

# Workforce Development Plan



May 2017

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## **Purpose and Introduction**

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 document provides a comprehensive workforce development plan for Reno County Health Department. The plan lists workforce priority areas for the agency as identified by the Leadership Team at Reno County Health Department and from an employee performance management survey. This document addresses required internal trainings and their implementation schedule, and a process to assess and identify the core competency level of staff, and a plan to increase the core competency level of Reno County Health Department over the next five years. The document also serves to address the documentation requirement for the PHAB Accreditation Standards 8.2.1A *Maintain, implement and assess the health department workforce development plan that addresses the training needs of the staff and the development of core competencies* and 8.2.2A *Provide leadership and management development activities*.

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## **Agency Profile**

### **Mission and Vision**

The purpose of a Mission and Vision is to illustrate an agency's intentions, describe how it may look in the future and how it will achieve its goals. As part of its 2016 Strategic Planning Process, both the mission and vision for the agency were modified to better emphasize the agency's purpose and how it will achieve that purpose.

*Mission – To provide leadership to improve the health of Reno County Residents*

*Vision – Reno County Residents are living long and healthy lives.*

### **Location and Population Served**

The Reno County Health Department is a local public health agency whose jurisdiction covers Reno County, KS, population of the jurisdiction is 63,794 making it the 3<sup>rd</sup> largest county in the state based upon population and the largest in the state based on geographical area.

### **Governance**

Formed by joint resolution of the Reno County Commission and the City of Hutchinson in January 1973 Public Health was born in Reno County. Initially housed at Convention Hall and putting the roots of public health down in Reno County. Public Health services were growing and in 1981 Reno County assumed responsibility for the Health Department and made a commitment to all residents of Reno County to ensure access to care, environmental health, and to provide healthy community options as a priority.

The Board is comprised of three county commissioners and a voluntary advisory board meets monthly to assist the Health Officer with Public Health Related Issues. A Health Officer is responsible for the daily operation of the agency. Reno County Health Department employs approximately 50 staff making up clinical and non-clinical services.

## **Organizational Structure**

Eight departments make up Reno County Health Department and are divided among two divisions 1. Community Health which includes: Health Promotion and Education, Environmental Health, WIC, Preparedness and Data and Quality Services. 2. Clinical Services includes: Basic Health Services, Maternal Child/Family Planning, and Older Adult Services. Each Division is overseen by an asst. director who reports to the Health Officer.

## **Learning Culture**

As an agency Reno County Health Department is committed to promoting and maintaining a learning environment. Annually, staff is assessed to determine their educational needs. Department managers are responsible for maintaining their licensure and continuing education opportunities and keeping apprised of educational opportunities that would benefit them professionally as well as be beneficial for the Health Department. Division Directors are responsible for determining opportunities for staff to attend appropriate professional meetings and trainings related to programming efforts. Throughout the year appropriate training opportunities are incorporated into staff meetings.

## **Funding**

Funding for Reno County Health Department as an agency is comprised of mix of Federal, State and Local resources. Within the Health Department budget there is a specific “Education and Training” line item which is utilized to assure continuing educational opportunities are available to staff from dedicated agency resources.

## **Workforce Policies**

Policies related to workforce development and training opportunities are located in both the Reno County Human Resource Personnel Policy Manual and the Health Department Orientation Plan.

## **Workforce Profile**

### **Introduction**

This section provides a description of the Reno County Health Department's current and anticipated future workforce needs. Data contained below provides a picture of the current Reno County Health Department's workforce as of May 1, 2017.

### **Current Workforce Demographics**

<b>Category</b>	<b># of</b>
<b>Total Number of Employees</b>	<b>53</b>
<b>Number of FTE</b>	<b>43</b>
<b>Gender</b>	
Male	4
Female	49
<b>Race</b>	
Hispanic	3
Asian	0
African American	0
Caucasian	50
<b>Professional Category</b>	
Senior Management	3
Middle Management	8
Registered Nurses	17
Clinic	4
Social Workers	2
Health Educators	3
Sanitarians	3
Information Technology	0
Finance Staff	2
Vision & Hearing	0
Support Staff	8
Midlevel Providers	2
Medical Director	0
Dietitian/Nutritionist	3
<b>Employees &lt;5 Years from Retirement (Age 60)</b>	
Management	2
Non-Management	6
<b>Retention Rate by Years of Employment</b>	
5 to 9 years	
>10 years	

## **Future Workforce Issues**

In reviewing the make-up of the Reno County Health Department workforce the agency anticipates having to address issues related to the following areas:

### ***Retirement –***

Within 5 years, all of the finance and support staff will become eligible for retirement.

The health department will be working on succession planning and recruitment for key support staff roles. The agency needs to plan for this to insure a smooth transition when losing a number of support staff employed at the agency for 20 or more years. These individuals are a wealth of knowledge and take care of everyday activities that many of us take for granted. Administration and staff want to be prepared and have a plan so that there won't be a hiccup of supporting our staff so they can continue to provide services to individuals in our community.

### ***Leadership & Succession Planning –***

Currently there is not a large number of administration or management staff that will be at or near retirement age. Our director has instilled in us to train staff as if they were going to replace us. He takes this stance so that there will be trained individuals in all departments if someone decides to take a better opportunity elsewhere or something catastrophic happens.

### ***Technology Advancements –***

The inclusion of expanded use of technology is essential for public health. A planned approach which maximizes the benefits using technology is essential. This planned approach needs to assure the identification of technology skills needed by employees and the provision of training opportunities where needs are identified. There continues to be a need to assure that staff have the opportunity to be up to date on their technology skills to assure that they are effective in their jobs. The agency has recently implemented an EMR and therefore we have had a need for updated computer programs to ensure data tracking in departments not using the EMR.

Included in the agency's strategic plan is an objective to develop and implement by June 30, 2018 an agency wide technology plan to implement an EMR, enhance technology for data tracking with departments not using EMR, and utilize electronic forms as much as possible.

## **Infrastructure**

On a more macro level related to providing Public Health services within the County, the Reno County Health Department Leadership Team will need to assure that the following areas are dealt with:

### **Core Competencies –**

Our workforce development plan contains a detailed schedule for integrating PH core competencies into the staff and agency. With the changing face of Public Health, it is essential that we continue to educate our staff on public and emergency preparedness core competencies. Core competency training is essential for the success of the public health workforce. Training programs provide the staff with understanding and skill development necessary to perform vital Public health and Emergency Preparedness job duties.

### **Credentialing of Eligible Staff –**

The department will encourage staff members to expand their public health skill set and seek additional training or participate in specific credentialing processes as appropriate. Reno County Health Department staff demonstrates a high level of competence and professional achievement. Credentialing is seen as an opportunity to illustrate competence in staff performance and seek additional funding opportunities.

### **Performance Management & Quality Improvement –**

The department is engaged with using performance management and quality improvement to assure a highly functioning public health entity. Training and education opportunities will be provided to staff. Our goal is that this process will be bottom up and supported by department leadership

Reno County Health Department has dedicated staff and resources towards building a culture which embraces performance management and QI.

In order to achieve an organization proficient in Performance Management and Quality Management training and education will be necessary for all staff.



## **Workplace Environment**

In January 2017 staff completed a performance management self assessment with the Community Engagement Institute. The survey consisted of questions related to the understanding of performance management and quality improvement. It also assessed the effectiveness of management and administration staff. Reno County Health Department anticipates asking all staff to participate in a performance management survey every three years. Results from the survey identified the following areas for the agency and its Leadership Team to address:

### **Provide an Environment Which Results in a High Level of Employee Satisfaction -**

A follow-up employee survey in January 2020 will elicit suggestions for environmental improvement.

### **Improve Communication within the Agency –**

The agency continues to address this employee concern with new resources and strategies. One of our strategic plan objectives is to develop a public relations plan that includes communication with staff in our building and stakeholders and citizens about public health issues.

### **Improve Visible Leadership regarding Performance Management and our Strategic Plan –**

The agency will address performance management misunderstandings and provide all management levels training and a training plan to better understand performance management and quality improvement and how the two work together to accomplish our strategic plan.

In 2015, Reno County Health Department participated in the ***Kansas Public Health Workforce Assessment***. The full report was made available by Kansas Public Health Workforce Development Coordinating Council and will be consulted in future tier specific competency training planning. The report is attached as Appendix A.

## **Competencies & Educational Requirements**

### **Core Competencies for Reno County Health Department Staff**

The Reno County Health Department has made a commitment to work towards the adoption of the Core Competencies in the coming five years. The Council of Linkages Core Competencies for Public Health Professionals is the nationally recognized set of standards upon which the workforce development plan would be built. With this we will implement new job descriptions that encompass core competencies by November 30, 2017 and by December 2021 all departments will have adopted the core competencies in their everyday work.

The Council of Linkages Core Competencies for Public Health Professionals is divided into three specific groups or tiers for public health workers. These Core Competencies are designed to serve as a starting point for an organization to understand, assess, identify and meet the training and workforce development needs of an agency. The competencies represent a set of skills identified as desirable for the practice of public health and reflect the characteristics which staff of a public health organization should want to possess as they deliver the Essential Public Health Services.

#### **Core Competency Key Dimensions**

- 1. Analytical/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***

In addition to the Council of Linkages Core Competencies, Reno County Health Department has also identified a set of competencies specific to emergency preparedness that will be included in this plan. These competencies, known as the Bioterrorism and Emergency Readiness Competencies for all Public Health Workers, will provide a platform for which the agency can provide training, exercises and drills for staff.

#### **Core Preparedness Competencies**

- 1. Describe public health's health role in an emergency**
- 2. Describe agency chain of command**
- 3. Identify and locate agency emergency plan**
- 4. Describe and demonstrate one's functional role**
- 5. Demonstrate use of communication equipment**

- 6. Describe communication roles during emergency response**
- 7. Identify limits to one’s authority**
- 8. Apply creative problem solving skills**
- 9. Recognize deviations from the norm**

**Continuing Education**

Multiple public health-related disciplines require continuing education for their ongoing licensing/certification/practice and registration. Licenses held by staff from The Reno County Health Department, and their associated continuing educational requirements, are shown in the chart below. While Reno County Health Department actively supports, encourages, and promotes continuing education, the maintenance of necessary licensure is the sole responsibility of the individual staff member.

<b>Discipline/License</b>	<b>CE Requirements</b>
APRN	30 CNE every 2 years at AP
Registered Sanitarian	3 CEU every 3 years
Health Educator (CHES/MCHES)	75 CECH every 5 years
Registered Nurse	30 CNE every 2 years
Social Worker (LSW, MSW, LISW)	40 CEU every 2 years
Registered Dietician	15 clock hours every 2 years

**Training Needs**

**Introduction**

Included within this section are the identified and mandatory training needs of the Reno County Health Department. Mandatory trainings listed here are those which the agency Leadership Team and other governing entities have determined to be important for ongoing review and education by staff.

**Core Competency Needs Assessment**

As part of this workforce development plan, Reno County Health Department will include strategies to assess the level of competence of staff as they relate to The Core Competencies for Public Health Professionals as adopted by the Council of Linkages. In 2015, Reno County Health Department participated in the Kansas Public Health Workforce Assessment but the information contained in the report has not yet been integrated into any formal workforce development planning. As part of the assessment process staff will be categorized as either a Tier 1, 2, or 3 based upon the following criteria.

**Tier 1 – Those staff who are entry level and who carry out the day-to-day tasks of Reno County Health Department and are not in a supervisory or leadership role.**

**Tier 2 – Those staff that carry out the day-to-day supervision and/or management responsibilities for Reno County Health Department.**

**Tier 3 – Those staff who are part of the Reno County Health Department senior administrative or leadership team.**

For this assessment Reno County Health Department intends to utilize the Competency Assessment Tool for Tier 1, 2, and 3 Public Health Professionals provided through the Public Health Foundation. A plan to complete the assessment and tier trainings is included in the goals, objectives and implementation plan section. As the assessment process is completed and competency areas for training are determined, sections will be added to this workforce development plan annually to reflect what has been completed and what is planned for.

### **Agency specific training needs**

The following training areas represent those identified through the completion of the Performance Management presentation by the Community Engagement Institute at the All staff meeting in April 2017 and through an e-mail questionnaire about specific trainings, what, where, how, and when to provide them. The staff recommended trainings are listed below.

- Performance Management and Quality Improvement
- Communication within the Agency

### **Division specific training needs**

The director will develop a training plan for all staff of the health department addressing PM, QI, and Communication. Each division will be responsible for developing a training plan for their division addressing continuing education needs and other public health education needs for staff. Managers and staff will recommend 2 – 4 trainings for staff throughout the year. Asst. directors will help address timing, and scheduling of that training throughout the year.

## Mandatory training needs

Included within this section are the trainings which are required by the Reno County Health Department and/or by state or federal mandate. Information and access to these trainings will be provided to staff initially at their orientation and in subsequent years by individual Directors or supervisors.

<b>Training</b>	<b>Who</b>	<b>Frequency</b>
HIPAA	All Staff	Annually
Bloodborne Pathogens	All Staff	Annually
Cultural Competency	All Staff	2018 – every 5 years
County Employee Policies	All Staff	HR Director will review polices 1x a year with Health Department staff.
Brief Tobacco Intervention	All Staff	Orientation – 1 time.
Orientation to Public Health	All Staff	Orientation – 1 time.
NIMS 100, 200, 700, & 800	All Staff	Orientation
Confidentiality	All Staff	2017 – every two years
Diversity, Disparities, and Social	All Staff	2018 – every five years
Emergency Preparedness – Active Shooter	All Staff	Annually 2017 - 2020
Emergency Preparedness – Fire Drills	All Staff	Annually/Summer 2017 – 2020
Emergency Preparedness – 800 MHz Radio Training	MHz Radio Operators	Annually 2017 - 2020

## **Roles and Responsibilities**

This section provides information regarding training goals and objectives of Reno County Health Department, as well as resources, roles, and responsibilities related to the implementation of the plan.

<b>Who</b>	<b>Role &amp; Responsibility</b>
Board of Health	Responsible for assuring that a supportive, learning environment is available and maintained within the agency. Ultimately responsible for ensuring those resources are available to implement the workforce development plan.
Health Officer	Responsible to the Board of Health for priority setting. Establishment of goals and objectives and for assigning resources to facilitate a learning environment.
Asst. Directors	Responsible for oversight and updating of workforce development plan and assisting in supporting a learning environment. Assists in searching for and providing training programs and opportunities. Responsible for assuring performance reviews are conducted and documented appropriately. Responsible for creating environment to document completed trainings. Responsible for all staff in their division, mentors, supports and coaches managers and staff to assure that appropriate training resources and support structures are available within their division. Responsible for assuring all their staff complete mandatory trainings.
Managers	Works with staff to develop individualized training plans and mentors and provides support for the accomplishment of the plan.
All Employees	Ultimately responsible for their own learning and development. Work with manager to identify and engage in training and development opportunities that meet their individual as well agency-based needs. Identify opportunities to apply new learning on the job.

## **Goals, Objectives and Implementation Plan**

This section provides information regarding training goals and objectives of the agency, as well as resources, roles, and responsibilities related to the implementation of the plan. In constructing this plan, Reno County Health Department is looking at a five year period to completely implement the trainings and assessment pieces contained within it.

<b>Goal</b>	<b>Objectives</b>	<b>Target Audience</b>	<b>Responsible</b>
Integrate public health core competencies into Reno County Health Department workforce	By September 30, 2017 complete an assessment of core competencies for Tier 3 staff	Senior Administration/Leadership Team	Asst Directors
	By September 30, 2017 complete an analysis/ranking of core competency assessment scores for Tier 3 staff  By December 31, 2017 develop training plan to address low core competency scores for Tier 3 staff  By December 31, 2017 provide an overview of public health core competencies to all Reno County Health Department staff	All Staff	Reno County Health Department Management Team
	By October 31, 2017 complete an analysis/ranking of core competency scores for Tier 2 staff	Supervisors & Managers	Data & Quality Manager, Asst. Directors
	By January 31, 2018 develop a training plan to address low core competency scores for Tier 2 staff		
	By September 31, 2018 complete an assessment of core competencies for Tier 1 staff		
	By March 31, 2018 complete an analysis/ranking of core competency scores for Tier 1 staff	Direct Service Staff	Data & Quality Manager & Asst. Directors
	By September 30, 2018 develop a training plan to address low core competency scores for Tier 1 staff		

As the assessments are completed, additional goals and strategies may be added to the plan as its implementation moves forward.

<p>Integrate core competencies into Reno County Health Department Performance Review Tools</p>	<p>By December 31, 2017 complete a review of the Reno County Health Department Performance Review Tool and identify revisions</p> <p>By September 30, 2017 update Tier 3 staff job descriptions to include core competencies</p> <p>By October 31, 2017 update Tier 2 staff job descriptions to include core competencies</p> <p>By November 31, 2017 update Tier 1 staff job descriptions to include core competencies</p>	<p>Managers</p> <p>Administrative/Leadership Team</p> <p>Supervisors &amp; Managers</p> <p>Direct Service Staff</p>	<p>Data &amp; Quality Manager &amp; Asst. Directors</p> <p>Asst. Directors</p> <p>Managers/Asst. Directors</p> <p>Managers/Asst. Directors</p>
<p>Maintain Excellence as a Public Health Agency</p>	<p>By May 31, 2017 provide training on Performance Management</p> <p>By December 31, 2017 complete online Performance Management Primer</p>	<p>All Staff</p> <p>All Staff</p>	<p>Asst. Directors</p> <p>Data and Quality Manager, Asst. Directors</p>



## **Curricula and Training Schedule**

Included within this section is a schedule of the current recommended trainings for staff. Additional trainings related to core competencies will be added to this listing as each Tier level assessment is completed and the results analyzed. Subsequently, staff opportunities will be added to the plan as deemed appropriate.

<b>TOPIC</b>	<b>DESCRIPTION</b>	<b>COMPETENCY ADDRESSED</b>	<b>TARGET AUDIENCE</b>	<b>SCHEDULE</b>	<b>RESOURCES</b>
Employee Orientation – Essentials for Success	Overview of Reno County Health Department operations, policies, procedures and functions, Public health responsibilities and history, Quality improvement	PH competencies – 1,2,3,4,5,6,7,8  EP competencies – 1,2,3	All New Staff	Twice per year, May and November	KS Train, Orientation Materials
Quality Improvement	Introduction to QI process and tools	PH competencies – 2,7,8  EP competencies – 8,9	All New Staff, QI Team Members	Within 6 months of orientation, point of membership on QI Team	MPHI – Embracing Quality in Public Health: A Practitioner’s QI Primer - online
Performance Management	Introduction to Performance Management Systems and Processes	PH competencies – 1-8  EP competencies – 8,9	All Staff	Bi-Annual	MPHI – Embracing Quality in Public Health: A Practitioner’s Guide to Performance Management - online
Core Competency	Introduction to PH Core Competencies	PH competencies – 1-8	All Staff	All Staff Meeting 2018	

Preparedness	Train staff on what they would need to do in a real event	1,4,5,9 PH competencies – 1,2,3,5,6,8	All Staff	All Staff Meeting 2018	Preparedness staff - Power point presentation and materials
Full Scale Emergency Preparedness Exercise	Full scale exercise to provide hands on experience for preparedness	EP competencies – 1,4,5,9 PH competencies – 1-8	Reno County Staff	Annual	Emergency Preparedness staff - Power point presentation and materials
Point of dispensing training	Power Point presentation to train staff for a real event	PH competencies – 1-8 EP competencies – 1-9	All Staff	Annual	Emergency Preparedness staff - Power point presentation and materials
Full Scale Exercise on Point of Dispensing	Full Scale Exercise to provide hands on training for staff	PH competencies – 1-8 EP competencies – 1-9	All Staff	Every Other Year	Emergency Preparedness staff - Power point presentation and materials

**Evaluation and Review of Plan**

Review and evaluation of this plan will occur annually and be conducted by the Assistant Directors. The results of this review and evaluation will be shared with the Reno County Health Department Management Team who will make recommendations for plan additions and changes.

<b>Date of Plan Review</b>	<b>Signatures</b>

**Plan Authorship**

- Nick Baldetti – Health Officer
- Ivonne Rivera-Newberry – Asst. Director Clinical Services
- Megan Gottschalk-Hammersmith – Asst. Director Population Services
- Anna Brown – Data & Quality Manager
- Laurie Carr – Health Promotion and Education Manager
- Darcy Basye – Environmental Health Manager
- Karen Hammersmith – Basic Health Services Manager
- Grace Cody – Maternal & Child/Family Planning Manager
- Heather Peterson – WIC Manager
- Tara Ghery – Preparedness Manager
- Ruby Slavenburg – Medical Records
- Geneva Nisly – Finance Manager

2014-2015

# Reno County Health Department

## Workforce Assessment Report

Prepared by the Kansas Public Health Workforce  
Development Coordinating Council



*Funded by the Kansas Health Foundation Public Health Practice Program*

# **Reno County Health Department Workforce Assessment Report 2014-2015**

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## ***Overview***

The Kansas Public Health Workforce Assessment is a large-scale project that is statewide in scope designed to provide:

- An overall competency assessment of public health staff based at the state and local health departments
- A data-driven approach to workforce development in Kansas
- An accurate picture of the Kansas workforce with extensive demographic information which will allow workforce development opportunities to be tailored
- Comparisons of specific workforce segments including rural vs. urban; environmental vs. non-environmental; and small, medium and large health departments
- County-level reports for local health departments and bureau-level reports for the Kansas Department of Health and Environment (KDHE), which are required for accreditation through the Public Health Accreditation Board, and will allow organizations to target their workforce development efforts
- A unique examination of which competencies are perceived to not apply to certain public health positions (e.g. environmental staff not perceiving cultural competence as applying to their job)
- A tool for continuous quality improvement

The assessment is based on the Council on Linkages Core Competencies for Public Health Professionals and assesses the workforce across eight domains—Communication, Cultural Competency, Analytical/Assessment, Policy Development/Program Planning, Community Dimensions of Practice, Public Health Sciences, Financial Planning and Management, and Leadership and Systems Thinking. The workforce was categorized into four tiers—Tier 1—staff who carry out day-to-day tasks; Tier 2—supervisory and/or program management level staff; Tier 3—senior management and leaders of a public health organization; and the newly created Tier A—administrative and facilities support staff.

The assessment was designed by members of the Kansas Public Health Workforce Development Coordinating Council (KPHWDCC) in consultation with other states as well as local health departments in Kansas that had recently successfully completed a workforce assessment.

There were a total of 1,780 respondents and an overall participation rate of 73%, with Kansas Department of Health and Environment staff reaching 83% and local public health department employees reaching 66% (940 respondents out of a total of 1,429). Twenty-seven health departments had a 100% participation rate. Additionally, 49 health departments had a participation rate of 75% or above, 69 health departments had a participation rate of 50% or above, and 96% of health departments had at least one participant.

Table 1. Total Respondents by Tier

Tier	Reno County	South Central Region	Total LHD Respondents
Tier 1	12 (29%)	61 (31%)	377 (40%)
Tier 2	11 (27%)	45 (23%)	172 (18%)
Tier 3	5 (12%)	24 (12%)	113 (12%)
Tier A	13 (32%)	66 (34%)	278 (30%)
Total	41	196	940

The ultimate outcome of the Kansas Public Health Workforce Assessment is a well-trained, better prepared, more effective workforce that is highly satisfied with their work. It will help ensure the current and future public health workforce has the knowledge, skills and abilities to meet the ongoing public health challenges of the 21st century.

**Methods**

Extensive testing was conducted to ensure representation of the entire Kansas workforce, including geographically and culturally. Promotion of the assessment to all KDHE and local health department staff was critical in gaining a high level of participation. Incentives were offered to encourage participation, which were awarded utilizing a random drawing. In order to protect confidentiality, analyses were only conducted in cases where there were more than five people in a category. In the cases where there were less than six people in a specific category (or for an entire health department), efforts were made to match on the basis of demographics and geographic region. Every effort was made to make the report as specific to the local health department as possible.

For each of the competencies, participants had the choice of one of the following responses:

- Not at all proficient
- Some limited proficiency
- Proficient
- Very proficient
- This does not apply to my job
- I do not understand this question

The responses were grouped during analyses. To determine the area of lowest proficiency for each domain, “not at all proficient” and “some limited proficiency” were grouped. To determine the area of highest proficiency and overall proficiency percentage for each domain, “proficient” and “very proficient” were grouped. “This does not apply to my job” responses were considered a separate category.

For the purposes of this report, the areas of highest and lowest competency for each domain are included in this report. If you would like more details about specific competencies within a domain, raw data may be available, unless there are less than six respondents in a tier. A list of the competencies which were included in the assessment are included with this report as Appendix 1.

**Acknowledgements**

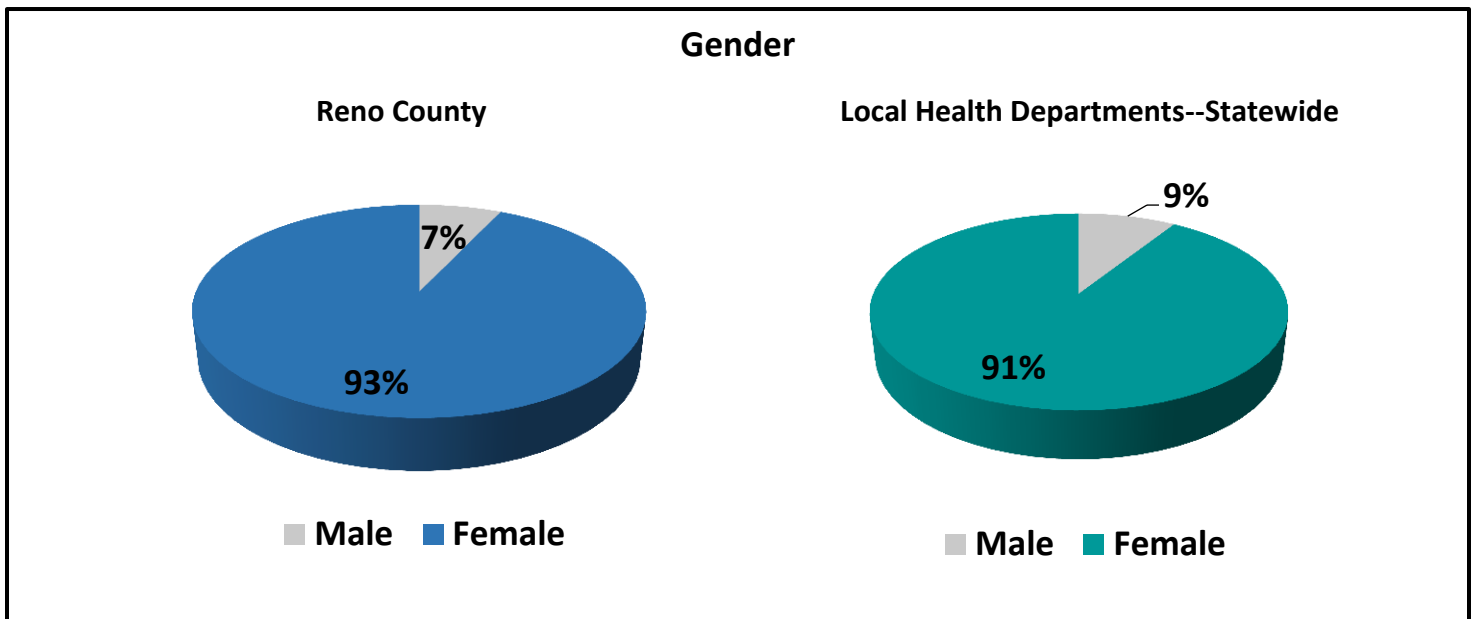
Funding support for the Kansas Public Health Workforce Assessment was provided by the Kansas Health Foundation through the Public Health Practice Program. This report was prepared by the Kansas Public Health Workforce Development Coordinating Council which includes the following member organizations: Kansas Department of Health and Environment, Kansas Health Institute, University of Kansas Master of Public Health Program (KU-MPH), Kansas State University (KSU) Master of Public Health Program, Kansas Health Foundation, Lawrence-Douglas County Health Department, University of Kansas School of Nursing, Reno County Department of Health and Environment, Kansas Association of Local Health Departments, Butler County Health Department, Kansas Environmental Health Association, Reno County Health Department, KUMC--Area Health Education Centers, Wichita State University--Center for Community Support and Research, Wichita State University (WSU) Department of Public Health Sciences, Baker University School of Nursing, and SOCO Consulting.

**Contact Information**

For more information about the Kansas Public Health Workforce Assessment, visit [http://www.kdheks.gov/olrh/workforce\\_development.htm](http://www.kdheks.gov/olrh/workforce_development.htm). If you have questions, contact Cristi Cain, Public Health Specialist, Kansas Department of Health and Environment, at 785-296-3641 or [ccain@kdheks.gov](mailto:ccain@kdheks.gov).

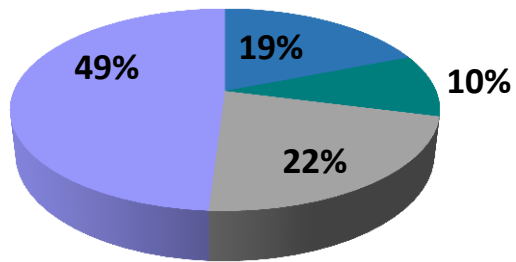
**Demographics**

The demographic breakdown for Reno County Department of Health and Environment compared with local health departments in Kansas statewide is as follows:



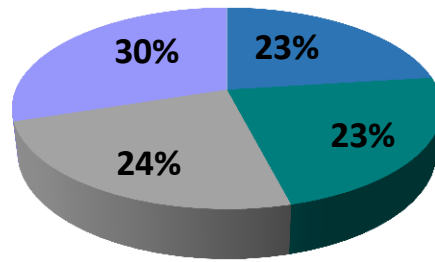
### Age

Reno County



■ 20-35 ■ 36-45 ■ 46-55 ■ 55+

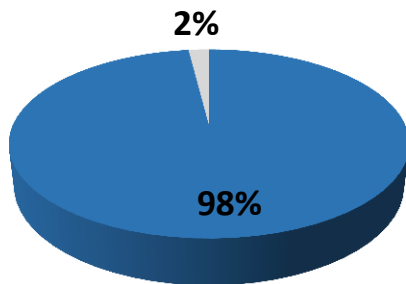
Local Health Departments--Statewide



■ 20-35 ■ 36-45 ■ 46-55 ■ 55+

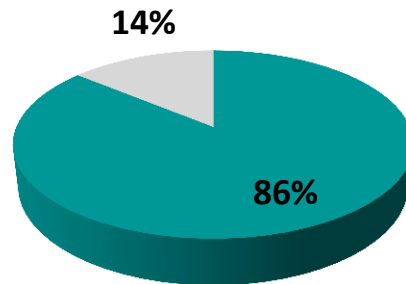
### Race

Reno County



■ White ■ All others

Local Health Departments--Statewide

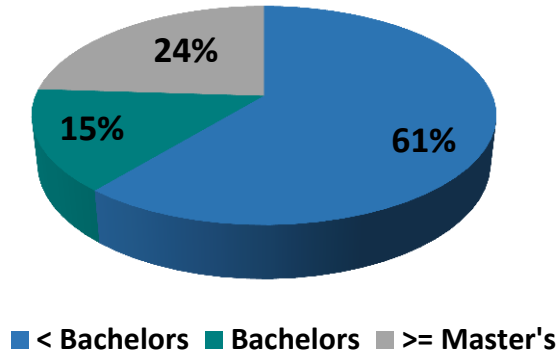


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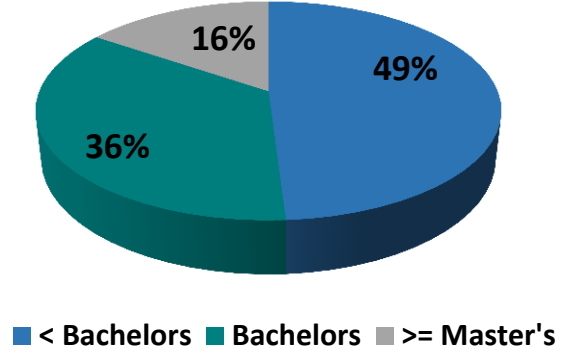


### Level of Education

Reno County

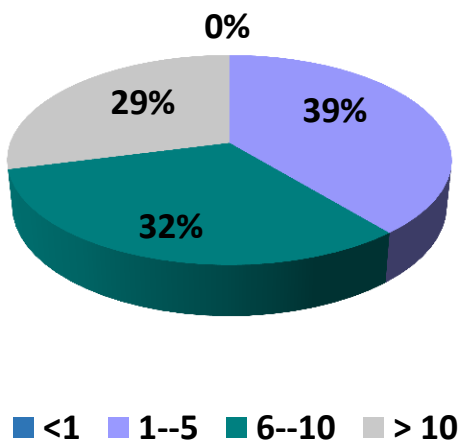


Local Health Departments--Statewide

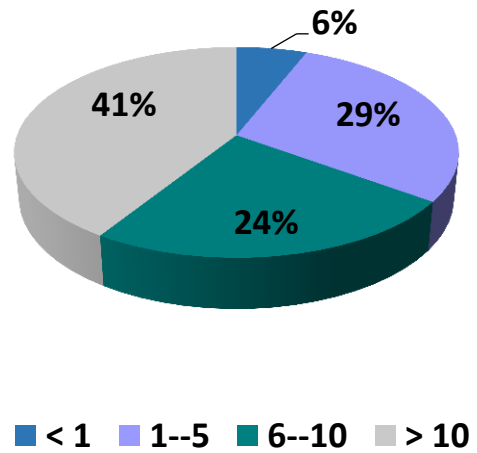


### Years in Public Health

Reno County

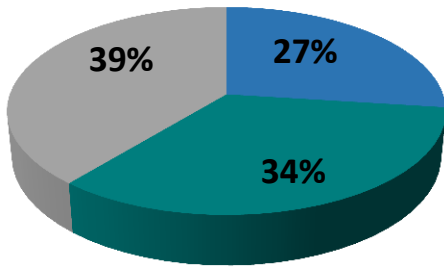


Local Health Departments--Statewide



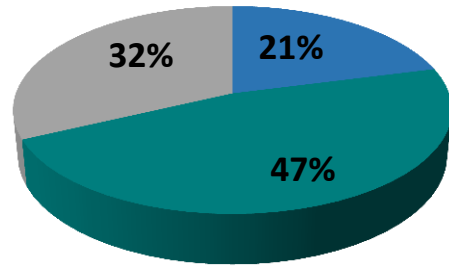
### Plans to Leave Position Within 5 Years

Reno County



■ Yes ■ No ■ Unsure

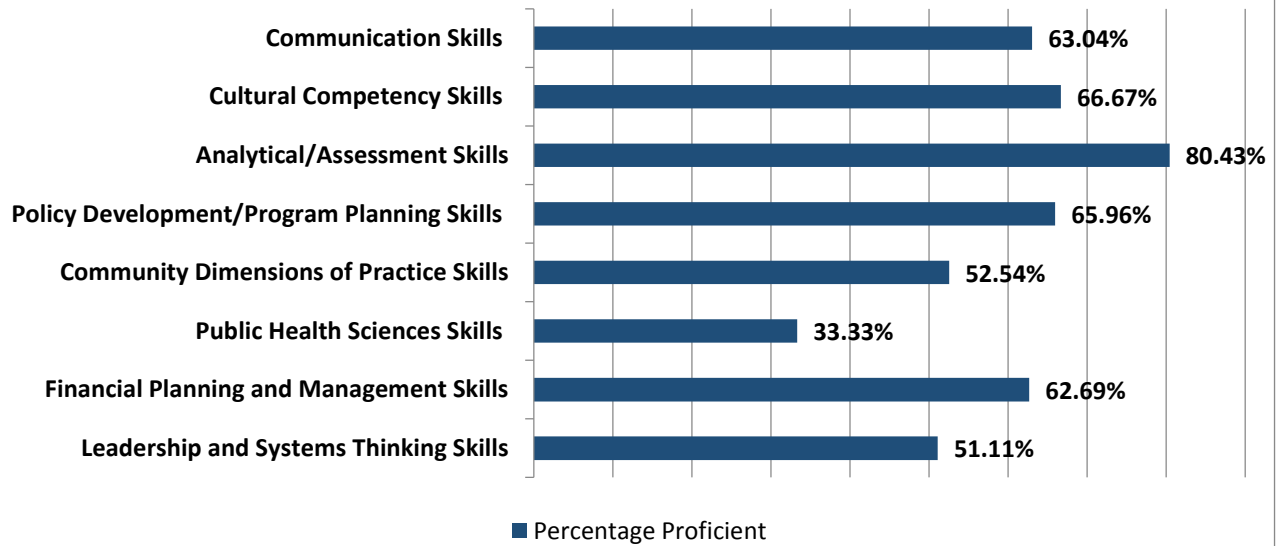
Local Health Departments--Statewide



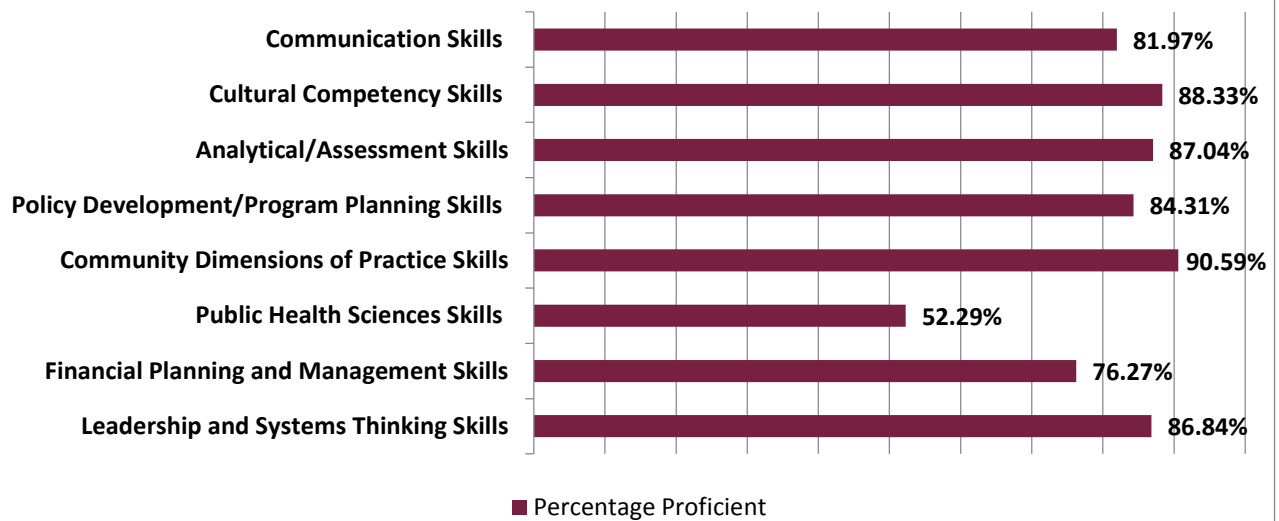
■ Yes ■ No ■ Unsure

*Results from the Kansas Public Health Workforce Assessment*

### Tier 1--Total Proficiency Percentage

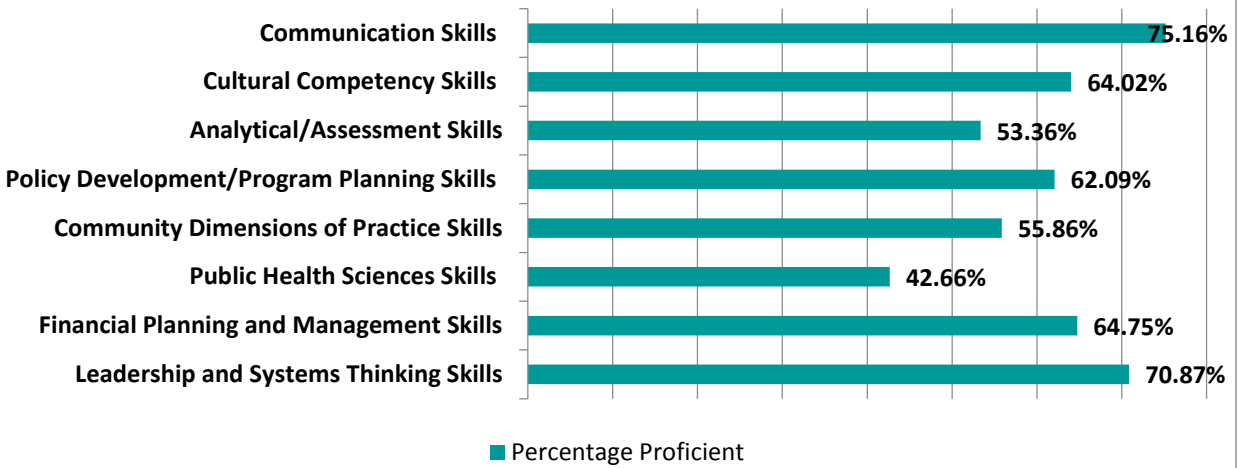


### Tier 2--Total Proficiency Percentage

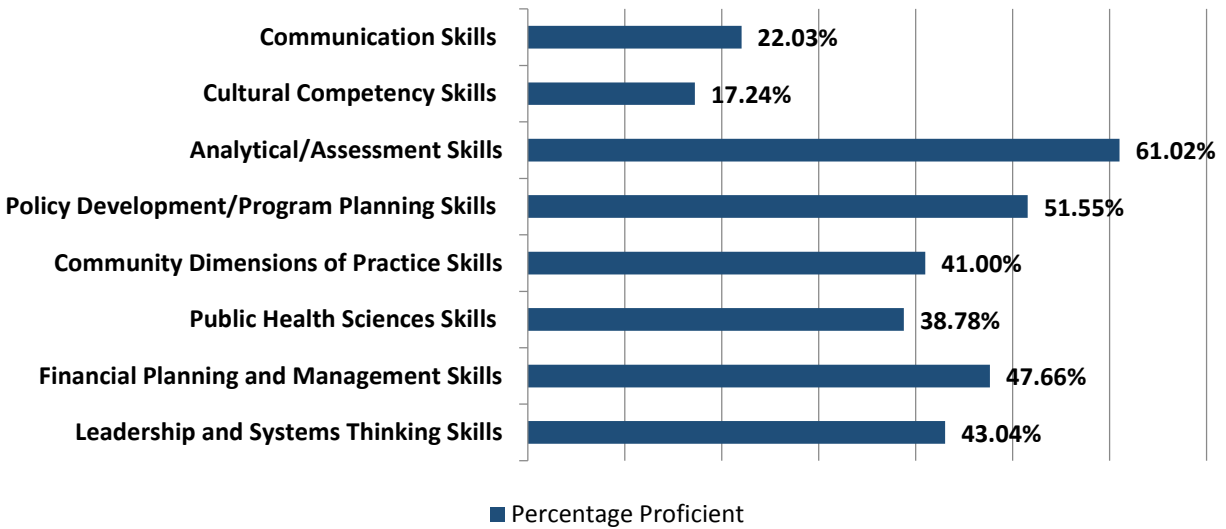


### Tier 3--Total Proficiency Percentage--South Central Region

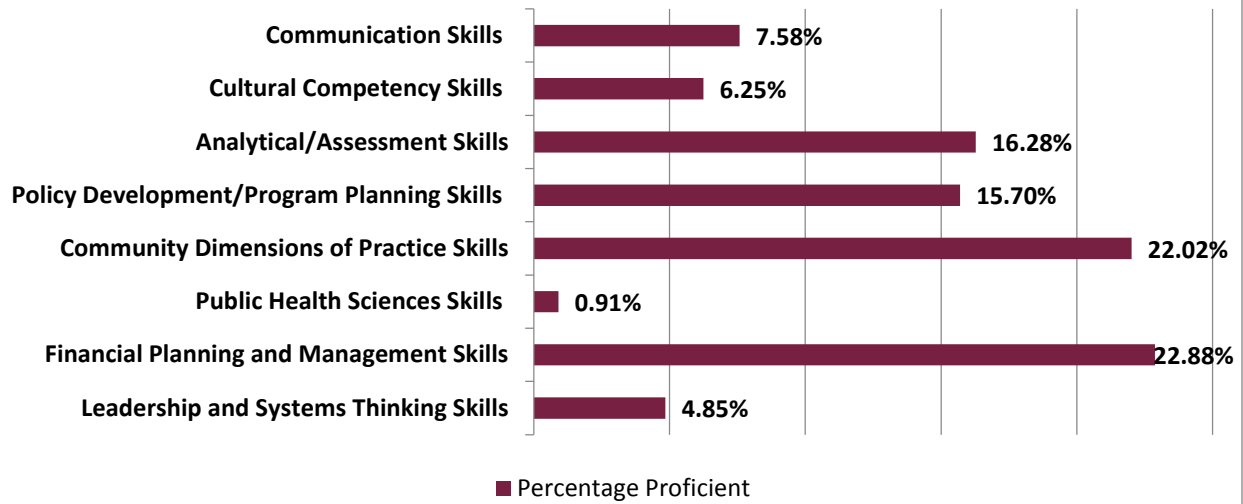
*Reno County Tier 3 sample size too small for individual health department results*



### Tier 1--Does Not Apply to My Job

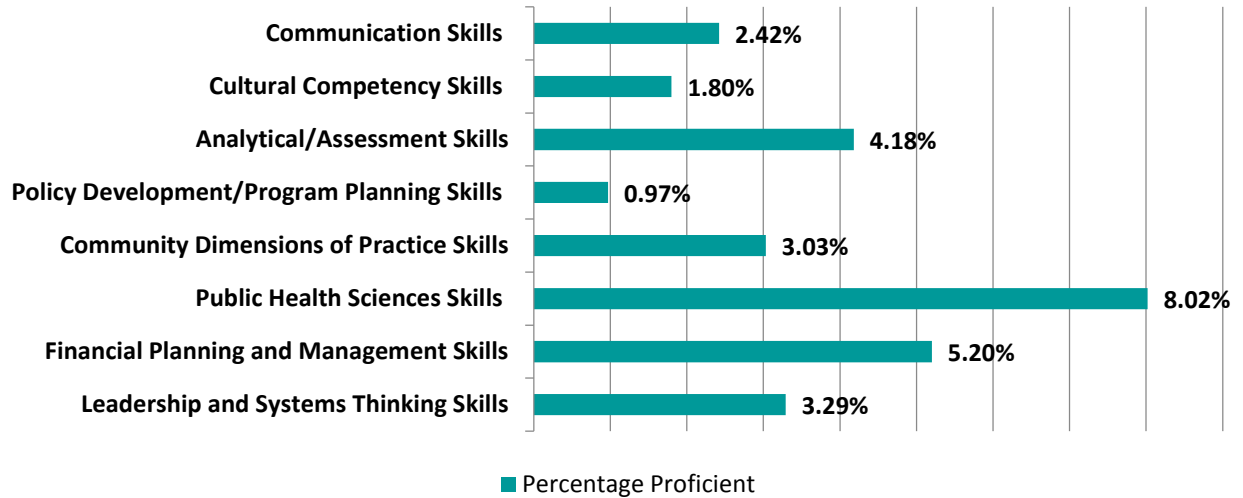


### Tier 2--Does Not Apply to My Job



### Tier 3--Does Not Apply to My Job-South Central Region

*Reno County Tier 3 sample size too small for individual health department results*



### Tier 1— Communication Skills

		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Participate in the development of demographic, statistical, programmatic and scientific presentations	<b>50.00%</b>
<b>Competency with highest level of proficiency</b>	Solicit community-based input from individuals and organizations	<b>83.33%</b>
		Percentage of total respondents
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Participate in the development of demographic, statistical, programmatic and scientific presentations	<b>60.00%</b>

<b>Tier 1— Cultural Competency</b>		
		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Describe the need for a diverse public health workforce	<b>50.00%</b>
<b>Competency with highest level of proficiency</b>	Participate in the assessment of the cultural competence of the public health organization	<b>100.00%</b>
		Percentage of total respondents
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Participate in the assessment of the cultural competence of the public health organization	<b>70.00%</b>

<b>Tier 1— Analytical/Assessment</b>
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		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Use methods and instruments for collecting valid and reliable qualitative and quantitative data	<b>40.00%</b>
<b>Competency with highest level of proficiency</b>	Recognize the integrity and comparability of data  Adhere to ethical principles in the collection, maintenance, use, and dissemination of data and information  Use variables that measure public health conditions  Describe the characteristics of a population-based health problem	<b>100.00%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Describe the characteristics of a population-based health problem	<b>80.00%</b>

<b>Tier 1— Policy Development/Program Planning</b>		
		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Describe the public health/ environmental laws and regulations governing public health programs	<b>60.00%</b>
<b>Competency with highest level of proficiency</b>	Gather information relevant to specific public health/environmental policy issues	<b>100.00%</b>

	Describe how policy options can influence public health programs	
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Describe how policy options can influence public health programs	<b>70.00%</b>

<b>Tier 1— Community Dimensions of Practice</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Use group processes to advance community involvement	<b>75.00%</b>
<b>Competency with highest level of proficiency</b>	Demonstrate the capacity to work in community-based participatory research efforts	<b>100.00%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Demonstrate the capacity to work in community-based participatory research efforts	<b>80.00%</b>

<b>Tier 1— Public Health Sciences</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Identify prominent events in the history of the public health profession	<b>100.00%</b>
<b>Competency with highest level of proficiency</b>	Retrieve scientific evidence from a variety of text and electronic sources	<b>57.14%</b>
		<b>Percentage of</b>



		<b>total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Identify prominent events in the history of the public health profession	<b>60.00%</b>

<b>Tier 1— Financial Planning and Management</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Demonstrate public health informatics skills to improve program and business operations  Contribute to the preparation of proposals for funding from external sources	<b>66.67%</b>
<b>Competency with highest level of proficiency</b>	Operate programs within current and forecasted budget constraints  Identify strategies for determining budget priorities based on federal, state, and local financial contributions	<b>100.00%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Participate in the development of contracts and other agreements for the provision of services  Describe how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making	<b>80.00%</b>

<b>Tier 1— Leadership and Systems Thinking</b>
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		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Describe the impact of changes in the public health system, and larger social, political, economic environment on organizational practices	<b>80.00%</b>
<b>Competency with highest level of proficiency</b>	Use individual, team and organizational learning opportunities for personal and professional development	<b>87.50%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action	<b>70.00%</b>

<b>Tier 2— Communication Skills</b>		
		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Assess the health literacy of the population served	<b>44.44%</b>
<b>Competency with highest level of proficiency</b>	Solicit input from individuals and organizations	<b>100.00%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Assess the health literacy of the population served  Apply communication and group dynamic strategies in interactions with individuals and groups	<b>18.18%</b>

<b>Tier 2— Cultural Competency</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Incorporate strategies for interacting with persons from diverse backgrounds	<b>30.00%</b>
<b>Competency with highest level of proficiency</b>	Describe the need for a diverse public health workforce	<b>100.00%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Explain the dynamic forces that contribute to cultural diversity	<b>10.00%</b>

<b>Tier 2— Analytical/Assessment</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Describe the characteristics of a population-based health problem  Generate variables that measure public health conditions  Identify gaps in data sources	<b>22.22%</b>
<b>Competency with highest level of proficiency</b>	Reference sources of public health data and information  Assess the health status of populations and their related causes of health and illness	<b>100.00%</b>

		Percentage of total respondents
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Assess the health status of populations and their related causes of health and illness	<b>27.27%</b>

<b>Tier 2— Policy Development/Program Planning</b>		
		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Analyze policy options for public health programs  Incorporate public health informatics practices	<b>25.00%</b>
<b>Competency with highest level of proficiency</b>	Describe the implications of policy options  Use decision analysis for policy development and program planning  Develop policies for organizational plans, structures, and programs	<b>90.00%</b>
		Percentage of total respondents
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Determine the feasibility and expected outcomes of policy options  Incorporate public health informatics practices  Analyze policy options for public health programs	<b>27.27%</b>

<b>Tier 2— Community Dimensions of Practice</b>
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		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Distinguish the role of governmental and non-governmental organizations in the delivery of community health services	<b>25.00%</b>
<b>Competency with highest level of proficiency</b>	Promote public health policies, programs and resources  Use group processes to advance community involvement  Assess community linkages and relationships among multiple factors (or causes) affecting health  Collaborate in community-based participatory research efforts	<b>100.00%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Assess community linkages and relationships among multiple factors (or causes) affecting health  Collaborate in community-based participatory research efforts  Establish partnerships with key stakeholders  Facilitate collaboration and partnerships to ensure participation of key stakeholders  Maintain partnerships with key stakeholders	<b>27.27%</b>

**Tier 2— Public Health Sciences**

		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Distinguish prominent events in the history of the public health profession	<b>63.64%</b>
<b>Competency with highest level of proficiency</b>	Apply the Ten Essential Services of Public Health in my day to day work	<b>63.64%</b>
		Percentage of total respondents
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Determine the laws, regulations, policies and procedures for the ethical conduct of research	<b>9.09%</b>

<b>Tier 2— Financial Planning and Management</b>		
		Percentage of respondents who reported any level of proficiency
<b>Competency with lowest level of proficiency</b>	Negotiate contracts and other agreements for the provision of services	<b>50.00%</b>
<b>Competency with highest level of proficiency</b>	Evaluate program performance	<b>100.00%</b>
		Percentage of total respondents
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Prepare proposals for funding from external sources  Negotiate contracts and other agreements for the provision of services	<b>45.45%</b>

<b>Tier 2— Leadership and Systems Thinking</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Participate with stakeholders in identifying key values and a shared vision as guiding principles for community action	<b>33.33%</b>
<b>Competency with highest level of proficiency</b>	Promote individual, team and organizational learning opportunities  Contribute to the measuring, reporting and continuous improvement of organizational performance	<b>100.00%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Establish mentoring, peer advising, coaching or other personal development opportunities for the public health workforce	<b>20.00%</b>

**Note: The sample size for Tier 3 was too small to report Reno County results. The results reported are for the South Central region.**

<b>Tier 3— Communication Skills</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Interpret demographic, statistical, programmatic, and scientific information for use by professional and lay audiences	<b>34.78%</b>
<b>Competency with highest</b>	Ensure a variety of approaches are	<b>91.30%</b>

<b>level of proficiency</b>	considered and used to disseminate public health information	
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Ensure that the health literacy of populations served is considered throughout all communication strategies	<b>4.35%</b>

<b>Tier 3— Cultural Competency</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Assess the dynamic forces that contribute to cultural diversity	<b>43.48%</b>
<b>Competency with highest level of proficiency</b>	Ensure the consideration of the role of cultural, social, and behavioral factors in the delivery of public health services	<b>70.83%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Assess the public health organization for its cultural competence	<b>4.35%</b>

<b>Tier 3— Analytical/Assessment</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Resolve gaps in data sources	<b>65.22%</b>
<b>Competency with highest level of proficiency</b>	Identify the resources to meet community health needs	<b>65.22%</b>
		<b>Percentage of</b>



		<b>total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Describe the characteristics of a population-based health problem	<b>4.35%</b>

<b>Tier 3— Policy Development/Program Planning</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Oversee public health informatics practices and procedures	<b>52.17%</b>
<b>Competency with highest level of proficiency</b>	Determine policy for the public health organization with guidance from the organization’s governing body	<b>75.00%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Determine policy options for public health organization  Integrate emerging trends of the fiscal, social and political environment into public health strategic planning  Oversee public health informatics practices and procedures	<b>4.17%</b>

<b>Tier 3— Community Dimensions of Practice</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Encourage community-based participatory research efforts within the public health organization	<b>69.57%</b>

<b>Competency with highest level of proficiency</b>	Maintain partnerships with key stakeholders	<b>79.17%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Integrate the role of governmental and non-governmental organizations in the delivery of community health services	<b>8.33%</b>

<b>Tier 3— Public Health Sciences</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Advise on the laws, regulations, policies and procedures for the ethical conduct of research	<b>80.95%</b>
<b>Competency with highest level of proficiency</b>	Apply the basic public health sciences (e.g. epidemiology, environmental etc.) to public health policies and programs	<b>65.22%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Critique the scientific foundation of the field of public health	<b>13.04%</b>

<b>Tier 3— Financial Planning and Management</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Manage the implementation of the judicial and operational procedures of the administrative unit that oversees	<b>61.90%</b>

	the operations of the public health organization	
<b>Competency with highest level of proficiency</b>	Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts	<b>87.50%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	<p>Manage the implementation of the judicial and operational procedures of the administrative unit that oversees the operations of the public health organization</p> <p>Leverage the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management</p>	<b>12.50%</b>

<b>Tier 3— Leadership and Systems Thinking</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Ensure organizational practices are in concert with changes in the public health system, and the larger social, political, and economic environment	<b>50.00%</b>
<b>Competency with highest level of proficiency</b>	Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals	<b>87.50%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest percentage of participants reporting that it does not apply to their job</b>	Partner with stakeholders to determine key values and a shared vision as guiding principles for community action	<b>8.33%</b>

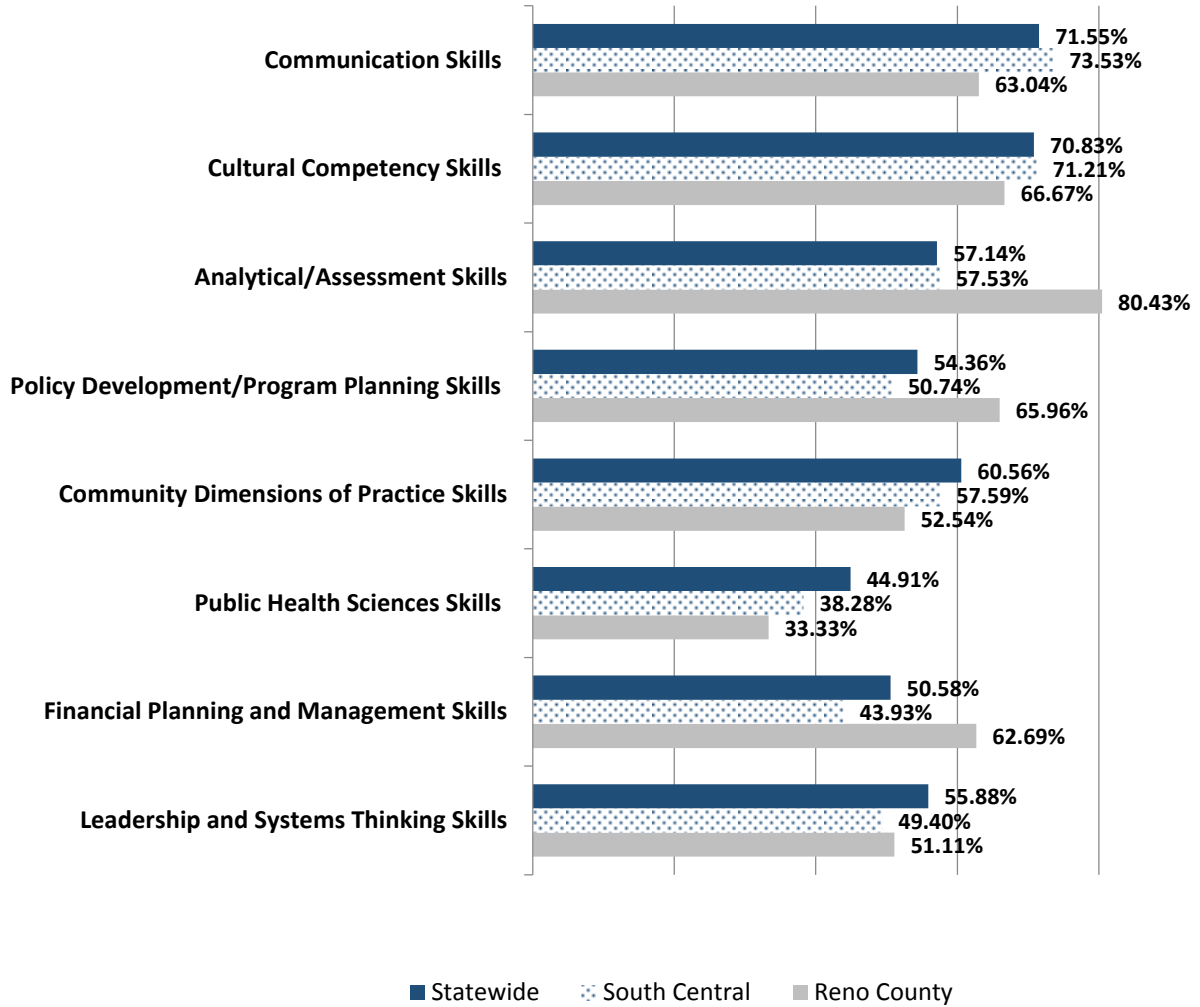
	Ensure organizational practices are in concert with changes in the public health system, and the larger social, political, and economic environment	
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<b>Tier A— Professional Skills</b>		
		<b>Percentage of respondents who reported any level of proficiency</b>
<b>Competency with lowest level of proficiency</b>	Participate in the measuring, reporting and continuous improvement of the organizational through quality improvement	<b>50.00%</b>
<b>Competency with highest level of proficiency</b>	Use computers, computer programs and other technologies to collect, store, and retrieve data	<b>90.91%</b>
<b>Overall Proficiency Percentage for Professional Skills Domain</b>		<b>81.40%</b>
<b>Overall Percentage—Does Not Apply to My Job—Professional Skills Domain</b>		<b>14.53%</b>
		<b>Percentage of total respondents</b>
<b>Competency with highest</b>	Participate in mentoring and peer	<b>45.45%</b>

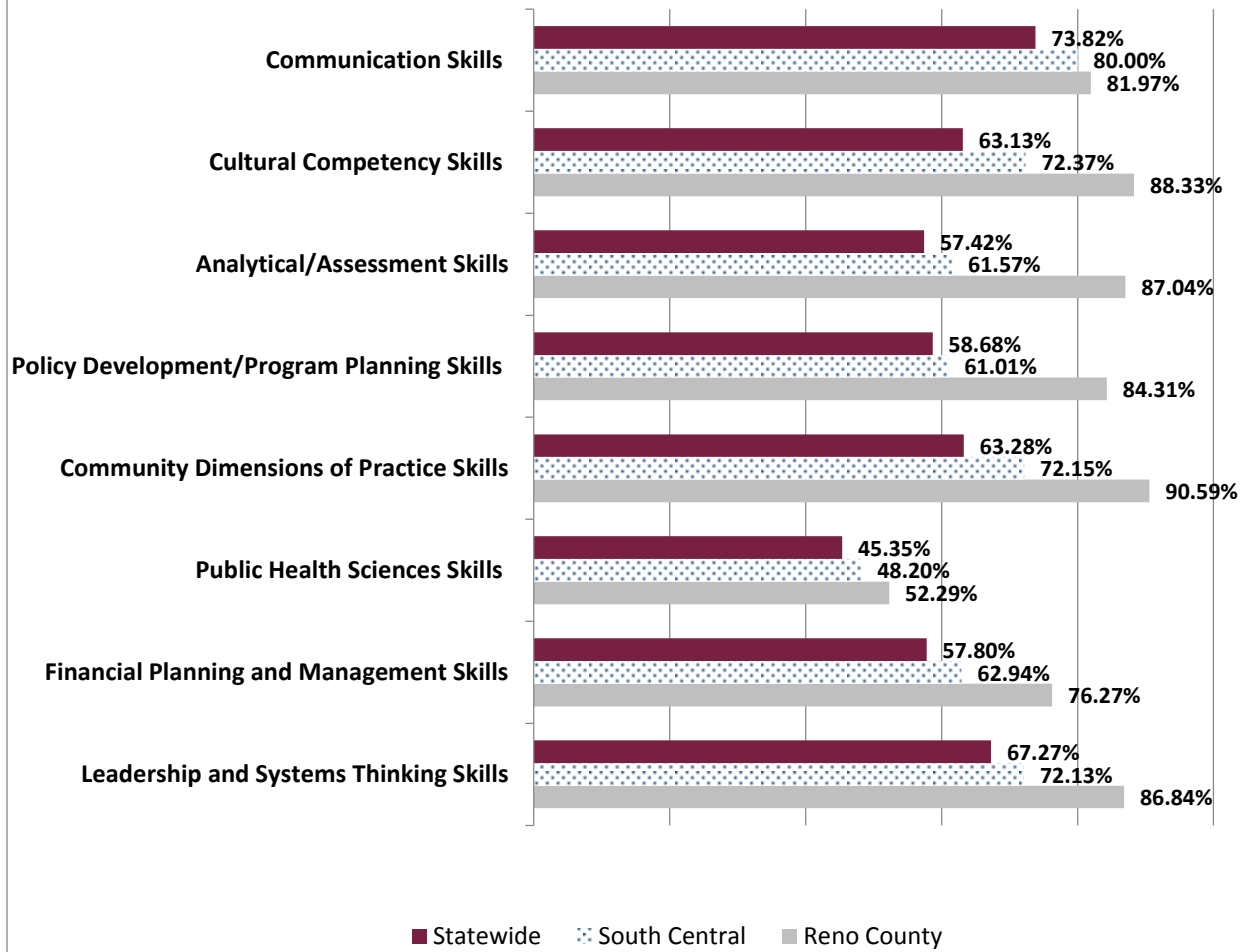
<b>percentage of participants reporting that it does not apply to their job</b>	review or coaching opportunities	
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<b>Tier A— Training/Education</b>	
	<b>Percentage Agree/Strongly Agree</b>
At work, I have opportunities to learn and grow.	<b>80.00%</b>
Employees are continually developed through training, education, and opportunities for promotion.	<b>87.50%</b>
I have the skills I need to do my job.	<b>100.00%</b>
Training is implemented as part of an overall system of employee development.	<b>87.50%</b>
I am comfortable with technology-based training.	<b>100.00%</b>

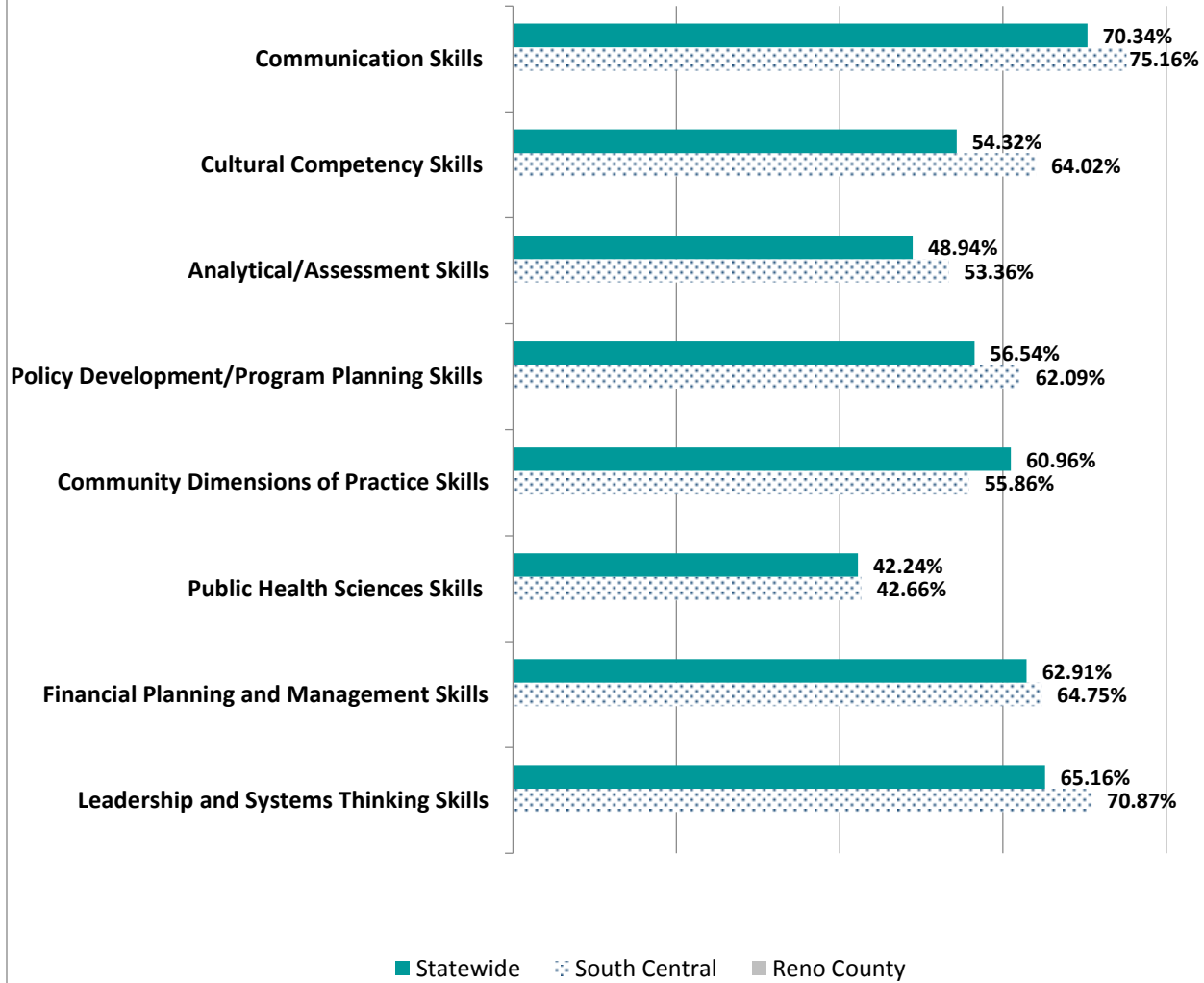
### Tier 1 Comparison-- Proficiency



### Tier 2 Comparison-- Proficiency



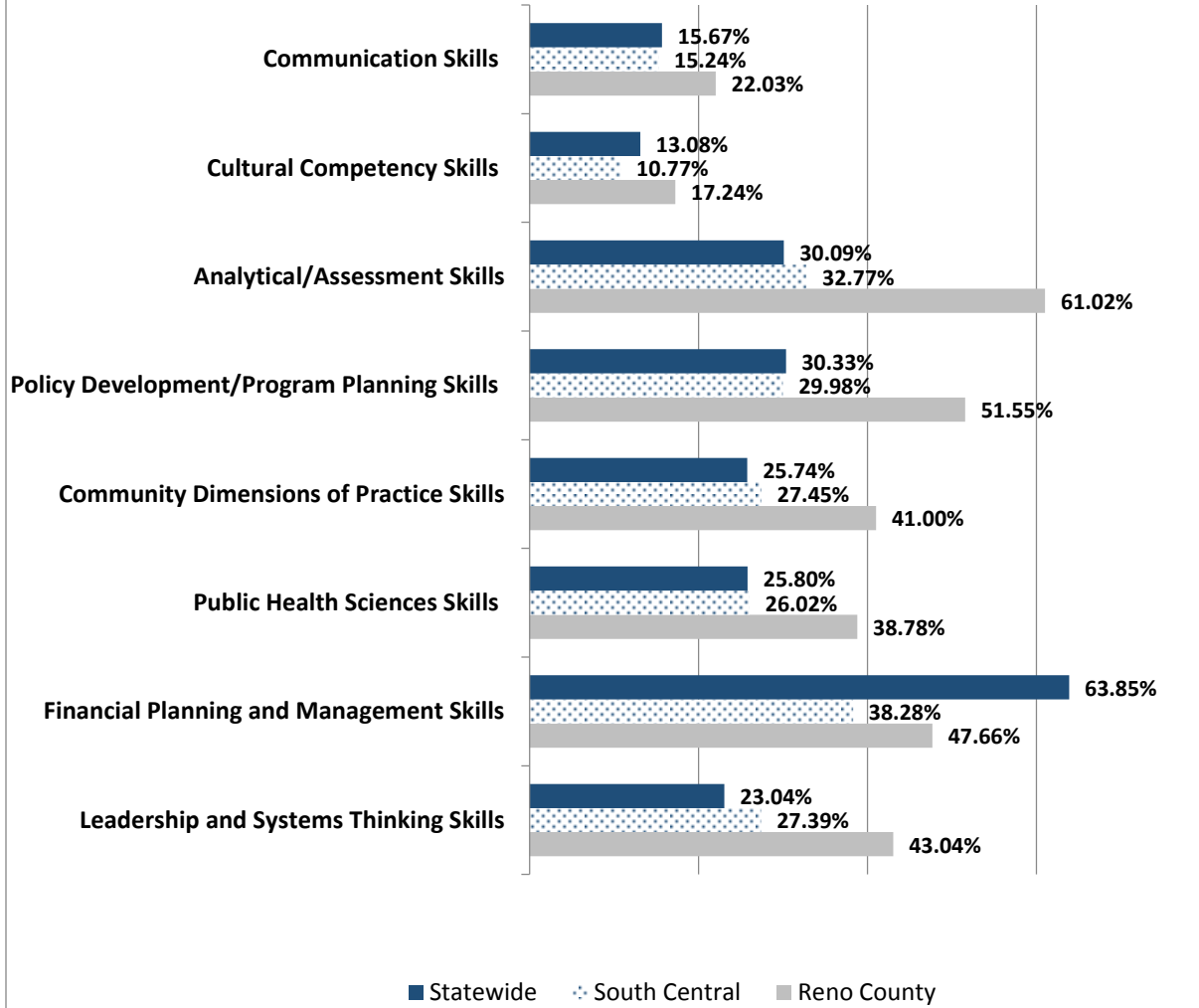
### Tier 3 Comparison-- Proficiency



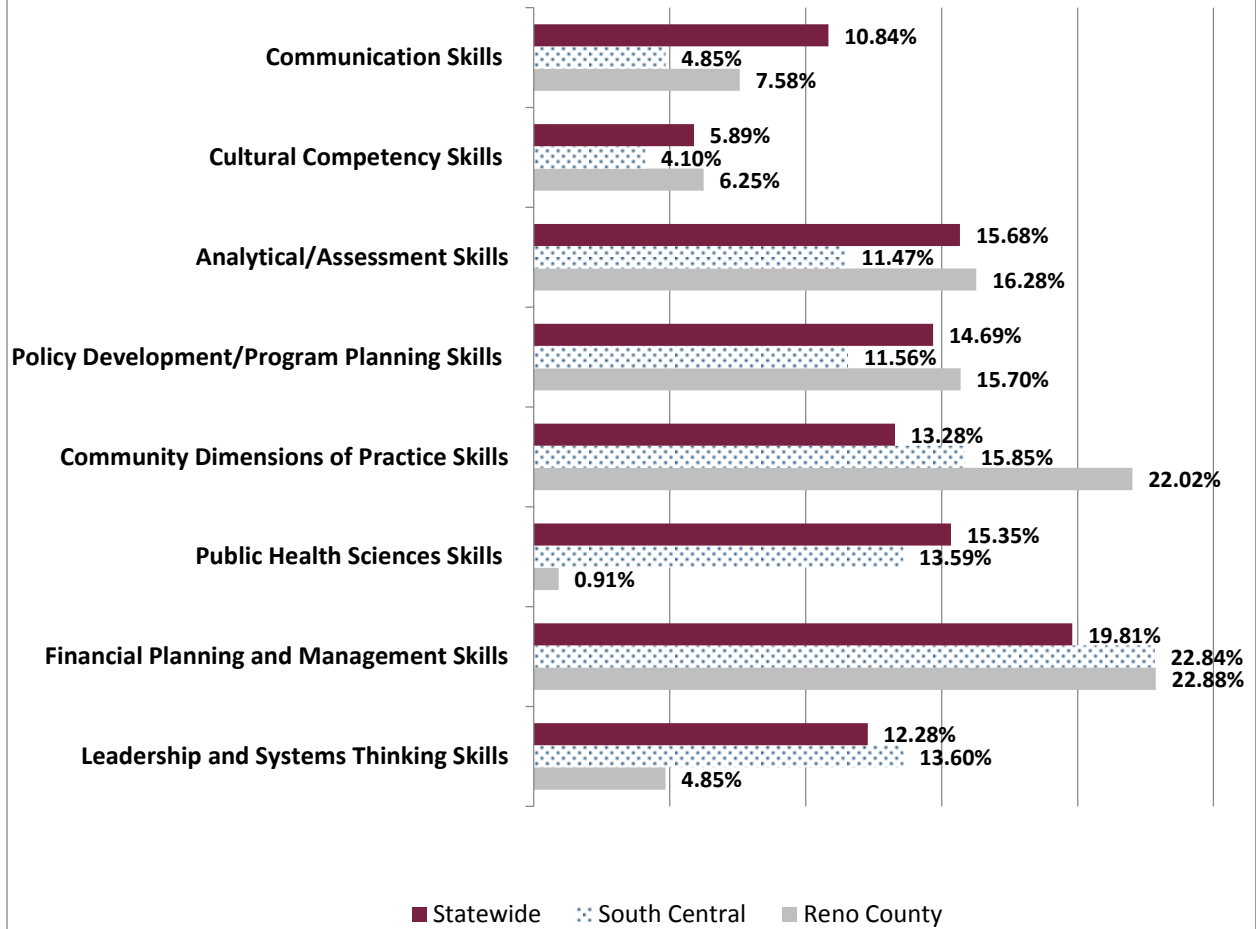
*Reno County sample size too small to report.*



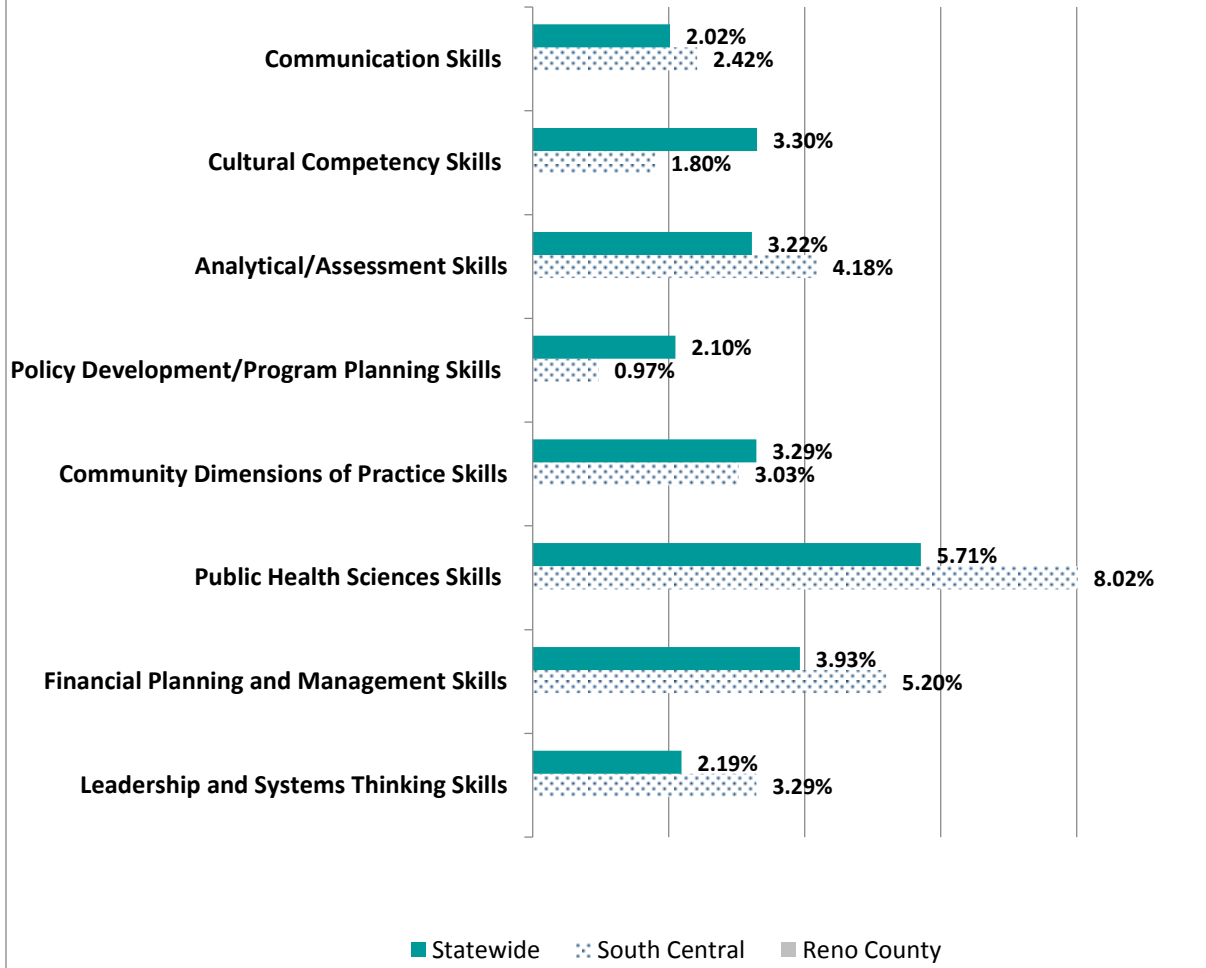
### Tier 1 Comparison-- Does Not Apply to My Job



## Tier 2 Comparison-- Does Not Apply to My Job

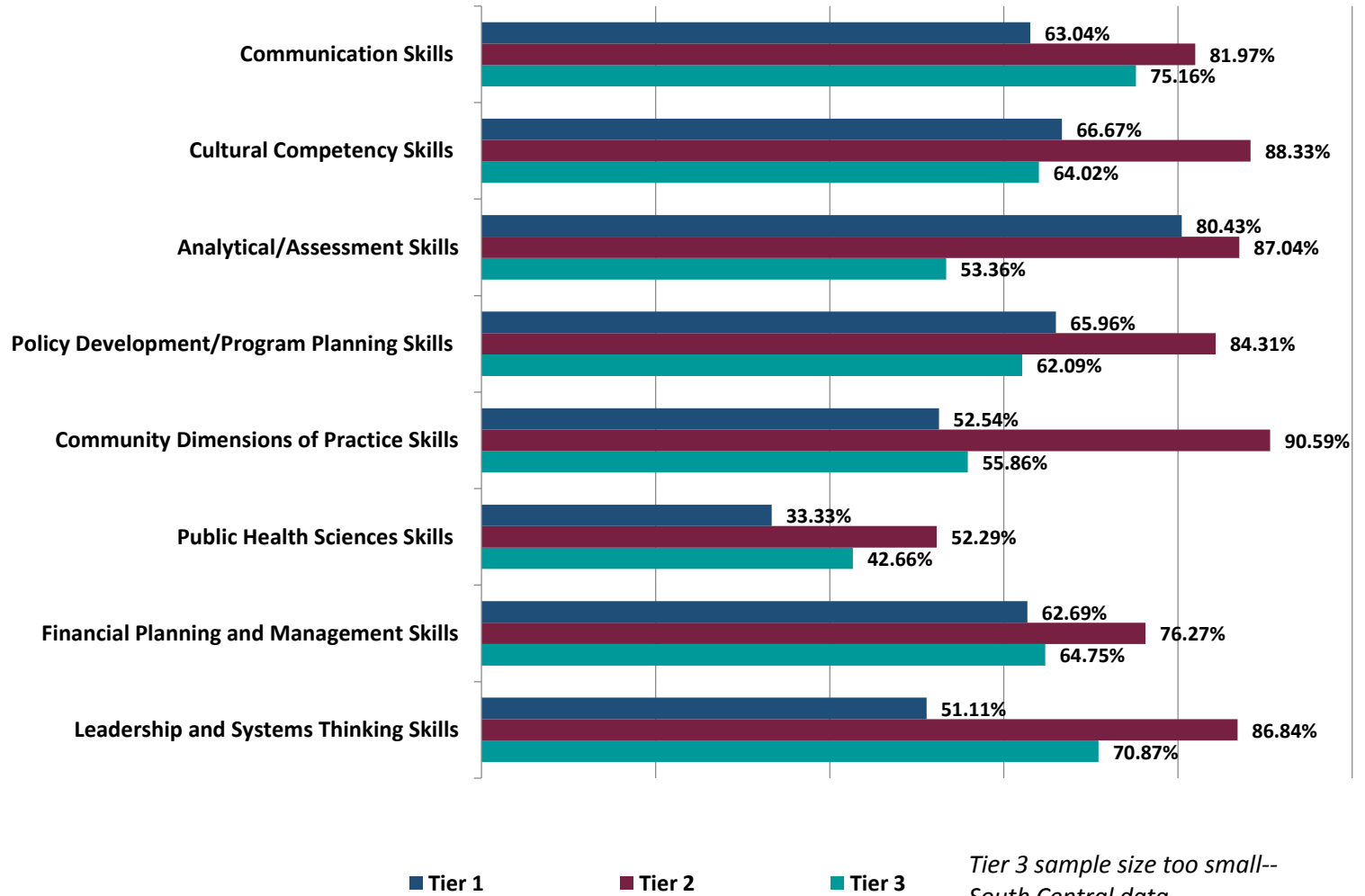


### Tier 3 Comparison-- Does Not Apply to My Job



*Reno County sample size too small to report.*

### Reno County Tier Comparison-- Proficiency



## Appendix 1. Kansas Public Health Workforce Assessment Competencies At-A-Glance

Domain	Tier 1	Tier 2	Tier 3
<b>Communications Skills</b>	<p>1.1. Identify the health literacy of the population served</p> <p>1.2. Communicate in writing and orally, in person, and through electronic means, with cultural proficiency</p> <p>1.3. Solicit community-based input from individuals and organizations</p> <p>1.4. Convey public health/environmental information using a variety of approaches</p> <p>1.5. Participate in the development of demographic, statistical, programmatic and scientific presentations</p> <p>1.6. Apply communication and group dynamic strategies in interactions with individuals and groups</p>	<p>1.1. Assess the health literacy of the population served</p> <p>1.2. Communicate in writing and orally, in person, and through electronic means, with cultural proficiency</p> <p>1.3. Solicit input from individuals and organizations</p> <p>1.4. Use a variety of approaches to disseminate public health/environmental information</p> <p>1.5. Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences</p> <p>1.6. Apply communication and group dynamic strategies in interactions with individuals and groups</p>	<p>1.1. Ensure that the health literacy of populations served is considered throughout all communication strategies</p> <p>1.2. Communicate in writing and orally, in person, and through electronic means, with cultural proficiency</p> <p>1.3. Ensure that the public health organization seeks input from other organizations and individuals</p> <p>1.4. Ensure a variety of approaches are considered and used to disseminate public health information</p> <p>1.5. Interpret demographic, statistical, programmatic, and scientific information for use by professional and lay audiences</p> <p>1.6. Apply communication and group dynamic strategies in interactions with individuals and groups</p> <p>1.7. Communicate the role of public health within the overall health system</p>
<b>Cultural Competency Skills</b>	<p>2.1. Incorporate strategies for interacting with persons from diverse backgrounds</p> <p>2.2. Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services</p> <p>2.3. Respond to diverse needs that are the result of cultural differences</p>	<p>2.1. Incorporate strategies for interacting with persons from diverse backgrounds</p> <p>2.2. Consider the role of cultural, social, and behavioral factors in the delivery of public health services</p> <p>2.3. Respond to diverse needs that are the result of cultural differences</p> <p>2.4. Explain the dynamic forces that contribute to cultural diversity</p>	<p>2.1. Ensure that there are strategies for interacting with persons from diverse backgrounds</p> <p>2.2. Ensure the consideration of the role of cultural, social, and behavioral factors in the delivery of public health services</p> <p>2.3. Respond to diverse needs that are the result of cultural differences</p>

Domain	Tier 1	Tier 2	Tier 3
	2.4. Describe the dynamic forces that contribute to cultural diversity 2.5. Describe the need for a diverse public health workforce 2.6. Participate in the assessment of the cultural competence of the public health organization	2.5. Describe the need for a diverse public health workforce 2.6. Assess public health programs for their cultural competence	2.4. Assess the dynamic forces that contribute to cultural diversity 2.5. Assess the need for a diverse public health workforce 2.6. Assess the public health organization for its cultural competence 2.7. Ensure the public health organization's cultural competence
<b>Analytical and Assessment Skills</b>	3.1 Identify the health status of populations and their related determinants of health and illness 3.2 Describe the characteristics of a population-based health problem 3.3 Use variables that measure public health conditions 3.4 Use methods and instruments for collecting valid and reliable qualitative and quantitative data 3.5 Identify sources of public health data and information 3.6 Recognize the integrity and comparability of data 3.7 Identify gaps in data sources 3.8 Adhere to ethical principles in the collection, maintenance, use, and dissemination of data and information 3.9 Describe the public health applications of quantitative and qualitative data 3.10 Collect quantitative and qualitative community data 3.11 Use information technology to	3.1 Assess the health status of populations and their related causes of health and illness 3.2. Describe the characteristics of a population-based health problem 3.3. Generate variables that measure public health conditions 3.4. Use methods and instruments for collecting valid and reliable qualitative and quantitative data 3.5. Reference sources of public health data and information 3.6. Examine the integrity and comparability of data 3.7. Identify gaps in data sources 3.8. Employ ethical principles in the collection, maintenance, use, and dissemination of data and information 3.9. Interpret quantitative and qualitative data 3.10. Make community-specific inferences from quantitative and qualitative data 3.11. Use information technology to	3.1. Review the health status of populations and their related causes of health and illness 3.2. Describe the characteristics of a population-based health problem 3.3. Evaluate variables that measure public health conditions 3.4. Critique methods and instruments for collecting valid and reliable quantitative and qualitative data 3.5. Expand access to public health data and information 3.6. Evaluate the integrity and comparability of data 3.7. Resolve gaps in data sources 3.8. Ensure the application of ethical principles in the collection, maintenance, use, and dissemination of data and information 3.9. Integrate the findings from quantitative and qualitative data into organizational operations 3.10. Determine community specific trends from quantitative and

Domain	Tier 1	Tier 2	Tier 3
	collect, store, and retrieve data 3.12 Describe how data are used to address scientific, political, ethical, and social public health issues	collect, store, and retrieve data 3.12. Use data to address scientific, political, ethical, and social public health issues	qualitative data 3.11. Use information technology to collect, store, and retrieve data 3.12. Incorporate data into the resolution of scientific, political, ethical, and social public health concerns 3.13 Identify the resources to meet community health needs
<b>Policy Development and Program Planning Skills</b>	4.1 Gather information relevant to specific public health/environmental policy issues 4.2. Describe how policy options can influence public health programs 4.3. Explain the expected outcomes of policy options 4.4. Gather information that will inform policy decisions 4.5. Describe the public health/environmental laws and regulations governing public health programs 4.6. Participate in program planning processes 4.7. Incorporate policies and procedures into program plans and structures 4.8. Identify mechanisms to monitor and evaluate programs for their effectiveness and quality 4.9. Demonstrate the use of public health informatics practices and procedures 4.10. Apply strategies for continuous	4.1. Analyze information relevant to specific public health/environmental policy issues 4.2. Analyze policy options for public health programs 4.3. Determine the feasibility and expected outcomes of policy options 4.4. Describe the implications of policy options 4.5. Use decision analysis for policy development and program planning 4.6. Manage public health/environmental programs consistent with public health laws and regulations 4.7. Develop plans to implement policies and programs 4.8. Develop policies for organizational plans, structures, and programs 4.9. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality 4.10. Incorporate public health informatics practices 4.11. Develop strategies for continuous quality improvement	4.1. Evaluate information relevant to specific public health/environmental policy issues 4.2. Determine policy options for public health organization 4.3. Critique the feasibility and expected outcomes of various policy options 4.4. Critique selected policy options using data and information 4.5. Determine policy for the public health organization with guidance from the organization's governing body 4.6. Critique decision analyses that result in policy development and program planning 4.7. Ensure public health programs are consistent with public health laws and regulations 4.8. Implement plans and programs consistent with policies 4.9. Ensure the consistency of policy integration into organizational plans, procedures, structures, and programs 4.10. Critique mechanisms to evaluate

Domain	Tier 1	Tier 2	Tier 3
	quality improvement		programs for their effectiveness and quality 4.11. Oversee public health informatics practices and procedures 4.12. Implement organizational and system-wide strategies for continuous quality improvement 4.13. Integrate emerging trends of the fiscal, social and political environment into public health strategic planning
<b>Community Dimensions of Practice Skills</b>	5.1. Recognize community linkages and relationships among multiple factors (or determinants) affecting health 5.2. Demonstrate the capacity to work in community-based participatory research efforts 5.3. Identify stakeholders 5.4. Collaborate with community partners to promote the health of the population 5.5. Maintain partnerships with key stakeholders 5.6. Use group processes to advance community involvement 5.7. Describe the role of governmental and non-governmental organizations in the delivery of community health services 5.8. Identify community assets and resources 5.9. Gather input from the community to inform the development of public health policy and programs	5.1. Assess community linkages and relationships among multiple factors (or causes) affecting health 5.2. Collaborate in community-based participatory research efforts 5.3. Establish partnerships with key stakeholders 5.4. Facilitate collaboration and partnerships to ensure participation of key stakeholders 5.5. Maintain partnerships with key stakeholders 5.6. Use group processes to advance community involvement 5.7. Distinguish the role of governmental and non-governmental organizations in the delivery of community health services 5.8. Negotiate for the use of community assets and resources 5.9. Use community input when developing public health policies and programs 5.10. Promote public health policies,	5.1. Evaluate the community linkages and relationships among multiple factors (or causes) affecting health 5.2. Encourage community-based participatory research efforts within the public health organization 5.3. Establish partnerships with key stakeholders 5.4. Ensure the collaboration and partnerships of key stakeholders through the development of formal and informal agreements 5.5. Maintain partnerships with key stakeholders 5.6. Use group processes to advance community involvement 5.7. Integrate the role of governmental and non-governmental organizations in the delivery of community health services 5.8. Negotiate for the use of community assets and resources through MOUs and other formal and



Domain	Tier 1	Tier 2	Tier 3
	5.10. Inform the public about policies, programs, and resources	programs and resources	informal agreements 5.9. Ensure community input when developing public health policies and programs 5.10. Defend public health policies, programs and resources 5.11. Evaluate the effectiveness of community engagement strategies on public health policies, programs, and resources
<b>Public Health Science Skills</b>	6.1. Describe the scientific foundation of the field of public health 6.2. Identify prominent events in the history of the public health profession 6.3 Apply the Ten Essential Services of Public Health in my day to day work (go to link for description: <a href="http://www.cdc.gov/nceh/ehs/ephli/core_ess.htm">http://www.cdc.gov/nceh/ehs/ephli/core_ess.htm</a> ) 6.4. Relate public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health 6.5. Identify the basic public health sciences (epidemiology, etc.) 6.6. Describe the scientific evidence related to a public health issue, concern, or, intervention 6.7. Retrieve scientific evidence from a variety of text and electronic sources 6.8. Discuss the limitations of research findings 6.9. Describe the laws, regulations,	6.1. Discuss the scientific foundation of the field of public health 6.2. Distinguish prominent events in the history of the public health profession 6.3 Apply the Ten Essential Services of Public Health in my day to day work (go to link for description: <a href="http://www.cdc.gov/nceh/ehs/ephli/core_ess.htm">http://www.cdc.gov/nceh/ehs/ephli/core_ess.htm</a> ) 6.4. Relate public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health 6.5. Apply the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs 6.6. Conduct a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention 6.7. Retrieve scientific evidence from a	6.1. Critique the scientific foundation of the field of public health 6.2. Explain lessons to be learned from prominent past events in comparison to the current events of the public health profession 6.3. Incorporate the Core Public Health Functions and Ten Essential Services of Public Health into the practice of the public health sciences (go to link for description: <a href="http://www.cdc.gov/nceh/ehs/ephli/core_ess.htm">http://www.cdc.gov/nceh/ehs/ephli/core_ess.htm</a> ) 6.4. Apply the basic public health sciences (e.g. epidemiology, environmental, etc.) to public health policies and programs 6.5. Integrate a review of the scientific evidence related to a public health/environmental issue, concern, or, intervention into the practice of public health 6.6. Synthesize scientific evidence from

Domain	Tier 1	Tier 2	Tier 3
	<p>policies and procedures for the ethical conduct of research</p> <p>6.10. Partner with other public health professionals in building the scientific base of public health</p>	<p>variety of text and electronic sources</p> <p>6.8. Determine the limitations of research findings</p> <p>6.9. Determine the laws, regulations, policies and procedures for the ethical conduct of research</p> <p>6.10. Contribute to building the scientific base of public health</p>	<p>a variety of text and electronic sources</p> <p>6.7. Critique the limitations of research findings</p> <p>6.8. Advise on the laws, regulations, policies and procedures for the ethical conduct of research</p> <p>6.9. Contribute to building the scientific base of public health</p> <p>6.10. Establish partnerships with academic and other organizations to expand the public health science base and disseminate research findings</p>
<p><b>Financial Planning and Management Skills</b></p>	<p>7.1. Describe the local, state, and federal public health and health care systems</p> <p>7.2. Describe the organizational structures, functions, and authorities of local, state, and federal public health agencies</p> <p>7.3. Adhere to the organization’s policies and procedures</p> <p>7.4. Participate in the development of a programmatic budget</p> <p>7.5. Operate programs within current and forecasted budget constraints</p> <p>7.6. Identify strategies for determining budget priorities based on federal, state, and local financial contributions</p> <p>7.7. Report program performance</p> <p>7.8. Translate evaluation report information into program performance improvement action steps</p> <p>7.9. Contribute to the preparation of</p>	<p>7.1. Interpret the interrelationships of local, state, and federal public health and health care systems for public health program management</p> <p>7.2. Interpret the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management</p> <p>7.3. Develop partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues, such as emergency events</p> <p>7.4. Implement the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization</p> <p>7.5. Develop a programmatic budget</p> <p>7.6. Manage programs within current and</p>	<p>7.1. Leverage the interrelationships of local, state, and federal public health and health care systems for public health program management</p> <p>7.2. Leverage the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management</p> <p>7.3. Manage partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues, such as emergency events</p> <p>7.4. Manage the implementation of the judicial and operational procedures of the administrative unit that oversees the operations of the public health organization</p> <p>7.5. Defend a programmatic and</p>

Domain	Tier 1	Tier 2	Tier 3
	<p>proposals for funding from external sources</p> <p>7.10. Apply basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts</p> <p>7.11. Demonstrate public health informatics skills to improve program and business operations</p> <p>7.12. Participate in the development of contracts and other agreements for the provision of services</p> <p>7.13. Describe how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making</p>	<p>forecasted budget constraints</p> <p>7.7. Develop strategies for determining budget priorities based on federal, state, and local financial contributions</p> <p>7.8. Evaluate program performance</p> <p>7.9. Use evaluation results to improve performance</p> <p>7.10. Prepare proposals for funding from external sources</p> <p>7.11. Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts</p> <p>7.12. Apply public health informatics skills to improve program and business operations</p> <p>7.13. Negotiate contracts and other agreements for the provision of services</p> <p>7.14. Use cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision making</p>	<p>organizational budget</p> <p>7.6. Ensure that programs are managed within current and forecasted budget constraints</p> <p>7.7. Critique strategies for determining budget priorities</p> <p>7.8. Determine budgetary priorities for the organization</p> <p>7.9. Evaluate program performance</p> <p>7.10. Use evaluation results to improve performance</p> <p>7.11. Approve proposals for funding from external sources</p> <p>7.12. Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts</p> <p>7.13. Integrate public health informatics skills into program and business operations</p> <p>7.14. Approve contracts and other agreements for the provision of services</p> <p>7.15. Include the use of cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision making</p> <p>7.16. Incorporate data and information to improve organizational processes and performance</p> <p>7.17. Establish a performance management system</p>

<b>Domain</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Leadership and Systems Thinking Skills</b>	<p>8.1. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals</p> <p>8.2. Describe how public health operates within a larger system</p> <p>8.3. Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action</p> <p>8.4. Identify internal and external problems that may affect the delivery of Essential Public Health Services</p> <p>8.5. Use individual, team and organizational learning opportunities for personal and professional development</p> <p>8.6. Participate in mentoring and peer review or coaching opportunities</p> <p>8.7. Participate in the measuring, reporting and continuous improvement of organizational performance</p> <p>8.8. Describe the impact of changes in the public health system, and larger social, political, economic environment on organizational practices</p>	<p>8.1. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals</p> <p>8.2. Incorporate systems thinking into public health practice</p> <p>8.3. Participate with stakeholders in identifying key values and a shared vision as guiding principles for community action</p> <p>8.4. Analyze internal and external problems that may affect the delivery of Essential Public Health Services</p> <p>8.5. Promote individual, team and organizational learning opportunities</p> <p>8.6. Establish mentoring, peer advising, coaching or other personal development opportunities for the public health workforce</p> <p>8.7. Contribute to the measuring, reporting and continuous improvement of organizational performance</p> <p>8.8. Modify organizational practices in consideration of changes in the public health system, and the larger social, political, and economic environment</p>	<p>8.1. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals</p> <p>8.2. Integrate systems thinking into public health practice</p> <p>8.3. Partner with stakeholders to determine key values and a shared vision as guiding principles for community action</p> <p>8.4. Resolve internal and external problems that may affect the delivery of Essential Public Health Services</p> <p>8.5. Advocate for individual, team and organizational learning opportunities within the organization</p> <p>8.6. Promote mentoring, peer advising, coaching or other personal development opportunities for the public health workforce, including him or herself</p> <p>8.7. Ensure the measuring, reporting and continuous improvement of organizational performance</p> <p>8.8. Ensure organizational practices are in concert with changes in the public health system, and the larger social, political, and economic environment</p> <p>8.9. Ensure the management of organizational change</p>

Domain	Tier A
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively with people of different cultures and socio-economic backgrounds in writing, in person, and through electronic means</li> <li>• Share public health information using a variety of methods</li> <li>• Incorporate strategies for interacting with persons from diverse backgrounds</li> <li>• Respond to diverse needs that are the result of cultural differences</li> <li>• Act in an ethical manner in the collection, maintenance, use, and distribution of data and information</li> <li>• Use computers, computer programs and other technologies to collect, store, and retrieve data</li> <li>• Gather and compile information that can be used to inform policy decisions</li> <li>• Participate in program planning</li> <li>• Apply strategies for continuous quality improvement in routine work</li> <li>• Maintain partnerships with key stakeholders</li> <li>• Adhere to the organization’s policies and procedures</li> <li>• Operate within current and forecasted budget limitations</li> <li>• Apply basic human relations skills (sensitivity, fairness, empathy, understanding, tact) to internal collaborations, motivation of colleagues, and resolution of conflicts</li> <li>• Incorporate ethical standards of practice (such as with honesty, fairness, equality) as the basis of all interactions with organizations, communities, and individuals</li> <li>• Describe the essential services of public health</li> <li>• Use individual, team and organizational learning opportunities for personal and professional development</li> <li>• Participate in mentoring and peer review or coaching opportunities</li> <li>• Participate in the measuring, reporting and continuous improvement of the organizational through quality improvement</li> </ul>

<b>Training/Educational Opportunities</b>	<ul style="list-style-type: none"> <li>• At work, I have opportunities to learn and grow.</li> <li>• Individual differences across age, ethnicity, and working style are understood and managed well organization-wide.</li> <li>• Employees are continually developed through training, education, and opportunities for promotion.</li> <li>• My organization provides a variety of training opportunities for employees.</li> <li>• I have the skills I need to do my job.</li> <li>• I am allowed to take initiative to assess my skills and seek appropriate training.</li> <li>• Training is structured to meet the needs of employees.</li> <li>• Training is implemented as part of an overall system of employee development.</li> <li>• I am comfortable with technology-based training.</li> </ul>
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**Tier A—Core competencies apply to administrative and facilities support**--Responsibilities of these professionals include front office duties, intake, billing, records management, personnel, facilities/maintenance and technical support/IT.

**Tier 1--Core 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 public health professionals may include basic data collection and analysis, fieldwork, program planning, outreach activities, programmatic support, and other organizational tasks.

**Tier 2--Core Competencies apply to individuals with program management and/or supervisory responsibilities.** Responsibilities in addition to program/personnel management may include: program development, program implementation, program evaluation, establishing and maintaining community relations, managing timelines and work plans, presenting arguments and recommendations on policy issues etc.

**Tier 3--Core Competencies apply to individuals at a senior/management level and leaders of public health organizations.** These professionals typically have staff who report to them and may be responsible for the major programs or functions of an organization, setting a strategy and vision for the organization, and building an organization’s culture.

Total Proficiency of Reno County Health Department Employees by Tier

	Communications	Assessment	Policy Development and Support	Community Partnership Development	Organizational Competencies	All Hazards Preparedness/Response
Tier 1	64.86%	60.14%	49.65%	59.6%	56.9%	55.32%
Tier 2	85.15%	75.87%	68.28%	89.46%	81.56%	74.98%
Tier 3*	69.59%	53.35%	52.38%	59.94%	67.81%	56.26%

\*Tier 3 is regional data, sample size too small for RCHD

Total Proficiency Tier 1 Employees Reno County Health Department

	Communications	Assessment	Policy Development and Support	Community Partnership Development	Organizational Competencies	All Hazards Preparedness/Response
Communication	63.04%					
Cultural Competency	66.67%	66.67%		66.67%		66.67%
Analytical/Assessment		80.43%				
Policy Development/Program Planning			65.96%			65.96%
Community Dimensions of Practice				52.53%		
Public Health Sciences		33.33%	33.33%			33.33%
Financial Planning and Management					62.69%	
Leadership Systems and Thinking					51.11%	
	64.86%	60.14%	49.65%	59.6%	56.9%	55.32%

Total Proficiency Tier 2 Employees Reno County Health Department

	Communications	Assessment	Policy Development and Support	Community Partnership Development	Organizational Competencies	All Hazards Preparedness/Response
Communication	81.97%					
Cultural Competency	88.33%	88.33%		88.33%		88.33%
Analytical/Assessment		87.04%				
Policy Development/Program Planning			84.31%			84.31%
Community Dimensions of Practice				90.59%		
Public Health Sciences		52.29%	52.29%			52.29%
Financial Planning and Management					76.27%	
Leadership Systems and Thinking					86.84%	
	85.15%	75.87%	68.28%	89.46%	81.56%	74.98%



Total Proficiency Tier 3 Employees Southeast Region (RCHD sample too small)

	Communications	Assessment	Policy Development and Support	Community Partnership Development	Organizational Competencies	All Hazards Preparedness/Response
Communication	75.16%					
Cultural Competency	64.02%	64.02%		64.02%		64.02%
Analytical/Assessment		53.36%				
Policy Development/Program Planning			62.09%			62.09%
Community Dimensions of Practice				55.86%		
Public Health Sciences		42.66%	42.66%			42.66%
Financial Planning and Management					64.75%	
Leadership Systems and Thinking					70.87%	
	69.59%	53.35%	52.38%	59.94%	67.81%	56.26%

	17-May	17-Jun	17-Jul	17-Aug	17-Sep	17-Oct	17-Nov	17-Dec	18-Jan	18-Feb	18-Mar	18-Apr	18-May	18-Jun	18-Jul	18-Aug	18-Sep	Oct-18
All Staff PM Training																		
All Staff Online PM Primer																		
All Staff Competency Training																		
Tier 3 Core Competencies Assessment																		
Tier 3 Analysis and Ranking																		
Tier 3 Training Plan																		
Tier 3 Job Descriptions Updated																		
Tier 2 Core Competencies Assessment																		
Tier 2 Analysis and Ranking																		
Tier 2 Training Plan																		
Tier 2 Job Descriptions Updated																		
Tier 1 Core Competencies Assessment																		
Tier 1 Analysis and Ranking																		
Tier 1 Training Plan																		
Tier 1 Job Descriptions Updated																		
Review and Revise Performance Review Tool																		
Annual Evaluations with competencies																		

Tier 1 Staff Training Plan

Section Names	Section Completion Requirements	Course Order Requirements	Assigned Course Name	Assignend Course Formats	Course is Required	Course ID
<b>ES#1:</b> Monitor health status to identify and solve community health problems	Learner is required to take only one course out of this section of courses	Required courses can be taken in any order	Community Tool Box: Conducting Community Health Assessments and Community Health Improvement Curriculum, Module 1 (See training plan for Community Tool Box Series)	Web-based training/self-study	Only one	1033673
			KADEC: The Role of Professionals in Identifying and Intervening in the Lives of Drug Endangered Children			1062217
			Kansas Public Health Grant Rounds Fall 2012, "Top Health Issues in Kansas" archived webcast			1040873
<b>ES#2:</b> Diagnose and investigate health problems and health hazards in the community	Learner is required to take 'checked' courses only	Required courses can be taken in any order	Epidemiology in Practice Training Plan	Web-based training/self-study	2 of 4 are required	1059662;
			PH 101 Series from CDC: Intro to Epidemiology, Intro to PH Surveillance; Intro to PH Laboratories; Intro to Prevention Effectiveness			1059516;
<b>ES#3:</b> Inform, educate and empower people about health issues	Learner is required to take only one course out of this section of courses	Required courses can be taken in any order	Healthy Habits, Module 1: Obesity in Kansas Children, A Growing Epidemic (Series with 3 others available)	Web-based training/self-study	2 of 3 are required	1015996
			Writing for the Public			1057714
			Healthy Homes 7 Basic Principles			1017952
<b>ES#4:</b> Mobilize community partnerships and action to identify and solve health problems	Learner is required to take all three	Required courses can be taken in any order	Community Facilitator 101	Web-based training/self-study	3 of 3	1030875
			Kansas Public Health Grand Rounds Fall 2013 "Communication Challenges and Successes in Public Health Messaging" archived webcast			1046556
			SNS Overview			1041004
<b>ES#5:</b> Develop policies and plans that support individual and community health efforts	Learner is required to take only two courses out of this section of courses	Into to QI taken first	Heartland Centers: Quality Improvement Plans Building a Quality Improvement Culture	Web-based training/self-study	2 of 3 are required	1025093
						1035229
			Introduction to Quality Improvement in Public Health			1059234
<b>ES#6:</b> Enforce laws and regulations that protect health and ensure safety	Learner is required to take at least 3 courses	Required courses can be taken in any order	Practical Law for Public Health Officials	Web-based training/self-study	3 of 5 are required	1028438

			Kansas Public Health Grand Rounds Fall 2013 "History of Public Health" archived webcast			1046537
			KDHE Bloodborne Pathogens		REQUIRED	106351
			HIPAA Awareness		REQUIRED	1047429
			HIPAA: An Overview			1041019
			KDHE: Ebola and Other Infectious Diseases; Cleaning and Disinfecting Procedures			1067247
		Cultural Competency		Web-based		
<b>ES#7:</b> Link People to Needed Personal Health Services: Cultural Competency	Learner is required to take at least 3 courses	Module 1 taken first	Interpreting Basics: An Introduction to Healthcare and Social Services Interpreting	training/self-study	3 of 6 are required	1037207
			WALD: Cultural Competency Module II			1010197
			WALD: Cultural Competency Module I			1010194
			Module 1: Medical Home Model: What's all the fuss about?			1027644
			Module 1: Nursing Care Coordination: How it supports families			1025049
			Health in 3-D: Diversity, Disparities, and Social Determinants			1063291
<b>ES#8:</b> Assure a competent public and personal health care workforce	Learner is required to take 'checked' courses only	Required courses can be taken in any order	Packaging and Shipping Division 6.2 Materials: What the Laboratorian Should Know	Web-based training/self-study		1062513
			KHEL: Preparing Clinical Specimens Related to Chemical or Biological Exposure Using Evidence Control Measures			1050287
			KHEL: New Universal Sample Submission Form Overview			1047090
			Kansas Blood Lead Filter Paper Testing Training			1009119
			IS-700: Introduction to the National Incident Management System (NIMS)		REQUIRED	1016070
			IS-100: Introduction to the Incident Command System		REQUIRED	1002558
<b>ES#9:</b> Evaluate effectiveness, accessibility, and quality of person and population-based health services	Learner is required to take one course	Required courses can be taken in any order	Heartland Centers: Using Quality Improvement Tools to Advance Public Health Preparedness: The Kansas H1N1 Experience	Web-based training/self-study	1 of 4 is required	1025064
			Heartland Centers: Quality Improvement Concepts			1025091
			Introduction to Performance Management			1029493
			Kansas Public Health Grand Rounds: Quality Improvement Implementing Evidence-Based Practice archived webcast			1053272

<b>ES#10:</b> Promote understanding and use of the current body of research results, evaluations and evidence based practices with appropriate audiences	Learner is required to take one course	Required courses can be taken in any order	Kansas Public Health Grand Rounds: Population Health Stratification: Using National Data to Further Understand Grouped Health Behaviors	Web-based training/self-study	1 is required	1042276
			Kansas Public Health Grand Rounds: Community Water Flouridation: One of the ten great public health achievements of the 20th century-lesseons learned from Wichita			1050925
<b>PHAB Domain 11:</b> Maintain administrative and management capacity	Learner is required to take one course	Required courses can be taken in any order	Kansas Public Health Grand Rounds: Health Literacy Kansas: Advancing Health Literacy to Improve Outcomes While Lowering Costs for Kansas IT Security Awareness Training	Web-based training/self-study	1 is required	1035396 1059437 1054439; 1054483; 1054567; 1054672; 1058612
			Catalyst Trainings 1-5 Health Literacy for Health Professionals Training Plan Fundamentals of Kansas Public Health Module 1: Overview of the Kansas System			REQUIRED
<b>PHAB Domain 12:</b> Maintain capacity to engage the public health governing entity	Learner is required to take 3		Community Tool Box Module 7: Developing an Intervention			1034994
			KPHA: An Orientation to Public Health in Kansas			1017215
			Orientation to Public Health (CDC PH 101)			1000614

Tier 2 Staff Training Plan

Section Names	Section Completion Requirements	Course Order Requirements	Assigned Course Name	Assign Course Formats	Course is Required	Course ID	
<b>ES#1:</b> Monitor health status to identify and solve community health problems	2 of 4 required	Required courses can be taken in any order	Kansas Public Health Grand Rounds: Top Health Issues in Kansas archived webcast	web-based training/self-study		1040873	
			Community Toolbox Module 3: Conducting Community Health Assessments			1033675	
			Community Environmental Health Assessments Community Toolbox Module 2: Identifying Community Health Needs and Assets			1033674	
<b>ES#2:</b> Diagnose and investigate health problems and health hazards in the community	2 of 3 required		Kansas Public Health Grand Rounds" Got Data. Ideas and Lessons Learned in Gathering Internal Data An overview of outbreak investigations (FOCUS vol 1) Cause and effect in epidemiology Epidemiology in Practice Training Plan	web-based training/self-study			
<b>ES#3:</b> Inform, educate and empower people about health issues	3 of 5 required		Healthy Habits, Module 1: Obesity in Kansas Children, A Growing Epidemic (Series with 3 others available)	web-based training/self-study		1015996	
			Kansas Public Health Grand Rounds: You are the key to HPV cancer prevention archived webcast Moving public health practice upstream: how public health can take on alcohol, tobacco and food				
			KDEM Training: Basic Public Information Officer Course KDHE: Ebola Risk Communications Training			CLASSROOM CLASSROOM	1065100
<b>ES#4:</b> Mobilize community partnerships and action to identify and solve health problems	2 of 3 required	Required courses can be taken in any order	Community Facilitator 101 Training	web-based training/self-study		1030875	
			Kansas Public Health Grand Rounds "Communication Challenges and Successes in Public Health Messaging" Community Toolbox Module 8: Assuring Collaboration During Implementation			1034996	
<b>ES#5:</b> Develop policies and plans that support individual and community health efforts	2 of 4 required	Required courses can be taken in any order	Heartland Centers: Quality Improvement Plans	web-based training/self-study		1025093	
			Introduction to Quality Improvement in Public Health Best Practices in Program Planning for Local Pbesity Prevention			1059243	
			Heartland Centers: Critical Thinking for Public Health Practice Module 3			1024690	
<b>ES#6:</b> Enforce laws and regulations that protect health and ensure safety	3 of 4 required	Required courses can be taken in any order	Kansas Public Health Grand Rounds "History of Public Health" archived webcast			104537	
			Practical Law for Public Health Officials HIPAA: An Overview			REQUIRED	1041019
			KDHE: Bloodborne Pathogen Training			REQUIRED	1068351

<b>ES#7:</b> Link People to Needed Personal Health Services: Cultural Competency	4 of 5 required	Required courses can be taken in any order	WALD: Cultural Competency Module II			1010197
			WALD: Cultural Competency Module I			1010194
			Module 1: Medical Home Model: What's all the fuss about?			1027644
			Module 1: Nursing Care Coordination: How it supports families			1025049
			Health in 3-D: Diversity, Disparities, and Social Determinants			1063291
<b>ES#8:</b> Assure a competent public and personal health care workforce	1 of 3 from this section	Required courses can be taken in any order	IS-700: Introduction to the National Incident Management System (NIMS)	REQUIRED		1016070
			IS-100: Introduction to the Incident Command System	REQUIRED		1002558
			Packaging and Shipping Division 6.2 Materials: What the Laboratorian Should Know		Web-based training/self-study	1062513
			KHEL: Preparing Clinical Specimens Related to Chemical or Biological Exposure Using Evidence Control Measures			1050287
			KHEL: New Universal Sample Submission Form Overview			1047090
			Kansas Blood Lead Filter Paper Testing Training			1009119
			SNS Overview	REQUIRED		
<b>ES#9:</b> Evaluate effectiveness, accessibility, and quality of person and population-based health services	Learner is required to take two courses	Required courses can be taken in any order	Closed Point fo Dispensing Considerations: a SNS Perspective			1004825
			RSS Training Video Strategic National Stockpile			number changes
			ICS 300	REQUIRED		number changes
			ICS 400	REQUIRED		number changes
			Heartland Centers: Using Quality Improvement Tools to Advance Public Health Preparedness: The Kansas H1N1 Experience		Web-based training/self-study	2of 4 are required
<b>ES#10:</b> Promote understanding and use of the current body of research results, evaluations and evidence based practices with appropriate audiences		Required courses can be taken in any order	Heartland Centers: Quality Improvement Concepts			1025091
			Introduction to Performance Management			1029493
			Kansas Public Health Grand Rounds: Quality Improvement Implementing Evidence-Based Practice archived webcast			1053272
			Kansas Public Health Grand Rounds "Population Health Stratification: Using National Data to Further Understand"		web-based training/self-study	
			Kansas Public Health Grand Rounds "Community Water Flouridation: One of the 10 great public health achievements"			

**PHAB Domain 11:** Maintain administrative and management capacity

**PHAB Domain 12:** Maintain capacity to engage the public health governing entity

Fundamentals of Kansas Public Health Module 4: Workforce Development		1063774
Kansas Evidence-Based Public Health: A course for state and local practitioners	CLASSROOM	1053556
KDHE: Kansas Evidence-Based Public Health Course: Online Modules	web-based training/self-study	1059934



Tier 3 Staff Training Plan

Section Names	Section Completion Requirements	Course Order Requirements	Assigned Course Name	Assigend Course Formats	Course is Required	Course ID	
<b>ES#1:</b> Monitor health status to identify and solve community health problems	2 of 4 required	Required courses can be taken in any order	Kansas Public Health Grand Rounds: Top Health Issues in Kansas archived webcast	web-based training/self-study		1040873	
			Community Toolbox Module 3: Conducting Community Health Assessments			1033675	
			Community Environmental Health Assessments Community Toolbox Module 2: Identifiying Community Health Needs and Assets			1033674	
<b>ES#2:</b> Diagnose and investigate health problems and health hazards in the community	2 of 3 required		Kansas Public Health Grand Rounds" Got Data. Ideas and Lessons Learned in Gathering Internal Data An overview of outbreak investigations (FOCUS vol 1) Cause and effect in epidemiology Epidemiology in Practice Training Plan	web-based training/self-study			
<b>ES#3:</b> Inform, educate and empower people about health issues	3 of 5 required		Healthy Habits, Module 1: Obesity in Kansas Children, A Growing Epidemic (Series with 3 others available) Kansas Public Health Grand Rounds: You are the key to HPV cancer prevention archived webcast Moving public health practice upstream: how public health can take on alcohol, tobacco and food	web-based training/self-study		1015996	
			KDEM Training: Basic Public Information Officer Course KDHE: Ebola Risk Communications Training			CLASSROOM CLASSROOM	1065100
<b>ES#4:</b> Mobilize community partnerships and action to identify and solve health problems	3 of 6 required	Required courses can be taken in any order	Community Facilitator 101 Training	web-based training/self-study		1030875	
			Kansas Public Health Grand Rounds "Commuication Challenges and Successes in Public Health Messaging"			1034996	
			Community Toolbox Module 8: Assuring Collaboration During Implementation			1057292	
			Kansas Public Health Grand Rounds " Kansas PBRN" archived webcast			1045444	
<b>ES#5:</b> Develop policies and plans that support individual and community health efforts	4 of 7 required	Required courses can be taken in any order	Kansas Local Public Health Leadership Series Community Toolbox Module 4: Setting Community Priorities Based on Identified Issues	CLASSROOM		1034102	
			Heartland Centers: Quality Improvement Plans Introduction to Quality Improvement in Public Health			web-based training/self-study	1025093 1059243
			Best Practices in Program Planning for Local Pbesity Prevention Heartland Centers: Critical Thinking for Public Health Practice Module 3 Program Evaluation in Public Health				1024690

			Community Toolbox Module 6: Developing a Strategic Plan for Community Health Improvement			1034101
			Community Toolbox Module 5: Developing a Logic Model for Community Health Improvement			1034103
<b>ES#6:</b> Enforce laws and regulations that protect health and ensure safety	3 of 4 required	Required courses can be taken in any order	Kansas Public Health Grand Rounds "History of Public Health" archived webcast			104537
			Practical Law for Public Health Officials		REQUIRED	1041019
			HIPAA: An Overview		REQUIRED	1068351
			KDHE: Bloodborne Pathogen Training			
<b>ES#7:</b> Link People to Needed Personal Health Services: Cultural Competency	4 of 5 required	Required courses can be taken in any order	WALD: Cultural Competency Module II			1010197
			WALD: Cultural Competency Module I			1010194
			Module 1: Medical Home Model: What's all the fuss about?			1027644
			Module 1: Nursing Care Coordination: How it supports families			1025049
			Health in 3-D: Diversity, Disparities, and Social Determinants			1063291
<b>ES#8:</b> Assure a competent public and personal health care workforce			IS-700: Introduction to the National Incident Management System (NIMS)		REQUIRED	1016070
			IS-100: Introduction to the Incident Command System		REQUIRED	1002558
			Packaging and Shipping Division 6.2 Materials: What the Laboratorian Should Know	Web-based training/self-study		1062513
			KHEL: Preparing Clinical Specimens Related to Chemical or Biological Exposure Using Evidence Control Measures			1050287
			KHEL: New Universal Sample Submission Form Overview			1047090
	1 of 3 from this section		Kansas Blood Lead Filter Paper Testing Training			1009119
			SNS Overview		REQUIRED	
			Closed Point of Dispensing Considerations: a SNS Perspective			1004825
			RSS Training Video Strategic National Stockpile			
			ICS 300		REQUIRED	number changes
			ICS 400		REQUIRED	number changes
<b>ES#9:</b> Evaluate effectiveness, accessibility, and quality of person and population-based health services	Learner is required to take two courses	Required courses can be taken in any order	Heartland Centers: Using Quality Improvement Tools to Advance Public Health Preparedness: The Kansas H1N1 Experience	Web-based training/self-study	2 of 4 are required	1025064
			Heartland Centers: Quality Improvement Concepts			1025091
			Introduction to Performance Management			1029493
			Kansas Public Health Grand Rounds: Quality Improvement Implementing Evidence-Based Practice archived webcast			1053272

<b>ES#10:</b> Promote understanding and use of the current body of research results, evaluations and evidence based practices with appropriate audiences	Learner is required to take three courses		Kansas Public Health Grand Rounds "Population Health Stratification: Using National Data to Further Understand"	web-based training/self-study	
			Kansas Public Health Grand Rounds "Community Water Fluoridation: One of the 10 great public health achievements"		1063774
			Fundamentals of Kansas Public Health Module 4: Workforce Development		
			Kansas Evidence-Based Public Health: A course for state and local practitioners	CLASSROOM	1053556
<b>PHAB Domain 11:</b> Maintain administrative and management capacity	7 of 13 are required	Required courses can be taken in any order	KDHE: Kansas Evidence-Based Public Health Course: Online Modules	web-based training/self-study	1059934
			Kansas Public Health Grand Rounds "Advancing Health Literacy to Improve Outcomes"		
			Fundamentals of Kansas Public Health Module 3: Financial Management and Preparedness		1063773
			IT Security Awareness Training		1059437
			Public Health 101 Series: Introduction to PH Informatics		
			Barriers to the Ethical Practice of Public Health (module 7)		
			WSU HP570BC Care of Populations Badge, Financial Planning and Management	WSU web-based	1061764
			Introduction to Local Health Department Billing and Business Practices		1062321
			Heartland Centers Public Health Admin Series: Overall Aspects of Managing an Agency Module 5		1024705
			Heartland Centers Public Health Admin Series: Grant Writing Module 2		1023071
			Heartland Centers Public Health Admin Series: Contracts Module 1		1023143
			<b>PHAB Domain 12:</b> Maintain capacity to engage the public health governing entity	4 of 6 are required	
Health Literacy National Training Plan					
Catalyst Aid to Local Grant Training Plan					
Kansas Public Health Grand Rounds "Public Health Law 101) archived webcast					
Community Toolbox Module 7: Developing an Intervention		1034994			
KPHA: An Orientation to Public Health in Kansas		1017215			
Fundamentals of Kansas Public Health Module 1: Overview of the Kansas System		1056214			
Fundamentals of Kansas Public Health Module 2: Governance and Policy		1063682			
Cultural Awareness: Introduction to Organizational Cultural Competence					