

# HIV PREVENTION: BRIDGING THE COMMUNITY-SCIENCE GAP



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Implementation: Methods and Measurement



# The Problem

- **The gap between prevention science and practice has been well established across a variety of fields, including HIV prevention.**





# National AIDS Fund

Founded in 1988

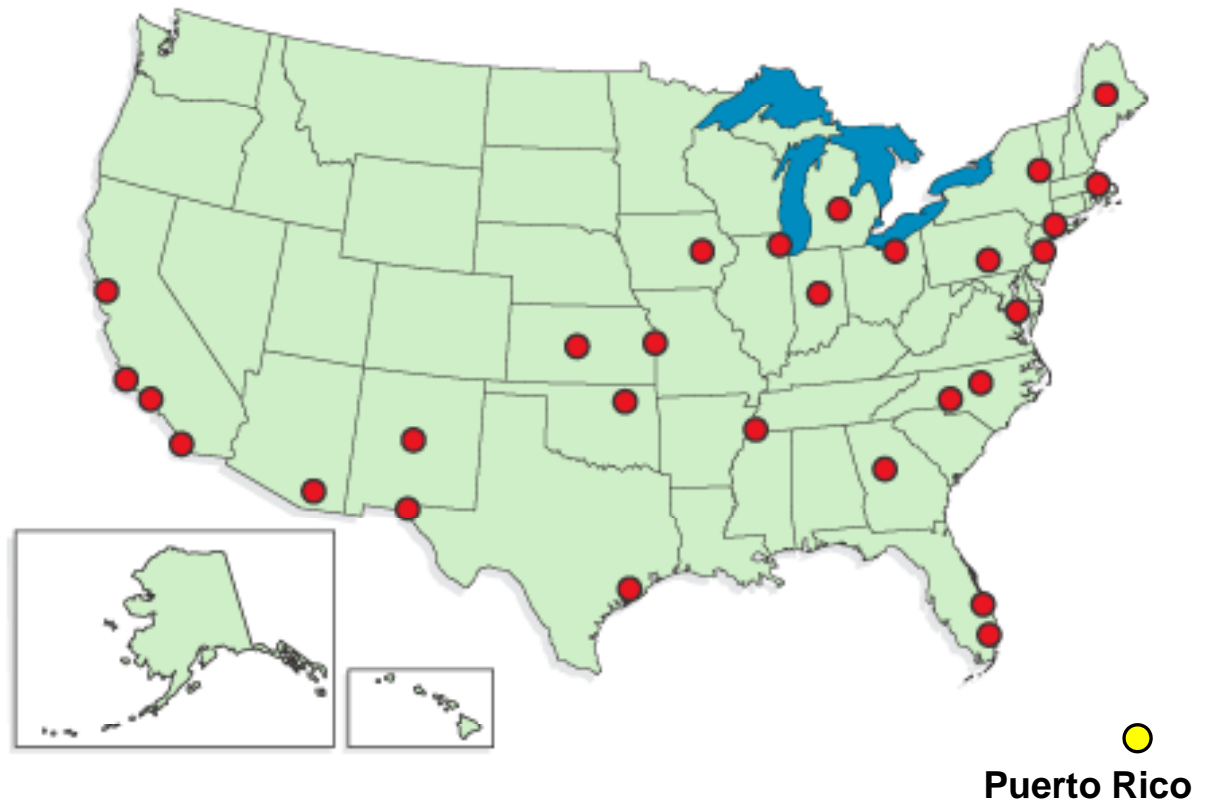
Raised and invested over  
\$160M

Main strategy –  
Community Partnership  
model

Special Initiatives:

- *GENERATIONS*
- Southern REACH
- Gulf Coast  
HIV/AIDS Relief  
Fund
- Prison Health  
Initiative
- Positive Charge –  
Access to Care
- AmeriCorps

## National Visibility, Local Reach



**30+ Community Partnerships; 400+ CBOs;  
Tens of thousands of individuals**



# Community Science Partnership

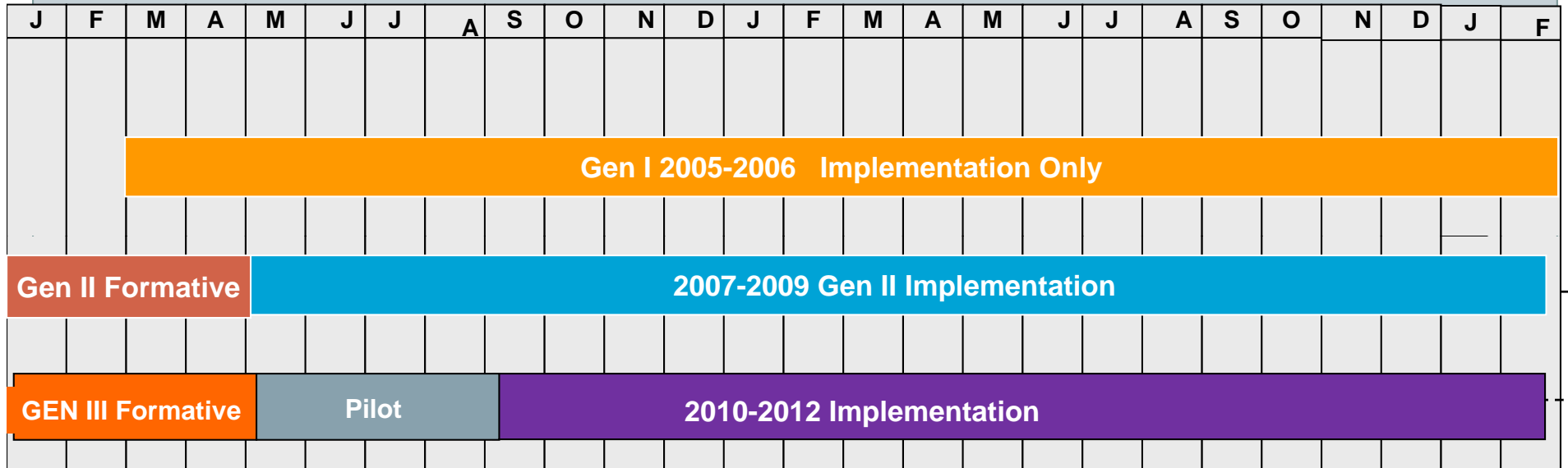


- **Community Partnership Pilot Study (2002-2003, funded by CDC)** in Cedar Rapids, IA; Chicago, IL; El Paso, TX; Indianapolis, IN; Santa Fe, NM; Memphis, TN; New York, NY; Tulsa, OK; and Washington, DC.
- **Results:**
  - Many local funders did not use state-of-the-art prevention science to inform funding priorities or to evaluate the quality of the programs they were funding.
  - CBOs in many regions of the country were still implementing basic HIV education

# GENERATIONS: Strengthening Women and Families Affected by HIV/AIDS

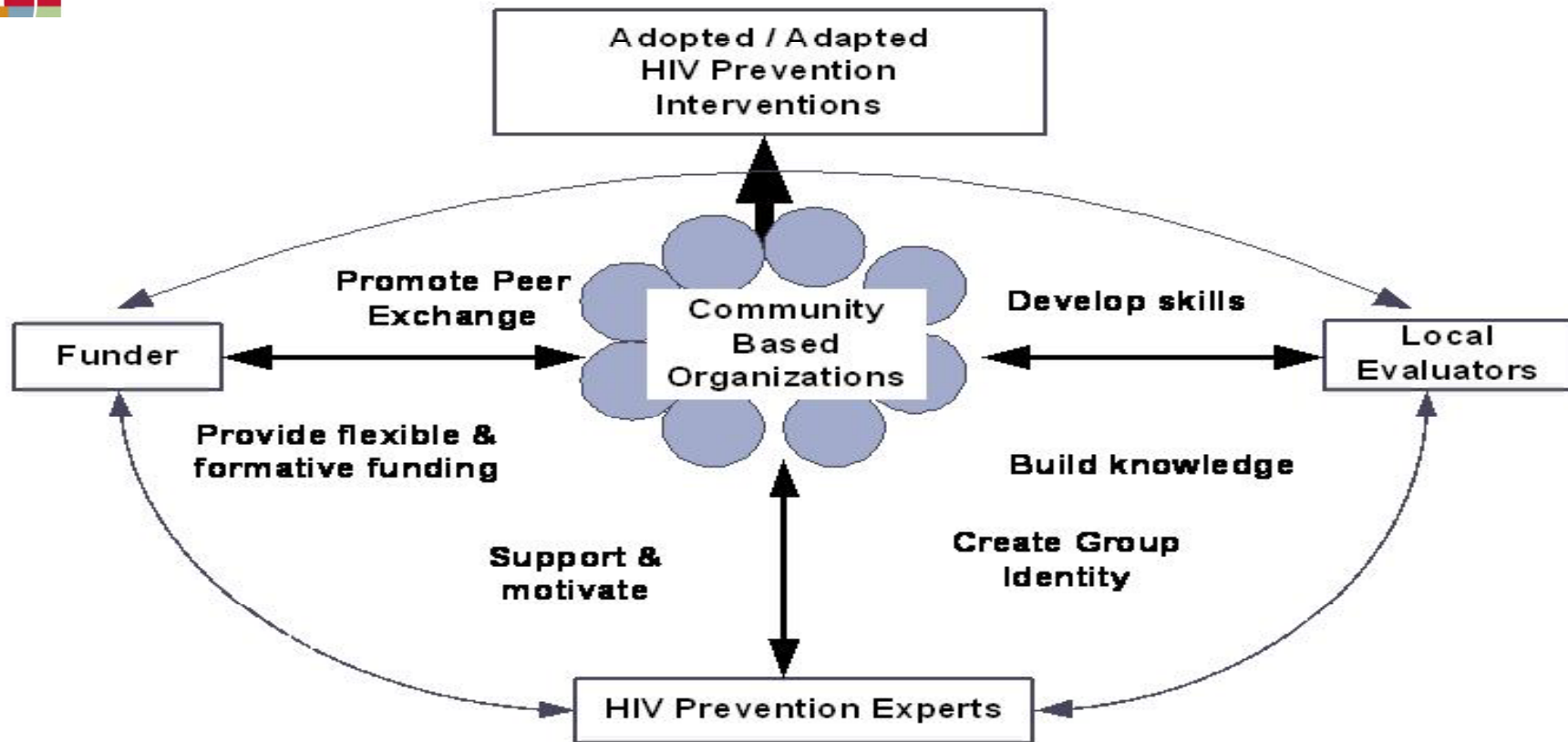


# Evolution of Community-Science Partnership Model



# Community-Science Partnership Model

C. Gómez & K. Ferree, 2006



# Technical Assistance



- Provide active, hands-on technical assistance throughout Formative, Pilot and Implementation Phases
- Provide safe, trust-based space for grantees to discuss and troubleshoot program challenges
- Provide coordination, oversight and peer support for evaluators and evaluation activities
- Advise on the design of the evaluation tools and methodology
- Attend and participate in scheduled grantee convenings

# Delivery



- **Weekly calls**
- **Email**
- **Site visits**
- **Convening**
- **Monthly group calls**
- **Evaluator group calls**
- **Technology**

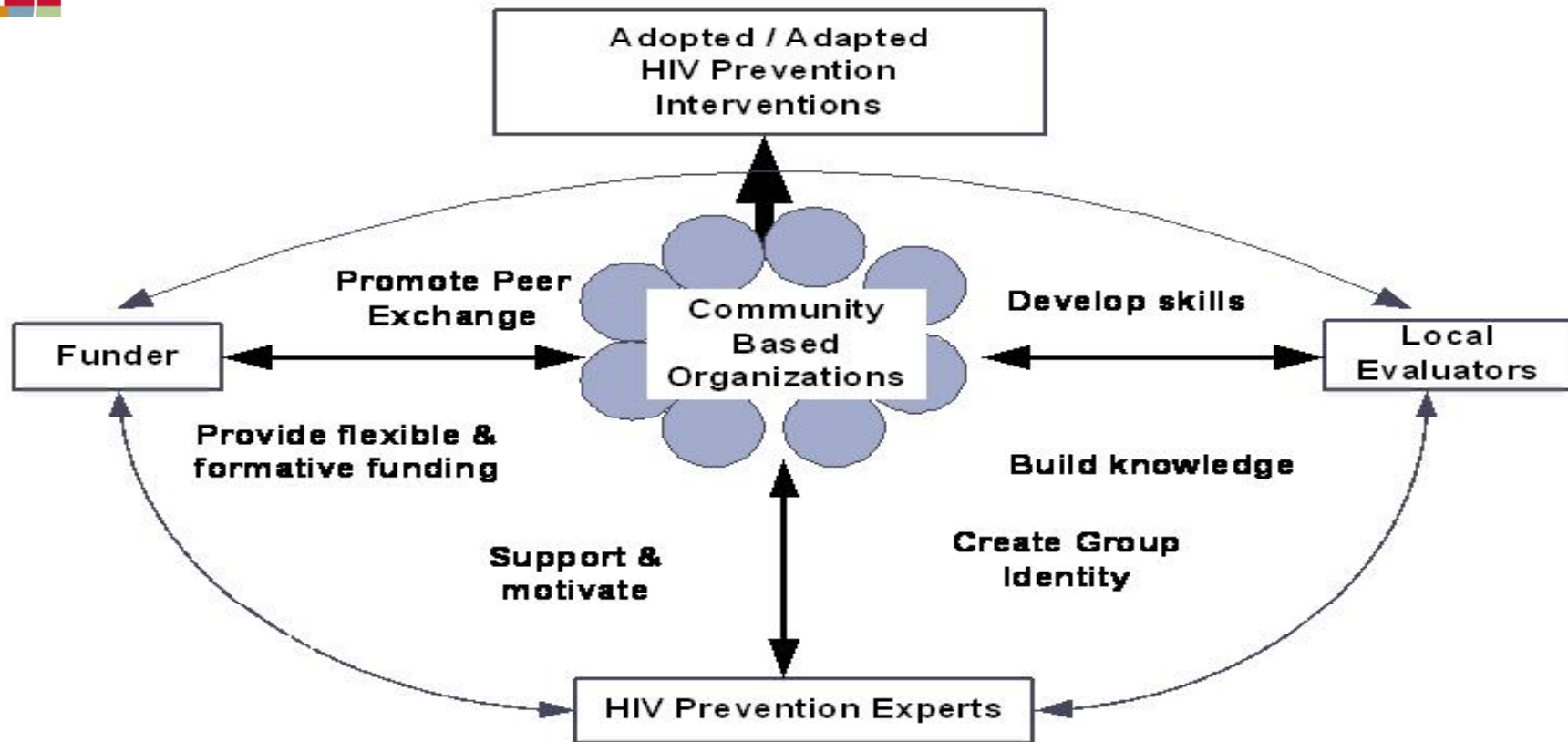
# True Collaboration



- **From compliance to alliance**
- **Culture change**
- **A mutually beneficial relationship which requires regular communication and negotiation in pursuit of common goals**

# Community-Science Partnership Model

C. Gómez & K. Ferree, 2006



# *GENERATIONS* Model

March 2007

July 2007

July 2008

July 2009



## Formative Phase

- Focus groups, interviews
- Curriculum development
- Creation of materials, tools, measures, etc.
- Pilot testing
- Documentation
- Initial recruitment

Year One



Year Two



## Implementation Phase

- Ongoing recruitment
- Implementation of intervention
- Process & outcome data collection & data review
- Ongoing curriculum refinement
- Ongoing modification of implementation process
- Synthesis of lessons learned
- Sustainability

# ***GENERATIONS II Grantees***



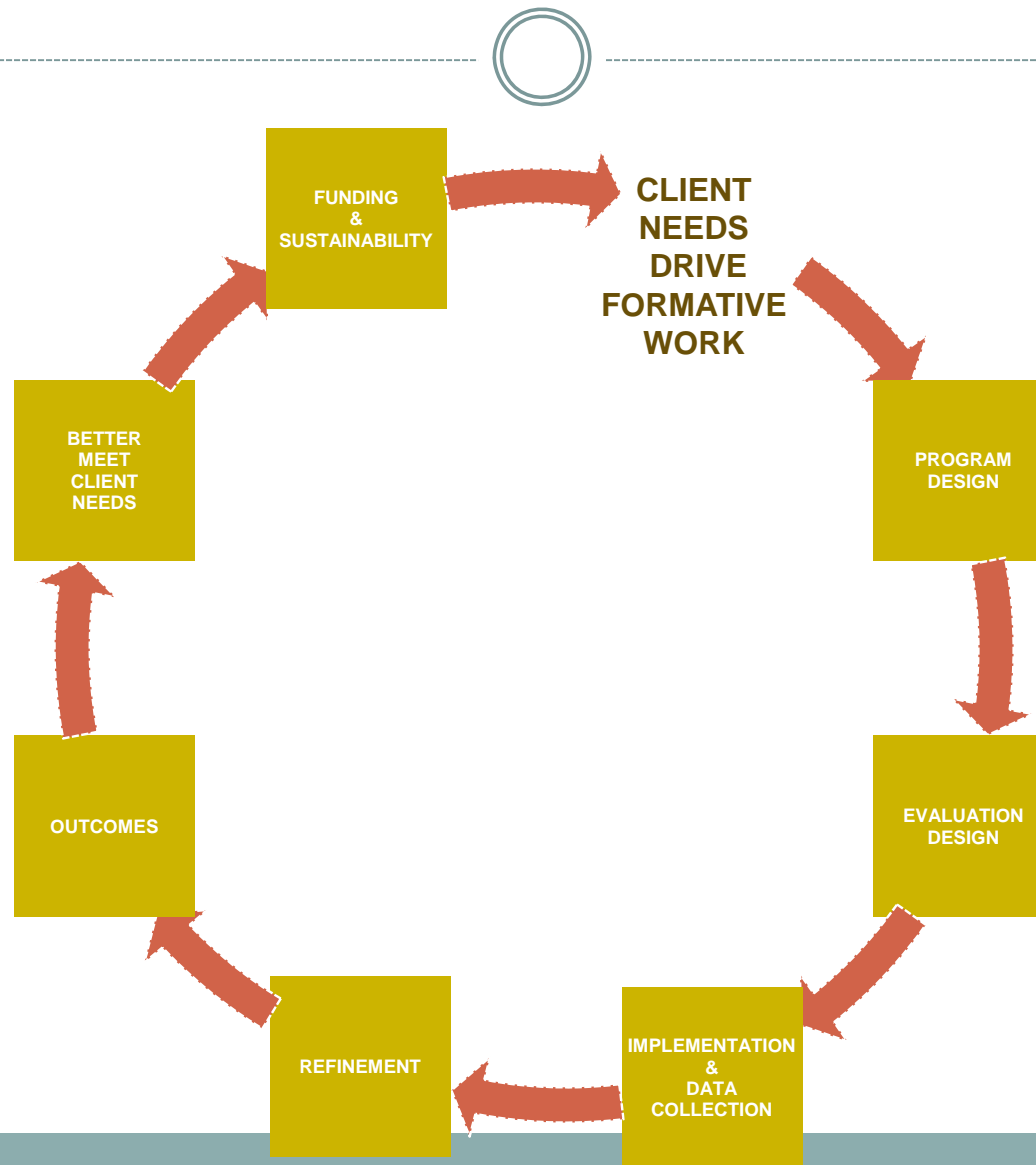
<b>Grantee</b>	<b>Target Population</b>
<b>Alternatives for Girls</b> (Detroit, MI)	At-risk girls and young women
<b>Asian Pacific AIDS Intervention Team (APAIT)</b> (Los Angeles, CA)	Monolingual Chinese-speaking women working in massage parlors
<b>Centerforce</b> (San Rafael, CA)	Women visiting incarcerated partners at San Quentin State Prison
<b>Gaston County Health Department</b> (Gastonia, NC)	Economically challenged heterosexual women ages 18-54
<b>Helping Individuals Prostitutes Survive (HIPS)</b> (Washington, DC)	African-American female survival sex workers
<b>La Clínica del Pueblo</b> (Washington, DC)	Immigrant, Spanish-speaking Latinas
<b>Positive Impact</b> (Atlanta, GA)	Incarcerated women
<b>Women Organized to Respond to Life-threatening Disease (WORLD)</b> (Oakland, CA)	Girls of color ages 16-19

# Impact



- **Agency-level**
  - Formative skills, e.g. focus groups
  - How to use science to adapt or create interventions
  - How to recruit/retain clients
  - Evaluation is a friend
  - They can be the innovators
- **Staff-level**
  - Skills – they take to the next job
  - Demystifies science
- **Client-level**
  - Exposure to more effective programs

# SUSTAINABILITY PHILOSOPHY



GIRL SMARTS



CHARM SCHOOL



POWERR



MY CHILDREN, MY SISTERS, MYSELF



ENTRE AMIGAS



PREPARE



SISTERHOOD



LIVE, LOVE & LEARN



# What is Needed for Effective Dissemination & Implementation



- Innovations must be brought to the attention of organizations and be made accessible for use
- Implementation success goes beyond training, it requires intensive and sustained support
- Adequate resources
- Avenues that encourage individuals and organizations to change
- More equity in the learning exchange

# Contact Information



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