* TAKE ACTION
* Tobacco Free Living
* [**Assessing Compliance of Smoke-Free Laws**](http://global.tobaccofreekids.org/files/pdfs/en/smoke_free_compliance_guide.pdf)
* This *"How-to" Guide for Conducting Compliance Studies* can help states and tobacco control organizations prepare for and implement studies to assess compliance with smoke-free laws. The guide provides timelines, sampling plans, the actual study implementation and results.
* [**Curriculum on Smoke-free Policies in Multi-Unit Housing**](http://www.lung.org/stop-smoking/about-smoking/smokefree-housing.html)
* The American Lung Association’s online curriculum examines how partners (building managers, property owners, policymakers, residents and other stakeholders) can come together to implement a smoke-free policy in multi-unit housing properties like apartments and condominiums.
* [**Implementing Smoke-free Laws**](http://www.goingsmokefree.org/)
* Developed by the Robert Wood Johnson Foundation, the Campaign for Tobacco Free Kids and Americans for Nonsmokers’ Rights, this toolkit includes a timeline, advertising and outreach materials, resources and activities to help states and partners with implementing smoke-free laws.
* [**Sustaining Tobacco Control Programs**](http://www.ttac.org/tcn/materials/archives_2013/01.14.13.html)
* This webinar from the Tobacco Control Network features state health department staff sharing tools and discussing how they have engaged the community and other partners to make the case for sustainability of tobacco control programs.
* [**Tobacco Prevention Policy Tool**](http://www2.aap.org/richmondcenter/TobaccoPreventionPolicyTool/index.html)
* The American Academy of Pediatrics showcases various tobacco and secondhand smoke prevention and control strategies possible at each level of advocacy: practice, school/child care, community, state and national. It is designed for child health care professionals to work with partners on advocacy efforts.
* [**healthfinder.gov**](http://www.astho.org/Programs/Prevention/ASTHO-Supports-healthfinder.gov/)
* healthfinder.gov provides easy-to-understand, actionable information on prevention and wellness topics that state health agencies can use to promote healthy living in their communities, organized around evidence-based actions that individuals cans take to stay healthy. The Health Topics A-Z allows users to browse by category, population, or topic for tools and resources for maintaining a healthy lifestyle.
*
* Healthy Eating
* [**First Years in the First State: Improving Nutrition and Physical Activity Quality in Delaware Child Care**](http://www.healthykidshealthyfuture.org/content/dam/nemours/www/filebox/service/preventive/nhps/publication/nhpsadminguide.pdf)
* This is a practical guide to implement the Delaware Child and Adult Care Food Program/Delacare Rules for nutrition and physical activity in child care homes or centers. Leaders can use this as an example in their own state.
* [**Fit, Healthy and Ready to Learn School Health Policy Guides**](http://www.nasbe.org/project/nutrition-and-physical-activity/fit-healthy-ready-to-learn-updated-release/)
* Chapter E in the National Association of State Boards of Education’s (NASBE) *Fit, Healthy, and Ready to Learn* series of school health policy guides focuses on healthy eating.  This is a valuable resource for state leaders to ensure that education policies support healthy school environments.
* [**Healthy Concessions Guide**](http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/resource/healthyconcession.pdf)
* Nemours’ guide helps states make concession products healthier by providing recommendations and sample policies to use to support changing work environments. It also provides guidelines for beverages, fruits and vegetables, milk products, meats, and grains and breads.
* [**Improving the Food Environment through Nutrition Standards: A Guide for Government Procurement**](http://www.cdc.gov/salt/pdfs/DHDSP_Procurement_Guide.pdf)
* CDC’s guide provides practical guidance to states and localities for use when developing, adopting, implementing and evaluating a food procurement policy.
* [**Maine's Let's Go! 5210 Campaign on Healthy Eating and Active Living Toolkits**](http://www.letsgo.org/)
* Let's Go! has six toolkits for each program area to reach families in [K-5](http://www.letsgo.org/programs/schools/k5toolkits/), [Middle and High School](http://www.letsgo.org/programs/schools/middlehigh-school-toolkit/), [After School](http://www.letsgo.org/programs/after-school/toolkits/), [Early Childhood](http://www.letsgo.org/programs/early-childhood/toolkits/), [Healthcare](http://www.letsgo.org/programs/healthcare/toolkits/), and the [Workplace](http://www.letsgo.org/programs/workplace/toolkits/). The toolkits have information on how to integrate Let's Go!'s evidence-based strategies and the 5210 message into specific environments.
* [**Making Change – A Guide to Healthier Vending for Municipalities**](http://changelabsolutions.org/sites/default/files/MakingChange_HealthierVending_Guide_FINAL_20120806.pdf)
* ChangeLab Solutions’ guide highlights the steps to develop and implement a healthy vending policy in government agencies. States can use this guide to implement their own healthy vending guidelines at state health agencies.
* [**Maryland Works: A Worksite Wellness Toolkit**](http://www.healthyactivemaryland.org/NPA/Worksite/Maryland_Works_Toolkit.pdf)
* This model toolkit was developed by the Maryland Department of Health and Mental Hygiene to implement healthy eating and active lifestyle programs in Maryland worksites.
* [**Restaurant Performance Standards**](http://www.rand.org/pubs/conf_proceedings/CF313.html)
* In March 2012, the RAND Corporation pulled together a group of experts to develop guidelines for healthier adult and children’s restaurant meals. The restaurant performance standards, released in the fall of 2013, include a set of healthier restaurant practices and recommendations for calories, fats, sugars, and sodium, and servings of vegetables, fruit, and whole grains.
* [**State Indicator Report on Fruits and Vegetables, 2009 National Action Guide**](http://www.cdc.gov/nutrition/downloads/NationalActionGuide2009.pdf)
* CDC’s report summarizes national data on fruit and vegetable consumption, policy, and environmental support. It provides actions that government and business leaders, coalitions, community-based organizations, and professionals can take to improve Americans' nutrition.
* [**healthfinder.gov**](http://www.astho.org/Programs/Prevention/ASTHO-Supports-healthfinder.gov/)
* healthfinder.gov provides easy-to-understand, actionable information on prevention and wellness topics that state health agencies can use to promote healthy living in their communities, organized around evidence-based actions that individuals can take to stay healthy. The Health Topics A-Z allows users to browse by category, population, or topic for tools and resources for maintaining a healthy lifestyle.
* [**Publishing Guidelines for Incorporating Health Criteria into School Curriculum**](http://www.astho.org/Health-Publishing-Guidelines/)
* ASTHO, NASBE, the Association of American Publishers (AAP), and the Association of Educational Publishers (AEP) collaborated to create publishing guidelines that incorporate information and examples in the areas of nutrition, physical education/activity, and healthy behaviors into school curriculum.
* [**Competitive Foods Toolkit: Make Food Choices an Easy "A"**](http://www.heart.org/idc/groups/heart-public/%40wcm/%40adv/documents/downloadable/ucm_462255.pdf)
* This toolkit from Voices for Healthy Kids provides background information, sample materials, and guidance on how to build, engage, and mobilize movement in your state to support healthy competitive food policies in schools.
* [**Healthy Meeting Toolkit**](http://www.cspinet.org/nutritionpolicy/healthy-meeting.html)
* The Healthy Meeting Toolkit, developed by members of the National Alliance for Nutrition and Activity (NANA), includes guidance on key components of a healthy meeting and resources to help make hosting healthy meetings easier.
* Active Living
* [**Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy**](http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguide2010.pdf)
* Nemours’s guide provides concrete examples states can use to support physical activity guidelines for children up to 18 years, sample child care policies, Office of Child Care Licensing Regulations for physical activity, sample school policies and parent and family tip sheets.
* [**Complete Streets Implementation**](http://www.smartgrowthamerica.org/complete-streets/implementation)
* Complete Streets take into account the needs of everyone using the road, and implementation brings together partners from health, transportation and planning. The National Complete Streets Coalition offers many resources including the [*Complete Streets Local Policy Workbook*](http://www.smartgrowthamerica.org/documents/cs/cs-policyworkbook.pdf).
* [**Fit, Healthy and Ready to Learn School Health Policy Guides**](http://www.nasbe.org/project/nutrition-and-physical-activity/fit-healthy-ready-to-learn-updated-release/)
* Chapter D in the National Association of State Boards of Education’s (NASBE) Fit, Healthy, and Ready to Learn series of school health policy guides focuses on physical activity.  Education policymakers and partners can use this to ensure that education policies meet the physical activity guidelines.
* [**HealthLead US Healthiest Workplace Accreditation Program**](http://www.ushealthiest.org/viewPage.php?ID=Healthy%20Worksites)
* HealthLead offers employers accreditation of their employee well-being policies and practices by a recognized third party. HealthLead gives employers the tools they need to create worksites that encourage physical activity.
* [**Maine's Let's Go! 5210 Campaign on Healthy Eating and Active Living Toolkits**](http://www.letsgo.org/)
* Let's Go! has six toolkits for each program area to reach families in [K-5](http://www.letsgo.org/programs/schools/k5toolkits/), [Middle and High School](http://www.letsgo.org/programs/schools/middlehigh-school-toolkit/), [After School](http://www.letsgo.org/programs/after-school/toolkits/), [Early Childhood](http://www.letsgo.org/programs/early-childhood/toolkits/), [Healthcare](http://www.letsgo.org/programs/healthcare/toolkits/), and the [Workplace](http://www.letsgo.org/programs/workplace/toolkits/). The toolkits have information on how to integrate Let's Go!'s evidence-based strategies and the 5210 message into specific environments.
* [**Maryland Works: A Worksite Wellness Toolkit**](http://www.healthyactivemaryland.org/NPA/Worksite/Maryland_Works_Toolkit.pdf)
* This toolkit was developed by the Maryland Department of Health and Mental Hygiene to implement healthy eating and active lifestyle programs in Maryland worksites.
* [**Promoting Physical Activity through Joint Use Agreements (JUAs)**](http://www.nchealthyschools.org/docs/home/use-agreements.pdf)
* A JUA is a formal agreement between two separate government entities–often a school and a city or county–setting forth the terms and conditions for shared use of public property or facilities. North Carolina developed this guide for schools and communities to develop and use joint use agreements.
* [**Safe Routes to School Online Guide**](http://guide.saferoutesinfo.org/)
* This is a comprehensive online reference manual to support the development of Safe Routes to School programs. States can use Safe Routes to Schools to design safe neighborhoods that encourage physical activity.
* [**healthfinder.gov**](http://www.astho.org/Programs/Prevention/ASTHO-Supports-healthfinder.gov/)
* healthfinder.gov provides easy-to-understand, actionable information on prevention and wellness topics that state health agencies can use to promote healthy living in their communities, organized around evidence-based actions that individuals can take to stay healthy. The Health Topics A-Z allows users to browse by category, population, or topic for tools and resources for maintaining a healthy lifestyle.
* [**Publishing Guidelines for Incorporating Health Criteria into School Curriculum**](http://www.astho.org/Health-Publishing-Guidelines/)
* ASTHO, NASBE, the Association of American Publishers (AAP), and the Association of Educational Publishers (AEP) collaborated to create publishing guidelines that incorporate information and examples in the areas of nutrition, physical education/activity, and healthy behaviors into school curriculum.
* [**Supporting and Sustaining the 2008 Physical Activity Guidelines for Americans: The Role of State and Territorial Health Agencies**](http://www.astho.org/ASTHO-Physical-Activity-Guidelines-for-Americans-Issue-Brief/)
* This issue brief provides recommendations for how state and territorial health agencies can sustain and support the Physical Activity Guidelines for Americans. Examples are highlighted through case studies which describe the successful implementation of statewide initiatives that promote increasing physical activity across multiple sectors and throughout the lifespan.
* Mental and Emotional Well-being
* [**Facilitating Cross-System Collaboration on Child Welfare, Alcohol and Other Drug Services, and Courts**](http://store.samhsa.gov/product/Facilitating-Cross-System-Collaboration-A-Primer-on-Child-Welfare-Alcohol-and-Other-Drug-Services-and-Courts/SMA13-4735)
* This SAMHSA report reviews characteristics of child welfare, substance abuse services, and courts to support cross-system coordination within state, county, and tribal jurisdictions.  The report considers the framework, population, legislation and funding sources, and services for each system.
* [**How to Integrate Physical and Mental Health Care for People with Serious Mental Disorders**](http://www.bazelon.org/LinkClick.aspx?fileticket=FamA0HBviIA%3d&tabid=104)
* This Executive Summary of a Report by The Bazelon Center for Mental Health Law provides examples of programs that integrate and coordinate primary and behavioral health care for individuals with severe mental health conditions that are served through public systems of care.
* [**Identifying and Selecting Evidence-Based Interventions**](http://store.samhsa.gov/product/Identifying-and-Selecting-Evidence-Based-Interventions-for-Substance-Abuse-Prevention/SMA09-4205)
* SAMHSA’s guidance document describes the Strategic Prevention Framework, a 5-step planning process to guide states and communities in substance abuse prevention activities, and it promotes implementation of evidence-based practices for prevention in communities across the country.
* [**Michigan’s Integrating Mental Health in Schools Toolkit**](http://michigan.gov/mde/0%2C1607%2C7-140-43092_53593---%2C00.html)
* Michigan’s toolkit provides resources to assess a school district’s approach to integrating mental health and desired academic outcomes, with an emphasis on community collaboration.
* [**National Registry of Evidence-based Programs and Practices (NREPP)**](http://www.nrepp.samhsa.gov/Index.aspx)
* NREPP is a searchable online registry of almost 300 interventions supporting mental health promotion, substance abuse prevention, and mental health and substance abuse treatment.   The registry provides information to help others learn how to implement these interventions.
* [**Ohio’s Registry of Effective School-Based Mental Health Programs**](http://www.units.muohio.edu/csbmhp/network/registry.html)
* This website provides links to school-based mental health promotion programs from Ohio that meet the guidelines for effective programs in Ohio.  Each program includes a discussion of the program scope and design, sustainability plan, as well as resources required for implementation.
* [**Practice Guidelines: Core Elements in Responding To Mental Health Crises**](https://store.samhsa.gov/shin/content/SMA09-4427/SMA09-4427.pdf)
* SAMHSA’s Practice Guidelines provide core principles and direct actions to implement these principles related to assisting individuals in mental health crises.  This report calls for a consideration of standardized definitions and approaches in addressing individual’s mental health needs.
* [**healthfinder.gov**](http://www.astho.org/Programs/Prevention/ASTHO-Supports-healthfinder.gov/)
* healthfinder.gov provides easy-to-understand, actionable information on prevention and wellness topics that state health agencies can use to promote healthy living in their communities, organized around evidence-based actions that individuals can take to stay healthy. The Health Topics A-Z allows users to browse by category, population, or topic for tools and resources for maintaining a healthy lifestyle.
* Reproductive and Sexual Health
* [**ASTHO’s Healthy Babies Project**](http://www.astho.org/healthybabies/)
* This online toolkit will support state health officials and their staff with improving health outcomes for infants. It contains resources categorized in two ways: by life stage (Preconception, Prenatal, Birth to 28 Days, and First Year) and by scope of resources.
* [**Indiana’s 40 Weeks of Pregnancy, Every Week Counts Toolkit**](http://www.mhsindiana.com/files/2009/01/40-Weeks-Provider-Toolkit.pdf)
* This resource includes both clinical resources for providers and compelling patient education resources for physicians to use in discussions with their patients. State teams can use this as a model to partner with health care providers to improve birth outcomes.
* [**Institute for Healthcare Improvement: Perinatal Elective Induction Safety Improvement Map**](http://app.ihi.org/imap/tool/)
* The Improvement Map is a free, interactive, web-based tool designed to bring together the best knowledge available on the key process improvements that lead to exceptional patient care. States and partners can use this to lead improvement efforts, reduce costs, and improve patient care.
* [**Practical Use of Program Evaluation among STD Programs**](http://www.cdc.gov/std/program/pupestd.htm)
* This manual provides step-by-step guidance on how to design and implement a STD program evaluation. State teams can use this to build the evaluation capacity of STD programs so that they can internally monitor their program activities, understand what is working or not working, and improve their efforts.
* [**Preconception Care and Health Care: State and Local Strategies and Programs**](http://www.cdc.gov/preconception/freematerials-state-local.html)
* CDC’s resource center offers state and local teams materials such as case-examples of public health programs, best-practices identified by the National Association of County and City Health Officials (NACCHO) Model Practices program, and the Association of Maternal and Child Health Program (AMCHP) Innovation Station.
* [**healthfinder.gov**](http://www.astho.org/Programs/Prevention/ASTHO-Supports-healthfinder.gov/)
* healthfinder.gov provides easy-to-understand, actionable information on prevention and wellness topics that state health agencies can use to promote healthy living in their communities, organized around evidence-based actions that individuals can take to stay healthy. The Health Topics A-Z allows users to browse by category, population, or topic for tools and resources for maintaining a healthy lifestyle.
* Healthy & Safe Community Environments
* [**Complete Streets Local Policy Workbook**](http://www.smartgrowthamerica.org/documents/cs/resources/cs-policyworkbook.pdf)
* Smart Growth America's workbook is based on existing examples from around the country to help guide states and communities in developing policies. It is designed to be used in conjunction with the policy analysis report, *Best Complete Streets Policies of 2012*.
* [**Connecticut’s Complete Streets in a Box Toolkit**](http://tstc.org/reports/ctcsbx/)
* The Tri-State Transportation Campaign, in collaboration with the Connecticut Conference of Municipalities, has created this toolkit to support the adoption and implementation of complete streets policies by Connecticut municipalities.
* [**Creating Complete Communities for All**](http://www.reconnectingamerica.org/assets/PDFs/20120620TODandFamiliesfinal.pdf)
* This is one in a series of best practices guidebooks from the Center for Transit-Oriented Development. It offers a guide on how to create complete communities that support families and high-quality education based reports published by the Center for Cities & Schools at the University of California, Berkeley.
* [**Healthier Worksite Initiative Toolkits**](http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/index.htm)
* Available from CDC, these toolkits provide customizable solutions to help plan, implement and evaluate initiatives. They are divided into sub-categories: general workforce health promotion, nutritious eating, physical activity, preventive health screenings, and healthy choices.
* [**Increasing Physical Activity through Community Design -- A Guide for Public Health Practitioners**](http://www.bikewalk.org/pdfs/2010/IPA_full.pdf)
* This guide from the National Coalition for Bicycling and Walking informs states and communities about how to help create places for people to walk and bicycle.
* [**LEAN Works! Leading Employees to Activity and Nutrition**](http://www.cdc.gov/leanworks/)
* CDC’s workplace obesity prevention program is a web-based resource that offers interactive tools and evidence-based resources to design effective worksite obesity prevention and control programs.
* [**Oregon’s Greenhouse Gas Reduction Toolkit**](http://www.oregon.gov/ODOT/TD/TP/GHGToolkit.shtml)
* The Oregon Department of Transportation developed this online resource to help local jurisdictions determine how to reduce greenhouse gas emissions from transportation activities. It describes transportation programs, modeling and analysis tools, case studies, and communications strategies.
* [**Planning and Community Health Research Center**](http://www.planning.org/nationalcenters/health/policy/)
* The American Planning Association develops policy guides that articulate specific policy positions and establish key principles for planners on vital issues facing the nation. States can use these to communicate and work with planners to make environmental changes that promote health.
* Clinical & Community Preventive Services
* [**Community Care of North Carolina Program Toolkit**](http://commonwealth.communitycarenc.org/toolkit/introduction/default.aspx)
* This toolkit provides a step-by-step approach to building an innovative program like North Carolina’s which is organized and operated by practicing community physicians to establish community health networks to achieve quality, utilization, and cost objectives for the care of its Medicaid recipients.
* [**Improving Cancer Prevention and Control**](http://www.astho.org/t/pb/landing.aspx?Pageid=7022&LangType=1033)
* ASTHO’s issue brief describes how state health agencies can bolster the sustainability of patient navigator and community health worker programs to support health reform and improve health outcomes for all populations. It includes case studies from Colorado, Florida and Micronesia.
* [**Including Safety-Net Providers in Integrated Delivery Systems**](http://www.nashp.org/publication/including-safety-net-providers-integrated-delivery-systems-issues-and-options)
* The National Academy for State Health Policy’s issue brief explores key considerations for incorporating safety-net providers into integrated delivery systems and discusses the roles of state and federal agencies in supporting and testing models of integrated care delivery.
* [**Multiple Chronic Conditions (MCC) Inventory**](http://www.hhs.gov/ash/initiatives/mcc/mcc-inventory.html)
* This is a searchable database of programs, tools and research initiatives underway in the public and private sectors to address the needs of individuals with MCC. States can use it to find activities that support the goals and objectives contained in the MCC Strategic Framework.
* [**State Roles in Delivery System Reform**](http://www.nga.org/files/live/sites/NGA/files/pdf/1007DELIVERYSYSTEMREFORM.PDF)
* Chapter 3 of this report from the National Governors Association provides states with strategies for improving primary care and public health. The authors identify opportunities for working across these fields to accelerate progress in controlling costs.
* [**What Works for Health**](http://www.countyhealthrankings.org/roadmaps/what-works-for-health)
* The Robert Wood Johnson Foundation website provides communities with information to help select and implement evidence-informed policies, programs, and system changes that will improve health. It includes policies and programs that can improve [access to care](http://www.countyhealthrankings.org/our-approach/health-factors/access-care) and [quality of care](http://www.countyhealthrankings.org/our-approach/health-factors/quality-care).
* Empowered People
* [**Be Active Your Way: A Guide for Adults**](http://www.health.gov/paguidelines/pdf/adultguide.pdf)
* This guide is based on the 2008 Physical Activity Guidelines for Americans and helps adults aged 18-64 years fit physical activity into their life – their way
* [**Healthier Worksite Initiative Toolkits**](http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/index.htm)
* Available from CDC, these toolkits provide customizable solutions to help plan, implement and evaluate initiatives. They are divided into sub-categories: general workforce health promotion, nutritious eating, physical activity, preventive health screenings, and healthy choices.
* [**Health Literacy Online: A Guide to Writing and Designing Easy-to-Use Health Web Sites**](http://www.health.gov/healthliteracyonline/)
* This is a research-based guide for creating health websites and web content for the millions of people with limited literacy skills and limited experience using the web. States and partners can use these tips to design websites that are usable for all Americans.
* [**Massachusetts’ Sodium/Salt Resource Website**](http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/heart-disease-stroke/sodiumsalt.html)
* The Massachusetts Department of Public Health provides an online guide to help consumers reduce their sodium/salt intake. It contains public education materials about intake recommendations, sodium content of foods and reduction tips.
* [**National Standards on Culturally and Linguistically Appropriate Services (CLAS)**](http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15)
* The principles and activities of CLAS should be integrated throughout an organization and undertaken in partnership with the communities being served. State agencies can use these to encourage health care organizations to use the standards to make their practices more culturally and linguistically accessible.
* [**New York iChoose600® Campaign**](http://www.health.ny.gov/prevention/obesity/ichoose600/ichoose/)
* The New York State Department of Health’s iChoose600® aims to help the public use menu labeling information to make healthy choices. The website provides public education materials including tips for ordering fewer calories and eating less at fast food restaurants.
* [**Preventing Child Maltreatment: A Guide to Taking Action and Generating Evidence**](http://whqlibdoc.who.int/publications/2006/9241594365_eng.pdf)
* The World Health Organization’s (WHO) guide provides evidence-based strategies and technical support to aid in the prevention of child maltreatment and policy formation. It is intended for policy- and program planners makers in multiple sectors working at national, state and municipal levels.
* [**Tips from Former Smokers**](http://www.cdc.gov/tobacco/campaign/tips/)
* This is CDC’s national tobacco education campaign that encourages people to quit smoking by highlighting the toll that smoking-related illnesses take on smokers and their loved ones. States can adapt and use these advertisements to build public awareness of the health damage caused by smoking.
* Elimination of Health Disparities
* [**Role of the State and Territorial Health Official in Promoting Health Equity**](http://www.astho.org/Programs/Health-Equity/Health-Equity-Orientation-for-SHOs/)
* ASTHO’s Affiliate Health Equity Subcommittee developed a document that outlines practical approaches around organizational structures, qualitative and quantitative data, community engagement, leadership teams, and evaluation of health equity strategies for state and territorial health offficials. The document also includes Colorado’s Health Equity Model, a visual framework for understanding the concepts in the health equity strategies.
* [**A New Way to Talk about Social Determinants of Health**](http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023)
* Robert Wood Johnson Foundation’s Messaging Guide outlines ways public health professionals and policymakers can discuss social determinants of health, independent of existing political perspective or agenda.
* [**Eliminating Racial and Ethnic Health Disparities: A Business Case Update for Employers**](http://minorityhealth.hhs.gov/Assets/pdf/checked/1/Eliminating_Racial_Ethnic_Health_Disparities_A_Business_Case_Update_for_Employers.pdf)
* This issue brief from the Center for Prevention and Health Services explores key causes of health disparities in the US and its workforce. State agencies can use it to make the case for why it is important and model steps employers can take to address health disparities.
* [**Health Equity and Prevention Primer**](http://www.preventioninstitute.org/tools/focus-area-tools/health-equity-toolkit.html)
* This web-based training series from the Prevention Institute is for public health practitioners and advocates interested in multi-sector engagement to achieve health equity. It is comprised of seven brief, interactive presentations along with selected publications, tools and other resources.
* [**Health Equity Resource Toolkit for State Practitioners Addressing Obesity Disparities**](http://www.cdc.gov/obesity/downloads/CDCHealthEquityObesityToolkit508.pdf)
* CDC’s toolkit aims to increase the capacity of state partners to work with their communities to implement effective responses to obesity in populations that are facing health disparities.
* [**Making the Economic Case for Health Equity Webinar and Issue Brief**](http://www.astho.org/programs/health-equity/)
* This ASTHO-produced [webinar](https://cc.readytalk.com/cc/playback/Playback.do?id=gwe7t5), [issue brief](http://www.astho.org/Programs/Health-Equity/Economic-Case-Issue-Brief/), and [slide deck](http://www.astho.org/Programs/Health-Equity/Economic-Case-for-Health-Equity/) explores the economic benefits of achieving health equity in the business sector with a focus on racial/ethnic minorities and socioeconomic status.
* [**National Stakeholders Strategy for Achieving Health Equity**](http://minorityhealth.hhs.gov/npa/templates/content.aspx?lvl=1&lvlid=33&ID=286)
* The *Strategy* developed by the National Partnership for Action offers community driven approaches for common action with objectives and measures. These offer a starting plan of action that can be adapted to the needs and resources of organizations and partnerships working to reduce health disparities.
* [**National Standards on Culturally and Linguistically Appropriate Services (CLAS)**](http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15)
* The principles and activities of CLAS should be integrated throughout an organization and undertaken in partnership with the communities being served. State agencies can use these to encourage health care organizations to use the standards to make their practices more culturally and linguistically accessible.
* [**Organizational Self-Assessment for Addressing Health Inequities Toolkit**](http://www.barhii.org/resources/toolkit.html#download)
* The Bay Area Regional Health Inequities Initiative provides tools to help public health leaders identify the skills, practices and infrastructure needed to address health equity. Health agencies and partners can use the steps in the toolkit to ensure their organizations can effectively impact equity.
* [**Promoting Health Equity: A Resource to Help Communities Address Social Determinants of Health**](http://www.cdc.gov/healthycommunitiesprogram/tools/pdf/SDOH-workbook.pdf)
* CDC’s workbook for practitioners helps them guide communities to achieve health equity. States can learn from the case studies of specific communities and the strategies they are taking to achieve health equity such as small to large-scale program and policy initiatives and traditional public health initiatives.
* [**Unnatural Causes: Is Inequality Making Us Sick?**](http://www.unnaturalcauses.org/what_you_can_do.php)

 This comprehensive action center provides resources around using [Unnatural Causes](http://www.unnaturalcauses.org/video_clips_detail.php?res_id=80) as a springboard for action to achieve health equity. It includes a [Policy Guide](http://www.unnaturalcauses.org/policy_guide.php), a [Toolkit](http://www.unnaturalcauses.org/download_toolkit.php) to help schedule a community screening event, an advocacy section as well as tips on how to engage the media around health equity.