So, I just want to officially welcome everyone to our state technical assistance webinar just a note of course about our funding sponsor and that this project is supported um by Hera and that the information and content and conclusions should not be construed to be as inferred as being endorsed by them or the government or anyone else this is our information

and our opinion and just a few notes we've updated this initial slide just to

bring forth a few things that we want to make people aware of as far as accessibility and engagement. We want to make sure that everyone knows that you can use the um close caption function um using the um button at the bottom of your screen we're going to do our best throughout to provide verbal descriptions and summaries of things that are in the chat and all of our follow-up materials such as recordings and hand outs will be available and they will meet or exceed compliance guidance and then um I know a lot of you have been on these um calls before we definitely want these to be engaging we want you to use the chat throughout. Please stay muted when you're not speaking just to cut down on backward noise but please feel free to unmute and ask a question um or if you have a great example. Sarah and I you know have worked together before we're both very comfortable facilitators and so um you really are welcome to to unmute and ask a clarifying question or or give your own example your own thoughts about something um because we really want this time today to to be of best use to all of you um if possible when we're having discussion. We'd love for you to turn your camera on to facilitate our being connected and our engagement as you noticed we are recording and just want to make sure that everyone is aware that the session will be posted um publicly. This is a public webinar and so even beyond our learning communities and you know folks that are already engaged with CSN we might have some additional folks that join or that find this recording on the CSN website so just be mindful as you're you know thinking through things and giving examples that this will be posted in a public platform and then we really invite you to rename yourself with your state abbreviation if you put your state abbreviation before your name it'll be a

nice way to see who else is on on from your state that maybe you actually aren't already um collaborating with and might be a nice opportunity to find out um who else is doing similar work in your state or your area of the country. We also have added these Community guidelines we use these in other projects um that I'm a part of and just want to you know set this up with what um we expect uh will um be how we will kind of all be in this space together for the next uh little bit of time that we're here we really ask that you focus on being able to be present um which I know is difficult that sometimes you've got you know your emails going off and your phones going off and there's always things happening in the background but as much as you're able we ask for this time that you're really able to focus on being here for this time together that you bring a curious stance that your questions or maybe thinking about what someone else is saying you know comes from a place of like oh I wonder why they might think that or I wonder why this is um we want everybody to be part parter in learning which means both being um a teacher and

a learner offering things from your experience as well as asking you know questions um feeling vulnerable to be able to ask about challenges that you might have and know that the rest of us in this um in this uh space here can hold space for that and you know help think through things together. We ask that you honor that all of us come from with different perspectives different lived experience different learning styles um and uh we have really tried to uh create this space today to um make the most for everyone to be able to participate but we want all of you as participants also to be mindful of that and always take care of yourself as needed you know if something um it feels upsetting as we're talking about it and your brain is saying we're going to take a little break or you know maybe life right now is just very stressful and your brain needs to just turn itself off for a minute or you need to take a bio break please take care of yourself as needed that is what is most important, so again official Welcome to our state technical assistance webinar. This is a part of our quality improvement 101 series and today is about planning for integrating Health Equity in child safety um I'm CLA Grace Jones and um I am a training and technical assistance associate here at CSN I prefer to go by Claire Grace um and um I actually uh am going to introduce our presenters but wanted to let you know that unfortunately Rebecca Bishop is not able to join us today and so I am going to um step in and um facilitate uh that portion for her. We also have Sarah Ivan um who I am so excited uh I have worked with at EDC um on other projects and is amazing and um I am realizing that um I'm the one that was supposed to be reading and I forgot to print that out but um so you can take my word for it you can go back on the website look at it, but I will tell you that um Sarah is just um not only a wealth of expertise and information um being an epidemiologist um which always just impresses me to begin with um but I think what impresses me about her the most is her ability to translate things in language that helps um people like me that are not always like data driven and research like deep in the weeds I think. Her style really helps to translate all of these things um into a way that is very accessible both for all of us as professionals and also for things that we want to bring to our partners and our community members and other um folks and so Sarah if there is anything else that you would like to share of note from your bio because it is long and amazing and I really apologize for my unpreparedness here. Please feel free to um jump in with that otherwise guys, I'm gonna hand it to you and I'm gonna stop talking.

Clare Grace you're way too kind and um I'm just happy to be here with all of you today I do have some experience in um working in quality improvement and um in maternal and child health um I worked on a number of maternal and child health Bureau projects so I'm really familiar with a lot of what you all are dealing with um and I'm excited to be here today. We are going to Dive Right In with a few principles to talk about Health Equity. That's what we're here to talk about is using public health data to drive equity. These are a set of principles that were developed originally by the CDC Foundation via a grant from the Robert Wood Johnson Foundation. The CDC Foundation did an environmental scan to identify some best practices in research to to build an equity oriented data profile um so these are some things to keep in mind

as we're thinking about um and shift our thinking about how equity-minded throughout the entire data life cycle can shape and create some more data focused and Equitable focused systems within what the work that we're doing. So here are the five principles and I'm going to ask you all, we're going to we're going to start this off really quickly and I want you all to be interacting with us as well um as five principles to consider. The first is recognizing and defining systemic factors so history informs the future efforts to appropriately engage with communities that have previously been harmed and to mitigate any future harm through data collection and program implementation so for example one way that I would do this is if I'm conducting A needs assessment and I'm talking with folks. You know if I understand that the community that I'm working with has been through some sort of trauma, that I will explicitly acknowledge the systems policies and practices that have left historical inequities and influence the links to the health incomes outcomes before we even start the conversation, so acknowledging that creating a safe space. So that's the first principle is making sure that we're recognizing and defining those systemic factors and we're understanding them and we're letting people know that we work we work with that we do understand those um the second um well similar is the is using equity mindedness for language and action so when collecting data we hold the power in our language. Like I just said, and having some Equity mindedness examines unequal outcomes to identify patterns based on the categories which can be subject to systemic and structural bias so when utilizing data this could look like engaging the community. When developing new data me U measures considering original intentions and limitations to your secondary data sources so you know if you're creating some new measures maybe have a and you're working with youth bring in some youth to talk about um the issues um and gather some data and and let them take a look at the measures before you go collecting data and you might get some really helpful information. The third reminds us to allow for cultural modifications. So in data we like to have standardization and that allows for comparison which is really important and to be able to compare across communities, it provides a a level of utility of the data and can support and really can support some contextualizing of experiences if you're able to modify culturally based on the communities you're working with um and so you can balance that um the benefits of standardization with being able to be culturally relevant use language in your measures and how you're collecting data to make it meaningful to the specific communities that you work with. The fourth is around creating shared data agreement so we're applicable and when you're working with agencies and the community being able to generate in writing a shared data agreement which includes both the intent of the data plan what will for what will be collected and who will be able to access it and who will be able to make modifications um is really important because it allows a certain amount of transparency um and when you're transparent you're building trust and trust is very important. So I always say Get it in writing I think that it makes it so that it's so much more useful later on in your long-term goals and finally um and perhaps very importantly is facilitating the data sovereignty and so data sovereignty occurs when the

community controls the development of data sources and how the data is managed um communities including indigenous and tribal communities should be able to determine how the data will reflect their interests values and priorities because they are part of the community and that will ensure that those statistics are useful to the needs and will be relevant in the future.

I see a question came up and that is absolutely great um how do you go about recognizing and saying the correct wording when talking to groups that may have been harmed in the past? So I think that it of course it needs to be tailored to your particular Community um and we could probably do a whole whole presentation on how you could develop that sort of language um but I think that practice is really important and there's likely um some information out there I sort of have a couple of ways of we do this on one of the projects that I work on. We actually take a few minutes in the beginning to recognize the structural inequities that exist in all of our communities um and taking those couple of minutes can be really impactful to those that you work with so I hope that answers a little bit of your question and Clare Grace feel free to chime in if there's something more standardized that exists within CSN.

No it's not necessarily more standardized I just would love to add also that um you know in my experience and actually what we do try to do in CSN is always just asking um I think um you know and this is one of the reasons why in talking about today also we're really talking about the importance of having people that are members of the population that you're wanting to serve at the table right from the beginning and so I think coming to things with humility and saying I'm not really sure you know how would you how should I be referencing the people that live in this community or um we did this you might have noticed if you're planning to attend our webinar next week on um children with autism but we noticed that in a lot of things that we were reading you know there was that person first language of children with autism but then in a lot of websites and talking to people that were autistic themselves, we saw that the language was really being used as autistic person and that there was this like real sort of cultural identity in that for especially some young adults and adults and so you know we talked to members of you know both those populations and came to a decision about what language we thought was appropriate to use when we're promoting our webinar but also then put a disclaimer with it to say this this is the language that we've decided to use based on you know members of this community that we've talked to but um you know we leave it to individuals to decide what you know they're most comfortable with because then in the end I think it's all about asking and about humility.

Completely agree with you CLA Grace and I think like leaving it open-ended at the end so like give the best words that you can find and open up at the end and say is there anything else anybody would like to add um because that shows your own openness. Any other questions I can just pause for quick second if not we're going to go to a little activity um and get you all to interact a little bit more with us. So we're going to ask you to annotate on the slide which principles you've used in your work and so to annotate there's an icon um in the bottom left corner of the screen it's a pencil with a green circle and if you click on that um you

can choose a sticker um under the the check mark um you can choose one of these stickers here and then just Mark which ones you have used um and we would love to you can also enter some final some further detail in the chat if you want and let us know how you've done that come off mute this really should be interactive awesome I see lots of folks use equity mindedness recognizing and define systemic factors that's great um allowing for cultural modification and creating some share data agreements. awesome lots of folks have been doing this work and if anybody wants to share an example please feel free either in the chat or coming off mute can take a a minute for it you all have been doing a lot of great work I it seems. I've done a lot of these principles so it's also fun to draw on the slide we were saying and that is why we then disable annotation again when the activity is over which um I just want to make sure that we have uh lots of time to hear all the things that Sarah has brought and to talk with each other. So I think it looks like the responses have slowed down so I'm going to go ahead and um clear the screen here and uh move us on to the next um slide if you give me just one second Sarah sure there we go sure no problem all right um so as we've started to talk about um we've talked a little bit about equity and a little bit around some of the principles um but if we were to define what data Equity really is- it's practices that help to guide anyone who works with data um especially data related to people through every step of the data project, so um you're using a lens of justice and equity and inclusivity, can you go back a slide CLA Grace I think we skipped one there, and Equity is not just the end goal but it's also the framing from all the work we do from the Collection analyzing interpretation and distribution, we're all doing that through an equity lens. all right next slide. All right data equity is incredibly important because we have an obligation in public health and in the work that we do um with our communities for the greater good um marginalized communities have often had limited access to the data due to structural factors and that data can be used for the greater good and it also has the potential to reinforce stereotypes and undermine Equity efforts um with data comes power and so it's important for us to be mindful about how we're using that data. It could really cause harm as well as um give us power to um create wonderful public health networks within our um communities so next slide all right. A couple of keys to data equity - the first is ensuring that we're recognizing biases and influences of our experiences we all bring our own experiences um to the work that we do. For instance, um I I grew up in a rural location a very rural location in the Northeast um where you know you had to drive an hour to a grocery store I bring that experience I don't live there anymore. I live in the Boston area but I bring that experience and that lived experience with me um and the second key is involving the community so let's not do anything about us without us and we center our community throughout the data life cycle so that they're involved. One of my favorite ways of doing that is working with youth um as part of a youth process and being able to engage with youth being able to to work with them because with that um you get really great new ideas so in involving your community whomever that might be is really important. next slide all right um and finally how do we address our biases we could talk a long

long long long time about this um and perhaps we will as we we get into some conversation I think um there's a few principles here that we have written down one is understanding our positionality um what kind of position do you have in your Community you need to take that into consideration making sure that you are being humble about that and understanding uh who you are and how you come into the community to work with um with folks. Second, engaging in some honest self-reflection um so this is not only on your position but also how it feels to work in context we work most often um it's important to make people feel safe um and to do that we have have to acknowledge the difficult climate in which people may feel unsafe to disclose information about their origins anything about them um and so this this requires our honest self-reflection. I think as colleagues even um being able to engage in this self-reflection is really important and to be able to create some safe spaces so hopefully this is one of those safe spaces and we can engage in some of that conversation. Next is thinking and outlining strategies to mitigate the impact of biases um and so it's using both qualitative and quantitative data to make sure that we're seeking out the information um from multiple sources to unpack these really complex social issues so never just rely on one data source thinking about multiple data sources um to tell the the whole story. So this includes really incorporating perspectives from those who are both directly affected by the issue um as their experts um in their own circumstances and experiences along with maybe a large data set that could tell us um a lot of longitudinal data um that is the way to get the fullest picture. Next is around engaging and ongoing monitoring again just constantly gathering data um to make sure that we're having some data equity and then finally as I've mentioned men a few times, involving the community members and interpreting data being able to provide lots of opportunities for engagement. um and I think we can go to the next slide to start some conversation because that's really where we want to go and we're going to actually pause just I know we've covered a whole bunch. Don't look at this question yet let's take 30 seconds to pause and allow everybody to process some of this information um and about any questions you have or anything else you want to reflect on with us as a group um and I see some questions coming in okay.

[Music] all right yeah

I hopefully the days are gone but I doubt they are of an expert data person

coming into a community and saying here's what's wrong with you guys and here's how to fix it

you know here's the data about you uh you know without really even engaging those folks uh at a at a really beginning level uh but I I I'm afraid that perhaps even in our rush to get things done or to meet goals we may engage in some of that ourselves in a more subtle way

um and um so I think training's like this just to make just to bring it back to our awareness you know and then Melissa might want to speak to this too recently you know we tried to engage some Youth and developing something and then it was like ah too many legal legal things uh wait wait wait a minute you're going to talk to kids wait a minute. We're gonna, it was about ,so you know we had to and we pretty well they just kind of ran out the clock on us in terms of we ran out

of time and so we had to we had to use uh some of our own family members indirectly you know youth to influence and wasn't probably as robust as it could have been, so there's all kinds of challenges you know around uh this uh making sure that data collection and data um management is uh and the utilization of data is is done with this lens and I I just want to admit that we're having we have trouble so you know it's uh and it's okay if other people are because I imagine that we're not the only ones here in Tennessee and that's just one instance. I mean for the most part we try to to do the kind of things you're describing but I still think we get we can do it better yeah I mean I think having these conversations is the first step and so happy that we're able to do that and appreciate your you weighing in Terry and um Sarah I can see So speaking of Melissa um uh she had posted in the chat about suggestions on how to navigate times when data can undermine Equity efforts and Melissa I'm curious if you um want to come off mute or say a little bit more um about that in the chat and Sarah I don't know if you want to start to address this if you'd rather have a little clarification first I mean I'd love some context I've definitely seen when this can happen it's always a little jarring to me like I step back like wow I can't believe the data is being used in a way that that is not what we intended and I think there's a lot of ways you could reframe it but Melissa if you want to give us some more context that might be really helpful. Yeah well I think I just kind of wanted some clarity on what exactly you meant by that because I saw I got that like I saw that you put on one of the slides that was one of the challenges that sometimes data can be used to undermine Equity effort so I was kind of thinking I was just kind of wondering specifically like examples where you've seen this and how um you would go suggest going about navigating times where that happens. I mean I think that so I've seen it happen lots where um so I do a lot of work in substance use prevention and so we see data that comes up that says XYZ is more prevalent in this community and maybe it's not framed in such a way that is is really in line with equity and so reframing that data to say like okay but if we actually look at it this way maybe it's not or we look at the other factors we look at risk and protective factors that it's not as simple as it's one group or it's something on that idea CLlare Grace you're shaking your head, so give an example. oh yeah please go for it please do please do okay and again this safe space to talk we don't share this information outside of our our St group right so well actually hold on before you say that just a reminder that this actually is a public webinar and this is going to be posted publicly so okay share what you're saying with that knowledge. okay I will share what I'm saying with that knowledge so um an example would be taking a data set on maybe a health behavior practice um that indicate um you know feedback directly from I'm going to give the example of a um parents and caregivers or Mother Let's Do mothers um mothers and a and a health practice um and gives you know that the majority of mothers reported that this is why they did not engage in this this health practice but contextually if we're using that at a state level or even at a community level how we narrate that message and provide the context to that message doesn't take into account all of the systemic factors that may result in m like this subset let's say I'm going to give an example of say um black mothers

don't XYZ and and it's not I'll say put babies on their back to sleep that's not what what we found in Texas, but I mean it is an issue everywhere, but I'm just saying this is my example and we have had examples of this if we are if we're looking at a Health practices survey that comes out are we aligning that with all of these structural or systemic barriers that exist to that are we recognizing that there's a there's a also issues systemically that are preventing it's not it could not be will we're not we're just saying that this isn't happening. yeah you know that doesn't mean that the will is not there for it to happen there could be a lot of other factors going on so how we frame that message and present that data is crucial in. Teah we have to recognize beyond this is this behavior is not happening in the subset of the population and that's a very that's very dangerous to present if if we're not providing context and I will say one area that we're looking at beyond that we've had that example happen and we've had to pull back and say hold up I'm not sure that it responsible of us to put this out there on a dashboard or anywhere else without providing you know context to that or recognizing the systemic issues that may be involved so that's and then one area that we've learned through child safety networks cslc um the resource of we're looking at you know resources that have been shared um related to Safe sleep specifically because we're I'm on the sew team and how to get communities involved in improving the data collection it helps, you know, at systems levels but also working locally for instance with their child fatality review team um to engage in that data collection where those barriers might exist and even how to ask the questions to improve that data collection that that are respectful of the cultures within that community. Does that make sense? So it's even how the message is framed and and I know we're looking at that from that angle with child fatality but even with prams and some of the work we're doing in and our prams questions replicating that but in a way that's more more culturally responsive um and to the communities that we're we're working with to gather more information to support them. Janet I love that you gave that as an example because it leads us right into this next uh section here and that's exactly what we're talking about I also um just want to share an example um where um at CSN we recognized this and sort of shifted how we were presenting something um I love this new infographic um that CSN put out this spring on injury and violence disparities between lgbq and heterosexual Youth and in an initial um version of that you know it's concerning there are disparities and that was sort of what started out front and center on this infographic and then as we looked at it more closely we thought that's not how we want to portray this population. You know LGB TQ or lgbq individuals in this case which is where the research came from are an amazing resilient population that has a very strong um community identity and that that can be a real protective Factor when that is leveraged and so we actually like reshifted how we decided to um frame that message as we um pulled that graphic together for exactly this reason and if you're interested I just shared the um I just shared the link um but exactly and so let's roll into spending a few minutes now um talking about you know this is why we we need um culturally responsive data collection. We know that there is increasing diversity um all across the population and that looks different in different areas and when we talk

about diversity we are also you know again talking about race and talking about culture but also talking about areas that are socioeconomically diverse we're talking about um things that might work differently in rural versus urban communities there's really a lot of factors to consider and in the end we are wanting to look at the populations that are experiencing the most disparities and finding the way to work with members of that population of that community that have this context that can help us um not only to gather but to interpret and to share back that data in a way that is Meaningful and can drive data driven evidence-based change um and so you know you think about um how do we then do this. I mean this is this is aspirational work um and so this um uh this particular image um Rebecca uh pulled from Alan barski it came from ethics alive cultural competence awareness sensitive humility and responsiveness just kind of like thinking about you know sort of what is this progression here for us as Professionals for us that are the often the conveners to be bringing people around the table together um often for all of you the deciders of where the disparities are and who's getting funding and um you know what are the strategies that we're going to implement and so really taking the time at the Forefront to think about um you know where do I fall along this Continuum and where do I need to recognize and when I know better, you know do better and to share that with that with our colleagues and partners> You know becoming culturally responsive can be really complex um and so you know we're thinking about uh you know cultural knowledge where you're you're understanding characteristics and history um and values and so you might be you know learning about the different languages that are spoken in your community but then cultural awareness you know kind of starts moving more towards this more mindfulness and being more observant and being conscious of you know where are there some similarities and some differences between cultural groups um it also kind of start you know is that point at which you're really starting to recognize some of this context that we're talking about that there are all these other pieces at play here that have to do with um Power and privilege and oppression and things that have historically and systemically um you know happened over over time that are the drivers of uh often of disparities um and then you know we think about cultural sensitivity you know starting to have this knowledge and awareness of differences and accepting those you know um just I think to me a lot of that. um on one of the slides previously it talked about you know recognizing and mitigating um bias you know and a lot of times that bias is an unconscious bias it's not it's not something we're doing purposely um it's not something we maybe start out being aware of and so it's moving to this point of being able to to take a pause and to recognize oh I wonder why that's sort of where I immediately go with this or I wonder why I have this sort of like gut reaction to this let me stop and notice it and think about it and then um you know try to reframe this or try to then talk about it in a different way um and you know really increasing your cultural knowledge and awareness and sensitivity um lets you serve that diverse Community better and lets you really focus um on these disparaties, populations in a more um positive way and then you know as I'm talking about all of this is kind of being this Continuum, I I think the term cultural

competence um which you know is this ability of individuals and organizations to understand and to communicate sometimes it kind of feels like um that that language of cultural competence you know would lead you to believe that at some point you become competent like great I got there I got this. I know all about this population, you know, that's in my community. When really what we know is there is always so much more rich history and context and um and that we could never know as much about a population that we are not a member of or even if we are a member of that population. You know I'm a single parent I was a military spouse for a long time I grew up in the Northeast. I've also lived in the midwest you know I have all these things that I bring to my identity and so I often um can have some shared language with the military Community or I can have some recognition of what it might be like to be a military spouse but my experience also was just my experience and how my family experienced that and may be very different from someone else's experience and so um and so really looking more at this idea of cultural humility is there is always more to learn there is always more to know. It's like we talked about at the beginning of this webinar of really you know coming into this with a

I think if if the only thing that you took away from today's webinar I'm going off script so I I'm just this is this is Claire Grace's opinion here okay definitely not hersa probably not CSN honestly, I think if you took nothing else away from today's webinar the idea of approaching everything with a curious stance I think if we could get everyone that we work with and and for ourselves to approach the world in that way we could make so much more difference I wonder why this is what what's happening? I wonder why the data says this? I wonder why this group of people is having a really hard time? um you know with this information I wonder why it is folks are telling us they know this but then that's not translating to the action that we're hoping as public health professionals? They're going to take I think the more that we can ask um why and we can wonder why the more likely we are to approach all of this with humility um and uh and

and to do this with the context that is going to help us actually make a difference. um and then uh just a a little bit more here before we get into some more time for discussion. I think some of this has been said already and and some of this I think um we already know is it the foundation of doing this work right if we're engaging communities, we need to make sure that we are building relationships and building trust even before the assessment process has begun, and so if there has been previous harm to that Community where folks have come in and said you know hey come do all these focus groups for us because we want to know what's happening here so we can get this funding and we can come and make a difference and then someone comes in and they get all that information from those folks and then they never go back to tell them what they did with that information or they never go back and use it in service of their community or to the point of the question that we had just a few minutes ago they use it to show in the newspaper the terrible terrible disparities that are happening in this community that they want to come in and fix. Think about how that feels to be a member of that community and then that's what you hear back about um about what you know you shared and so so much of it goes to

building trust and building a diverse group of Partnerships including people that are members of the population that you want to serve it's about investing time it's about including community members with live experience. It's about developing formal agreements of how you're going to use you in their information how you're going to recognize them for their contributions um who's going to own this information, who's going to get a final decision about how it gets shared back out into the world and so um you know thinking about all of those things. and then and then just a a quick note about um when you're thinking about who you're bringing to the table we're thinking about the direct populations that you want to serve, so um you know Sarah mentioned uh being engaged with youth working with youth directly and then who are those indirect populations you know if you're trying to make a difference in childhood injury by reaching parents you know parents are that indirect population that you also want to have at your table because you want to know what's resonating for you um what is this what do this data say to you. and then just a couple additional considerations um that populations that are um requiring culturally responsive requiring you know I think everyone requires cultural humility um that you really need to think again you know how are we conducting this assessment? where are we conducting it? who's conducting it? Those are all really important considerations um and then um you'll have these slides available um after the webinar because we want to make sure that we have time um we've got uh still we'll have um probably about 10 minutes um time for questions and some discussion um but we've got some examples in here of how you might go about this and so you know again you're your what is the population I want to focus on I want to not just the demographics of you know what percent of the population is this but what is some of that historical context? What has happened with this this population in this community before that would be helpful for us to know before we go in asking them for data or before we go in asking them to be part of this process and where are there existing local resources already? Is there already someone who has a trusted connection or is there already someone who's already asking them these questions and collecting this data? Maybe we can collaborate and partner together instead of I'm going an asking on Monday and someone else is going in and asking on Tuesday and everybody you know is just wanting to you know keep taking and taking from this community um and then um having this understanding and and I spoke to this already, but having this understanding of cultural humility thinking about your own bias thinking about you know all the things that we've talked about today the importance of this for all of us and for educating the partners that we um that we work with, as we're all doing this work together, and so I'm gonna kind of put this question out there for you to take a minute to think about and again, we really want some people are quick to jump in, some people need, if you need a few minutes to think so I want you to think about this question just for a minute um take a minute to think about all that we've talked about and then I am going to just kind of real quick talk about our last couple things so that we can then just save the last 10 minutes to both answer the that question and to just ask any other questions that have come up. So I just wanted to make you aware if you are not already of

two resources that I love that CSN has available, we're going to put the links in the chat. There's also QR codes here if you want to find them. One is a Health Equity planner and then the other one is a Dei assessment guide that you can use across teams you know this might be helpful to use across a a public health department or thinking about you know using these with the partners that you're working with these really help you to put some of these things into you know concrete on paper or you know on your computer in this fillable document um um you know who it is you're focusing on who you're identifying that needs to be at the table, how you're going to go about this work, and really helps you break it into some smaller steps also just always a reminder that we're here to help and support your work. These are just some of the things that CSN offers um in terms of technical assistance but um we are like we wear many hats and we are here for all of it, for you and so um these are just a few ideas uh you don't have to be focused on a specific specific process or specific tool to reach out to support in addition to offering content and process expertise we can offer support with capacity building tackling CH challenges and barriers and anything that's keeping you from reaching your outcomes and uh we're going to drop the request form in the chat but you can also um reach out to any of us um on the project at anytime and look at that. We truly have 10 minutes so I'm going to stop the share um you are welcome to come off camera you are welcome to come off mute. What are your questions? put them in the chat, come off mute, I'm gonna take a minute to take a breath. take a look to see what's been happening in the chat while I've been talking um let's see okay so Terry H had shared in the chat I think there's a drive to continue to individualize health behavior rather than accepting that systemic policies shape health behavior data scientists should have as a goal to continue to show how community health behavior is the canary and the coal mine, showing so social determinants of Health need rectifying. We've all been talking about this for a while right how the getting folks even our own um uh staff sometimes and our own community- based organizations with this idea of environmental change and looking at the environment and looking at broader evidence-based strategies instead of looking at this as someone's individual health behavior and Sarah I see you nodding, do you want to add anything? I think it just in the research we see that the most power that we have is in those environmental change strategies and so I think that that's a really important framing to have is especially when we're saying like this is something we should do um to bring up some of that to say we have a lot of power if we use environmental change strategies both power in data and and um ability to make change it's also a really cost-effective way of doing it um rather than each individual person and there's a lot of research on that. So, Shannon has brought up a great uh she made a comment but I'm I'm curious you know one recent challenge um she says that they've had in Texas uh that they're evaluating whoops uh is um sorry now I lost it. where'd it go? oh was about um translating thank you. And translations as a as a term um in our data sets it's very interesting um to kind of to do a scan of all of the national resources that report data and working with um our partners we um have really been intentional in our translations our Spanish translations in Texas um with our infant Health um programs um at Title 5 and we uh evaluated

the why behind several terms and how terms were perceived um and really found a that there were no, there wasn't guidance um nationally on and we had our our partners come in and and look at this with us and determined you know that we needed to translate it we shouldn't just be using the English term and then that using the term black in a Hispanic translation, um was cult not appropriate culturally in our populations based on the the feedback from the communities right um from from the populations itself. So Shannon can I interrupt you one second? yeah oh I just before you I want to just to to ask you about that point, so when you say you got this feedback from the community, how did you do that- like is this we or we worked with so we have a Communications vend that both has they are they are certified translators but also representative of multiple Hispanic cultures not just maybe Mexican you know Mexican-American, um various various cultures, and they helped us review uh the translation options and the um meanings behind them in in the Spanish language and provided us context. And then we had that reviewed by everyone to within our within the agency also and this is not like first approach at this um to gain an under a better understanding of this translation um and then now we're we with the materials that we have we're making that change and then we'll ask for feedback and context on it again as we share it um to make you know to validate that that this was yeah the appropriate change yeah thanks Shannon um yeah appreciate that um what else what other questions do folks still have or examples of how you're already starting to integrate this into your work that others might be interested in we've got about five minutes left so I think we can do one or two more questions. I just want to, Shannon, ask when you find out what what works let us know because we're using that term as well. Great, I mean, and Melissa helped us with that so I, you know, Melissa and I will probably be talking about this later but we just got our Suicide Prevention annual report approved so doubt we're going to go back in and change anything this year but may in the future but you know it doesn't affect you until it affects you right? So I'll give you a good example and I got to get out of here and go to another meeting but you know when I watch a movie and I'm from the south and I see an actor trying to do a Southern accent and it doesn't matter how hard they're trying and how much work they put into it, if they do it poorly I'm like oh my God but you know I mean I give them grace cuz they're just trying to be they're trying to be Southern but um that's just an example of how we're we may be doing things and not even know what we're doing because we're not in that culture and they're too polite to tell us that we're doing a poor southern accent and so you know so I think that's where the key is in terms of asking people and giving them permission to tell us uh and creating that safe environment for them to tell us in a kind way. hey Terry you know you're being offensive here uh and that's to receive it right um and so but anyway that I just that's what I thought of when you were talking about that is that you know um it can be very subtle and it can be kind of okay you just kind of live with it you get accepted, you accept it, I would hope that we're not that we would be intentional about not doing that Melissa has helped me so thank you Melissa. Yeah there's other communities that we're not maybe we're not doing as well as we could but I gotta get to another meeting. great meeting

thanks guys. thanks Claire see you guys later thanks Terry nice to meet you. um you know I I think like the one thing that I always say first when I talk about you know thinking about who you've got around the table whether it's thinking about data or starting a process or choosing strategies or whatever it might be, is you know it sometimes it can be challenging to identify that person but also in my experience and uh in the end it often saves time because you have that person at the table who can tell you right from the beginning. I don't think this is going to work the way you think it's going to work or that sounds like an amazing idea in theory but in this community XYZ you know we don't all have access to be able to answer that on a cell phone or that you know timing isn't going to work because you know most people in the community are you know busy at that time. I was talking to somebody about finding a church service when I was at amp chip last year at 7 o'clock in the morning in New Orleans and they were like oh my gosh I can't believe people go to church at 7 o'clock in the morning on Sunday and I said the church was packed and I think it was because most of the people in that service were from a working class neighborhood and they all had to work on Sunday and so they churched at 700 in the morning and then they had to work and so you know if I was going into that community and I wanted to collaborate with the faith-based community and I was like great I want to do a lunch at your church. I'm gonna bring in all this pizza and I want to find out from everyone at your church you know um what they think about this policy. I would have been sitting there all by myself at noon because all of these people that were so wonderful and welcoming to me and wanted to know all about me and where I was from. they weren't there at 12:00 in the afternoon. um so thank you so much um I want to just share one last comment um from the actually two comments Jenny of course like making her pitch, which I am a huge firm believer of also that using quality improvement right this is why we do it because doing these small tests of change is a great way to do some of this it lets you high something it lets you try it out in one area and see if it works and then try it in another area and see if it still works the same way that you thought it that that you thought it would and to make changes along the way. um and then um Bronwyn thanks for sharing um years ago a colleague explained to me the difference between oh sorry I thought nor I'll read it anyway uh Northern and Alabama accents and the difference was culturally important to them and so northern and southern Alabama accents are very different that's to Terry's point that he was making you know the smallest things can be culturally important to a population absolutely so I'm just real quick gonna share my last slide. Look at us, we're gonna wind exactly on time. I can't even believe it. um I see that we've already put the evaluation link in the um in the chat we definitely want your feedback please share it with us. We are always looking to improve everything that we do and your feedback helps with that um if you're not already don't already have it bookmarked for sure go visit our website. We put a lot lot of resources in the chat um that are available on the website but we hope you'll um go explore it and of course follow us on social media and you can find us on all the all the popular things the kids are doing there. um so thank you so much for your time this afternoon uh thank you for bearing with my um very fast-paced uh live near Boston um pacing

of my sharing of the content especially in my excitement to get to talk about this with all of you and I hope that you all have a wonderful wonderful rest of your day.