

Welcome!

We are so glad you are here!

We will get started shortly.
In the meantime, we invite you to intentionally enter this space.



Silence your cell phone



Stretch



Close the door



Take a few deep breaths



Close browser windows



Emotionally release your to-do list



Check your audio and video



Take a bio break

A close-up photograph of a woman with dark, curly hair smiling warmly at a baby she is holding. The baby is wearing a light blue patterned onesie. The background is softly blurred, showing what appears to be a bed with white linens. A green and blue curved graphic element is on the left side of the image.

Community Action Network (CAN) Learning Academy
Telling Your Healthy Start Story
October 21, 2021

HEALTHY
start
TA & SUPPORT CENTER

NICHQ
National Institute for
Children's Health Quality

Agenda

Housekeeping	Tess Pritchard, NICHQ
Introduction to CAN LA Session #6	Olivia Giordano, NICHQ
Icebreaker & Learning Academy Review	Angela Ellison, MEd
Presentation Board Q&A	Angela Ellison, MEd
Telling Your Healthy Start Story	Magda Peck, ScD
Key Takeaways & Wrap-up	Angela Ellison, MEd

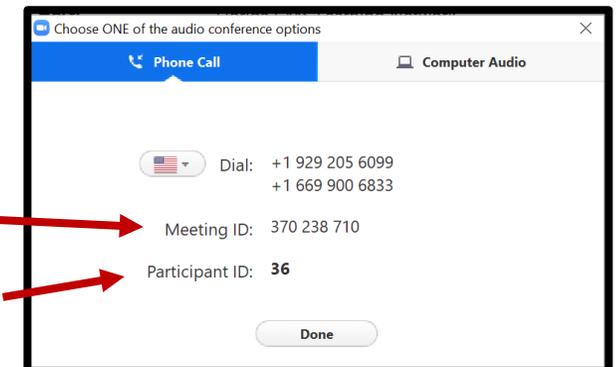
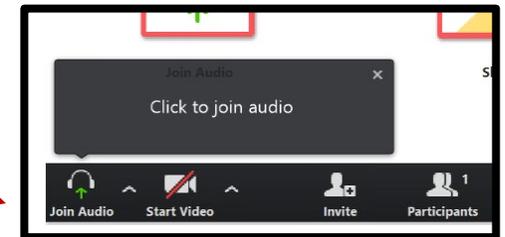
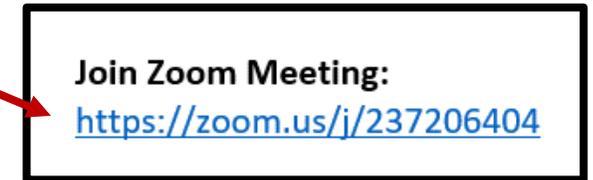
Meeting Logistics



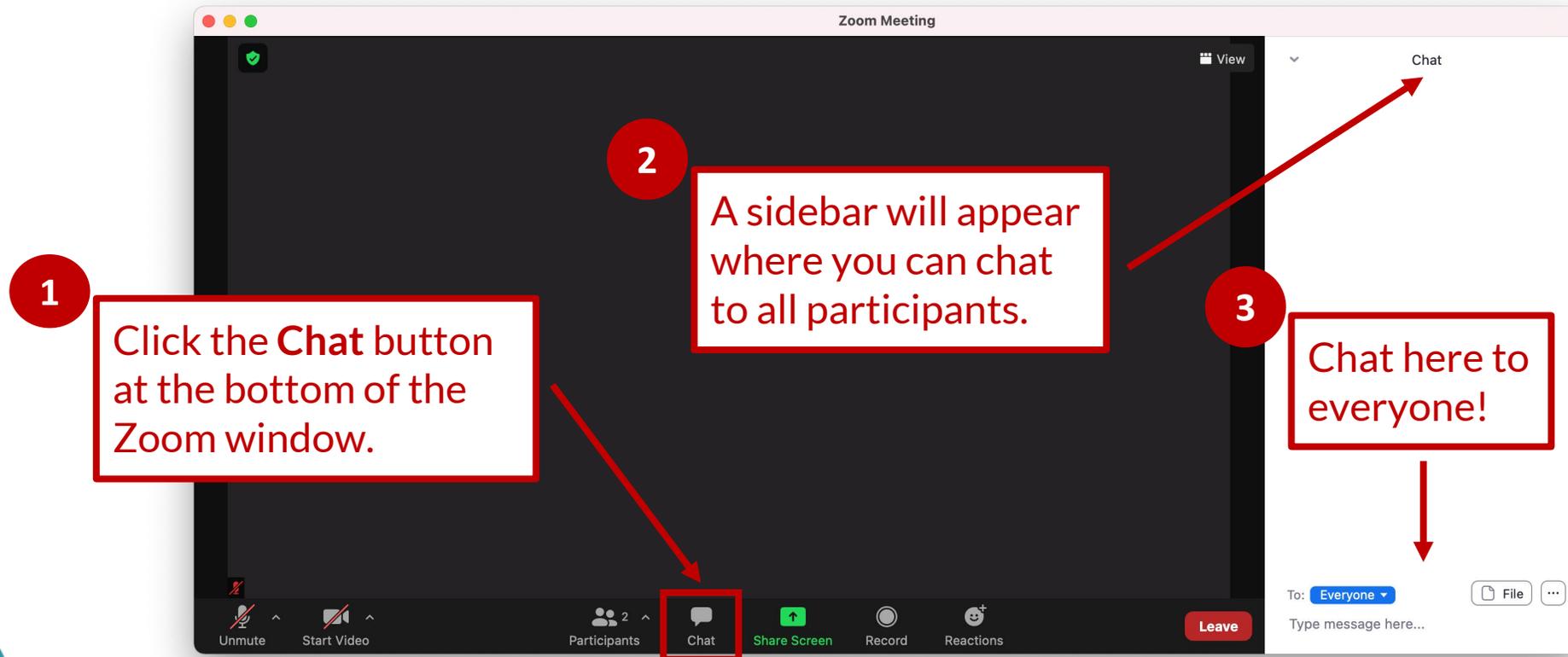
- This session is being recorded.
- All participants are muted upon entry. We ask that you remain muted to limit background noise.
- Members are encouraged to participate in the discussion by typing your comments or asking questions using the chat box.

Connecting to the Audio Conference

- Join the Zoom Meeting by **clicking the Zoom Meeting link** & launching the Zoom application
- An audio conference box will appear
 - If you do not see the box, click **'Join Audio'**
- From the audio conference box, select **'Phone Call'** or **'Computer Audio'**
 - If using the phone:
 - Dial one of the given numbers next to **"Dial"**
 - You will be prompted to enter the **Meeting ID**
 - Then you will be prompted to enter the **Participant ID**



How to Chat





Introduction to the Healthy Start CAN Learning Academy Session #6

Olivia Giordano
Healthy Start TA & Support Center



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 21, 2-4 p.m. ET

**Thank you for
taking this
journey with
us!**



Poll



Angela Ellison, MSEd
CAN Learning Academy Dean



Welcome Back!

Angela Ellison, MEd





Welcome Back!

Icebreaker #1: What Motivates You?

*Using only one or
two words, share
what motivates you.*

*Put your answer in the
chat*



Icebreaker #2: You are
Beautiful, You are Kind,
and You are Important!

*So please share how
you relax, take care of
yourself, and get
centered.*

*Put your answer in the
chat*

CAN Learning Academy Objectives

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

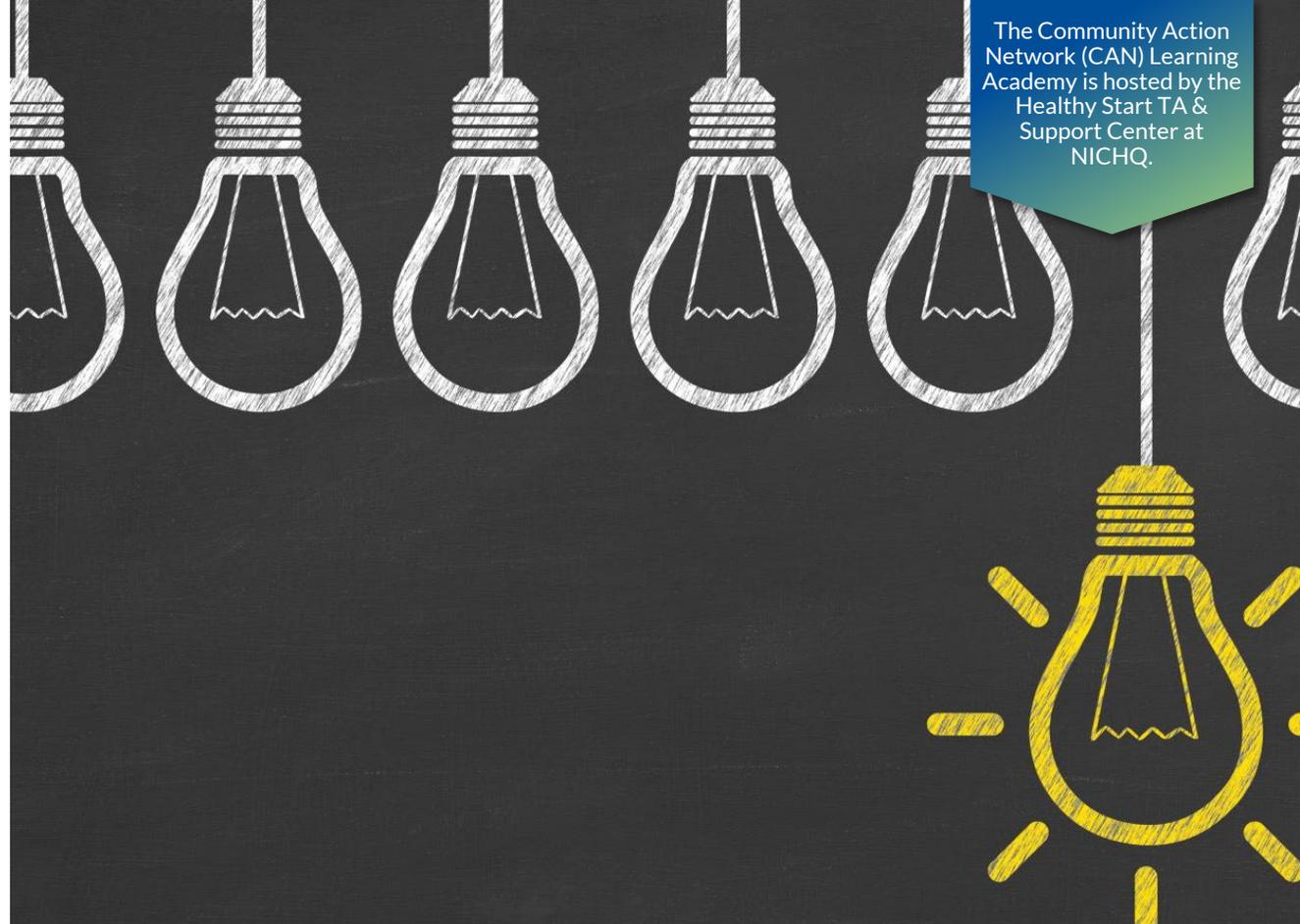
1. Participants will develop a deeper understanding of systemic policies and practices that impact maternal and child health inequities.
2. Participants will be able to develop activities and/or projects that are designed to address health equity at the system level.
3. Participants will develop a deeper 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. Gain knowledge of the tools and resources necessary to elevate/promote the work of their CAN
2. Be equipped to assess the readiness of their CAN to address health disparities in their communities
3. Be able to articulate a plan to move their CANs' work forward in a poster presentation format
4. Develop understanding of the importance of "anchor stories" in grounding our work for the public's health and equity
5. Be able to describe at least 3 "powers" of stories and storytelling to strengthen maternal and child health data, policy and practice
6. Be able to identify at least 3 strategies for shaping and telling effective stories for social change

1. 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 Part 1: Strategic Planning
5. On the Journey Part 2: Working Your CAN and Making a Dream a Reality!
6. Telling Your Healthy Start Story and Summary/Review



CAN Learning Academy

Session Themes

FAMILY INVOLVEMENT IN EARLY EDUCATION

Introduction

• During the past decade, few perceptions have recognized the mutual interests and overlapping influence of the schools and families and the roles that schools must play to develop and maintain partnerships with students' families (Epstein, 1991). Family involvement provides excellent and social interactions among young children, their parents, and teachers. Even though involvement produces positive results, there are also some downsides.



Parents' efficacy beliefs play a role in family involvement, as they are confident in helping their child with schoolwork and can have an impact on the child's grades (Jaffee, 1991).

Image: <http://www.shutterstock.com>

There are three major factors of parental involvement:

1. Parents' belief about what is important, necessary and permissible for them to do with and on behalf of their children;
2. The extent to which parents believe that they can have a positive influence on their children's education; and
3. Parents' perceptions that their children and school want them to be involved (1997 Review of Educational Research).



Parents believe that parents can help change a child's life.

A Support System

• Research on family environments for more than a quarter century shows that children have advantages when their parents support and encourage school activities (Epstein, 1996). Not only during school, but at home is where a support system essential for children. Nonviable occurs when the child is supported and encouraged to do well in school at home.



Parents hovering, too much time and energy in their children's lives can have unintended consequences. (Mayhew, 2007).

"Helicopter Parents"

• The phrase "helicopter parents" is used to describe how parents hover over their children. For example, spending hours volunteering in classrooms or organizations or editing and rewriting assignments to make sure that everything is right. "Parents investing too much time and energy in their children's lessons can have unintended consequences" (Mayhew, 2007).

• So how can parents become more aware of their child's education?

...Sticking to a consistent routine of just asking, "How was school today?" could be a good start.

Better Grades!

• Children are more likely to have higher grades, better behavior and enhanced good performance when parents or family members are committed to being involved in their child's school. Parents who take time and read to their children can be a great advantage to them. Doing homework together can enhance the special bond between parents and children. By working together, parents can often make sure that their child is learning.

Time Difficulty

• Some children do not have an advantage of the moral support or school involvement because of parental time issues. Parents simply do not have enough time in a day to be involved in their child's life, or they are just not interested. As opposed to "helicopter parents," others are not hovering over the child enough, or at all.

Other effective routines can include:

- Asking to your child
- Checking homework every night
- Calling your child's progress with teachers
- Reading to your child at least 15 minutes a day
- Calling attention every 15 minutes to your child's progress
- Asking an excuse for being late to your child's school

Conclusion

• The research has shown the parents and children who are involved in their education, more often have a positive attitude and are more likely to be successful in school. Parents who are involved in their child's education can help their child's learning and development. Parents who are not involved in their child's education can have a negative impact on their child's learning and development.

Family Involvement

• The earlier that the parents get involved with their child's educational process, the more powerful the effects. Positive results of parental involvement include higher attendance, improved behavior, and increased confidence among their children's schooling.

Presentation Boards Q&A

Angela Ellison, MEd

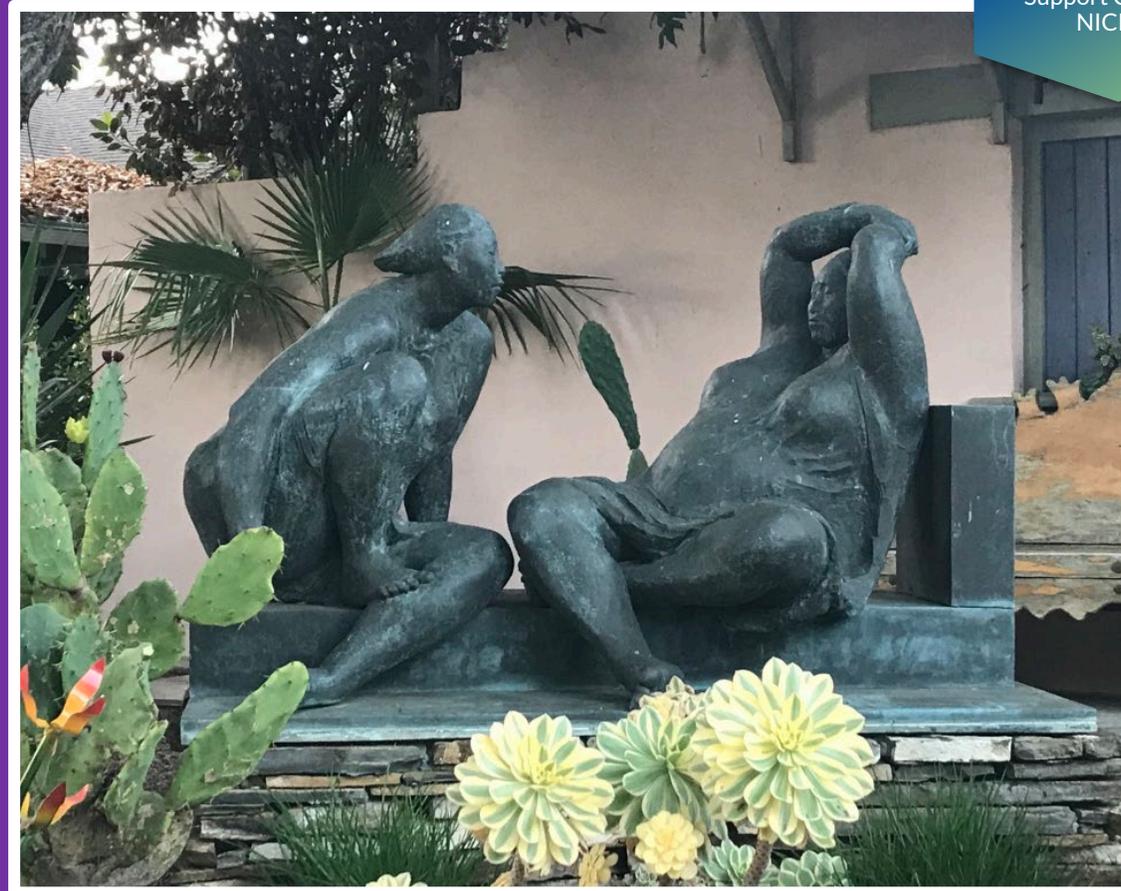


Magda G. Peck, ScD
Founder and Principal, MP3 Health
Founder, Senior Advisor, and Former CEO,
CityMatCH

Powerful Stories, Purposeful Storytelling

Magda Peck

SD SM PA (she, her)



Healthy Start CAN Leadership Academy, Fall 2021

4 THINGS TO KNOW

Everybody has a story. “Everybody is a story.”



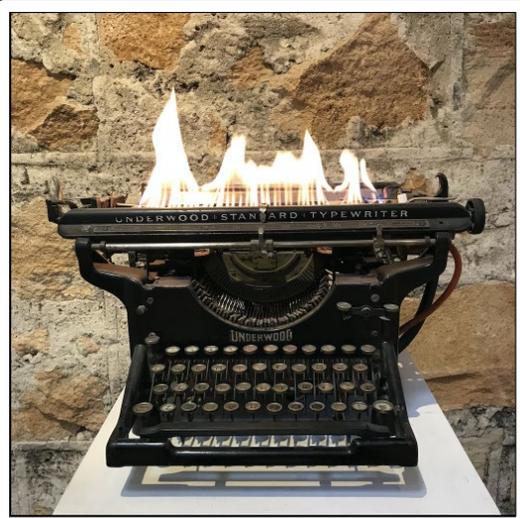
It's your super power.

It's your most sacred currency.

It's your underutilized tool for change.



So, *WHAT'S YOURS?*



**Q. In the beginning,
*why did you decide to work with Healthy Start?***

So, tell me a story **...in 6 WORDS. (Yup.)**



Everybody has ‘ANCHOR” Stories
...Stories that ground our work and our lives.

Anchor Stories are at the root of why we do
what we do....and have to keep on doing it.

You must know *and be willing to tell*
your story first.... before you ask others.

#1: START with **ANCHOR** STORIES.

ON
THE
ORIGIN
OF
STORIES

EVOLUTION, COGNITION,
AND FICTION

BRIAN BOYD

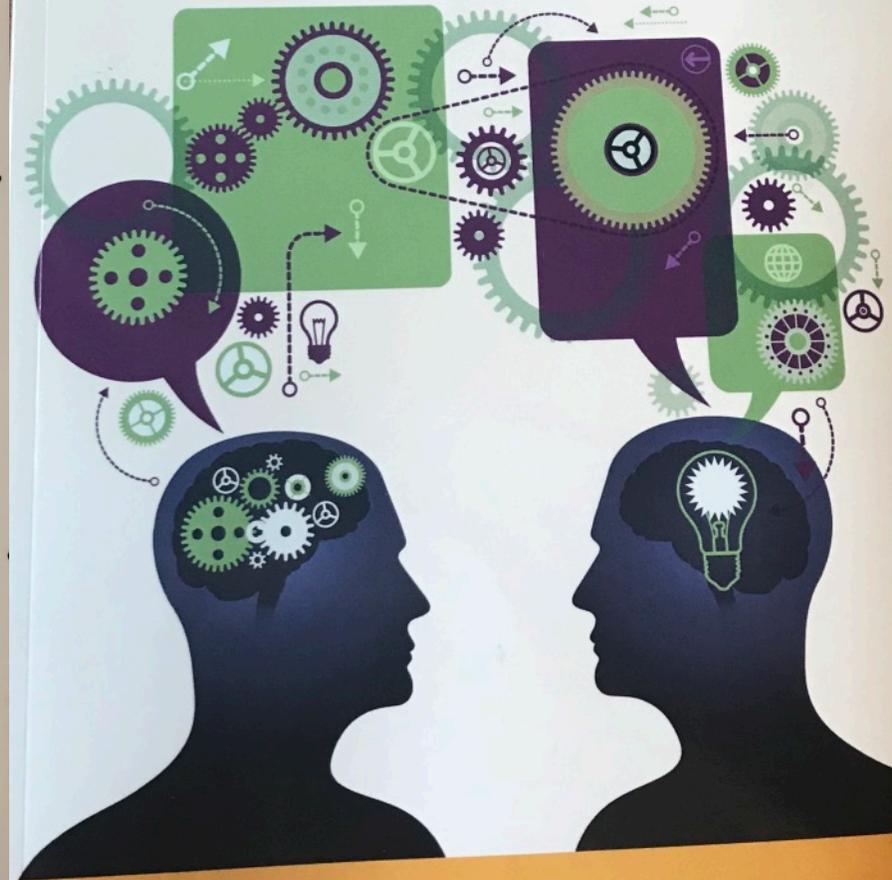
The Writer's Guide to Using
Brain Science to Hook Readers
from the Very First Sentence

WIRED FOR STORY

Lisa Cron

Story Smart

Using the Science of Story
to Persuade, Influence, Inspire, and Teach



#2: KNOW the **SCIENCE** of STORY.

So, what does a STORY do in the human brain?

Physical & Emotional Responses
Complex Processing & Predictions
MRI Brain Scans, Synchronized Brainwaves
Transformative, Healing

(J Palacios)

Storytelling ... something our brains are hardwired to do...to make sense...to find meaning

*“...How to make all this wisdom understandable, transmissible, persuasive, enforceable –
In a word, how to make it stick?”*

***Antonio Damasio:* Neuroscience of STORY**

“If you have prior knowledge saved in memory, the only thing that will compel you to change that existing belief is a replacement story that is more powerful, influential and effective than the original.”

#3: TELL **EFFECTIVE** STORIES, **EFFECTIVELY**.

Every good story has 3 basic parts:

- a. It starts with a Situation.
- b. It turns on some Change or Complication or Choice to be made.
- c. It ends with some Resolution or Result.

BASIC MECHANICS: EX FABULA www.exfabula.org

Knowing how stories work in the human brain, we need to make sure our stories:

- ✓ *Provide memory and recall*
- ✓ *Provide greater understanding*
- ✓ *Create context and relevance*
- ✓ *Enhance meaning*



The shortest distance between two people *is a story.*”

— Patti Digh and others

So, we also need to make sure our stories:

- ❖ *Provide superior engagement*
- ❖ *Get listeners to pay attention*

Checklist: **EFFECTIVE STORIES** (K Haven)

Everybody has a story. **Everybody is a story.**



“Stories create community, enable us to see through the eyes of other people, and open us to the claims of others.”

– Peter Forbes, photographer and author

So, we also need to make sure our story:

☐ *Creates empathy*

Checklist: **EFFECTIVE** **STORIES** (K Haven)



I've learned that people will forget what you said.
People will forget what you did.
But people will *never* forget how you made them *feel*."

--Maya Angelou

(*Emotions* make stories stick. STICKY STORIES LAST LONGER.)



**#4: Use stories to change the
NARRATIVE...*HAVE A STORY*
“STRATEGY”**

“If you have prior knowledge saved in memory, the only thing that will compel you to change that existing belief is a replacement story that is more powerful, influential and effective than the original.”

Kendall Haven STORY PROOF + STORY SMART

WHAT'S YOUR STORY STRATEGY?

$$D \times V \times F > \underline{R}$$

Resistance (R) = natural and must be overcome

Which variable(s) will your
Healthy Start story **most influence?**

BECKHARD-HARRIS CHANGE EQUATION (var: Gleicher)

Dissatisfaction (D) = CHANGE IS NEEDED

Vision (V) = IMAGINE BETTER FUTURE

First Steps (F) = WORTHWHILE ACTIONS NOW

(Resistance (R) = natural and must be overcome)

$$D \times V \times F > R$$

Which variable(s) will your Healthy Start stories most influence?

BECKHARD-HARRIS CHANGE EQUATION (var: Gleicher)

Each of the elements must be present. If any = zero, resistance will not be overcome.

So, how can **STRATEGIC STORYTELLING:**

- **BETTER ENGAGE AND INVOLVE COMMUNITY?**
- **STRENGTHEN DATA FOR DECISIONMAKING?**
- **PROMOTE GREATER UNDERSTANDING OF HEALTH EQUITY AND THE IMPACT OF RACISM?**





A story communicates fear, hope, and anxiety, and because we can feel it, we get the moral not just as a concept, but as a teaching of our hearts... **That's the power of story.**

Marshall Ganz, Community Organizer; Professor, Harvard U

May we leverage the power of stories, together.



Magda Peck SD SM

Founder & Principal
MP3 Health Group

Adjunct Professor
Pediatrics + Public Health
**University of Nebraska Medical
Center**

Founder and Senior Advisor
CityMatCH

magda@magdapeck.com



THANKS AND APPRECIATION TO MY TEACHERS, COACHES and MASTER STORYTELLERS

Ed Ehlinger, Sharon Adams, Venice Williams

Megan McGee, Ex Fabula Coaches and Fellows

Dasha Kelly Hamilton and StillWaters Collective

Lee Matz, Milwaukee Independent

Jabril Faraj, Milwaukee Stories

Andrea Waxman, Neighborhood News Service

WUWM: Mitch Teich, Bonnie North, Susan Bence

Crocker Stevenson, Milwaukee Journal Sentinel

WestSide Stories, CA Storytelling Assn, WCC Spinners

Stagebridge: Joel ben Izzy, Donna Washington

StoryCenter: Joe Lambert, Rob Kershaw and crew

Key Takeaways

I'm so glad we had this time together.
However, please take this gift of my
thoughts with you....

If you are ready to have your CAN
change the world by changing the
systems that harm our community –
whether you are an old or new Healthy
Start –you need to stop, sit down and....



1. Have a vision/goal of what, where, how, and when you want to effect change?
2. Assess where you are situated in your community. Assess your partners, who is missing, who is aligned with the vision, etc.
3. Who is also involved in this work? Determine how you can align your efforts so that you all succeed.
4. Have a written plan
5. Have a data Plan. What information do you need? How will you track your progress? How will you know you succeeded?
6. Research your topic. Understand the challenges you will face as you address systems change in the area you have chosen. Develop a strategic approach to these challenges.
7. Know the story you want to tell and TELL YOUR STORY, over and over again.



Finally, if you are still struggling to put all the pieces together...
Put in a 1:1 TA request with the
Healthy Start TA & Support Center!

They can help your CAN!



Changing the world isn't easy, but it CAN be done!

“If you want to make the world a better place, take a look at yourself and make that change.” – *Michael Jackson*

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.” – *Harriet Tubman*

“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has.” – *Margaret Mead*



UNLESS someone like
YOU cares a whole awful
lot,
nothing is going to get
better.
It's not!!!



Dr. Seuss



Thank you!
Angela



Go Forth & Conquer!



Survey

Please scan the QR code or visit <https://link.nichq.org/CANLASession6> to complete the survey

Your responses will help shape future Learning Academies!



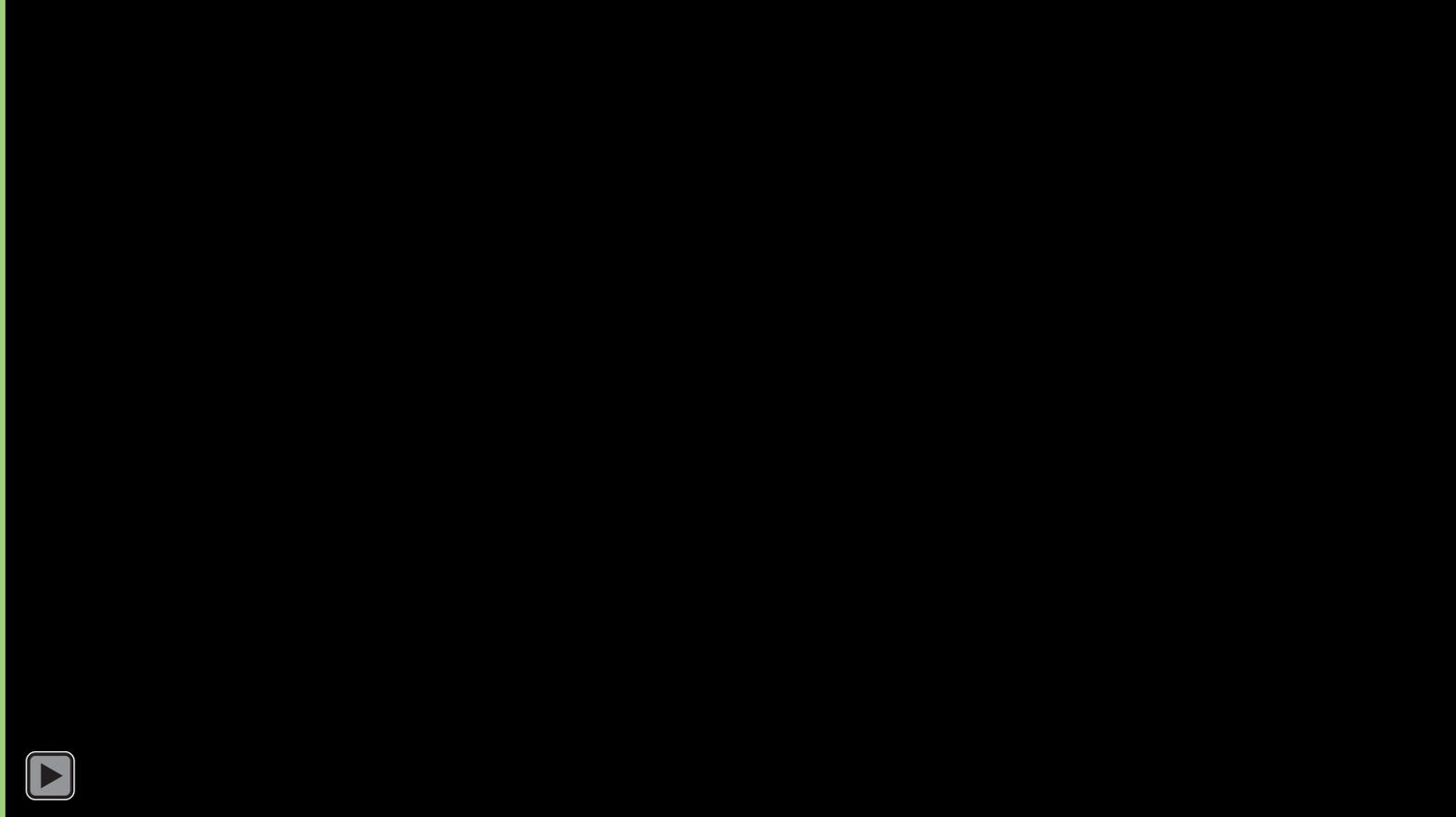
Healthy Start CoLab

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

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



We hope to see you at the 2021 Healthy Start Virtual Grantees' Meeting (VGM)!



To register, visit the [EPIC website](#)



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

November 2021

Deadlines:

- Nov 5 [CLC Scholarship Application Due](#)
- Nov 15 HSMED-II Report (CSV or XML) Due

Events:

- Nov 3-5 [2021 Healthy Start Virtual Grantees' Meeting](#)
- Nov 15 TIROE CoP Learning Session #7 – *COP members only*
- Nov 17 Infant Health Equity Supplement Webinar – *IHE Supplement Recipients only*
- Nov 18 [Beyond COVID-19: Breastfeeding Webinar #2](#)
- Nov 23 [Fatherhood Learning Academy Session #5](#)

A close-up photograph of a woman with dark, curly hair, wearing a white tank top, leaning over and kissing the top of a baby's head. The baby has dark, curly hair and is wearing a light-colored long-sleeved shirt. The woman's eyes are closed, and she has a gentle expression. The background is softly blurred, showing a patterned cushion and a blue sofa. The text 'Thank You!' is overlaid in a large, green, sans-serif font on the left side of the image.

**Thank
You!**