
APPENDIX C: RECRUITMENT AND METHODOLOGY

Recruitment and Data Collection

Recruitment materials (flyers, a social media toolkit, and project descriptions) were distributed to health, education, and social service providers and to other organizations in Newark, Camden, and Trenton that work specifically with parents of young children. Organizations assisting with recruitment included Family Success Centers (i.e., state agencies providing multiple services to low-income families), child care centers, community centers, WIC facilities (i.e., facilities providing food vouchers and health and nutrition services to women and young children under the federal Special Supplemental Nutrition Program for Women, Infants and Children), and pediatric clinics. The research team also distributed project information at community health fairs and other community events that reach parents of young children. In addition, the team promoted the project on social media platforms such as Twitter and Facebook and ran paid advertisements in multiple media markets.

A toll-free number was advertised on all recruitment materials, which interested individuals called to determine their eligibility to participate in the study. A total of 169 respondents were screened by project research analysts between May and November of 2015. Thirty-nine percent of screened respondents were found to be eligible (66). Of these, 24 were lost to follow up (i.e., were unreachable after first call or did not attend focus groups/interviews). A total of 42 attended interviews or focus group discussions (attrition rate: $24/66 = 36.4\%$).

All discussions and interviews took place in accessible community spaces and were audio recorded with respondent consent. Focus groups lasted no more than two hours, interviews lasted no more than one hour, and all were conducted by trained facilitators. A note-taker from the research team was also present at every group. A \$100 incentive for participation was advertised on all recruitment materials and given to respondents after each interview or focus group session. On-site child care and

refreshments were offered during all sessions. Columbia University Medical Center's Institutional Review Board granted approval for the study and methods.

Analytic Methodology

Demographic data was also collected from screening questions asked to determine study eligibility and detailed information about family composition and leave taking was collected in registration forms when respondents arrived for focus groups. Information from screening and registration surveys was analyzed separately for respondents who used Family Leave Insurance (FLI) and for those who did not use FLI.

The research team analyzed transcripts from focus groups and interviews using Framework analysis, a methodology developed within an independent social research institute by researchers Jane Ritchie and Liz Spencer to explore large-scale policy impact or environments.¹ This approach was chosen because it permits integrated analysis of the issues selected for discussion by the researchers *a priori* and new themes that emerge from respondents' unique experiences.² After reading the transcripts, a team of five research analysts jointly developed a codebook to organize major themes that emerged from the data. Development of the codebook was iterative; the codebook was refined as needed and organized by research questions and emergent categories. Transcripts were coded using the jointly developed codebook and Atlas.ti 7 software. The team then discussed and analyzed the patterns and relationships that emerged from the coded transcripts to formulate theories of how they address the project research questions.

SOURCES

- ¹ Ritchie, J & Spencer, L. (1994). Qualitative data analysis for applied policy research. In A. Bryman & R.G. Burgess (Eds.), *Analyzing Qualitative Data* (pp. 173-194). New York, NY: Routledge.
- ² In accordance with the Framework approach as described by Ritchie and Spencer, the five stages of the analysis method included familiarization (review and discussion of the transcripts), identifying a thematic framework (production of a codebook with key issues, concepts, and themes), indexing (coding or application of the thematic framework to transcripts), charting (lifting data from original context and rearranged according to identified themes), and mapping and interpretation (developing a comprehensive analysis about a certain policy or policy impact).