Recruiting Youth into Teen Pregnancy Prevention Evaluations: Working with Gatekeepers

Thursday, February 18, 2021

11:30–1:00 p.m. ET

Webinar transcript

Lexi Ouellette	Hello, everyone. Thank you for attending today's Eval TA webinar on working with gatekeepers, which is presented by OPA and the Technical Assistance Evaluation Team. This webinar will be co-led by Missy Thomas and Jen Walzer from Mathematica and Olivia Ashley and Sheila Cavallo from Public Strategies.
	Before we begin today, we wanted to cover a few housekeeping items.
	All participants who are logged into the platform today have been muted upon entry for the best sound quality possible. If you're participating in today's meeting only by telephone, we encourage you to log in through the WebEx platform so you can see today's slide presentation.
	If you would like to be unmuted to ask a question, you can click the Raise Your Hand icon near your name on the participant list to let the panelists know, and then we will unmute your line.
	And if you'd like to submit a written question to our presenters, please use the chat bubble on the lower right corner of your screen and be sure to select Everyone as the recipient for your message.
	If you experience any technical difficulties today, please submit your question through the chat bubble and select the Event Producer as your recipient, who will provide you technical assistance.
	And lastly, we just wanted to let everyone know that this meeting is being recorded. And as a reminder, for the best sound quality possible, please remain muted unless you are speaking.
	Thanks, again, everybody, for attending today, and now I'd like to turn it over to Olivia Ashley who will kick off the presentation.
Olivia Ashley	Thank you, Lexi.
	Good morning, everyone. I'm Olivia Ashley from Public Strategies.
	Today, we're going to talk about experiences, recommendations, and examples related to working with gatekeepers to recruit youth. And

usually, what we mean by gatekeepers are people who control access that you may want to decision makers or youth in partner organizations.

Some of what we're going to share with you is from published evaluations. And some of what we're going to talk about comes from our experiences working with gatekeepers.

We recognize that you have a deep well of experience, and so we want to tap into that. We have several interactive activities that highlight and explore your experiences, your ideas, your knowledge, your successes, your challenges in working with gatekeepers. And we're hoping through the chat that you will be dialoguing with each other and reading what each other have to say. Peer exchange is really valuable for growing a professional learning community, and so we really appreciate anything that you put in the chat that could be helpful to others, whether it be questions, or comments, or suggestions.

Additionally, we're going to focus on the (inaudible) participation in evaluation, but a lot of this really applies to recruitment for participation in program delivery. So, if you're not doing a rigorous outcome evaluation, but you just need to work with partners or different things related to program delivery, we're going to cover a lot of that today, too.

We'll spend the first part of our time today addressing some general principles and guidelines for working with gatekeepers, challenges, and the importance of highlighting how gatekeepers can benefit from participating in your project. And although we're focusing on gatekeepers (inaudible) schools, clinics, juvenile justice settings in the next part of this webinar, a lot of what we're going to discuss in each section is relevant across sections or for settings that we haven't even mentioned here, like after-school settings or community-based organizations. So, please keep your mind open in thinking innovatively and broadly about how all the things that you're learning today could be applied in different settings and adapted for your purposes.

I mentioned we wanted this to be really interactive, so we have lots of opportunities to hear from you. And then we have a lot of time at the end to answer questions that you submit through the chat section.

The first thing we want to do today is ask you a question. So, we'll go to the next slide. And we want to know what settings you're recruiting youth for your TPP program or your TPP program and evaluation.

So, I'm wondering if you can type in the chat, let us know what kind of settings you're working in. And Jen Walzer, from Mathematica, is going to (inaudible).

Jennifer Walzer   We're actually going to launch a quick poll in WebEx, Olivia. Yep.

Olivia Ashley	This is a poll. I'm sorry (inaudible) do the poll? I'm sorry. Derek's going to put up a poll. So, let's take a look at this poll, and if you can answer the poll, that would be really helpful.
	Great. Your choices are schools, clinics, juvenile justice centers, or other. Your answers are anonymous. We just want to get a snapshot. And instead of reading the chat section, Jen's going to talk about poll results after you've finished submitting your poll answers.
	Okay. There's ten seconds remaining in our poll.
	Derek, we have a great question, and that is, can folks answer more than one, because there may be folks who are working in more than one setting.
Jennifer Walzer	And this is Jen. Yes, I believe folks are able to select more than one in this poll. So, it looks like the bulk of people on the call today are working in schools. So, we see 81 percent of you. And, again, if you didn't select more than one, so then this may just be the primary setting. You know. And about 20 percent in health clinics. And about 30 percent in juvenile justice. So, and then a big bulk of you working in other settings as well. Thank you.
Olivia Ashley	Thank you, Jen.
	All right. So, we want to spend just a minute on making sure that we're all on the same page about what a gatekeeper is, in relation to this concept of recruiting youth into programs and into evaluations. A gatekeeper, for the purposes of our webinar today, is a person who controls access to a partner organization's decision makers or the youth for recruitment, program delivery, or data collection services.
	And we want to remember, on this, that gatekeepers are in partner organizations. So, we're not advocating anything about fighting a battle to win, but instead how we can work together and collaborate with gatekeepers. We also know that folks on the webinar may wear many different hats. So, you may be delivering a program where you need access through a gatekeeper to youth, but you may also be a gatekeeper yourself for your organization, and your experience is going to be really useful. We would love to hear from you, in the chat, about your perspective about what it takes for you to allow another partner to access your youth or your decision makers within your program.
	So, I think what we'd like to know, on the next slide, is what types of gatekeepers you're working with. This is a chat flurry. So, please don't hit Send in the chat yet. We want everyone to type in the chat, don't hit Send. We'd just like to know the kinds of professionals that you are working with, or that you worked with in the past, who served as gatekeepers within their organizations.

So, if you'll just type but not hit Send, what we're looking for is their role. So, if you tell us it's John Smith, that's really helpful for us to know who John Smith is. But if you say school principal, or school board, or some role, you can type several roles if you want to. Type in organizational roles for folks that you've had to work with, over—in the past, or that you're currently working with. And then, in just a minute, I'm going to ask everybody to hit Send, and you should then see a flurry of chat comments when I say, "hit Send." Also, make sure that you've got Everyone selected so that everyone can see the answers.

So, I'll give you another few seconds to type, and then we'll all hit Send at the same time.

Okay. If you've got something typed, go ahead and hit Send, and let's all see all the answers.

And Jen, finally I got it right. I think this is where you're going to let us know what's in the chat.

Jennifer Walzer   Yes. All right. So, let's see. We have folks working with parents, and teachers, and medical doctors, foster care staff. I see some parents. A lot of school-related gatekeepers, so, district admins, principals, counselors, coaches. We have school boards. Health departments. A few more with foster care. Social workers. Program managers offering direct services. So, a whole—a flurry. Thank you all.

Olivia Ashley   Excellent. Thank you, Jen, and thank you all for letting us know who you are working with.

All right. I'm going to turn this over to Sheila Cavallo for a little more about some general (inaudible).

Sheila Cavallo   Thanks, Olivia. Thanks, Jen.

I want to start by saying how excited I am to be here today. I've been working in program implementation with—primarily with youth—youth, but also with adults for more than 20 years. And because of the nature of that work, with gatekeepers for just as long. So, being with you guys today is really sort of special for me because, for a number of those 20 years, I worked in the TPP field delivering programs to youth in foster care settings, in juvenile justice systems, in schools, and through clinics, right, and community-based organizations. So, any time that I get to spend time with TPP folks, it feels like a sort of homecoming for me. So, thanks for letting me be here with you guys today. It's really nice to be among great people. Some of the best colleagues I've had have been TPP colleagues.

I'm excited to see the ideas and the thoughts that you share with us today, so please feel free to share when you're given the opportunity. I really love hearing about your work.

I'm also excited to share some ideas or strategies that might be helpful to you in your work. I believe in sort of a buffet approach to training and technical assistance. Put out all the good stuff that we can think of, and then you guys get to pick from that buffet the things that you think could work well in your community. So, if you hear something today that looks or sounds like it would be good for you, pick it up. Take it with you. If it's something you don't think is relevant, you can just leave it on the buffet. That's totally cool.

As we dug into developing this webinar, we identified some themes and best practices, which are the five guiding principles that you see here.

First is that you may need to work with gatekeepers at multiple levels of an organization or a system. For example, when you're working with the juvenile justice system, there are multiple levels of authority or gatekeepers that you may work with. It may be state agency leadership, facility leadership, case managers, probation officers, frontline caregivers, front office staff. Some of these folks are gatekeepers as a part of their defined role or duties. Others are gatekeepers because of the influence that they wield. So, we're a little more informal with them, but it's definitely there.

Front office staff, receptionists, administrative assistants. These are the folks that I found to be in a gatekeeping position that was a little less formal because they controlled access to decision makers, right. If I wanted to talk to a decision maker, I usually had to form a relationship with a front office staff person in order to make that happen. They are there to protect the limited time that higher-ups have. That's totally legitimate. Having great relationships with these folks, with this frontline admin staff, can help you get to the folks who can grant the approval or the access that you're looking for, that you need.

When you think about multiple levels of engagement, if you can, identify a key person who helps you navigate through that system. There's a grantee who has a probation officer who is providing support throughout implementation. Olivia, I believe, worked with a domestic violence organization director who—who filled in this role for her. So, this is usually somebody who is an ally to you, who understands how the system works, and can help you—they kind of peel back the curtain and help you figure out how to get to the people that you need and how to navigate through that system.

So, the second point here is about establishing strong collaborative relationships with gatekeepers from the beginning. Building a strong relationship often requires a significant up-front investment. And because time is at such a premium, it can feel like you don't have time to do it. But the thing is, is that when you make this investment up front, it tends to pay

valuable dividends over time. I've seen that again and again in the work that I've been lucky to be able to do in my career.

Also, getting buy-in at one level can help you get access to and buy-in from folks at other levels. If gatekeepers—if the gatekeeper that you're working with feels like they are respected and a valuable part of your team, then they're more likely to be more invested in the success of your program and champion you up the ladder.

I've also seen this work more laterally, like across organizations with maybe multiple locations. Here in the state of Oklahoma, one company, at the time that I was doing the TPP program, had contracts to run multiple foster care and juvenile justice group homes across the state. And once I made a connection to a facility director in one of those locations, and built that trust with her, she was very willing to do a warm handoff for me and an introduction for me to her counterparts in these other homes. That's really how we built a lot of the network that we had in the state of Oklahoma. So, buy-in with one, you can leverage to get buy-in with another.

Planning your work, also, with gatekeepers is an important part in helping you understand what their working environment is. And that can help you minimize challenges up front and down the road as well.

Be transparent about what your program or study activities are. And the needs and expectations that you have, what that relationship is going to look like on the ground.

Ensuring that gatekeepers are included in each step of your planning process from the very beginning communicates their value as a member of your team. And that's a really important part, I think, of relationship building.

And finally, a strong partnership, these kinds of strong partnerships, building them from the beginning can establish your program within the community. And that can help to sustain it throughout the grant period and potentially beyond, over time. Strong relationships can yield strong community roots. And so that's always a great—great way to sort of look at that, when you're thinking about your long-term strategy for a program.

Next slide, please.

So, what we'd like to talk about a little bit now is the challenges that our gatekeepers face, right. Sometimes, we think of it in terms of our challenges in—in trying to build partnership. But what are the challenges that our gatekeepers are facing in the work that they do?

Gatekeepers face a lot of challenges in their work. I've been a gatekeeper in some of the roles that I've held, and—and being that person carries

some weight to it, right? But understanding these challenges that those folks are facing can help us work with them and develop them as allies for our programs.

And the first thing to remember is that gatekeepers may very likely be constrained by system or organizational policies, right? In my TPP program, we preferred that facility staff did not sit in on workshop sessions with young people. We felt like it would dampen the level of engagement we would get. Young people may be reticent to share ideas, thoughts, feelings, experiences if they had fear of being punished or judged by facility staff for that. But in the juvenile justice facilities—and we served in that program in juvenile justice and foster care authorities, group homes—so in the juvenile justice facilities that we served, they had a line-of-sight requirement. This was a part of their contract. They had to—their staff had to be able to see the youth at all times. So, what we did was found within their facility a larger space where we could convene the group at one end of the room. And about 25 feet away was where the staff sat. So, it maintained that psychological feeling of staff is over there, they're not listening to what we're doing. They're not paying attention to what we're doing. And so, youth felt more secure in sharing with us, which was great. And staff was fantastic about respecting that space, right. As long as there wasn't a problem. And in the five years that I did that program, there wasn't a problem. But if we needed them, they were there. And their—their requirement of that line-of-sight being maintained was met, right?

You might also run into gatekeepers, in fact you very likely run into gatekeepers, who have limited time or resource, or, you know, we say, hey, we want to come in with this thing, and in their mind it's like, one more thing I'm going to have to do. One more thing I'm going to have to manage. And on top of everything they're already trying to juggle, that probably feels like too big of an ask. I have run into this many times in—in the programs that I have worked with. Particularly in some of these facilities where they have very regimented schedules. So, they have a certain number of hours of education that they have to deliver. A certain number of hours of recreation that they have to deliver. A certain number of hours of individual and group counseling. Basic and life skills education. So, they have all of these things that they have to deliver in a compressed period of time. And I'm asking them to give me two hours once a week, right? We're going to talk a little bit about how you can turn that, what sounds like a challenge, actually into an opportunity in just a minute. So, let's put a pin in that.

Gatekeepers may also—gatekeepers may be experiencing right now, in terms of—and I think—and it's, when we talk about COVID, so big, right, and everybody is impacted by it. But it's impacting the kinds of folks that we need to partner with in some—some specific ways.

So, in terms of some juvenile justice facilities, or foster care group homes, and these kinds of residential facilities, you may see that it impacts the flow of youth through those programs. Even in schools, virtual education has negatively impacted student attendance in schools across many districts, right. Attendance is down, so that's going to mean less youth available for your program if kids aren't engaging in those virtual classes.

Group homes and other residential facilities, of course, are working to— many of them are working to reduce the number of young people who are in their care to minimize the spread of COVID within these residential facilities. So, just be prepared for the possibility of smaller numbers of available participants.

Gatekeepers also may have biases, right, related to teen pregnancy prevention programming. They might have biases related to research. I certainly faced this. I am in the state of Oklahoma. It's a conservative state, a very conservative state, and in my TPP work here, I often encountered other professionals who had concerns about teaching young people about pregnancy prevention. And the most valuable tool I had was listening, right. Listening and honoring the concerns that they had, and— and honoring their value system and that value system that they bring to their work. So, by listening well, giving them the opportunity to talk about that, then I also, you know, I made space for that, which was great, honoring their concerns. But it also then gave me a more informed position from which to respond and talk about our shared goal of helping young people build strong futures for themselves, right. And so, there are ways to talk about some of these biases.

My project in Oklahoma actually was a demonstration project. So, we had a randomized control trial attached to our program. That can be a—a sell—a hard sell as well because these are professionals who want the young people in their care to get access to all of what's available. And when I have to walk in and say, well, your home may be assigned to the control condition, that doesn't feel good. And I had to figure out how to talk about that.

So, if there are folks on the call today who have that face—that thing that you're facing around control or comparison groups and how do you talk to people about that, we can address that in the Q&A, which is going to come up at the end of our time together today.

So, let's—let's do a little bit—let's get a little information from you. We would like to get a sense of what your work with gatekeepers is looking and feeling like, right now. We're going to use a Mural board for this. That may be new to you. It was new to me about nine months ago, and I've really enjoyed working with them and learning how to work with them. The one we're going to use today is really simple, so no anxiety about that. We're also going to use Incognito mode, so from the time you

sign in, nobody knows who you are, and your responses on the Mural board will be anonymous. In a minute, Lexi is going to drop the link to the Mural board into the chat box, and when you click on that link—don't yet—but when you click on that link, it's going to open Mural in another browser window for you.

Before we hop over there, I want to go over a couple of how-to's. All you have to do to share a question—to share your answer to the question on the slide, which is, What are the challenges that the gatekeepers that you are working with are facing right now?—all you have to do is double-click—click, click—on one of the empty-colored rectangles on the Mural board. They're like little digital Post-its. So, you click-click on a Post-it, and you start typing. The text inside of your Post-it is going to automatically resize as you type, so your entire response will fit on the Post-it. You don't have to worry about resizing the Post-it. Mural is going to take care of all of that for you.

Also, you can zoom in and zoom out. You may open the Mural board, and all the Post-its look really tiny. But you can zoom in using the—this thing right here on your mouse. This is called a—I had to Google this because I didn't know what it was called—it's called a scroll wheel. So, if you—if you push it forward, it's going to make the Mural bill—the Mural board zoom in on whatever you clicked on. It will zoom in. And if you pull the wheel back towards you, it's going to zoom back out. So, that's how you zoom in and zoom out on the Mural board.

The last thing is if you want to move the Mural board, it's almost like a piece of paper. So, if you had a piece of paper on your desk, you'd stick your finger on it and you'd move the piece of paper around, and that would move the piece of paper. Same thing with the Mural board. If you click and hold and move your mouse around, that's going to move the Mural board around. Okay?

So, that's everything you need to know about how to use the Mural board today.

So, I think that's all you need to know. Lexi, can you drop the link for us into the chat? So, Lexi just dropped the link. Thank you so much. You guys can click that link. It should open Mural in another window for you. And you can start clicking on the board. You just double-click a Post-it. I just double-clicked mine. You might have to double-click it twice. Once you double-click on it, you can use your scroll bar to make it bigger. You know, the little scroll wheel. You can scroll forward and it makes it bigger. And then you can just type away.

We're going to spend a couple of—in fact, I'm just going to set this little timer. There's this awesome timer on Mural, so I'm going to set it. And that will let us know how long we have.

You can—and you can pick as many Post-its as you want. Click and share your—share your thoughts on what your gatekeepers are struggling with right now.

I'm going to zoom out. Oh, you guys are rocking it. You're awesome.

And if it creates like a giant Post-it when you—when you click on it, don't worry about it. Just keep going. Keep rolling.

I love Mural. I was a little intimidated by it when I started using it, but I'm getting better at it. And it's kind of artsy-and-crafty, but it appeals to my creative side, so I dig using it.

You also see little emojis around the Mural board here that are representative of some of the challenges that gatekeepers might be facing. Red tape. Covered up in Post-its. Too many things to do. The exploding head emoji is one of my favorites. It's like that—that, to me, is like the symbol of just being stressed beyond belief. I think we probably have a lot of people in our school systems who are stressed right now and have been for months.

You guys are doing great. I love it.

How about some positive reinforcement for your Mural? Yaa! Check it out. Confetti.

I'm like a big kid, y'all, if you haven't figured it out yet. Just like a big kid.

All right. I think you have about ten seconds left on Mural.

We'll do confetti one more time just because I don't get a lot of opportunities to use it, so I want to maximize that with you guys.

Yay! Okay. Time's up.

So, you can jump back to WebEx with me. But I'm going to ask Missy if she can help me sort of check this out on the Mural board. What do you see on the board, Missy?

Melissa Thomas   Absolutely, Sheila. I see some folks—a couple of folks who are saying just time constraints. Not feeling like people have time to help with what's needed. Certainly understandable.

And some people who've expressed, you know, use fatigue with Zoom. I'm sure some of us can relate to that. So, definitely understandable.

Sheila Cavallo   Absolutely.

Melissa Thomas	Some concerns about, you know, parents and what they may think of the program or the study, and the schools' concern about how parents may react. That's definitely something I can relate to.
	Let's see. And, also, that perhaps, you know, sex education might be lower on the priority list of all the things that—that organizations have going on right now, particularly schools. Also very understandable.
Sheila Cavallo	Yeah. Absolutely.
Melissa Thomas	I'm perusing here.
	(Inaudible.)
	Go ahead, Sheila, I'm sorry.
Sheila Cavallo	That's okay. I just walked all over you on WebEx.
Melissa Thomas	You're fine. That happens in a virtual environment. It's all right.
Sheila Cavallo	Okay.
	All right. That's awesome. You guys have—you guys—you guys are really tuned in to what's going on with your gatekeepers, which I think is key to having great relationships with them. Knowing what's going on with them. Caring about what's going on with them.
	Let's hop back into WebEx now. Let's see. Awesome. Thank you, Missy, also for your help.
Melissa Thomas	Sure.
Sheila Cavallo	Lexi, can we go to the next slide?
	All right. So, here's the deal about challenges. Challenges also come with opportunities. You know, I think about that lock—the lock picture earlier in the—in the—in the presentation. And a lock can feel intimidating until I remember that every lock has a key, right? And, actually, that a lock and a key were meant to go together. They're a matched pair, right?
	So, if the gatekeeper is in some ways a lock, it's their job to protect time, resources, and youth, right? I'm the key, right? So, we go together. And we two work together. Forming that relationship and partnership is how we do that.
	So, when we think about all of these challenges that our gatekeepers are currently facing, there is often another side to that coin in terms of opportunities. Opportunities with gatekeepers usually focus on how the benefits of a program or a partnership may address their organizational goals and working conditions, right? Identifying the ways that we can provide support or add value is certainly more complicated during

COVID. But my experience in the TPP community, quite frankly, has always been that this community is comprised of deeply creative thinkers and problem solvers. And—and hugely committed people. So, we have to double down on that creative thinking and problem-solving super power right now.

Elements of a program that you have may align with system or organizational policies or priorities. For example, a youth program that, as a part of its curriculum, teaches communication and conflict-resolution skills may align with a data mandate for providing an established number of hours of education related to basic life skills. That was the case for me in the state of Oklahoma. When we pulled our curriculum out and found those places where it did those things, then we could present that to the decision makers at the state level for foster care and juvenile justice. They were like, you know what, that actually meets our—some of our requirements in basic life skills, right, and living skills that we need to work with—with youth on. So, you being in our facility is helping us meet a mandate, right. So, that's what I—what I'm talking about when I say parts of your program may align. The onus is on us to figure out where those—where that alignment is, right, so we want to look for that.

We want to message our program not as, here's one more thing I want you to do. One more thing I want to add to your plate. We want to message it as, here's something that can take this other thing off of your plate and give you a little relief. Right? In a school system, you may be working with a teacher who's been struggling for nearly a year now to come up with new ways to engage students in virtual learning. Well, you may have some ideas about that. And you may have some content that can help her get students, like, interested in—in being involved, right. Or maintaining interest in. Or beating back against that fatigue, that Zoom fatigue, right? So, we've got to be creative about thinking about that.

Overextended staff, and there is a lot of that. Even pre-COVID, a ton of that. They may appreciate a partial break in outside (inaudible) and in supervising youth. I found this a lot in the foster care and juvenile justice group homes that I worked in. Bored kids become mischievous. They get into trouble. They sometimes become destructive. They weren't bored for the two hours that I was on-site with my program, right? And in that two hours, staff was able to get to other things, right. Or even just like take a break. Just take a break. So, we—they began to see us as allies, right?

Is there a teacher who's working on a certain kind of learning objective, delivering a learning objective? Is there something in your curriculum that can help deliver that, or support that learning objective, right? Can you find that and say, hey, here's something we can do to help?

Learning that occurs as a part of a program also may help mitigate challenging youth behavior, improving outcomes for youth and working

conditions for staff. Again, we worked a lot on how to respectfully communicate with one another, and that translated into communication between youth and staff in the facilities, or youth and teachers. And we got feedback on that from adults in those systems who said, you know what, our relationships with our young people are better. The thing is that by being around staff, we're learning it, too. So, it became something that they did with each other which was really gratifying to see.

Professionals who may feel chronically undervalued and overworked often respond well to sincere and consistent appreciation. This is likely true now, more than ever, with the folks that—that we are serving with, right, in these environments. Teachers and school personnel, healthcare professionals, youth-serving professionals, they are all under tremendous strain. I think we create a big win when we are intentional and consistent with our thanks and our praise.

In a socially distant world, check out virtual greeting cards. I love them. I'm a big fan, right? And sometimes it's nice, unprompted, to just get something in your email box that isn't about something somebody needs you to do, or something that somebody says you didn't do, or whatever. It's just a thing that says, hey, thinking about you, you're fantastic, thanks for being there and serving young people, you're doing great work.

Also, consider using a community-based participatory research approach to build better relationships with gatekeepers. We're going to get into this a little bit more and kind of unpack what that is, what a CBPR is. But before we do that, we want to hear from you guys about your learn—what you're learning about working with gatekeepers this year. What's working well.

Lexi, can you drop this question from this slide into the chat for me? You don't have to wait for me. Once the question is in there, you can just enter your responses in the chat. What strategies have worked well with gatekeepers this year for you?

Remember to select Everyone in your drop-down list so we can all see it. If you don't select Everyone, not everybody can see what you're talking about.

If you're game, we might invite a couple of folks to share live. So, if you would be willing to speak in a little more detail about your chat response, add a little star, the asterisk star, at the beginning of your chat response, and then we can call on you to sort of flesh out what you've shared with us in chat.

Remember to select Everyone so folks can see what you're sharing.

I know there's—there's high interest now in how do we work well with folks who are—whose systems are burdened by COVID, and the realities

	of that. So, particularly if you have some wisdom about that, we'd all love to hear it.
	You can put your stuff in the—in the chat for this. This is not Mural, this is chat. Right there in WebEx.
	Missy, are you seeing anything in chat?
Melissa Thomas	Not yet. Um, let's see.
Sheila Cavallo	Oh, here we go.
Melissa Thomas	We've got a couple that just popped up.
Sheila Cavallo	Cool.
Melissa Thomas	So, we have someone that's noted that they send their organization updates—organizational updates informing gatekeepers that they are continuing to offer programming virtually.
Sheila Cavallo	Yeah. That—that communication piece is—I think has been vital from the beginning of time. But right now, yeah. You know, I mean, it's so easy for people to become, and as they should, very focused on these other pressing issues, right? And so, we occasionally have to just send something out there to say, hey, we're still here. We're still here. Right?
Melissa Thomas	Yep. Some similar ideas here. Quarterly virtual meetings with community stakeholders and working to get youth and parent programming. As well as a virtual open house networking event.
Sheila Cavallo	Great. That sounds very cool.
Sheila Cavallo	Social media.
Melissa Thomas	Um hmm
Sheila Cavallo	Social media is—is king, isn't it? And particularly if we want to—I don't know what your experience with this is, Missy, but I feel like if I need to reach youth in any capacity, even like my nieces and nephews, I probably need to reach out to them on social media. And not on Facebook because, apparently, they have informed me, that's old people social media.
Melissa Thomas	Yes. Yes. We have somewhat—it's exactly. Instagram. Tik Tok. I feel like it changes all the time, which, yes, that's how old I am.
Sheila Cavallo	Absolutely. So, that—yeah. It's funny because I talk to people all the time about the importance of having young people on your advisory council or, you know, some place where you can tap young people to say, hey, what's going on? Right? Because I don't know. And—and their use of social media shifts so fast, like from one platform, to another platform, to another platform. And by the time I get up to speed on whatever I think

the platform is, they have moved, and they have gone to somewhere else, right? So, you know, engaging young people so they can teach me what I need to know about where to find them and how to communicate with them. Absolutely.

All right. Well, thank you guys for sharing. Really super-appreciate that. I'm sure that our strategies are going to continue to evolve, and I—and I look forward to the learning that this community kind of does together. I think we always—I think for years we've been getting smarter and better together, and I think COVID is just going to provide us with better opportunity, and greater opportunity, to do more of that.

All right. I think from here I pitch to Jen, who is going to circle back around to community-based participatory research. Take it away, Jen.

Jennifer Walzer   Thanks, Sheila. Hi, everyone.

So, I want to build a little bit on some of these strategies that Sheila has been talking about this morning.

To touch on community-based participatory research, I think it ties nicely into what Sheila is saying about building roots in your community. And so, while I know not everyone here is maybe doing evaluations, I think a lot of what we're going to focus on here today also applies to just establishing your programming in a community.

So, first off, what is community-based participatory research? For those who don't know, it's taking a partnership approach that has a focus on equity and involving community members, partner organizations, and researchers in the process. Where everyone is able to contribute their expertise and share in decision making and ownership.

So, this is actually—it's a very big, you know, a lot of you may have—be already familiar with it. It's a fairly big area of study. And we're just really going to, you know, graze the surface on it today.

There are nine general principles, and the two we want to highlight when thinking about recruiting for programs and working with gatekeepers, are the two we have up here. So, fostering co-learning and capacity building with your partners. So, what can you help your partner with, or their staff, that can help in their evolving careers as well? And also, that it really strives for a mutual benefit of all partners. So, it can be things like Sheila mentioned before, like, now that programming is virtual, is there a way that, you know, you can offer programming in asynchronous time that could really help your partner out. And parent.

So, again, we're just going to touch on it. In the next couple of slides, we're going to dive into a little bit more. But if you are interested in learning more about this and the full scope of the approach, we have some

resources on the slides. There's a really good reference by Israel that is lessons learned about doing this approach in community health programming. And, again, taking this approach can be really important if you're looking, you know, to form a long-term relationship with these partners and gatekeepers, and also for sustainability in your programming.

So, next we're going to go into some actions you can take that touch on these principles, even if you're not ready to incorporate the whole scope of CBPR.

So, go to the next slide.

So, first up, we're going to talk about some actions that can help gain input in your programming or programming and evaluation needs. So, one way to do this would be to have your—have stakeholders, so this might not even be the gatekeeper you're trying to work with for recruitment, but just general stakeholders reviewing your recruitment materials for cultural and linguistic appropriateness. In a recent evaluation we did with a large Spanish-speaking population, we were able to have local staff help us and review our translations and make sure they were appropriate for the dialects in the area. And then when we were working with other partners, right, who were helping with recruitment, we were able to say we did this, right. Like, we have taken this extra step to make sure that we are really meeting the needs of their unique populations.

Also, something to consider if you are doing any data collection or surveying, is to consider discussing with your partners and gatekeepers what might be really relevant for them. Is there a way you could add some items to your surveys to collect data, even if it's a little out of scope, that could meet some needs for them?

So, I know, Olivia, you have a nice example of this from some of your work.

Olivia Ashley   Yes. Yes, Jen. I worked with (inaudible) on her project when she was originally developing and testing the (inaudible) teen dating violence program, and at the time, the school that she was—the county that she was trying to recruit never heard of teen dating violence, and they didn't really think that was something that was worth doing. But she learned what they were interested in. They were interested in guns in schools, and they were also concerned about middle school and high school age girls who were dating young adult men in the community. And so, these were their two priorities.

So, she worked with them, and her IRB, and the school board and all the approvals, to add two questions. One was, have you ever seen a gun at school? One was, have you ever touched a gun at school? And the other was, what's the age of your most recent dating partner? Keep in mind, this

was like two years before the very first school shooting that got national coverage. So, at that time, these were questions that were not typically asked. And there were no questions, I just want to make clear, about consensual sexual activity, so mandatory reporting was—was not an issue that she had to address for that.

With that and other things that she did, she got in to be able to collect data about dating violence and evaluate her program, and schools were thrilled that she could share with them these district-wide results about guns in schools and about differences in ages in dating partners. And I want to mention that she wrote an article about this that describes her program development, theory, baseline findings, and then it also has information about her recruitment successes that could be useful for folks.

Jennifer Walzer   Thanks, Olivia.

Okay, so just a few more things around gaining input to touch on.

Is to talk up front about, with your gatekeeper, if they have a desired role beyond recruitment. So, one example of this is staff may be interested in understanding the data a bit more. And so, you can consider further down the road if you can incorporate some joint interpretation of the data into your process.

Also, you can establish community leadership and advisory boards. I know, from working with some of you, all this is something a lot, you know, a lot of you do. But if you do have those, make sure you're—you're selling that and talking to your recruitment partners about those boards. And maybe potentially consider including a partner on that board, one of the recruitment partners.

And then, finally, consider if you are doing some data collection, if you can hire any staff from your community partners. This is a really nice way to help with capacity building for your partner. On a clinic-based evaluation that I'm working on, where we have lots of different hospital sites, we're able to have medical students at those—at the different hospitals—come on to do recruitment for us. And it's great for the hospital and for them, because they're interested in learning more about research. And then also for us, they have a really nice—they know the system and how to navigate it. So, again, back to that mutual benefit as well.

So now, I'm actually going to pass things back to Olivia.

Olivia Ashley   Thanks, Jen.

In addition to the things Jen mentioned about getting input from your partners, stakeholders, and gatekeepers, think about giving information to them as well and sharing your information. So, you may already be, or you could think about, planning to disseminate findings from your evaluation,

or your lessons learned with the program delivery, to stakeholders. And engage your partners in helping to interpret what those findings mean and how services, program delivery, and other things could be improved.

Dissemination can be a great way to build capacity, which I think Jen was also mentioning. So, the partners can be gaining knowledge and comfort with things like evaluation data, and results, and CQI, which really helps to build their capacity.

And you don't have to wait until the end of the study. Ongoing communication throughout your project could be really helpful in capturing emerging learning, and great for disseminating information to your partners to keep them engaged throughout the process.

Another thing that we really wanted to mention is involving key gatekeepers in all aspects of your project. You—some of you may be past some of these initial stages, but for the future, think about engaging your partners when you are writing and submitting a proposal for additional funding, or for a new project. When you're thinking about identifying the target population and developing program—the program, the program delivery design, and the evaluation design. So, these are all things that gatekeepers can feel like they have real ownership at stake in the project with you, which is part of building that long-term relationship that Sheila was talking about.

And I'll pass it on to Missy to talk a little bit about schools.

Melissa Thomas   Thanks, Olivia.

Now that we've covered some general principles about working with gatekeepers, let's take a look at working with gatekeepers within three specific systems. As we noted previously, even though this discussion focuses on these three specific systems, much of what we mention applies for other systems or entities.

We'll start with schools.

I know many of you have experience working with school systems, and according to our poll earlier, it looks like most of you are—are planning to work with them or currently working them, as well. And you know that school systems are home to many different types of gatekeepers. They may be institutional bodies such as school boards or research review boards. They are also individuals including district superintendents, school principals, teachers, and parents, as many of you noted.

With so many different gatekeepers who bring different perspectives and perhaps different interests or concerns to the table, school systems can be complex environments to navigate. We're going to explore some strategies for success in partnering with these gatekeepers.

Next slide, please.

So, given current circumstances, one of the key things to keep in mind in working with gatekeepers in schools is the potential effects that COVID-19 has on their daily activities and how that may impact your working relationship with them. For instance, COVID-19 and social distancing requirements present additional challenges for in-person meetings. Luckily, there is the option of setting up virtual meetings through Zoom or similar platforms, which may actually allow for more flexibility than meeting in person.

Of course, not being able to meet in person presents additional challenges in terms of fostering relationships with gatekeepers, so we would recommend using video during virtual calls. This also allows you to share any materials on-screen that you would typically share with them during your in-person meeting.

You may want to consider sending materials prior to the meeting or following up with attendees by sending materials after the meeting.

You can always conduct traditional conference calls without video, although this may be better suited to later calls, once you have established relationships with the gatekeepers.

As you all know, COVID is also affecting program delivery. When discussing expectations with gatekeepers around programming, remember that virtual program delivery generally takes longer than in-person delivery because of technology setup and handling any technology issues that may occur during the program session.

It may also require more interactive engagement and shorter didactic segments. Think something along the lines of MTV. Because you are competing with distractions that you may not be able to control, including television, phones, other family members in the background. And it is easier to tune out someone on-screen than in person.

When discussing scheduling with gatekeepers, consider that you may need more sessions with less content in each session. It is important that you inquire about and explore anything you can do to help meet their needs regarding virtual programming.

Throughout your communication with gatekeepers, remember that they are facing additional stresses and challenges due to COVID-19, potentially in both their professional and personal lives. Their schedules may be constantly changing, and they may be operating with limited resources.

They may need to shift instructional modes due to circumstances. And this may present some challenges for you around communication. It's important to ensure that you are updating them regularly about your

activities related to your program or study. And should things change at the last minute, remain flexible and creative in coordinating with them.

You may want to inquire about the best time of day to contact them, and their preferred mode of contact. Generally, this is a good practice anyway, but it may be especially helpful in times when communication may be even more challenging.

And lastly, just a reminder that should you be able to meet in person with gatekeepers, to remember to bring PPE with you and to follow the school's guidelines around social distancing. You may want to inquire ahead of time about any specific procedures that are required.

Next slide.

To help foster positive relationships with gatekeepers, it is important to conduct research ahead of time to understand the specific needs and potential concerns of the community, district, and school, and to tailor your approach and informational materials accordingly. Some of this information you may be able to gather ahead of time before meeting with gatekeepers, either through searching through district websites or school websites. Or, if you are using an advisory board, as Jen was talking about, this may be a place where it would be very helpful to engage them in obtaining information.

Other information may be part of what you discuss during your meetings with the gatekeepers.

So, when thinking about the community and their needs, some considerations include, what does the population look like? Are there particular concerns or needs that you need to consider for your study or program?

And for the district, what are their key goals, and how can participation in the program or study help meet these goals? What are their gaps, and how can you help fill those gaps? What are they legislatively required to provide that you can provide for them? I think Sheila mentioned earlier that, you know, she has used—she has aligned her program with those requirements as a way to communicate with the district how they can help them meet those legal requirements.

So, thinking more about the district, what are their key concerns about study participation, and how can you address them? You may want to reference experiences with other districts or schools, acknowledging that every district and school is different. But if they've had similar concerns, you can explain how you addressed those concerns. I know many of you had put in the Mural board that you've—there are concerns around parents and the content of your program, or, if you're doing data collection, the content of the survey. So, you may be able to draw on previous

experiences where you've worked with schools that had similar concerns, and talk about how you were able to address those concerns.

I know, for myself, we had a study where it was a pregnancy prevention evaluation, and so we had some sensitive questions on our survey, as well as some sensitive topics, of course, in the program content. And, you know, as expected, schools had concerns about this. Not only about parents, but also whether youth would be upset by some of the questions on the survey. We were able to explain that we had used the same survey in several schools, and—in different areas, and had, at that point, no concerns had been expressed by youth. We hadn't had any instance where anybody was upset. So that really helped alleviate those concerns.

So, thinking about the target schools, you know, what other programs are currently operating in the school? And similar to thinking about the district, what are their key goals, and how can the study or program address those?

With gatekeepers at all levels, it is important to communicate early, often, and be transparent. When sharing information with the gatekeepers, you'll want to filter the information accordingly, based on the type of gatekeeper, but clearly outline expectations, requirements, and the timeline, as well as the concrete and potential benefits of the program or study.

Be prepared to sell gatekeepers at all levels on the program or study, and tailoring your pitch to address their specific concerns and needs. For instance, for a principal, this may be, what is required of my teachers and school staff? How much instructional time will be used? What information will be provided at the end of this that will be useful or helpful to me in some way?

So, perhaps you can provide them with a descriptive brief, or a snapshot, of their students. We've done that on some of our studies, and it's always been very well received and appreciated. They feel like they're able to get something that is useful to them aside from just providing us with youth—youth to complete our survey.

You may want to create a one-page handout that shows benefits to schools, including control schools, if you are conducting an evaluation. Be sure to include incentives that you may offer to schools, to teachers, to youth.

Any payment you may provide for a school liaison, like a retired school staff member or a parent that's well known to the school who may help coordinate activities for you.

Any data collection and reporting that you will provide to individual schools.

Staff that you may provide to assist with program delivery, or, if you're doing a data collection, staff who will assist with data collection, which can help ease any burdens that are being placed on school staff.

Any training you may provide for school staff on program delivery, if that's how your design—excuse me—if that's your program design.

And any payment for substitute teachers when school staff are attending trainings.

And I think this is, you know, something we touched on earlier, but also just reinforcing that you share the study materials with the gatekeepers. Whether that's consent forms. If you have a survey, sharing your survey with them. It really helps them feel engaged and to understand more about the study or program. And helps them to feel as if they are a part of the process. They're also then better equipped to answer any questions that may arise from youth or parents and field those better.

Now, I'm going to turn it over to my colleague Jen Walzer to finish up the discussion on working with gatekeepers in schools.

Jennifer Walzer   Thanks, Missy.

Okay. So, just a few things to touch on here. And I know since a lot of you are working with schools, you probably have this in the back of your mind already, but just really being flexible about scheduling when you are working with schools. Or really any gatekeeper. So, it's really important to be sensitive to school schedules and their priorities. And to—to communicate with them up front and understand, like, when is going to be the best time for your study activities to occur. Obviously, right now with virtual and hybrid considerations, you know, whatever you—you kind of know ahead of time, be up front with them. How is your program going to fit into this and with the schedule for them? And also, around that, acknowledging up front that you know maybe shutdowns might occur. And how will your programming be able to adapt and account for that, or your programming and data collection.

So, again, it's really about just, you know, reassuring the schools up front that you have a plan and that you have a way to sort of make this work with what they're experiencing at this time.

So, a couple kind of general things around being mindful about their calendars. You know, beginning of the school year is always tough. They may still be getting rosters together, figuring out schedules. So, especially if you have any collection activity, knowing that, you know, coming right at the beginning of the year is probably not the best timing for the school.

Also, understand what their holidays are. Their testing schedule is really important. Anything that you can't glean from maybe a posted calendar

online, making sure you ask about that in your initial conversation. So, I know whenever I have a school study, I feel like I always have bookmarked their district calendar in my browser if they have something online or printed, because I'm going to probably be referencing it a lot, especially in my initial conversations with them, because then it's also showing that I did some research and came in prepared to the conversation.

Also important, just learning community norms. So, what—and this is if you have an advisory board, a really nice place where you could gather information from them up front as well. These can be things like when are pep rallies for football games. Maybe this area has like a state fair. A district we worked in had, like, a week off for Mardi Gras, which was— that was just really big for them in their area. Tournaments. Anything like that, that you can know and be mindful of, as you're scheduling. And just keep that, you know, remain flexible.

And in addition to those big-picture calendar things, just making sure to gather information on what their daily schedule looks like. So, are there specific days or times of day that are better or worse to be doing study activities?

So, and just keeping in mind, you know, be respectful of instructional time. And prepared to reschedule when needed. And kind of have that plan. If you do, you can present it ahead of time.

Next slide.

And then one other thing. You know, Sheila noted this about having that frontline admin staff who—who can really, you know, be really helpful in working, and that's what we found with schools a lot, is you really want to identify someone who is going to be readily available and able to respond to questions and requests. And we really recommend that it's someone other than the principal or the assistant principal, as they tend to have way too many demands to be responsive to you in a timely manner. So, it's obviously important to keep them very informed of what's happening, but have them delegate to someone who can be your day-to-day or week-to-week contact at the school. If it's possible to find someone who's really passionate about your program, that would be a great person. But if you're just clear and up front in your initial conversation about what you're going to need around communication, the principal can likely find the best person for you in that role. In things we've worked on, this is often a counselor, or maybe a teacher if you're recruiting through a specific classroom, or administrative assistant.

And then, again, going back to something we touched on earlier, it's really important, so we just like to stress it, is just to never underestimate the power of a small token of appreciation. So, if you're not able, so, you

know, you're not getting in places in person to drop off, you know, something for staff, consider, like Sheila said, sending an e-card, sending an email acknowledging your liaison's efforts to the principals, and copy them on the emails. They're really helping you and doing a good job. Let people know.

And it's just important, with this, just to be really creative. Other things we've done on projects are, you know, drafting a newsletter to share and noting progress with the study. Providing some aggregate, you know, summaries of some survey data, if possible, just to, you know, help them understand their population depending on what it is you're looking at in your survey. But, so, just remember, just to be creative.

Great. Next slide.

Okay. So, we have one more interactive thing we'd love to hear from you about. It's just understanding which gatekeepers have been your strongest allies. So—thanks, Lexi. If you wouldn't mind, in the chat box, just remember to address it to Everyone so we can all see it. Just sharing who, you know, and if you don't work in schools, it doesn't have to be in a school, but just who you found to be as one of your strongest allies. And if there is something you want to share more about this, about finding an ally, just start your response with the asterisk, the star.

Melissa Thomas	So, Jen, we have some responses coming in the chat. We have someone who noted parents, and then also a parent liaison. So, I know many of you expressed some concerns about parents, and that is a great way to help alleviate parent—parent concerns. If you have a parent advocate or liaison who can really speak to that group for you, that's wonderful.
	School community liaison. Clinical directors. Sheila noted that they had an OB-GYN and a pediatrician at a local clinic that were invaluable to them in their work. That's great.
	School counselors. Social workers. PE and health teachers. Yeah.
	Therapists.
	Thank you, everybody, for sharing your answers. This is really helpful.
Jennifer Walzer	Great.
	All right.
	Oh.
	I think in just interest of time, we'll keep things moving along. Pass things over to Olivia.
Olivia Ashley	Thanks. All right.

So, switching gears. If you're working with clinics as a partner, I'm sure you're working with gatekeepers who might be clinic administrators, medical doctors, front desk staff, client outreach staff, clinicians, or other clinic staff. Of course, COVID is a huge factor in a healthcare organization because there may be waiting room restrictions, or there may be more telehealth appointments than there were before just like in other settings.

So, keep in mind, as I mentioned before, even if you're not working in clinics, some of the things that we're describing here in this section may be useful for you in other sections. For example, if you're working in an after-school youth program or a community-based organization as well, some of those in the chat, you still need to go through a front desk and work with administrators and staff. So, if you think about the clinic staff being your partner organization's staff, some of those things that we're talking about could be relevant there.

So, here are some ideas for getting gatekeepers on board on the next slide.

It's going to be really important—thanks—it's going to be really important to be aware of and learn what the COVID-19 procedures are and make sure that you're following them. Because, particularly in a clinic with the healthcare organizations, there's no wiggle room for—for not complying with their procedure.

Also, obtaining staff input on recruitment procedures and how they could fit into the current clinic operations can really secure their support and try to ensure some seamless integrations of recruitment into their clinic flow. So, building on some things that we've already talked about, this (inaudible). You could have someone from the clinic who is on your community leadership council aboard. And that could help increase the perceived legitimacy of your program and your project to other gatekeepers at the clinic or at other sites that you're working with. And if you're working with more than one clinic, be prepared to adapt your recruitment procedures at each site because, as you know, every school is different, every clinic is different. And these other organizations that you're working with, every facility or setting is also different.

Clinic staff, even though they may be focused on healthcare, may not be up to date on teen pregnancy prevention prevalence in the community. Or may not know a lot about your project or your program as an opportunity to reduce that prevalence. So, thinking about what they are focused on and how what you are bringing to the table intersects with that and can improve things that they're concerned about, may be really helpful for that.

And if it's available, you could get testimonials from prior program recipients about how satisfied they've been with the program that you're

offering to help build support. I know when we were delivering programs and evaluating them, in addition to our notes about challenges and things we need to improve and don't forget, we also kept a praise file. And it was pretty much every comment, in an email, that was made verbally, on a telephone call, in a memo, that was positive that our program delivery staff shared, that the partner staff shared, anything that we heard from parents, anything that people overheard from youth, we kept those so that when we were marketing to other sites, we were able to use that information. It's almost like a book jacket where you're trying to decide to read a book, here are some comments from a clinician, or a pediatrician, or the front-desk staff at another clinic, or teen patients who are seen at these clinics who participated in this program, here are the things that they had to say that were good about our project.

The last thing is, if you can attend weekly clinic staff meetings, that might be really helpful for you to be able to introduce your project, update the staff on the project, and communicate about it on an ongoing basis. And even if everyone at the meeting is not a gatekeeper, the more people at the clinic who are knowledgeable about your project, the more it's front of mind. And they may talk with each other, oh, let's not forget, we're supposed to be doing things to help our program delivery partner or evaluation partner who's trying to work with us.

Moving on to the next slide. It's also important to think about a clinic staff person who can be a recruitment champion. So, a designated recruitment champion among the clinic staff can really motivate the other staff and provide regular reminders about the importance of remembering to recruit youth.

If you're looking for a champion, think about someone who is really passionate about your program, passionate about this topic, or there are people who are passionate about evaluation research. So, if they fall into any of those categories, they could be a recruitment champion for you. It could also be someone who really understands that evaluation is a way to improve programs and this is an opportunity for the youth and staff at our clinic to have a voice in shaping future programming and improving services for youth. So, the information that they may be able to contribute, to influence the lives of participants, youth, and families in their community, might be what drives their passion to help you.

Like gatekeepers Sheila mentioned, not every gatekeeper is a job-titled staff person who is at the top of the organizational chart. So, your champions might be just staff members who have a lot of interest and energy for what you're doing. They don't have to be the clinic director or the senior medical person. Just someone on the inside who can help you navigate that system.

You may want to think about talking with the clinic in a collaborative way about whether a financial incentive that benefits the community health clinic as an entirety could be helpful for them to provide space, or for their staff, time on the project, rather than providing individual incentives for admin staff or clinicians, who can be very expensive for their time. So, if incentives for partners is something that you and your project officer have talked about or are talking about, when you're working with clinics, think about things that benefit the entire clinic rather than individuals, because some of them may not see the amounts that you're talking about as meaningful for them as individuals, but they would see it as meaningful for the entire clinic.

And I think there was mentioned in other settings, think about a monthly newsletter with information that clinic staff can use. What is it that you and your partners have that are expertise that's useful for them? It could be ways for parents to talk with teens about—about what? About sex in the media, and how to be literate and think critically about what they're seeing there. Latest adolescent health news. Topics that you have particular expertise in. As well as updates about your program, and about your project, and your evaluations so they can see past what's happening with them, compared to, let's say, other clinics or other sites that may be part of your project.

And similar to schools, there may be data that the clinic wants to collect from parents or youth that you could add to your survey. I know when COVID hit, we, on every study that I was on, we added items about how COVID is impacting this program, these staff, these youth, this community, these families, because that was front and center for folks, and they didn't have any data to help them figure out how to pivot what they were doing. And that was really, really important to folks.

The last thing I want to say on this slide is that these relationships with clinics sometimes require a daily ongoing commitment to recruitment because it's more of a slow trickle of recruitment rather than school recruitment, which might all happen in one semester, or at the beginning of the year, or at the end of the year. So, this is something that you're working with them on an ongoing daily basis.

On the next slide, we have some information about understanding requirements. It's important, of course, to protect their patient data and confidentiality. And that may be a number one concern that folks have in clinics, because then they have HIPAA guidelines and things that schools or other settings may not have. So, be prepared to discuss your plans for protecting privacy. And be really responsive to their concerns. Talk about how you're going to train the staff that you are bringing in, or their staff who may be working with you on records or information, about keeping the data secure and protecting privacy.

If you decide that you are recruiting in waiting rooms, you may need to make arrangements for a private space. They may or may not want that going on in the main waiting room, particularly with social distancing these days.

And confirm with the gatekeepers any clinic-specific IRB considerations or rules about adolescent consent. And share the consent materials with the clinic, just like you would in another setting.

The demands on the staff time are likely, again, to be one of the biggest challenges when you're getting gatekeepers on board. So, as much of the recruitment burden that you can take on would be really helpful for clinics, even if the clinic ultimately needs to do some screening and some support. Remember, it may be that all you're asking them to do is to allow youth to come in, and for your staff to then take on the burden.

We also have some ideas about actually doing recruitment with clinics. (Inaudible.) So, some ideas that you can propose when you talk with clinic gatekeepers or other organizations this might apply to.

You could recruit youth during the clinic's health appointment reminder phone call. They don't even have to—the parents and youth don't have to physically be at the site. It could just be if they have appointments, or there are reminders that are going out, that might be a time to do recruiting.

You could mail an introductory letter and invite parents and young adults or youth to contact your staff.

And you could ask or pay the clinic staff to place phone calls to anyone who didn't contact you voluntarily.

If you do place calls from the clinic office, parents might be more likely to answer because they recognize that phone number, so that may be something that you're asking your gatekeeper for. I don't need your staff time, I just need to use your phone so that I can reach out to folks and ask them if they would like to participate in our program.

I've mentioned waiting rooms. We have a nice study at the end of this presentation on waiting room recruitment that—for a teen pregnancy—an evidence-based teen pregnancy prevention program. So, think about when those periods are. Frequently there are sports-related physicals. There are some schools that are still doing sports. Or annual well care visits at a primary care pediatric practice. Whenever those times are, that might be a time to be thinking about waiting room recruitment.

You could ask if the clinic, or staff, or even your project staff, when they are helping with confirming appointments, could ask youth and their parents to arrive 30 minutes before their scheduled appointment so that

they could [have the] project explained to them in detail. And then you could collect consents there and maybe even complete baseline data collection, if you wanted to, in a reserved room.

I know some of this may be more challenging during the pandemic, but these tips might be really helpful for future work when there is more flexibility.

And you could also have parents or youth call a 1-800 number where your staff goes through your project information. This may be really helpful if you have approval to get verbal consent. And you could also just send that signed consent form saying, yes, I did consent, or no, I did not consent for my youth, documented by your staff, and mail that, or email that to the parent for their records.

You could follow up recruitment by your—by the admin staff with a brief direct verbal and written endorsement of the intervention by the clinician themselves. So, these are the really busy healthcare providers. They could create, as in this waiting room intervention that you may want to read about, just a short (inaudible) to convey the message that they're encouraging parents and youth to enroll in this program that they might have heard about in the waiting room, or got a handout about. And that the program materials are evidence informed. And they also could write a prescription, like a written endorsement, and sign it, reinforcing, I recommend that you consider being in this program, and—and listen to what they have to say, and this might be something that's really helpful for—for you as a teen or for parents to talk about with their teen.

I know that we are running a little short on time. If you want to put in your chat—in the chat, any successful strategies that you've had for building gatekeeper support for your program, this is—I'll—I'll turn this over to Missy and Sheila to decide how you guys want to handle this, and then I'll come back in just a minute to talk about juvenile justice.

Sheila Cavallo   All right, I had to unmute myself, which always seems to be much harder than it ought to be, right?

I think probably what we're going to do is maybe, since we are short on time, open up to Q&A because we want to make sure that you guys have the opportunity to—to ask questions that you have. And we can maybe field some of those in the remaining time that we have. To make sure that we get to the things that are important to you.

Missy, does that sound reasonable to you?

Melissa Thomas   That sounds great. We definitely want to give people an opportunity to ask some questions. And I think also, Jen, can you do a quick review of the resources that are available? We have several resources for you all that go

	into more detail about some of the things we touched base on today. So, Jen, if you don't mind going over those, that would be great.
Jennifer Walzer	Yeah. So, at the end of the slide deck, and I believe these will get posted to—to Max.gov—yeah, soon. But we have some resources. We just wanted to call attention to a couple things.
	So, there are some resources available on Max, if anyone hasn't looked at or hasn't looked at recently, just around COVID-19 and virtual programming and evaluation. So, just a note those are there. I know that wasn't the main focus today, but just a reminder about those resources.
	Then, in addition to that, things that we covered in today's session, we have links to different articles out there that dig into more on all these topics around school-based settings, community-based participatory research, the juvenile justice setting, which I know we didn't get to cover as much today. Sorry about that.
	And then also I just wanted to flag when we talked about schools, we know a really big part of schools is navigating research review boards, district requirements, and IRBs. Since we know not everyone is doing an evaluation, we didn't want to dig into that too much, but there are some really great toolkit materials available, and we have some links to this, around managing recruitment with schools that will get into a lot of details around MOUs, review boards, and IRBs. So, they are all on our slides if that is something you would like some more information about.
	Oh, and also about the waiting room recruitment right there. So that (inaudible). Thanks.
Sheila Cavallo	I'll also pop in quickly and say, you know, if you're—if you're on with us today, and you're working with—within the juvenile justice system, I lived and breathed it for five years. I feel you. You are my people. A lot of what we've talked about today, lots and lots of what we talked about today, are strategies and techniques that I used in that environment. So, even if we talked about it in the context of another environment or more broadly, please know that those are transferable, adaptable, available, right? So, you're still getting a lot of content about how to do this well.
Melissa Thomas	Right. And we had a question in the chat about whether we'd be emailing the slides. The slides will be posted to Max.gov, I believe, within a few days. So, we'll certainly put those up for everyone, and it will include the information on juvenile justice, working with juvenile justice organizations.
	We are still open for other questions. If you have questions, please feel free to submit them in the chat.

Sheila Cavallo	I'll—I'll just sort of slip in here to the—to the silence as we wait for questions. To just say thank you so much for the work that you guys do. As I said, it's a little bit of a homecoming for me to be with folks who do TPP work. I love—absolutely love what I do now. I have no regrets about making that transition. But I do—this will always be a big part of my heart, this work that you guys are doing. I know how hard it is. We really do appreciate that you guys are out there in your communities continuing to provide these services to young people.
	Also, if you're in the path of this weird winter business we've got gong on, we got it in Oklahoma City a few days ago and in—well, really across the entire state of Oklahoma. So, if you're digging out, good for you. Welcome to back end. If you're in it now, stay warm. I'm rooting for you. I feel for you. We—we just did it a few days ago.
Melissa Thomas	And just a note we have on the slide up here that if you do want to request individual TA about the material covered today, to please contact your project officer.
	All right. Well, we are closing in on our 1:00 time here, or at least on the East Coast. And we thank everybody for being here today and making the time to attend—oh, let's see. Actually, it looks like there might be two questions. We've got time. I'm happy to do that.
Jennifer Walzer	Oh. I wonder if they went to All Attendees and not to Everyone. That might not be why we're able to see them.
Melissa Thomas	Oh, sorry, yes. If you can select Everyone. Unfortunately, we can't see the other the other (inaudible) if it goes to All Attendees, I think.
Jennifer Walzer	I'm sorry. Thank you, Whitney, for mentioning that.
Melissa Thomas	Thank you.
	Yes, the slides will have more about the juvenile justice setting.
	Oh, and suggestions for recruiting teen fathers. That's a great question. Sheila, do you want to touch base on the juvenile justice slides quickly, or—and then teen fathers, geez, we'll have to think about that one. But, Sheila, I'll turn it to you for a second.
Sheila Cavallo	So, broadly, in terms of juvenile justice, let me just give you sort of a quick overview. Those systems can be really labyrinthine, right. They're very sort of complex. It's easier sometimes to identify gatekeepers at the local level. It's harder to figure out who's in charge up top. I really encourage you to cast a wide net in terms of figuring out where your network lies. I needed to know for my project who the legally authorized representative was for signing consents for youth who are in custody, juvenile justice (inaudible). I had no idea. I couldn't find anybody to tell

me. I literally went down my office knocking on each door. I'm like, hey, do you know anybody at OJA, Office of Juvenile Affairs? No. Went down to the next. Got down to about the fourth door. I looked at my colleagues and I'm like, hey, you know anybody at OJA? I mean, I was totally just like asking anybody I could see. And she's like, yeah, actually I do. I know Donna Glandon. And I was like, what does she do? She's the Advocate General of OJA, so she's like the top of the legal ladder at OJA. So, I'm like, hey, can you—can you give me a warm handoff?

She literally picked up the phone, called Donna, gets me on the phone with Donna, and I'm like, hey, we just need to know, is it a probation officer? Who is it? And she said, well, actually, I'll sign them for you. So, every young person in—in the custody of OJA in the state of Oklahoma, we have one-stop shopping. We just sent to Donna Glandon. But I wouldn't have gotten to her if I hadn't just been willing to just sort of (inaudible) to everybody I knew.

So, and I would say that's true for juvenile—that's beyond juvenile justice, but juvenile justice just seems so (inaudible) involved, right, in all of those—in sort of—in terms of its complexity.

The other point to remember is that justice-involved youth, in my experience, are often involved in other systems as well, right? Involved in the foster care system. Have some contact often with the mental healthcare services system. I worked with young people who had experience with Job Corps. And so, you may have—if you work with another system, talk to the people you know, like your contacts in the other system. Do they have colleagues that they know in the juvenile justice system? So, it's really trying to find a warm way in, instead of sort of sending out like a cold call, right? So that really worked well for me as well.

The other thing that I will say, and again, like so much of what we talked about today, what worked well for me in juvenile justice systems worked well in other places as well.

Get to know the people inside of these facilities. It can be difficult because the facilities themselves can be not what you'd like for them to be like. When you think about helping young people, you—I—I would look at some of these facilities, and I'm like, holy cow. What are—what are—what are we doing housing kids in cinder block buildings? But—but I got—I made an effort to get to know people on a personal level. I knew the front office staff woman had a sensi pot. She loved her sensi pot. I don't know what it was about the sensi pot, but she loved it. And so, when I came across those—because those waxes are expensive, y'all. And when I came across some that were like an off-brand that were on sale, like I dug out my little unrestricted funds money and picked up some of those and brought them to her. Right?

And a guy who hated me. I didn't know—well, I didn't know if he hated me, or my system, or—I didn't know. But I overheard he was really influential. Loved by the rest of the staff. Loved by the young men in the program. I overheard him, one day, say that he was a transplant from New York City. Really missed reading the New York Times sports section while he read—while he drank his coffee. So, I went to Barnes & Noble and picked up a copy of the New York Times and took it with me the next week. Hi, I just happened to be in Barnes & Noble—well, no, I didn't, I made a trip. But I just happened to be in Barnes & Noble, and I overheard you talking about the New York Times, so I thought I'd drop this by for you. Because he lives in this tiny little town down in south Oklahoma. No NYT down there. And the dude looks at me and lights up like it's Christmas. Like he's a Christmas tree. And I could not get rid of him after that. (Inaudible.) If I was on-site, he would seek me out. Wanted to give me like five hugs. Knowing people in person, particularly in environments, knowing them, and expressing appreciation for them. And going out of your way with kindness for them I think made a lot of difference for me in juvenile justice settings. Right. Knowing how helpful that is. I'm just kind of thinking more in broad terms.

I hope that was helpful.

There's more. It's just—it's just sort of, kind of, again, here's this. If you need individual TA, if you have more questions, if you have your struggles, right? Or if you just need somebody to brainstorm with, reach out to your PM and they can get into that assistance and get you, you know, in touch with folks who can help you brainstorm those challenges.

Yeah.

Melissa Thomas	Great. And I know we're over, so I don't want to keep people much longer. I did just want to respond to the question about recommendations or suggestions for recruiting teen fathers. You can email us directly. I sent you my email in the chat. We can also reach out to you. But please copy your project officer on that email. And it would be great if we knew a little bit more about the setting and program so we can provide some suggestions.
	And the same for everyone. If you do have questions, again, as Sheila was saying, please reach out to your project officer and we'll coordinate.
Sheila Cavallo	Sabine, you're not alone. Fathers, and teen fathers in particular, a tough nut to crack. But there are great organizations out there who have strategies, so reach out to your PO. Those resources are—they're out there.
Melissa Thomas	All right. Thank you so much, everyone. And thanks to those of you who were able to stay over a little bit. I apologize. I know everyone's time is

very valuable. We really appreciate you all being here. And thanks again. Have a great rest of your day.