

## **WEBINAR VIDEO TRANSCRIPT**

DHHS / Health Resources and Services Administration (HRSA)

# **The Road to Dissemination, Session 4: Documenting the Journey from Planned Approach to Intervention Implementation**

23 May 2023

SHELLY KOWALCZYK: Welcome, everyone. This is our final session in our Road to Dissemination webinar series. So happy to have all of you who have joined us in previous sessions as well as those that are new to this session.

So my name is Shelly Kowalczyk, and I am the Project Director for Integrating HIV Innovative Practices. It's a project funded through HRSA's Ryan White HIV/AIDS Program, Special Projects of National Significance. And the purpose really is to support the coordination, dissemination, and replication of innovative HIV care strategies in the Ryan White HIV/AIDS Program.

And we do this through the development and dissemination of tools and resources, which can be found on [targethiv.org/ihip](http://targethiv.org/ihip). These include intervention guides, fact sheets. We have video spotlights for some of our interventions. Capacity building TA webinars. Those are webinars where we feature interventionists talking about the interventions that they've implemented.

We also can provide technical assistance, individualized TA for those of you who might be interested in learning a bit more about our featured interventions and maybe coordinating some planning with the interventionists. We can help coordinate that.

We also provide support in the development and dissemination of implementation, tools, and resources, which is-- this particular webinar is part of that series and that activity. But again, for those of you who are interested in maybe some individualized support in this area to develop and/or disseminate your own tools and resources, you can send us a request at [ihiphelpdesk@mayatech.com](mailto:ihiphelpdesk@mayatech.com).

So we are happy to have a COHA consultant, Alison Jordan and Jacqueline Cruzado for our last final session. We'll talk 12:00 to 1:00, but we have-- they're available for an additional 30 minutes to stay on until 1:30 Eastern time for those of you who have some additional pressing questions or any additional items that you want to discuss. So I will quickly introduce them and then turn things over.

So Jackie's is a public health professional with over 30 years of direct service supervisory and management experience in correctional public health, health education, disease prevention, curricula development, program management, and team building across systems. Jackie

successfully managed several large-scale, federally funded programs, implementing-- evaluating, and adapting interventions that impact primary care, housing, employment, mental health, and substance use treatment services.

Ali is a licensed social worker and a national public health leader with over 25 years of senior government and system management experience from procurement and grants to reentry and continuity of program implementation and evaluation. This work extended to NYC jail visitors where she helped create, implement, and evaluate a successful overdose prevention program, distributing intranasal naloxone. So Ali and Jackie, I'll turn things over to you.

ALISON JORDAN: Thank you so much, Shelly. Really glad to see you all. So we are asking you to be a little interactive with us. We've spent some time with you guys now, and we're hoping that you'll introduce yourselves. And also, we're going to use the chat and some polls to have a little bit more of a conversation. So I am she, her, hers, and I work wherever you guys need us. Our roles are to provide training, technical assistance, support, guidance. And Jackie, what else do we do?

We do everything else. Coaching. Coaching.

We've done some coaching. And also, you'll see some of the tools we developed will give you a sense of how we might help you help others. So we've talked about the purpose of implementation manuals. And in the book-- hi, Rebecca-- in the book, the manual outline, it shows the things on the left.

We'd like you to also remember about learning from the process, the need to pivot, looking for other opportunities for sustainability, and also to see how you can not just improve the project outcomes for this time around, but what's next? And then in introducing yourselves, just let us know if you were here before, if you have past projects or things that you're working on so that we can tailor our responses to your particular needs.

So we have arrived. We are creating the final travel log. We're back from vacation. It's about time to put together that memory book and to let folks know about where to go and where not to.

So we're going to reflect together today on highlights, lessons learned, final observations. And then we're going to be documenting from you guys the feedback from trips and planning that you've done, and also to engage one another in how to get these projects done successfully, and when you're having problems to adjust them, because we know there will be some. We just don't know when or which one's going to come first.

So in the past, you can find on the IHIP website the slides and the videos from the first three sessions. There's also attachments on each of those IHIP website links. If you go to where you registered, they'll just be magically there through the wonder of MayaTech and all who make these magical things happen.

Our first chat for you today is to really think about engaging key stakeholders. And Jackie, do you want to-- while folks are putting out-- answering question number 1 in the chat, do you want to talk a little bit about engaging key stakeholders and getting them on board?

You had a lot of-- what would one say? I'm thinking of cats and dogs in the room and raccoons and coyotes, you know? So it was not necessarily not naturally aligned organizations. It was-- sometimes you had, what? Defenders and prosecutors in the room. And apparently, they do go out and hang out together, though, since they're lawyers. But a lot of different groups with different perspectives, right? You want to share about that?

JACQUELINE CRUZADO: Well, yeah. So you have to look at the pop-- what I did-- what I-- we looked at the population that we were serving and what communities they went to, and who actually touches the life of the individuals that we were serving. And I got everybody together in a big room so they could get to know each other, because they didn't know each other. And we had so many good work from that. And it helps sustain the program that we were doing.

ALISON JORDAN: But how did you get everybody to show up in the room?

JACQUELINE CRUZADO: I called them, I sent emails, getting somebody that knows somebody else. You ask them to help you. You get help from the people that you work with. And--

ALISON JORDAN: Do you think it helped that you were working for the city's public health agency?

JACQUELINE CRUZADO: Yeah, I did. That helped to say that it was the health department that was actually asking them to join the meeting. It did help. That does help. Yes.

ALISON JORDAN: So the one place that touches everyone from I think--

JACQUELINE CRUZADO: From birth to death is the health department. That's right. Yes.

ALISON JORDAN: So what do-- what do some of our folks think about this sharing your thoughts on key stakeholders? There's a Doodle poll invitation that went out to you guys.

Oh, that's very nice. Rebecca sent out a Doodle poll with an invitation to provide input on developing reengagement in an HIV care web page. Rebecca, that's great. And then I guess people answered about that input and you shared it with everybody. Now I put her on the spot with a follow up question. [LAUGHS] What happened next, Rebecca? Oh, she's waiting for the responses. She hasn't gotten them yet. She sent out a request.

So yes, stakeholders are really key because without everybody's buy-in-- and we've talked last time about your greatest detractor can become your best champion, and not to be surprised when that happens because if you convince the biggest skeptic in the room, wow, right? So yes. So Helene says incentivize folks to see how their organizations can benefit. Right.

So what are some suggestions? We would think about trainings that you can get that are free, like this one. Set up a-- set up a viewing room and say, hey, we have these sessions. You can see them, and then they could open them on their own laptops, but you could-- yeah.

Meeting and webinar fatigue, right? It's all this Zooming and-- constantly Zooming. So how can we get folks together? What did we do-- what did we do-- we did some activities during the pandemic. Where did we do them? Do you remember?

JACQUELINE CRUZADO: Zoom.

ALISON JORDAN: We did Zoom. And then when Zoom came out, we went to the park, even though the weather was a little iffy. And then we've done a couple-- we did one recently on the beach, just trying to get out of-- yeah. Trying to get additional information. What was out of date? That was just the login? So trainings, but also events. Yes. Partner appreciation events. So we--

JACQUELINE CRUZADO: And they're a lot of fun. A lot of fun. You get to meet so many people. Yes.

ALISON JORDAN: You guys give out certificates at all? We've given out-- we give out so many certificates, Best Dressed and all kinds of-- just pick a thing. The most compassionate, the one who got the most people, the one who comes all the time and gives good insights. We give out awards for all kinds of things.

Oh, barrier to engaging stakeholders. So we actually have a solution, Rebecca, on the out-of-date information and engaging stakeholders. There's a map we're going to share with you that is Google-based.

And it does need to be updated, but it can be updated by the collaborative or consortium so that if you all agree to keep it up to date or someone's-- like, one person's responsible, then you can have live time information as opposed to all these ridiculous directories that aren't worth the paper they're printed on, right? Jackie, what about getting buy-in-- getting buy-in to take on another task in terms of health care teams because they're so swamped? Yeah.

JACQUELINE CRUZADO: Yeah, that's-- yeah, that's difficult. But I feel like the meetings that everybody have to go, but somebody from-- how we did it was that we invited the organization, but we said, send one representative. Not everybody has to come. Just one person that can make decision-- decision maker people.

ALISON JORDAN: Yeah. Mina's suggesting to have them do their homework and be self-starters or somehow meet in the middle. We know snacks help. If you can-- I know it's hard to get funding for snacks, but we know that snacks help. And we've also found that while we'd like to have full meals, just having a coffee and just some healthy snacks does help-- what would you say? Break the barriers and get folks together.

Also, we did a lot of cross-site visits. So instead of going to a place where there was a big meeting room, it was a combination site visit and meeting. And then that way, you can learn what essentially your competitors are doing, right? And then learn from one another.

So we would rotate the meetings, and then each of the partners would host on a rotating basis. So nobody could say we were giving preference. Meeting on Rikers was just not something we wanted to do. And then that way-- then that way, each of the partners got to host, and they would make the refreshments. And there'd be a little competition about who had the better snacks.

So categories of stakeholders. Jackie, where's the-- we have such a list. Yeah, the academics can do a lunch and learn. Exactly. So when you think about your cross-site collaborators, you might want to put one on one of the criteria. Who's got money for snacks? I love that. The doctors won't come unless there's snacks.

JACQUELINE CRUZADO: And neither does corrections. [LAUGHS]

ALISON JORDAN: That's right. [LAUGHS]

JACQUELINE CRUZADO: Donuts work. [LAUGHS]

SHELLY KOWALCZYK: So this is the key takeaways from Session 1, gaining buy-in, information that's relatable. And then-- and then the overview for Session 2 is mapping out the category-- the plan destination, thinking about where you're going. What are the key considerations? So you're thinking about all these things in terms of having a CME, or having continuing education credits is a good way to get folks if they think they're getting something out of it. And then discussing all these things along the way with your team to try and figure out how you're going to implement.

So we have our third poll for you. How are you going to keep the reader's interest? Now, we're thinking about you're writing this up. You had your meetings. You started working on your implementation. And I think some of the things that you're all sharing are exactly the kinds of things that you'd want to share in your handbook, Jackie, right?

I mean, you don't just want to put the date and the evaluation and all the required things, but the things that are going to help the next person pick it up. So that Google Maps sheet, having CE credits like Steve suggested. How are you going to make sure that folks are continuing to read on because you gave them something new to think about? Like you're doing here, but in writing.

JACQUELINE CRUZADO: And a lot of samples have to be put up on different ways to do it.

ALISON JORDAN: So what do you mean by examples, Jackie?

JACQUELINE CRUZADO: So when you want your readers-- you want-- when you want to write something for your readers, you want them to be interested by something that they might-- could relate to, that the organization could relate to that.

ALISON JORDAN: So saying, bring your key stakeholders together isn't really enough. You want to say, we brought our key stakeholders together. These are the folks that we thought were the stakeholders. These are the ones we didn't know, and then they got invited later. And these other ones dropped out. And then some of the things that interested them and why they stayed were snacks and continuing education credits and meeting people that they didn't know who were working, actually touching the same patient.

JACQUELINE CRUZADO: Exactly. And writing about it, of what they brought to the table, what worked with them.

ALISON JORDAN: Be honest, Rebecca says. Great. Make sure that if you make a misstep that you share it and then make course corrections. And do that collaboratively, I would add. Because if you just do it and then they feel like it's being done to them as opposed to with them, then your chances of success are much lower.

So it's really-- it's harder on some level to-- it's like-- would it be easier to just go out to dinner with the two of you for Thanksgiving? Probably. Is that going to make a fuller life in terms of knowing what's going on in your family and what's happening? No. And so it's harder to have a big dinner. It's harder to get everybody around the table. But you want to do it periodically to stay engaged. And you'll have a more robust intervention, life, whatever's happening.

JACQUELINE CRUZADO: And you're also building-- and you're also building relationship.

ALISON JORDAN: Right.

JACQUELINE CRUZADO: Which is important.

ALISON JORDAN: We talk about this last month where it's those relationships that led us to be able to do the things that-- not the original intervention necessarily. Well, it was definitely the original intervention. But the subsequent ones were building on those relationships and others. So I mean, a COHA has a national reach not because we moved, but because when we were in the room together on the SPNS grants, there were 10, 14, eight different numbers of sites.

And I can't-- I can't sit long. I have some spinal difficulties, so I have to stand. So I wind up walking around the room and talking to whoever's in the back. And then Jackie is just a natural people person, so she's going to every table. Well, what did you do? And then during the breakout sessions, we're standing at the coffee maker not with anyone we know, but finding whoever we don't know in the room and just constantly networking to figure out, so what did you do when this happened?

Jail linkages was so great for that because we had really never met anyone else who was doing what we did. And so everybody was so generous with their ideas and their thoughts and lessons

learned. We crossed-- we did cross-site collaborations on our own. We just wanted to see what each other was doing. And we'd visit, and folks came to visit us.

So think about when you're working on a project, who else has the funding? And what access might you have to talking with them about what they're doing? And in that way, you can make it more cooperative and not so competitive. But also, will give you a network for going forward.

I'm not sure that that answered that question. And what else about that? I mean, we-- I mean, hundreds of people across the country now. So what will be your audience's key takeaways? This is so valuable. So Jackie, [LAUGHS] we had some things that worked and some things that didn't. Did we write them all down right there for everybody to see?

JACQUELINE CRUZADO: Hmm, no. We chose a lot [LAUGHS] of what we were writing.

ALISON JORDAN: Maybe not all of them.

JACQUELINE CRUZADO: Oh, I don't think all of them. [LAUGHS]

ALISON JORDAN: Not all of them, but they were definitely ones that were takeaways, right? So there were things that we tried, and then we're like, yeah, that didn't work. And then people were like, well, did you stop? Well, no. We did this instead.

And so I'm thinking about all the-- I'm thinking about-- we talked one of the sessions about when we lost a partner that was going to make the linkages to care for our people of Puerto Rican ancestry origin to the Bronx program. And we're like, OK. Now what are you going to-- what are we going to do?

And what did you-- what did you-- what did you say to me? I thought you were crazy. There were-- so many people were like, they're going to do what? They're going to work with Puerto Rico why again? You're in New York City. Why are we working in Puerto Rico?

JACQUELINE CRUZADO: Oh, yeah. Because of the population we served where we were at. That's why. But it was not only working with Puerto Rico. It was just like, you have to remember your audience, right? So if we were-- [LAUGHS] I'm glad it worked out the best that we did it the other way from what we wanted to do.

ALISON JORDAN: Much better than what we planned, yeah.

JACQUELINE CRUZADO: Right. So it worked even better because then we actually did more-- we did more for less. It worked out.

ALISON JORDAN: That's so great. Helene says she'll be doing a roundtable workshop and will have learning objectives, so they suggested takeaways on that. That's great. And then the question is, once you have those key takeaways, then what becomes the next steps, and how do you continue to grow? And then it just becomes an ever ongoing-- yeah.



HELENE BEDNARSH: Hi. Don't mean to interrupt. It's just easier--

ALISON JORDAN: No, no, we're happy.

HELENE BEDNARSH: It's easier to say. So when you do a roundtable or a workshop, as you know, you don't know what's going to come up in the audience. So you can prepare six to eight slides, some key questions, but you have to be able to say in the end, this is what I want, so the audience knows and you can draw them back into that.

ALISON JORDAN: Sure. And you want the-- we talked about the yes, and, right? So it's yes, and we need to accomplish this goal. Yes, and the funder is expecting these outcomes. Yes, and-- [LAUGHS] so it's all building blocks so that when you're getting-- and some of the ideas are going to be in the parking lot and you'll say, you know what? That sounds like a great idea with the next funding opportunity as opposed to the ones that you're going to say, well, how would you integrate that with what we're doing? And so it's always an iterative process. Thank you for unmuting.

So we know the roadblocks and detours. We're going to ask that you share adaptable tools and approaches. Make sure that it's relatable, and of course, that it's consistent with what you're looking to do, but that it leads the reader to also want to know more about what you did and what they could do.

So sometimes what you did may not be the thing that you would recommend being done. And so just-- [LAUGHS] a couple times we wrote, yeah, don't do it that way. If we had it to do it over again, we would do it a little bit less-- it would have been less hard on ourselves if we would have done this other way. And so share that in your manuals.

And then so-- and we know that the certainty has changed, and we're going to have to plan for that. And so going through, we did the small group activities and different ways of addressing that in our past slides. Jackie, anything you wanted to add about that? This is good. So Helene suggested that sometimes she'll just put a plant-- I'm pretty sure Jackie's had a couple plants in the room too that know the topic and then will bring everybody back.

JACQUELINE CRUZADO: And sometimes you have a plant, and you do a small activity, a group, and what you have planned just is something else, and the thing comes out the way you planned it.

ALISON JORDAN: Yeah, she's saying that you let a couple people know ahead of time what you're trying to get at so that they can help bring the group back without you having to do it yourself.

JACQUELINE CRUZADO: Yes, well, that works.

ALISON JORDAN: But we always did it-- there was always-- there was always--



JACQUELINE CRUZADO: I don't know if it worked with our group. [LAUGHS] We had some characters. [LAUGHS]

ALISON JORDAN: I mean, also, I was the new kid on the block, so the whole thing was very challenging. We'll see what happens. But let's go. So [INAUDIBLE] definitely happen.

And so we know that in order to sustain the intervention, you're going to share about the twists and turns. But at the end, we know that projects come together when you're designing and adapting, and despite the fact that you may be flying the plane while putting the windows in.

So chat number 5. How might collaboration support sustainability? What lessons and results are you able to share with us? [LAUGHS] So you'll see in one of the slides sets that we started with jail linkages, and there was a trans woman who Jackie found through her mother calling one of the community partners.

And then it just kept evolving. So every time we turned around, there was something else for this particular person. We recently wrote a paper about the process, "Transnational Trans Women Inspires." But what lessons could you share about how the collaboration supported not just the sustainability, but also all the different changes that happened along the way, Jackie?

JACQUELINE CRUZADO: Yeah, I think-- with this question, it will be nice if people unmute instead of writing in the chat so we could have a conversation on that.

ALISON JORDAN: But what did you do with the collaborators? And how did you build the collaborations between New York and Puerto Rico?

JACQUELINE CRUZADO: Well, because of the participant that we had, I knew that there was no-- I felt like there was no place where I could send the client to--

ALISON JORDAN: We asked, right? [LAUGHS]

JACQUELINE CRUZADO: Nobody knew. It was hard. It was really-- people didn't know. However, after I did my research, and with the help of the mother-- she was very influential too into the whole thing with Puerto Rico-- we were able to go out there and have an organization that was willing to work with us and helping us get into all the places that we knew that was serving the population that we didn't know, but they did.

ALISON JORDAN: There you go. You are unmuted. And Massah? Yes, please share lessons learned. What kinds of lessons have you been able to share?

HELENE BEDNARSH: Well, you know, I tried to put them into resource documents. So for the New England AIDS Education and Training Center, my project this fiscal year was to do monthly. So I did seven webinars relative to oral health, but on things that we don't generally talk about, and made sure there were takeaways. So substance use disorder, interprofessional, medical, dental, for example, sexually transmitted infections.

So what we tried to do is promote it using our learning objectives so people would understand what we wanted them to take away. And then on our website, we have a resource library, but we also have an oral health resource page. So--

ALISON JORDAN: Isn't it nice to--

ALISON JORDAN: That's great to have that-- to have that link and click so that folks can continue to follow up. Massah, I saw you unmuted. Do you want to share as well?

MASSAH MASSAQUOI: Yeah. So it's a response in what we've done in the past, as well as a question for what could be done in the future. So with these projects, we typically are learning tons of lessons along the way. And one way that we share them amongst each other is learning collaborative groups or cohorts, which has been wonderful and helpful internally. And then another way that we also share some of the lessons learned is when we create abstracts for conferences, which is another experience where we can engage our organizations who are implementing my intervention to share how they were able to adapt the intervention for their organization or their community.

But I'm curious about-- this is where my question stands is, are there other ways that could be helpful to share with external audiences the lessons learned throughout the duration of the project? Or will the site manual or the implementation guide at the end be the primary source of those new lessons learned in that information?

ALISON JORDAN: So the whole thing's happening all at the same time. So D, all of the above. So-- You're inviting people to have small groups, and then you're going to write a conference presentation-- maybe it's a poster-- about the first 30 days. And then while you're doing it-- actually, we have a slide on this. I'm going to show you. When you see the slide with the cloud and the plane landing, just know that it's all happening at the same time.

And there are really-- I can't think of bad ideas about this other than sharing-- if you don't have your IRB or your things are in a row, or if you're sharing something that's not right-- not quite cooked yet. And so I think folks hesitate to share the preliminary lessons, or who was enrolled, or even just baseline data. But I encourage folks to do that because then you're starting a story and you're also building for the next conference when you have more information. It's like a stay tuned kind of thing.

It is a little bit of-- what would one say-- more art than science to get abstracts accepted when the projects are still floating. But you can share with your group, right? You don't have to be doing it to a national audience. You can share with your collaborators, this is what we've done so far. These are where-- this is where we're stuck. What's next. So I think it's just a-- it's really continuous. Quality improvement, quality information, sharing. It's just continuous. Jackie, what else?

JACQUELINE CRUZADO: No, I agree with you 100%. I mean, that's one of the-- I want to give an example. So we know that we were doing this whole initiative, and I said to myself, oh my god. That's going to be a problem because we don't have transportation, and transportation was a big issue. So because I shared with the group, there was somebody-- there was an organization that had transportation that were able to give me the transportation. So sharing and saying, we've done all this but we're stuck here-- transportation was our biggest issue.

ALISON JORDAN: So you see it here on the slide now, Massah. We have conference presentations, posters, peer-reviewed journals, the manual itself, drafts of the manual, attachments that will go into the manual eventually.

Finding opinion leaders. I love this. This is out of Paterson, New Jersey. Jesse Thomas shares this often, but they were doing an HIV prevention outreach, obviously pre-pandemic, in the park. And the beauty queen, head of the parade person was on the float, and they were able to track back all the people that got tested were there because of word of mouth. And 90%-something of them got that information because of her telling people.

So finding those opinion leaders are so critical. And what a great lesson for folks to-- you think you need a whole big team, but actually, you don't. You need a small, powerful one to get the word out.

HELENE BEDNARSH: Me again.

JACQUELINE CRUZADO: That's great.

HELENE BEDNARSH: What I wanted to say, you were talking about abstracts and not necessarily having the data to put in. And I've reviewed for APHA for over 40 years and for the last five-- And what frustrates me is it's OK to not have the data.

It's OK to say you're in the process of, but to define the data you're looking for, your proposed sample size, your hypothesis and null hypothesis, because then a reviewer sees the credibility in what you're saying, and knowing the meeting is six months away and you have a timeline. So that's just something on your articles, your presentations, or posters that I think is absolutely critical to their success.

ALISON JORDAN: I think that's a great point because just because you don't know everything doesn't mean that you don't know anything. And folks who may be then interested in following what you're doing and also lessons learned-- we've done first 30-day presentations at APHA. We've done just setting up curriculum without the outcomes of what happened with the trainers, but just setting the-- the process that we use to set up doing a training as an APHA presentation. There's a lot of ways around it.

And if you want to know more or you have a conference in mind, there is resources to look at. You can see past presentations. You can talk to committee chairs. You can talk to the folks who

are putting on the conference, and they'll give you-- they'll give you suggestions. They will definitely give you suggestions.

So we think about these traditional things on the left, the conference presentations, posters, peer-reviewed journal articles, and so on. But then we also have these other-- what would one say-- more maybe grassroots, outside-the-box kinds of things. So we've had time for testing, replication, dissemination, outreach with flyers, community flyers, websites, polls, and then the handbooks and those kinds of more on-the-ground things for the interventionists.

Any other comments about dissemination, handbooks, putting them together, getting ready to put them together? Who winds up writing them? We may have talked about this at one of the earlier sessions, but finding a voice.

So very often, you'll get different pieces of information from various sources when you're putting together a proposal or an implementation manual or a final report. And then at some point, someone needs to sit down and make it sound like one person wrote it. And I strongly suggest doing-- at least making an effort to do that. Not saying that everyone's going to have the same writing style. But really, using fewer words and trying to get the information sent in a way that's going to be received well on the back end.

Sarah Raymond's been very helpful to us in those kinds of things and the folks at MayaTech. There's resources out there for giving you feedback on your manuals, and I would encourage folks to do that. Or also read some. Like, we've gone through-- I have some that we've done and I'd be like, don't use that one. [LAUGHS] Use this other one.

And if you're really looking for good samples, I would suggest looking at the most recent ones out of the Transgender Women of Color Initiative. They're all beautiful. Each of them should be-- they should be published somewhere, not just-- not that they aren't on the website, but they're just really beautifully done between the graphics and just the combination of nitty gritty information and stories from folks with the outcomes. Just beautiful sets of things.

Any of your favorites, Jackie? I know you like-- well, the Tools and Tips handbook is basically-- we define that-- it's listed here, and so on. But its internal document name is Jackie's Brains on Paper, is what the Tools and Tips handbook is. And then the Time for Testing, it was really-- comes out of research, but it was also then the practical implications.

And Frederick Altice at Yale did a really nice job trying to figure out, is day 0 when someone's incarcerated the first time that you should test? Or should you make sure they've had shower and shave and maybe some food before you say, do you want to be tested for HIV? The answer is yes, you should wait until day 1, not day 0, and that it is the best time. And you do lose a few folks, but it's not necessarily that you lost people that were ready to test. And it's just got lots of insights in testing. It's one of the handbooks that we share for you guys.

JACQUELINE CRUZADO: It was interesting, because I just came from the Latinx conference, and they had what they call storytelling. It was a book of the story of each woman that were living

in this home that were telling their story. It was amazing. That's the way they put out their work, their stories.

ALISON JORDAN: So we have tools and tips for you, the implementation manuals, budget instructions. There's also a template for budget-- for budget template. And this is an implementation manual sample. There's also a template for it. I think this one's in Word. The budget is in Excel.

And just know that what we tried to do is to give you a template. This is not necessarily what will go with your final document. I've used them when we go to then [grants.gov](https://www.grants.gov) and we have to type the numbers in and then hope that the whole thing doesn't blow up before you get them all in. And then somehow somebody-- I've had people turn the power off in a room when I'm working on a proposal, so just [LAUGHS] life happens. It's nice to have it in writing before you start clicking.

And then it has a couple tabs. So you have the initial budget, the modification, and then there's also a suggested approach to narratives and indirect, and all kinds of tools and tips for budgeting. And then these are the handbooks we were talking about. A Time for Testing, which is the jail linkages initiative. Really, really nicely done, and I think still relevant, though 2010, so there may be updates needed. And similarly with the Tools and Tips handbook.

So this is some models and approaches in terms of some of the snippets from the Tools and Tips handbook. And I wanted you to get a sense of practice transformation.

So the model that was created in New York City jails is this square circle square that you see on the left here. Jackie's Brains is explaining how to have relationships with basically organizations that have as their mission maybe not the same-- they're not the same mission statement. They're not the same purpose between the people who are holding people in jails and those of us who are trying to help facilitate linkages to care after incarceration, and basically working in an abolitionist approach.

So you'd think that those people might not get along, but actually, there was a lot-- we had a lot more in common than not. And so looking at winning battles, trying to understand. Jackie, you're so good at this negotiating piece. You want to share a little bit about the warden? That's not here.

JACQUELINE CRUZADO: Yeah. Yeah. Negotiating, it's a big tool, especially when you're working in a jail setting. Those are very important skills to have, somebody that could go in and actually negotiate. But I do have a sample-- I want to give a sample of-- I wanted to create a peer education group, and I want a certain population like the guys that were in the-- they were in the housing areas, right? So I want to-- like, the ones that actually could make a difference.

And I went and I sat down with the warden, and I asked the warden, yeah, I want to do this. What do you think? And he told me, absolutely, no. We're not using-- we're not using the guys that you want to use.

And I said, OK. That's fine. So can you help me out? What do you think I could do? And then he actually at the end gave me the housing area that he said that I should start with, and he let me do my peer education.

And then he also let me put-- pay the peers to work, and I was able to give them some-- a little bit to go into the commissary for being part of the curriculum and doing the peer training and having them also get certified as a trainer to go into their housing area and actually do peer education with everybody else that was with them in the house.

So it worked out. It's just that I had to negotiate. I wanted one thing. He wanted another. It's not my house. I'm going to go, OK. Whatever you think will work. And I'm glad I did it that way because he was very, very good with it.

ALISON JORDAN: Yeah. So Helene points out that going in with our idea was probably not the way to go, but rather to say, what is it that you want instead of what we can offer. And in fact, that's where we ended up. And so the how to negotiate is a really good example of the way that we approached it would not be the way that we would want you to approach it, right?

So that was a good lesson learned, but also a good way to show why maybe you want to take a-- we also spent maybe over an hour in his office, and we--

JACQUELINE CRUZADO: He talked about his boat--

ALISON JORDAN: --a lot of things. Fishing, mostly. And by we, I mean the warden. And at the very end, he's like, so did you have something you wanted from us? Just as he was like, well, I have a meeting now. And this often happens where the actual topic that you came in to talk about doesn't happen until you're in the hall or out in the parking lot on the way to leave. And so just stick with it. You'll get there. It's just a matter of listening first and be powerful about that.

And so yeah. So these are just some of the things that we learned in terms of lessons. Much of this wound up in handbooks and also in training manuals. Now of course, you're going to need the data. And we were able to collect a lot. There were some gaps that we also pointed out to you along the way in terms of some dips in not identifying people who had-- when folks are leaving jail, then they were-- we marked that as a point in the continuum. You can see released.

And there were some folks who were actually not released. They showed up as released, but they were re-arrested before they left. And so they were actually-- they needed to be offered a plan. And for a cohort or so, we were missing them until the staff were saying, well, you said he was gone, and I'm trying to see if he's linked to care, and I just saw him in the hallway.

And then we realized there was actually a problem with the way the data was coming to us, and we're able to fix that. So we share that so that folks will know the next time around, make sure that you're not neglecting a particular cohort that you should have.

And then the other thing about the data is really, some folks like this when we go to APHA folks like the tables and the graphs and the charts. And we did the arrows to show things went in the right direction. Spent a lot of time talking about this slide.

And then when we introduced it to IHIP they said, well, why don't you just give them the three key takeaways? And so we wound up with essentially the three bullets on the right here, reduced emergency department visits, homeless shelter stays, people were less hungry. Look at that. 20% at baseline, then 2% at follow-up. Same rates, very similar rates that we looked at in terms of general health and wellness.

And homelessness basically tied-- is tied-- if you have a place to live, then food insecurity essentially goes away and people feeling better. And those outcomes led us to get \$2.3 million to adapt the program for people who needed opiate-- who had opioid use disorder. So it may not be every element that you're looking at has the same value in terms of your dissemination.

So as you can see, each of these piggybacked on the others. When we were talking about the other sites that we have, we had Hampton County. There were 10 sites in the SPNS jail linkages initiative, 14 sites on housing, employment. These folks are all folks we know now. Jackie, I'm choking. You want to talk a little bit about what we did for this SPNS Day initiative?

JACQUELINE CRUZADO: So yeah. So the day was us going into North-- I believe was North Carolina, Las Vegas, and Raleigh. And what we did was that we replicated the same-- kind of not the same, but we started replicating what we were doing in Rikers Island. And we were teaching the staff in these other states to see if it works and replicate in their jails.

So it was fun. It was actually a little different, though. We have more staff. They were doing it with three staff, which we'd find out that you can do it with three staff. So yes, but it worked out really well. And I'm glad to say that they have actually sustained what they were doing.

ALISON JORDAN: Thank you, Jackie. So just know that these two models, transitional care coordination models, were-- this second is an adaptation. So some of it was lessons learned. We, for example, in our denominator, we took out the folks who came back to jail within a week because we knew that the appointments made-- were not going to be kept if the appointment was while they were incarcerated.

But for the sake of data collection and reporting, that was an extra burden on the data collection system. So under the second initiative, they did not do that. If they left and they came back, they were only documented as linked to care if they were kept-- we didn't take out the folks who came back and couldn't have kept the appointment in the denominator.

So there's some differences in the way it captures, but the reality is that the viral load suppression rates spoke for themselves in both initiatives in terms of the reduction-- in terms of the increase in viral load suppression across the board. And so those are the things that were actually sustaining it. There was all kinds of finance models that showed the significance of that, and those were the things that really led us to be able to share this information.



Just know that there are a good number of projects that have spun off from one another and have learned from one another, and they are around the country. But there are significant gaps, and just be aware of that.

We were talking earlier about having-- how paper directories aren't worth the paper they're printed on. So this is the example. And Jackie can keep this updated, the organizers. And basically, whoever has access to the-- it's a Google Doc sheet that populates the map. And so basically, it's a shared resource and can be updated.

There was a lot of changes, particularly first from Hurricane Maria and then from the pandemic, and so on. So it's a living document, and everybody can look to see, you need housing and so forth. And when you're live in the system you can see the icons better. But there's little houses and suitcases for work and then collaborations, and health care has got a little plus sign, so it's coded.

[INTERPOSING VOICES]

JACQUELINE CRUZADO: I'm sorry, Ali. And also, the organization could actually go in and update themselves of what are new with that-- what are new resource that they have? Yes.

ALISON JORDAN: So everybody can basically be responsible, and you can also have someone that's checking every now and then to say, hey, I think this one changed. And so-- but the collaborative is responsible for maintaining its own directory.

So sustain something. It may not be the full intervention, but some kind of new approach that makes a difference counts in our book. And we know that collaborations are key.

We thank you so much for your input, and we are here to continue the conversation, but know that there's lots of resources. We have references. We have tools. We have tips. We have templates. And all of that will be placed on the website.

The first three site-- in case you didn't get to see them yet-- the first three sessions are already available up on IHIP. And I love that, Helene. When I think of SPNS, I think innovative, replicable, and sustainable, and that's what we do. And what we do is because of SPNS. And so thank you, and thank-- and thanks very much to the SPNS program and to all of our collaborators, and to all of you who are now collaborators. Because what do you say, Jackie? Teamwork? What is it?

JACQUELINE CRUZADO: That's right. Teamwork-- teamwork makes dreams work.

ALISON JORDAN: Yeah.

JACQUELINE CRUZADO: Absolutely. Yeah, that's exactly what it is. Yeah.

ALISON JORDAN: Thank you, guys.

SHELLY KOWALCZYK: I just want to quickly-- thank you so much to Ali and Jackie for putting on this series. I think it was a lot of useful information, and I love the interactivity with the attendees. I just wanted to quickly point out a few things coming up. And as I said, Ali and Jackie are available for the next 30 minutes, so we'll stay on until 1:30 Eastern time.

We have a webinar coming up June 29 at 1:30 Eastern, I believe, and featuring an intervention that relies on four evidence-based intervention components. So it focuses on those with HIV or at risk for HIV acquisition and STIs. So we're excited to have that one coming up.

We will have another one in July. The date has not been set, but it's featuring a recreation-based intervention for Black men who have sex with men ages 18 to 45.

And the last one, again, all of this information we promote through the newsletter, the SPNS Listserv. Join the IHIP Listserv. You'll receive all this information.

But I think this last one, which we're planning now with Impact Marketing Communications, MayaTech's partner on IHIP, we are going to talk-- get into more detail about different types of resources for different audiences. So I think that would be-- I think it's a great spin-off to this series, helping you guys. Ali and Jackie showed some examples, but we'll dig into that some more in that final webinar and really talk about different resources available and why you might want to target certain groups or organizations with specific resources.

So yes, you can find us, [targethiv.org/ihip](http://targethiv.org/ihip). And I'd love to-- thank you again, and I'd love to open it up for-- if there are other questions, if anyone would like to--

ALISON JORDAN: Thank you so much. And we are at time. So we look forward to next steps. And we thank you all, and we look forward to seeing you all in the next round of webinars. Take good care.

SHELLY KOWALCZYK: Thanks, everyone.

JACQUELINE CRUZADO: Thank you.