

# Workforce Development



**Public Health**  
Prevent. Promote. Protect.

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**Nantucket Health and Human  
Services Department**

**June 2018. Version 1**

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Training and development of the workforce is one part of a comprehensive strategy toward agency 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 Nantucket Health Department's ongoing commitment to the training and development of its workforce.

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### 3 Core Functions & 10 Essential Services of Public Health



#### Assessment

1. Monitor environmental and health status to identify and solve community environmental health problems
2. Diagnose and investigate environmental health problems and health hazards in the community

#### Policy Development

1. Inform, educate, and empower people about environmental health issues
2. Mobilize community partnerships and actions to identify and solve environmental health problems
3. Develop policies and plans that support individual and community environmental health efforts

#### Assurance

1. Enforce laws and regulations that protect environmental health and ensure safety
2. Link people to needed environmental health services and assure the provision of environmental health services when otherwise unavailable
3. Assure a competent environmental health workforce
4. Evaluate effectiveness, accessibility, and quality of personal and population-based environmental health services
5. Research for new insights and innovative solutions to environmental health problems

## Contributors

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## Signature Page

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

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## Agency Profile

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### **Mission & vision**

#### **Vision**

To serve Nantucketers as a nationally accredited, 21<sup>st</sup> century health department, capable of improving population health through data-driven decision making and policy development.

#### **Mission**

It is our mission to:

- Protect and promote a culture of health for all community members so they can achieve their full potential,
- Ensure conditions that enable health and healthy choices for those that live, learn, work, and play on Nantucket.

In order to achieve this mission we will:

- Use an inter-organizational effort to assure the availability of quality preventive and clinical health services and health programming,
- Promote legislation and policies that advocate a culture of health,
- Assess and address health issues and assets in the community.

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### **Strategic priorities**

The Department's five strategic priority areas are:

- Behavioral Health
  - Women's and Children's Health
  - Access to Health Care
  - Access to Housing
  - Health Department Infrastructure
-



**Learning culture**

The Department values:

- Performance
  - Strive to strengthen the department through quality improvement initiatives
  - Work to strengthen the town’s public health infrastructure
- Innovation:
  - Encourage and support innovation by incorporating novel technological methodology
  - Advance the Department’s standing in the academic community
- Accountability
  - Be transparent in all transactions, including but not limited to: accounting, policy development, permitting, and processes

This workforce development plan embodies the values of the department, because an educated staff will be able to improve the performance of the department, support innovation, and improve accountability in all transactions.

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**Workforce policies**

Policy	Location
<p>Tuition Reimbursement: Establishes the requirements for employees in the Laborers International Union of North America to obtain tuition reimbursement from the Town of Nantucket.</p>	<p>Article 29, Laborers International Union of North America- July 1, 2014- June 30, 2017</p>
<p>Successors: Establishes the requirements for successors in the Laborers International Union of North America for the Town of Nantucket.</p>	<p>Article 31, Laborers International Union of North America- July 1, 2014- June 30, 2017</p>
<p>Longevity Pay: Establishes the requirements for longevity payments for employees covered by a collective bargaining agreement.</p>	<p>Section 5.12, Town and County of Nantucket, Massachusetts Personnel Policies</p>
<p>Tuition Reimbursement: Establishes the requirements for employees of the Town of Nantucket not covered by a collective bargaining agreement to obtain reimbursement for the tuition of a higher education.</p>	<p>Section 6.1, Town and County of Nantucket, Massachusetts Personnel Policies</p>
<p>Equal Employment Opportunity: “The Town of Nantucket will not discriminate in its employment practices...”</p>	<p>Section XI, Town and County of Nantucket, Massachusetts Equal Employment Opportunity, Discrimination, and Sexual Harassment Policy</p>

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**Links to other agency plans**

Sections 5.3 and 5.5 of the current department-wide 5-Year Strategic Development plan address workforce development needs. Section 5.3 calls for the development of a succession plan in order to maintain our current workforce, and section 5.5 calls for department accreditation, which involves a Workforce Development Plan to be created and an increase in staff. The demand for a WFD was apparent in the findings of our CHA, and the NCH's CHNA. Additionally, the CHIP called for the department to expand its role the community, which would be impossible without workforce development. Further, a more developed workforce will allow the department to improve its PM system and implement a QI plan.



# 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 June, 2018.

Category	# or %
Total # of Employees:	6
# of FTE:	4.5
% Paid by Grants/Contracts:	0
Gender:	Female: 3 Male: 3
Race:	Hispanic: 2 Non-Hispanic: 0 American Indian / Alaska Native: 0 Asian: 0 African American: 0 Hawaiian: 0 Caucasian: 4 More than One Race: 0 Other: 0
Age:	< 20: 1 20 – 29: 0 30 – 39: 1 40 – 49: 0 50 – 59: 2 >60: 2
Primary Professional Disciplines/Credentials:	Leadership/Administration: 1 Nurse: 0 Registered Sanitarian/EH Specialist: 2 Epidemiologist: 1 Health Educator: 0 Dietician: 0 Social Workers: 0 Medical Directors: 0
Retention Rate per 5 Years:	100%
Employees < 5 Years from Retirement:	Management: 0 Non-Management: 2

## Workforce Profile, *continued*

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### **Future workforce**

Nantucket is currently the fastest growing county in the Commonwealth of Massachusetts. Due to rapid population increase and diversification, the Health Department will need a staff with the capacity to meet diverse linguistic, cultural, and health demands. It is anticipated that the future department will require at least a Community Health Education Specialist and Public Health Nurse. However, the increase in population and the national growth of the public health field require that the department expand staffing to expand its influence in the community.

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## Competencies and Education Requirements

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**Core competencies for agency**

The agency has adopted the *Council on Linkages Core Competencies for Public Health Professionals*, as these are considered the national standard of the development of public health workforces.

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**CE required by discipline**

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

<b>Discipline</b>	<b>Mass. CE Requirements (as of June)</b>
Registered Sanitarian	10 contact hours every year
Health Educator (CHES/MCHES)	75 contact hours every 5 years
Board of Health Members (MA)	N/A
Soil Evaluator License	12 training hours every 3 years
Septic Inspector License	12 training hours every 3 years

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# Training Needs

## Introduction

This section provides an overview of our agency’s identified training needs as well as a description of the barriers/inhibitors to the achievement of closing these gaps.

## Competency-based training needs

Because of the small size of the department, the assessment of core competency-based training needs was conducted by online surveys<sup>1</sup>. Each staff member was required to fill out a self-assessment based on their tier, and the supervisor was required to fill out an additional survey relating to his perceived staff training needs. Below is a copy of the results of our core competencies self-assessment.

Core Competency Domain	Tier 1			Tier 2			Tier 3		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Cultural Competency	3	2.476	0.172	1	3	0	1	3.6	N/A
Communication	3	2.278	0.343	1	3	0	1	3.214	N/A
Community Dimensions of Practice	3	2.375	0.118	1	3	0	1	3	N/A
Leadership and Systems Thinking	3	2.444	0.272	1	3	0	1	3.5	N/A
Analysis and Assessment	3	2.3	0.331	1	3	0	1	3.182	N/A
Policy Development/Program Planning	3	1.889	0.2887	1	3	0	1	3.8	N/A
Financial Planning and Management	3	1.905	0.275	1	2.938	0.25	1	3.5	N/A
Public Health Sciences	3	2.074	0.147	1	3.2	0.422	1	3.8	N/A

The most notable training needs were among Tier 1 staff members, specifically in the domains of ‘policy development/program planning’, ‘financial planning and management’, and ‘public health sciences’. The every-day demands of Tier 1 staff members do not require expertise in public health sciences, thus it is not the top training priority.

For Tier 2 staff members, the one domain that fell below satisfactory levels in the self-assessment was financial planning and management. This skill will become increasingly imperative as the department expands, therefore training will be required by all Tier 2 members.

No standards for Tier 3 fell below satisfactory levels in the self-assessment. However, regular training is required to maintain credentials (i.e. R.S.), therefore the possibility of continuing education will not be discounted for Tier 3 staff.

The supervisor and staff identified top staff training needs priorities as ‘community mobilization and engagement, social and economic determinants of health, leadership skills, and managing through an ever-changing environment’.

The following are the top topics in which staff and the supervisor identified training needs and/or trainings of personal interest:

<sup>1</sup> Please see Appendix A for an example of a Core Competencies survey, and Appendices B and C for the training preferences surveys.

Staff	Supervisor
<ul style="list-style-type: none"> <li>• Public health 101</li> <li>• Community mobilization and engagement</li> <li>• Social and economic determinants of health</li> <li>• Interpreting health data for program quality</li> <li>• Time management</li> <li>• Public health preparedness</li> <li>• Cultural responsiveness</li> <li>• Leadership skills</li> <li>• Managing through an ever-changing environment</li> <li>• Advocacy vs. lobbying</li> <li>• Computer skills (social media programming, literature reviews and web searches, google software, GIS)</li> </ul>	<ul style="list-style-type: none"> <li>• Planning public health programs</li> <li>• Community mobilization and engagement</li> <li>• Social and economic determinants of health</li> <li>• Community assessment</li> <li>• Quality improvement</li> <li>• Public health accreditation</li> <li>• Advanced topics in evaluation (e.g. Logic models, evaluation design, data collection methods, analysis)</li> <li>• Effective project management</li> <li>• Leadership skills</li> <li>• Managing through an ever-changing environment</li> <li>• Systems thinking</li> <li>• Supervisory expectations</li> <li>• Train the trainer program development</li> <li>• Computer skills (social media programming, literature reviews and web searches, google software, GIS)</li> </ul>

**Discipline-specific training needs**

The Department needs to maintain all staff certifications (i.e. Registered Sanitarians and septic inspection licenses), as well as ensure that staff upkeep existing training (i.e. soil evaluation trainings).

**Health equity training needs**

Some health equity training needs were identified in our self-assessment of core competencies and training preferences. A further assessment was conducted according to the National Culturally and Linguistically Appropriate Services (CLAS) standards. The full assessment is available in Appendix D.

The most significant needs assessed in the NCLAS assessment were the ability to “collect and maintain accurate and reliable demographic data” (standard 11), the conduction of “regular assessments of community health assets and needs” (standard 12), and the need for conflict and grievance resolution processes (standard 14). However, standard 12 is currently being addressed by our CHA/CHIP cycle, the 5-Year Strategic Plan, and a newly implemented PM/QI system.



**Barriers and solutions**

<p><i>The department's most notable weaknesses are:</i></p> <ul style="list-style-type: none"> <li>- Number of staff</li> <li>- Community Health division</li> <li>- Few training opportunities</li> <li>- Technology averse staff</li> <li>- Outdated regulations</li> <li>- Lack of SOPs</li> </ul>	<p><i>Solutions</i></p> <p>Priority 5.5.2 of the Department's Strategic Development Plan covers increasing staffing needs, and thus the community health division, in order to expand the Department's scope of influence in the community.</p> <p>The few training opportunities is due to the geographical isolation of Nantucket, and will be addressed by increased access to webinars.</p>
<p><i>The most notable threats to the department are:</i></p> <ul style="list-style-type: none"> <li>- Isolation</li> <li>- High cost of living and lack of affordable housing</li> <li>- Competing priorities with other town depts.</li> <li>- Change averse government</li> <li>- Lack of public knowledge about department work</li> <li>- Budget</li> </ul>	<p><i>Solutions</i></p> <p>The Town of Nantucket Selectboard is currently developing a Strategic Plan which address the housing crisis and competition among different town departments' priorities, and which the Health Department is collaborating on.</p> <p>The lack of public knowledge about department work will be address by the Department's strategic priorities 5.5.1 and 5.5.2.</p> <p>Threats posed by a confining budget are addressed by applications for grants facilitated by, or collaborated on with, community and national partnerships. The need for training in grant writing in the department is addressed in this plan.</p>

## Workforce Development Goals

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This section presents workforce development goals for our agency.

<b>Goal</b>	<b>Measure</b>	<b>Timeframe</b>	<b>Responsible Parties</b>
Continue tuition reimbursement program for the agency.	Line item in budget	Ongoing	Human Resources Department
Maintain certifications for staff	Certifications	Ongoing	Supervisors and employees
Expand staffing to meet demand	Number of FTE/ increased staff	FY20	Supervisors

## Curriculum & Training Schedule

This section outlines the curricula and training schedule for 2019 to 2020. For Tier 1 staff, 2 trainings will be required per quarter. For Tier 2 staff, 2 trainings will be required for 3 quarters, and 3 trainings will be required in a 4<sup>th</sup>. Only one training is required of Tier 3 staff, and can be completed at any point throughout the year. All staff must document training in the Performance Management System.

Topic	Description	Target Audience	Competencies Addressed	Resources
Continuous Quality Improvement Basics	Three module, online introduction to CQI basics.	Tier 1 & 2 staff	COL Core: 8A7, 8B7, 8C7	<a href="https://osupublichealth.catalog.instructure.com/courses/phqi-0001">https://osupublichealth.catalog.instructure.com/courses/phqi-0001</a>
Social Media in Public Health	Seven module online course introducing strategies for successful social media management.	Tier 1 staff	COL Core: 3A1, 3A4	<a href="https://osupublichealth.catalog.instructure.com/courses/dcpH-0001">https://osupublichealth.catalog.instructure.com/courses/dcpH-0001</a>
A Class About CLAS: Culturally and Linguistically Appropriate Services	A 15-minute introduction to the CLAS Standards.	All staff	NCLAS Standards	<a href="https://www.train.org/cdctrain/course/1071864/">https://www.train.org/cdctrain/course/1071864/</a>
Community-Based Policy Development: Lessons from the Field	A 32-minute presentation to better understand and plan policy action to benefit the public's health.	Tier 2 staff	COL Core: 1B15, 2B6, 2B7, 2B8, 2B9, 2B10, 2B11	<a href="https://www.train.org/cdctrain/course/1074578/">https://www.train.org/cdctrain/course/1074578/</a>
Cultural Diversity, Health disparities and Public	A course worth 1 CE credit that provides public health professionals with an overview of cultural	Tier 1 & 2 staff	NCLAS Standards, COL Core: 1A1	<a href="https://www.train.org/cdctrain/course/1030505/">https://www.train.org/cdctrain/course/1030505/</a>

Health	diversity issues in public health.			
Diversity and Cultural Competency in Public Health Settings- Basic Level	This course is worth 1 CE credit and provides public health practitioners with awareness and knowledge to incorporate diversity and cultural competency concepts, tools, and techniques on a community level.	Tier 1 & 2 staff	COL Core: 3A2, 3B2, 4A1-4A7, 4B1-4B8	<a href="https://www.train.org/cdctrain/course/1005191/">https://www.train.org/cdctrain/course/1005191/</a>
Public Health Policy and Advocacy	This course is worth 3 CE credits and provides public health professionals with the tools to advocate for, develop, and analyze public health policy.	Tier 2 staff	COL Core: 1B15, 4B8, 5B10, 8B10	<a href="https://www.train.org/cdctrain/course/1064064/">https://www.train.org/cdctrain/course/1064064/</a>
A General Overview of Public Health Accreditation	This 30-minute presentation will familiarize staff with the importance and process of accreditation.	Tier 1 & 2 staff	COL Core: 7A14, 7B14	<a href="https://www.train.org/cdctrain/course/1030973/">https://www.train.org/cdctrain/course/1030973/</a>
Managing Change in Public Health: Brining Out the Leader in Each of Us	This course is worth 2 contact hours and will explore the change process and strategies for adapting successfully within the public health field.	Tier 1 & 2 staff	COL Core: Domain 8	<a href="https://www.train.org/main/course/1048325/">https://www.train.org/main/course/1048325/</a>
Public Health Financial Management	A course worth 7 CEUs that provides an overview of the	Tier 1 & 2 staff	COL Core: Domain 7	<a href="https://www.train.org/main/course/1012722/">https://www.train.org/main/course/1012722/</a>

	principles of finance, discussions regarding finance issues related to public health, and understanding of financial management.			
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# Implementation & Monitoring

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

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**Communication** This plan will exist in the Department’s shared drive, where all leadership and staff will have access to it. Further, it will be presented to the Board of Health and Board of Selectmen yearly for their approval as a part of our budgeting process. It will be available on the Board of Health website once approved, where all stakeholders, including community members, can access it. Regular staff meetings will ensure the easy implementation and tracking of this plan. All new staff will be trained in accreditation, QI/PM, and will be presented all current plans (Workforce Development, Strategic Development, Community Health Improvement) in order to ensure their smooth transition into the department.

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**Training evaluation** All staff will be required to report training and CE hours, as well as all daily functions, through our performance management system. Using that, we can measure competency and application of training objectively with a yearly review of data. Further, all staff will be required to perform competency self-assessment according to the adopted core competencies and National Standards of Culturally and Linguistically Appropriate Services (CLAS) yearly. Evaluation will be performed by Supervisors and will be based on the previous year’s assessments of NCLAS and the Core Competencies, as well as on progress made towards the goals set forth in the Strategic Development Plan and the baselines established in the CHA.

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**Tracking** Training will be tracked using the performance management system, which includes names, dates, and locations. Further, staff will be required to file supportive documents and completion transcripts/records in the common drive as training is completed. All CE hours must be filed with supportive documentation with HR.

## Implementation & Monitoring, *continued*

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### **Roles and responsibilities**

The WFD will reside in the department shared drive, where it is accessible to all employees. Senior management will be responsible for tracking implementation, and for ensuring that necessary updates are made. All staff will be responsible for tracking its implementation as far as daily logs.

The Workforce Development Team currently consists of the Supervisor and Accreditation Coordinator. The role of the team is to supervise the approval, implementation, tracking, revisions, etc, of the plan.

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### **Review and maintenance**

Yearly review of the WFD will be included in a yearly review of QI/PM. Review will be conducted by senior management and other staff as they see fit. The review will address progress towards goals, newly identified training needs, training curriculum schedule for the next year, updates to the workforce profile, and progress towards goals as they relate to the Strategic Development Plan and CHIP.

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# Appendix A: Tier 1 Core Competencies Self-Assessment Survey

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5/22/2018

Nantucket Health Department: Core Competencies Survey Tier 1

## Nantucket Health Department: Core Competencies Survey Tier 1

Tier 1 competencies apply to public health professionals who carry out the day-to-day tasks of public health organizations and are not in management positions. Responsibilities of these professionals may include data collection and analysis, fieldwork, program planning, outreach, communications, customer service, and program support. Please read the following introduction and instructions, then complete the assessment to the best of your ability.

\* Required

1. *Mark only one oval.*

Option 1

### Introduction

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The Core Competencies for Public Health Professionals (Core Competencies) are a consensus set of foundational skills for the broad practice of public health, as defined by the 10 Essential Public Health Services. The Core Competencies are organized into eight skill areas or domains that cut across public health disciplines. The purpose of this assessment is to help you explore your level of competence within these eight domains.

A competency is any knowledge or skill of an individual or organization that has been shown to cause or predict outstanding performance. A collection of competencies makes up a behavioral roadmap that is directly related to both individual and organizational performance.

By assessing your level of knowledge or skill for each competency statement described, you will be able to prioritize your learning time to focus on those areas that are most important to you and to concentrate where the need for training and learning may be greatest.

The results of this assessment will not be used in any way to rate your job performance, and all answers will be kept anonymous and confidential. This assessment is solely for the purposes of developing a Workforce Development Plan.

### How to Complete This Assessment

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How to complete the survey:

The competency assessment should take about 20 minutes to complete. It is divided into the following eight domains:

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

<https://docs.google.com/forms/d/1BMb9dQ1zvMTP0y0hNGHdJF8basIpCNlXU0zv7Xq2Ex8/edit>



1) Read each competency statement listed within a domain.

2) In each domain, and for each competency statement, think about the level at which you are currently able to perform the skill. Then rate your level of proficiency on each competency statement by selecting the number on the continuum from "None" (1) to "Proficient" (4) that best describes your self-reported level of expertise for that statement. Note: The competency statements listed in each domain should be interpreted as broadly as possible to apply to your position and principal setting of employment. In the example below, you would select number "4" for "Proficient" if you think you are excelling at this competency or select "1" for "None" if you feel you need a great deal of improvement.

3) At the end of each domain there is a place to write any comments you have. For example, if you feel like an expert but may still want training or learning opportunities in a particular skill, please enter your comments in the comments section. You may also want to share this assessment with your supervisor, colleagues, or others and ask them to add comments as well. These comments may be helpful to you and your supervisor in planning for your professional development, but are not required.

4) After you have entered your responses for each domain, the sum of your scores will appear in the column next to "Total Score." Your average score will also appear in the column next to "Average Total" and in the corresponding row of the "Your Results" section at the end of the competency assessment.

5) Review your results and follow the guidance offered in the "Interpreting Your Results" section to determine your next steps.

## Domain 1: Analytical/Assessment Skills

To what degree are you able to effectively:

**2. Describe factors affecting the health of a community (e.g., equity, income, education, environment) \***

*Mark only one oval.*

- 1  
 2  
 3  
 4

**3. Identify quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing the health of a community \***

*Mark only one oval.*

- 1  
 2  
 3  
 4

**4. Apply ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**5. Use information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**6. Select valid and reliable data \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**7. Select comparable data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**8. Identify gaps in data \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**9. Collect valid and reliable quantitative and qualitative data \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**10. Describe public health applications of quantitative and qualitative data \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**11. Use quantitative and qualitative data \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**12. Describe assets and resources that can be used for improving the health of a community (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**13. Contribute to assessments of community health status and factors influencing health in a community (e.g., quality, availability, accessibility, and use of health services; access to affordable housing) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**14. Explain how community health assessments use information about health status, factors influencing health, and assets and resources \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**15. Describe how evidence (e.g., data, findings reported in peer-reviewed literature) is used in decision making \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**16. Comments:**

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**Domain 2: Policy Development/Program Planning Skills**

To what degree are you able to effectively...

**17. Contribute to state/Tribal/community health improvement planning (e.g., providing data to supplement community health assessments, communicating observations from work in the field) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**18. Contribute to development of program goals and objectives \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**19. Describe organizational strategic plan (e.g., includes measurable objectives and targets; relationship to community health improvement plan, workforce development plan, quality improvement plan, and other plans) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**20. Contribute to implementation of organizational strategic plan \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**21. Identify current trends (e.g., health, fiscal, social, political, environmental) affecting the health of a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

22. **Gather information that can inform options for policies, programs, and services (e.g., secondhand smoking policies, data use policies, HR policies, immunization programs, food safety programs) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

23. **Describe implications of policies, programs, and services \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

24. **Implement policies, programs, and services \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

25. **Explain the importance of evaluations for improving policies, programs, and services \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

26. **Gather information for evaluating policies, programs, and services (e.g., outputs, outcomes, processes, procedures, return on investment) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**27. Apply strategies for continuous quality improvement \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**28. Describe how public health informatics is used in developing, implementing, evaluating, and improving policies, programs, and services (e.g., integrated data systems, electronic reporting, knowledge management systems, geographic information systems) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**29. Comments:**

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**Domain 3: Communication Skills**

To what degree are you able to effectively...

**30. Identify the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information; social media literacy) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**31. Communicate in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**32. Solicit input from individuals and organizations (e.g., chambers of commerce, religious organizations, schools, social service organizations, hospitals, government, community-based organizations, various populations served) for improving the health of a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**33. Suggest approaches for disseminating public health data and information (e.g., social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**34. Convey data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, letters) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4



35. **Communicate information to influence behavior and improve health (e.g., use social marketing methods, consider behavioral theories such as the Health Belief Model or Stages of Change Model) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

36. **Facilitate communication among individuals, groups, and organizations \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

37. **Describe the roles of governmental public health, health care, and other partners in improving the health of a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

38. **Comments:**

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### **Domain 4: Cultural Competency Skills**

To what degree are you able to effectively...

39. **Describe the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

40. **Describe the diversity of individuals and populations in a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

41. **Recognize the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

42. **Address the diversity of individuals and populations when implementing policies, programs, and services that affect the health of a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**43. Describe the effects of policies, programs, and services on different populations in a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**44. Describe the value of a diverse public health workforce \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**45. Comments:**

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**Domain 5: Community Dimensions of Practice Skills**

To what degree are you able to effectively...

**46. Describe the programs and services provided by governmental and non-governmental organizations to improve the health of a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

47. **Recognize relationships that are affecting health in a community (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

48. **Suggest relationships that may be needed to improve health in a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4
- 5

49. **Support relationships that improve health in a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

50. **Collaborate with community partners to improve health in a community (e.g., participate in committees, share data and information, connect people to resources) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

51. **Engage community members (e.g., focus groups, talking circles, formal meetings, key informant interviews) to improve health in a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

52. **Provide input for developing, implementing, evaluating, and improving policies, programs, and services \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

53. **Use assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) to improve health in a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

54. **Inform the public about policies, programs, and resources that improve health in a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

55. **Describe the importance of community-based participatory research \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**56. Comments:**

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**Domain 6: Public Health Sciences Skills**

To what degree are you able to effectively...

**57. Describe the scientific foundation of the field of public health \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**58. Identify prominent events in the history of public health (e.g., smallpox eradication, development of vaccinations, infectious disease control, safe drinking water, emphasis on hygiene and hand washing, access to health care for people with disabilities) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**59. Describe how public health sciences (e.g., biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences, and public health informatics) are used in the delivery of the 10 Essential Public Health Services \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

60. Retrieve evidence (e.g., research findings, case reports, community surveys) from print and electronic sources (e.g., PubMed, Journal of Public Health Management and Practice, Morbidity and Mortality Weekly Report, The World Health Report) to support decision making \*

Mark only one oval.

- 1
- 2
- 3
- 4

61. Recognize limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability) \*

Mark only one oval.

- 1
- 2
- 3
- 4

62. Describe evidence used in developing, implementing, evaluating, and improving policies, programs, and services \*

Mark only one oval.

- 1
- 2
- 3
- 4

63. Describe the laws, regulations, policies, and procedures for the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act) \*

Mark only one oval.

- 1
- 2
- 3
- 4

64. **Contribute to the public health evidence base (e.g., participating in Public Health Practice-Based Research Networks, community-based participatory research, and academic health departments; authoring articles; making data available to researchers) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

65. **Suggest partnerships that may increase use of evidence in public health practice (e.g., between practice and academic organizations, with health sciences libraries) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

66. **Comments:**

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### **Domain 7: Financial Planning and Management Skills**

To what degree are you able to effectively:

67. **Describe the structures, functions, and authorizations of governmental public health programs and organizations \***

*Mark only one oval.*

- 1
- 2
- 3
- 4



**68. Describe government agencies with authority to impact the health of a community \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**69. Adhere to organizational policies and procedures \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**70. Describe public health funding mechanisms (e.g., categorical grants, fees, third-party reimbursement, tobacco taxes) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**71. Contribute to development of program budgets \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**72. Provide information for proposals for funding (e.g., foundations, government agencies, corporations) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**73. Provide information for development of contracts and other agreements for programs and services \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**74. Describe financial analysis methods used in making decisions about policies, programs, and services (e.g., cost-effectiveness, cost-benefit, cost-utility analysis, return on investment) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**75. Operate programs within budget \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**76. Describe how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**77. Motivate colleagues for the purpose of achieving program and organizational goals (e.g., participating in teams, encouraging sharing of ideas, respecting different points of view) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**78. Use evaluation results to improve program and organizational performance \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**79. Describe program performance standards and measures \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**80. Use performance management systems for program and organizational improvement (e.g., achieving performance objectives and targets, increasing efficiency, refining processes, meeting Healthy People objectives, sustaining accreditation) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**81. Comments:**

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**Domain 8: Leadership and Systems Thinking Skills**

To what degree are you able to effectively...

**82. Incorporate ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations, and communities \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**83. Describe public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

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

*Mark only one oval.*

- 1
- 2
- 3
- 4

**85. Contribute to development of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**86. Identify internal and external facilitators and barriers that may affect the delivery of the 10 Essential Public Health Services (e.g., using root cause analysis and other quality improvement methods and tools, problem solving) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**87. Describe needs for professional development (e.g., training, mentoring, peer advising, coaching) \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**88. Participate in professional development opportunities \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**89. Describe the impact of changes (e.g., social, political, economic, scientific) on organizational practices \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**90. Describe ways to improve individual and program performance \***

*Mark only one oval.*

- 1
- 2
- 3
- 4

**91. Comments:**

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**Your Results**

Your responses have been tracked in a spreadsheet and will be available to view if you wish. If so, please check below.

Based on the averages you have for each domain in your results, we will identify the strengths in your practice and the areas that you can improve or strengthen. For example, if you have scored a "1" in any domain, you will want to consider focusing your time and energy toward achieving the competencies in that domain, followed by domains in which you scored a "2," with a lower priority given to domains in which you scored a "3" or higher. These results will be used to develop a Workforce Development Plan, which will allow you to develop/maintain competence in your practice.

**92. I would like access to my results**

*Mark only one oval.*

- Yes
- No

**93. Email:**

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# Appendix B: Staff Training Preferences Survey

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5/22/2018

Training Preferences Survey

## Training Preferences Survey

The purpose of this survey is to identify the staff's training interests and preferences. This survey includes only a few questions about your preferences, and should take less than 10 minutes to complete. Please answer these questions as if all trainings were accessible to Nantucket. This survey will ultimately be used in the Workforce Development Plan to design a training schedule that will ensure excellence at the Department. All responses will be kept anonymous, unless you request your answers.

### Questions

Please answer each question to the best of your ability.

[https://docs.google.com/forms/d/1Q8pzM6TEHgsVyM8r838F49ruqnGnXC1ZOEH\\_CF4DJGU/edit](https://docs.google.com/forms/d/1Q8pzM6TEHgsVyM8r838F49ruqnGnXC1ZOEH_CF4DJGU/edit)

**1. Training Topics**

*Check all that apply.*

	Trainings of Personal Interest	Trainings of Importance to my Job
Public health 101	<input type="checkbox"/>	<input type="checkbox"/>
Planning public health programs	<input type="checkbox"/>	<input type="checkbox"/>
Community mobilization and engagement	<input type="checkbox"/>	<input type="checkbox"/>
Social and economic determinants of health	<input type="checkbox"/>	<input type="checkbox"/>
Community assesment	<input type="checkbox"/>	<input type="checkbox"/>
How to assess and interpret web-based data	<input type="checkbox"/>	<input type="checkbox"/>
Using policy/systems/environmental approaches in public health	<input type="checkbox"/>	<input type="checkbox"/>
Using evidence based programs, policies and practices	<input type="checkbox"/>	<input type="checkbox"/>
Improving program outcomes and measures	<input type="checkbox"/>	<input type="checkbox"/>
Quality improvement	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting health data for program quality	<input type="checkbox"/>	<input type="checkbox"/>
Introduction to evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Public health accreditation	<input type="checkbox"/>	<input type="checkbox"/>
Advanced topics in evaluation (e.g. Logic models, Evaluation design, Data collection methods, analysis)	<input type="checkbox"/>	<input type="checkbox"/>
Procurement procedures (all) and writing scopes of work	<input type="checkbox"/>	<input type="checkbox"/>
Program budgeting	<input type="checkbox"/>	<input type="checkbox"/>
Effective project management	<input type="checkbox"/>	<input type="checkbox"/>
Meeting facilitation	<input type="checkbox"/>	<input type="checkbox"/>
Professional writing	<input type="checkbox"/>	<input type="checkbox"/>
Prioritizing and time management	<input type="checkbox"/>	<input type="checkbox"/>
Customer service	<input type="checkbox"/>	<input type="checkbox"/>
Public Health preparedness and expectations	<input type="checkbox"/>	<input type="checkbox"/>
Cultural repsonsiveness	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>
Managing through an ever-changing environment	<input type="checkbox"/>	<input type="checkbox"/>
Systems thinking	<input type="checkbox"/>	<input type="checkbox"/>
Organizaitonal behavior and awareness	<input type="checkbox"/>	<input type="checkbox"/>
Supervisory expectations	<input type="checkbox"/>	<input type="checkbox"/>
Train the trainer program development	<input type="checkbox"/>	<input type="checkbox"/>
Financial decision making	<input type="checkbox"/>	<input type="checkbox"/>

[https://docs.google.com/forms/d/1Q8pzM6TEHgsVyM8r838F49ruqnGnXC1ZOEH\\_CF4DJGU/edit](https://docs.google.com/forms/d/1Q8pzM6TEHgsVyM8r838F49ruqnGnXC1ZOEH_CF4DJGU/edit)



	Trainings of Personal Interest	Trainings of Importance to my Job
Media relations/Public information	<input type="checkbox"/>	<input type="checkbox"/>
How to summarize information effectively: Mastering the art of the one-page summary	<input type="checkbox"/>	<input type="checkbox"/>
Developing marketing materials	<input type="checkbox"/>	<input type="checkbox"/>
Grant writing	<input type="checkbox"/>	<input type="checkbox"/>
Working with policy makers	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy versus lobbying	<input type="checkbox"/>	<input type="checkbox"/>
Working with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
Coaching and discipline	<input type="checkbox"/>	<input type="checkbox"/>
How to conduct employee evaluations	<input type="checkbox"/>	<input type="checkbox"/>
Discrimination and sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>
Conflict management	<input type="checkbox"/>	<input type="checkbox"/>
Motivating staff	<input type="checkbox"/>	<input type="checkbox"/>
Social media: Personal/private vs public	<input type="checkbox"/>	<input type="checkbox"/>

**2. Computer-based topics**

*Check all that apply.*

	Trainings of Personal Interest	Trainings Important to my Job
Literature reviews and web searches 101	<input type="checkbox"/>	<input type="checkbox"/>
Social media programs	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft Office (Excel, Powerpoint, etc)	<input type="checkbox"/>	<input type="checkbox"/>
GIS	<input type="checkbox"/>	<input type="checkbox"/>
Google Software (Sheets, Forms, etc)	<input type="checkbox"/>	<input type="checkbox"/>

**3. Please list any additional training topics not listed previously that would be important to the organization:**

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**4. Learning Setting/Format: Please indicate your level of interest in pursuing training/education with the following characteristics**

*Check all that apply.*

	No Interest	Neutral	High Interest
On-site training in your workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer-based training/webinar (interactive with an instructor and other students, completed in a specific timeframe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcast (audio lecture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcast (video and audio lecture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-directed learning (with provided learning materials, such as print and/or internet-based materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses that offer CE (continuing education) credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses off-island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. If you checked that you would be interested in trainings that offer CE's above, please indicate the type of CD in which you are interested by selecting all that apply.**

*Check all that apply.*

- Academic credits
- Act 4B Continuing Education credits
- Certified Health Education Specialist credit hours
- Certified Health Officer credit hours
- Continuing Education Unit (CEU)
- Health Department Continuing Education credit hours
- National Environmental Health Association (NEHA) Continuing Education Hours
- Public Health credit hours
- Other: \_\_\_\_\_

## Your responses

If you would like to access your responses, please enter your email below. If not, your answers will remain confidential. If you do not wish to access your responses, simply continue on to the next section.

**6. I would like to access my responses:**

*Mark only one oval.*

- Yes
- No

5/22/2018

Training Preferences Survey

7. I would like to access my responses and my email is:

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**Thank you!**

Thank you so much for your feedback! Your responses are invaluable.

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[https://docs.google.com/forms/d/1Q8pzM6TEHgsVyM8r838F49ruqnGnXC1ZOEH\\_CF4DJGU/edit](https://docs.google.com/forms/d/1Q8pzM6TEHgsVyM8r838F49ruqnGnXC1ZOEH_CF4DJGU/edit)

# Appendix C: Supervisor Training Preferences Survey

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## Nantucket Health Department Training Preferences Survey- Supervisors

The purpose of this survey is to identify the staff's training needs as determined by a supervisor. This survey includes only a few questions about the needs, and should take less than 10 minutes to complete. Please answer these questions as if all trainings were accessible to Nantucket. This survey will ultimately be used in the Workforce Development Plan to design a training schedule that will ensure excellence at the Department. All responses will be kept anonymous, unless you request your answers.

### Questions

Please answer each question to the best of your ability.





### 1. Training Topics

Check all that apply.

#### Staff training needs

Public health 101	<input type="checkbox"/>
Planning public health programs	<input type="checkbox"/>
Community mobilization and engagement	<input type="checkbox"/>
Social and economic determinants of health	<input type="checkbox"/>
Community assesment	<input type="checkbox"/>
How to assess and interpret web-based data	<input type="checkbox"/>
Using policy/systems/environmental approaches in public health	<input type="checkbox"/>
Improving program outcomes and measures	<input type="checkbox"/>
Quality improvement	<input type="checkbox"/>
Interpreting health data for program quality	<input type="checkbox"/>
Introduction to evaluation	<input type="checkbox"/>
Public health accreditation	<input type="checkbox"/>
Advanced topics in evaluation (e.g. Logic models, Evaluation design, Data collection methods, analysis)	<input type="checkbox"/>
Procurement procedures (all) and writing scopes of work	<input type="checkbox"/>
Program budgeting	<input type="checkbox"/>
Effective project management	<input type="checkbox"/>
Meeting facilitation	<input type="checkbox"/>
Professional writing	<input type="checkbox"/>
Prioritizing and time management	<input type="checkbox"/>
Customer service	<input type="checkbox"/>
Public Health preparedness and expectations	<input type="checkbox"/>
Cultural repsonsiveness	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>
Managing through an ever-changing environment	<input type="checkbox"/>
Systems thinking	<input type="checkbox"/>
Organizaitonal behavior and awareness	<input type="checkbox"/>
Supervisory expectations	<input type="checkbox"/>
Train the trainer program development	<input type="checkbox"/>
Financial decision making	<input type="checkbox"/>
Media relations/Public information	<input type="checkbox"/>





Staff training needs

How to summarize information effectively: Mastering the art of the one-page summary	<input type="checkbox"/>
Developing marketing materials	<input type="checkbox"/>
Grant writing	<input type="checkbox"/>
Working with policy makers	<input type="checkbox"/>
Advocacy versus lobbying	<input type="checkbox"/>
Working with stakeholders	<input type="checkbox"/>
Coaching and discipline	<input type="checkbox"/>
How to conduct employee evaluations	<input type="checkbox"/>
Discrimination and sexual harassment	<input type="checkbox"/>
Conflict management	<input type="checkbox"/>
Motivating staff	<input type="checkbox"/>
Social media: Personal/private vs public	<input type="checkbox"/>
Using evidence based programs, policies and practices	<input type="checkbox"/>

2. Computer-based topics

Check all that apply.

Staff training needs

Literature reviews and web searches 101	<input type="checkbox"/>
Social media programs	<input type="checkbox"/>
Microsoft Office (Excel, Powerpoint, etc)	<input type="checkbox"/>
GIS	<input type="checkbox"/>
Google Software (Sheets, Forms, etc)	<input type="checkbox"/>

3. Please list any other trainings you think are necessary for workforce development at the department:

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Your Responses

If you would like to access your responses, please enter your email below. If not, your answers will remain confidential. If you do not wish to access your responses, simply continue on to the next section.





**4. I would like to access my responses:**

*Mark only one oval.*

Yes

No

**5. My email is:**

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**Thank you!**

Thank you so much for your feedback! Your responses are invaluable.



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## Appendix D: NCLAS Self-Assessment

Standards	Assessment
<p>Principle Standard:</p> <ol style="list-style-type: none"> <li>1. Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.</li> </ol>	<p>The Health Department has a professional services agreement with the Nantucket Cottage Hospital, which provides care services to the island of Nantucket. The Patient and Family Advisory Council for the NCH ensures the provision of culturally and linguistically appropriate services.</p> <p>Further, all outreach of materials from the Health Department is published in at least two languages (English, Spanish), and there is at least one bilingual staff member to assist in communication needs.</p> <p>All health department staff have been educated in equity and how to cater to diverse beliefs through town-mandated disparities training.</p>
<p>Governance, Leadership, and Workforce:</p> <ol style="list-style-type: none"> <li>2. Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.</li> <li>3. Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.</li> <li>4. Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.</li> </ol>	<p>All health department staff have been educated in equity and how to cater to diverse beliefs through town-mandated disparities training.</p> <p>The Health Department currently has two Hispanic employees (out of six total staff), both who are fluent in both Spanish and English, in order to better represent and serve the population of Nantucket.</p> <p>Current HR policies support the employment of a diverse staff.</p> <p>The Health Department currently has policies in place which do not allow it to pass policies, processes, or programs without first establishing its consideration of the characteristics of affected populations, including: social, racial, ethnic, and cultural characteristics, sexual orientation and gender identity, linguistic characteristics, and disabilities.</p>
<p>Communication and Language Assistance:</p> <ol style="list-style-type: none"> <li>5. Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely</li> </ol>	<p>The Town of Nantucket provides interpreters to those individuals who have limited English proficiency and/or other communication needs. At the Health Department, two bilingual staff members ensure that all individuals are able to</p>



<p>access to all health care and services.</p> <ol style="list-style-type: none"> <li>6. Inform all individuals of the availability of language assistance services clearly and in their preferred language.</li> <li>7. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.</li> <li>8. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.</li> </ol>	<p>access our services.          Advertisement of language services exists on the Town’s website.          The Town is unable to ensure that all employees who may act as interpreters are properly trained, due to a lack of staff. Therefore, employees who are natively bilingual are most often those who provide language assistance.          Health Department outreach, and all outreach from the Town of Nantucket Government, is published in at least two languages: English and Spanish.          The Town website includes an automatic translation function.</p>
<p>Engagement, Continuous Improvement, and Accountability:</p> <ol style="list-style-type: none"> <li>9. Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization’s planning and operations.</li> <li>10. Conduct ongoing assessments of the organization’s CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.</li> <li>11. Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery.</li> <li>12. Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.</li> <li>13. Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.</li> <li>14. Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or</li> </ol>	<p>The Health Department currently has policies in place which do not allow it to pass policies, processes, or programs without first establishing its consideration of the characteristics of affected populations, including: social, racial, ethnic, and cultural characteristics, sexual orientation and gender identity, linguistic characteristics, and disabilities.          Ongoing assessments of the Health Department’s CLAS-related activities will be implemented with the PM system and QI plan before the end of 2018.          The Health Department currently does not have the resources to collect its own demographic data, and relies on that from the state and other partner organizations, including the Nantucket Data Platform.          The Health Department recently conducted a CHA, which it has used in conjunction with the Hospital’s CHIP to create a strategic development plan that will help it achieve the infrastructure necessary to better support and represent the service area. After the implementation of the strategic development plan, the Department will conduct CHAs every 5 years.          The Health Department currently works closely with organizations in the community that provide health care services that ensure their ability to provide culturally and</p>

<p>complaints.</p> <p>15. Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.</p>	<p>linguistically appropriate services, and has prioritized the infrastructure to better support these organizations in strategic planning. Conflict and grievance resolution processes will be developed and implemented by the end of 2018.</p> <p>All stakeholders, constituents, and the general public are aware of the Department's strategic development plan which outlines its need for infrastructure improvement in order to provide more culturally and linguistically appropriate services.</p>
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