

POWER OF RESILIENCE

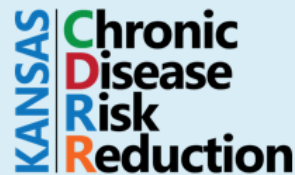


FOCUSED. CONNECTED. MOTIVATED.

Seize the Data Workbook

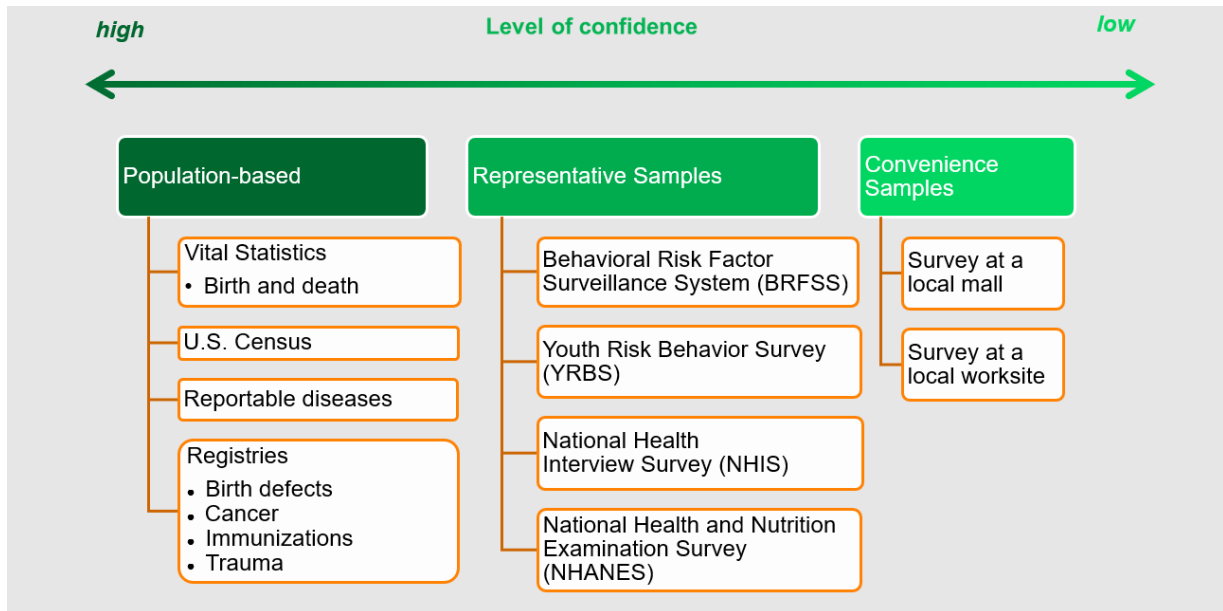
Tristi Bond, MPH

Community Health Promotion Epidemiologist
Kansas Department of Health and Environment



I. Confidence Levels of Data Sources

Population-based data has the highest confidence. Convenience samples have the lowest confidence. Use population-based or representative samples in your grant application.



II. Use credible sources and remember to cite them!

- Make sure you are using a credible source – Wikipedia and County Health Rankings should not be used! A list of **recommended data sources** includes:
 - Census
 - Point-in-Time Homeless Count for your county
 - Kansas Health Matters Dashboards
 - Food Access Research Atlas
 - American Community Survey (ACS)
 - Kansas Behavioral Risk Factor Surveillance System (BRFSS)
 - Kansas Youth Risk Behavior Survey (YRBS)
- Find the latest data available and use it.
- Refrain from using subjective terms such as “a lot” or “mostly.” Use definitive numbers or percentages.
- Always, always, always cite your source! Data is no good if we do not know where it came from!

Examples:

“There are a lot of smokers in XYZ County.”

“A lot” is subjective. Use numbers or percentages of the population. And remember to cite your source!

“Within our county, 25% of individuals live below the poverty level; thus, our workplan will target individuals of low socioeconomic status (SES) (Wikipedia, 2021).”

Good job on citing the source – but make sure it’s a credible source. Wikipedia is not credible; use the Census, American Community Survey, BRFSS, YRBS, Kansas Health Matters, or another reputable source.

III. **Priority Populations: Who are you focused on? What does the data tell you on who to focus your efforts?**

Remember to put things into perspective. List below priority populations in your community that may be disparately impacted regarding tobacco use, physical inactivity, and nutrition choices/access:

IV. **Statement of Need**

“A needs statement establishes the rationale for a project by clearly **identifying the gap or problem within a specific community**. The needs statement should also explain to a funder **what the community requires or what it is lacking** and defines the underlying issues the applicant is addressing.” -GrantsEdge.com

Determine if the Statement of Need is **weak**, **average**, or **excellent**, and identify issues and/or strengths, if applicable. Answers are in Answers Section.

1. ***“According to the National Acme Education Center, 45% of middle school students across the nation do not have access to after-school programs, and in our state the figure rises to 58%. The same source also pointed out that our state education budget is being cut by 12%. These are trends that the students in our community must be able to overcome.”**

**These figures are not accurate and are solely used for demonstrative purposes only.*

2. **“Our youth have limited access to educational resources. They are mostly from low-income households, and the neighborhood in general is very distressed. We**

have one after-school program that is well attended, but we need more resources to reach more of our students. Please help us educate our youth.”

3. * “According to the National Acme Education Center (2019), 45% of middle school students across the nation do not have access to after-school programs, and in our state the figure rises to 58%. However, if you compare this to our county of XYZ, over 75% of middle school students do not have access to an after-school program (NAEC, 2019). This is coupled with the fact that 9% of residents do not have access to a personal vehicle which increases the difficulty for students to attend (ACS, 2019).

We would like to focus our efforts on establishing an after-school program for XYZ Middle School because there is not one already established for this school and because crime rates are highest with increased vandalism between 3:00 – 5:00 PM (XYZ PD, 2021) and test scores are lowest (XYZ Department of Education, 2021) in this part of our county. Our intent is to have a program available for students to keep them out of trouble once school is out for the day and to enhance their academic performance.”

**These figures are not accurate and are solely used for demonstrative purposes only.*

BREAKOUT ROOM 1

Breakout Room 1: The Exercise

First Breakout Room: Write a Statement of Need for your assigned county for the **Cessation #2 Workplan**: Promote adoption and implementation of interventions designed to assist women in reducing and quitting commercial tobacco during the perinatal period.

20 minutes

Roles:

Timekeeper Keeps tabs on transition times

Leader Keeps things moving on track and will be the spokesperson for your group when our breakout rooms are completed

Scribe Shares screen taking notes on the data and then writing down the Statement of Need

Timeline for Breakout Room 1

- Minute 1: Quick introduction of group members and deciding who will take what role; timekeeper, you will begin keeping track of transitions now
- Minutes 2-6: Leader leads discussion for potential data sources and data needed for the county and assigns/takes volunteers to look these up (the scribe will not be assigned something to look up)
- Minutes 7-12: Group members look up their assignment and report to scribe who jots down the statistics (the scribe should be sharing their screen for the group)
- Minutes 12-20: Group works together to craft Statement of Need using the data that was found

Notes

BREAKOUT ROOM 2

Breakout Room 2: The Exercise

2nd Breakout Room: Review one group's Statement of Need (first 7 minutes) and then review the second group's Statement of Need (last 7 minutes)

14 minutes

Roles: You will perform these roles when your group from the first breakout room is presenting. There will be TWO of each role in the 2nd breakout room – one from your group and one from the other group.

Timekeeper Keeps tabs on time and announces a 1 minute warning for *your* group

Leader Will read the Statement of Need and prompt the other group for suggestions

Scribe Writes down recommendations and makes adjustments to the Statement of Need for your group while sharing your screen

Timeline for Breakout Room 2

Group A will be referred to as the group with the county that comes first alphabetically.

Group B will be referred to as the group with the county that comes last alphabetically.

- Minute 1: Group A scribe shares screen, and the Group A leader reads their Statement of Need.
- Minutes 2-7: Group B gives feedback to Group A. The scribe of Group A should copy and paste their Statement of Need onto the same document and makes the changes advised by Group B.
- Minute 8: Group B scribe shares screen, and the Group B leader reads their Statement of Need.
- Minutes 9-14: Group A gives feedback to Group B. The scribe of Group B should copy and paste their Statement of Need onto the same document and makes the changes advised by Group A.

Notes

V. Health Equity Statement

Adapted from SAMHSA.gov

“Health equity supersedes the consideration of you and me. It’s the ability to tackle disparities widely and innovatively.” – Shaneah Taylor

Determine if the Statement of Need is **weak**, **average**, or **excellent**, and identify issues and/or strengths, if applicable. Answers are in Answers Section.

1. “The population of XYZ County is predominantly represented by first- and second-generation Latino immigrants, mainly from El Salvador. There has been a recent increase of the immigrant population in the city with individuals primarily from Haiti and El Salvador. There is also a smaller Cambodian and African American population in the city. Nearly 40% of residents speak a language other than English in their homes, and a majority of those individuals are Spanish speakers. There is a high unemployment rate, low literacy rate and high level of poverty, in particular among the Salvadoran subpopulation, putting these individuals at greater risk for behavioral health issues when compared to national trends. However, our agency has served relatively low numbers of Salvadorans. Therefore, we have chosen to focus our efforts on the Salvadoran subpopulation.”

2. “The population of XYZ County is predominantly represented by first- and second-generation Latino immigrants, mainly from El Salvador (XYZ County, 2021). There has been a recent increase of the immigrant population in the city with individuals primarily from Haiti and El Salvador. There is also a smaller Cambodian and African American population in the city. Nearly 40% of residents speak a language other than English in their homes, and a majority of those individuals are Spanish speakers (ACS, 2019). There is a high unemployment rate (45%), low literacy rate (67%), and high level of poverty (54%) in particular among the Salvadoran subpopulation, putting these individuals at greater risk for behavioral health issues when compared to national trends (ACS 2019; XYZ County, 2021). However, our agency has served relatively low numbers of Salvadorans. Therefore, we have chosen to focus our efforts on the Salvadoran subpopulation. XYZ coalition will conduct a group interview with representatives from the Salvadoran subpopulation to further understand what they see as their barriers to good mental health and invite the representatives to participate in the coalition and initiatives.”

WHAT IS HEALTH EQUITY?

Equity is the absence of avoidable, unfair, or remediable differences among groups of people, whether those groups are defined socially, economically, demographically or geographically or by other means of stratification.

-World Health Organization

Health equity means that everyone has a fair and just opportunity to be healthier.

This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care.

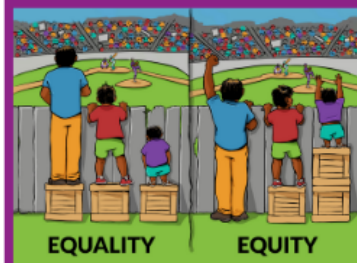
-Robert Wood Johnson Foundation

The route to achieving equity will not be accomplished through treating everyone equally. It will be achieved by treating everyone justly according to their circumstances.

-Paula Dressel,
Race Matters Institute

Research shows that problems like poverty, unemployment, low educational attainment, inadequate housing, lack of public transportation, exposure to violence, and neighborhood deterioration (social or physical) shape health and contribute to health inequities.

-National Academy of Sciences



Interaction Institute for
Social Change
Artist: Angus Maguire

Your turn!

Draft a **health equity statement** for your community for the CDRR grant application.

[illegible]

VI. Notes

[illegible]

VII. Answers

Statement of Need

1. Average

Problems with this Statement of Need:

- Does not focus on local conditions (is there an after-school program or other resources in the community?)
- Lacks substance on identifying the gap and justifying the need for the program

2. Weak

Problems with this Statement of Need:

- No data or evidence
- Emotional appeal rather than rational
- How do you know that they are “mostly” from low-income households?
- How do you know the neighborhood “in general” is distressed?

3. Excellent

Strengths about this Statement of Need:

- Local data is used as well as comparison data at the state and national level
- Other factors besides a lack of access to an after-school program are highlighted giving more context to the situation
- A gap is identified
- The need for the program is justified

Health Equity

1. Average

Problems with this Health Equity Statement:

- Concrete numbers and percentages were not given
- No source was cited

Strengths about this Health Equity Statement:

- Concrete examples of why this population is receiving health equity focus on this grant

2. Excellent

Strengths about this Health Equity Statement:

- Sources are cited
- Local data is used
- Concrete examples of why this population is receiving health equity focus on this grant
- Example of how the priority population will be meaningfully included in the initiative