

Accreditation Learning Community

August 23, 2017

1:00-2:00pm

Dial-In Number: 1 877 916 8051

Access Code: 539-9866



Agenda

1:00 – 1:15 **Welcome and Introductions**
[ASTHO Accreditation Library](#)
Documentation Review Dropbox
Call for CHIP Success Stories

Melissa Touma
DPH Accreditation Coordinator

1:15 – 1:35 **Open Discussion**
-Engaging the Governing Entity
-Measure 2.3.2

ALC Participants

1:35 – 2:00 Incorporating Health Equity in Programmatic
Work

Next Call: Wednesday September 27, 2017 – Workforce Development and Domain 8



ASTHO Accreditation Library

<http://www.astho.org/Accreditation-Library/>

CT DPH provided documentation for the following measures:

2.4.4 3.2.4 5.3.3 5.4.2 5.4.2 6.3.1 6.3.2
6.3.3 7.1.1 7.1.3 7.2.1 9.1.3 10.2.4 12.3.3

Documentation Review

Dropbox Link:

<https://www.dropbox.com/sh/nq0fb4j5zinxme/AACSDborjhh8xiW8ENBfq8Bla?dl=0>

- Upload documentation that you need external help with.
- Include a cover sheet with Measure/RD info, Document Title, Document Date, Short Document Description

Share Your CHIP Success Stories!

Tell us about a successful initiative, strategy, or activity that your Local Health Department and/or partners have implemented from your community's Health Improvement Plan!

For example, collaboration with:

- school districts
- local businesses
- community partners
- faith-based community organization
- Senior Center/Parks and Rec

Can be used for accreditation as examples of providing information on public health to the public and engaging partners

GOAL

Share model strategies with constituents, community partners, other local health departments, and elected officials.

[CDC Example from Connecticut: Fairfield Rolls Out First Bike Route](#)

Use the [CDC Success Story Tool Kit](#) for guidance!

Engaging the Governing Entity

How is your health department engaging your governing entity?

Are they involved in CHA/CHIP development and CHIP implementation?

Challenges? Successes?

Measure 2.3.2

- What has your department done to demonstrate conformity to Measure 2.3.2 RD2?

MEASURE 2.3.2 A, continued

2. Policies and procedures ensuring 24/7 coverage	2. The health department must provide policies and procedures that assure 24/7 laboratory coverage. These resources may be within the department, or the department can have agreements with other agencies, individual contractors, or a combination in order to be responsive 24/7. These policies and procedures may be contained in the All Hazards Emergency Operations Plan or may be separate policies and procedures. Documentation could be contracts, MOAs/MOUs, or mutual assistance agreements that the department has with other public and private laboratories to provide support services.	1 set of policies and procedures or policies and procedures, MOUs, or agreements	5 years
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Championing a Culture of Health Equity Across Policies, Planning, and Programming



Connecticut Department of Public Health
Keeping Connecticut Healthy



Health Equity Efforts and How They Supported Accreditation

Domain 3

3.1.3 RD1 Ex1: Office of Health Equity Press Release/Respite and Extended Services RFP 2015

3.1.3 RD1 Ex2: CT DPH CLAS Baseline Report 2014

3.2.6 RD1 Ex1: CT Demographic data and languages spoken

3.2.6 RD2 Ex1: Interpretation and Translation Services Contracts May 2015

3.2.6 RD3 Ex1: Telecommunication Services for hearing impaired

Domain 4

4.2.1 RD1 Ex2: I Speak Cards from CLAS Initiatives

Domain 7

7.2.3 RD1 Ex1: I Speak Initiative

7.2.3 RD1 Ex2: CLAS Contract and Health Literacy Initiatives

Domain 9

9.1.4 RD1 Ex1: Multicultural Partnership Report

9.1.4 RD2 Ex1: Health Equity Actions

Domain 11

11.1.4 RD1: Health Equity Policy and Language Access Policy

11.1.4 RD2 Ex2: Linguistically Appropriate Guides to Emergency Preparedness

11.1.4 RD3: CLAS Assessment

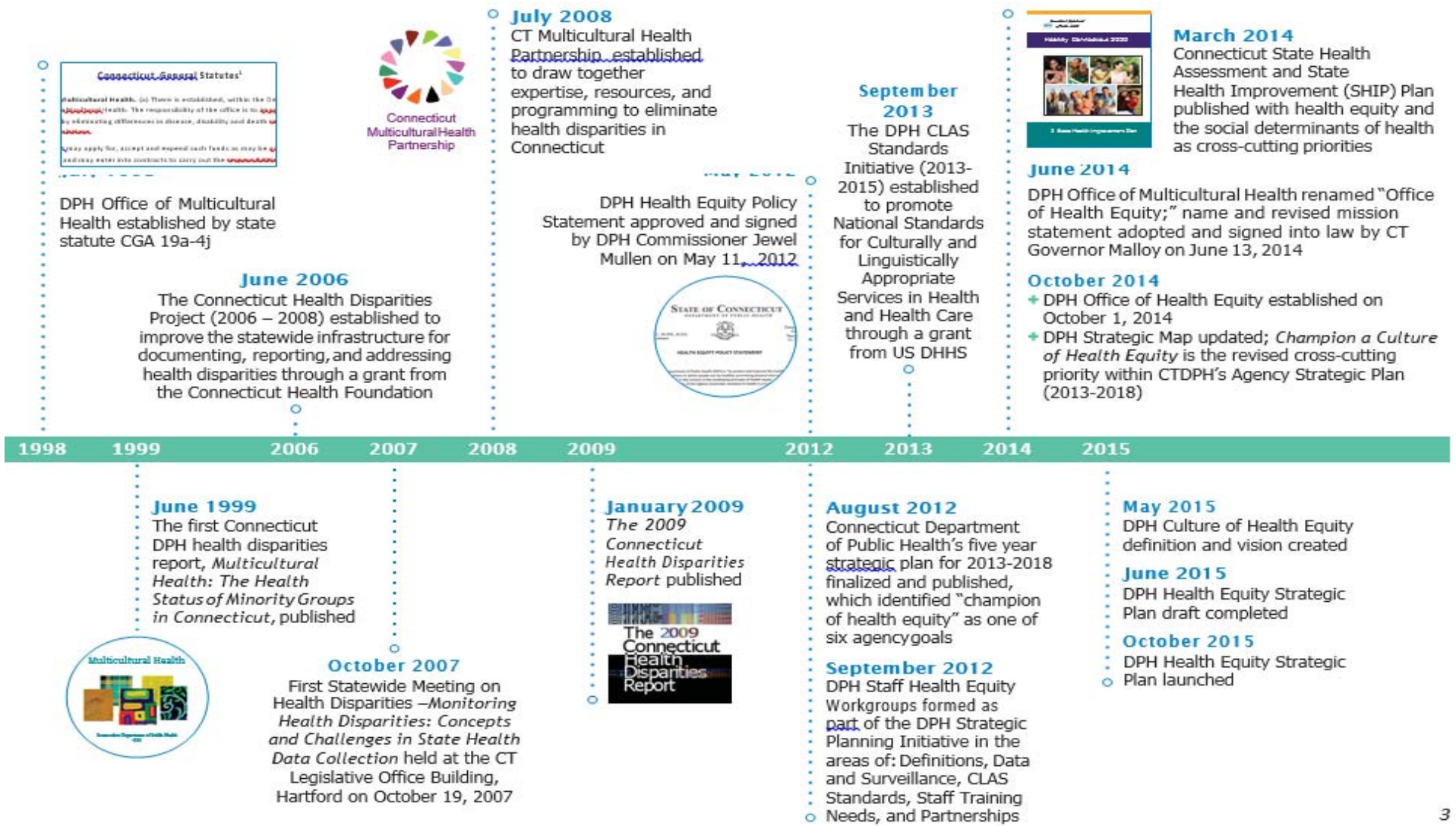
11.1.4 RD4: CLAS 101 Webinar Training



FIGURE 1

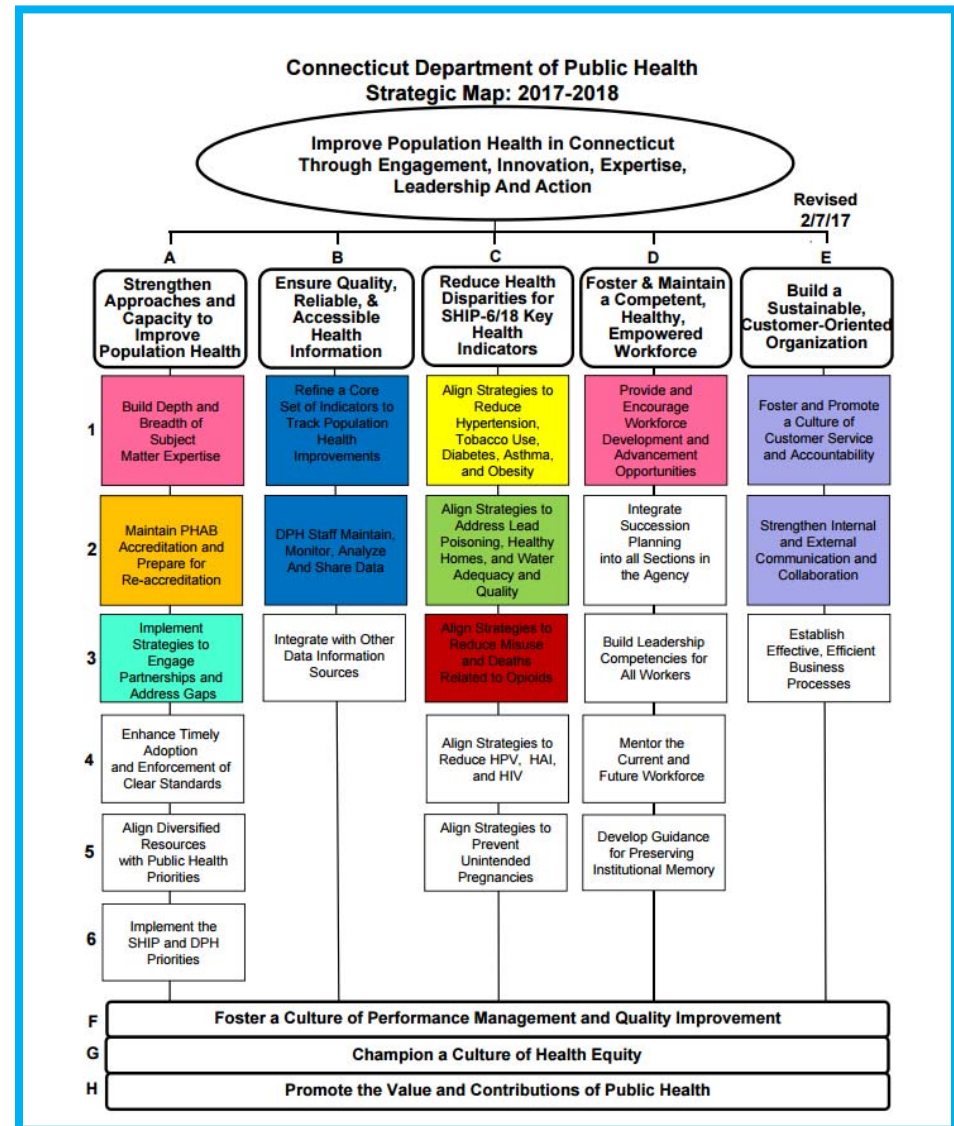
HEALTH EQUITY JOURNEY

+ Culture of Health Equity Vision: One Connecticut where all people enjoy shared resources, optimal health, well-being and a sense of dignity.



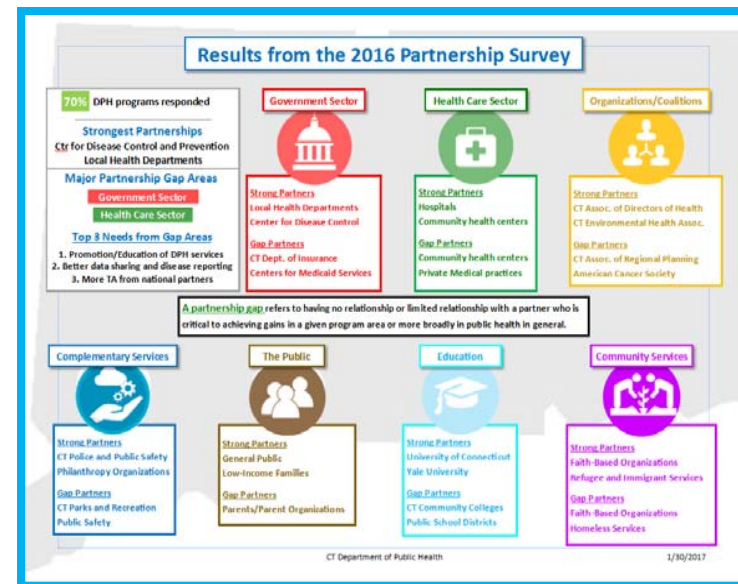
Develop and Align Agency Strategic Plans to Support Health Equity

- **Organizational Strategic Plan** that includes health equity in the mission, values and as a strategic objective for the agency.
- **State Health Improvement Plan (SHIP)** with a specific focus on disadvantaged and vulnerable populations toward eliminating disparities.
- **State Innovation Model Population Health Plan** to address access, patient care experience, and cost of clinical preventive services for hypertension, diabetes, asthma, and depression targeting regional disparities.



Develop and Align Agency Strategic Plans to Support Health Equity

- **Quality Plan** that outlines a performance management framework and supports strategic objectives and SHIP targets.
- **Workforce Development Plan** that identifies training for all staff to support health equity.
- **Health Equity Strategic Plan** that outlines strategic goals and objectives to champion a culture of health equity.
- **Language Access Plan** to ensure meaningful access of all LEP persons to DPH programs and services.



Build a “Healthy Equity in All Policies” Approach

- **2017 SHIP Priorities and Policy Agenda** that focuses on socioeconomic policies and system changes that have the greatest impact on health.
- **Health Equity Impact of Legislation** to assist staff in analyzing the impact of legislative proposals from health equity perspective. [Measure 6.1.1]
- **Health Equity Criteria for Internal Policy Review**
- **Health Equity Policy Statement** to support DPH’s mission of health equity.
- **Sociodemographic Data Collection Policy** to enhance quality of ethnicity, race, and other key sociodemographic data.
- **Language Access Policy** for implementation of the language access plan.

2017 SHIP Priorities	
Maternal, Infant, and Child Health	
MICH-1	Unplanned pregnancies
MICH-5.6.7	Low/very low birth weight, proportion of premature birth, and the rate of infant mortality
MICH-8	Disparity between infant mortality rates for non-Hispanic Blacks and non-Hispanic Whites
MICH-12	Dental care for children under the age of three
MICH-13	Parents completing developmental screening tools consistent with AAP guidelines
POLICY:	Paid Family Medical Leave & Property Maintenance Code
Environmental Risk Factors and Health	
ENV-1	Lead levels in children under 6 years of age
ENV-6	Public awareness of the presence and risks of poor air quality days.
ENV-8	Enforcement of minimum housing code standards
POLICY:	Property Maintenance Code
Chronic Disease Prevention and Control	
CD-16	Emergency Department visits for which asthma was the primary diagnosis
CD-22	Proportion of children in third grade who have dental decay
CD-27	Prevalence of obesity in children 5-12 years of age and students in grades 9-12
CD-30	Prevalence of smoking among students in grades 9-8 and 9-12
POLICY:	Comprehensive Tobacco Legislation
Infectious Disease Prevention and Control	
ID-1	Vaccination coverage levels for ACIP recommended vaccines among children and adults
ID-5	Percentage of adults who are vaccinated annually against seasonal influenza
ID-7	HPV vaccination rates for male and female adolescents age 13 to 17 years
ID-12	Diagnosed cases of HIV overall, among (MGM) and among black females
POLICY:	Cancer Prevention – HPV Vaccine
Injury and Violence Prevention	
IV-1	Fall related deaths among persons of all ages
IV-5	Deaths from motor vehicle crashes
IV-10	Sexual violence
POLICY:	Seatbelt use for all seating position in automobile & Motorcycle Helmet Law
Mental Health, Alcohol, and Substance Abuse	
MHA-1	Mental health emergency department visits
MHA-5	Non-medical use of pain relievers across the lifespan (ages 12 and older)
MHA-8	Trauma screening by primary care and behavioral health providers
POLICY:	Property Maintenance Code
Health Systems	
HS-3	Quality and performance of clinical and public health entities
HS-4	Non-emergency medical transportation
HS-12	Alignment of Community Health Assessments
HS-13	Clinical and public health workforce
POLICY:	Community Health Care Worker Certification

SHIP Document: http://www.ci.gov/dph/ship/data_health_planning/shp/shp3000/vhs0200_state_309_bsp_032314.pdf

Health Equity* Impact of Legislative Proposals Worksheet

DPH

BILL# _____

1. Does this legislation impact all CT residents? Check one: Yes No

2. Does this legislation impact any of the following priority populations of DPH (or else all CT residents)? If yes, check all that apply.

<input type="checkbox"/> Racial minority	<input type="checkbox"/> Immigrants/Refugees	<input type="checkbox"/> Homeless
<input type="checkbox"/> Ethnic minority	<input type="checkbox"/> Incarcerated	<input type="checkbox"/> Mentally ill
<input type="checkbox"/> Age group	<input type="checkbox"/> Sexual minority	<input type="checkbox"/> Underserved geographic area
<input type="checkbox"/> Gender group	<input type="checkbox"/> Limited English proficiency	<input type="checkbox"/> Veterans
<input type="checkbox"/> Low income or education	<input type="checkbox"/> Disabled	

3. Does this legislation impact any of the following social, structural factors? If Yes, check all that apply:

Access to healthy food	<input type="checkbox"/>
Access to safe, affordable housing	<input type="checkbox"/>
Access to healthy indoor and outdoor places, such as homes, schools, parks, and playgrounds	<input type="checkbox"/>
Access to quality medical care and/or social services	<input type="checkbox"/>
Access to safe medical care and/or social services	<input type="checkbox"/>
Access to medical/social services that are affordable and culturally appropriate	<input type="checkbox"/>
Appropriate language/communication services in medical care /social settings	<input type="checkbox"/>
Diverse pool of health and medical practitioners representative of the populations served	<input type="checkbox"/>
Community economic development that supports local homes, businesses, buildings and land	<input type="checkbox"/>
Data collection on sociodemographic factors that influence health (e.g., race, language spoken)	<input type="checkbox"/>
Early childhood development services and community supports	<input type="checkbox"/>
Education that is high quality and culturally appropriate for all students	<input type="checkbox"/>
Job training and jobs that provide all residents a viable income	<input type="checkbox"/>
Law and justice system that provides equitable access and fair treatment for each person	<input type="checkbox"/>
Policies to eliminate discriminatory practices that negatively affect the priority populations	<input type="checkbox"/>
Public safety that includes fire, police, emergency medical services, and code enforcement	<input type="checkbox"/>
Safe and supportive communities	<input type="checkbox"/>
Transportation that is safe, efficient, affordable, convenient, and reliable for everyone	<input type="checkbox"/>
Underserved medical or health professional shortage areas	<input type="checkbox"/>
Other, describe: _____	

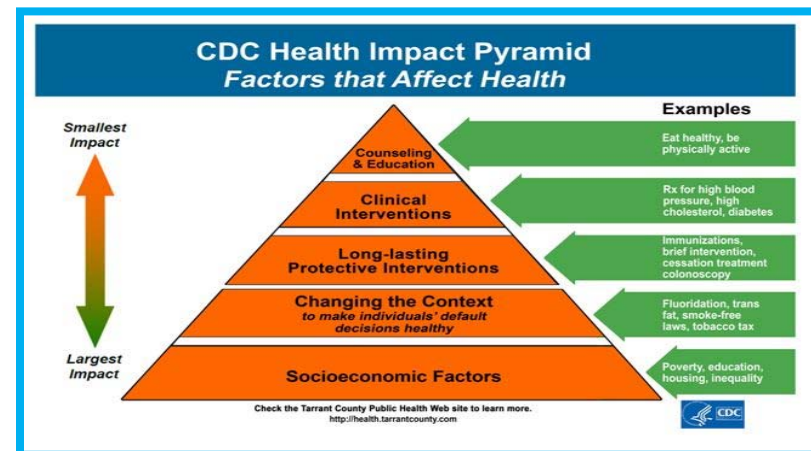
4. Would the proposed legislation improve or harm the target population's relationship to these factors?

a. Legislation may improve the target population's relationship to one or more factors listed in #3.	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Legislation may harm the target population's relationship to one or more factors listed in #3.	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Legislation does not consider the health impact of these social factors on the target population.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Additional comments: _____

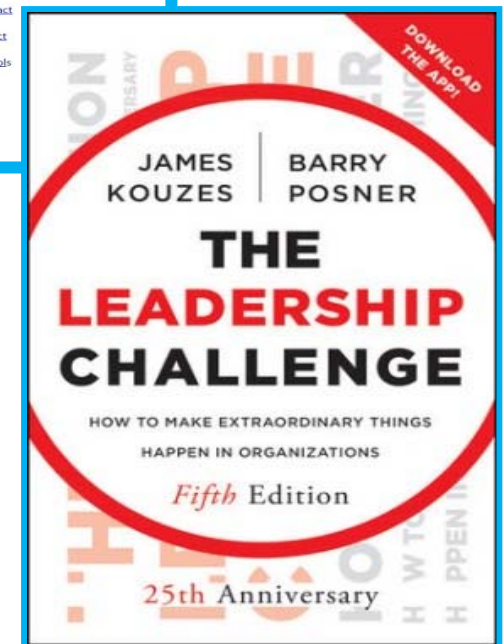
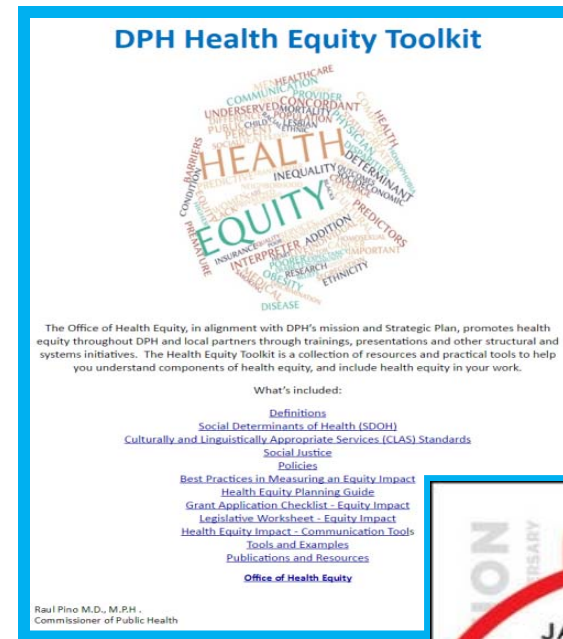
5. Describe any positive or negative impacts the bill may have on health equity.

Created 02/02/16; last revised: 11/22/16



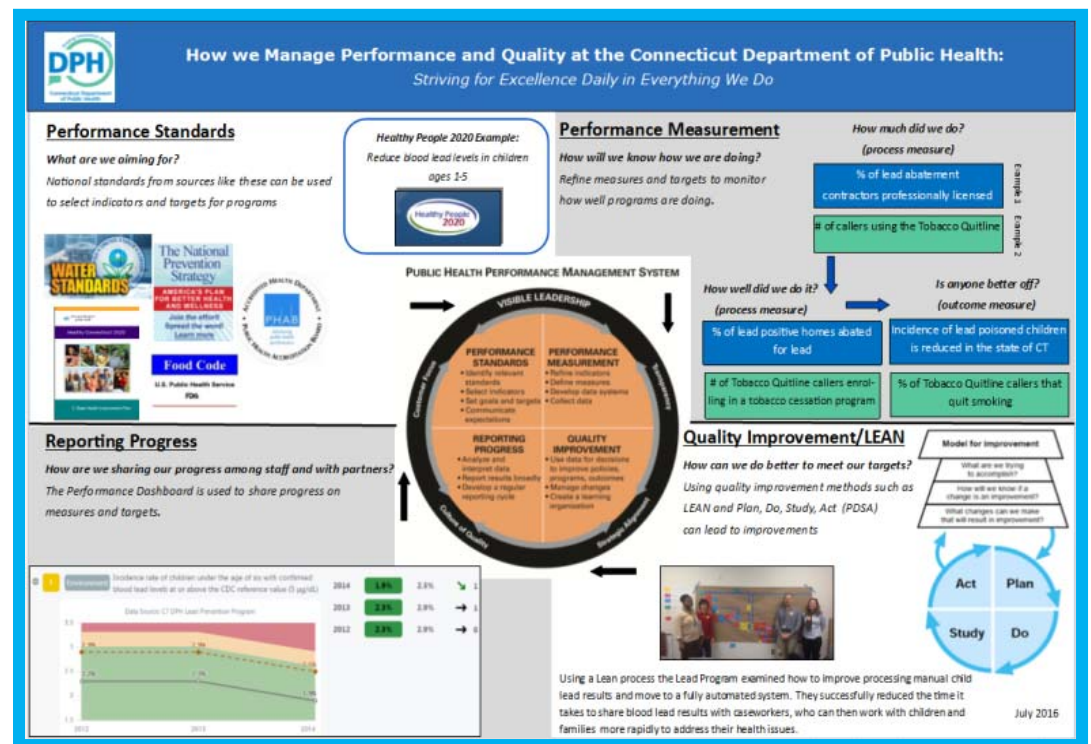
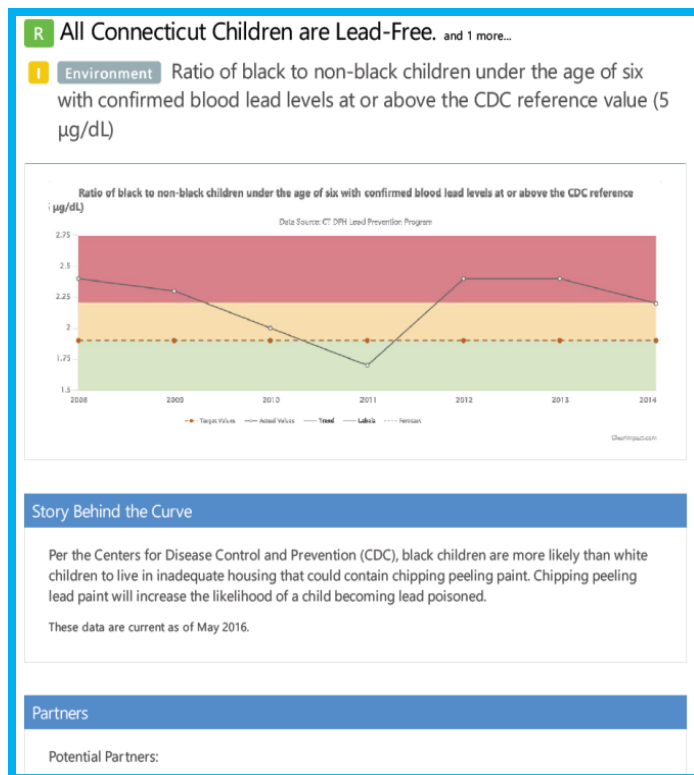
Develop Health Equity Tools and Training to Support Employee Practice

- **Health Equity Toolkit** to support staff incorporating health equity into daily work.
- **Grant Application Checklist** to ensure consideration of social determinants, use of evidence base, vulnerable populations, and disparities.
- **Health Equity Glossary** to standardize use of health equity terms.
- **Talking Points** on Health Equity & CLAS Standards
- **New Employee Orientation** that includes a Health Equity Module and CLAS 101.
- **Leadership Development Training** to support transformation toward Public Health 3.0.
- **Health Equity Champion Award** to provide incentives for staff to incorporate health equity into daily work.



Measure and Report Progress on Improving Disparities

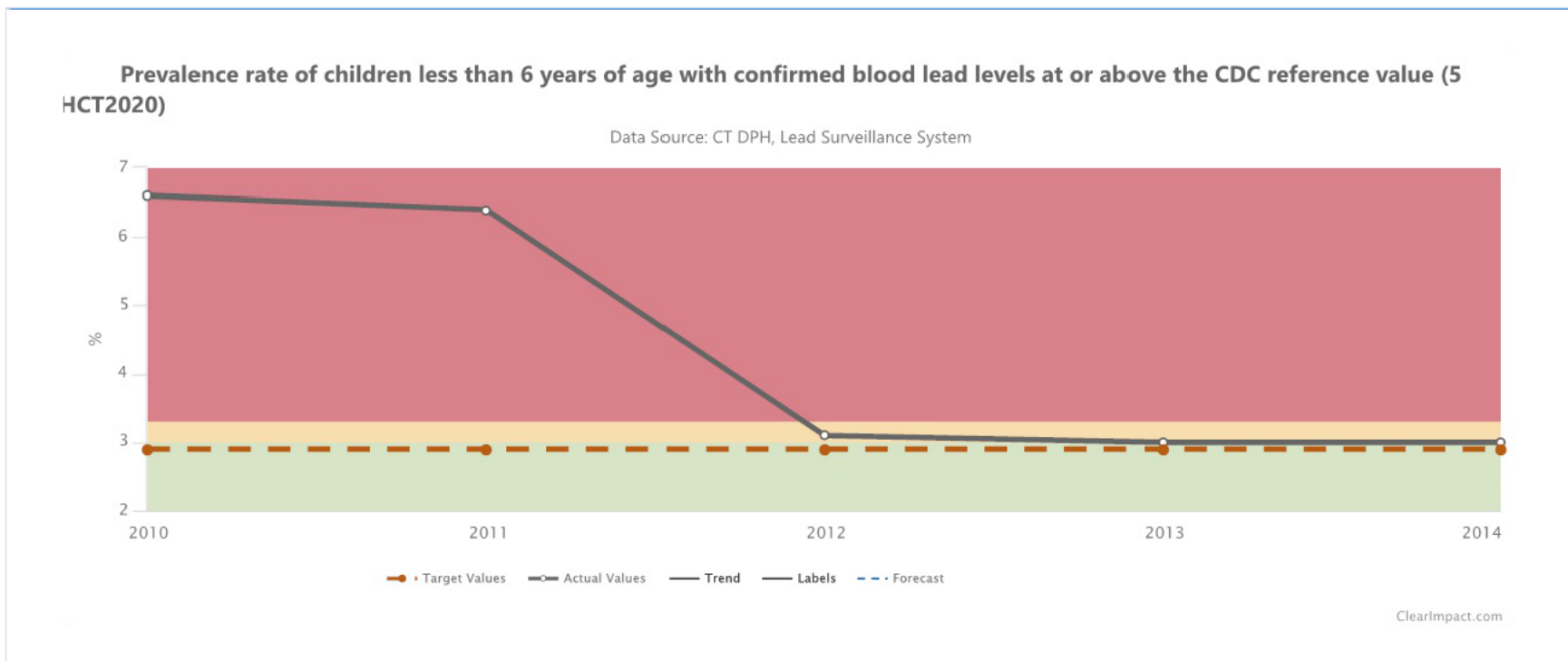
- **Health Disparity Dashboards** used for SHIP priority setting and tracking
- **Performance and Quality Framework** applied to meeting health improvement targets



Health Equity and Performance Management

R All Connecticut Children are Lead-Free. and 1 more...

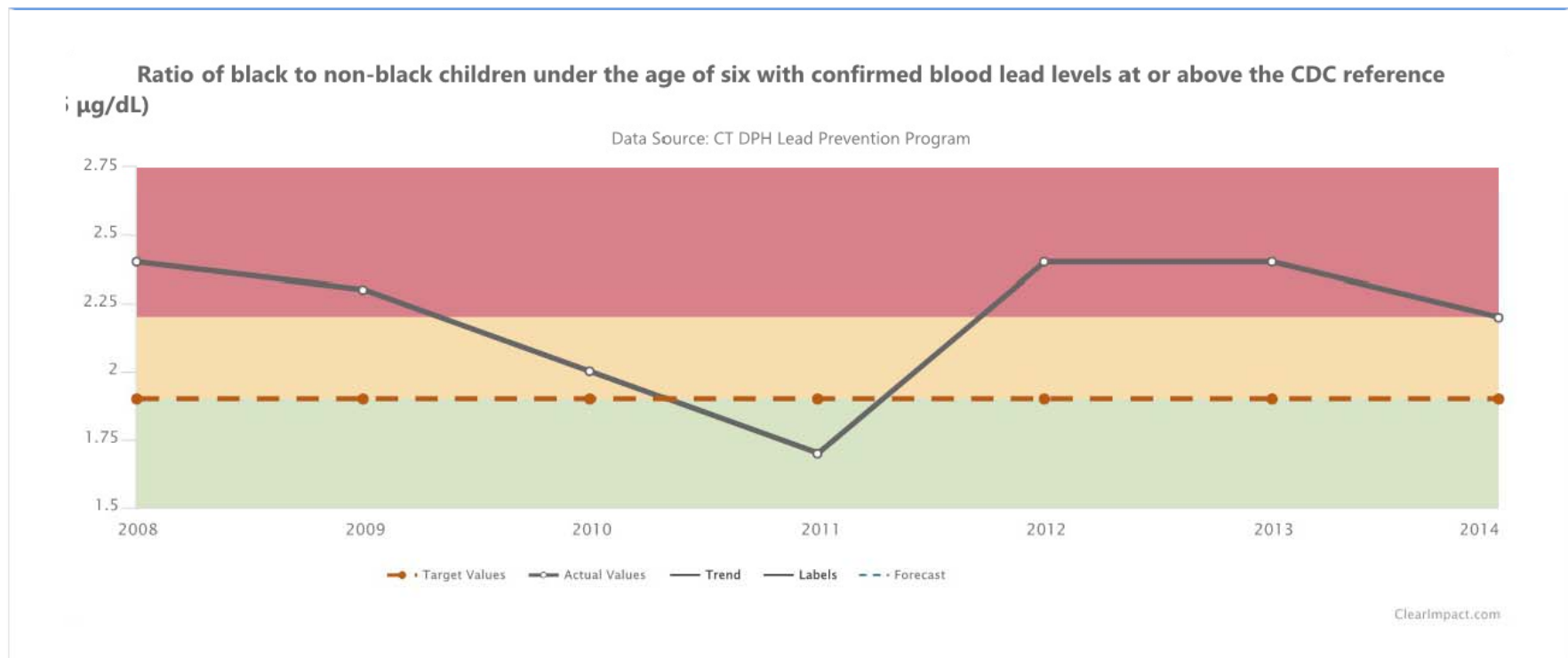
I **Environment** Prevalence rate of children less than 6 years of age with confirmed blood lead levels at or above the CDC reference value (5 $\mu\text{g}/\text{dL}$). (HCT2020)



Health Equity and Performance Management

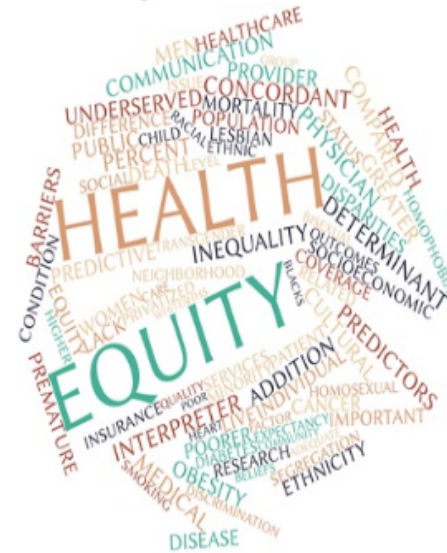
R All Connecticut Children are Lead-Free. and 1 more...

I **Environment** Ratio of black to non-black children under the age of six with confirmed blood lead levels at or above the CDC reference value (5 $\mu\text{g}/\text{dL}$)



Health Equity Toolkit for Local Health Departments and Other Partners

Health Equity Toolkit for Local Health Departments and Other Partners



The Health Equity Toolkit is a collection of resources and practical tools designed to help Local Health Departments in Connecticut and other DPH Partners understand the components of health equity, and include health equity in your work.

What's included:

- [DPH Health Equity Glossary](#) - A listing of definitions used to communicate key concepts of equity, social determinants, and related, commonly used terms. This is a living document, which is reviewed and updated annually by DPH Staff.
- [Culturally and Linguistically Appropriate Services \(CLAS\) Standards](#) - Resources for understanding and implementing the National CLAS Standards
- [Frequently Asked Questions about the CLAS Standards](#)
- [DPH Language Identification Chart](#) - "I Speak" chart in 56 languages for posting.
- [Translated DPH Documents \(non-English languages\)](#)
 - Key DPH documents translated into non-English languages. Each row of the attached listing shows the document title, what language it was translated into, and the person to contact for a copy of the translated document. This project was supported by the U.S. Health and Human Services Office of Minority Health State Partnership Grant to Improve Minority Health, 2013-2015.
- [Publications and Resources](#) - A listing of currently available resources to assist practitioners in implementing components of health equity in your work.
- [Social Determinants of Health](#) - Concepts and considerations in incorporating an SDOH framework into everyday public health practice.
- [Social Justice](#) - Discussion of a social justice perspective in public health with a listing of resources.

We would like to hear from you!

Please send us your comments on this Health Equity Toolkit via e-mail: dphhealthequity@ct.gov