Unit 9

The role of the Community Educator

|  |
| --- |
| Overview  Community Educators work with a variety of community stakeholders and groups. This unit provides trainees with tools to begin to identify those groups and to create strategies for streamlining communication across them. This unit also provides an overview of how to work within the larger HVTN network of educators and recruiters.  Objectives  By the end of the unit trainees will be able to:   * Describe their own site’s organizational structure and how it fits into the larger HVTN community engagement framework * Use tools (such as email aliases, conference calls, the HVTN website) and strategies (such as scheduling meetings at a regular time and place) to streamline communication * Locate sources of accurate information about HIV vaccines and research * Begin to develop a database of local community contacts   Materials  Cut\_outs\_Org Chart.doc  Make 1 copy per trainee:  Resources for HIV vaccine Information.pdf  Community email aliases.doc  Conference call example.htm  Sample database of community contacts.xls  Approximate time  2 hours, 45 minutes |

# Warm-up/Introduction (50 minutes)

## Preparation

Global CAB Rep

Recruiter

HVTN CEU  
Core Office

Educator

CAB

Community

Other Site  
Staff

Cut\_outs\_Org Chart.doc

The role of community in the HVTN and at research sites.doc. Make one photocopy for each trainee. Do not distribute until **Step 7.**

## Cut out and tape up in a random order the small cut-outs that will make up the organizational chart. You will also need one set of cut-outs to give to each small group for the next exercise.

## Procedure

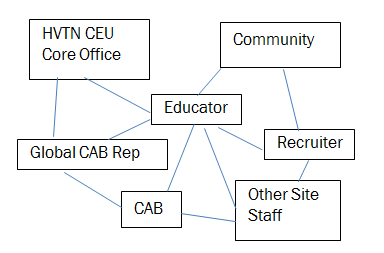
**Step 1:** Explain to the group that they are going to do an exercise that will help them better understand the organizational structure of the community program at their site and how it relates to the larger global network of community programs at other sites.

**Step 2:** Have the trainees get into groups of three.

**Step 3:** Write on a blank flipchart sheet “***Organizational Chart***” and tell each group to discuss how they view the organizational structure and internal communication of their own community engagement program.



Organizational chart



**Step 4:** Give each group a fresh flipchart sheet and a set of cut-outs. Instruct them to organize the cut-out pieces into an organizational diagram in a way it would make sense to them. They can tape down the cut-outs and draw arrows or lines to show the relationships and communication channels that connect these people and groups together.

An example may look like this chart on the right:

**Step 5:** After about 5 minutes, invite one of the teams to come to the front of the room. Have them place their organizational chart diagram on the wall or easel and have them explain their understanding of the organization of their community program. Allow each team come in front of the room to show their diagram and explain it.

**Step 6:** Use the document *The role of community in the HVTN and at research sites.doc* to place the cut-outs (previously taped on the wall) in the order explained in this document on the flipchart sheet entitled ***Organizational Chart***. Explain to the group that this shows a depiction of an organizational chart of a “typical” research site in the HVTN. Each site may have its own organizational structure, but the essential thing is that the trainees begin to identify the best way for themselves and their community groups to maintain their communication and collaboration with each other and the rest of the network.

**Step 7:** Next, read through the general duties of each person, drawing arrows on the diagram to indicate who works together and/or who supports another. Read the duties according to how they are laid out in the document, from *Community Educator* to *Community*. Distribute a copy of this handout to each trainee.

# Presentation of Information (40 minutes)

## Trainer notes:

Educators and recruiters are the key to the dissemination of messages at the site and are responsible for keeping these messages current and consistent. But how do educators and recruiters keep themselves up to date? This next activity provides several tools to address this.

## Preparation

## Have several copies of these handouts to pass around the room where indicated in the presentation.

Resources for HIV vaccine Information.pdf



Information Sources

## Procedure

**Step 1:** Ask where the group gets their information about HIV/AIDS and HIV vaccines and list their answers on a flipchart sheet entitled ***Information Sources***.

**Step 2:** Refer to: *Resources for HIV Vaccine Information.pdf.* This document shows the various outlets educators can turn to in order to gain further information about HIV vaccines, research and trials.

**Step 3:** Point out that many of the technologies used to maintain communication and information flow in the HVTN are the internet, conference calls, email and email aliases. The resource list can also be found on the HVTN website (<http://www.hvtn.org/en/resources.html>)Introduce the HVTN website a source of information on the web as it relates to the everyday work they will be doing as educators and recruiters.

**Step 4:** Explain that there may not be enough time to show every section of the HVTN website, but that the best way to learn all the website has to offer is to simply visit the website and click through the different sections. Encourage trainees to visit the public site and the members’ site.

**Step 5:** The HVTN has many email groups, called “*email aliases*.” These are email lists that are created for specific working groups or teams to communicate. For example, if you are on a protocol development team, protocol HVTN 101, you will be a part of an email alias called [VTN101.PT@hvtn.org](mailto:VTN101.PT@hvtn.org). When someone sends an email to this address, they are sending an email to *everyone* who is part of that protocol team. To find who is on this team or on any particular alias list, you can search for it on the HVTN members’ website by clicking on “HVTN Directory. You can also use the HVTN Directory to search for people by name, institution, city or site.

**Step 6:** Refer to *Community Email Aliases.doc* Explain that the Community Educator and Recruiter (CER) group has its own email alias. This is where the HVTN Core office sends out announcements for conference calls, shares interesting articles, makes announcements, sends notifications about due dates, etc.

The Community Educator and Recruiter group (CER) can also use this alias to start and have discussions around topics that affect all educators and recruiters, ask for advice or input from colleagues or to share information. Individuals do NOT use these email aliases for personal questions unrelated to HVTN work, nor should they be used to address a single person in the group. If you need to contact another individual but do not know their email address, email your HVTN CEU Representative Gail Broder (gbroder@fredhutch.org), Giulio Corbelli (gcorbell@fredhutch.org), Kagisho Baepanye ([kbaepanye@fredhutch.org](mailto:kbaepanye@fredhutch.org)),Luciana Kamel ([lkamel@fredhutch.org](mailto:lkamel@fredhutch.org)), Matshidiso Malefo ([mmalefo@fredhutch.org](mailto:mmalefo@fredhutch.org)), Patrcia Segura ([psegura@fredhutch.org](mailto:psegura@fredhutch.org)), or Rafael Gonzalez ([rgonzal3@fredhutch.org](mailto:rgonzal3@fredhutch.org)).

**Step 7:** Finally, remind the group of two important things to keep in mind when they join the HVTN email system:

* 1. Make sure you have an email account that can receive and send large messages, for within any organization there will be the necessary sending of large documents.
  2. If someone changes their email address, they should inform the HVTN, so they can update all of the email aliases, making sure you will continue to get all the information you need in a timely manner.

**Step 8:** Next, write ***Computer Skills*** on a flipchart sheet. Ask the trainees to brainstorm a list of skills that are necessary for successful communication using the internet and email. Make a list of the suggestions on the flipchart.



Computer Skills

Skills listed might include:

* Learn to use software programs (such as Microsoft Word, PowerPoint, Excel)
* Open an Internet browser and navigate web pages
* Create an email account or access an existing email account using a login and password
* Compose email messages including an address, subject line, and message (including proofing)
* “Reply” or “reply all” to received email- what’s the difference?
* Forward email to others
* Delete unwanted messages
* Saving and organizing emails and documents
* Create an address book within the email program
* Attach files to outgoing email
* Download received attachments.
* Use basic editorial commands (cut/copy/paste, save/open/close, track changes, comments etc.)
* Sign up to receive email from newsgroups.
* Prepare an “out of office” message
* Create a signature

**Step 9:** Remind trainees that they can stay up-to-date through internet newsgroups and the HVTN website: <http://www.hvtn.org/en.html>; Facebook: [www.facebook.com/helpendhiv](http://www.facebook.com/helpendhiv); Instagram HelpEndHIV; and Twitter: <twitter.com/HelpEndHIV>. Encourage trainees who are unfamiliar with the internet or software technologies to pursue a course at a computer learning center, or, if skill levels within the group are diverse, encourage knowledgeable individuals to train their less knowledgeable colleagues.

**Step 10: Conference Calls.** Explain that conference calls usually happen every 1-2 months for each working group. The CER conference call will involve educators and recruiters from all of the sites globally, along with HVTN CEU staff and representatives from DAIDS (the US government sponsor of the HVTN). There can be over 30 people on one call at the same time. It can feel intimidating to be on a conference call for the first time. Suggest that for the first few calls it might be good to simply listen in to get a feel for how the calls are conducted.

**Step 11:**

Conference Call Example

Go from the top of this conference call announcement example to the bottom explaining the following important points:

1. First, note that the announcement information is sent in English, followed by other languages as necessary.
2. Conference call announcements are sent through the Email Aliases. This one is sent to the [VTN.CER@hvtn.org](mailto:VTN.CER@hvtn.org) alias which corresponds to the CER working group.
3. All conference calls are managed and organized by an HVTN Conference Call Coordinator, with this example being Meghan Akins. This person will be your contact for any questions, comments, concerns or changes to your information. Be careful using “reply all” when replying to the call coordinator. Using the “reply all” option will send your message to the entire CER group globally.
4. Explain that the date and time of the call will be noted and that the different time zones represented for the call will be clearly marked. Identify the time zone the group is currently in and have someone state what time the call took place, verifying their time zone.
5. *Example of Global CER call email invite:*

**PLEASE AVOID USING THE REPLY ALL OPTION WHEN RESPONDING TO THIS MESSAGE.**

**Note**: (Please read)

This call has been moved to Zoom and registration is required each time for attendance tracking and to receive the official meeting link.

Portuguese and Spanish Language interpretation available. To access language tools on Zoom you must be running the most updated version.  Click [here](https://support.zoom.us/hc/en-us/articles/201362233-Upgrade-update-to-the-latest-version) to update. **Please see the bottom of this email for additional details on how to access Zoom Interpretation.**

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GLOBAL CER CALL

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DATE:  Tuesday, March 15, 2022

**TIME:**

|  |
| --- |
| **8:00 AM Pacific Time**  **10:00 AM Central Time**  **11:00 AM Eastern Time, Peru** |
|  |
| **4:00 PM Switzerland** |
| **5:00 PM South Africa, Mozambique, Zimbabwe, Zambia, Malawi**  **6:00 PM EAT, Tanzania** |

DURATION:  60 Minutes

**AGENDA**:

1.     **Suggestions for the Full Group Meeting**: what topics would people like to cover in the community sessions? [CER breakout, CAB breakout, or General Community Session (CAB + CER together)]

2.     **Discussion**: How can we prepare ourselves to return to the community given the changes with COVID-19 and the opening of small group gatherings, outside events and more? How will we establish or re-approach for informing community members of new volunteer opportunities, events and more given the loss of contact due to various restrictions?

3.     **Discuss how CERs can respond to this question**: Why are some important measures overlooked during roll-out of approved drugs that were important during the research efficacy trials such as needle size or screening assessment prior to vaccination? What about cases of people who might have auto-immune disease or other conditions that may impact the efficacy of the drug? What if side effects are perceived as harmful and raise questions around safety of approved drugs? What can be our role in addressing such issues? Should it be Ethics committee’s responsibility to address? Who is responsible?

**JOIN ZOOM MEETING: You must register in advance for each meeting**

Register here: <https://us06web.zoom.us/meeting/register/tJYtcOurpzwqH9CsaDCvNkTOmm4u1zBRrZvQ>

After registering, you will receive a confirmation email containing information about joining the meeting.

CHAIRPERSON(S):

* Mduduzi Ngubane, Durban, Africa co-chair
* MaR Leon, Lima, Latin America co-chair
* Jamir Tuten, Newark, US co-chair

SCHEDULE: Every 2 months on the Third Tuesday

* Jan 18, 2022
* Mar 15, 2022
* May 17, 2022
* Jul 19, 2022
* Sep 20, 2022
* Nov 15, 2022

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**PLEASE NOTE:   The above-referenced call may be recorded for use in the preparation of the meeting minutes.**

**Please use the mute feature to minimize background noise that can disrupt conference calls.**

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**HVTN Conference Call Coordinator**

**Fred Hutchinson Cancer Research Center**

**Listening to language interpretation**

[**Windows |****macOS**](https://support.zoom.us/hc/en-us/articles/360034919791-Translating-your-meeting-or-webinar#collapsePC)

1.    In your meeting/webinar controls, click **Interpretation** .

2.    Click the language that you would like to hear.  


3.    (Optional) To hear the interpreted language only, click **Mute Original Audio**.

**Notes**:

·         You must join the meeting audio through your computer audio/VoIP. You cannot listen to language interpretation if you use the [dial-in](https://support.zoom.us/hc/en-us/articles/201362663) or [call me](https://support.zoom.us/hc/en-us/articles/200942859) phone audio features.

·         As a participant joining a language channel, you can broadcast back into the main audio channel if you unmute your audio and speak.

As an English speaker, to hear comments or questions in English from participants speaking Spanish or Portuguese please click the Globe icon and select “English”

# Group work (60 minutes)

## Trainer notes

Educators and recruiters become expert at communicating to many audiences. They must stay up-to-date themselves and communicate clearly to the community about HIV vaccine studies. They will also be responsible for keeping the site staff, including the Principal Investigator, abreast of information learned from the community, as well as reporting other HIV/AIDS issues that arise in the community. This exercise is designed to help the trainees recognize that keeping a limited number of their direct contacts informed on a regular basis has a spill-over effect that in turn informs a number of indirect contacts.

## Preparation

Flip chart paper and markers

## Procedure

**Step 1:** One of the keys to community involvement is the ability to reach out to diverse groups within the larger community. This involves listening to what communities are thinking and saying about HIV vaccine studies and determining ways to reach out to diverse groups in the community. In constructing relationships with a variety of community groups, sites can help community members seek and obtain information that will allow them to support people who wish to become study volunteers, and to support the HIV vaccine effort as a whole. But there’s a problem: community educators can’t keep everyone in their community up to date all the time, right?

**Step 2:** Label a new flipchart sheet ***Message Flow*** and draw a large circle in the middle. Write ***Community Educator*** in the circle.

**Step 3:** Ask the group, “Who are the most important people to update about advances in HIV vaccines or other HIV vaccine news?”

Message Flow

**Step 4:** Write their answers around the first circle in the middle of the whiteboard or flip chart paper. Use the model in **Figure 1** to suggest possible people with whom they should be directly communicating.

**Figure 1**

**Step 5:** Have the trainees think of different audiences in which they will be recruiting or educating. Direct them to focus on people with whom they may have more day-to-day or week-to-week contact. Try to elicit from the trainees the four groups seen here [Community Advisory Board (CAB); Community Groups including Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs), and other community groups; HIV testing centers; other site staff].

**Step 6:** Explain that these direct contacts should be going out into their communities with clear and correct information that they can then pass on to other people around them. This is the indirect communication that occurs based on the information from the Community Educator.

**Figure 2**

Draw arrows out from the outer circles as shown in **Figure 2**. Note that the arrows point out into the larger community. As the educators focus directly on specific groups, they are indirectly communicating to all the various community groups within the larger community.

**Step 7:** Remind the group of the importance of making sure their messages are clear and concise. This will increase the chances that a message they transmit to one person will then be transmitted correctly to another person, ultimately providing the community with accurate messages.

Make sure trainees understand that they do not have to educate the *entire* community, but rather identify the individual gatekeepers and groups who can help pass correct information on to others in the general population.

**Maintaining Communication**

**Step 8:** Together identify the best ways to keep colleagues up to date on information related to HIV vaccines and research as it relates to the work of the site, the volunteers and the community.



Site staff

**Step 9:** On a flipchart write ***Site Staff*,** and have the group brainstorm ways in which they could share learned information with other site staff. For example, if the educator came across an interesting article about HIV vaccine development on the internet, how could the educator share this piece of information with others? Elicit ideas from the group.

Ideas might include:

* Forwarding emails
* Printing and distributing information to other staff members
* Sharing information during meetings
* Using a bulletin board to post community engagement materials
* Writing memos
* Creating a resource center/library
* Scheduling special meetings to create clear and unified messages in anticipation of common misconceptions -- proactive community engagement
* Create a Tik-Tok
* Creating a stakeholder event to disseminate study information
* Going LIVE on the group’s social media page
* Develop an information sheet as a hand-out for tabling events

**Community Groups (NGOs, CBOs, and other groups)**

**Step 10:** Ask the trainees to brainstorm ways in which they keep up to date with the ever-growing community of NGOs, CBOs and other community groups. How will they keep track of contact information? Suggest that creating a database can help to build or maintain a working relationship with important partners.

One of the best methods for keeping track of contacts is to create a computer file using Microsoft Excel, for example. If this is not a practical, the site engagement team could have a large whiteboard or sheets of paper posted in their office that could be visible at all times.

By building a database of contacts, the site is tasked with gathering all the specific contact information from various groups, and in doing so, beginning to build relationships with them. If a Community Educator is working with multiple sites, it is good to have a sheet for each site.

**Step 11:** Draw an example spread sheet on a flip chart and label the first column ***Contacts***, and label the first row ***General Information***.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GENERAL INFORMATION** | | | | | | | |
|  |  | |  | | | | | |
| CONTACTS |  |  |  |  |  |  |  |  |

**Step 12: Listing the individuals and groups in a database.** Have the trainees identify specific groups, organizations, or individuals with whom it would be most important for the site to build relationships with and keep informed. As an example, have the group identify other site staff (clinic coordinator, lab staff, recruiters, counselors, receptionist, clinician, etc.) Point out that all employees of the site, even the receptionist, will be seen as experts on HIV vaccines by outsiders and that what they say could affect the site in a positive or negative way*.*

**Step 13:** Under the column of ***CONTACTS*** in the sketched out database, write the subtitle Site Staff, and list the names of the identified staff members: 1. Clinic Coordinator, 2. Counselor, 3. Nurse, 4. Receptionist. Use these four as an example as shown in the diagram below.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GENERAL INFORMATION** | | | | | | | |
|  |  | |  | | | | | |
| CONTACTS |  |  |  |  |  |  |  |  |
| **Site Staff** |  |  |  |  |  |  |  |  |
| Clinic Coord. |  |  |  |  |  |  |  |  |
| Counselor |  |  |  |  |  |  |  |  |
| Recruiter |  |  |  |  |  |  |  |  |
| Receptionist |  |  |  |  |  |  |  |  |

**Step 14:** Refer back to the flipchart entitled “***Message Flow***” and write down the remaining Direct Contacts from that flipchart page on the database grid. Start with ***Community Groups***.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GENERAL INFORMATION** | | | | | | | |
|  |  | |  | | | | | |
| CONTACTS |  |  |  |  |  |  |  |  |
| **Site Staff** |  |  |  |  |  |  |  |  |
| Clinic Coord. |  |  |  |  |  |  |  |  |
| Counselor |  |  |  |  |  |  |  |  |
| Recruiter |  |  |  |  |  |  |  |  |
| Receptionist |  |  |  |  |  |  |  |  |
| **Community Groups** |  |  |  |  |  |  |  |  |

**Step 15:** Next, have the group think of other categories that may be helpful to reach, such as **youth, businesses, minority groups,** etc.

Go through each one of these identified audiences and have trainees identify specific names of organizations that fall under these categories. As an example, “Youth” is often identified as one of the audiences.

**Step 16:** Write ***Youth Groups*** on a flipchart paper and elicit all of the names of youth groups the trainees can identify in their community. When the participants have exhausted all the specific youth groups they know of in their community, go back to the database and write in the names of a few of the specific youth groups under a heading “Youth Groups”, as in the diagram below.



Youth Groups

* Advocates for Youth
* Youth Alliance Network
* YMCA/YWCA

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GENERAL INFORMATION** | | | | | | | |
|  |  | |  | | | | | |
| CONTACTS |  |  |  |  |  |  |  |  |
| **Site Staff** |  |  |  |  |  |  |  |  |
| Lab manager |  |  |  |  |  |  |  |  |
| Counselor |  |  |  |  |  |  |  |  |
| Recruiter |  |  |  |  |  |  |  |  |
| Nurse |  |  |  |  |  |  |  |  |
| **Community Groups** |  |  |  |  |  |  |  |  |
| Advocates for Youth |  |  |  |  |  |  |  |  |
| Youth Alliance Network |  |  |  |  |  |  |  |  |
| YWCA/YMCA |  |  |  |  |  |  |  |  |

**Step 17:** Go through as many categories as time permits to elicit master lists of groups in the community with whom the educators can and should start building relationships. Repeat this exercise of identifying specific groups within the trainees’ community, next focusing on NGO’s. Write ***NGOs*** on the top of a flipchart and begin to brainstorm with the trainees as many specific groups and individuals as possible within their local community.



NGOs

- Red Cross  
- UNICEF  
- Save the Children  
- CARE

##### **General Information**

Primary contact name

Secondary contact name

Phone

Email

Fax

Address

Website

Mission

Programs

Publications

Event Dates

Meetings

Conferences

Workshops

Festivals

Other

Target audience

Date last contacted

**Step 18: Listing information for each contact.** Have the trainees identify the general information that would be helpful in order to maintain contact with and build collaborative relationships with the various groups and individuals that have been listed as Contacts.

**Step 29:** Write ***General Information*** on a flip chart and elicit ideas. Examples are listed in the flipchart graphic on the right. Enter a few of the ideas into the example database as shown in the diagram below.

You can type in the rest of ideas into the database at a later date.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **GENERAL INFORMATION** | | | | | |
|  | **Contact Name** | | **Contact Information** | | | |
| CONTACTS | ***Primary*** | ***Secondary*** | ***Phone*** | ***Email*** | ***Fax*** | ***Address*** |
| **Site Staff** |  |  |  |  |  |  |
| 1. Lab manager |  |  |  |  |  |  |
| 2. Counselor |  |  |  |  |  |  |
| 3. Recruiter |  |  |  |  |  |  |
| 4. Nurse |  |  |  |  |  |  |
| **Community Groups** |  |  |  |  |  |  |
| Advocates for Youth |  |  |  |  |  |  |
| Youth Alliance Network |  |  |  |  |  |  |
| YWCA/YMCA |  |  |  |  |  |  |

**Distribute:**  Sample Database of Community Contacts.xls

Insert all this information into the *Sample Database of Community Contacts.xls* document for distribution to the trainees at a later time. In the meantime, hand out the sample database of community contacts as an example of a way for them to organize their contacts.

Distribute the sample database the next day or at the end of the training. If possible, put the newly modified database on a computer disc for the trainees to use at a later time.

# Wrap-up Activities (20 minutes)

## Procedure

**Step 1:** Remind the group that the true test of their understanding will be whether they maintain open, multi-directional communication in the future, and whether they are able to use their database to keep their direct contacts up to date while building working relationships with these groups and individuals.

**Step 2:** Go around the room and have each person identify which specific group(s) they believe they already direct contact with and could therefore easily begin building a relationship.

Have each person briefly explain why they feel they could easily make a connection with the identified group(s). This allows for the trainees to begin assessing the level of relationship-building that may have already occurred amongst their team when working in the community.

# Post lesson

Gather flipchart sheet that has the suggestions of what information to include in a database of community contacts. Enter this information into *Sample Database of Community Contacts.xls* document and distribute to the trainees after the lesson.

|  |
| --- |
| Additional resources  AVAC’s community mapping tool [www.avac.org/resource/community-mapping-tool](http://www.avac.org/resource/community-mapping-tool)  HANC recommendations on community involvement: www.hanc.info/resources/sops-guidelines-resources/community.html#community-engagement |

The HIV Vaccine Trials Network is supported through a cooperative agreement with the National Institute of Allergy and Infectious Diseases