
“Let us realize that the arc of the moral universe is long but it bends toward justice.”

-Dr. Martin Luther King Jr.

Appendix: Racial Equity Program Readiness Assessment

Standard 1 – Data Capacity

Phase	<i>Pre-foundational</i>	<i>Foundational</i>	<i>Aspirational</i>
Definition	Program does not have capacity or support to analyze data.	Program has access to staff who can analyze racial equity data.	Program has dedicated staff that can analyze data to be used in program monitoring and decision making with a racial equity lens.
Transition Strategy	Characteristics of Transition Strategies, by Phase		
<i>Ensure data access & use</i>	Program does not have access or use data to inform program processes and decision-making.	Program uses data to inform program processes and decision-making.	Program uses data to ensure that strategies and policies it implements or supports are created with a racial equity lens.
<i>Analyze data for racial equity</i>	Program routinely analyzes aggregate race and ethnicity data.	Program routinely disaggregates and analyzes data by race and ethnicity.	Contextual language that is explicit about structural racism is routinely included in data dissemination products.
<i>Analytic staff provides support to translate data findings</i>	Program does not have analytic staff to support data analysis.	Program has analytic staff to analyze and interpret data.	Analytic staff incorporate a racial equity lens into all aspects of data analysis, program monitoring, and decision making.
<i>Dedicate time to explore racial inequities using data</i>	Program does not dedicate time to explore racial inequities using data.	Racial inequities are explored using data but no formal structures, processes, or dedicated time is in place to do so.	Exploring racial inequities using data is included in analytic staff job description; staff receives supervisor support to explore racial inequities using data.
Transition Resources <ul style="list-style-type: none"> Robert Wood Johnson - A New Way to Talk about Social Determinants of Health Counting a Diverse Nation: Disaggregating Data on Race and Ethnicity to Advance a Culture of Health Conducting a Health Equity Data Analysis 			

Self-Assessment: Where are you?



Standard 2 – Performance Measurement

Phase	Pre-foundational	Foundational	Aspirational
Definition	Program does not have performance measures (PMs).	Program has PMs, but they are not timely and are not useful tools to identify areas of improvement.	Program reports on PMs in real time to identify areas of improvement with a racial equity lens.
Transition Strategy	Characteristics of Transition Strategies, by Phase		
Align performance measures with program goals	Program does not have PMs, or program has PMs but they are not informed by program goals.	Program staff understands how to align PMs with program goals; PMs reflect program goals.	PMs are aligned with program goals; PMs identify areas for improvement related to program objectives; PMs explicitly address racial equity.
Ensure performance measures are SMARTIE	Program does not have PMs.	Program has PMs but they are not SMARTIE (specific, measurable, achievable, realistic, time-bound, inclusive, and equitable).	PMs are easily understood by and communicated to staff and stakeholders; PMs are SMARTIE.
Set appropriate objectives for performance measures	Program does not have objectives for PMs, or objectives are inappropriate or misaligned with PMs and program goals.	Program staff understands how to set appropriate objectives for PMs; objectives are aligned with PMs and program goals.	Objectives are appropriate, aligned with corresponding racial equity PMs and program goals; staff know how to interpret objectives to inform improvement efforts.
Report on data in a timely manner and more than annually	Program does not have the capacity to report on data in a timely manner; program has no formal structures or processes to allow for timely data reporting.	A formal structure and process for data reporting is established; data are only reported on annually; program has limited capacity for data reporting.	Program has capacity to collect and report racial equity PM data; PMs are within scope of data accessible to program; program reports on data more than annually.
Transition Resources <ul style="list-style-type: none"> Examples of MDPH Programmatic Strategic Plans: MA Cancer Control Plan 2017-2021; MA Asthma Action Plan 2015-2020 SMARTIE Goals Worksheet 			

Self-Assessment: Where are you?



Standard 3 – Program Collects High Quality Data to Inform Racial Equity Work

Phase	Pre-foundational	Foundational	Aspirational
Definition	Program does not collect individual level data to inform racial equity work.	Program has some individual level data to inform racial equity work that is not currently aligned with MDPH standards.	Program collects and reports individual level data to inform racial equity work according to MDPH standards.
Transition Strategy	Characteristics of Transition Strategies, by Phase		
<i>Train staff in how to collect high quality data in a sensitive way</i>	Staff have not been trained recently in how and the importance of collecting data to inform racial equity work.	Some staff have been trained recently in how and the importance of collecting data to inform racial equity work.	Regular trainings and coaching are in place for all staff on how and the importance of collecting data to inform racial equity work.
<i>Track missing data</i>	Program does not regularly assess missing data.	Program has implemented focused strategies to reduce missing data.	Program has CQI process in place to reduce the amount of missing data.
Transition Resources <ul style="list-style-type: none"> • Institute for Healthcare Improvement (IHI) Psychology of Change Framework • Understanding and Managing Organizational Change: Implications for Public Health Management (article) • Alliance for Innovation on Maternal Health (AIM): Reduction of Peripartum Racial/Ethnic Disparities Bundle - Complete Resource Listing • IHI Run Chart Tool (online resources) 			

Self-Assessment: Where are you?



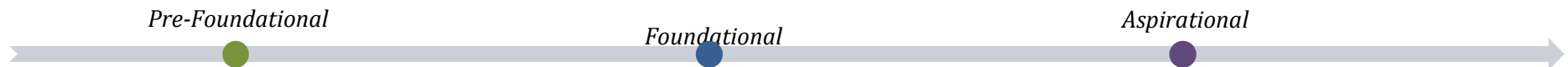
Standard 4 – Program Contextualizes Data to Inform Racial Equity Work

Phase	<i>Pre-foundational</i>	<i>Foundational</i>	<i>Aspirational</i>
Definition	Program is not aware of what contextual data they need or where and how to access contextual data.	Program is aware of where and how to access contextual data, but has not used them to understand and address racial equity in their work.	Program contextualizes data using an upstream, structural framework to understand and improve outcomes in their program.
Transition Strategy	Characteristics of Transition Strategies, by Phase		
<i>Train staff</i>	Program staff have attended racial equity training.	Program staff have not received additional training to contextualize data using an upstream, structural framework to understand and improve program outcomes.	Program staff receive ongoing training to continue contextualizing data using an upstream, structural framework to understand and improve program outcomes.
<i>Define the context</i>	Program is not aware of what contextual data are helpful to understand and address racial equity in their work.	Program is aware of what contextual data are helpful to understand and address racial equity in their work, but has not contextualized their data.	Program continuously assesses contextualizing data to understand and address racial equity in their work.
<i>Identify quantitative and qualitative data sources</i>	Program is not aware of quantitative or qualitative data sources available.	Program is aware of quantitative or qualitative data sources available.	Program uses quantitative and qualitative data sources to understand and address racial equity in their work.
<i>Engage community stakeholders</i>	Program does not engage community stakeholders.	Program collaborates with community stakeholders in some aspects of program implementation or monitoring (e.g. advisory boards, needs assessments)	Program collaborates with community stakeholders to understand and address racial equity in their work.

Transition Resources

- MDPH-hosted activities (Contact BFHN Racial Equity Coordinator for more information)
 - Two day racial equity training
 - Racial equity labs
 - Affinity groups
 - Brown bag lunches
 - Racial Equity 4th Floor Library
- Racial Justice Self-Assessment Checklist (developed by MDPH)
- [Community Health Needs Assessment](#)
- [Creating Healing Organizations](#)
- [Promoting Family Engagement and Involvement](#)
- [Voices for Racial Justice: Authentic Community Engagement Seattle Inclusive Outreach and Public Engagement Guide](#)

Self-Assessment: Where are you?



Standard 5 – Program Implements a Continuous Quality Improvement (CQI) Process

Phase	Pre-foundational	Foundational	Aspirational
Definition	Program has no continuous quality improvement (CQI) process.	Program has informal or ad hoc CQI process.	CQI is thoroughly integrated in the program and a CQI team effectively uses improvement methods to address identified challenges.
Transition Strategy	Characteristics of Transition Strategies, by Phase		
Train staff	Staff has not received formal training in CQI.	Staff is trained to identify and implement CQI activities.	Program implements train-the-trainer and/or staff pursues ongoing training, professional development, and cultural changes for CQI practices.
Implement a CQI structure and process	Program does not have a CQI process or structure; program does not have the capacity or identified resources and knowledge to do so.	Program has a documented CQI process.	Program has an established CQI structure and formal CQI process that aligns with the program's key strategic goals.

Transition Resources

- MDPH-hosted Lean Six Sigma training (contact Office of Performance Management and Quality Improvement for more information)
- National Institute for Children's Health Quality (NICHQ) online trainings: [QI 101](#) and [QI 102](#)
- [Population Health Improvement Partners trainings and tools](#)
- [IHI Resources](#) and [Trainings](#)
- [IHI Forming a CQI Team](#)

