



**Florida Department of Health in Broward County
Workforce Development Plan
October 1, 2019-September 30, 2023**

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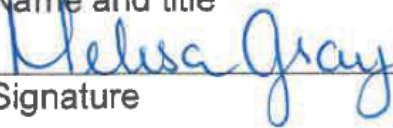
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Revisions:

Date	Revision Number	Description of Change	Pages Affected	Reviewed or Changed By
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**These sections specifically address documentation requirements associated with PHAB Reccreditation Measure 8.1.1*

EXECUTIVE SUMMARY

A competent, capable public health workforce is essential for protecting and improving the health and wellness of the public and responding to major health threats. Continued investment in training and development of the workforce will create many successes for the Florida Department of Health in Broward County (DOH-Broward). The purpose of this workforce development (WFD) plan is to outline the training and development of DOH-Broward staff to ensure a competent public health workforce. The plan contains a description of the current workforce demographics, competencies, and future workforce needs. DOH-Broward staff completed an agency-wide Employee Climate Survey and a Public Health Workforce Interests and Needs Survey (PH WINS) in 2017. Training and development opportunities were identified to address gaps through analysis of the survey results. This workforce development plan contains workforce development training. Training and workforce development will be tracked and monitored closely in alignment with the DOH-Broward's performance management system Active Strategy and strategic plan.

This plan serves to address the documentation requirement for PHAB Accreditation Standards 8.2.1A: Maintain, implement and assess the health department workforce development plan that addresses the training needs of the staff and the development of core competencies. Training and development of the workforce is one part of a comprehensive strategy toward quality improvement. Fundamental to this work is identifying gaps in knowledge, skills, and abilities through the assessment of both organizational and individual needs and addressing those gaps through targeted training and development opportunities. The goal of the plan is to ensure a competent workforce that receives the training and guidance they need to be successful in the implementation of the Public Health programs we provide and serve our patients and clients to the best of their abilities, while also rising to meet any future workforce needs. This plan serves as the foundation of DOH-Broward's ongoing commitment to the training and development of its workforce. This plan contains goals that DOH-Broward is committed to achieving, and barriers that the organization anticipates facing as it moves forward with workforce development.

DOH- BROWARD PROFILE

I. Mission, Vision, and Values

Mission: To protect, promote & improve the health of all people in Florida through integrated state, county, & community efforts.

Vision: To be the **Healthiest State** in the Nation.

Values:

- **Innovation:** We search for creative solutions and manage resources wisely.
- **Collaboration:** We use teamwork to achieve common goals & solve problems.
- **Accountability:** We perform with integrity & respect.
- **Responsiveness:** We achieve our mission by serving our customers & engaging our partners.
- **Excellence:** We promote quality outcomes through learning & continuous performance improvement.

II. Strategic Priorities

- Health Equity
- Long, Healthy Life
- Readiness for Emerging Health Threats
- Effective Agency Processes
- Regulatory Efficiency

III. Governance

Chapter 20.43 F.S., outlines the purpose of the Florida Department of Health (DOH) for the state's public health system, which includes the 67 county health departments. Each county health department is led by an administrator or director, which is responsible for the management and daily operations oversight of all public health programs in that community, as outlined by Chapter 154.04, Florida Statutes. The county health department director or administrator trained in public health administration may be appointed by the State Surgeon General after the concurrence of the boards of county commissioners of the respective counties.

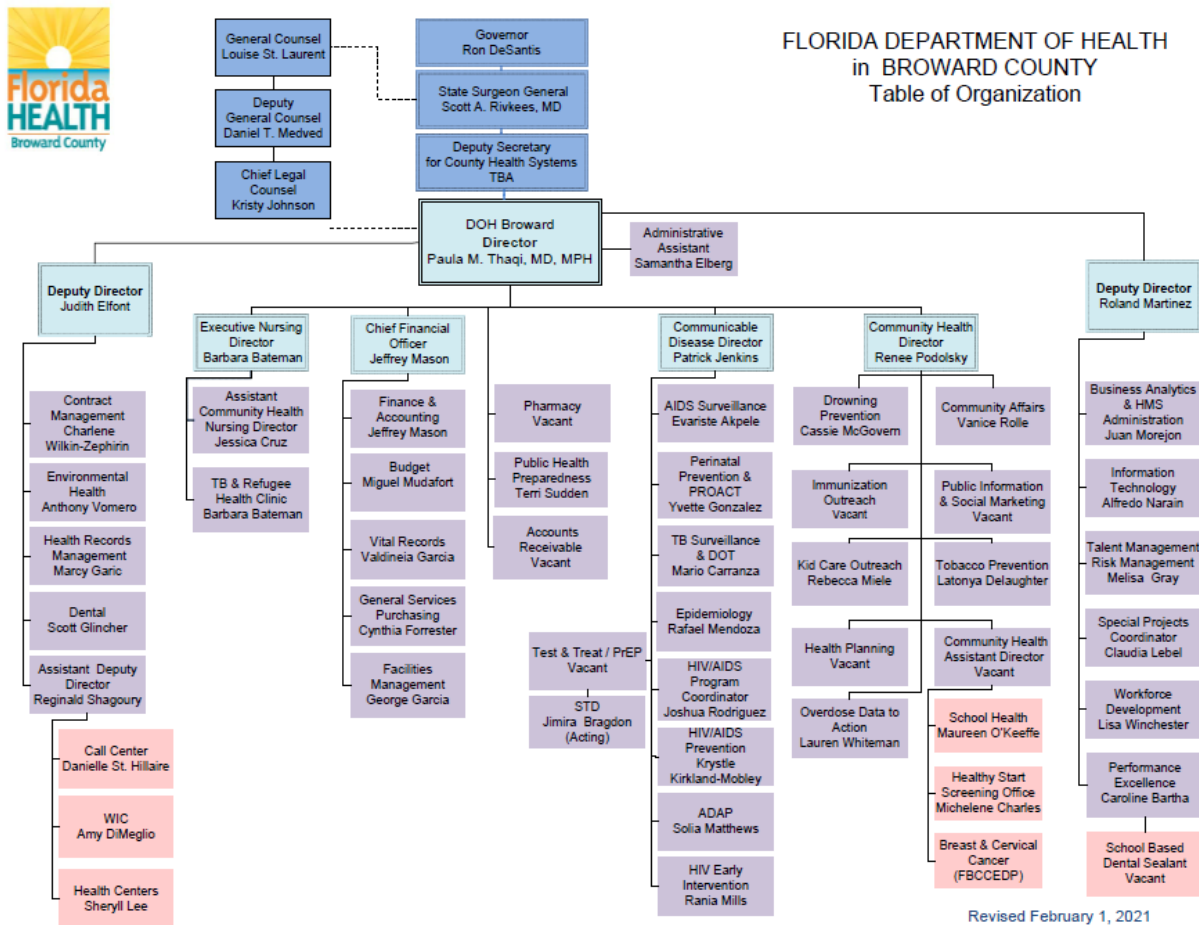
IV. Learning Culture

DOH-Broward strives to attract, recruit, and retain a competent workforce. This is accomplished through partnerships, systems, and policies. Partnerships include colleges, universities, national, state and community organizations. TRAIN Florida, DOH's online learning management system contains a centralized, searchable database of courses relevant to public health, safety, and emergency preparedness that includes a comprehensive catalog of distance learning for public health professionals to develop and sustain a competent and qualified public health workforce. DOH has policies and

procedures related to training to promote employee learning. This plan contributes to the overall desired culture of learning and performance improvement. Quality improvement practices are implemented to create a workforce culture of action, continuous improvement, and performance excellence.

V. Organizational Structure

Exhibit 1. DOH-Broward Organizational Structure



VI. Workforce Policies

The following policies and resources are in the Central Library on the DOH SharePoint site:

- DOH-Broward follows DOH Training policy DOHP 300-1 which outlines the minimum training standards for all employees.
- Employee Rewards and Recognition policy, IOP 60-04 guides directors and administrators in recognizing and rewarding employees for excellent performance towards achieving the DOH mission, exemplary demonstration of the DOH values and satisfactory service in state government.
- Customer Focus policy DOHP 180-03-15 – Provide products, services or information to customers that will always meet and often exceed customer expectations for

quality, timeliness, and effective employee interaction. DOH Broward has a local procedure, DOH(B) OP-A 058 - Customer Service - QI Survey, Complaint and Grievance Processes, to address customer service.

- Tuition Waiver Program – Educational assistance available to full-time, salaried employees by allowing each state university and state college to waive tuition and fees for employees for up to six credit hours per semester on a space-available basis. Details are available in the Employee Handbook, EH 2014.

TRAIN Florida, DOH's online learning management system, contains a centralized, searchable database of courses relevant to public health, safety, and emergency preparedness that includes a comprehensive catalog of distance learning for public health professionals to develop and sustain a competent and qualified public health workforce. TRAIN Florida is a free source of information and training for learners and course providers is administered by the Public Health Foundation.

The TRAIN Florida Knowledge Center contains information and training for learners and course providers to become familiar with TRAIN Florida:

- <http://www.floridahealth.gov/%5C/provider-and-partner-resources/training/train-florida/train-florida-knowledge-center.html>

Linkage to Priorities and Strategic Plans

Reaccreditation Measure 8.1.1.e: How the workforce development plan addresses health department priorities and links to and will support the achievement of the goals and objectives in the department's strategic plan.

The DOH-Broward WFD Plan links and supports statewide and local plans that include the DOH-Broward's Strategic Plan and the Quality Improvement (QI) Plan. DOH-Broward aligns personnel and fiscal resources to address the most critical issues facing the community, how the organization will respond, and how results will be measured. The purpose of the WFD Plan is to ensure that the workforce has the knowledge, skills, abilities, and competencies needed to carry out DOH's mission and achieve its strategic objectives. In addition, the WFD Plan is linked and supports the QI Plan to help ensure that staff have access to the training needed to support ongoing QI activities. DOH utilizes a variety of mechanisms, including DOH's learning management system, TRAIN Florida, to provide staff training.

The DOH Strategic Plan provides the framework for developing policies; linking resources, research, budget requests and legislative initiatives to critical public health issues; and focusing attention on results and accountability. The strategic priority area, "Effective DOH Agency Processes," contains the goal to "Establish a sustainable infrastructure, which includes a competent workforce, standardized business practices and effective use of technology." The WFD plan is part of DOH's infrastructure. In addition, the strategic priority "Health Equity," includes the goal, "Ensure Floridians in all communities will have opportunities to achieve healthier outcomes." This is achieved in part by implementing the following Strategic Plan objective which addresses workforce development: By June 30, 2019, establish baseline data that shows the diversity of DOH-Broward's current workforce

to include race, ethnicity and gender.” DOH will use this baseline data to build trainings and enhance hiring processes that support a more diverse workforce that reflects the changing demographics of Florida and assures an increasingly culturally competent workforce.

The DOH-Broward’s QI Plan facilitates the learning of individuals and continuously transforms the organization through quality improvement (QI) training; systematic identification of opportunities for improvement; implementation of data informed improvement projects; sharing of best practices and evaluating measurable impacts on departmental priorities and public health objectives.

DOH-Broward recognizes that ongoing training in QI methods and tools is critical for creating a sustainable QI program. These training opportunities are available through providers including DOH personnel, TRAIN Florida, the Public Health Learning Network, the American Society for Quality and local vendors. The DOH QI Training Plan requires that, at a minimum, division and CHD Performance Management Council members complete DOH’s problem-solving methodology training series in TRAIN Florida, and QI project team members also complete the training series as well as a QI project. The Division of Public Health Statistics and Performance Management staff and QI champions provide regular training to DOH staff on QI principles, tools, and techniques to support the ongoing development of DOH’s quality-focused culture.

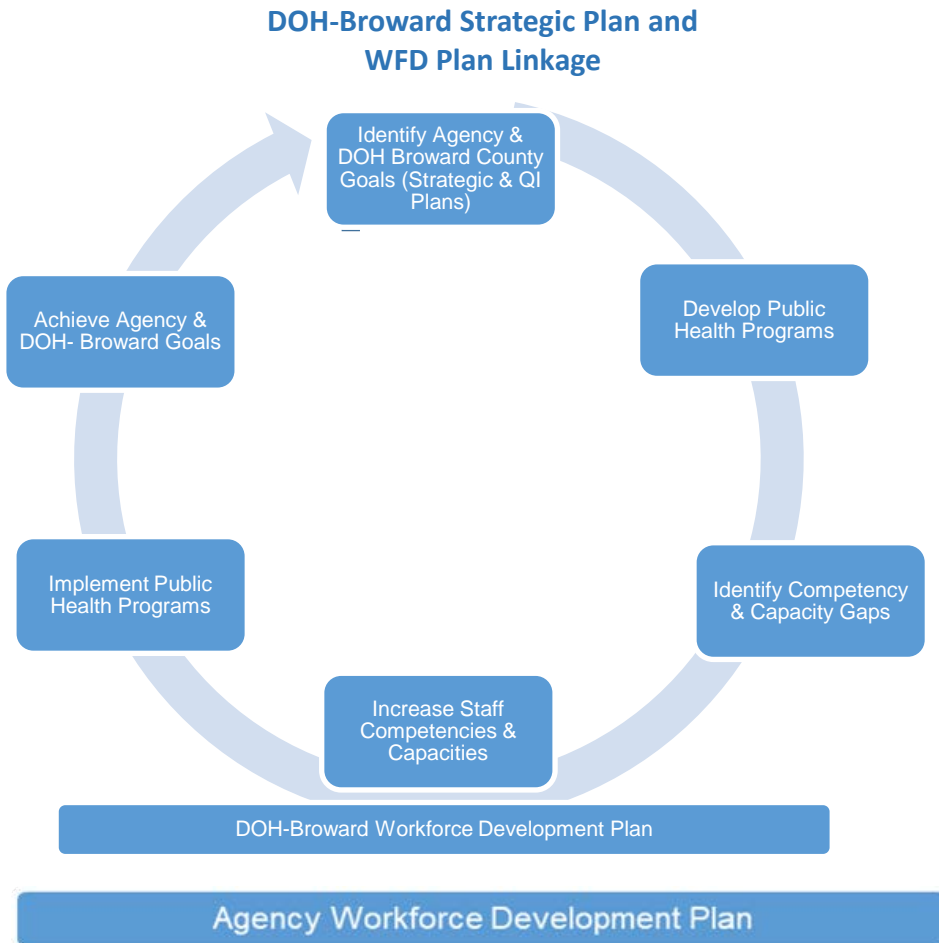
The DOH Strategic Plan and the DOH-Broward’s Strategic Plan describe the supporting strategies, programs and services aimed at helping to achieve the goals. For example, staff in many programs need epidemiological skills to analyze and use data to drive program design, evaluation and improvements and DOH uses the training and other available resources (described in subsequent pages of this plan) to address these gaps. Further, continuous quality improvement, and the ability to successfully implement a QI project, are dependent on staff competent to carry them out. The WFD Plan helps supervisors and staff identify the available resources to close competency and capacity gaps, all of which support the ability of DOH and DOH-Broward to achieve its strategic and QI goals. DOH-Broward four Cornerstones are the foundational principles that guide our daily operations. These are:

- Leader of the Public Health Systems
- Culture of Continuous Improvement
- Provider/Employer of Choice
- Thriving Financially

We use them to keep focus on what is important when setting our strategies for the future and organizing our goals once they are established. The DOH-Broward Strategic Plan aligns with the Workforce Development Plan through Cornerstone 3-Be the Provider of Choice and objectives: 4.1.4A: Reduce voluntary staff turnover from 18% (2019) to 15% by December 31, 2025, and 4.1.4.C Develop a plan to recognize DOH-Broward staff by December 31, 2022.

As illustrated in Exhibit 2, the WFD Plan supports the Agency and DOH-Broward Strategic Plans and QI Plans by identifying the gaps to develop strategies to address capacities and capabilities of the workforce related to the implementation of programs and services, all of which ultimately help to achieve the Agency and DOH-Broward goals.

Exhibit 2. DOH-Broward Strategic Plan and WFD Plan linkage



WORKFORCE PROFILE

I. Current Workforce Demographics

Exhibit 3 summarizes the demographics of DOH-Broward's current workforce as of March 27, 2019 using data in People First, the web-based human resource information System and enterprise-wide suite of human resource services for state government in Florida.

Exhibit 3. DOH-Broward Workforce Demographics

Category		Number	Percentage
Total Number of Employees:		610	100%
Gender	Female:	496	81.3%
	Male:	114	18.7%
Race:	Hispanic:	175	28.7%
	American Indian/Alaska Native:	1	.16%
	Asian:	17	2.8%
	African American	289	47.4%
	Hawaiian:	0	0
	Caucasian:	119	19.5%
	Other:	9	1.5%
Age:	<20:	0	0
	20–29:	101	16.6%
	30–30:	159	26.1%
	40–49:	127	20.8%
	50–59:	142	23.3%
	>60:	81	13.3%
Primary Professional Disciplines/Credentials:	Administrative and Clerical:	206	33.8%
	Human Services:	16	2.6%
	Managerial:	40	6.6%
	Supervisory:	54	8.9%
	Operational Services:	24	3.9%
	Physician:	1	.16%
	Professional:	263	43.1%
	Attorney:	1	.16%
Other, Not Represented:	0	0	
Employees <5 Years from Retirement:	Management:		
	Senior Management Service (SMS)	0	0
	Selected Exempt Service (SES)	31	5.1%
	Non-Management:	101	16.6%

II. Assessment of Future Workforce Development Needs

Reaccreditation measure 8.1.1.a: An assessment of the health department's future workforce competency needs.

In 2017, DOH administered the ASTHO Public Health Workforce Interests and Needs Survey (PH WINS) to assess DOH's current and future workforce competency needs. This is a national level survey that captures the perspectives of public health workers on key issues such as workforce engagement, moral, training needs, worker engagement, emerging concepts in public health, as well as collects data about the demographics of the workforce. ASTHO used statistical methods to create a report with DOH-Broward specific data presented in summary tables and charts that include national comparisons as well as the overall of local health departments in Florida and DOH as a whole. The Core Competencies for Public Health framework was used in creating the survey items related to training. The results of the survey were provided in July of 2018 by ASTHO, were analyzed by Senior Leadership and have been used to create this Plan (Attachment 1). The DOH-Broward PH WINS Summary report provided by ASTHO showed the following top skill gaps and training opportunities for non-supervisors, supervisors and managers and executives: Systems and Strategic Thinking; Budget and Financial Management; and Develop a Vision for a Healthy Community. Additional information about the PH WINS data can be found on page 13 and in Attachment 1.

Florida will see many changes over the next few years, including a projected population growth that will average 2.3% annually, also by 2030, Hispanics are anticipated to represent almost 28% of Florida's population. Also, by 2030, it is anticipated that Florida will reach a population of 23,357,003. The population aged 65 and over is expected to represent 24.1% of the population by 2030. As these Baby Boomers (those born between 1945 and 1964) retire, many DOH-Broward positions will be left vacant as there may be more jobs than there are qualified workers to fill them. DOH-Broward employee demographics are reflective of the customer groups that we serve as shown in Exhibit 4 and 5. Our recruitment strategies are in alignment with Federal, State, and Local laws. To assure that our recruitment continues to be reflective of our community, we advertise in a broad range of minority and culturally appropriate recruitment sites. Based on the demographic shifts that will occur in Florida's population, it will be necessary for DOH to continue to monitor population changes and ensure that the workforce reflects those changes. For example, chronic conditions, including obesity and age-related disabilities, will contribute to the need.

The vacancies created by DOH's retiring Baby Boomers will present significant replacement challenges in order to maintain the necessary expertise of the healthcare workforce. In Florida, like many other states, the issue will be compounded by the existence of numerous public health positions that are considered "hard to fill" such as nurses and nutritionists.

Additional challenges related to DOH's future workforce needs include the following and, as part of an integrated agency, mirror DOH-Broward's challenges:

- Evolving nature of public health including a move away from providing primary health care services.
- Use of (and emphasis on) evidence-based practices. Need for more diverse and timely data (and the ability to analyze the data from a variety of sources).
- Developing a deeper understanding of cultural competency and health equity and the ability to operationalize these concepts into program design and evaluation.
- Need to work with more cross-sector partners and understand their systems and processes.

- Use of electronic health records within DOH and in partner organizations and other electronic advances in health care delivery such as text reminders.
- Retirement of senior leaders and subject-matter-experts.
- Differences in the knowledge, skills, abilities and work ethics of the many generations in the workforce.
- Ongoing threat of natural disasters and the ability for workers to become proficient in the preparedness and response arena related to public health.
- DOH will also be challenged to help manage the expectations of Floridians about the evolving role of public health in their lives and communities.
- PH WINS data shows DOH-Broward trends higher than the state but lower than the national average for staff considering leaving DOH within the next 6 months, next year, and retiring within 5 years. These are areas to be explored for future workforce needs.

III. Broward County Population Demographics

Reaccreditation Measure: 8.1.1.d: Consideration of the characteristics of the population of the geographic area that the health department is authorized to serve and the plans for recruitment of individuals who reflect the ethnic, language and cultural aspects of the population served.

Exhibit 4 summarizes the population demographics of the State of Florida for the year of 2017, using data from the Community Health Assessment Resource Tool Set (CHARTS), which can be accessed at FLHealthCHARTS.com. CHARTS is a single source data repository that includes over 4,100 health indicators from more than 35 different programs and agencies.

Exhibit 4. Broward County Population Demographics

Category		Number	Percentage
Total Population:		1,884,545	
Gender	Female:	967,284	51.3%
	Male:	917,261	48.7%
Race	Hispanic:	541,181	28.7%
	African American:	558,865	29.7%
	Caucasian:	1,203,417	63.9%
	Other:	122,263	6.5%
Age	< 20:	441,874	23.4%
	20 – 29:	240,585	12.8%
	30 – 39:	253,139	13.4%
	40 – 49:	257,171	13.6%
	50 – 59:	276,413	14.7%
	>59:	415,355	22%

The DOH-Broward Community Health Assessment reviews demographic changes in Broward’s population. In 2017, Broward County Florida had a population of 1,884,545. Just over half of these residents were female (51.3%). 63.9% of Broward residents were Caucasian, 29.7% were African American and 28.7% were Hispanic. DOH-Broward’s workforce when compared to Broward County is 28.7% Hispanic, 47.4% African American

and 19.5% Caucasian as shown in Exhibit 3. It is a goal of DOH to portray a workforce culture that reflects the demographics of the County and recruitment efforts focus on representing the population served. When comparing the demographics of DOH-Broward as of May 30, 2018 (Exhibit 3) to those of Broward County in 2017 (Exhibit 4), there are a few noticeable gaps; 81.31% of DOH-Broward's workforce is female, 47.38% of the workforce is African American and 16.56% is under the age of 30 which differs from the County population. DOH-Broward staff and consortia HR support attend job fairs, university workshops, and other career recruitment forums to share opportunities with a wide array of individuals from diverse backgrounds. DOH-Broward promotes the agency for career opportunities for underrepresented individuals to support workforce diversity and inclusion to ensure recruitment of individuals who reflect the ethnic, language, multi-generational and cultural aspects of the population served in Broward County.

AGENCY COMPETENCIES

I. Core Competencies for Public Health Professionals

The DOH-Broward uses the Council on Linkages Core Competencies for Public Health Professionals to guide professional development.

The Core Competencies support workforce development within public health agencies and can serve as a benchmark for public health professionals and organizations as they work to better understand and meet workforce development needs, improve performance, and enhance the health of the communities they serve. The core competencies are organized into eight domains below. Examples of the core competencies are included for each domain:

1. Analytical/Assessment Skills
 - Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information
 - Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information
2. Policy Development/Program Planning Skills
 - Gathers and evaluates policies, programs, and services
 - Applies and implements strategies for continuous quality improvement
 - Utilizes public health informatics in developing, implementing, evaluating, and improving policies, programs, and services
3. Communication Skills
 - Communications in writing and orally with linguistic and cultural proficiency
 - Conveys data and information to professionals and the public using a variety of approaches
 - Facilitates communication among individuals, groups, and organizations
4. Cultural Competency Skills
 - Describes the concept of diversity as it applies to individuals and populations
 - Recognizes and addresses the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community

- Describes the value of a diverse public health workforce
- 5. Community Dimensions of Practice Skills
 - Provides and utilizes community input for developing, implementing, evaluating, and improving policies, programs, and services
- 6. Public Health Sciences Skills
 - Describes and applies public health sciences in the delivery of the 10 Essential Public Health Services
 - Applies public health sciences in the administration and management of programs
 - Contributes to the public health evidence base
- 7. Financial Planning and Management Skills
 - Explains and leverages public health and health care funding mechanisms and procedures
 - Determines and justifies programs and priorities for inclusion in organizational budgets
 - Describes program performance standards and measures
 - Uses performance management systems for program and organizational improvement
- 8. Leadership and Systems Thinking Skills
 - Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels
 - Explains and creates opportunities for organizations to work together or individually to improve the health of a community
 - Collaborates with individuals and organizations in developing a vision for a healthy community
 - Ensures and participates in professional development opportunities for both teams and individuals

II. Competency Tiers

These competencies are used at the national, state, and local levels to build capacity and develop public health professionals. The competencies were designed for public health professionals at three different levels:

- Tier 1 – Front Line Staff/Entry Level. Tier 1 competencies apply to public health professionals who carry out the day-to-day tasks of public health organizations and are not in management positions. Responsibilities of these professionals may include data collection and analysis, fieldwork, program planning, outreach, communications, customer service, and program support.
- Tier 2 – Program Management/Supervisory Level. Tier 2 competencies apply to public health professionals in program management or supervisory roles. Responsibilities of these professionals may include developing, implementing, and evaluating programs; supervising staff; establishing and maintaining community partnerships; managing timelines and work plans; making policy recommendations; and providing technical expertise.

- Tier 3 – Senior Management/Executive Level. Tier 3 competencies apply to public health professionals at a senior management level and to leaders of public health organizations. These professionals typically have staff who report to them and may be responsible for overseeing major programs or operations of the organization, setting a strategy and vision for the organization, creating a culture of quality within the organization, and working with the community to improve health.

III. Other Competencies

The following discipline-specific competencies are used in the Florida Department of Health:

- Competencies for Applied Epidemiologists in Governmental Public Health Agencies (AECs), CDC and the Council of State and Territorial Epidemiologist.
- Public Health Preparedness and Response Core Competency Model, Public Health Foundation.
- Competency Guidelines for Public Health Laboratory Professionals, CDC and the Association of Public Health Laboratories.

The DOH-Broward Competency Dictionary was created in 2007 and last revised in July 2012.

TRAINING NEEDS

I. Assessment of Capacity and Capability

Reaccreditation Measure 8.1.1.b: An assessment of the health department's current collective capacity and capability against adopted core competency set(s) and future needs in order to identify gaps.

October and November 2017, DOH participated in the Public Health Workforce Interests and Needs Survey (PH WINS), a national level survey of state and local public health agency workers. PH WINS captures workers' perspectives on key issues such as workforce engagement and morale, training needs, worker empowerment, emerging concepts in public health, as well as workforce demographics.

DOH-Broward PH Wins Survey data shows alignment with state and national trends in most areas. Staff agree DOH-Broward is a good place to work and employees work well with their supervisor with high levels of job satisfaction. Staff are seeking opportunities for advancement which is addressed through internal supervisory opportunities as outlined in the DOH-Broward Strategic Plan. Broward County has one of the highest costs of living in Florida which leads to higher turnover and dissatisfaction with pay.

The DOH PH WINS Summary Report showed the top skill gaps and training opportunities for non-supervisors, supervisors and managers and executives are: Systems and Strategic Thinking; Budget and Financial Management; and Develop a Vision for a Healthy Community.

Exhibit 5. Top skill gaps and training opportunities

PH WINS	Core Competency Domain
Systems and Strategic Thinking	Leadership and Systems Thinking Skills
Budget and Financial Management	Financial Planning and Management Skills
Develop a Vision for a Healthy Community	Community Dimensions of Practice Skills

Results from PH WINS revealed 21% of DOH staff plan to retire within the next five years. Supervisors, managers, and executives made up 88% of these employees. Leadership development opportunities are needed to increase the talent-pool of staff that demonstrate the competencies to assume the roles of these positions.

In addition, DOH has other data sources, both statewide and local that can be used to inform the current capacity and capability in addition to future needs to identify gaps. Examples of these data include:

- NACCHO Culture of Quality Self-Assessment Tool (SAT)
- Performance Management Council Assessment
- Public Health Workforce Interests and Needs Survey (PH WINS) 2017

II. Strategies to Address Capacities and Capabilities

Reaccreditation Measure 8.1.1.c: Strategies to address current and anticipated gaps in capacities and capabilities. Strategies may include developing relationships and working with academic and educational programs to promote the training of current and future public health workers, utilizing online educational public health resources, training schedules and curricula topics for staff, recruitment plans and/or selection criteria, department professional development programs for staff and leadership, assurance of current credentials, etc.

Over the next five years, DOH will utilize a cross-sector approach to continue engaging existing and new partners, to leverage limited resources around access to care for Floridians, assessment of current programs and services, policy and system design and re-design, and training employees to support these core aspects of public health and related capacities and capabilities. Exhibit 6 describes how these current and anticipated gaps in capacities and capabilities can be addressed.

Exhibit 6. Strategies to Address Capacities and Capabilities

Strategy	Description
Performance Management Councils	Utilizes strategies to address the gaps in capacities and capabilities of staff. For example, the purpose of the Program Councils, co-chaired by a health officer and a central Office division director, are to improve the coordination between county health departments and central office to achieve DOH's mission.
Partnerships	Builds relationships with local universities to assess, design, implement and evaluate programs and services, as well as train staff in core areas of public health through internships and volunteer opportunities.
Partnerships	Working with the Federally Qualified Health Centers through the Florida Association of Community Health Centers is ongoing. Leaders from both agencies meet at least quarterly to discuss programs and services, to understand the clients being served and how a seamless continuation of services from one organization to the next can be created, and to ensure that staff understand the unique aspects of each organization so that opportunities for collaboration and innovation can be enhanced. Staff from DOH have presented at the Association's conferences and quarterly meetings, and vice versa.

Strategy	Description
Partnerships	Partnership with the Region IV Public Health Training Center (Center) located at the Rollins School of Public Health, Emory University. It is comprised of seven community-based training partners and three technical assistance providers. The Center is a resource that provides competency-based trainings that target the current public health workforce and decides for field placements that promotes the future workforce. DOH staff participate in live webinars and can access on demand recordings to enhance their skills. Many of these opportunities offer professional education credits. Staff can access the Center's training database that is searchable by competency, topic, and CE credit.
Conference Participation	Employees are able, as resources allow, to attend national, state, and local conferences and trainings related to their area of work. Employees are encouraged to submit abstracts for oral and poster presentations to share the accomplishments and lessons learned in Florida, but also to learn from other states in the same way. All DOH-Broward staff attend an annual Employee Educational Conference where agency-wide appropriate trainings are offered to all staff for developmental opportunities.
TRAIN Florida	TRAIN Florida provides online training on an extensive array of topics in varying disciplines. TRAIN offers DOH the ability to design and deliver on demand trainings. Many TRAIN courses offer free continuing education credits that is needed for healthcare professional license renewal. DOH has designed a series of trainings on many different topics. For example, DOH designed a budget and financial management series for business managers and could update the training modules in real time, to reflect changing processes and needs.
American Society for Quality (ASQ)	DOH offers and organizational membership to DOH staff. DOH-Broward employees are able, as resources allow, to attend trainings related to their area of work.
DOH-Broward Performance Management Council	DOH-Broward staff meet monthly to advise and guide the creation, deployment and continuous evaluation of the performance management system and its components. They monitor and evaluate performance toward achieving strategic objectives in health improvement, strategic, quality improvement and workforce development plans and make recommendations to improve performance.

CURRICULA AND TRAINING SCHEDULE

This section outlines the curricula and training schedule for the following: Training Policy, DOHP 300-1; 2019 Overview Series for Leaders and examples of courses in TRAIN Florida.

Exhibit 7: Minimum training requirements for all DOH-Broward employees

Topic	Competencies Addressed	Schedule
Training Courses for Staff		
FDOH SpNS-Special Needs Shelter Operations	<ul style="list-style-type: none"> • Communication • Public Health Preparedness • Emergency Public Information and Warning • Health Care Preparedness Response Capabilities • Health and Safety 	Within 30 days of hire
IS-907 – Active Shooter: What Can You do	<ul style="list-style-type: none"> • Communication • Leadership and Systems Thinking • Policy Development/Program Planning • Community Dimensions of Practice 	Within 30 days of hire
Quality Improvement Series	<ul style="list-style-type: none"> • Communication • Analytical/Assessment • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 30 days of hire
FDOH Basic Records Management	<ul style="list-style-type: none"> • Communication • Policy Development/Program Planning • Leadership and Systems Thinking • Information Sharing 	Within 30 days of hire

Topic	Competencies Addressed	Schedule
FDOH Broward Zoll AED Plus Defibrillator	<ul style="list-style-type: none"> • Communication • Analytical/Assessment Skills • Policy Development/Program Planning 	Within 30 days of hire
FDOH Unnatural Causes 1: Is inequality making us sick?	<ul style="list-style-type: none"> • Policy Development/Program Planning • Analytical/Assessment • Cultural Competency 	Within 30 days of hire
FDOH Unnatural Causes 2: When the Bough Breaks	<ul style="list-style-type: none"> • Policy Development/Program Planning • Analytical/Assessment Skills • Cultural Competency 	Within 30 days of hire
Addressing Health Equity: A Public Health Essential	<ul style="list-style-type: none"> • Communication • Analytical/Assessment Skills • Cultural Competency • Policy Development/Program Planning 	Within 30 days of hire
IS-800.C: National Response Framework, an Introduction	<ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 365 days of hire of hire or promotion
ICS-300: Intermediate Incident Command Management System for Expanding Incidents	<ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 365 days of hire of hire or promotion
ICS-400: Advanced Incident Command System for Command and General Staff – Complex Incidents	<ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 365 days of hire of hire or promotion
Cultural Awareness: Introduction to Cultural Competency	<ul style="list-style-type: none"> • Communication • Analytical/Assessment Skills • Cultural Competency 	Within 30 days of hire

Topic	Competencies Addressed	Schedule
	<ul style="list-style-type: none"> • Policy Development/Program Planning 	

Exhibit 8: Minimum training requirements for all DOH employees outlined in Training Policy, DOHP 300-1.

Topic	Competencies Addressed	Schedule
Training Courses for all Staff		
Information Security & Privacy Awareness	<ul style="list-style-type: none"> • Analytical/Assessment • Communication • Financial Planning & Management Policy Development/Program Planning 	Prior to providing services to DOH customers, clients and patients and have access to protected health information and/or the DOH information technology network.
Code of Ethics	<ul style="list-style-type: none"> • Communication • Financial Planning & Management • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 30 days of hire
Equal Opportunity	<ul style="list-style-type: none"> • Communication • Cultural Competency • Financial Planning & Management • Policy Development/Program Planning 	Within 30 days of hire
New Employee Orientation	<ul style="list-style-type: none"> • Analytical/Assessment • Communication • Leadership and Systems Thinking • Public Health Sciences 	Within 30 days of hire
Sexual Harassment Awareness	<ul style="list-style-type: none"> • Communication • Policy Development/Program Planning 	Within 30 days of hire
Public Health Preparedness Orientation	<ul style="list-style-type: none"> • Community Dimensions of Practice 	Within 30 days of hire

Topic	Competencies Addressed	Schedule
Violence Free Workplace	<ul style="list-style-type: none"> • Communication • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 30 days of hire
Workplace Safety	<ul style="list-style-type: none"> • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 30 days of hire
IS-100.c: Introduction to the Incident Command System	<ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 30 days of hire
IS-700.b: National Incident Management System, An Introduction	<ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 30 days of hire
Customer Focus	<ul style="list-style-type: none"> • Communication • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 30 days of hire
Exposure Control Plan*		Annually- Between July 1 and June 30.
FDOH Annual OSHA Review FDOH Bloodborne Pathogens FDOH HIV/AIDS 101 in the News	<ul style="list-style-type: none"> • Public Health Sciences • Community Dimensions of Practice 	
*The delegated authority decides who needs these trainings. They are not mandatory for all CHD employees.		

Topic	Competencies Addressed	Schedule
Training Courses for <i>All Newly Hired and Newly Promoted Supervisors</i>		
Basic Supervisory Training (BSTP) – Human Resource Overview	<ul style="list-style-type: none"> • Analytical/Assessment • Policy Development/Program Planning • Communication • Cultural Competency • Financial Planning and Management • Leadership and Systems Thinking 	Within 6 months of hire or promotion
Basic Supervisory Training (BSTP) – Leadership Development	<ul style="list-style-type: none"> • Analytical/Assessment • Policy Development/Program Planning • Communication • Cultural Competency • Financial Planning and Management • Leadership and Systems Thinking 	Within 6 months of hire or promotion
IS-200.b: ICS for Single Resources and Initial Action Incidents	<ul style="list-style-type: none"> • Communication • Community Dimensions of Practice • Leadership and Systems Thinking • Policy Development/Program Planning 	Within 6 months of hire or promotion
Annual Refresher Training for All DOH Employees		
Annual Refresher Training	<ul style="list-style-type: none"> • Analytical/Assessment • Communication • Cultural Competency • Financial Planning & Management • Leadership and Systems Thinking • Policy Development/Program Planning 	Annually- Between July 1 and December 31.

Job-specific training requirements are the responsibility of supervisors.

DOH-Broward provides training to supervisors and managers who demonstrate leadership potential. DOH-Broward has adopted specific methodology based on Korn Ferry-Hay Group leadership systems, behavioral models developed at the Case Western Reserve University Weatherhead School of Management, Organizational Behavior Department, and Myers-Briggs Personality Type Indicator. Instructors are accredited in each of the assessments utilized in the Leadership Development Series.

Exhibit 9: DOH-Broward Executive Leadership workshop schedule.

Module	Dates	Pedagogy	Objectives
Day 1 <ul style="list-style-type: none"> • Four Circle Leadership Model • Physiologic Behavior and Group Formation • Ring-Toss Simulation • Myers-Briggs Type Indicator® • Myers-Briggs Assessment Data 	TBD	3 Day Facilitated Workshop (Day 1)	<ul style="list-style-type: none"> • Introduction to DOH-Broward Leadership System • Didactic presentation and group discussion on the physiologic triggers to behaviors in individuals and groups • Facilitated group exercise on goal setting and risk taking and the effects of group influence on individual behaviors • Didactic presentation and group discussion on MBTI® and its use in the work environment. • Individual presentation and review of each participant’s MBTI® Type II results
Day 2 <ul style="list-style-type: none"> • Review/Preview/SARA • Emotional Intelligence Framework • Emotional Intelligence Assessment Data • Tower Building Exercise • Leadership Styles • Leadership Styles Case Study • Leadership Style Assessment Data • Organizational Climate 	TBD	3 Day Facilitated Workshop (Day 2)	<ul style="list-style-type: none"> • Review of previous day’s content with Q&A • Didactic presentation and group discussion on the Kubler-Ross stages of grieving in relation to received personal feedback • Didactic and group discussion of the Emotional Intelligence Framework • Individual presentation and review of each participant’s Emotional and Social Competency Index (ESCI) assessment results • Team exercise demonstrating the functions of differing leadership styles and their effect on performance and organizational climate • Didactic presentation and group discussion on the 6 Leadership styles and the relationship with organizational climate • Case study on different situations and the identification of leadership styles

<ul style="list-style-type: none"> Organizational Climate Assessment Data Styles and Climate Video Case Study 			<ul style="list-style-type: none"> Individual presentation and review of each participant's Leadership Styles and Climate Assessments
<p>Day 3</p> <ul style="list-style-type: none"> Review/Preview "12 O'clock High" Film Case Study Developmental Planning Workshop Evaluation, Closing Comments 	TBD	3 Day Facilitated Workshop (Day 2)	<ul style="list-style-type: none"> Review of previous day's content with Q&A Completion of video case study of characters in the film and objective identification of Leadership styles, organizational climate effects, emotional intelligence competencies Didactic presentation and group discussion on Intentional Change Theory Facilitated individual development planning

Exhibit 10: DOH-Broward Supervisory Monthly Leadership Trainings

Module	Dates	Pedagogy	Objectives
Crucial Conversations	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> Didactic and group discussion on Crucial Conversations Provide models of Crucial Conversation Individual roleplay of conversations utilizing the CC process Participant proficiency in conducting Crucial Conversations
Performance Evaluations	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> Didactic and group discussion on the DOH Performance Evaluation process Formulation of performance standards using SMART goals Relationship of organizational performance to individual performance Discussion of the Shared Accountability Model
The Abilene Paradox and Team Dynamics	Presented monthly,	3-hour workshop	<ul style="list-style-type: none"> Didactic and group discussion on The Abilene Paradox Viewing of the Abilene Paradox Video Presentation and discussion of group formation, dynamics, and decision making

	Dates vary		
Managing Management Time	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> • Didactic and group discussion on time management • Understanding of different types of time in the work environment • Dynamics of how differing organizational levels are affected by time pressures
Impact and Influence	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> • Didactic and group discussion on the Impact and Influence competency in communications • Understanding of the strategies utilized in Impact and Influence • Assessing different influence situations • Identifying and utilizing Influence techniques
Change Management	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> • Didactic and group discussion on Change Management in the workplace • Discussion of the Change Process and its components • Dealing with the Human reaction to change • Utilizing communication techniques during change
Interviewing and Selection	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> • Didactic and group discussion on the DOH Recruitment and Selection Process • Identifying the biases in interviewing • Formulating Questions for technical interviews • Scoring of interviews in a group interview • Legal considerations when interviewing and selecting candidates
Emotional Intelligence	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> • Didactic and group discussion on the Goldman/Boyatzis model of Emotional Intelligence • Identify the four quadrants of the EI framework • Identify and explain the 12 competencies of the EI framework • Utilize the EI framework in organizational interactions
Leadership Style and Climate	Presented monthly,	3-hour workshop	<ul style="list-style-type: none"> • Didactic presentation and group discussion on the 6 Leadership styles and the relationship with organizational climate • Complete video case study identifying the use of leadership styles and the effect on climate

	Dates vary		
Customer Service	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> • Didactic and group discussion on Customers service • Identify the types of customers and stakeholders that interact with DOH-Broward • Identify and utilize the 5 customer satisfaction elements
Malcolm Baldrige Performance Excellence Criteria	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> • Didactic and group discussion on the Malcom Baldrige Criteria for Performance Excellence • Understand the 7 categories of MBCPE • Understand scoring methodologies (ADLI & LeTCI) for the process and results sections of the criteria • Utilizing the MBCPE for organizational assessment
Leadership Coaching & Intentional Change	Presented monthly, Dates vary	3-hour workshop	<ul style="list-style-type: none"> • Didactic and group discussion on Boyatzis Model of Intentional Change and its utilization in leadership coaching • Understand the basics emotional attractors in learning and their effects on neurogenesis • Identify the components of ICT • Understanding the Coaching process and the development of individual development plans

Exhibit 11. Behavioral Event Interviewing (BEI)

Module	Dates	Pedagogy	Objectives
Day 1 <ul style="list-style-type: none"> • Introduction to Interviewing • Behavioral Competencies • Video Exercise • Competency Models • Just Noticeable Differences Exercise • BEI Coding • Behavioral Interview Steps • BEI Setup Exercise • BEI Interview Exercise 1 	TBD	2 Day Facilitated Workshop	<ul style="list-style-type: none"> • Provide participants with knowledge of the Behavioral Event Interviewing process. • Build participant's confidence in using the technique • Develop participant knowledge of interviewing errors • Review Competency Models • Develop participant's ability to correctly identify the level at which a competency is being displayed • Develop participant's ability to detect statements that are valid to code • Give participants the opportunity to practice BEI skills and gain confidence
Day 2 <ul style="list-style-type: none"> • Video Exercise • BEI Interview Exercise 2 • BEI Variant Questions • BEI Scoring • BEI Exercise 3 • Avoiding Common Errors • FAQs 	TBD		<ul style="list-style-type: none"> • Build participant's confidence in using the technique • Develop participant's ability to correctly identify the level at which a competency is being displayed • Develop participant's ability to detect statements that are valid to code • Give participants the opportunity to practice BEI skills and gain confidence

TRAIN Florida contains a course catalog that can be searched by course name. Learners can use filters such as course, affiliate, format, subject, course rating, and credit type to search the catalog.

Exhibit 12: Examples of trainings DOH employees can access in TRAIN Florida

The screenshot displays the TRAIN Florida website interface. At the top, the logo for TRAIN Florida is on the left, and the Florida Health logo is on the right. A navigation menu includes HOME, COURSE CATALOG (highlighted), YOUR LEARNING, CALENDAR, RESOURCES, ADMIN, and HELP. A search bar is located on the right side of the menu.

Below the navigation, the 'Filters' section is visible on the left. It includes a 'Search By' dropdown set to 'Any Search By Courses', an 'Affiliate' dropdown, a 'Format' dropdown with a list of options (Webconference, Audiotape/Videotape, Blended Learning Series, CD/DVD, Computer-based Training, Conference, Drill, Full Scale, Functional), and a 'Subject' dropdown with a list of options (Assessment/Analysis, Chronic Diseases, Computer Skills/Training, Cultural Competence (checked), Disability).

The main content area shows '352 record(s) found.' and a list of search filters: 'Courses' and 'Cultural Competence'. The list of training records includes:

- #NYCHealthEquity - Advancing Racial and Social Justice (Webstream/Archived Webcast, 136 Ratings)
- \$10K Goes A Long Way (Webcast (recorded), 2 Ratings)
- 5-Minute MCH (Web-based Training - Self-study, 18 Ratings)
- A Class About CLAS: Culturally and Linguistically Appropriate Services (Web-based Training - Self-study, 4 Ratings)
- A Commitment to Advancing Health Equity (Webstream/Archived Webcast, 237 Ratings)
- A Community-Based Organization's Approach to Addressing LGBT Health Disparities (Webstream/Archived Webcast, 88 Ratings)
- A Guide To Educating Patients (Web-based Training - Self-study, 106 Ratings)
- A Physician's Practical Guide to Culturally Competent Care (Web-based Training - Self-study, 4 Ratings)

Implementation Plan

Reaccreditation Measure 8.1.1.1f: Implementation or work plan.

The workforce development goals and objectives in Exhibit 11 are based on the evaluation of current and future workforce needs. The Implementation Plan shows the alignment with the DOH’s Agency Strategic Plan, the Core Competencies for Public Health Professionals and top skill gaps, training opportunities and opportunities to improve worker engagement from the PH WINS Summary Report. The Implementation Plan will be reviewed and evaluated at least annually. Updates will be made to address new challenges. Progress of the objectives will be reported at DOH Broward Performance Management Council. Performance Management Council Meetings occur monthly and will be tracked through the Active Strategy Performance Management System. This Plan is managed by Organizational Development with support from the DOH Broward Performance Management Council.

Exhibit 13. Implementation Plan

Agency Strategic Priority Area: Health Equity			
Goal: Ensure Floridians in all communities will have opportunities to achieve healthier outcomes.			
WFD Plan Goal	WFD Plan Objective	Core Competency	PH WINS Skill Gap/ Opportunity
1. Improve DOH’s ability to share and implement strategies to address health inequities in programs, products, and services.	1.1 Provide the Health Equity training to 100% of DOH-Broward staff by December 31, 2023 from 88% in December 2020.	Community Dimensions of Practice Skills	Develop a Vision for a Healthy Community

Agency Strategic Priority Area: Effective Agency Processes

Goal: Establish a sustainable infrastructure, which includes a competent workforce, standardized business practices and effective use of technology.

WFD Plan Goal	WFD Plan Objective	Core Competency	PH WINS Skill Gap/ Opportunity
2. Expand the capacity of employees to perform current and future leadership roles within DOH Broward.	2.1 By December 31, 2023, provide bi-annual executive leadership training to DOH Broward employees that demonstrate leadership potential.	Leadership & Systems Thinking Skills	Systems & Strategic Thinking
	2.2 Continue to provide monthly leadership training to all supervisors in the organization.	Leadership & Systems Thinking Skills	Systems & Strategic Thinking
	2.3 By December 31, 2023, provide bi-annual Behavioral Event Interview (BEI) to identified members of the leadership team and employees who have demonstrated advanced leadership potential.	Leadership & Systems Thinking Skills	Systems & Strategic Thinking

Agency Strategic Priority Area: Effective Agency Processes

Goal: Establish a sustainable infrastructure, which includes a competent workforce, standardized business practices and effective use of technology.

WFD Plan Goal	WFD Plan Objective	Core Competency	PH WINS Skill Gap/ Opportunity
3. Expand the capacity of employees to perform current and future leadership roles within DOH Broward.	3.1 By December 31, 2023, create a leadership development plan based on assessment results from the executive leadership workshop participants.	Leadership & Systems Thinking Skills	Systems & Strategic Thinking
4. Support DOH's financial operations and sustainability.	4.1 Continue to provide annual training to staff at all levels in budget and financial operations.	Financial Planning and Management Skills	Budget & Financial Management

Agency Strategic Priority Area: Effective Agency Processes

Goal: Establish a sustainable infrastructure, which includes a competent workforce, standardized business practices and effective use of technology.

WFD Plan Goal	WFD Plan Objective	Core Competency	PH WINS Skill Gap/ Opportunity
5. Recruit and retain current and future public health workforce	5.1 In July 2019, DOH Broward conducted an employee satisfaction survey. By December 31, 2023, complete analysis of the employee satisfaction survey identifying areas of improvement.	Policy Development/ Program Planning Skills	Worker Engagement
	5.1 By December 31, 2022, identify 3 staff to attend University of Florida’s “Inclusion on the Workplace” course.	Policy Development/ Program Planning Skills	Worker Engagement