# RESOURCES: SAMPLE HEALTH EQUITY PLANS & ASSESSMENTS

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### CONNECTing with CLAS Cohort 3
Health Equity Implementation Plan

**CLAS Standard 3:** Recruit, promote and support a culturally and linguistically diverse governance, leadership and workforce that are responsive to the population in the service area

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Major Tasks</th>
<th>Performance Measure</th>
<th>Impact or Result</th>
<th>Accountability</th>
<th>Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop recruitment procedures to attract diverse interns and applicants (race, ethnicity, sexual orientation, gender identification, religious affiliation, abilities, etc.) who mirror the Stratford community</strong></td>
<td>Identify predominant ethnic minorities within the community and predominate languages spoken by residents</td>
<td>List of predominant ethnic minorities and languages spoken by residents and data source</td>
<td>Staff who accurately reflect the diversity of the community</td>
<td>Community Services Administrator</td>
<td>May-July 2018 Update every January</td>
</tr>
<tr>
<td></td>
<td>Revise job postings and descriptions to include commitment to diversity, equity and inclusion</td>
<td>Template for job postings and descriptions</td>
<td>A positive, inclusive image of Community Services that attracts diverse applicants</td>
<td>Community Services Administrator Human Resources Director</td>
<td>July-September 2018</td>
</tr>
<tr>
<td></td>
<td>Convene a team of diverse residents and staff members to reach out and find applicants</td>
<td>List of Team Members Team Meeting Schedule Team Meeting Agendas</td>
<td>Targeted recruitment to under-represented populations</td>
<td>Community Services Administrator</td>
<td>August-September 2018</td>
</tr>
<tr>
<td></td>
<td>Develop financial incentives for grant and at-will employees who are bilingual</td>
<td>Revised Grant and At-Will Personnel Policies</td>
<td>Staff who accurately reflect the diversity of the Stratford community</td>
<td>Community Services Administrator Health Director Human Resources Director</td>
<td>October-December 2018</td>
</tr>
<tr>
<td><strong>Develop hiring procedures to select candidates and interns who are culturally responsive</strong></td>
<td>Select interview panel committed to equity, inclusion and diversity (EID)</td>
<td>Signature of panel members acknowledging their commitment to EID</td>
<td>More equitable interview process</td>
<td>Community Services Administrator</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Educate hiring panel about implicit bias and how to assess a candidate in terms of EID</td>
<td>Signature of panel members acknowledging completion of training</td>
<td>More equitable interview process</td>
<td>Human Resources Director</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Revise interview questions to include those that are diversity-related and specific scenario-based</td>
<td>Interview Question - Rating Form</td>
<td>Staff who culturally responsive</td>
<td>Community Services Administrator</td>
<td>July-September 2018</td>
</tr>
</tbody>
</table>
Provide opportunities for professional development and growth

- Revise organizational chart to include more levels based on experience and merit (i.e. Counselor 1, Counselor 2, Assistant Clinical Coordinator)
- Integrate EID into supervision and during staff meetings
- Support individual professional development goals that include EID and department priorities

<table>
<thead>
<tr>
<th>Organizational Chart</th>
<th>Increased diversity throughout department – clerical, direct service, management</th>
<th>Community Services Administrator, Clinical Coordinator, Health Director, Human Resources Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision Notes</td>
<td>Organizational culture that reflects EID</td>
<td>Health Director, Community Services Administrator, Clinical Coordinator</td>
</tr>
<tr>
<td>Staff Meeting Agenda</td>
<td>Increased advancement opportunities</td>
<td>Community Services Administrator, Clinical Coordinator</td>
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<tr>
<td>Professional</td>
<td></td>
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<tr>
<td>Development Goals in</td>
<td></td>
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<td>employee files</td>
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</tbody>
</table>

CLAS Standard 4: Educate and train governance, leadership and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Major Tasks</th>
<th>Performance Measure</th>
<th>Impact or Result</th>
<th>Accountability</th>
<th>Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct ongoing training for all staff and interns in culturally and linguistically appropriate service delivery</td>
<td>Convene a team of diverse residents and staff members to develop training plan, Assess staff training needs, Conduct quarterly training</td>
<td>List of Team Members, Team Meeting Schedule, Team Meeting Agenda, Prioritized list of training topics, Attendance List, Training Curriculum, Training Evaluation</td>
<td>Intentional staff development, Relevant training, Staff trained in providing culturally and linguistically appropriate services</td>
<td>Community Services Administrator, Clinical Coordinator, Training Team</td>
<td>August-September 2018, October-December 2018, Quarterly beginning in January 2019</td>
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</tbody>
</table>
GOAL: Recruit, retain, promote, and support a culturally and linguistically diverse governance leadership, and workforce that are responsive to the population in the service area.

CLAS Standard # 3

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>MAJOR TASKS</th>
<th>PERFORMANCE MEASURE</th>
<th>IMPACT OR RESULT</th>
<th>ACCOUNTABILITY</th>
<th>TIME LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop strategic plan to recruit, retain, and promote at all levels of the organization.</td>
<td>Partner with local universities which have a diverse student population to attract potential employees</td>
<td>Increase diverse representation of direct staff by __% Feedback from consultants: How many individuals and in what positions or employment levels</td>
<td>Improved morale and retention among diverse employees across the organization</td>
<td>Position: Chief Operating Officer Vice President of Human Resources Chief Executive Officer Vice President of Community Services Vice President of Educational &amp; Vocational Services Director of Residency Services</td>
<td>Review all tasks quarterly Timeline for task achievement December 2017</td>
</tr>
<tr>
<td></td>
<td>Track hiring, retention, and turnover data by race and ethnicity</td>
<td>Decrease turnover rate by __% Feedback from consultants: among who (direct line staff, administration)?</td>
<td>Improved program completion rates among diverse client populations</td>
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<tr>
<td></td>
<td>Increase community awareness of need for diverse staff</td>
<td>Increase performance measure for the training committee</td>
<td>Feedback from consultants: Diversity in staff and leadership will help the agency to be culturally and linguistically responsive in its policies and practices,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Track minority staff versus the availability of minority staff within the communities we serve</td>
<td>Increase diverse representation on the board of directors by __%</td>
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<td></td>
<td>Advertise with national organizations who represent diverse groups relative to employment opportunities</td>
<td>Increase diversity among leadership by __% when positions become available</td>
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<tr>
<td>Task</td>
<td>Description</td>
<td>Timeline</td>
<td>Position</td>
<td></td>
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<tr>
<td>Create and implement Cultural Competency/Training Committee to inform and provide staff a culture of acceptance and inclusivity</td>
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<tr>
<td>Task targeted to increasing diversity of board</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>[Outreach to qualified diverse staff to be considered for promotional positions when applicable</td>
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<td>Develop and implement an advisory board (Minority Advisory Board) comprised of former consumers and stakeholders to provide report on health equity to BOD</td>
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<tr>
<td>Increased Board of Directors awareness of client and staff needs as they relate to health inequities</td>
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<td></td>
<td>Position: Chief Executive Officer; Department or Committee: Chief Executive Officer; Reports to: Chief Executive Officer</td>
<td>6-9 months</td>
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</table>
## HEALTH EQUITY IMPLEMENTATION PLAN

### NPA Goal 2: Leadership
Strengthen, broaden, and diversify leadership for addressing health disparities.

<table>
<thead>
<tr>
<th>CLAS STANDARD OBJECTIVES</th>
<th>MEASURABLE INDICATORS - The items listed in this section are activities and not measureable indicators.</th>
<th>ACCOUNTABILITY</th>
<th>12 MONTH TIME LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2: Advance and Sustain Governance and Leadership that Promotes CLAS and Health Equity.</td>
<td>Communicate Policy currently in place at Beacon Add Connecticut specific language (what language and added where?) addendum to be created and communicated to CTBHP staff. Add policy (what policy) in New Hire orientation packet and bi-annual training. Example: Inform 100% of staff and governance of the Equity, Diversity, and Inclusion Policy and sign-off they read and understand their responsibility to uphold the policy.</td>
<td>Position: CEO Department or Committee: Human Resources and Executive Team Reports to: CEO and National Human Resources</td>
<td>8-12 Months 4-6 Months</td>
</tr>
<tr>
<td>Standard 3: Recruit, Promote, and Support a Diverse Governance, Leadership, and Workforce.</td>
<td>Establish and implement procedures to monitor and track hiring and retention data with the goal for staff to reflect the cultural and language needs of the catchment area. Three new strategies to recruit diverse staff will be developed and implemented. Increase diversity in clinical and management positions by 5%. A pilot program will be developed and implemented to encourage in-house promotion for direct service and support service staff, particularly for those who are bi-lingual, staff to assist clinicians and managers with culturally competent treatment/service plans and programmatic/structural strategies.</td>
<td>Position: Director of HR Department or Committee: HR Reports to: President/CEO</td>
<td>6-8 Months</td>
</tr>
<tr>
<td>Standard 4: Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on</td>
<td>These are activities: Create and mandate bi-annual two hours of cultural and linguistic competency trainings for all employed staff at CTBHP. Continue to promote and educate staff about Cultural and Linguistic Workgroup and practices.</td>
<td>Position: Cultural and Linguistic Workgroup Department or Committee: All CTBHP</td>
<td>9-12 Months</td>
</tr>
</tbody>
</table>

[www.healthandequity.info](http://www.healthandequity.info)
GAP ANALYSIS: Think about the baseline result, the desired outcome, and when appropriate link directly to individual and family outcomes. These gaps will translate into measurable indicators:

- No regular assessments of hiring and retention data to reflect cultural and language needs of the catchment area
- No strategic plan to recruit, retain, and promote at all levels of the organization
- Underutilization of multi-lingual and multi-cultural support staff to assist clinicians and managers with culturally competent treatment/service plans and programmatic/structural strategies.
- No current mandatory training requirements related to the national CLAS standards for all CTBHP staff.
- Lack of standardized procedure for communication of workplace policies that influence daily operations.

STRATEGIES & MAJOR ACTIVITIES: Strategies are broad concepts or approaches to achieve the project objectives while activities are actions that within these strategies. For example, ‘building the capacity of the community members’ is a strategy your project has adopted. An activity under this strategy can be ‘organizing training programs for community members.’

- Promote the benefits of cultural and linguistic education and awareness to management and leadership.
  1. Human Resources sets goals to increase awareness of the need for organizational diversity.
  2. Diversity awareness and cultural competency training mandatory for all staff
  3. Regularly monitor assessment results following bi-annual cultural trainings.
  4. Also monitor the purpose of the training (learning outcome) and if the outcome was achieved (evaluation)
Develop and communicate regular assessments of hiring and retention data that reflects cultural and language needs of the catchment area.

1. Cultivate relationships with organizations and institutions that offer health and human services career training to establish volunteer, work study and internship programs

*Establish and implement procedures to monitor and track hiring and retention data*

1. Conduct and communicate bi-annual assessments of hiring and retention of current workforce demographics, promotion demographics, and community demographics to leadership staff.
2. Rollout the agency’s Diversity, Equity, & Inclusion Policy

**RESOURCES Research** to be specific. Identify and verify source and contract information. Only identify resources that are realistic to use.

- Society for Human Resource Management ([https://www.shrm.org/.../diversity](https://www.shrm.org/.../diversity))
- Cohort 1 peer support network
- Current employees as a resource
- Diversity training to reduce bias in the selection process

**PROGRESS NOTES**
Instructions: Please complete one assessment per organization. Each organization can determine a specific process for completing the survey but the CLAS team should come together to complete one survey.

Please complete the organizational assessment for the Regional TA call on December 6, 2017.

Organization Name: __________________________________________________________

Date Assessment Completed (MM/DD/YYYY): ______/_____/________

Number of people participating in organizational assessment process: ______________

ORGANIZATIONAL CLAS STANDARDS ASSESSMENT

The first time you take this assessment it will serve as the organization’s baseline. It will help you to make decisions and set priorities while developing your Health Equity Plan. For an accurate assessment, please complete the survey with critical reflection and encourage your colleagues and staff members to do so as well. If you are not sure how to answer a question, select not met.

The last five questions are optional and asked for the purpose to see if there are differences in perceptions by demographic characteristics.

This tool was adapted from the Culturally Competent Annual Self-Evaluation. County of San Diego-Behavioral Health Services. For more information contact the Quality Improvement, Performance Improvement Team at BHSQIPOG@sdcounty.ca.gov.
1. Name of the organization

2. Name of department or program

3. Type of position you hold
   - Administrative
   - Clinical
   - Support services (outreach, case management)
   - Management
   - Other (please specify)

4. Does the department or program you work with receive funding from the Department of Children and Families (DCF)?
   - Yes
   - No
   - Not Sure
ORGANIZATIONAL CLAS STANDARDS ASSESSMENT

* 5. The organization has a Health Equity Plan (i.e. cultural competency plan, etc).
   - Not Met
   - Partially Met
   - Met

* 6. Employees at all levels of the organization reflect the diversity within the community.
   - Not Met
   - Partially Met
   - Met

* 7. A process is in place for ensuring language competence of employees who identify themselves as bi- or multilingual and provide interpretation and/or translations services on behalf of the organization.
   - Not Met
   - Partially Met
   - Met
* 8. The program has a process in place to access (internally and externally) spoken and sign language interpretation (spoken and sign) and translations (written) services.
   ○ Not Met
   ○ Partially Met
   ○ Met

* 9. The program supports/provides employees training on how to work with sign and spoken language interpreters.
   ○ Not Met
   ○ Partially Met
   ○ Met

* 10. The program has a process in place for assessing the cultural competencies of employees and a mechanism to support and monitor continuous professional development.
   ○ Not Met
   ○ Partially Met
   ○ Met
**11.** The program has conducted a survey among its clients to determine if the program and its employees are perceived as being inclusive of diverse populations.

- Not Met
- Partially Met
- Met

**12.** The program has a process to ensure informational and educational materials are *culturally appealing* and *easy to understand* by the populations served.

- Not Met
- Partially Met
- Met

**13.** Program services are designed and evaluated with *direct input* from client populations and representatives in their support systems.

- Not Met
- Partially Met
- Met
* 14. The organization has implemented the use of evidence-based practices or best practice guidelines appropriate for the populations served (and you can identify the source of the guidelines).

- Not Met
- Partially Met
- Met

* 15. The organization collects client outcome data and monitors outcomes by demographics characteristics to ensure equitable access to, and delivery of services (e.g., completion rates by race, met treatment plan goals by sex).

- Not Met
- Partially Met
- Met

* 16. Organizational programs conduct outreach efforts appropriate for the populations in the service area and engages diverse populations for meaningful participation in services offered (e.g., advisory board, peer support program).

- Not Met
- Partially Met
- Met
* 17. The organization is responsive (removes barriers) to the variety of social, educational, economic, and other stressors that populations may experience as barriers to achieving desired program outcomes.

- Not Met
- Partially Met
- Met

* 18. The organization reflects its commitment to cultural and linguistic competence in all policy and practice documents including its mission statement, strategic plan, and budgeting practices.

- Not Met
- Partially Met
- Met

19. The organization communicates its progress in implementing and sustaining cultural and linguistic competencies to all stakeholders, constituents, and the general public.

- Not Met
- Partially Met
- Met
ORGANIZATIONAL CLAS STANDARDS ASSESSMENT

20. RACE (optional)

☐ American Indian or Alaska Native
☐ African Origin or Black
☐ European Origin or White
☐ Asian or Asian American

21. ETHNICITY (optional)

☐ Yes, Hispanic, Latino/a, or of Spanish origin
☐ No, not Hispanic, Latino/a, or of Spanish origin

22. SEX (optional)

☐ Male
☐ Female

23. Do you identify with the LBGT community? (optional)

☐ Yes
☐ No

24. Do you have any special needs? (optional)