

Recruitment of Teens for Pregnancy Prevention Programs June 19, 2012

ELISA: All lines have been placed on mute to prevent any background noise. If you should need assistance during the call, please press star zero on your telephone keypad and an operator will come back to assist you. Thank you. Juli Powers with John Snow, Inc., you may begin your conference.

MS. JULI POWERS: Thank you, Elisa. Good afternoon, everyone. And welcome to our webinar on Recruitment and Retention of Teens for Pregnancy Prevention Programs: A Social Marketing Approach. My name is Juli Powers, and I am joined here in Atlanta by Naima Cozier. And our colleague Megan Hiltner is on the phone in Denver, and she will also be assisting us today.

So we are going to be spending about the next hour or so discussing recruitment and retention from a bit of a different perspective. So many of you are probably already very familiar with a variety of recruitment and retention techniques. You may have an established recruitment plan in place. And some of you may also be familiar with different social marketing strategies. What we are going to be doing today is looking at recruitment and retention for your programs through a social marketing lens.

So some of the vocabulary we'll be using is taken from the marketing world. And we'll be discussing in more detail as we go along. So just a few logistics for our webinar today. We're going to allow about 10 minutes at the end of the presentation for questions. And due to the number of participants on the line, we're going to be asking that you submit your questions via the chat box, via the webinar, rather than over the phone.

So as we go along, if you do have a question, you don't have to wait and actually submit them at the end. You're welcome to type in your questions as we go, and you'll type those into the chat box. Now, since we have a lot to cover and we don't have a whole lot of time dedicated for questions, we might not be able to address all of them today during this webinar.

And so we truly apologize if we're unable to address your specific question. But if needed, we can follow-up after the webinar. And if at the end, you feel that you still need additional

technical support or information or we weren't able to address the question, then please talk to your project officer about additional technical assistance.

So let's look at what we're going to cover today. By the end of this webinar, you will be able to identify and describe some social marketing concepts as they apply and relate to recruitment and retention for teen pregnancy prevention programs.

So these are going to include barriers, benefits, competition as well as the four components of a strategic marketing mix. So what this means is that we will be looking at recruitment from the perspective of the consumer. And this is a model we don't often use in public health. Typically, we think our programs and our services and the resulting health benefits are enough to get people interested in participating, participating in our activities or even changing their behaviors.

However, what we don't do oftentimes is look at the other side to see, okay. What else is out there? What else is more appealing? So this is where we could really learn from the world of marketing.

So, marketing strategies can be used for recruitment and retention. And the way this is going to happen is they can help you look at your program from the point of view of the teens you serve. So this will help you more fully understand what it is you're working against. It will help you target your messaging and then communicate effectively with both youth and their parents.

So let's begin by talking a little bit about what social marketing is. Social marketing is basically applying commercial marketing principles to health and human service programs. So in the commercial world, advertisers seek to generate increased consumption of their products and increased consumption of their services in order to make a profit and then the business profits. Of course, we're not endorsing any particular brands here, but think of Apple, Coca Cola, Nike, et cetera.

And so in social marketing, we have the difference in that the individual or the community will benefit. So there is no profit. Everything you do in social marketing is in the service of behavior

change. So what happens is often we think of social marketing as billboards, public service announcements and it's important to think about social marketing as well as an important tool for recruitment and retention.

So social marketing includes strategies that you can use to promote your services. So in this respect, when we're talking about behavior change, what we're talking about is getting youth to attend your program and also to stay in it.

So when we think about recruitment and retention, what we want is for you to think like a marketer. So marketers understand their product. They know what it is they are selling. They also know their audience. There's a whole lot of work that goes into their efforts to reach specific demographics. They know about benefits, and they know about costs that are associated with their products. They understand very fully why someone would want their product, what their product is going to do for them.

But on the flip side, they also know what their consumers are going to have to give up to have that product. And the other thing is they know who else is out there. They know who. They know what they're competing against. So if you think about your teen pregnancy prevention program in this way, knowing all of this information just like our marketers, it's going to help you frame your recruitment messages so that you're better able to reach your target population.

So in order for us to start thinking as marketers, let's talk about our audience. Just as the marketers know who it is they're selling to, you also have to know your audience. And that audience has to be at the center of every decision that you make for your program regarding recruitment and retention.

So, in order to understand why your audience ... in this case, youth in the greatest part ... why they are not doing what you want them to do, you need to understand what barriers are getting in their way. And you also have to understand that you are not the target audience. We often say, 'Well, you know, I've been working with this population for years. I know exactly what they like. I know what they value. I know what they need.'

But what you may need to ask is how are you really going to know your audience? What will you really need to do? We can't assume that just because we've been working with them for years that we actually know the audience and what they want and need. You may need to gather more information.

So we need to consider who our audience is and what approach we will use to determine what it is we need to know about them. So typically, we think of two different approaches for recruitment and retention. If we conduct targeted recruitment, we directly engage our potential participants, and we recruit them directly into our programs or into our services. And then we continue to maintain that engagement throughout to ensure that they stay in our program.

So in this case, our program participants are our target audience. In this case, we may also have additional audiences for our recruitment efforts if we need others to buy in. For example, we might need parents or guardians. It could be teachers or school personnel or some others to buy into our program. In that case, we have multiple audiences, both our youth who will participate and the additional audience who needs to buy in.

If we look at the second approach, peer driven, we take advantage of individuals who are already onboard, and they've already bought into our services. So what we ask them to do is to recruit others through their social networks.

So retention in that case, in those scenarios where we're using peer-driven recruitment, that often takes less effort for program staff because members of the same social network are participating together, are attending together. And they'll want to continue attending the program with their friends or with their peers.

Now, peer driven recruitment and retention, it still takes time. It still takes staff time. It still takes effort. But you can probably guess that you'll need to spend more of your energy learning about your audience when you are actually conducting targeted recruitment. So you may decide to

gather information by conducting focus groups or maybe you conduct some key informant interviews.

The important piece for both of these and the important piece for the key to a targeted approach is that the information that you're collecting from the audience is about the audience. So they are the experts on themselves. You're collecting information on this audience from members of that same audience.

So what may happen in the end is that after you actually conduct your focus groups, you conduct your interviews, you may discover that the best way to actually reach those youth is through their peers. So sometimes what starts out as a targeted approach may actually end up leading to a peer-driven approach.

So when we're talking about our target population's perspectives, and this is what we're referring to as our audience, you're going to want to identify a few things. We're going to be looking at barriers. We're going to be looking at benefits, and we're going to be looking at competition. And these are barriers, benefits and competitions that exist for your audience in relation to your programs and services. It's important to remember when we're talking about these three aspects, barriers, benefits and competitions, we're not talking about those for your organization. We're looking at these from the perspective of the teens you are trying to reach.

So what we're doing here is putting ourselves in their shoes in order to determine what recruitment messages and what approaches will resonate with them. So let's look at each one individually.

So barriers first. Barriers are the reasons your audience cannot or does not want to participate in your project or remain in your program or use your services. So barriers may be things like other responsibilities. Barriers could be a job. Maybe the youth has to work to help support the family. A barrier may be transportation. Sometimes barriers are just lack of support and that could be from parents. That could be from peers. There are, of course, any number of things that teens could identify as barriers. And this is why it's so important that you are actually

finding out from them what it is that's preventing them from participating in your program or using your services.

So let's look at an agency and see what this might look like. So we're going to introduce an agency, and we'll use this example throughout the rest of our discussion as we talk about each step in social marketing. And so here are agencies ABC House. And ABC House is located in Any Town, USA. And they implement be proud, be responsible with African American youth ages 13 to 18. So they meet each Tuesday at the recreation center and they have activities. And the program includes sexuality education.

So as part of their meetings, they have different exercises, games, role plays, things that are part of the curriculum, other activities as well. But they've had a really hard time enrolling the number of youth in their program that they said they were going to enroll and that they had actually outlined in their grant proposal.

So what they decided to do is look at recruitment to see how they can better reach their target population and enroll more teens in their program. So the way that they approached this is by conducting more of an informal follow-up with the youth. And what they learn is that teens stopped coming because, well, they got bored. They got bored. They didn't relate to the facilitator. They thought she was just too old. She was not engaging. Some said that they had to take care of siblings after school. And another reason was that the rec center was just not easily accessible for them.

So while agency staff may have determined that transportation was not convenient, they might have come up with that on their own. They probably would not have identified the issues with the facilitator or probably would not have identified the other issues with the program had they not asked the youth directly.

So in addition to looking at what prevents them from participating, we also want to look at, well, why would they participate? What would motivate them or interest them in participating in your program? So it might be something like it's fun. It's the only time that they have time to be

themselves and be a kid. They get to hang out with their friends. So there are also a whole host of reasons that youth may claim as benefits for participating.

So let's go back to our commercial marketing example. Again, we're not endorsing any specific product here. We just want to look at how the marketing world views benefits. But sometimes the benefits are more than meets the eye. The perceived benefits of this particular Smartphone over others include the facts, well, it's the cool factor. There's a whole profile on the typical user of Smartphones. But also for this Smartphone, we have a larger app market, the ability to chat with other users and there may be other benefits as well.

So all of these are things that our marketers are going to use to their advantage. They are going to use all of these benefits when they are trying to sell their product. So when you are looking at your benefits, you need to look at what else are you selling with your program?

So let's look at ABC House again. In addition to their barriers, ABC House staff also asked their youth, well, why do you come to the program? Why are you interested in our program? So let's see what they discovered when they asked the youth.

So when teens were asked, they reported that they participated for a variety of reasons. And none of these actually have anything to do with the actual program. So for them having a safe space was really important. The benefits of the recreation center. So things like computers, basketball courts, exercise equipment, those were all very important benefits for them. Homework assistance turned out to be a benefit to participating in this program. Some of them received extra credit. Some of them won prizes. Everybody likes prizes. So all of those were named as benefits to participating in ABC House's program.

So if you ask the program facilitator what she thinks the benefits are, she thought that the youth might say something about the fact that in their program, they learn valuable negotiation skills. And those negotiation skills, they can apply in their relationships and their romantic relationships. Well, she thought that'd be important. But in the end when they asked the youth, none of them named that as a benefit.

So this may reflect the sentiment that this particular facilitator was viewed as too old or out of touch with their youth. So what we see here is if that's the case and your program is marketing that as the benefit, it's not going to appeal to the audience. So ABC House would not be successful engaging more youth to participate in their program if those are the benefits that they're marketing. If, however, they focus on some of these items that we've listed and some of the things that teens have said, well, then they may have a better response.

So now competition. Now, health promotion is not always sexy, especially for youth. There are many other things that they might prefer doing, and especially if your program doesn't offer what it is that they need and what it is that they want. So competition isn't necessarily negative. The word may have a negative connotation at times. But in this case, it's not necessarily negative when we're talking about things like extracurricular activities. Those may actually serve as competition if they take place at the same time or maybe they require a commitment from the teens to participate.

On the other hand, hanging out with friends where there are no adults, that may also be competition. That maybe something that is much more desirable. Peer groups engaged in risky behaviors can also be competition. So when we think of competition, what we're thinking of is what the teens are doing as far as going somewhere else, doing something else or even just doing what they've been doing all along. But all of these are not participating in your program.

So we need to be looking at what is the competition? What are we working against? So if we go back to ABC House and find out what they learned, they basically have two categories of competition, afterschool jobs was a big thing for their youth. And others really just wanted to hang out. They wanted to be with their friends instead of attending the program.

So because people, and especially youth, tend to act in their own perceived best interests, we need to understand what's important to them. We need to understand what will motivate them in order to offer effective programming and effective services. So one way to do that is to make

the competition appear less attractive. And when your competition appears less attractive, you make your program appear more attractive.

Well, this is not always easy. And you really have to understand your audience. You have to understand their motivation. And sometimes it requires some creative thinking to get there.

So let's look at ABC House again. We had our examples of after school jobs and hanging out with friends. And you ask how can we make an afterschool job appear to be less attractive? Emphasizing benefits may simultaneously work to make your competition less attractive.

So let's look at a specific teen from our case study. If one of our older teens has an afterschool job, you'd think it'd be difficult to make that appear more costly or less attractive. But just like our example before, there may be more than meets the eye.

So this is Michael. Michael has an afterschool job so that he can pay for the gas and insurance on his mom's old car that he inherited. And he has an agreement with his mom that if he doesn't work, he doesn't have the car. But Michael's mom also said if he gets bad grades, she is going to take the car away. So it is in Michael's interest both to work, but also to get good grades.

And what's happened in this case is he knows his math grades are really suffering. And he knows they're suffering really because of his job. He doesn't understand the homework. He doesn't take the time to ask for help. But he also knows he's going to be in big trouble if his report card has a bad math grade on it. And he's going to lose the car anyway.

So for ABC House, when Michael learns about homework assistance, he decides that it might just be worth it for him to switch his day off. So he can attend the program on Tuesdays, receive help with his homework and perhaps catch up. And so he still has his job. He can still improve his grades. And in this case, that part-time job became less attractive than the program because of the other benefits as he perceives them. So this works for Michael because it's based on his perception. The same thing might not work for everybody.

So we want to ask you what are the activities that you think your programs are competing with the most? And so we have listed here part-time jobs, extracurricular activities, family responsibilities, hanging out with friends or maybe even something else. So we're going to conduct a poll, and Megan's going to provide instructions on how we're actually going to do that. So let me turn that over to her for a moment.

MS. MEGAN HILTNER: Thanks, Juli. All right, everyone. Now's your time to respond. If you'll look to the bottom right corner of your screen, I see some folks are already clicking in. Select the options that most closely represents what types of activities are your programs competing with the most? And I see some folks are clicking in. We're getting a good response. So folks, I'm going to give it another maybe twenty seconds or so for folks to click in. Then we'll close the poll and show everyone the results. Ok, I'll do the countdown, ten more seconds, nine, eight, seven, six, five, four, three, two, one.

All right. I'm going to close the poll, and it's now just sort of tabulating the responses here. A few more seconds and then I'll show the results. All right. So Juli and Naima, hopefully you're able to now see the results of the poll.

MS. JULI POWERS: All right. So it looks like we're pretty well divided. We have extracurricular activities at 30 percent. We have hanging out with friends up there about 23 percent, less for the job. So our example was not quite as relevant with the competition that we saw. But something to remember is that we created those lists here. But really there may be an aspect of competition that you haven't even thought of yet. So we put these up here, things that we think that potentially could be competition. But as we've been talking about in this whole section when we're talking about benefits and barriers and competition, we often don't know what those are until we actually ask the youth that we are serving.

So what we're going to do now is shift our focus a little bit, and we're going to focus on what we call strategic marketing next, and we're going to introduce what's called the four P's. So Naima is going to walk us through this section.

MS. NAIMA COZIER: Thanks, Juli. So I'd like us to think about this webinar in two parts. In public health, we do a lot of needs assessments that are then used to develop our strategy or implementation plan.

When we're talking about using social marketing for development of a recruitment and retention strategy, I'd like us to think about our competition, benefits and barriers, as Juli just finished discussing, as our needs assessment from a very unique perspective that we discussed earlier from the social marketing perspective as putting yourself and asking your audience what is their competition to the product that you are selling? And in this case, it's our teen pregnancy prevention program.

So now that we've covered that piece, we're going to go into the strategy piece. And for this, we're going to use something called strategic marketing mix. And this is a tool that has been used in commercial marketing for quite a while. And it's used mostly to develop product selling points and approaches and also to develop a marketing campaign.

When we're talking about using this framework for recruitment and retention, this is going to be one of the key elements to your recruitment and retention strategy. So we're going to see how that lays out specifically for the work that you're doing.

The strategic marketing mix is composed of product, price, place and promotion. We're going to go through each of these which we're going to call the four P's and these are going to be the foundation for your recruitment and retention strategy.

First, let's look at our product. Pretty basic and straight forward. For us, it's going to be our teen pregnancy prevention program. Our goal is going to be to get teens to enroll and attend our program and hopefully satisfy a need that they have which is, right, we're here in public health, trying to get healthier behaviors from our audience and our community.

The product can be thought of in three different ways or three different types. So there's more than one perspective that we should take on our product. We can talk about our core product, which is what the audience sees as the benefit of attending your teen pregnancy prevention program.

We can also talk about the actual product is what we as providers hope to happen. So what is the desired change of behavior that we would like to see as an outcome?

Third is the augmented product. And this is seen as any additional value added that your prevention program will contribute to our target audience.

So let's go back to our case study at ABC House. We look at our audience's perceived benefits. It was a safe space to ask questions that may be considered taboo. Our actual product or the desired behavior is to attend the prevention program. And this, of course, is the product from our perspective as service providers.

Finally, if we look at our augmented product, these are the additional value added or the additional services. So our agency in particular has a value added of being able to provide free condoms and HIV testing.

Let's move onto the second P, Price. What does your audience have to give up in order to participate in the program? So this is where we pull in what Juli discussed around barriers and competition.

So for this, let's go ahead and move into our case study and take a look at ABC House. When we think about price, we have to consider that even though our prevention programs may be free, participants don't necessarily have to pay to participate. However, there are some costs that will be associated with their participation. And these we'll describe as tangible and intangible costs. Tangible and intangible costs are examples like time, the time it takes for that participant to spend time in the program versus maybe participating in other more desirable

activities, such as hanging out with their friends or the part-time job as in our example with Michael.

Second, a tangible cost is transportation. The rec center where ABC House hosts the prevention program is quite a ways. It's far and inaccessible for folks to get to. So it may cost a lot more in public transportation.

This is what we like to call an exchange. We would like to reduce the cost to attend and participate in our prevention program and increase the benefits. One of the key things to doing this is to use our promotion and our recruitment messages to reach this exchange.

Another huge issue for us in public health and in prevention is incentives. And I do want to say that please always check your federal guidelines around what the regulations are and whether or not you're able to provide incentives. Regardless, this is still an important issue to discuss as we have intangible incentives and tangible incentives. And we all know that everyone is working under limited budgets. This is a very hard time for many of us. So we would like to recommend that folks focus on non-monetary incentives. And again, this is where we go back to Juli's piece that she covered a few moments ago. We really want to take the data that we found around our target audience's perceived benefits of participating in our prevention programs and use that in our promotion messages. And they will become our non-monetary or intangible incentives.

Let's take a look again at ABC House. One of the key concepts of the exchange is to increase your benefits and decrease your costs. ABC House decided to provide bus tokens to address the transportation costs. They also, as we mentioned previously, provide free condoms and give access to the recreation center.

One of the things about the access to the recreation center, as we found in the case with Michael, was that he also had access to homework assistance. So there was again that augmented product, an additional service, an additional value added, that was available to him.

There is also the intangible benefit of being able to socialize and connect with friends outside of the school setting.

The exchange also includes decreasing our costs. So we talk about the tangible cost. We want to decrease transportation costs. We can also decrease food costs by providing some sort of meal during the program. And also the intangible costs, and we'll go back to the case study of Michael, we were decreasing the frequency of him being grounded, for example, by his mother. So he was getting his homework assistance. And as long as he was doing well in school, his mother was happy. We're decreasing the chances that he'll be grounded and unable to hang out with his friends.

For other youth, when we talk about providing free condoms, we're also decreasing the cost of embarrassment, of having to go to a pharmacy and purchase condoms.

Our third P is place. There are two components when we talk about place. In commercial marketing, it's usually where and how customers are going to get your product. For us in public health in the prevention world, it's one in where you're offering your prevention program in other programs. So we have to think very carefully about ease, convenience, accessibility, time and appeal to our audience.

Some of these aspects we can actually change. And others, due to budget limitations and restraints, we may not have the ability to change. Again, we want to focus on increasing the benefits of a youth and a teen attending our prevention programs and reducing the cost.

The second component to place is where you can reach your youth to encourage them to participate. This component of place is very closely linked to our fourth P, which is promotion, which we'll talk about in a moment.

Going back to ABC House, when they thought about place, they had the added benefit and value added of the local recreation center, which offered games, computers, Internet access and exercise equipment. However, they did have the disadvantage of the recreation center not

being in a convenient location. So the way that they combatted that was by compensating for the cost of transportation by providing bus tokens. So that is an example of how they addressed the first component of the place.

The second aspect of place that ABC House had to address was P, promotion. Where and when can youth attend the program? So let's move to the second aspect of place. Promotion is our final P of the four P's for the strategic marketing mix. When we talk about promotion, we really need to carefully think about how we're going to customize our messages thinking of age, ethnicity, culture and social networks.

Often, when we think about promotion, we think about what our message will be. So again, using the discussion that Juli provided about increasing benefits and decreasing costs, based on our needs assessment from our target audience perspective. We also have to think about who will communicate your message. When we talk about peer driven recruitment and retention, you may have a former participant that will be delivering your message. It could be another public opinion leader of the peers and the youth that could be delivering your message. We also think about how we will communicate. And this is when we talk about communication channels. And we'll explain a lot more in communication channels in a moment. And then finally, where will the audience see your message? This is the link between place and promotion. Are you going to be placing your messages at the schools, libraries, other prevention programs that have access to youth? So this is the alternate connection between place and promotion.

Let's just focus back to how your message will be communicated. Identification of communication channels. We have TV, radio, email, mobile phones, online tools, newspapers, just to name a few. One of the things that we want to do is to focus on our audience when determining communication channels. We have to take into consideration are we communicating to the teens and youth themselves? Are we reaching out to the parents? Or are we reaching out to the broader community and other partners?

Two other things that are essential to take into consideration when identifying appropriate communication channels is your fast capacity to actually distribute information through various communication channels. And then finally, the budget and time.

And looking at our example with ABC House, they currently have a printed flyer that is posted on a bulletin board at the high school. In addition to that, they also have printed materials throughout the recreation center. But since we know that they're currently having issues with recruitment, they decided to explore some new approaches. So the staff has decided to develop creative strategy to promote the program using social media.

So just to review, we've just discussed the four P's, our product, price, place and promotion. When we're thinking about product, we should be asking what is being offered? What are the benefits? What is the competition? With price, what are the costs? What other barriers exist? And how can you minimize costs and remove barriers?

With place, where and when will the audience receive programs and services? Where and when can you encourage youth to attend your program?

Finally, promotion. How can you best package the program? And what communication channels appeal to your target audience? So to review, with ABC House, they had several lessons learned with the four P's. The first was to provide some additional professional development for their staff working with the youth. The first, as we found out, as Juli explained, was that the facilitator currently the audience perceived as old and not too engaging. So they decided to have her participate in taking some youth development approach trainings as well as social media training. They also decided to add a co-facilitator that was closer to the youth's age.

Third, as we mentioned previously, they were providing the bus tokens to decrease any cost associated with transportation. They also decided to promote their additional benefits that were provided through the recreation center, such as more time to socialize with friends, homework assistance. And, of course, one of the goals of the prevention program were negotiation skills.

Finally, ABC House came to the conclusion that they should develop a creative social media approach that would engage the staff to think a little bit differently on how they can use social media and also involve program participants to design a logo for the program.

So just to summarize today's webinar, we would like to remind you to use the four P's, the strategic marketing mix, to develop your recruitment and retention plans and strategies. Also to know your audience in terms of their competition, benefits and barriers to your teen pregnancy program.

You should also not be afraid to listen, learn and adapt. This is going to be an ongoing process. And as you try to use and apply some of these social marketing techniques and strategies in your recruitment and retention plans, do not be afraid to change things as you go along. And with that, we would like Megan to review some questions that you may have on the chat.

MS. MEGAN HILTNER: That's great. Thanks, Naima. So we did have a couple of really great questions and one really great comment. The first question that was submitted was related to your barriers, the barrier section of your presentation. And the question is for many of our community partners, their "audience" is the parents/guardians who will give permission for the youth to participate. Any specific guidance for barriers to this audience?

MS. JULI POWERS: I think the thing that's important to remember is just as we're looking at barriers for youth, we need to be looking at barriers from the perspective of the parents and of the guardians. So these approaches that we've been discussing really apply to any audience you're working with. So understanding from their perspective what it is that are the barriers. I can't actually say what those are for that audience. And it may be very different. We have people on the phone from all over the country. So those same barriers for guardians and parents may be different wherever you're located. So the same techniques that we talked about, focus groups or key informant interviews, you may want to address those approaches or use those techniques with those audiences as well.

MS. MEGAN HILTNER: Okay. Anything else on that topic? Are you ready for the next question?

MS. JULI POWERS: Go ahead, Megan.

MS. MEGAN HILTNER: All right, great. So the next question is about this four P's section of your presentation. And this question is in social marketing, there's also the fifth P, which is politics. And in some areas, the politics refers to religious values and acceptance of the program. Any thoughts on addressing politics?

MS. JULI POWERS: I think that that is one of our continual struggles that we have in public health. And anything that may conflict with values of particular parts of our community.

I think the first thing is to (1) acknowledge that they are part of the community that we are trying to serve. And I think that this is an ongoing battle. And I think that this is something where relationships and time, relationship building and time, is really the key to those.

I suggest taking on winnable battles. So perhaps someone on your staff, perhaps one of your other community partners has a strong relationship with one of those key stakeholders or a friend or someone that has a relationship with one person away or two people away and work it that way. But there is no magic bullet, unfortunately, to cut through the fifth P, the politics, which I really like that.

MS. MEGAN HILTNER: I agree. That's a great addition. I did want to go back to the question about parents and guardians and just wanted to remind folks that there will be another webinar on July the 25th that is on working with parents of teens that will address this to some extent. So be on the lookout for an email with information about that webinar.

It's not so much a question, but it's more of a comment that a person pointed out regarding the intangible costs that you brought up, Naima. And this person's comment is those intangibles do

have a cost ... for the program. And that was the detail that was left on the chat box. But I think that they were just making that comment regarding that section .

MS. JULI POWERS: Okay. Thanks, Megan. I think cost has numerous definitions as well. So when we're talking about a monetary cost versus other costs, that is definitely true.

MS. MEGAN HILTNER: There was another question that's been posed more for other states. But I don't know if Juli and Naima if you have some suggestions that maybe you could share. But the person says thanks for the informative webinar. What challenges and successes have other states had with recruiting high-risk teens in systems of care?

MS. JULI POWERS: Megan, I think that's a great peer-to-peer question. I do not have any examples of that off the cuff. That is something that in working with various agencies, national and state level, I know that it's an ongoing issue. But I don't have any examples off the cuff for how people are addressing this. It would be interesting to hear from some other folks.

MS. MEGAN HILTNER: The technology sometimes limits that type of discussion, but there may be other venues that folks could share. Because I do know that this has come up in other trainings and such. Another question for you regarding incentives, and this person asks can you expand on incentives to give the youth? I thought I heard something in respect to not giving out monetary incentives. If so, why?

MS. NAIMA COZIER: The policies and incentives are going to depend on who your funder is and federal regulations. So we had discussed on slide 33 I believe the intangible incentives and tangible incentives. We just wanted to acknowledge that incentives are a huge issue, and it's been one of the traditional ways that we get people to come to our programs and stay in our programs.

But we do have to acknowledge that given our budget restrictions and also every funding source has their own regulations on what types of incentives are allowed, we just wanted to

acknowledge that they don't necessarily always have to be dollars, something physical. It can be something intangible.

So again, we talked about in our example with ABC House an intangible incentive was hosting the prevention program at the recreation center where then your participants have access to a ton of other services, not just going to an agency, as an example, let's just say and only getting access to the prevention program and maybe some testing. Holding it at a different location provided some other intangible benefits.

So again, we just wanted to say please, please go to whoever is your funding source to get the regulation and guidelines on what incentives are allowable and unallowable.

MS. MEGAN HILTNER: Thanks, Naima. And I did also want to bounce back to the point about recruitment among high-risk youth. There will be a great resource to everyone. If you were at the annual conference, you heard a little bit about the communities of practice site. And that will be a great question/discussion for that communities of practice site, once that's live. So that's a good point.

And another colleague has actually posted another comment related to this. So I'm going to put this into the chat box now and share it with everyone now. So look to your chat box. But it says that from Sharon King, I hope you don't mind me sharing your name, Sharon. But since you're posting it to everyone, I guess you wouldn't mind. We've had some success working in homeless shelters that serve teens. And we're currently serving adolescents in alternative high school programs. So Sharon has put her information out there.

Another question has come up here. I apologize. I was trying to sort of consolidate the different questions and not bounce around too much. But this is related to the barriers/competition. Do you have any advice on addressing barriers/competition when the issue is homelessness?

MS. JULI POWERS: Sorry, we're sitting here looking at each other.

MS. MEGAN HILTNER: That's okay. Silence is okay.

MS. NAIMA COZIER: I think it's an answer that folks are not going to want to hear. And Juli started when she describes competition barriers and benefits, again, and I know we all do needs assessments for funding, for applying for funding, for our program. But you have to go to those youth in that area. We're in Atlanta, Georgia. And the needs of our homeless youth are going to look very different from folks across the country.

And so one of the key messages in Juli's section where she talked about what I kind of call even those competition barriers and benefits. I kind of call that another way to look at our needs assessment is really to go to those youth and find out if you want them to be an hour once a week at your program, ask them, using that framework, well, what am I competing with here? What are your barriers? And what benefit am I offering by providing this program?

And so again, from the public health perspective, we're very used to telling folks what to do to stay healthy. But a lot of us, even though we traditionally have always gone to the community to ask, this is another example of checking in with the folks that you're serving.

MS. JULI POWERS: And I think things that maybe appeal to homeless youth would be different than appeal to youth who are permanently housed. And so something like a shower might be a great incentive for a homeless population or doing laundry. I've heard that as a place that during the program they tried giving them all kinds of other incentives, but what they really wanted was a place to wash their clothes. So again, it's that balance and making the benefits outweigh the barriers and appealing to what is going to work for that population. Which, as we've said, is really going to vary depending on where you are and who your population is.

MS. MEGAN HILTNER: I've had a couple of questions related to getting access to the slides. And those were sent out prior to the webinar. If you didn't receive them at that point, feel free to email press@JSI.com and request the slides, and we will gladly send those to you if you didn't receive them prior to the webinar. We still have 15 minutes for Q&A. There's one more here in the box that says one of our subgrantees is offering BART in conjunction with the CSTAR

program for youth who have been in legal problems with alcohol and drugs. They really liked BART. So that was a comment shared by one of the attendees.

MS. JULI POWERS: Great.

MS. MEGAN HILTNER: And I do want to draw folks' attention back to the conversation we were having regarding parents and guardians. And in the chat box, Catherine Laturno shared a really nice monographed resource here that includes info. RTIN Child Trends gathered from teen pregnancy prevention programs on barriers to and strategies for involving parents. So she shared the link for that monograph in the chat box.

Someone reminded me I could put the email address in the chat box for you to email. So I'm putting it in there now for you to email if you did not receive the slides before.

Another question from someone. How have you used Twitter to engage youth?

MS. JULI POWERS: So the agencies that I know that are using that tool, they don't just use it for their programs. They're using it overall to share information around them as an agency. One of the things each of the social media tools can be strategically used to reach different audiences, different demographics. Not all youth are on Twitter. There's a specific group. And Twitter traditionally is a lot older on average. Folks who are using Twitter are more adults. And they're normally using it to promote either their agency or some kind of product. But that being said, the agencies that I know are using Twitter, they're not really using it as a recruitment tool for a particular program. I've known agencies that are using Facebook a little bit more for that. But they use Twitter more to engage folks overall with their agency's activities overall.

MS. MEGAN HILTNER: There was also just a post. I want to call your attention to the chat box to everyone from Adrian Smith to everyone about how they're using Twitter. We are using Silay[?] for adolescent African American girls and Making Proud Choices for the boys. We use Twitter hash tags frequently on flyers to get their attention and offer incentives for following or liking the Facebook pages. Thanks for sharing.

MS. JULI POWERS: That is a great, great example. Thank you. We're going to share that from now on, too.

MS. MEGAN HILTNER: Yes. So maybe another moment or two for folks to post a question or two. Adrienne posted that that's from New Jersey Women and AIDS Network, that last example.

MS. JULI POWERS: I do want to tell folks with social media tools, please, please again remember to go to your audience. Don't assume that all of your audience are using these tools. And there may be some segments, some folks, you may think that they're not using a tool like MySpace that some people think is outdated. But others have found it pretty effective to reach certain youth. So please again go to your target audience, find out what types of social media tools that they're using to engage with their own social networks and friends and then go from there.

MS. MEGAN HILTNER: Okay. Juli and Naima, it doesn't look like there appears to be any more questions in the chat box for you. Oh, hold on. Hold the phone. Another chat did just come in. Do you have successful examples of a Facebook page campaign to recruit both youth and adults "parents"?

MS. JULI POWERS: No, we don't. There is another training that is specifically targeted that JSI does do around social media that can talk about that and provide more examples. But I do not have any off the cuff. The agencies that I work with right now, they have created particular Facebook pages as the agency in New Jersey, for example, they've created Facebook pages for a particular program. So, for example, if they are implementing SISTA, those participants will then ... past and current participants ... will have access to a private Facebook page that only that group can then engage and send out messages on, photographs, different updates from the program. But I am not familiar with a Facebook page or any agency using it for parents and youth together. Or just parents, I don't have any examples of that either.

MS. MEGAN HILTNER: And another question. Is there anything specific for rural audiences pertaining to social media? The person asking the question says that they live in an area where youth are maybe 20 miles from the nearest town/community, and it's hard to reach those youth.

MS. JULI POWERS: So one of the tools, and I understand the challenges in rural areas, even with Internet access. In those areas, I do know some folks that have been doing some successful campaigns with mobile phones and texting. So there are some campaigns around that. But again, that is something that we could definitely provide another training on to give you more information on that. So mobile phones, particularly in rural communities, I've found some folks have had some success with using those, particularly even when the Internet is not as accessible and their interruptions and Internet access in rural areas, mobile phones have provided kind of a substitute for that.

MS. MEGAN HILTNER: Well, it looks like there are no more questions here, Juli and Naima. So feel free to wrap up.

MS. JULI POWERS: So we just wanted to share some resources. We do have the TIP sheet that was sent out it should be a couple of weeks ago now I think, Megan. And then we also wanted to give you the foundation of this presentation today, which is the Social Marketing-Influenced Behaviors for the Good. And also Hands On Social Marketing. So we thought that those three together would give you a good foundation.

And based on today, we kind of picked out the two areas where we think apply most to a developing a recruitment and retention strategy. So again, looking at barriers, competition and benefits, from your target audience perspective, that's the really, really unique piece about this is being mindful that you're thinking about this and asking them from their perspective what is the competition that you're up against? What are their barriers? And what's the benefit? And then the second piece that we kind of pulled out from overall social marketing were the four P's.

So given this presentation, we think that if you review those, these other resources will really help you to develop a strong recruitment and retention strategy.

And, of course, we'd just like to thank you. One, for all the great work that you currently do and taking the time to spend an hour and fifteen minutes with us from your very busy schedules to learn more about recruitment and retention.

MS. MEGAN HILTNER: And with that, ladies and gentlemen, this concludes today's conference call. You may now disconnect.

(END OF TRANSCRIPT)