



NEVADA COUNTY
Public Health

Workforce Development Plan

December 2018



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Introduction

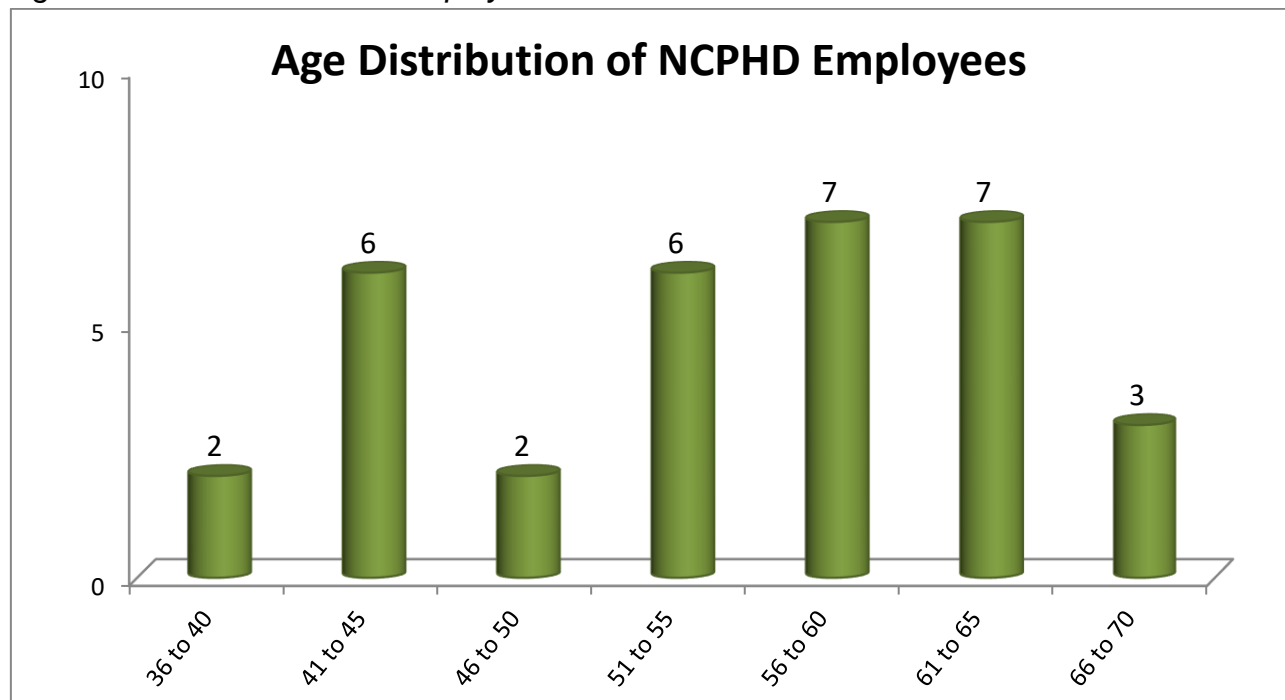
Training and professional development of the workforce is one part of a comprehensive strategy toward department quality improvement. Fundamental to this work is identifying gaps in knowledge, skills, and abilities through the assessment of both organizational and individual needs, and addressing those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

This document provides a comprehensive workforce development plan for the Nevada County Public Health Department (NCPHD). It also serves to address the documentation requirement for Accreditation Standard 8.2.1: Maintain, implement and assess the health department workforce development plan that addresses the training needs of the staff and the development of core competencies.

Workforce Profile

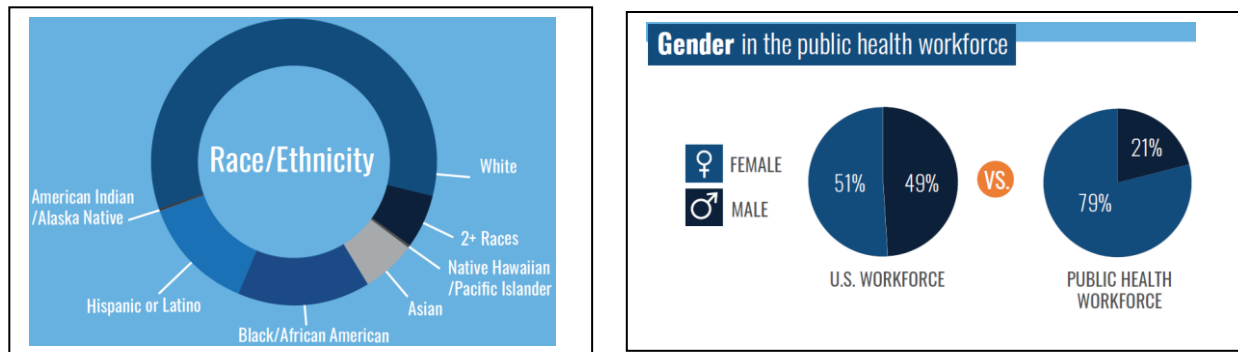
NCPHD has 33 FTE. At the time of the adoption of this plan, NCPHD has no employees under the age of 36 years old. Over 50% of employees are currently eligible for retirement, and over 65% will be eligible by 2020. This is of concern because many of the affected positions are difficult to fill and require specialized skill sets, including nurses, management, and administrative support staff. As employees retire, they take with them a vast array and depth of knowledge obtained over many years with the department. In addition, turnover due to reasons other than retirement creates gaps in the talent pool. Several critical positions are challenging to fill and keep filled due to limited candidate pools and similar employment opportunities in neighboring counties that offer higher rates of pay.

Age Distribution of NCPHD employees as of 12/15/18

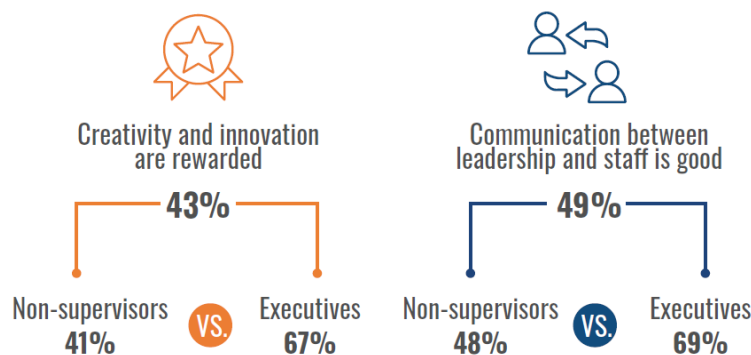


In addition to the FTE referenced above, NCPHD also makes use of individual contractors, temporary employees and volunteers. NCPHD's workforce reflects the age distribution of our county fairly well, but does not fully reflect the ethnic and linguistic diversity of the county's population. Our workforce, however, is similar to the overall public health workforce.

According to the 2017 Public Health Workforce Interests and Needs Survey (PH WINS), the public health workforce is predominantly white, female and over 40 years old.



The PH WINS also states that health departments face a high rate of turnover, and nearly half of the workforce is considering leaving their organization in the next five years, with 22% planning to retire and 25% planning to leave for reasons other than retirement. The survey indicates that the public health workforce is mission-driven, but factors like pay, lack of opportunities for advancement, and workplace culture can negatively affect engagement and satisfaction. In addition, compared to senior leadership, fewer employees agree that creativity and innovation are rewarded and believe that communication between leadership and staff is good.



Regardless of the similarities to the national public health workforce, NCPHD continues to work to cultivate a diverse, adaptable and competent workforce utilizing a variety of resources. In part, NCPHD is working towards this goal by its participation in Government Alliance on Race and Equity's (GARE's) 2019 North State cohort.

NCPHD employees are administratively and programmatically broken into four divisions, though several staff work in more than one, such as the epidemiologist and Health Techs. The divisions include:

NCPHD Division	Staff
Administration	Director, Administrative Analyst, Administrative Assistant, Health Techs
Client Care Services	Director of Nursing, Public Health Nurses, Registered Nurse, Nurse Practitioners, Physical Therapist, Physical Therapist Assistant, Occupational Therapist, Health Techs
Health and Wellness	Program Manager, Health Education Coordinators, Project Coordinator, Health Techs, Senior Nutritionist, Nutritionist
Emergency Preparedness	Public Health Coordinator, Epidemiologist

All NCPHD employees meet or exceed the minimum requirements established for their positions. NCPHD strives to cross-train staff that are in direct service positions so that if an employee is out for an extended period of time, services can still be provided. For example, more than one Health Tech is trained in providing services in Vital Statistics, and our Senior PHN is trained to conduct HIV counseling and education. Despite planning for such inevitabilities, the staff is small enough that it remains a struggle to provide adequate coverage during extended absences and surge events (e.g., communicable disease outbreak, significant sheltering event). NCPHD's guiding philosophy is to serve the community, and that sometimes means that staff may temporarily work in an area or for a program to which they are not normally assigned.

Plan Purpose

The Workforce Development Plan (WDP) serves as the foundation of NCPHD's ongoing commitment to the training and professional development of its workforce, which is one part of a comprehensive strategy to overall department quality improvement. The purpose of the NCPHD WDP is to ensure that a systematic process is in place for NCPHD to identify individual staff competency strengths and areas for improvement as compared to national standards, and to address gaps through targeted training and development opportunities. This will ultimately ensure that NCPHD is using a continuous quality improvement (CQI) process to enhance staff members' skill sets.

Plan Goal

The goal of this WDP is to assure a competent, skilled and engaged public health workforce, and to improve job satisfaction and engagement. The WDP provides a framework of organized learning opportunities which will assist NCPHD's workforce in acquiring the competencies necessary for successful career development, which can also improve and sustain higher levels of job satisfaction. This WDP allows for the workforce to systematically pursue opportunities to improve their skill sets in order to contribute to the goals of the NCPHD Strategic Plan, and ultimately to improve the quality of public health services and programs offered to the County's residents.

Background

Training and professional development needs of NCPHD staff are based primarily (though not entirely) on the nationally adopted core competencies. The Core Competencies for Public Health Professionals (Core Competencies) are a consensus set of competencies for the broad practice of public health in any setting. Developed by the Council on Linkages, the Core Competencies reflect skills that may be desirable for professionals who deliver the Essential Public Health Services. The Core Competencies exist as a foundation for public health practice and offer a starting point for public health professionals and organizations working to better understand and meet workforce development needs.

The Core Competencies are divided into eight domains, or topical areas of knowledge and skills:

1. *Analytic/Assessment*
2. *Policy Development & Program Planning*
3. *Communication*
4. *Cultural Competency*
5. *Community Dimensions of Practice*
6. *Public Health Sciences*
7. *Financial Planning and Management*
8. *Leadership and Systems Thinking*

These Core Competencies should not be confused with nor are they intended to replace Nevada County's Organizational Core Competencies.

Process

The NCPHD will use these Core Competencies to guide the following processes and to proactively address identified gaps in capacity and capabilities:

1. Each staff member will complete a staff competency assessment relevant to job functions within six months of hire and then every three years, as per the department's schedule. The assessment used will be the Public Health Foundation Core Competency Assessment and will be conducted in the first quarter of every third fiscal year for all staff. Initial assessments were completed in May 2018, see Annex E for results. Results will be analyzed by the Public Health Director and each employee's supervisor. Based on the assessment results, individual training plans will be reviewed and updated with the input of the employee. The training plan will be captured in each employee's professional development plan (a part of the annual performance review).
2. The training/professional development plan will identify the top two areas for improvement or development for each employee based on the results of the competency assessment, "Stay Questions" and other performance indicators.

3. Areas for growth will be identified in each employee's training/professional development plan.
4. The supervisor will assist the employee in identifying competency-based training content and curricula available from recognized institutions. If none are found, the department will strive to create trainings internally.
5. The employee will be expected to document completion of all education and training. In the absence of other mechanisms, a simple Training Log can be used that captures the training name, date, length, and summary of content.
6. The completed individualized training plan will be reviewed as part of each employee's annual performance review and/or an individual meeting with the employee.

Once public health training needs have been identified, NCPHD Leadership will work with in-house experts as well as trainers from external programs. When and where possible, trainings will offer continuing education credits including CEs, CHES, and CMEs. Trainings will be offered to meet the needs of the workforce and include onsite trainings as well as online trainings and webinars when appropriate and available.

Required Trainings:

Continuing Education: Various public health-related disciplines require continuing education for ongoing licensing and practice. Licensures held by staff, and their associated continuing education requirements are shown in the table below:

Discipline	California Requirements (as of Nov 2013)	Governing Body
Registered Nurse (RN)	30 hours of Continuing Education (CE) every 2 years	California Board of Registered Nursing
Medical Doctor	75 Continuing Education Contact Hours (CECH) every 5 years	National Commission for Health Education
Nurse Practitioner Licensed Clinical	50 hours of Continuing Medical Education (CME) every 2 years	Medical Board of California
Physical Therapist	30 hours of Continuing Competency every 2 years	Physical Therapy Board of California
Occupational Therapist	24 hours of Professional Development Unit (PDU) every two years	California Board of Occupational Therapy
Physical Therapist Assistant	30 hours of Continuing Competency every 2 years	Physical Therapy Board of California
Registered Dietician	75 hours of Continuing Professional Education Units (CPEU) every 5 years	Commission on Dietetic Registration

Training Resources include:

California-Nevada Public Health Training Center (CaNvPHTC): NCPHD utilizes the CaNvPHTC, a consortium of public health schools and programs in California and Nevada that engages in training activities designed to strengthen the core competencies and capabilities of the public health workforce. CaNVPHTC offers in-person and online trainings for Public Health staff.

TRAIN.org: TRAIN is a national learning network that provides thousands of quality training opportunities to more than one million professionals who protect and improve the public's health.

Powered by the Public Health Foundation (PHF), the TRAIN Learning Network brings together agencies and organizations in the public health, healthcare, and preparedness sectors to disseminate, track, and share trainings for the health workforce on a centralized training platform.

The TRAIN Learning Network is comprised of:

- State and federal TRAIN Affiliates that operate branded TRAIN web portals, have administrative access to the TRAIN platform, and work together to coordinate and share workforce training efforts.
- Government agencies, academic institutions, and other nationally-recognized and respected organizations that post content to the TRAIN Learning Network in order to disseminate and track their trainings to the health workforce.
- TRAIN learners from all US states and territories, as well as other 177 countries. Anyone can register as a learner on TRAIN at no cost and access thousands of openly available course offerings, the majority of which are free.

Training needs and activities outside of Public Health Core Competencies but required by agency, state, or federal laws are generally coordinated by NCPHD or the Nevada County Health and Human Services Agency. See Table 1 below for detailed information.

Table 1: Summary of Required Trainings				
Required Training	Responsible Program	Training Schedule	Topics Covered	Evaluation and Tracking
Compliance Training	Nevada County Health and Human Services Agency	All employees complete a training upon hire and annually thereafter	<ul style="list-style-type: none"> • Policies and procedures • Reporting • HIPAA Privacy 	<ul style="list-style-type: none"> • Privacy and Security Officer maintains list of staff who completed online training
Safety Training	Nevada County Public Health	All employees complete a training upon hire and annually thereafter	<ul style="list-style-type: none"> • Injury and Illness Prevention Program • Hazard Communication • Emergency Action Plan • Fire Prevention Plan • Additional topics 	<ul style="list-style-type: none"> • Tracked through <i>Training Partner</i> • Signed certificate in staff file after passing quiz
Nevada County Quality Improvement Initiative	Nevada County Public Health	All employees complete a training upon hire		<ul style="list-style-type: none"> • Tracked through sign-in sheets

Accreditation Orientation	Nevada County Public Health	All employees complete a training upon hire		<ul style="list-style-type: none"> • Tracked through sign-in sheets
Bloodborne Pathogens Training	Nevada County Public Health	All employees with job duties that may put them at risk for occupational exposure to Bloodborne Pathogens or other potentially infectious material complete training annually	<ul style="list-style-type: none"> • Modes of Transmission • Risk of Transmission • Universal Precautions • Safe Equipment and Practices • Procedure for Exposures 	<ul style="list-style-type: none"> • Tracked through sign-in sheets and Hep B declinations
Aerosol Transmissible Diseases (ATD) Respiratory Protection including Fit testing	Nevada County Public Health	All employees with job duties that may put them at risk for Aerosol Transmissible Diseases complete training annually	<ul style="list-style-type: none"> • Fit testing for N95 masks and other respirators • Personal Protective Equipment • Practices to limit exposures 	<ul style="list-style-type: none"> • Tracked through sign-in sheets and Health questionnaire or declinations
Equal Employment Opportunity and Anti-Harassment Training	Nevada County Human Resources	All supervisors and managers must complete a training upon hire and every two years	<ul style="list-style-type: none"> • Applicable laws • Sexual harassment • Role of the manager in an investigation • Best practices 	<ul style="list-style-type: none"> • Tracked through sign-in sheets • Signed statement in staff file
Emergency Response – ICS 100 and NIMS ICS 700	Nevada County Health and Human Services Agency (HHSA)	All employees complete training upon hire	<ul style="list-style-type: none"> • Introduction to Incident Command System • Introduction to National Incident Management System (NIMS) 	<ul style="list-style-type: none"> • HHSA Admin. maintains list of staff • Signed certificate in staff file after passing quiz
Continuity of Operations Plan (COOP) Training	Nevada County Public Health Department	Annual Departmental Training at January All Staff	<ul style="list-style-type: none"> • Introduction to the COOP and any recent updates • Review of Surge Protocol 	<ul style="list-style-type: none"> • Tracked through sign-in sheets

The Public Health Accreditation Board has indicated trainings that should be documented as having been conducted as part of the standard for Public Health Accreditation. Table 2 below shows information about those trainings.

Table 2: Summary of Trainings Meeting Public Health Accreditation Standards	
Accreditation Standard and Guidance	Examples of Trainings Meeting Standard
Standard 2.3.3 The health department must provide a schedule of training or exercises to prepare personnel who will serve in a surge capacity.	An annual ICS 100 refresher training is conducted at the August Public Health All Staff meeting to ensure staff response preparedness. In addition, the department conducts at least two call-down exercises annually to further ensure staff response preparedness.
Standard 6.2.1 The health department must document that staff are trained in laws that support public health interventions and practice . Staff must be trained on the specific aspects of the law for which they are programmatically responsible.	Individual programs are trained in laws that support public health interventions and practice that relate to their job.
Standard 8.2.2 The health department must provide two examples of its training or development programs for leadership and/or management staff .	Various trainings are available throughout the year to all staff through the County's quarterly <i>Leadership Team Meetings</i> . Training topics include conflict resolution, effective communication, team building, workplace violence, and budgets, financial overview, and financial forecasts.
Standard 9.1.5 The health department must documents its staff development in the area of performance management .	Staff training on the development of performance measures to monitor and evaluate NCPHD Services outcomes is provided for teams and individuals directly working on quality improvement projects.
Standard 11.1.2 The health department must provide evidence of staff training on confidentiality policies , including training content and names of those who received training.	The HHSA Privacy Officers conduct an annual compliance training, which includes training on confidentiality and Health Insurance Portability and Accountability Act (HIPAA) practices.
Standard 11.1.3 The health department must provide one example of staff training on social, cultural, and/or linguistic factors . Documentation must show the content of the training and record of who attended.	NCPHD provides training and staff development related to social determinants of health. Training includes lunchtime workshops featuring the PBS documentary series "Unnatural Causes," which discusses how social, cultural, and economic factors impact health, and case study reviews from NACCHO's <i>Expanding Boundaries: Health Equity and Public Health Practice</i> .

NCPHD considers itself a learning organization and its learning philosophy is to support and sustain a capable and qualified workforce. Training and educational activities are conducted to strive for the highest quality of services and performance improvement while meeting the needs and expectations of customers.

Whether conducting training, educational outreach, workshops or exercises, quality improvement methods such as evaluation forms, after action reports, and improvement plans will be utilized. As referenced in the Quality Improvement Plan, NCPHD is committed to improving quality in all of its services, processes and programs, including workforce development.

Evaluation and Tracking:

Evaluation of training will provide NCPHD with useful feedback regarding content,

delivery, and training effectiveness. Accurate evaluation and tracking of training is necessary, particularly for professional continuing education documentation and quality improvement purposes.

Evaluation

Training curricula, methodologies, and instructors will be evaluated using a structured information collection and review process. The NCPHD Leadership Team will be responsible for the oversight, monitoring and evaluation of training programs. Post-training evaluations will be utilized and the feedback obtained will assist Leadership in determining the:

- Efficacy and quality of content
- Quality of delivery
- Measurable outcomes

Tracking

Workforce training will be thoroughly and accurately documented per course and individual. Most County and NCPHD courses can be tracked electronically through the County's Employee University System. Supervisors can monitor their staff transcripts and progress. On-demand reports are available that show individual names, status of training, date of completion, and proficiency percentage. The following methods will be used to document workforce training:

- Sign-in sheets
- Learning Management System reports
- Certificates/Confirmation of completion
- Agendas
- Copies of training materials

Supporting Professional Development

The NCPHD supports the continued growth and development of its workforce to ensure a competent staff who can meet the needs of its ever changing work environment. Outlined below are opportunities for professional development at NCPHD:

- Membership in professional organizations (e.g., CHEAC, DPHN, CRISS, NACCHO)
- Conferences sponsored by professional organizations, such as APHA and APHN
- Continuing education related to maintaining professional licensure/certification
- Training opportunities for staff related to nationally recognized core competencies
- Educational financial assistance for eligible staff when funds are available

Potential Barriers to Closing Identified Training, Development and Workforce Gaps

NCPHD has a very small staff, so individuals are already very busy and adding more training requirements has the potential to be overwhelming. To address this,

supervisors will discuss training/professional development plans with each employee and tailor the plan to that employee so training will be meaningful and targeted. These plans are to be reviewed mid-year and any necessary adjustments can be made at that time. Employees may also set up additional meetings at any time if they feel their plan needs to be modified or if an unplanned training opportunity presents itself.

NCPHD also has a limited training budget, so securing or identifying funds to invest in the training of all staff will also be challenging. To address this potential barrier, NCPHD leadership will strive to partner with other departments within the Health and Human Services Agency to determine if trainings can be offered jointly while sharing costs.

Lastly, post-millennials will be entering the workplace soon, and NCPHD's workforce could then theoretically be comprised of five generations. A multigenerational workforce creates challenges related to communication styles, expectations, and negative stereotyping. It will be imperative to address the generational differences and leverage the strengths of each generation of employees.

Roles & Responsibilities

The individuals responsible for the implementation and update of this Workforce Development Plan, as well as their associated roles and responsibilities are listed below:

Role	Responsibilities
Public Health Leadership	<ul style="list-style-type: none"> Establishes workforce goals, objectives and strategies Sets priorities Determines sufficient budgetary resources Address barriers to closing development and training gaps Establishes an environment that is conducive and supportive of learning Ensures that appropriate training resources and support structures are available within the department
Domain 8 Champion	<ul style="list-style-type: none"> Oversees implementation and revision of the Workforce Development Plan
Supervisors	<ul style="list-style-type: none"> Ensures that individual and program-based training initiatives are implemented Works with employees to develop an individualized learning plan and support the implementation of the plan (e.g. time away from work, coaching) Identifies and mentors staff that show potential for promotion through high performance and an expressed desire for career advancement in NCPHD or in HHSA
All Employees	<ul style="list-style-type: none"> Ultimately responsible for their own learning and development Works with supervisor to identify and engage in training and development opportunities that meet their individual as well as program/department-based needs Identifies opportunities to apply new learning on the job

21st Century Competencies

Technology

NCPHD is adapting to a world that requires use of digital information to increase efficacy and productivity. Implementing current technologies makes it easier for employees to manage and share information internally, with stakeholders, and with the public. The following are a few examples of how NCPHD is using technology to improve processes and to attract a workforce that expects technology-driven service delivery and solutions:

- Electronic Health Records enable staff to provide a more coordinated, efficient level of care and meet federal requirements. This is also an asset when recruiting health care providers.
- Use of an “Open Data” portal as a method of sharing data with stakeholders and the public to address the collective health needs of the community and to accomplish goals and monitor progress for the Community Health Improvement Plan (CHIP). This is also in alignment with the department’s Strategic Plan.
- An online performance management tool that will monitor progress and report key performance indicators for the department’s service delivery goals.
- Working on an online appointment system for scheduling clinic appointments that allow customers to schedule appointments electronically rather than having to use staff time throughout the week to do so.
- Participating on the BioSense National committee and promote the use of that system for both hospitals’ Emergency Departments.
- Increasing the use of syndromic surveillance with the hospital infection control staff, and possibly expanding the NSSP Essence to community clinics if part of hospital Cerner system.

NCPHD will continue to assess information technology needs of the department and staff, and work with the County’s Information Services Department to meet those needs.

Workforce Diversity

As stated previously, NCPHD workforce does not fully reflect the ethnic and linguistic diversity of the county’s population. We continue, however, to work to cultivate a diverse, adaptable and competent workforce utilizing a variety of resources and remain focused on promoting health equity and improved cultural competence for its ever-changing workforce environment. The department launched a series of presentations on health equity at monthly All Staff meetings and asked staff to complete a cultural competency survey. In addition, the department joined the Government Alliance on Race and Equity (GARE) and is in the earliest stages of crafting a racial equity statement and of utilizing GARE’s racial equity tool. NCPHD Leadership will evaluate current activities and make recommendations to ensure that staff is prepared to competently meet the needs of all of Nevada County’s communities.

Future Workforce: Student Nurses

The challenge to recruit Public Health Nurses (PHNs) continues to be significant across the state. With the significantly increased fees recently imposed by the California Board of Registered Nursing, NCPHD anticipates that recruiting PHNs will become even more

challenging. NCPHD is unable to offer compensation that is competitive enough to recruit nurses away from higher paying hospitals and neighboring counties, so NCPHD is committed to investing in and developing relationships with the future workforce.

NCPHD supports the Director of Public Health Nursing's (DPHN) efforts to serve as a Public Health Nurse (PHN) Preceptor. The DPHN works with local schools of nursing and baccalaureate PHN students to bring to life the passion of public health nursing and the complexity of the PHN role. Preceptors guide and enhance the population-based learning of students by providing ideas, information, resources, knowledge and feedback about the reality of practice. Preceptors work with a specific student or group of students for the duration of their onsite rotation in the health department (usually 6-10 weeks) and are available to students regularly. This helps strengthen the link between the public health department and the schools of nursing by assisting students in integrating their learning objectives with "real world" public health nursing practice skills.

Benefits to Student

- Individual support and encouragement for PHN students
- Individualized orientation to meet learning needs
- Increased knowledge in PHN specialty
- Creation of a relationship for exchange of information and ideas
- Opportunities for networking
- Opportunity to apply curriculum content to a real practice environment
- Closer working relationship between faculty and public health department leading to improved access and understanding of community and public health department
- Increased confidence in nursing skills

Benefits to Preceptor

- Gives formal recognition to preceptor as a role model
- Gives supervisor an understanding of formal time spent with student
- Gratification of advancing the practice of PHN
- Networking opportunities and support from other preceptors, faculty and The Office of Public Health Practice
- Satisfaction of sharing knowledge and experience
- Opportunity to sharpen own skills and knowledge base
- Develop professional ability to coach/mentor/teach others
- Increased involvement in the organization
- Opportunity to influence change in health department

Benefits to Local Public Health Department

- Increased clinical, communication and teaching skills of preceptor contribute to health department goals
- Commitment of preceptor as valued, knowledgeable member of the organization
- Retention of skilled PHNs who are able to continue their professional development
- Recruitment of new PHNs whose skills are known and recognized
- Creation of a relationship for exchange of information and ideas
- Opportunities for networking
- Closer working relationship between faculty and public health department leading to improved access and understanding of community and public health department
- Opportunity to see public health issues with the fresh perspective of students

Benefits to Community

- Increased services to the community
- Opportunity for the community to shape the future nursing workforce

Conclusion

The NCPHD Workforce Development Plan is intended to be a living document and will be reviewed and discussed on a yearly basis to reflect the changing needs of the workforce and the population we serve. The Plan also reflects NCPHD's commitment to assessing training needs of all staff and its commitment to dedicating resources for professional development. A list of training resources is located on the shared drive and new resources will be added as they are identified.



Onboarding

Workforce development begins at hire, and NCPHD has embraced Onboarding as a collaborative, strategic approach that provides new employees with the needed information, tools and resources to effectively meet organizational goals. Onboarding aims to:

- Increase new employee productivity by training them about the County, Agency and Department and their respective cultures.
- Improve retention rates of new employees by providing the wide array of information that employees need in order to feel engaged, successful and connected.
- Provide audience-specific, in-depth, timely information over an extended period of time, so that information is useful and memorable for the new employee.
- Streamline processes and provide best practice information to enable managers/supervisors to deliver high-quality, consistent and accurate information systematically to all new employees.
- Foster an environment of employee engagement, where employees feel that Nevada County is a great place to work.

A successful onboarding program makes a positive impression on a new employee and creates a welcome feeling which confirms their decision to work Nevada County. Research indicates new employees are most vulnerable to leave an organization within the first 18 months of employment. An Onboarding process will provide NCPHD the opportunity to make the best impression before Day 1.

Key goals of Onboarding:

- Builds NCPHD's BRAND as an employer of choice
- Increases employee RETENTION
- REDUCES high turn-over and related costs
- Improves employee efficiency and PRODUCTIVITY
- Enhances employee ENGAGEMENT
- Creates brand ADVOCATES
- Encourages improved manager-employee COMMUNICATION



Separation

Much can be learned from employee separation that can contribute to ongoing workforce development. NCPHD believes that a structured separation plan for the orderly exit of employees is essential. Whether voluntary or involuntary, employee separations must be handled in a professional and mature manner. Once an employee decides to leave, the separation must be as smooth as possible.

Some of the more routine tasks when dealing with an employee who is separating are the surrender of their badge, and if issued, keys and credit card. Also, coordinating the disabling of their email and voicemail accounts, as well as who will be granted access to their existing emails and files for continuity and historical purposes.

Lastly, a final exit interview/survey will be conducted by the employee's supervisor or his/her designee to assess the reasons for the employee's departure and/or factors that might have caused the employee to resign. The information from each survey will be used to provide feedback on why employees are leaving, what they liked about their jobs as well as what they didn't like. We hope, over time, to track and use this data to target and address areas where we think we can improve our employee's overall experience.

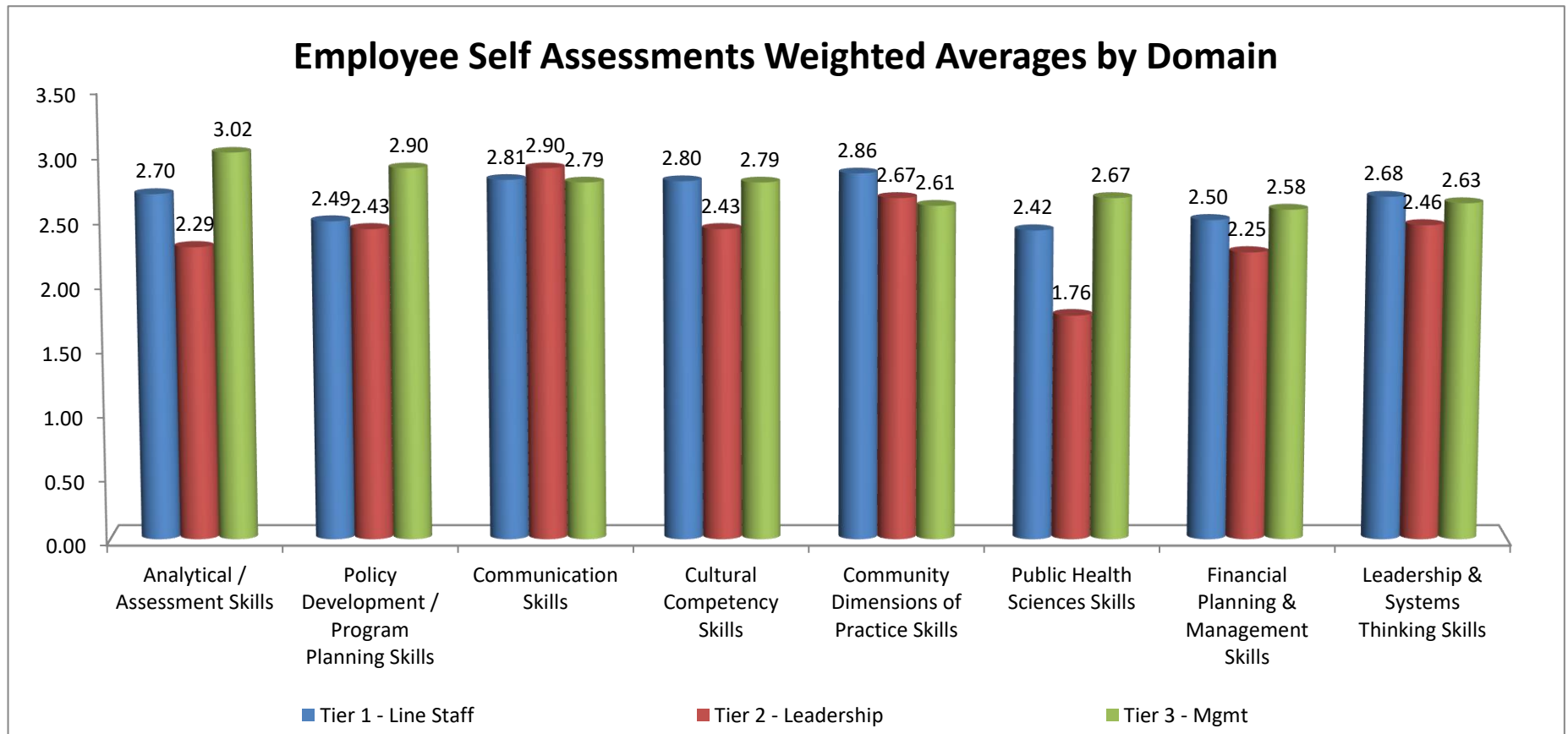


Nevada County Public Health Individual Training Log

Employee Name:			
Training Title	Date	# of Days	Summary of Training Content



NCPHD Core Competencies Self-Assessment Results – 2018



Top Two Gaps in Capacity/Capabilities Per Tier (as per 2018 self-assessment results):

- **Tier 1 Employees:** Policy Development/Program Planning Skills; Public Health Science Skills
- **Tier 2 Employees:** Public Health Science Skills; Financial Planning and Management Skills
- **Tier 3 Employees:** Community Dimensions of Practice Skills; Financial Planning and Management Skills

Top Requested Training (as per 2018 NCPHD All Staff survey):

- Cultural Competency Skills



Nevada County Public Health Professional Development and Training Plan

Public Health Core Competencies

- **Analytical/Assessment Skills** - focus on identifying and understanding data, turning data into information for action, assessing needs and assets to address community health needs, developing community health assessments, and using evidence for decision making.
- **Policy Development/Program Planning Skills** - focus on determining needed policies and programs; advocating for policies and programs; planning, implementing, and evaluating policies and programs; developing and implementing strategies for continuous quality improvement; and developing and implementing community health improvement plans and strategic plans.
- **Communication Skills** - focus on assessing and addressing population literacy; soliciting and using community input; communicating data and information; facilitating communications; and communicating the roles of government, health care, and others.
- **Cultural Competency Skills** - focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.
- **Community Dimensions of Practice Skills** - focus on evaluating and developing linkages and relationships within the community, maintaining and advancing partnerships and community involvement, negotiating for use of community assets, defending public health policies and programs, and evaluating effectiveness and improving community engagement.
- **Public Health Sciences Skills** - focus on understanding the foundation and prominent events of public health, applying public sciences to practice, critiquing and developing research, using evidence when developing policies and programs, and establishing academic partnerships.
- **Financial Planning and Management Skills** - focus on engaging other government agencies that can address community health needs, leveraging public health and health care funding mechanisms, developing and defending budgets, motivating personnel, evaluating and improving program and organization performance, and establishing and using performance management systems to improve organization performance.
- **Leadership and Systems Thinking Skills** - focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public health.



Nevada County Public Health Professional Development and Training Plan

<i>Employee</i>	<i>Supervisor</i>
<i>Class Title</i>	<i>Date</i>

This form is to be completed in addition to staff performance evaluations. It is recommended that the Stay Questions are sent to staff ahead of time. Improving skills defined in the Public Health Core Competencies along with topics identified in the Stay Questions should be used to develop training goals/opportunities for the year ahead.

Stay Questions:

1. What do you like best about your current role? What would you like more of?
2. What frustrates you in your current job? What restricts productivity and innovation?
3. Where would you like to be in the County in two years?
4. What are the most challenging but exciting aspects of your current job? How can we challenge you further?
5. Do you want to move into a leadership role, or more of one? What are your expectations, timetable and concerns?

Training Plan:

- 1.
- 2.

SIGNED:

Employee

Date

Supervisor

Record of Changes

Date of Change	Person Making Change	Page Number	Content
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8			
9			
10			
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