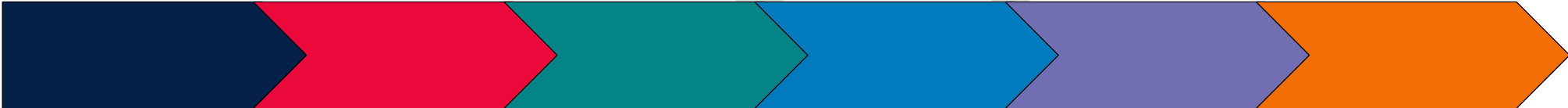


# LOHP Work Plan Resource Guide

A road map for the California Department of Public Health (CDPH) Office of Oral Health's (OOH) Local Oral Health Program (LOHP) Work Plan



## Where Programs Begin...

The LOHP Work Plan Resource Guide is a road map aligning resources to activities aiding in approaches to objectives in the CDPH OOH Work Plan.

# What is the LOHP Work Plan Resource Guide?

Designed to help local oral health program (LOHP) staff, the LOHP Work Plan Resource Guide, referred to in this document as “Resource Guide” is a road map aligning resources to activities aiding in approaches to objectives in the California Department of Public Health (CDPH) Office of Oral Health (OOH) Work Plan. This Resource Guide was developed jointly by the CDPH OOH and the University of California, San Francisco (UCSF) California Oral Health Technical Assistance Center (COHTAC) and provides best practices and evidence-based resources.

The Resource Guide includes a:

- Table of contents for each Objective
- Banner of key topics for each Objective
- Summary of how each Objective informs the Work Plan
- Table of clickable links to resources on how to approach each activity

## Acknowledgements

The Resource Guide was initiated by: Katie Conklin, RDH, MS (COHTAC), Keiko Miyahara, RDH, MS (COHTAC), Lisa Berens, DDS, MPH (COHTAC), Howard Pollick, BDS, MPH (COHTAC), Marjorie Stocks, MPH (COHTAC), Ben Chaffee, DDS, MPH, PhD (COHTAC), Elizabeth Couch, RDH, MS (COHTAC), Janelle Urata, RDH, MS (COHTAC), Cristin Kearns, DDS, MBA (COHTAC), Kristin Hoeft, DDS, MPH, PhD (COHTAC), Brendan Darsie, MPH (OOH), and Ravi Dasu, PhD CCRP (OOH) prepared the initial materials for the objectives and activities. Guidance and advice on the development process and final editing was provided by: Lynn Walton-Haynes, DDS, MPH (OOH), Joanna Aalboe, RDH, MPH (OOH), Rosanna Jackson (OOH), Bahar Amanzadeh, DDS, MPH (Public Health Consultant), Steven Silverstein, DMD, MPH (COHTAC), and Jay Kumar, DDS, MPH (OOH)

The Resource Guide has benefited from the contributions and advice of many individuals and we wish to thank the following individuals on their input through the pilot trials: Samantha Bates (Shasta County), Jennifer Frusetta (San Benito County), Kismatdeep Dhaliwal (Imperial County), Jessica Harris (Sierra County), Reetu Seehra (Sutter County), Clarissa Ravelo (Kings County), and Rita Chen (Los Angeles County)

# How to use and who to ask?

## How to use?

The following Resource Guide functions best as an electronic document in order to optimize the ability to click on the links embedded in the text. Circled in red of the table to the right, outlines where you can find clickable links to recommended resources. We encourage you to read the Resource Guide and click on the links to get ideas for your LOHP Work Plans and then continue to check back as the Resource Guide continues to evolve.

### Objective 1: Building capacity and engaging community stakeholders

Identify a project coordinator | establish an advisory committee | develop guiding principles

Building capacity for a position at the local health department is the first step to establishing a lead to manage the local oral health program (LOHP). Once you have a lead to manage the LOHP, if the community is involved and engaged from the beginning as an Advisory Committee, the LOHP knows who is involved and the resource available to address the needs of the community.

#	Activity	Performance Measure	Approach and Resources
1.1	Identify existing staff support and a structure	Program structure in place	How to create a position and classification?
1.2	Create a coordinator position and other positions as needed	List of positions established and number of vacancies filled	What skill sets does the position require?
1.3	Write job descriptions/ duty statements	Number of job descriptions/duty statements developed	Who in your Human Resources can help write a job description?
1.4	Recruit and hire staff to fill vacancies	List of staff hired, provide number of vacancies filled	What to consider when recruiting new staff?
1.5	Participate in trainings offered via meetings, webinars, workshops, etc.	List of trainings, meetings, webinars, workshops, conference attended	How to develop a training schedule?
1.6	Develop Advisory Committee (AC) and recruit key organizations and members representing diverse stakeholders.	Membership list	What are examples of a membership list and how to recruit key stakeholders?
1.7	Convene first meeting and agenda; set schedule of meetings; develop evaluation for meetings.	First meeting agenda; schedule of meetings; number of meetings held, and type of meeting; List of participants, participant evaluations	How to get started on organizing a meeting for the first time?
1.8	Identify Mission, Vision, shared values, and structure of AC.	Mission, vision, values, AC structure	How to engage your Advisory Committee to develop inclusive Guiding Principles, mission, vision, and values?

## Whom should you ask?

The CDPH OOH and UCSF COHTAC are ready and available to answer questions.

- **Questions on deliverables (what needs to be done) are directed to the CDPH OOH**
  - Send an email to [dentaldirector@cdph.ca.gov](mailto:dentaldirector@cdph.ca.gov)
  - Visit the [CDPH OOH website](#)
  - Examples of what needs to be done are on administrative issues and topics such as budgets, timelines, and invoices
- **Questions on approach (how to implement) are directed to the UCSF COHTAC**
  - Send an email to [oralhealthsupport@ucsf.edu](mailto:oralhealthsupport@ucsf.edu)
  - Visit the [UCSF COHTAC website](https://oralhealthsupport.ucsf.edu/) at <https://oralhealthsupport.ucsf.edu/>
  - Examples can be on how to conduct a focus group, develop a needs assessment, develop a community health improvement plan (CHIP), implement a school program, promote community water fluoridation, train dental offices on tobacco cessation and sugar-sweetened beverages, integrate health literacy, and other dental public health initiatives.



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## Appendix A: Resource Guide OOH Work Plan Elective Objectives by County

# Objective 1: Building capacity and engaging community stakeholders

identify a project coordinator | establish an advisory committee | develop guiding principles

The process of community engagement can provide guiding principles, support, ownership, authority, infrastructure, and training when developing a staff position and an Advisory Committee.

#	Activity	Performance Measure	Approach and Resources
1.1	Identify existing staff support and a structure	Program structure in place	How to create a position and <a href="#">classification</a> ?  Reference: <a href="#">The OOH LOHP Grants: Getting Started webinar</a>
1.2	Create a coordinator position and other positions as needed	List of positions established and number of vacancies filled	What skill sets does the position require?
1.3	Write job descriptions/ duty statements	Number of job descriptions/duty statements developed	Who in your Human Resources can help <a href="#">write</a> a job description?
1.4	Recruit and hire staff to fill vacancies	List of staff hired, provide number of vacancies filled	If you are a new LOHP staff hired for Prop 56, there are intro resources available: <ul style="list-style-type: none"> <li>• <a href="#">Dental Public Health</a></li> <li>• <a href="#">Public Health Practice</a></li> </ul>
1.5	Participate in trainings offered via meetings, webinars, workshops, etc.	List of trainings, meetings, webinars, workshops, conference attended	The UCSF COHTAC website is a dedicated website for LOHPs for Prop 56 resources, including a webpage on recorded <a href="#">webinars and slides</a> , and upcoming and archived <a href="#">events</a> .
1.6	Develop Advisory Committee (AC) and recruit key organizations and members representing diverse stakeholders.	Membership list	<a href="#">Identify stakeholders</a> to participate in the Advisory Committee that represents the community  <a href="#">Example of an Excel template of a LOHP</a>

			<a href="#">membership list</a>
1.7	Convene first meeting and agenda; set schedule of meetings, develop evaluation for meetings.	First meeting agenda; schedule of meetings; number of meetings held, and type of meeting. List of participants, participant evaluations	How to get started on <a href="#">organizing a meeting</a> for the first time? Example of a LOHP: <a href="#">agenda</a> , <a href="#">meeting minutes</a> , and <a href="#">evaluation</a>
1.8	Identify Mission, Vision, shared values, and structure of AC.	Mission, vision, values, AC structure	How to engage your Advisory Committee to develop inclusive <a href="#">Guiding Principles, mission, vision, and values</a> ?
1.9	Conduct key informant interviews (KI), focus groups, or Knowledge, Attitude and Belief (KAB) surveys of key stakeholders and organizations to determine understanding and priority of addressing oral health.	Summary of KI interviews, focus groups and/or KAB surveys to address common themes, challenges, and support of mission, vision, and values	If you have questions on key informant interviews, email UCSF COHTAC to be put in touch with a Focus Group specialist, (email) <a href="mailto:oralhealthsupport@ucsf.edu">oralhealthsupport@ucsf.edu</a>
1.10	Identify goals and objectives for improving oral health.	Document defining goals and objectives	How do you <a href="#">define and analyze the problem</a> in order to identify oral health goals and <a href="#">objectives</a> ?
1.11	Establish communication methods with local partners and stakeholders.	List of meetings, webinars; conference calls; list serve developed; mailings, etc.	What does it mean to <a href="#">develop communication early</a> ?
1.12	Convene advisory group/task force per schedule. Submit new schedule for the rest of the grant term with revised work plan.	Minutes; other documentation from meetings, webinars, calls, and mailings	What are effective ways to <a href="#">document meetings</a> ?
1.E.1	Conduct qualitative analysis to determine effectiveness of trainings and community organizing approaches to capacity building.	Summary of analysis	
1.E.2	Conduct satisfaction survey of AC membership to determine AC progress, recommendations and	Analysis of satisfaction survey which include quantitative measures to assess network density or involvement	What do you consider when <a href="#">identifying and</a>

future direction of the LOHP and strategies to address challenges.

and recommendations for improvement

[analyzing stakeholders and their interests?](#)

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## Objective 2: Developing a Needs Assessment with a special focus on SDOH

engage advisory committee | collect data | publish findings

A Needs Assessment is an integral component of a community oral health improvement process. Information gained from a community assessment can be used to plan, implement, and evaluate oral health improvement strategies.

#	Activity	Performance Measure	Approach and Resources
2.1	Identify staff, consultant or work group from Advisory Committee to develop Needs Assessment.	List of work group members	<a href="#">Reference worksheet on forming an Advisory Committee: Potential Committee members</a>  <a href="#">Example of a LOHP membership list</a>
2.2	Conduct an assessment of available data to determine LHJs health status, oral health status, needs, and available dental and health care services to resources to support underserved areas and vulnerable population groups.	Summary of resources and needs assessment	What <a href="#">considerations and key takeaways</a> are there to starting a Needs Assessment?  Reference: <a href="#">The OOH Needs Assessment Overview</a>
2.3	Identify and plan the needs assessment strategy based on available resources. Develop needs assessment instrument.	Needs assessment instrument	Did you know ASTDD has a 7-Step Model for <a href="#">assessing oral health needs</a> ?
2.4	Conduct inventory of available primary and secondary data.	Data gathered and inventory	The OOH has developed a <a href="#">handout</a> of secondary data sources.
2.5	Determine the need for primary data	Analysis conducted and data gaps identified	How do you <a href="#">determine</a> the need for primary data and identify data gaps through credible sources?
2.6	Identify resources	Data resources identified to fill gaps	What are data sources that can help fill gaps in your <a href="#">primary data collection resources</a> ?
2.7	Select methods	Methods selected	The <a href="#">CDC Epi Info™</a> is a public

			domain software data tool designed for public health practitioners.
2.8	Conduct Needs Assessment	Worksheet developed to collect missing data	<a href="#">Worksheet on data collection</a>
2.9	Collect data	Data collected	Where can you collect data on <a href="#">demographic</a> , <a href="#">social data</a> (including <a href="#">Social Determinants of Health</a> ), and <a href="#">health data</a> ?  Article on <a href="#">Social Determinants of Oral Health for Low-Income Populations</a>
2.E.1	Analyze data and prepare summary analysis.	Summary Report	

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## Objective 3: Mapping community assets and resources

develop an asset map | conduct focus groups

A mapping of community assets and resources (environmental scan) can be a visual tool to identify gaps where services and resources are needed in the community oral health improvement process in order to mobilize the community.

#	Activity	Performance Measure	Approach and Resources
3.1	Take an inventory of all the groups (associations, organizations, and institutions) that exist within the jurisdiction's communities. Identify existing groups, organizations, etc. that serve underserved and vulnerable populations in the community.	Inventory of existing assets and resources	<a href="#">Example of a LOHP SWOT process (Strength, Weaknesses, Opportunities and Treats)</a>
3.2	Conduct interviews/surveys.	Survey instrument; interviews and/or surveys conducted	
3.3	Create a map of assets/resources within jurisdiction and Identify gaps.	Map of assets/resources (geo mapping) within jurisdiction/List of gaps within LHJ	<a href="#">UCLA Center For Health Policy Research section on Asset Mapping</a>
3.4	Publish the assets and resources and gaps identified.	Identified assets/resources and identified gaps published on website or in newsletter or as part of Summary Analysis	Reference: <a href="#">Environmental Scan example from Santa Clara County [page 88-91]</a>

## Objective 4: Developing a Community Health Improvement Plan

identify goals and objectives | form work groups | write Smart goals | publish plan

The goal and objectives can be first identified through a community engagement process, and then be informed by the result of the Oral Health Needs Assessment and the Environmental Scan. The Action Steps can be further developed by the work groups, who will then focus on each goal and objective more thoroughly. Creating SMART goals and actionable steps are important as the teams go through this process.

#	Activity	Performance Measure	Approach and Resources
4.1	Identify a key staff person or consultant to guide the community health improvement plan process.	Key staff member/consultant identified	What <a href="#">skills are important</a> to facilitate the Community Health Improvement Plan process?
4.2	Develop a timeframe for the community health improvement plan.	Timeframe developed	
4.3	Identify objectives and strategies to achieve that objective.	Summary of objectives and strategies	The OOH PowerPoint presentation, <a href="#">“Developing a CHIP”</a> provides examples of how to engage the community in the community health improvement process.
4.4	Determine which people and sectors of the community should be charged and involved in implementing the strategies.	List of partners/stakeholders/ participants representative of the various sectors of the LHJ that participated in the process	Consider who is engaged in the process and what they want to get out of it?
4.5	Engage a workgroup to design the Action Plan.	List of work group meetings and minutes from meetings	Identify and engage partners to participate in workgroups related to their interests.
4.6	Identify action steps: <ul style="list-style-type: none"> <li>• What action or change will occur</li> <li>• Who will carry it out</li> <li>• When will it take place, and for how long</li> <li>• What resources (i.e., money, staff) are needed to carry out who should know what</li> </ul>	Action Plan developed by workgroup that identifies the “what, who, when, how long, resources, and communication” aspects of the Action Plan	Workgroups can <a href="#">integrate an Action Plan process</a> to create <a href="#">SMART goals</a> for the workgroup’s objectives and activities.

4.E.1	Identify how the Action Plan addresses the priorities identified in the Community Health Improvement Plan; provide a summary of key strategies to address vulnerable populations and how they will help to achieve local and state oral health objectives. Describe impact objectives and key indicators that will be used to determine progress.	Summary Report-Identify flow of Executive summary, introduction, background (key facts), vision and guiding principles, overarching goals, 5-Year SMART goals, formulation and implementation of a plan of action to achieve the objectives (strategies and activities/actions steps), and priorities for action.	Examples of published LOHP Community Health Improvement Plans. <ul style="list-style-type: none"> <li>• <a href="#">Calaveras County's CHIP</a></li> <li>• <a href="#">El Dorado County's CHIP</a></li> </ul>
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## Objective 5: Developing an Evaluation Plan to track progress

consider what you are measuring | develop a logic model | reference the Evaluation Template

Program evaluation is the systematic and ongoing activity of clarifying and confirming program goals and objectives; collecting, analyzing and interpreting data; making changes to a program in order to meet the intended goals and objectives; and routinely sharing this information with stakeholders, policymakers and program funders

#	Activity	Performance Measure	Approach and Resources
5.1	Engage stakeholders in the Evaluation Plan process, including those involved, those affected, and the primary intended users.	List of stakeholders engaged in this process.	The evaluation continues to inform the implementation process. <a href="#">Involving stakeholders</a> in the process can capture what is working and not working in order to make adjustments to the program.  Reference: <a href="#">The OOH Evaluation webinar 101</a>
5.2	Develop the Program Logic Model, which will become a common reference point for staff, stakeholders, constituents and OOH.	Develop a one-page Program Logic Model.	A <a href="#">logic model</a> can communicate what activities are a good solution to the problem identified in order to prioritize resources and timelines.
5.3	Identify program outcome objectives and indicators.	Document the indicators, sources, quality, quantity, and logistics.	The OOH 2018-2028 CA Oral Health Plan outlines <a href="#">indicators</a> LOHPs can follow to align their Objectives.
5.4	Focus the evaluation design based on selected Objectives and justify conclusions based on data analysis.	Document the purpose, methods, standards, analyses, interpretation, and timeline for the evaluation.	A 9-minute <a href="#">video</a> from the CDC on Evaluation framework on the CDC steps and standards of evaluation.
5.5	Submit the Evaluation Work Plan for Implementation Objectives.	Provide comprehensive EP of required and selected Implementation Objectives.	The OOH has an <a href="#">evaluation template</a> , <a href="#">Evaluation FAQ</a> , and <a href="#">Evaluation Resource Guide (ERG)</a> to assist LOHPs the steps of the plan.

5.6	Submit Progress Report	Submit Evaluation Work Plan for Implementation Objectives and submit progress reports.	The OOH has <a href="#">instructions</a> for the current <a href="#">progress report template</a> that has new language for the implementation phase to reflect activities in-progress.
5.E.1	Coordinate with OOH to conduct surveillance to determine the status of children's oral health.	List of schools identified, number of children to be screened, coordination activities conducted.	This activity applies to LOHPs participating in the 3rd Grade Basic Screening Survey (BSS).

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## Objective 6 Implementing sealant, education and fluoride programs

establish a sealant program | identify educational curriculums | assess fluoride programs | promote community water fluoridation

LHJs should contact their local dental or hygiene components to ask for a local volunteer dental professional to provide oversight and guidance for the screening, sealant, and FL component of these objectives.

A Communities of Practice workgroup on sealants is planned to start the Fall of 2019.

#	Activity	Performance Measure	Approach and resource
<b>Establish a Sealant Program</b>			
6.1.0	Annually identify children in grades K-6 to receive dental sealants. Children receiving sealants must also receive a retention check-up. List number of children to be served.	# of FRPM schools meeting criteria  # of FRPM schools participating in SB/LDSP	The California Dept. of Education website <a href="https://www.cde.ca.gov/ds/sd/sd/files/sp.asp">https://www.cde.ca.gov/ds/sd/sd/files/sp.asp</a> lists the schools by county, by Percent (%) Eligible FRPM (Ages 5-17), etc.  Getting started: <a href="https://www.mchoralhealth.org/seal/step-1-0.php">https://www.mchoralhealth.org/seal/step-1-0.php</a>
6.1.1	Provide dental sealant services by providing a referral list for dental sealant providers.	# of schools, teachers, parents, and students	Identify community resources: <a href="https://www.mchoralhealth.org/seal/step-9-0.php">https://www.mchoralhealth.org/seal/step-9-0.php</a>
6.1.2	Obtain input from school administrator, lead teacher, school nurse, or oral health contact at identified schools to schedule activities.	Summary of input, schedule of activities.	Scheduling schools: <a href="https://www.mchoralhealth.org/seal/step-7-2.php">https://www.mchoralhealth.org/seal/step-7-2.php</a>
6.1.3	Annually, develop or adapt sealant educational materials and/or educational sessions for teachers, parents, and students.	# of educational materials/sessions	<ul style="list-style-type: none"> <li>• <a href="#">Seal America</a></li> <li>• <a href="#">Connecticut Dept. of Public Health</a></li> <li>• <a href="#">Dental sealant fact sheet</a></li> <li>• <a href="#">CDC Dental Sealant FAQ</a></li> <li>• <a href="#">CDC Vital Signs three-page handout</a></li> <li>• <a href="#">The Community Guide One-Pager:</a></li> </ul>

			<p><a href="#">School- Based Dental Sealant Delivery Programs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">ADA Sealants Infographics</a></li> <li>• <a href="#">Smile California Sealant FAQ</a></li> </ul> <p><a href="#">School sealant curriculum</a>, “Extra Protection for Terrific Teeth” approximate time: 10 minutes [page 30-33]</p>
6.1.4	Annually distribute sealant educational materials and/or deliver educational sessions to teachers, parents, and students, and send educational sealant information home with sealant consent form (if referral provider will provide services on-site at the school).	# of educational materials/sessions	<p>Consent forms: <a href="https://www.mchoralhealth.org/seal/step-6-4.php">https://www.mchoralhealth.org/seal/step-6-4.php</a></p> <p>Working with parents: <a href="https://www.mchoralhealth.org/seal/step-9-1.php">https://www.mchoralhealth.org/seal/step-9-1.php</a></p>
6.1.5	Conduct a basic dental screening of students to determine dental status with parental permission. (optional)	# of children screened and provided services	<a href="#">ASTDD Basic Screening Survey (BSS)</a> includes information to conduct screening.
6.1.6	Schedule time at school site to conduct screening with those children who submitted signed consent forms.	Correspondence with school	Obtaining parental consent: <a href="https://www.mchoralhealth.org/seal/step-7-3.php">https://www.mchoralhealth.org/seal/step-7-3.php</a>
6.1.7	Conduct screening event with teachers, site personnel, and volunteers.	# of children screened and provided services	Staff training and information: <a href="https://www.mchoralhealth.org/seal/step-7-1.php">https://www.mchoralhealth.org/seal/step-7-1.php</a>
6.1.8	Determine number of children that need dental sealants and the number of sealants per child. Follow-up with teachers to ensure notices were sent home.	# of children screened and provided services	Refer to Needs Assessment demographic information and CHIP SMART goals.
6.1.9	Annually, facilitate dental sealant placement by a dentist, registered dental hygienist in alternative practice or registered dental hygienist	# of children screened and provided services	Reference of current models of sealant programs in California <a href="https://oralhealthsupport.ucsf.edu/sealant-resources">https://oralhealthsupport.ucsf.edu/sealant-resources</a>

	at provider site, or will place sealants on a minimum of 5% of targeted children with signed parental consent form at a coordinated sealant event with teachers, site personnel, and volunteers.		
6.1.10	Annually, complete sealant retention checks on a minimum of 10% of the children who received sealants during the school year.	# of children screened and provided services	Determining dental sealant quality: <a href="https://www.mchoralhealth.org/seal/step-10-1.php">https://www.mchoralhealth.org/seal/step-10-1.php</a>
6.E.1	Identify process and qualitative indicators for school-based or school linked programs and determine if progress on evaluation objectives/indicators.	Evaluation Report – identify if target participation rate was met	OOH Progress Report Data Form as part of the overall evaluation process.

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## Objective 6 Implementing sealant, education and fluoride programs

establish a sealant program | **identify educational curriculums** | assess fluoride programs | promote community water fluoridation

School dental programs provide the best opportunity to promote oral health curriculums in school settings.

#	Activity	Performance Measure	Approach and Resource
<b>Identify Education Curriculums</b>			
6.1.11	<p>Annually, identify students in grades K-6 that will receive at least one instructional visit on oral health, lasting at least 20 minutes, using appropriate scope and sequence principles. Multiple educational visits are encouraged if possible.</p> <p>The following subject areas may be included:</p> <ul style="list-style-type: none"> <li>• causes, processes, and effects of oral diseases</li> <li>• plaque control</li> <li>• nutrition and healthy snacks</li> <li>• sugar sweetened beverages</li> <li>• use of preventive dental agents, including fluorides and sealants</li> <li>• the need for regular dental care and preparation for visiting the dentist</li> <li>• physical activity</li> <li>• tobacco cessation</li> <li>• dental injury prevention</li> </ul>	<p># of FRPM schools participating in SB/LDSP</p>	<p>Identified oral health curriculums:</p> <ul style="list-style-type: none"> <li>• <a href="#">ADA Smile Smarts Dental Health Curriculum</a></li> <li>• <a href="#">CDA Dental Health Education Resource Guide</a></li> <li>• <a href="#">Missouri K-12 Oral Health Education Curriculum</a></li> <li>• <a href="#">2019 National Children's Dental Health Month</a></li> <li>• <a href="#">ADA Tiny Smiles A Give Kids A Smile Program</a></li> <li>• <a href="#">Connecticut Cares About Oral Health</a></li> <li>• <a href="#">Healthy Smiles for a Lifetime/Sonrisas Saludables para Toda la Vida</a></li> <li>• <a href="#">Colgate Oral Hygiene Education Materials for Dental professionals</a></li> <li>• <a href="#">Oral B The Educator's guide to Oral Health</a></li> <li>• <a href="#">Open Wide and Trek Inside</a></li> </ul> <p>Reference:  <a href="https://www.ada.org/en/publications/ada-news/2019-archive/march/ada-curriculum-helps-dentist-spearhead-dental-literacy-program">https://www.ada.org/en/publications/ada-news/2019-archive/march/ada-curriculum-helps-dentist-spearhead-dental-literacy-program</a></p>

## Objective 6 Implementing sealant, education and fluoride programs

establish a sealant program | identify educational curriculums | **assess fluoride programs** | promote community water fluoridation

Fluoride supplements are contraindicated in a fluoridated community. Go to the [California State Water Resources Control Board](#) and search “is my water fluoridated” to determine if public water systems in the area of interest are fluoridated.

“As part of children receiving fluoride, tooth brushing in school-based programs is another option to consider. Several systematic reviews of fluoride toothpaste provide clear evidence that fluoride toothpastes are efficacious in preventing caries. Schools provide the best opportunity to promote the concept of daily tooth brushing with a fluoride toothpaste.” CA State Dental Director, Dr. Kumar

#	Activity	Performance Measure	Approach and Resources
<b>Assess Fluoride Programs (FP)</b>			
6.2.0	Annually, identify children in grades K-6 to receive fluoride supplements. Facilitate fluoride supplements by a dental provider or school-based clinic, Federally Qualified Health Center, Community Health Center or identify if an on-site event is will be conducted at the school. Identify volunteers or organizations that provide fluoride varnish and work with teachers, school administrators, site personnel, and volunteers to coordinate the event. For on-site events, provide and collect permission slips for participating children. Children may receive fluoride rinse, fluoride varnish, or fluoride tablets.	<p># of Free or Reduced Price Meals (FRPM) Schools</p> <p># of FRPM schools participating in FP</p> <p># of schools, teachers, parents, and students</p>	<p>The California Dept. of Education website <a href="https://www.cde.ca.gov/ds/sd/sd/filesfp.asp">https://www.cde.ca.gov/ds/sd/sd/filesfp.asp</a> lists the schools by county, by Percent (%) Eligible FRPM (Ages 5-17), etc.</p> <p>Fluoride varnish programs are preferred over supplements and rinses for in school programs.</p> <p>Prescription fluoride supplements (tablets) require knowledge of fluoride concentration of drinking water in the child’s residence area. No supplements where water has more than 0.6 ppm fluoride.</p> <p>Fluoride varnish may be applied regardless of fluoride concentration of water.</p> <p>References:  <a href="https://www.astdd.org/docs/fluoride-varnish-program-report.pdf">https://www.astdd.org/docs/fluoride-varnish-program-report.pdf</a>  <a href="https://www.astdd.org/docs/Varnish-Policy-Statement-12-15-2015.docx">https://www.astdd.org/docs/Varnish-Policy-Statement-12-15-2015.docx</a></p>

6.2.1	Determine course of action for identified schools in collaboration with Advisory Committee.	Advisory Committee meeting minutes	
6.2.2	For identified school sites, develop or adapt general oral health and hygiene educational materials that are culturally competent and use appropriate health literacy level.	# of educational materials/sessions	
6.2.3	Develop or adapt fluoride educational materials and/or educational sessions for teachers, parents, and students.	# of educational materials/sessions	Resource: <a href="https://www.mchoralhealth.org/materials/resource-bulletins.php">https://www.mchoralhealth.org/materials/resource-bulletins.php</a>  <a href="https://ilikemyteeth.org/category/childrens-oral-health-fluoride/">https://ilikemyteeth.org/category/childrens-oral-health-fluoride/</a>
6.2.4	Distribute fluoride educational materials and/or deliver educational sessions to teachers, parents, and students, and send educational fluoride information home with fluoride consent form.	# of educational materials/sessions	Need to use a forum for sharing samples of parent information forms. For examples, the COHTAC website can share documents.
6.2.5	Assess number of children eligible to receive fluoride supplement per identified school.	# of children provided preventive services	Most likely to be none, based on preference for fluoride varnish.
6.2.6	Facilitate referral for fluoride supplements or schedule time at school site to provide fluoride supplements with local providers to children who submitted signed consent forms.	# of children provided preventive services	Most likely to be none, based on preference for fluoride varnish.
6.2.7	Conduct fluoride varnish event at school with teachers, site personnel, and volunteers. _____ (number) children that will receive fluoride supplement.	# of children provided preventive services	Resource Guidance: <a href="https://dentistry.ucsf.edu/sites/default/files/2018-04/SoD_Health_Fairs_Fluoride_Varnish_Guidance_Protocol_2018.pdf">https://dentistry.ucsf.edu/sites/default/files/2018-04/SoD_Health_Fairs_Fluoride_Varnish_Guidance_Protocol_2018.pdf</a>  <a href="http://dental.acphd.org/programs-services/school-based-dental-program/">http://dental.acphd.org/programs-services/school-based-dental-program/</a>
6.2.8	Send notice home with students to inform	Data captured in report to	Need to use a forum for sharing samples of

	parents of any relevant information.	CDPH; correspondence with teachers	parent information forms. For examples, the COHTAC website can share documents.
6.2.9	Determine total number of children who received fluoride treatment. Follow-up with teachers to ensure notices were sent home.	# of children provided preventive services	

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## Objective 6 Implementing sealant, education and fluoride programs

establish a sealant program | identify educational materials | assess fluoride programs | promote community water fluoridation

The activities in a fluoridated community will be different than in a non-fluoridated community. To begin, follow the link below to the California State Water Resources Control Board and determine which systems in your county are fluoridated at the optimal level. Then follow the guide for the recommended approach in a fluoridated versus a non-fluoridated community.

#	Activity	Performance Measure	Approach & Resources
<b>Promote Community Water Fluoridation (CWF)</b>			
6.3.1	Conduct training for community members/partners/stakeholders who desire to learn about the safety, benefits and cost effectiveness of community water fluoridation and its role in preventing dental disease.	# of community members trained	<ol style="list-style-type: none"> <li>1. <b>Where to <u>find-out</u> if the community of interest is fluoridated?</b> <ul style="list-style-type: none"> <li>• Go to the <a href="#">California State Water Resources Control Board</a> and search "is my water fluoridated" to determine if public water systems in your county are fluoridated.</li> </ul> </li> <li>2. <b>Where can you learn about the <u>safety and benefits of fluoridation</u> and <u>find facts</u>?</b> <ol style="list-style-type: none"> <li>a. ASTDD <a href="#">Community Water Fluoridation, Best Websites for Scientific Evidence</a></li> <li>b. ASTDD <a href="#">Natural Fluoride in Drinking Water Coffee Break</a></li> <li>c. The ADA Fluoridation Fact booklet 2018- mailed to all LHJs.</li> <li>d. Campaign for Dental Health – <a href="https://ilikemyteeth.org/">https://ilikemyteeth.org/</a></li> <li>e. Webinar (<a href="#">slides</a>) (<a href="#">audio</a>)</li> <li>f. <a href="#">Media file on the history of fluoridation</a></li> </ol> </li> </ol>

			<p><b>3. How do you identify your community partners and stakeholders?</b></p> <ol style="list-style-type: none"> <li>a. Link to Fluoridation Manual coming soon!</li> <li>b. Are your community health professionals, dentists, hygienists, pediatricians, promotora groups and community workers prepared to respond to questions about fluoridation? If not, educate the educators to prepare them to respond effectively to questions about fluoridation.</li> </ol> <ul style="list-style-type: none"> <li>• Related Resources: <ul style="list-style-type: none"> <li>○ <a href="#">DentaQuest fluoridation toolkit.</a></li> <li>○ <a href="#">Campaign for Dental Health toolkit</a></li> </ul> </li> </ul> <p>If your water is not fluoridated, refer to steps leading to advocacy in the Fluoridation Manual.</p>
6.3.2	Conduct Regional Water District engineer/operator training on the safety, benefits of fluoridation and the important role water engineers/operators have in preventing dental disease.	# of water engineers/operators trained	<p>If your water is fluoridated, review the suggestions for “<a href="#">Thank your Water Utility Operator</a>”, and/or direct them to the <a href="#">Fluoridation Learning Online (FLO)</a> training.</p> <p>Review the suggestions in the upcoming Fluoridation Manual regarding operator training.</p> <p>If your water is not fluoridated, contact UCSF Technical Assistance Center for guidance on approaching water system management, email:</p>

			<p><a href="mailto:oralhealthsupport@ucsf.edu">oralhealthsupport@ucsf.edu</a></p> <p>Review the suggestions in the upcoming Fluoridation Manual regarding operator training.</p>
	<p>Adapt materials on fluoridation to meet community literacy levels/ languages/cultures or create new fluoridation education materials</p>	<p># of educational materials</p>	<p>If your water is fluoridated, be sure to incorporate fluoridation messages into overall education about oral health. For example, fluoridation is one tool in addition to brushing with fluoride toothpaste, flossing and regular dental visits.</p> <p>What <a href="#">multi-language resources</a> are available on fluoridation?</p> <ol style="list-style-type: none"> <li><a href="https://ilikemyteeth.org/share/">https://ilikemyteeth.org/share/</a></li> <li><a href="#">Video: Share the Water, Share the</a></li> <li><a href="#">Love (English &amp; Spanish)</a></li> <li><a href="#">Common Questions on Fluoride &amp; Fluorosis</a></li> <li><a href="#">Strengthen Your Body, One Glass at a Time (English &amp; Spanish)</a></li> <li><a href="#">Oral Health Equity Begins with Fluoridation (English &amp; Spanish)</a></li> </ol> <p>Refer to <a href="#">COHTAC website</a> for sample messages created by LOHPs, (Marin URL link on CWF messaging coming soon!)</p> <p>If your water is not fluoridated, refer back to the Fluoridation Manual on advocacy messages, <a href="#">Say this, Not that</a>, and the <a href="#">DentaQuest fluoridation toolkit</a>.</p>

6.3.4	Conduct a community public awareness campaign on fluoridation and its effectiveness in preventing dental caries.	<p># of Public Service Announcements</p> <p># of Radio advertisements</p>	<p>If your community is fluoridated; re-enforce the benefits of fluoridation by embedding fluoridation messages along with oral health messages. For example, in public service announcements and social media campaigns.</p> <p>Refer to COHTAC website for sample messages created by LOHPs,  <a href="https://oralhealthsupport.ucsf.edu/">https://oralhealthsupport.ucsf.edu/</a></p> <p>If your community is not fluoridated, refer back to the Fluoridation Manual on advocacy messages, the <a href="#">DentaQuest fluoridation toolkit</a> and <a href="http://ilikemyteeth.org">ilikemyteeth.org</a></p>
6.3.5	Create LHJ specific webpage on fluoridation and its effectiveness in preventing dental caries.	<p># of Public Service Announcements</p> <p># of Radio advertisements</p>	<p>If your community is fluoridated, you can <a href="#">find language and messaging</a> on fluoridation on the COHTAC website (<a href="http://oralhealthsupport.ucsf.edu">oralhealthsupport.ucsf.edu</a>), <a href="http://ilikemyteeth.org">ilikemyteeth.org</a>, and sample LOHP website.</p> <p>Refer to COHTAC website for sample messages created by LOHPs,  <a href="https://oralhealthsupport.ucsf.edu/">https://oralhealthsupport.ucsf.edu/</a></p> <p>If your community is not fluoridated, refer to advocacy messages on the <a href="#">DentaQuest fluoridation toolkit</a> and <a href="http://ilikemyteeth.org">ilikemyteeth.org</a></p>

## Objective 7 Partnering for community engagement and KOHA implementation

policy and guidelines | establish partnerships | assess KOHA status | develop KOHA trainings

Community engagement and establishing partnerships including schools to bring support and awareness to KOHA.

LHJs should contact their local dental or hygiene components to ask for a local volunteer dental professional to provide oversight and guidance for the KOHA screening.

#	Activity	Performance Measure	Approach and Resource
<b>Partnering for community engagement and KOHA implementation</b>			
7.1	Convene meetings of local programs (First 5, Maternal, Child and Adolescent Health (MCAH), Denti-Cal, Child Health and Disability Prevention (CHDP), Women, Infants, and Children (WIC), Black Infant Health (BIH), Early Head Start, Head Start, schools, and Home Visiting etc.) and discuss prevention and access to care issues.	Schedule of meeting	
7.2	Identify the role of partners – outreach, education, assessment, linkage, case management, delivery of services and follow up.	Role of partners identified	Roles will be defined based on assessed needs of the community.
7.3	Identify facilitators and barriers to care, and gaps.	Facilitators and barriers assessed	
7.4	Determine the activities for addressing barriers to care	Activities identified	
7.5	Assess the number of schools currently not reporting Kindergarten assessments to the System for California Oral Health Reporting (SCOHR).	Non participating schools identified	<a href="#">Review data on CDA's 2011-2017 Reported Data to identify non participating school</a>
7.6	Identify current processes neighboring schools and identify best practices.	Best practices identified	<ul style="list-style-type: none"> <li>• <a href="#">Sacramento County Toolkit</a></li> <li>• <a href="#">San Diego County Oral Health Assessment Handbook</a></li> <li>• <a href="#">Case Study: School- Based</a></li> </ul>

			<a href="#">Oral Health Screening in San Francisco</a>
7.7	Identify target schools for intervention.	List of target schools identified	The California Dept. of Education website <a href="https://www.cde.ca.gov/ds/sd/sd/file_ssp.asp">https://www.cde.ca.gov/ds/sd/sd/file_ssp.asp</a> lists the schools by county, by Percent (%) Eligible FRPM (Ages 5-17), etc.
7.8	Recruit champions.	List of champions recruited	See “How to find a local champion?” link on the COHTAC Website <a href="https://oralhealthsupport.ucsf.edu/kindeergarten-oral-health-assessment#">https://oralhealthsupport.ucsf.edu/kindeergarten-oral-health-assessment#</a>
7.9	Provide tools and training to make presentations and write letters for educating school board members to pass supporting resolutions.	Tool kit prepared; list of presentations made; copy of letters written	KOHA promotional materials <a href="https://oralhealthsupport.ucsf.edu/koha-toolkit">https://oralhealthsupport.ucsf.edu/koha-toolkit</a>
7.10	Provide guidance for implementation.	Guidance documents distributed to schools	KOHA Forms <ul style="list-style-type: none"> <li>• Parent Notification Letter</li> <li>• Oral Health Assessment Form</li> </ul> <a href="https://oralhealthsupport.ucsf.edu/koha-toolkit">https://oralhealthsupport.ucsf.edu/koha-toolkit</a>
7.11	Conduct meetings of key partners, mobilize the community, and set targets.	List of key partners; schedule of meetings held; targets identified	Collaborate with your Advisory Committee or KOHA workgroup
7.E.1	Identify successful strategies to increase the number of Kindergarten Assessments, barriers and challenges to progress. Identify if any new policies were developed as a result of efforts. Communicate results of efforts to partners.	Provide summary in progress reports of successes, challenges, lessons learned, and recommendations. Identify if any policies were revised or new policies developed	OOH Progress Report Data Form as part of the overall evaluation process.

## Objective 8 Promoting tobacco-free and sugar-free (SSB) campaigns to dental offices through Tobacco Cessation and Rethink Your Drink (RYD) trainings

xxxxxx | xxxxxx | xxxxxx | xxxxxxxx

You can write an introduction to the Objective in the text box.

#	Activity	Performance Measure	Approach and Resources
Tobacco Cessation			
8.1	Partner with the Tobacco Control Program to identify possible areas for collaboration.	Partnership developed	
8.2	Conduct a survey of dental offices to assess readiness to implement tobacco cessation counseling.	Analysis of survey	
8.3	Identify Champions.	List of identified Champions	
8.4	Create an inventory of tobacco cessation resources and provide dental offices with resources.	List of resources and number of dental offices that receive information	
8.E.1	Conduct follow-up to determine how many dental offices implemented Tobacco Cessation counseling or activities.	Provide summary analysis in progress report	
8.E.3	Identify Success Stories to share with local programs, policymakers, stakeholders, and the general public to promote and sustain program efforts.	Success stories and dissemination plan	

## Objective 8 Promoting tobacco-free and sugar-free (SSB) campaigns to dental offices through Tobacco Cessation and Rethink Your Drink (RYD) trainings

xxxxxx | xxxxx | xxxxx | xxxxxxxx

You can write an introduction to the Objective in the text box.

#	Activity	Performance Measure	Approach and Resources
Rethink Your Drink (RYD)			
8.5	Conduct a survey of dental offices to assess readiness to implement Rethink Your Drink (RYD) materials and resources.	Analysis of survey	
8.6	Create an inventory of RYD materials and resources.	RYD inventory created, including languages available	
8.7	Develop and deliver training/webinar on RYD for local dental offices.	RYD training materials; number of attendees	
8.8	Connect dental offices to RYD materials and resources.	List of dental offices/RYD materials each utilizes	
8.E.2	Conduct follow-up to determine how many dental offices implemented RYD activities.	Provide summary analysis in progress report.	
8.E.3	Identify Success Stories to share with local programs, policymakers, stakeholders, and the general public to promote and sustain program efforts.	Success stories and dissemination plan	

## Objective 9 Identifying health literacy campaigns to promote the integration of oral health and primary care across a lifespan (ie. women, children and infants)

xxxxxx | xxxxx | xxxxx | xxxxxxxx

You can write an introduction to the Objective in the text box.

#	Activity	Performance Measure	Approach and Resources
9.1.1	Implement an evidence based oral health literacy campaign such as the American Academy of Pediatrics Brush, Book, Bed (BBB) Campaign. Identify a BBB champion who will coordinate the program and inspire partners: i.e. county's oral health program manager.	Evidence-based literacy campaign selected, literacy campaign plan, list of champions identified	
9.1.2	Identify and recruit key partners: i.e. First 5 commission, County Office of Education, local CHDP, WIC, etc.	List of key partners recruited	
9.1.3	Conduct a survey amongst dental offices, primary care offices, and CBOs assessing readiness to implement BBB.	Survey conducted	
9.1.4	Develop guidance on acquiring supplies (such as BBB book) and setting-up each practice for easy implementation (i.e.: welcoming each infant at their 9-month well-child visit with a BBB book).	Guidance document developed	
9.1.5	Develop and implement tailored trainings for dental offices, primary care offices, and CBOs on how to implement BBB in their respective settings.	Training implemented	
9.1.6	Develop sustainability plan and/or evaluation plan.	Plans developed	
9.2.1	Identify a health literacy champion who will inspire partners: i.e. key partner, stakeholder,	Health literacy champion identified	

	health educator, provider, etc.		
9.2.2	Develop guidance on setting-up and sustaining an oral health literate workforce	Guidance document	
9.2.3	Develop and implement tailored trainings for dental offices, primary care offices, and CBOs on how to integrate oral health literacy in their respective settings	Training plan, list of trainings, number of participants, and evaluation of trainings	
9.2.4	Identify and recruit local programs that perform Home Visiting services (If your LHJ is funded by CDPH's California Home Visiting Program, participate in the Home Visiting Community Advisory Board Meetings)	List of Home Visiting programs, if applicable document participation in local Advisory Board meetings.	
9.2.5	Develop guidance to assist these programs to incorporate oral health messages, education, referrals, toolkits, etc. into their Home Visits	Oral health guidance regarding messaging, education, referrals, and resources	
9.2.6	Develop and implement tailored trainings for Home Visiting program staff on how to integrate an oral health component into their visits	Training plan, list of trainings, number of participants, and evaluation of trainings	
9.E.1	Conduct follow-up with providers to determine effectiveness of training, impact of BBB or other evidence-based campaign. Identify success, challenges, and recommendations.	Provide summary in progress reports of successes, challenges, lessons learned, and recommendations.	
9.E.2	Conduct follow-up to determine how many HV offices have implemented an oral health component	Number of HV programs that have added an oral health component	
9.E.3	Conduct follow-up survey with select families receiving home visitation services to determine the effectiveness of the implementation.	Provide summary in progress reports of successes, challenges, lessons learned, and recommendations	
9.E.4	Develop sustainability plan or recommendations for revisions to improve the program.	Sustainability plan/recommendations	
9.E.5	Identify Success Stories to share with local programs, policymakers, stakeholders, and the	Success stories (qualitative case study) and	

general public to promote and sustain program efforts.

dissemination plan

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## Appendix A: Resource Guide OOH Work Plan Elective Objectives by County

**GOAL:** The California Department of Public Health, Oral Health Program (CDPH/OHP) shall grant funds to Local Health Jurisdictions (LHJ) from Proposition 56, the California Healthcare, Research and Prevention Tobacco Tax Act of 2016 (Prop 56) for the purpose and goal of educating about oral health, dental disease prevention, and linkage to treatment of dental disease including dental disease caused by the use of cigarettes and other tobacco products. LHJs are encouraged to implement the strategies recommended in the California Oral Health Plan and shall establish or expand upon existing Local Oral Health Programs (LOHP) to include the following program activities related to oral health in their communities: education, dental disease prevention, linkage to treatment, surveillance, and case management. These activities will improve the oral health of Californians.

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### Objective 8

- **Promoting tobacco-free and sugar-free (SSB) campaigns to dental offices through Tobacco Cessation and Rethink Your Drink (RYD) trainings**
- Berkeley, Butte, Calaveras, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Imperial, Kern, Kings, Lassen, Long Beach, Los Angeles, Madera, Merced, Modoc, Mono, Monterey, Orange, Pasadena, Plumas, Riverside, Sacramento, San Diego, San Joaquin, San Luis Obispo, Santa Barbara, Santa Clara, Santa Cruz, Shasta, Solano, Stanislaus, Sutter, Trinity, Tulare, Tuolumne, Yolo

### Objective 9

- **Identifying health literacy campaigns to promote the integration of oral health and primary care across a lifespan (ie. women, children and infants).**
- Alpine, Butte, El Dorado, Fresno, Humboldt, Los Angeles, Merced, Orange, Placer, Riverside, Sacramento, San Bernardino, San Diego, Santa Clara, Sierra, Solano, Sonoma, Tehama, Ventura, Yuba

### Objective 10

- **Establishing an effective system for primary care offices and the oral health workforce to deliver preventive care**
- Alameda, Contra Costa, Los Angeles, Marin, Mariposa, Orange, Riverside, San Bernardino, San Francisco, San Mateo, Santa Barbara, Santa Cruz, Siskiyou, Sonoma, Ventura

### Objective 11

- **Expanding partnerships to promote community-based organization**
- Alameda, Amador, Calaveras, Contra Costa, Fresno, Humboldt, Imperial, Kern, Lake, Los Angeles, Mendocino, Mono, Monterey, Nevada, Sacramento, San Bernardino, San Diego, San Francisco, San Joaquin, San Mateo, Stanislaus, Tulare, Yolo