

	Status	<input checked="" type="checkbox"/> Full-Time	<input type="checkbox"/> Part-Time	Civil Service	<input checked="" type="checkbox"/> Classified	<input type="checkbox"/> Unclassified	
	Union	<input type="checkbox"/> AFSCME	<input type="checkbox"/> ONA	<input checked="" type="checkbox"/> NBU	FLSA Status	<input checked="" type="checkbox"/> Nonexempt	<input type="checkbox"/> Exempt
	Addendum Attached:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Pay Grade	E4 E1/Grant Funded		
	Working Job Title:	Fiscal/Grants Assistant					
	Agency Unit:	Administration					
Revised:	October 2021 July 2022	Supervisor:	Fiscal Director				

Position Summary:

The Fiscal/Grants Assistant, under general supervision of the Fiscal Director, shall perform a number of routine administrative financial activities in support of Administrative Division/Fiscal responsibilities, to include tracking, logging, copying, collating, and reporting. This position shall additionally be responsible for limited activities in the county financial software, and grants management systems. ~~32-40 hours a week.~~

Essential Duties:

- ~~1 Responsible for tracking all accounts receivable across all divisions for the organization, which includes working with the various employees responsible for receiving payments into the department within their individual work areas or divisions; developing an accounting system for the management of transactions; creates financial reports relating to accounts receivable functions and status of accounts; investigates and reports on the effectiveness and efficiency of accounting processes and workflows.~~
- 2 Works with other departmental staff to compile data for annual cost methodology calculations.
- 3 Assists Grant Coordinators with routine administrative grant activities, to include but not limited to: managing employee access to GMIS; developing and maintaining a calendar of grant activities to include both project and fiscal application and reporting deadlines and due dates; monitors grant contracts process to ensure that contracts are written, reviewed and submitted timely for Board approval; performs paper and ACH grant deposits; and reconciles as needed through journal entries the distribution of expenses related to Personnel Activity Reports (PARs).
- 4 May assist the Payroll & Financial Officer as a “delegate” in financial software system to assist employees and/or make entries on their behalf for eligible reimbursements
- 5 Assists fiscal staff in copying, collating or organizing written materials for audits, Board meetings, or as otherwise needed.
- 6 May serve as back-up to payroll.

Other Responsibilities: Answers phone and responds to emails. Attends trainings as required.

Basic Qualifications	Preferred Qualifications
<ul style="list-style-type: none"> • High school diploma or GED • Two (2) or more years' experience in an accounting or payroll related environment. • Six (6) months of experience performing financial and/or accounting functions. • Attention to detail and high level of accuracy • Excellent written and verbal communication skills • Proficient in the use of common office equipment (computer, copier, calculator) • Proficient in the use of Microsoft Word and Excel. Proficiency in HRIS/Financial system • Basic knowledge of accounting principles and practices and the analysis and reporting of financial data. • Valid Driver's license with driving privileges in the State of Ohio, reliable transportation, and insurable driving record. 	<ul style="list-style-type: none"> • Associate's or Bachelors in Business, Accounting, or equivalent preferred. • Previous Oracle, GMIS experience preferred.

Organizational Core Values

All TLCHD employees are expected to exemplify the following core values in the course of their daily work.

- Health Promotion:** We actively promote the knowledge, attitudes, and behaviors that enable our community to reach its healthiest state.
- People Focused:** Our primary focus is to provide the best public health for those who rely on our leadership and guidance to live happier, healthier lives.
- Collaboration:** We foster partnerships with key community stakeholders to enhance the delivery and effectiveness of public health information and practices.
- Communication:** We encourage open and clear communication within our agency and to the community in a timely, culturally appropriate, and respectful manner.
- Empowerment:** We empower our citizens to make healthier choices through education and a shared responsibility for the health of the public.
- Disease Prevention:** We actively screen, evaluate, and educate our clients through evidence-based prevention strategies to minimize the threat of disease in our community.

Position Specific Core Competencies for Public Health Professionals

Reference TLCHD's Workforce Development Plan for more information on the full Core Competencies for Public Health Professionals.

Competency Set:	<input checked="" type="checkbox"/> Council on Linkages	<input type="checkbox"/> Quad Council Nursing	<input type="checkbox"/> Applied Epidemiology Competencies (AEC)
Tier Level:	<input checked="" type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3 / 3a <input type="checkbox"/> Tier 3b

Analytical & Assessment Skills

1A1	Describes factors affecting the health of a community
1A2	Identifies quantitative and qualitative data and information that can be used for assessing the health of a community
1A3	Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information
1A4	Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information
1A5	Selects valid and reliable data
1A6	Selects comparable data
1A7	Identifies gaps in data
1A8	Collects valid and reliable quantitative and qualitative data
1A9	Describes public health applications of quantitative and qualitative data
1A10	Uses quantitative and qualitative data
1A11	Describes assets and resources that can be used for improving the health of a community
1A12	Contributes to assessments of community health status and factors influencing health in a community
1A13	Explains how community health assessments use information about health status, factors influencing health, and assets and resources
1A14	Describes how evidence is used in decision making

Policy Development / Program Planning Skills

2A1	Contributes to state/Tribal/community health improvement planning
2A2	Contributes to development of program goals and objectives
2A3	Describes organizational strategic plan
2A4	Contributes to implementation of organizational strategic plan
2A5	Identifies current trends affecting the health of a community
2A6	Gathers information that can inform options for policies, programs, and services
2A7	Describes implications of policies, programs, and services
2A8	Implements policies, programs, and services
2A9	Explains the importance of evaluations for improving policies, programs, and services
2A10	Gathers information for evaluating policies, programs, and services
2A11	Applies strategies for continuous quality improvement

2A12	Describes how public health informatics is used in developing, implementing, evaluating, and improving policies, programs, and services
Communication Skills	
3A1	Identifies the literacy of populations served
3A2	Communicates in writing and orally with linguistic and cultural proficiency
3A3	Solicits input from individuals and organizations for improving the health of a community
3A4	Suggests approaches for disseminating public health data and information
3A5	Conveys data and information to professionals and the public using a variety of approaches
3A6	Communicates information to influence behavior and improve health
3A7	Facilitates communication among individuals, groups, and organizations
3A8	Describes the roles of governmental public health, health care, and other partners in improving the health of a community
Cultural Competency Skills	
4A1	Describes the concept of diversity as it applies to individuals and populations
4A2	Describes the diversity of individuals and populations in a community
4A3	Describes the ways diversity may influence policies, programs, services, and the health of a community
4A4	Recognizes the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community
4A5	Addresses the diversity of individuals and populations when implementing policies, programs, and services that affect the health of a community
4A6	Describes the effects of policies, programs, and services on different populations in a community
4A7	Describes the value of a diverse public health workforce
Community Dimensions of Practice Skills	
5A1	Describes the programs and services provided by governmental and nongovernmental organizations to improve the health of a community
5A2	Recognizes relationships that are affecting health in a community
5A3	Suggests relationships that may be needed to improve health in a community
5A4	Supports relationships that improve health in a community
5A5	Collaborates with community partners to improve health in a community
5A6	Engages community members to improve health in a community
5A7	Provides input for developing, implementing, evaluating, and improving policies, programs, and services
5A8	Uses assets and resources to improve health in a community
5A9	Informs the public about policies, programs, and resources that improve health in a community
5A10	Describes the importance of community-based participatory research
Public Health Science Skills	
6A1	Describes the scientific foundation of the field of public health
6A2	Identifies prominent events in the history of public health
6A3	Describes how public health sciences are used in the delivery of the 10 Essential Public Health Services
6A4	Retrieves evidence from print and electronic sources (e.g., PubMed, Journal of Public Health Management and Practice, MMWR, The World Health Report) to support decision making
6A5	Recognizes limitations of evidence
6A6	Describes evidence used in developing, implementing, evaluating, and improving policies, programs, and services
6A7	Describes the laws, regulations, policies, and procedures for the ethical conduct of research
6A8	Contributes to the public health evidence base
6A9	Suggests partnerships that may increase use of evidence in public health practice
Financial Planning and Management Skills	
7A1	Describes the structures, functions, and authorizations of governmental public health programs and organizations
7A2	Describes government agencies with authority to impact the health of a community
7A3	Adheres to organizational policies and procedures
7A4	Describes public health funding mechanisms

7A5	Contributes to development of program budgets
7A6	Provides information for proposals for funding
7A7	Provides information for development of contracts and other agreements for programs and services
7A8	Describes financial analysis methods used in making decisions about policies, programs, and services
7A9	Operates programs within budget
7A10	Describes how teams help achieve program and organizational goals
7A11	Motivates colleagues for the purpose of achieving program and organizational goals
7A12	Uses evaluation results to improve program and organizational performance
7A13	Describes program performance standards and measures
7A14	Uses performance management systems for program and organizational improvement

Leadership and Systems Thinking Skills

8A1	Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations, and communities
8A2	Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels
8A3	Describes the ways public health, health care, and other organizations can work together or individually to impact the health of a community
8A4	Contributes to development of a vision for a healthy community
8A5	Identifies internal and external facilitators and barriers that may affect the delivery of the 10 Essential Public Health Services
8A6	Describes needs for professional development
8A7	Participates in professional development opportunities
8A8	Describes the impact of changes (e.g., social, political, economic, scientific) on organizational practices
8A9	Describes ways to improve individual and program performance

Knowledge & Software Competencies:

Knowledge of the following are integral to the daily responsibilities of this position:

Microsoft Word	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Allscripts / EMR	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Kronos	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Microsoft Excel	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	GMIS	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Novell	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Microsoft PowerPoint	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Groupwise	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	ODRS	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Microsoft Visio	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	HealthSpace / HDIS	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	OnBase	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Microsoft Publisher	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	IMPACT	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	PeopleSoft	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Microsoft Access	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Inventory System	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Power-School	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Adobe Acrobat	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	IPHIS	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Website/Social Media	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

1= Beginner 2=Intermediate 3=Advanced / Expert

Approved by:

Health Commissioner	<i>Signature</i>	<i>Date</i>
Board of Health	<i>Resolution Number</i>	<i>Date</i>