



Preparing for Community Advocacy Involvement

Primer for AAP Community Health Grants

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American Academy of Pediatrics
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Please note that this webinar training is being recorded for those who cannot attend and for future reference

Please do not share any protected health information during the webinar.

Make sure your microphone is muted when you are not speaking

Agenda

- How to Engage in Community-Based Advocacy
- Community Access to Child Health (CATCH)
 - Planning Grants
 - Implementation Grants
 - Resident Grants
- Community Pediatrics Training Initiative (CPTI) Grants
 - Advocacy Training Grant
 - Leonard P Rome CATCH Visiting Professorship
- Resources
- Q&A



How to Engage in Community-Based Advocacy



10 Steps for Community Advocacy

1. Identify the problem
2. Define the baseline
3. Learn the literature
4. Explore existing resources
5. Develop your road map
6. Build a coalition or engage with community partner(s)
7. Ensure things are done WITH the community
8. Work diligently to accomplish goals and objectives
9. Develop tools for effective evaluation
10. Regularly re-evaluate and reflect on plan and project related work

What is the issue that you want to address?



- Be specific about defining what population “your community” entails.
- Develop statements which:
 - Describes the overall purpose for advocating for your issue or population (mission or goal).
 - Describe the change you hope to achieve (vision).
- Develop values statement which reflects the key principles that will inform and guide your work.

Define the Baseline

What is known about the community you have defined and the issue you have chosen to address?

- You may need to begin with a needs assessment, or a simple study to assess the extent of the problem you have chosen to focus on.
- Does any baseline data exist? Where can you find it?
- How can you measure it if it is not already known?





Learn the Literature

It is essential to develop a strong knowledge base specific to that issue.

To walk the walk, you have to talk the talk.

- Before diving into the work, make sure you have a strong knowledge base of the issue in your community.

Explore Existing Resources

- What initiatives/projects already exist or have been tried in the past (locally, regionally, and beyond)?
- Who is already working on this, and who will be your partners, mentors, and advisors?



Engaging with Community Partners

Collaborating with partners and stakeholders helps:

- Gain different perspectives on the health issue(s) you are seeking to address
- Better understand the needs and priorities of different groups in your community
- Build trust and increase buy-in
- Generate alternative strategies and ideas
- Increase access to your target population
- Gather input to help assess how your project is going
- Distribute the workload

Building Collaboration

The ability to establish trust, connection, and understanding is key to creating a lasting partnership.

- Educate each other
- Discuss how the project is beneficial
- Share your vision
- Address challenges and barriers
- Think long-term

[Engaging Community Partners_Tipsheet_final.pdf \(aap.org\)](#)

Successful Ways to Interact with Community Partners



- Share your strengths and weaknesses
- Define roles and agree on what each of you will contribute to the project
- Identify norms and logistics for how you will interact (i.e., communication, meeting times, decision making)
- Be inclusive and respectful
- Follow-up on commitments



Now What?

“

“Turn that frustration into an advocacy project to move the needle a little bit forward for the patients, the population, the community that you take care of—the [grant] funding ...really helps to move things forward.”

Hilda Loria, MD, FAAP (2021 CATCH Planning grantee)

AAP Community Health Grant Opportunities



Type of Grants



- Community Access to Child Health (CATCH)
 - Planning
 - Implementation
 - Resident
- Community Pediatrics Training Initiative (CPTI)
 - Leonard P Rome CATCH Visiting Professorship
 - Advocacy Training Grant

Where are you at in your pediatric career?

	Resident	Fellow Trainee	Primary Care Fellow	Academic Faculty	Sub Specialty	Learning Collaborative	Faculty/Residency Program
Rome VP	X	X	X	Yes	X	Yes	Yes
ATG	Yes* - Faculty/Resident Pair	Yes	Yes	Yes - Faculty/Resident pair	X	Yes	Yes - Faculty/Resident pair
CATCH - Planning	X	Yes	Yes	Yes	Yes	X	X
CATCH - Implementation	X	Yes	Yes	Yes	Yes	X	X
CATCH - Resident	Yes*	X	X	X	X	X	X

*Resident applicants must still be in training through the grant timeline or meet specific requirements – see each grant for details

CATCH Planning, Implementation, & Resident Grants



Community Access To Child Health (CATCH)



Mission

CATCH supports pediatricians to collaborate within their communities to advance the health of all children.

Vision

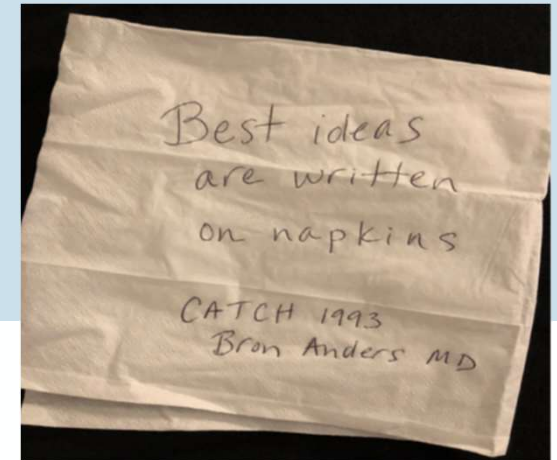
Every child in every community reaches optimal health and well-being.

CATCH Grants

<http://www.aap.org/CATCH>

CATCH is 30 years of innovation, community advocacy, and leadership development.

- Funded over 1900 pediatricians working in their communities:
 - 712 **Resident** grants for Pediatric trainees, since 2000
 - 869 **Planning** grants (for fellows and fellowship trainees), since 1993
 - 354 **Implementation** grants (for fellows and fellowship trainees), since 2013
- Support to communities in every state as well as the District of Columbia and Puerto Rico; and in urban, suburban and rural settings. First Canadian grantee awarded in 2022.





CATCH Resident Grants

- **Resident grants** are for pediatric residents to plan and/or implement innovative, community-based initiatives that increase children's access to optimal health or well-being.
- **Up to \$2000** awarded once a year

Eligibility Guidelines:

- U.S. and Canadian pediatric residents (categorical or combined) in a training program AND have a definite commitment for another year of residency or chief year.
- National and chapter AAP membership must be current before grant funds can be disbursed.

CATCH Planning & Implementation Grants



- **Planning grants (up to \$10,000)** support individuals to partner with community in the planning of innovative, community-based initiatives that increase children's access to optimal health or well-being.
- **Implementation grants (up to \$10,000)** support individuals to partner with community to conduct initial implementation of or to pilot innovative, community-based initiatives that increase children's access to optimal health or well-being.
- **Eligibility Guidelines:**
 - General pediatricians, pediatric medical subspecialists, pediatric surgical subspecialists, and fellowship trainees from the United States and its territories and Canada.
 - National and chapter AAP membership must be current before grant funds can be disbursed.



CATCH Project Priorities

- Demonstrate **creativity or innovation** in the designated community
- Predominantly serve a population of **children with unmet health needs**
- Aim to develop **strong, broad-based community partnerships**
- **Assess** children's health or well-being **and/or increase access** to needed health services not otherwise available
- **Led by a pediatrician** who plays significant role in the project
- Include **plans for sustainability** beyond the grant period



CATCH Project Requirements

- Project must be new in your community or a new program from an existing initiative.
- Project includes plans for strong community partnerships.
- Project is for planning and/or implementation activities. If project proposal only includes implementation activities, then prior planning must be demonstrated.
- Methods for measurement of project goals and objectives are clearly described.
- Budget reflects project timeline and activities and does not include unallowable expenses.

Because of #AAPCATCH

projects have been funded to
improve mental and
behavioral health;
health education and prevention;
adolescent health;
immigrant, refugee and
undocumented individuals' health;
and school health.



www.aap.org/catch

A program of the
American Academy
of Pediatrics

CATCH Promotes Health Equity

- Provide access to those with greatest need and least resources
- Identify underserved population and address specific barriers
 - Example: language, cultural, geographic, disabilities
- Partner with existing community programs/resources
 - homeless shelter, foster care program, low-income childcare, community center, parks and rec, faith-based institutions, schools

CATCH Application Timeline



Applicants are strongly encouraged to reach out for support and feedback throughout the application development process:

- [Chapter CATCH Facilitators](#)
- [District Resident CATCH Liaisons](#)
- District CATCH Facilitators
- CATCH staff via catch@aap.org

Note: CATCH Grant projects are 12-months in length

Getting Started: www.aap.org/CATCH

CATCH Planning, Implementation and Resident Grants

[Home](#) / [Advocacy](#) / [Community Health and Advocacy](#) / [Community Access to Child Health](#) / [CATCH Planning, Implementation and Resident Grants](#)



CATCH Planning, Implementation, and Resident Grants support innovative community-based child health initiatives, which include the following components:

- Is led by a pediatrician or pediatric resident.
- Focuses on building strong community partnerships.
- Serves those who are underserved/experience health disparities.
- Provides access to services that lead to optimal child health and well-being.
- Has measurable outcomes.
- Plans for sustainability.

Who Is Eligible to Apply?

- General pediatricians, pediatric medical subspecialists, pediatric surgical subspecialists, and fellowship trainees from the United States and its territories and Canada.
- U.S. and Canadian pediatric residents (categorical or combined) in a training program AND have a definite commitment for another year of residency or chief year.
- National and chapter AAP membership must be current before grant funds can be disbursed.

Which CATCH application is right for you?

The CATCH Call for Proposals and corresponding applications includes **3 types of grants** (Planning, Implementation, and Resident) which are based on the **eligibility guidelines** (current level of training/practice) and **the developmental stage** for the community-based project for which you are applying.

- If you are an AAP fellow/fellowship trainee, review the [question](#) regarding what stage you are in developing the community-based project, which will guide you toward either the [Planning Call for Proposals guide](#) OR the [Implementation Call for Proposals guidelines](#).
- If you are a resident, review the specific [trainee eligibility criteria](#) and then read the [Resident Call for Proposal guidelines](#).

What Do I Need to Know Before I Apply?

- Preview the [CATCH applications' narrative questions](#) (This is a fillable form which can be used to work off-line and share drafts for feedback and support during your proposal development process.)
- The CATCH application process is comprehensive and is meant to be a learning experience. As you work on your grant proposal, reach out to [Chapter CATCH Facilitators](#), [District Resident Liaisons](#), and [CATCH staff](#) provide feedback and resources to assist you, from proposal development through project implementation. [Learn more](#) about the assistance that is available.
- A fiscal agent should be identified during the application process. A fiscal agent is a proxy that manages fiscal matters on behalf of another party. Review this [guidance document](#) for additional information. A [letter of intent](#) proposed fiscal agent must be provided as an attachment to the application.

What Is the Grant Timeline?

- November 1, 2023 - Call for Proposals Released
- January 22, 2024 - Application Deadline
- April 12, 2024 - New Grantees Announced
- June 1, 2024 - Projects Begin

How Do I Apply?

- If you're interested in applying, you must first check your eligibility for a grant. If you have an AAP account, please [login](#). If you do not already have one, please [create](#) an account. **Unsure if you have an account?** Please email CATCH staff CATCH@aap.org for assistance.

Proposal Development Resources

Which CATCH application is right for you?

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<https://www.aap.org/en/advocacy/community-health-and-advocacy/community-access-to-child-health/catch-planning-implementation-and-residentgrants/>

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Community Pediatrics Training Initiative (CPTI) Grants



CPTI Mission and Vision



- The Community Pediatrics Training Initiative (CPTI) improves child health by preparing pediatricians to be effective leaders and advocates through the development of authentic community partnerships to impact systems and policy change for children.
- We do this by providing faculty development opportunities and resources, strengthening advocacy training and curricula, and encouraging collaboration across institutions to accelerate advocacy on behalf of children.

Advocacy Training Grants (ATG)

- This grant supports 4 pediatric faculty-resident pairs (8 people total) to attend the AAP Advocacy Conference (formerly called the Legislative Conference) in Washington, D.C. to learn the following skills:
 - Learn about federal and state legislative processes.
 - Develop strategies to effectively utilize media for child health issues.
- Grant recipients also receive:
 - Up to \$1,000 to implement an educational project to strengthen the advocacy skills of others in their program.



2023-2024 ATG Recipients at AAP Advocacy Conference with AAP Senior Leadership



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Advocacy Training Grants (ATG)

Eligibility Criteria

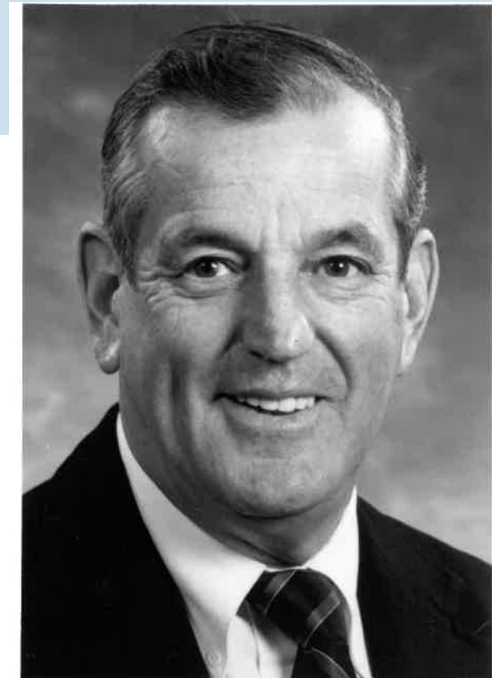
- Faculty & Resident members of National and State AAP.
- Must be able to attend the Advocacy Conference as well as Orientation Dinner the night before.
- Must apply in collaboration with State chapter.

Application Period

- Applications accepted annually from November – January.
- Applications must include the following:
 - 1 letter of support from AAP chapter
 - 1 letter of support from pediatric residency program director
- Applications and additional information can be found on the [CPTI Website](#)

Leonard P Rome CATCH Visiting Professorship

- Named after Dr. Leonard P. Rome, a pediatrician who dedicated his life to improving children's health.
- Beginning in 1999, the purpose of this endowment established by Dr. Rome's wife, Nancy, is to promote advocacy for children and the field of community pediatrics.
- Accredited residency programs can apply to host an expert in community pediatrics.



Leonard P Rome CATCH Visiting Professorship

In partnership with the CATCH program, this opportunity allows up to 5 residency programs to implement a 2-3 day program focusing on resident education, faculty development and building community partnerships.

Goals:

- Provide opportunity for faculty and residents to interact with leading professionals on community-health topics.
- Promote partnership and collaboration between pediatric residency programs and community-based organizations.
- Enhance curriculum development on topics of community health and advocacy.



Leonard P Rome CATCH Visiting Professorship

Eligibility Criteria:

- Must be an accredited residency program in the U.S. or Canada.
- Primary applicant must be a member of national AAP and state AAP chapter.
- Include partnership with community-based organizations.

Application Period:

- Applications accepted annually from March-May.
- Include 4 letters of support
 - AAP Chapter President
 - Chapter CATCH Facilitator
 - Program Director
 - Community Partner that will be engaged in the program
- Application and additional information can be found on the [CPTI website](#).



Helpful Resources

Planning Tool for Applicants

CATCH Planning Tool

Planning Tool for a Successful CATCH Application

Directions: This tool is intended to help applicants develop a successful CATCH grant proposal. Applicants are strongly encouraged, at least 4 weeks prior to submission of a full proposal, to:

- Respond to the italicized questions listed in the boxes below
- Share the responses with your Chapter CATCH Facilitators (CCF) and/or District CATCH Resident Liaisons (DRL)
- Review the responses as part of application technical assistance with your CCF or DRL

Disclaimer: Using this document does not guarantee funding support.

Step #1: Define the problem. Convey a thorough understanding of the child health issue you plan to address. Consider including a story of a child you encountered in your practice. Review the current literature, particularly as it relates to your community.

Community pediatric issue: Click or tap here to enter text.

Step #2: Define the community. Be explicit. Whose voice needs to be heard? Will your "community" involve all children in your city or a subset of those children (i.e., students at one elementary school or a population of Somali immigrant children living in a particular neighborhood)?

Community is: Click or tap here to enter text.

Step #3: Know the data. Consider the relevancy of the data to your project. Is it current? Is it on local, state, and/or national levels? Does it involve your community of interest? If not, how is that community similar or different?

Step #4: Know the literature. It is essential to develop a strong knowledge base specific to that issue. Are there model programs? Contact article authors. Understand that ongoing learning is important to effecting change.

Step #5: Explore existing resources. What exists in my community? Look for needs and assets assessments by your local community hospital or public health department. If none, explore state, region, and/or national resources.

Community resources are: Click or tap here to enter text.

Step #6: Identify and engage community partners. Recognize there is tremendous capacity in the community in which you will be working. Identifying this existing capacity is crucial. What community groups are involved with your issue? It is very important that you are working WITH the community and their voice is represented.

Community partner(s) are: Click or tap here to enter text.

Step #7: Your project goals and objectives should be valuable to the community. Goals are broad statements of what your project will accomplish and generally are not measurable. Objectives are the measurable steps to achieve your goal. How? By when? How much change do you expect? Objectives should be in the SMART format.

Goal(s) are: Click or tap here to enter text.

Objectives are: Click or tap here to enter text.

Step #8: Determine project activities. Create a step-by-step action plan (see chart below). Make sure they align with your community's needs and assets.

Action Step	By Whom	By When	Resources and Support Needed
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Resources for Further Information:

- AAP Community Pediatrics Training Initiative (CPTI) "[Project Planning tool](#)"
- [Conducting a Community Needs Assessment](#)
- Asset Based Community Development from the [ABCD Institute](#), Northwestern Univ.
- [Writing SMART Objectives](#)

This document is adapted from the AAP Community Pediatrics Training Initiative (CPTI) "Project Planning tool"

CPTI Project Planning Tool



Project Planning Tool: Developing a Community Advocacy Project Proposal

Advocacy is largely driven by passion related to solving a specific problem or working to ensure the voice of a specific population is heard. Through this activity, you will learn the basic process for working to effect change in a community. However, true passion related to a given field, advocacy issue, or population cannot be forced . . . it must come from within.

While some residents discover their passion during the course of their training (or even prior to becoming physicians) and progress to developing and implementing an advocacy program or project, many do not. If you fall into the latter group, *don't worry* - the purpose of this activity is to learn the steps for defining an advocacy interest, and the process of designing a project to address the problem, so that you are prepared to advocate effectively whenever the population or problem finds you. This concept is very similar to preparing to effectively lead an actual resuscitation. While "it happens when it happens," you can become better prepared for your role by participating in mock codes in a simulation lab.

Your tasks for this activity are:

- To define an advocacy issue that you wish to explore
- Build expertise by thinking through the process
- And practice the skills necessary to build collaborative partnerships with a community to advocate for kids.

While your work on this activity may end there, just like a mock code concludes in the simulation lab, you may use these skills to implement your ideas, apply for funding, or move on to a different idea. The overall goal of this activity is to equip you with the skills and preparation that you will need to act, when the right problem finds you at the right time.

Learning Objectives for this Project Planning Tool:

Upon completion of this exercise, you should be able to:

- Identify an area of interest related to child health and well-being.
- Locate population-level data and conduct a literature review to develop expertise about a particular advocacy topic.
- Identify key stakeholders and note key shared values and goals regarding a particular issue.
- Define three measurable objectives as they relate to your advocacy topic.
- Develop a plan to impact a community that will ideally lead to a change in your measurable objectives.
- Describe a sample PDSA cycle as it relates to a particular advocacy issue.
- Describe your intended role in advocacy as a part of your professional role as a pediatrician.




Develop your road map

Use SMART(IE) Objectives

- Specific
- Measurable
- Attainable
- Realistic/Reasonable
- Time sensitive
- Inclusive
- Equitable

How to Write SMART(IE) Objectives

Use these prompts and examples to help write program objectives.


S **Specific** 

Be clear and specific so your goals are easier to reach. Provides the "who" and "what" of the program activities.

Consider when writing specific objectives:

- Who: Who will be impacted? Who is your focus population?
- What: What do you intend to impact?

Example: Reduce the percent of Tubman County students in grades 6 through 12 who have smoked cigarettes in the past 30 days.


M **Measurable** 

See your progress and know when the objective is complete (or met).

Consider when writing specific objectives:

- How much and in what direction will change occur?
- What data will you use to measure? Where will this data come from?

Example: Decrease by 5 percentage points the number of Tubman County students in grades 6 through 12 who have smoked cigarettes in the past 30 days (baseline: 18%; data source: 2019 Minnesota Student Survey).


A **Attainable** 

Objectives should be reached within a given time frame and with available resources.

Consider when writing specific objectives:

- How will the group accomplish this objective?
- What resources will help us achieve this objective? What limitations or constraints stand in our way?

Example: By December 31, 2022, increase the percent of establishments that pass tobacco compliance checks from 75% to 80% (data source: 2020 Tubman County Sheriff's Department).


R **Realistic** 

Your objectives should align with your values and long-term goals. Address the scope and steps that can be implemented in the specific timeframe.

Consider when writing specific objectives:

- Will objective contribute to achieving goal?
- Is it worthwhile and meaningful to measure this objective?

Example: By the end of April 2023, project staff will refer and/or link at least 50 children between the ages of 10-18 who need immunization services to identified resources in their local community.

T **Time-phased** 

Provides a timeline indicating when the objective will be met.

Consider when writing specific objectives:

- Does the current time frame or environment help or hinder this objective? Should we scale the target or time frame up or down?
- When will the data be available?

Example: By December 31, 2022, decrease by 5 percentage points the number of Tubman County students in grades 6 through 12 who have smoked cigarettes in the past 30 days (baseline: 18%; data source: 2019 Minnesota Student Survey).

Source: Objectives and goals: Writing meaningful goals and SMART objectives - MN Dept. of Health, (n.d.). <https://www.health.state.mn.us/communities/practice/resources/photobook/objectives.html>

Linked are examples of developing SMARTIE Objectives: [SMARTIE Goals One Pager V3_081523.pdf](#)



Build in Check-ins with Community Partners

Ways to accomplish goals and objectives effectively:

- Stop and reflect on the project planning
- Does it seem feasible, too big, or too narrowly focused?
- Do your goals and objectives seem too big, too small, or just right?



Develop Tools for Sustainability

- What are your specific outcomes measures?
- How can you demonstrate efficacy of your program?
- How will you and everyone else know if it worked?
- Think about timing; short-, medium-, and long-term goals and what the specific measures of success may be





Questions?

