



SUMMARY REPORT QUALITATIVE RESEARCH AND COVID 2021-2022

"This has been an amazing learning experience for myself and I hope for the students. I am passionate about what I am teaching our QR group and I would have loved to have this type of opportunity when I was in high school". Jillian Cooper, Instructor and UCLA Public Health Graduate Student

The overarching goal of Club Stride Inc. was to provide 5-15 teens and young adults with knowledge and skills to utilize participatory qualitative research methods to answer critical questions related to COVID perceptions among the African American and Latino communities, that allows us to expand healing-centered networks for digital innovation by youth that leverage digital technologies to advance COVID prevention through social justice youth development in Solano County.

Key objectives include problem solving to understand COVID issues that are impacting Solano County Black and Lantix youth (using a human-centered design methodology) to frame possible solutions that inform a preceding social media COVID prevention campaign. Next, based on data analysis from this and other qualitative research methods conducted by youth participants, recommend messaging that will communicate, share knowledge and ideas, create and exchange information within a virtual network that creates space for broader delivery of prevention efforts by Solano County youth.

All youth participants finished and followed up assignments with passing grades, engaged and showed interest in what was going on, met regularly and followed guidelines for meetings. This session, 12 students were recruited, 10 students fully participated from start to finish, and 7 student leaders have been retained to participate in the next cycle.

THE PROCESS

trains teens and young adults to use data to leverage technology and social media to form innovative approaches to solve community issues.

Plan	Activities and Outcomes
<p>Qualitative Research:</p> <ul style="list-style-type: none"> • Participants will use human-centered design and qualitative research to problem solve to define community needs • Participants will discover innovative solutions for communicating COVID prevention messaging to Solano County youth • Participants will obtain knowledge to develop and implement focus groups • Participants will develop skills in analyzing data • Participants will learn to use data to develop and communicate messaging about health equity and why it is important for the youth community • Participants will recommend messaging for a social media campaign focused on COVID prevention among African American and Latinx communities. <p>Session I Focus Group Prep: https://docs.google.com/document/d/1dL948hwYoL6k-c-rmOVJ7VVLWdeNIE0O2BZ_zMpxosw/edit?usp=sharing</p>	<p>[10 youth participants 27+ weeks of training]] 1-hour Orientation</p> <p>60+ hours Facilitated Instruction (direct teaching, independent practice, and collaborative learning) including:</p> <ul style="list-style-type: none"> 4 hours conducting focus group (research) 20+ hours of Project Development (including issue inquiry and messaging, and focus group planning and organizing) 10-hours Design Thinking Training 10-hours of Design Thinking activities and practices (problem-solving) 16-hours independent learning experiences <p>Participants receive introductory lessons focused on social determinants of health and disparities in care.</p> <p>Participants can describe qualitative research from the trainings they received, activities and quizzes completed</p> <p>Participants can outline the research cycle</p> <p>Participants demonstrated knowledge of the importance of research ethics from their discussions, assignments, and videos they have watched regarding research ethics.</p>

TELL US YOUR VIEWS ON COVID FOR \$50

VIRTUAL RESEARCH STUDY ON COVID IN YOUR COMMUNITY

May 25, 2022 @ 4:30pm

- VIRTUAL -

FOCUS GROUP

1 HOUR OF YOUR TIME = \$50!

SCAN BELOW TO REGISTER OR VISIT

[TINYURL.COM/COVIDSOLANO](https://tinyurl.com/COVIDSOLANO)



Club Stride, Inc

Do you identify as African American or Latinx? We want to hear from you!



Participants are able to describe at least 4 qualitative research methods and when and how each method should be used

Participants practiced how to conduct qualitative research using at least 1 qualitative research method.

Participants planned and organized research related to COVID prevention.

Participants leverage qualitative research using Design Thinking tools

Participants demonstrated knowledge of the difference between qualitative and quantitative research (non-numerical and numerical data)

Participants demonstrated knowledge of the pros, and cons for at least 4 qualitative research methods, including focus groups, interview and community meetings.

Participants are able to use human-centered design to problem solve and to define community needs

Participants design qualitative research to support the development of their project

Project Development Objective:

Participants recommended messaging for a social media marketing campaign focused on COVID-19 prevention that is expected to resonate with African American and Latino populations disproportionately impacted by the problem or issue found.

Media Technology:

- Participants will learn to leverage technology and social media to use innovative approaches to incentivize peer activity to decrease COVID risks
- Participants will learn the fundamentals of graphic design and tips for incorporating them into developing simple visuals for marketing campaigns.
- Participants will create a promotional plan

1-hour Orientation (15 youth leaders)
 40-hours Facilitated Instruction (direct teaching, independent practice, and collaborative learning) including:
 20-hours of Project Development (including developing media strategies for delivering content, planning/ organizing activities)
 20-independent learning experiences (Social Media Marketing Training)

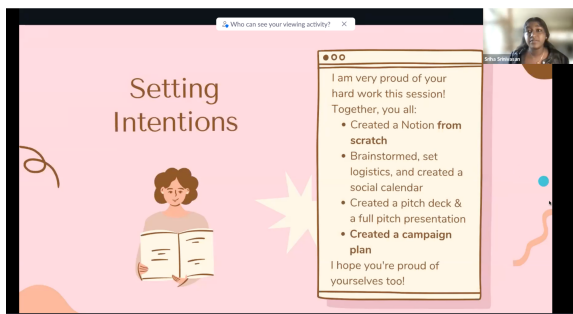
that takes advantage of social and digital technologies to shape conversations, build loyalty and attract new partners

- Participants will learn how to manage and plan social media content using campaign calendaring

<https://docs.google.com/document/d/1rhombLdumUPHhyr92JWecGdBUqlt6gQw9Fu63MM7AmY/edit?usp=sharing>

Final Day Media Presentation:

<https://drive.google.com/file/d/1-GsBWqj4zN9spWxi32As9gWYT04nYDQm/view?usp=sharing>



<https://docs.google.com/spreadsheets/d/1diURoyZPQq7glWYXDlp9LM26BSNkbf-m/edit?usp=sharing&oid=109798571437518041381&rtpof=true&sd=true>

Content/Social Media Marketing TRAINING Outcomes:

- Participants were trained in basic multimedia content creation (online tools) and have a basic understanding of messaging for digital marketing.

- Participants learned the basics for leveraging technology and social media to use innovative approaches to incentivize peer activity to decrease the risk of COVID-19.

- Participants developed a promotional plan that takes advantage of social and digital technologies, began to shape conversations, understand how to build loyalty, and attract new partners.

- Participants understand the basic types of social media content, how to develop a strategic plan, and key factors for obtaining the best marketing results.

- Participants practiced planning social media content using calendaring using the Notions platform.

- Participants have a basic knowledge of influencer marketing.

- Participants have identified their own strategies and messaging to reinforce COVID-19 prevention

Challenges:

- There was not enough time to fully develop youth participants in the area of managing calendaring.

- There was not enough time to transition youth as a peer health educator. However, it was introduced and youth were excited about taking their message on-campus.

Highlight:

1. There were two official focus groups conducted. However, the most popular focus group was conducted on May 25, 2022 with 8 community participants. Members were informed and performed well during the research process.
2. Introduction to qualitative data analysis methods and selection of a method for this particular project.
 - a. Mock focus group conducted to help the facilitators navigate difficult situations like one participant talking over others, not answering the question presented, etc. and practice note taking with the note-takers
 - b. Focus group facilitated May 25th
 - c. Summaries and examples were provided of QR methods and breakout rooms were made to discuss which method is best. The Focus Group Team came to the consensus that thematic analysis should be paired with deductive reasoning.
 - d. Wednesday June 1st: The focus group transcript was released to them along with notes taken by Ariston and Dominic (note-takers) to begin developing codes.
 - e. Feedback was provided on the codes.
 - f. To close the session, everyone discussed the importance of qualitative research in real-world scenarios and researched one project they were interested in and presented it to instructors Jill and Akriti.
 - g. Challenges and Incomplete Outcomes

OUR TEAMS

Staff includes (from left to right): Akriti Ratti - QR Instructor and UCLA Public Health Student, Emily Borge - Educator/Instructor, Sriha Srinivasan - Media Instructor, Jillian Cooper - QR Instructor and UCLA Public Health graduate student, Paige Annunziato - Project Manager, Dr. Rhonda Renfro - Program Manager.

Club Stride Inc. Qualitative Research Staff:



There were 10 total cohort participants.

6 members represented the project as Youth Health Leaders. Youth participants (from left to right): Barbie Goswami, Yasmine Camara, Evan Torres, Jocelyn Melchor, Danica Domingo, Iman Ali.

2021-2022 QR Youth Leadership Team:



4 members participated as Focus Group Leaders. Youth participants (from left to right): Ariston Jeff Garcia, Mykel Gareth Torres, Nathaniel Ewing and Dominic Presto.

2021-2022 QR Youth Focus Group Leadership Team:



CONCLUSION:

Club Stride Staff looks forward to the work planned for the upcoming cycle. Our objective is that returning youth participants will learn to deepen their understanding, abilities and practice in the areas of qualitative research and media strategies to answer critical questions related to COVID in Solano County. In addition, returning participants have demonstrated excitement about advocating in support of their peers and contributing to a framework for installing peer health educator teams on high school campuses in the city of Vallejo, where students can authentically lead efforts to support COVID prevention and other public health issues.

This session was an awesome learning experience and fantastic opportunity for all involved.

Thank you.



SUMMARY REPORT QUALITATIVE RESEARCH AND COVID RECOVERY

2022-2023

The goal of Club Stride, Inc. this session was to provide 5-15 teens and young adults with the knowledge and skills to utilize youth participatory qualitative research methods to answer critical questions related to COVID perceptions among the African American and Latino communities and to leverage digital technologies to advance COVID prevention through social justice youth development in Solano County.

Current social media strategies employed this session widened the reach of the project to engage hard to reach populations. Club Stride social networks are generating increased support for COVID recovery efforts, particularly in mental health. During the second session this year, the organization centered a full-scale digital marketing curriculum to deepen youth social media strategies to support and align on-campus peer educator team activities that we anticipate will further our ability to leverage technology to incentivize peer activity next session.

The needs assessment conducted by participants this session, informs current social media strategies, and will continue to be a critical component for how the project will engage Solano County youth around public health issues particularly relevant for them for their own wellbeing. More importantly, the action plan is being leveraged by youth participants to advance equity in relevant areas of COVID recovery. In addition, social media content and branding was based on the themes and insights from the Community Needs Assessment conducted by youth participants.

A core tenant of the organizations approaches this session was to train youth to use data to inform innovative approaches for solving community problems. 15 youth met regularly and engaged in focus group activities, media technology and digital marketing. The project was divided into two cohorts. Cohort one conducted focus groups, developed and distributed a survey, analyzed the data, and produced a needs assessment. Cohort 2 developed a digital marketing campaign based on the assessment created by cohort 1, designed content and executed a digital marketing campaign. Additionally, one youth from cohort 1 mentored cohort 2 participants to ensure that the integrity of messaging was aligned to the data, and a content creation team of six (6) participants designed content. The upcoming session will integrate on-campus advocacy with digital strategies to build community that is supportive, safe, accessible, informed and a place where youth feel a sense of belonging. Doing so will provide the community a gateway for building authentic community relationships that are critical for addressing COVID related issues amongst other community needs in hard-to-reach youth communities.

Youth Participant Preparation

Club Stride youth research participants attended weekly meetings. The following reflects the curriculum for the first session 2022-2023.

QUALITATIVE RESEARCH CALANDAR (SEPTEMBER 2022 – NOVEMBER 2023)

SESSION		Cohort Direct Action
September 1 st Session 1	<ul style="list-style-type: none"> INFORMATION & ORIENTATION 	
[Tuesday] September 6 th Session 2	<ul style="list-style-type: none"> Health Disparities Health Determinants Public Health 	<ul style="list-style-type: none"> Projects with Real-World Applications
September 7 th /12 th Session 3 and 4	<ul style="list-style-type: none"> Qualitative Research vs Quantitative Research Focus Group Methods, purpose, strengths/weaknesses Developing questions Inductive/Deductive Reasoning 	<ul style="list-style-type: none"> Utilize Participatory Qualitative Research Methods to Collect Data Develop Comprehensive Research Questions for Targeted Demographic for Focus Group
September 14 th Session 5	<ul style="list-style-type: none"> Headings, fonts, colors, eye-grabbing graphics, content Incentives, contact information, marketing language Incorporation of logos and messaging Appropriate location distribution 	<ul style="list-style-type: none"> Promote Community Participation
September 19 th Session 6	<ul style="list-style-type: none"> Group dynamics Recruitment Public speaking and leading focus groups Effective note taking and transcription 	<ul style="list-style-type: none"> Community Engagement Recruitment Outreach
September 21 st Session 7	<ul style="list-style-type: none"> Leading focus groups How to stay neutral and professional 	<ul style="list-style-type: none"> Modifying Outcomes in Needs Assessment Addressing Issues and Identifying Solutions Before Data Analysis
September 26 th Session 8	<ul style="list-style-type: none"> Qualitative Data Analysis Methods Introduction to Thematic Analysis 	<ul style="list-style-type: none"> Utilize Participatory Qualitative Research Methods to Analyze Data. New QR project
	<ul style="list-style-type: none"> Coding 	
September 28 th Session 9	<ul style="list-style-type: none"> Data analysis Coding Report writing and presentation 	<ul style="list-style-type: none"> Code Book of Finalized Themes Addressing Gaps in the Desired vs Actual Outcomes
October 3 rd October 5 th Session 10-11	<ul style="list-style-type: none"> Importance of findings Correlate finding with health equity and SDOH Provide examples of successful social media campaigns that promote/gain support for social justice movements EX: Impact on Instagram 	<ul style="list-style-type: none"> Deliverable Product (Report) Mock Focus group Focus Group Facilitation
October 10 th Session 12	<ul style="list-style-type: none"> Presentation methods Data modeling Public speaking 	<ul style="list-style-type: none"> Create a deliverable product (poster) to condense findings and present them in a digestible format
October 12 th Session 13	<ul style="list-style-type: none"> Presentation methods Data visualization Academic writing 	<ul style="list-style-type: none"> Create a deliverable product to condense findings and present them in a digestible format, possibly submit products to be published online/in journals
October 17	<ul style="list-style-type: none"> Media Training 	<ul style="list-style-type: none"> Overview, Intro and Campaign
October 19 th Session 14	<ul style="list-style-type: none"> Public speaking skills Real world application of QR project Identifying your audience 	<ul style="list-style-type: none"> Youth-led Initiative to Promote Community Participation Present Deliverables to Practice Public Speaking in Different Setting
October 24	<ul style="list-style-type: none"> Media Training 	<ul style="list-style-type: none"> Past campaign plan Hopes for rest of session/future
October 26 th Session 15	<ul style="list-style-type: none"> Essentials Public Speaking Good habits 	<ul style="list-style-type: none"> Practice Public Speaking Debrief School Presentation – What went well and what should be improved for the county
	<ul style="list-style-type: none"> Bad habits How to avoid bad habits Recognition of Fear of public speaking and how to improve The importance of public speaking Public Speaking real world application 	presentation?
October 31	<ul style="list-style-type: none"> Media Training 	<ul style="list-style-type: none"> Pt.1 (YouTube) Pt. 2 (Campaign Logistics)
November 2 nd Session 16	<ul style="list-style-type: none"> Turning written reports into a speech Group presentations 	<ul style="list-style-type: none"> Youth-led Initiative to Promote Community Participation
November 7	<ul style="list-style-type: none"> Media Training 	<ul style="list-style-type: none"> Promotional Script Storyboarding
November 9 th Session 17	<ul style="list-style-type: none"> Watch and critique real world county/public health reports to understand what to do and what not to do 	<ul style="list-style-type: none"> Presentation of our Deliverable Products Applications of Qualitative Analysis
November 14	<ul style="list-style-type: none"> Media Training 	<ul style="list-style-type: none"> Film promo video, email experts, & finalize content requests to other CS teams.
November 16 th Session 18	<ul style="list-style-type: none"> Presentation of high level deliverables 	<ul style="list-style-type: none"> Messaging Public Health Communication Finalize Research Project Goals
CLOSED November 21 st - 25 th		
November 28 Focus Group/Leadership Split	Groups Meet Separately Starting November 28 th	

Youth Participant Feedback:

“I feel everything was really clear, understandable on what we have to do. I liked that it was like not formal because it made it easier to work than having to be all professional.”

“I hope that the event that session 1 put together is successful. I hope that session 2 is able to pull through and make sure that our event helps as much people as possible.”

I hope that those who do session 2 will benefit from what I have done in session 1”

“This Internship has been a great opportunity for me to improve my analytical, communication, and interpersonal skills. I had fun throughout my 4 months here and the most fun I had was when I created ads and video with Dr. Renfro and creating campaigns. You can hmu in UCLA if I changed my mind about if I want to continue in Club Stride :)”

“I like the group work and how we are collaborating with each other. Also, I like the designing aspect of the projects.”

“I'm liking the different programs we use to do different things, calendaring and pitching feel like good exercises and starts making me think a lot more about how we present ourselves.”



MVP Youth Advocate

Reigne Ramos participated as a researcher in the Qualitative Research project. When she registered for the program, she had a goal to study medicine. However, after participating in the program, Reigne has decided to switch her major to public health. She said that she wants to help build stronger communities. She also mentored our digital marketers during session 2 to ensure that their digital marketing campaigns were aligned with the research that was done by her team in session 1. She is a bright and shining star who has decided to continue with Club Stride throughout (at least) her first year of college.



Digital Marketing

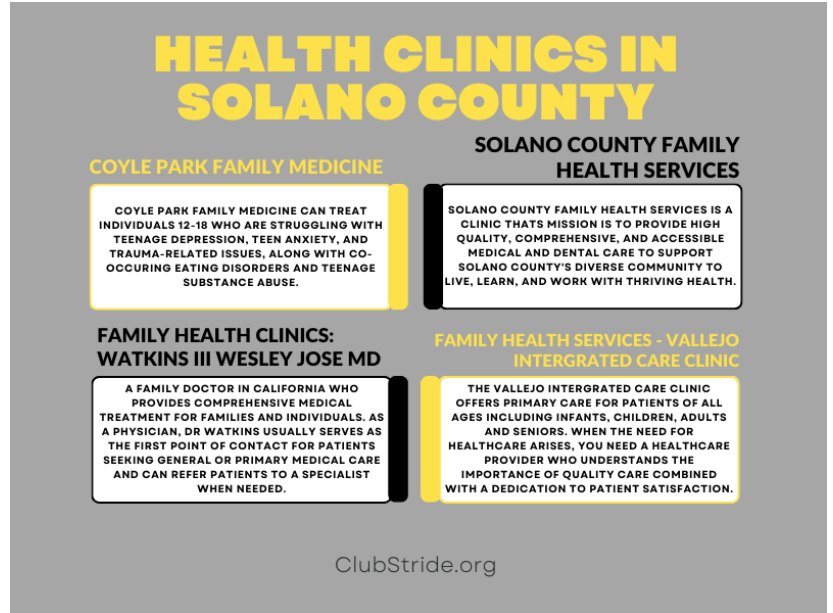
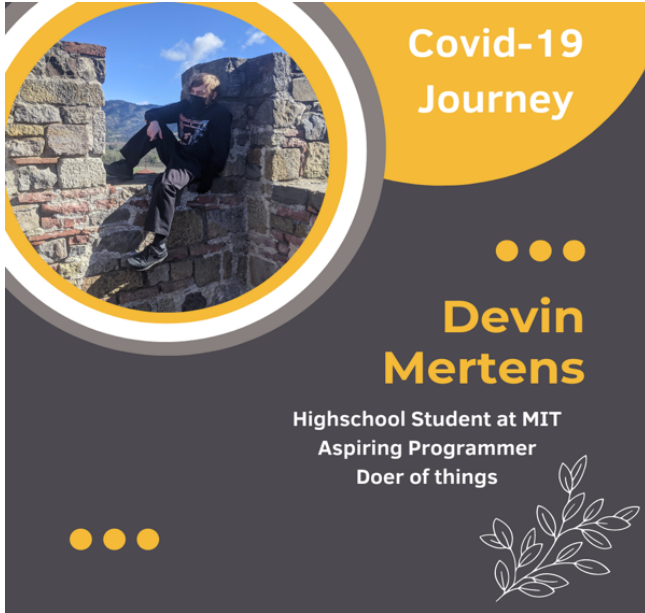
The process was a comprehensive Digital Marketing training program while always keeping the focus on the important qualitative work that informed the social media campaign.

- Focus on beginning to build Pilot Peer Educator Program
- Focus on integrating assessment findings.
- Focus was full scale Digital Marketing
- CRM – Hootsuite /Meta Suite (New)
- Social Media Marketing Campaign and Strategy

Digital Marketing Curriculum

- Campaign Goals
- Content Strategy
- CRM Introduction to Hootsuite
- Subject Matter Experts – Finding a Voice
- Branding
- Engagement
- Performance Analytics Review
- Optimizations
- Converge Media
- Performance Assessment
- Consumer Journey

CONTENT SAMPLES



The organization ran several social media ads on both Facebook and Instagram. The most popular campaign included the “Health Clinics in Solano County” post which was designed by Devin Mertin and reached 65,569 Solano County residents in 10 days. The post acquired 621 click throughs and more likes than any post created by our team to date. We are seeking more relevant and interesting ways to share information and educate teens.

Likewise, post supporting mental health received more comments than other topics designed by our teams. The post below was created by Charlize Castillo who is now a junior at American Canyon High school.

Together the team designed 30 social media posts that emphasized aspects of healing and mental health objectives.



Caption:

....NOT give advice, make suggestions or ask questions. Instead, professionals say that teens may need empathy and recommend listening and validating instead. Teen mental health is in crisis. Learn what you can do. -CBS Health Watch April 13, 2023.

COMMUNITY NEEDS ASSESSMENT

QUALITATIVE RESEARCH METHODS

Methods used to collect data include focus groups and surveys that were distributed to youth residing in the city of Vallejo. Family, friends, and flyers promoted these focus groups. Potential participants were recruited to participate in an online focus group facilitated via Zoom. They completed an initial survey to indicate interest and provide demographic information. The focus group consisted of 16 questions exploring various aspects, including demographic attributes, community relationships, and social impacts. Club Stride, Inc. utilized youth interns as facilitators and notetakers, which were present throughout the focus group to facilitate participant engagement and ensure accurate record-keeping. The study was targeted towards Solano County residents between the ages of 15-25 and was advertised through a combination of in-person postings, social media posts, and neighborhood platforms. Participants were self-selected and compensated with a \$50 online gift card for their participation in the hour-long study.

Surveys were taken through Microsoft forms which were accessible by a QR code. These surveys were distributed from January 20- January 24 to the public in Solano County between the ages of 15- 25.



The primary outcomes of the study were the degree of impact experienced by COVID-19 and the participants' familiarity with community resources related to the pandemic. Familiarity with community resources refers to the participants' personal knowledge and access to resources during the pandemic, while the level of impact reflects the financial, mental, physical, or social changes caused by COVID-19. The secondary outcomes of the study were the effects of "Long COVID-19" and how these symptoms impact the well-being of the community after quarantine.

Survey Results:

https://forms.office.com/Pages/AnalysisPage.aspx?id=zhABBfU9wUiZM_eiUVD0VX6Huol-FAVJsd-IleGq-sRUMkiEVIM4T05XOU1ENDhYNkpGUDJUNFFLSyQIQCN0PWcu&AnalyzerToken=YSkcVQTFd8hY2vmuHECz0nGM3rBIXTCg

Focus Group Transcript: <https://drive.google.com/file/d/1x4qDLB-RlhxTzj8Z50xsx-Jv6P7W63QM/view?usp=sharing>

Focus Group Class Coding: <https://drive.google.com/file/d/1iMehcHoaY9ChnobCqjV-FQXKTh7hAcG-/view?usp=sharing>

Results

Our most prominent results are the areas identified by youth as being required for the continuous improvement cycle of the Community Needs Assessment:

<p style="text-align: center;">Mental Health</p>	<ul style="list-style-type: none"> - Appetite change (Questions 11-12) - Social regression Questions 5 and 10) - Social anxiety (Question 10) - Isolation (Question 10) - distrust towards/inability to obtain the vaccine. - Anxiety, stress, loss of social skills (Question 10) - Paranoia (Question 10) - Dissociation/Derealization (Question 10) - Trauma (Question 11) - Boredom (Question 10)
<p style="text-align: center;">Financial Aid/Hardships</p>	<ul style="list-style-type: none"> - Entrepreneur (Question#5) - Single income source (Question#5) - Self-employment (Question#5) - Work-place instability - Employment/unemployment (#5) - Frontline Worker (Question#5) - Housing Impact (Question#9) - Working During COVID-19 - Moving Residence (Question#9) - Layoffs (Question#8) - Mortgage Increase Question (#9)
<p style="text-align: center;">County Support</p>	<ul style="list-style-type: none"> - Little to none (#15, #16) - Claims of mortgage/rent aid - doing the best that they can/ okay-good effort (Questions#15, #16) - Stores, clinics, hospitals, could be better (Question#4) - healthcare systems - Financial Aid (Question#13) - County Programs (Question#13) - Lack of Resources (Questions #13) - Urgency Level (Questions #13, #16)
<p style="text-align: center;">Community</p>	<ul style="list-style-type: none"> - Church (Question#15) - Family/close friends (Question #15) - Leniency (Question #16) - Mistrust (Question#2) - Professional Acquaintances (Question #13) - Self-Initiative (Questions#13)

	<ul style="list-style-type: none"> - No Development (Questions #14, #15) - Stubborn Citizens (Question #16) - schools/ work giving a choice on vaccination (Question #3) - No Connection to Community (#15) - Online Friends (Question #5)
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Community Needs Assessment

Participation

Analyzing the survey responses, 16 of the responses completed were by Filipinos, 12 by African Americans, 15 by Hispanics, 8 by White individuals, and the remaining 7 were from other races. Most survey participants identified as heterosexual/straight with 6 people declining to answer and 17 participants identifying as part of LGBTQ.

Reviewing our demographic data, it was concluded that 22 of those surveyed were male, 21 were female and 3 preferred not to say. Many participants primarily speak English at home, with only 3 surveyors said they spoke a language other than English as their primary language. The average age of the people surveyed was 18.

Strengths and Limitations

Strengths	Limitations
Got responses that represented the racial demographics of Vallejo	Unable to express all of Solano County due to surveys being distributed throughout Vallejo-by-Vallejo students predominantly
We got 45-46 responses from the youth within Solano County	Time limitations (students were only able to distribute surveys during either passing period, lunch, or social meetings.) We also only had Friday and Monday to distribute surveys on campus. Also having friends or other respondents distribute the surveys would leave the “Who did you get the QR code for the survey from?”
The survey (for me) was easily accessible to those who responded.	We got less than 50 responses. We could have gotten more that were more spread out within the county to accurately represent Solano. We could have had teachers help distribute the surveys.

Key Findings

Young adults between the ages of 15-25 face peer pressure through social media. Survey results identified that most people gained information about COVID-19 through their immediate environment (Bronfenbrenner's Theory, Microsystem). This includes friends and family, social media, and school. Data shows that almost half of the participants are unaware of the health systems in their county.

Many participants were of Hispanic/Latino, Black, and Filipino origin and had high reports of needing to translate public health letters to another language, most frequently Spanish. Feedback often suggested that the healthcare system did not prioritize health over profits and was difficult to navigate and interact with.

Community Action Plan

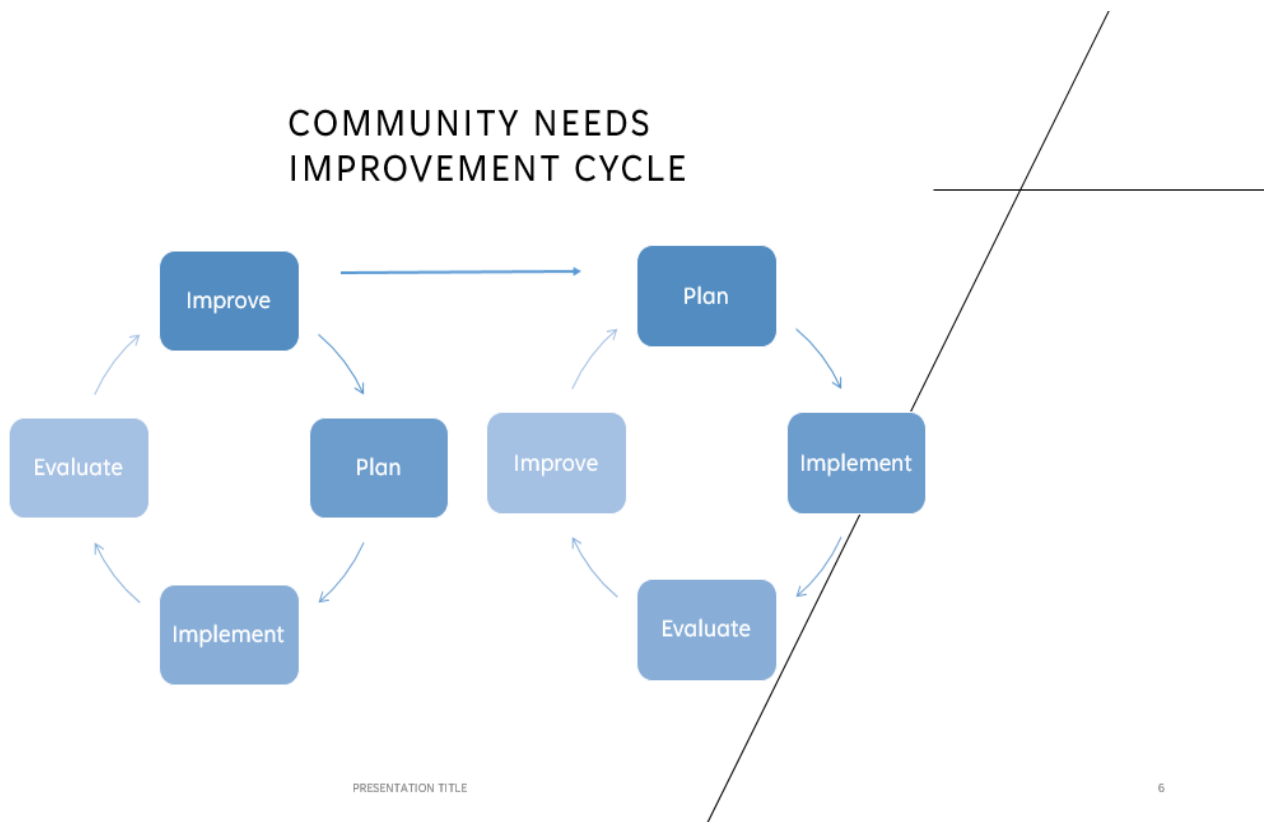
TOPIC/THEME	NEEDS- CONTENT NEEDS TO ADDRESS
<p>Health literacy/ Translation of Health-related letters</p>	<ul style="list-style-type: none"> • Need to urge the community to familiarize themselves with the healthcare system in their community • Need to improve at distributing resources to their population • Need to develop framework & foster trust within the community (build rapport and relationship with patients) • Need to provide more resources that are inclusive to foreign language speakers • Have Resources Available for Patients • Familiarity and Continuation of local healthcare clinics
<p>Community At Large Sector- Main factors for greatest influence on info on the COVID pandemic recovery was social media, Peers & Parents</p>	<ul style="list-style-type: none"> • Need to improve with social media aspect • Need to contact youth more through their <u>primary</u> forms of communication (e.g., social media presence, programs, etc.) • Provide more resources and COVID recovery and renewal information on Social Media
<p>Advertise all local Health care places that are available in county.</p>	<ul style="list-style-type: none"> • Other/Local health care places need to be advertised for alternatives when dominant health care service is overwhelmed • (For extra support/immediate help if needed)
<p>School Sector- School provides COVID-19 related resources (tests, masks, etc.) - School did not make vaccination mandatory during quarantine/pandemic period</p>	<ul style="list-style-type: none"> • Need to reinforce the importance of health in the education system • Need to acknowledge that strict policies are needed at schools for safe learning environment.

Key Outcomes from Research this Session

- Focus Groups
- Digital Survey Deployment on MIT Campus
- Community Needs Assessment
- Action Plan
 - Identified themes.
 - Incorporated Needs into Content Branding.
 - Youth identified needs that require more focus.

Community Needs Improvement Cycle

As part of the action plan youth participants engaged in the improvement of the community needs assessment. The outcome is to work to keep identifying needs that require more focus. Youth participants asked, “why does this continue to be a need?” and allocated additional focus. To further the message, as part of the digital marketing training they received training in setting campaign goals and the ability to re-assess and re-focus those campaign goals.



Key Outcomes Digital Marketing

- Action Plan
- Social Media Marketing Campaign

Final Community Needs Assessment:

<https://drive.google.com/file/d/18OzLI8VA805FLRIX6zESa2pF1MxnFScb/view?usp=sharing>

For the Community Needs Assessment, Cub Stride partnered with Bay Area Regional Health Inequities Initiative (BARHII). Anita Kumar, Director of Collaborative Health Equity Practice, provided consultation in the design, analysis, and development of an action plan. Additionally, she provided consultation on how youth participants could best incorporate the focus group data to support and provide insights on the needs identified during the Community Needs Assessment. Determining the best way of integrating the qualitative data into the assessment report was paramount to creating the action plan. Ultimately, these insights were used to inform the development of social media content messaging.

Anita also provided guidance to youth participants to better aid the group in determining the expressed or implied needs based on qualitative data, and the best methodology to assess community needs.

Conclusion

Club Stride is very proud of the work that was accomplished this year and we look forward to continuing to build the QR Digital Advocacy program. We recognize the potential that this program has, and we have created a new framework to realize that potential in the upcoming cycle to elicit greater engagement and community impact.