

# Appendices

## APPENDIX I: The Self-Assessment Toolkit

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## Glossary of Key Terms

Many of these terms represent related ideas. The terms are often used interchangeably and it can be difficult to know when to use each one. To assist you in completing the survey, we have provided the definitions below. The *italicized* sections contain examples that highlight the subtle differences between these terms.

### Health Disparities

Health disparities are “. . . differences in the . . . burden of diseases and other adverse health conditions . . . that exist among specific population groups in the United States.”<sup>6</sup> The United States is perhaps the only country that uses the term health disparities. Its emphasis is on differences—it does not consider the relationship to patterns of social inequalities. The term health disparities will not be used in this survey.

*A local health department that addresses health disparities focuses on specific diseases and populations, such as high asthma rates among African Americans. Interventions focusing on this would be culturally competent clinical care, health education and case management. This approach does not address the underlying causes of poor air quality and sub-standard housing conditions in neighborhoods. It also ignores the effect of the history of housing segregation by race in which people of color were forbidden from living in the same neighborhoods as whites and how being forced to live in lower income areas of the community also may have exposed children and community members to poor air quality and other neighborhood conditions that contributed to the community's high asthma rates.*

### Health Inequities

Health inequities are differences in health status and death rates across population groups that are systemic, avoidable, unfair, and unjust.<sup>7</sup> These differences are sustained over time and generations, and are beyond the control of individuals. These differences follow the larger patterns of inequality that exist in society. This is different from the term **health disparities**, which emphasizes that differences exist, but does not consider their relationship to patterns of social inequalities. The term **health inequities** will be used throughout this survey.

*A local health department addressing health inequities targets the health issues facing the community it serves, while at the same time working to address the inequities in the social and environmental conditions that contribute to the differences in illness and injury. For example, in addition to providing individuals with WIC vouchers, a local health department also works with a coalition to advocate for equal access to affordable, healthy food in low-income neighborhoods.*

### Social Determinants of Health

The social determinants of health are the conditions in which people are born, grow, live, work and age<sup>8</sup> (e.g. air quality, schools, parks, job and housing conditions, etc.). This term does not address how or why these conditions are inequitably distributed throughout society.

*A local health department can address the social determinants of health by collaborating with community partners and other public agencies to influence decisions governing land use, transportation, education, housing, employment and other social factors that affect health. An example of this would be to work with land use planners to create a new walking path. The path will provide an attractive opportunity to be physically active. However, if the underlying social conditions that have led to segregated neighborhoods or poverty are not addressed, this path may not be used by members of the community equally and health inequities could continue.*

<sup>6</sup> National Association of Chronic Disease Directors, <http://www.chronicdisease.org/i4a/pages/index.cfm?pageid=3447>).

<sup>7</sup> World Health Organization, *Concepts and Principles for Tackling Social Inequities in Health*, prepared by Margaret Whitehead and Goran Dahlgren, 2006.

<sup>8</sup> World Health Organization, Commission on Social Determinants of Health, *Closing the Gap in a Generation: Health Equity Through Action on the Social Determinants of Health*, 2008.

## Root Causes of Health Inequities

The root causes of health inequities are the underlying social inequalities that create different living conditions. Discrimination based on class, race/ethnicity, immigration status, gender, sexual orientation, disability and other “isms” influence the distribution of resources and power. Past discriminatory practices are reinforced in the policies and practices of institutions that define the context of our daily lives. This in turn creates an unequal distribution of beneficial opportunities and negative exposures, resulting in health inequities.

*A local health department can address the root causes of health inequities by working to identify and change its own policies and practices that contribute to inequitable social and environmental conditions. It can also challenge other institutions to do the same by demonstrating how their policies and practices advantage or disadvantage particular populations. Examples of this include funding practices in public education and public transportation that unfairly advantage residents living in higher income neighborhoods. A local health department can also build the ability of its service population to challenge unfair institutional policies and practices.*

**Institutional or Structural Racism** is a root cause of health inequities. It is a system of power that has created widespread historical and persistent barriers that keep people of color from having equal access to opportunity, information, resources, and power. This system is maintained and preserved by formal and informal practices and policies that benefit some groups of people while disadvantaging others.<sup>9</sup>

*An example of this would be the long-term effects of racist institutional policies such as federal housing and bank-lending policies and practices that denied people of color homeownership opportunities while at the same time expanding them for lower income whites. In the US, home ownership has been a primary method for creating wealth and expanding opportunities, such as affording college education, that increase the potential to secure higher paying jobs. Institutions, policies and structures in society decrease the odds for people of color to have long, healthy lives. Local health departments can identify and address the ways they and other institutions may be maintaining institutionalized racism.*

*LHDs can ensure that people of color in the community they serve have the opportunity to influence the department's planning and decision-making. Local health departments can also recruit and retain staff with ethnic backgrounds representative of the communities they serve at all levels, and particularly in management positions.*

**Class** refers to the level of wealth, power, and status of a person or group. A root cause of health inequities is the persistent inequality between different classes. Some people do not have the same access to resources important for good health as others, such as well-paying jobs, health insurance, safe and healthy home and work environments, quality housing, healthy food, and educational opportunities.

*A local health department can intentionally recruit and retain staff from poorer class backgrounds. It can consider life experience as well as education level in the hiring process and support these staff to develop the professional qualifications that are needed to advance within the organization. It can work with community partners to advocate for employment with a living wage, benefits, and health insurance, and for universal health care coverage. It can also produce data that show the link between income and wealth on health status.*

<sup>9</sup> Camara Phyllis Jones MD, MPH, PhD, Levels of Racism: A Theoretic Framework and a Gardener's Tale, *American Journal of Public Health* Vol 90 (2000) :1212-1215.

## Social Justice

Social Justice refers to social, economic, and democratic fairness and equality. All people are able to participate fully in society; have equal access to resources, public goods and life opportunities; and are free from discrimination on the basis of race, gender, class, sexual orientation, and other factors.

*A local health department can address its own policies and practices that contribute to unfair social and environmental conditions as well as challenging other institutions to do the same. Local health departments can also prepare and share data that demonstrate unfairness in exposures and opportunities, which builds the case for needed change. They can also build the ability of the affected group to challenge unfair institutional policies and practices.*

*(These definitions of key terms and concepts should be distributed with each instrument.)*



## Staff Survey

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This survey is to help our Local Health Department (LHD) assess our overall capacity for addressing health inequities. While some questions do not deal explicitly with health inequities, all questions contain important information about our overall capacity as an organization to impact the factors that influence community health and well being, including institutionalized racism and social and environmental factors.

This survey is anonymous—your responses will never be linked to you individually. This is not a test, and no survey response will be used against individuals, programs or departments.

**Your honest responses on this survey are truly valuable.**

**Thank you for your time!**

Please refer to the definitions of key terms and concepts relevant to this survey with which you were supplied. While these terms may be familiar to you, we ask that you read the definitions provided so that all staff have a common understanding of the major concepts underlying this assessment.

*(In the online version, there will also be a link to these definitions at the top of each page of the survey so that the participants can reference them at any time during the survey if needed.)*

**There are six sections of this survey:**

- A. Introductory Questions**
- B. Health Department Planning And Policies**
- C. Collaboration Within Your Local Health Department**
- D. Collaboration With External Partners & Policy-Makers To Address the Environmental, Social, and Economic Conditions that Impact Health**
- E. Collaboration With Community Groups to Address the Environmental, Social, and Economic Conditions that Impact Health**
- F. Supporting Staff to Address the Environmental, Social, and Economic Conditions that Impact Health**

The questions in each of these sections help build a picture of how our LHD is doing in the five key areas in order to effectively address the environmental, social, and economic conditions that impact health.

## Section A. Introductory Questions

First, please tell us a little about yourself. We'd like to get a sense of where you are situated in the organizational structure at our Local Health Department (LHD).

1. Which best describes your position in the LHD?

☐ Administrative staff

☐ Front line staff

☐ Supervisor (not senior management)

☐ Senior management level/unit or program lead

☐ Leadership team

☐ Other (please describe): \_\_\_\_\_

2. What program unit do you work in?

\_\_\_\_\_

3. How long have you been working in the public health field?

*(Please enter the number of months only if it has been less than one year. Otherwise, answer in years only.)*

\_\_\_\_\_ Years    \_\_\_\_\_ Months

4. How long have you been at [LHD]?

*(Please enter the number of months only if it has been less than one year. Otherwise, answer in years only.)*

\_\_\_\_\_ Years    \_\_\_\_\_ Months

5. How long have you been in your current position?

*(Please enter the number of months only if it has been less than one year. Otherwise, answer in years only.)*

\_\_\_\_\_ Years    \_\_\_\_\_ Months

6. Do you work directly with community residents in your current position?

☐ Yes

☐ No

7. Do you supervise staff members who work directly with community residents?

☐ Yes

☐ No

8. In the populations served by [LHD] what are the top 5 disproportionately and unjustly distributed health issues?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



9. Please list what you think are the most important environmental, social, and economic conditions that impact health among the populations that the LHD serves.

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10. In your opinion, how much does [LHD] focus on addressing health inequities?

*(Check only one box.)*

- ☐ There is no focus on health inequities at all.
- ☐ There is not enough focus on health inequities.
- ☐ There is about the right amount of focus on health inequities.
- ☐ There is too much focus on health inequities.
- ☐ I don't know.

## Section B. Health Department Planning and Policies

We would like to know whether your LHD's mission, vision and values clearly communicate an organizational commitment to addressing health inequities.

Please answer the following questions based on your own impressions of your LHD's organizational principles, even if you don't know exactly what they say.

### Mission, Vision and Values

11. Does the [LHD]'s **vision statement** demonstrate a commitment to addressing health inequities?

*(Check only one box.)*

- ☐ Yes
- ☐ No
- ☐ I don't know whether the vision statement addresses health inequities
- ☐ I don't know whether [LHD] has a vision statement

12. Does [LHD]'s mission statement express a commitment to addressing health inequities? *(Check only one box.)*

- ☐ Yes
- ☐ No
- ☐ I don't know whether the mission statement addresses health inequities
- ☐ I don't know whether [LHD] has a mission statement

13. If [LHD] has an organizational statement of values or principles, does it contain a commitment to addressing health inequities? *(Check only one box.)*

- ☐ Yes
- ☐ No
- ☐ I don't know whether the organizational statement of values addresses health inequities
- ☐ I don't know whether [LHD] has an organizational statement of values

For each of the following statements, please indicate the response that most closely describes your LHD:

14. I think [LHD] as an organization demonstrates a commitment to addressing the environmental, social, and economic conditions that impact health.
- ☐ No      ☐ Moving in that Direction      ☐ Yes      ☐ Don't know
15. I think [LHD] as an organization demonstrates a commitment to working with external partners, policy-makers, and community members to address the environmental, social, and economic conditions that impact health inequities.
- ☐ No      ☐ Moving in that Direction      ☐ Yes      ☐ Don't know
16. To the best of my knowledge, there are program units within [LHD] whose work plans explicitly have strategies that address environmental, social and/or economic conditions that impact health inequities.
- ☐ No      ☐ Moving in that Direction      ☐ Yes      ☐ Don't know
17. I think we have strategies in place in [LHD] to advocate for public policies that address environmental, social and/or economic conditions that impact health inequities.
- ☐ No      ☐ Moving in that Direction      ☐ Yes      ☐ Don't know
18. I think most staff members at [LHD] demonstrate a commitment to addressing the environmental, social, and economic conditions that impact health.
- ☐ No      ☐ Moving in that Direction      ☐ Yes      ☐ Don't know

### Strategic Planning

The next section of questions relates to strategic planning documents and processes at your Local Health Department. We are interested in knowing whether the strategic planning documents explicitly address issues related to health inequities, and whether strategic planning processes deliberately include a variety of community or staff perspectives.

19. Does [LHD]'s strategic plan include an explicit commitment to addressing health inequities?
- ☐ Yes  
☐ No  
☐ I don't know whether the strategic plan addresses health inequities  
☐ I don't know whether there is a strategic plan for the whole LHD  
☐ Not applicable: There is not a strategic plan for the whole LHD
20. If your program unit has its own strategic plan, does it specifically describe efforts to address health inequities?
- ☐ Yes, it does      ☐ No, it doesn't      ☐ No strategic plan      ☐ I don't know

Please indicate the degree of community and staff input into strategic planning at your LHD:

21. In your experience, what role(s) do community leaders, residents and community based organizations play in strategic planning? *(Check all that apply.)*

- ☐ Contribute input in the beginning of the strategic planning process
- ☐ Review strategic planning documents and give feedback
- ☐ Maintain active involvement throughout the strategic planning process
- ☐ Participate in the decision-making of the strategic planning process
- ☐ Collect feedback from larger groups of community members and communicate the feedback to [LHD]
- ☐ None
- ☐ Don't know
- ☐ Other (please describe) \_\_\_\_\_

22. In your experience, what role(s) do community leaders play in program planning and delivery? *(Check all that apply.)*

- ☐ Contribute input in the beginning of the planning process
- ☐ Review program planning documents and give feedback
- ☐ Maintain active involvement throughout the planning process
- ☐ Collect feedback from larger groups of community members and communicate the feedback to [LHD]
- ☐ Participate in the decision-making of the strategic planning process
- ☐ Other (please describe) \_\_\_\_\_

### Program Planning

The questions in this section are designed to help us understand to what extent health inequities considerations are included in program planning, and whether program planning includes the perspectives of community members and other partners.

23. How much does program design reflect a general understanding of the environmental, social, and economic conditions that impact health?

- ☐ None      ☐ Some      ☐ A lot      ☐ Don't Know

24. How much are all levels of staff involved in program planning?

- ☐ None      ☐ Some      ☐ A lot      ☐ Don't Know

25. What groups outside of [LHD], if any, are usually involved in program planning processes? *(Check all that apply.)*

- |  |   |
|--|---|
| <input type="checkbox"/> Community members/residents   | <input type="checkbox"/> Other private institutions     |
| <input type="checkbox"/> Community-based organizations | <input type="checkbox"/> Other non-profit organizations |
| <input type="checkbox"/> Faith-based organizations     | <input type="checkbox"/> Businesses                     |
| <input type="checkbox"/> Academic institutions         | <input type="checkbox"/> None                           |
| <input type="checkbox"/> Other public agencies         | <input type="checkbox"/> Don't know                     |
| <input type="checkbox"/> Other (please specify) _____  |   |

The Ten Essential Services of Public Health provide a guiding framework for the responsibilities of local public health systems. The following set of questions focus on how each of the essential services can contribute to addressing health inequities experienced by residents of your health department's community. For example, health status monitoring could be used to document health inequities and track progress in closing health gaps among different groups in the community.

*Your response should indicate the extent to which you think that your work in each area contributes to addressing health inequities. For those that do not describe any part of your job, please choose "N/A."*

**Please indicate how much you agree or disagree with the following statements:**

	N/A: this component is not relevant to my job	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
26. My work has a role in monitoring health status and tracking the <u>conditions that influence health inequities</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. My work contributes to diagnosing, investigating and protecting people from health problems and health hazards that <u>disproportionately impact vulnerable populations</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. My work has a role in <u>informing, educating and empowering</u> people from populations that <u>disproportionately experience poor health outcomes to act collectively</u> in improving their health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. My work has a role in <u>mobilizing</u> community partnerships and action to identify and <u>address the conditions</u> that influence health inequities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. My work contributes to developing <u>policies and plans</u> that support individual and community health efforts to <u>address the conditions</u> that affect health inequities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. My work has a role in <u>applying the enforcement of laws and regulations</u> that protect health and ensure safety in order to reduce health inequities (e.g. environmental justice).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. My work has a role in <u>linking</u> people from populations <u>disproportionately experiencing poor health outcomes</u> to needed personal health services and assuring the provision of health care when otherwise unavailable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how much you agree or disagree with the following statements:

	N/A: this component is not relevant to my job	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
33. My work has a role in assuring a competent, culturally sensitive and diverse public health workforce that can effectively address health inequities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. My work has a role in <u>evaluating</u> the effectiveness, accessibility, and quality of health <u>services</u> provided to populations <u>experiencing disproportionately poor health outcomes</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. My work contributes to and applies <u>new insights, innovative solutions, and the evidence</u> base to address health inequities and community conditions that influence health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section C. Collaboration within your Local Health Department

The purpose of this section of the survey is to better understand what aspects of your LHD make internal collaboration possible and how different kinds of collaboration within the organization function.

Please indicate how much you agree or disagree with the following statements:

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
36. I know how the work of other parts of [LHD] contributes to addressing health inequities in our community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I collaborate with staff in other programs within [LHD] to address the the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. There is support from management within [LHD] for collaborations between programs addressing health inequities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Staff at all levels have the opportunity to become leaders in the work [LHD] is doing to address health inequities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. What role do you have in making decisions that affect your program unit's efforts to address health inequities?  
(Check only one box.)

- ☐ I have no decision-making role.
- ☐ There are opportunities for me to give input, but I don't have a role in seeing that my input is incorporated into the decision.
- ☐ I have an active role in major decisions affecting my program unit's efforts to address health inequities.
- ☐ I have primary decision-making power for my program unit.
- ☐ Addressing health inequities is not a focus of my program unit.
- ☐ Other: \_\_\_\_\_

41. What role do you have in making decisions that affect department-wide efforts to address health inequities?  
(Check only one box.)

- ☐ I have no decision-making role.
- ☐ There are opportunities for me to give input, but I don't have a role in seeing that my input is incorporated into the decision.
- ☐ I have an active role in major decisions affecting [LHD]'s efforts to address health inequities.
- ☐ I have primary decision-making power for [LHD].
- ☐ Addressing health inequities is not a focus of [LHD].
- ☐ Other: \_\_\_\_\_

Please indicate the response that best describes your experience regarding the transparency of decision-making at your LHD:

42. When a program level decision is made that affects you and your job tasks, do you know why it was made?

- ☐ Always      ☐ Usually      ☐ Sometimes      ☐ Rarely      ☐ Never

43. When a department level decision is made that affects you and your job tasks, do you know why it was made?

- ☐ Always      ☐ Usually      ☐ Sometimes      ☐ Rarely      ☐ Never

The next set of questions is about the culture of your LHD with respect to learning.

**In my experience ...**

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
44. Staff are encouraged to learn about ways to address the environmental, social, and economic conditions that impact health <u>from one another</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Staff are encouraged to learn about ways to address the environmental, social, and economic conditions that impact health <u>from external sources</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Staff are encouraged to be creative in addressing new challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section D. Collaboration with External Partners & Policy-makers to Address the Environmental, Social, and Economic Conditions that Impact Health

The questions in this section are to help us learn about the extent that your LHD collaborates with other public agencies, institutions and with community-based organizations on the underlying conditions that impact health inequities. **Section E** will ask questions about your work with community groups and community residents.

**To what extent does your LHD collaborate with public agencies, institutions or community-based organizations on the following issues?**

	Public Agencies	Community-Based Organizations
47. Availability of quality affordable housing	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
48. Community safety and violence prevention	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
49. Recreation opportunities, parks and open space	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
50. Land-use planning	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
51. Quality public education	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
52. Community economic development (e.g. job creation, business development, etc.)	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
53. Racial justice	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know

**To what extent does your LHD collaborate with public agencies, institutions or community-based organizations on the following issues?**

	Public Agencies	Community-Based Organizations
54. Arts and culture	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
55. Transportation planning and availability	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
56. Environmental justice	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
57. Food security	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
58. Early childhood development and education	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know
59. Youth development and leadership	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot <input type="checkbox"/> Don't know

The following questions are about your work with external partners (e.g., other public agencies, institutions and community-based organizations)

**Please indicate how much you agree or disagree with the following statements:**

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
60. [LHD] has trusting relationships with external partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. I believe that [LHD]'s external partners really represent the interests and needs of local community residents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Section E. Working with Communities to Address the Environmental, Social, and Economic Conditions that Impact Health

This section focuses on [LHD]'s collaboration with residents of [LHD's jurisdiction]. We are interested in knowing how much staff feel they know about the health issues, concerns and inequities experienced by those living in the community served by [LHD]. We also want to learn how collaboration with community groups and residents takes place in the everyday work of staff in your LHD and how this work addresses the environmental, social, and economic conditions that impact health.

Please indicate how much you agree or disagree with the following statements:

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
62. I am familiar with information sources that can help me identify and learn about major concerns in the community I serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. I am familiar with the major health inequities affecting residents in the community we serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I am familiar with the strengths and resources of the community we serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I am familiar with the demographic composition of the community we serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Part of my job is to bring the community's voice into the LHD decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Part of my job is to bring the LHD messages to the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. I have influenced how [LHD] has provided resources to community residents and groups to address the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. When LHD's priorities don't match the priorities of a community group we're working with, I know how to resolve such a conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions are about your work with community-based groups.

70. Do you work with community groups (e.g. groups made up of community members rather than institutions or agencies within the community) as part of your job at [LHD]?

☐ Yes *(If yes, respondent answers questions 71–76.)*

☐ No *(If no, respondent skips to question 77.)*

71. For each of the following questions, please answer section b for each type of community group that you mark in section a.

**What types of community groups do you work with as part of your job at [LHD]?**

a. <i>(Check all that apply.)</i>	b. Does your work with this community group address the environmental, social, and economic conditions that impact health?
<input type="checkbox"/> Groups that advocate for improved living conditions	<input type="checkbox"/> No <input type="checkbox"/> Moving in that direction <input type="checkbox"/> Yes
<input type="checkbox"/> Neighborhood groups	<input type="checkbox"/> No <input type="checkbox"/> Moving in that direction <input type="checkbox"/> Yes
<input type="checkbox"/> Faith-based groups	<input type="checkbox"/> No <input type="checkbox"/> Moving in that direction <input type="checkbox"/> Yes
<input type="checkbox"/> Youth development/leadership groups	<input type="checkbox"/> No <input type="checkbox"/> Moving in that direction <input type="checkbox"/> Yes
<input type="checkbox"/> Community members not affiliated with an organization or group	<input type="checkbox"/> No <input type="checkbox"/> Moving in that direction <input type="checkbox"/> Yes
<input type="checkbox"/> Other (please specify) <hr/>	<input type="checkbox"/> No <input type="checkbox"/> Moving in that direction <input type="checkbox"/> Yes

72. If you checked that you worked with “other” community groups in the matrix above, please specify:

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Please indicate how much you agree or disagree with the following statements:

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
73. I have trusting relationships with my community partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. I believe that my community partners really represent the interests and needs of local community residents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the response that most accurately describes your LHD:

	No	Moving in that Direction	Yes	Don't Know
75. We have strategies in place to mobilize community groups to address health inequities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. We have strategies in place to support the work of community groups advocating for public policies that address health inequities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. There are strategies in place to minimize barriers to community participation (e.g., it is possible to provide money for child care and transportation to residents attending community meetings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. [LHD] makes deliberate efforts to build the leadership capacity of community members to advocate on issues affecting the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. [LHD] is open and responsive to community stakeholders' feedback on its work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. [LHD] has provided resources to community residents and groups to support their self-identified concerns and needs in respect to addressing the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the response that most accurately describes your LHD:

	No	Moving in that Direction	Yes	Don't Know
81. [LHD] sets standards and expectations for how we work with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. [LHD] assesses its work against benchmarks that are set for how we work with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. [LHD] plays an active role in developing, maintaining and supporting networks in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. [LHD] creates and distributes oral and written information that is appropriate for the cultural, linguistic and literacy needs in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. [LHD] collects and shares data in a manner that is appropriate for the cultural, linguistic, and literacy needs of the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. [LHD] is able to adapt to new communities and changes within the populations we serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. Does [LHD] provide trainings to build the capacity of community leaders to address the environmental, social, and economic conditions that impact health? <i>(Check only one box.)</i>				
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know				

## Section F. Supporting Staff to Address the Environmental, Social, and Economic Conditions that Impact Health

In this final section of the survey, we'd like to know about how you are supported as a staff member of [LHD], and how you could be more supported in addressing health inequities in your work here.

### Supporting Staff in Addressing Health Inequities through Training

88. Since you have been working at [LHD], have you ever received training about the different ways public health can address the environmental, social, and economic conditions that impact health? *(Check only one box.)*

- ☐ Yes
- ☐ No
- ☐ I don't remember

89. Since you have been working at [LHD], have you ever received training or any mentoring or guidance on any of the following topics? *(Please check all that apply.)*

- ☐ Ten Essential Services of Public Health
- ☐ How to evaluate the work you do
- ☐ How to understand and use data to further your work
- ☐ Program planning
- ☐ How to conduct assessments of community needs and strengths
- ☐ How to research, understand and develop policies that impact the social, economic, and physical conditions that impact health
- ☐ How to advocate for and/or support external partners and community groups advocating for policies that address the social, economic, and physical conditions that impact health
- ☐ How to organize communities to advocate on their own behalf to improve the social, economic and physical conditions of their neighborhoods.

90. Is flexible and/or paid time available to allow staff to attend community meetings and otherwise engage with community residents outside normal business hours?

- ☐ Yes
- ☐ No
- ☐ I don't know

## Supporting Staff in Addressing Health Inequities through Professional Development Opportunities

Have you been encouraged to use the following professional development opportunities to  
FURTHER YOUR UNDERSTANDING OF HEALTH INEQUITIES?

	(Check only one.)	If Yes, have you used this type of opportunity to BETTER UNDERSTAND HEALTH INEQUITIES?
91. Mentoring/coaching	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Not Available to Me <input type="checkbox"/> Not Applicable/LHD does not offer this	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet, but I plan to
92. Tuition reimbursement for a relevant class or certification	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Not Available to Me <input type="checkbox"/> Not Applicable/LHD does not offer this	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet, but I plan to
93. A formal professional development or training program on the topic of the environmental, social, and economic conditions that impact health	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Not Available to Me <input type="checkbox"/> Not Applicable/LHD does not offer this	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet, but I plan to
94. Professional membership or journal subscription	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Not Available to Me <input type="checkbox"/> Not Applicable/LHD does not offer this	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet, but I plan to
95. Conferences, trainings, workshops	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Not Available to Me <input type="checkbox"/> Not Applicable/LHD does not offer this	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet, but I plan to
96. Other (please specify) _____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Not Available to Me <input type="checkbox"/> Not Applicable/LHD does not offer this	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not yet, but I plan to

97. If you checked “other” for the previous question, please specify what other professional development opportunities you have been encouraged to use:

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98. Have you provided mentoring or coaching to other staff to support them in addressing health inequities?

*(Check only one box.)*

- ☐ Yes, as part of my job
- ☐ Yes, informally
- ☐ No
- ☐ I don't remember

### Supporting Staff in Addressing Health Inequities through Time for Reflection

Please indicate how much you agree or disagree with the following statements about the opportunities you have to reflect on addressing health inequities in your work:

	Not Applicable to My Job Function	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
99. I have opportunities to talk with my supervisor(s) about the impact of our work on the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. Within my unit we have engaged in group discussions about how our work could address one or more of the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101. I subscribe to a listserv, online discussion group, e-mail list, or other web-based source for learning about developments on the topic of health inequities on an ongoing basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the next set of questions we are interested in learning about your personal knowledge and experience related to various aspects of the environmental, social, and economic conditions that impact health.

**Please indicate how much you agree or disagree with the following statements:**

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
102. I <u>understand</u> what the environmental, social, and economic conditions that impact health are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. I could <u>explain</u> the environmental, social, and economic conditions that impact health to my co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. Being aware of <u>my own beliefs, values and privilege</u> helps me understand others' perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. I believe it is important to understand the beliefs and values of the residents and community members served by [LHD].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. I have taken steps to enhance my own cultural humility, cultural competence, and/or cultural understanding (for example through trainings, self-reflection, personal relationships, etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. I regularly have <u>personally meaningful</u> interactions and have learned from people of different cultures and backgrounds from my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. I feel my work environment is supportive of many different cultural perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. In general, [LHD] programs are structured to address the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. Staff I interact with at [LHD] are comfortable talking about race and racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. Senior management at [LHD] is comfortable talking about race and racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. Staff I interact with at [LHD] are comfortable talking about class and classism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. Senior management at [LHD] are comfortable talking about class and classism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. I work with a culturally diverse staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



For the set of questions below, we are interested in knowing how you think your LHD is doing with respect to hiring and keeping a diverse staff at all levels of the organization.

**Please indicate how much you agree or disagree with the following statements regarding the recruitment, hiring, and retention of diverse staff at your LHD:**

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
115. [LHD] actively <u>recruits</u> culturally diverse <u>management and leadership</u> staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. Culturally diverse <u>management and leadership</u> staff members <u>remain</u> long-term employees of [LHD].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. Culturally diverse <u>administrative</u> staff members are actively <u>recruited</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. Culturally diverse <u>administrative</u> staff members <u>remain</u> long-term employees of [LHD].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. [LHD] actively <u>recruits</u> culturally diverse staff to provide direct client services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. Culturally diverse <u>direct service</u> staff members <u>remain</u> long-term employees of [LHD].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
121. When appropriate, minimum requirements for positions are flexible, allowing for relevant community experience in place of educational degrees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. Individual staff members' efforts to address health inequities are considered in performance reviews/evaluations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
123. When forming interview panels for the hiring of new staff, attention is paid to how the make up of the panel could enhance the recruitment of a more diverse workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
124. Interview questions are designed to gain insight into an applicant's capability to address health inequities in the performance of their program responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
125. Staff of diverse ethnic, racial and cultural backgrounds are equitably promoted throughout [LHD].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how much you agree or disagree with the following statements about the cultural relevance of public health programming at your LHD:

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Don't Know
126. A range of culturally appropriate program delivery models are planned and implemented at [LHD].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
127. Assessments of the cultural and linguistic needs of the community we serve are conducted periodically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### You're almost done!

This information is optional, but will help us understand more about the distribution of experiences and attitudes across your LHD with respect to health inequities work. Your responses are anonymous and confidential.

128. What is the race or ethnicity that you primarily identify with? *(Please check only one.)*

☐ African American/Black

☐ Asian

☐ Caucasian/White

☐ Latino/Hispanic

☐ Middle Eastern

☐ Native American/Alaska Native

☐ Pacific Islander/Native Hawaiian

☐ Biracial/Multiracial/Other (please specify): \_\_\_\_\_

**Thank you!**

## Collaborating Partner Survey

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This survey is to help the [LHD] to assess our overall capacity to address root causes or health inequities: the systematic, avoidable, unfair and unjust differences in health status and death rates across population groups. While some questions do not deal explicitly with health, all questions contain important information about the [LHD]'s capacity as an organization to impact factors that influence community health and well being, including institutional racism and social and environmental conditions such as access to healthy, affordable food, safe neighborhoods, quality education, jobs, etc.

The [LHD] is interested in getting your perspective as a community resident, representative of a community organization, community group or other public or private agency serving the community about our capacity to address the underlying conditions that impact health inequities.

A glossary of key terms has been made available to you to review before and during the survey. These terms may be familiar to you; the glossary provides a point of reference for all participants to have a common understanding of the major concepts used in the survey. This process is intended to assess how well the LHD is prepared to address the underlying causes of health inequities, and therefore, will deal with many topics that are not always associated with public health. When you are answering the questions in this survey, please keep that in mind.

This survey is anonymous; your responses will never be linked to you individually. No survey response will be used against individuals, groups and organizations. Findings will have no effect on any contract, staff resources or other relationship you have with the [LHD] currently or in the future. If you have concerns about the confidentiality of your responses, or you have other questions about this assessment, please contact [name, phone and email.]

**There are 57 questions; the survey should take between 20 and 30 minutes.**

**Your honest responses on this survey are truly valuable.**

**Thank you for your time!**

## About You

First, please tell us a little about yourself as well as your work with [LHD] and in the community.

1. Which of the following best describes your organization, group, or institution?

- ☐ Academic institution/school
- ☐ Community-based organization *(Please answer question 2, below)*
- ☐ Community group/coalition *(Please answer question 2, below)*
- ☐ Public agency
- ☐ Faith-based organization
- ☐ Private sector business
- ☐ I am a community member/resident unaffiliated with an organization
- ☐ Other (please specify) \_\_\_\_\_

*If you selected CBO or community group/coalition above, please also answer question 2.*

*If not, please skip to question 3.*

2. What does the agency you work/volunteer with primarily do? *(Check all that apply.)*

- ☐ Health advocacy/policy
- ☐ Other advocacy/policy
- ☐ Research
- ☐ Private business
- ☐ Direct health care/social services
- ☐ Other direct services
- ☐ Other (please specify) \_\_\_\_\_

As a reminder, neither your name nor your organization will be associated with your responses, and nothing you share in this survey will impact your current or future contracts or MOUs with [LHD].

3. How long has your organization/group worked with [LHD]? *(Check all that apply)*

- ☐ Not currently working with [LHD]

We have worked with [LHD]:

- ☐ 1 year or less
- ☐ 1–5 years
- ☐ 5 years and above

4. Our relationship with [LHD] has been primarily one of:

- ☐ Not currently working with [LHD]
- ☐ Networking or sharing information
- ☐ Coordinating activities
- ☐ Cooperating with/assisting [LHD]
- ☐ Other

5. If other, please describe: \_\_\_\_\_

6. In your community, what are the top 5 unevenly and unfairly distributed health issues?

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7. What would you describe as the leading environmental, social, and economic conditions that impact the health issues you identified above?

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*Remember, the glossary of terms is available for you to refer to throughout the survey.*

**Please indicate how much you agree or disagree with the following statement: (Check only one box.)**

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Don't Know
8. My organization's/group's work with [LHD] addresses the environmental, social, and economic conditions that impact health in some way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please indicate the response that most accurately describes the awareness in [locale/community name] with respect to health inequities. (Check only one box per statement.)**

	Yes	Moving in that Direction	No	Don't Know
9. I think there is a general awareness of the environmental, social, and economic conditions that impact health among organizations or groups like mine in [locale].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Addressing the environmental, social, and economic conditions that impact health in [locale]'s communities is a high priority among organizations or groups like mine in [locale].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has your organization or group been a part of collaborations with [LHD] to address any of the following issues?

**My organization's / group's work with [LHD] addresses...**

	Yes	Moving in that Direction	No	Don't Know
11. Availability of quality affordable housing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Community safety and violence prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### My organization's / group's work with [LHD] addresses...

	Yes	Moving in that Direction	No	Don't Know
13. Recreation opportunities, parks and open space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Land-use planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Quality public education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Community economic development (e.g. job creation, business development, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Racial justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Arts and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Transportation planning and availability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Food security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Early childhood development and education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Youth development and leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Please list or specify focus area: _____				

### Please indicate how much you agree or disagree with the following statements: (Check one box per statement.)

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Don't Know
25. [LHD] should play a significant role in addressing the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I think [LHD], as an organization, demonstrates a commitment to addressing the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. [LHD] staff members that I have worked with demonstrate a commitment to addressing the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. [LHD] staff I interact with understand residents' major concerns in our community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. [LHD] staff I interact with understand the major causes of health inequities in [locale].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how much you agree or disagree with the following statements: (Check one box per statement.)

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Don't Know
30. [LHD] staff I have interacted with are familiar with the strengths and resources of residents and community institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. [LHD] staff I have interacted with advocate on behalf of the community within [locale] and have influenced how resources have been made available to support community residents and/or community institutions in addressing community concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I have trusting relationships with the [LHD] staff I work(ed) with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how much you agree or disagree with the following statements: (Check only one box per statement.)

	Always	Sometimes	Never	Don't Know
33. [LHD] holds community meetings that are welcoming, comfortable and familiar to community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. [LHD] provides food and childcare at the community meetings it holds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The community meetings that [LHD] holds are scheduled at times that are generally convenient for community members (meetings are held in the evenings, on weekends, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how much you agree or disagree with the following statements: (Check one box per statement.)

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Don't Know
36. [LHD] values input from community residents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. [LHD] values input from organizations like mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. [LHD] is responsive to the priorities of the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. [LHD] communicates openly and honestly with community members and partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. When [LHD] program decisions do not reflect community input, it is clear why those decisions were made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. [LHD] has provided resources to community residents and partners to support their concerns and needs for addressing health inequities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how often you find the following statements about PLANNING at [LHD] to be true.  
(Check only one box per statement.)

	Always	Sometimes	Never	Don't Know
42. Organizations like mine are <u>invited to participate</u> in the [LHD] planning processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Organizations like mine are <u>meaningfully involved</u> in the [LHD] planning processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. [LHD] informs the people and groups it works with about the <u>results of community input into planning</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. In your experience, what role(s) do leaders from the community in [locale] play in [LHD] program planning and delivery? (Check all that apply)				
<input type="checkbox"/> Provide input in the beginning of the planning process				
<input type="checkbox"/> Review program planning documents and give feedback				
<input type="checkbox"/> Collect feedback from larger groups of community members and communicate the feedback to [LHD]				
<input type="checkbox"/> Maintain active involvement throughout the planning process as appropriate				
<input type="checkbox"/> Participate in the decision-making of program planning and delivery				
<input type="checkbox"/> Other (please describe) _____				
46. In your experience, what role(s) do other governmental/public agencies in [locale] play in [LHD] program planning and delivery? (Check all that apply)				
<input type="checkbox"/> Provide input in the beginning of the planning process				
<input type="checkbox"/> Review program planning documents and give feedback				
<input type="checkbox"/> Collect feedback from larger groups of community members and communicate the feedback to [LHD]				
<input type="checkbox"/> Maintain active involvement throughout the planning process as appropriate				
<input type="checkbox"/> Participate in the decision-making of program planning and delivery				
<input type="checkbox"/> Other (please describe) _____				

Please indicate the response that most accurately describes the [LHD]. (Check only one box per statement.)

	Yes	Moving in that Direction	No	Don't Know
47. [LHD] <u>creates and distributes oral and written materials</u> that are appropriate for the cultural, linguistic, and literacy needs of the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. [LHD] <u>collects and shares data</u> in a manner that is appropriate for the cultural, linguistic, and literacy needs of the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. [LHD] provides trainings to increase the knowledge and skills of community leaders to address the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Please indicate the response that most accurately describes the [LHD]. (Check only one box per statement.)

	Yes	Moving in that Direction	No	Don't Know
50. [LHD] plays an active role in developing, maintaining and supporting networks in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. [LHD] builds the leadership capacity of community members to advocate on issues affecting the environmental, social, and economic conditions that impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. [LHD] helps community members and community-based organizations assume leadership roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. [LHD] is able to adapt to new communities and changes within the populations living within [locale].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. [LHD] works with non-health-focused networks in the community to address issues that can impact health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**You are almost done; hang in there!**

Because you may have worked with multiple areas of the [LHD], please be as specific as possible in this section.

55. What has been positive about the collaboration between [LHD] and organizations/groups like yours?

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56. What has been challenging about the collaboration between [LHD] and organizations/groups like yours?

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57. What do you think should change about the way [LHD] collaborates with organizations/groups like yours?

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**Thank you for your time and feedback!**



## Staff Focus Group Protocol

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*(Prior to participating in a focus group, staff members should be provided with the list of key terms on page 44 in order to be able to ground the focus group discussion in these shared meanings relevant to health inequities.)*

### Introduction and Overview

Thanks for coming today to talk with us about various aspects of the [LHD] related to health inequities. We really appreciate your willingness to give your time. My name is \_\_\_\_\_. This is \_\_\_\_\_. We are with [organization], a company that does strategic planning, research and evaluation for nonprofit and public sector organizations. I'm first going to go over a few details before we start. If you have any questions, feel free to ask them as they come up.

As you know, [LHD] is undergoing an assessment process to determine its ability to successfully reduce health inequities in our community. Our main purpose today in this group is to learn from you about the elements of the organizational culture and structure that you find support or interfere with the agency's ability to address health inequities. We are also interested in exploring the personal characteristics you think people at [LHD] need in order to enable the organization to address the environmental, social, and economic conditions that impact health.

- Role of facilitator and note taker. I will be leading the conversation today and my colleague [name] will be taking notes during the conversation. We'll get into a few guidelines for how you can help us to do our jobs in just a moment.
- Confidentiality. Everything you tell us today will be kept strictly confidential. Your answers will not be linked to your names when we provide information to the leadership here at [LHD]. In our report of these focus groups, some quotes will be used, but we will never link those quotes to individuals.

### Ground Rules for the Group

I'd like to outline a few ground rules for the conversation:

- There are no right or wrong answers. We want to hear what each of you think and feel about your experience doing the work of the [LHD].
- Please speak one at a time—this will help the note taker capture everyone's thoughts and opinions.
- If you agree with what someone says, speak up, rather than nodding your head or gesturing in some other way. This helps [name] capture agreement in her notes.
- We would like to record this session so that your thoughts can be accurately captured. If you have a concern about this, please say so now.

Please take a minute now to review your handout that gives definitions of health inequities and related terms.

Do you have any questions before we begin?

1. To start, can everyone go around and share with us your name and what you do here at [LHD]?
2. Today we're meeting to discuss [LHD]'s capacity to address health inequities. Why do you believe that health inequities should be an area of concern for your health department?

*Transition Statement:*

First, let's talk some about how [LHD] supports staff to be involved in addressing health inequities:

3. What has [LHD] done to help staff at various levels learn about and develop skills to address the environmental, social, and economic conditions that impact health?

*Probes:*

- a. Can you describe formal orientation, training, workshops or conferences you have received at [LHD] or externally at other agencies or associations that [LHD] has sent you to?
  - b. Discuss whether [LHD] has a regular discussion or work group addressing health inequities and what role you and other staff have played in it.
4. How well-equipped are you and other staff to address the environmental, social, and economic conditions that impact health?

*Probes:*

- a. What are some key skills and characteristics needed in staff and [LHD] to address the environmental, social, and economic conditions that impact health?

*(If not mentioned)* Some of the skills that have been identified are in relation to community organizing, developing strategic partnerships, developing and advocating for public policies to address the environmental, social, and economic conditions that impact health, compiling and sharing data, evaluation, assessment, etc.

*(If not mentioned)* Some of the characteristics identified as important for addressing health inequities are listening, humility, creativity, the ability to be a team player and understands power dynamics, etc.

- b. Can you share whether and how you've seen these skills in action? Maybe you have examples of how you have demonstrated these qualities, or you've seen them in co-workers.
  - c. Do you think most people really understand what the environmental, social, and economic conditions that impact health are? Give more detail.
  - d. What other training and help from [LHD] do you think is needed for staff to be more effective in addressing the environmental, social, and economic conditions that impact health?
  - e. What more could be done in your work to address the environmental, social, and economic conditions that impact health if you had the support of [LHD]?
  - f. How well did [LHD] training and discussions help you in the work you and other staff do to address the environmental, social, and economic conditions that impact health? How has your work been impacted as a result?
5. How do you feel about the work [LHD] and you do to address the environmental, social, and economic conditions that impact health?

*Probes:*

- a. How important do you feel this work is? What priority does it take over other work [LHD] does?
- b. How do you think other staff feel about the importance of this work?

6. When you or other staff have ideas about improving the [LHD]’s mission and work, what processes are in place to bring them to the attention of decision-makers?

*Probes:*

- a. Give an example of how, when and how often [LHD] includes staff input and feedback on planning activities.

7. How welcoming and supportive is [LHD] to new ideas and programs to address root causes of health inequities?

*Probes:*

- a. Give an example of LHD’s response to a new idea.
- b. Can you describe the attitude that [LHD] and the leadership have toward trying new things?
- c. How does [LHD], leadership and staff cope with projects that fail?
- d. How does LHD and leadership handle differences in opinion?
- e. How do the reactions and attitudes of leadership staff members impact staff performance?

*Transition statement:*

Let’s move to talking about some of the work that [LHD] is doing around health inequities:

8. Can you describe any [LHD] work toward addressing the environmental, social, and economic conditions that impact health that has been successful?

*Probes:*

- a. What challenges, barriers and strengths and resources led to success? How has the work addressing the environmental, social, and economic conditions that impact health been enriched by that experience?

9. Can you describe any [LHD] work toward addressing the environmental, social, and economic conditions that impact health that has failed?

*Probes:*

- a. What challenges, barriers and strengths and resources led to failure? How has the work addressing the environmental, social, and economic conditions that impact health been enriched by that experience?

*Transition Statement:*

Now let’s talk about how [LHD] culture is in relation to issues of diversity:

10. Can you describe the diversity in [LHD]? Be sure to include all levels of staff.

*Probes:*

- a. By diversity, we generally mean people of different genders, religious, national, cultural, ethnic and racial backgrounds. In [locale], what might be other groups that should be considered?
- b. Does [LHD] staff and decision makers reflect the diversity of the people in [locale],? Can you describe how this is so?
- c. Describe how [LHD]’s recruitment, hiring and promotion practices promote or discourage diversity.

11. Are there serious internal discussions of the impact of racism, classism, sexism and other “isms” on health inequities at [LHD]?

*Probes:*

- a. Describe the comfort level of staff with these discussions.
- b. If these types of discussions have not occurred, why is that?

*Transition Statement:*

Lastly, let's talk some about [LHD]'s work with the community:

12. Describe how [LHD] works with community residents, community organizations and groups in addressing the environmental, social, and economic conditions that impact health.

*Probes:*

- a. In what ways do you build on community strengths in your work with the community? *(For probes, keep in mind that asset-based approaches include considering the strengths of individuals, associations and institutions in the community, and adding resources and support where needed to bolster these strengths.)*
- b. What type of community organizations does [LHD] work with? What do they do?
- c. What role does the community play in addressing the environmental, social, and economic conditions that impact health?
- d. How valuable are these roles in the work to address the environmental, social, and economic conditions that impact health?
- e. In what other ways do you think that community residents, organizations and groups should be involved in this work?
- f. Has [LHD] provided resources and training to build the capacity of these partners to do this work? Please describe what has been done and whether it had a positive impact on community residents, organizations and groups' performance in addressing the environmental, social, and economic conditions that impact health.
- g. What is challenging about working with community residents, organizations and groups?

*Transition Statement:*

As we're wrapping up our discussion, let's hear any remaining ideas you may have about [LHD]'s work to address health inequities:

13. Given your knowledge of current and future program areas, do you have any suggestions for [LHD] to improve and expand its work toward addressing the environmental, social, and economic conditions that impact health?
14. What more can [LHD] do to improve its ability to address the environmental, social, and economic conditions that impact health?

**Thank you so much for your time today.**

## Management Interview Protocol

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*(Interviewer: Prior to each scheduled interview, interviewees should be provided with the list of key terms [can be found on page 44] as well as the interview questions in order to give them time to reflect on questions and find answers.)*

Thank you so much for taking the time to speak with me today. As you know, these interviews are part of an organizational Self-Assessment that [LHD] is undertaking to assess its capacity to address the environmental, social, and economic conditions that impact health in [locale]. The interviews will help us get a more complete, in-depth sense of [LHD]'s strengths and areas for improvement related to addressing health inequities.

Before we get started, I want to assure your confidentiality in this process. I will be reporting feedback only as overall themes and insights that emerged from all our interviews. Nothing you say in this interview will be attributed to you personally, and nothing you tell us would be used against any person or program. The purpose of the assessment is to help [LHD] define areas of particular strength, identify where to focus on building capacity and provide benchmarks for future assessments. So, I hope you will feel free to be honest and candid in this conversation. The interview should take about 60 minutes. Do you have any questions for me before we begin?

First, please tell me a little about yourself.

1. How long have you been in your current position?

\_\_\_\_ Years and \_\_\_\_ Months

2. How long have you been at [LHD name]?

\_\_\_\_ Years and \_\_\_\_ Months

3. How long have you been working in the public health field?

\_\_\_\_ Years and \_\_\_\_ Months

*(Give a copy of the vision, mission, values and/or statement of principles to interviewee.)*

*Transition Statement:*

We're going to begin by talking about the overarching guiding principles and planning processes for the department. This includes things like the mission, vision, and values statements, strategic planning, succession planning, and program planning.

### **Mission, Vision, and Values**

*(Read aloud the agency's mission statement, vision and values. If they already do include health inequities, then focus the questions/probes on how it was entered in discussion.)*

4. Based on [LHD]'s vision, mission and values statements, do you think there is a commitment to address health inequities? How is this commitment demonstrated?

## Goals, Strategies and Benchmarks / Strategic and Succession Plans / Accessible Data and Informed Planning

5. Does [LHD] engage in department-wide strategic planning?
  - a. If so, on what schedule?
  - b. Who is involved in the process?
  - c. *(If not mentioned in previous answer)* Are staff at all levels involved in the process?
  - d. *(If not mentioned in previous answer)* Are community representatives formally involved in planning? *(Probe: What segments of the community are involved? (CBOs, residents, etc.) How are they involved?)*
  - e. *(If a strategic plan is in place)* Does the strategic plan discuss health inequities explicitly? Are there specific strategies and objectives for addressing health inequities? What are those?
  - f. *(If not mentioned in previous answer)* Are there specific strategies and objectives for addressing the social, economic, and environmental conditions that influence health—areas that public health hasn't been traditionally involved in such as public education, land-use, and economic development? Can you describe those strategies?
6. Do individual programs or units do their own strategic planning? *(Interviewee may only be able to comment on her/his own program or unit. If so, rephrase questions to reflect this change)*
  - a. If so, on what schedule?
  - b. Who is involved in the process?
  - c. *(If not mentioned in previous answer)* Are staff at all levels in the program or unit involved in the process?
  - d. *(If not mentioned in previous answer)* Are community representatives formally involved in the program or unit planning? *(Probe: What segments of the community are involved? (CBOs, residents, etc.) How are they involved?)*
  - e. *(If a strategic plan is in place)* Does the strategic plan discuss health inequities explicitly? Are there specific strategies and objectives for addressing health inequities? What are those?
  - f. *(If not mentioned in previous answer)* Are there specific strategies and objectives for addressing the social, economic, and environmental conditions that influence health—areas that public health hasn't been traditionally involved in such as public education, land-use, and economic development? Can you describe those strategies?
7. How does [LHD] manage community input into planning processes?
  - a. How does the department get community input?
  - b. Who from the community is asked for input?
  - c. At what point(s) in planning processes does the department seek community input?
  - d. What impact on the final planning products does it have?
  - e. Do community leaders have opportunities to give feedback on, or influence changes to existing programs and planning?
  - f. How is community input communicated to [LHD] staff?
  - g. How does [LHD] communicate back to the community how their input was used?



8. Does [LHD] conduct assessments on the conditions that influence health (such as housing, education, economic opportunity, or parks and recreation opportunities)?
  - a. If so, on what schedule?
  - b. Who is involved in the process?
  - c. Is the assessment conducted internally or externally (through a third-party evaluator/consultant)?  
(*Probe:* How do you decide which data you can use for planning purposes? How do you decide on the appropriate uses and limitations of data for planning purposes?)
  - d. Does [LHD] link data on these social, economic, and environmental conditions to health outcomes or use these data to make the case for their importance in public health?
  - e. Does [LHD] collect specific data on health inequities in the populations it serves?
  - f. How is this data shared with the community? How do you assure that the data-sharing is appropriate for the cultural, linguistic and literacy needs of the community?
9. Is there a process for regularly assessing [LHD]'s strengths and areas for improvement in its work to address health inequities (such as a SWOT [Strengths, Weaknesses, Opportunities & Threats] analysis, organizational assessment, or strategic planning process)?
  - a. If so, on what schedule?
  - b. Who is involved in the process?
  - c. Is the assessment conducted internally or externally, such as by a third-party evaluator or other consultant?
10. Does [LHD] regularly evaluate or reflect on its capacity, commitment and efforts to address health inequities? Is there a formal process for evaluation and reflection? Please describe the process.
11. Does [LHD] have a written succession plan for its leadership?
  - a. If so, are commitment to addressing health inequities and cross-departmental collaboration explicit parts of the succession plan?
  - b. Does the succession plan include strategies and benchmarks for ensuring/promoting diversity in [LHD] leadership?
  - c. How is the succession plan shared? How is it implemented?

*Transition Statement:*

Now, I'd like to ask you some questions about the organizational culture of [LHD].

### **Cultivating Organizational Culture of Learning/Professional Development**

12. Would you say [LHD] has a culture that encourages learning, growth, and change?
  - a. (*Probe:* How are staff encouraged to challenge assumptions and the status quo? How does [LHD] give positive incentives for feedback? Are there repercussions if staff make a mistake, etc.?)
  - b. What types of risk-taking does [LHD] successfully encourage? (i.e. hiring people without traditional qualifications, advocating for public policies that address the determinants of health, etc.)
  - c. Are there any other examples of how it does/does not foster a learning culture?
13.
  - a. Would you say the attitudes and expectations within [LHD] encourage diversity (*Probe:* Consider multiple types of diversity such as class/class identity, gender, etc.). How is this evident?
  - b. What types of diversity does [LHD] successfully encourage?
  - c. What could [LHD] do to change the attitudes and expectations it conveys to encourage other types of diversity?

14.
  - a. Does [LHD] intentionally recruit employees with class or racial/ethnic backgrounds reflective of the communities it serves?
  - b. Do managers receive training in managing a diverse workforce?
  - c. Do human resources staff receive training relevant to hiring diverse staff?
  - d. How are staff members who reflect the community supported to gain the qualifications necessary to advance in [LHD]?
15. Does [LHD] provide opportunities for staff feedback about strategies and efforts to address health inequities? In what ways is staff input encouraged or supported?
  - a. *(Non-senior leadership)*
    - How is the feedback used?
    - Can you give an example of a time you have given feedback? What was the result of the feedback you gave? How were the results communicated back to you?
  - b. *(Senior leadership)*
    - How is the feedback used?
    - Can you give me an example of what happened when a lower level staff member submitted an idea in the past? *(Ask as a theoretical if it hasn't happened in the past.)* What happens to that idea? Who else is it communicated to? How is it considered? What was the result? How was that result communicated back to the person who gave that input?

### Value cultural and linguistic diversity

16. How do you include the strengths and assets of people from diverse cultural and class backgrounds in the programs and initiatives undertaken by the department?
  - a. Can you describe some specific examples where this has happened?
    - *(Probe:)* In what ways do you validate or include these strengths? How are resources directed to build on those strengths?
    - *(If answer only refers to this in terms of program planning and service delivery, Probe:)* How is this integrated into department-wide strategic planning and initiatives?

#### *Transition Statement:*

These next few questions are about decision-making at [LHD].

### Participatory and Transparent Decision-making Process

17. How are staff from multiple levels of the department involved in making major decisions? *(Probe: Please think about different types of decisions: strategic, programmatic, structural, etc. In what ways are staff involved in decision-making?)*
18. Can you share some ways that this multi-level involvement from staff has enhanced the department's ability to address health inequities?
19.
  - a. Do you think [LHD]'s values are consciously brought into decision-making processes? Can you give an example?
  - b. When this happens—when the [LHD]'s values are intentionally applied to decisions—what is the impact on work addressing health inequities?

### *Transition Statement:*

Now we're going to move on to questions about how [LHD] works with communities to address health inequities.

## **Community Capacity Building**

20. Does [LHD] have strategies to help community members and CBOs assume leadership roles, advocate for public health concerns, and influence the local health department? (*Probes:* What strategies does [LHD] use to build the capacity of community members and CBOs? What does community leadership look like? How has this led to community-driven advocacy? What has changed as a result?)
21. Has [LHD] established alliances with community groups that are working to improve conditions that influence health status such as housing, economic development, or living wages? (*Probe:* Please describe [LHD]'s alliances with formal and informal community groups. *Regarding whatever is mentioned:* What is the desired impact of this work on health inequities?)
22. What strategies does [LHD] have to increase community awareness about health inequities and their root causes in [locale]?

## **Streamlined Administrative Processes and Funding**

23.
  - a. How does [LHD] provide administrative and logistical support for involving community members in decision-making and planning? This includes the arrangements for community meetings in terms of locations, hours, childcare, physical environment, etc.
  - b. What barriers make it difficult for community members to participate in [LHD] decisions? What can [LHD] do to address these?
  - c. How does [LHD] arrange meetings so they are welcoming and familiar to community members (i.e. providing food, ensuring that the times and venues of the meetings are community-friendly, etc.)?
24.
  - a. Does [LHD] have flexible processes for acquiring funds and services to work with community members (including stipends and sub-contracts)? Please give an example [of this flexibility *if "yes,"* or of when this would have been helpful *if "no."*] What are the challenges in using [LHD] funds in working with community members?
  - b. How does [LHD] use categorical, grant, and other funding to support work to address health inequities? (*Probe:* What strategies and practices have been used to maximize available funds to conduct and support this work?)
25. Does [LHD] seek feedback from community members about the barriers and facilitators of community participation? How? Can you give me an example of how [LHD] has responded to such feedback?

## **Staff knowledge of community issues and resources**

26. How do you stay aware of community issues as well as community resources and strengths? *If interviewee supervises staff who work with community, also ask:* How do you ensure that your staff stays aware of community issues as well as community resources and strengths?
27. In what ways do you build on community strengths in your work with the community? (*For probes:* Keep in mind that asset-based approaches include considering the strengths of individuals, associations and institutions in the community, and adding resources and support where needed to bolster these strengths.) *If interviewee supervises staff who work with community, also ask:* How do you ensure that your staff build on community strengths in their work?

Finally, I have some questions about workforce development.

## Workforce development

28. What steps has [LHD] taken to cultivate a public health workforce that is prepared to address health inequities?

*Probes:*

*(Efforts to inform, train and educate all current staff on new skills needed to address underlying conditions of health inequities will be addressed in the following question.)*

- Partnering with advocates to increase agency capacity to address the environmental, social, and economic conditions that impact health?
- Pipeline programs to increase diversity of potential [LHD] workforce?
- Partnering with local universities and schools of public health?
- Influencing curricula?
- Hosting internships/field placements/student research related to health inequities?
- Efforts to recruit from community?
- Efforts to provide mentorship and support professional development to give people with non-traditional qualification the knowledge and skills to be promoted at a management level (i.e. coaching, paid classes and training)?
- Efforts to change promotional practices to increase diversity of [LHD] workforce at all levels?
- Other?

29. Does [LHD] provide support such as training and/or coaching, continuing education/conferences for staff to learn about health inequities and addressing the social determinants of health?

- a. What are some of the topics covered?
- b. How does [LHD] relay its commitment to addressing health inequities to new employees?  
*(Probe:)* Is this covered in a formal orientation?
- c. Does [LHD] implement in-house trainings?
- d. Are these trainings required?
- e. What segments/levels of staff are involved?

Those are all my questions. Do you have anything else to add about [LHD]'s capacity to address health inequities?

**Thank you for your time.**

## Human Resource Worksheet

1. Please fill in the demographic breakdown for the six largest racial and ethnic groups in the community [LHD] serves. Please be as specific as possible (i.e., “Vietnamese” or “Hmong” instead of simply “Asian”).

*For example, African Americans may represent 25% of the population served by LHD, but account for only 10% of staff overall and only 5% of senior leadership.*

	Racial/Ethnic Group 1:	Racial/Ethnic Group 2:	Racial/Ethnic Group 3:	Racial/Ethnic Group 4:	Racial/Ethnic Group 5:	Racial/Ethnic Group 6:
Racial/Ethnic Group:						
Percentage of Area Served by LHD (e.g., County):						
Percentage of LHD’s overall staff:						
Percentage of LHD’s senior leadership:						
Percentage of LHD’s management/professional staff:						
Percentage of LHD’s line/para-professional staff:						
Percentage of LHD’s administrative/clerical staff:						

2. As you review the Human Resources Data System, does LHD staff reflect the communities served? If so, at what levels in the organization?

Please list any observations:

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