

CAN Learning Academy — Session 3 **Understanding and Using Data to Address Health Inequities and Advance Equity** Thursday, July 22, 2021 || 2:00pm to 4:00pm ET



Community Action Network (CAN) Learning Academy Understanding and Using Data to Address Health Inequities and Advance Equity

HEALTHY **TA & SUPPORT CENTER**

July 22, 2021

Agenda



Housekeeping	Lisa Hong, NICHQ
Introduction to CAN LA Session #3	Olivia Giordano, NICHQ
Welcome Back & Review	Angela Ellison, MSEd
Importance of Community Engagement Part 2	Kenn Harris, NICHQ
Understanding and Using Data to Address Health Inequities and Advance Equity	Angela Ellison, MSEd
Wrap-up & Next Steps	Angela Ellison, MSEd

Meeting Logistics





- This session is being recorded.
- All participants are muted upon entry. We ask that you remain muted to limit background noise.
- Members are encouraged to participate in the discussion by typing your comments or asking questions using the chat box.

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 & launching the Zoom application
- An audio conference box will appear
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 ID

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How to Chat









Introduction to the Healthy Start CAN Learning Academy Session #3

Olivia Giordano Healthy Start TA & Support Center



Welcome back to the Healthy Start CAN Learning Academy!

CAN Learning Academy

Goal:

Empower grantees to elevate their CAN to address maternal and child health disparities and other disparities by implementing CAN activities that are developed using a racial equity lens.



CAN Learning Academy Schedule

Session #1	May 27, 2-4 p.m. ET
Session #2	June 24, 2-4 p.m. ET
Session #3	July 22, 2-4 p.m. ET
Session #4	August 26, 2-4 p.m. ET
Session #5	September 23, 2-4 p.m. ET
Session #6	October 28, 2-4 p.m. ET



Poll



Pre-Session Readiness Assessment





Angela Ellison, MSEd CAN Learning Academy Dean







Welcome Back!

Angela Ellison, MSEd



Welcome Back Icebreaker

d

CAN Learning Academy Objectives

Addressing Racial & Health Equity though Collective Impact Efforts and Facilitating System Change

- 1. Participants will develop a deeper understanding of systemic policies and practices that impact maternal and child health inequities.
- 2. Participants will be able to develop activities and/or projects that are designed to address health equity at the system level.
- 3. Participants will develop a deeper understanding of how to deepen the focus of their current CAN in order to impact equity at multiple levels (i.e., Policy, political will, health system, community empowerment etc.)
- 4. Participants will recognize the power of the CAN to effect changes in outcomes in the Healthy Start communities

Today's Objectives

Your CAN Can Change the World

- 1. Participants will learn about the power of authentic community engagement and how to use it to build the CAN as a community powerbase to move community transformation.
- 2. Participants will gain a deeper understanding of why a variety of cross-sector data is necessary for driving community solutions.
- 3. Participants will increase knowledge and understanding of how to make data a shared vision and value
- 4. Participants will increase knowledge and understanding of how to utilize various tools for data collection for the CAN.
- 5. To increase participants capacity to apply learning that helps them utilize data to advance health equity in their CANs

- Making the Journey Assessing Readiness
- 2. Making New Friends & Identifying Champions – Community Engagement and Partnership
- 3. Understanding Data and Using It to Address Health Inequities and Advance Equity
- 4. On the Journey Now Strategic Planning Part 1
- Seeing the Light at the End of the Tunnel - Strategic Planning Part 2 and Moving to Implementation
- 6. Summary/Review and Project Presentations







Importance of Community Engagement Part 2

Kenn Harris Healthy Start TA & Support Center



constellation alignment

What are resources in your orbit that are working? Who's supporting this work?

What does the community want? What do we want for the community? How do we create alignment with the community?

Create a vision with community as partners for *Now and Beyond* 2021 2025 2030

Constellation Alignment WORK-SHEET

If you are at the of the mountain...imagine coming down the mountain in your mind and we'd like you to chart what you see as you come down. Have fun!

What are resources in your orbit that are working?

Who's supporting this work?

What does the community want?

What do we want for the community?

How do we create alignment with the community?

NEXT STEP when you gather the community together:

Create a vision with community as partners for Now and Beyond

2021	2025	2030
BIG Goal:	BIG Goal:	BIG Goal:



HISTORY



Bias

Privilege Internalized Racism

POWER AND ECONOMICS Interpersonal Institutional Structural

CULTURE

IDENTITY

WorldTrust

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history eradicated | strengths distorted | culture demonized





BARTOLOMÉ DE LAS CASAS A Short Account of the Destruction of the Indies

"What we committed in the Indies stands out among the most unpardonable offenses ever committed against God and mankind and this trade [in Indian slaves] as one of the most unjust, evil, and cruel among them." —Bartolome De Las Casas

"US history, as well as inherited Indigenous trauma, cannot be understood without dealing with the genocide that the United States committed against Indigenous peoples..... The absence of even the slightest note of regret or tragedy in the annual celebration of the US independence betrays a deep disconnect in the consciousness of US Americans." — Roxanne Dunbar-Ortiz

"I was born upon the prairie, where the wind blew free and there was nothing to break the light of the sun. I was born where there are no enclosures and where everything drew a free breath. I want to die there and not within walls. I know every stream and every wood between the Rio Grande and the Arkansas. I have hunted and lived over that country. I lived like my fathers before me, and, like them, I lived happily."

- Para-Wa-Samen (Ten Bears)

INDIGENOUS

PEOPLES'

HISTORY OF THE

TED STATES

"Original, remarkable, and finally beartbreaking... Impossible to put down." --The New York Times

RY MY HEART

WOUNDED KNEE

please use your Zoom reactions: yes or no



do you know why the caged bird sings?



Please use the chat to jot down your answer for us!



why does the caged bird sing?



THE CAGED BIRD free bird leaps on the back of the wind and floats downstream till the current ends and dips his wings in the and dares to claim the sky. But orange sun rays a bird that stalks down his narrow cage

can seldom see wings are clipped opens his throat to with fearful trill of the for still and is tune is the caged bird sings of freeof another breeze an the through the sighing trees and the a dawn-bright lawn and he names the caged bird stands on the grave of shadow shouts on a nightmare scream clipped and his feet are tied so he throat to sing. The caged bird sings with a of things unknown but longed for still tune his heard on the distant hill for the caged bird sings of freedom.

through his bars of rage his and his feet are tied so he sing. The caged bird sings things unknown but longed heard on the distant hillfor dom. The free bird thinks trade winds soft fat worms eaiting on sky his own. But a dreams his his wings are opens his fearful trill and his

free birds & caged birds

A story not about ONE bird but TWO birds

aligning for action freeing the caged birds

MAYA ANGELOU

so that ALL birds can fly together!!





The free bird leaps on the back of the wind and floats downstream till the current ends and dips his wings in the orange sun rays and dares to claim the sky. [choice, mobility, ease, luxury, entitlement]





But a bird that stalks down his narrow cage can seldom see through his bars of rage his wings are clipped and his feet are tied so he opens his throat to sing. [contrast, limitation, compromised mental health, vision impacted, no flight, bound to condition, BUT still has VOICE!]

The caged bird sings with fearful trill of the things unknown but longed for still and his tune is heard on the distant hill for the caged bird sings of freedom [weak but longing, resilient, VOICE is heard]



The free bird thinks of another breeze and the trade winds soft through the sighing trees and the fat worms waiting on a dawnbright lawn and he names the sky his own. [luxury of free thinking, power to move, ownership]



But a caged bird stands on the grave of dreams his shadow shouts on a nightmare scream his wings are clipped and his feet are tied so he opens his throat to sing [mortality overshadows, restricted movement, resilience and strength]

A free bird can fly around, float with the wind current and enjoy unrestricted movement of the sky A caged bird can't see beyond the bars of anger and frustration. He opens up his throat to sing The **Caged bird** sings of something that he hasn't fully experienced but nevertheless, hopes for (capacity to vision): Freedom! The freedom of the free bird enables him to think of another breeze, the trade winds, the singing tress and fat worms The **Caged bird's** dreams have become a grave where the nightmare scream of his shadow can be heard. His wings and feet tied (restricted) and he opens his throat to sing The fearful trill of the **caged bird** can be heard in the distant hill because he sings for freedom

Caged Bird Echoes WORK-SHEET

Use this sheet to capture information that can help you when you begin your community engagement efforts.

QUESTION #1: What might be the "sounds of injustices" coming from my community?

QUESTION #2: What groups in my community might be seeking freedom?

QUESTION #3: What systems do I see impacting the lives of women, children, families and communities?

QUESTION #4: What are the strengths I see in my community that I look forward to lifting up?

CE Mapping Worksheet developed by Tapestry, CE 12/2020

Tobe Nwigwe

community engagement experience from the door to the table

community door guest at community table

listen & observe

member open table

> expanded inclusive transformed

CE MAPPING

doors

gates



- 1) pause, think about and list the benefits of your work to community so that when you're invited in, you can share
- pause, think about and list the resources you can provide, 2) so that when you're invited in, you're prepared share
- 3) pause, think, and imagine the possibilities you see for advancing the community and creating brighter future together so that when you're invited in, you can share
- look out your own window of your life, what do you see 1) yourself doing to make things better?
- look out the window of your organization, what do you 2) your organization doing to make things better?



think about communication and engagement: how will you 1) keep the information and reciprocal relationship flowing?

Community Engagement MAPPING Worksheet

Use the following worksheet to begin to document a "roadmap" to help you achieve an authentic community engagement destination of engaging your local community in the work that you are trying to accomplish in partnership with them.

Under each section you will have space to answer questions and list activities that you can place timelines on and assign members to take responsibility for them.

Door

	Questions to Ask/Steps to Take	Response to begin planning
1)	Pause, think about, and list the benefits of your work to community so that when you are invited in, you can share.	
2)	Pause, think about, and list the resources you can provide, so that when you are invited in, you are prepared share.	
3)	Pause, think, and imagine the possibilities you see for advancing the community and creating brighter future together so that when you are invited in, you can share.	

Window

Questions to Ask/Steps to Take	Response to begin planning
 Look out your own window of your life: what do you see yourself doing to make things better? Look out the window of your organization: what do you your organization doing to make things better? 	

Gates

	Questions to Ask/Steps to Take	Response to begin planning
1)	Think about communication and engagement: how will you keep the information and reciprocal relationship flowing?	

Table

	Questions to Consider	Response to begin planning
1)	Who is at the table?	
2)	What is on the table (issues being address)?	
3)	Who is missing from the table?	
4)	History of the table?	
5)	Effectiveness of the table?	
6)	Need a "new" table?	

CE Mapping Worksheet developed by Tapestry, CE 12/2020



Thank you!

kharris@nichq.org


Since last time – What has been your community engagement experience??



Have you identified new partner(s)?



Have you refined your approach?



Have you identified a champion or two?

The Community Action Network (CAN) Learning Academy is hosted by the Healthy Start TA & Support Center at NICHQ.

Making Health Equity a Reality

NUMBER

Shared Vision



Visualizing a Better Place - Home



Making Health Equity a Shared Vision What would <u>home</u> look like if your CAN is successful?

Activity

- 1.Close your eyes for few minutes....
- 2.Think of Home... no, not where you live now, but where you would want to live....
- Please respond to the following questions and put your answers in the chat.
- A.What does it look like?
- B. What elements are there, and which ones are missing?
- C. What would it look like for the people we serve?

?? What did you think about this model?

Conceptual model for community solutions to promote health equity. (Communities in Action, 2017)



The Community Action Network (CAN) Learning





Understanding and Using Data to Address Health Inequities and Advance Equity

Angela Ellison, MSEd



Data, Data, Data — What kind? What For? Let's Talk...

- 1. What kind of data do you currently collect?
- 2. What data do you need?
- 3. What data do you currently have access to? (i.e., through partners)



What are you measuring? (the 3 P's) What do you need to know? Use data to tell your story

<u>External</u>

1. Policy

Data Source – National, local

<u>Internal</u>

2. Programs

Data Source: local, national, partners (i.e., CDC)

3. Practices

Data Source: local, personal (Participants, partners)

Why?

Beginning

- It informs you as to where the gaps /challenges are
- It informs us of why health equity matters necessary to motivate the unmotivated

<u>Middle</u>

• It informs the process, so you know when to pivot or move forward

<u>End</u>

- It inform the people if you succeeded
- It changes the world (this takes time)



What Do You Need?



- Local Data
- National Data
- Personal Story Data
- 2. A system to collect the data

3. A person (i.e., organization for tracking and entering data)

4. Use data to not just show the "why" but also the "what if"! What could happen if we did not have these disparities?

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Developing a Shared Vision – Chicago 2021

Once upon a time in a land far far away was a place called Chicago.....

Englewood in Chicago

Non-Hispanic white - .6% Non-Hispanic AA - 95.4% Asian/island pacific - .3% Latino – 3.7%

- Poverty Rate 40.1%
- Uninsured 12.3%
- Prenatal care 1st Trimester 60%
- Diabetes rate 12.4 %
- Diabetes mortality Rate 31.1%
- Hypertension- 37%
- Overall Health status (excellent, good) 73.5%
- Life Expectancy 70.8



Streeterville in Chicago

- Non-Hispanic white 72%
- Non-Hispanic African American 9%
- Asian/island pacific 13%
- Latino 6%
- Poverty Rate 9.3%
- Uninsured 2%
- Prenatal care 1st Trimester 82.6%
- Diabetes 4.1%
- Diabetes mortality Rate 4.7%
- Hypertension- 29%
- Overall Health status (excellent, good) 89.2%
- Life Expectancy Gap 82.4





Making the Case



Englewood

- Non-Hispanic AA 95.4%
- Poverty Rate 40.1%
- Diabetes rate 12.4 %
- Diabetes mortality Rate 31.1%
- Overall Health status (excellent, good) 73.5%
- Life Expectancy 70.8

Streeterville (Magnificent Mile)

- Non-Hispanic white 72%
- Poverty Rate 9.3%
- Diabetes 4.1%
- Diabetes mortality Rate 4.7%
- Overall Health status (excellent, good) 89.2%
- Life Expectancy Gap 82.4

The Community Action Network (CAN) Learning Academy is hosted by the Healthy Start TA & Support Center at NICHQ. Creating an Equitable World Gives Hope to the Hopeless Brighter Futures at the End of This Journey!





Let's not just ask why?... Ask what if?

Envisioning a New Future

Making Health Equity a Shared Vision

What if We Had

- Healthier People = Lower Health care cost, vital contributing members to society, healthier babies & mamas
- Equitable Education Systems = Increased number of students ready for college/qualified for better jobs; sustainable workforce
- Less Incarceration = More men and women to contribute to society; more children being raised by mothers and fathers
- Green Space and Safe Neighborhoods = Less stress; less need to engage in behaviors that contribute to poor health outcomes; opportunity for increased physical fitness.
- Safe and Affordable Housing = Vital neighborhoods contributing to the economy; less violence; better health outcomes; reduced homelessness; children's wellbeing
- ✓ Smaller Wealth Gaps/Lower Unemployment Rates* = More diversity in key jobs that impact the health and wellness of this nation; more diversity in health care workforce; more vibrant and healthier communities

*It is a striking fact that the 400 richest American billionaires have more total wealth than all 10 million Black American households combined

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Activity

Addressing Health Inequity

Let's Practice Together

A Health Equity Assessment Tool

Instructions:

Brainstorm (through the review of the data and discussion) the answers to questions 1-3 in the template below. The template can be adapted to include the types of inequality that are specific to the issue you are examining. It may also be worthwhile to include any instances where particular inequalities do not exist for your issue.

Type of Inequality	1. What inequalities exist?	2. Who is most advantaged and how?	3. How did the inequality occur?		
<i>Consider the range of inequalities</i>	What do you know about inequalities in relation to this health issue?	Who is advantaged in relation to the health issue being considered and how?	What causal chain(s) leads to this inequality?		
Ethnic					
Gender					
Socioeconomic					
Geographical					
Disability					

https://www.health.govt.nz/system/files/documents/publications/health-equity-assessment-tool-guide.pdf

The Community Action Network (CAN) Learning Academy is hosted by the Healthy Start TA & Support Center at NICHQ.

The Most Significant Change Tool

Exercise Description:

The Most Significant Change technique is a form of participatory evaluation. It is participatory because many project stakeholders are involved both in deciding the sorts of change to be recorded and in analyzing the data. It is a form of monitoring because it occurs throughout the program cycle and provides information to help people manage the program. It contributes to evaluation because it provides data on impact and outcomes that can be used to help assess the performance of the Initiative as a whole. Essentially, the process involves the collection of significant change (SC) stories emanating from the field level, and the systematic selection of the most significant of these stories by panels of designated stakeholders or staff. The designated staff and stakeholders are initially involved by 'searching' for project impact. Once changes have been captured, various people sit down together, read the stories aloud and have regular and often in-depth discussion about the value of these reported changes. When the technique is implemented successfully, whole teams of people begin to focus their attention on program impact.

Source: http://mande.co.uk/docs/MSCGuide.pdf

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EXERCISE HOW-TO:

	Steps	Questions
1.	Raise interest amongst key stakeholders and get their commitment to participate	
2.	Define the domains of change	What has broadly changed in people's lives?
3.	Determine the reporting period – over the past year, six months, 3 months etc.	
4.	Collective the significant change stories from participants.	During the last 6 months, in your opinion, what was the most significant change that took place for participants in this program?
5.	Select the most significant stories. Every time stories are selected, record criteria used to select them.	From among the stories selected, what do you think was the most significant change of all?
6.	Feedback the results of the selection process. Include stakeholders to review the process, stories selected and assess the domains of stories	From among the stories selected what do you think was the most significant change of all?
7.	Verify the stories.	Who told the story? Who captured the results? When and where did the story take place?
8.	Quantify the results	
9.	Conduct a secondary or meta-monitoring analysis	
10.	Revise the system based upon lessons learned	
	Source: http://mande.co.uk/docs/MSCGuide.pdf	·

The Community Action Network (CAN) Learning Academy is hosted by the Healthy Start TA & Support Center at NICHO.

Health Inequalities Impact Assessment: Screening Tool

Title of Project

Whose needs will the project address? (e.g., whole administrative area, a named prioritized group)

Will people whom the project could potentially benefit be subject to access problems?

What is the project designed to achieve?

http://hiaconnect.edu.au/old/files/HIIA%20_Bro_Taf_all.pdf

Datassist Data Biography Template

	Dataset name	Link to data saource	Where will this data be stored (e.g., centralized database)	Who collected the data	Who owns the data	How was the data collected	Sample size		When was the data collected	When was the data last updated	Why was the data collected	Notes on data quality	Notes on how data is authorized to be used
	UN Violence Against Women	https://unstats.un .org/unsd/gender /chapter6/chapte r6.html		Varies by country and year		Varies by country and year	Varies by country and year	172 173	Varies by country and year	2014-2015	Varies by country and year		
EXAMPLES	UN Violence Against Women - Malawi			National Statistical Office (NSO) [Malawi], and ORC Macro. 2005. Malawi Demographic and Health Survey 2004. Calverton, Maryland: NSO and ORC Macro	UN curates - can be publicly used	Paper surveys in local languages	13664 households	Age 15-49, All women. Intimate Partner Violence refers to ever married women. For all perpetrators and Intimate Partner physical violence in the past 12 months excludes women who experienced physical violence during pregnancy.	2004	2005	Measure VAW as part of USAID funded project		
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



Shared Measure Mapping

Our intended impact:



Exercise Description:

The White House Roundtable on Community Change evaluated 12 collective impact initiatives. Through this research, they determined a set of questions, which community partners need to consider.

• Do we aim to effect needle-change (i.e., 10% or more) on a community-wide metric?

his guestionnaire or poll individuals. This can even be done Its of the responses. ng point for more in-depth discussion and understanding. ay yes to three or more of these five questions, it suggests that you irk on a full Collective Impact approach. Program Measures Shared Measurement **Population Indicators** ures tive Impact Implementation Tool Box developed by Healthy Start TA & Support Center www.healthystartepic.org healthystart@nichq.org info@nichq.org www.nichq.org Page 2 of 2

Breakout Groups

 Select one project's CAN in to focus on
As a group, begin to answer questions in the tool
Report out: Will this tool help inform your CAN work?

Post-Session Readiness Assessment







Wrap-up & Next Steps

Angela Ellison, MSEd



Homework

1. Start Making the Plan

- a) Develop the problem statement.
- b) Identify the key partners and their roles.
- c) What are your data needs?
- d) What are your key goals?
- 2. Complete the tool and document the process
 - a) Data Biography
 - b) Strategic Thinking



Community Action Network (CAN) Learning Academy is hosted by the Healthy Start TA & Support Center at NICHO.





Tools and Reports

- <u>https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/SDOH-workbook.pdf</u>
- <u>https://www.uvic.ca/research/projects/elph/assets/docs/Health%20Equity%20Tools%20Inventory%202.0.pdf</u>
- <u>Closing the racial wealth gap requires heavy, progressive taxation of wealth (brookings.edu)</u>
- About the Racial Wealth Gap The Chicago Community Trust (cct.org)
- <u>The Sentencing Project</u>
- <u>About National Equity Project</u>
- <u>40 Ways to Make America More Equitable | TIME</u>

Videos on Addressing Health Equity

- <u>https://www.youtube.com/watch?v=BfpD03BDAsQ</u>
- <u>https://www.youtube.com/watch?v=0H6yte4RXx0</u>
- https://www.youtube.com/watch?v=-3BXF2aY3Ys
- https://www.youtube.com/watch?v=ywQJGnzQKGs
- <u>https://www.youtube.com/watch?v=56ZKfSNkcJc</u>



"Never forget that justice is what love looks like in public." – Cornel West

Our world provides an incredibly diverse environment with equally diverse people to match. From our personalities to characteristics there are things that make each person unique. When we embrace that diversity equally is when we truly experience the best that this world has to offer us.



Next Healthy Start CAN Learning Academy Session

> Thursday, August 26 from 2-4 p.m. ET





Please scan the QR code or visit <u>https://link.nichq.org/CANLASession3</u> to complete the survey

Your responses will help shape the future Learning Academy sessions!





Healthy Start CoLab

Connect with your fellow Learning Academy participants on the Healthy Start CoLab!

If you do not have a CoLab account, please email <u>healthystart@nichq.org</u>





Healthy Start Deadlines & Events



August 2021

Deadlines:

- Aug 15 HSMED-II Report (CSV or XML) Due
- Aug 31 Aggregate Report (Excel) Due

Events:

- Aug 2 Networking Café: Father/Male Recruitment and Retention
- Aug 2 Healthy Start & WIC Webinar
- Aug 16 TIROE CoP Learning Session #4 COP members only
- Aug 17 4th Trimester Webinar Series Session #3
- Aug 18 Healthy Start COIN Meeting #9 COIN members only
- Aug 24 Fatherhood Learning Academy Session #2
- Aug 26 CAN Learning Academy Session #4

Can be found on the EPIC website or <u>bit.ly/hs-deadlines-and-events</u>



www.healthystartepic.org

Thank You!