

**Dallas County RECAST
Disparity Impact Statement
11/29/2017**

Narrative describing disparate subpopulations

Population numbers of individuals to be reached in ReJuvEnATE will be based on the distribution of subpopulations and existing disparities related to racial and ethnic distribution, gender, socio-economic, literacy and education, linguistic, cultural, healthcare access (including un/underinsured) and social support. As mentioned in the grant application, the core of our proposed project is three variations of training events that will cater to three distinct audiences. The three groups are (1) First Responders, (2) Community Groups, and (3) Youth and their families.

- (1) Law enforcement and First responders training participants (250 per year):
Current staff statistics are not representative of diversity and population statistics of this community. The program will emphasize and encourage representation from diversified employees.

Based on the community data available and described in the grant application for three zip codes, the criteria for a subpopulation of interest has been developed for:

- (2) Community residents (450 members per year), members of community based organizations (200 per year), and Juvenile department employees (150 per year).
- (3) Youth (125 per year Juvenile justice alternative schools) and their families.

Demographic distribution:

	United States	Texas	Dallas County	75224	75232	75237
<u>Age & Sex</u>						
Females	50.8%	50.4%	50.8%	50.5%	52.4%	59.1%
Under 18	22.9%	26.3%	26.7%	31.3%	25.4%	30.8%
65 and over	14.9%	11.7%	9.9%	7.3%	15.1%	5.9%
<u>Race & Ethnicity</u>						
White (not Hispanic or Latino)	61.6%	43.0%	30.6%	8.7%	5.3%	3.0%
Black or African American	13.3%	12.5%	23.1%	25.1%	65.2%	79.8%
Hispanic or Latino	17.6%	38.8%	39.5%	63.7%	29.0%	15.1%
Language other than English @ home	21.0%	35.0%	41.7%	59.1%	21.8%	23.0%
Linguistic Isolation	4.5%	7.9%	11.1%	16.9%	10.4%	6.0%
<u>Education</u>						
High school graduate or higher	86.7%	81.9%	77.7%	28.5%	32.2%	36.2%

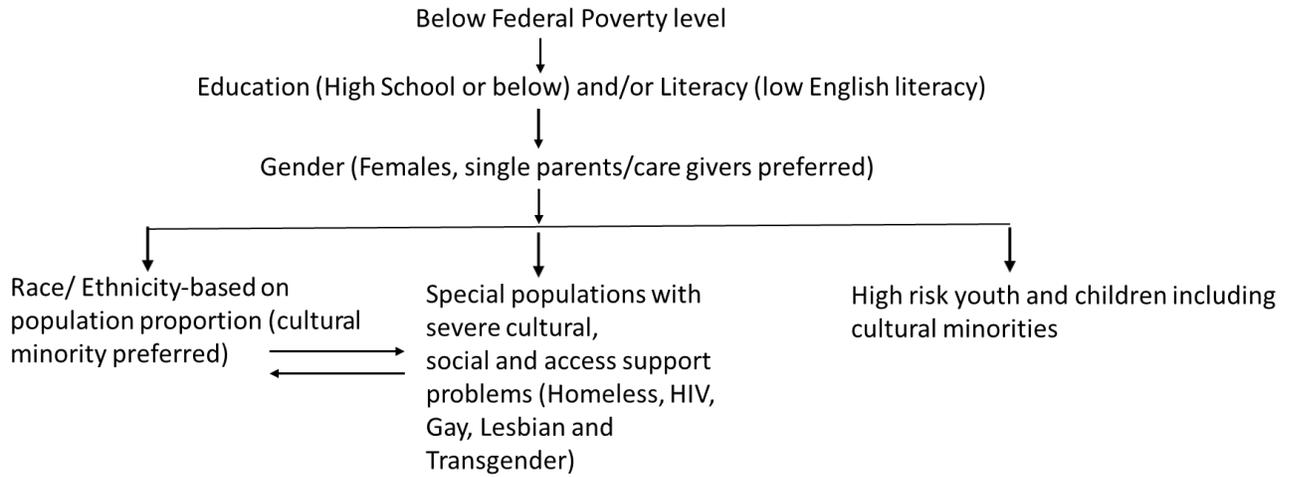
Bachelor's degree or higher	29.8%	27.6%	29.1%	11.9%	14.9%	13.2%
<u>Income & Poverty</u>						
Unemployment	4.4%	7.0%	7.6%	10.4%	11.2%	13.1%
Median household income	\$ 53,889	\$ 53,207	\$ 50,270	\$ 35,547	\$ 34,105	\$ 27,742
Per-Capita Income	\$ 28,930	\$ 26,999	\$ 27,605	\$ 15,016	\$ 16,272	\$ 14,316
People living below poverty level	15.5%	17.3%	19.3%	30.8%	30.7%	30.2%
Children living below poverty level	21.7%	24.7%	29.3%	42.3%	47.9%	42.1%

Subpopulations selection:

		75224	75232	75237		
Total population (2016)		35,655	29,155	19,312		
	Males	17,647	13,868	7,892		
	Females	18,008	15,287	11,420		
	<18	11,160	7,405	5,948		
Whites (not Hispanic or Latino but including foreign born)		3,345	1,433	560		
Black		9,357	19,024	13,913		
American Indian		80	65	24		
Asians		524	25	65		
Two or more races		213	230	208		
Hispanic		20,477	7,876	2,305		
Language other than English @ home		21,036	6414	4442		
Hospital visits (2016)	10-14yrs		278	205	162	645
	15-17yrs		144	144	69	357
	18-19yrs		66	83	50	199
			488	432	281	1201

Based on the data above the criteria for a subpopulation of interest: Community Groups, and Youth and their families:

Selection Criteria for subpopulation of interest for ReJuvEnATE Project



Zip code 75224 Total Number: 200 per year

Population living in poverty (31% population in the zip code)

Education High-School or Below

Females and/or single parent males from Hispanic/ Latino (50%), Blacks (15%), Asians (5%), Native Americans (5%), Foreign born Whites (5%), special populations including homeless, gay, lesbian and transgenders (5%) and high-risk youth and children (10-14 years) from these subgroups through middle schools, juvenile justice dept., based on hospital visits and youth organizations.

Zip code 75232 Total Number: 150 per year

Population living in poverty (31% population in the zip code)

Education High-School or Below

Females and/or single parent males from Blacks (50%), Hispanic/ Latino (20%), Asians (5%), Native Americans (5%), Foreign born Whites (5%), special populations including homeless, gay, lesbian and transgenders (5%) and high-risk youth and children (10-14 years) from these subgroups through middle schools, juvenile justice dept., based on hospital visits and youth organizations.

Zip code 75237 Total Number: 100 per year

Population living in poverty (31% population in the zip code)

Education High-School or Below

Females and/or single parent males from Blacks (50%), Hispanic/ Latino (20%), Asians (5%), Native Americans (5%), Foreign born Whites (5%), special populations including homeless, gay, lesbian and transgenders (5%) and high-risk youth and children (10-14 years) from these subgroups through middle schools, juvenile justice dept., based on hospital visits and youth organizations.

PROPOSED NUMBER TO BE REACHED	YEAR I	YEAR II	TOTAL
TOTAL Community participants (from three zip codes)	450	450	900
<u>By Race/ Ethnicity</u>			
African American	155	155	310
Native American/ Alaska Native	20	20	40
Asian	25	25	50
Non-Hispanic White (foreign born)	20	20	40
Hispanic or Latino	150	150	300
Two or more races	20	20	40
Other minorities (refugees)	10	10	20
Veterans	50	50	100
<u>By Gender</u>			
Males	100	100	200
Females	300	300	600
Transgender	10	10	20
<u>Sexual Orientation</u>			
Lesbian	5	5	10
Gay	5	5	10
Bisexual	10	10	20
<u>Others</u>			
HIV	10	10	20
Homeless	10	10	20
Members of community based organizations	200	200	400
Juvenile department employees	150	150	300
Juvenile justice alternative schools' youth	125	125	250
Middle school youth	300	300	600
Law enforcement and First responders	250	250	500

			2,950
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Describe your quality improvement plan using data

Comprehensive data including qualitative and quantitative both will be collected to assess the quality of selection of participants as well as program and services delivered. Information related to responses of community representatives, youth participants, first responders, adult participants, paid staff and volunteers will be reviewed regularly. This will serve as a key component of the quality improvement process for the program for the entire project period. Some of the desired variables are mentioned below in Table 1.

Table 1. Process Evaluation and Data Collection

Variables	Methods and Frequency
Adherence to schedule of training	Observation of youth and adult components Log - recorded after training; reviewed monthly
Fidelity of training delivery	Observation – reviewed monthly Session evaluation forms – recorded after training and reviewed monthly
Training, support, and monitoring of staff	Observation of attendance and engagement (using social media) Observation of training delivery
Response of participants to sessions	Attendance log - by session; reviewed monthly Session evaluation form - administered by training (youth and adults), Social Media
Response of staff and volunteers to sessions	Session evaluation form - administered lesson-by-lesson for child sessions Meeting of staff and volunteers – (frequency TBD)
Family and community leaders’ response to the program	survey - once per year (Social media and traditional)
Overall assessment of program	Social Media and Confidential survey of participants and families - end of year

Program Evaluation for Quality Improvement

The project will use social media as regular feedback instrument throughout the program and will be reviewed and use regularly for quality improvement process.

The evaluation of this culturally and linguistically appropriate program will include the measures described in the logic model developed with the strategic plan after completion of the formal community needs assessment. Based on our knowledge and experience, we expect those measures to be in complete alignment with the proposed performance measures detailed in the grant application (Section D). These measures will indicate change before and after (pre-post) program delivery at individual participant level as well as community and system level. Constant improvement in this culturally and linguistically appropriate program, quality improvement process will improve trust and engagement of participants in the program and will ultimately reflect improved resiliency and better mental health of high risk residents.

Identify how you will adhere to the CLAS standards

Dallas is the largest city in North Texas with a rapidly increasing population and changing demographics. Historically, Dallas' population was predominantly white (not-Hispanic whites made up 82.8 percent of the population in 1930) but has become diversified as a result of population growth, especially in the last few decades¹. A report published by DFW international in 2010 highlighted the diversification of the population in Dallas with 30.10 percent whites, 43.10 percent Latino, 23 percent African American and 2.40 percent Asian residents. This report also suggested that approximately 26.10 percent of residents in Dallas were new Americans (foreign-born). Over two million new people moved to DFW area during the past 10 years. In addition, for 43.20 percent of the population, English is not their primary language. There are 239 dialects spoken in the DFW area². Currently, DFW area is one of the fastest growing areas in the nation. These facts describe the diversity related to race, ethnicity, culture, and language.

1. DFW International. Progress Report...a new exciting image for North Texas! DFW International Community Alliance 2010; www.dfwinternational.org.

2. Race and Hispanic Origin for Selected Cities and Other Places: Earliest Census to 1990. U.S. Census Bureau. Retrieved December 18, 2011.

Dallas County welcomes, supports, and values immigrant, refugee, and marginalized communities as integral members of our community. As one of the most diverse and fastest growing counties in the United States, immigrants and refugees are and will continue to be, a vital part of the civic, economic, and social life of Dallas County. The CLAS Standards provide excellent guidance for addressing cultural and linguistic needs and we strive to embrace the Principal CLAS Standard with all of our work.

CLAS Standard: Governance, Leadership, and Workforce

Element #3: Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.

ReJuvEnATE Dallas County will assemble a community coalition of stakeholders that is representative of our community, especially the specific areas where high-risk youth and their families reside. Assembling a leadership group with a higher percentage of Hispanic/Latinos and Blacks will be essential in order to more effectively impact those in need.

CLAS Standard: Communication and Language Assistance

Element #8: Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.

ReJuvEnATE Dallas County will speak a language the program participants understand. Not only does this mean that we will stay away from complex medical terminology and legalese, we will also print materials in multiple languages when necessary.

CLAS Standard: Engagement, Continuous Improvement, and Accountability

Element #13: Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.

ReJuvEnATE Dallas County will involve a diverse collection of community stakeholders throughout the program design and implementation and will use CBPR approach. We understand this program will be driven by the community, for the community and in the community. At the end of this program, we anticipate that community will have sustainable resources within the community to address trauma related situations and disparities.