UPDATE OF THE STATE HEALTH ASSESSMENT AND STATE HEALTH IMPROVEMENT PLAN
Visioning Assessments
Identify Strategic Issues and Priorities
Formulate Goals and Strategies

Steering Committee

Organizing for Success

Public Health and Community Advisors

Assessments
Community Issues/Themes Assessment
Public Health System Assessment
Public Health Data Assessment

Identify Strategic Issues and Priorities
Public Health System Partners and the Greater Community

Priority 1
Priority 2
Priority 3
Priority 4
Priority 5

February
March
September
December

2017 STATE HEALTH ASSESSMENT AND STATE HEALTH IMPROVEMENT PLAN
In five years, if we have successfully worked towards achieving health equity, what would we have accomplished?

**Vision:** All people in Vermont have a fair and just opportunity to be healthy and live in healthy communities

- Everyone feels respected, valued, included, and safe to pursue healthy and meaningful lives;
- All ages, all abilities, and all Vermonters have equitable access to the conditions that create health;
- Investments are focused on prevention and the conditions that create positive health outcomes; and
- Services are available, accessible, affordable, coordinated, culturally appropriate and offered with cultural humility.

**Core Values:** Equity • Affordability • Access
Recommend priority health conditions for action to achieve greater health equity in the future
For selected priorities:

- Conduct a strategic assessment of opportunities for change
- Identify evidence-based strategies
- Develop goals and objectives
- Report and track both the health outcomes and the performance measures related to the priorities

Up Next: Develop Implementation Plan
Review criteria for rating health issues
Practice round of rating
Rate health issues
Discuss rankings
Identify additional considerations
Criteria for Rating Issues
MAGNITUDE OF ISSUE

To what degree is it a significant public health issue?

- Percent of population at risk and/or number of individuals affected
- Severity of health consequences
- Years of potential life lost (impacts youth and younger Vermonters)
- Impacts on quality of life
- Vermont is worse than the other states; the trend is going in the wrong direction
To what degree is it a significant health equity issue?

- A health inequity exists for the issue
- Specific populations are disproportionately affected
- Demonstrated disparity between various groups; especially among populations that have experienced historic injustice

**Health inequity** exists when avoidable inequalities lead to an uneven distribution of the resources and opportunities for health.
ECONOMIC + SOCIAL COST

To what degree does it create or result in economic and social challenges?

- The condition has a direct economic and/or social impact on people’s lives
- The conditions impacts the State and health system through the cost of care, services, etc.
To what degree are we able to act and make change?

- Additional collective action is possible and will make a difference
- Knowledge and technical capacity are available
- Resources are available
- Action is within the control of engaged stakeholders to implement
- Political opportunity and will to make change
Practice Rating

Street lights
Sidewalks
Playgrounds
### Step 1: Rate each health issue

1 = low, 2 = medium, 3 = high, 4 = very high

<table>
<thead>
<tr>
<th>Selection Criteria</th>
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<tbody>
<tr>
<td><strong>Impact on Equity</strong></td>
<td></td>
<td></td>
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<tr>
<td>It is a significant health equity(^1) issue</td>
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<tr>
<td><strong>Economic + Social Cost</strong></td>
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<tr>
<td>It creates economic and social challenges</td>
<td></td>
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<tr>
<td><strong>Feasibility for Change</strong></td>
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<tr>
<td>We are able to act and make change</td>
<td></td>
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### Step 2: Rank order

1 = low, 2 = medium, 3 = high, 4 = very high

<table>
<thead>
<tr>
<th>Key Health Topics:</th>
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<tbody>
<tr>
<td>a</td>
<td>Streetlights</td>
<td></td>
<td></td>
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<tr>
<td>b</td>
<td>Sidewalks</td>
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<td>c</td>
<td>Playgrounds</td>
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\(^1\) Health equity exists when all people have a fair and just opportunity to be healthy, especially those who have experienced socioeconomic disadvantage, historical injustice and other avoidable systemic inequalities that are often associated with social categories of race, gender, class, ethnicity, social position, sexual orientation, and disability
### Rating Sheet

**Key Health Topics:**

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<tbody>
<tr>
<td>Impact on Equity</td>
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<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Economic + Social Cost</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Feasibility for Change</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total Rating</td>
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<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Step 2: Rank order</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

1 = low, 2 = medium, 3 = high, 4 = very high

**Step 1: Rate each health issue**

**Step 2: Rank order**

It is a significant health equity issue. It creates economic and social challenges. We are able to act and make change.

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[1] Health equity exists when all people have a fair and just opportunity to be healthy, especially those who have experienced socioeconomic disadvantage, historical injustice and other avoidable systemic inequalities that are often associated with social categories of race, gender, class, ethnicity, social position, sexual orientation, and disability.
Assumptions/Notes

Current programs and investments will continue – focus forward
Rating is difficult given limited data
Ratings while based on data, also include values and personal knowledge
This process can be overwhelming and humbling
Instructions: Step One = Rating

Review worksheet and supporting data

**Silently and individually** rate each health issue based on how well it meets each of the criteria

**Ratings:**
1 = low, 2 = medium, 3 = high, 4 = very high

**Tips**
- Feel free to leave anything blank; but it would be best to leave the whole row blank
- Consider rating by column or row first
### State of the State – Describe VT; key health statistics
- General demographics - age, race, socioeconomic status, rural/urban, languages
- Fundamental Health Statistics - leading causes of death, life expectancy, IMR

### Priority Populations - as determined through historical injustice or underinvestment
- a. Race
- b. Poverty/SES
- c. LGBTQ
- d. Disability
- e. Youth and older adults

### Priority Health Status Topics
- a. Infectious Disease
  - HIV, STD, Hepatitis
  - Vaccine-preventable diseases
  - Zoonotic, vector-borne
  - Healthcare-acquired infections & Other reportable diseases
- b. Chronic Disease
  - Protective Behaviors - physical activity & nutrition
  - Risk Behaviors - alcohol, tobacco & other drugs
  - Mental Health, trauma
  - Morbidity - burden of chronic disease
  - Mortality - chronic disease deaths
  - Mortality & Morbidity - Cancer
- c. Injury
  - Overall Mortality & Morbidity - relative rank and age
  - Unintentional injury - falls, Motor Vehicle crashes, Traumatic Brain Injury
  - Intentional injury - firearms, suicide, Intimate partner violence
- d. Environmental Health
  - Climate and Health
  - Healthy Homes, Schools, and Communities
  - Food Safety and Drinking Water
  - Chemical and Radiological Safety
- e. Maternal & Family Health
  - Family Planning, Pregnancy & Maternal Morbidity
  - Babies & Small Children - Safe sleep, child & parent behaviors (nutrition, breastfeeding)
  - Childhood screening, developmental disorders, CSHN
- f. Access & Linkages to Care
  - Insurance, transportation drive times, care pattern behaviors
  - Access to MH, SUD, OH, needle exchange, telemedicine
Description: Step Two = Ranking

**Tabulate rating of the individual issues**
We will add across rows to determine the total score for the issue.

**Determine the rank order of health issues based on the total score**
The highest total score will be assigned “1”, the second highest total score, assigned “2” etc.

In the case of identical totals, during Step 3 the group will discuss and assign a unique rank number to each health issue to break the tie.
What pops out to you?
What questions does it raise?
What additional information needs to be considered?
Instructions: Step Three = Ranking by Group

Consider both quantitative data and voices from the qualitative research

Tips

- In the case of identical totals, use your best judgment to determine which issue should be placed at a higher priority to break the tie.
FAIR AND JUST SOCIETY
Confront root causes of inequity (-isms) ●
Build internal capacity for equity ● Prioritize upstream policy changes ● Align funding decisions with equity ● Include diverse communities in decision-making

SOCIAL DETERMINANTS
Safe and supported early childhood development
Safe, quality housing
Safe and efficient transportation
Recreation, parks, and natural resources
Affordable, local, healthy food

Economic prosperity, equitable law and justice system
Family wage jobs and job opportunities
Clean and sustainable natural environments
Quality education
Strong, vibrant communities
Civic engagement and community connections

POPULATION HEALTH OUTCOMES
Access to care ● Prevention ● Early detection ● Treatment ● Health education