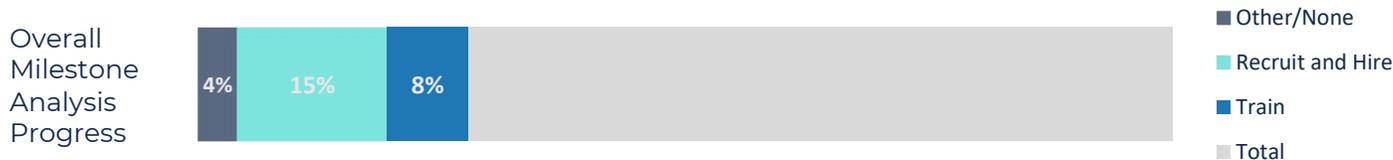


# Public Health Infrastructure Grant (PHIG) Year 1 Workplan Analysis – Memo #4



*This memo summarizes the analysis of 536 milestone activities that PHIG recipients categorized as 'Train new and existing public health staff.'*

CDC's Public Health Infrastructure Grant (PHIG) aims to strengthen the public health workforce and infrastructure across the nation. The PHIG recipients comprise health departments from all 50 states, 26 counties, 23 cities, and 8 US territories/freely associated states. The **107 workplans** they submitted for Year 1 included **6,469 milestone activities** for two of the three PHIG strategies: A1) Workforce and A2) Foundational Capabilities.



## Data Insights: Assessing Training Needs

- ❖ Over three-quarters (79%) of PHIG recipients listed a **sequence of tasks** to identify training needs, partners, and supplies, which informed how they would develop, implement, and evaluate training programs **to increase staff capacity**.
- ❖ Almost half (48%) of workplans described professional development opportunities focused on **technical, job-specific education** (e.g., onboarding) or **non-technical, interpersonal skills** (e.g., leadership skills, individual strengths, team building) in the form of one-time workshops or a series of courses.
- ❖ About a third (35%) of PHIG recipients listed internal-facing approaches to promote and practice **diversity, equity, and inclusion (DEI)** for and with staff by offering **funding for professional development programs** or paid, in-house training. External-facing approaches to DEI included **partnering with outside organizations** to provide workforce development opportunities and conducting programs to reach vulnerable populations.

### *Possible topics of focus for Training & Technical Assistance (TTA)*

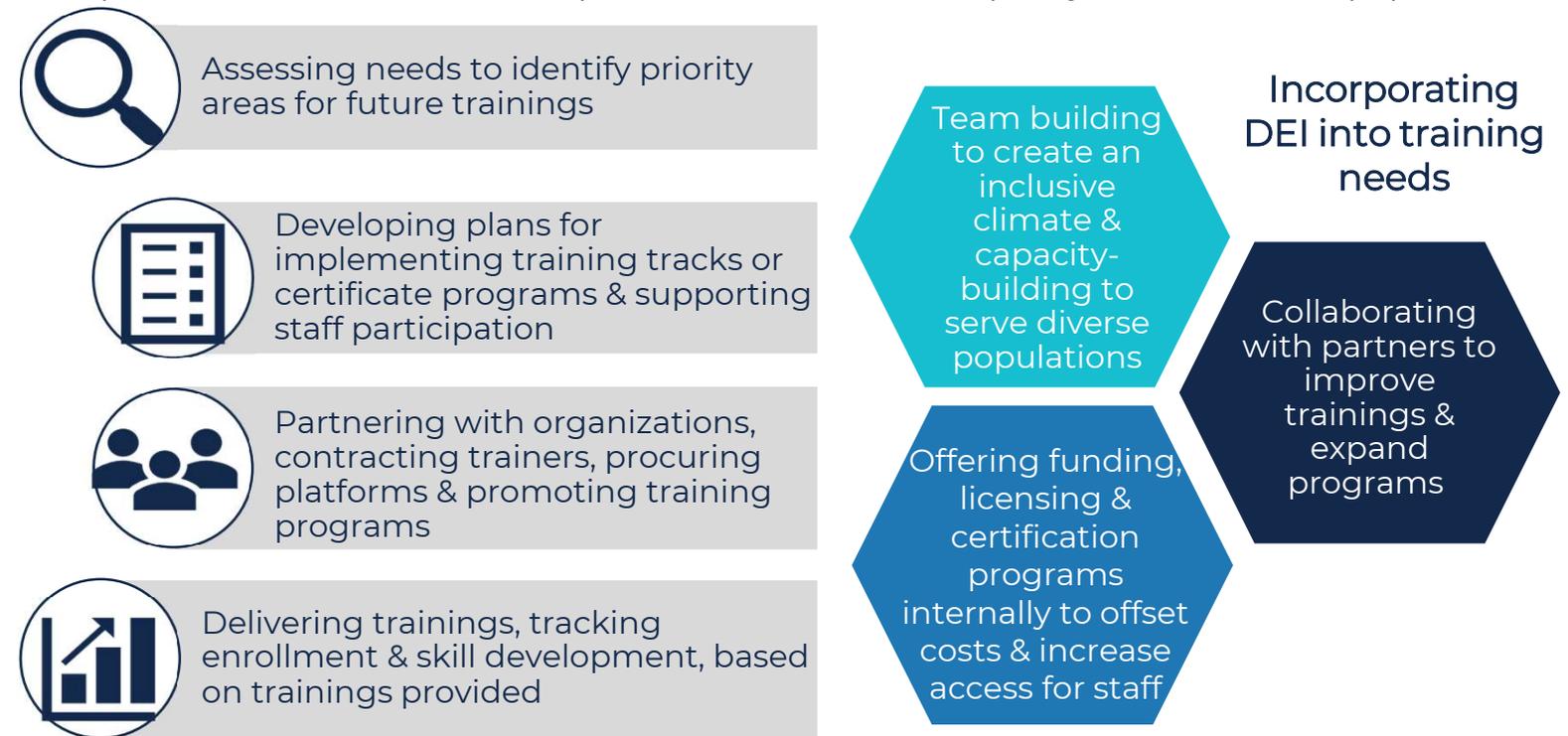
- ❖ Analysis of PHIG recipients' plans to train new and existing staff indicates a need for a **directory of potential partners** and a **repository of resources** to complement the gap analyses health departments plan to conduct to assess organizational readiness.



The majority of the workplans, across all geographic levels, described milestones related to training. (See the charts above for the proportion of workplans, by geographical level.) These **536 milestones** make up 8% of the 6,469 total milestone activities.

# Incorporating DEI into Training Needs Assessments

PHIG recipients described a **sequence of tasks** (see the left diagram) to identify training needs in addition to developing, delivering, and evaluating training programs. Recipients plan to incorporate **DEI** in these tasks (see the right diagram) by increasing equitable access to trainings that promote inclusion in the workplace or increase staff's capacity to serve diverse populations.



## Training Categories in Milestone Activities

There were 129 milestones (across 51 workplans) describing professional development opportunities that PHIG recipients plan to provide in the following four categories of trainings.

Note: Some trainings fit under multiple categories, so the total in the chart will exceed the sum of 129 milestones.

Management & Leadership

46

Team Building

38

Equity-Focused Trainings

30

Data Analytics

26

## Incentives for Professional Development

Approximately one-third of PHIG workplans (n=38) described the following incentives for equitable access to trainings for all staff.

Cohorts & mentors to support learning

Employer-paid travel expenses

Training tracks to support promotions

Reserving time for learning & training retreats

# Most Relevant Codes & Quotes from PHIG milestones to summarize Strategy A1.4: Train new and existing public health staff.

Code	Operational Definition	Example Activities
Assessing gaps in training needs (n=97)	Activities that help PHIG recipients understand training needs, including identifying gaps in staff skills to identify priority areas, as well as executing and evaluating changes in training	<ul style="list-style-type: none"> <li>Using the results from new and existing workforce data sources such as PH WINS to understand the training needs of staff</li> <li>Identifying gaps in staff education or public health skills through surveys, forums, working groups, etc.</li> <li>Reviewing &amp; utilizing survey feedback to identify priority areas</li> </ul>
Identifying partnerships to address training needs (n=111)	Activities that involve partnering or collaborating with organizations for the purpose of establishing or expanding training opportunities. This includes securing vendors and contracts to carry out training services as well as engaging with organizations to advertise trainings	<ul style="list-style-type: none"> <li>Engaging with local or regional training institutes or organizations to identify certification providers &amp; contract training partners</li> <li>Executing purchasing contracts of online learning platform &amp; procuring vendors for facilitating training services</li> <li>Engaging with local or regional training institutes/organizations to promote training opportunities</li> </ul>
Inward-facing Inclusivity (n=38)	Professional development trainings and events to foster a welcoming climate among Public Health staff	<ul style="list-style-type: none"> <li>Team building exercises</li> <li>Wellness programs to reduce burnout</li> <li>Trainings to identify personal strengths</li> </ul>
Outward-facing Diversity, Equity (n=10)	Capacity building to support Public Health work that serves vulnerable populations	<ul style="list-style-type: none"> <li>Certification for interpreters</li> <li>Partnering with HBCUs and community colleges</li> <li>Using whole community approaches</li> </ul>

## Example Milestones

“For **Workforce Development Training**, create and maintain a **library of training resources** and offerings from various sources, such as TRAIN, Coursera, Udemy, LinkedIn Learning and other educational platforms for staff to **self-identify professional development opportunities.**”

“Provide **equity training** to new hires focused on **social justice, racial healing and structural racism** in policies and practices.”

“Develop a **staff learning and certifications program** for critical thinking, design sprinting, boundary spanning, leadership, visioning, organizational charettes, intersectional problem solving, board service, and project management skills that **respond to the need for redesign and innovation.**”

\*PHNCI & PHAB's operational definitions for each Foundational Capability informed the team's codebook, but we inductively sorted activities from the data that may not align with the CDC's example milestones for each Activity Focus.

For more information about this grant:

<https://www.cdc.gov/infrastructure/phig/index.html>

Questions?

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