

DCH Training Needs Assessment Screen Shots

Division of Community Health Training Needs Assessment

Form Approved
OMB No. 0920-XXXX
Exp. Date xxxxx/20xx

Welcome to the DCH Training Needs Assessment!

The Centers for Disease Control and Prevention's (CDC) Division of Community Health is interested in your perspective about potential training activities that would support your work. The Division is particularly interested in understanding your current and anticipated needs for support in completing your funded objectives and your responses will be used to inform the selection and development of future training activities. This training needs assessment will be implemented twice, once at the beginning of the project period, and again in the second year of the project period.

Unless otherwise noted, please respond to the questions according to your individual needs related to the role (program manager, principal investigator, coalition member, evaluation lead, or media/communication lead), agency (e.g. San Francisco Department of Public Health, YMCA of Greenville) and award (REACH or PICH) identified in the email you received. We expect this assessment to take approximately 20-60 minutes to complete, depending on your role and the activities your agency is funded to implement. Please do not forward the link to this assessment to other staff at your agency, unless instructed to do so.

Completion of this questionnaire is voluntary, and strongly encouraged. It will help us serve you more effectively by developing training that addresses your needs and preferences. Completing and submitting the questionnaire will indicate your consent to participate. Your responses will be maintained in a secure manner by our contractor, ICF International. Individually identifiable responses will not be provided to DCH staff.

Public reporting burden of this collection of information varies from 20-60 minutes with an estimated average of 42 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; ATTN: PRA (0920-XXXX).

[Previous](#) [Stop](#) [Next](#)

Please use the NEXT or PREVIOUS button to navigate through the Needs Assessment. Do not use the BACK button of your browser as this may cause you to exit the Needs Assessment and your responses will be lost.

Questions? ICF International is an independent research firm that is helping us conduct the Needs Assessment. Please contact DCHTrainingNA@icfsurvey.com if you have any questions or difficulty accessing the assessment. Thank you for supporting this important work!

DCH Training Needs Assessment Screen Shots

The screenshot shows a web browser window with the URL <https://www.icsurvey.com/WebProd/cgi-bin/AskiaExt.dll?Action=Dolnterview&Survey=ICEFZSS>. The page title is "DCH Training Needs Assess...". The browser's address bar shows the URL, and the menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The page content is as follows:

Division of Community Health Training Needs Assessment

INSTRUCTIONS

Please read the following instructions before beginning the Needs Assessment.

TO MOVE FORWARD: Click on the **NEXT** button located at the bottom of the page to save your responses and continue to the next page.

TO MOVE BACK: Use the **PREVIOUS** button located at the bottom of the page to view your responses on a previous page. You may change your answers to previously entered responses.

Do not use the **BACK** button of your browser to return to the previous page. Using your browser's **BACK** button may cause you to exit the Needs Assessment, and your responses will be lost.

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The Windows taskbar at the bottom shows the time as 4:42 PM on 6/24/2015.

DCH Training Needs Assessment Screen Shots

The screenshot shows a web browser window with the URL <https://www.icfsurvey.com/WebProd/cgi-bin/AskiaExt.dll?Action=DoInterview&Survey=ICEFZSS>. The page title is "DCH Training Needs Assessment". The main content area features a logo of colorful gears and the heading "Division of Community Health Training Needs Assessment". Below this is a section titled "Background Information" with the text: "The first section of the DCH training needs assessment includes questions asking about your agency, role, and DCH funded activities." At the bottom of the page, there are three buttons: "Previous", "Stop", and "Next". A note below the buttons reads: "Please use the NEXT or PREVIOUS button to navigate through the Needs Assessment. Do not use the BACK button of your browser as this may cause you to exit the Needs Assessment and your responses will be lost." A footer contains contact information: "Questions? ICF International is an independent research firm that is helping us conduct the Needs Assessment. Please contact DCHTrainingNA@icfsurveysupport.com if you have any questions or difficulty accessing the assessment. Thank you for supporting this important work!"

This screenshot shows the same survey page as above, but with a question displayed. The question is: "What is your current, primary role in supporting your organization's DCH award? Select one." Below the question are five radio button options: "Program Manager" (which is selected), "Principal Investigator", "Media/Communication Lead", "Evaluation Lead", and "Coalition Member". The navigation buttons ("Previous", "Stop", "Next") and the footer text are identical to the previous screenshot.

DCH Training Needs Assessment Screen Shots

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Division of Community Health Training Needs Assessment

Background Information

Through which DCH program does your organization currently receive funding? Select one.

- Racial and Ethnic Approaches to Community Health (REACH) 2014 Basic Implementation
- Racial and Ethnic Approaches to Community Health (REACH) 2014 Comprehensive Implementation
- Partnerships to Improve Community Health (PICH)

Previous Stop Next

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Division of Community Health Training Needs Assessment

Background Information

Select the choice that **best** describes the **type of organization** receiving DCH funds (e.g., the awardee).

- Local health department
- Local government, including local transportation or housing authority**
- School district
- Tribe or Tribal organization
- Faith-based organization
- University or college
- Hospital
- Other government entity
- Other for-profit business
- Other nonprofit organization (public or private)
- Other – please specify:

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Division of Community Health Training Needs Assessment

Background Information

Select the choice that best describes the type of organization for which you are working (volunteer or paid).

- Local health department
- Local government, including local transportation or housing authority**
- Tribe or Tribal organization
- School district
- Faith-based organization
- University or college
- Hospital
- Other for-profit business
- Other non-profit organization (public or private)
- Other government entity
- Other – please specify:

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DCH Training Needs Assessment Screen Shots

Division of Community Health Training Needs Assessment

Background Information

Select the choice that best describes the geographical area served by your DCH-funded program.

- Large City or Urban County (population of 500,000 or more)
- Small City or County (population between 50,000-499,999)
- American Indian tribes or Alaska Native villages and tribal organizations
- Other - please specify:

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Division of Community Health Training Needs Assessment

Short-term Outcomes and Population-Based Strategies


This section of the DCH training needs assessment focuses on areas of greatest training needs in regards to your DCH-funded strategies.

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DCH Training Needs Assessment Screen Shots

 **Division of Community Health Training Needs Assessment**

Short-term Outcomes and Population-Based Strategies

Over the course of next year (September 2015-September 2016), which short-term outcome(s) did you select from the DCH funding opportunity announcement to address with your DCH-funded work? Select all that apply.

- Increase the number of people with access to tobacco- and smoke-free environments.**
- Increase the number of people with access to environments with healthy food and beverage options.
- Increase the number of people with access to physical activity opportunities.
- Increase the number of people with access to opportunities for chronic disease prevention, risk reduction, or management through clinical and community linkages.

For the short-term outcome selected above, you will be asked several questions regarding the priority population(s), decision-making processes, your experience level, selected strategies, and training needs. If you select multiple outcomes, these questions will be repeated for each short-term outcome. For each question, the short-term outcome will be indicated at the top of the page.

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Division of Community Health Training Needs Assessment

Short-term Outcomes and Population-Based Strategies

Short-term outcome selected for the DCH funding opportunity: **Increase the number of people with access to tobacco- and smoke-free environments.**

For the short-term outcome above, on which **priority populations** are you focusing? Select all that apply.

| | | |
|---|---|--|
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> Lesbian, gay, bisexual, and transgender (LGBT) | <input type="checkbox"/> Youth ages 0-4 |
| <input type="checkbox"/> American Indian/Alaska Native | <input type="checkbox"/> Low Socioeconomic Status/Low income | <input type="checkbox"/> Youth ages 5-10 |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Uninsured/underinsured | <input type="checkbox"/> Youth ages 11-13 |
| <input type="checkbox"/> Hispanic/Latino | <input checked="" type="checkbox"/> Women | <input type="checkbox"/> Youth ages 14-17 |
| <input type="checkbox"/> Native Hawaiian/Other Pacific Islander | <input type="checkbox"/> Men | <input type="checkbox"/> Adults ages 18-24 |
| <input type="checkbox"/> Individuals with mental illness/substance abuse conditions | <input type="checkbox"/> Immigrants/Non-native English speakers | <input type="checkbox"/> Adults ages 25-49 |
| <input type="checkbox"/> Individuals with disability | <input type="checkbox"/> People with less than a high school education | <input type="checkbox"/> Adults ages 50+ |
| <input type="checkbox"/> Homeless/transient | <input type="checkbox"/> Individuals living in rural/frontier areas | <input type="checkbox"/> Other - please specify: |

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Division of Community Health Training Needs Assessment

Short-term Outcomes and Population-Based Strategies

Short-term outcome selected for the DCH funding opportunity: Increase the number of people with access to tobacco- and smoke-free environments.

How did your organization/coalition determine this short-term outcome. Select all that apply.

- Decision(s) was/were made solely by coalition/organization leadership
- Organization/coalition selected intervention(s) partners are already implementing in the DCH-funded area
- Organization/coalition selected intervention(s) partners are already implementing in other areas
- Organization/coalition made determination based on tools (such as PRISM) to "test" impact of intervention options
- Organization/coalition selected intervention(s) based on effectiveness reported in the literature in changing health behaviors or chronic disease risk factors
- Organization/coalition selected intervention(s) the agency is implementing or has implemented in the DCH-funded area
- Organization/coalition selected intervention(s) the agency is implementing or has implemented in other areas
- Organization/coalition made determination based on data about disease burden (e.g., prevalence of obesity among certain populations)
- Organization/coalition made determination based on the needs of the target population—using Health Assessment Inventories/Community Health Inventories
- Organization/coalition selected the intervention(s) from a list of priority areas or interventions included in our strategic plan/logic model
- Other – please specify:

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Division of Community Health Training Needs Assessment

Short-term Outcomes and Population-Based Strategies

Short-term outcome selected for the DCH funding opportunity: Increase the number of people with access to tobacco- and smoke-free environments.

How many years of prior experience do you (individually) have in implementing policy, systems, and environmental (PSE) improvements to address this short-term outcome?

- None
- Less than a year
- 1 - 2 years
- 3 - 5 years
- More than 5 years

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Division of Community Health Training Needs Assessment

Short-term Outcomes and Population-Based Strategies

Short-term outcome selected for the DCH funding opportunity: Increase the number of people with access to tobacco- and smoke-free environments.

For the short-term outcome above, select the population-based strategy(ies) that best represent what you are working on with your DCH-funding over the course of next year (September 2015-September 2016). Select all that apply.

- Increase the number of settings with a 100% smoke-free policy
- Increase the number of smoke-free multi-unit housing complexes
- Use point-of-sale communication strategies
- Prevent youth access to tobacco products, including electronic cigarettes
- Other – please specify:

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Division of Community Health Training Needs Assessment

Short-term Outcomes and Population-Based Strategies

Strategy: Prevent youth access to tobacco products, including electronic cigarettes

For the strategy above, please indicate how important it is for you to receive training next year (September 2015-September 2016)?

Not Important

Somewhat Important

Very Important

Essential

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DCH Training Needs Assessment Screen Shots

Division of Community Health Training Needs Assessment

Short-term Outcomes and Population-Based Strategies

Strategy: Prevent youth access to tobacco products, including electronic cigarettes

How would you prefer to receive training to address this strategy?

Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training**
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)**
- In-person training or meeting with other awardees**
- Other – please specify:

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Division of Community Health Training Needs Assessment

Foundational Skills

This section of the DCH training needs assessment focuses on areas of greatest training needs in regards to critical foundational skills related to DCH work

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Division of Community Health Training Needs Assessment

Foundational Skills

For each of the following foundational skill areas, first, rate the **importance** of the skills to **achieving your work plan objectives**; and second, rate **how important** it is for you to **receive training on these skills next year** (September 2015-September 2016)?

Program Planning and Implementation

| Skill Area | Importance to Work Plan Objectives | | | | | Importance to Receive Training | | | | |
|--|------------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|--------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|
| | Not Important | Somewhat Important | Very Important | Essential | Not Applicable | Not Important | Somewhat Important | Very Important | Essential | Not Applicable |
| Conduct and use a community needs assessment to collect community-specific data and identify health inequities | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Use data to identify and develop implementation strategies that are evidence-based, high impact, and advance health equity ("High impact" strategies are defined as interventions that reach moderate to large portions of the population and change health behaviors known to directly impact chronic disease outcomes) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Conduct strategic planning | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop and use a logic model | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Write Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Understand the role of public health law and policy in chronic disease | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |

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Division of Community Health Training Needs Assessment

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Program Planning and Implementation

| Skill Area | Importance to Work Plan Objectives | | | | | Importance to Receive Training | | | | |
|--|------------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|--------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|
| | Not Important | Somewhat Important | Very Important | Essential | Not Applicable | Not Important | Somewhat Important | Very Important | Essential | Not Applicable |
| Develop and use a logic model | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Write Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Understand the role of public health law and policy in chronic disease prevention | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Develop and manage a project budget/financial plan | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Develop and use a project management plan (with a schedule & critical milestones) | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Develop and use a plan to identify and manage risk | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Understand and apply federal lobbying restrictions | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Use the CDC's information management system to develop, edit, and provide status updates on your work plan | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |

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Division of Community Health Training Needs Assessment

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Communication

| Skill Area | Importance to Work Plan Objectives | | | | | Importance to Receive Training | | | | |
|--|------------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|
| | Not Important | Somewhat Important | Very Important | Essential | Not Applicable | Not Important | Somewhat Important | Very Important | Essential | Not Applicable |
| Set measurable communication goals and objectives | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Use data to inform communication planning | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Develop an evidence-based communication plan | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Use earned (news) media, paid media, partner media, and social media to advance initiatives | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Write success stories and impact statements | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Develop and pre-test messages for target audiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Develop media/social media messages and campaigns | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Monitor media coverage and calculate impressions (i.e., an estimate of the number of people a particular web site, radio spot, television program, or newspaper or magazine article is reaching) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | |
| Act as an effective | | | | | | | | | | |

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Division of Community Health Training Needs Assessment

Foundational Skills

For each of the following foundational skill areas, first, rate the **importance** of the skills to **achieving your work plan objectives**; and second, rate **how important** it is for you to **receive training on these skills next year** (September 2015-September 2016)?

Communication

| Skill Area | Importance to Work Plan Objectives | | | | | Importance to Receive Training | | | | |
|--|------------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|
| | Not Important | Somewhat Important | Very Important | Essential | Not Applicable | Not Important | Somewhat Important | Very Important | Essential | Not Applicable |
| Use earned (news) media, paid media, partner media, and social media to advance initiatives | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Write success stories and impact statements | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Develop and pre-test messages for target audiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Develop media/social media messages and campaigns | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Monitor media coverage and calculate impressions (i.e., an estimate of the number of people a particular web site, radio spot, television program, or newspaper or magazine article is reaching) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | |
| Act as an effective spokesperson for your initiative with the media | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | |
| Act as an effective spokesperson for your initiative with partners and stakeholders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | |
| Measure communication effectiveness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | |

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Division of Community Health Training Needs Assessment

Foundational Skills

For each of the following foundational skill areas, first, rate the **importance** of the skills to **achieving your work plan objectives**; and second, rate **how important** it is for you to **receive training on these skills next year** (September 2015-September 2016)?

Evaluation

| Skill Area | Importance to Work Plan Objectives | | | | | Importance to Receive Training | | | | |
|---|------------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|
| | Not Important | Somewhat Important | Very Important | Essential | Not Applicable | Not Important | Somewhat Important | Very Important | Essential | Not Applicable |
| Use data to identify and develop implementation strategies that are evidence based, high impact, and advance health equity ("High impact" strategies are defined as interventions that reach moderate to large portions of the population and change health behaviors known to directly impact chronic disease) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Draft and refine evaluation questions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Determine appropriate evaluation methodologies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Conduct a process evaluation | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Conduct an outcome evaluation | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identify appropriate indicators and evaluation instruments | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identify and use existing data, as appropriate, for evaluations | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop and use a logic model | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Determine a sampling plan and sample selection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conduct qualitative (e.g., interview, focus group, open-ended survey questions) analysis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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How to build...

training on these skills next year (September 2015-September 2016)?

Evaluation

| Skill Area | Importance to Work Plan Objectives | | | | | Importance to Receive Training | | | | |
|---|------------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|
| | Not Important | Somewhat Important | Very Important | Essential | Not Applicable | Not Important | Somewhat Important | Very Important | Essential | Not Applicable |
| evaluation methodologies | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Conduct a process evaluation | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Conduct an outcome evaluation | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identify appropriate indicators and evaluation instruments | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identify and use existing data, as appropriate, for evaluations | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop and use a logic model | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Determine a sampling plan and sample selection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conduct qualitative (e.g., interview, focus group, open-ended survey questions) analysis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conduct quantitative (e.g., survey, close-ended questions) analysis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluate impact across sub-populations/comparing differential effects | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop peer reviewed journal articles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collaborate with team members to use evaluation data to draft success stories and impact statements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Division of Community Health Training Needs Assessment

Foundational Skills

For each of the following foundational skill areas, first, rate the **importance** of the skills to **achieving your work plan objectives**; and second, rate **how important** it is for you to **receive training on these skills next year** (September 2015-September 2016)?

Partnerships/Coalitions

| Skill Area | Importance to Work Plan Objectives | | | | | Importance to Receive Training | | | | |
|--|------------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|
| | Not Important | Somewhat Important | Very Important | Essential | Not Applicable | Not Important | Somewhat Important | Very Important | Essential | Not Applicable |
| Maintain effective and engaged diverse, multi-sector coalitions that support chronic disease prevention strategies | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Facilitate meetings effectively | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use strategies where community members participate in decision-making (i.e., community-based participatory approaches) to build and maintain support for chronic disease prevention strategies | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Implement conflict management strategies | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluate coalition effectiveness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Implement communication strategies to effectively manage coalition planning and work activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Division of Community Health Training Needs Assessment

Foundational Skills

For each of the following foundational skill areas, first, rate the **importance** of the skills to achieving your work plan objectives; and second, rate **how important** it is for you to receive training on these skills next year (September 2015-September 2016)?

Health Equity

| Skill Area | Importance to Work Plan Objectives | | | | | Importance to Receive Training | | | | |
|---|------------------------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|--------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|
| | Not Important | Somewhat Important | Very Important | Essential | Not Applicable | Not Important | Somewhat Important | Very Important | Essential | Not Applicable |
| Plan and develop culturally competent strategies that will address identified health inequities | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identify population groups with a disproportionate burden of disease or disability | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identify and address barriers and unintended consequences that population groups may face from implemented strategies/interventions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Evaluate the impact of implemented strategies on population groups experiencing health inequities | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Division of Community Health Training Needs Assessment

Foundational Skills

For each of the following foundational skill areas, first, rate the **importance** of the skills to achieving your **work plan objectives**; and second, rate **how important** it is for you to **receive training on these skills next year** (September 2015-September 2016)?

Sustainability

| Skill Area | Importance to Work Plan Objectives | | | | | Importance to Receive Training | | | | |
|--|------------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|
| | Not Important | Somewhat Important | Very Important | Essential | Not Applicable | Not Important | Somewhat Important | Very Important | Essential | Not Applicable |
| Create and use a logic model/planning framework to plan for long-term sustainability | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Create/adopt a common reporting system across partners | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identify and engage diverse champions and stakeholders to support sustainability efforts | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Build community support for identified strategies throughout the entire process | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Determine infrastructure (organizational) needs for long-term sustainability | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | |
| Develop and write a sustainability plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | |
| Solicit support from community organizations to support infrastructure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | | | |
| Identify and raise additional funds/resources to support activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

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Foundational Skills

What, if any, additional skill areas are you using to achieve your work plan objectives?

None

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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Conduct strategic planning

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)
- In-person training or meeting with other awardees
- Other – please specify:

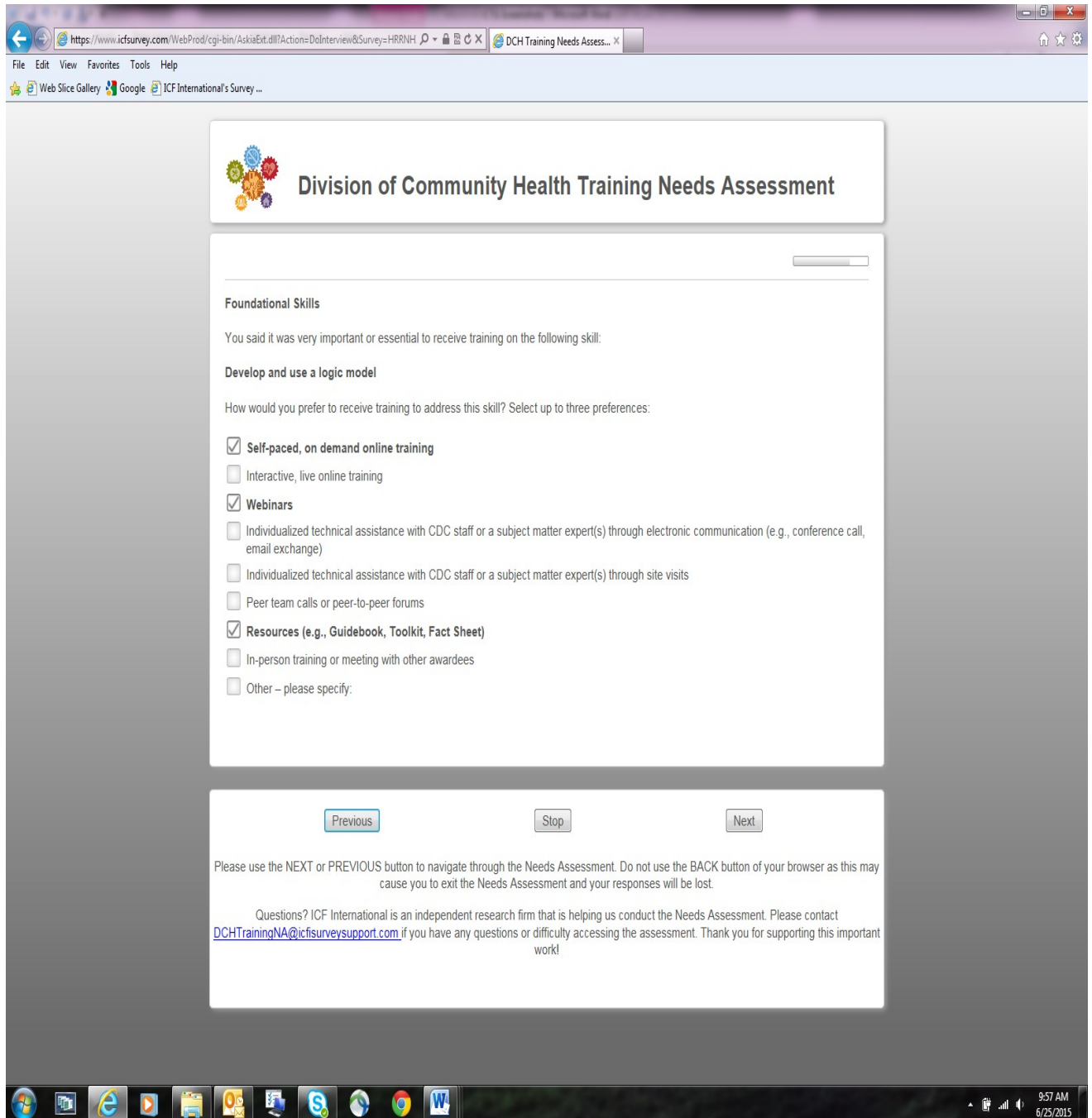
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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Develop and use a logic model

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training**
- Interactive, live online training
- Webinars**
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)**
- In-person training or meeting with other awardees
- Other – please specify:

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Foundational Skills

You said it was very important or essential to receive training on the following skill:

Write Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) objectives

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training**
- Interactive, live online training
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)
- In-person training or meeting with other awardees**
- Other – please specify:

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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Use earned (news) media, paid media, partner media, and social media to advance initiatives

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars**
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)**
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)
- In-person training or meeting with other awardees
- Other – please specify:

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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Write success stories and impact statements

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars**
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
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Division of Community Health Training Needs Assessment

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Foundational Skills

You said it was very important or essential to receive training on the following skill:

Develop and pre-test messages for target audiences

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Develop media/social media messages and campaigns

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars**
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Draft and refine evaluation question(s)

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits**
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- Resources (e.g., Guidebook, Toolkit, Fact Sheet)
- In-person training or meeting with other awardees**
- Other – please specify:

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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Determine appropriate evaluation methodologies

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
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- Other – please specify:

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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Conduct a process evaluation

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training**
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)**
- In-person training or meeting with other awardees
- Other – please specify:

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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Use strategies where community members participate in decision-making (i.e., community-based participatory approaches) to build and maintain support for chronic disease prevention strategies

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)
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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Evaluate coalition effectiveness

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums
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DCH Training Needs Assessment Screen Shots

Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Identify and address barriers and unintended consequences that population groups may face from implemented strategies/interventions

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)**
- In-person training or meeting with other awardees**
- Other – please specify:

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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Create/adopt a common reporting system across partners

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars**
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits
- Peer team calls or peer-to-peer forums**
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)
- In-person training or meeting with other awardees
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Division of Community Health Training Needs Assessment

Foundational Skills

You said it was very important or essential to receive training on the following skill:

Identify and raise additional funds/resources to support activities

How would you prefer to receive training to address this skill? Select up to three preferences:

- Self-paced, on demand online training
- Interactive, live online training
- Webinars
- Individualized technical assistance with CDC staff or a subject matter expert(s) through electronic communication (e.g., conference call, email exchange)
- Individualized technical assistance with CDC staff or a subject matter expert(s) through site visits**
- Peer team calls or peer-to-peer forums
- Resources (e.g., Guidebook, Toolkit, Fact Sheet)
- In-person training or meeting with other awardees
- Other – please specify:


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DCH Training Needs Assessment Screen Shots

 **Division of Community Health Training Needs Assessment**

Facilitators and Barriers to Accessing Training

This section of the DCH training needs assessment will allow you to identify facilitators and barriers in accessing DCH training.

Please use the NEXT or PREVIOUS button to navigate through the Needs Assessment. Do not use the BACK button of your browser as this may cause you to exit the Needs Assessment and your responses will be lost.

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Division of Community Health Training Needs Assessment

Facilitators and Barriers to Accessing Training

Which of the following technologies or platforms do you currently use? Select all that apply.

- Computer: Windows-based (e.g., HP or Dell)**
- Computer: Apple-based (e.g., MacBook)
- Computer: Tablet/smartphone
- Internet**
- Microsoft Office Suite (e.g., Word, Excel, PowerPoint, Outlook)
- Adobe Acrobat Reader (to read PDF documents)
- Email**
- Printer
- Videoconferencing (e.g., Skype, Microsoft LiveMeeting, Adobe Connect, WebEx)
- Audio conferencing capabilities**
- Mobile applications
- Other – please specify:

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Division of Community Health Training Needs Assessment

Facilitators and Barriers to Accessing Training

How would you prefer to hear about DCH training opportunities? Select up to three preferences:

- Email**
- Notifications from Project Officers
- DCH newsletter**
- Listserv
- Online Calendar
- Conference calls**
- Quarterly program calls
- Other – please specify:

[Previous](#) [Stop](#) [Next](#)

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Division of Community Health Training Needs Assessment

Facilitators and Barriers to Accessing Training

How many training opportunities would you prefer DCH offer every month? Select one.

None

1-2

3-4

5-10

More than 10

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DCH Training Needs Assessment Screen Shots

Division of Community Health Training Needs Assessment

Facilitators and Barriers to Accessing Training

Select any current or anticipated barriers to your participation in DCH training opportunities. Select all that apply.

- Insufficient staff to participate
- Not enough time to participate
- Frequent scheduling conflicts with offered training opportunities**
- Not aware of available training opportunities**
- Lack of access to or familiarity with needed technology resources (e.g., internet, videoconferencing)
- Language
- Anticipated cultural insensitivity from training or technical assistance providers
- Disability – please specify:
- Other – please specify:

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Division of Community Health Training Needs Assessment

Facilitators and Barriers to Accessing Training

How far in advance would you like to be notified of DCH training opportunities? Select one.

- 1-5 days
- 1-2 weeks
- 3-4 weeks
- More than a month
- No advanced notice needed

Previous Stop Next

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- Browser Address Bar:** <https://www.icfsurvey.com/WebProd/cgi-bin/AskiaExt.dll?Action=DoInterview&Survey=HRRNH>
- Page Title:** DCH Training Needs Assessment
- Page Header:** Division of Community Health Training Needs Assessment
- Section:** Additional Needs
- Text:** The final section of the DCH training needs assessment provides an opportunity for you to identify additional areas where you need training support
- Navigation:** Previous, Stop, Next buttons
- Instructions:** Please use the NEXT or PREVIOUS button to navigate through the Needs Assessment. Do not use the BACK button of your browser as this may cause you to exit the Needs Assessment and your responses will be lost.
- Contact Info:** Questions? ICF International is an independent research firm that is helping us conduct the Needs Assessment. Please contact DCHTrainingNA@icfisurveysupport.com if you have any questions or difficulty accessing the assessment. Thank you for supporting this important work!


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 **Division of Community Health Training Needs Assessment**

Additional Needs

What additional training or technical assistance needs do you have that have not been addressed by this assessment?

Please use the NEXT or PREVIOUS button to navigate through the Needs Assessment. Do not use the BACK button of your browser as this may cause you to exit the Needs Assessment and your responses will be lost.

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Division of Community Health Training Needs Assessment

Additional Needs

Do you use trainings offered by organizations other than CDC to help support your program activities?

Yes

No

Previous Stop Next

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 **Division of Community Health Training Needs Assessment**

Additional Needs

Who provides the training?

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Division of Community Health Training Needs Assessment

Additional Needs

What topics have these trainings covered?

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- Browser Address Bar:** <https://www.icfsurvey.com/WebProd/cgi-bin/AskiaExit.dll?Action=DoInterview&Survey=HRRNH>
- Page Title:** DCH Training Needs Assess...
- Page Header:** Division of Community Health Training Needs Assessment
- Main Content Area:** Click "Next" to submit your answers
- Navigation Buttons:** Previous, Stop, Next
- Footer Text:**

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