

From Heritage to Health:

Efforts for community engagement and local data in the Adams County Civil Rights Project HIA

All In: Data for Community Health National Meeting – December 9, 2020

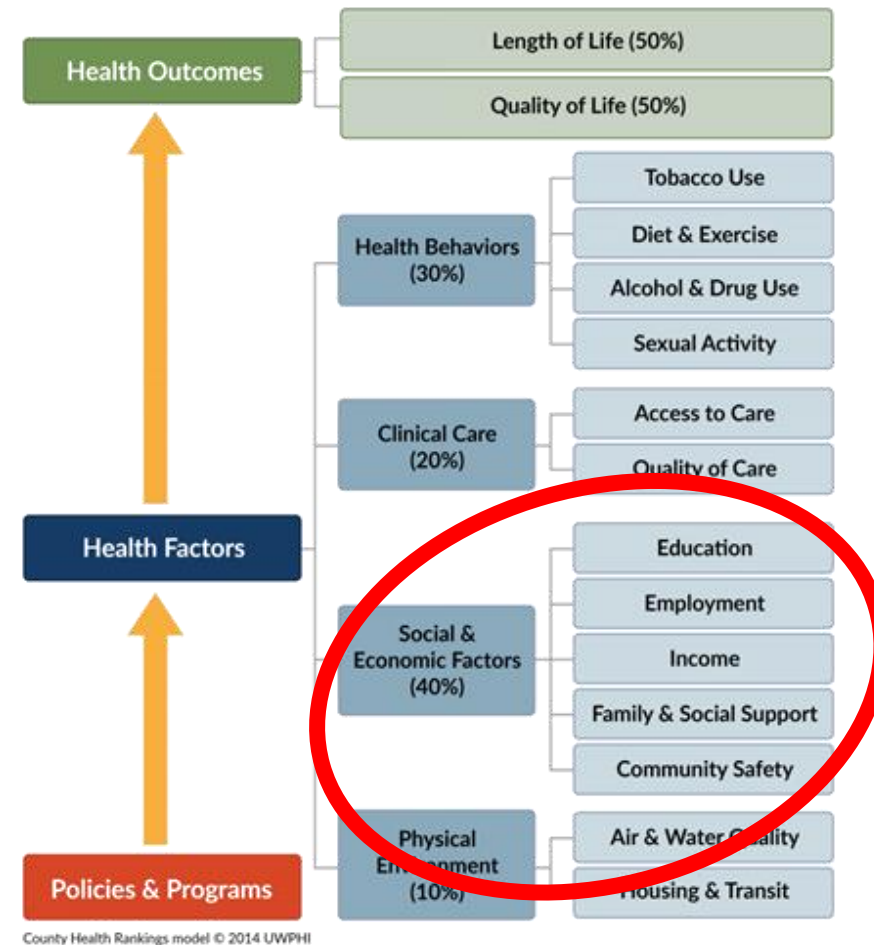
Robert Pernell, Community Organizer, HIA Chair

Madeline England, Mississippi State Department of Health

The Mississippi State Department of Health administered the Health Impact Assessment with a grant from the Health Impact Project, a collaboration of the Robert Wood Johnson Foundation and The Pew Charitable Trusts. The views expressed in this material do not reflect the views of the Health Impact Project, the Robert Wood Johnson Foundation, or The Pew Charitable Trusts.

Health Impact Assessment

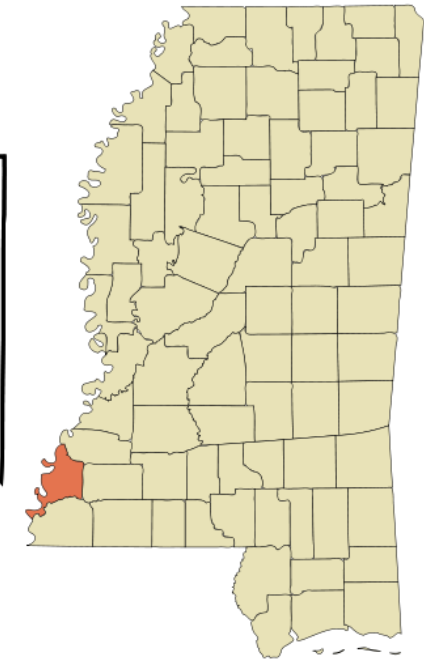
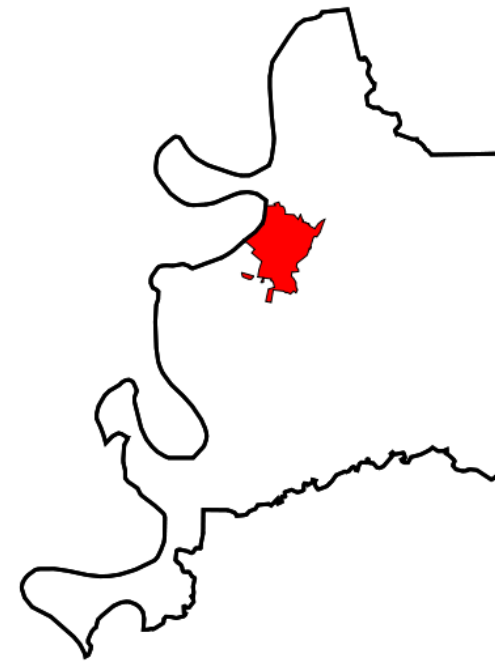
1. Screening
2. Scoping
3. Assessment
4. Recommendations
5. Reporting
6. Monitoring & Evaluation



Socioeconomic disparities by race

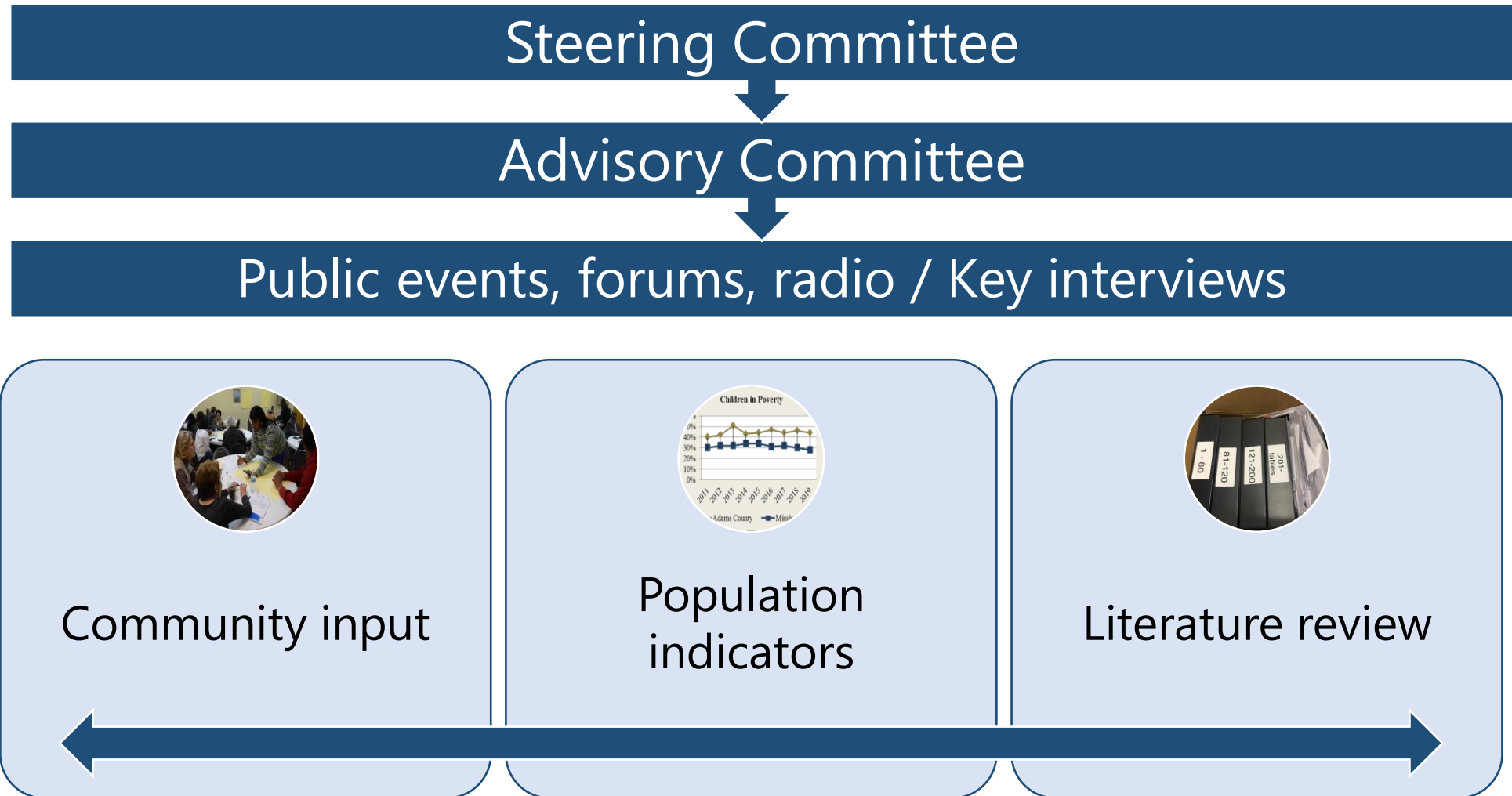
	1965	2014
Median household income, Black or African-American	\$1,994	\$19,795
Median household income, White	\$5,600	\$42,963
County population	37,730 (50% / 50%)	31,737 (54% / 45%)
Black or African-American income as a % of White income	35.6%	46.1%
Median household income ratio	2.8 : 1	2.2 : 1

Adams County, Mississippi



Pop. 32,297
54% Black
45% White

The Structure



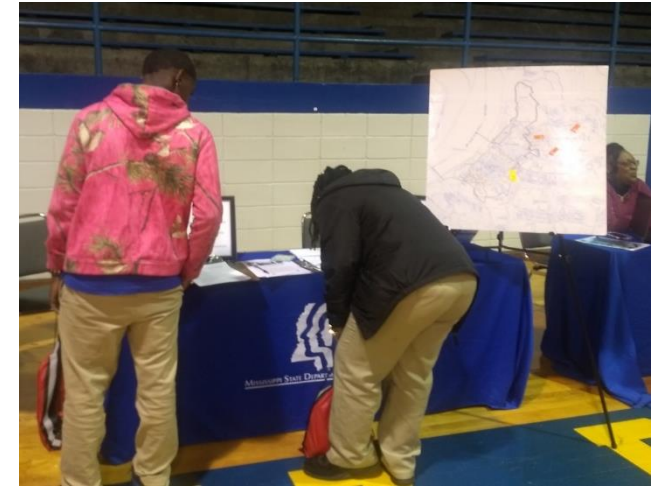
Phase 1: Stakeholder Engagement Workshop

1. Introduced the HIA
2. Recruited members of the advisory committee and other project activities



Phase 2: Community mapping activities

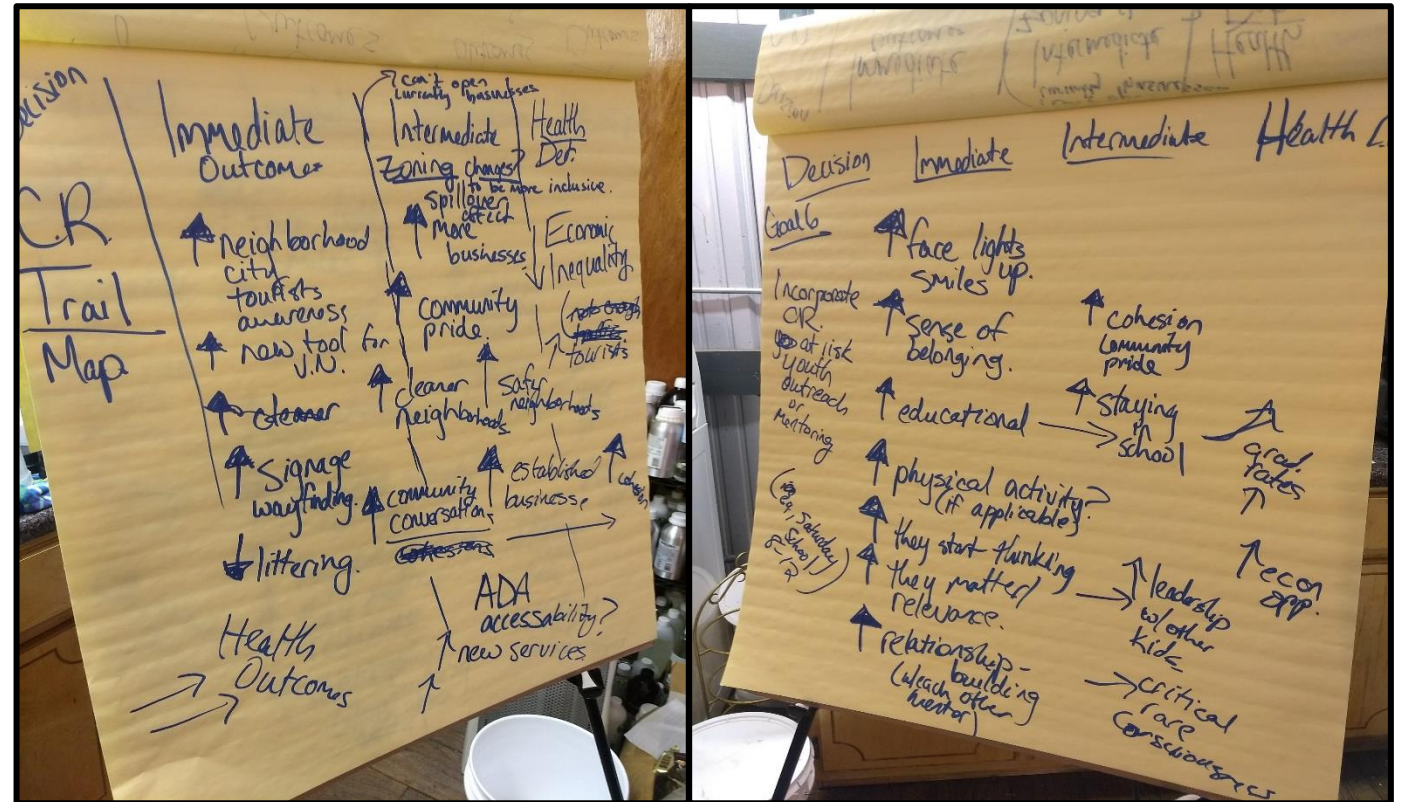
- Identify sites of civil rights significance.
- Identify gathering spots.
- Identify sites of cultural and artistic significance.



Phase 2: Small group guided discussions

Social and economic factors:

- Neighborhood and built environment
- Economic stability
- Education
- Social and community context
- Health and health care



Project
decisions

Immediate
outcomes

Intermediate
outcomes

Long-term
outcomes

Phase 3: Assessment – Community Forums

Topics:

1. HIA introduction, identifying initial sites
2. Storytelling and collective identity through history
3. Economic opportunity, education
4. Developing recommendations



Phase 4: Assessment – Youth Input

- Youth Focus Group
- Youth Photovoice Project

Table 8. “What is an issue from the Natchez Civil Rights Movement that is still an issue today?”

“Slavery...I mean, racism”

“Less gun violence”

“We want to clean up our neighborhood.”

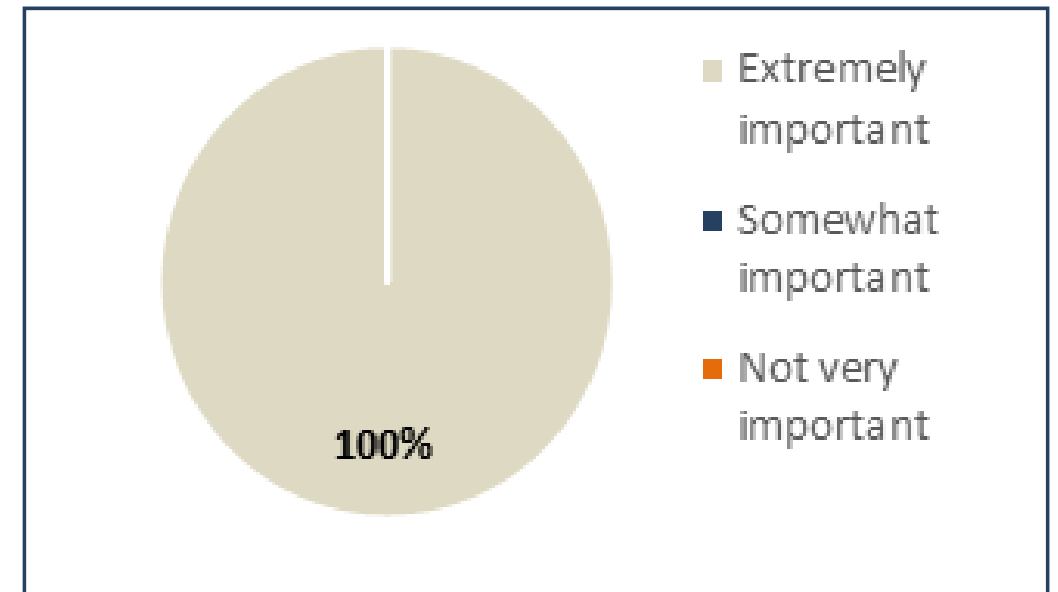
“More things to do for kids.”

“Schools, get an education”

(Source: youth focus group)

Fig 21. How important is it to you to learn more about civil rights?

(n=20, youth focus group)



Lesson learned: Definitions of success

“This HIA will be successful if...”

- We all work together and move the same way.
- Keep/get people on the same page.
- Don't be afraid to have a voice (positive voice).
- Everyone works together in unity or as one for the betterment of the community.
- We work together and don't deviate from our plan.
- The project is all-inclusive.
- People are sincere, committed, loving, have humility. All community sections become involved regardless of race, gender, and age.
- If everyone works together in the community as one.
- Everyone is open-minded and has input.
- Community involvement (total). History (all black and white).

Community Engagement Lesson Learned: Defining structural racism

“Involving interconnected institutions, the totality of ways in which societies foster racial discrimination through mutually reinforcing systems of housing, education, employment, earnings, benefits, credit, media, health care, and criminal justice.

“These historical and contemporary patterns and practices in turn reinforce discriminatory beliefs, values, and the distribution of resources.”

Bailey ZD, Krieger N, Agénor M, Graves J, Linos N, Bassett MT. Structural racism and health inequities: Evidence and interventions. *Lancet*. 2017; 389(10077): 1453-1463. doi: 10.1016/S0140-6736(17)30569-X

Key Findings and Recommendations



Change the question.

Use historic preservation research for understanding contemporary inequities.

Build a knowledge base for growth.

Engage youth through place-based education.

Prioritize economic and cultural equity in development and revitalization plans.

Change the question; change the narrative.

Acute historical trauma

"The site of
Wharlest Jackson's
murder.
I remember where
I was when the
bomb went off."

Chronic historical trauma

"It seems like only one
person is talked about."

"I was a little girl and I
remember the tension
in the car."

"We already talk about it
all of the time. What else
are we supposed to do?"

Thematic Discussion Frameworks

Shaping the
political landscape

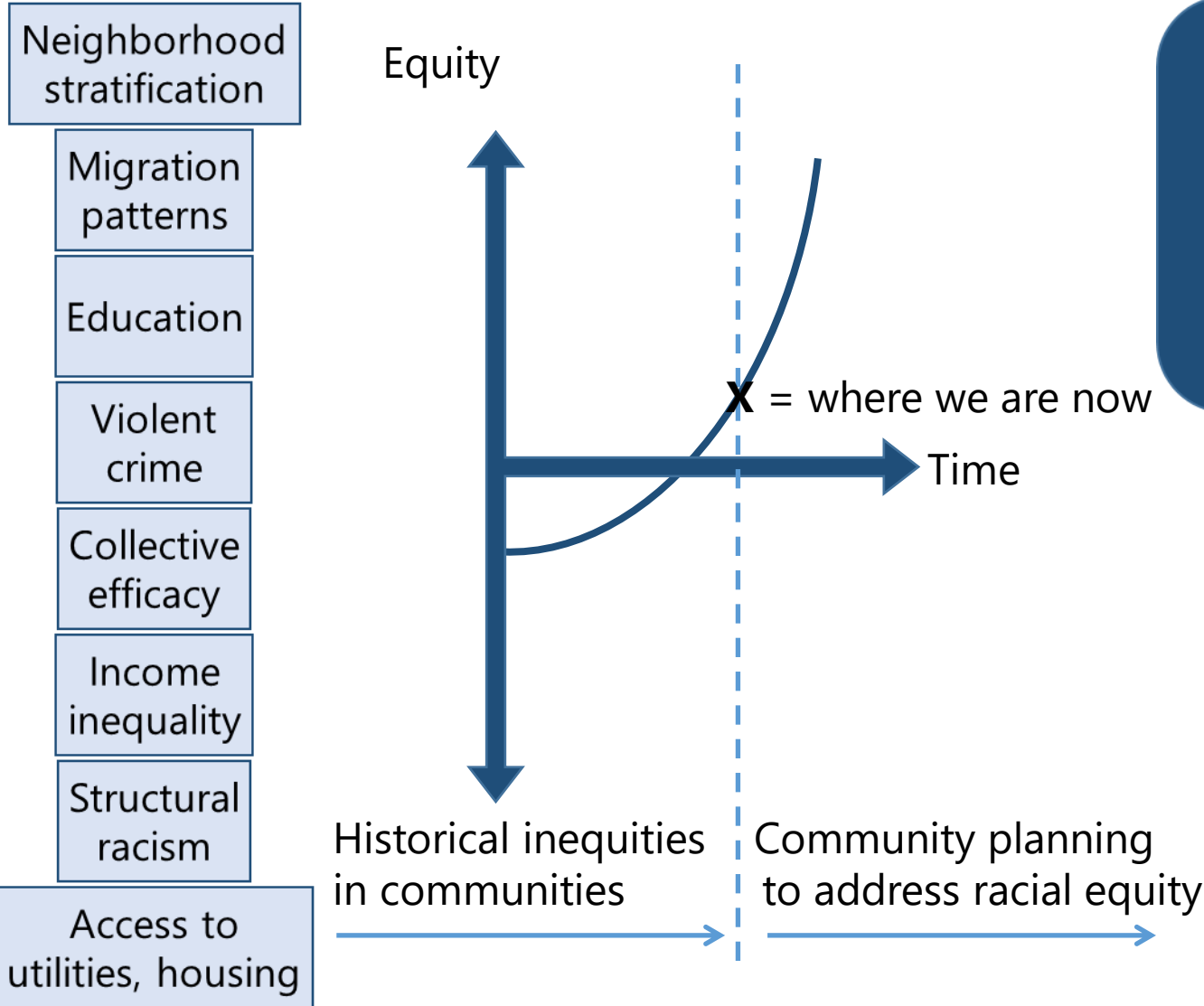
Creating social institutions
& movements

Peopling
places

Expressing
cultural values

Developing the
American economy

Use historic preservation and research to understand contemporary inequities and build a Knowledge Base for Growth.

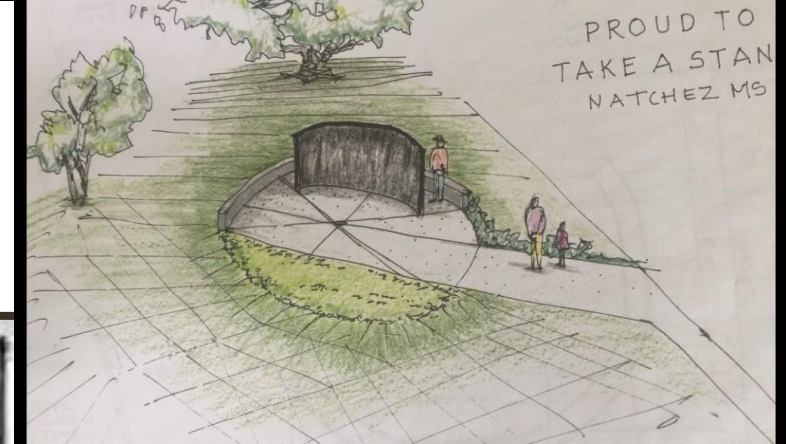
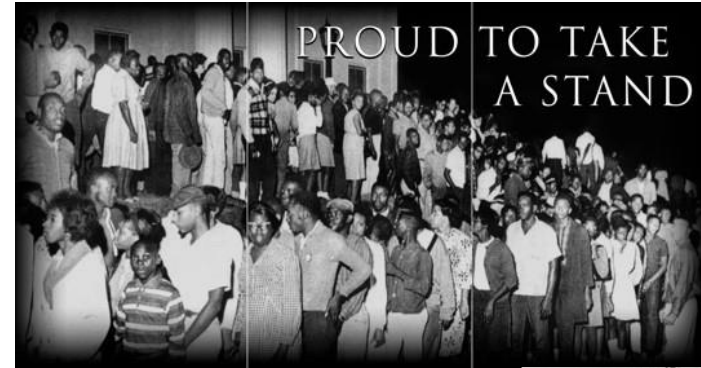


“We talk about preventive health care and economic opportunity like people will understand if we just say it enough. But it’s precisely because of the oppression of civil rights...that an understanding of structural issues never developed.” -HIA Advisor

Health Outcomes & Determinants			
Economic opportunity	Youth & education	Community & culture	Health resources

Prioritize economic and cultural equity in development and revitalization plans.

- Proud to Take a Stand Monument
- Civil Rights Trail
 - Local: Forks of the Road and building physical connectivity Black historical sites and businesses
 - State & National
- Armstrong Tire Plant



Place, Story, and Race

“While it is good to know the construction chronology of each house in a historic district, good to chart the stylistic evolution of each of its architectural components, it is better to understand how the relationships between people and places have evolved.”

“Though many preservationists appreciate this line of thinking, its power as an organizing tool has hardly begun to be explored. The history of communities in place, of the habitation of places, can be the foundation for preservation as a movement aimed at broad social change. It offers a robust intellectual lever for lifting up an inclusive, humane conception of place and heritage.”

-Ned Kaufman, *Place, Race, and Story* (2009)

Questions and Contact Information

HIA report:

<http://communityalliancencnac.org/civil-rights-natchez>

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