



WORKFORCE DEVELOPMENT PLAN

2024-2026

ABSTRACT

The Workforce Development Plan documents efforts to ensure a competent workforce through assessment, the provision of training and professional development and the provision of a supportive work environment PHAB 8.2.


 Public Health <small>Prevent. Promote. Protect.</small> Greene County	Greene County Public Health	X	
		Board President	
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Purpose

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

This plan serves as the foundation of Greene County Public Health's (GCPH) ongoing commitment to the training and development of its workforce. This includes preparing new employees, efforts to retain current employees and how, as an organization, we invest in future leaders by providing sustainable educational programming. It also serves to address public health reaccreditation documentation requirement for Domain 8: Build and support a diverse and skilled public health workforce.

In addition, this plan addresses the training needs that support achievement of the mission, vision, values, and strategic priorities from the GCPH Strategic Plan. This plan also explains how GCPH develops nationally adopted public health core competencies among the employees.

Agency Profile

Greene County Public Health is the trusted local public health authority for over 167,966 residents in West Central Ohio. Our agency's mission is to prevent and control communicable diseases, promote the health and wellness of all Greene County residents, and protect the quality of our environment. This important work requires our employees to serve as experts in the field to assure quality public health programs and services are delivered to the community. Our guiding principles are found in our Vision, Mission, and Values statements.

Mission Statement

Our mission is to prevent and control communicable diseases, promote the health and wellness of all Greene County residents, and protect the quality of our environment.

Vision

Our vision is to be the trusted and recognized leader in public health emergencies, an advocate for the advancement of health equity, and a provider of programs and services that uphold standards of public health practice.

Values

We put these values into practice with our individual and organizational behavior:

- *Service – We strive to provide exceptional service with professionalism and respect for all.*
- *Collaboration – We develop, nurture, and leverage key community partnerships.*
- *Quality – We utilize evidence-based best practices and performance management to maintain and improve program efficiency and effectiveness.*

Strategic Priorities

The Strategic Priorities below will guide the agency for a three-year period, 2024 - 2026. Priority 1 is Workforce Development. A copy of the Strategic Plan can be found on the agency website, www.GCPH.info.

1. *Workforce Development*

- a. Advancing the knowledge, skills, and abilities of the public health workforce to ensure all decisions are based on data-driven best practices by 2026.
- b. Expand current support of employee recognition, communication among team members, and team building by 2026.

2. *Information Technology*

- a. Foster an organizational IT environment that is flexible and adaptable to emerging threats to ensure public health readiness by 2026, by implementing innovative strategies and workforce education.

3. *Communication*

- a. Continue to develop and implement risk and proactive health communication in a timely and accurate manner. To reduce misconceptions and misinformation and assure communication is accessible to all audiences by 2026.

4. *Health Equity*

- a. Strengthen education and community engagement practices that promote equity specifically related to age, gender and income disparities. Work collaboratively across the department and the community to build support for and foster a shared understanding of the critical importance of equity to achieve community health and well-being by 2026.

5. *Maternal Child Health*

- a. Identify, educate, and promote health and development for Greene County children during prenatal to age three by 2026.

Governance

The Greene County Board of Health, consisting of 13 members, serves as the governing body of GCPH and has responsibility to adopt policy that supports improved health for the community, evaluate performance and assure adequate resources for the district. The District Advisory Council (DAC) is made up of the president of the board of county commissioners, the chief executive of each municipal corporation not constituting a city health district, and the president of the board of township trustees of each township. The purpose of the annual DAC meeting is to elect a chair and secretary, make necessary appointments to the board of health, receive, and consider annual or special reports from the board of health, and make recommendations to the board of health or to the department of health regarding matters for the betterment of health and sanitation within the district or for needed legislation. The health commissioner is the secretary to the board of health and is the authorizing agent for the agency.

In accordance with the Ohio Administrative Code 3701-36-03 (7), each board of health member is required to complete two hours of continuing education annually.

Learning Culture

GCPH seeks to build a learning culture, defined by a collection of **organizational** conventions, **values**, practices and processes, which nurture the professional growth of its employees.

The Workforce Development (WFD) Plan is a guide to assess our current capacity, develop and train our current and future employees, and support recognition for performance. Training and educational opportunities are offered with quality improvement and performance management in mind.

Workforce development is a Priority Area within GCPH's 2024-2026 strategic Plan with the following corresponding objectives:

1. *Workforce Development*

- a. Advancing the knowledge, skills, and abilities of the public health workforce to ensure all decisions are based on data-driven best practices by 2026.
- b. Continuing and expanding an environment that fosters recognition, collaboration, and employee development by 2026.

2. *Information Technology*

- a. Foster an organizational IT environment that is flexible and adaptable to emerging threats to ensure public health readiness by 2026, by implementing innovative strategies and workforce education.

3. *Communication*

- a. Strengthen education and community engagement practices that promote equity and inclusion. Work collaboratively across the department and the community to build support for and foster a shared understanding of the critical importance of equity to achieve community health and well-being by 2026.

Links to other Agency Plans

- Aligning workforce development with GCPH's mission, vision, and strategic plan is an integral part of our future success. Our workforce development efforts will assist the agency in achieving our strategic priorities outlined in the **GCPH Strategic Plan 2024-2026**.
- Utilizing a **Performance Management System**. Each strategic priority area will have goals, objectives, activities, and timelines developed and evaluated within the system.
- Workforce development trainings relative to quality improvement supports the agency's **Quality Improvement Plan** and an overall strategic value of building a culture of quality.
- The **performance appraisal** process, a component of the overall Performance

Management System, provides data and information that supports the identification of future training opportunities. Additionally, evaluation of performance across programs may identify other gaps relative to knowledge and skill that could be addressed through training.

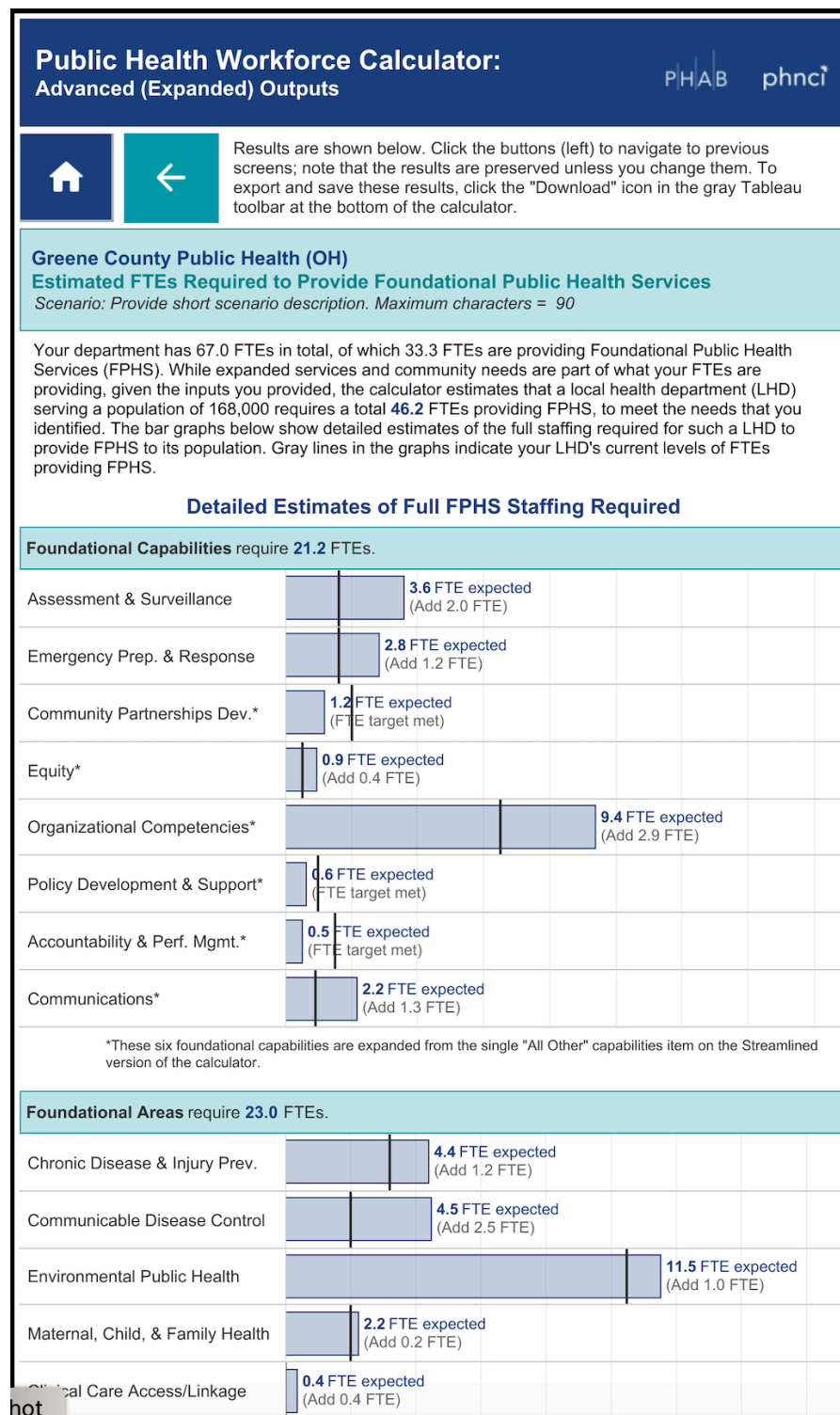
- Training will be provided, as needed, to support the implementation of **Community Health Improvement Plan** initiatives. www.gcph.info
- The **Succession Plan** deliberately and systematically looks at ensuring leadership continuity in key positions retaining and developing employees for the future and individual advancement. The Workforce Development Plan is the driver in implementing those strengths.
<https://gchf.sharepoint.com/Shared Documents/1001 - General/Presentations/AOHC Fall Conference 2018/howell succession planning in public health.pdf>

Workforce Profile

Current Workforce Demographics: The table below summarizes the demographics of our workforce based on the Workforce Assessment and Quality Improvement Survey administered in 2018 and other data sources. This section supports a requirement of Measure 8.2.1. *Address the collective capacity and capability of the department workforce and its units.*

Category	#
Full Time Equivalents (35-hour workweek)	65.4
Total Number of Employees	66
Male	18
Female	48
Race	African American - 3 American Indian/Alaskan Native Asian - 1 Caucasian - 54 Hawaiian/Pacific Islander Hispanic - 2 More than one race - 3 Declined to respond - 3
Turnover Rate (# of employees who separate during previous 12 months/average # of employees during the same time)	2016 11.9% 2018 1.8% excluding Five Rivers 2019 21.2% 2023 21% Benchmark 9.9% (United States Public Health)Departments Newman, Ye, & Leep, 2014)
Ratio of key positions filled with internal vs. external candidates	70:30 (Munro, 2005) 1:1
Retirement eligibility within 5 years	11 approx. payouts of \$194,000
Educational Level	HS - 16 College Degree - 45 Not reported
Average Wage	\$31.10
Average Tenure	7.82
Exit Interviews complete on	73% -1 was off on sick leave; 2 Term

The Public Health Workforce Calculator is a tool provided by the Public Health Accreditation Board (PHAB) to help local health departments estimate the number of full-time equivalents (FTEs) needed to ensure the provision of Foundational Public Health Services (FPHS).



Future Workforce

The anticipated future workforce needs of the agency have been considered in the anticipated population and professional needs. Greene County's growth has been increasing slowly and the demographics are forecasted to maintain without much change. The agency's personnel have increased in diversity over the past 5 years, including age race and gender representing more of the county demographics. Because we have a culture of learning and financially support continuing and higher education, we have many credentialed, licensed, and certified individuals. In addition, more employees than ever have higher education degrees, due to the nature of public employment promotions occur less frequently. The district uses succession planning to fill positions internally at a ratio of 2:3. The agency becomes at risk of investing in employee orientation and training just to lose them to other job opportunities, either for position or personal finances.

Financially GCPH is stable and achieved their goal of paying off the new building within a 10-year period. A renewal tax levy will run in November 2025. As with most businesses, personnel salaries and fringes make up the majority of expenditures.

We have made several technological advances with electronic records and processes for employees who operate in the field. Most documents are electronic, and many operational processes are being streamlined electronically also.

We are focusing on health equity and cultural competence in our strategic plan while collaborating with other health care providers, including Greene County FQHC which shares space for medical and dental health care services in our building.

In addition to responding to internal changes GCPH will also need to adapt to emerging needs in the public health landscape. As data-driven practice grows, public health professionals will require further training on collecting and effectively using data to inform service delivery. Public health professionals will also be expected to engage with diverse populations and community stakeholders to assess program impact and to make changes to address unmet need.

GCPH will continue to provide training opportunities for managers, supervisors, and future leadership. Provide mentor opportunities for employees and work on continuing to develop a course of action for succession planning.

Competencies & Education Requirements

Core Competencies for Agency:

Greene County Public Health adopted 21 prioritized organizational competencies that are aligned primarily with the Council on Linkages but also utilize Public Health Informatics Competencies, Washington State Government Human Resources and Public Health Preparedness and Emergency Response Competencies. The core competencies of each job vary depending upon the types of responsibilities requisite of the position with the Public

Health Foundation's Council on Linkages.

The competencies are separated into eight domains with a ninth being added by GCPH to represent Public Health Informatics.

Other Competencies

We prioritize training as follows:

1. Federal and state mandated regulations and requirements as the highest priority.
2. Licensure, credentialing, certification of employees needed to conduct services.
3. Positioning for growth of the agency and workforce.
4. To increase knowledge, skills, and abilities.

Core Competencies Crosswalk

Data Analytic and Assessment Skills: Data Analytics and Assessment Skills focus on identifying, collecting, and understanding data; employing and evaluating rigorous methods for assessing needs and assets to address community health needs; and using data visualization and evidence for decision-making to improve the health of communities.

Policy Development and Program Planning: Policy Development and Program Planning Skills focus on developing, implementing, and evaluating policies, programs, and services; engaging in quality improvement for organizational and community planning; and influencing policies and programs to impact health and well-being for all.

Communication Skills: Communication Skills focus on employing effective communications strategies to convey information and combat misinformation and disinformation; assessing and addressing population literacy, language, and culture; soliciting and using community input; identifying opportunities to communicate data and information; communicating the roles of government, healthcare, and others; facilitating communications; and building trust with communities.

Health Equity: Health Equity Skills focus on recognizing and responding to diversity of the workforce and populations served; applying principles of ethics, diversity, equity, inclusion, and justice to policies and programs; committing to continuous self-reflection; re-evaluating organizational policies; and advocating to reduce systemic barriers that further health inequities.

Community Partnership Skills: Community Partnership Skills focus on understanding and developing relationships within the community; advancing collaboration while ensuring community power and ownership; defending public health policies, programs, and services; and evaluating effectiveness to improve community health and resilience.

Public Health Sciences Skills: Public Health Sciences Skills focus on using and contributing to the evidence base; understanding historical systems, policies, and events impacting public health; applying public health sciences to deliver the 10 Essential Public Health Services; critiquing and

developing research; using evidence when developing policies and programs; and establishing cross-sector partnerships to improve the public's health.

Management and Finance Skills: Management and Finance Skills focus on securing, managing, and engaging human and financial resources; supporting professional development and contingency planning to achieve program and organizational goals using principles of diversity, equity, inclusion, and justice; developing and defending budgets; motivating personnel; evaluating and improving program and organization performance; and establishing and using performance management systems to improve organization performance.

Leadership and Systems Thinking Skills: Leadership and Systems Thinking Skills focus on understanding and engaging with cross-sector partners and inter-related systems; creating opportunities for collaboration among public health, healthcare, and other organizations to improve the health of communities; building confidence and trust with staff, partners, and the public; identifying emerging needs; and developing a shared vision to engage with politicians, policymakers, and public health to advocate for the role of governmental public health.

PH Informatics. The application of informatics in areas of PH, including surveillance, prevention, preparedness, and health promotion. PH informatics and the related population informatics, work on information and technology issues from the perspective of groups of individuals.

Detailed information on the core competencies can be accessed using the following link:
http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx

CE Required by Discipline

Multiple public health-related disciplines require continuing education (CE) for ongoing licensing or practice. Licensures held by staff and their associated CE requirements are shown in the table below.

Discipline	Position Specific	OHIO CE Requirement
Registered Nurse	RN	24 hours/2 years, 1 hour in nursing law
Commercial Applicator License		5 hours every 3 years
Certified Pool Operator	CPO	Every 5 years – Must retake class and exam
ServSafe		Every 5 years – Must retake class and exam
Registered Environmental Health Specialists (REHS)/SITs (EH-SIT)		24 hours every 2 years
Plumbing Inspector's License		10 hours every year
Health Educators	RN, CHES, MCHES, Other	75 CECH every 5 years
Home Visiting		20 hours every 2 years
Early Intervention		20 hours every 2 years
Tobacco Free Program Facilitator		Certification every 2 years
Physicians	MD DO	100 hours every 2 years
Social Workers	LSW, LISW, MSW	30 hours every 2 years, 3 hours in ethics
Dietitian	WIC, RD, LD	75 hours every 5 years
Dietetic Tech Registered	WIC, DTR	50 hours every 5 years
Licensed Pesticide Applicator	LPC	5 hours every 3 years
International Board of Certified Lactation Consultant	IBCLC	75 CERPs or re-examination every 5 years, re-examination at least once every 10 years
Certified Lactation Consultant	CLC	18 hours every 3 years
Certified Lactation Specialist	CLS	Re-examination every 5 years unless IBCLC is obtained within those 5 years
Breastfeeding Peer Helper Supervisor		6 CEUs per year
Certified Plumbing Inspector	CPI	10 CEUs per year

Training Needs

This section provides an overview of our agency's identified training needs as well as a description of the barriers/inhibitors to the achievement of closing these gaps. PHAB Standards and Measure, Version 2022 Measure 8.2.1

Competency-based training needs

A training needs assessment survey was based on a set of 21 organizational competencies adopted by Greene County Public Health in 2016. Employees were surveyed again in 2023 during strategic planning efforts. New areas of need for training were identified. The areas are:

1. Organize data analysis and data-driven decision-making trainings
2. Knowledge of cultures
3. Informing the public
4. Utilizing information technology
5. Public Health Emergency Response
6. Equity
7. Promoting team building
8. Training on internal plans (CHA, CHIP, Strategic Plan, WFD, Quality Improvement & Performance Management, Emergency Preparedness, Marketing/Branding)

See WFD Training Needs Assessment Summary of Results, August 2023, Appendix 3.

Health equity training needs

Accreditation Note: PHAB Standards and Measure, Version 2022 Measure 8.2.1 requires *an assessment that considers employee competence in the areas of cultural humility, diversity, or inclusion.*

GCPH assessed employees' competence in the areas of cultural humility, diversity, or inclusion through the 21 organizational core competencies survey. The priority areas named Equity and Organizational Competencies in the Strategic Plan will address the training objectives for employees toward the standards. The WFD Training Plan includes annual courses for employees to complete on Cultural Competency, Equity, and Diversity.

Additional training needs will be identified on an ongoing basis from other sources such as:

- Knowledge and skills needed to support implementation of Strategic Plan, QI Plan, and Community Health Improvement Plan initiatives
- Gaps identified through the Performance Appraisal process
- Customer service feedback
- PHAB Reaccreditation requirements
- Lessons learned from exercises, real-time responses, and after action reports (AARs)
- Succession planning

Other training needs

- Strengths, Opportunities, Aspirations, Results, Challenges, and Inclusion/Equity (SOAR/C+IE) was completed as part of the 2024-2026 strategic planning process. The below results are areas for potential training needs in the future:

Strengths	S	Opportunities	O	Aspirations	A	Results	R
Dedicated		Education		Public programming, services, and education		Improved health outcomes	
Community		Data & Research		Workforce Development		Prepared and knowledgeable employees	
Inclusion		Collaboration		Access to Care: closing gaps and public access to programs		Expansion of services	

Internal Challenges	C	External Challenges	C	Internal Inclusion & Equity	External Inclusion & Equity
Retention		Funding		Training	Financial insecurity
Communication		Public Mistrust		Diversity in employees	Access to Care
Financial Compensation		Emerging public health threats		Intercommunication	Political Climate

- Gaps and Solutions:
 - The workforce development training assessment showed that there was a gap and need for data analysis and data-driven decision-making training. The agency will work on implementing training around this topic by 2026.
 - Trainings:
 - Tier 1:
 - [Overview of Public Health Data - Ohio TRAIN - an affiliate of the TRAIN Learning Network powered by the Public Health Foundation](#)
 - [Data Available to Public Health Professionals - Ohio TRAIN - an affiliate of the TRAIN Learning Network powered by the Public Health Foundation](#)
 - Tier 2 and 3:
 - [An Introduction to Community Assessment and Data Collection - Ohio TRAIN - an affiliate of the TRAIN Learning Network powered by the Public Health Foundation](#)
 - [Strategic Storytelling: Using Data to Tell a Story and Telling Stories with Data - Ohio TRAIN - an affiliate of the TRAIN Learning Network powered by the Public Health Foundation](#)
 - The table below provides a summary of barriers identified through the training needs assessment. Potential solutions are presented for each barrier.

Barriers	More info	Solutions
Scheduling and Mode	In-person, online/self-paced, webinars; scheduling conflicts, lack of time, access, cost restrictions.	Work with supervisors to establish timeframes for employees to participate in training scheduled annually by 2025.
Teaching Methods	Majority prefers face to face training	Increase the number of all-agency mandated training courses at employee meetings when possible; host group training during employee meetings; during the 2024-2026 timeframe.
Management	Management prioritizes training; little or no cross training; non-required training causing work to not get done; no opportunity to apply what is learned	formation of a WFD Team that has a representative from each area of the agency to allow staff representative input by the end of 2024; establish mechanism for sharing outside training opportunities across agency.

Curricula and Training Schedule

The plan includes training schedules according to discipline or target employees and a description of the material or topics to be addressed in the training curricula to address gaps in staff competencies. It also includes training in areas that need responsiveness to our changing environment regarding technology, emergency preparedness, health equity and cultural competence.

Training is included that is mandated, or already being offered, addresses identified needs and is required by PHAB. The training schedule is at an organizational level but separated into specific disciplines or audiences. Individual training needs will be addressed as part of the performance review/individual development plan process.

Agency-Wide
New Employee
Supervisors/Managers
Nursing
Environmental Health
Early Intervention
Home Visiting
Women Infant and Children (WIC)

Curriculum & Training Schedule

This is the curricula and training schedule for 2024 – 2026 and will be updated by managers as needs arise. Individual training needs are addressed as part of the performance review in the employee training goals section.

Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources
All Employees					
Continuous Quality Improvement Basics	Quality Improvement 101 and 102	All Employees	2, 7,8 PHAB requirement	All staff within 3 months of hire date	<i>Ohio train Q1 101 and 102 – Course ID 106732 and 1073517</i>
HIPAA Compliance & Security Awareness	Mandatory training on patient confidentiality	All Employees	Mandate, 3,4,7,8 PHAB: 10.2.2	Annually	<i>BullPhish</i>
Distracted Driving and Texting While Driving Laws	Mandatory training for all employees	All Employees		Annually – for employees that utilize fleet.	<u>Distracted_Driving_PowerPoint 2023.pptx</u>
Effective Communication	empowers public health professionals to communicate more effectively with the public.	All Employees	3	Once	Ohio Train – Course ID 1104795
Cultural Competence	Overcoming Unconscious Bias	All employees	3,4	Annually	Pryor learning online <u>Overcoming Unconscious Bias (pryor.com)</u>

Curriculum & Training Schedule

Health Equity	Health Literacy for Public Health Professionals	All Employees	1,2,3,4,5,6,7,8	Once	Ohio Train – Course number WB4499 Offers CE hours for those that need them
Health Equity	Public Health Law in the 21 st Century: Exploring Authority, Equity, and Advocacy	All Employees	2,4,5,6,8	Once	Ohio Train – Course ID 1109991
Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources
Ethics	Reviews the basic rules of public sector ethical conduct. Reviews actions participants can take to promote an ethical environment.	All Employees	1,2,5,6,7,8	Annually	On-line PEP
EEO Training	Reviews respectful and inclusive workplaces for all discussing pertinent laws, protected classes, challenges for diversity.	All Employees	1,2,5,6,7,8	Annually	On-line PEP or in-person presentation
Accreditation Overview	Explain the Accreditation/Reaccreditation process.	All Staff	7	Upon hire	In person

Curriculum & Training Schedule

Information Systems & Security-Training	Identified as a priority Tutorials to learn how to use various programs and keep current as technology	Mandatory for all staff	1, 3,8	Quarterly	<i>In house or online as developed by IT-SharePoint; Outlook; Mondo PadsKnow B4</i>
Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources
Independent Study (IS) - 100.c, Introduction to the Incident Command System (ICS)	Enable participants to demonstrate basic knowledge of the Incident Command System	Mandatory for all staff. Mandated by Department of Homeland Security (DHS)	3,5	Once, All staff within 6 months of hire date	Federal Emergency Management Agency (FEMA) Independent Study Course or Ohio Department of Health http://www.training.fema.gov/is/courseoverview.aspx?code=IS-100.b All FEMA courses can be accessed through Ohio Train https://oh.train.org
Independent Study IS-700.B An Introduction to the National Incident Management System (ICS)	This course provides an overview of the National Incident Management System (NIMS).	Mandatory for all staff.		Once, All staff within 6 months of hire date	Federal Emergency Management Agency (FEMA) Independent Study Course or Ohio Department of Health FEMA - Emergency Management Institute (EMI) Course IS-700.B: An Introduction to the National Incident Management System
Independent Study IS-200c Basic Incident Command System for Initial Response	Basic Incident Command System for Initial Response reviews the Incident Command System (ICS), provides the context for ICS within	Mandatory for all staff.		Once, All staff within 6 months of hire date	Federal Emergency Management Agency (FEMA) Independent Study Course or Ohio Department of Health FEMA - Emergency Management Institute (EMI) Course IS-200.C: Basic Incident Command System for Initial Response, ICS-200

Curriculum & Training Schedule

	initial response, and supports higher level ICS training.				
	IS 100 is a prerequisite to this course				
Independent Study IS-800D National Response Framework, An Introduction	National Response Framework, An Introduction, is to provide guidance for the whole community.	Mandatory for all staff.		Once, All staff within 6 months of hire date	Federal Emergency Management Agency (FEMA) Independent Study Course or Ohio Department of Health FEMA - Emergency Management Institute (EMI) Course IS-800.D: National Response Framework, An Introduction

Curriculum & Training Schedule

Introduction to Points of Dispensing	This course will familiarize POD workers and public health personnel with the basic purpose, constitution and operations of a Point of Dispensing during a disaster. This course will cover topics such as selecting and designing a site, as well as administration and logistics issues such as supplies, staff roles and training, patient flows, operations and security. Risk communication regarding POD operations will also be discussed in this course. Finally, there will be a short discussion on the closing of a POD.	Mandatory for all staff		Upon hire and every 2 years after that.	Ohio Train Course ID 1013352 In-person just-in-time training provided prior to an exercise or real-life event.
Topic Nursing	Description	Target Audience	Competencies Addressed	Schedule	Resources
CPR/BLS and First Aid Training	To learn the skills of CPR/BLS and First Aid for victims of all ages	Mandatory for Nursing Staff; Optional for all other staff	8	Every two years	For Your Health, on-site instructor

Curriculum & Training Schedule

Bloodborne Pathogens (OSHA)	Education for body fluid exposure	Nursing HIV WIC	6	Annually	Stericycle.com
CDC You Call the Shots	Module 10- Storage and Handling- providing vaccine	Nursing	6	Annually	https://www.cdc.gov/vaccines/imz/downloads/pdfs/youcalltheshots.html
Children with Medical Handicaps (CMH)	Regional Training and Updates	All nurses managing CMH	6	Twice per year	Meetings held regionally at a local facility

Curriculum & Training Schedule

Topic	Description	Target Audience	Competencies Addressed	Schedule	Resource
Environmental					
Midwest Workshop in Environmental Health	Annual conference covering various environmental health topics including food safety, sewage treatment systems, private water systems, recreation programs	Optional for Environmental Health Specialists-in-Training and Registered Environmental Health Specialists to obtain CEUs	6, 8	Annually in March	Ohio Department of Health https://odh.ohio.gov
Level 2 ServSafe Food Service Manager Training	Employees will be trained in the same ServSafe curriculum as restaurant managers	All General Services	1,2,3,4,5,6,8	Renewable every 5 years	Taken through certified training agency
ServSafe Instructor/ Procter certifies employees to teach ServeSafe Manager course and administer the exam		General service REHS with required years of experience	1,2,3,4,5,6,8	Renewable every 3 years	www.servsafe.com

Curriculum & Training Schedule

Ohio Environmental Health Association (OEHA) Conferences/membership available	Professional conference offering various environmental topics to obtain CEU's	Optional for Environmental Health Specialists-in- Training and Registered Environmental Health Specialist	6,8	October and April Annually	Ohio Environmental Health Association (OEHA) www.ohioeha.org
Annual Plumbing Conference	Updates on code and laws to keep inspector certification	Plumbing Inspectors	6,8	Annually	Regional meeting put on by Ohio Department of Commerce
Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources

Curriculum & Training Schedule

Ohio Environmental Health S.I.T.	Participants will understand the basis for environmental health programs, the needs for such programs and will be able to implement Ohio Laws and Rules with which they will be working, be able to recognize a violation and determine proper methods of correction. The trainee will be familiar with other programs in environmental health and will be able to forward questions to appropriate authorities.	Strongly recommend Environmental Health Specialists-in-Training.	6,8	Ideally within 1 year of hire	Ohio Environmental Health Association at Spring conference www.ohioeha.org
EI/HMG					

Curriculum & Training Schedule

Help Me Grow Home Visiting Provisional Credential:	Foundational knowledge in family support, safety for home visiting providers, and all required initial assessments and screenings tools	Newly Hired Early Childhood Home Visitors and Nurse Home Visitors.		After initial Education and Training Requirements are Met, Home Visitor/Supervisor may apply with completion of	Professionals Ohio Department of Health Help Me Grow Training Bulletin <ul style="list-style-type: none"> Help Me Grow Home Visiting Credential Help Me Grow Training Bulletin OH Train The Institute for the Advancement of Family Support Professionals
Early Intervention Service Coordinator Credential: 1 year	Foundational knowledge in early intervention; including mission, key principles, family-centered practices, infant-toddler development	Newly Hired Early Intervention Service Coordinators		After Education and/or Experience Requirements are Met and Professional Development	https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/5123-10-04SCCredentialsTABLE_7.1.19.pdf
Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources
WIC					
WIC 101	Provides an overview of the history, mission and services of the WIC program.	Optional for new WIC Health Professionals, WIC Support Staff, Breastfeeding Peer Helpers; Recommended for Breastfeeding	1, 6	Initially	Ohio Train (https://oh.oh.train.org) Course ID 1040957 wiclearning.percipio.com

Curriculum & Training Schedule

WIC Breastfeeding and Nutrition Clinical Skills Development Workshops	Allows small group experiential learning. Clinical skills developed are intended to increase staff members' confidence levels.	Mandatory: Certifying Health Professionals level 1-3 Breastfeeding Coordinators level 1-4 Support staff level 1 Breastfeeding peer helper level 1-2	1, 2, 3,	Upon hire	USDA Breastfeeding Curriculum – Ohio Train
Lactation Consultant Training	breastfeeding and human lactation support, which includes an effective working knowledge of assessing the latching and feeding process, providing corrective interventions, counseling mothers, and understanding and applying knowledge of milk production including in special circumstances.	Recommended: Breastfeeding Coordinators, Health Professionals, Breastfeeding Peer Helpers			Education Consultants, Ohio State WIC

Curriculum & Training Schedule

WIC Civil Rights	Teaches staff civil rights related to laws, regulations, procedures, and directives.	Mandatory for all WIC Program staff	5A	Annually	Civil Rights Compliance Training PowerPoint slides provided by Ohio State WIC
National Voter Registration Act (NVRA)	All WIC clinics serve as voter registration assistance sites. Staff must be knowledgeable on the State requirements for voting.	Mandatory for all WIC Program staff		Annually	Ohio WIC policy and procedure Manual
Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources

Curriculum & Training Schedule

WIC Conflict of Interest Training	Ensures there is no conflict of interest in certifying WIC applicants and WIC program funds, assets, and property must be used for WIC purposes only. Staff must sign an Ohio WIC Program Employee Conflict of Interest and Misuse or Illegal Use of Program Funds, Assets, or Property Understanding form.	Mandatory for all WIC Program staff	7	Annually	Ohio WIC policy and procedure manual
Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources
WIC New Directors Training	Provides new WIC Directors with an overview of the WIC program requirements ranging from request for proposal (RFP) preparation to vendor relations	Mandatory for WIC Program Director	1,2, 7	Initially	WIC State Program

Curriculum & Training Schedule

WIC New Health Professional Training	Provides a general overview of the certification process, nutrition education and counseling, breastfeeding education and promotion activities and food issuance	Mandatory for Certifying Health Professionals; Optional for WIC Program Director	8	Initially, as needed	WIC State Program
WIC Support Staff Training	Addresses a variety of topics found in the program's policy and procedure manual, which includes outreach, referrals, certification process, core customer	Recommended for WIC Support Staff, Optional for WIC Program Director	1, 7, 8	Initially, as needed	WIC State Program

Curriculum & Training Schedule

Topic	Description	Target Audience	Competencies	Schedule	Resources
WIC New Health Professional Training	Provides a general overview of the certification process, nutrition education and counseling, breastfeeding education and promotion activities and food issuance	Mandatory for Certifying Health Professionals; Optional for WIC Program Director	8	Initially, as needed	WIC State Program
WIC Support Staff Training	Addresses a variety of topics found in the program's policy and procedure manual, which includes outreach, referrals, certification process, core customer service principles, and other clinic functions such as voter registration, scheduling, and inventory	Recommended for WIC Support Staff, Optional for WIC Program Director	1, 7, 8	Initially, as needed	WIC State Program
WIC Systems and Security Training	Addresses the importance of information systems security and its guiding	Mandatory for all WIC	8	Annually	WIC Information Systems Security Training Powerpoint provided by State WIC Program
WIC Value Enhanced Nutrition Assessment (VENA)	Provides a process for completing a comprehensive WIC nutrition assessment, including the content of	Mandatory for all WIC Program staff	1, 7	Initially	Ohio Train (https://oh.train.org) Course ID 1040962 wiclearning.percipio.com

Curriculum & Training Schedule

WIC Breast Pump Training	Proper use of breast pump	Mandatory for all WIC staff	8	Annual	Independent Study
WIC Hemocue/Masimo/ obtaining anthropometric data	Proper bloodwork technique and obtaining anthropometric data	Mandatory for WIC Health Professionals, Support staff and WIC Program Director	8	Annual	Ohio State WIC Policy and Procedure manual and online video
Management					
Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources
New Supervisor Orientation	Tips for going from Peer to Supervisor within the same workplace	Any employee promoted to supervisor within GCPH	1,2,5,6,7,8	Once	Pryor Plus- "Transition from Employee to Supervisor" AOHC LEHDS Health Commissioner University
AOHC Fiscal Training	Express finance training and grants management.	Program managers and directors	7	Once	In-person internal presentation by Fiscal Program Manager or Deputy Health Commissioner

Curriculum & Training Schedule

Public Health Combined Conference	Annual Ohio conference for public health practitioners; CE opportunity	Senior Leadership	1-9	Optional – Held in May.	www.ohiopha.org
Guidelines for asking legal and ethical interview questions	Laws and guidelines that govern interview practices.	Program managers and directors	7,8	Once	Fred Pryor - https://lms.pryor.com/OnDemand?id=96332

Curriculum & Training Schedule

Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources
Additional ICS	More in-depth training for Emergency Preparedness to meet national requirements	ICS 300-400 as needed per staff position	3, 5, 6, 7, 8	Once as needed	Federal Emergency Management Agency (FEMA) Independent Study Course or Ohio Department of Health
Management Essential Training Series	Various topics as offered geared to management. Strategic Planning, Financial Management, People Management	Leadership and agency Succession Planning	7, 8	When offered	NACCHO: Management Essentials - NACCHO

Implementation & Monitoring

Communication

This plan will be communicated to leadership, employees, and the Board of Health. There will be a copy placed on the shared drive, a presentation of the plan in leadership and at an employee meeting.

Training Evaluation

Training will be evaluated but will be based on the method of training. The accreditation coordinator will lead evaluations processes and then will share summaries with the Leadership team.

- Trainings that are hosted by Greene County Public Health will have a standard evaluation form given to participants after training.
- For training not hosted by Greene County Public Health, the evaluation method provided by the training provider, if any, shall be utilized.

Tracking

Training will be tracked by employees through BambooHR and Blowphish, including names, dates, locations, and collection of supportive documents and completion transcripts/records. Tracking may be done electronically, departmentally, or agency-wide and may be in real-time or on a regularly scheduled basis, such as during annual performance reviews.

We will also use Ohio TRAIN as a resource for tracking employee training. Located at <http://oh.train.org>, the system can create and maintain personal learning records, perform course searches, and provide the ability to register for courses online. In the future, a performance management system may enhance tracking of training.

Roles and responsibilities

The plan resides in the WFD folder under Accreditation on SharePoint. The Accreditation Coordinator, with help from the Administration, is responsible for ensuring updates are made.

Review and Maintenance

This plan will be reviewed and/or revised annually by the Health Commissioner and the Accreditation Coordinator. The review will address updates to agency/workforce profile, progress towards achievement of workforce development goals, newly identified training needs, and training curriculum schedule.

Appendices

- **Appendix 1 – Workforce Development Training Assessment Summary**
 - The following summary is of the workforce development training survey that was completed by employees between August 23-30, 2023. 41 employees participated.
 - **Assessment summary can be found at this link:** [Greene County Public Health Workforce Competency 2023 .docx](#)
- **Appendix 2 – Workforce Competency Assessment 2023**
 - The Core Competencies for Public Health Professionals (Core Competencies) represent foundational or crosscutting knowledge and skills for the broad practice of public health that professionals may want to possess as they work to protect and improve the nation's health. Core Competencies offer a starting point for public health professionals in identifying professional development needs and developing training plans.

These Competency Assessments are based on the 2021 version of the Core Competencies and can help determine the level of knowledge and skill of the public health workforce with respect to each of the eight domains that comprise the Core Competencies. Employees were surveyed May-June of 2023.

 - **Assessment can be found at this link:** [Greene County Public Health Workforce Competency 2023 .docx](#)
- **Appendix 3 - Employee License and Credentials**
 - The administrative professional works with directors and program managers yearly to ensure state licensure is up to date.
 - [Staff Licenses.xlsx \(sharepoint.com\)](#)