

Workforce Development Plan

2021-2023

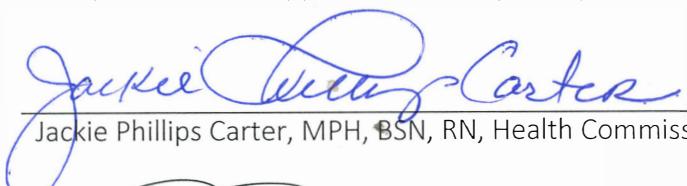
City of Middletown Health Department



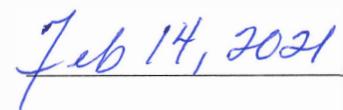
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Signature Page

This plan has been approved and adopted by the following individuals:



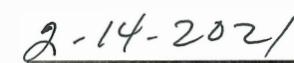
Jackie Phillips Carter, MPH, BSN, RN, Health Commissioner



Feb 14, 2021



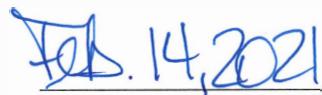
Carla Ealy, Environmental Director



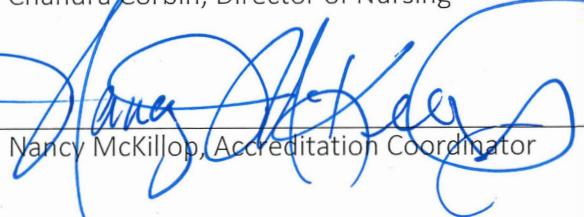
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Chandra Corbin, Director of Nursing



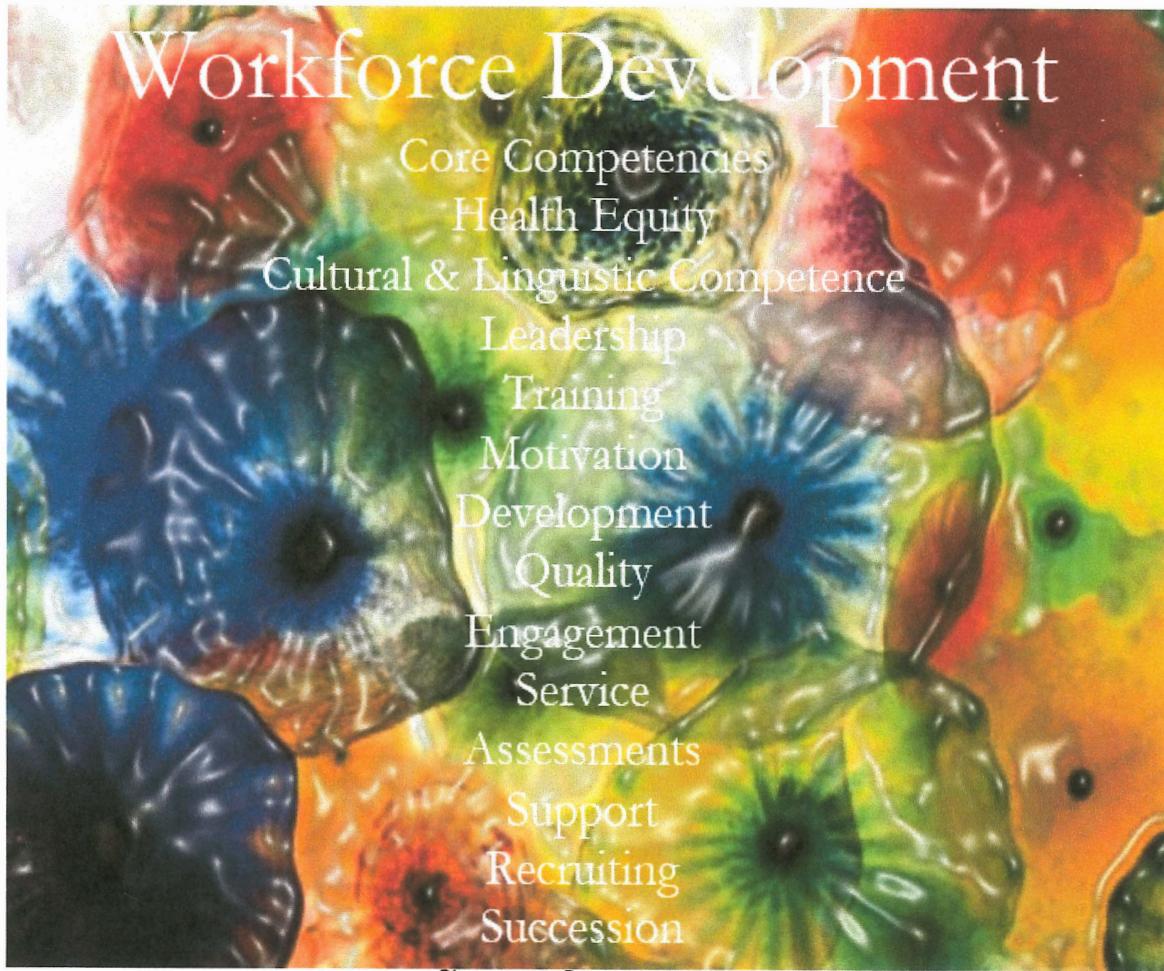
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Nancy McKillop, Accreditation Coordinator



2/14/2021



Revision Page

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Training and development of the workforce is one part of a comprehensive strategy toward the City of Middletown Health Department's quality improvement. Fundamental to this work is identifying gaps in knowledge, skills, and abilities through the assessment of both organizational and individual needs and addressing those gaps through targeted training and development opportunities.

This plan serves as the foundation of the City of Middletown Health Department's ongoing commitment to the training and development of its workforce.

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Agency Profile

Mission, Vision, & Values

The City of Middletown Health Department's mission is to prevent disease and injury, promote health and wellness, protect the environment and achieve health equity.

We aspire to create a healthy and connected community where residents can enjoy optimal physical, emotional and environmental health.

Our guiding principles provide a framework for staff to conduct their jobs.

Build – We work with partners and stakeholders to meet the needs of our community and promote health equity.

Unity – We show support, courtesy, and understanding for all with whom we interact.

Teamwork – We capitalize on our collective differences, strengths, and perspectives.

Leadership – We are committed to developing a public health staff that exceeds core competencies and provides outstanding service to the community.

Excellence – We set goals and strive to achieve the highest quality of public health service through innovation and demonstration of outcomes.

Respect – We respect the diversity of those we serve and value the contributions made by all staff.

Governance

We are a department of city government, as well as, an independent political subdivision of Middletown. The Board of Health is appointed by the City Council and is comprised of 7 health professionals and lay persons; along with the Mayor, as the non-voting President of the Board. We are a City Health District within the State of Ohio and the Board answers to the Director of the Ohio Department of Health. As a district within the State of Ohio, we meet the Ohio Laws & Rules Standards yearly.

Learning Culture CMHD encourages continued personal and professional improvement and growth to ensure quality and effective public health services for the residents of Middletown. The development and continuous improvement of the core competencies within staff helps the department realize its mission.

Employee development is an ongoing process which includes a variety of approaches and methods to increase the skills, knowledge and abilities of staff. CMHD encourages continued personal and professional improvement and growth by providing access to online, local, regional, state, and federal public health programs and training. Standard learning activities include: classroom instruction, independent study, e-learning, project or task force assignments, on the job training and attendance at conferences.

Workforce Policies The City of Middletown Health Department pays for all required trainings including gas, food, mileage, tuition and most reasonable related job trainings. CMHD's policies regarding training and tuition reimbursement can be found in Chapter 18 of the Personnel Policies and Procedures Manual. All policies have been approved by the City.

Links to Other Agency Plans CMHD identifies three priorities in its Strategic Plan:

1. Strategic Priority #1: Health Promotion and Community Outreach
2. Strategic Priority #2: Service and Quality
3. Strategic Priority #3: Sustainability and Finance

To adequately address these priorities, we have identified the need to provide further training and development for our staff in the areas of community engagement and outreach, customer service, quality improvement and performance management, program evaluation and fiscal management and planning.

Therefore, these gaps in our collective capacity and capability to achieve the highest quality of public health services are addressed in the Training and Curriculum Schedule of this Workforce Development Plan. The ability to narrow these gaps will be monitored through specific performance measures included in our performance management system.

Workforce Profile

Introduction This section provides a description of our current and anticipated future workforce needs.

Current Workforce Demographics The table below summarizes the demographics of our current workforce as of July 2022.



Category	# or %
Total # of Employees:	14
# of FTE:	9
Gender:	
Female:	13
Male:	1
Race:	
Hispanic:	1
American Indian / Alaskan Native:	0
Asian:	0
African American:	3
Hawaiian:	0
Caucasian:	10
More than One Race:	0
Other:	0
Age:	
< 20:	0
20 – 29:	1
30 – 39:	1
40 – 49:	8
50 – 59:	2
>60:	2
Primary Professional Disciplines/Credentials:	
Leadership/Administration:	4
Nurse:	4
Registered Sanitarian/EH Specialist:	3
Epidemiologist:	0
Community Health Worker:	1
Medical Director:	1
Board:	7
Emergency Preparedness Coordinator:	1
Plumbing Inspector:	0
Office Staff:	3
Accreditation Coordinator:	1
Maintenance:	0
Maternal and Infant Health Leads:	1
Longevity:	
Less than 5 years:	8
6-10 years:	4
11-20 years:	0
Greater than 20	2
Retention Rate 5yr	years:
Employees < 5 Years from Retirement:	Management:
	Non-Management:
	3
	0

Workforce Profile, *continued*

- Future Workforce** Middletown is a city of over 50,000 residents located in Butler County, Ohio. Our county is one of the fastest growing counties in Ohio for jobs. As more medical, manufacturing and retail companies open businesses here, their growth may attract more individuals to the area, potentially changing the demographics of the Middletown. These changes will need to be monitored to see if additional training, programs or staff are needed to meet those needs. 
- As communities change, the City of Middletown Health Department tries to recruit staff with diverse cultural and ethnic backgrounds to meet the needs of the residents. Recruitment efforts focus on seeking members who are bilingual or speak multiple languages, members from the targeted communities in our city and those with experience working with the community of interest. In order to better serve the population of Middletown, all new hires and current staff will be trained in cultural competency.
- The workforce profile shows some staff retiring in the near future with some of those in management positions. A succession plan has been implemented in certain areas of the department to develop the skills and knowledge needed for leadership continuity. The City of Middletown Health Department will aid staff retention by providing various programs, cross training and enhancement of skills. As senior staff retire and others leave, The City of Middletown Health Department may offer more job development opportunities and internships to help build a pool of future applicants.
- The City of Middletown Health Department continues to evaluate and incorporate new trends in public health and utilizing technology to improve visibility in the community, assist with data collection and analysis and maintain customer satisfaction. As new technological improvements are implemented, staff will need to be trained in its use and applicability. Additionally, the department may need to seek new employees with the required skills and experience to meet these changing needs.

Competencies & Education Requirements

Core Competencies for Agency

The City of Middletown Health Department adopted the Core Competencies for Public Health Professionals developed by the *Council on Linkages Between Academia and Public Health Practice* to guide professional development and training opportunities for the department initially in 2018. We continue to operate under these competencies as we update our plan for the next three years and beyond. These Core Competencies are considered to be the national standard, guiding the current and future workforce of public health. The Core Competencies are divided into eight areas of public health practice:

- Analytical/Assessment
- Policy Development/Program Planning
- Communication
- Cultural Competency
- Community Dimensions of Practice
- Public Health Sciences
- Financial Planning and Management
- Leadership and Systems Thinking



The Core Competencies are described in more detail at
[http://www.phf.org/resources/tools/Documents/
 Core Competencies for Public Health Professionals 2014June.pdf.](http://www.phf.org/resources/tools/Documents/Core%20Competencies%20for%20Public%20Health%20Professionals%202014June.pdf)

CE Required by Discipline

Licensees held by staff and their associated CE requirements, are shown in the table below.

Discipline	Ohio CE Requirements (as of 1/2021)
Registered Nurse	24 contact hours every 2 years
Registered Sanitarian	18 CEUs per year
Licensed Physician	100 hours every 2 years
Board of Health Member (Ohio)	2 contact hours each year

Training Needs

Introduction

This section provides an overview of the City of Middletown Health Department's identified training needs as well as a description of the barriers/inhibitors to the achievement of closing these gaps.

Competency Based Training Needs

The City of Middletown Health Department completed a competency-based workforce assessment in April 2018 and again in April 2021. A survey was sent to each employee to rate their proficiency in 22 areas of the Core Competencies for Public Health Professionals. The WFD planning team identified competencies that were applicable to every staff member regardless of position, title, or role. Competencies were assessed against current skill level. The assessment identified gaps in knowledge and skills in the areas of Communication, Community Practice, and Policy Development/Program Planning. The greatest gaps were identified in five specific core competencies, listed below in descending order:

1. Soliciting input from community members, vulnerable populations, and organizations for improving the health of the community
2. Using community input for developing, implementing, evaluating and improving policies, programs, and services.
3. Describing programs and services provided by various organizations to improve the health of a community
4. Developing program goals and objectives
5. Applying public health science in the delivery of all services, and the administration and management of programs

Health Equity Training Needs

The City of Middletown Health Department assessed the department's cultural and linguistic competence in May 2018 and again in May 2021 using an abbreviated version of the Cultural and Linguistic Competency Policy (CLCPA) self-assessment from the National Center for Cultural Competence. This self-assessment supports health departments in improving health care access and utilization, enhancing services within culturally diverse and under-served communities, and promoting cultural and linguistic competence in the elimination of health disparities. The City of Middletown Health Department selected questions for the assessment that were relevant to the programs and services provided by the department. The survey identified areas below that would need to be addressed through trainings, discussions, or review of programs and policies within the department.

- Knowing the networks of support for culturally diverse groups
- Reviewing procedures to insure they are relevant to delivery of culturally competent or linguistically competent services
- Procedures to achieve the goal of a culturally and linguistically competent workforce including staff recruitment, hiring, retention, promotion
- Evaluating the quality and effectiveness of interpretation and translation services provided
- Reach out and engage: ethnic media sources and cultural or advocacy organizations in health promotion and disease prevention initiatives

Training Needs,

Other Training Needs	<p>Leadership staff also discussed having a cross-training plan which involves training staff in additional areas within their department to ensure adequate staff coverage and consistent customer service during periods of staff absence, vacation or turnover. This will be based upon the needs of each department.</p>
Barriers and Solutions	<p>A short supplemental survey was administered to staff in June 2018 and again in June 2020 to describe training needs and barriers. Staff were asked about what motivates them to participate in training, potential barriers to participating in training, preferred training delivery method and feelings and attitudes during work</p> <p>From the results, majority of staff are motivated to participate in training to Maintain a license or accomplishment of the mission. The largest barriers to training were individual or personal expense and time away from work. The following table lists the largest barriers to training that staff ranked in the survey. Beside the barriers are potential solutions explored by leadership staff to address these barriers to training.</p>

Barriers	Potential Solutions
Time Away from Work	<ul style="list-style-type: none"> Directors will discuss balancing workload priorities with training and development opportunities Webinars will be made available for staff to take at their convenience CMHD will offer more in-person training during work hours Some trainings will be integrated into all staff meetings
Individual or Personal Expense	<ul style="list-style-type: none"> CMHD will notify staff of free trainings and offer reimbursements for certain trainings CMHD will offer more in-person trainings during work hours
Travel	<ul style="list-style-type: none"> CMHD will notify staff of local trainings CMHD will offer more in-person trainings during work hours
Department & Grant Budget Restrictions	<ul style="list-style-type: none"> When possible, include training as a line item in grant applications Examine the budgeted amount for training in CMHD's general budget Offer job shadowing

Workforce Development Goals



This section presents workforce development goals for our department from the first WFD in 2018 and beyond. The City of Middletown Health Department will continue to work on developing and updating cross-training plans for each department due to changes with staffing, turnover, and leadership. The City of Middletown Health Department will continue to focus on trainings that address the core competency gaps identified in the assessments we take in order to align with our strategic plan objectives.

Goal	Measure	Timeframe	Responsible Parties
<i>All departments have a cross-training plan that includes cross training and written plans and procedures.</i>	<i>Completed departmental cross-training plans</i>	<i>October 2018-October 2020</i>	<i>Commissioner and Department Directors</i>
<i>All staff will receive 2 trainings annually that address gaps or deficits in core competencies</i>	<i>Completed Core Competency trainings</i>	<i>October 2018-October 2020</i>	<i>Commissioner, Department Directors and Accreditation Coordinator</i>
Goal	Measure	Timeframe	Responsible Parties
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<i>All staff will receive 2 trainings annually that address gaps or deficits in core competencies</i>	<i>Completed Core Competency trainings</i>	<i>October 2021-October 2023</i>	<i>Commissioner, Department Directors and Accreditation Coordinator</i>
<i>All staff will select at least 2 trainings each year, beyond required core competency trainings to complete that are of interest to them and their professional development</i>	<i>Completed Personal Professional Development</i>	<i>October 2021-October 2023</i>	<i>All City of Middletown Health Department Staff</i>

Curriculum & Training Schedule



This section outlines the curricula and training schedule from the original plan that started in 2018, through our updated plan that continues through 2023. These trainings are based upon the gaps in core competencies identified in this plan, along with the changing needs of the department. This list is not an exhaustive list and other trainings may be added or deleted based on the needs of the City of Middletown Health Department moving forward.

Training Topic	Description	Related Competency	Target Audience	Method	Duration	Schedule
2-1-1 Agency Referral List	Referral and information services that connects residents to an information specialist to help them find local health and services 24/7	Core Competency: Describing programs and services provided by various organizations to improve the health of a community	2018-2020 All staff 2021-2023 New staff	In-person training presentation during staff meeting	30 min	As Needed for New Staff
Continuous Quality Improvement Basics	Introduction to CQI basics	Strategic Plan Priority 2 Service and Quality and PHAB Domain 9	2018-2020 All staff 2021-2023 New staff	www.cphplearn.org ; https://phtc-online.org/learning/?courseid=44&status=all&sort=group	Varies 1-3 hours	As Needed for New Staff
HIPAA Compliance	Mandatory training on patient confidentiality New BCMH program requirement for families	Strategic Plan Priority 2 Service and Quality and PHAB requirement Domain 11 - Measure 11.1.3	2018-2020 All staff 2021-2023 All staff	www.pepohio.org ; https://train.org/course/1065718/	Varies 45 min – 1 hour	Annually
Community Engagement	Engaging the community to address issues or topics that affect the well-being of residents	Addresses Core competency (Soliciting input from community members, vulnerable populations, and organizations for input on	2018-2020 All staff 2021-2023 All staff	In-person training, or; https://www.train.org/odh/course/1072891 Online with discussion follow-up	Varies 45 min – 1 hour	As needed for new projects in the community or survey collections

Curriculum & Training Schedule

		improving the health of the community; Cultural and Linguistic Competency: Knowing the networks of support for culturally diverse groups); Reach out and engage - ethnic media sources and cultural or advocacy organizations in health promotion and disease prevention initiatives				
Cultural Competency and Health Equity	Mandatory training on cultural competence	Cultural and Linguistic Competency: Reviewing procedures to ensure they are relevant to delivery of culturally competent or linguistically competent services; Procedures to achieve the goal of a culturally and linguistically competent workforce including staff recruitment, hiring, retention, promotion; Domain 11 - Measure 11.1.4	2018-2020 All staff 2021-2023 New Staff	https://www.train.org/odh/course/1054460/ ; https://nciph.sph.unc.edu/tws/HEP_CULTCr2/certificate.php	Varies 30 min – 1 hour	Annually
Performance Management	Online courses on introduction to performance	Core Competency- Developing Program Goals and Objectives and	2018-2020 All staff	www.pepohio.org ; https://phtc-online.org/learn	Varies 30 min – 1.5 hours	As Needed for New Staff

Curriculum & Training Schedule

	management; and how to apply performance management within the agency	Domain 9 - Measure 9.1.5	2021-2023 New Staff	ing/courses/PM-Intro/; https://pmqitrain.mphiaccrerdandqi.org/		
Customer Service	Discussion on Mission, Vision, Values and Branding Strategy	Strategic Plan - Priority 2-Service and Quality	2018-2020 All Staff 2021-2023 New Staff	In-person training presentation during staff meeting	.25 hr	Annually
Computer skills	Trainings related to information technology to promote public health	Emerging Trends with Technological Improvements - Domain 11	All Staff as needed	https://www.skillsoft.com/ ; www.pepohio.org	Varies	As needed
Public Health 101: A Short Course	Online self-study course introducing participants to the history, mission, achievements, structure, challenges and opportunities for public health	Core Competency - Applying Public Health Science	2018-2020 All Staff 2021-2023 New Staff	www.cphplearn.org	1.5 hrs	As Needed for New Staff
Leadership Skills	An overview of the characteristics and skill sets for both managers and leaders that includes fiscal management and planning	Domain 8 Measure 8.2.3 - Strategic Planning - Priority 3 Sustainability and Finance	Leadership staff	https://www.train.org/odh/course/1048334/ https://www.skillsoft.com/	Varies	Once

Implementation & Monitoring

Introduction This section provides information regarding communication, evaluation, tracking and monitoring of the plan.

Communication The Workforce Development Plan will be presented to the Board of Health and updates to the plan will be provided annually in September. The plan will be reviewed with staff at staff meetings and updates will be provided annually in October. The plan will be kept on the Shared drive under the Accreditation folder. Training opportunities will be shared at staff meetings, posted within each department and through email.

Training Evaluation Some of the trainings may be evaluated using a standardized form based upon the Kirkpatrick Model. The Kirkpatrick Model is one of the best known models for analyzing and evaluating the results of training and educational programs. It takes into account any style of training, both informal and formal, to determine capability based on four levels of criteria.

Level 1 Reaction measures how participants react to the training (e.g., satisfaction?).

Level 2 Learning analyzes if they truly understood the training (e.g., increase in knowledge, skills or experience?).

Level 3 Behavior looks at if they are utilizing what they learned at work (e.g., change in behaviors?), and

Level 4 Results determines if the material had a positive impact on the organization. This form will be used to determine efficiency of the training, and to measure increased competency and application of the training to their job duties. Staff will discuss with their supervisor or director the knowledge and skills gained through the training attended. Staff may also be asked to share knowledge gained from trainings during department meetings or at all staff meetings.

The evaluation form is found in Appendix D.

Tracking Trainings will be tracked through sign-in sheets, evaluation forms, or certificates of completion. All staff will need to track their trainings and provide copies of their certificates to their Director. The office manager with the accreditation coordinator will lead the tracking and documentation efforts. All required trainings from this plan will be monitored through the use of a performance management system.

Implementation & Monitoring, *continued*

Roles and Responsibilities

The Workforce Development Plan will reside with the Office Manager who will be responsible for discussing the plan annually with leadership. Department directors will review the plan and make any changes as needed.

Role	Responsibilities
Board of Health	Responsible for ensuring resource availability
Health Commissioner	Responsible to the Board of Health for workforce strategy, priority setting, establishment of district goals and objectives, and establishing an environment that is conducive and supportive of learning. Provides guidance to Directors with succession planning.
Commissioner and Department Directors	Responsible to the Health Commissioner for all employees within their departments. Support, coach, and mentor supervisors and employees to assure that appropriate training resources and support structures are available within the division. Works with staff to develop annual performance goals. Maintain and update the workforce development plan. Identify training needs of the department. Participate in professional development opportunities.
All Staff	Responsible for their own learning and development. Work with supervisor or director to identify and engage in training and development opportunities that meet their individual as well as department-based needs. Maintain a record of all trainings.

Review and Maintenance

The workforce development plan will be reviewed in August of each year and revised as necessary. The Office Manager with leadership will address any updates to the workforce profile, document progress towards achievements of workforce development goals, and identify training needs.

Appendix A: Core Competency Results

Introduction

The City of Middletown Health Department completed a competency-based workforce assessment in April 2018 and again in April of 2021. A survey was sent to each employee to rate their proficiency in 22 areas of the Core Competencies for Public Health Professionals. The WFD planning team identified competencies that were applicable to every staff member regardless of position, title or role. Competencies were assessed against current skill level.

Key Findings

To determine the areas of need, the number of responses in the None/Very Little category along with the number of responses in the Beginner/Aware category were combined for each question. Those with the highest number of responses were identified as areas of weakness.

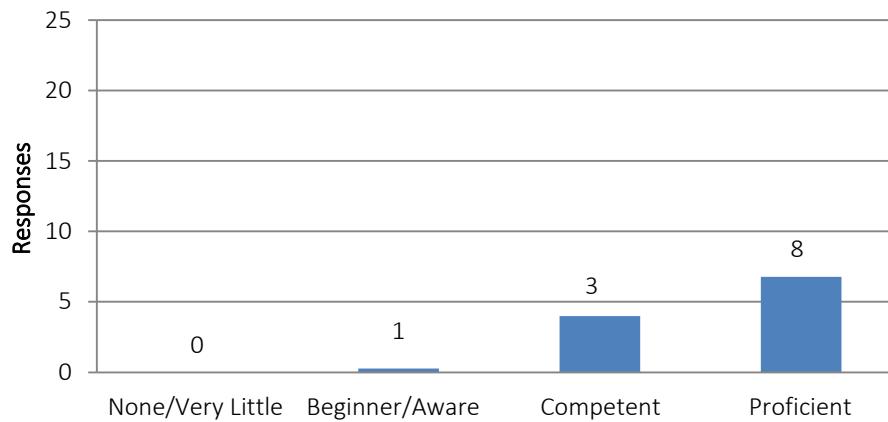
From the results;

Solicit input from community members,
 Use community input for programs and services,
 Describe services by various organizations,
 Develop program goals and objectives,
 Apply public health science were areas with the greatest training needs.

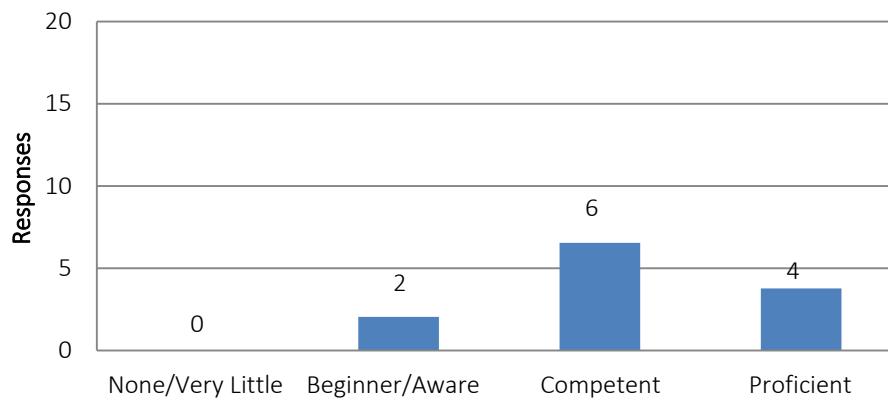
Competencies with greatest gaps



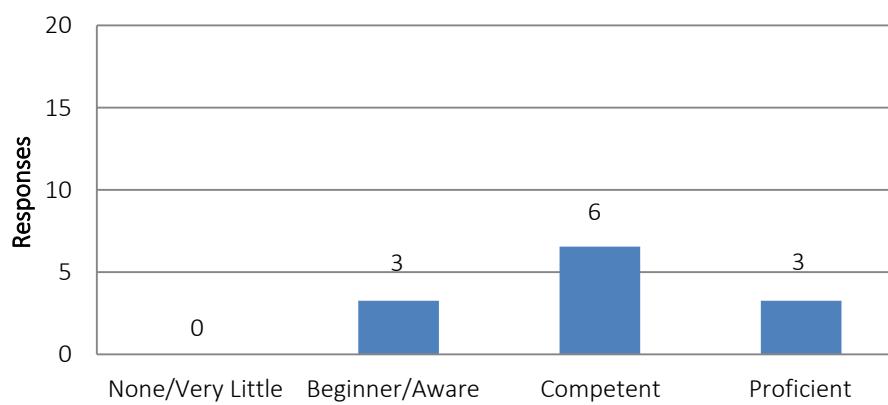
Apply Ethical Principles at all times



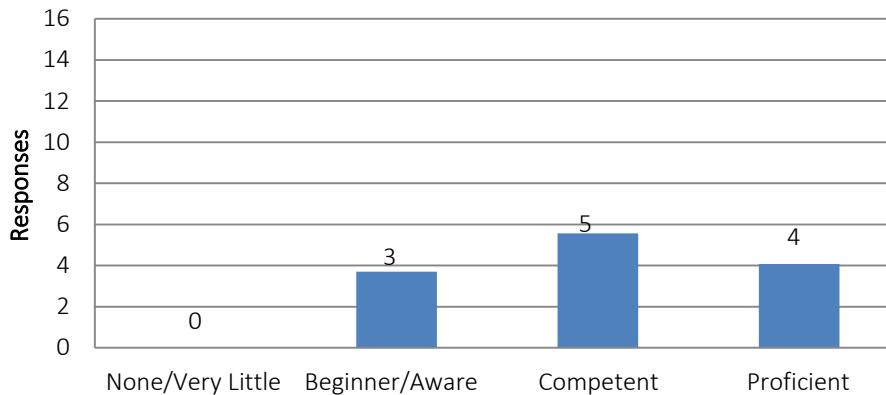
Use the best information technology for data and information



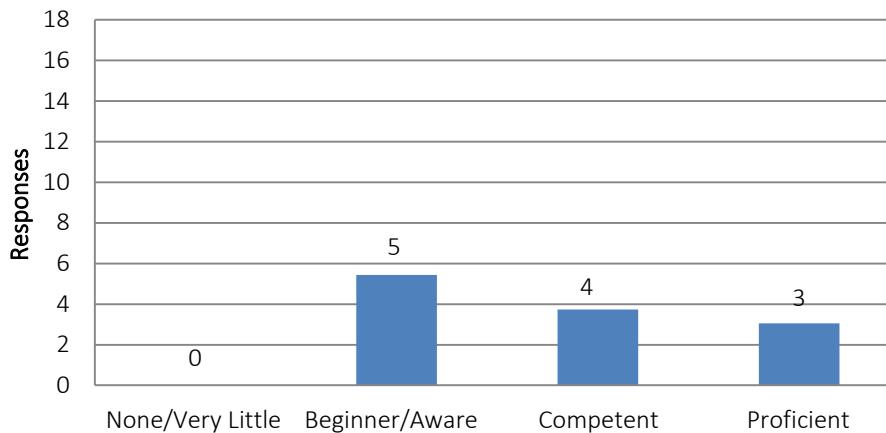
Contribute to and help implement programs, policies and service



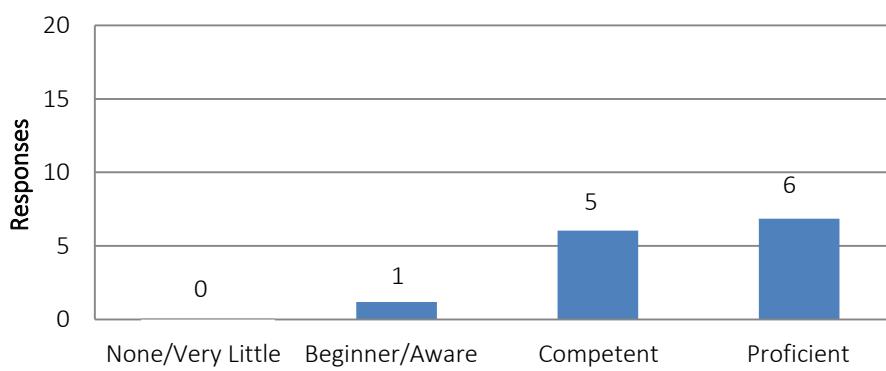
Gather information about programs, policies and services



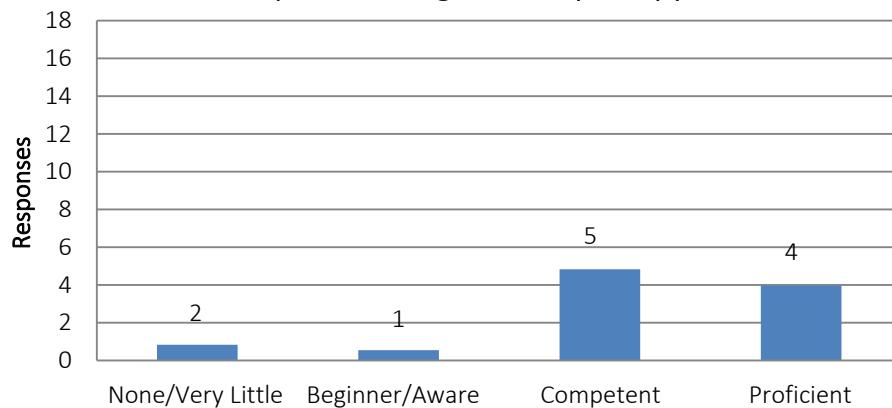
Develop program goals and objectives



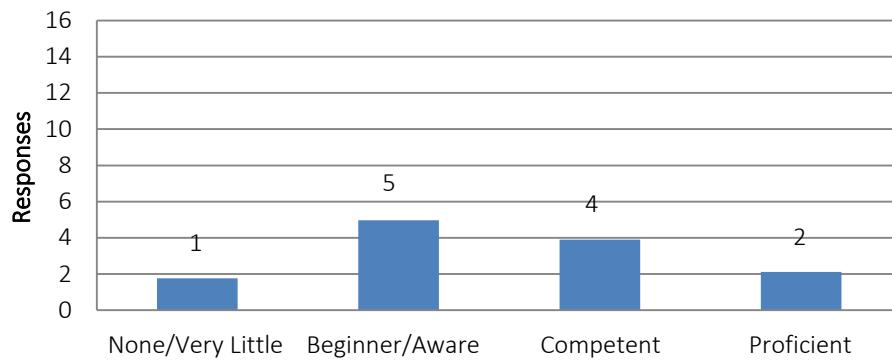
Communicate in writing/orally using proper grammar/punctuation taking health literacy level of the intended reader into consideration



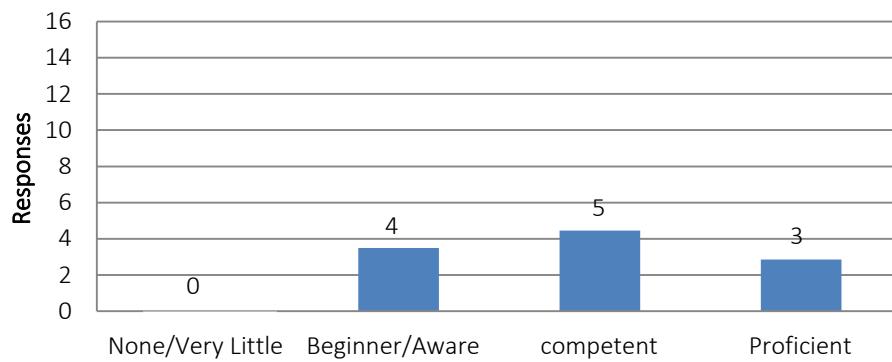
Provide data and information to professionals and the public using a variety of approaches



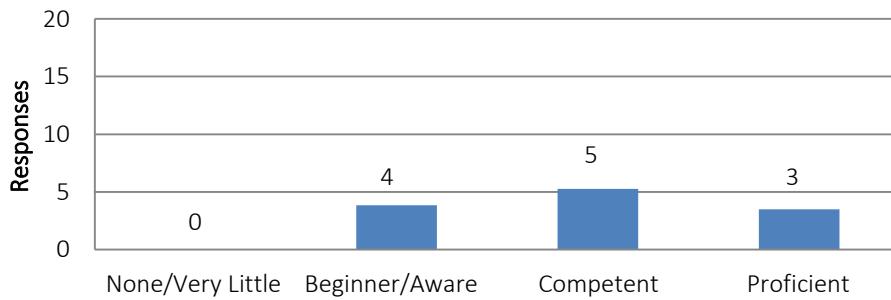
Solicit input from community members, vulnerable populations, and organizations for improving the health of the community



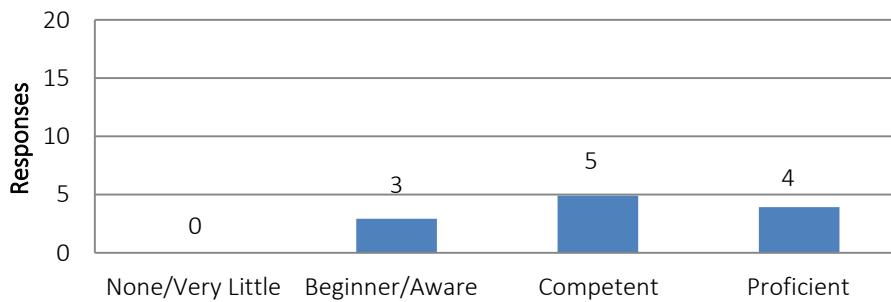
Describe the ways diversity may influence policies, programs, services, and the health of a community



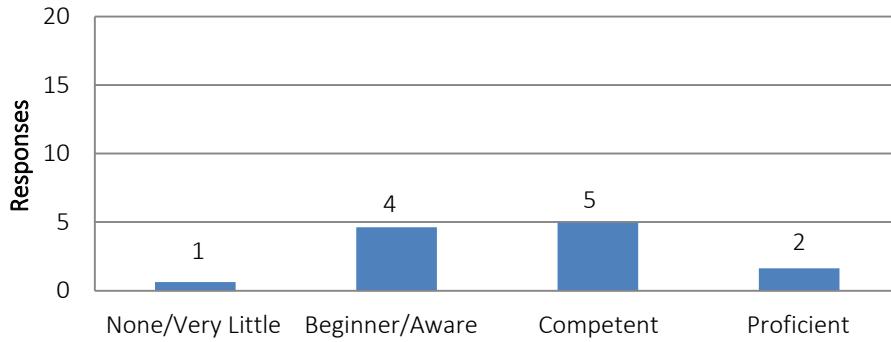
Recognize and appreciate the contribution of diverse perspectives in planning programs and delivering services that affect the health of a community



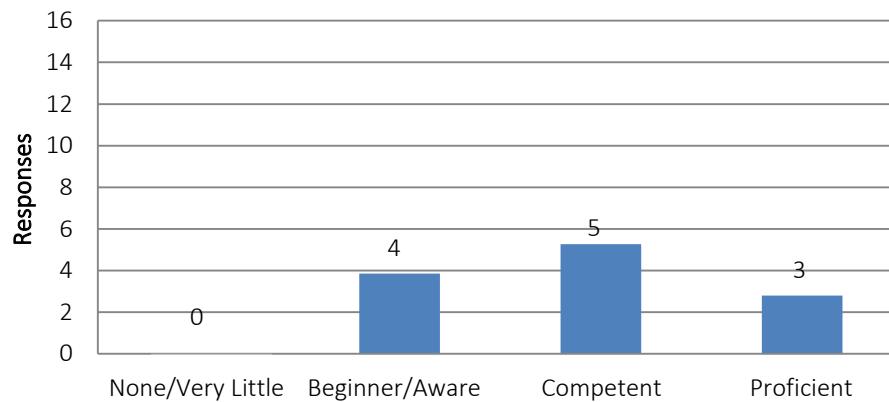
Seek to improve own skills in cultural competence, working to be accepting and appreciative of individual differences in staff members



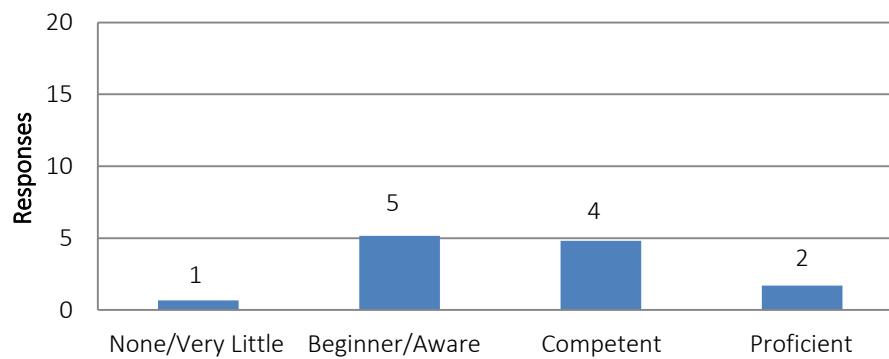
Describe programs and services provided by various organizations to improve the health of a community



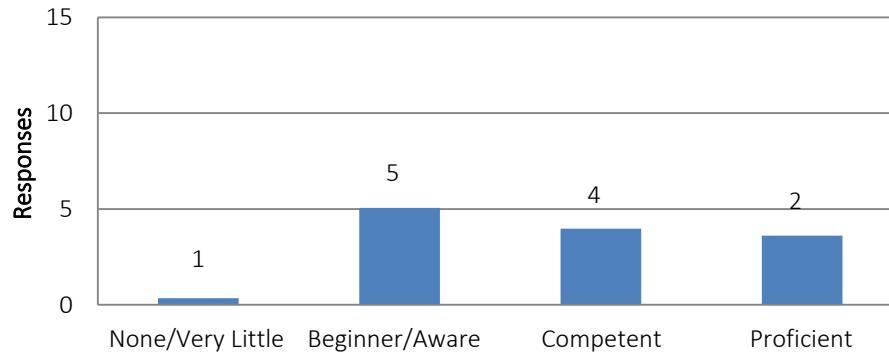
Help to develop relationships that improve health in a community

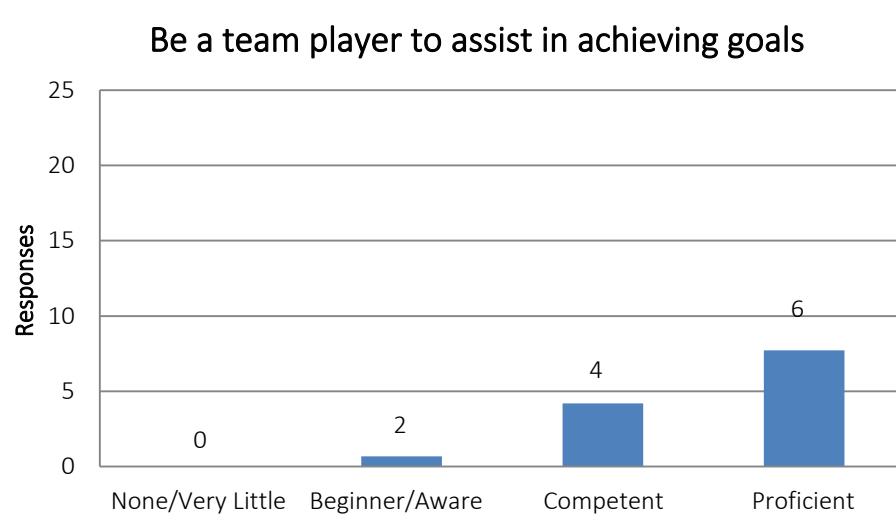
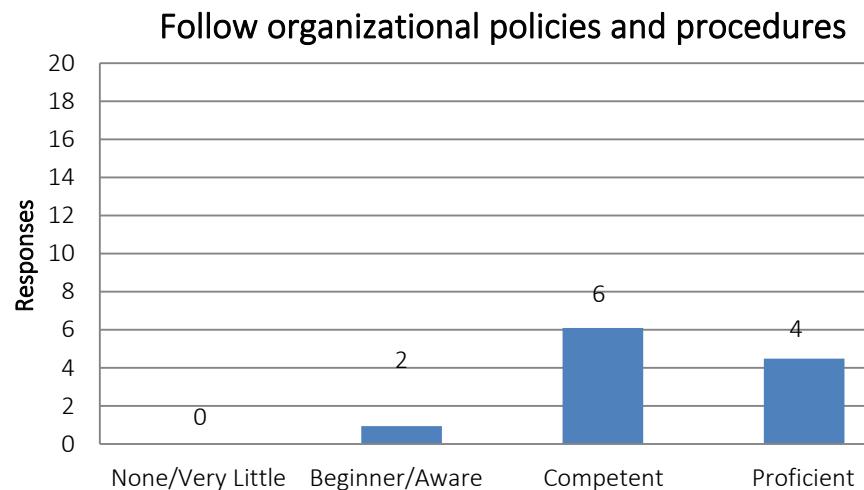


Use community input for developing, implementing, evaluating, and improving policies, programs and services

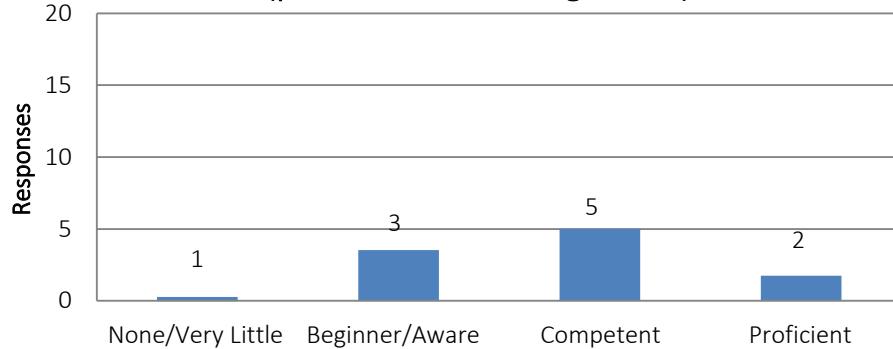


Apply public health science in the delivery of all services, and the administration and management of programs

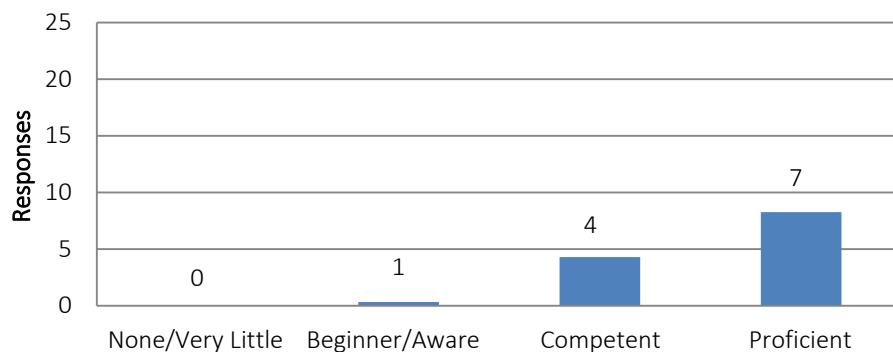




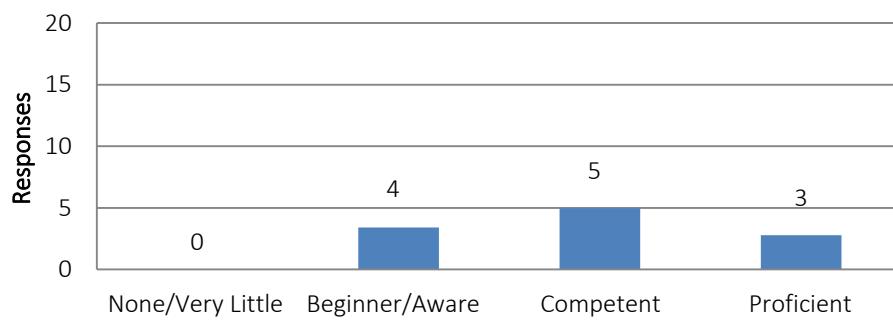
Use evaluation results to improve program and organizational performance (performance management)



Maintain the highest ethical standards in all interactions with co-workers, customers, community, organizations and agencies



Describe the ways public health, health care, and other organizations can work together or individually to impact the health of a community



Appendix B: Cultural and Linguistic Competency Policy Assessment Results

Introduction

CMHD assessed the agency's cultural and linguistic competence in May 2018, and again in May of 2021 with new staff using an abbreviated version of the Cultural and Linguistic Competency Policy (CLCPA) self-assessment from the National Center for Cultural Competence.

self-assessment supports health departments in improving health care access and utilization, enhancing services within culturally diverse and underserved communities, and promoting cultural and linguistic competence in the elimination of health disparities. CMHD selected questions for the assessment that were relevant to the programs and services provided by the department.

Key Findings

The survey identified areas below that would need to be addressed through trainings, discussions, or review of programs and policies within the department.

1. Knowing the networks of support for culturally diverse groups
2. Reviewing procedures to insure they are relevant to delivery of culturally competent or linguistically competent services
3. Procedures to achieve the goal of a culturally and linguistically competent workforce including staff recruitment, hiring, retention and promotion
4. Evaluating the quality and effectiveness of interpretation and translation services provided
5. Reach out and engage: ethnic media sources and cultural or advocacy organizations in health promotion and disease prevention initiatives

Q1. Are you or your agency able to describe the social problems (e.g., poverty, unsafe housing, etc.) and/or health disparities of diverse cultural groups in your community?

Answer Choices	Responses	
Not At All	0%	0
Barely	21%	1
Fairly Well	33%	6
Very Well	29%	4
I don't know	17%	1
Answered	12	
Skipped	0	

Q2. For the culturally diverse groups in your community, do you or your agency

	Not At All	Barely	Fairly Well	Very Well	I don't know	Total
know the health beliefs, customs, and values?	0%	0	42%	5	50%	6
know the networks of support?	0%	0	67%	8	25%	3
identify help-seeking practices?	0%	0	67%	8	25%	3
identify the way illness and health are viewed?	0%	0	42%	5	50%	6
identify the way mental health is perceived?	0%	0	0%	0	0%	0
Answered						12
Skipped						0

Q3. Do you or your agency incorporate culture in the delivery of services?

Answer Choices	Responses
Not At All	0%
Sometimes	13%
Fairly Often	25%
Very Often	33%
I don't know	33%
Answered	12
Skipped	0

Q4. Do you or your agency systematically review procedures to insure that they are relevant to delivery of culturally competent or linguistically competent services?

Answer Choices	Responses
Not At All	13%
Sometimes	25%
Fairly Often	13%
Very Often	42%
I don't know	17%
Answered	12
Skipped	0

Q5. Do you or your agency collaborate with community-based organizations to address the health related needs of the culturally and linguistically diverse groups in the community?

Answer Choices	Responses
Not At All	0%

Sometimes	13%	1
Fairly Often	42%	5
Very Often	50%	6
I don't know	0%	0
Answered		12
Skipped		0

Q6. Do you or your agency use resource materials (brochures, posters, signs, media) that are culturally and linguistically appropriate to inform diverse groups about health related issues?

Answer Choices	Responses	
Not At All	0%	0
Sometimes	0%	0
Fairly Often	35%	4
Very Often	67%	8
I don't know	0%	0
Answered		12
Skipped		0

Q7. Does your agency have culturally and linguistically diverse individuals as:

	None		Some		Few		Many		I don't know		Total
	0%	0	13%	1	5%	1	13%	1	75%	9	
Board Members?	0%	0	13%	1	5%	1	13%	1	75%	9	12
Senior Management?	0%	0	13%	1	25%	3	13%	1	32%	7	12
Clinical Staff?	0%	0	0%	0	0%	0	0%	0	0%	0	12
Administrative Staff?	92%	11	13%	1	0%	0	0%	0	0%	0	12
Support Staff?	0%	0	50%	6	0%	0	0%	0	50%	6	12
Volunteers?	0%	0	13%	1	0%	0	0%	0	92%	11	12
Answered											12
Skipped											0

Q8. Does your agency have procedures to achieve the goal of a culturally and linguistically competent workforce that includes:

	Yes		No		I don't know		Total
	42%	5	17%	2	58%	7	
Staff Recruitment?	42%	5	17%	2	58%	7	12
Hiring?	17%	2	42%	5	25%	3	12
Retention?	25%	3	17%	2	58%	7	12
Promotion?	13%	2	33%	4	50%	6	12
Answered							12
Skipped							0

Q9. Do you use health promotion, disease prevention, and treatment protocols that are adapted for culturally diverse groups?

Answer Choices	Responses	
Never	0%	0
Rarely	0%	0
Sometimes	13%	1
Regularly	42%	5
I don't know	50%	6
Answered	12	
Skipped	0	

Q10. Do you or your agency inform customers of their rights to language access services under Title VI of the Civil Rights Act of 1964—Prohibition Against National Origin Discrimination and as required by the CLAS Standards 4-7 Federal mandates for language access?

Answer Choices	Responses	
Never	0%	0
Rarely	17%	2
Sometimes	13%	1
Regularly	67%	8
I don't know	13%	1
Answered	12	
Skipped	0	

Q11. Do you or your agency:

	Never	Seldom	Sometimes	Regularly	I don't know	Total
translate and use patient forms, educational materials and other information in other languages?	0%	0	0%	0	50%	6
	25%	3	25%	3	13%	3
assess the health literacy of customers?	0%	0	0%	0	75%	9
	0%	0	17%	2	13%	1
Answered	12					
Skipped	0					

Q12. Does your agency evaluate the quality and effectiveness of interpretation and translation services it either contracts for or provides?

Answer Choices	Responses	
Never	25%	3
Rarely	0%	0
Sometimes	0%	0

Regularly	13%	1
I don't know	83%	10
Answered	12	
Skipped	1	

Q13. Do you or your agency conduct activities tailored to engage culturally diverse communities?

Answer Choices	Responses	
Never	0%	0
Rarely	13%	1
Sometimes	17%	2
Regularly	13%	1
I don't know	67%	8
Answered	12	
Skipped	0	

Q14. Do you or your agency reach out to and engage the following individuals, groups, or entities in health promotion and disease prevention initiatives:

	Never	Rarely	Sometimes	Regularly	I don't know	Total					
Places of worship (e.g., temples, churches, mosques, kivas), and clergy, ministerial alliances, or indigenous religious or spiritual leaders?	0%	0	0%	0	42%	5	13%	1	50%	6	12
Mental health providers, dentists, chiropractors, or licensed midwives?	13%	1	13%	1	17%	2	17%	2	50%	6	12
Ethnic publishers, radio, cable or television stations or personalities, or other ethnic media sources?	0%	0	17%	2	13%	1	0%	0	83%	10	12
Cultural or advocacy organizations?	0%	0	0%	0	17%	2	13%	1	73%	9	12
Local business owners such as barbers/cosmetologists, sports clubs, restauranteurs, salons, and other ethnic businesses?	0%	0	9%	2	4%	1	9%	2	78%	18	12
Answered										12	
Skipped										0	

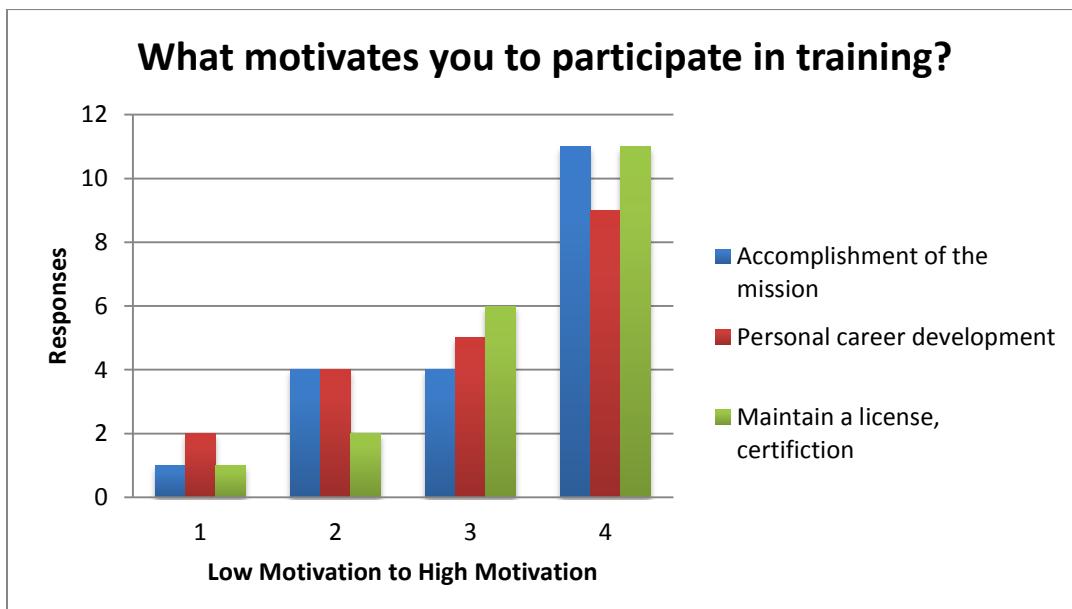
Appendix C: Workforce Development Plan Training Needs Survey Results

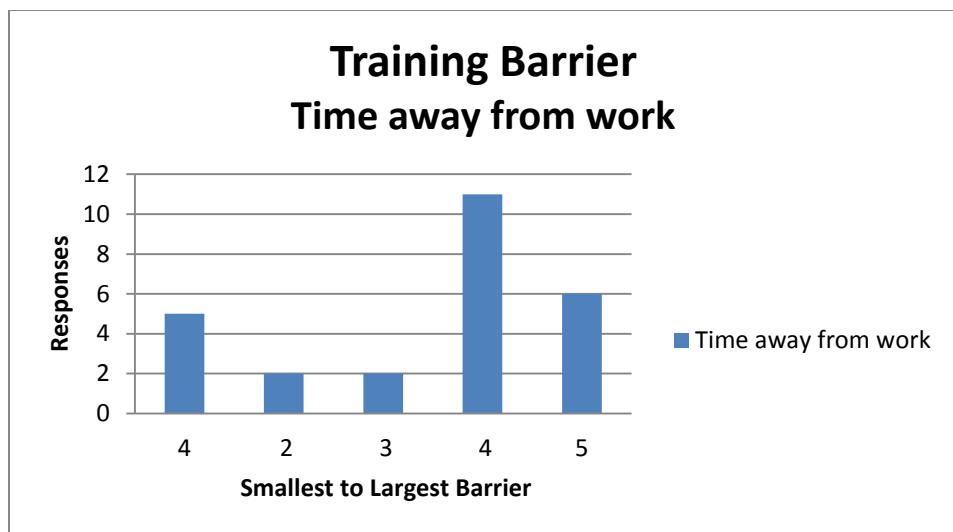
Introduction

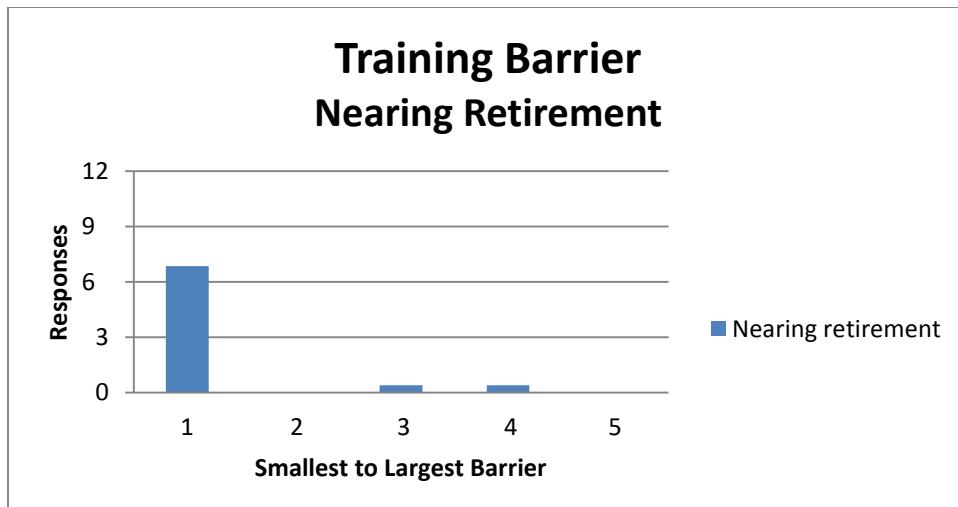
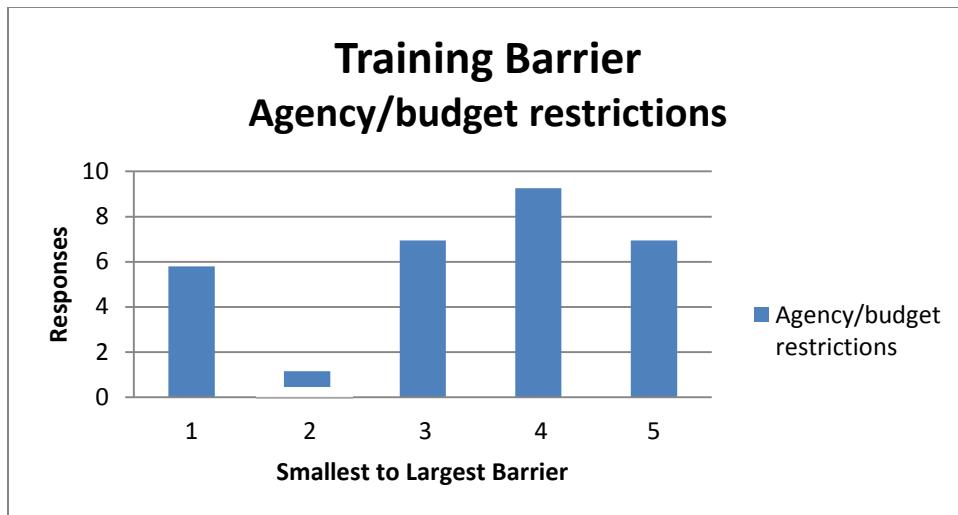
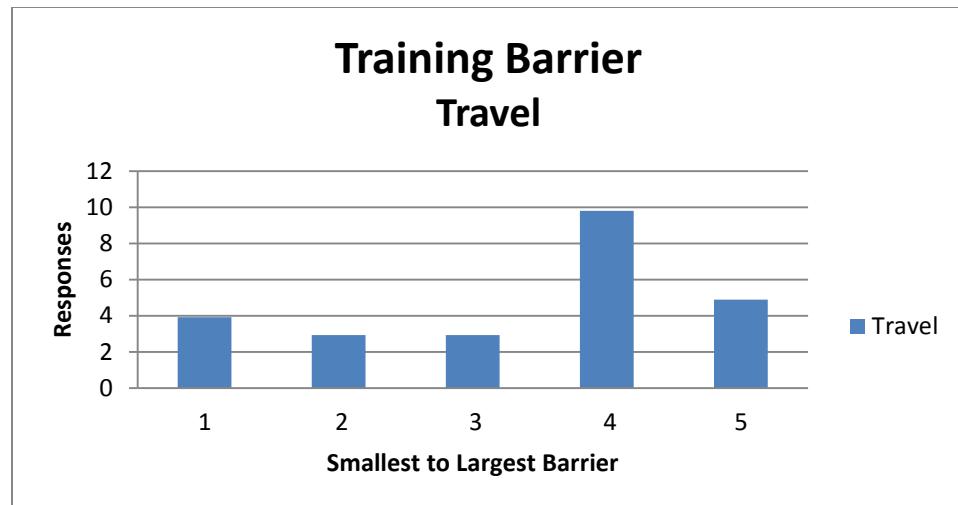
A short supplemental survey was administered to staff in June 2018 and again in June of 2021 to describe training needs and barriers. Staff were asked about what motivates them to participate in training, potential barriers to participating in training, preferred training delivery method, and feelings and attitudes during work.

Key Findings

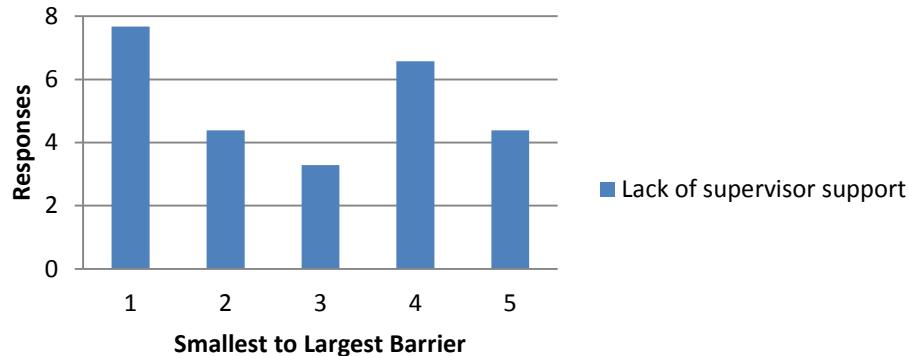
All staff completed the survey. From the results, majority of staff are motivated to participate in training to *Maintain a license or Accomplishment of the mission*. The largest barriers to training are *Individual/Personal Cost* and *Time Away From Work*. The preferred training method is *Online/self-study* and *Face-to-face, on-site*. Overall, a majority of respondents were positive in their feelings and attitudes during work.



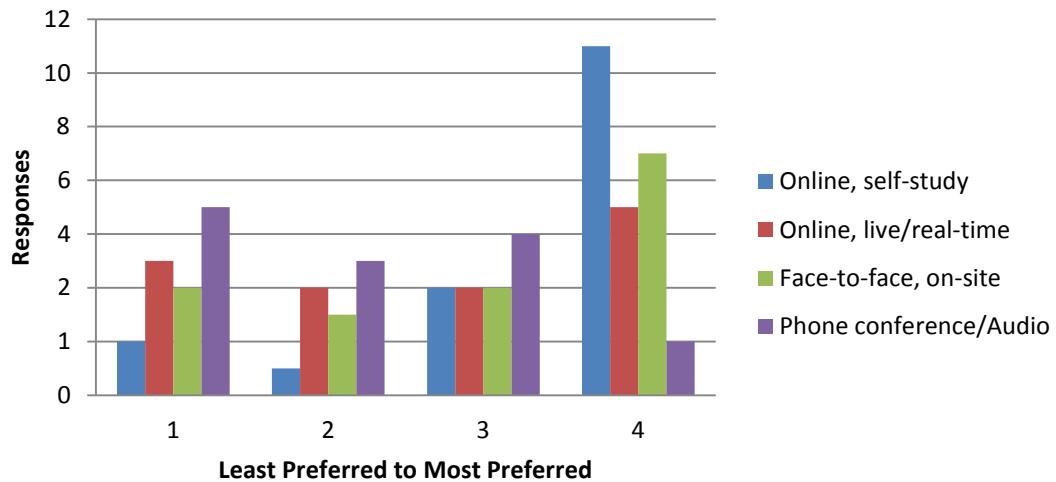




Training Barrier Lack of Supervisor Support

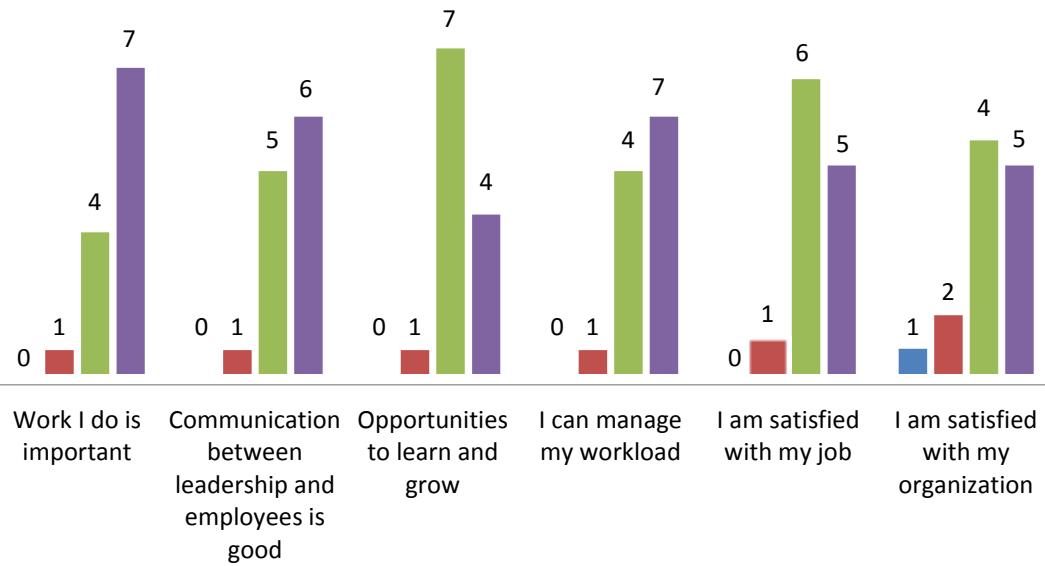


Preferred Training Delivery Method



Feelings and Attitudes

■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



Appendix D: Training Evaluation Form

<p>Instructions: Circle the number that best reflects each evaluation statement and whether the objective was met.</p>					
	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
OBJECTIVES:					
As a result of this course I am able to:					
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5

COURSE:

6. The course is relevant to my work.	1	2	3	4	5
7. I am committed to applying what I have learned to my job.	1	2	3	4	5
8. The level of the course met my needs.	1	2	3	4	5
9. The supplemental materials/resources were appropriate.	1	2	3	4	5
10. My questions were adequately resolved.	1	2	3	4	5
11. The overall quality of the course was very high.	1	2	3	4	5

INSTRUCTOR:

12. The teaching effectiveness of (instructor name) was excellent.	1	2	3	4	5
Repeat 12. for additional instructors	1	2	3	4	5

TECHNOLOGY: (DISTANCE COURSES ONLY)

13. I experience technology difficulties while completing the course.	1	2	3	4	5
14. The technical support was adequate.	1	2	3	4	5

FACILITY: (face-to-face only)

15. The facility was conducive to learning.	1	2	3	4	5
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What were the highlights and why?

What features of the course would you change, and why?

