

WEBVTT

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00:03:46.530 --> 00:03:52.830

Desi LaPoole: Good afternoon, everyone and welcome to today's webinar incorporating equity throughout the data life cycle.

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00:03:53.250 --> 00:04:00.090

Desi LaPoole: Before we get started, I will briefly review the technical housekeeping rules for today's webinar before the introduction of our speaker.

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00:04:00.990 --> 00:04:11.370

Desi LaPoole: First, we are offering closed captioning of today's webinar which can be turned on using the CC button at the bottom of your menu bars and by clicking show subtitles.

4

00:04:12.270 --> 00:04:24.360

Desi LaPoole: Please place your questions in the Q amp a box, as they come up during the presentation and feel free to introduce yourself yourself and share your comments, using the chat box feature, both of which can be found on the menu bar and.

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00:04:25.380 --> 00:04:35.130

Desi LaPoole: You will also find today's presentation materials in the chat box available for you to download and follow along on your own if you have trouble viewing the presentation through the webinar screen.

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00:04:35.970 --> 00:04:41.820

Desi LaPoole: These materials and the webinar recording will be made available on emory's T tech website in the coming days.

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00:04:42.690 --> 00:04:50.400

Desi LaPoole: Lastly, please stick around for a few minutes after the conclusion of the webinar to submit your responses to the post webinar survey.

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00:04:50.970 --> 00:04:55.590

Desi LaPoole: We are excited you have joined us today and we greatly appreciate your feedback on today's webinar.

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00:04:56.490 --> 00:05:10.830

Desi LaPoole: If you have any technical questions, please reach out to me Desi Liverpool via the chat box and i'll address your concerns now without further ado i'll pass it on to JESSICA go mess, with the CDC office and smoking and health for our introduction JESSICA.

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00:05:11.400 --> 00:05:21.840

Yessica Gomez: Thank you Jesse and welcome everyone For those of you who may not know me i'm just become as on health sciences and an evaluator with the CAC office on smoking and health.

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00:05:22.290 --> 00:05:33.510

Yessica Gomez: and welcome to today's webinar on incorporating equity throughout the data life cycle, this is one of several webinars that we will be offering on this topic of health equity and disparities.

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00:05:33.750 --> 00:05:43.500

Yessica Gomez: And i'm excited to welcome our presenter today heather cross heather is a data scientist and cross sector thought leader in health equity issues with more than 20 years.

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00:05:43.920 --> 00:05:55.020

Yessica Gomez: of experience in the field, she is the founder of two successful data science companies data assist Inc and we all count project for health equity this presentation is very timely.

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00:05:55.560 --> 00:06:01.680

Yessica Gomez: As we think through our worldview, and our approaches to data science, particularly thinking through the health equity lens.

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00:06:02.370 --> 00:06:15.630

Yessica Gomez: Our efforts to promote equity and reduce back related disparities in the interest of time i'm going to pass it over to heather just so she has enough time to cover her content today.

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00:06:16.320 --> 00:06:29.580

Yessica Gomez: However, I encourage you to visit our website where she has a more detailed bio both formal and informal version and i'll make that into the chat box welcome heather and I.

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00:06:29.610 --> 00:06:30.840

Heather Krause: thanks again for joining us.

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00:06:30.840 --> 00:06:33.630

Yessica Gomez: Today, and I think you're in Canada is that right.

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00:06:35.910 --> 00:06:40.260

Heather Krause: That is correct, I am in Toronto, well, I live in Toronto Canada i'm in Northern Canada today.

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00:06:40.800 --> 00:06:46.350

Yessica Gomez: Nice, so I will go ahead and mute myself and turn it over to you to start us with the webinar today.

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00:06:46.890 --> 00:07:02.790

Heather Krause: Thanks great well Thank you so much Desi and Jessica and all the team for doing a most of the work to organize this and make this happen, I really appreciate it it's a great honor to be asked to be here.

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00:07:03.270 --> 00:07:18.210

Heather Krause: And yeah so i'm going to talk to you all a little bit about some of the work that we've done at we all count, which is a project for equity and data science and excuse me.

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00:07:24.420 --> 00:07:27.510

Heather Krause: That we.

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00:07:31.980 --> 00:07:36.300

Heather Krause: This project is because, after a couple of decades of working is.

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00:07:36.720 --> 00:07:43.620

Heather Krause: I real one of the problems that faces data science specifically social sector in the mission driven sector is that.

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00:07:43.920 --> 00:07:58.590

Heather Krause: People are making very prejudiced choices in data science in the way that we're using data to make policy to make decisions to design practices, but people are unaware of this prejudice that's creeping in.

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00:07:59.430 --> 00:08:00.030

Heather Krause: and

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00:08:00.690 --> 00:08:07.710

Heather Krause: Most people in the social sector and governments and philanthropy and nonprofits use data or like to use data, because we really want to understand.

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00:08:07.770 --> 00:08:18.870

Heather Krause: what's going on on the ground, we want to understand how to make the world better and we want to pure screw the bias and the prejudice and the human error and injustice that exists and a lot of times we've.

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00:08:19.350 --> 00:08:36.510

Heather Krause: been pointed in the direction of quantitative data as a solution to this that quantitative data can be the solution, it can be unbiased it can be object, however, there are so many ways that.

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00:08:37.620 --> 00:08:46.410

Heather Krause: everybody's personal worldview and values and lived experience gets embedded and even the most simple quantitative data.

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00:08:46.890 --> 00:08:55.050

Heather Krause: So i'm just going to take a few seconds of your time and ask you to consider this quantitative data problem.

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00:08:55.620 --> 00:09:09.810

Heather Krause: let's say that we have a school that has three classrooms classroom a has three students has nine students, how many students is the average classroom size what's the average number of students across these three classrooms.

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00:09:11.220 --> 00:09:11.610

Heather Krause: Okay.

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00:09:14.010 --> 00:09:23.850

Heather Krause: Most of you might look at this math problem and say that the average number of students in a classroom in this school is six students and, if so, you would be correct.

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00:09:24.510 --> 00:09:33.090

Heather Krause: However, if you looked at this math problem and so that the correct answer is seven students for classroom you're also correct.

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00:09:34.230 --> 00:09:44.730

Heather Krause: There are two correct answers to this very, very simple mathematics problem about what the average size in this school.

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00:09:46.680 --> 00:09:54.720

Heather Krause: Both have the same fundamental mathematical principles underlying them, but when it depends on whose worldview you adopt.

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00:09:55.110 --> 00:10:04.500

Heather Krause: Whether the answer is six or whether the answer is seven now, I have a much, much longer you video on our we all count YouTube channel that can walk you through this but i'm just going to show you very briefly.

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00:10:05.070 --> 00:10:14.070

Heather Krause: What I mean if we if we take the teacher's perspective if we are saying what is the average classroom size from the teacher's perspective.

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00:10:16.290 --> 00:10:24.120

Heather Krause: We go to the first classroom and that we say to that teacher, how many students are in your classroom and that teacher says three.

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00:10:24.630 --> 00:10:29.970

Heather Krause: We go to the second classroom and we say to that teacher, how many students are in your classroom and that teacher says six.

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00:10:30.330 --> 00:10:35.850

Heather Krause: And we go into the third classroom and we asked the teacher, how many students are in your classroom and not teacher says nine.

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00:10:36.510 --> 00:10:49.290

Heather Krause: We add them all together, we get 18 we divide 18 by the three perspectives and we get an average classroom size of six, that is a correct mathematical answer the average classroom size from the teacher's perspective is six students.

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00:10:50.190 --> 00:10:58.470

Heather Krause: We can do the math the very same way, but instead of embedding the lived experience of the teachers, we embed the lived experience the students.

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00:10:59.190 --> 00:11:08.670

Heather Krause: So we go into classroom a and we asked the first student there, how many students are in your classroom not students, as there are three students in my classroom.

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00:11:09.240 --> 00:11:22.020

Heather Krause: Second, student in classroom a also correctly says, there are three students in my classroom third student classroom a also says, there are three students in my classroom for embedding the lived experience of students here.

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00:11:22.800 --> 00:11:31.380

Heather Krause: We go into classroom be we asked the first student in class or be how many students are in your classroom that student correctly says, there's six.

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00:11:31.980 --> 00:11:47.670

Heather Krause: All the rest of the students in classroom be say six and then all of the students in classroom see correctly say nine we do the math and the exact same way that the method or the algorithm to take the average are exactly the same, we add up all the numbers, we get 126.

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00:11:48.960 --> 00:11:52.530
Heather Krause: We divide 126.

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00:11:54.120 --> 00:11:54.600
Heather Krause: For.

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00:11:57.450 --> 00:12:10.920
Heather Krause: This case that's 18 and we got seven Both of these are correct answers and the difference between six and seven in the way that you do the math, and this is true.

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00:12:11.610 --> 00:12:20.970
Heather Krause: In this simple example of how to take an average, and this is true of every other way that we use quantitative data and our worlds every.

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00:12:22.170 --> 00:12:35.100
Heather Krause: Part of the research or evidence creation process right down to the math is embedded with worldviews and perspectives i'm going to show you one more quick example.

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00:12:36.510 --> 00:12:48.330
Heather Krause: which I think probably relates directly to some of the work that you're doing, and this was with a government and they wanted to know whether their income increase project was a success.

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00:12:49.200 --> 00:12:58.080
Heather Krause: And so we presented them with this chart, which is what they wanted to see the average monthly income and how it changes before and after a project and.

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00:12:58.590 --> 00:13:16.740
Heather Krause: You can see that the before project income is \$800, on average, and the after project income is 1300 dollars, on average, so it looks like the initiative that this government did in this Community wasn't success average income went up a lot.

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00:13:17.970 --> 00:13:29.550
Heather Krause: However, we're working on the ground in this Community, and we know that there's a bunch of different zip codes and if we use that very same data to break out the results by zip code.

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00:13:30.360 --> 00:13:43.950

Heather Krause: We get three very different lines, and you can see that, whether or not the project was a success for you really depends on which zip code you live in if you live in that top line here, you can see that your income doubled.

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00:13:45.840 --> 00:13:53.190

Heather Krause: But if you live in this zip code number three, which is this bottom line here, you can see that your income didn't change at all.

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00:13:56.820 --> 00:14:06.330

Heather Krause: And there's a third way to use this data and that's to look at the income inequality gap before the project in this Community, the income inequality gap was \$200 after.

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00:14:06.690 --> 00:14:14.550

Heather Krause: This project, the income inequality gap in this Community with 1100 dollars all using the same data all using correct math.

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00:14:15.000 --> 00:14:21.780

Heather Krause: And all defining whether or not this project was a success in three very different ways, yes, the average income increased.

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00:14:22.590 --> 00:14:34.530

Heather Krause: kind of it was a success for different people depending on which zip code you're in and know the project was a huge failure if you care about income inequality, as your measure of success.

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00:14:35.040 --> 00:14:39.300

Heather Krause: All of these are correct, just like the average classroom size.

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00:14:39.990 --> 00:14:49.380

Heather Krause: But each of these is embedded within very, very different worldview and lived experience, and this is not just a mathematics problem, this is also a human problem.

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00:14:49.890 --> 00:15:00.840

Heather Krause: you're the person that's living in that zip code, where the income did not change at all the project didn't work and you only see that first chart.

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00:15:01.410 --> 00:15:13.800

Heather Krause: you're having you have a very common experience of having your data collected and used and then not seeing your lived experience reflected back in your very own data.

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00:15:14.700 --> 00:15:25.770

Heather Krause: which can be a very deep equity problem for the humans that are actually contributing the data that we're using in the math and in the evidence and in the research.

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00:15:26.760 --> 00:15:42.630

Heather Krause: We like to think that data science and evidence generation is a process kind of like this, where we choose a question to ask, and then we answer that question with objective data objective analysis objective results and then get an objective decision.

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00:15:44.280 --> 00:15:55.650

Heather Krause: In reality, creating evidence and using quantitative data and data sciences like this, there are dozens and dozens and dozens of choices all along the project and each one of those choices.

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00:15:56.070 --> 00:16:11.340

Heather Krause: deeply embeds a very specific worldview a set of privileges a set of values and once you realize this, you can't really approach your work with data in the same way anymore that it that is kind of value neutral that the data doesn't lie.

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00:16:13.410 --> 00:16:26.100

Heather Krause: it's true that data doesn't lie but it's not true that data is neutral all data from beginning to end has worldviews values and privileges embedded into it.

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00:16:26.520 --> 00:16:37.260

Heather Krause: And this actually is great news because it empowers you if you have the privilege to work with data It empowers you to use data to embed the worldview that you're trying to.

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00:16:38.070 --> 00:16:49.650

Heather Krause: reflect it allows you to use data to align with your projects equity goals, so this is actually really good news not bad news, however it's really important to.

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00:16:51.150 --> 00:17:13.080

Heather Krause: realize that there isn't a right choice I get asked every day by clients who want to understand how to make their research or their quantitative evidence kind of bulletproof or correct or objective and it's simply not possible if you're taking an equity perspective.

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00:17:14.310 --> 00:17:27.510

Heather Krause: equity is a process, not a binary state so each time we take a step to improve the equity we're improving the research but it's never like certified stamp like this is correct.

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00:17:29.190 --> 00:17:39.720

Heather Krause: One example that I like to share is that I was working on a project about how to form groups of women.

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00:17:40.890 --> 00:17:48.870

Heather Krause: In order to teach them new ways to work with cows new ways to work together so that they could get a lot more milk out of the cows that they own.

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00:17:49.800 --> 00:18:02.730

Heather Krause: And I was already working in data equity at this time and we worked really hard to kind of build statistical models, we were doing impact evaluations and we wanted to build statistical model.

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00:18:04.200 --> 00:18:05.580

Heather Krause: embedded in.

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00:18:06.690 --> 00:18:14.040

Heather Krause: The world embedded the web, and so we collected data very carefully, one of the things that we wanted to control for was.

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00:18:14.280 --> 00:18:22.320

Heather Krause: Time use because we knew that these trainings where we're asking these women to spend extra time they had to attend the trainings like an hour to.

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00:18:23.070 --> 00:18:38.310

Heather Krause: Every other week, and so we control for time spent on dairy in these models as a founder and you don't need to know what that means, if that's not your area of expertise, no problem we just build these models in a very specific mathematical way.

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00:18:39.480 --> 00:18:43.230

Heather Krause: Then we of course found out that.

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00:18:44.520 --> 00:18:50.310

Heather Krause: The women themselves did not like this project, they did not think that this project was a success.

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00:18:50.880 --> 00:19:01.800

Heather Krause: And that our model, even though we have tried so hard to reflect their worldview in this model, our model does not reflect their worldview.

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00:19:02.790 --> 00:19:11.940

Heather Krause: Because, not only was the the training asking these women to spend time attending these trainings.

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00:19:12.570 --> 00:19:20.820

Heather Krause: In addition to that, the tools and techniques that they were being taught in these trainings had them spending almost twice as much time.

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00:19:21.420 --> 00:19:37.800

Heather Krause: On their daily activities and so when we built our model and we mathematically controlled for time spent on dairy as a co founder, which again is a technical aspect you don't need to understand, but the way that we build the mathematical model.

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00:19:39.270 --> 00:19:48.810

Heather Krause: kind of hate the fact that if you spend twice as much time working on dairy you might get twice as much milk from your cows.

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00:19:49.290 --> 00:19:58.620

Heather Krause: And in our attempt to mathematically build a model that reflected the women's worldview, we accidentally build a mathematical model that reflected our worldview.

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00:19:59.400 --> 00:20:18.120

Heather Krause: And that, in order to reflect their worldview, we needed to adjust the model, a little bit and control for time as a mediator, not a Co founder again if you don't understand those technical words you don't need to all you need to know is that we built two models.

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00:20:20.670 --> 00:20:24.270

Heather Krause: models for correct not wrong.

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00:20:25.980 --> 00:20:30.990

Heather Krause: reflected the lived experience the program was causing the amount of milk these women got to double.

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00:20:31.740 --> 00:20:40.500

Heather Krause: Second model actually centered the lived experience of the women and show that the trainings ledge with slight increase in milk, but certainly not a double.

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00:20:41.490 --> 00:20:54.120

Heather Krause: So the second model wasn't correct mathematically in a different way, but it was a better choice because it actually reflected the lived experience that we were trying to reflect.

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00:20:54.600 --> 00:21:12.810

Heather Krause: what's important the technical details are not what's important about this model what's important is that these two analyses use the very same data same research question same methodology same analyst and even controlling for the same variables.

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00:21:13.890 --> 00:21:17.010

Heather Krause: But a slight tweak and how you actually do the math.

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00:21:18.690 --> 00:21:30.450

Heather Krause: embeds an entirely different worldview and gives you a different result, and so this is really important, whether you create data analyses, where you collect data or whether you just make decisions.

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00:21:31.020 --> 00:21:50.670

Heather Krause: About programs and practices or about your own life, based on data and so an example that I think is particularly connected to the work that you're doing about thinking about what it means to kind of left live the experience of the people.

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00:21:51.840 --> 00:21:54.990

Heather Krause: In work is work that we're doing right now with.

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00:21:56.100 --> 00:22:08.790

Heather Krause: A network of food banks, which of course are getting quite heavily used right now, because it's a pandemic, and we are collecting data on customer satisfaction for the clients of these food banks, so the people that are using these food banks.

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00:22:10.140 --> 00:22:12.900

Heather Krause: How happy, are they with the kind of services that they're getting.

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00:22:14.190 --> 00:22:14.730

Heather Krause: and

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00:22:16.050 --> 00:22:26.910

Heather Krause: This is a United States centered food bank network, and they have a large number of responses to their survey that are coming from clients who identify this white.

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00:22:27.720 --> 00:22:40.860

Heather Krause: And they have a kind of a medium number of responses to their survey from clients who have identified as black and they have a very small number of responses to their survey from people who have self identified as American Indian.

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00:22:41.730 --> 00:22:53.490

Heather Krause: Now this is really, really common whether we're talking about race, gender, religion, ethnicity language it's really common.

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00:22:54.240 --> 00:23:11.640

Heather Krause: that some groups have a very small sample size in terms of responses to surveys, or inclusion in research and one of the conventions or really bad habits that we have is to report this data.

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00:23:12.570 --> 00:23:21.900

Heather Krause: or not and use words like not statistically significant or does not meet research threshold and in terms of equity, this is a very big problem.

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00:23:22.770 --> 00:23:36.570

Heather Krause: it's a problem mathematically and it's a problem humanly it's a problem mathematically because it is incorrect, there is no mathematical test for the statistical significance of a sample size.

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00:23:37.770 --> 00:23:50.910

Heather Krause: So, to say that the American Indian results in this food bank survey are not statistically significant is mathematically untrue um it's just lazy lazy science and secondly.

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00:23:52.590 --> 00:24:02.790

Heather Krause: It puts the onus or it puts the perception of responsibility on to the very small group which is almost always very small because it's marginalize.

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00:24:05.400 --> 00:24:07.800

Heather Krause: Certainly, in this case that's true.

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00:24:09.060 --> 00:24:16.800

Heather Krause: And so, instead of saying our results are not statistically significant, we need to talk about uncertainty.

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00:24:17.280 --> 00:24:24.960

Heather Krause: That we have less certainty about the results of the data from the American Indian respondents to our survey.

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00:24:25.680 --> 00:24:36.840

Heather Krause: And this is important mathematically because it's much more correct and much more accurate and much more transparent, but it's also important humanly for equity because it.

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00:24:37.800 --> 00:24:47.190

Heather Krause: places the onus back on where it should be the researchers, because when we say, the results are not statistically significant we're making it sound like this group is really small they don't count.

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00:24:47.940 --> 00:25:00.540

Heather Krause: Instead, if we say our results are uncertain, then it begs the question are, why are our results are uncertain our results are uncertain, because the organization chose to design a research protocol.

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00:25:01.320 --> 00:25:14.460

Heather Krause: That didn't prioritize certainty about this specific group, so it puts the onus right backwards, should be on whoever is conducting this research, not on this group of people that is small, probably because they're oppressed.

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00:25:15.960 --> 00:25:27.930

Heather Krause: So that's these are just example about our album porn, it is very error and we make it anywhere in.

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00:25:28.680 --> 00:25:35.340

Heather Krause: The research and data creation process and in order to help make this easier, one of the things that the wheel cat team.

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00:25:35.640 --> 00:25:44.370

Heather Krause: has developed over the past number of years is called the data equity framework now i'm not going to go through it in great depth there's a ton of information on our website which i'll share with you at the end.

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00:25:44.880 --> 00:25:53.550

Heather Krause: But you can you can read to your heart's content there's a whole community of people that would love to share resources and ideas, but essentially, this is a seven step framework.

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00:25:53.940 --> 00:26:00.150

Heather Krause: That allows you to do exactly that become aware of the choices that you're making.

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00:26:00.510 --> 00:26:08.280

Heather Krause: When you're making them and assess whether these choices align with the equity the lived experience that you're trying to Center in the data.

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00:26:08.700 --> 00:26:13.110

Heather Krause: And if so, go for it and if not, maybe tweak or fix the choices that are being made.

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00:26:13.830 --> 00:26:22.140

Heather Krause: And it did it equity framework is not a new dogma that's supposed to replace everything that you've already learned, these are checklists and processes that.

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00:26:23.010 --> 00:26:29.640

Heather Krause: can be used in any order at all and can kind of supplement or act as layers to work that you already do.

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00:26:30.450 --> 00:26:41.160

Heather Krause: And you certainly don't have to do them all it's not like a recipe that you have to follow from start to finish there's lots of tools that may or may not apply to the work that you and your team are doing.

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00:26:42.510 --> 00:26:47.790

Heather Krause: But it is important to have a general idea of what the seven steps are because they're very intersection.

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00:26:48.150 --> 00:26:57.600

Heather Krause: They work together and what happens in one of these steps will have a ripple effect on what happens and all the other ones of these steps.

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00:26:58.140 --> 00:27:06.870

Heather Krause: So my plan for this workshop is to just spend pretty close to an actual minute talking about each of these seven steps, just so you know what they mean.

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00:27:07.230 --> 00:27:20.370

Heather Krause: And in a couple of the steps that I think are probably most relevant to the work that you're doing give you an example, or two and then make sure we have time for questions at the end.

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00:27:21.690 --> 00:27:24.960

Heather Krause: Whoever had controls the resources controls the.

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00:27:26.280 --> 00:27:31.380

Heather Krause: The tremendous power in our data driven world of what actually even gets counted.

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00:27:32.160 --> 00:27:38.280

Heather Krause: And I know that you've already done some work on funding so i'm not going to go into detail there but there's lots of information.

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00:27:39.180 --> 00:27:57.240

Heather Krause: On our site if you're interested motivation is the purpose, why is this research being done the most important part of embedding equity in the motivation step is transparency being really honest with yourself and with everybody else involved.

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00:28:04.380 --> 00:28:04.500

Heather Krause: In.

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00:28:11.070 --> 00:28:17.550

Heather Krause: Research from the people who are contributing data on why this data, what does the.

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00:28:17.580 --> 00:28:23.670

Yessica Gomez: Other, and this is JESSICA I I just wanna I apologize for interrupting but you were cutting off there for a moment.

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00:28:24.930 --> 00:28:28.920

Yessica Gomez: So we may have missed some of what you just said, for the past 30 seconds or so.

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00:28:30.300 --> 00:28:41.010

Heather Krause: Okay, thank you, thanks for letting me know i'm not sure why but um yeah just um let me know if that happens again and i'll keep going.

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00:28:42.300 --> 00:28:53.820

Heather Krause: Essentially motivation is the purpose, why you're doing your your data project, and transparency is is the really the reason that you would want to do it.

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00:28:55.200 --> 00:29:06.180

Heather Krause: Okay step three and the seven steps is project design and I am going to spend a minute or two here because project design is.

146

00:29:06.690 --> 00:29:14.400

Heather Krause: Probably the most powerful of the seven steps if you can embed equity in the way that the project is designed.

147

00:29:14.790 --> 00:29:21.990

Heather Krause: You will have a lot of success actually centering the lived experience that you're trying to Center in your work.

148

00:29:22.650 --> 00:29:29.040

Heather Krause: project design is so powerful because it's what when the purpose and the theory turn into the how.

149

00:29:29.610 --> 00:29:42.210

Heather Krause: you're going to actually do this and all of the choices about how you're going to operationalize something are essentially how values worldviews and lived experiences get embedded in research.

150

00:29:43.410 --> 00:29:48.930

Heather Krause: One example about how to design research in a different way that's one of my favorites is.

151

00:29:49.800 --> 00:29:58.800

Heather Krause: Not assuming that you have to do everything, the way that it was done before not assuming that you have to replicate conventions and habits.

152

00:29:59.190 --> 00:30:17.490

Heather Krause: A lot of things that were told that we have to do in order for science to be robust isn't often have to it's often a preference of the people that came before us and so it's usually good I queried before you jumped it.

153

00:30:18.570 --> 00:30:35.250

Heather Krause: For a survey you don't have to do a representative sample based on a specific geography one organization called native land digital is creating maps of geographic boundaries that are meaningful to.

154

00:30:36.060 --> 00:30:48.270

Heather Krause: indigenous nations native American tribes, and they are doing statistical sampling that is stratified along down these boundaries, because the equity that they're trying to align themselves with.

155

00:30:48.810 --> 00:31:08.730

Heather Krause: Is embedding the worldview of indigenous and Native Americans which isn't to say again, and if your project is equitable, it has to use this map it's to say consider at each step of your production design, what are you doing by.

156

00:31:10.290 --> 00:31:15.630

Heather Krause: bit or invention and what how could you change that to really embed.

157

00:31:16.320 --> 00:31:27.210

Heather Krause: The worldview that you're trying to embed a second really important part of research design is asking questions about the research question itself assessing the research question.

158

00:31:28.020 --> 00:31:38.610

Heather Krause: To see who's worldviews being embedded in this research question and to have the very best ways to do that are to ask the research question where are we, placing the onus to change.

159

00:31:39.360 --> 00:31:50.700

Heather Krause: And what are we defining a success and whose worldviews do those reflect so i'm going to show you a real world example from a school district in Texas, where we're working on a project.

160

00:31:51.540 --> 00:32:00.180

Heather Krause: And they're doing a couple of projects initiatives in the school district, to try and improve student outcomes.

161

00:32:01.860 --> 00:32:07.560

Heather Krause: Especially for some of their more marginalized and oppressed populations.

162

00:32:07.980 --> 00:32:17.940

Heather Krause: And the research question that they phrased was what are the trends in black indigenous and Hispanic male dropout rates compared to white male students and which of our two interventions are working best.

163

00:32:18.450 --> 00:32:31.440

Heather Krause: Now, this is a very well intentioned research question very similar to what research organizations around the States us, but if we say to this question where's the onus to change in this question.

164

00:32:33.900 --> 00:32:39.780

Heather Krause: It looks a lot, like the onus to change is being placed on black and.

165

00:32:41.820 --> 00:32:44.370

Heather Krause: Hispanic young men.

166

00:32:45.510 --> 00:32:53.580

Heather Krause: And that is very often the case in research that it's designed to support marginalized people is that we accidentally in our research question.

167

00:32:54.210 --> 00:33:05.340

Heather Krause: Put the onus to change or expect people from these communities to be the ones that change and also let me define success we usually make that same.

168

00:33:06.870 --> 00:33:12.960

Heather Krause: value judgment, so in this case, the definition of success is the dropout rates of white male students.

169

00:33:13.410 --> 00:33:27.240

Heather Krause: So essentially when we boil this research question down to with equity bones it's kind of saying which of our two initiatives are more effective at getting black indigenous and Hispanic males to create data that's more like white males.

170

00:33:28.410 --> 00:33:31.350

Heather Krause: Which is not an equity based research question.

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00:33:32.400 --> 00:33:39.930

Heather Krause: So we worked with this school district for a while and change the research question to how much are our interventions.

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00:33:40.500 --> 00:33:48.060

Heather Krause: Effective and removing the barriers that we put up to black indigenous and Hispanic boys remaining in school and our district.

173

00:33:48.780 --> 00:34:00.450

Heather Krause: So you can see what a big difference this shift makes because when we ask this research question where's the onus to change, we see that the onus to change is now on the school system itself.

174

00:34:01.770 --> 00:34:05.370

Heather Krause: How much are our interventions effective at removing the barrier.

175

00:34:15.120 --> 00:34:16.890

Heather Krause: And this barrier.

176

00:34:19.380 --> 00:34:20.820

Heather Krause: That this this change.

177

00:34:21.960 --> 00:34:30.990

Heather Krause: And we're no longer defining success as black and just start producing data that is similar to white boys.

178

00:34:38.970 --> 00:34:41.400

Desi LaPoole: hi Dr krauss I think you cut out again.

179

00:34:43.560 --> 00:34:47.370

Heather Krause: Can you can you just tell me in the chat box, if you can hear me yes.

180

00:34:49.980 --> 00:34:50.220

Great.

181

00:34:51.720 --> 00:34:58.620

Heather Krause: Alright i'll just keep going, because it is recording so we can always share it if you need to watch the parts, where the Internet drops.

182

00:35:00.090 --> 00:35:11.280

Heather Krause: um okay yeah so sorry about that sorry about that Internet it's very unexpectedly unstable, which is not the case, normally in my great in my office.

183

00:35:12.480 --> 00:35:30.480

Heather Krause: So you can see how changing the research question in who is expected to change and what the definition of success is probably one of the most powerful ways to Center yes you're right okay sorry, does he is saying close your video, which is good idea okay.

184

00:35:32.850 --> 00:35:42.510

Heather Krause: Which changing the research question to Center the onus to change and the definition of success on the actual.

185

00:35:43.560 --> 00:35:44.220

Heather Krause: People.

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00:35:45.780 --> 00:35:55.350

Heather Krause: who are in power who are in positions of privilege, is one of the fastest ways to embed equity in your research.

187

00:35:56.790 --> 00:36:01.080

Heather Krause: OK now i'm going to talk a little bit about the fourth part of the seventh.

188

00:36:04.170 --> 00:36:08.220

Heather Krause: Is data collection and sourcing.

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00:36:09.480 --> 00:36:22.290

Heather Krause: And this is an area of huge because right now like, gender, sexual orientation, race, and if we're going to do this, that means somebody has to construct the categories.

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00:36:22.980 --> 00:36:31.650

Heather Krause: And somebody gets to say, whose definitions we're using in these categories, and it is critical that we.

191

00:36:32.340 --> 00:36:49.200

Heather Krause: pay attention to this, but, most importantly, that we make it transparent that we make it transparent to the people who are taking our surveys and that we make it transparent to the people who are trying to make decisions based on our surveys, if your categories.

192

00:36:50.670 --> 00:36:57.450

Heather Krause: don't include certain options, by definition, the people who see themselves in those options don't get counted.

193

00:36:59.100 --> 00:37:05.220

Heather Krause: But more importantly than the categories themselves is thinking about how are you going to use this.

194

00:37:07.080 --> 00:37:20.700

Heather Krause: Oh sorry lots and lots of times we accidentally collect data on a proxy for war, the thing that we're trying to study and in the United States, this is often.

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00:37:21.210 --> 00:37:34.470

Heather Krause: Around race or ethnic heritage we're trying to study racism, a lot of times, but instead of asking people directly about what is their experience of racism or what is their experience of oppression.

196

00:37:35.160 --> 00:37:44.160

Heather Krause: We instead ask people what color their skin is, and then we make a whole bunch of assumptions about their lives.

197

00:37:47.640 --> 00:37:55.800

Heather Krause: And again Well, this is well attention this is pretty close to the definition of racism asking somebody what color their skin is and then making a bunch of assumptions about.

198

00:37:56.310 --> 00:38:15.120

Heather Krause: Their opinions and their experiences is pretty close to racism, so if there's any way that you can ask the question that you actually need to know the answer to rather than just asking social identity questions that's a much more powerful way of embedding equity in your work.

199

00:38:17.160 --> 00:38:25.140

Heather Krause: The analysis step is critically important in terms of equity and it's one of the reasons it's so important is that very few people.

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00:38:25.830 --> 00:38:35.130

Heather Krause: realize how much subjectivity and value judgments are embedded into analysis, we already showed you the classroom size example and the.

201

00:38:35.760 --> 00:38:45.330

Heather Krause: dairy cow example i'm going to show you one more example that is around mental health risk, and we were called into a community.

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00:38:45.690 --> 00:38:52.800

Heather Krause: Here in Canada, where there was a mental health crisis and we were asked to help them use the data that they had.

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00:38:53.280 --> 00:39:05.040

Heather Krause: To understand where they should deploy their very limited resources, so, in other words, we were using data to try and understand which children were most at risk for mental health issues.

204

00:39:06.240 --> 00:39:18.240

Heather Krause: And we worked with a nonprofit in this Community that was focused on the racialization of mental health issues and was very easy to see from the data that they had.

205

00:39:18.630 --> 00:39:26.670

Heather Krause: That when we broke it out by black youth and white youth that the black youth in this Community were much, much more at mental health risk.

206

00:39:29.160 --> 00:39:41.760

Heather Krause: A different group, and this organization had a focus on gender issues and they had the very same data, but instead of breaking it out by race, they were looking at it by gender.

207

00:39:42.330 --> 00:39:56.370

Heather Krause: And in this case, they only had binary data, of course, we could talk about that for a long time, but that's what they had so that's what we used, and in this data, you can see that it was the male youth that really were the most at risk.

208

00:39:57.660 --> 00:40:08.490

Heather Krause: And the government had data that showed that when you compared young people by poverty status it was actually the youth that were not currently living in poverty.

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00:40:09.000 --> 00:40:21.210

Heather Krause: who are experiencing the greatest mental health issues, and so they have all this data and they weren't sure how to interpret it and how to make meaning of it, and one of the issues we have here is.

210

00:40:22.230 --> 00:40:33.990

Heather Krause: The fact that if you have a data set and you look at one social identity of the time you can essentially accidentally.

211

00:40:35.400 --> 00:40:50.850

Heather Krause: Tell that data what to say based on your worldview of what's important rather than allowing the data to tell you which of these social identities, is actually driving and this is where we get to inter sectional analysis.

212

00:40:51.960 --> 00:41:01.890

Heather Krause: Inter sectional analysis is where we look at more than one social identity, at a time, and so what we did was combined.

213

00:41:03.300 --> 00:41:14.190

Heather Krause: The social identity of race, social identity of gender and the social identity or a lived experience of whether or not they were living in poverty into an intersection analysis.

214

00:41:14.730 --> 00:41:32.790

Heather Krause: And when we do that, you can see that we get very different results and that the group of young people in this particular community, this is, this is not a piece of research on youth mental health globally, this is a very unique very specific Canadian community.

215

00:41:33.960 --> 00:41:39.270

Heather Krause: It was actually the white males living in poverty that were the most risk.

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00:41:40.380 --> 00:41:44.730

Heather Krause: And the black females living in poverty that we're the second most at risk.

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00:41:45.840 --> 00:41:52.890

Heather Krause: The important part here isn't the actual outcome, the important part, is how different the results are, if you look.

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00:41:53.370 --> 00:42:04.260

Heather Krause: At only one social identity, at a time versus if you do an interest sectional analysis and you look at many social identities, at the same time.

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00:42:04.890 --> 00:42:11.970

Heather Krause: you'll get a very, very different result because, looking at one social identity time will often do more to hide.

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00:42:12.510 --> 00:42:26.070

Heather Krause: what's actually happening on the ground in people's lives experiences, then it will, if you can find a way to do an intersection analysis, where you consider the totality of a person and their social identities.

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00:42:26.760 --> 00:42:36.060

Heather Krause: Simultaneously, in the same model and due to the advances in statistical science, there are a lot of good ways to do that, even with very small sample size.

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00:42:39.600 --> 00:42:43.350

Heather Krause: Okay, we have two more steps, and I really want to make sure that we get to your questions.

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00:42:44.700 --> 00:42:58.770

Heather Krause: Step six and the seven steps is interpretation and I know your work involves a lot of interpretation, and that is a very, very essential step in the equity framework.

224

00:43:00.030 --> 00:43:22.800

Heather Krause: And that's because we tendency to interpret based on implicit bias, frankly, and you may be familiar with an example of the compass our algorithm the compass algorithm is used in some jurisdictions to guide decisions on.

225

00:43:23.820 --> 00:43:25.050

Heather Krause: A person's.

226

00:43:26.910 --> 00:43:36.840

Heather Krause: record of data of interaction with professionals use it to make decisions about fail or parole media is that the compass algorithm gives you a score that predicts how likely it is this person will reinvent.

227

00:43:37.920 --> 00:43:56.520

Heather Krause: And a group of very, very smart investigative journalists did some background work into this algorithm and realized that if you feed very similar data background data into this algorithm it will consistently give higher risk scores to people with darker skin tones.

228

00:43:57.570 --> 00:44:06.180

Heather Krause: And this of course raised a lot of incredibly important conversations about algorithmic accountability, fairness and machine learning.

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00:44:06.840 --> 00:44:16.380

Heather Krause: How are we ever going to find an ethical or equitable way to use algorithms to make decisions for people, which is all incredibly important.

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00:44:17.370 --> 00:44:26.340

Heather Krause: But it also raises an issue about interpretation because, even if you don't want to get into those discussions of ethics and algorithms.

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00:44:26.940 --> 00:44:30.720

Heather Krause: it's very easy to see that we have, we have an interpretation problem here.

232

00:44:31.440 --> 00:44:45.030

Heather Krause: that the interpretation that's being shared widely is that the compass algorithm gives you a score that predicts how likely it is this person will redefine not interpretation simply not supportable and isn't tied to.

233

00:44:46.170 --> 00:44:47.190

Heather Krause: cure it.

234

00:44:48.240 --> 00:44:50.550

Heather Krause: it's true that the compass algorithm gives you a number.

235

00:44:51.300 --> 00:45:00.570

Heather Krause: But that number or score predicts how likely it is that this person might be in contact with the police again be arrested by the police and not have the money for a media bill release.

236

00:45:01.080 --> 00:45:12.930

Heather Krause: And so you can see how important getting an interpretation scientifically correct and embedded with equity is critical to both mathematical and human.

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00:45:13.770 --> 00:45:29.880

Heather Krause: outcomes of quantitative work and so anytime that you're interpreting anytime that you're putting a meaning around a number it's really, really critical from an equity perspective to spend some extra time considering.

238

00:45:31.200 --> 00:45:42.720

Heather Krause: What meaning is supported by the design by the research question by the data that was collected, because often the be interpretation or, meaning that seems obvious.

239

00:45:43.140 --> 00:46:01.020

Heather Krause: it's actually not scientifically supported by your research and that can lead to some very, very serious consequences when you take a number and you walk in across what we call the bridge of interpretation, which means to put a narrative or a meaning around them.

240

00:46:02.160 --> 00:46:09.690

Heather Krause: it's really, really important that you that you make sure that that bridge is supportable and explainable and transparent.

241

00:46:11.790 --> 00:46:12.180

Heather Krause: Okay.

242

00:46:13.290 --> 00:46:21.570

Heather Krause: In terms of the very last step, which is communication and distribution, this is where it's really important to not trip at the finish line.

243

00:46:23.190 --> 00:46:35.130

Heather Krause: If your if your data collection is infused with equity and your analysis has been done carefully and the data story that you've crafted in the interpretation has been really, really careful.

244

00:46:35.430 --> 00:46:45.360

Heather Krause: To Center equity to Center the humans that you're trying to Center it's critical that you keep that going at the communication and distribution phase.

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00:46:45.870 --> 00:46:54.000

Heather Krause: And one of the things that often gets not talked about enough is distribution that's how are you actually going to share these results.

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00:46:54.450 --> 00:47:07.650

Heather Krause: And who are you going to share them with and why, and so we have three checklists that are called the checklist of X equitable distribution and there is a.

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00:47:09.090 --> 00:47:16.620

Heather Krause: A content checklist a medium checklist and an access checklist and each one of these helps you.

248

00:47:17.640 --> 00:47:26.070

Heather Krause: find the sweet spot for your intended audience what should you say that's kind of the content, what package should it be in that's the medium.

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00:47:26.520 --> 00:47:35.370

Heather Krause: And then, how are you going to make it easy for people to touch it to read it and respond to it that's the access checklist.

250

00:47:36.060 --> 00:47:43.500

Heather Krause: And so, this these checklists really help you not forget who it is you're trying to talk to, because if we forget who are trying to talk to.

251

00:47:43.830 --> 00:47:53.430

Heather Krause: We often fall into the habit of just talking to the person with the most power or privilege last thing i'm going to say about the communication section is about date of his.

252

00:47:54.030 --> 00:48:06.780

Heather Krause: date of is is very popular very effective and very important however Davis can get a little bit bossy in terms of telling you what you have to do, or what you're not allowed to do.

253

00:48:07.470 --> 00:48:20.460

Heather Krause: And it is true that there are some very good kind of best practices, but what is considered right now, especially in the United States and Canada to be kind of the date of his rules.

254

00:48:21.450 --> 00:48:33.300

Heather Krause: are absolutely not culturally universal there there's a list of things that you have to do and a list of things that you're not allowed to do, and these are supposedly kind of supported by human cognitive.

255

00:48:34.020 --> 00:48:44.550

Heather Krause: Research and peer reviewed published journals and all that's true, but if you look at those human cognition studies that are published in peer reviewed journals.

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00:48:45.180 --> 00:48:58.770

Heather Krause: The vast majority of them include only research respondents that live in Canada and the United States and some Western Europe who speak English and attend college or university.

257

00:48:59.370 --> 00:49:07.260

Heather Krause: So that is not coastal heat reversal, and if you're trying to communicate with someone that falls outside of that very small slice of humanity.

258

00:49:08.250 --> 00:49:21.120

Heather Krause: You don't have to go by the best practices and part of the reason that data is so powerful and people really like it is that it speaks really directly to certain parts of.

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00:49:22.200 --> 00:49:28.050

Heather Krause: people's brains and because of that it's very easy to accidentally.

260

00:49:29.130 --> 00:49:36.570

Heather Krause: embed your own implicit bias or your own worldviews that you wish you didn't have into your database.

261

00:49:37.200 --> 00:49:44.970

Heather Krause: And this really, really matters for equity because it's one of the most powerful ways in research that we accidentally replicate.

262

00:49:45.630 --> 00:49:54.810

Heather Krause: Racism sexism colonialism and one of the examples I love about this is this illustration that if you've ever kind of.

263

00:49:55.680 --> 00:50:10.230

Heather Krause: taken a class about sociology or psychology or evaluation or if you googled what's the difference between equality and equity, you will have seen a picture a lot like this, and this is kind of the starting point for.

264

00:50:11.280 --> 00:50:22.140

Heather Krause: An illustration of what is the difference between equity and equality there's three people here they're three different sizes and they're trying to overcome a barrier trying to see over a fence.

265

00:50:23.490 --> 00:50:29.880

Heather Krause: illustration goes on this is how you achieve equality, each one of these people get given a box.

266

00:50:30.480 --> 00:50:41.280

Heather Krause: But it's still not really helpful because the person who is tall, who already could see over the fence still can see over the fence and the person on the Right who small who couldn't see over the fence before still can't see.

267

00:50:43.920 --> 00:50:47.580

Heather Krause: It, and so the the illustration goes on, that this is equity where.

268

00:50:47.910 --> 00:51:00.570

Heather Krause: People are given boxes according to their need the person who's tall doesn't get any boxes, because that person can already see over the fence person who small gets two boxes and now they can successfully see over the fence.

269

00:51:02.130 --> 00:51:14.160

Heather Krause: After a couple of years of thinking about equity and date of is I realized how much I dislike this illustration, and how deeply embedded some very implicit biases.

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00:51:14.760 --> 00:51:28.200

Heather Krause: i'm much more comfortable amplifying a worldview that people are all have equal value of equal potential I don't really love encoding the height of people and into.

271

00:51:29.310 --> 00:51:34.470

Heather Krause: Their value or their potential, not that I think people aren't different sizes, but because.

272

00:51:35.550 --> 00:51:41.070

Heather Krause: I think people are born with certain heights and I don't want to kind of amplify.

273

00:51:42.300 --> 00:51:50.760

Heather Krause: that people are born with different value or different potential second thing i'm not crazy about with the first first illustration, is that.

274

00:51:51.450 --> 00:51:56.010

Heather Krause: In the world that I live in we're not just standing on a flat ground, looking at the same barrier.

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00:51:56.910 --> 00:52:11.520

Heather Krause: there's a vast vast variety of structural inequality and different people are standing on different types of land and are looking at different types of structural barriers looking at different fences.

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00:52:12.720 --> 00:52:22.080

Heather Krause: And rather equity rather than equity being a few people give some boxes down from on high and we get more comfortable the structural inequality.

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00:52:22.410 --> 00:52:39.960

Heather Krause: My vision of equity is that we use the tools at our disposal to actually take Defense down and level out that that playing field and so that the people who are really all the same size, all the same value can go and fulfill their potential in the way that they would like to and.

278

00:52:40.980 --> 00:52:58.980

Heather Krause: So this example always brings it home for me that it is so easy to embed implicit bias in date of is if we're not consistently checking it at every step of the way that every step of the way in the creation of research.

279

00:53:00.180 --> 00:53:01.410

Heather Krause: or evidence.

280

00:53:02.700 --> 00:53:07.260

Heather Krause: The way that we use data reflects how we see the world.

281

00:53:08.550 --> 00:53:15.540

Heather Krause: That can come as a shocking maybe a bad news idea, but it actually is a really, really good idea.

282

00:53:15.810 --> 00:53:24.660

Heather Krause: Because it means we can harness the power harness the fact that values and worldviews are embedded and equity are embedded at every step of the research.

283

00:53:25.110 --> 00:53:34.590

Heather Krause: pipeline to choose equity to Center the lived experiences that we're trying to Center to embed the worldviews that we mean to embed and to elevate.

284

00:53:35.340 --> 00:53:52.410

Heather Krause: The marginalized and oppressed people that we're trying to understand and probably partner with more effectively you by using the data so that is a whirlwind introduction to my work and the work of the we all count team, and I promise to.

285

00:53:53.640 --> 00:53:54.810

Heather Krause: give you.

286

00:53:57.000 --> 00:53:58.860

Heather Krause: Here is the White House.

287

00:54:00.390 --> 00:54:06.600

Heather Krause: And mason and download downloading some of the slides you can go to slash gop, but I think we're also.

288

00:54:07.080 --> 00:54:19.620

Heather Krause: I think you have access to the slide first, and if you want to talk to me more about any of these ideas or get more resources we have lots and lots of resources books to read articles to read people to connect with.

289

00:54:20.310 --> 00:54:34.830

Heather Krause: You can find all of those resources on that website, or you can email kind of our team inbox were very, very small team that we all count and we are not associated with any government any philanthropy or any academic organization.

290

00:54:36.150 --> 00:54:45.000

Heather Krause: We are not funded and way, specifically, so that we can talk to, who we want to and.

291

00:54:46.080 --> 00:54:48.090

Heather Krause: present what we feel is.

292

00:54:49.650 --> 00:55:01.020

Heather Krause: In the best service of equity and data slides so it's been a great privilege to talk with you today and i'm a big fan of course the CDC in general and.

293

00:55:02.970 --> 00:55:04.740

Heather Krause: Particularly the work.

294

00:55:06.270 --> 00:55:10.650

Heather Krause: That this team and department, are doing and minutes of questions.

295

00:55:12.060 --> 00:55:22.200

Heather Krause: There is one question I think i'll stop sharing that do you want me to stop sharing or keep sharing sorry I didn't ask that question, and maybe keep sharing because it's the webinar.

296

00:55:24.540 --> 00:55:32.040

Heather Krause: One of the questions in the chat is a great one, and that is.

297

00:55:36.000 --> 00:55:48.210

Heather Krause: back to the mental health example, the question is, is it possible that awareness of mental health issues is low, among the youth and poverty, and that is a fantastic question and that that's exactly the kind of.

298

00:55:49.590 --> 00:55:54.840

Heather Krause: questions that will help us embed at 20 and data because.

299

00:55:56.010 --> 00:56:06.570

Heather Krause: If we assume that awareness of mental health issues is universal and and the same across all young people and we just kind of collect survey data, making that assumption.

300

00:56:07.020 --> 00:56:11.820

Heather Krause: And not centering the lived experience of the very people that we are trying to serve.

301

00:56:12.810 --> 00:56:22.920

Heather Krause: We will collect data that we think says something like youth living in poverty don't have any mental health problems, when in fact what our data says is.

302

00:56:23.310 --> 00:56:37.260

Heather Krause: Youth living in poverty are are exposed to enough resources, support and education to be able to name the fact that they are in mental health distress so that's exactly.

303

00:56:38.190 --> 00:56:46.260

Heather Krause: The kind of question that you need to ask at the data collection data analysis and data interpretation stage, so thank you for asking.

304

00:56:48.330 --> 00:56:53.910

Heather Krause: Are there any other questions that you want to ask me here on the spot.

305

00:56:58.200 --> 00:57:12.450

Yessica Gomez: As questions are coming in, I will, and I do have a question i'm just curious of your approach you know one one issue when you were talking about analyzing data and communicating data is.

306

00:57:12.990 --> 00:57:28.110

Yessica Gomez: You know, when we think about significances we often collapse groups into this other category and, recently, you know, I was having a conversation with a partner from our national native network, and one thing they brought up is how disrespectful a find that and.

307

00:57:29.700 --> 00:57:39.660

Yessica Gomez: You can identify a different approach to being able to better communicate that data and i'm just curious is what you're a parent has been in those instances, and if you have any suggestions or.

308

00:57:46.830 --> 00:57:54.900

Heather Krause: That you not use the word other pretty much and reporting out data at all, there are much better options that are less dehumanizing.

309

00:57:56.010 --> 00:58:00.240

Heather Krause: Such as additional identities, but I think the main question is.

310

00:58:02.280 --> 00:58:09.270

Heather Krause: What it is that you're trying to say what it is that you're actually trying to communicate so.

311

00:58:10.470 --> 00:58:21.690

Heather Krause: Do the people that you're talking with feel disrespected because you actually have information about them that you're not sharing back that's often the case.

312

00:58:22.530 --> 00:58:36.480

Heather Krause: In governments and school boards and people that I work with the cases often that they've collected valuable sensitive information and then they weren't sharing it back and that links to what I was talking about, with the.

313

00:58:37.710 --> 00:58:44.160

Heather Krause: American Indian respondents to the food network survey is that it's.

314

00:58:45.270 --> 00:59:03.390

Heather Krause: It is problematic to ask people for sensitive information and then not report it back, and you, you almost always can report, the information that you have you just have to communicate very clearly and transparently, the level of uncertainty around it.

315

00:59:06.480 --> 00:59:23.760

Heather Krause: If, however, you didn't collect the information and you, you know, the only box that that person could check with other than you have not an analysis and communication issue, but you have a data collection issue where you probably need to redesign your your data collection.

316

00:59:25.590 --> 00:59:26.250

mechanism.

317

00:59:30.660 --> 00:59:44.760

Yessica Gomez: And in one of your workshops, I think you also suggested, maybe communicating it in more than one way so that you know that you purchase your different mechanisms and so that that was interesting as well and it looks like there's a question from Jen.

318

00:59:47.760 --> 00:59:51.450

Heather Krause: yeah just to follow up with your absolutely you can certainly.

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00:59:51.840 --> 01:00:01.080

Heather Krause: communicate your data in more than one way that that's sometimes avoided because people get worried that they're going to be accused of P hacking or other things that have nothing to do with the hacking.

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01:00:01.980 --> 01:00:12.240

Heather Krause: You you can use, you can combine social identity data and more than one way to produce results from an intellectual perspective yeah.

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01:00:14.040 --> 01:00:21.810

Heather Krause: yeah So the question is one idea I was just approached with was using more inclusive categorical term.

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01:00:22.830 --> 01:00:33.660

Heather Krause: For example, to call smokers people who smoke are there, good rules of thumb to keep categories um.

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01:00:34.620 --> 01:00:41.970

Heather Krause: It again it really comes back to what it is that you're trying to understand what it is that you're trying to study.

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01:00:42.390 --> 01:00:54.660

Heather Krause: is really important, and then talking to the people that you are collecting data from and asking them nobody has kind of born with a checkbox on their belly that says, you know you're a smoker or your person who smokes or whatever.

325

01:00:55.770 --> 01:01:08.850

Heather Krause: And you need to talk to the people who's who's lived experience you're trying to represent and that's that's definitely true in terms of smokers and people who smoke that's true of.

326

01:01:09.960 --> 01:01:10.770

Heather Krause: You know, saying.

327

01:01:12.180 --> 01:01:21.360

Heather Krause: Around social identity, people who are black are more likely to get coven versus people who are experiencing systemic racism or moral liquidate coven.

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01:01:21.840 --> 01:01:37.650

Heather Krause: I think the more specific, we can be about the Center the locus of power right whenever you're labeling categories way to keep them empathetic and concise is to focus on where you're putting the power.

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01:01:41.730 --> 01:01:42.480

Heather Krause: Great question.

330

01:01:46.050 --> 01:01:46.440

Heather Krause: yeah.

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01:01:48.420 --> 01:02:02.850

Heather Krause: And not thinking that there's one way to collect data going to suit all of your research each research question probably needs to be carefully considered and.

332

01:02:03.510 --> 01:02:14.340

Heather Krause: You can do that, even if you have one kind of you know, administrative or governmental data set that you're required to use there's lots of ways to query that data set from different perspectives.

333

01:02:23.580 --> 01:02:29.760

Yessica Gomez: I don't see any other questions Thank you so much for sharing your work and your expertise with us and.

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01:02:30.840 --> 01:02:35.670

Yessica Gomez: I hope that this presentation has been helpful to many of you as you're doing your health equity work.

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01:02:36.090 --> 01:02:43.710

Yessica Gomez: As heather mentioned there, she has a lot of resources on her web page there's only so much we can cover in one hour webinar.

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01:02:44.190 --> 01:02:50.820

Yessica Gomez: But there are a lot of resources on her website and there's a lot of YouTube videos with different workshops she's had in the past.

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01:02:51.060 --> 01:03:00.630

Yessica Gomez: And heather if you have any additional information feel free to share that with us, but I encourage you moment and explore her website and some of her videos for more details and information.

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01:03:01.500 --> 01:03:08.160

Yessica Gomez: Just a few comments about upcoming events, does he would you be able to share that as the slide with the upcoming announcements.

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01:03:08.580 --> 01:03:17.820

Yessica Gomez: And and events I just kind of wanted to just bring your attention to a few upcoming events we are planning and evaluation session for late June.

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01:03:18.300 --> 01:03:21.000

Yessica Gomez: With the data about, for that is still to be determined.

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01:03:21.390 --> 01:03:27.990

Yessica Gomez: But for the first half of that will likely cover some information around the performance measures data that are due and late July.

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01:03:28.230 --> 01:03:36.300

Yessica Gomez: And then the second part of that will likely be open to discussion on a particular evaluation topic of your choosing will likely have a polling question I think we're still planning the specifics.

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01:03:36.540 --> 01:03:44.610

Yessica Gomez: Of that out, but if you have any recommendations or suggestions feel free to share those with us, and we are also planning.

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01:03:45.660 --> 01:03:55.740

Yessica Gomez: A nother webinar with a few national networks and we will be hosting that in late July I believe that's tentatively scheduled in.

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01:03:56.010 --> 01:04:01.470

Yessica Gomez: The 29th I think is the date we landed on that for but more information on that is forthcoming.

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01:04:01.860 --> 01:04:11.130

Yessica Gomez: And finally, just as a reminder, is always just please remember to complete the evaluation survey that's going to pop up on your screen version of this webinar.

347

01:04:11.880 --> 01:04:19.260

Yessica Gomez: It feel free to share information any thoughts about the webinar today if you'd like a part two, if you'd like more details.

348

01:04:19.680 --> 01:04:33.450

Yessica Gomez: What else we can do to better support you as you're doing your work in this area again heather Thank you so much again for your time and everyone thanks so much for attending and participating, I hope you all enjoy the rest of your day and goodbye.