

CCP Advisory Board - February 14, 2022  
Informational Items from CCP Advisory Board Member Muriel Strand

### **1. The Power of TED**

This easy-to-read book explains in simple intuitive ways how to stop blaming other people and take responsibility in a positive way.

TED = The Empowerment Dynamic

<https://powerofted.com/books/>

This diagram summarizes what's in the book:

[https://cbodn.wildapricot.org/Resources/Documents/2013%20Conference/Power%20of%20TED%20Summary%20Two%20Sided%202013\\_Tso.pdf](https://cbodn.wildapricot.org/Resources/Documents/2013%20Conference/Power%20of%20TED%20Summary%20Two%20Sided%202013_Tso.pdf)

### **2. Food & Nutrition**

My short online cookbook that came out of teaching cooking at Quinn Cottages:

<http://howtoplaywithfood.blogspot.com/>

and

In this video Dr. Lustig of UCSF explains about how bad sugar and processed food are for our health:

<https://robertlustig.com/metabolical/>

[https://www.youtube.com/watch?v=3Ai3R\\_OdWw4](https://www.youtube.com/watch?v=3Ai3R_OdWw4)

### **3. Statistics: evidence-based and data-driven**

I expect that some but not all members of the CCPAB have taken a course in statistics. So I just want to emphasize for all of us the importance of a few key points for assembling data – stats – that support various conclusions. Depending on what you want to use them for, statistics have some theoretical limitations that constrain valid conclusions. An example is a project where information on a key factor isn't recorded because its importance isn't understood. The result: data that can't be expected to provide valid predictions.

In statistics, individual items or events, whose selected traits are tabulated and analyzed, are taken to be independent of each other. But when the individuals are real people, that's not necessarily the case.

Now although I've only taken one stats class, and that was 20 years ago, I have taken a lot of math classes. In the world of math, applied math is about how to actually use this or that formula or concept in a way that's useful in the ordinary, day-to-day world. So as the CCPAB proceeds, we should all be thinking about which data we are gathering and compiling, and how. Also about 20 years ago, I took a social science course where a key topic was using statistics to analyze social issues. And a key strategy was to gather information about "quantified qualities." So step one is identifying the qualities and/or conditions we seek, our real-world goals.

We are committed to projects and programs that are evidence-based and data-driven. So we need to analyze data procedures to make sure they are sound. We may, as appropriate, ask a statistician for advice, such as a Sac state professor or a state agency expert.

Recently, a couple of videos came my way, portions of which discuss some of these considerations in a criminal justice context. In addition, I also discovered the title below which is a great primer for all and an effective antidote for math intimidation.

Q&A with Sarah Brayne, author of *Predict and Surveil: Data, Discretion, and the Future of Policing*

<https://www.c-span.org/video/?477969-1/qa-sarah-brayne>

John Jay College of Criminal Justice Research and Evaluation Center director Jeffrey Butts talked about rising crime and murder rates during the pandemic.

<https://www.c-span.org/video/?517385-3/washington-journal-jeffrey-butts-discusses-crime-murder-rates&event=517385&playEvent&auto>

Counting: How We Use Numbers to Decide What Matters

Deborah Stone

<https://wnorton.com/books/9781631495922>