



WORKFORCE DEVELOPMENT PLAN

2022-2026

Los Angeles County
Department of Public Health



DPH-Workforce Development Plan

The DPH Workforce Development Plan explains the organizational development structure and strategies within the Department of Public Health (DPH); and how DPH will address and improve workforce capabilities.

We hereby approve the Los Angeles County Department of Public Health (DPH) Workforce Development Plan.

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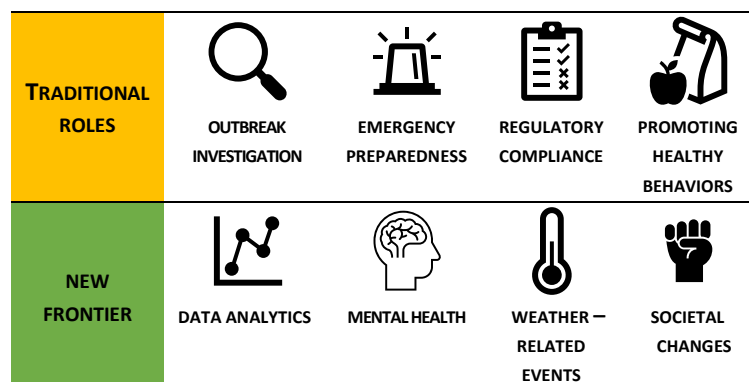
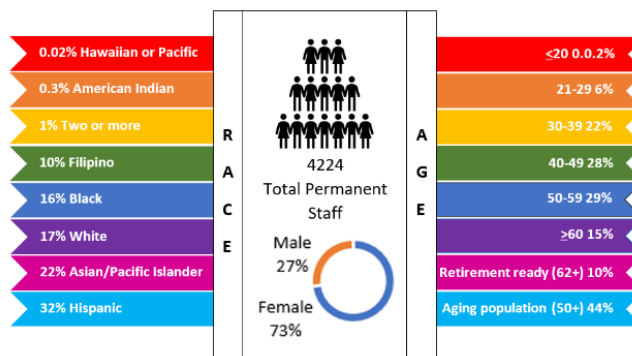
Executive Summary

Purpose The workforce development plan is intended to ensure a competent workforce is prepared to achieve the Los Angeles County (LAC) Department of Public Health (DPH) mission, goals, and strategic priorities. It encourages continuous learning for all workforce members as well as helps meet the public health accreditation documentation requirements for *Domain 8: Maintain a Competent Public Health Workforce*.

LAC DPH Permanent staff (September 2022)

LA County Public Health Workforce serves the largest population of any county in the US, with over 10 million residents across 4,085 square miles. DPH serves the entire County through more than 30 program and services, including clinical services in eight Service Planning Areas.

Public Health Demands LAC DPH is charged with a broad and demanding range of responsibilities including but not limited to conducting disease outbreak investigations, regulating healthcare facilities, emergency preparedness and response, and ensuring access to health affirming resources among a diverse population. A skilled and diversified workforce prepared to sustain traditional public health operations and face new frontier issues and societal changes occurring in LAC will be vital to build an equitable and effective future public health system.



Current Situation As we emerge from the COVID-19 response, DPH turns its attention toward the recovery phase, to ensure the DPH workforce is able to engage in continuous learning and skill development and accelerating essential public health programming. The priority during the COVID-19 pandemic was crisis response, emphasizing health and safety, essential services, and the

virtualization of work. The need for new workforce skills quickly and dramatically accelerated during this time. In addition to developing new skills, DPH now has the opportunity to develop processes, norms, and infrastructure to build bench strength, clarify succession planning and develop the next level of leaders. Cross training staff will be critical to ensuring a workforce that is readily capable of flexing roles. According to the 2022 DPH Employee Engagement survey many members of the workforce experienced burnout and exhaustion as they struggled to meet rising demands. Another challenge is managing the transfer of essential skills and organizational knowledge of the retirement-ready (age ≥ 62 year) and aging (age ≥ 50 years) workforce members. Lastly, DPH is challenged to continue to provide exemplar services amid uncertain and limited public health funding in the US.

Training Needs A Public Health Accreditation Board requirement is to perform an assessment of DPH's current collective capacity and capability against an adopted core competency set to identify gaps and future needs. The Division of Organizational Development and Training adapted the 2021 Core

Competencies from the Council on Linkages between Academia and Public Health Practice (Council on Linkages) to guide development of educational opportunities and strategies. Two assessments were used to identify DPH's needs. The Public Health Workforce Interests and Needs Survey, or PH WINS, is a nationally representative survey containing public health workforce data from government entities created by the deBeaumont Foundation and the Association of State and Territorial Health Officials (ASTHO). DPH PH WINS respondents were asked to rate the day-to-day importance of their own proficiency with 25-26 skill items.

Identified Training Needs - PH WINS (September 2021)

Training needs identified differed depending on the supervisor status (frontline vs. supervisor/managers). The second assessment was the DPH Employee Engagement Survey used to identify areas in need of improvement to provide a better workplace for employees. Areas for improvement included providing opportunities for learning and growth, improving immediate supervisor support of staff to attend learning opportunities offered within DPH, and opportunities for career advancement at DPH.

Non- Supervisors-Permanent Staff (n=659)	Supervisor/Managers/Exec - Permanent Staff (n=282)
1. Domain 7: Budget and Financial Management (54%)	1. Domain 7: Budget and Financial Management (54%)
2. Domain 8: Change Management (47%)	2. Domain 8: System and Strategic Thinking (35%)
3. Domain 8: System and Strategic Thinking (42%)	3. Domain 5: Community Engagement (33%):

Goals outlined below address the current and anticipated gaps in capacities and capabilities identified in the two needs assessments and the current DPH Strategic Plan.

	Goal 1 - Recruit and retain highly skilled workforce members. (Aligns with Strategic Priority 1 and 5)
	Goal 2 - Provide professional development opportunities to DPH workforce to develop leaders, enhance skills, and support employees to achieve their career goals. (Aligns with Strategic Priority 5)
	Goal 3 - Foster organizational infrastructure and culture aligned with DPH core values for workforce development. (Aligns with Strategic Priority 1, 2 and 3)
	Goal 4 - Create a workplace culture that embraces and applies diversity, equity, and inclusion (DEI) principles. (Aligns with Strategic Priority 1)
	Goal 5 - Prepare workforce to respond to public health emergencies. (Aligns with Strategic Priority 3 and 5)

Implementation of the workforce development plan is a broad sweeping effort. A detailed plan (appendix C) addresses DPH priorities and supports the achievement of the goals and objectives.

Introduction and Purpose

The Los Angeles County (LAC) Department of Public Health's (DPH) mission is to advance conditions that support optimal health and well-being for all.

This document provides the DPH workforce development plan to ensure a competent workforce and to embrace continuous learning for all workforce members. It also meets the public health accreditation documentation requirements for *Domain 8: Maintain a Competent Public Health Workforce*.

This plan describes the workforce development and training needs that support the achievement of the DPH mission, vision, values, and strategic priorities from the *DPH Strategic Plan* and the *DPH Performance Management and Quality Improvement Plan*. The plan includes the adopted public health core competencies for DPH public health professionals.



Agency Profile

Location and Population Served

With land mass of 4,085 square miles, Los Angeles County serves the largest population of any county in the US, with over 10 million residents that account for nearly 27% of California's population. DPH serves the entire County through more than 30 programs and services, including clinical services in eight

Service Planning Areas. LAC is adjacent to the neighboring counties of San Bernardino, Ventura, Kern, and Orange.

Funding Sources

DPH operates with various funding streams, including the

Net County, federal and state grants, and partnership grants such as the Service Employees International Union (SEIU) Local 721 training funds.

Organizational Structure

DPH is organized into five Bureaus and the Executive Office. The five Bureaus include Disease Control, Health Protection, Health Promotion, Substance Abuse Prevention & Control and Operations Support.

Workforce Profile

Category	Number/ Percentage
Total # of employees: Permanent	4,224
Gender	
Female	73.5%
Male	26.5%
Race*	
American Indian	0.3%
Asian/Pacific Islanders	22%
Black	16%
Filipino	10%
Hawaiian or Pacific Islanders	0.02 %
Hispanic	32%
Two or More	1%
White	17%
Age	
<20	0.02%
21-29	6%
30-39	22%
40-49	28%
50-59	29%
>60	15%
Supervisor Status*	
Supervisor	19%
Line Staff	75%
Aging workforce	
Retirement ready (currently 62 years old+)	10%
Ageing population (currently 50 years old+)	44%
Supervisors among 60+ age group*	
Supervisor	17%
Line Staff	76%

*Does not total 100% due to data file missing status

The following is a list of licenses currently held by Public Health staff:

Types of Licenses

- American Board of Internal Medicine - Infectious Disease
- American Board of Preventive Medicine - Occupational Medicine
- American Board of Preventive Medicine - Public Health & General Preventive Medicine
- American Board of Psychiatry & Neurology
- Clinical Lab Technologist
- Clinical Laboratory Scientist
- Clinical Microbiologist Scientist
- Clinical Nurse Specialist
- Dentist
- Diagnostic Radiologic Technology
- Environmental Health Technician
- Licensed Clinical Social Worker
- Licensed Vocational Nurse
- Nurse Practitioner
- Occupational Therapist
- Occupational Therapy Assistant
- Pharmacy Technician
- Physical Therapist
- Physician and Surgeon
- Psychologist
- Public Health Nurse
- Registered Environmental Health Specialist
- Registered Nurse
- Registered Pharmacist
- Veterinarian



Learning Culture

DPH encourages a culture of both individual and organizational learning. The Division of Organizational Development and Training (ODT) is a dedicated unit within DPH that provides educational opportunities to build a skilled and competent workforce. ODT offers many development approaches, such as in-person and

virtual training, online learning platforms, discussion groups, and expert speaker series to promote a culture of continuous learning.

The following infrastructure has been created to support individual and organizational learning.

	Description
Department of Public Health University (DPHU)	It is a strategy that aims to create a centralized, comprehensive workforce development environment that provides DPH employees with open and easily accessible information about learning opportunities offered by DPH. DPHU consists of three specialized institutes that offer workforce development resources, including employee onboarding, mandatory training, technical training, leadership development, emergency preparedness training, professional growth opportunities, and career advancement resources. An A-Z online catalog is available to DPH that houses mandatory and non-mandatory training.
Learning Management System - TalentWorks	TalentWorks is a Learning Management System (LMS) that houses and tracks all training for Los Angeles County employees. Employee transcripts and training reports are also generated through this system.
Learning Platforms	
Udemy Business	Udemy for Business is an online library of over 4,00 on-demand training courses on various topics provided to all permanent county employees through the LA County Human Resource Department and Los Angeles County University (LACU).
LinkedIn Learning	LinkedIn Learning is an online repository of 16,000 online on-demand courses open to any LA County Resident with an LA County Library Card. DPH employees are encouraged to use this learning platform to enhance their professional skills.
Mass Announcements	
Training Thursday	An electronic newsletter containing both mandatory and non-mandatory training opportunities for DPH staff. The newsletter circulates via email every first Thursday of the month.
Director's Briefing	The weekly DPH Director's Briefing broadcast includes training opportunities for DPH staff.

Policies

Policies associated with workforce development comply with regulations and rules set by federal, state, local, and departmental governing bodies. They outline areas such as mandatory training, individual educational attainment, job-related skills development, workforce wellness, workplace safety and environment, and work

schedule and location. Policies are maintained on the DPH intranet site Policies & Procedures page, Los Angeles County Code of Ordinances, Los Angeles County Fiscal Manual, Los Angeles Interpretive Manual, and Los Angeles County Employee Handbook.

Workforce Development Areas	Policy/Procedure	Authority Group Responsibility
Learning and Education	Mandatory Training for Workforce Members	-29 Code of Federal Regulations (CFR) 1602.31 and 29 CFR 1602.14 -Board Of Supervisors Policies -Cal/OSHA – Title 8 Regulations -DPH-HR Policies -Human Resources, Compliance Management, and Organizational Development and Training
	Tuition Reimbursement Program	-LAC Code Title 5, Section 5.52 BOS and/or CEO, Organizational Development and Training
	Education Leave	CSC Rule 16.02, MOU
	Travel/Training Authorization	- LAC Administrative Code, Chapter 5.40, - LAC Fiscal Manual: Chapter 13 - LAC Travel Policy, Finance
	MOUs – \$1.5M Training Fund	Department of Human Resources
	Continuing Education (CME, CEU, CHES, all others)	Policy 701
Wellness and Safety	Ergonomics	Policy 915
	Workplace Violence Prevention	Policy 902
	Cal/OSHA	Within Mandatory Training Policy
Work Environment	Just Culture	Policy 118
	Diversity	-LAC Ordinances 5.10
	Anti-Bullying and Abuse	Policy 750
Work Schedule and Location	Alternate Work Schedule	Policy 774
	5/40 and 9/80 FLSA	-LAC Code, Section 6.12.020 (A) Interpretive Manual
	Telework program	Policy 782
	Work Week Work Hours	-LAC Code, Chapter 6.12

Workforce Development Programs

The Division of Organizational Development and Training (ODT) supports the vision of “a skilled and effective workforce” by coordinating and providing learning opportunities to all DPH employees. ODT delivers the fundamental knowledge and skills needed to excel as an effective Public Health Worker (e.g., New Employee Orientation, New Supervisor Orientation). ODT also coordinates emergency preparedness training and learning opportunities to assure operational readiness and timely response to public health emergencies (e.g., FEMA courses, Standard Emergency Management System (SEMS), and facilitates opportunities for professional development (e.g., leadership development, microlearning lessons).

Partners

ODT partners with other DPH programs to deliver workforce development programs, many of which offer profession-specific training to their program staff as well as the entire DPH workforce. Some of the divisions/programs that provide/offer training include Emergency Preparedness Response Division, Nursing

Administration, Medical Affairs, Environmental Health, Public Health Information System, and Risk Management Department.

LAC-DHR Programs

Los Angeles County Department of Human Resources (DHR) provides countywide training and organizational development services, including Executive Leadership Development Program, Management Development Program, New Supervisor Development Program, Emerging Leader Program, Labor, Employment & Education Law courses for supervisors/managers.

Joint Labor-Management Million Dollar Training Committee

The Joint Labor-Management Million Dollar Training Committee (JLMC) is a collaborative effort between SEIU Local 721 and the County of Los Angeles. The Committee was established through contract negotiations with the purpose of allocating \$1.5 million annually to fund training to mitigate workforce reductions and displacement of permanent SEIU Local 721 represented employees. The Committee has collaborated to fund many comprehensive and innovative programs designed to develop and enhance the job skills and career prospects of Local 721 members.



Future Workforce

Looking towards the future of the workforce calls for assessing DPH's current environment and the changing landscapes from within the Department and to the reaches of global events and conditions. While COVID-19 is resulting in less-severe morbidity and lower mortality, it remains a pervasive threat. Ongoing COVID-19 response work must become integrated into the daily functions of DPH. One lesson from the COVID-19 pandemic and other infectious disease outbreaks is that early detection, intervention, and mitigation of individual outbreaks is an easier and less costly strategy than managing the consequences of an entrenched pandemic. Expanded data access and interoperability to enable data driven decision making and advanced analytics to explain, predict and prevent disease spread will be vital.

In addition to infectious diseases outbreaks, DPH will need to continue to address the opioid epidemic, the growing mental health challenge as well as public health crisis caused by heat, natural disasters, and weather-related events. The crisis of inequity will be paramount topic to address. COVID-19 morbidity and mortality in Los Angeles County highlighted the vast disparities among the different communities in Los Angeles County.



To respond effectively to these public health challenges as well as be prepared for new and emerging health priorities DPH will need to focus on an expanded workforce, with the capabilities and diversity of staff required to meet DPH's

goals. DPH workforce must also have the flexibility, capacity, and cross-cutting competencies to mobilize and respond to acute emergencies, be they large infectious disease outbreaks or natural disasters. The workforce will need to be skilled at supporting new capabilities in data analysis and decision science, as well as critical IT enhancements as DPH moves towards implementing sophisticated and data-enabled networks.

Current Environment

Much of our DPH workforce is reaching the traditional retirement age. Four hundred forty-three (10%) are 62 years old (retirement ready) and 1,862 (44%) are 50 years old generally considered an aging population. DPH will need to plan to pursue retention as well as transfer of essential skills and organizational knowledge from these workers to their replacements.

The priority during the COVID-19 pandemic has been crisis response, emphasizing health and safety, essential services, and the virtualization of work. The need for new workforce skills quickly and dramatically accelerated during this time. As progress is made against response efforts, DPH turns their attention toward the recovery phase, to ensure the DPH workforce is preparing for and shaping the "new normal".

Some of the challenges we are facing include the workforce experiencing burnout and exhaustion as they struggle to meet rising demands. During the 2022 Employee Engagement Survey 81% of respondents answered that they had been assigned to work on COVID-19 response in the past two years. Many of the workforce members continue to serve on the ICS COVID-19 response and, more recently, on the monkeypox response and resuming their pre-COVID public health responsibilities. DPH leadership understood the massive undertaking the workforce was involved in and introduced COVIDWELL time. In the recovery phase it will be important to continue

to invest in well-being/wellness efforts to attract and retain staff.

Additional challenges include a need for more critical talent. The pandemic revealed gaps in skills in our DPH workforce. During the pandemic, many learned on the job. Now, during the recovery, we have an opportunity to develop processes, norms, and infrastructure to build bench strength, clarify succession planning and train the next level of leaders. Cross training staff will be critical to ensuring a workforce that is more readily capable of flexing roles.

Competency and Educational Requirements

The Division of Organizational Development and Training uses a three-level competency framework to ensure that staff have the tools to perform their job duties effectively.

Competency-based learning is centered on whether a learner can demonstrate mastery of a set of predetermined competencies or skills necessary for successful job performance. Competency-based learning does not rely on time spent in training or completing a sequence of courses in a program, but rather on a proficiency in set skills. Learners demonstrate this mastery by engaging in learning stretch exercises, on-the-job activities, and real-world experiences that align clearly with a set of competencies. Usually, the learner's mastery is measured through multiple assessments, and the learning is personalized and learner specific.

Competency frameworks are designed to reduce the worker's performance gap and increase job-specific performance. Job descriptions, like in Civil Service rules, describe the work an individual is expected to perform. In contrast, the competency framework relies on shared characteristics and behaviors demonstrated at different levels of organization.

LAC DPH entered the pandemic after decades of declining public health funding in the US, with most of its funding coming through federal grants that limit discretionary spending. Of LAC DPH's COVID-19 funds, over \$1.8 billion must be spent by June 2023. Because most COVID-19 relief funding provided during the pandemic has not been renewed, LAC DPH must rely on County funds to deliver services as the pandemic continues to evolve or face considerable budget shortfalls.



Professional Competencies

Discipline-specific competencies that require licensures, certification, or specialized training

Public Health Core Competencies

Competencies identified by the Council on Linkages that are necessary to perform public health duties of the workforce.

Organizational Competencies

Broad strategic competencies that apply to all staff align with the organization's mission, vision, and operational tenets.

Professional Competencies/Continuing Education

Multiple public health-related disciplines require continuing education (CE) for an ongoing license to practice. The Department encourages and supports employees pursuing licensure and those licensed or certified as part of their assigned roles and responsibilities. The employee is responsible for obtaining the necessary CE to maintain required licensures and/or certifications.

Public Health Core Competencies

The Council on Linkages between Academia and Public Health Practice (Council on Linkages) ensures a well-trained, competent workforce by developing a set of Core Competencies for Public Health Professionals. Utilizing workgroup partnerships between academia, public health agencies, and national organizations, the Council on Linkages developed skills reflecting foundation or cross-cutting knowledge for public health practice. These core skills or competencies are necessary to perform the 10 Essential Public Health Services.

The Core Competencies are a set of skills and abilities that are built on the 10 Essential Public Health Services that encompass eight domains. The Division of Organizational Development and Training and Subject Matter Experts (SMEs) within DPH adapted the 2021 Core Competencies from the Council on Linkages to meet the department's needs. The newly released 2023 DPH Competency Framework (**Appendix A**) is an adapted version of the Council on Linkages 2021 Core Competencies that guides future competency-based educational opportunities. Additionally, an online needs assessment tool is being developed for DPH staff to self-assess their competency levels within the eight domains. Training will be

provided in a curated online library using Train.org and Regional Training Center resources. This training will help close any gaps in public health core competencies.

Organizational Competencies

Organizational-wide competencies are priorities identified because of DPH's core values. These core values are part of the strategic plan and align with the organization's mission and vision. They have broad strategic skills that result when the values are put into action and applied across the board to all staff. Mastery of these skills help move forward the organization's goals. Examples of the organizational competencies are listed below.

DPH Values	Organizational Competencies
Equity	Health Equity
Inclusivity	Diversity
Collaboration	Community Partnership
Accountability	Fiscal Stewardship
Compassion	Compassion
Quality	Improvement
Innovation	Creative Thinking
Leadership	Leadership

DPH employees spend their first year of hire, also known as onboarding, completing online and instructor-led courses, to be introduced to the organizational values and competencies required as DPH workforce. The onboarding experience increases employees' knowledge of Department policies, standards, norms, and culture. It establishes expectations for individual and collective effectiveness and success. A large set of mandatory training is required during the onboarding phase and throughout their career in DPH (**Appendix B**).

DPH-Specific Needs

PH WINS Survey

The Public Health Workforce Interests and Needs Survey, or PH WINS, is a nationally representative survey containing public health workforce data from government entities created by the deBeaumont Foundation and the Association of State and Territorial Health Officials (ASTHO). The 2021 PH WINS collected data on workforce demographics, public health employees' perspectives, workforce engagement, training needs, and the response to COVID-19. The PH WINS also provides insights into the strengths and weaknesses of government employees and is used to guide workforce development plans and training.

From September to December 2021, 5,883 questionnaires were distributed electronically using DPH staff emails with a Qualtrics web-based survey link. Survey participants responded about the importance of each sub-competency domain to their position. Subsequently, the survey participants responded about their proficiency in each sub-competency domain. In addition to the individual's training needs, demographic information was also collected. A total of 22% or 1,120 PH WINS surveys were completed by DPH staff (e.g., permanent, temporary, contract, interns, and volunteers). Survey respondents identified themselves primarily as women, Black, Indigenous, Person of Color (BIPOC), between the ages of 41 and 50, and frontline staff (73%) with a background in

public health. Eighty-four percent of those who took the survey were permanent employees (941 survey respondents), while 16% were on a temporary or contract basis (181 survey respondents).

Needs Assessment based on Competencies

PH WINS respondents were asked to rate the day-to-day importance of their own proficiency with 25-26 skill items. The items were tailored to the respondent's supervisory role. The data was then stratified into a 2X2 table that outlines the importance of the skill compared to the proficiency of the respondent within that skill. The data below represents the percentage of the workforce that considers the skill highly important to their day-to-day work but rates their proficiency as low.

Training needs differ depending on the supervisor status (frontline vs. supervisor/managers); the analysis focuses solely on permanent staff. Seventy percent of the permanent staff's 941 surveys responses were non-supervisors or frontline staff, whereas 28% were from supervisors/managers, and 2% executive staff. In addition, the training needs differed depending on the employee's supervisory role. The identified top 3 needs are listed below.

Non- Supervisors-Permanent Staff (n=659)	Supervisor/Managers/Exec - Permanent Staff (n=282)
Domain 7: Budget and Financial Management (54%)	Domain 7: Budget and Financial Management (54%)
Domain 8: Change Management (47%)	Domain 8: System and Strategic Thinking (35%)
Domain 8: System and Strategic Thinking (42%)	Domain 5: Community Engagement (33%):

Employee Engagement Survey

Spring of 2022, the DPH workforce was encouraged to participate in the department-wide Employee Engagement Survey. The survey was launched using Survey Monkey and sponsored by DPH management and LA County unions. Its effort was to enhance working conditions and the results were to be used towards the promotion of equity in DPH and identification of areas in need of improvement to provide a better workplace for employees. A total of 2,926 surveys were completed for an overall response rate of 44% among a workforce of permanent, temporary, intern, and volunteer employees. Respondents mostly identified as female (68%), between 40-49 years old (23%), Hispanic/Latino (30%), full time permanent employees (76%), non-supervisor (69%), public

health professional (41%), and employed with LA County for less than 5 years (34%).

Sixty-one percent agreed or strongly agreed that their position provides them with opportunities for learning and growth, 17% disagreed or strongly disagreed, and 16% neutral. Seventy-four percent agreed or strongly agreed that their immediate supervisor support their ability to attend learning opportunities (e.g., trainings, webinars, courses, and conferences) offered within DPH, 6% disagreed or strongly disagreed, and 13% were neutral. Twenty-three percent disagreed or strongly disagreed that they have opportunities for career advancement at DPH and 16% indicate they are planning to find a job outside of LA County.

Workforce Development Goals and Implementation

The workforce development goals are to enhance the LAC DPH workforce through effective and innovative organizational

development strategies to advance conditions that support optimal health and well-being for all.



Goal 1 - Recruit and retain highly skilled workforce members. (Aligns with Strategic Priority 1 and 5)

- **Strategy 1.1:** Foster development of future DPH workforce by offering quality learning opportunities to gain experience in DPH through programs such as internship, residency, and fellowship programs.
- **Strategy 1.2:** Partner with local universities, colleges, and schools to work together to develop the current and future public health workforce.
- **Strategy 1.3:** Integrate recruitment and retention strategies into succession planning.



Goal 2 - Provide professional development opportunities to DPH workforce to develop leaders, enhance skills, and support employees to achieve their career goals. (Aligns with Strategic Priority 5)

- **Strategy 2.1:** Use DPH Core Competencies as a tool to identify gaps and areas of learning and development.
- **Strategy 2.2:** Develop learning opportunities and programs for DPH supervisors, managers, and emerging leaders to effectively lead.
- **Strategy 2.3:** Provide learning opportunities and programs that are equitable, accessible, relevant, and engaging.
- **Strategy 2.4:** Advocate for and leverage funding that support equitable Public Health workforce development and learning opportunities.



Goal 3 - Foster organizational infrastructure and culture aligned with DPH core values for workforce development. (Aligns with Strategic Priority 1,2 and 3)

- **Strategy 3.1:** Enhance ongoing efforts that promote a workplace culture that is just and supports and advances equity.
- **Strategy 3.2:** Promote wellness programs and activities for the DPH workforce.
- **Strategy 3.3:** Sustain initiatives that recognize ongoing employee contribution and efforts.
- **Strategy 3.4:** Modernize department-wide systems and infrastructure to enhance workforce development efforts.
- **Strategy 3.5:** Foster a continuous learning culture that promotes professional development and quality improvement.



Goal 4 - Create a workplace culture that embraces and applies diversity, equity, and inclusion (DEI) principles. (Aligns with Strategic Priority 1)

- **Strategy 4.1:** Implement organizational policies and practices that align with DEI principles in recruitment, retention, and workforce development.
- **Strategy 4.2:** Allocate organizational resources to align with DEI practices in recruitment, retention, and workforce development.
- **Strategy 4.3:** Provide workforce learning opportunities on applying DEI practices in recruitment, retention, and workforce development.



Goal 5 - Prepare workforce to respond to public health emergencies. (Aligns with Strategic Priority 3 and 5)

- **Strategy 5.1:** Integrate recruitment strategies to ensure hiring of workforce members that understand the role of and must serve as Disaster Service Workers during public health emergency/crises.
- **Strategy 5.2:** Assess workforce skills and identify gaps to ensure emergency preparedness and response.
- **Strategy 5.3:** Develop and evaluate emergency training programs to implement strategies to strengthen workforce preparedness and response capability.
- **Strategy 5.4:** Assess and identify operations and personnel gaps to address and align emergency response operations.

Plan Implementation and Tracking

Development of the workforce is a broad sweeping effort. Ongoing discussions and collaboration ensure that the Workforce Development Plan aligns to the DPH Strategic Plan. The Plan implementation encompasses the five goals and their strategies (**Appendix C**). A department-wide workgroup will be established to support and guide the plan's activities. The workgroup members will be comprised of staff

from multiple levels, various disciplinary fields, and key groups in DPH. They will be the touch point for DPH divisions and programs to implement actions, track progress, and provide feedback and input on current future state and needs of workforce development. Regular convening of the workgroup and status updates will maintain the momentum to achieve existing workforce development goals and seed the planning of future ones.

Workforce Development Plan Roles and Responsibilities	
DPH Executive Office	Review and approve the DPH Workforce Development Plan. Ensure resources are available to implement the Plan. Encourage an environment that is supportive of learning and growth.
DPH Human Resources	Responsible for recruitment, hiring, and retention efforts to maintain a competent and diverse workforce.
DPH Organizational Development and Training (ODT)	Plan and implement workforce development plan's strategies. Coordinate workforce development workgroup and its activities. Provide, support, and communicate learning, wellness, and emergency preparedness opportunities to workforce members. Report on required County and Department-level training. Leverage funding and opportunities for workforce training through net county costs, labor union partnerships, and grants. House staff and activities for DPH learning management system (TalentWorks) Administrative Coordinators, DPH University, and DPH Internship.
DPH Workforce Development Workgroup	Help implement workforce development goals in DPH divisions and programs. Provide status updates and feedback on action plan progress. Give input on workforce needs.
DPH Center for Health Equity	Guidance and collaboration on DEI efforts regarding hiring, training, and retention of the workforce.
DPH Quality Improvement and Accreditation Program	Guidance and assistance to DPH Divisions and Programs performing QI projects supporting workforce development goals.
DPH Emergency Preparedness and Response Division	Guidance and collaboration of emergency preparedness and response related to workforce training, Incident Command System staffing, and DPH response efforts for the community.
DPH Office of Planning, Integration, and Engagement	Develop DPH Strategic Plan. Collaborate with ODT to align Workforce Development Plan and Strategic Plan.
DPH Operations Support Bureau	Provide responsive, effective and cost-efficient administrative and financial services to support the mission of DPH by optimizing cost-effective and innovative information management and technological solutions that support the administration of Public Health functions.
DPH Supervisors and Managers	Ensure required training is completed by staff. Encourage opportunities for staff's professional development and contribute to learning culture. Discuss and develop individual learning plans with staff members.
DPH Workforce Members	Complete County and Department required training. Discuss with supervisor and develop individual learning plan that includes learning opportunities for professional growth and organizational-based core competencies.
LA County Department of Human Resources – TalentWorks and Udemy	Maintain the County's learning management system (TalentWorks), user groups, and training requirements for LA County employees. Provide support to Department administrators, coordinators, and registrars. Maintain Udemy for Business for LA County employees.

Communication Plan

Dissemination of the Workforce Development P's activities and progress will be communicated widely. Regular announcements provided to the workforce during DPH All Staff Meetings, from the DPH Director, and by the Division of

Organizational Development and Training will be through email, reports, posts on the department's intranet, and in live and recorded sessions. Status updates will be shared with DPH Senior Leadership for their awareness, input, and direction on implementation, progress, and outcome of activities.

Thank You & Acknowledgments

We greatly appreciate those who contributed their expertise and input to the development of this plan.

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Los Angeles County Department of Public Health Workforce Skills Framework

Purpose: To establish a standard set of core Department of Public Health (DPH) workforce competencies/skills, as defined by the 10 Essential Public Health Services, to support the Department's mission to protect health, prevent disease and injury, and promote health and well-being for everyone in Los Angeles County. The DPH Workforce Core Competency Framework guides workforce development planning and action.

DPH Workforce Core Competency Framework: The DPH Workforce Skills Framework is organized into the following eight domains representing foundational or crosscutting skill areas within public health developed by the Council on Linkages Between Academia and Public Health Practice (Council on Linkages): 1] Data Analytics and Assessment, 2] Policy Development and Program Planning, 3] Communication, 4] Health Equity, 5] Community Partnership, 6] Public Health Sciences, 7] Management and Finance, and 8] Leadership and Systems Thinking.

Customization for LA County DPH: In 2021, the Council on Linkages' initial set of competencies was modified and updated. An ad-hoc group of DPH staff and subject matter experts reviewed the competencies to ensure they meet the specific needs of DPH employees and remain relevant to the evolving field/science and workforce needs.

All DPH Employees: Recognizing that DPH has 4000 employees serving in various functions and classifications, the Framework addresses the roles and development needs of all employees. Many of these competencies/skills apply to public health professionals but can apply to other job items depending on their specific job duties. Please refer to the list of job categories on pages 13 and 14 in this document, which lists job items that fall under "public health professional" and "technical and support professional".

Target Practice Levels: The DPH Workforce Skills Framework identifies three target practice levels to apply the consensus set of knowledge and skills across the different types of responsibilities within the DPH workforce.

Front Line: Workforce members in this category hold non-supervisory role that have program support duties. Their responsibilities may include but are not limited to collecting and analyzing data, conducting restaurant inspections, assessing environmental hazards, providing health education, building community relationships, delivering services, coordinating meetings, organizing records, supporting programs, and providing technical expertise.

Supervisor/Manager: Workforce members in this category supervise staff or supervise supervisors or managers. Their responsibilities include but not limited to developing, implementing, evaluating, and improving programs; supervising and mentoring staff; establishing and maintaining community partnerships; recruiting a diverse workforce; managing timelines, work plans, and budgets; advocating for program resources; making policy recommendations; and providing subject matter expertise.

Senior Leadership: Workforce members in this category hold a position of Program/Division Directors and above in DPH. Their responsibilities include but not limited to overseeing major programs or operations of the organization, setting a strategy and vision for the organization, building an equitable and inclusive organization, creating a culture of quality within the organization, collaborating with policymakers and politicians, advocating for organizational resources, partnering with community leadership, and leading organizational efforts to achieve health equity and social and environmental justice.

Utility

- The Framework will be utilized to identify training and organizational development needs and to aid in the prioritization of work for the Division of Organizational Development and Training and the broader DPH.
- The Framework will serve as the basis for a self-assessment tool that can be used by individual employees.

How will the Framework help you?

- **For Employees:** The Framework provides a guide by which they can identify professional growth opportunities or competency/skills gaps to support the achievement of their professional goals within the Department of Public Health.
- **For Supervisors and Managers:** The Framework provides a guide by which they can identify professional growth opportunities for themselves and their staff members and facilitate their advancement within DPH.
- **For Senior Leadership:** The Framework can help identify professional growth opportunities for themselves and their staff members in their Program/Division and the broader DPH.

Framework Definitions

- **Domain:** A domain is one of the eight major skill areas for workers in DPH. Each domain includes several competencies.
- **Competencies/Skills:** A set of complementary skills, knowledge, and attitudes that enable a Los Angeles County Public Health employee to perform work related to the 10 essential services of public health. The level of competency/skill expected of individual employees is determined by their profession, their supervision/management role, and their unit's responsibilities within the Department of Public Health. The competencies/skills are organized into the three target practice levels.

Permission to use with a proper citation: Los Angeles County Department of Public Health (2023). *Los Angeles County Department of Public Health workforce competency framework*. Los Angeles: Authors.

Domain 1: Data Analytics and Assessment

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

#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
1.1	Describe the factors that affect the health of the community and assess community health status			
1.1.1	Defines factors affecting the health of a community	X	X	X
1.1.2	Assesses factors affecting health in a community	X	X	X
1.1.3	Identifies health needs in a community	X	X	X
1.1.4	Identifies assets and resources for improving health in a community	X	X	X
1.1.5	Understands the relevance of data and health inequities	X	X	X
1.2	Accesses, collects, and manages data for designing, implementing, evaluating, and improving policies, programs, and services			
1.2.1	Identifies data needs	X	X	X
1.2.2	Ensures protection of data	X	X	X
1.2.3	Ensures public availability of data	X	X	X
1.3	Uses and analyzes data for designing, implementing, evaluating, and improving policies, programs, and services			
1.3.1	Interprets data with an understanding of data limitations and context of the data collected	X	X	X
1.3.2	Uses data to determine the root causes of health disparities and inequities	X	X	X
1.3.3	Uses data to inform plans and operations	X	X	X
1.3.4	Uses data, research, and evaluation to inform all interventions for health equity	X	X	X
1.3.5	Applies ethical principles to the collection, maintenance, interpretation, use, and dissemination of data and information	X	X	X

Domain 2: Policy Development and Program Planning

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

#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
2.1	Oversees policies, programs, services, and organizational performance			
2.1.1	Develops policies, programs, and services		X	X
2.1.2	Describes how policy is made within the organization and community		X	X
2.1.3	Assesses the equity, feasibility, and implications of policies, programs, and services		X	X
2.1.4	Identifies barriers and potential negative unintended consequences that populations experiencing inequities may face	X	X	X
2.1.5	Identifies and balances risks, outcomes, and benefits of policies to maximize the benefit to the community			X
2.1.6	Implements policies, programs, and services through the contribution of individuals and organizations	X	X	X
2.1.7	Develops and monitors goals, measurable objectives, targets, and timeframes for policies, programs, and services	X	X	X
2.1.8	Evaluates policies, programs, services, and organizational performance by selecting and implementing evaluation methods and tools	X	X	X
2.1.9	Designs, implements, evaluates, and improves policies, programs, and services with a health equity lens	X	X	X
2.1.10	Applies public health ethical principles when defining expected outcomes, planning, implementing, and evaluating programs and services	X	X	X
2.1.11	Implements quality improvement methods, tools, and evaluation results to improve policies, programs, services, and organizational performance on a continuous basis	X	X	X
2.2	Influences policies, programs, and services external to the organization			
2.2.1	Identifies opportunities to influence policies, programs, and services external to the organization	X	X	X
2.2.2	Determines priorities for influencing policies, programs, and services external to the organization		X	X
2.2.3	Develops and implements strategies to influence policies, programs, and services external to the organization	X	X	X
2.3	Engages in organizational and community planning			
2.3.1	Develops the organizational strategic plan	X	X	X
2.3.2	Implements the organizational strategic plan	X	X	X
2.3.3	Monitors events and trends impacting the implementation of organizational strategic plan	X	X	X
2.3.4	Monitors and evaluates impact of organizational strategic plan	X	X	X
2.3.5	Develops community health improvement plan	X	X	X
2.3.6	Implements community health improvement plan	X	X	X
2.3.7	Monitors events and trends impacting the community health improvement plan	X	X	X
2.3.8	Monitors and evaluates impact of community health improvement plan	X	X	X
2.3.9	Uses community health assessment, community input, and other information to determine improvement priorities	X	X	X

Domain 3: Communication

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

#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
3.1	Determines communication strategies for public health data and information			
3.1.1	Determines public health data and information that need to be disseminated		X	X
3.1.2	Determines audiences for public health data and information		X	X
3.1.3	Assesses the literacy, communication needs, and preferences of internal and external audiences (e.g., cultural, linguistic, accessibility)	X	X	
3.1.4	Develops messaging and uses appropriate resources to disseminate public health data and information (e.g., request translation and interpretation services)	X	X	X
3.1.5	Selects approaches for disseminating public health data and information		X	X
3.1.6	Considers potential harm to individuals or communities in the use and dissemination of information	X	X	X
3.2	Communicates with internal and external audiences			
3.2.1	Communicates with cultural and linguistic competency and cultural humility	X	X	X
3.2.2	Practices active listening	X	X	X
3.2.3	Communicates clearly and directly with colleagues, consider/to match intent and impact, and is proactive to resolve conflicts and misunderstandings	X	X	X
3.2.4	Uses active verbs, plain language, and accessible channels and formats so that all members of the audience can access and understand the language	X	X	X
3.2.5	Seeks internal and external feedback and communicates how it will be used	X	X	X
3.2.6	Communicates the impact of environmental factors, social factors, and individual actions on health	X	X	X
3.2.7	Manages risk communication		X	X
3.2.8	Communicates information to influence behavior and/or improve health	X	X	X
3.2.9	Communicates the roles and responsibilities of governmental public health to healthcare and other partners in improving the health of a community	X	X	X
3.2.10	Responds to information, misinformation, and disinformation		X	X
3.2.11	Fosters communication by proactively building and sustaining robust, authentic, productive working relationships with colleagues across races, and other group identities	X	X	X
3.2.12	Fosters communication by building trust, considering language and accessibility needs, and being clear and transparent	X	X	X

Domain 4: Health Equity

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

#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
4.1	Engages in continuous self-reflection and self-discovery about one's biases			
4.1.1	Identifies one's biases	X	X	X
4.1.2	Identifies how one's biases influence policies, programs, and services	X	X	X
4.2	Engages in discussions about health equity with understanding of the impact on individuals and groups by creating spaces for conversations involving issues of social, racial, and environmental justice			
4.2.1	Actively models and upholds the use of equitable language	X	X	X
4.2.2	Recognizes ways in which internalized racism acts as a barrier to health equity.	X	X	X
4.2.3	Speaks from one's own life experience rather than for all members of an identity group.	X	X	X
4.2.4	Demonstrates principles of ethics, diversity, equity, inclusion, and justice in all interactions with individuals, organizations, and communities	X	X	X
4.3	Recognizes the diversity of individuals and populations			
4.3.1	Prioritizes the importance of the diversity of individuals and populations when developing, implementing, evaluating, and improving policies, programs, and services	X	X	X
4.3.2	Prioritizes the importance of cultural, social, and historical circumstances of disproportionately impacted populations when developing, implementing, evaluating, and improving policies, programs, and services	X	X	X
4.4	Addresses systemic and structural barriers that perpetuate health inequities			
4.4.1	Identifies systemic and structural barriers that perpetuate health inequities by working with internal and external partners	X	X	X
4.4.2	Reduces systemic and structural barriers that perpetuate health inequities by working with internal and external partners	X	X	X
4.5	Implements organizational policies, programs, and services to achieve health equity and social and environmental justice			
4.5.1	Contributes to the assessment, development, and implementation of organizational policies, programs, and services' impact on health equity and social and environmental justice	X	X	X
4.5.2	Ensures implementation of organizational policies, programs, and services to achieve health equity and social and environmental justice		X	X
4.6	Contributes to achieving and sustaining a diverse, inclusive, and competent public health workforce			
4.6.1	Understands the importance of a diverse public health workforce that is representative of the demographic characteristics of the service areas	X	X	X
4.6.2	Participates in opportunities for achieving and sustaining a diverse, inclusive, and competent public health workforce	X	X	X
4.6.3	Creates and implements policies/programs to address barriers and opportunities for achieving and sustaining a diverse, inclusive, and competent public health workforce		X	X
4.7	Advocates for health equity and social and environmental justice			
4.7.1	Identifies opportunities to advocate for health equity and social and environmental justice	X	X	X
4.7.2	Engages in advocacy for health equity and social and environmental justice	X	X	X

Domain 5: Community Partnerships

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

#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
5.1	Describes factors affecting community health and resilience			
5.1.1	Explains the importance of a healthy and resilient community	X	X	X
5.1.2	Describes historical and current conditions, systems, and policies affecting community health and resilience and contributing to health disparities and inequities	X	X	X
5.2	Builds relationships that improve community health and resilience			
5.2.1	Describes the different types of relationships with community (e.g., collaboration, coalitions, partnership, etc.)	X	X	X
5.2.2	Identifies existing and new relationships with internal and external partners affecting community health and resilience	X	X	X
5.2.3	Develops strategies for maintaining relationships that improve community health and resilience through mutual respect and reciprocity.	X	X	X
5.2.4	Implements strategies for maintaining relationships that improve community health and resilience	X	X	X
5.3	Collaborates with community members and organizations			
5.3.1	Identifies and addresses community health and resilience needs	X	X	X
5.3.2	Identifies assets and resources for improving community health and resilience	X	X	X
5.3.3	Connects community members and organizations to programs and services to ensure equitable access	X	X	X
5.3.4	Assesses the impact of policies, programs, and services on community health and resilience	X	X	X
5.3.5	Improves policies, programs, and services	X	X	X
5.3.6	Ensures accountability to the community	X	X	X
5.3.7	Creates meaningful opportunities for community engagement and evaluation	X	X	X
5.3.8	Develops community relationships and partnerships to build power and engage in social justice advocacy	X	X	X
5.4	Shares power and ownership with community members and others			
5.4.1	Recognizes the power and ownership that exist within a community	X	X	X
5.4.2	Recognizes the power structure and dynamics within a community	X	X	X
5.4.3	Collaborates mindfully with the community to make joint decisions and to have shared responsibility for outcomes	X	X	X
5.4.4	Ensures power and ownership are shared with community members and others	X	X	X

Domain 6: Public Health Sciences

Synopsis: Public Health Sciences skills focus on using and contributing to the evidence base; understanding historical systems, policies, and events impacting public health; applying public health sciences to deliver the 10 Essential Health Services; critiquing and developing research; using evidence when developing policies and programs; and establishing cross-sector partnerships to improve the public's health.

#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
6.1	Describes systems, policies, and events impacting public health			
6.1.1	Describes historical and current systems, policies, and events impacting public health	X	X	X
6.1.2	Describe historical factors and current conditions that produce health and contribute to disparities in health outcomes between populations	X	X	X
6.2	Applies public health sciences in delivering the 10 Essential Public Health Services			
6.2.1	Describes the 10 Essential Public Health Services	X	X	X
6.2.2	Uses public health sciences in delivering the 10 Essential Public Health Services	X	X	X
6.2.3	Addresses internal and external factors that contribute to or hinder the delivery of the 10 Essential Public Health Services	X	X	X
6.2.4	Integrates health equity principles in the public health disciplines (biostatistics, epidemiology, health policy and management, social and behavioral science, and environmental health).	X	X	X
6.3	Applies evidence-based practices in developing, implementing, evaluating, and improving policies, programs, and services			
6.3.1	Applies critical thinking in decision making	X	X	X
6.3.2	Accesses evidence from print and electronic sources to support decision making	X	X	X
6.3.3	Interprets evidence to support decision making	X	X	X
6.3.4	Determines how data and information can be used in decision making	X	X	X
6.3.5	Ensures that all relevant information is made available for decision-making		X	X
6.3.6	Uses evidence in developing, implementing, evaluating, and improving policies, programs, and services	X	X	X
6.3.7	Develops and maintains partnerships between academic and public health agencies/organizations to increase the use of evidence	X	X	X
6.4	Contributes to the evidence base for improving health			
6.4.1	Engages and participates in community-based participatory research	X	X	X
6.4.2	Protects human subjects who participate in research	X	X	X
6.4.3	Disseminates evidence for improving the public's health	X	X	X

Domain 7: Management and Finance

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

#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
7.1	Describes factors that affect the health of an organization (e.g., equitable and fair treatment of employees, support from the governing body and community, sustainability of funding, training of managers)			
7.1.1	Identifies factors affecting the health of an organization	X	X	X
7.1.2	Fosters a healthy work environment	X	X	X
7.1.3	Develops a work environment and culture that reflect the values of the organization	X	X	X
7.1.4	Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving education and training	X	X	X
7.2	Applies strategies for managing human resources (e.g., full-time employees, part-time employees, student workers, temporary/contractor employees, interns, and volunteer)			
7.2.1	Identifies and implements human resources needed for organizational infrastructure, programs, and services		X	X
7.2.2	Develops strategies for recruiting a diverse, inclusive, and competent public health workforce		X	X
7.2.3	Implements strategies for recruiting a diverse, inclusive, and competent public health workforce		X	X
7.2.4	Develops strategies for retaining a diverse, inclusive, and competent public health workforce		X	X
7.2.5	Implements strategies for retaining a diverse, inclusive, and competent public health workforce		X	X
7.2.6	Assesses workforce satisfaction		X	X
7.2.7	Identifies, plans, and develops strategies to improve workforce satisfaction		X	X
7.2.8	Implements strategies to improve workforce satisfaction		X	X
7.2.9	Evaluates strategies to improve workforce satisfaction		X	X
7.2.10	Ensures that employees receive and are trained to use equipment and systems applicable to their work		X	X
7.2.11	Evaluates individual performance		X	X
7.2.12	Practices continuous improvement of individual performance	X	X	X
7.2.13	Develops program and organizational performance standards and measures	X	X	
7.2.14	Uses performance management system	X	X	X
7.2.15	Complies with human resources legal and regulatory requirements.		X	X
7.3	Applies strategies for managing financial resources			
7.3.1	Identifies and implements financial resources needed for organizational infrastructure, programs, and services		X	X
7.3.2	Explains public health and healthcare funding mechanisms and procedures		X	X
7.3.3	Develops division/program budgets aligned with County and Departmental priorities		X	
7.3.4	Develops organizational budgets			X
7.3.5	Develops strategies to realign existing and secure new financial resources	X	X	X
7.3.6	Implements strategies to realign existing and secure new financial resources	X	X	X
7.3.7	Determines how financial resources are distributed equitably		X	X
7.3.8	Negotiates contracts and other agreements for products and services		X	X

Domain 7: Management and Finance

#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
7.3.9	Monitors division/program and organizational budgets to respond to operational needs	X	X	X
7.3.10	Adjusts division/program and organizational budgets to respond to operational needs		X	X
7.4	Applies principles of management			
7.4.1	Develops organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice	X	X	X
7.4.2	Implements organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice	X	X	X
7.4.3	Evaluates the impact of organizational policies, programs, and services on diversity, equity, inclusion, and justice		X	X
7.4.4	Builds internal capacity and infrastructure to advance equity	X	X	X
7.4.5	Develops and implements work plans aligned with County and Departmental priorities	X	X	X
7.4.6	Monitors and adjusts work plans aligned with County and Departmental priorities	X	X	X
7.4.7	Develops and implements contingency plans to address changing needs to respond to operational needs	X	X	X
7.4.8	Manages programs and services within current and projected resources		X	
7.4.9	Manages the division/program or organization within current and projected resources			X
7.4.10	Achieves compliance with local, state, and federal regulations	X	X	X
7.5	Applies team development strategies/methods to achieve program and organizational goals			
7.5.1	Establishes diverse and inclusive teams to achieve division/program and organizational goals		X	X
7.5.2	Participates in teams to achieve division/program and organizational goals	X	X	X
7.5.3	Engages teams to achieve division/program and organization goals		X	X
7.5.4	Promotes collaboration among individuals, groups/teams, and organizations within the department	X	X	X
7.6	Applies Equity, Ethics, and Just Culture principles			
7.6.1	Ensures department policies and practices align with an equity, ethics, and Just Culture framework		X	X
7.6.2	Utilizes a fair and systematic approach that balances a nonpunitive learning environment with accountability		X	X
7.6.3	Addresses systemic factors that could contribute to errors and mistakes	X	X	X
7.6.4	Incorporates the principles of equity, ethics, and Just Culture in everyday practices at work	X	X	X

Domain 8: Leadership and Systems Thinking

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

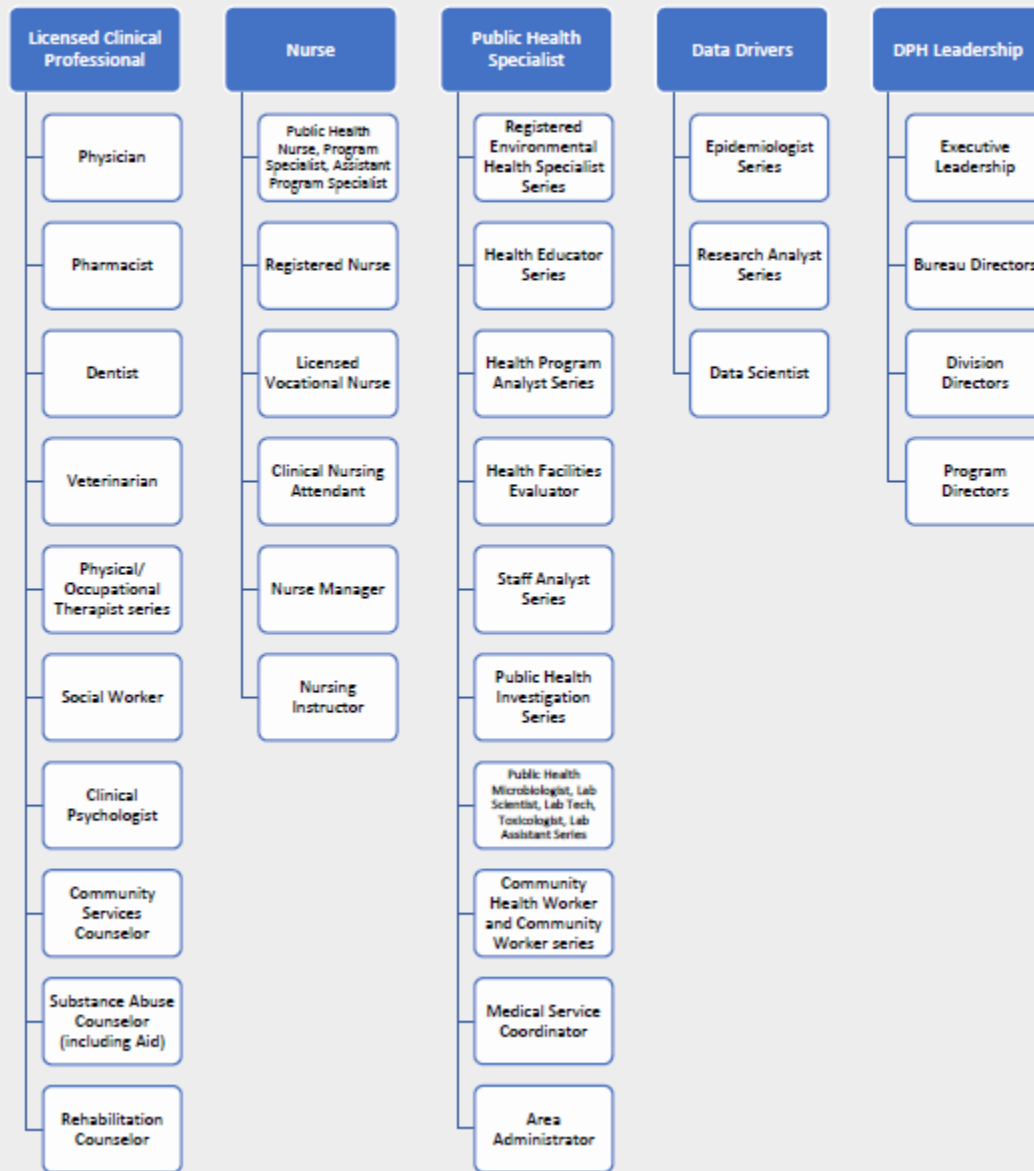
#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
8.1	Creates opportunities to achieve cross-sector alignment			
8.1.1	Explains the importance of building public, private, and community partnerships to collaborate on efforts that ensure our communities have equitable access to opportunities needed to thrive	X	X	X
8.1.2	Describes how governmental public health programs and organizations are structured and function	X	X	X
8.1.3	Assesses the impact of programs and services provided by governmental and non-governmental organizations on the health of a community		X	X
8.1.4	Engages public, private, and community partnerships that influence the health of populations at local, national, and global levels	X	X	X
8.1.5	Collaborates with individuals and organizations to develop and implement a collective vision for a healthy community	X	X	X
8.1.6	Identifies systemwide approaches to promote community conditions and advance health equity		X	X
8.2	Responds to emerging needs			
8.2.1	Identifies emerging needs	X	X	X
8.2.2	Applies problem-solving and adaptive skills to manage emerging needs	X	X	X
8.3	Leads organizational change within a department			
8.3.1	Explains the importance of organizational change		X	X
8.3.2	Contributes to the development and implementation of a shared vision	X	X	X
8.3.3	Determines changes needed to implement a shared vision		X	X
8.3.4	Participates in the change process	X	X	X
8.3.5	Manages uncertainty	X	X	X
8.3.6	Ensures equity principles are incorporated into new and existing policies and procedures		X	X
8.3.7	Identifies and supports opportunities for creativity and innovation	X	X	X
8.4	Engages politicians, policymakers, and the public to support public health infrastructure			
8.4.1	Mentors staff on how to engage politicians, policymakers, and the public to support public health infrastructure		X	X
8.4.2	Demonstrates the essential role of governmental public health in promoting and protecting health in a community	X	X	X
8.4.3	Demonstrates the essential role of diversity, equity, inclusion, and justice in promoting and protecting health in a community	X	X	X
8.4.4	Builds public confidence and trust in public health professionals, organizations, and messages (e.g., demonstrating empathy, validating fears and concerns, acknowledging mistakes, framing messages for different audiences, addressing misinformation and disinformation)	X	X	X
8.4.5	Describes how politicians, policymakers, and the public can support public health infrastructure	X	X	X

Domain 8: Leadership and Systems Thinking

#	Skills	Target Practice Level		
		Front Line	Supv/ Mngr	Sr. Ldrshp
8.5	Advocates for public health			
8.5.1	Describes the differences between educating and lobbying	X	X	X
8.5.2	Advocates for policies, programs, and services to improve community conditions and advance health equity	X	X	X
8.5.3	Advocates for a diverse, inclusive, and competent public health workforce	X	X	X
8.5.4	Advocates for flexible and sustainable resources for public health	X	X	X
8.6	Promote a culture of life-long learning			
8.6.1	Identifies ones' own professional development needs	X	X	X
8.6.2	Seeks and participates in professional development opportunities to enhance one's own job outcomes and capabilities	X	X	X
8.6.3	Develops individual professional development plans	X	X	X
8.6.4	Identifies professional development needs for individuals and teams	X	X	X
8.6.5	Supports individuals and teams to participate in professional development (e.g., promoting a culture of lifelong learning, identifying training opportunities, encouraging peer-to-peer learning)		X	X

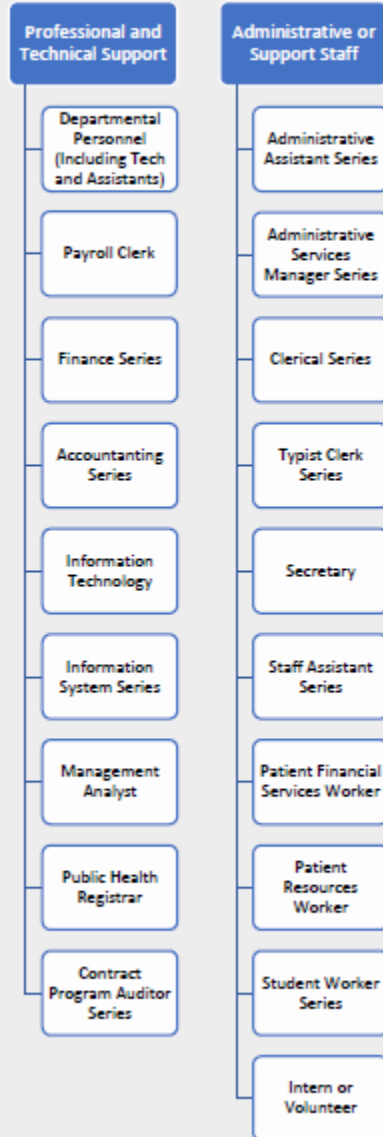
LACDPH Job Categorization Guide for Core Competencies Project

Public Health Professionals



Department of Public Health Job Categorization Guide for Core Competencies Project

Technical and Administrative/Support Professionals



Appendix B



Department of Public Health Workforce Mandatory Training



These are County and Department mandatory trainings for Public Health workforce members. Find your member type in the tables below. RNs need to complete the Registered Nurse list in addition to your member type. **Use revision date at bottom for most current list.** Click [here](#) to access Talent Works. Some trainings are automatically assigned to your Active Learning. If not seen, type the course title in the search box and register to take the training.

Employee Mandatory Training (Full-time, Part-time, and Temporary)		
Course Title	Training Length	Completion Timeline
County Policy of Equity for Employees*	30 MIN	30 Days from Hire & then taken Annually *Retaken every 2 Years
Cybersecurity Awareness Curriculum 2024	1 HR	
Defensive Driver Training (Captioned)* ¹	2:30 HR	
Ethics in Government: Making the Right Choices* ²	2 HR	
HIPAA for Covered Entities*	1 HR	
2024 Countywide Privacy Awareness Training	50 MIN	
Sexual Harassment and Discrimination Prevention Training for Non-Supervisors*	1 HR	Due 5/31/2023
Heart Heroes Hands-Only CPR Training for DPH Staff	1 HR	
Cal/OSHA Compliance Suite	1 HR	45 Days from Hire
DPH New Employee Orientation – Register from this link: DPH Intranet (lacounty.gov)	varies	
CSEC 101: Commercial Sexual Exploitation of Children ³	2 HR	60 Days from Hire
Disaster Service Worker Awareness	30 MIN	
FEMA IS-100: Introduction to Incident Command System	1 HR	
FEMA IS-700: National Incident Management System (NIMS)	1 HR	
FEMA IS-907: Active Shooter - What You Can Do ³	1 HR	
Safe Youth Zone Initiative ³	21 MIN	
SEMS: Standardized Emergency Management System (SEMS G606)	1:30 HR	90 Days from Hire
Implicit Bias and Cultural Competency	1:15 HR	
Workplace Violence Prevention ³	1:30 HR	6 Months from Hire
Workplace Violence Prevention Part 2: De-Escalation Skills Training ^{3,4}	2 HR	

*Retaken every 2 years.

¹ Only for Mileage Permittees or drivers of County vehicles. ² Only for workforce members who file Form 700 with Human Resources.

³ Warning: contains content that some might find heavy, traumatic, or triggering.

⁴ Prerequisite: Workplace Violence Prevention must be taken before Workplace Violence Prevention Part 2: De-Escalation Skills Training.

Contract Worker/Volunteer/Intern/Other Government Worker Mandatory Training		
Course Title	Training Length	Completion Timeline
County Policy of Equity for Employees*	30 MIN	30 Days from Hire & then taken Annually *Retaken every 2 Years
Cybersecurity Awareness Curriculum 2024	1 HR	
Defensive Driver Training (Captioned)* ¹	2:30 HR	
HIPAA for Covered Entities*	1 HR	
2024 Countywide Privacy Awareness Training	50 MIN	
Sexual Harassment and Discrimination Prevention Training for Non-Supervisors*	1 HR	
Heart Heroes Hands-Only CPR Training for DPH Staff	1 HR	Due 5/31/2023
Cal/OSHA Compliance Suite	1 HR	
DPH New Employee Orientation – Register from this link: DPH Intranet (lacounty.gov)	varies	45 Days from Hire
CSEC 101: Commercial Sexual Exploitation of Children ³	2 HR	
FEMA IS-907: Active Shooter - What You Can Do ³	1 HR	60 Days from Hire
Safe Youth Zone Initiative ^{2,3}	21 MIN	
Implicit Bias and Cultural Competency	1:15 HR	90 Days from Hire
Workplace Violence Prevention ³	1:30 HR	
Workplace Violence Prevention Part 2: De-Escalation Skills Training ^{3,4}	2 HR	6 Months from Hire

*Retaken every 2 years.

¹ Only for Mileage Permittees or drivers of County vehicles. ² Only Intern and Volunteers, Contract Workers are exempt.

³ Warning: contains content that some might find heavy, traumatic, or triggering.

⁴ Prerequisite: Workplace Violence Prevention must be taken before Workplace Violence Prevention Part 2: De-Escalation Skills Training.

Supervisor Mandatory Training		
Course Title	Training Length	Completion Timeline
County Policy of Equity for Managers and Supervisors*	35 MIN	30 Days from Hire & then taken Annually *Retaken every 2 Years
Cybersecurity Awareness Curriculum 2024	1 HR	
Defensive Driver Training (Captioned)* ¹	2:30 HR	
Ethics in Government: Making the Right Choices* ²	2 HR	
HIPAA for Covered Entities*	1 HR	
2024 Countywide Privacy Awareness Training	50 MIN	
Sexual Harassment and Discrimination Prevention Training for Supervisors*	2 HR	
Heart Heroes Hands-Only CPR Training for DPH Staff	1 HR	Due 5/31/2023
Cal/OSHA Compliance Suite	1 HR	45 Days from Hire
DPH New Employee Orientation – Register from this link: DPH Intranet (lacounty.gov)	varies	
CSEC 101: Commercial Sexual Exploitation of Children ³	2 HR	60 Days from Hire
Disaster Service Worker Awareness	30 MIN	
FEMA IS-100: Introduction to Incident Command System	1 HR	
FEMA IS-700: National Incident Management System (NIMS)	1 HR	
FEMA IS-907: Active Shooter - What You Can Do ³	1 HR	
FLSA Essentials for Supervisors	1:30 HR	
Safe Youth Zone Initiative ³	21 MIN	
SEMS: Standardized Emergency Management System (SEMS G606)	1:30 HR	
Domestic Violence Awareness ³	1:10 HR	90 Days from Hire
Drug Free Workplace: Reasonable and Suspicion Training	1 HR	
Implicit Bias and Cultural Competency	1:15 HR	
Workplace Violence Prevention ³	1:30 HR	6 Months from Hire
Workplace Violence Prevention Leadership Training ^{3,4}	75 MIN	
Workplace Violence Prevention Part 2: De-Escalation Skills Training ^{3,4}	2 HR	

*Retaken every 2 years.

¹ Only for Mileage Permittees or drivers of County vehicles. ² Only for workforce members who file Form 700 with Human Resources.

³ Warning: contains content that some might find heavy, traumatic, or triggering.

⁴ Prerequisite: Workplace Violence Prevention must be taken before Workplace Violence Prevention Part 2: De-Escalation Skills Training and Workplace Violence Prevention Leadership Training.

Registered Nurses Mandatory Training	
Course Title	Completion Timeline
These trainings are to be completed in addition to your DPH workforce member category (employee, supervisor, or contract worker) mandatory trainings. Upon completion of American Red Cross training, the certificate must be emailed to LCPcompetency@ph.lacounty.gov to request course completion credit in Talent Works.	
Core Competency Assessments for Licensed Clinical Professionals	90 Days from Hire & Retake every 3 Years when new core competencies are released
American Red Cross Shelter Training, contact Nursing Administration 213-288-7725	6 Months from Hire

For questions about mandatory training, contact DPHU@ph.lacounty.gov

Appendix C

DPH Workforce Development (WDP) Implementation Plan					
			Project Due Date: December 2026		
#	WDP Goal	Strategy/Task	Projects (if applicable)	Responsible Group(s)	Status
1	Recruit and retain highly skilled workforce members.	Strategy 1.1: Foster development of future DPH workforce by offering quality learning opportunities to gain experience in DPH through programs such as internship, residency, and fellowship programs.	DPH Internship Program	DPH Organizational Development and Training	In Progress
		Strategy 1.2: Partner with local universities, colleges, and schools to work together to develop the current and future public health workforce.	Academic Health Department	DPH Office of Planning, Integration and Engagement DPH Organizational Development and Training	In Progress
		Strategy 1.3: Integrate recruitment and retention strategies into succession planning.		DPH Human Resources DPH Organizational Development and Training	Not Started
2	Provide professional development opportunities to DPH workforce to develop leaders, enhance skills, and support employees to achieve their career goals.	Strategy 2.1: Use DPH Core Competencies as a tool to identify gaps and areas of learning and development.	Core Competencies Introduction Course Self-Questionnaire/Needs Assessment Curated Library Career Ladder, DHR Leadership Development Programs (Executive Leadership Development Program, Management Development Program, New Supervisor Development Program, Emerging Leaders Program), New Supervisor Orientation	DPH Organizational Development and Training DPH Subject Matter Experts	In Progress
		Strategy 2.2: Develop learning opportunities and programs for DPH supervisors, managers, and emerging leaders to effectively lead.		DPH Organizational Development and Training LAC Department of Human Resources	Ongoing
		Strategy 2.3: Provide learning opportunities and programs that are equitable, accessible, relevant, and engaging.	Microlearning	DPH Organizational Development and Training	Ongoing
		Strategy 2.4: Advocate for and leverage funding that support equitable Public Health workforce development and learning opportunities.	LAC UdeMy for Business, Career Ladder, Internship and Residency Programs, Joint Labor-Management 1.5 Million Dollar Training/Retraining Fund	DPH Organizational Development and Training LAC Department of Human Resources	In Progress
		Strategy 3.1: Enhance ongoing efforts that promote a workplace culture that is just and supports and advances equity.	Just Culture Violence and Racism Workgroup Walk-A-Marathon Wellness Wednesday announcements Wellness Learning Opportunity LAC Wellness Program	DPH Organizational Development and Training DPH Center of Health Equity	In Progress
3	Foster organizational infrastructure and culture aligned with DPH core values for workforce development.	Strategy 3.2: Promote wellness programs and activities for the DPH workforce.		DPH Organizational Development and Training DPH Executive Office LAC Department of Human Resources	Ongoing
		Strategy 3.3: Sustain initiatives that recognize ongoing employee contribution and efforts.	Wall of Fame Employee Appreciation Events Recognition of efforts in implementing Just Culture, DEI, and other departmental initiatives Data Modernization Workgroup	DPH Executive Office	Ongoing
		Strategy 3.4: Modernize department-wide systems and infrastructure to enhance workforce development efforts.	Enhance HR systems Workforce skills assessment and analysis DPH Intranet	DPH Executive Office DPH Operations Support Bureau	In Progress
		Strategy 3.5: Foster a continuous learning culture that promotes professional development and quality improvement.	DPH University WDP Workgroup QI projects DPH Equity Plan	DPH Organizational Development and Training DPH Workforce Development Workgroup DPH Quality Improvement and Accreditation Program	Ongoing
		Strategy 4.1: Implement organizational policies and practices that align with DEI principles in recruitment, retention, and workforce development.	Violence and Racism Workgroup Job Fairs Bilingual Certification	DPH Organizational Development and Training DPH Human Resources	Ongoing
4	Create a workplace culture that embraces and applies diversity, equity, and inclusion (DEI) principles.	Strategy 4.2: Allocate organizational resources to align with DEI practices in recruitment, retention, and workforce development.	Violence and Racism Workgroup Career Ladder Program (Equitable Hiring Practices)	DPH Executive Office DPH Center for Health Equity DPH Human Resources	In Progress
		Strategy 4.3: Provide workforce learning opportunities on applying DEI practices in recruitment, retention, and workforce development.	LAC Training Catalogs, Career Ladders, Equity Learning Series	DPH Organizational Development and Training DPH Center for Health Equity LAC Department of Human Resources	In Progress
		Strategy 5.1: Integrate recruitment strategies to ensure hiring of workforce members that understand the role of and must serve as Disaster Service Workers during public health emergency/crises.		DPH Organizational Development and Training DPH Human Resources DPH Emergency Preparedness and Response Program	Not Started
5	Prepare workforce to respond to public health emergencies.	Strategy 5.2: Assess workforce skills and identify gaps to ensure emergency preparedness and response.	ICS Credentialing Program DPH Core Competencies	DPH Organizational Development and Training DPH Emergency Preparedness and Response Program	Not Started
		Strategy 5.3: Develop and evaluate emergency training programs to implement strategies to strengthen workforce preparedness and response capability.	ICS Credentialing Program New Employee Orientation Cross training	DPH Organizational Development and Training DPH Human Resources DPH Emergency Preparedness and Response Division	Ongoing
		Strategy 5.4: Assess and identify operations and personnel gaps to address and align emergency response operations.		DPH Human Resources DPH Emergency Preparedness and Response Program	