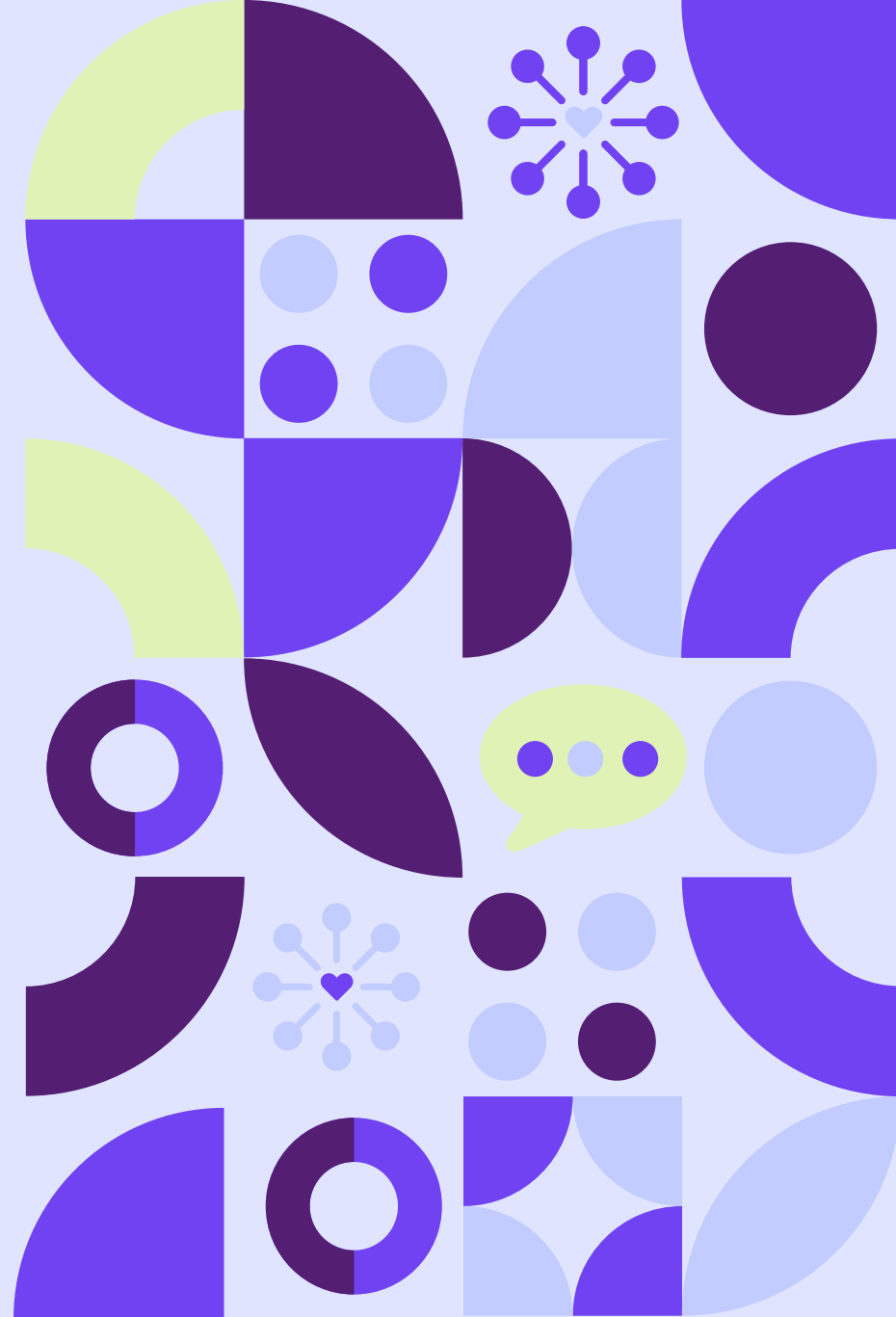


HEALTH DEPARTMENTS:

Temperature Check for Your Equity Journey



HEALTH
RESOURCES
IN ACTION

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Overview

The purpose of the **Health Departments: Temperature Check for Your Equity Journey (Temp Check)** is to facilitate conversations focused on the current state of a health department’s internal equity efforts, including opportunities for improvement. The Temp Check provides a series of questions and discussion guides to spark conversation, facilitate reflection, articulate gaps, and explore next steps. No matter where your team is on its internal equity journey, the Temp Check will help you identify where to focus time, energy, and resources so you can advance equity efforts within your health department.

Temperature Check Introduction

Meaningful internal efforts implemented by health departments to advance health equity require long-term, sustained commitment. Such focus is needed to transform and shift an organization’s culture, policies, practices, and systems.

By explicitly naming the internal policies, practices, and systems that are advancing or impeding the intended goals of internal equity efforts, health departments can begin to make change, advance equity, and transform an organization’s culture.

When implementing new equity initiatives or expanding existing ones, it is important to periodically pause to consider the extent to which foundational organizational supports are in place. The Temp Check supports staff as they explore, discuss, and better understand the current state of internal equity efforts.

Transforming your health department to be more equitable should feel like an aspirational yet attainable goal, achievable through meaningful and sustained equity efforts. The Temp Check is designed to bridge the gap between reality and aspiration. It can help your team examine the supports necessary to transform an organization’s culture and identify to what extent these supports are in place within your health department. After using the Temp Check, your team will be better informed of the strengths and gaps of your internal equity efforts. From there, you can begin to identify potential next steps.

HEALTH EQUITY is the state in which everyone has a fair and just opportunity to attain their highest level of health.

Health equity is both a process and an outcome.

As a process, equity requires valuing all people equally, recognizing historical injustice, and providing resources according to need.

As an outcome, equity is achieved when a person’s social position or social identity no longer predicts their health, education, income, and well-being.

For the purposes of the Temp Check, the “people” referenced in this definition are health department staff.

Source: Centers for Disease Control and Prevention

ALL HEALTH DEPARTMENTS CAN USE THE TEMP CHECK

The Temp Check can be used by any size health department at any point on your internal equity journey, whether you are implementing a new initiative, expanding an existing initiative, or have been doing internal equity work for decades. The Temp Check can be used by small and large groups, ranging from a team of two staff with a narrow program focus to a division or bureau with a broader focus. It is not a survey instrument designed to be given to all staff. Rather, it is a jumping off point for strategic conversation about structural change.

THE TEMP CHECK'S CONCEPTUAL FOUNDATION

The Temp Check was created as a tool for activating the organizational transformation cycle towards equity (the cycle). This cycle was conceptualized by Health Resources in Action (HRiA) through numerous experiences supporting health departments across the United States in their internal equity journeys. The cycle is comprised of six critical domains that must be addressed to achieve organizational transformation and advance equity.

The first five domains inform and build upon each other, although it should be noted that organizational transformation towards equity is dynamic and not linear. The domain of culture of learning and accountability should be embedded throughout the process to support the iterative nature of the cycle.

THE SIX DOMAINS ARE:

Equipped and Supported Leadership

Team: Establishing an equipped and supported leadership team to oversee and align organizational transformation efforts

Shared Vision:

Developing a shared vision for organizational transformation





Equipped and Supported Leadership Team

Respond to the two questions below as a team. The responses to these questions will inform how you respond to the statements for this domain.

For the purposes of completing this tool, how are you defining "leaders and decision-makers"?

What role(s) do your defined leaders and decision-makers play in advancing internal equity efforts?

Refer back to how you defined your scope in the [Building Your Foundation](#) section to provide additional context for your interpretation of domain elements and statements.

FOUNDATIONAL ELEMENTS

Committed

Leaders and decision-makers are champions for health equity efforts.

Invested

Leaders and decision-makers are prepared to support and invest in equity efforts.

Responsive

Leaders and decision-makers are responsive to the outcomes of an equity process (e.g., assessment, strategic planning, etc.).

Knowledgeable

Leaders and decision-makers have:

1. a baseline understanding of concepts like systems, structural racism, implicit bias, and social determinants of health,
2. have begun to examine their own power and privilege, and
3. are committed to furthering their knowledge base and understanding of key concepts.



Equipped and Supported Leadership Team

STATEMENTS

Using the scale, please rate how much you disagree or agree with the following statements. Consider overall impressions when responding.	Do not know/ Unsure 0	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Score (Optional)
Committed: Leaders and decision-makers are committed to internal equity efforts.						
Invested: Leaders and decision-makers have made investments to support internal equity efforts (e.g., financial, dedicated staff, accreditation).						
Responsive: Leaders and decision-makers are responsive to recommendations for change that emerge from assessments, surveys, strategic planning, and/or equity processes.						
Knowledgeable: Leaders and decision-makers have built their knowledge base around key equity concepts (e.g., structural racism, implicit bias, power, and privilege, etc.).						
<i>Domain Score (Optional) = Average of statement scores</i>						
Notes:						



Equipped and Supported Leadership Team

DISCUSSION GUIDE

Instructions: After responding to the statements above, review your responses as a team and consider the following discussion questions. Use the scope identified in [Building Your Foundation](#) to define the strengths and challenges referenced below.

Which are your strengths related to an equipped and supported leadership team?

- How did these elements become strengths?
- How can these strengths be leveraged to support internal equity efforts?

What are your challenges related to an equipped and supported leadership team?

- What are the system-level factors or reasons these challenges emerged?
- What are the opportunities to address these challenges?
- What are the barriers to addressing these challenges?
- How can you leverage your strengths to address these challenges to supporting internal equity efforts?

NEXT STEPS

Consider the identified opportunities, barriers, and ways to leverage your strengths. Where is there energy and momentum around building an equipped and supported leadership team?

What are some immediate next steps you want to explore?

Who else should be involved to explore these immediate next steps?

How to Use the Temp Check

Internal equity work is non-linear and continuous. As such, a health department's progress towards equity will depend on many different factors and contexts. Your team should use the Temp Check in ways that best fit your goals and context.

The Temp Check is organized around the six domains of the organizational transformation cycle listed on the previous page. Starting on page 11, there is a section to complete for each of the six domains. In each section, you will find:



Foundational Elements: A short description of the foundational elements of the domain as it relates to equity.



Statements: A series of statements about each element of the domain.



Discussion Guide: A discussion guide to further explore the foundational elements of the domain.



Next Steps: Questions to begin brainstorming next steps.

There is an option to score the statements and create a domain score, if useful for your team's process. To have the fullest picture of your team's current internal equity efforts, it is best to respond to all statements for every domain.

PROCESS FOR COMPLETING THE TEMP CHECK

The general process for using the Temp Check should look similar no matter your health department's context (e.g., health department size, stage of equity work). This general process is outlined below, followed by ideas for how this process might look different based on your health department's goals and particular context.

1

Build your foundation – state your “why”, define your scope, and form a team.

2

For each domain, **review the foundational elements and respond to each statement.**

3

Use the discussion guide to examine and reflect on team responses and identify strengths, challenges, and opportunities in your internal equity efforts.

4

Brainstorm priority activities to improve your internal equity efforts across domains.

STEP 1

Build Your Foundation

Before starting the Temp Check, it is important to set yourself up for success by stating your “why”, defining your scope, and forming a team. These things will likely change over time. For example, the individual who initiates the Temp Check may define a particular “why” and scope to inform who they recruit to join the project team; yet the why and scope may change once the team convenes and gains consensus around how – as a team – they want to use the Temp Check. Your “why”, scope, and Temp Check team will inform each other and should certainly shift as other people engage with the process.

STATE YOUR “WHY” AND DEFINE YOUR SCOPE

Completing the Temp Check is most useful when you can clearly articulate why you are using this tool and what you are hoping to learn. By defining the goal(s) you have for using this tool, you can more easily define the scope. For example, are you examining the equity journey of a program, team, bureau, division, or your entire agency? Defining your “why” may also help you decide who to include on your team and how to complete the Temp Check.

When stating your “why” consider the following questions:

- What are we hoping to learn by completing this tool?
- What is motivating us to complete this tool at this moment?
- How are we hoping to use what we learn from completing this tool?

When considering your scope, consider the following questions:

- Given our “why”, how should we define our scope?
- At what level within our health department should we examine our equity journey (e.g., program, team, bureau, division, agency)?



STORIES FROM THE FIELD

A state health department going through a reorganization saw an opportunity to center equity at the inception of the new agency. They used the Temp Check to examine the department’s equity efforts and identify strengths to leverage and gaps to address during the reorganization process.

A division of a state health department established a Health Equity Coordinator program and launched a state-wide Health Equity Professional Network using funding from a federal grant. They used the Temp Check to identify technical assistance needs related to their newly-launched programs to share back with the federal agency and inform future tools and resources.

A center within a city health department was beginning the implementation of an equity strategy. They used the Temp Check to understand the department’s equity efforts thus far to ensure their division’s strategy was aligned with other efforts across the department.

FORM A TEAM

A team of staff representing different roles and levels of decision-making authority should participate in the Temp Check process. The details of the Temp Check process, including how decisions will be made and by whom, should be clear to all team members. It is also important to establish whether these details are already set or if the team is expected to define and develop those process details as a team. A diverse team and transparent process is important, whether the scope of the Temp Check is department-wide or within a division, bureau, or program team.

A good place to start or reinvigorate internal equity efforts is with staff in your Office of Health Equity (or similar office) or with a team leading strategic planning efforts to advance equity. Who completes the Temp Check depends on your context, how you are defining the scope, and what perspectives you need to better understand strengths, challenges, and opportunities to advance equity internally. Keep this front and center as you recruit your team.

When identifying staff to participate in the Temp Check process, it is helpful to:

- Identify at least one person to facilitate the Temp Check, after a process has been agreed on by the team.
- Engage staff most directly impacted by decisions to address equity within your health department (e.g., front line staff).
- Include at least one person on the team with the power and authority to enact change based on the learnings from completing the Temp Check and/or elevate the team's recommendations to leadership.
- Include a range of tenure representation on the team to ensure the most accurate and balanced completion of the Temp Check. This is important so both new and established perspectives on agency culture are included and the long- and short-term history of internal equity efforts are considered.

STORIES FROM THE FIELD

A city health department leveraged an existing department-wide leadership team to complete the tool. The process was facilitated by a manager on the department's equity team.

A state health department brought together a team of health equity strategists embedded across the department's bureaus to complete the tool.

The Chief Inclusion Officer of a state health agency and a team of equity specialists put forward a list of 25 nominees for consideration. 12 individuals from that list were randomly selected to complete the tool.



STEP 2

Respond to Statements

(Optional: Add Up Responses to Create a Domain Score)

For each of the six domains, indicate your level of agreement with the statements on a scale from 1 to 4. The process for responding to each statement will depend on how the team has agreed to complete the Temp Check. For example, your team can decide to respond together statement by statement or each team member can respond to the statements on their own to prepare for a larger group discussion.

Optional Scoring: *A domain score is an average created by adding up your numerical responses for each statement and dividing by the total number of statements to create an average. Discuss as a team the value of scoring the tool and agree on a process for scoring – individually or collectively, anonymously or identified. There is no perfect score. There are no rewards or consequences because of a score. There are only opportunities uncovered for further reflection. The information revealed by the scores and explored through conversation can support health departments in advancing their internal equity work.*

No matter the process your team decides on, it is essential to create spaces where individuals can honestly respond to statements and ask questions without fear of retaliation. What does that space look like for your team? There are many best practices you can consider. These might include setting group agreements for how the team will work together, allowing for anonymous responses, and/or engaging an outside facilitator.



STORIES FROM THE FIELD

A state health department met three times as a team to complete the Temp Check. In the first meeting, the team came to consensus on an approach for completing it. Team members then completed the tool individually. During the second and third meetings, the team went through their individual responses and came to consensus on a group response for each statement.

A state health department had individuals in various bureaus across the department respond to the statements in the Temp Check. Individuals were told to respond to statements with their bureau's culture in mind. Since responses were bureau-specific, responses were intentionally kept separate.

Scoring Experience: A local health department facilitated a session where team members provided their individual scores for each statement to the group and their responses for each statement were averaged.

STEP 3

Use the Discussion Guide to Reflect on Team Responses for Each Domain

For each of the six domains, there are a series of discussion questions that can help your team further explore each domain beyond the statement responses. The purpose of these additional questions is to facilitate further conversation and for team members to share additional content and context. Importantly, the discussion questions provide an opportunity for team members to fill in knowledge gaps that emerged when responding to the statements based on their tenure and experience at the department, thereby more fully representing the department's internal equity journey. It is essential to create productive spaces for conversation, where individuals can honestly reflect on their responses and what it means for the department moving forward in their internal equity efforts, without fear of retaliation.

Optional – Using Scores in the Discussion: *The responses to statements and the total domain score may be useful in informing the discussion. Your team may find the domain score helpful to compare answers, prioritize elements to address, and/or gain consensus.*



STORIES FROM THE FIELD

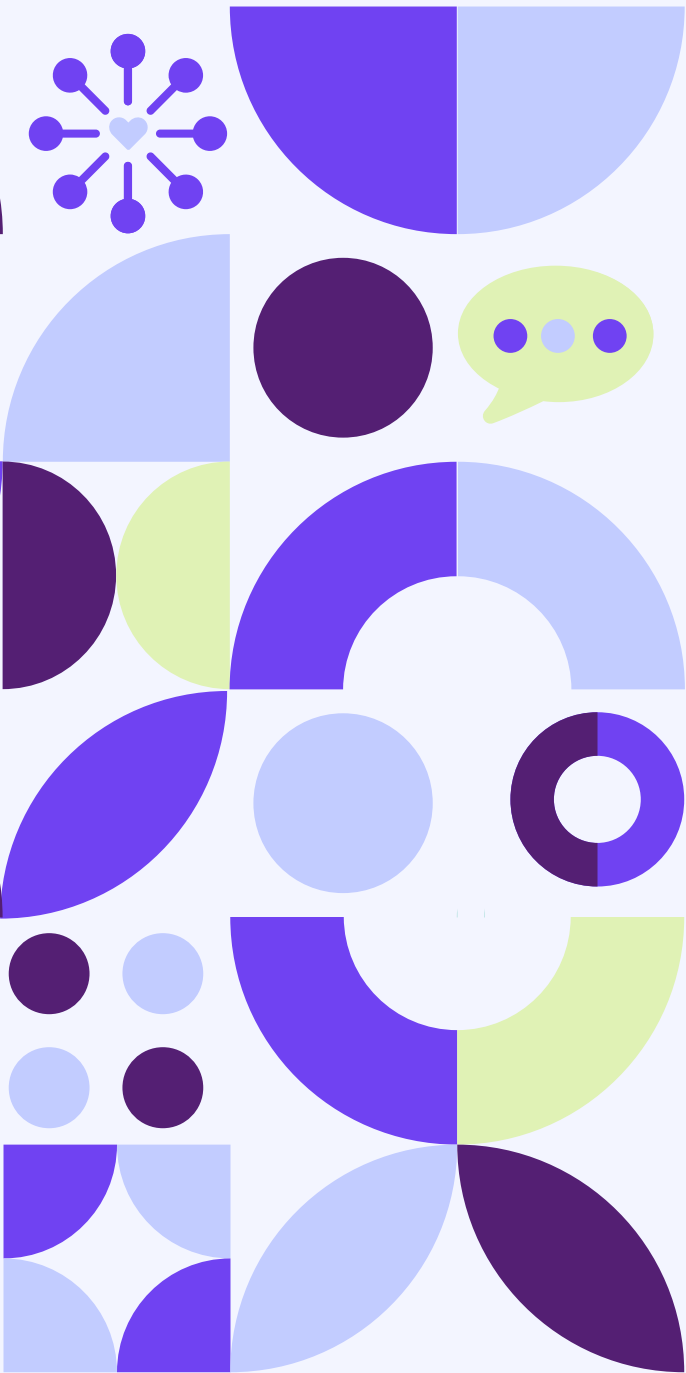
The facilitator for a city health department's Temp Check efforts used the discussion guide as a road map for facilitating an in-person discussion and was responsive to the flow and direction of the conversation.

Scoring Experience: After submitting scores for the statements and total domain scores anonymously via an online form, a state health department team came together for a facilitated focus group using the discussion guide to further explore their scores.

STEP 4

Brainstorm Priority Areas and Next Steps

Once your team completes the Temp Check, it is time to make sense of the data gathered by domain, both the responses to statements and discussion questions. Consider where energy, momentum, and excitement emerged to leverage strengths or address barriers for each domain. You can do this in a several ways: naming major themes, facilitating a discussion about what you have found in a larger team meeting, or comparing findings with agency, bureau, or team priorities. However you decide to review the data, it is the first step in the brainstorming process for potential next steps. The goal is to choose the next step you can pursue to move internal equity efforts forward. We offer a series of questions at the end of the Temp Check to support your choice of next steps.



The Temperature Check for Your Equity Journey Starts Here!

INSTRUCTIONS

To begin, review and answer the questions in the Building Your Foundation section as a team. Then complete each domain by reviewing the foundational elements and responding to a series of statements to assess the foundational elements of the domain. For each statement, you will rate how much you disagree or agree with the statement on a scale of 1-4. There is also an option to select Do Not Know/Unsure. This can be done individually or as a group. Finally, work through the subsequent discussion guide as a team.

OPTIONAL SCORING: INSTRUCTIONS

There is an option to create a domain score using your responses to the statements. For each statement, the score is the same as the number you select on the 1-4 scale. If you select "Do Not Know/Unsure", that statement is scored as a 0. A score of 0 can indicate gaps in knowledge which is just as important to discuss. Place your numeric response for each statement into the scoring column. Calculate the domain score by adding up your numerical responses for each statement and dividing by the total number of statements to create an average.

First Step: Building Your Foundation

Respond to the two questions below as a team. The responses to these questions will inform how you respond to the domain statements and discussion questions.

Why is your team completing the Temp Check? What are you hoping to learn?

How is your team defining the scope for the Temp Check? For example, is your team considering the equity efforts of an entire health department or within a division, bureau, or program team?

Click on the domain to navigate to the section in the tool:



Equipped and Supported Leadership Team



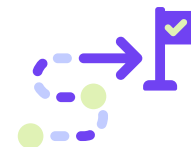
Shared Vision



Assessing the Landscape



Staff Capacity Building and Available Resources



Strategic and Sustainability Planning and Implementation



Culture of Learning and Accountability



Equipped and Supported Leadership Team

Respond to the two questions below as a team. The responses to these questions will inform how you respond to the statements for this domain.

For the purposes of completing this tool, how are you defining “leaders and decision-makers”?

What role(s) do your defined leaders and decision-makers play in advancing internal equity efforts?

Refer back to how you defined your scope in the [Building Your Foundation](#) section to provide additional context for your interpretation of the domain elements and statements.



FOUNDATIONAL ELEMENTS

Committed

Leaders and decision-makers are champions for health equity efforts.

Invested

Leaders and decision-makers are prepared to support and invest in equity efforts.

Responsive

Leaders and decision-makers are responsive to the outcomes of an equity process (e.g., assessment, strategic planning).

Knowledgeable

Leaders and decision-makers have:

- a baseline understanding of concepts like systems, structural racism, implicit bias, and social determinants of health,
- have begun to examine their own power and privilege, and
- are committed to furthering their knowledge base and understanding of key concepts.



Equipped and Supported Leadership Team

STATEMENTS

Using the scale, please rate how much you disagree or agree with the following statements. Consider overall impressions when responding.	Do not know /Unsure 0	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Score (Optional)
Committed: Leaders and decision-makers are committed to internal equity efforts.						
Invested: Leaders and decision-makers have made investments to support internal equity efforts (e.g., financial, dedicated staff, accreditation).						
Responsive: Leaders and decision-makers are responsive to recommendations for change that emerge from assessments, surveys, strategic planning, and/or equity processes.						
Knowledgeable: Leaders and decision-makers have built their knowledge base around key equity concepts (e.g., structural racism, implicit bias, power, and privilege).						
<i>Domain Score (Optional) = Average of statement scores</i>						
Notes:						



Equipped and Supported Leadership Team



DISCUSSION GUIDE

Instructions: After responding to the statements above, review your responses as a team and consider the following discussion questions. Use the scope identified in [Building Your Foundation](#) to define the strengths and challenges referenced below.

What are your strengths related to an equipped and supported leadership team?

- How did these elements become strengths?
- How can these strengths be leveraged to support internal equity efforts?

What are your challenges related to an equipped and supported leadership team?

- What are the system-level factors or reasons these challenges emerged?
- What are the opportunities to address these challenges?
- What are the barriers to addressing these challenges?
- How can you leverage your strengths to address these challenges to supporting internal equity efforts?



NEXT STEPS

Consider the identified opportunities, barriers, and ways to leverage your strengths. Where is there energy and momentum around building an equipped and supported leadership team?

What are some immediate next steps you want to explore?

Who else should be involved to explore these immediate next steps?



Shared Vision

Refer back to how you defined your scope in the [Building Your Foundation](#) section to provide context for your interpretation of the domain elements and statements



FOUNDATIONAL ELEMENTS

Stated Commitment

Language about equity is part of the mission, vision, and values.

Demonstrated Commitment

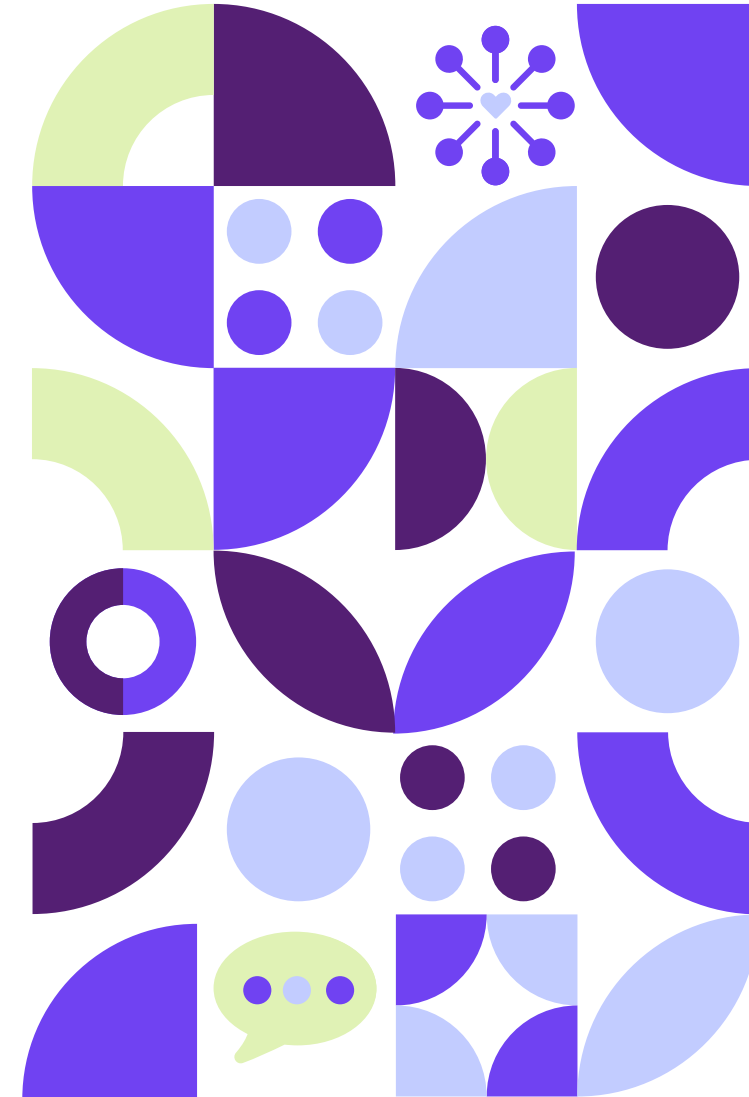
Stated mission, vision, and values are in line with demonstrated internal policies, practices, and actions.

Collective Clarity

Staff understand their role in implementing the mission, vision, and values. Staff do not have to agree or be fully bought into the mission, vision, and values, but rather they understand what the agency is trying to accomplish.

Transparency

The motivation for initiating or advancing internal equity efforts generally, or particularly right now (e.g., mandate, funding opportunity, strategic planning process), has been articulated and shared with staff.





Shared Vision

STATEMENTS

Using the scale, please rate how much you disagree or agree with the following statements. Consider overall impressions when responding.	Do not know /Unsure 0	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Score (Optional)
Stated Commitment: Language about equity is included in the mission, vision, and values.						
Demonstrated Commitment: The stated mission, vision, and values are in line with demonstrated policies, practices, and actions.						
Collective Clarity: Staff understand their role in implementing the mission, vision, and values.						
Transparency: The motivation for initiating or advancing internal equity efforts generally, or particularly right now, <u>has been articulated</u> .						
Transparency: The motivation for initiating or advancing internal equity efforts generally, or particularly right now, <u>has been shared with staff</u> .						
<i>Domain Score (Optional) = Average of statement scores</i>						
Notes:						



Shared Vision



DISCUSSION GUIDE

Instructions: After responding to the statements above, review your responses as a team and consider the following discussion questions. Use the scope identified in [Building Your Foundation](#) to define the strengths and challenges referenced below.

What are your strengths related to a shared vision?

- How did these elements become strengths?
- How can these strengths be leveraged to support internal equity efforts?

What are your challenges related to a shared vision?

- What are the system-level factors or reasons these challenges emerged?
- What are the opportunities to address these challenges?
- What are the barriers to addressing these challenges?
- How can you leverage your strengths to address these challenges to supporting internal equity efforts?



NEXT STEPS

Considering the identified opportunities, barriers, and ways to leverage your strengths, where is there energy and momentum around building a shared vision?

What are some immediate next steps you want to explore?

Who else should be involved to explore these immediate next steps?



Assessing the Landscape

Refer back to how you defined your scope in the [Building Your Foundation](#) section to provide context for your interpretation of the domain elements and statements.



FOUNDATIONAL ELEMENTS

Understanding Facilitators and Barriers

The key factors that may facilitate or impede the success of internal equity efforts have been identified. These include a) internal policies, b) internal and external funding requirements, c) the political climate, and d) leaders and decision-makers outside the health department who influence efforts and provide varying levels of support.

Internal Staff Data

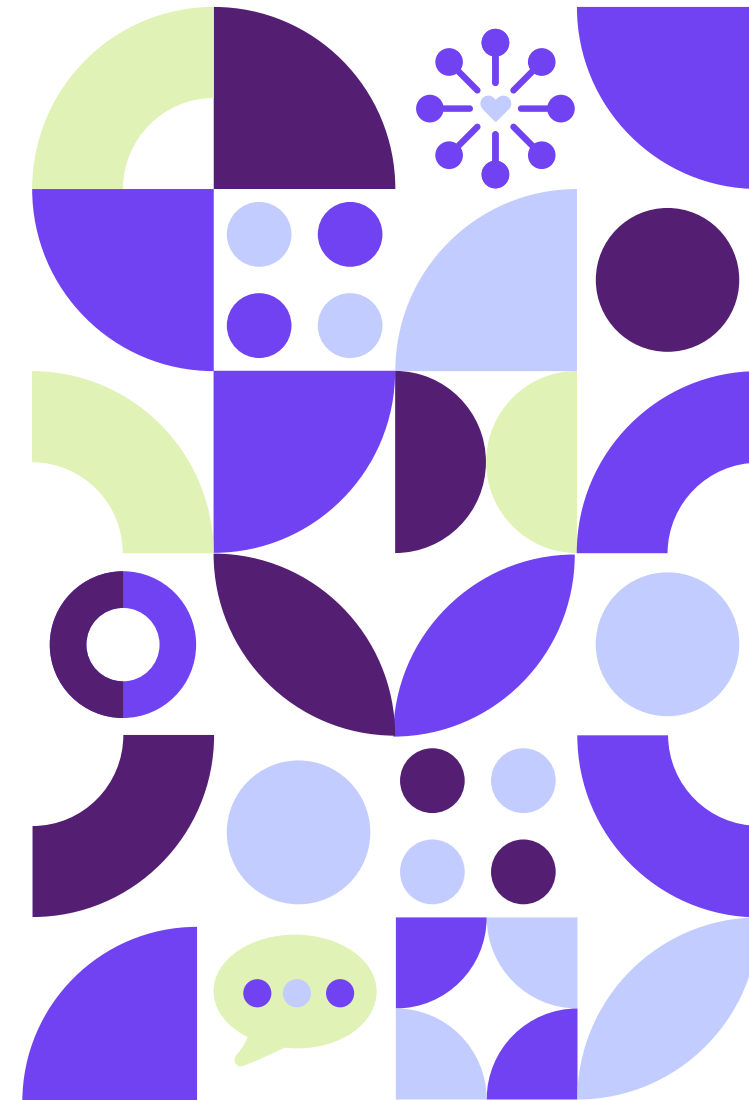
Internal data is periodically gathered and reviewed to inform equity efforts and measure progress. Data can include staff experiences with a) organizational culture, b) recruitment, hiring, and retention, and c) development and compensation. Data sources can include Human Resources data, staff engagement or satisfaction surveys, staff focus groups, and beyond.

External Population Health Data

External data is periodically gathered and reviewed to inform equity efforts and measure progress. Data sources could include national, state, and local public health databases, and beyond.

Data Informed Planning

Decision-making and planning processes are driven by available data.





Assessing the Landscape

STATEMENTS

Using the scale, please rate how much you disagree or agree with the following statements. Consider overall impressions when responding.	Do not know /Unsure 0	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Score (Optional)
Understanding Facilitators and Barriers: An assessment has been conducted to understand how the following key factors may influence or limit the success of internal equity efforts:						
Internal policies and practices						
Internal and external funding requirements						
Political climate						
External leaders and decision-makers						
Internal Staff Data: Internal data is periodically gathered and reviewed to inform equity efforts and measure progress.						
External Population Health Data: External data is periodically gathered and reviewed to inform equity efforts and measure progress.						
Data Informed Planning Processes: Decision-making and planning processes are informed by available data.						
<i>Domain Score (Optional) = Average of statement scores</i>						
Notes:						



Assessing the Landscape



DISCUSSION GUIDE

Instructions: After responding to the statements above, review your responses as a team and consider the following discussion questions. Use the scope identified in [Building Your Foundation](#) to define the strengths and challenges referenced below.

What are your strengths related to assessing the landscape?

- How did these elements become strengths?
- How can these strengths be leveraged to support internal equity efforts?

What are your challenges related to assessing the landscape?

- What are the system-level factors or reasons these challenges emerged?
- What are the opportunities to address these challenges?
- What are the barriers to addressing these challenges?
- How can you leverage your strengths to address these challenges to supporting internal equity efforts?



NEXT STEPS

Considering the identified opportunities, barriers, and ways to leverage your strengths, where is there energy and momentum around assessing the landscape?

What are some immediate next steps you want to explore?

Who else should be involved to explore these immediate next steps?



Capacity Building and Available Resources

Refer back to how you defined your scope in the [Building Your Foundation](#) section to provide context for your interpretation of the domain elements and statements.



FOUNDATIONAL ELEMENTS

Staff Knowledge

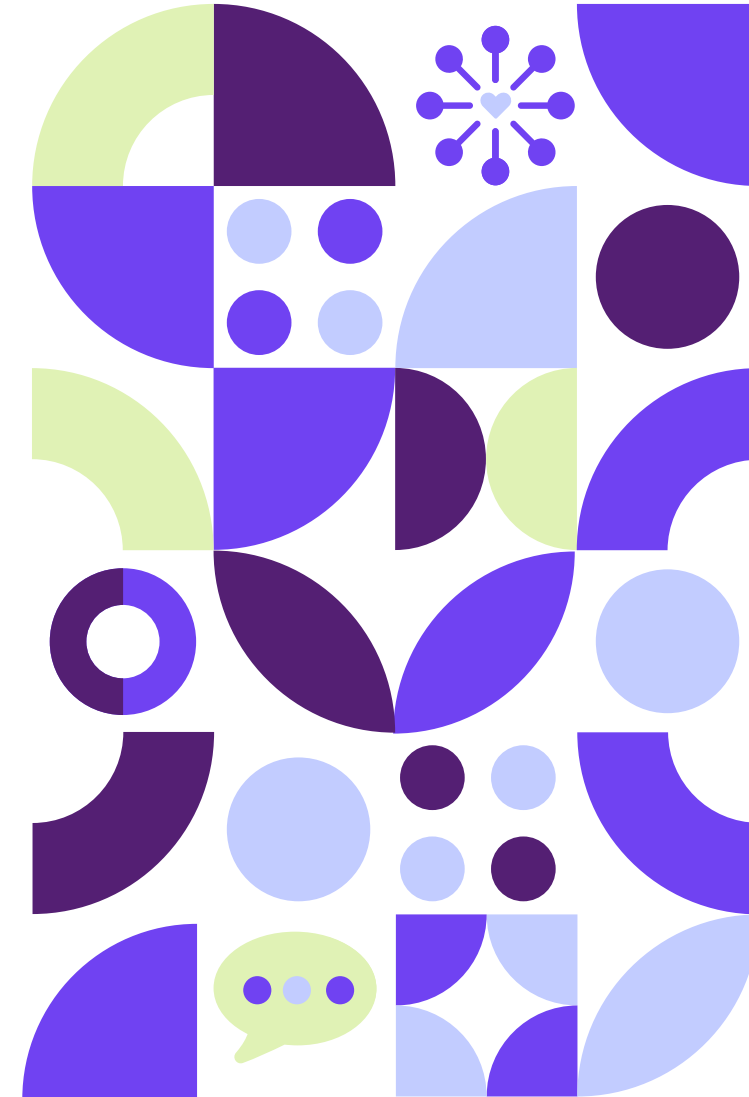
Staff have a baseline understanding of concepts like systems, structural racism, implicit bias, and social determinants of health, have begun to examine their own power and privilege, and are committed to furthering their knowledge base and understanding of key concepts.

Opportunities for Growth

Staff have regular opportunities to participate in capacity building around equity (e.g., trainings, conferences, coaching, dialogues, workgroups) and supervisors are supportive of staff engaging in available opportunities.

Supports and Investments

There is dedicated funding to support existing staff's time to advance equity efforts and for trainers, coaches, facilitators, and/or consultants to support internal equity efforts.





Capacity Building and Available Resources



STATEMENTS

Using the scale, please rate how much you disagree or agree with the following statements. Consider overall impressions when responding.	Do not know /Unsure 0	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Score (Optional)
Staff Knowledge: Staff have built their knowledge base around key equity concepts (e.g., structural racism, implicit bias, power and privilege).						
Opportunities for Growth: Staff have regular opportunities to participate in capacity building around equity (e.g., trainings, conferences, coaching, dialogues, workgroups).						
Opportunities for Growth: Supervisors are supportive of staff engaging in available opportunities for capacity building around equity.						
Supports and Investments: Funding is available to cover existing staff's time to advance equity efforts.						
Supports and Investments: There is dedicated funding for external trainers, coaches, facilitators, and/or consultants to support internal equity efforts.						
<i>Domain Score (Optional) = Average of statement scores</i>						
Notes:						



Capacity Building and Available Resources



DISCUSSION GUIDE

Instructions: After responding to the statements above, review your responses as a team and consider the following discussion questions. Use the scope identified in [Building Your Foundation](#) to define the strengths and challenges referenced below.

What are your strengths related to staff capacity building and available resources?

- How did these elements become strengths?
- How can these strengths be leveraged to support internal equity efforts?

What are your challenges related to staff capacity building and available resources?

- What are the system-level factors or reasons these challenges emerged?
- What are the opportunities to address these challenges?
- What are the barriers to addressing these challenges?
- How can you leverage your strengths to address these challenges to supporting internal equity efforts?

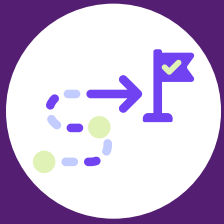


NEXT STEPS

Considering the identified opportunities, barriers, and ways to leverage your strengths, where is there energy and momentum around increasing staff capacity and available resources?

What are some immediate next steps you want to explore?

Who else should be involved to explore these immediate next steps?



Planning and Implementation

Respond to the question below as a team. The responses to these questions will inform how you respond to the statements for this domain.

When considering the intended outcomes and scope defined in [Building Your Foundation](#), which existing strategic plan(s) and effort(s) are important to examine for this domain? *For example, it may be relevant to examine an agency-wide strategic plan, a division or program strategic plan, or multiple plans at different levels.*

Refer back to how you defined your scope in the [Building Your Foundation](#) section to provide additional context for your interpretation of the domain elements and statements.



FOUNDATIONAL ELEMENTS

Existing Strategic Plan

There is an existing strategic plan that includes goals, objectives, and outcomes focused on internal equity efforts.

Accountability Measures

The strategic plan includes accountability measures and mechanisms to ensure progress is being made towards goals. There is a process to follow when expected progress is not happening.

Transparency

Progress on and successes and challenges related to the strategic plan are communicated to staff at regular intervals.

Dedicated and Supported Staff

There is an existing group of dedicated staff to lead internal equity efforts. There are clear lines of communication between this group and leaders and decision-makers who have the authority to make change.



Planning and Implementation



STATEMENTS

Using the scale, please rate how much you disagree or agree with the following statements. Consider overall impressions when responding.	Do not know /Unsure 0	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Score (Optional)
Existing Strategic Plan: There is an existing strategic plan that includes goals, objectives, and outcomes focused on internal equity efforts.						
Accountability Measures: The existing strategic plan includes accountability measures and mechanisms to ensure progress is being made toward goals.						
Accountability Measures: There is a process to follow when expected progress is not happening.						
Transparency: Progress on and successes and challenges related to the strategic plan are communicated to staff at regular intervals.						
Dedicated and Supported Staff: There is an existing group or dedicated staff to lead internal equity efforts.						
Dedicated and Supported Staff: The existing group or dedicated staff have clear lines of communication to leaders and decision-makers who have the authority to make changes.						
<i>Domain Score (Optional) = Average of statement scores</i>						
Notes:						



DISCUSSION GUIDE

Instructions: After responding to the statements above, review your responses as a team and consider the following discussion questions. Use the scope identified in [Building Your Foundation](#) to define the strengths and challenges referenced below.

What are your strengths related to strategic and sustainability planning and implementation?

- How did these elements become strengths?
- How can these strengths be leveraged to support internal equity efforts?

What are your challenges related to strategic and sustainability planning and implementation?

- What are the system-level factors or reasons these challenges emerged?
- What are the opportunities to address these challenges?
- What are the barriers to addressing these challenges?
- How can you leverage your strengths to address these challenges to supporting internal equity efforts?



NEXT STEPS

Considering the identified opportunities, barriers, and ways to leverage your strengths, where is there energy and momentum around strategic and sustainability planning and implementation?

What are some immediate next steps you want to explore?

Who else should be involved to explore these immediate next steps?



Culture of Learning and Accountability

Refer back to how you defined your scope in the [Building Your Foundation](#) section to provide context for your interpretation of the domain elements and statements.



FOUNDATIONAL ELEMENTS

Feedback Mechanisms

There are internal structures and practices that support sharing honest feedback and communicating how feedback is addressed or resolved.

Processing Spaces

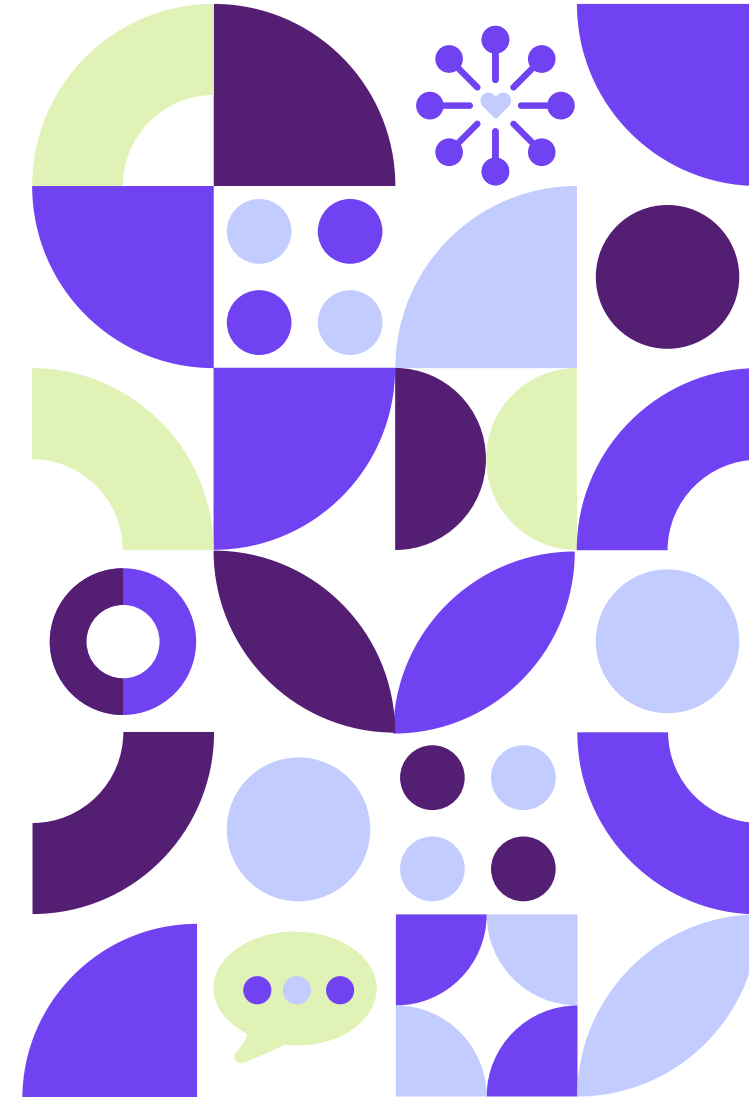
There are internal structures and practices that support staff at all levels to process, share, and learn from each other.

Applied Learning Spaces

There are internal structures and practices that support staff to apply what they learn in capacity building opportunities around equity to program work. Staff have opportunities to share program innovations and receive and provide feedback with the goal of refining program development towards equity.

Transparency

Leaders regularly share progress on goals related to improvement processes with staff.





Culture of Learning and Accountability



STATEMENTS

Using the scale, please rate how much you disagree or agree with the following statements. Consider overall impressions when responding.	Do not know /Unsure 0	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	Score (Optional)
Feedback Mechanisms: There are clear internal structures and practices in place that support sharing honest feedback.						
Feedback Mechanisms: There are clear internal structures and practices in place to communicate how feedback is addressed or resolved.						
Processing Spaces: There are internal structures and practices that support staff at all levels to process, share, and learn from each other.						
Applied Learning Spaces: There are internal structures and practices that support staff to apply what they learn in capacity building opportunities around equity to program work.						
Applied Learning Spaces: Staff have opportunities to share program innovations and receive and provide feedback with the goal of refining program development towards equity.						
Transparency: Leadership regularly shares progress on goals related to improvement processes with staff.						
<i>Domain Score (Optional) = Average of statement scores</i>						
Notes:						



DISCUSSION GUIDE

Instructions: After responding to the statements above, review your responses as a team and consider the following discussion questions. Use the scope identified in [Building Your Foundation](#) to define the strengths and challenges referenced below.

What are your strengths related to building a culture of learning and accountability?

- How did these elements become strengths?
- How can these strengths be leveraged to support internal equity efforts?

What are your challenges related to building a culture of learning and accountability?

- What are the system-level factors or reasons these challenges emerged?
- What are the opportunities to address these challenges?
- What are the barriers to addressing these challenges?
- How can you leverage your strengths to address these challenges to supporting internal equity efforts?



NEXT STEPS

Considering the identified opportunities, barriers, and ways to leverage your strengths, where is there energy and momentum around building a culture of learning and accountability?

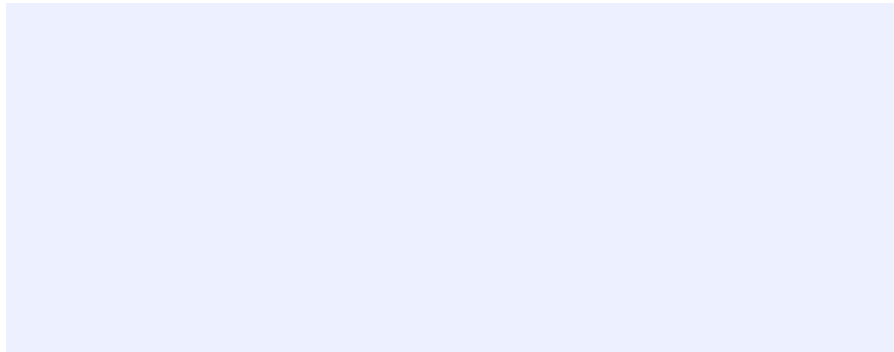
What are some immediate next steps you want to explore?

Who else should be involved to explore these immediate next steps?

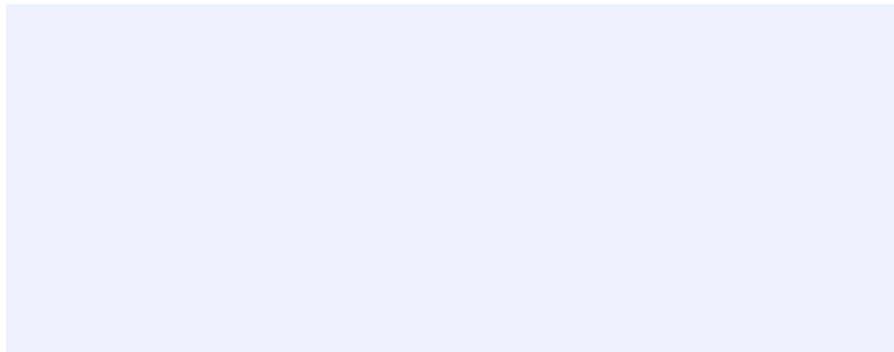
Brainstorm Priority Areas and Next Steps

Now that your team has completed the Temp Check, consider where energy, momentum, and excitement emerged across all six domains and respond as a team to the following questions.

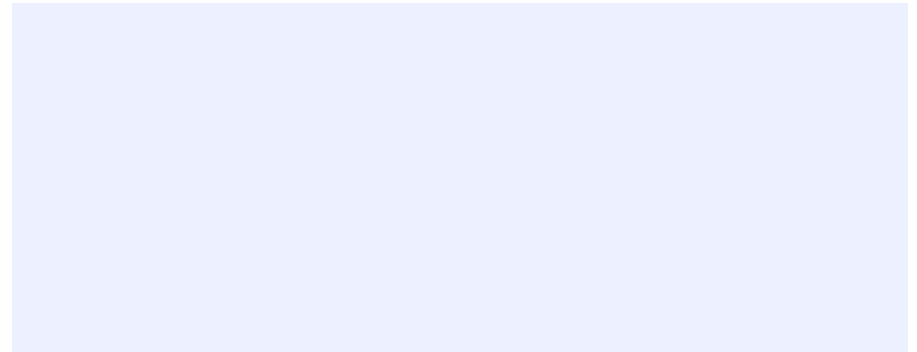
Which domain(s) would you prioritize? Why?



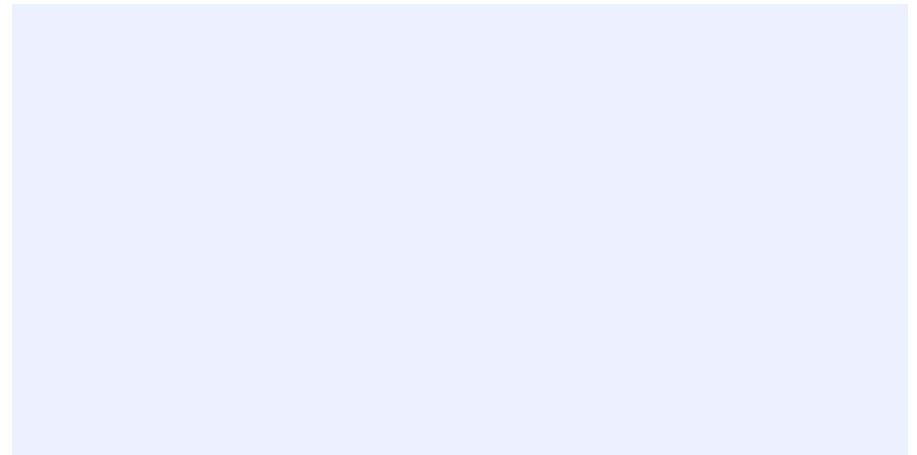
Who else might need to be involved in deciding which domain(s) to prioritize?



What are the next steps you want to explore related to your prioritized domain(s)?



For domain(s) that are not being prioritized for action right now, why are they being de-prioritized?



APPENDIX A:

Additional Resources

The following resources informed the descriptions of the foundational elements for each domain:

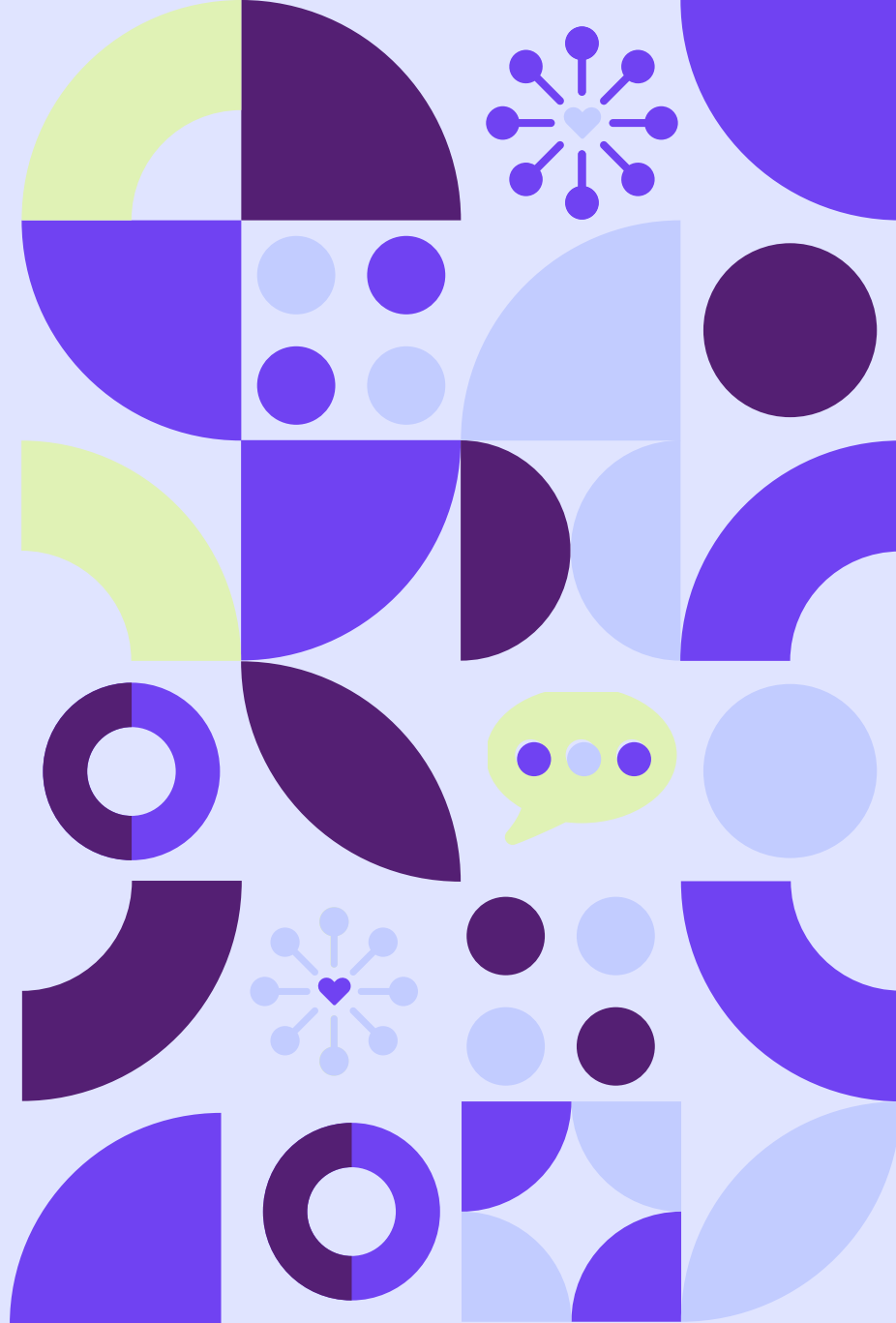
- [ABLE Change \(Michigan State University\) – Equity Organizational Self Assessment](#)
- [Bay Area Regional Health Inequities Initiative \(BARHII\) – Local Health Department Organizational Self-Assessment for Addressing Health Inequities](#)
- [Change Elemental – Seeing, Reckoning, and Action: A Practice Towards Deep Equity](#)
- Department of Health and Human Services - [Readiness Assessment and Developing Project Aims](#)
- [Equity in the Center – Awake to Woke: Building a Race Equity Culture](#)
- [National Committee for Responsive Philanthropy – Readiness Assessment](#)
- [Portland Means Progress – Culture Change Roadmap](#)
- [The Praxis Project – Working Principles for Health Justice and Racial Equity Organizational Self Assessment](#)
- [Race Forward – Ready for Equity in Workforce Development](#)
- [TeamSTEPPS – Is Your Organization Read for TeamSTEPPS?](#)
- [The Alliance to End Hunger – Racial Equity Assessment Tool](#)
- [Washington Race Equity and Justice Initiative – Organizational Race Equity Toolkit](#)
- [Western States Center - Moving a Racial Justice Agenda – Organization Assessment: Are You Ready?](#)

Special thanks to our health department partners who piloted the Temp Check and provided feedback!

- City of Milwaukee Health Department
- Fresno County Department of Public Health
- Louisville Metro Public Health and Wellness Department
- Maine CDC, Office of Population Health Equity
- Minnesota Department of Health, Health Equity Science and Research Section
- Montana Public Health and Safety Division
- Puerto Rico Department of Health, Office of Planning and Development
- South Carolina Department of Health and Environmental Control
- Virgin Islands Department of Health, Epidemiology Division
- Wisconsin Department of Health Services

Questions?

Contact Kate Holmes at kholmes@hria.org.



**HEALTH
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