

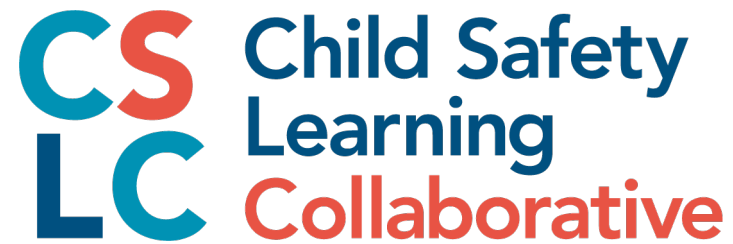
# Welcome!

Please share in chat or unmute:

- Name
- Role
- State
- Topic area

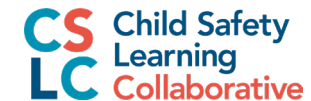
What is your favorite summertime activity?





# State Technical Assistance Webinar

July 18, 2024





# Funding Sponsor

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under the Child and Adolescent Injury and Violence Prevention Resource Centers Cooperative Agreement (U49MC28422) for \$5,000,000 with 0 percent financed with non-governmental sources. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.



# Accessibility



**Closed Captions** can be viewed by clicking the CC button at the bottom of your Zoom screen.



We will provide **verbal descriptions and summaries** of slide content and chat messages.



**Follow-up materials** such as recordings and handouts will be available and meet or exceed compliance guidance.

# Engagement



Use the **chat feature** to ask questions and make comments throughout.



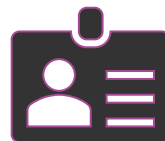
Please stay muted when not speaking.



Please turn your **camera on**, if possible, to facilitate our engagement.



This **session will be recorded** and posted publicly.



**Rename yourself** with your state abbreviation and full name.

# Community Guidelines

We ask during today's session that you:

- Focus on intentional presence
- Bring a curious stance
- Be partners in learning
- Honor other's perspectives, experiences and learning styles
- Take care of yourself as needed





# State Technical Assistance Webinar



## QI 101: Planning for Integrating Health Equity in Child Safety

# Today's Presenters



Rebecca Bishop, MSW

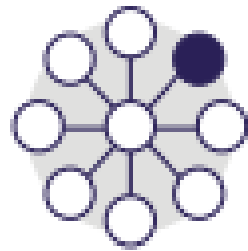
Children's Safety Network



Sarah Ivan, MPP

Education Development  
Center

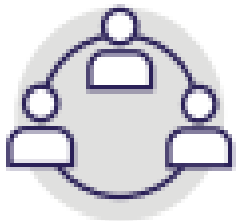
# Principles for Using Public Health Data to Drive Equity



**Recognize and define  
systemic factors**



**Use equity-mindedness for  
language and action**



**Allow for cultural  
modification**



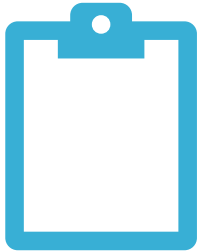
**Create shared data  
agreement**



**Facilitate data sovereignty**



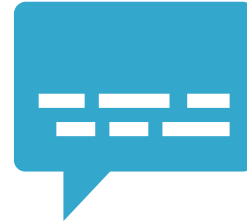
# What is Data Equity?



**Collection**



**Analyze**



**Interpretation**



**Distribution**

**Through an Equity Lens**

# Why is Data Equity Important?

- Marginalized communities often have limited access to needed data
- Data has the potential to reinforce stereotypes
- Data can undermine equity efforts



# What is Key to Data Equity?

Recognizing biases and the influence of our experiences

Involving the community, centering community interest throughout data life cycle





# How Do We Address Biases?



Understand our positionality



Engage in honest self-reflection



Outline strategies to mitigate the impact of biases



Engage in ongoing monitoring and assessment



Provide opportunity for community involvement

# Discussion Question

**What has been challenging  
in bringing data equity into  
your work?**

*Please feel free to unmute or  
to share in the chat*



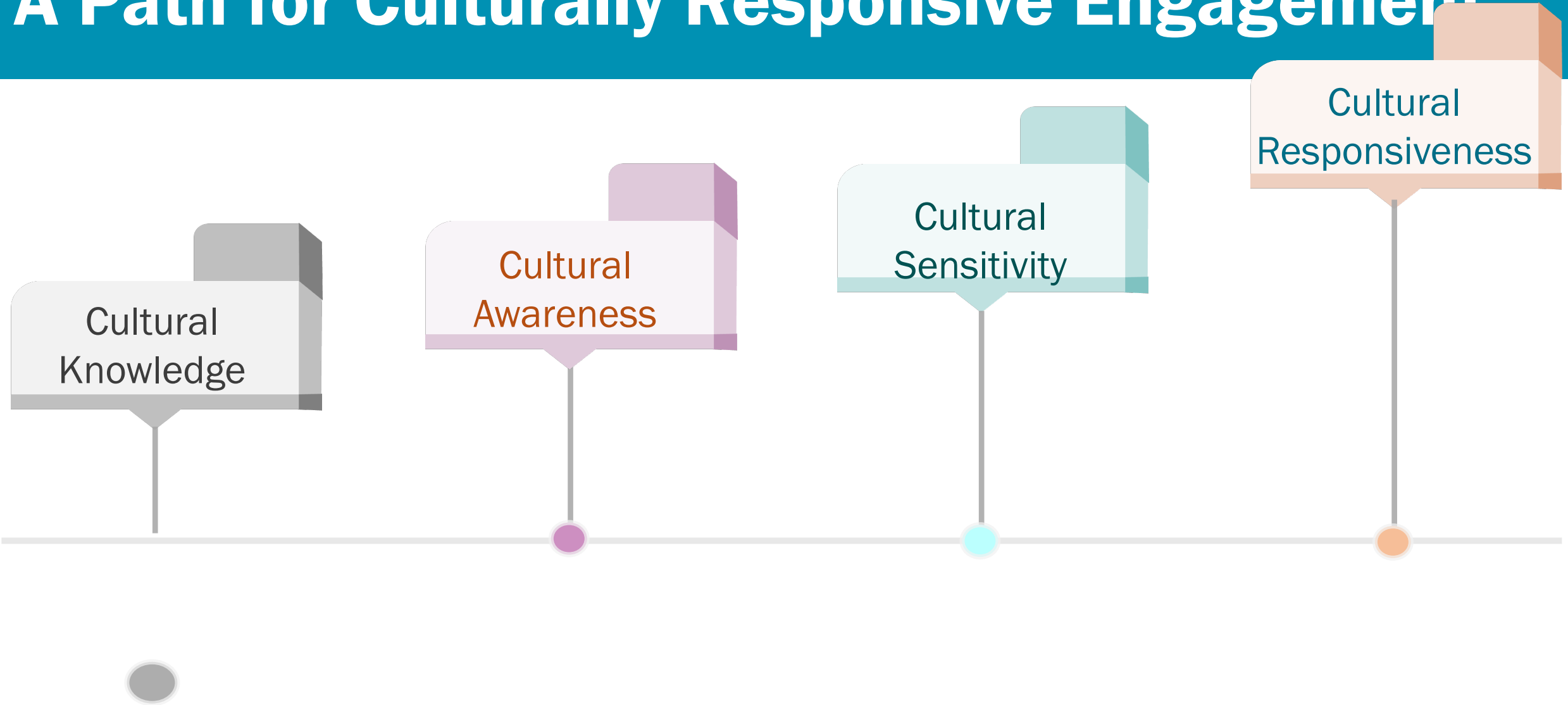
## The Need For Culturally Responsive Data Collection



- The U.S. Census indicates the country is becoming increasingly diverse ethnically, culturally, and linguistically
- Ensures that all children, regardless of their background, have access to effective prevention and protection measures
- Increases effectiveness of programs and policies leading to better engagement and more successful outcomes



# A Path for Culturally Responsive Engagement



# Cultural Competence is Not an End Point



# Engaging Communities

- Build relationships, trust, and buy-in before the assessment process.
- Prioritize collaboration with the populations you already or plan to serve.
- Involve a diverse array of partnerships in identifying problems and developing plans to address those problems.

Melissa Adolfson, et al., "Infusing Equity and Cultural Responsiveness in Local Youth Substance Use Prevention Efforts." Wilder Research (June 2021).  
[https://www.wilder.org/sites/default/files/imports/PartnershipForSuccess\\_SPFInfusingEquityCulturalResponsiveness\\_6-21.pdf](https://www.wilder.org/sites/default/files/imports/PartnershipForSuccess_SPFInfusingEquityCulturalResponsiveness_6-21.pdf).





## Culturally Responsive Data Collection: Engaging Communities



- Invest the time needed to build trusting relationships and authentic engagement.
- Include community members with lived experience.
- Develop memoranda of understanding and data-sharing agreements to ensure data sovereignty.

# Considerations for Populations of Focus

**Direct Populations:** Primary focus of safety initiatives, typically children themselves.

Example: A program teaching elementary school children how to safely cross the street directly engages with the children, aiming to equip them with the knowledge and skills to prevent accidents.

**Indirect Populations:** Secondary groups that influence or are involved in the safety of the direct population but are not the primary targets of the interventions.

Example: Parents and teachers who receive training or information to reinforce the children's learning at home and in school, thereby supporting the overall effectiveness of the safety program.

# Additional Considerations

- Populations requiring culturally responsive services may require tailored assessment tools, programs, and outreach and dissemination strategies to ensure prevention efforts equitably reach all community members.
- Individuals may be at higher risk due to one or more risk factors. Further, some populations have been identified as high-risk due to members of that population experiencing the cumulative impact of multiple risk factors (e.g., LGBTQ+, veterans).





# Culturally Responsive Data: Example

	[Population A]	[Population B]	[Population C]
Basic demographics			
Historical context			
Local resources			

# Culturally Responsive Data: Example

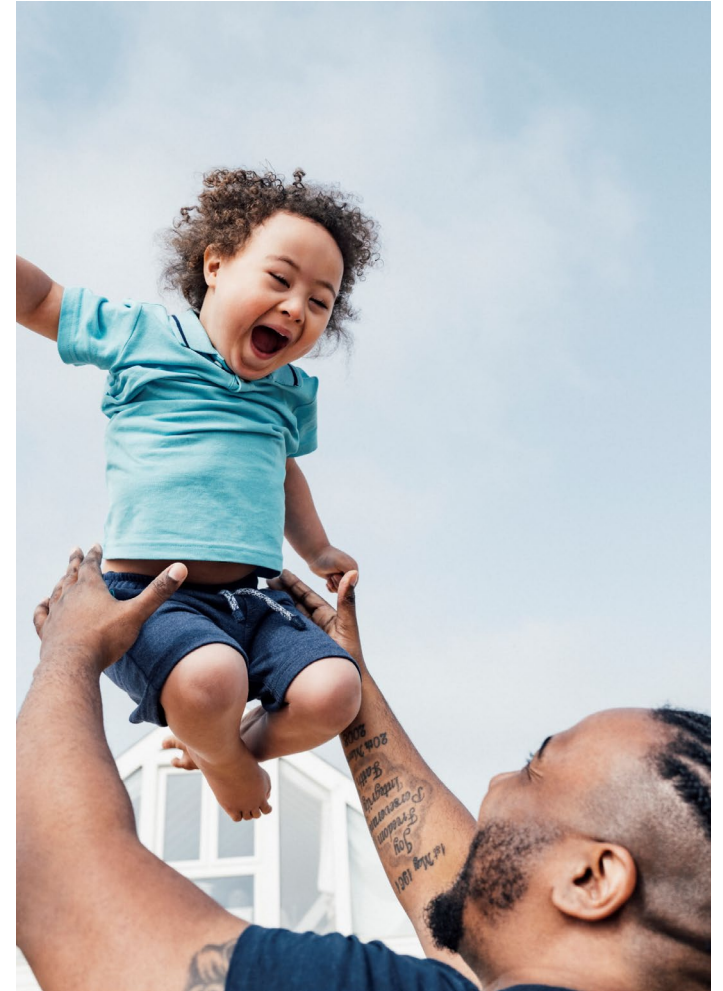
	Hispanic/Latinx	LGBTQ+	Families experiencing generational poverty
Basic demographics	<ul style="list-style-type: none"> <li>- While 13% of MSS respondents identified as such, school enrollment data show that 20% of students are Hispanic/Latinx</li> <li>- Community partners note that most of these families are Mexican</li> <li>- MN Compass profiles show that a large percentage of Mexican Minnesotans are under age 18 (43%), and that one-quarter speak English less than "very well"</li> </ul>	<ul style="list-style-type: none"> <li>- One in five MSS respondents in 9<sup>th</sup> grade identified as LGBTQ+ or something other than heterosexual</li> <li>- A recent community health assessment survey of adults found that 4% identified as LGBTQ</li> </ul>	<ul style="list-style-type: none"> <li>- 15% of families live below the poverty line</li> <li>- More than one in four students reported getting free/reduced-price lunch, while school records indicate it's actually 55%</li> <li>- Minnesota Report Card data show that &lt;1% of youth in the senior high are homeless, but 13% of youth attending the Alternative Learning Center are homeless</li> </ul>
Historical context	<ul style="list-style-type: none"> <li>- Hispanic/Latinx community began growing in the county in the 1980s</li> <li>- Traditional primary employers have been the local meat processing plant and area farms</li> </ul>	<ul style="list-style-type: none"> <li>- Local key informants noted a lack of community awareness and acknowledgement of LGBTQ+ residents</li> <li>- Some local school board members have expressed opposition to the MSS questions about sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li>- Families living in poverty have reached out to the local school district for help accessing food supports and medical services for their children</li> <li>- Severe weather and low prices for crops have led to cyclical struggles for farm families</li> </ul>
Local resources	<ul style="list-style-type: none"> <li>- Employers are taking steps to recruit and retain Hispanic/Latinx employees, including providing transportation and educational opportunities</li> <li>- A local nonprofit has received funding from a foundation to help build a welcoming and inclusive environment in the community</li> </ul>	<ul style="list-style-type: none"> <li>- The area's largest school district recently established a Gender and Sexuality Alliance (GSA)</li> <li>- The parent of a bisexual youth who has struggled with vaping joined the coalition and stepped up as a champion for supporting other LGBTQ+ youth</li> </ul>	<ul style="list-style-type: none"> <li>- Area schools are hosting pop-up pantries, and making referrals to local providers offering free and reduced-cost health care services</li> <li>- Several members of the local substance misuse prevention coalition are also part of the Pathways to Prosperity workgroup</li> </ul>

Source: Adolfson, et al., 2021

# Addressing Data Readiness & Capacity Building

Provide diversity, equity, and inclusion (DEI) training and prioritize cultural competence for staff, team/coalition members and partners

- Work with community partners to align educational opportunities with existing events—co-locate events and bring learning opportunities to community partners rather than asking them to come to you.
- As with data collection activities, consider invitations, translation, transportation, food and refreshments, child-care, and a safe and comfortable setting.



# Discussion and Questions



How are you addressing and integrating equity into your injury prevention work in your state?



# Putting It All Together

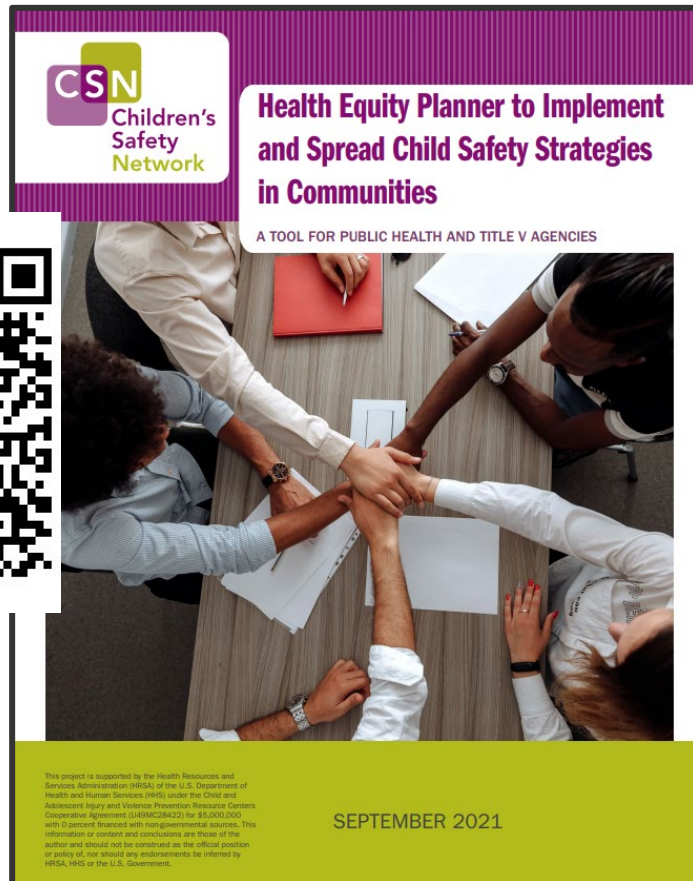


## Creating a Health Equity Plan

# Working with Partners to Address Health Equity

## Health Equity Planner to Implement and Spread Child Safety Strategies in Communities

## Health Equity: Diversity, Equity, and Inclusion Assessment Guide for Multidisciplinary Teams



# We are here to help and support your work!



Comparisons of your state's injury data to national data  
Cost data on childhood injuries in your state

Cost-savings data on injury prevention programs

Strategies for explaining injury data to policy makers and non-public health audiences

Information on which populations (state/nationally) are most vulnerable to particular injuries

Strategies for building and maintaining partnerships

Examples of successful legislation and policies

Consultation on the evaluation of programs and partnerships

Examples of best practices and model programs

[www.childrenssafetynetwork.org/technical-assistance](http://www.childrenssafetynetwork.org/technical-assistance)



# Questions and Closing



What questions do you still have?  
What would you like to know more about?

# Thank you!

1

Please fill out our brief evaluation:



3

Visit our website:  
[childrenssafetynetwork.org](https://childrenssafetynetwork.org)

2

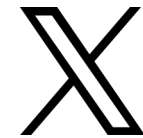
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