

# Office of Adolescent Health

## Build Your Program and They Will Come?

### Recruitment & Retention Strategies for Partners & Participants

Mary Myrick and Rich Batten

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# Your Presenters

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By the end of today's webinar, participants will be able to:

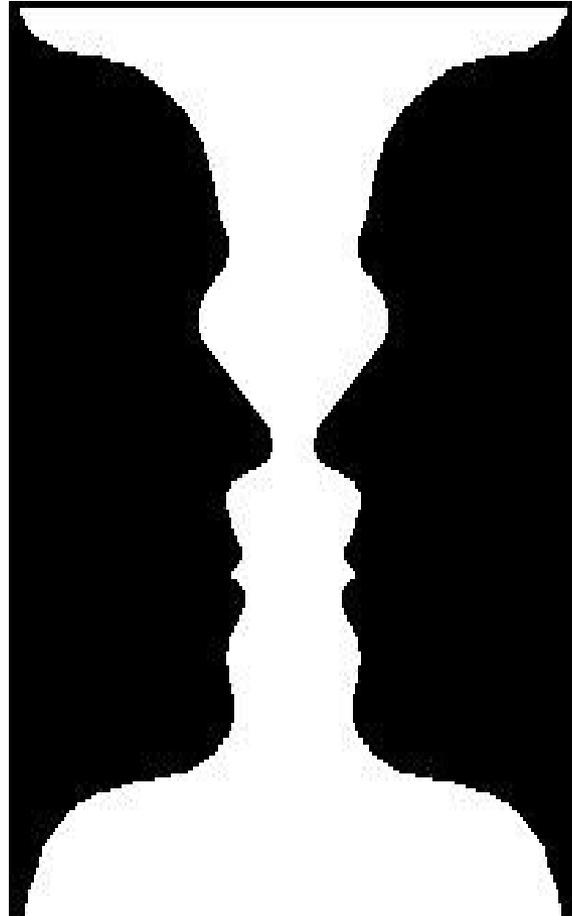
- Discuss how researchers and program managers tend to see impacts differently
- Identify at least two ways that program decisions can impact evaluation results
- Summarize four key recruitment concepts
- Describe three “drivers” of program retention

Ultimately, we all generally understand the meaning of the word "impact" when we talk about evaluations:

- Did the program work as planned?
- Were people changed by what happened?

But researchers and program staff often SEE impacts differently.

# Your Perspective Can Change What You See!



- Program staff determine their success based on what happens for the people who receive their services. They gain confidence in the “impact” of their program because they see positive results every day in the lives of the people they serve.
  - Evidenced in testimonials
  - Experienced by relationships – knowing the people receiving services and their stories

- Researchers see all the people in your program group, those who come to services combined with those who don't (they don't just see the people who are served).
- Researchers see the people in your control group that may or may not be getting a similar service somewhere else.
- EVERY person who is in your program group that does not receive services makes it harder for the research team to see your program's impact.

# A Non-Research Example



- Simply comparing program outcomes is not enough to determine which program has the greatest impact. Instead, your evaluator will look at the difference between the program group and the control group within each program to determine which program has the greatest impact.
- Three programs are designed to increase condom use in sexually active teens. The following chart indicates the number of sexually active teens who reported using a condom during their last sexual intercourse:

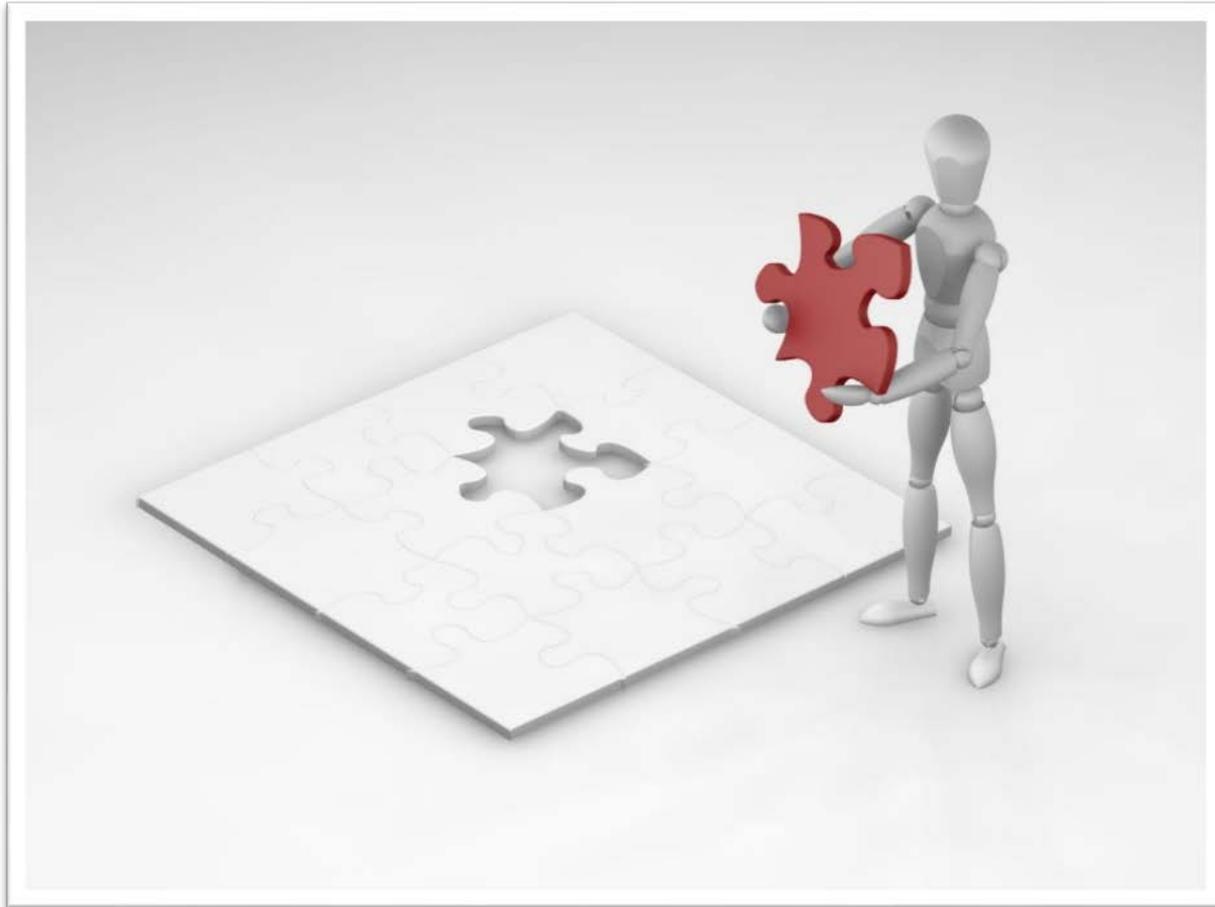
	Program Group	Control Group	Difference
Program A	70%	65%	5%
Program B	60%	50%	10%
Program C	55%	40%	15%

- Running a great program DOES NOT guarantee that your evaluator will find positive impacts, but it gives you the best chance at success.
- Being POSITIONED for success in your evaluation rests in the choices you make:
  - Once in the study, ALWAYS in the Study
  - Recruit well, engage well, monitor well
  - Dose matters
  - Pay attention to your control group

- Identifying and managing good prospects
- Developing messages that connect
- Getting your message heard
- Building effective partnerships



# 1. Identifying and Managing Good Prospects



**Leads → Prospects → Appointments → Intakes**



## Monitor Progress for Every Step of Recruitment and Intake

	Week 1	Week 2	Week 3
<b>Calls</b>	25	42	76
<b>Not Interested</b>	2	4	6
<b>Eligible at prescreen</b>	23	38	70
<b>Scheduled</b>	21	34	64
<b>Attended</b>	4	6	10
<b>Eligible after orientation</b>	4	6	10
<b>Random assigned</b>	4	6	10

84.4%



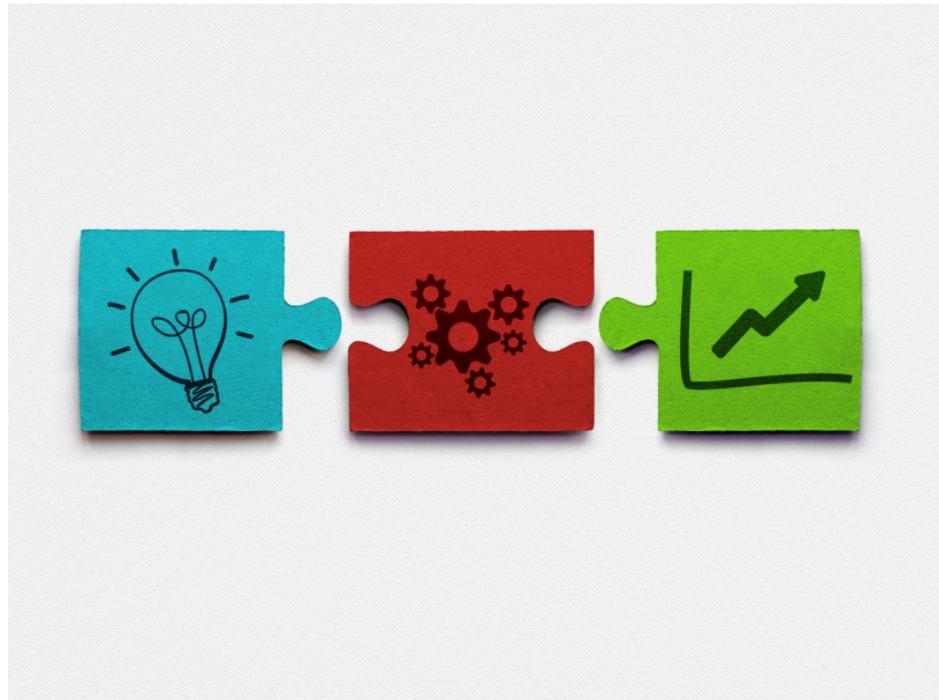
# A Steady Stream Is Better Than A Crashing Waterfall!



- Interested in the services you offer
- Life plans are consistent with your program schedule and length
- Not referred from an organization that offers similar services
- No unresolvable barriers to participation
- Haven't received the services before
- Services offered in a compatible language and literacy level

“Thank Goodness There Are A Lot Of Us!”

- Challenge yourselves to BEAT not MEET your enrollment goals!



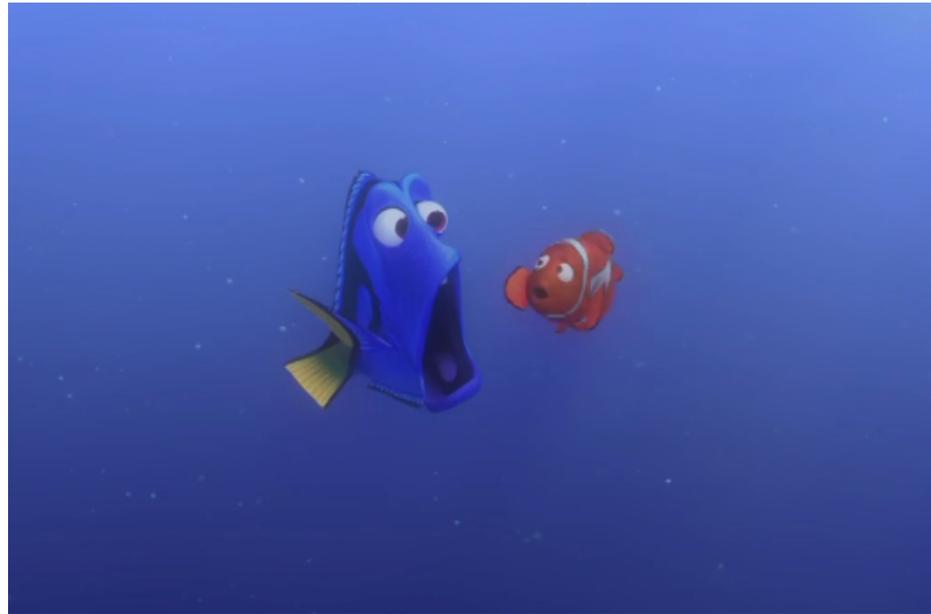
## 2. Developing Messages that Connect

Effective recruitment messages:

- Are personal, about me
- Respect and benefit me
- Offer me something I need and/or value
- Use terms and language that I understand



# What Language Are You Speaking?



Source: <http://video.disney.com/watch/speaking-whale-4c86d864a102b417f8276b29>

Research → Don't study me!

Random Assignment → What is that?

Lottery → Only one in a million people win.

Treatment Group → What treatment? I came for training!

Control Group → No one controls me. I'm my own person!

Dose → The amount of medicine I take when I'm sick.

Cohort → What's that?

Creaming → The best part of the milk rises to the top.

Contamination → You made me sick!

Condition → Do I have a problem?

Target Population → Don't profile me.

Track → You're watching me.

Intake & Enrollment → Sign up!

Assessments & Tests → Am I ready?

Screening & Eligibility → Is this for me?

Curriculum → What will I learn?

Participation → It's important that I show up.

Retention → To learn, I have to keep showing up.

Advancement → Get ahead!

Job Readiness, Placement, Retention → Prepare for, find, and keep a good job!

Background Checks → Are there things in my past that make this training not useful to me?

Orientation → Let's get a group together to learn how the program helps people just like you.

### 3. Getting Your Message Heard



- Use **high impact** materials
- Create a **great experience**
- Practice strategies that **engage** communication
- Participants experience **in-person contacts** with your capable and caring staff
- Test people's **commitment** to show up





# I Can't Hear You Through All the Noise!



# Communicating with Generations X, Y, & Z



“I thought I would find you here.”



**Where You Deliver Your Recruitment Messages  
Determines Who Responds**



**Students / Participants**

## 4. Building Effective Partnerships



# All Partners are Not the Same

**Willing**



**Supportive**



**Engaged**



- No one cares about your recruitment and intake goals as much as you do.
- Partners are your best opportunity to create a consistent stream of prospects.
- It's up to you to engage partners in ways that help them take ownership of your goals.
- A deeper commitment from fewer partners will save you valuable time and money.

- Retention is the job of re-recruiting people to come back to your program with every interaction.
- Focus on three groups of retention drivers.
  - Why do people come back? Engage Well.
  - Why and when do people stop coming? Monitor Well.
  - Don't give up because dose matters. Re-engage Well.
- The best retention efforts seek ways to keep participants engaged, mentally and physically.

- Areas of positive engagement include:
  - Relationships with peers/other participants
  - Relationships with program staff (Do they care? Know what they are doing?)
  - Great facilitators (Do we connect? Can they hold my attention?)
  - Engaging content/curriculum (Is it useful and interesting?)
  - Customer service (Am I treated well?)

- Areas of positive engagement include:
  - Incentives (Are there rewards for achieving benchmarks?)
  - Removal of participation barriers (Can you make it possible/easier for me to participate?)
  - Transformative results from participation (I can see a difference.)
  - Environment/Culture (Is it comfortable, do I feel like I belong here, is it safe?)

- To successfully reach program goals that include youth completing offered services, staff must continually monitor and track their participation.
- Performance management tools are invaluable in helping program staff identify places where participants are losing interest in a program.
  - Consistent drop-out occurs when the same facilitator leads sessions
  - Youth don't return following a session on certain content
  - There is a significant drop in attendance after a certain number of weeks

# Tracking Tool Example

**Table 1. Example Recruitment Tracking Tool**

Name	Telephone Number	Referral Source	Age	Eligible?	Reason Ineligible	Attended Orientation	Parental Consent	Enrollment Status
Youth A	213-323-7564	Flyer	17	No	Age—too old	N/A	N/A	N/A
Youth B	213-456-7891	Radio Ad	16	Yes	N/A	Yes	Yes	Yes
Youth C	213-812-9487	Friend	15	Yes	N/A	No	N/A	N/A
Youth D	213-534-4453	Friend	15	Yes	N/A	Yes	Yes	No

**Table 3. Example Retention Tracking Tool**

Name	Enrollment (Date)	Session 1 (Date)	Session 2 (Date)	Session 3 (Date)	Session 4 (Date)	Session 5 (Date)	Session 6 (Date)
Youth A	9/1/14	9/15/14	Did not attend	9/25/14	9/30/14	Did not attend	10/10/14
Youth B	9/1/14	9/25/14	9/30/14	Did not attend	10/10/14	10/15/14	
Youth C	9/1/14	10/10/14	10/15/14				
Youth D	9/1/14	10/25/14					

- Random assignment makes it critical that program staff seek out participants that drop out of services for re-engagement when possible.
- Teams should develop protocols for engaging participants who miss one or more sessions.
  - Facilitator outreach
  - Peer to peer engagement
  - Incentives
  - Make-ups and other on-ramps
  - Staff training, goals and expectations
- Celebrate completions.

## Options for asking a question:

- Q&A box at the top of your screen
- \*1 on your phone



# Resources

- Developing and Implementing Systems for Tracking Recruitment and Retention for Programs Participating in Effectiveness Evaluations (HHS, Office of Adolescent Health) <http://www.hhs.gov/ash/oah/oah-initiatives/assets/ta-tppevalbrief-11.pdf>
- Using Social Media to Reach Participants (HHS, Family and Youth Services Bureau) [http://www.acf.hhs.gov/sites/default/files/fysb/using\\_social\\_media\\_20140423.pdf](http://www.acf.hhs.gov/sites/default/files/fysb/using_social_media_20140423.pdf)
- Willing Participants: Recruiting and Retaining Youth in Programs (HHS, Office of Adolescent Health) [http://www.hhs.gov/ash/oah/oah-initiatives/teen\\_pregnancy/training/Assests/willingparticipants.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/Assests/willingparticipants.pdf)
- Getting Them to Come Back: Strategies for Retaining and Engaging Participants (HHS, Office of Adolescent Health) [http://www.hhs.gov/ash/oah/oah-initiatives/assets/retention\\_webinar\\_slides.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/assets/retention_webinar_slides.pdf)
- Rules of Engagement: Participant Recruitment and Retention (HHS, Office of Adolescent Health) [http://www.hhs.gov/ash/oah/news/assets/rules\\_of\\_engagment\\_slides.pdf](http://www.hhs.gov/ash/oah/news/assets/rules_of_engagment_slides.pdf)

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