

Using Human-Centered Design to Strengthen Your TPP Program's Recruitment and Retention Plan

August 26, 2021

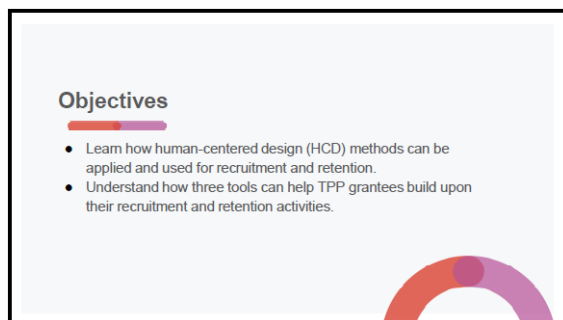
Transcript

Slide 1



Megan Hiltner: Hello, everyone. I'm Megan Hiltner with the Reproductive Health National Training Center and I'm pleased to welcome you to today's presentation, Using Human-Centered Design to Strengthen Your TPP Program's Recruitment and Retention Plan. We've heard on multiple occasions throughout this past year that recruitment and retention of participants and families in your programs has been challenging, especially due to COVID-19. So during this webinar today, we hope to share some concrete ways that you can use human-centered design to identify and gain insights into the root causes of the gaps your recruitment and retention efforts might be experiencing and identify user-centered solutions.

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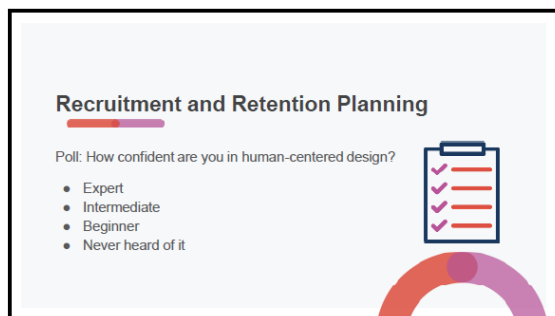
Megan Hiltner: I've seen a few announcements before we begin. We are recording this webinar. And given the large number of folks joining, participants will be muted. You can go back a couple of slides there Priyanka, thanks.

Priyanka Pathak: Sorry. I'm sorry.

Megan Hiltner: No sweat, no sweat. We'll have time for questions. Just so y'all know, we're going to have time for questions at the end of the presentation, and the recording of today's webinar, the slide deck, the transcripts, the tools that are shared will all be available on rhntc.org within the next few days. This presentation is supported by the office of population affairs, OPA and its contents are solely the responsibility of the authors and do not necessarily represent the official views of OPA or HHS.

Megan Hiltner: So the end of this event, we hope that you will be able to learn how human-centered design can be applied and used for recruitment retention, and understand how three tools can help TPP grantees build upon their recruitment and retention activities. And this webinar has been designed and framed around a TPP audience, but we know some title 10 folks have registered and may be joining us today, and we hope that you'll also find some content relevant to your recruitment and retention planning efforts as well.

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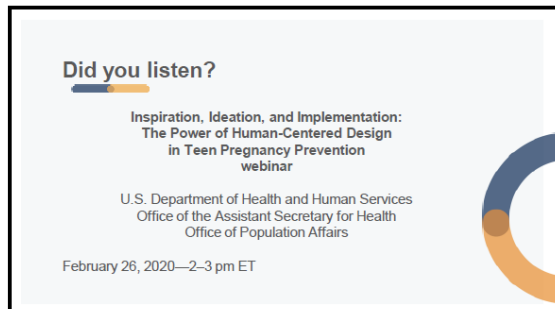
Megan Hiltner: So on the next slide, we're going to do a little poll. But I want you to think about, so how have you done recruitment and retention in the past? We know for a lot of TPP grantees, you describe recruitment and retention activities in your work plans, you include equity in your program planning, and we know that COVID is in the reality that you're dealing with and variants. And given all this, you may be going back and looking at the planning, and going back to the planning phase of your efforts. So really, this webinar, we hope will give you some ideas if you are in that phase of revisiting those plans.

Megan Hiltner: So if you'll please respond to this poll to give us a sense of where you're coming to this webinar within your understanding of human-centered design, how confident are you in human-centered design approach? Do you identify as an expert, intermediate and have used the concepts? Are you a beginner or have you never heard of it? We'll just help tailor some of the remarks that we have here.

Megan Hiltner: Thank you so much. I see most of you have weighed in here. All right. So let's share those results. All right. So I see here that a lot of folks, the majority of folks, 56% of folks are identifying as beginners, and there are about 40% of you that feel like you're intermediate. You use some of these terms and these practices before and some have never heard of it. I think that wherever you're coming at to this content, this is very much tailored to that beginner

intermediate frame of mind. For those of you that are beginners, I wondered if you had a chance to listen to the webinar that we sent out with the registration for this.

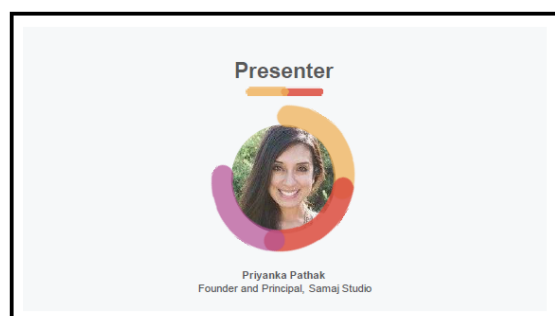
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Megan Hiltner: That webinar was done in February of 2020. It was a webinar for TPP grantees on human-centered design. It was very much a 101, and it introduces human-centered design and why it's important. It really does create that grounding for the principle that participants should have a say in the types of services that they need. And that by including them in your processes, you're able to challenge assumptions about your participants and co-design the best solution possible. Design is its own field of work and expertise, but we really don't want that to discourage you. We don't want that to discourage you in taking these concepts and applying them to your work.

Megan Hiltner: So today, I just hope you come at this with an open mind, these concepts with an open mind, because you're going to get a sense hopefully from today about how you can use human-centered design when planning for recruitment and retaining participants and families in your programs. And we'll be presenting a case example for how human-centered design could be applied in a TPP setting. If you didn't get a chance to listen to that webinar, and after this presentation you're feeling like, "Oh, I think I should go back and listen to that webinar." It is available to you on rhntc.org. Likewise, there were a couple other webinars that we've done around either recruitment and retention, and also how might we series some brainstorming sessions that may also be relevant. We'll check those out later as well. But I just wanted to give you that as a grounding for today's presentation.

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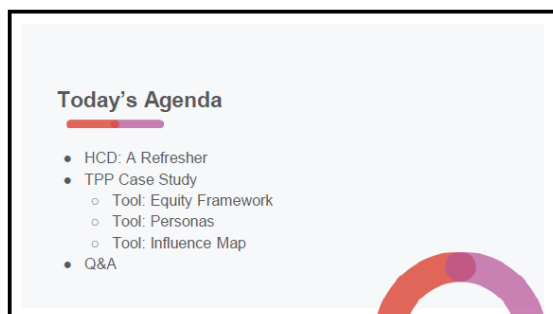


Megan Hiltner: And with that, I'd love to introduce our presenter for today, Priyanka Pathak. She is a product and service designer, engineer and global health specialists who focuses primarily on women's health both internationally and in under-resourced parts of the US. She has over a decade of experience designing health products and programs and leading community projects in 17 countries around the world. She's the founder and principal of Samaj Studio, a design firm for Global Health, and she also teaches graduate students at the Arizona State School of Design. Priyanka has worked extensively with major international organizations including Balberg Design, the World Bank, and various UN and USAID.

Megan Hiltner: She has worked as well as small community organizations and private sector firms. She's also served as faculty at Parsons School of Design, the Copenhagen Institute of interaction design and tech change. She teaches course in design, technology and artificial intelligence for social impact. She has a master's degree in global health informatics from Columbia University and a bachelor's degree in Information Systems and business from the University of Texas at Austin. And she also holds a certificate in artificial intelligence and public health, so she's wonderful. Priyanka, it's just been a real pleasure working with her to develop this presentation. And without further ado, I'd love to turn it over to you to begin the presentation.

Priyanka Pathak: Thank you so much, Megan for that kind introduction. I feel like you should be my PR agent from here on out. And hello to everybody who's joining us today. Thank you so much for making the time to come and attend this presentation. And like Megan was saying, I really hope that what we talked about today will be of use to all of you regardless of the programs that you're working on in the specifics. I tried to design this with everybody in mind and a wide variety of audiences, even though this is targeted more at recruitment and retention for the TPP programs. So yeah, like I said, hopefully everybody gets something out of it.

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Priyanka Pathak: So just real quick, to talk about, or to give you a sense of what we're going to talk about today, I'm going to spend a couple minutes at first, just giving a quick refresher about HCD. And like Megan said, there is an entire previous webinar that you guys can go and watch about HCD, and I suspect that some of you who have probably watched it and maybe have some experience as well. But all the same, I'm going to go over some of the basic concepts, just

so we can all be on the same page about what human-centered design is. And then we're going to dive into this TPP case study that we've all come up with for you, which I think will be really fun for a variety of reasons, partly because we tried to make it as realistic as possible, even though it is not a real case study, and that's intentional. We didn't want to be like spotlighting particular program or anything today.

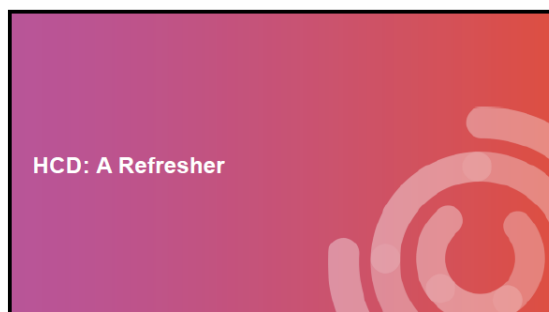
Priyanka Pathak: Throughout this case study, I'm going to introduce three different tools that you guys can use in your own work. And we're really going to show you how those tools are going to be used. So like Megan said earlier, today's session is all about the how rather than the what and all of those other aspects, and then we're going to leave a couple of minutes open at the end for some Q&A. And the last thing I'd like to say before I start is that I'm one of those people who, I don't know. I don't really like to just lecture at people. I don't know. I feel like I like to hear from all of you as well. I know that all of you here have such a wealth of experience working in the subject area.

Priyanka Pathak: And so, I would love for this to be really interactive. And we're going to keep the chat open, so feel free to put in your comments, questions. We can try and keep an eye out for any clarification questions throughout. And I also have some specific points in the presentation where we can actually have a quick discussion and share out so that you can all learn from each other and also, hopefully, maybe even make some new connections, maybe you'll make a new friend who's working on some similar issues as you. I don't know. It's always nice to know you're not alone, so I'm hoping to use this webinar as an opportunity for that as well. So with that said, let's get started on this refresher of human-centered design.

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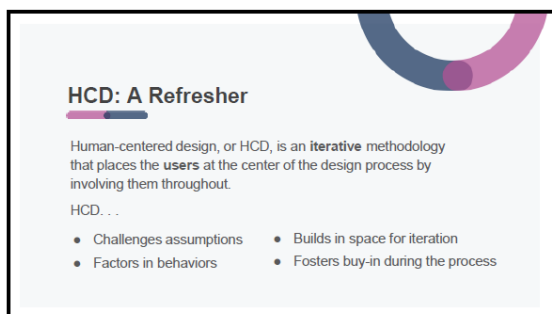
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Priyanka Pathak: Now, I like to open a lot of presentations on human centered design with this particular quote from somebody we all know, Melinda French Gates, and this quote is essentially her talking about how human-centered design is really about letting people participate in the process and finding that when you do that, the people who participate actually have a lot of really great ideas about what it is that can help them. It's so easy for us as human beings, and that includes me and you and everybody else, to just design things for ourselves even if we don't realize that that's what we're doing, because I am just one person. The only experience of the world that I know is my experience and the lens that I have seen everything through, and that's true for everybody.

Priyanka Pathak: So human-centered design is both a science and an art in the sense that it gives you a particular set of tools and processes that you can use to really put yourself in the shoes of somebody else and see the world from their perspective and better-designed strategies or products, or services or programs, what have you, based on that insight and what you've learned about them.

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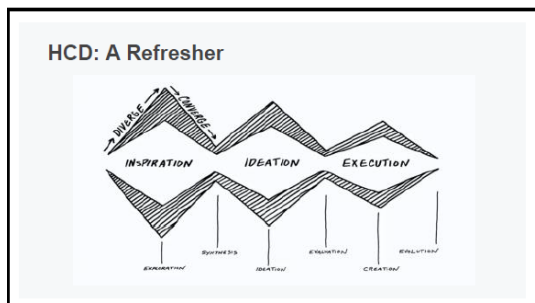
Priyanka Pathak: So more specifically, HCD, here's the definition of it on this slide, which is that it's an iterative methodology that places users or the people that you're trying to serve at the center of the process.

Priyanka Pathak: And we're going to talk about the details of how exactly to do that throughout this presentation. But before we do, just want to point out that there are four big, I guess advantages to using the HCD methodology, which is that HCD helps you challenge assumptions. So like I said, it's very easy for us as humans to not even realize that we're making assumptions about what other people would want, but HCD is a really good way to identify what those assumptions might be and correct them if they happen to be incorrect. Another thing is that it factors in behavior. So often, we think when we're working with a large group of people it's easy for us to categorize them by certain characteristics like women who are between the ages of 18 and 21, or people who identify as LGBTQ or something like that.

Priyanka Pathak: But HCD does a really good job of actually building in the behaviors that they might exhibit. And again, I'm going to touch on this a little bit more later. But that is one major advantage. And then lastly, the last two points are that it builds in-space for iteration, which means you can go back and make changes if you realize that maybe something you thought was true, is actually not true. And then you can go back and change some of the decisions you made, etc, based off of new learning. And it also fosters buy-in during the entire process.

Priyanka Pathak: So when you include the people that you are trying to serve as part of the process, they're naturally going to feel a little bit more invested in what it is that you're working on. And so, from the get-go, you're already getting some buy-in from people. It is in its own way a recruitment retention strategy. And I think it's too much of a push to say that you're getting people involved, you're listening to them, and you're letting them help you design a service for them.

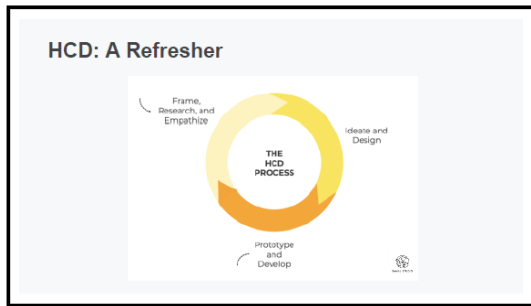
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Priyanka Pathak: So this slide comes directly from the previous webinar that Megan mentioned. And it's basically an image of three diamond shapes that describe the HCD methodology.

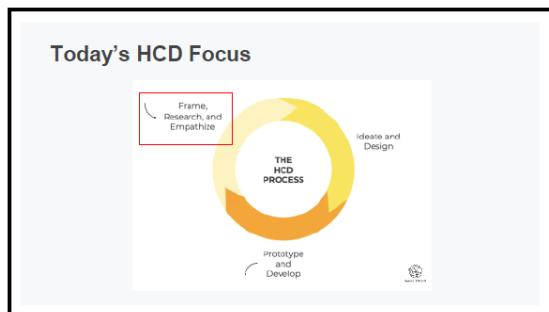
Priyanka Pathak: And today, we're going to be focusing on the first diamond there, which is really understanding and empathizing with the people that you work with and getting some inspiration from those people that you are trying to serve.

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Priyanka Pathak: This here is the same diagram from the previous webinar, but this is just what my firm uses to demonstrate the same concept. It's just, I choose a cyclical diagram to show that it's iterative.

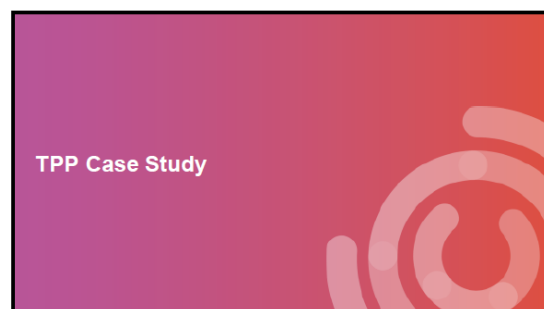
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Priyanka Pathak: And once again, if we're going to look at it from the perspective of this circular diagram, we're going to be focusing in on this first phase of the researching and empathizing with people.

Priyanka Pathak: And it's okay if we do that, and we don't even get to the other sections of HCD process, because let me tell you, if you can even do this part really well, you will see such a change in the way that you're able to tailor your recruitment and retention strategies for the people that you're trying to serve.

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Priyanka Pathak: So with all that, let's dive into the case study that we have prepared today and talk about how we can actually bring this to life and use these concepts.

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The TPP Grant Recipient

- "Optimal Health for All" in Hogwarts, TX
- TPP20 Tier 1 program, year 2 of 3
- Both urban and rural participants
- Primarily Black and Latinx families
- Large program, big catchment area
- 8 team members plus a youth advisory council and community advisory group




Image by iStockphoto.com


Priyanka Pathak: So the grant recipient that we're going to talk about today, we called it optimal health for all. It's based in Hogwarts, Texas, which, as a former Texan myself, I can assure you is not a real place, don't worry. It is a tier-one program, and it's in their second year. So they've not just starting out or anything. This is the second year that this program is running. And the catchment area of this program is quite large. This contains both urban and rural participants. And they also primarily serve black and Latinx families, although they do serve families of other racial backgrounds as well.

Priyanka Pathak: And given that it's a large program, they have eight team members at the home and they also have a Youth Advisory Council and a community advisory group. And we're hoping that throughout this little case study, you'll see aspects of your own programs reflected in this particular grant recipient that we've chosen to highlight our example with.

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The Program's Goals

- Increase knowledge of healthy relationships
- Reduce rates of teen pregnancy and STDs
- Support youth in their community to thrive in school, work, and at home
- Focus primarily on school and clinical settings
- Promote health equity in population
- Engage partners to provide supportive services
- Engage at least 5,000 youth annually



So what is this optimal health for all programs goals? Well, I think if you go through and read all the bullets that are on this slide later on, I don't think that it's going to look too different from what I imagine many TPP programs are aiming to achieve as part of their program goals, things like reducing rates of teen pregnancy and increasing knowledge of healthy relationships. But I do want to call out that for this program, first, they focus primarily on school and clinical settings, and they also engage in addition to those settings engage partners to provide supportive services for the youth that they serve.

Priyanka Pathak: And they also, we have health equity built into one of their goals as a program, and something that they like to emphasize and they really are always trying to find ways to build that in. And then lastly, one of their goals is to engage at least 5000 youth annually, which is for them, reasonable target number.

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The Problem

- Not reaching 5,000 youth
- COVID-19 has shifted programming to online, which has been a struggle
- Zoom fatigue, school stress, mental health issues -> reduced participation
- Population unevenly impacted
- Partners have prioritized other programs over TPP (COVID-19 response, food security, mental health, etc.)




Photo by Thomas Park on Unsplash

Priyanka Pathak: But that brings us to the problem that this organization or this TPP grantee is facing, which is that they're not actually reached those 5000 views. And there's a variety of reasons for that, and I'm sure a lot of these reasons will ring true for all of you running programs, but also, I mean, all of us as human beings generally.

Priyanka Pathak: COVID has shifted a lot of programming to being online. Everyone's sick of online programs, they're having a lot of trouble getting people to attend these online things because of Zoom fatigue, and then add school stress on top of that, plus all the mental health issues people are probably facing, plus the fact that we are living through a pandemic. All of these have really reduced the participation in the programs that these teams are trying to create. And it's also really unevenly impacted. The population that they're trying to serve, it's not as if every single person has been affected equally by all these different COVID issues.

Priyanka Pathak: And lastly, another problem that they're facing is that their partners are, they've prioritized other programs of the TPP, just given the situation at hand, this includes things like dealing with food security, which is a very pressing need, COVID-19 response generally, other aspects like that.

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The Design Team

- Program staff
 - Program Coordinator
 - 1 Health Educator
- 2 Youth Representatives from Council
- 1 Community Representative from Council



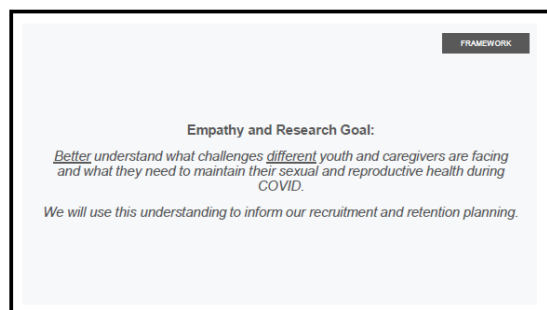
Photo by Mimi Thian on Unsplash

Priyanka Pathak So in an effort to address these different programs, or problems that they're facing, and to influence the recruitment and retention strategy that they're creating, by trying to tackle some of the roots of these issues.

Priyanka Pathak: These optimal design or optimal health program decided that they were going to put together a design team and try to at least start utilizing the design process to get to better understand the youth that they serve, and really try to further fine tune and tailor the programming, or sorry, the recruitment retention strategies that they utilize. So what does this design team look like? First of all, it's a team. It's not just one person doing it, because design is best conducted as a team. I think it's very tempting to just assign the work to one person and be like, "Okay, it's Joanne's job for the next couple of weeks to design something for us."

Priyanka Pathak: But really, it works so much better when you have a whole team of different perspectives, and different views and outlooks on life and experiences. And in the case of this team, they brought in two program staff members. They brought in the program coordinator who wanted to participate as well as a health educator. And they also made sure to include two youth representatives because they used to be included and participating in this process. So they pulled two reps from the council, and they also got a community representative from the council as well, just to make sure that they were getting a wide variety of perspectives.

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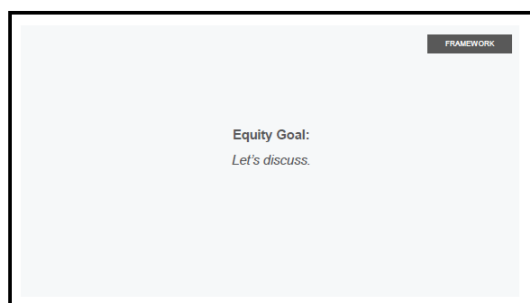


Priyanka Pathak: So when this design team sat down to think about, what are we going to do? What is it our goal is going to be? The research goal that they set for themselves, and I'm using research as a loose term here. It's really more to just the information gathering goal that they've set out for themselves is to better understand what different youth and caregiver- Sorry, what challenges different youth and caregivers are facing and what they need to maintain their sexual and reproductive health during COVID. And I want to highlight two different words that have been used in this school that they stated. One is better understand, because utilizing HCD or any design process, that's not to say that you don't know anything about the people that you're working with.

Priyanka Pathak: They are all experts in what you do. A lot of you have probably been doing it for quite some time. But there's always more that you can understand. There's always deeper insights together. There's always a better understanding you can have, especially when things change, like the COVID pandemic has probably changed the perspectives and attitudes that

people bring about to these programs. So they decided to better understand the challenges as well as different youth and caregivers. So they identified earlier that they serve primarily certain types of families, but they wanted to really expand into trying to identify other groups that maybe they weren't doing such a good job reaching out to, but really wanted to reach out and understand. So this is also an opportunity for them to understand those groups.

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Priyanka Pathak: And then secondly, we talked about how optimal health for all is focused on equity. And one of the tools that we've created is intended to help you as an organization come up with a framework to actually try to identify for yourselves what the equity goal could be for recruitment and retention strategies, and also find ways to be able to actually concretely work towards those goals.

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Worksheet: Equity Framework	
1. Identity: Who are we as individuals, and as a group? Who are our current and primary audiences for our TFP program? Consider demographics when filling this out.	4. Partnership: Given our answers to Identity, Power, and Context, how can we create a partnership with our TFP program participants that values their contribution to our recruitment and retention planning process? What incentives, services, compensation, etc. could we offer that are commensurate with participants' contribution to the process?
2. Power: How are we (staff, youth, parents/caregivers) respectively situated relative to opportunity, institutional power, etc? What kinds of power imbalances exist between all of us?	5. Intention: What goals or principles will we establish to design with increased equity in mind?
3. Context: What is the context in which we are working—social, economic, cultural, racial, political, etc? What are the contexts and circumstances in which the community members we work with live?	

Priyanka Pathak: So I have, let's discuss here because we put together a worksheet for you about this exact topic, and this is the first tool that I'm going to introduce to you today, which is an equity framework designed to help you frame the research or the understanding that you're going to be going about to understand your youth and parents and caregivers and all the other people that you might be working with.

Priyanka Pathak: This worksheet here has five different boxes, three on the left, and two on the right. And the three on the left are identity, power and context. And these are basically just asking you to, again, sit down as a team and really talk to yourselves or talk amongst yourselves about thinking about how you identify as a group, as individuals and as a group and as a team

and what different power imbalances might be coming into play regardless of whether you're aware of them at the time or not. What does the shift of power look like between staff and parents and community members and all the other different people who we work with and the serve, as well as the contexts that you're working in, because all of you might work in similar contexts in some ways, but they also probably differ in other ways in the sense that there's different economic and political and social contexts to consider.

Priyanka Pathak: And all of these do play a really big role in how equity can be built into the approach that you take from the get go when you're trying to really understand the participants that you're hoping to recruit into your program. So that's the first three on the left hand side. On the right hand side, you have then some two opportunities to be able to concretely identify ways to be able to set goals for yourself to promote health equity as part of your recruitment and retention strategy. So the first is thinking about partnerships, thinking about how to make the recruitment and retention process, and even maybe the program at large, a bit more of a partnership between you and the community rather than just like a one way exchange of goods or services or information, what have you.

Priyanka Pathak: And then the second is very clearly what goals or principles are we going to establish to design and think about our new strategy with increased equity in mind. And I know that these might feel like large questions that are going to take a lot of time to answer, and it's true.

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Worksheet: Equity Framework	
<p>1. Identify: Who are we enrolling, and as a group? Who are our current and primary audiences for our TPP program? Consider demographics when filling the list.</p> <p>We are Asian, Black, and white group members with our own individual cultural experiences. The adults are seen as respected community members, and the youth members are proactive and enthusiastic. Our current audience is primarily Black and Latinx families, but we hope to expand reach within these communities and also target more lower-income white and Asian families, as well as more LGBTQ+ teens, as per our population statistics.</p>	<p>4. Partnership: Given our answers to Identify, Frame, and Context, how can we create a partnership with our TPP program participants that allows their contribution to our recruitment and retention strategy, promotes their incentives, services, compensation, etc., could we offer that are commensurate with participants' contribution to the program?</p> <p>Money and opportunity are two big ways in which we can incentivize and compensate our participants. Even when we are unfunded ourselves, we hope to utilize creative forms of financial compensation - or opportunities to share our privilege from our positions. An example is to provide training, shadowing, or fellowship opportunities for those interested in public health. We can also offer vouchers for child care and transportation assistance.</p>
<p>2. Frame: How are we (staff, youth, parents/teachers/etc.) realistically situated relative to opportunity, institutional power, and other social justice outcomes and barriers of our?</p> <p>As Optimal Health for All staff, our privilege is that of health and general education, knowledge of and access to health services, opportunity to advance in our careers, and the institutional power of the government. We recognize that many families we serve may not have positive associations of government, and in fact fear its surveillance, and that this may reflect in their interactions with our programming. Our white colleagues also acknowledge their societal, racial, and historical privilege.</p>	<p>5. Retention: What goals or principles will we establish to design with increased equity in mind?</p> <p>We resolve to focus our efforts on learning more about communities that we know need support, but we don't know a lot about, such as LGBTQ+ teens. We will also design recruitment and retention strategies with the holistic and long-term benefit of participants in mind, by combining TPP work with other necessary programs such as COVID vaccine distribution and food security.</p>
<p>3. Context: What's the context in which we are enrolling/enrolled? economic, cultural, racial, political, etc? What are the contexts and circumstances in which the community members we work with live?</p> <p>Many of the families we serve are from lower socioeconomic classes - high poverty rates. The Black families we serve are primarily in the urban areas, in a state with a long and troubled racial history. They are wary of institutions generally, especially after the past year of racial conflict. The Latinx families often do not speak English, although the youth do. Politically, these communities are chronically underfunded, which makes R&R planning difficult and underchallenged.</p>	

Priyanka Pathak: It probably isn't going to be something that you cannot answer in three seconds. It's going to require a bit of thought, but we did include for you all in this slide presentation a sample completed version of this worksheet so that you can see what kinds of answers the optimal health for all team put down for all of this.

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Tool: Equity Framework

POWER

As Optimal Health for All staff, our privilege is that of health and general education, knowledge of and access to health services, opportunity to advance in our careers, and the institutional power of the government. We recognize that many families we serve may not have positive associations of government—and in fact fear it sometimes—and that this may reflect in their interactions with our programming. Our White colleagues also acknowledge their societal, racial, and historical privilege.

The screenshot shows a table with five rows and two columns. The first row is highlighted in blue. The text on the left is a paragraph about power and privilege, with a blue line pointing to the first row of the table.

Priyanka Pathak: And we filled out a whole paragraph for each one of these five different questions in this framework. But in the interest of time, I'm going to make sure that I highlight two different answers that they gave. And that is, first is the power question. So the way that they answered the power imbalance question was thinking about... What we're going to be doing is we're going to be looking at... We acknowledged the privilege that we are bringing to the table because we have access to health education and general education as well. We recognize that the families that we serve might not have positive associations with government the way that we do.

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Tool: Equity Framework

INFLUENCE

We resolve to focus our efforts on learning more about communities that we know need support, but we don't know a lot about, such as LGBTQ+ teens. We will also design recruitment and retention strategies with the holistic and long-term benefit of participants in mind, by combining TPP work with other necessary programs such as COVID vaccine distribution and food security.

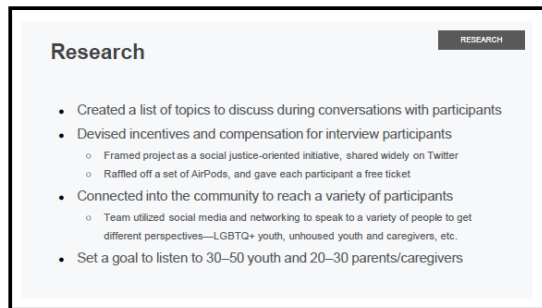
The screenshot shows a table with five rows and two columns. The first row is highlighted in blue. The text on the left is a paragraph about influence and learning, with a blue line pointing to the first row of the table.

Priyanka Pathak: And we also... The white colleagues on the team said that they wanted to acknowledge their own societal and racial and historical privilege that they had, and just something that they talked about amongst themselves in the hopes that they could bring it out a little bit as they set these goals for themselves in mind.

Priyanka Pathak: And then the second question or answer that I wanted to talk about is the influence, and what they said here was that they, in particular, wanted to focus more like we said about communities that they don't know as much about, in this case, they said that LGBTQ teens are a group that they just don't really have a lot of information, but would really like to do a better job of reaching out to. And the other thing that they're going to do another goal that they set is that they're going to do their best to combine TPP recruitment retention efforts as well as just work generally with ongoing necessary programs that are getting a lot of attention now like COVID vaccine distribution and food security, and things like that.

Priyanka Pathak: So again, I'm sorry, before I go to the research, I do want to encourage you all to later afterwards take a look at the slide presentation that we send out, because I think it's really helpful to learn by example. And so, I'm hoping that the sample answers that we've given here will help you guys think about answers that you can all give as a team as you put together your own equity frameworks.

Slide 25



Priyanka Pathak: So moving into the research section now, now that the team had established this framework for themselves, they know what their goals are, they build out their equity framework, they know what to do on that front as well, they started to dive into the actual research that they're going to be doing. And this is, again, I'm using research as a looser term. This isn't your typical survey instruments and proper IRB authorization type of research. It's really just a term for going out there and getting to know the participants that you work with. And that's not to say that you're abandoning all ethical responsibilities or anything like that. You should, of course, be very mindful of any things that you should be keeping in mind as you go out and talk to your participants.

Priyanka Pathak: But still, it's highlighting the human aspect of it a little bit, just sitting down and talking with people and trying to understand what it is that they're going through, what their experience is like. So in the case of this group, what they did is they created, firstly, a list of topics that they wanted to talk about with each of the participants in their research. And that's in the interest of standardizing this to a degree. They didn't want to just be talking about random things with everyone they spoke with. So the list of topics was really important, it's the first thing they came up with.

Priyanka Pathak

The second thing they did is that they came up with some incentives and compensation to be able to give something back to the participants who are generously sharing their time and insights and often personal stories with the people who are on this design team to help them out.

Slide 26

Research

- One-on-one conversations with youth
 - Individual conversations, given the sensitive and impressionable nature of topic
 - Promising anonymity and confidentiality during conversations. No judgement!
 - Held outside, distanced and with masks, for a change of scenery
 - A less formal interview: sitting down, talking, and learning about a youth's life during COVID
- One-on-one conversations with parents/caregivers
 - Individual to prevent peer influence on answers
 - Learning about their pasts, their experiences with sex ed, what they wished they had, etc.

Fears, concerns, hopes

Priyanka Pathak: So they did this in two ways. One is to get people to be a little bit more interested in the program, they framed it as an effort that's a little bit more social justice oriented. So they said, "Listen, this isn't us just trying to find ways to entrap you into our program. We acknowledge the fact that there's communities out there that we really would like to serve and offer better programs and solutions too, and this is our way of trying to reach out and make sure that we're building equity in our own communities by learning from all of you."

Priyanka Pathak: And so, by framing it like that, I think people tend to be a little bit more willing to participate and help you out as well. And they also raffled off a set of air pods, which certainly helps them but it lets air pods. And everybody who participates gets a ticket into it. And then essentially what they did from that point on is they just connected into the community to try to reach a variety of participants. They utilize social media, they utilize your own personal networks, they utilize the council's that they had, and they really went out of their way to try to target youth and caregivers and all that they otherwise may not have a lot of contact with. So just asking around and saying, "Hey, do you know of anybody who fits this particular category that we can maybe speak to for these purposes."

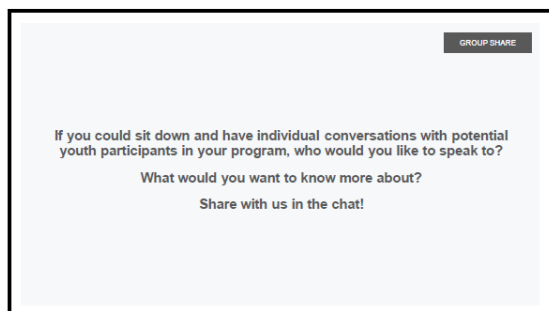
Priyanka Pathak: And they set a goal for themselves in total have spoken to and listened to about 30 to 50 youth and 20 to 30 parents and caregivers. They felt like that was a reasonable amount of research to do. And so, what did this research look like? So they did it in two different ways. One is that they chose to have one on one conversations with the youth. Again, that they both are reaching right now and are continuing to try to reach. So one member of the design team, let's sit down with one youth participant and just having individual conversation with them. And individually tends to work best in I feel situations like this simply because of the nature of this topic is a little bit sensitive, and people are sometimes shy. They don't necessarily want to talk amongst their peers about topics that they might find a little bit sensitive.

Priyanka Pathak: So individual conversations do tend to work best. They also promised anonymity and confidentiality to the people they spoke to. They made it clear that I'm not here to judge you. I just want to learn from you so that I can do a better job of coming up with ways to get you guys to learn from our programs and make sure you're taking advantage of what it is that we offer. We also held them outside, although, of course, they made sure that all COVID

protocols for safety were in place, masks distance, etc. But they thought that doing it outside might be nicer instead of doing it online.

Priyanka Pathak: Since as we talked about everybody's sick of doing these online things. And they also tackled it from a less formal interview perspective. Again, they treated it like a conversation that they were going to learn from rather than an interview where you have a checklist, and you're asking a bunch of questions. And they did the same thing with parents and caregivers. They really sat down and took the time to get to know them and compensated them, of course, with the ticket or whatever else they offered for the time that they were spending with this program, and just really learning about their own experiences and their attitudes and views towards sex ed programs and what they wish they had and what they'd like to see for their kids and things like that.

Slide 27



Priyanka Pathak: So this is one of the points, have been talking for quite some time now. At this point, I would love to hear from you. I'd love to take like a minute or two just to see where you guys are. I'm hoping that talking about things like this is sparking some ideas in your minds about ideas of topics that you might like to learn about from your own participants. So tell us, share in the chat. Let us know. I mean, if you could take a day today, tomorrow, to sit down with some of the participants in your programs, what would you ask them? What would you like to know that you maybe aren't sure about or maybe you just haven't had a chance to really know ask about?

Priyanka Pathak: Let me see if I can see this chat here. Again-

Megan Hiltner: I'm not seeing anything.

Priyanka Pathak: Oh, man. Come on people. I'm sure you have some good questions in mind about what you'd like to learn from youth. I can share an example of something that, a question that had come up before in a project that I've worked on, which is, I was helping out with an HIV-AIDS, product design and deployment in South Africa, and everybody that I worked with, of course, all these community organizations were experts at what they did. They really knew their communities, but they realized as we were planning this design process that's similar to this health for all program, they didn't really know too much about the LGBTQ community and what they were thinking and feeling, and how they were approaching. So based on that was

something that they wanted to learn a little bit more about with no judgment. I'm going to go ahead and go on to the next section of this.

Megan Hiltner: We did get one chat of questions, quick, Priyanka, if you want to-

Priyanka Pathak: Oh, great.

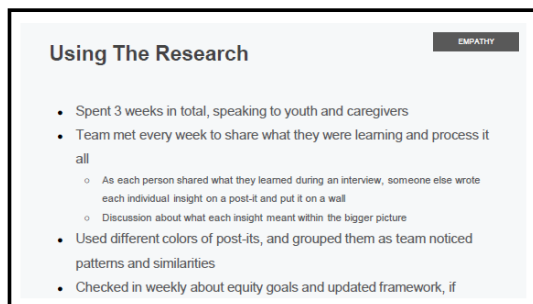
Megan Hiltner:...If you want to address it.

Priyanka Pathak: Oh, there we go, Jazzmine, Jennifer, thank you, guys. This is great. I love hearing from you.

Megan Hiltner: Okay. So TPP isn't viewed as a priority.

Priyanka Pathak: Yeah, that's a great thing that I have to ask your team's about. Why is it not important to you? And then what are some ways to reach youth while expanding economic mobility? That's a great one. How can we be more approachable? Yeah, that's a really great question, because to do that, you need to know what is it that makes something approachable to you, and how can we better do all that? How can we be more trauma informed? These are great. Thanks, Elizabeth, and [inaudible 00:31:33]. I love when you guys share your own ideas. It just makes me feel like I'm not talking into a void as well.

Slide 28



Using The Research

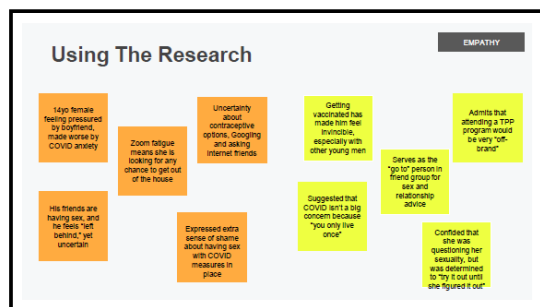
- Spent 3 weeks in total, speaking to youth and caregivers
- Team met every week to share what they were learning and process it
 - all
 - As each person shared what they learned during an interview, someone else wrote each individual insight on a post-it and put it on a wall
 - Discussion about what each insight meant within the bigger picture
- Used different colors of post-its, and grouped them as team noticed patterns and similarities
- Checked in weekly about equity goals and updated framework, if

Priyanka Pathak: All right. Let's talk about, and keep putting in chat, by the way, just because I'm moving on to continue talking about it. But I do want to go into how they're actually using all this research. So this team has gone out and spent three weeks in total talking to all these different youth and caregivers, and really learning a lot and just taking notes during conversations and hearing about their fears and their concerns and ways in which they interact with the TPP programming, and what they did to actually make use of all of this overwhelming amounts of information that they're getting, is they met every week to sit down together maybe for an hour or so, and just talk out what it is that they learned that week, who they talk to. Again, if you're promising anonymity and confidentiality, you probably shouldn't name names or anything, but you can say, "I spoke to a 14-year-old female this week about blah, blah, blah."

Priyanka Pathak: But just taking some time out of every week to process what it is that they're learning. And the way that they did this is as somebody was talking about some of their learnings from that particular week, another person was writing down individual insights from what they were saying on to post it and putting it on a wall where everybody can see. And I will show you in a second what that looks like. But basically, this is the way to pull out some of the top insights that came from every interview so that you're not dealing with a crazy amount of information. And then when these insights go on to post, you can also use different colors, you can organize them differently on a wall, you can group them by patterns, by similarities that you're seeing, just help you make sense of all the different things that you're hearing from the participants.

Priyanka Pathak: And I do want to point out that another thing they did is also check in about their equity goals that they had set from the beginning and updating that framework if they needed to, if they realized that, "Oh we set this goal, but maybe this should actually be the goal that we work towards." And then also thinking about how they can ask some of the questions and better questions to advance their health equity goals that they had laid out.

Slide 29



Priyanka Pathak: So on this slide here, I have a couple of examples of fake post-it that this optimal health for all team came up with, or, sorry, discovered as part of their research process. So there's a lot of different post-it here, I'm not going to go through every single one of them. But just to name a couple of them, one person mentioned that somebody they spoke to talked a lot about the Zoom fatigue that they were experiencing, and they mentioned that the fact that they're experiencing this student fatigue meant that she was really just looking for any opportunity to get out of the house, didn't matter what it was, didn't matter if it was some sort of training or education, or food, or what have you, just any opportunity to get out of the house, she was so excited about it. That was an insight.

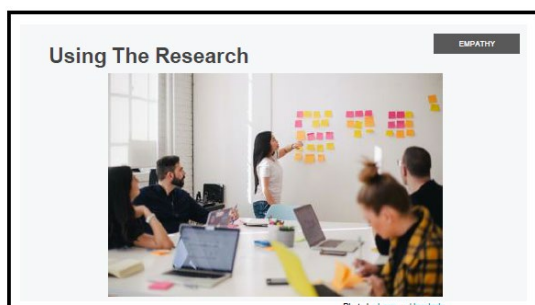
Priyanka Pathak: Another insight that somebody on the team found was that one person they spoke to suggested that COVID is actually not that big of a concern to them, because they were of the opinion that you only live once, and they weren't going to let something like COVID obviously would be mindful of not getting other people sick and all, but they also wanted to continue to live their lives the way that they wanted to and would have otherwise. And then, just to pull out one more insight that came out from these interviews, one person expressed an

increased sense of shame around the topic of sex because of all these COVID measures in place. They felt like hearing about all of these, "Oh, keep your distance six feet from everybody else. Wear masks."

Priyanka Pathak: All of that just increased the anxiety that they were feeling about it, which is also a really interesting insight. Now, for those of you who might be joining on audio or otherwise not be able to see the screen, these post-it are divided into two different colors. We have orange ones on the left and yellow ones on the right. And I did that intentionally because I wanted to show you that this is also how they started to group some of these insights together. You can see how all the orange stickies on the left hand side are representative of a particular pattern. You can see it represents a group of people who maybe was characterized by anxiety and nervousness, and just a little bit of uncertainty and not really being sure of the situation around them.

Priyanka Pathak: Whereas, on the other hand, the yellow stickies are insights coming from people who they noticed tend to be a lot more confident and a lot more proactive, I guess, and people who are just much more willing to take action and be decisive about it in direct contrast to the other group of stickies. And the reason I did that is to show you that as you start coming up with all of these different insights, you will naturally start to see some patterns emerging. And what they did during the process of doing their sentences, and sitting down and talking about all of these is to try and identify some of these patterns so that they can make sense of them together, and here's just a fun stock picture of the team with their fancy shiny laptops doing their posted activity every week together, putting it out on the wall.

Slide 30



Slide 31

Tool: Personas

EMPATHY

- Just like you can segment people by age, gender, and race, you can also segment them by behavior
- A persona is a **fictional** person, or archetype, that describes a particular behavioral profile within your target users
- Based on a variety of research and insights (evidence) you have uncovered
 - **Do not make assumptions! Go back and do more research if needed**
- Supports strategic R&R planning by helping teams brainstorm specific program features and offerings that target different personas

Priyanka Pathak: So with that, let me talk about the second tool that I want to introduce today. I just want to be mindful of time. Okay, we have 20 minutes. So one tool that you can use to take the insight analysis and the discussions that the team is having to another level is to utilize what we call personas. So again, I mentioned this earlier, but the way that we traditionally tend to segment audiences, and this is true for marketing, this is true sometimes for public health, is to think about dividing people up and segmenting them by characteristics, by age, by gender, by race, etc. in design, the way that we try to segment people is different. It's by behavior. So it's by trying to really organize and identify different types of people based off of the way that they would behave around a particular topic, and in this case, that's teen pregnancy and planning and prevention.


Priyanka Pathak: So a persona is a way to concretize that analysis of behavior and help you distinguish between the different behavioral patterns you're starting to notice among the people that you've been interviewing and speaking to. Now, a persona is a fictional person, and I have an example in a second for you about this. It's not a real person, but it represents a particular behavioral profile that you might come across in the target audience that you're working with. And a persona is always based on evidence and research. It's never just you sitting there going, "Oh, I talked to this one person one time. Therefore, everybody must be like this."

Priyanka Pathak: It comes about as a result of you going out and having these conversations and really learning from people's behaviors and attitudes and all of that. So I want to stress that it's important at this point, if when you're using personas to not make assumptions about anything, and to go back and ask more questions if you feel like you need to, just to confirm that you're really getting this right. And the way that to the point, strategic R&R planning, is that personas are really great tool for you to keep in front of you. And as you try to brainstorm different ideas and approaches for your own strategies, so you can think to yourself, "Oh, well, if we did this and included this aspect in our recruitment retention strategy, we could really target this type of persona here and so on."

Slide 32

Tool: Personas

EMPATHY



Description

Shay is 14 and the oldest of 3 children. She has a public hearing in downtown Memphis with her working dad and 8 grandmother. She is shy and doesn't have many friends, but she's a bit of a social media addict. She's been chatting with her on Zoom and is nervous and trying to get her to meet outside school.

Shay, the Nervous Newbie

Family

- Often responsible for caring for her siblings owing to absent adults
- History of trauma—mother died of breast cancer

Relationships and Sexuality

- Sexually inexperienced, but is curious about both boys and girls, more so about boys
- Does her parents' laundry about sex and wonders if she wants to try it too
- Understanding of contraceptives and protection is limited
- Has embarrassed to talk about sex, esp. with peers

Societal Influence

- Limited interaction with friends outside school
- Uses Instagram, YouTube, Snapchat, and TikTok
- Follows her celebrities and a variety of influencers and artists
- Turns to her online role models for the guidance

Concerns and Barriers

- Wonders a lot about how she is perceived by the boy who is talking to her
- Tendency to avoid conflict because of shyness
- No sense of personal future or goals yet
- Has not adequately dealt with trauma of losing mom
- Weak support system in life
- High level of anxiety about COVID after witnessing illness around her, despite getting vaccinated


Priyanka Pathak: So an example of a persona, I put this one together to represent one example of a persona that might have come about from this optimal health for all teams research that they've done. And so, I've named this one Shay, Shay is not a real person. That's obviously a stick figure that I just drew to represent what Shay looks like, but I gave her a little bit of a nickname, the nervous newbie, and that's encompassing what her general behavioral profile is. And you can see there's a couple of different sections here, I guess for those who maybe can't see. There's a description section.

Priyanka Pathak: There's a section on insights about their family, insights about societal influence that this particular person might face, insights about relationships and sexuality and their attitudes about it, and a section on concerns and barriers that this particular fake person who represents a subset of real people might be experiencing.

Slide 33

Tool: Personas

EMPATHY



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Priyanka Pathak: And again, in the interest of time, I'm not going to go through every single one of these different aspects, but I do want to highlight two different sections. One is the relationships and sexuality category. You can see here that Shay, or the type of person who maybe Shay represents is pretty experienced sexually, so she's newbie, but she's interested.

Priyanka Pathak: And she sees her peers participating, and then she thinks, maybe I want to try this too, but I'm a little bit nervous. I don't really know. I'm feeling hesitant, even if she may not say that out loud, if somebody asks, you might be like, "Oh, yeah, totally." I'm so ready to start having sex even though really what she's feeling is maybe a little bit of anxiety and

nervousness. And she might also be a little embarrassed to talk about it, especially with peers in case it gives away the fact that she's not really experienced.

Slide 34

Tool: Personas EMPATHY

Shay, the Nervous Newbie

Family

- Often responsible for caring for her siblings living in a shelter facility
- History of trauma—mother died of illness recently

Description

Shay is 16 and the oldest of 3 children. She lives in public housing in downtown Memphis with her working mom and 4-year-old brother. Shay is shy and doesn't have many friends. She wants a job in her class has been struggling with her son. Shay and her mother are trying to get her to attend middle school.

Societal Influences

- Limited interaction with friends outside school
- Uses Instagram, YouTube, Snapchat, and TikTok
- Follows her classmates and a variety of celebrities and models
- Turns to her online role models for the guidance

Relationships and Sexuality

- Sexually inexperienced, but is curious about both boys and girls, more so about boys
- Does not really hang out with kids and wonders if she wants to try it too
- Observance of contraception and protection is limited
- Too embarrassed to talk about sex, esp. with peers

Concerns and Barriers

- Worries a lot about how she is perceived by the boys who is talking to her
- Tendency to avoid conflict because of shyness
- No sense of personal future or goals yet
- Has not adequately dealt with trauma of losing mom
- Does not appear to be in life
- High level of anxiety about COVID after witnessing those around her, despite getting vaccinated

Priyanka Pathak: And then another aspect of this particular persona is a variety of concerns and barriers that this type of, again, behavioral profile might face if this is the way that they approach pregnancy and sexuality and things like... This Shay girl might be really nervous about the way that boys perceive her, and that makes her a little bit more susceptible to influence from the men or peers, women, anybody else in her life. Maybe some of her lack of confidence, maybe stems from the fact that she doesn't really have a solid sense of her own personal future or her own goals. And again, all of these different bullet points that we have outlined here, every single one of them isn't going to apply to every person that fits under this persona category.

Priyanka Pathak: It's just generally. We're just looking for patterns here, so it's okay if you're just putting together different patterns that you're seeing into one persona. It's just to help you get a sense of behavioral profiles.

Slide 35

Tool: Persona (Youth and Parent/Caregiver) EMPATHY

Picture: Draw a quick picture of your persona.

Name: Choose a name and description for your persona that summarizes them. Use "Shay, the Nervous Newbie"

Description: What is your persona like? What is their story? What circumstances do they face?

Family: What is your persona's relationship with family or caregivers?

Societal Influences: How do peers, social media, culture, and history influence your persona?

Relationships and Sexuality: What are your persona's attitudes and behaviors toward relationships? How does your persona approach their sexuality?

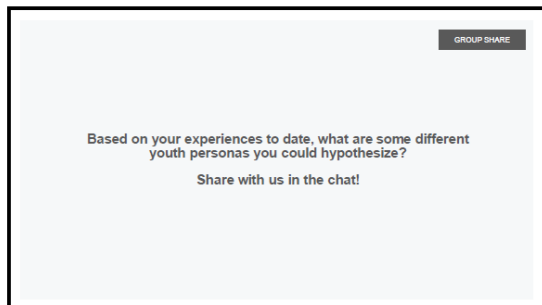
Concerns and Barriers: What are some concerns or fears your persona has? What are some barriers that keep them from utilizing TPP programs?

Priyanka Pathak: And so, what we did for these tool, which you'll see online later, is we actually put together a canvas for you, a worksheet that you can use as you put together personas for yourself. Now, this is not set in stone. If you want to add other boxes, you can. What we included here for you in this worksheet is the chance to draw a picture, just so you can have a person to visualize when you think about a persona, the description of this person, again, their

family influences their societal influences, relationships and sexuality, and also their concerns and barriers.

Priyanka Pathak: And all of these different aspects about a persona can be evaluated through all the insights that you're collecting, and you can really start to pull out different types of personas or behavioral patterns that you're starting to see, which can then help you better design strategies to reach all these different types of personas. And at this point, this is another pause. I see there's been some chat activity happening. I'm sorry. I am so bad at-

Slide 36



Megan Hiltner: No. Priyanka, let me bring up a couple of things that the chat has come up. But one specific question, do you have any tips or best practices that you have used in creating personas without stigmatizing or perpetuating stereotypes?

Priyanka Pathak: That is such a good question. Thank you for asking. That's a great question. I think it all comes down to evidence. I mean, all of us in public health, we do a really good job of doing evidence-based work. And so, when you stigmatize, or sorry, when you create stereotypes, you're typically going off of assumptions about somebody else. It's just you thinking, "Oh, I've heard that this particular group of people does this. And that's why this is the way that they are." But I think because personas are trying to divide by behavior and not by a particular characteristic about them, I think that gives you some wiggle room to be able to help avoid some of these stereotypes or stigmas.

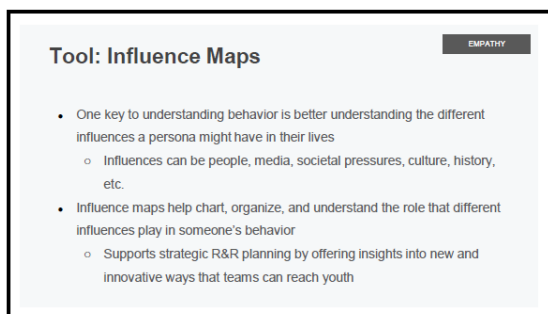
Priyanka Pathak: So if you... I'm ethnically Indian. I was born in India, but I was raised in the US. So I don't know, I'm trying to think of a particular stereotype that could possibly associate with an Indian person. What you might do in that case is make your persona a different ways, or maybe you make your persona, give them a different give them a different background so that it's not... It's representative of reality, but it's also not going to turn them into a caricature. But that's what you want to avoid. You don't want to be making assumptions. You don't want to be making some persona look like a cartoon, but you do want to be including real information that you have seen yourself amongst all of these people that you've been speaking to that's going to help you best address the situation.

Priyanka Pathak: And the other thing that I would say about that is that, the way that you use a persona is not... I mean, you probably aren't going to be advertising it to the world. You're not going to be taking your personas and saying, "Hey, everybody. This is our TPP program. These are the personas we use. It's really an internal tool. It's really to help you keep your participants in mind and the patterns of behavior that they might exhibit and and help you really make sure you're creating strategies or programs that fit into the existing behavior patterns of people that you're identifying.

Priyanka Pathak: So I guess the short answer is that, there's a fine line. You just have to be aware and make sure that you're not resorting to just stereotyping somebody, and that these are things that you've actually heard from multiple people that are real problems that people are facing out there. And in that case, it's would no longer be a stereotype. It would just be the truth of what you've seen. But great question. I think these are things that you have to be really careful of and think about. Well, I guess I had a whole chat question here about different youth personas that you guys can hypothesize.

Priyanka Pathak: But given that we've got about 15 minutes left, I'm going to skip that, if that's okay. You're all totally welcome in the chat if you want to share maybe some hypotheses of personas that you might have come across in your own youth participants. Again, at the end, I'll go back and take a look, and Megan's watching the chat as well. But sometimes it helps to just think about, "Oh, these are some potential personas that I might come across in my own work."

Slide 37



Tool: Influence Maps EMPATHY

- One key to understanding behavior is better understanding the different influences a persona might have in their lives
 - Influences can be people, media, societal pressures, culture, history, etc.
- Influence maps help chart, organize, and understand the role that different influences play in someone's behavior
 - Supports strategic R&R planning by offering insights into new and innovative ways that teams can reach youth

Priyanka Pathak: And then the last tool that I wanted to talk about today to also help you make sense of all those conversations you'd be having and all the research you're doing with your participants is an influence map. And influence maps are deceptively simple, I would say. I'll show you what influence map looks like in a second. But it's really just a visualization of the different influences in a particular personas. And again, we're going to be using personas since that's what we talked about before in a particular persona's life. And like we were talking about earlier, not every influence is going to be the same for everyone.

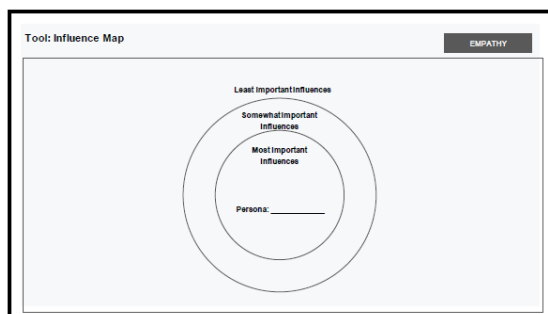
Priyanka Pathak: It's just, you're trying to get a sense, a representative sense of what types of influences might influence a particular group. And when I say influences, I'm talking about a wide variety of factors. It's not just people or media outlets like social media and all that, but

it's also societal pressures. It's also cultures that they might come from, its history. It could be the pressure of historical incidents that have happened that are blatantly influencing a person's thoughts and behaviors. I'm sure we've all seen or experienced examples of that. But what they really do is influence maps.

Priyanka Pathak: They just help you chart and visualize and organize the different influences that may play a role in a person's behavior. And again, this is not to, I keep thinking of Milagro's question, which is a good one. This is not with the intention to stereotype anybody. It's just to get a realistic sense of what it is that is influencing somebody, and that in turn can help you think about, "Okay, well, here are some maybe new and interesting channels that we hadn't thought about that do influence a person." And maybe we can utilize them to our advantage, to make our service more effective and then reach more people.

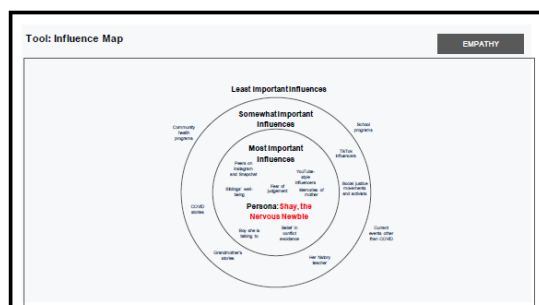
Priyanka Pathak: And so, that's how it would support strategic R&R planning. So here, we have a blank influence map. And just as a note, we have styled versions of these that are going to be available online. But when I was making this stuff, I just decided to show you the little sketch of it just to make it a little bit easier.

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Priyanka Pathak: But this is a blank one right here. And, again, like I said, it's deceptively simple, and it's really just comes down to ranking, if you will, the different influences and thinking about where they fit into the larger spectrum of all the many influences in everybody's lives and utilizing them again as part of your recruitment and retention strategy.

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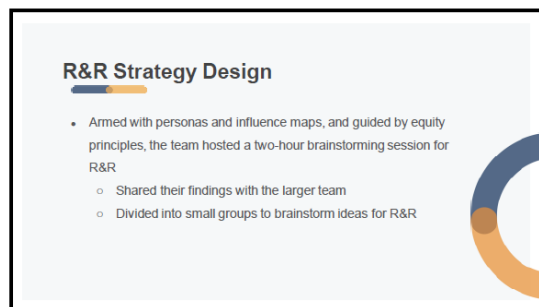


Priyanka Pathak: So here's a sample completed version of an influence map. So again, going back to that persona we talked about Shay who's the slightly nervous newbie. You would think, or not you would think, what they learned from all the research and insights and conversations that they had is, for somebody who is like Shay, the nervous newbie, she is really and truly influenced by her peers on Instagram, on Snapchat, on social media, as you would expect, and I think that would be surprising to many people. But another important influence in this particular person's like this, maybe memories of her mother. In the persona earlier, you'll see if you go back and read the entire thing is that this person's backstory is that she doesn't have all her family members present. Her mother happens to have passed away when she was young. And so, she's being raised by her father.

Priyanka Pathak: But even family that's alive isn't the only family that's influencing her. It's also her mother who she has some memories of, and that is actually a major influence on somebody like Shay who's impressionable. In under the somewhat important influences category, we have things like social justice movements and activists that Shay happens to know even if she's not the type of person to go out and be out at protests and actively take a stand. These are still influences that she is receiving through her surroundings and her networks and things that she's internalizing for herself.

Priyanka Pathak: And then lastly, under least important influences, we have school programs in the case of Shay, maybe Shay because of her lack of confidence and maybe her life as security doesn't necessarily have the easiest time paying attention in school. Maybe she's feeling outcast. Again, this is just a completely made up, but possibly real example of what a persona could look like, and what these personas influences could look like. Yours may look different or yours may look similar to this. Again, it depends entirely on the evidence that you come up with and what you are hearing directly from the mouth of your participants and the people that you're trying to work with.

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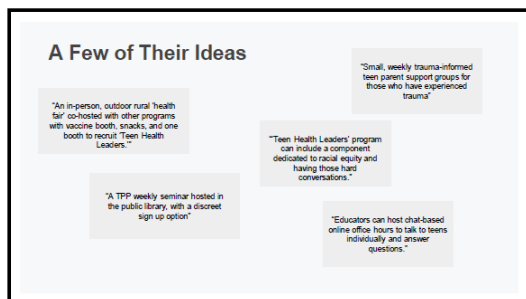
Priyanka Pathak: That's the key here. We just want to try to understand and make sense of the reality that we are operating in. All right. What time is it? Oh, I'm doing so good on time. Okay, so we have about 10 minutes till this whole session ends. The last thing I want to talk about before I open it up to Q&A is, what does all this has to do with recruitment and retention strategy design? We talked about going out and really talking to participants and getting

insights from youth and caregivers and how the optimal health for all teams have that. We talked about what they did with all these insights that they are learning about the conversations they had amongst themselves about updating the equity framework, about turning these insights into personas and into influence maps that support their understanding of the wide variety of people that they're trying to work with.

Priyanka Pathak: So they took all of these tools that they came up with and all of this great treasure trove of information that they had collected over a couple of weeks, and they put it all together, presented it out to a larger team, and hosted a brainstorming session around it. And it really was as simple as that. They just sat down with all of what they had learned, again, based on evidence that based on things that they had heard people say to them, and really just try to get creative and think about what are some different ideas that we can implement into our recruitment and retention that would help address some of the issues that we heard coming up with during these conversations.

Priyanka Pathak: What can we do to make somebody who's like Shay, who's like a nervous, maybe slightly insecure newbie to all of these topics, how can we make somebody like her more comfortable? How can we provide her with a safe opportunity to engage with a topic like this that maybe makes her a little bit nervous? And on the flip side, how can we offer opportunities for the youth who we saw were starting to be very confident and very proactive and really wanted to take a stance on the stand on promoting health equity in their own communities? How can we engage those? That's just what they found within their own communities.

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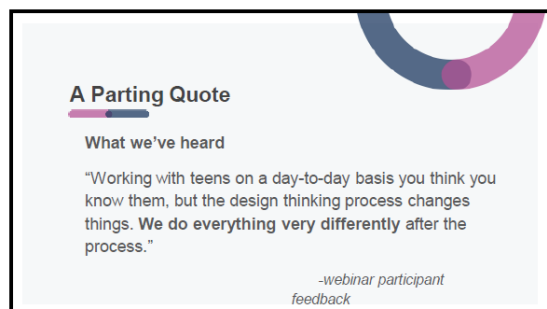


Priyanka Pathak: You may find something similar or you may find something totally different. Who knows? But what they did is, they brainstormed about different ideas that they could do. And these, I have here on this slide, let's see, one, two, three, four, five different ideas that came out to this brainstorming session. And again, in the interest of time, I'm not going to share all of them, but one idea that they came up with based off of a particular persona was a teen health leaders program that they could devise, which really was just a simple way of recruiting maybe a couple of particularly competent, proactive teams into some kind of leaders program and making sure that that includes a component dedicated to having conversations about racial

equity, which they noticed was something that was top of mind for a lot of the youth that they were speaking with.

Priyanka Pathak: So really, just leaning into that and finding a really interesting and creative way to build that into your recruitment, your retention strategies that you're working on. Another example is a small, weekly trauma informed team parent support group targeted specifically at teens who have experienced trauma. And as we all know, I know that PA Megan and her team have offered and will continue to offer some great resources on trauma informed program design and topics like that. This, I think, is a really great idea to target that particular group of teen parents who maybe don't feel as comfortable being in a room with other teens who are not yet parents, and maybe some of them have some trauma in their lives that make it really difficult for them to open up to people who don't really understand what they've been through. So that was another idea that came from some insights that they came up with.

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Priyanka Pathak: And so, with all that said, I just want to leave you all with this parting quote that is, again, directly from that previous HDD webinar that we mentioned. And this quote comes from a particular participant from that webinar, I believe, who said, "We work with teams on a day-to-day basis," And we really thought that we knew them, which is fair. We work with them all the time, of course, and you probably do know them to an extent. But utilizing these tools in the design thinking approach or HCD, they're interchangeable terms to a degree, I think people just use different terminology. But anyway, utilizing these processes we've started to think about things differently, because we've gained such a deeper insight into the nuances of the different types of youth and caregivers that we're working with and really starting to understand what it is that we can do to better reach them.



Priyanka Pathak: Wow, right on time. Exactly five minutes planned for Q&A, and we are right five minutes till the end. Okay, Megan. How do I do Q&A.

Megan Hiltner: I think I've got two questions. We got just the right amount of time for two questions. First question-

Priyanka Pathak: Excellent.

Megan Hiltner: This person said, "I'm thinking a lot about how we can show up in communities with support and services that won't be perceived in a savior-like way." Does that need to happen before we can get into this approach? And she said, "I like it. I think it's very useful. Thanks in advance."

Priyanka Pathak: Thank you, Kara. Well, first off, again, this is such a great question. And it's a very real problem, but and especially in international development, which is where my primary amount of my experience comes from, that happens all the time. And I think that's the reason that we decided to include the equity framework into the set of tools that we did here, because that, obviously, trying to change people's attitudes and perceptions is a much larger effort in it. It's not something that's one worksheet is going to solve for anybody. But I do think that the equity framework forces these conversations within a team to think about, "Well, how do I relate to these different people that I'm trying to serve?"

Priyanka Pathak: And what's the reality of my position in relation to them? I think if you're forced to confront the idea that, "Oh, you know what?" I actually do have a lot more power, whether that's soft power or real power in terms of the authority that you might hold. Just being aware of that, I think can go a long way in identifying maybe patterns of behavior that could be perceived as Savior like you said, and it also opens the door to having conversations about that topic. So if you notice that somebody is maybe behaving in that way, you can refer back to the equity framework and say, "Hey, remember we talked about these power imbalances and we identified together that this is something we need to be aware of." And I just want to remind everyone that that still exists, and that's very much a thing, so maybe we should try to be a little more mindful.

Priyanka Pathak: And so, it's our hope that something like the equity framework can go a long way in at least getting those conversations started, and trying to be more mindful of that. And I think that also goes back to the question earlier question about the stereotyping and really trying to make sure you avoid that, because, again, if you're relating back to your equity framework, and you're starting to realize like, "Oh, I don't actually know that much about this particular community." Then that helps you become a little bit more extra aware of making sure you're not plugging in the gaps with any sort of assumptions. You're just reporting what's there and what you've seen, and using that to help you make decisions about your team. Great question, Carol. Thanks for asking that.

Megan Hiltner: How about this for the last one, Priyanka? So with the personas again, do you have any recommendations to support buy in from team members and stakeholders? This person said they've used it, and it's backfired sometimes instead of helping teams. For example, sometimes individuals have a hard time accepting the end result. So do you have any recommendations for maybe either framing the exercise or how to [inaudible 00:58:04]

Priyanka Pathak: Yeah. So there's a couple of different aspects of this. And if someone is a designer, I know what you mean. I think sometimes when you start to open the can of worms that his behavior and power imbalances, and different topics like that, that can sometimes be difficult to talk about. It can be a hard conversation, but I think the one thing that I have found that tends to help is to include people in the process along the whole way. And I know that that's easier said than done. But I think just really making the people that you're working with aware of what exactly it is that you're doing and why. So starting all the way with the research section of it, where you're saying, "Look, this is my goal. I want to speak to this X number of people over the next couple of weeks."

Priyanka Pathak: I'm going to come in and share with you, can come sit in on our design team meetings. I would love to hear what I'm learning relates to what you thought you knew about or maybe you want to phrase it that way, but that's how you want to phrase it, like gently challenging somebody's assumptions about what they thought they knew about a person or a type of person, rather. Actually, I'm going to go one step further, a type of person's behavior rather than a type of person specifically, and really trying to show that maybe things have changed. It's possible that what they knew was what it used to be like, that's not what it's like anymore.

Priyanka Pathak: And then the other thing that I also want to emphasize is to really make sure that people understand that personas are not intended to be real people, and the reason I say that is personas, you don't want to focus on the characteristics of the persona. You want to focus on their behavior. And you can always bring it back to that, I think that really helps alleviate some of the tension around the conversations of, "Wait, why are you saying this person doesn't have a mom in their lives?" That's stereotyping. You can say, "Yeah, okay. We can change that. We can say that that's something that's up for debate, and we can totally change that aspect of it."

Priyanka Pathak: What we cannot change is that this person, regardless of whether they have a mom in their family, or whether they don't, the attitude that they are bringing towards this particular topic is what we want to focus on. We want to focus on the fact that they don't feel confidence, or maybe they feel too much confidence. It's those aspects around behavior that you really want to bring the conversation back to, because that's what a persona is about at the end of the day. It's not about defining a person or drawing them in a particular way. It's just about understanding them psychologically in a sense and really thinking about how they approach a particular topic.

Priyanka Pathak: I hope that helps and answers your question. It's a tough thing to have to bring these topics up, sometimes. I know that, especially with a really sensitive topic like pregnancy and sexuality, and even family planning, if you want to get broader on that topic, it's very emotional topic, and people have all kinds of, sometimes preconceptions that you may have to challenge, and it's hard work. So I admire the work that you guys all do, and I'm really hoping that these tools will in some way help you better understand where your participants are coming from. Any other questions? These are great questions, by the way.

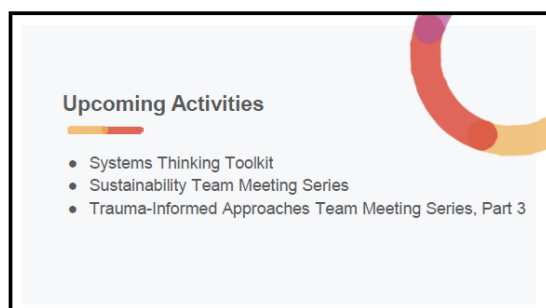
Megan Hiltner: They are great, but I think we've actually run out of time, Priyanka, so I think-

Priyanka Pathak: Oh, have we? Okay.

Megan Hiltner: I would just like to say thank you all so much for carving out time in your busy schedules for this. And also, thank you, Priyanka, for bringing some ideas in this case, along with these tools to the folks here. Just again, it was in the chat, but the tools will be available to you in a few days following this webinar as well as the recording and the transcript if folks haven't been able to participate, you can go to rhntc.org and download, and listen to, read the transcripts, use the slides. We want to help you all access this information. You can also access our newsletter. Everybody's welcome to sign up for the newsletter and email us.

Megan Hiltner: We welcome your input. And so, lastly, on that note, we'd also love it if you would share your feedback on this webinar and give us input by completing the evaluation today. It'll be chatted out and emailed to you following the webinar.

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Here were a couple of upcoming activities that we've got coming out to look out for as well. Systems Thinking toolkits, sustainability team meeting series, trauma-informed approaches. So I know we're a bit over time, so I won't go into any more detail on those, but just look out for those, and just thank you. Thank you all so much. Thank you, Priyanka, again. It's been-

Priyanka Pathak: Thank you, yeah.

Megan Hiltner: It's been so great to be with you all today.

Priyanka Pathak: Thank you. All right. Thanks. Take care everyone.

Megan Hiltner: Bye.

Priyanka Pathak: Bye.