HEALTH EQUITY DATA ANALYSIS

Partners in Healthy Living



Mille Lacs

Isanti

Kanabec

Pine

- Partners in Healthy Living (PiHL) began working on a health equity data analysis (HEDA) in the Fall of 2017. Throughout the HEDA process, input was gathered from Local Public Health Directors based out of Mille Lacs, Isanti, Kanabec and Pine counties, along with members of PiHL's Community Leadership Team (CLT). After reviewing various quantitative data sources PiHL's HEDA team members chose to focus this HEDA on e-cigarette usage among youth within Mille Lacs, Isanti, Kanabec and Pine counties, looking at the differences between usage rates in low vs. high income youth.
- Technical assistance was provided by Minnesota Department of Health staff throughout the entirety of this HEDA.

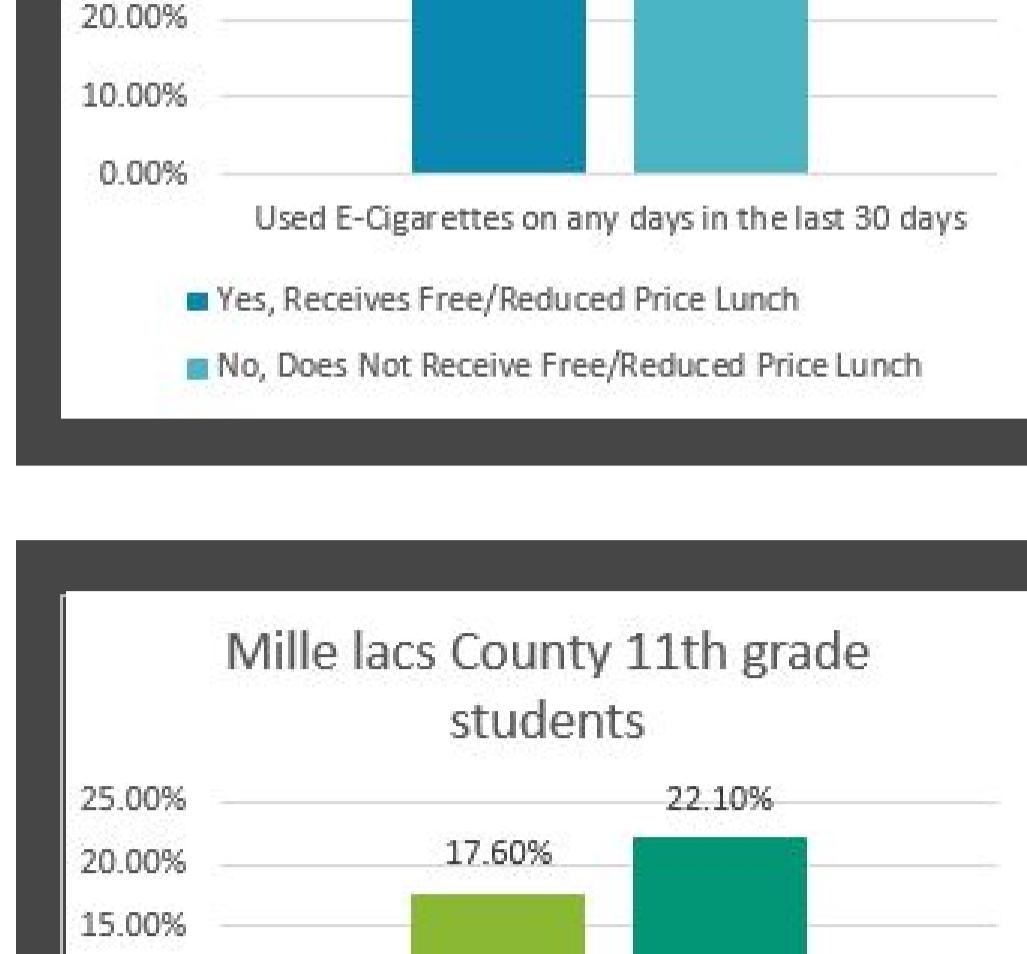
Increase Local Public Health's knowledge as to why youth

HEDA GOAL:

use e-cigarettes, and identify potential conditions and causes that create differences between e-cigarette usage rates among youth in low vs. high income families across Mille Lacs, Isanti, Kanabec and Pine counties.

2016 MINNESOTA STUDENT SURVEY Have you used e-cigarettes on any days in the last 30 days?

Do you currently get free/reduced price lunch?



Isanti County 11th grade

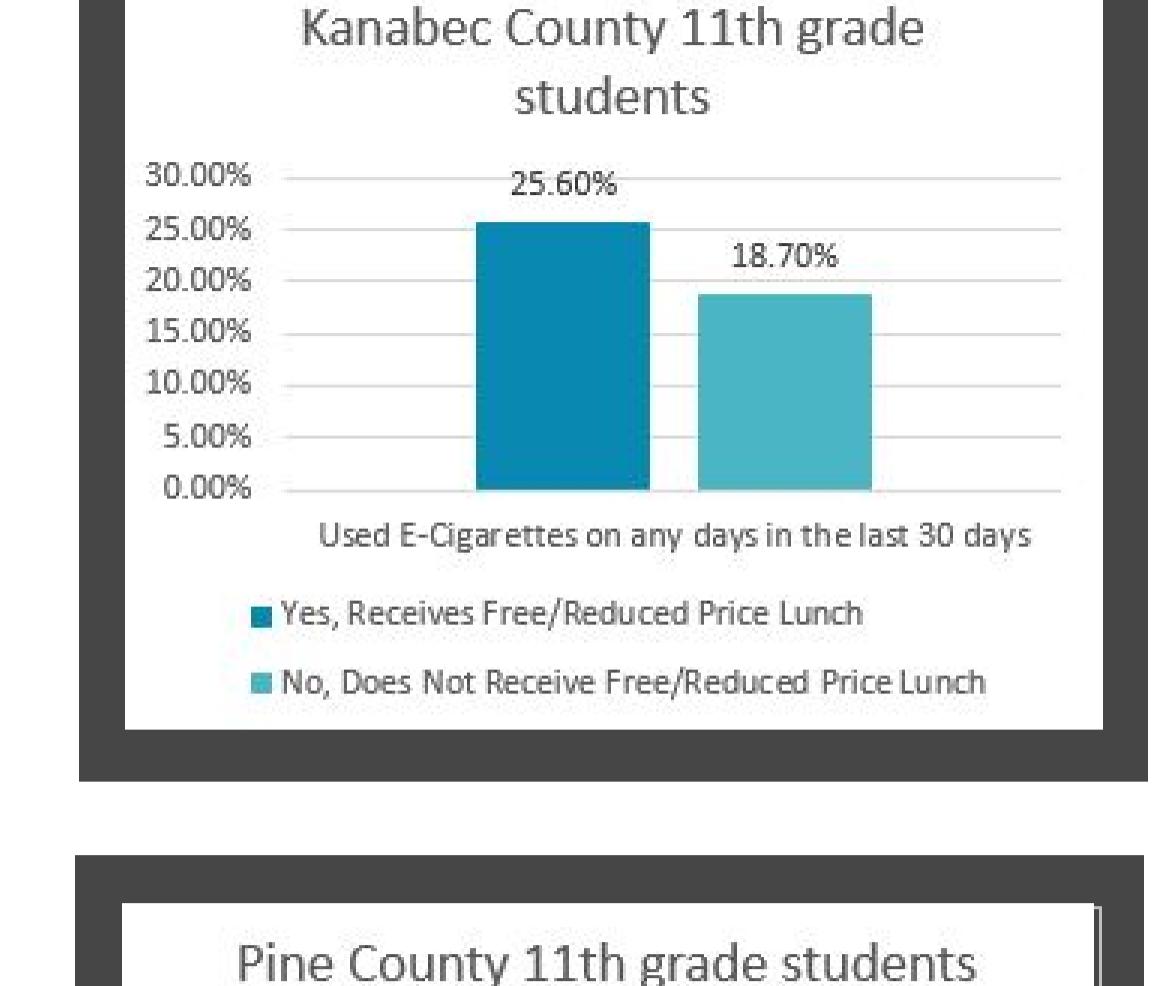
students

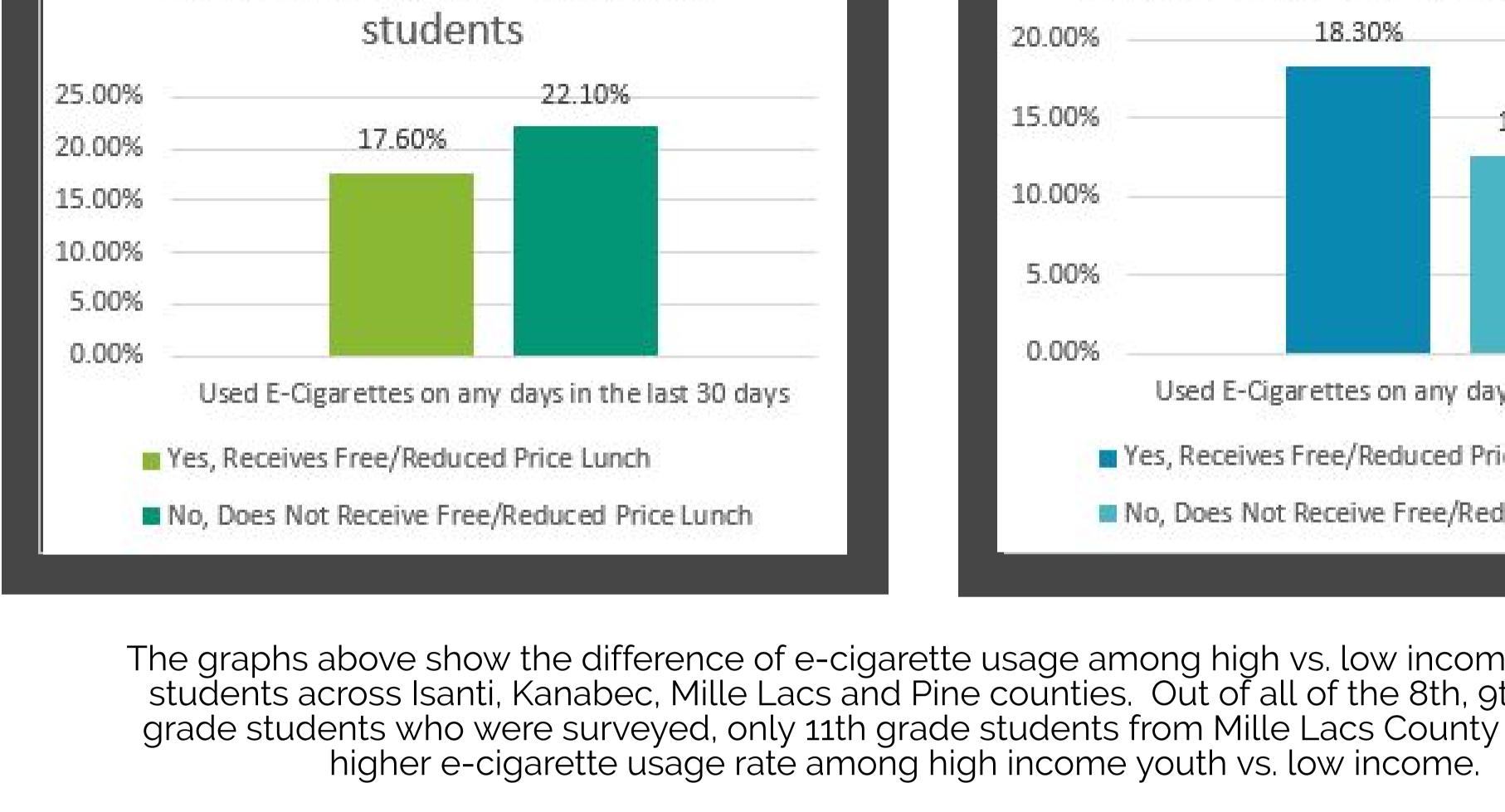
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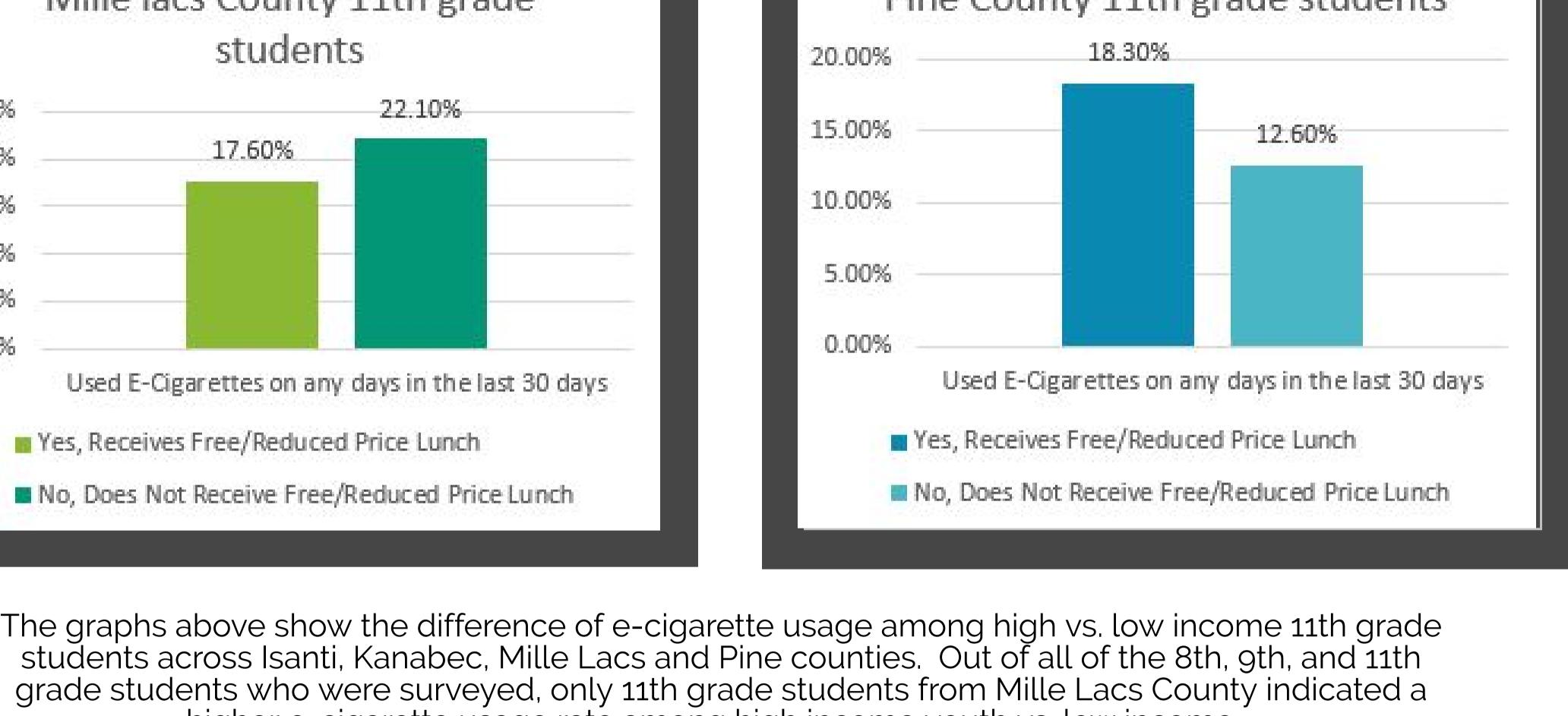
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ALTERNATIVE LEARNING

CENTER SURVEY DATA 2018: Students enrolled in the Alternative Learning Centers at Mora, Pine City, East Central, Princeton, Isle and Cambridge were surveyed in February 2018, using an open-ended survey which consisted of 16 questions. PiHL collected a total of 107 surveys across all four counties. The goal of this survey

was to gain stronger youth perspective in regard to e-cigarette use among youth, and to identify

possible causes as to why there are differences in e-cigarette usage rates among youth from low

income families vs. high income families. From those 16 questions, 3 questions gathered the most responses that identified individual factors for youth e-cigarette use and conditional factors for use. The quotes below were the responses given for questions 1, 2, & 3, by some of the students who identified that they receive free/reduced price lunch and have used e-cigarettes.

"ghetto" or the trailer park, so they don't have bad influences

Q. 2

"People's backgrounds have a

lot of different outcomes.

Wealthy kids don't live in the

crappy part of town or the

around them and their friends

are most likely wealthy also, so they don't smoke either." Q. 1 "They see others doing it. It's cheaper

many people use them, and flavored e-cigarettes are very popular."

Q. 1

"E-cigarettes are very

advertised, because so

"Lower income means that life is

than cigarettes. It

tastes better. Stress

relief."

Q. 3 "I started because all of my friends were."

Q. 1. Why do you think youth start using e-cigarettes?

Q. 2. Some studies show that youth from lower income families use e-cigarettes more than youth from higher

income families. Why do you think that might be? Do youth from different backgrounds have different reasons

for using e-cigarettes?

Q. 3. Why did you start using e-cigarettes? What was appealing about them?

KEY FACTORS/THEMES:

Q. 2

rough and they

would use for

stress."

to Living Conditions:

Less expensive than traditional

Q. 1

"They think it is better

for them and it is easier

to get them online."

Factors/Themes Related Individual

Think using e-cigarettes are cool because of advertising Friends' use has impact on personal use

Viewed as safer than traditional tobacco products because of advertising.

cigarettes

Stress

households

Identifies difference in use

between low vs. high income

Flavoring is appealing

Factors/Themes:

Fun-play tricks (blow clouds)

*Factors/themes related to living conditions touch on potential causes that create differences in e-cigarette usage rates between low vs. high income youth.

*Individual factors/ themes reflect personal reasons young people use e-cigarettes.

NEXT STEPS:

Present the results to PiHL's Community

Leadership Team and discuss strategies to inform future work plans.

#1

back to the Alternative Learning Centers that particpated in the HEDA.

#2

Present the results

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