VECTOR CONTROL
COLLABORATIVE

A Vector Control and Surveillance Mentorship Program

Program Manual
July 2020

NACCHO
National Association of County & City Health Officials

VECTOR CONTROL COLLABORATIVE

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Vector Control Collaborative: A Vector Control and Surveillance Mentorship Program

Background

Local vector control programs are the front line of defense against vector-borne disease threats such as West Nile virus, Eastern equine encephalitis virus, and Zika virus. These programs fulfill an essential role in preserving the health of their communities that is underscored by the fact that disease cases from mosquito, tick, and flea bites have tripled in the United States from 2004 to 2019. The National Association of County and City Health Officials (NACCHO) aims to advance local public health practice in vector surveillance and control, and further equip local programs with the knowledge and skills to detect, prevent, and respond to vector-borne disease threats.

The Integrated Pest Management (IPM) approach combines effective and environmentally sensitive practices to manage pests. IPM considers pest biology (e.g., life cycles of pests) and the extent to which they interact with the surrounding environment. This integrated approach manages pest damage by the most economical means, and with the least possible hazard to people, property, and the environment. While IPM encompasses all pests, both agricultural and non-agricultural, these standards have been tailored to mosquitoes in Integrated Mosquito Management (IMM). The following basic principles apply to both concepts: (1) set action thresholds; (2) monitor and identify pests; (3) take measures to prevent pests from becoming a threat; and (4) employ control measures.

NACCHO and the Centers for Disease Control and Prevention (CDC) incorporated IPM and IMM practices into a framework of necessary operational capabilities of a vector control program. These capabilities were then classified as core or supplemental to program operations. A 2017 NACCHO survey of all identified vector control programs in the United States revealed, based on this framework, that 84% of vector control programs need improvement related to one or more core capabilities. The ten capabilities are identified below.

Core Capabilities

Capability 1: Routine mosquito surveillance through standardized trapping and species identification;

Capability 2: Treatment decisions using surveillance data;

Capability 3: Larviciding, adulticiding, or both;

Capability 4: Routine vector control activities (e.g., chemical, biological, source reduction, or environmental management);

Capability 5: Pesticide resistance testing;

Supplemental Capabilities

Capability 6: Licensed pesticide application;

Capability 7: Vector control activities other than chemical control (e.g., biological source reduction or water management);

Capability 8: Community outreach and education campaigns regarding mosquito-borne diseases, how they spread, and how to prevent infection;

Capability 9: Regular communication with local health departments regarding surveillance and epidemiology; and

Capability 10: Outreach (e.g., communication and/or cooperation) with nearby vector control programs.

Since this assessment, NACCHO and CDC have offered numerous technical assistance opportunities to educate local professionals in vector control best practices. The Vector Control Collaborative (VCC) is a peer-to-peer mentorship program that provides targeted technical assistance to local vector control organizations to build their program's capacity in one or more of the fundamental surveillance and control capabilities. Mentors with demonstrated vector surveillance and control capacity are paired with developing programs and provide guidance, tools and resources, and recommendations that will help their mentee enhance their operations over the course of the project period.

Program Objectives and Outcomes

The primary objectives of the VCC include:

- Increasing local vector control organizations' capacity to monitor and respond to vector-borne diseases;

- Establishing a growing network of local vector control organizations that are able and willing to share resources with neighboring jurisdictions;

- Improving NACCHO's and CDC's understanding of the technical assistance needs of local vector control organizations;

- Identifying strategies to improve surveillance and control of select disease vectors;

- Identifying resource needs in implementing vector surveillance and control;

- Providing a venue for local vector control organizations to share resources, experiences, and lessons; and

- Strengthening relationships between local, state, and national partners in vector-borne disease prevention.

By facilitating the exchange of guidance, tools, and technical assistance, NACCHO's VCC is expected to improve participants' ability to monitor and respond to vector-borne diseases. Outcomes include:

- Increased staff familiarity with best practices in vector surveillance and control;

- Increased vector control program capacity for implementing continuous quality assurance and improvement in the ten core and supplemental capabilities; and

- Improved surveillance of, and response to, vector-borne diseases.

Goals of Mentoring

Through peer assistance provided by the mentors, each mentee will benefit from the expertise and experience of other local vector control programs, and build understanding of the ten core and supplemental capabilities. The guidance provided by each mentor should prepare mentees to anticipate and overcome potential barriers and challenges in enhancing program operations. Mentors may also provide guidance about how best to leverage existing resources and identify resource needs. Additionally, mentors can help mentees develop staff expertise on vector control and surveillance knowledge. This will enable mentees to serve as formal or informal mentors to other vector control and surveillance programs in the future.

Stories from the Field from Vector Control Collaborative Members

A River Runs Through It – Maricopa County Environmental Services Vector Control Division (AZ)

"This [mentorship] program succeeded in part due to the willingness of both sides to work together. Some of the challenges faced were understanding the processes in place to make things happen and realizing everyone has different policies and procedures they are required to deal with." — John Townsend, Vector Control Division Manager and James Will, Vector Control Managing Supervisor, Maricopa County Environmental Services

VCC Program Processes

Participant Communications

All mentors and mentees are expected to participate in program meetings as set by NACCHO. This can include program kick-off meetings, routine cohort check-ins, and post-program debriefs. NACCHO will share the meeting schedule for the year at the start of the program.

- All mentors and mentees are expected to participate in the cohort check-ins with NACCHO and CDC. These calls will take place throughout the project period for mentors and mentees to provide updates on their progress, describe any challenges they may be facing, and to work with program staff to re-focus efforts (if necessary).

Mentors are expected to participate in regular (e.g., monthly) conference calls, and other periodic electronic communications with their mentee.

VCC Office 365 Cohort Group

Mentors and mentees may use the VCC Cohort Group to share documents, tools, resources, and communicate with other program participants. The VCC Group is a Microsoft 365 Office group that allows participants to message individual cohort members, participate in group conversations, and store and share documents for easy access. The VCC Office 365 Cohort Group is connected with NACCHO's Sharepoint/OneDrive Portal. NACCHO will add participants to this group at the start of the program.

- o For more information about Office 365 Groups, and how to use their features, review the following website: https://bit.ly/2ExGkBq

- • Reimbursement templates and program standard operating procedures will be stored on the VCC Group SharePoint page.

Technical Assistance Plans and Mentee Program Development

- • Mentees and mentors will have at least one **Planning Meeting** at the start of the project year to discuss the mentee's program background, technical assistance goals, and anticipated support needs from NACCHO and CDC. This meeting will include a NACCHO representative. Mentors may also use this time to discuss possible technical assistance strategies that will help their mentee build capacity in their identified priorities.

- • Mentors should use the **Planning Meeting** to provide an overview of their program operations and leave this meeting with a foundational understanding of the mentee's program structure and operations.

- • Mentor and mentee pairs will then participate in a **Technical Assistance Planning Meeting** with NACCHO to review the mentee's technical assistance needs and the mentor's proposed capacity-building strategies. Participants should also identify areas where NACCHO and CDC support is needed during this discussion.

- • NACCHO will then develop a **Technical Assistance Plan** that summarizes this information and documents the goals and strategies for mentorship. The key components of the **Technical Assistance Plan** are:

  - o Participant Action Plan – Describes the focus areas and capabilities that will be prioritized by the mentorship pair over the course of the program, planned activities to support capacity-building, and needs for NACCHO and CDC support. The template can be found here: https://www.naccho.org/uploads/full-width-images/VCC_Action-Plan-Template.docx. This template is also accessible on Office 365 Cohort Group.

o   Jurisdictional Vector Information and Contacts – Provides a listing of key mosquitoes of public health significance in the mentee's state, surveillance data, and vector control contacts across the local, state, regional, and national levels.

o   Resources – A listing of supplemental trainings, templates, and other resources in mosquito and tick surveillance and control.

- Mentors and mentees will review the **Technical Assistance Plan** and notify NACCHO of desired revisions within three days of receipt.

Site Visits (In-Person and Virtual)

- Site visits provide invaluable opportunities for mentee programs to gain exposure to best practices in vector surveillance and control, and to receive recommendations that will improve their operations.

o   Due to the field-based nature of vector control, NACCHO highly recommends that participants conduct in-person site visits during the program. Virtual site visits may be conducted as an alternative in the event of extenuating circumstances.

o   Mentors and mentees should collaborate to develop an agenda prior to the site visit. Reference the Site Visit Agenda on page 20.

Stories from the Field from Vector Control Collaborative Members

NACCHO Vector Control Collaborative: A Cinderella Story – Brazos County Health District (TX)

"One of our most valuable lessons learned was the importance of seeking training, resources, and expertise from all levels of the public health community (national, state, and local). We could not have done this on our own. Our community partnerships made this possible, because we must all collaborate to maximize our efforts." — Bob Lamkin, Environmental Health Manager, Brazos County Health District (TX)

In-Person Site Visits

- Participants are required to complete at least two site visits over the course of the program.

  o **Site Visit to Mentor Program** – NACCHO recommends that mentees visit their mentor's program first to observe their program's operations. This provides exposure to how a more advanced program conducts vector control and surveillance and may also facilitate additional ideas in improving program capacity for the mentee.

  o **Reverse Site Visit to Mentee Program -** The mentor will then visit the mentee's program to provide on-site technical assistance and advise on program enhancements. The reverse site visit is an opportunity for the mentor to assist the mentee in finetuning their lessons learned from the initial site visit.

     * Reverse-site visits should be scheduled with enough time for mentee to implement lessons learned from the site visit to the mentor program.

- Relevant documents should be assembled and shared ahead of site visit as appropriate (flash drive of surveillance and control plans, standard operating procedures, etc.).

- NACCHO strongly encourages that the site visits be scheduled early in the mentorship program period to maximize the allotted time for program improvements.

Virtual Site Visits

- Participants will need a device, internet connection, and virtual conferencing capabilities to conduct a virtual site visit.

  o Device – All participants in the virtual site visit will need access to a computer, tablet or phone that can connect to the internet. If participants intend on using video conferencing, this device will also need to have a camera.

  o Virtual Conferencing – Participants will need to use Skype, Zoom, or other virtual conferencing software. For relationship building, NACCHO suggests having video turned on so all participants can see one another.

If a participant does not have access to virtual conference software, NACCHO is able to provide access to its Zoom meeting platform. Interested programs will need to notify NACCHO at least three days in advance to schedule the meeting.

Preparation for Site Visit

Mentors and mentees should discuss the goals and general structure of the virtual site visit in advance to maximize the time spent with your mentorship partner. Refer to the Site Visit Agenda on page 20. Therefore, participants should also prepare and share any items needed for the meeting ahead of time. This may include activities such as sharing documents (e.g., surveillance/control plans, polices) or staging equipment for a virtual demonstration (e.g., trap set-up). All relevant materials that will be discussed during the site visit should be shared in advance.

Tech Support

Participants should test virtual conferencing capabilities prior to the virtual site visit to familiarize themselves with the platform features.

NACCHO recommends that participants also identify someone on their staff who is familiar with the virtual conference software to help troubleshoot any technical issues that may arise during the site visit or to train staff on software use. This may be a member of the organization's IT team. It is recommended that this person be available to assist as needed during the virtual site visits. If IT support is unavailable locally, participants may reach out to NACCHO for IT resources.

Program Deliverables

- Mentors and mentees are expected to complete a post-assessment or final report at the end of the program. NACCHO will provide a timeline for these deliverables during program orientation.

- Mentors and mentees are expected to communicate progress and any major changes to their Technical Assistance Plan to NACCHO.

- Mentors and mentees are expected to document and share lessons learned, related tools, and resources that were helpful for the project. This information will be shared with NACCHO for dissemination to other vector control programs and interested stakeholders. NACCHO has a **template** for sharing Stories from the Field, which are posted to NACCHO's blogsite.

- Mentors and mentees are expected to provide feedback on the strengths and weaknesses of the mentorship program, and offer suggestions for improving the program by completing an evaluation survey at the end of the program period. These end-of-project evaluations typically take the form of a focus group.

- Participants are encouraged to serve as resources for current and prospective VCC enrollees on lessons learned, as well as related tools and resources that were used to make progress toward achieving all ten competencies.

After the Mentorship Program

- As appropriate, mentors and mentees are strongly encouraged to submit applications to NACCHO's Model Practices Program. NACCHO generally accepts applications in October. For more information about Model Practices, visit http://www.naccho.org/resources/model-practices.

- As appropriate, mentors and mentees are strongly encouraged to submit poster presentations and/or session abstracts to regional, state, and national conferences, as well as submit abstracts to peer-reviewed journals.

- NACCHO also promotes lessons learned from program participants through its Stories from the Field website. Stories from the Field provides a means for local health departments to share their experiences and demonstrate the value of public health. Stories from the Field can be used to support advocacy, peer learning, and collaboration with state and federal partners.

- Participants that complete the VCC are also strongly encouraged to serve as mentors for future cohorts of the program.

Expectations for Support from NACCHO and CDC

- Guidance and technical support will be provided throughout the program period from NACCHO and CDC staff.

- NACCHO staff will provide support to include facilitation of meetings, webinars, and project conference calls. Additionally, NACCHO program staff will communicate with mentors as needed to provide technical support and guidance for any needs (including resources) that are communicated to program staff. NACCHO and CDC may also be available to sit in on site visits between mentors and mentees.

- CDC vector-borne disease program specialists are available to answer questions from mentors and mentees about Integrated Mosquito Management, including those related to pesticide resistance testing.

Stories from the Field from Vector Control Collaborative Members

Mosquito Invasion Leads to Innovation – Gainesville Mosquito Control (FL)

"With the aid of the VCC and our partnership with Anastasia Mosquito Control District, Gainesville Mosquito Control was able to establish our pesticide resistance testing program to elevate our surveillance capacity and to improve and develop new methods, designs and applications of existing methods for mosquito control." — Dr. Peter Jiang, Entomologist, Gainesville Mosquito Control

Qualities of a Mentor

Be Dependable: Mentors are expected to be dependable in terms of providing helpful guidance and overall participation in the mentorship program. In addition to having routine (e.g., monthly) conference calls with mentees, mentors are expected to communicate with mentees regularly and as needed through phone calls, email, and any other means when necessary. Mentees will be depending on their mentors to provide guidance at several points throughout the mentorship program, requiring mentors to be accessible and helpful in supporting their mentees.

Be Punctual: One of the challenges of any mentorship role is navigating the busy schedules of both the mentor and mentee(s). As such, once meeting times or communications expectations are agreed upon between mentors and mentees, mentors are expected to honor their commitment. Mentees should be able to rely upon their mentors for advice on various aspects of vector control and surveillance. Punctuality and participation on calls and in meetings is expected. For these same reasons, mentors are expected to respond to emails, phone calls, and other communications in a timely manner so that the mentee can make timely progress.

Effectively Communicate: Mentors should communicate with their mentees in a concise and clear manner. Ensure that expectations are clearly stated and received, potential barriers are acknowledged, and plans are developed in a collaborative manner.

Expectations and deadlines should be clearly communicated between mentors and mentees on a consistent basis. Mentors should also actively communicate with their mentees in order to determine where potential gaps are perceived or may and how they can be addressed. Mentors are expected to routinely communicate with the lead staff person at the mentee site, but are also encouraged to communicate with other mentee program staff when appropriate and at the request of the staff lead.

Be a Role Model: One of the key expectations for the mentorship role will be to offer the mentor's expertise and experience with all core and supplemental capabilities to help advance less-experienced vector control programs. Mentors are expected to provide practical advice based on past experiences with building and operating fully capable vector control programs. Mentors are expected to share stories and provide examples from their vector control programs and experiences—as well as examples from other organizations from which they have learned—to show what has and has not worked, and how the mentees can learn from those experiences.

Provide Vision and Perspective: As someone who is experienced in performing vector control and surveillance activities, mentors are expected to provide perspective to mentees. Many of the lessons learned from past experiences should be shared with mentees in order to provide a "big picture" of what needs to be implemented to successfully perform all capacities. Approaches, systems, and long-term capacity to operate a fully capable program should all be considerations of the mentor throughout the project, and should be communicated with the mentees.

Provide Motivation: The VCC should build the confidence of the mentee to implement core and supplemental competencies within their own vector control program. At the completion of mentorship program, mentors are expected to not only provide their expertise and advice, but to also instill confidence in IMM to develop the capacity to progress toward performing all ten capabilities.

Qualities of a Mentee

Be Punctual: One of the challenges of any mentorship role is navigating the busy schedules of mentors and mentees. As such, once meeting times or communications expectations are agreed upon between mentors and mentees, mentees are expected to honor their commitment. Punctuality and participation on calls and meetings will be important. For these same reasons, emails, phone calls, and other communications should be responded to punctually. In addition, it is important that mentees meet anticipated milestones outlined in their timeline.

Effectively Communicate: Mentees are expected to prepare specific questions and learning objectives ahead of scheduled meetings or site visits. The mentors have plenty of information to share, but they may not be able to answer every question or address every issue. Mentees should have reasonable expectations about the mentors. Mentees should communicate their questions and needs in a concise and clear manner. Mentees and mentors should discuss expectations and potential barriers early and often.

Be a Role Model: As mentees gain expertise and experience with performing all core and supplemental vector control and surveillance capabilities through the VCC, mentees are also expected to share the information they gain from mentors with relevant staff and leadership at their agency who are not participating in the VCC, and as appropriate, with neighboring jurisdictions.
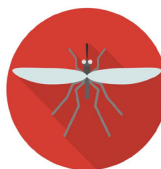
Vector Control and Surveillance Program Resources

NACCHO Vector Control – NACCHO's Vector Program webpage provides information on NACCHO initiatives, reports, technical assistance opportunities, and events related to vector control and surveillance.

NACCHO Vector Control Toolkit – This Toolkit is a compilation of nearly 100 vector control and surveillance resources to assist local programs in their vector control and surveillance efforts. The Vector Control Toolkit includes guidance, trainings, outreach materials, surveillance and control plans, training videos, and best practices submitted from vector programs.

CDC Division of Vector-Borne Disease ELC Website – CDC's Division of Vector-Borne Diseases (DVBD) provides funding and technical assistance to state and territorial health departments through the ELC cooperative agreement. The ELC website offers surveillance and control guidance, communication tools and materials, and other vector-borne disease resources.

National Environmental Health Association VeCToR Toolkit – The Vector Control Tools & Resources (VeCToR) Toolkit provides tools and resources for program improvement activities that are in line with the 10 Essential Environmental Public Health Services.

Program Contact Information

NACCHO Contacts

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Contacts, CDC

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Vector Control and Surveillance
TA

Supplemental Documents

Mentorship Program Recommendations/ Lessons Learned from NACCHO Technical Assistance Program Participants

For Mentors

Establishing a Relationship with Mentee

- Mentors should gather information about mentees early in the mentorship program (e.g., ask mentees to answer a survey to gather general information).

- Mentors should utilize regular conference calls (e.g., bi-monthly) to establish relationships with the mentees and to help shape activities and goals for the mentorship program.

- Mentors should use agendas for conference calls to help engage mentees.

Site Visits

- Conduct the site visit as early as possible in the mentorship program period.

- If possible, conduct more than one site visit (one early and one later in the program period).

- When mentoring multiple programs, invite all mentees to participate in a joint site visit instead of conducting individual site visits.

- Review mentee's goals and the capabilities they are seeking assistance with before the site visit.

- Be flexible with the schedule/time allotted for site visits.

- Teach them everything you know about the vector control and surveillance capabilities.

- Share all paperwork you have for the capabilities.

- Have the mentee's VCC program application available at site visit for reference.

- Have an agenda ready.

- Provide resources on USB drives.

- Provide examples of each capability and how they were met.

- Do not feel pressured to be perfect.

- Physically observing how the mentee operates will highlight areas for improvement (e.g., using equipment correctly, more efficient ways to load traps in vehicles).

Technical Assistance

- Support mentee in evaluating their resources to implement sustainable improvements.

- Allowing mentee to shadow a complaint or conduct a property investigation can be a valuable learning experience. Expose mentee to forms and processes used, route planning, and preparing equipment and vehicles.

- Determine what your programs goals are as a mentor, and what is realistic for your program to deliver in a way that the mentee can apply.

- Depending on the capabilities of your mentee, focusing on the basics or foundations of vector control is a good first step in mentorship.

- Participating in the VCC can provide a framework for training other staff and neighboring jurisdictions outside of the program.

- Advise your mentee on the types of equipment that would be most useful for their operations.

- Determining what your mentee knows and does not know can be a challenge but may help focus mentorship efforts.

General Guidelines

- Effectively communicate the importance of gathering and recording all available program documentation. This will set up a strong foundation for future work on competencies.

- Mentors should not feel like they failed if their mentees are not able to meet a particular capability. You have helped put the mentee in a better position to meet the capability moving forward.

- Mentors should provide an overview of all the capabilities to mentees to help them start thinking about vector control and surveillance in a holistic manner, and about what pieces are missing within their own program.

- Mentees may also have surveillance and control practices that are beneficial for your program.

- There is more than just "boots-on-the-ground" (practical) work involved in mentorship. Account for administrative components and in-person meetings.

General Guidelines

- Use a step-by-step approach. Addressing all capabilities during the program can be overwhelming. Mentees should focus on the capabilities that are the highest priority for their jurisdiction. However, keep in mind that routine surveillance (Capability 1) is the foundation for all other vector program capabilities and activities.

- Maintain a willingness to learn.

- Incorporating science and evidence-based activities in your program will help facilitate buy-in on social media, and from regulatory agencies and pesticide-concerned citizens.

- Collaborating with your mentor and other vector control programs can save time and money.

- Determine what activities will be sustainable after the VCC ends and invest accordingly.

- Accept all support and critiques from mentor. Do not be standoffish.

- Interns can be helpful in documenting processes through plans and SOPs.

Site Visits

- Share documents with mentor prior to the site visit.

- Review your mentor's policies and information provided, and be prepared with questions.

- Take notes during the site visit.

- Consider using electronic documentation versus pen and paper. Electronic documents are easily shareable.

- Document any problems/issues and share concerns during the site visit.

- If possible, bring at least two staff members to the site visit.
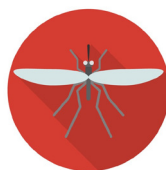
Site Visit Agenda (Example)

Tuesday April 24

Evening   Pick up from airport

Wednesday April 25

EH Training Seminar

8:30 AM   Meet & Greet

9:00 AM   Introductions

9:10 AM   Discussion of Action Plan to Address Suggestions for
                 Program Improvement

10:00 AM   BREAK

10:10 AM   Presentation: Overview of Mentor Program
                 and Key Components of a Vector Control Program

11:10 AM   Tour of Facility

12:15 PM   LUNCH

1:00 PM   Meet with Staff to discuss Capability 1: Routine mosquito
                 surveillance through standardized trapping and species identification

2:00 PM   Meet with Staff to discuss Capability 2:
                 Treatment decisions using surveillance data

2:55 PM   BREAK

3:05 PM   Mosquito Identification Workshop

5:00 PM   Adjourn

6:00 PM   DINNER

Thursday April 26

8:30 AM   Hotel Check Out

9:00 AM   Meet with staff to discuss Capability 3: Larviciding, adulticiding, or both

10:00 AM   Review of 2019 Surveillance Data

11:45 AM   LUNCH

12:30 PM   Field Visit: Vehicle Prep, Trap Placement, and Collection

5:00 PM   Adjourn

NACCHO Vector Control Collaborative
Frequently Asked Questions (FAQs)

Travel

How does the reimbursement process work related to travel (e.g., site visit, in-person meeting)?

Site visits and Face-to-Face Meetings: NACCHO has awarded travel scholarships of up to $1,400 to cover site visit expenses. Please review NACCHO's Travel Policy prior to making travel arrangements. If you plan on renting a car, please make sure you receive approval from NACCHO (via email) before your trip. After your site visit, complete and submit a travel expense form per traveler (with receipts) to NACCHO. Additional guidance on making travel arrangements will be provided by NACCHO after acceptance to the program.

Completing a Travel Expense Voucher

*   All traveler information (name of traveler, name of meeting etc.) must be included on the voucher.

*   All relevant expenses incurred during travel must be listed under the corresponding day.

*   Original receipts must be provided for all expenses over $25. Photocopied receipts will not be accepted. Receipts for per-diem are not required.

*   Personal car mileage will only be reimbursed to an individual. Car mileage will not be reimbursed to a local, state, or federal organization. Be sure to attach documentation supporting mileage (e.g., Google Maps).

*   Meals will only be reimbursed up to the corresponding per diem amount. Receipts are not required for per diem.

*   Travel Expense Vouchers must include an original signature from the traveler. Vouchers with missing signatures or photocopied signatures will not be processed for reimbursement.

Travel Expense Vouchers and original receipts must be mailed to NACCHO, at the attention of Crystal Young-Cole, within 15 days of travel. NACCHO's mailing address is: 1201 I Street NW, 4th Floor, Washington, D.C. 20005. Emailed or faxed vouchers will not be accepted.

What do we need to submit to get reimbursed/paid for meals during travel?

Review the NACCHO Travel Policy (pg. 2) to see policy and rates for per diem.

If there are multiple site visits scheduled between mentor and mentee(s), when should travel expenses be submitted for reimbursement?

- Travel expense forms should be submitted to NACCHO **after each event or site visit**. Do not submit all expense forms at the end of the year.

- Please let NACCHO know as soon as possible if multiple site visits will be planned between mentor and mentee(s).

Invoices

When should invoices be sent to NACCHO?

Please refer to the program onboarding materials for invoice due dates.

What should be submitted to document salary expenses on invoices?

- Payroll schedule or employee rosters listing each employee, their job title, employment status (full-time, part-time, temporary, etc.), number of hours per week that the employee works, percentage of time devoted to the project, hourly wage or annual salary, and salary charged to the project.

- Documentation of hours worked devoted to project with the calculations/formulas used to derive total hours.

- Proof of hours worked (i.e. paystubs for relevant pay periods for each staff).

What should be submitted to document purchases on invoices?

- Proof of payment (receipts, not just bills/invoices).

- Invoices should be mailed to NACCHO (1201 I Street NW 4th Floor, Washington, DC 20005) at the attention of Crystal Young-Cole (cyoung-cole@naccho.org).

- For questions regarding invoices or contracts, contact Ade Hutapea (ahutapea@naccho.org).

Deliverables

- Deliverables outlined in the VCC Program Manual, onboarding materials, and Request for Applications, are non-negotiable (e.g. pre- and post-assessments, final report/evaluation, invoice due dates).

- Minor revisions to mentee work plans, including timeline, are allowed in consultation with the mentor.

- If there is a change in budget items or workplan, first notify Danielle Chatelain (dchatelain@naccho.org) of the proposed change.

  - For workplan changes, make the appropriate changes in the Technical Assistance Plan, and submit to Danielle Chatelain (dchatelain@naccho.org). Please indicate in writing why these changes are being made.

  - For budget changes, make the appropriate changes in the budget forms, and submit to Crystal Young-Cole (cyoung-cole@naccho.org) for consideration. Please indicate in writing why these changes are being made.

References

[1] Centers for Disease Control and Prevention. (2018). From mosquito, tick, and flea bites. Retrieved March 26, 2020, from https://www.cdc.gov/vitalsigns/vector-borne/index.html

[2] Environmental Protection Agency (EPA). Integrated Pest Management (IPM) Principles webpage. Retrieved August 28, 2018, from https://www.epa.gov/safepestcontrol/integrated-pest-management-ipm-principles

[3] American Mosquito Control Association (AMCA). (2017). Best Practices for Integrated Mosquito Management: A Focused Update. Retrieved August 28, 2018, from https://cdn.ymaws.com/www.mosquito.org/resource/resmgr/docs/Resource_Center/Training_Certification/12.21_amca_guidelines_final_.pdf

[4] National Association of County and City Health Officials (NACCHO). (2017). Mosquito Control Capabilities in the U.S. Retrieved August 28, 2018, from https://www.naccho.org/uploads/downloadable-resources/Mosquito-control-in-the-U.S.-Report.pdf