Your Health. Your Community. Your Question.

HPAC Capstone | Tri-C High Tech Academy | Friday, October 2, 2026

Dr. Gina Z. Weisblat, Citizenship Health Institute (CHANGE) with Strengthening Our Students

Stand Up and Count Off

How it works

- Everyone stands.
- Count off out loud, starting over at the number on the slide.
- The numbers in color stay standing. Everyone else sits.
- Look around the room. That is what the statistic looks like in real people.
- Then we look at what changes the number.

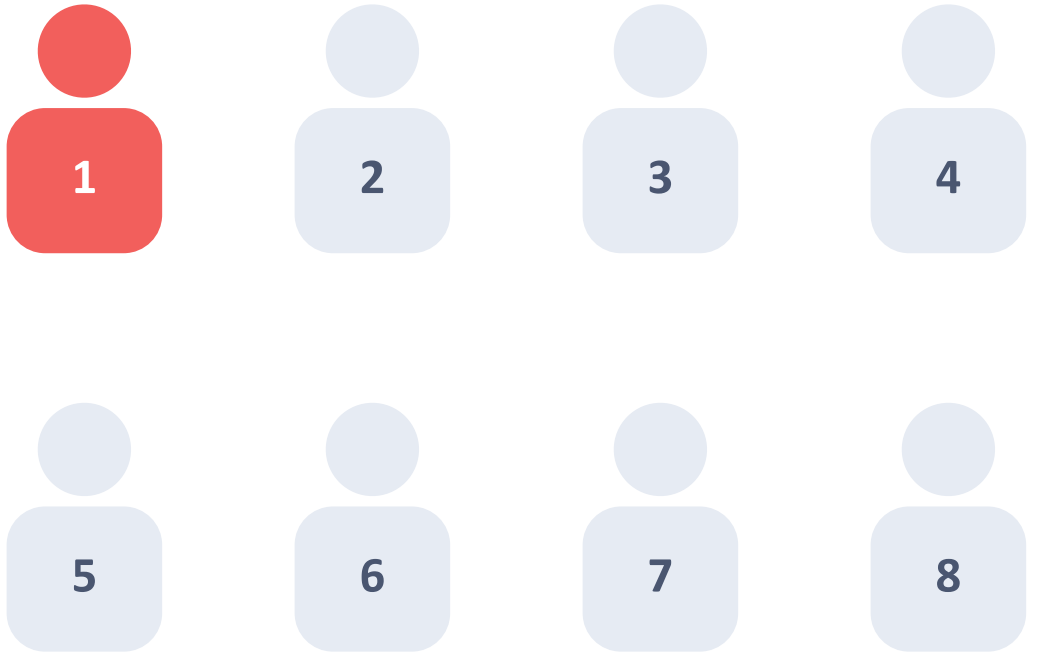
Seven facts to choose from

1 in 8	women: breast cancer
1 in 8	men: prostate cancer
2 in 5	adults: prediabetes
4 in 10	teens: persistent sadness
1 in 2	Cleveland children: poverty
1 in 4	Cuyahoga children: not enough food
1 in 2	adults: high blood pressure

Fact 1: Breast Cancer

1 in 8

About 1 in 8 women in the U.S. will get invasive breast cancer in her lifetime.



If we do this:

Find it early.

This changes:

When breast cancer is found while it is still localized, about 99% of women are alive 5 years later.

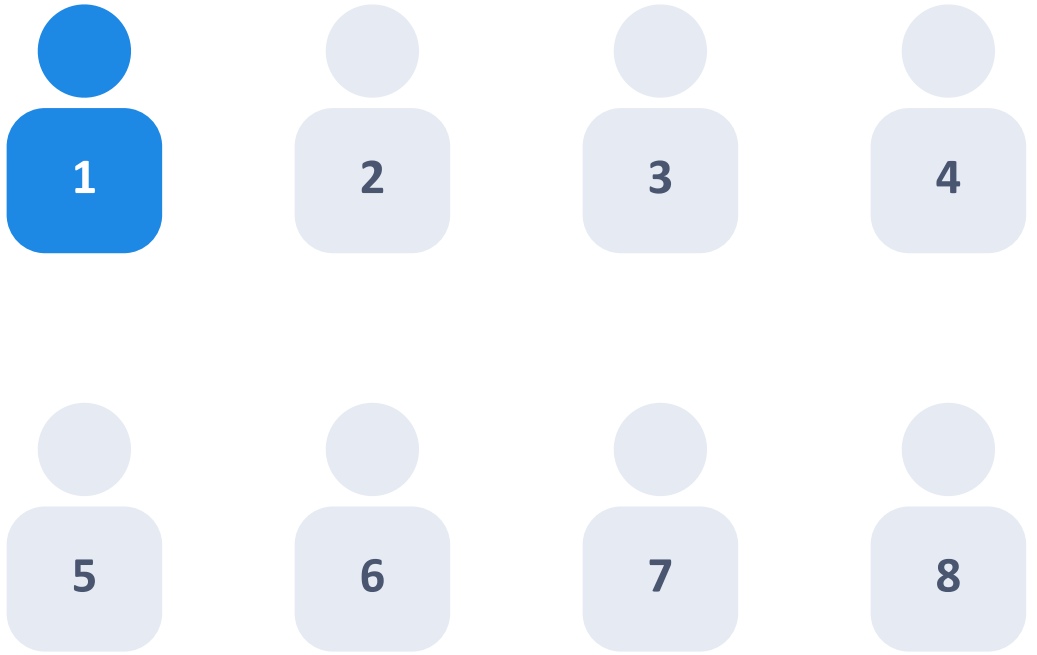
Count off 1 to 8. Every 1 stays standing.

Source: American Cancer Society, Key Statistics for Breast Cancer (2026); localized 5-year survival from ACS/NCI SEER data.

Fact 2: Prostate Cancer

1 in 8

About 1 in 8 men will be diagnosed with prostate cancer. For Black men it is about 1 in 6.



If we do this:

Know your family history and talk about screening early.

This changes:

When prostate cancer is caught while localized, 10-year relative survival is about 100%.

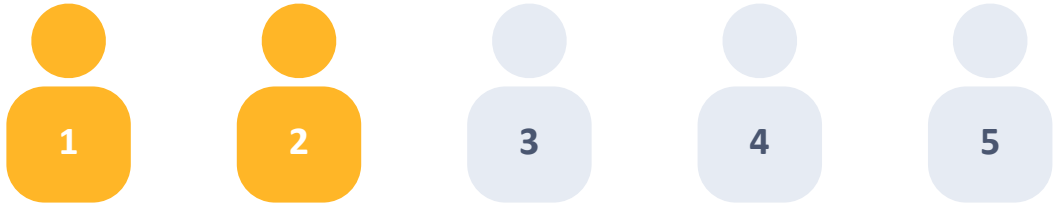
Count off 1 to 8. Every 1 stays standing. (Try it again by 6.)

Source: American Cancer Society, Cancer Statistics 2026; ZERO Prostate Cancer, Facts and Statistics; CDC MMWR 69(41), 2020 (survival by stage).

Fact 3: Prediabetes

2 in 5

More than 2 in 5 American adults have prediabetes, and most do not know it.



If we do this:

Join a lifestyle change program: eat better, move more.

This changes:

The CDC program cuts the risk of type 2 diabetes by 58% (71% for people over 60).

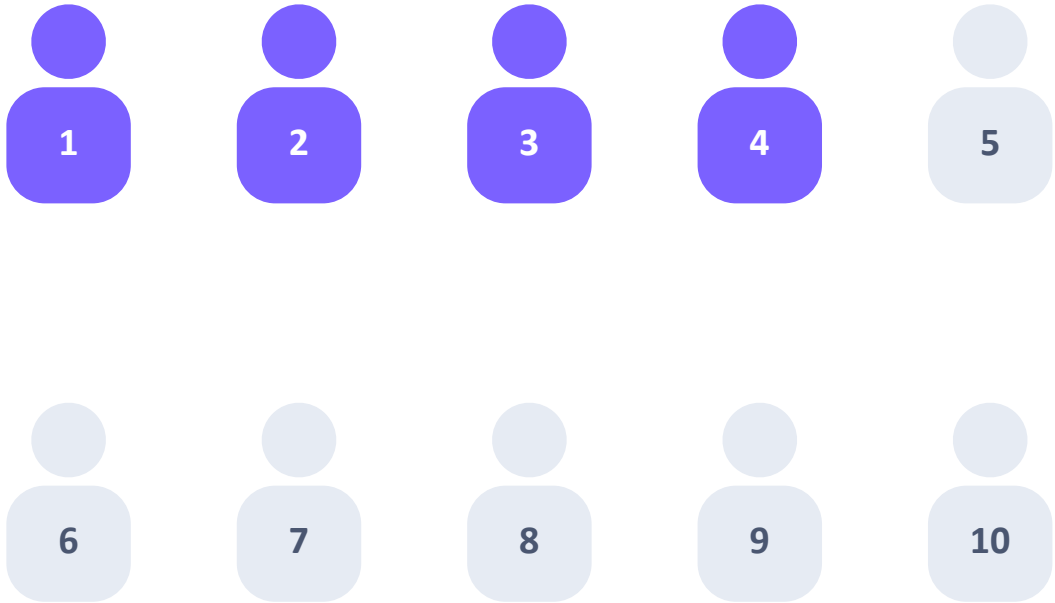
Count off 1 to 5. Numbers 1 and 2 stay standing.

Source: CDC, Prediabetes: Your Chance to Prevent Type 2 Diabetes; CDC National Diabetes Prevention Program.

Fact 4: Teen Mental Health

4 in 10

4 in 10 U.S. high school students felt sad or hopeless almost every day for two weeks or more in the past year.



If we do this:

Help students feel close to people at school.

This changes:

Students who felt close to people at school: 35% persistent sadness. Students who did not: 53%.

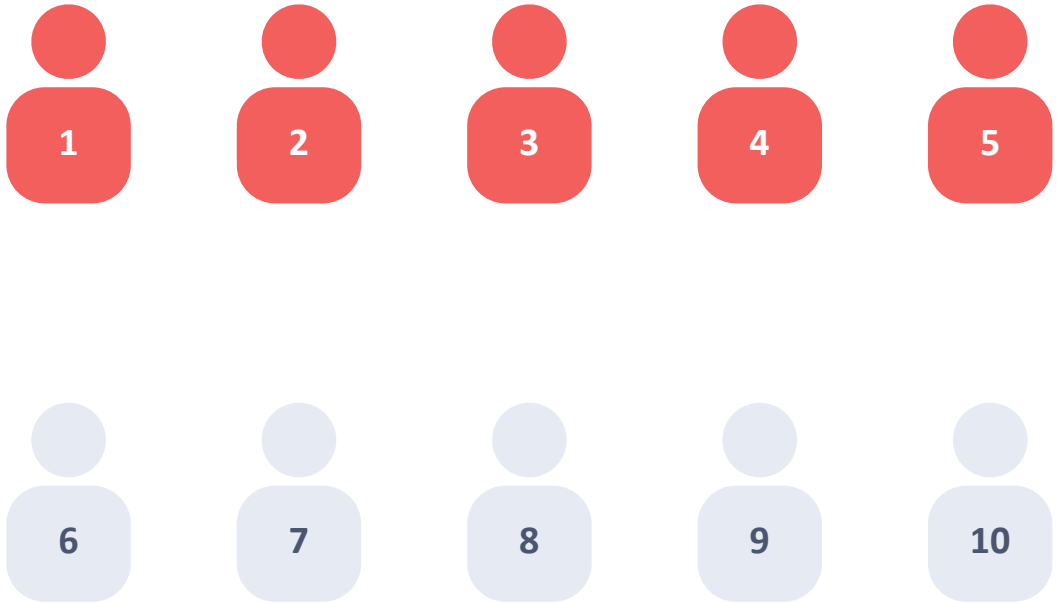
Count off 1 to 10. Numbers 1 to 4 stay standing.

Source: CDC, Youth Risk Behavior Survey 2023; Jones et al., MMWR Suppl 71(3), 2022 (school connectedness).

Fact 5: Child Poverty in Cleveland

1 in 2

Nearly 1 in 2 Cleveland children (48.4%) live in poverty, the worst rate of any large U.S. city.



If we do this:

Change a policy: the 2021 expanded Child Tax Credit.

This changes:

U.S. child poverty fell almost in half in one year, to a record low of 5.2%. That is a political determinant at work.

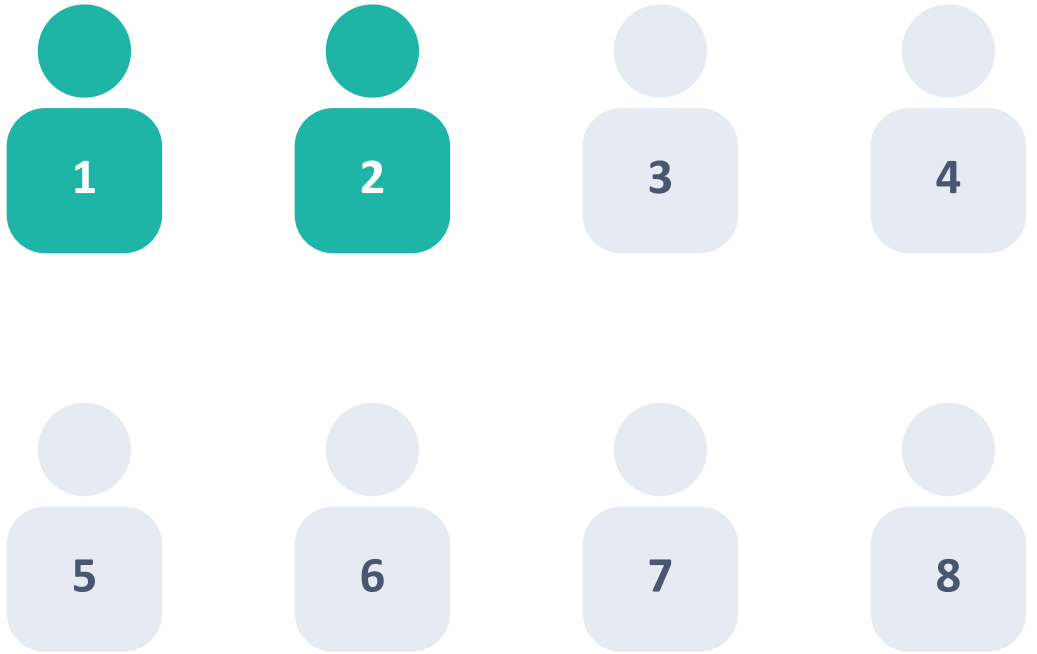
Count off 1 to 2. Every 1 stays standing.

Source: Center for Community Solutions analysis of 2023 American Community Survey (2024); U.S. Census Bureau Supplemental Poverty Measure, 2021.

Fact 6: Child Hunger in Cuyahoga County

1 in 4

About 1 in 4 children in Cuyahoga County (26%) live in homes without enough food, among the highest in Ohio.



If we do this:

Give families food money in the summer when school meals stop.

This changes:

Summer EBT cut the most severe child hunger by about one-third.

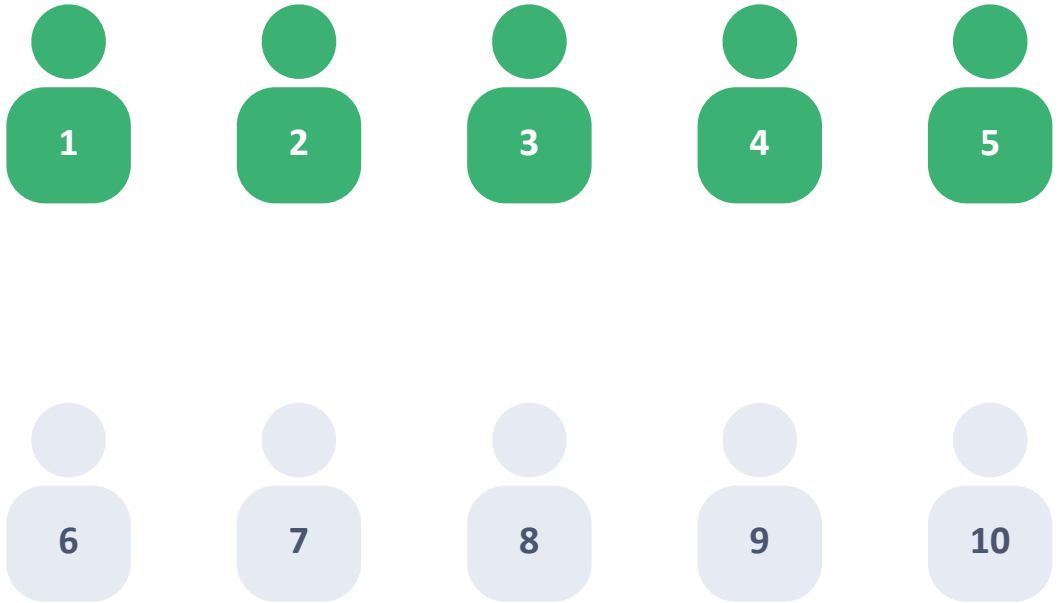
Count off 1 to 4. Every 1 stays standing.

Source: Feeding America, Map the Meal Gap 2025 (reported by Axios Cleveland, 2025); USDA FNS, SEBTC Demonstration Evaluation.

Fact 7: High Blood Pressure

1 in 2

Nearly half of U.S. adults (48%) have high blood pressure, and only about 1 in 4 of them have it under control.



If we do this:

Lower blood pressure by 10 points (less salt, more movement, medicine if needed).

This changes:

Major heart and stroke events drop by 20%. Stroke alone drops by 27%.

Count off 1 to 2. Every 1 stays standing.

Source: CDC, High Blood Pressure Facts; Ettehad et al., The Lancet 387 (2016): 957-967.

Students Addressing IMPORTANT SDoH of Today

Real HPAC poster titles from Ohio high schools. Your team's poster goes up at Tri-C and at your home school in May.

Choffin Against Human Trafficking
Choffin Career and Technical Center

The Hunger Heroes
Newbury High School

Broken Window Theory: A Neighborhood Clean Up
Cleveland Heights and Orange High Schools

Help Me Seek Help
Lincoln West School of Science and Health

Vape Busters
Lake High School

Contributions of Black Women at NASA
New Tech East High School

Time to Meet, So the Kids Can Eat!
MLK Jr. Career Campus

Infant Mortality
Twinsburg High School

See more: theforceforhealth.com/healthy-people-affinity-community-hpac

What Is an Elevator Talk?

A short, clear pitch you could give in the time it takes to ride an elevator: about 30 to 60 seconds. By May, every team will have one.

1 Hook

One surprising fact that grabs attention.

2 Problem

Who is affected, and where?

3 Plan

What your team will do about it.

4 Ask

What you need: time, money, a partner, a yes.

Hook + Problem + Plan + Ask = about 45 seconds

What Is a Social Determinant of Health?

The conditions where we are born, live, learn, work, play, worship, and age. They shape our health more than doctor visits do.

Economic Stability

Jobs, income, food, housing

Can your family afford rent and groceries?

Education

Schools, reading, graduation

Does your school have what you need?

Health Care Access

Doctors, insurance, clinics

Is there a clinic you can get to?

Neighborhood

Safety, transit, parks, clean air

Can you walk to a store with fresh food?

Social and Community

Belonging, family, discrimination

Do you have adults you can count on?

Source: U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion, Healthy People 2030: Social Determinants of Health.

What Is a Political Determinant of Health?

The decisions that create the conditions. Who votes, who governs, and which policies pass decide what our neighborhoods have and do not have.

1 Voting

Who shows up decides who leads.

Turnout in our wards shapes who sits on City Council.

2 Government

Leaders decide where money goes.

Council and county budgets fund rec centers, buses, and clinics.

3 Policy

Laws and rules set the conditions.

The 2021 Child Tax Credit cut child poverty almost in half in one year.

Source: Dawes, D. E. (2020). The Political Determinants of Health. Johns Hopkins University Press; U.S. Census Bureau, Supplemental Poverty Measure 2021.

How They Connect

Political

A decision is made

Example: City cuts a bus route

Social

Conditions change

Example: No easy ride to the grocery store

Health

Bodies feel it

Example: Less fresh food, more diabetes risk

Your Project

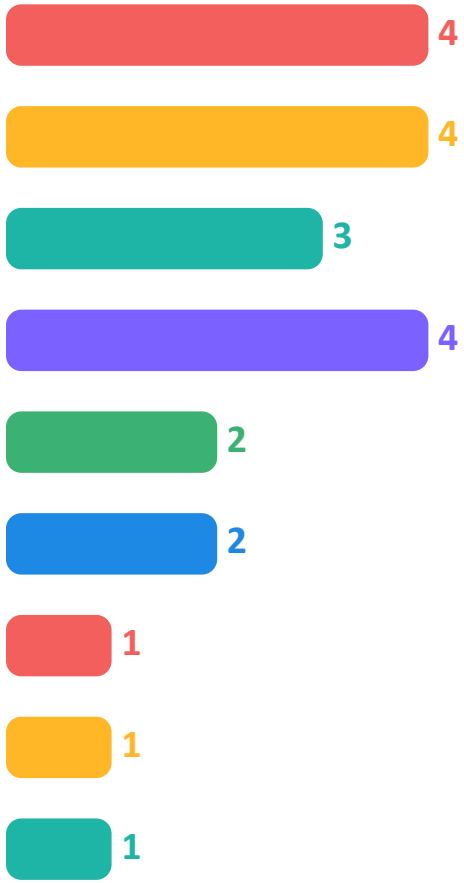
You change it back

Example: Teens map routes and pitch Council

Every HPAC project lives somewhere on this chain. Strong projects name the decision behind the problem.

What Our Teams Are Working On

21 capstone teams, 99 students, plus the Awareness HTA Newspaper team



Poverty, hunger, struggling families	Food bags, supply backpacks, care packages, lower rent
Violence and safety	Building trust, upstanders, intervention not punishment
Mental health (including suicide prevention)	Youth community center, safe spaces, apathy
Pollution, energy, extinction	Everyday pollution, renewables, wildlife and wetlands
Drugs and addiction	Speakers in recovery, long-term health effects
Animal cruelty	Rescue, safe homes, end product testing
Racism	Structural, institutional, interpersonal, internalized
Jobs for teens	Resume templates, entry-level jobs, employer feedback
Artificial intelligence	Misinformation, privacy, local environmental cost

Bars show number of teams. Two teams chose two topics, so counts add to more than 21. Topics will narrow as the year goes on.

The HPAC Return on Investment Formula

SROI = (Time + Reach + Leverage) ÷ Investment

Time

Students × hours × $33.54

The value of an hour of volunteer work in Ohio.

Reach

People reached × value per person

Teams pick a fair value, like the cost of one food bag or one referral.

Leverage

Donations + partner help the team brings in

Every dollar or hour a partner gives because of you.

Investment

Mini grants + mentors + program costs

What it costs to run the program.

Source: Independent Sector and Do Good Institute, Value of Volunteer Time 2026 Report (Ohio, 2025 data: $33.54/hour).

If Every Team Finishes Its Project

$199,228

Time: 99 students × 60 hours × $33.54

$78,750

Reach: 21 teams × 150 people × $25

$10,500

Leverage: 21 teams × $500 raised

These are starting estimates. Each team replaces them with its own numbers as the project grows. Health savings (fewer ER visits, better grades, jobs) would add more value but are not counted here.

Total value

$288,478

Investment

$64,820

About $4.45 back

for every $1 invested

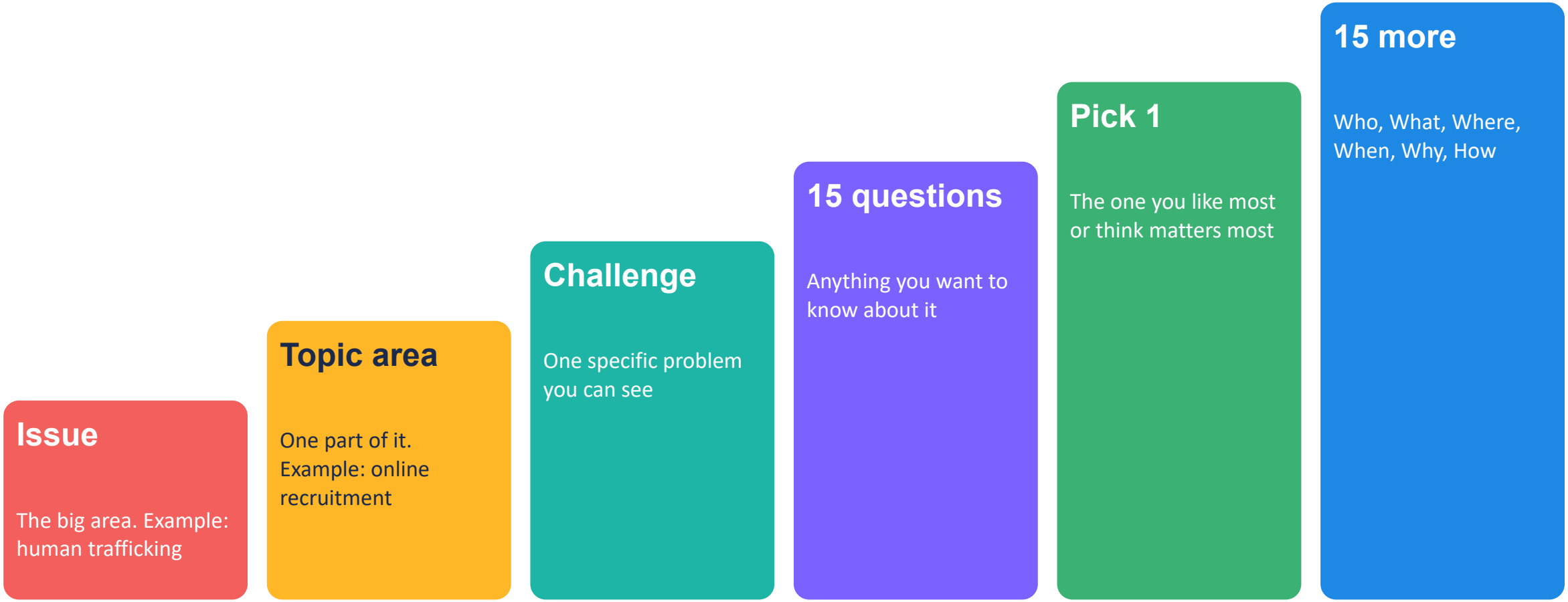
Source: Value of volunteer time: Independent Sector (2026). Investment: 2026-27 HPAC High Tech project budget (Cleveland Foundation request plus in-kind support). Reach, value per person, and leverage are planning assumptions.

The Question Ladder

Write 15 questions. Pick the one you love. Ask 15 more about it, using Who, What, Where, When, Why, and How. Repeat until you have one strong question.

How the Ladder Works

Each step goes higher and gets more specific.



Example A: Human Trafficking

Issue: Human trafficking

Topic area 1

Online recruitment of teens

- Challenge: Fake job or modeling offers on social media
- Challenge: Teens do not know the warning signs

Topic area 2

Labor trafficking

- Challenge: People forced to work for little or no pay
- Challenge: Workers afraid to report because of debt or fear

Topic area 3

Awareness and reporting

- Challenge: School staff not trained to spot signs
- Challenge: Most people do not know the hotline

We chose: Teens get fake job or modeling offers online and do not know the warning signs.

Example A: 15 Questions

Challenge: Teens get fake offers online and miss the warning signs.

1. How often are Cleveland teens contacted with fake offers?
2. Which apps are used most to reach teens?
3. What warning signs do experts say to watch for?
4. **Do students at our school know the warning signs? ★ our pick**
5. Who do teens tell when something feels wrong?
6. What does Ohio law say about trafficking of minors?
7. Which local groups already teach prevention?
8. Do our teachers get any training on this?
9. Why do fake offers work on young people?
10. What role does needing money play?
11. How do apps respond when teens report?
12. Do students know the national hotline number?
13. Can a peer-led campaign change what teens notice?
14. What would a school awareness campaign cost?
15. How would we know if our campaign worked?

Example A: 15 More Questions

Our pick: Do students at our school know the warning signs of online recruitment?

Who

1. Who at school has gotten a suspicious offer?
2. Who should students tell first?
3. Who in Cleveland already teaches this?

What

4. What warning signs do students already know?
5. What signs do they miss most?
6. What would make a student report it?

Where

7. Where online do these offers show up most?
8. Where in school would students see our message?

When

9. When are teens most targeted, like summer job season?
10. When should prevention start: middle or high school?

Why

11. Why don't students report suspicious messages?
12. Why do some offers look believable?

How

13. How can we survey students safely and anonymously?
14. How will we measure what changed?
15. How do we share results with families?

Example B: Community Connection

Issue: Community connection

Topic area 1

Youth isolation

- Challenge: Teens spend more time online than with people
- Challenge: No free, safe place to gather after school

Topic area 2

Neighbors who don't know each other

- Challenge: People don't know who lives on their street
- Challenge: Less trust means less safety

Topic area 3

Generations apart

- Challenge: Seniors living alone
- Challenge: Young people and elders rarely talk

We chose: Teens in our neighborhood do not have a free, safe place to gather after school.

Example B: 15 Questions

Challenge: No free, safe place for teens to gather after school.

1. Where do teens in our neighborhood go after school now?
2. How many rec centers are near us, and when are they open?
3. **What do teens want from a hangout space? ★ our pick**
4. Why are some existing spaces empty?
5. Who runs the spaces that do exist?
6. Is having no place linked to feeling lonely or sad?
7. Does having somewhere to go lower violence?
8. How do bus routes affect where teens can go?
9. What do parents worry about?
10. Which churches, libraries, or businesses have free space?
11. What does it cost to open a space a few days a week?
12. What rules make a space feel safe but not strict?
13. Who decides how city recreation money is spent?
14. Have other cities solved this? How?
15. How would we know the space builds connection?

Example B: 15 More Questions

Our pick: What do teens in our neighborhood want from a safe after-school space?

Who

1. Who would use the space most?
2. Who would teens trust to run it?
3. Who could partner: library, church, rec center?

What

4. What activities would bring teens in?
5. What would keep them away?
6. What makes a space feel safe?

Where

7. Where can teens easily walk or bus to?
8. Where do teens already feel welcome?

When

9. What days and hours matter most?
10. When do teens feel least safe getting home?

Why

11. Why do teens leave the spaces that exist now?
12. Why pick this space over being online?

How

13. How do we ask without leading the answer?
14. How many teens coming counts as success?
15. How can teens help run it?

Back to the Elevator: Example B Pitch

1	**Hook**	4 in 10 high school students say they felt sad or hopeless for weeks this past year.
2	**Problem**	In our neighborhood, teens have no free, safe place to go after school.
3	**Plan**	We are asking 100 teens what they want, then opening a teen space two afternoons a week with the library.
4	**Ask**	We need $250 and one adult volunteer. Will you help us?

Your turn: use your team's pick question to draft a 45-second pitch.

Our Goal Today

1

Finish every set of questions

15 questions, pick 1, 15 more using Who, What, Where, When, Why, How.

2

Show your facilitator

A facilitator checks off your question sets.

3

Then start research

Use your phone or computer to begin general research on your topic.

No research until all question sets are done.

Research Rules: Cite It, Check It, Own It

Cite everything

- Every fact gets a source: who wrote it, title, date, link.
- Write the citation the moment you find the fact.
- No source, no fact on your poster.

AI can help

- Ask AI to explain a word or find where to look.
- Ask AI to suggest search terms.
- Ask AI to summarize something you already found.

AI cannot

- Give you your idea. The idea comes from your team.
- Be your source. Open and read every source AI gives you.
- If you cannot find the source yourself, you cannot use it.

AI sometimes makes up sources that do not exist. Checking is your job.

Your Research Must Prove Six Things

1 Relevant

Why this issue matters here, now, with local numbers.

2 Community impact

Who will be better off, and how many people.

3 Contribution

What your project adds that is not already being done.

4 Cost

How much money it would take, item by item.

5 Other capitals

The people, skills, places, and partners you can use besides money.

6 Passion

Why your team cares. Your story counts as evidence of commitment.

Capitals: What You Have Besides Money

Human

Your skills, knowledge, and health

Social

Your relationships and networks

Cultural

Traditions, language, and ways of knowing

Political

Access to people who make decisions

Built

Buildings, rec centers, buses, Wi-Fi

Natural

Parks, gardens, the lake, clean air

Financial

Money, mini grants, donations

In the first session you named 127 strengths. Those are human and social capital. Count them in your research.

Source: Flora, C. B., Flora, J. L., and Gasteyer, S. P. (2016). Rural Communities: Legacy and Change, 5th ed. (Community Capitals Framework); Weisblat (2011), Asset-Based Paradigm.

Sources (1 of 2)

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Ask Better Questions. Change the Number.

Finish your question sets, then research. Cite everything.

See past HPAC posters: theforceforhealth.com/healthy-people-affinity-community-hpac