing on building personal skills, preventing teen pregnancy and STDs, and identifying community resources.

| | |
|---------------|---|
| Day 1: | Camp Thurman: Outdoor challenge course, participants identify attitudes and personal beliefs about relationships. |
| Day 2: | Tarrant County Community College: College tour, career assessment, and knowledge building about STDs and HIV/AIDS. |
| Day 3: | Community Tour: Visit Mission Arlington and identify community resources, continue knowledge building about STDs and HIV/AIDS, and discuss pregnancy prevention. |

High school dropouts are more likely to be unemployed, earn lower wages, have higher rates of public assistance, are more likely to be single parents, and have children at a younger age.

All4ed.org retrieved May 7, 2008

Frequently Asked Study Questions

Participation

Does my child have to participate?

- No, your child may choose to not participate. This will not be held against him/her in any way. He/she will continue to work with their graduation coach even if they choose to not participate in the study.

Does my child get extra credit for participating?

- Extra credit is not offered for students who choose to participate.

What does my child get if he/she participates?

- For every survey (Baseline, 3-Month, 6-Month and 12-Month) your child attempts he/she will receive a \$20 gift card to Wal-Mart. Students who complete the 12-Month survey will be entered in a raffle for an iPod. At the completion of the study, your child will be offered the opportunity to attend a fun filled Saturday at Camp Thurman.

My child is behind in classes. If he/she is picked how will this impact his/her grades?

- Your child will continue to work with a graduation coach even if he/she is not selected or chooses to not participate. If your child is chosen for the intervention, he/she will be excused from classes for the three days of the program. Graduation coaches will work with your child and his/her teachers to get makeup work for the days of the program.
- Some surveys may be scheduled during the school day; however, your child's graduation coach will ensure your child is not pulled out of any critical classes that your child is behind in. Every effort will be made to schedule surveys before or after school or during lunch.

SOLUTIONS FOR CHALLENGE #1: CONSENT/ASSENT

Other ideas:

- Host a parent night at the school/center to explain the study
- Utilize parental contact information
 - Mail forms directly home
 - Conduct reminder phone calls to parents
- Incentives
 - For respondents who return paperwork
 - For staff assisting with consent collection
 - For schools who are supporting the program

CHALLENGE #2: TRANSIENT POPULATION

Synopsis: At risk adolescents can be difficult to locate for follow-up in repeated measures designs.

Obstacles this creates:

- Contact information constantly changes
- Living situations can be unpredictable and adolescents become homeless
- Students who drop out of school may not want to talk to any school related personnel

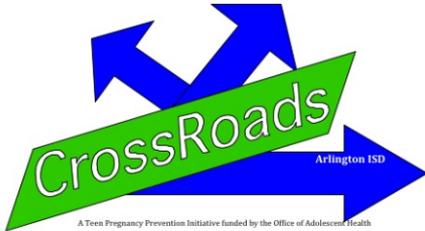
SOLUTIONS FOR CHALLENGE #2: TRANSIENT SAMPLE

Maintain accurate contact records

- Collect multiple points of contact at baseline
- Update contact information each time participant is contacted
- Seek contact information from multiple sources (e.g. siblings, friends, relatives)



SOLUTION: OBTAIN MULTIPLE POINTS OF CONTACT



Crossroads Contact Information

We want to be able to find you for your Follow Up surveys and gift card! Please provide information on any additional people (such as friends or relatives) who will know how to contact you in the event of school transfer and/or other family contact information changes.

Contact #1 First/Last Name: _____

Relationship to You: _____

Street Address: _____

City, State Zip: _____

Email Address: _____

Home Phone: _____

Cell Phone: _____

Contact #2 First/Last Name: _____

Relationship to You: _____

Street Address: _____

City, State Zip: _____

Email Address: _____

Home Phone: _____

Cell Phone: _____

Contact #3 First/Last Name: _____

Relationship to You: _____

Street Address: _____

City, State Zip: _____

Email Address: _____

Home Phone: _____

Cell Phone: _____

Contact #4 First/Last Name: _____

Relationship to You: _____

Street Address: _____

City, State Zip: _____

Email Address: _____

Home Phone: _____

Cell Phone: _____

SOLUTION: TRACK CHANGES IN CONTACT INFO

Follow-up Contact (GRA USE ONLY)

Student Information:

Stu FN **Matt** MI Stu LN **Dillon** Next Follow **6/1/2012**
Stu ID **123456** Campus **Lamar HS** Alt Loc Cohort **Cohort 3**
Grad Coach **Buckley** FacilitatorAssigned Sch Status **Enrolled**
Stu Cell Ph **682-555-2502** Txt? **Yes** Stu Home Ph **214-555-5235**
Email **mdillon213@hotmail.com** FB? **Yes** Other **facebook.com/dillon222**
Address **123 Stanford Drive** City **Arlington** State **TX** Zip **76012**

Emergency Information:

Name **Missy Dillon** Relation **Mother** Phone **214-555-5235**
Comments **Participant moving to CA & prefers to be contacted via e-mail. HS 6/1/12**

Additional Contact Information:

Best Way to Contact Student **Facebook**

| | | | |
|---|---|--------------------------------|----------------------------------|
| <u>First</u> Cameron | <u>Last</u> Diaz | <u>Relation</u> Friend | <u>Phone</u> 817-555-1233 |
| <u>Add</u> 1234 First Street | <u>City</u> Arlington | <u>State</u> TX | <u>Zip</u> 76019 |
| <u>Email</u> | <u>Do Not Contact</u> <input type="checkbox"/> Yes | <u>Created/Updated</u> | 6/22/2012 6/22/2012 |
| <u>First</u> Kevin | <u>Last</u> Dillon | <u>Relation</u> Brother | <u>Phone</u> 817-299-4145 |
| <u>Add</u> 1826 Fireside Road | <u>City</u> Fort Worth | <u>State</u> TX | <u>Zip</u> 78224 |
| <u>Email</u> kdillon@hotmail.com | <u>Do Not Contact</u> <input type="checkbox"/> Yes | <u>Created/Updated</u> | 6/22/2012 6/22/2012 |
| <u>First</u> Paul | <u>Last</u> Dillon | <u>Relation</u> Brother | <u>Phone</u> 214-874-1235 |
| <u>Add</u> 726 S. Merrit Street | <u>City</u> Dallas | <u>State</u> TX | <u>Zip</u> 75024 |
| <u>Email</u> pdillon@hotmail.com | <u>Do Not Contact</u> <input type="checkbox"/> Yes | <u>Created/Updated</u> | 6/22/2012 6/22/2012 |

SOLUTIONS FOR CHALLENGE #2: MULTIPLE METHODS OF CONTACT

Multiple methods of contacting participants

- Telephone
- Texting
- E-Mail
- Facebook
- Home Visits

Keep track of best methods to locate



SOLUTION FOR CHALLENGE #2: BEST METHOD OF CONTACT

Participant Contact Log

Study ID: _____

Group: TREATMENT CONTROL



Baseline

3-Month

GRA _____

GRA _____

| Date | Attempt to reach student |
|------|--------------------------|
| | |
| | |
| | |
| | |
| | |



| Date | Attempt to reach student |
|------|--------------------------|
| | |
| | |
| | |
| | |
| | |

SOLUTIONS FOR CHALLENGE #2: REMINDER CARDS

Maintain frequent contact with participants throughout the study's duration

- Reminder cards
- Designated contact number for study personnel
- Survey reminder letter

Thank you for taking part in the Crossroads Study.



We don't want to miss you for your next survey!

You will receive a \$20 gift card to Walmart for completing your next survey. If any of your contact information changes before then, please call Raytasha at: 817-272-6311.

2012 Your next survey is due in the month of:

| JANUARY | FEBRUARY | MARCH | APRIL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|----------|----------|----|----|----|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| MAY | JUNE | JULY | AUGUST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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SOLUTION FOR CHALLENGE #2: SURVEY REMINDER LETTER



Hello [PARTICIPANT NAME],

Thank you for continuing to participate in the Crossroads study. Your next survey is due soon (May). Remember you get a **\$20 gift card** as soon as you finish the survey as our way of saying thanks for your time and participation.

Jessica, from UTA will be calling you in the next few weeks to schedule this survey. Her phone number is (XXX) 555-5555. If you have any questions you can talk to your graduation coach, Mr. Buckley.

If you have already been contacted by UTA before receiving this letter, thank you for scheduling your survey!

Sincerely,

Crossroads Evaluation Team

CHALLENGE #3: LACK OF TRUST

Synopsis: Adolescents may find it difficult to trust evaluators and study personnel.

Obstacles this creates:

- Participants do not answer their phone when called
- Participants do not respond to messages
- Participants do not show up for scheduled survey appointments
- Family and relatives of participants question multiple contacts by survey administrators

SOLUTIONS FOR CHALLENGE #3: BUILD RAPPORT



Build a sense of rapport with participants

- Ensure continuity of survey administrators throughout the duration of the study
- Maintain boundaries while engaging in casual conversation
- Participants have contact information for research coordinator

Wear program identifiable clothing when interacting with participants

Have pictures of evaluation staff visible at places of recruitment

SAMPLE PICTURES OF GRA FLYER



Daniel

This is your
CROSSROADS GRA!

**Want your
\$20 Gift
Card to
Walmart?**

Don't forget:

- Answer your phone when we call!
- Reply to our texts!
- Take the survey!
- Collect your gift card to Walmart!



Nicole

This is your
CROSSROADS GRA!

**Want your
\$20 Gift
Card to
Walmart?**

Don't forget:

- Answer your phone when we call!
- Reply to our texts!
- Take the survey!
- Collect your gift card to Walmart!

SOLUTIONS FOR CHALLENGE #2: FLEXIBLE SURVEY ADMINISTRATION

Flexibility with survey administration

- **Meet participant at a convenient and comfortable location for him/her**
 - Use of Wireless Cards
 - Take advantage of free Wi-Fi (e.g. Coffee Shops, Restaurants, Stores)
- **Have multiple forms of the survey available**
 - Online
 - Print (mail or internet failure)
 - Phone administration



SOLUTIONS FOR CHALLENGE #3: ACCOMMODATE PARTICIPANT SURVEY NEEDS

Accommodate Participants Survey Needs

- Communicate with participants with their preferred method of communication
- Refer to program staff or former evaluation staff when communicating with participants
- Participants have access to personal cell phone number of their survey administrator



ANY QUESTIONS?



CONTACT INFORMATION

Holli M Slater, MSSW
University of Texas at Arlington – School of Social Work
211 S. Cooper Street
Arlington, TX 76019
holli.slater@mavs.uta.edu
214-682-5895

Diane B. Mitschke, PhD
University of Texas at Arlington – School of Social Work
211 S. Cooper Street
Arlington, TX 76019
dianemitschke@uta.edu
817-807-1464

MINIMIZING LOSSES TO THE EVALUATION SAMPLE

ELAINE M. WALKER
SAMETRIC RESEARCH & SETON HALL UNIVERSITY

Third Annual Teen Pregnancy Prevention Grantee Conference
Ready, Set, Sustain: Continuing Our Success
May 20-22, 2013, National Harbor, MD

DISCLAIMER

Educational or instructional materials referenced during presentations at the Third Annual Teen Pregnancy Prevention Grantee Conference: *Ready, Set, Sustain: Continuing Our Success* are for informational purposes only. Presenters' references to these materials do not constitute endorsement by OAH, ACYF, CDC or the U.S. Department of Health and Human Services. Any statements expressed are those of the presenters and do not necessarily reflect the views of the Department.

PURPOSE

Purpose of the presentation is to identify challenges in retaining students in our evaluation sample over time

Identify successful strategies for reducing sample attrition



WHY MINIMIZING ATTRITION IS IMPORTANT

Internal validity

External validity

How attrition can compromise both types of validity



THE REPLICATION PROJECT

PHAT is – an 8-hour abstinence only intervention that is being replicated with sixth and seventh graders in Yonkers, New York. Originally developed with African-American Youths in Pennsylvania, the intervention is being replicated in a predominantly Hispanic community. To date, over 700 students have participated in the intervention. This EBI seeks to reduce sexual intercourse and the subsequent negative health consequences associated with early initiation of sex to include unintended pregnancy and the acquisition of sexually transmitted illnesses. The intervention's theoretical footprints are to be found in the Theory of Planned Behavior. Thus, it is designed to (1) increase knowledge, 2) strengthen behavioral beliefs about the benefits of abstinence, and (3) increase skills to negotiate abstinence. The 8-hour health-promotion intervention, the control curriculum, focuses on behaviors related to diet, exercise, drugs and alcohol consumption. Both programs are delivered on two consecutive Saturdays.

INHERENT CHALLENGES/THREATS FOR US

Brevity of the intervention

Access to transportation

Vulnerability of families

Questionnaire-testing



A PRIORI DATA COLLECTION WAVES AND SCHEDULE

Baseline- on site- First Saturday

Posttest- on site- Second consecutive Saturday

Three months, six months, twelve months on site on a regularly scheduled program day



STRATEGIES FOR RETAINING YOUTH BETWEEN DATA COLLECTION WAVES

- 1) Birthday Cards
 - 2) Reminder Cards
 - 3) Congratulatory Cards
 - 4) Vacation cards
 - 5) Welcome back cards
 - 6) Incentive structure
 - 7) On-going update to address, contact numbers, and information for primary and secondary contacts
- 

EARLY PROBLEMS DURING FOLLOW-UPS

Overall success in posttest administration – more than 95% completion rate

During year 1 of full implementation three months follow-up rates were less than 60%

Creeping problem with differential attrition- losing proportionately more students from the control group



EARLY STRATEGIES EMPLOYED DURING YEAR 1 TO ATTENUATE SAMPLE LOSS

- 1) Generate a comprehensive no show list
 - 2) Schedule off-site follow-up- using community based facilities
 - 3) Assignment of off-site data collection team-decentralized approach
 - 4) Re-thinking the role of the data collectors during on-site administration
- 

END OF YEAR 1 FINDINGS

- 1) Percentage of youth showing up for regularly scheduled on-site follow-up less than anticipated
 - 2) Exacerbation of differential attrition between treatment and control
 - 3) Percentage of youth successfully followed-up off site less than expected
- 

YEAR 2 STRATEGIES TO REDUCE LOSS

- 1) New Incentive structure for on-site follow-ups
 - 2) Changing the climate of the data collection rooms through interactive games
 - 3) Centralizing the off-site data collection process
 - 4) Expanding options for youths and their families to participate in off-site follow-up, with options linked to the age of the youth
 - 5) Creating a parallel off-site incentive structure to that offered on-site
- 

YEAR 2 SUCCESS

- 1) Percentage of youth attending on-site follow-up improved
 - 2) Percentage of youth participating in off-site follow-up improved
 - 3) Differential attrition rate less than Year 1
- 

CONCLUSION

- 1) Process is iterative
 - 2) Creative solutions
 - 3) Importance of coordination between program and evaluation teams
 - 4) Larger environmental issues that make it difficult to have an optimal solution to data collection challenges
 - 5) Structural constraints among the population served that are difficult to overcome
- 