

The 84 Mini-Grant Project Instructions FY22



This year, The 84 is excited to offer mini-grants for Chapters to do upstream public health project focused on racial justice!

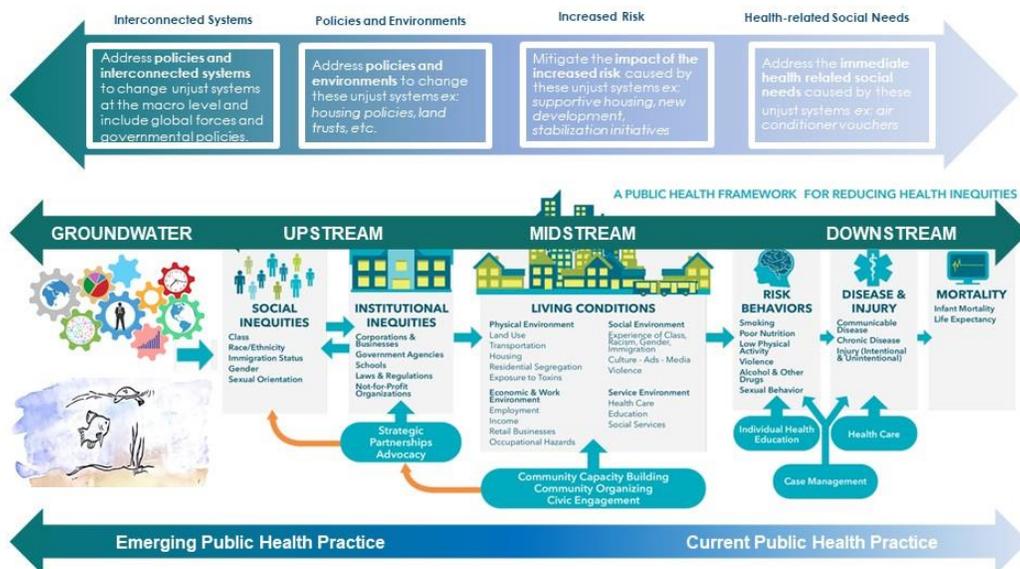
What is upstream public health?

Upstream public health means figuring out why something is a problem in the first place, rather than looking at individual behavior to address a problem. For example, it focuses on social inequities like people's income level, race, immigration status, gender, sexual orientation, etc. It also focuses on institutional inequities like government agencies, schools, businesses, nonprofits, and laws and regulations that might be unfairly benefiting certain groups based on their identity. Oftentimes, upstream work will point directly to the existence of structural racism.

Downstream public health strategies focus more on people's behaviors- like smoking, poor nutrition, low physical activity, their sexual behavior, etc. It also focuses on people's diseases and injuries that are caused by these behaviors, such as asthma, sexual transmitted infections, obesity, etc.

The 84 Staff is hosting a training on upstream public health on October 19 from 5-6:30pm. It is required that all mini-grant applicants attend this training or watch the recording to understand what types of projects will be funded this year. In addition, further resources on upstream public health strategies will be provided to all grantees who are awarded funding.

Addressing the Health Inequity Pathway: Groundwater, Upstream, Midstream, and Downstream



Sources: BCHAP SDOH Interventions Framework and Moving Massachusetts Upstream (MassUP) Conceptual Framework, both adapted from the Bay Area Regional Health Initiative
White paper on "The Groundwater Approach: building a practical understanding of structural racism" by Bayard Love and Deena Hayes-Greene of the Racial Equity Institute

Inequities

Project Overview



STEP 1: Consider these questions

Racial Justice

- What is an aspect of racism or racial injustice that impacts people's health in your community?
- What's something in your community that is causing poor health and/or impacts youth?
- Where do you see discrimination at play in your community?
- How does racism/racial injustice affect health outcomes in your community?

STEP 2: Identify a Research Question

- Start by thinking about something in your community (that explicitly relates to community health and/or impacts youth) that you'd like to investigate related to that topic. What have you noticed that you'd like to know more about? What would you like to see change about this in your community?
 - Ex: Have you noticed that there are more tobacco retailers or fast-food restaurants in your community than in neighboring communities?
 - Ex: Do you wonder why there are fewer options for public transportation in your city/town? Is this transportation close to healthcare facilities, grocery stores, daycare centers, etc? Is there a high percentage of people in your community who suffer from health conditions like asthma or heart disease? Why do you think that is?

STEP 3: Attend our workshops

Someone from The 84 staff will facilitate virtual workshops during the course of the project; the calendar of trainings will be released once your mini-grant proposal is accepted. Below are the workshop descriptions, so you know what will be offered.

NOTE- In addition to attending these listed below (dates TBD), the Get to the Roots to Make a Difference Workshop on October 19, 2021 is required of all grantees. If you cannot attend the workshop, you will need to watch the recording that will be sent out.

1. **Exploring the Issue**- In order to address the needs of your community effectively, you will need to gather information and data to identify the specific issue you want to focus your advocacy efforts on. In this workshop, you will gain knowledge and skills in collecting research from credible sources and conducting your own research through various methods such as surveys, focus groups, and interview.
2. **Gathering your Resources**- One of the most important steps in starting an advocacy effort in your community is identifying who will support your work and how you will be able to get it accomplished. In this workshop, you will work to identify your allies and opposition in your advocacy work. You will then work to identify what your community resources are and where you can find them.
3. **Getting your Message Heard**- In order to create a movement, you have to get our ideas and messages heard. During this workshop, you will work on how to create effective messages for your advocacy

topic and learn what types of media are the best channels to go through. You will also learn how to identify your target audience's needs, and how to use social media to take things to the next level.



4. **Public speaking and presenting to stakeholders-** Talking to your legislator or local decision-makers takes preparation! This training will help you gain the confidence, skills, and organization to have your most successful testimony or meeting with a policymaker or stakeholder.

Step 4: Research the topic

- a. First, find *secondary research* that already exists about that topic. Secondary research involves the summary, collection and/or synthesis of existing research, like demographic data or statistics. We will provide you with resources to help you do this once funding is awarded. Second, do your own *primary research*. This is any research you collect yourself. Examples of primary research you might use in your project include, but are not limited to:
 - i. **Focus groups**
 - ii. **Surveys**
 - iii. **Key informant interviews**
 - iv. **Community mapping**

Note: We will provide you with resources on how to do this once you identify which methods you'd like to use.

Step 5: Determine the Root Cause and Recommendations

- a. After you've collected and conducted enough research, take it one step further to think about what it means. Why do you think this is an issue in your community? What did you learn from the statistics you gathered or from interviews you did? What's the cause of the problem?
- b. Once you've gotten to the bottom of the issue, decide what YOU think needs to be done about it. **Remember- we want our solutions to be upstream, so instead of focusing on individuals, focus on what can be done at an institutional, structural, or policy level.**

Step 6: Identify your "levers"

- a. Now that you have an idea what you'd like to do to create change, figure out who can help you do it. Who are your allies? Who is already doing work like this near you? Who are the decision-makers? Examples of levers could be:
 - a. Your local Senators, Representatives, City Council, Board of Health, etc.
 - b. Teachers, Principals, Superintendents, and School Committees
 - c. Local organizations who are already active on this issue

Step 7: Take action

- a. Once you've determined who you might want to invite to the table, reach out to them! Prepare a presentation for who you identified as your levers. Reach out to your local elected officials. Team up and collaborate with local organizations that have similar interests.

- b. Create infographics, social media posts, or other informational materials to send out to people who you think can help you with your cause.
- c. Make your asks – make sure it is clear what you would like to see happen and be specific. If you don't have a specific ask, make it clear what you think should be done and ask that they take action on the issue.
- d. **Think of the upstream strategies to tackle the issue at the root, not solutions that address people's individual behavior. Some examples include:**
 - a. Changing policies in your city/town or school
 - b. Making sure teachers, leaders, and decision-makers hear your message and do something to address the problem
 - c. Making resources more accessible in your community



Step 8: Document your work

- a. Make sure to document each step that you complete and share it with our staff so we know all the incredible work you are doing. A member of The 84 staff will be available to provide resources and any assistance you might need throughout the year, and they will ask to have regular check-in calls with you to see how we can be of support.
- b. You will be asked to complete a final report in June, but we would love to see your research, results of your interviews, photos of your meetings, and any materials you create along the way!