

# Office of Pollution Prevention and Toxics Workforce Analysis

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**Fiscal Year 2015 – Fiscal Year 2020**



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# 1. Introduction

## Purpose of the Workforce Plan

OPM defines Workforce Planning as the systematic process for identifying and addressing the gaps between the workforce of today and the human capital needs of tomorrow. Effective workforce planning enables the organization to:

- align workforce requirements directly with the agency's strategic and annual business plans,
- develop a comprehensive picture of where gaps exist between competencies the workforce currently possesses and future competency requirements,
- identify and implement gap reduction strategies,
- make decisions about how best to structure the organization and deploy the workforce considering future workforce trends, and
- identify and overcome internal and external barriers to accomplishing strategic workforce goals.

Workforce Planning determines what mix of experience, knowledge, and skills are required and sequences steps to get the right number of right people, in the right place, at the right time. Workforce planning

## Vision, Values, and Goals <sup>2</sup>

OPPT workforce development is a key component of OPPT's 2022 Vision and Goals to establish a strong chemical safety program and a focused and effective pollution prevention program. Having an organization that is positioned to excel means that the OPPT workforce understands and is committed to the Office's vision and goals and has the skills and diversity

is a strategic effort designed to forecast talent needs and talent supply, while utilizing existing human resource programs and activities to align the two.

In 2018, the agency released its FY 2018-2020 U.S. EPA Strategic Plan to identify and communicate its strategic objectives and direction. The Office of Pollution Prevention and Toxics (OPPT) workforce analysis utilizes the Strategic Plan as the foundation of the workplace development process and builds upon the planning process for the organization to accomplish its mission, vision, and goals. Additionally, this workforce analysis provides baseline data for assisting resource decisions, since there is a clear connection between objectives and the resources needed to accomplish them.

The Office of Chemical Safety and Pollution Prevention's Objective 1.4 in the Strategic Plan is to, "effectively implement the Toxic Substance Control Act (TSCA), and the Federal Insecticide, Fungicide, and Rodenticide Act, to ensure new and existing chemicals and pesticides are reviewed for their potential risks to human health and the environment and actions are taken when necessary."<sup>1</sup>

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<sup>1</sup> Source: 2018-2022 EPA Strategic Plan, Page 19  
<https://www.epa.gov/sites/production/files/2019-09/documents/fy-2018-2022-epa-strategic-plan.pdf>

<sup>2</sup> Source: OPPT Vision and Goals -  
[https://intranet.epa.gov/opptwork/email-msgs-from-oppt-director/2014/vision\\_goals.html](https://intranet.epa.gov/opptwork/email-msgs-from-oppt-director/2014/vision_goals.html)

that make it possible to embrace leadership, collaboration, and innovation to achieve this vision.

OPPT values integrity, sound science, diversity of cultures and thinking, competence, creativity and innovation, collaboration, and continuous learning and development. OPPT treats its people fairly and with respect and encourages consistent practice of these values

OPPT's vision, values, and strategic goals provide the Office's blueprint for successfully advancing OPPT strategic goals.

OPPT vision consists of three parts:

1. A Strong Chemical Safety Program
2. A Focused and Effective Pollution Prevention Program
3. An Organization that is Positioned to Excel

OPPT's workforce analysis identifies four key strategic goals that are aligned to support OPPT's 2022 Vision and Goals:

1. Talented & Diverse Workforce
2. Learning & Developing Workforce
3. Results-focused Workforce
4. Engaged & Satisfied Workforce

Together, these four goals will ensure that OPPT employees have and utilize the needed skills and competencies to achieve OPPT's 2022 Vision and Goals to position the Office as a model employer for the 21<sup>st</sup> century.

#### Goal 1: Talented & Diverse Workforce

To be successful in accomplishing its vision and goals, OPPT must retain and attract a diverse and highly skilled workforce—ensuring that it has the right staff and managers, with the necessary critical skills and abilities, to carry out the mission.

#### Goal 2: Learning & Developing Workforce

To be successful in accomplishing its vision and goals, OPPT employees must be self-driven learners who strive for continual improvement. OPPT must ensure that its employees share knowledge and collaborate with other employees and stakeholders. New and unanticipated challenges require a learning workforce capable of taking responsibility for

their own learning, growth and development, and adapting to dynamic work.

#### Goal 3: Results-Focused Workforce

To be successful in accomplishing its vision and goals, OPPT employees must perform to their highest potential, work effectively and efficiently, and deliver high-impact results.

#### Goal 4: Engaged & Satisfied Workforce

To be successful in accomplishing its vision and goals, OPPT employees must find their work meaningful, be valued and treated with the respect, and be recognized and appreciated for good work.

The workforce analysis will be the basis for creating action plans to focus on specific gaps/areas that need improvement, and re-tooling our workforce, as directed by senior management. Being “strategic” in nature, this document does not include the detailed action plans, milestones, or metrics for measuring success. It does, however, include major workforce development milestones for FY 2015-2020.

As part of the Workforce Analysis, OPPT will:

- inventory the competencies that currently reside in the workforce, per occupational series;
- identify the numbers of employees that will be needed to effectively implement our strategic and tactical plans;
- identify skills/competencies gaps and surpluses; and
- develop recruiting strategies, employee development programs, and other approaches to retool our workforce and address those gaps and surpluses.

OPPT’s Workforce Analysis evaluates the current state of OPPT’s workforce, compares the current state to the desired future state, and identifies and closes existing gaps. The workforce planning process gives focus to demographics, geographical diversity, retirement projections, and core competencies to provide more refined information on anticipated changes in the workforce. The process helps plan for changes in workforce competencies. The workforce plan also assists OPPT to systematically address issues driving workforce changes, such as growing retirement eligibility.

While this compilation of data provides a valuable “snapshot” of OPPT’s workforce

and serves as a starting point for a human capital strategy, the analysis is not a detailed assessment of current competencies held by each employee. This document provides a general overview of the structure of OPPT’s workforce that is currently in place to implement OPPT’s Strategic Plan and direction. OPPT has used the competency model established by the Office of Personnel Management (OPM) to categorize current competencies as identified within OPPT’s existing occupational series.

The plan, while prescriptive in defining specific workforce development actions plans, is intended to allow adjustments as emerging and unanticipated business needs occur. Structurally, the plan conforms to the Federal Workforce Planning Model established by OPM.

## Workforce Planning Model



## 2. Background

In June 2016, TSCA was amended by the Frank R. Lautenberg Chemical Safety for the 21st Century Act. The amendments give EPA significant new, as well as continuing, responsibilities for reviewing chemicals in or entering commerce to prevent unreasonable risks to human health and the environment, including unreasonable risks to potentially exposed or susceptible subpopulations.

Proper implementation of the TSCA amendments is one of EPA's top priorities. There is immense public interest in the agency's efforts since the TSCA amendments were the first significant environmental legislation enacted in over a decade and the first update to America's outdated chemical safety infrastructure in more than 40 years. The public as well as local, state and tribal governments and other federal agencies depend on EPA's timely release of critical chemical safety information. The TSCA mandates have presented significant implementation opportunities and challenges for both the New Chemicals (TSCA Section 5) and Existing Chemicals Programs (TSCA Section 6).

In its 2019 report evaluating EPA's implementation of the Lautenberg Act, the Government Accountability Office cited concerns about appropriate resources and staff capacity within the Chemical Control Division (responsible for risk management) and the Risk Assessment Division (responsible for risk assessment). These are the two divisions implementing key portions of the amended TSCA requirements. Additionally, In the OIG Draft Report entitled "Lack of Planning for Staff and Resources Puts EPA's Ability to Meet TSCA Deadlines at Risk," OCSPP agreed the following recommendations:

1. Recommendation - Develop a workforce analysis focused on the Office of Pollution Prevention and Toxics and its ability to implement the requirements of the Toxic Substances Control Act.

- **Proposed Corrective Action:**  
OCSPP will conduct a workforce

analysis specifically focused on the Office of Pollution Prevention and Toxics capability to implement the requirements of the Toxic Substances Control Act.

- **Target Completion Date:**  
December 31, 2020

2. Recommendation - Specify what skill gaps must be filled to achieve the Toxic Substances Control Act implementation capacity and how and when those gaps will be filled in the fiscal year 2021 workforce plan that the EPA agreed to develop in their Corrective Action Plan to the U.S. Office of Personnel Management.

- **Proposed Corrective Action:**  
OCSPP will complete a skills gap analysis and will utilize its hiring plan to fill the remaining identified gaps.
- **Target Completion Date:** March 31, 2021

OPPT's strategic focus is on filling mission-critical positions in the risk assessment and risk management programs and focusing its employment efforts on hiring qualified employees for mission critical occupations.

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<sup>3</sup> Source: Chemical Assessments Status of EPA's Efforts to Produce Assessments and Implement the Toxic Substances Control Act

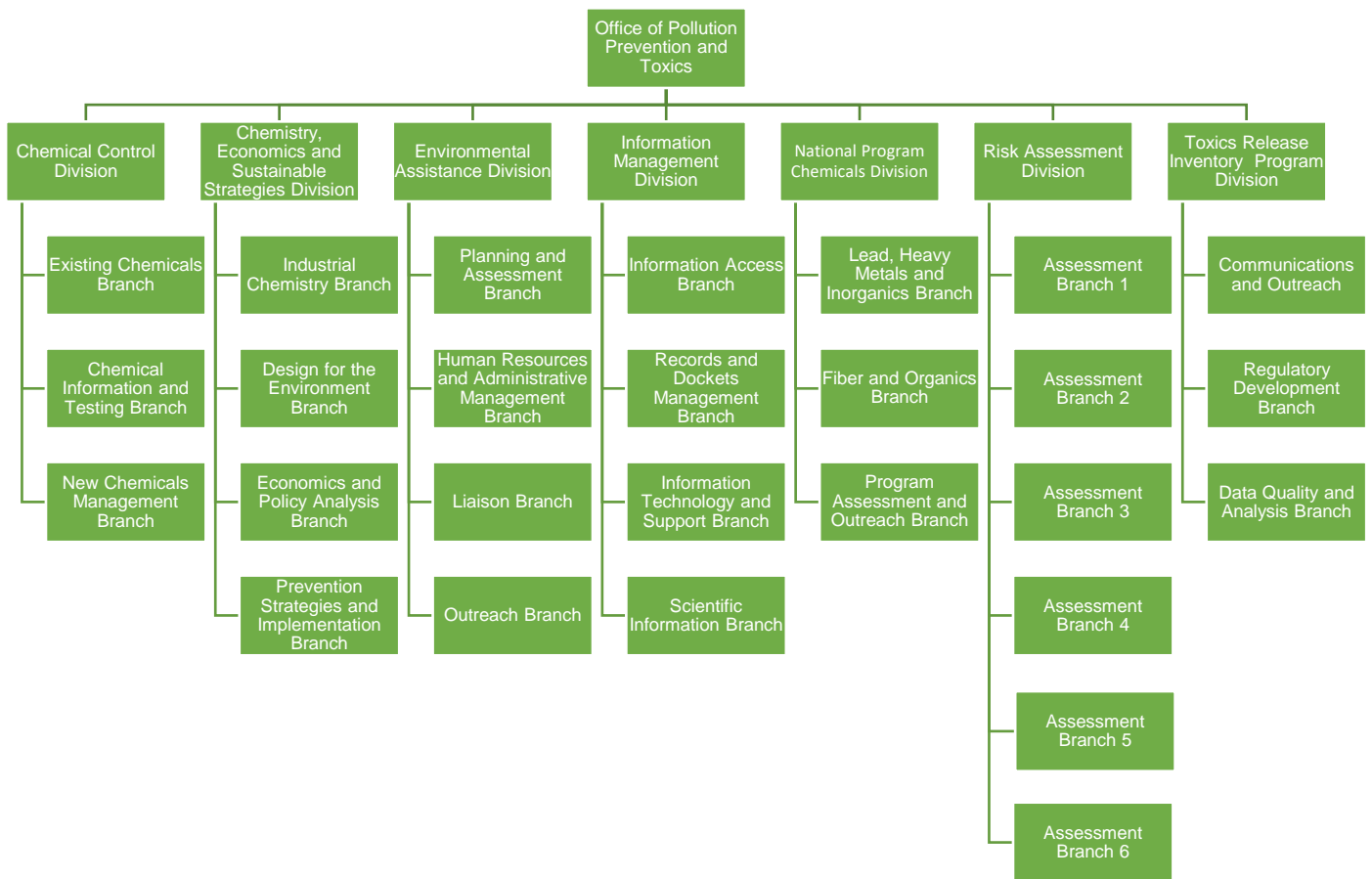


### 3. OPPT’s Current Workforce

The current state provides a summary of the FY 2020 workforce demographics and analyses in the following areas: acquisitions, age, years of service, grade, gender, race/national origin, persons with disabilities, veterans, and supervisors/leaders. All data was compiled with the help of a variety of source documents from OPPT, EPA’s Office of Human Resources, Oracle Business Intelligence Enterprise Edition (OBIEE), and PeoplePlus, as of October 1, 2020.

At the end of FY 2020, OPPT had 332 permanent employees, 162 were concentrated in the Risk Assessment Division and the Chemical Control Division. This includes staff, managers, and supervisors. This workforce includes professional, technical, administrative, and supervisory positions. The organizational chart shows OPPT’s current internal structure.

**OPPT’s Organizational Chart (FY 2020)**



## Current Workforce Demographics

The following charts provide a general snapshot of OPPT's demographics at the end of FY 2020, compared to the end of FY 2020 for OCSPP and EPA. Graphical representation of this data shows employment type, race, sex, education, pay scale, and age.

Figure 1 - Employment Status, FY 2020

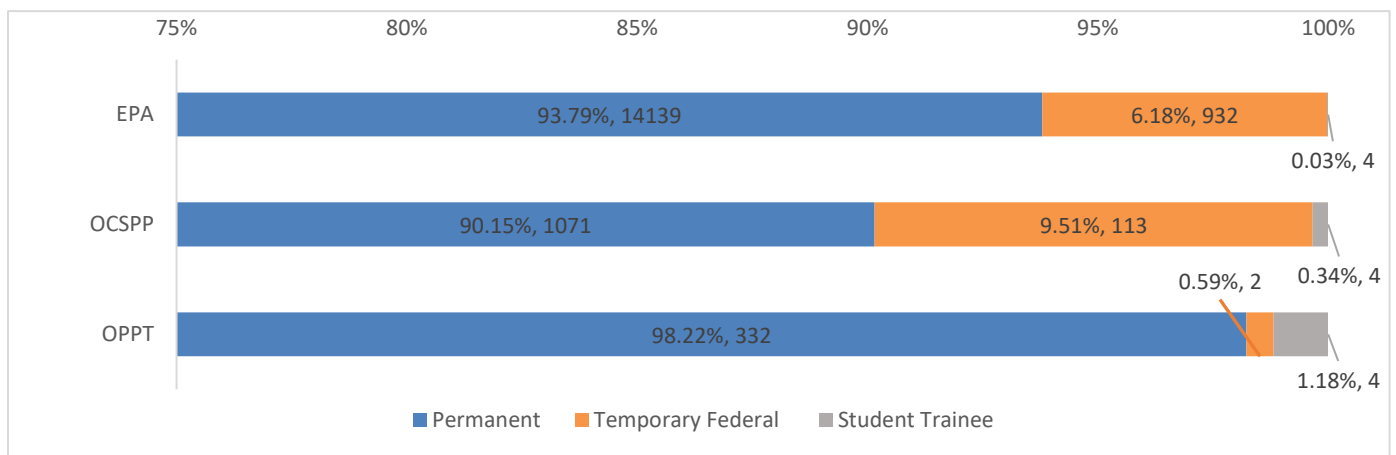


Figure 2 - Race, FY 2020

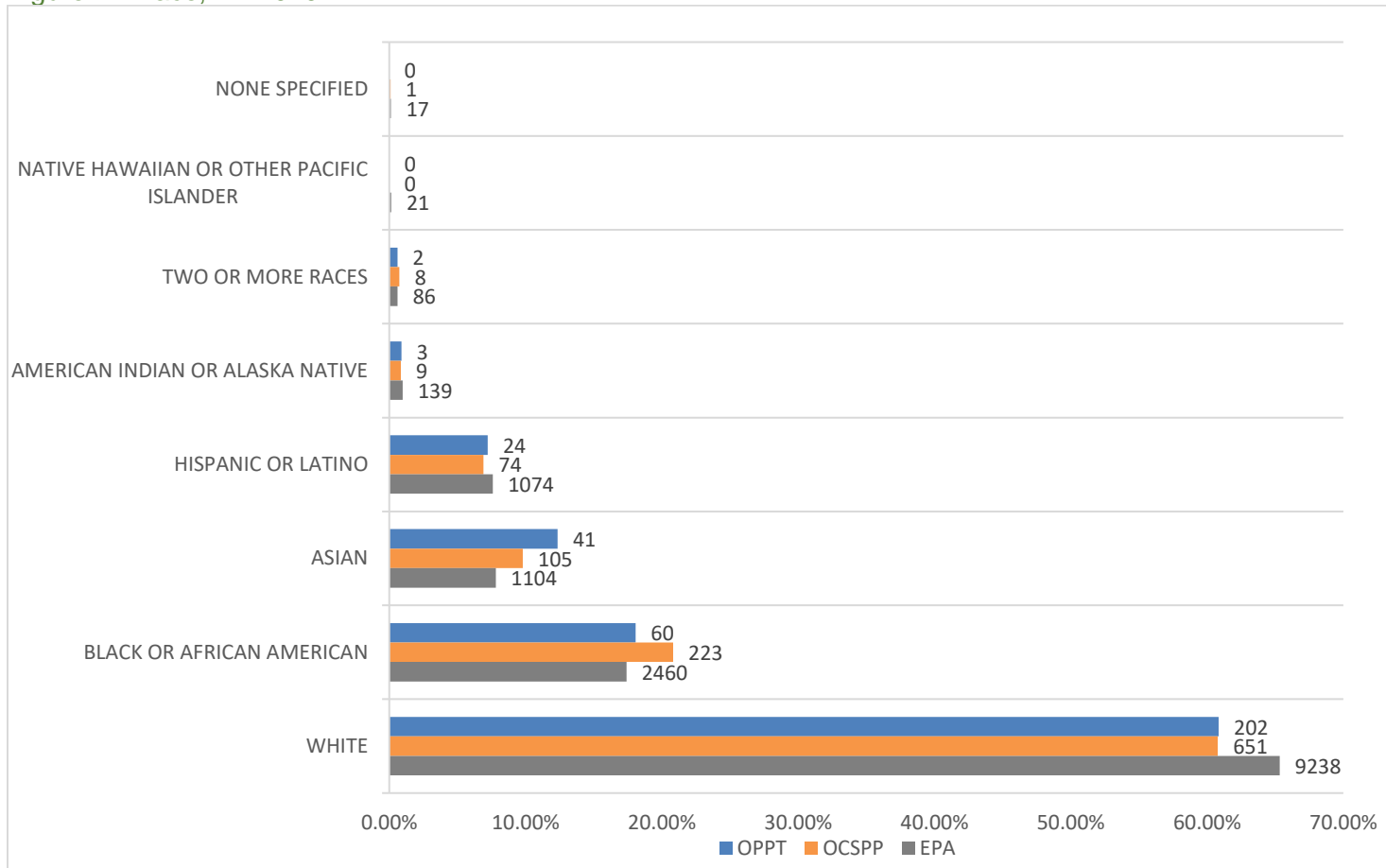


Figure 3 - Sex, FY 2020

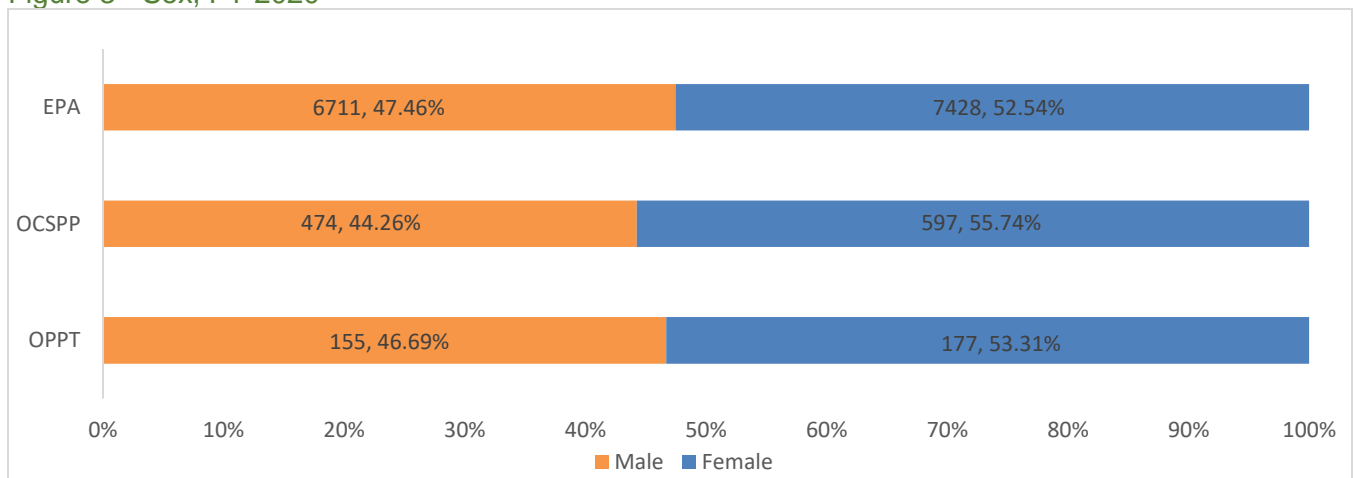


Figure 4 - Education, FY 2020

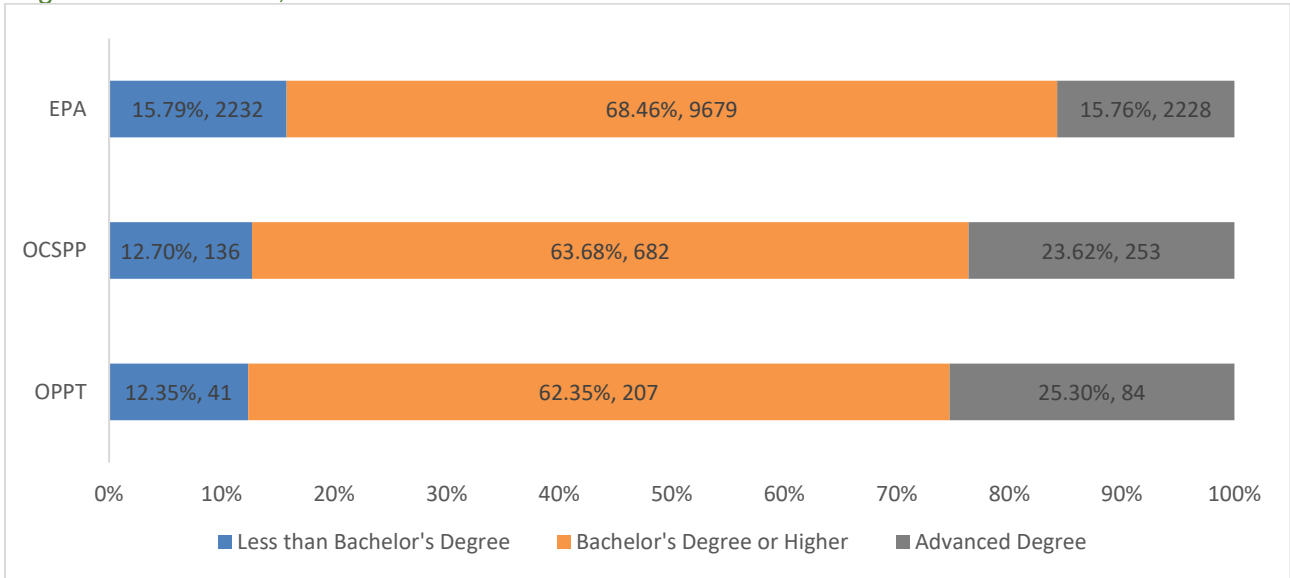


Figure 5 - Pay Scale, FY 2020

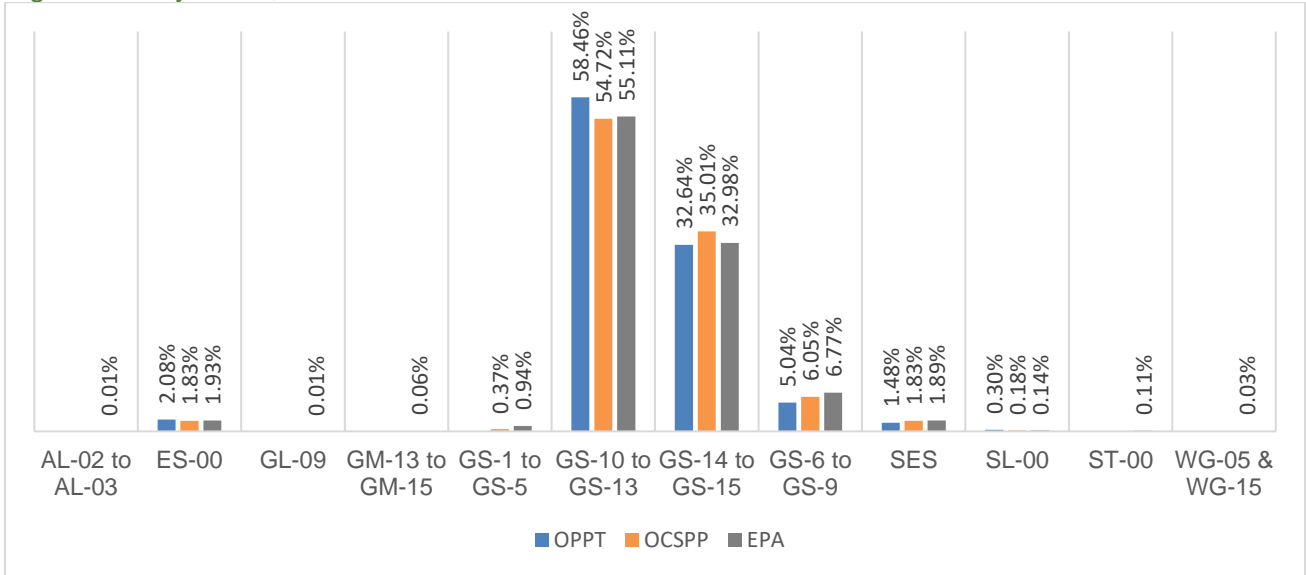


Figure 6 - Age, FY 2020

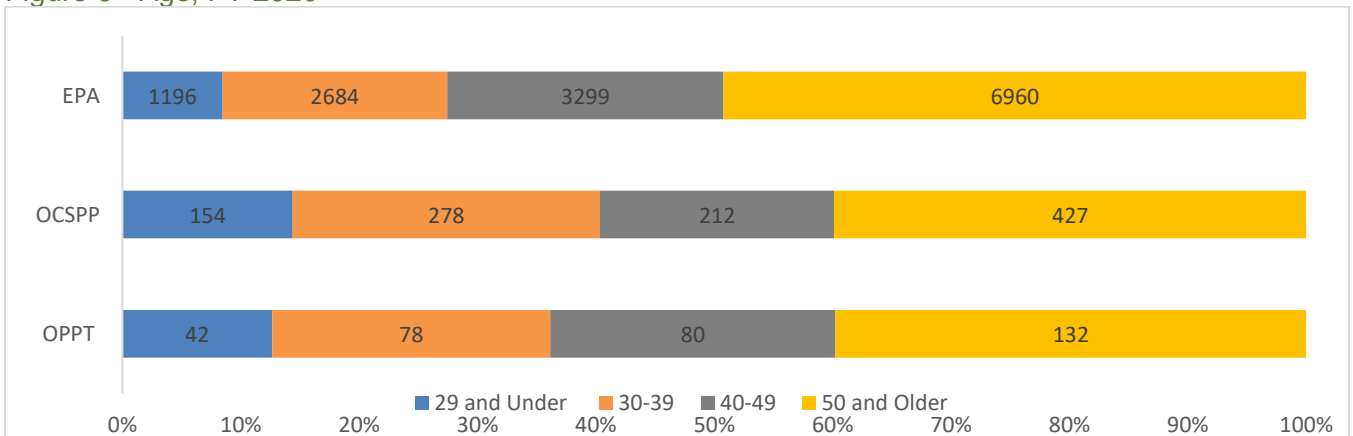


Figure 7 - Average Age, FY 2020

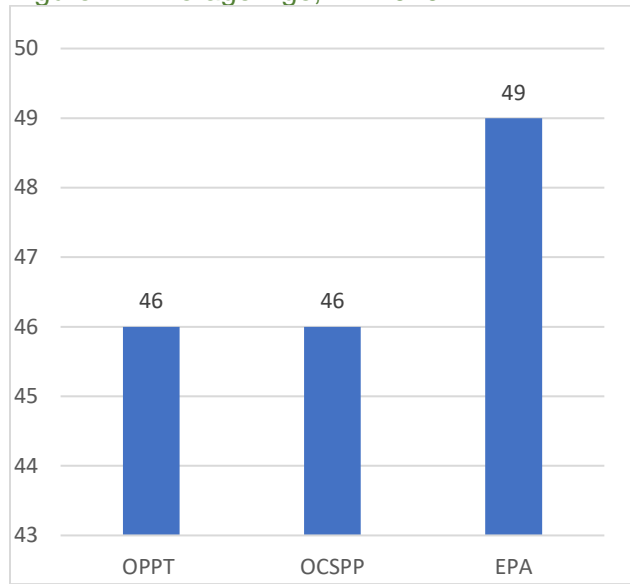


Figure 8 - Average Years of Service, FY 2020

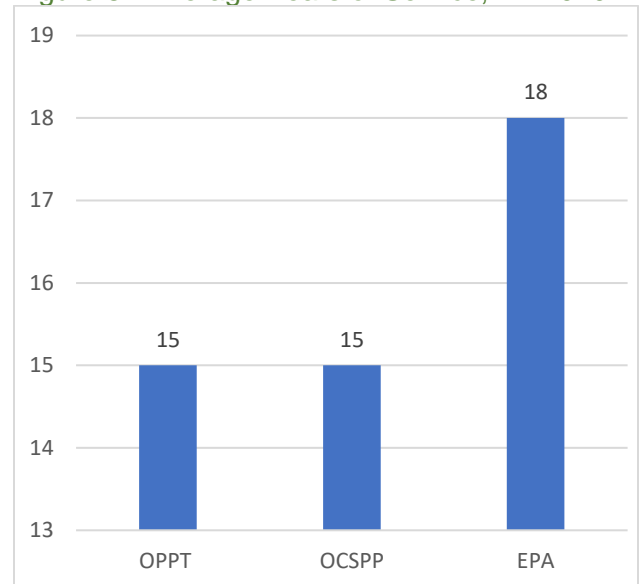


Figure 9 - Permanent on-board counts of OPPT by division as of September 30, 2020. Temporary student trainees (interns), reemployed annuitants, and contractors (grantees) under the National Older Worker Career Center (NOWCC) program are not included in the permanent onboard number.

Figure 9 - Permanent Onboard by Division, FY 2020

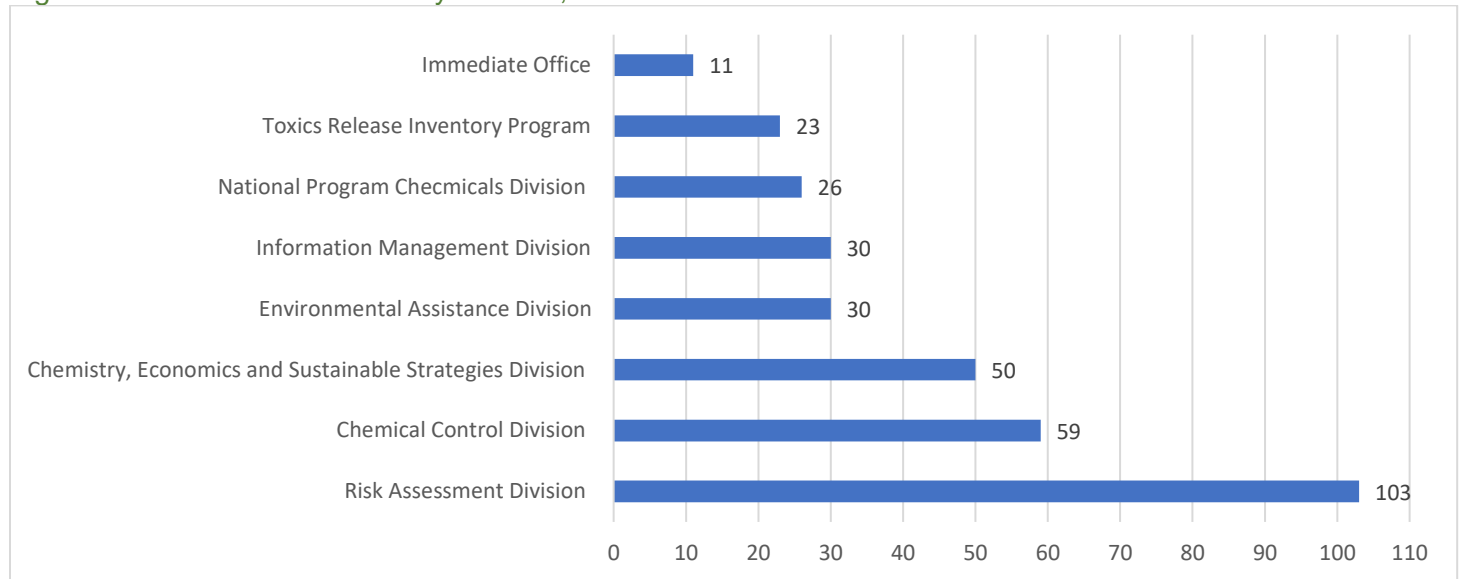


Figure 10 -The changes that have occurred in the last six fiscal years.

Figure 10 - Workforce Onboard by Division

| Division   | FY15       | FY16       | FY17       | FY18       | FY19       | FY20       |
|--|------------|------------|------------|------------|------------|------------|
| Immediate Office   | 9          | 9          | 9          | 9          | 13         | 11         |
| Toxics Release Inventory Program                         | 0          | 25         | 26         | 24         | 21         | 23         |
| National Program Chemicals Division                      | 31         | 28         | 29         | 27         | 27         | 26         |
| Information Management Division                          | 42         | 43         | 41         | 37         | 33         | 30         |
| Environmental Assistance Division                        | 35         | 35         | 38         | 39         | 39         | 30         |
| Chemistry, Economics and Sustainable Strategies Division | 54         | 64         | 65         | 58         | 54         | 50         |
| Chemical Control Division                                | 41         | 41         | 49         | 53         | 59         | 59         |
| Risk Assessment Division                                 | 76         | 79         | 80         | 79         | 87         | 103        |
| <b>Total</b>   | <b>288</b> | <b>324</b> | <b>337</b> | <b>326</b> | <b>333</b> | <b>332</b> |

Figure 11 - Workforce Onboard by Fiscal Year

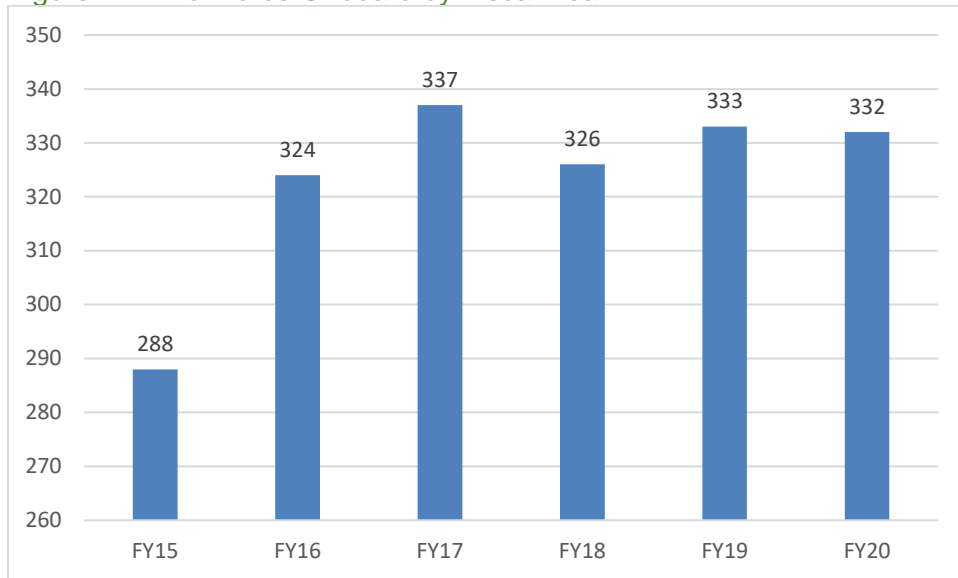


Figure 12 - The percentage of major occupational groups. Appendix B details which series numbers are associated with the occupational groups.

Figure 12 - Onboard by Occupational Groups, Number and Percentage, FY 2020

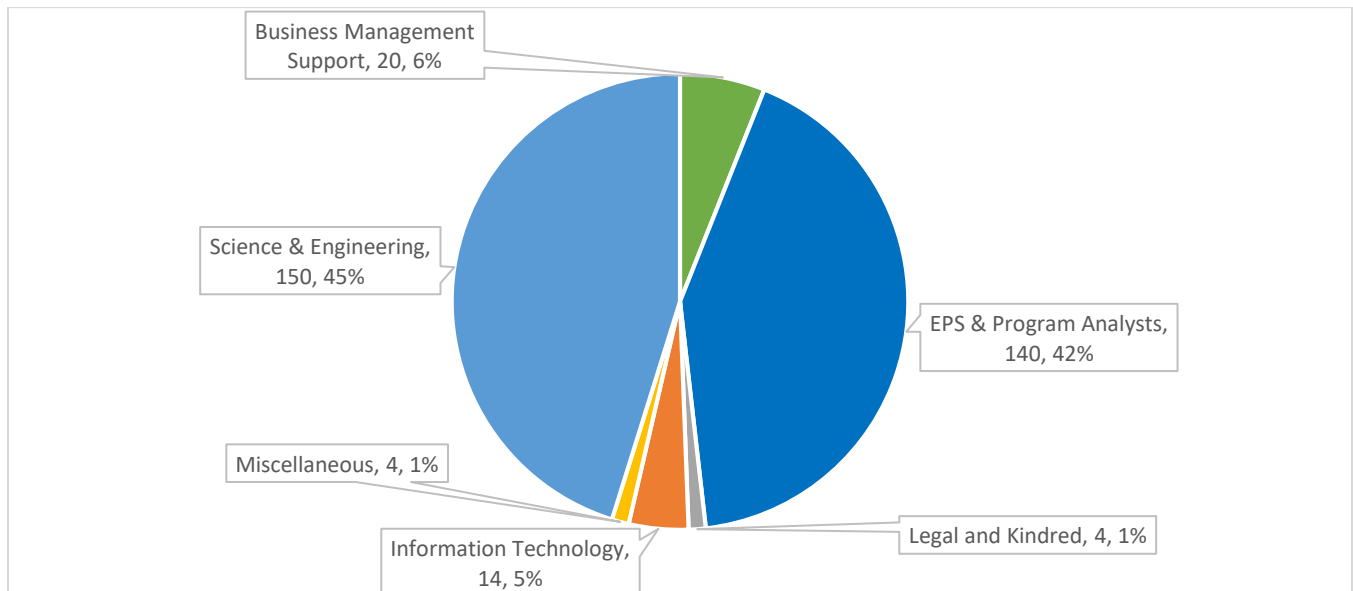


Figure 13 - Occupational Title by Division, FY 2020

| Division   | Occupational Title                   | Count     |
|--|--------------------------------------|-----------|
| <b>Immediate Office</b>  | <b>Division Total:</b>               | <b>11</b> |
|  | Environmental Protection Specialist  | 4         |
|  | General Natural Resources Management | 1         |
|  | Management and Program Analysis      | 1         |
|  | Miscellaneous Admin & Program        | 1         |
|  | Program Management                   | 3         |
|  | Public Affairs                       | 1         |
| <b>Chemical Control Division</b>                                 | <b>Division Total:</b>               | <b>59</b> |
|  | Chemical Engineering                 | 1         |
|  | Chemistry                            | 4         |
|  | Environmental Engineering            | 1         |
|  | Environmental Protection Specialist  | 40        |
|  | General Attorney                     | 2         |
|  | General Natural Resources Management | 3         |
|  | General Physical Science             | 2         |
|  | Information Technology Management    | 1         |
|  | Management and Program Analysis      | 1         |
|  | Miscellaneous Admin & Program        | 2         |
|  | Program Management                   | 1         |
|  | Industrial Hygiene                   | 1         |
| <b>Chemistry, Economic &amp; Sustainable Strategies Division</b> | <b>Division Total:</b>               | <b>50</b> |
|  | Chemistry                            | 8         |
|  | Economist                            | 11        |
|  | Environmental Engineering            | 1         |
|  | Environmental Protection Specialist  | 16        |
|  | General Natural Resources Management | 3         |
|  | General Physical Science             | 3         |
|  | General Student Trainee              | 1         |
|  | Management and Program Analysis      | 3         |
|  | Program Management                   | 1         |
|  | Technical Information Services       | 1         |
| Toxicology   | 2                                    |           |



| Division  | Occupational Title                   | Count      |
|---|--------------------------------------|------------|
| <b>Environmental Assistance Division</b>        | <b>Division Total:</b>               | <b>30</b>  |
|   | Administrative Officer               | 1          |
|   | Chemical Engineering                 | 1          |
|   | Environmental Protection Specialist  | 12         |
|   | General Attorney                     | 2          |
|   | Management and Program Analysis      | 13         |
|   | Miscellaneous Admin & Program        | 1          |
| <b>Information Management Division</b>          | <b>Division Total:</b>               | <b>30</b>  |
|   | Environmental Protection Specialist  | 7          |
|   | General Natural Resources Management | 1          |
|   | Information Technology Management    | 13         |
|   | Management and Program Analysis      | 3          |
|   | Miscellaneous Admin & Program        | 5          |
|   | Program Management                   | 1          |
| <b>National Program Chemicals Division</b>      | <b>Division Total:</b>               | <b>26</b>  |
|   | Environmental Protection Specialist  | 24         |
|   | General Physical Science             | 1          |
|   | Program Management                   | 1          |
| <b>Risk Assessment Division</b>                 | <b>Division Total:</b>               | <b>103</b> |
|   | Administrative Officer               | 1          |
|   | Chemical Engineering                 | 17         |
|   | Chemistry                            | 2          |
|   | Environmental Engineering            | 5          |
|   | General Health Science               | 2          |
|   | General Natural Resources Management | 42         |
|   | General Physical Science             | 12         |
|   | Industrial Hygiene                   | 1          |
|   | Microbiology                         | 3          |
|   | Miscellaneous Admin & Program        | 1          |
|   | Technical Information Services       | 1          |
| Toxicology                                      | 16                                   |            |
| <b>Toxic Release Inventory Program Division</b> | <b>Division Total:</b>               | <b>23</b>  |
|   | Chemical Engineering                 | 1          |
|   | Chemistry                            | 2          |
|   | Ecology                              | 1          |
|   | Environmental Protection Specialist  | 13         |
|   | General Natural Resources Management | 2          |
|   | Management and Program Analysis      | 3          |
|   | Miscellaneous Admin & Program        | 1          |
| <b>Grand Total:</b>                             |                                      | <b>332</b> |

Figure 14 - Workforce Pay Plan Distribution, FY 2020<sup>4</sup>

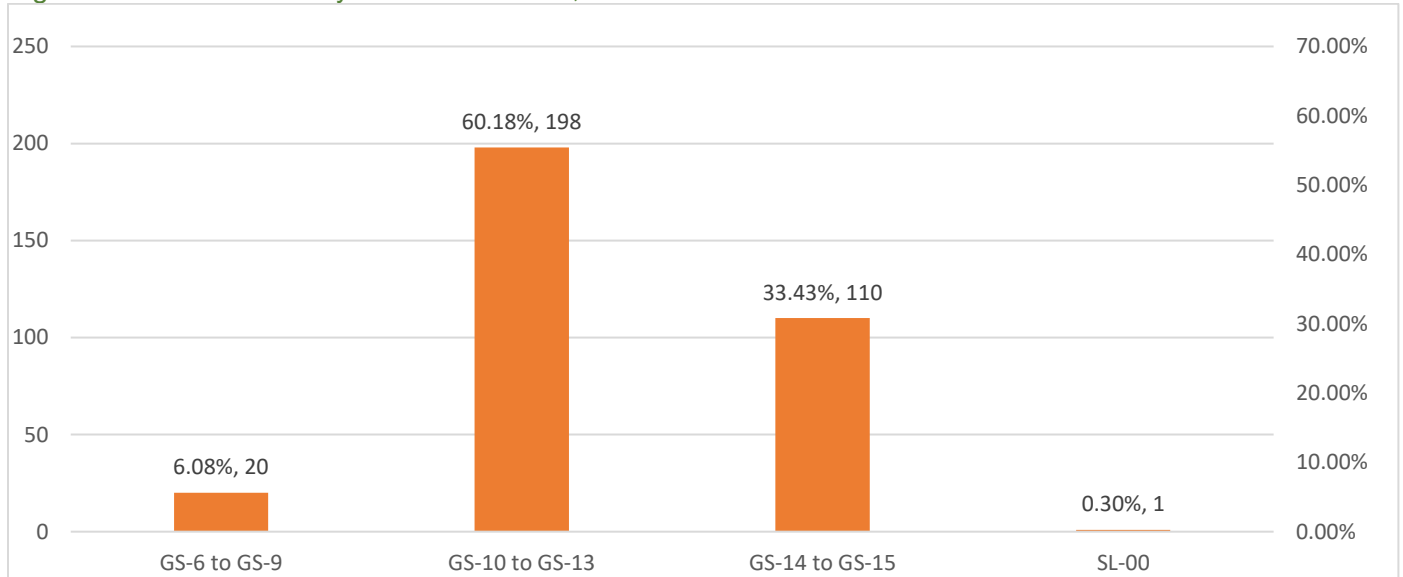
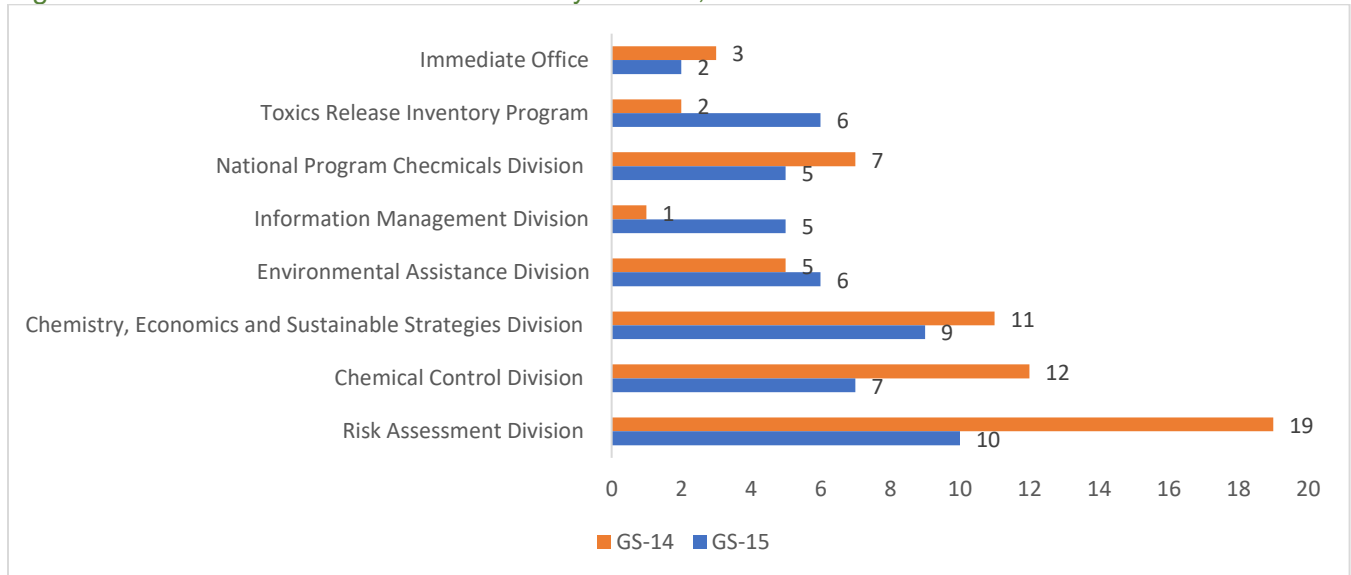


Figure 15 - GS-14 and GS-15 Distribution by Division, FY 2020



<sup>4</sup> SL is Non-SES and Non-GS

Figure 16 - Senior Executive Service (SES) by Fiscal Year

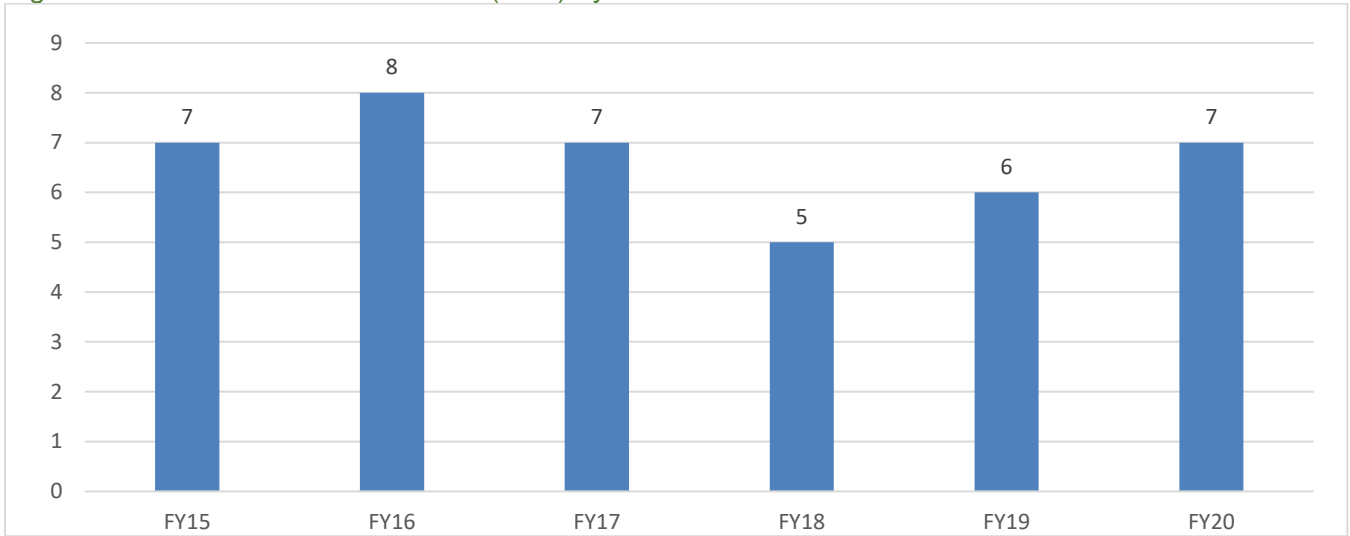


Figure 17 - Senior Executive Service (SES) Onboards by Division and Fiscal Year

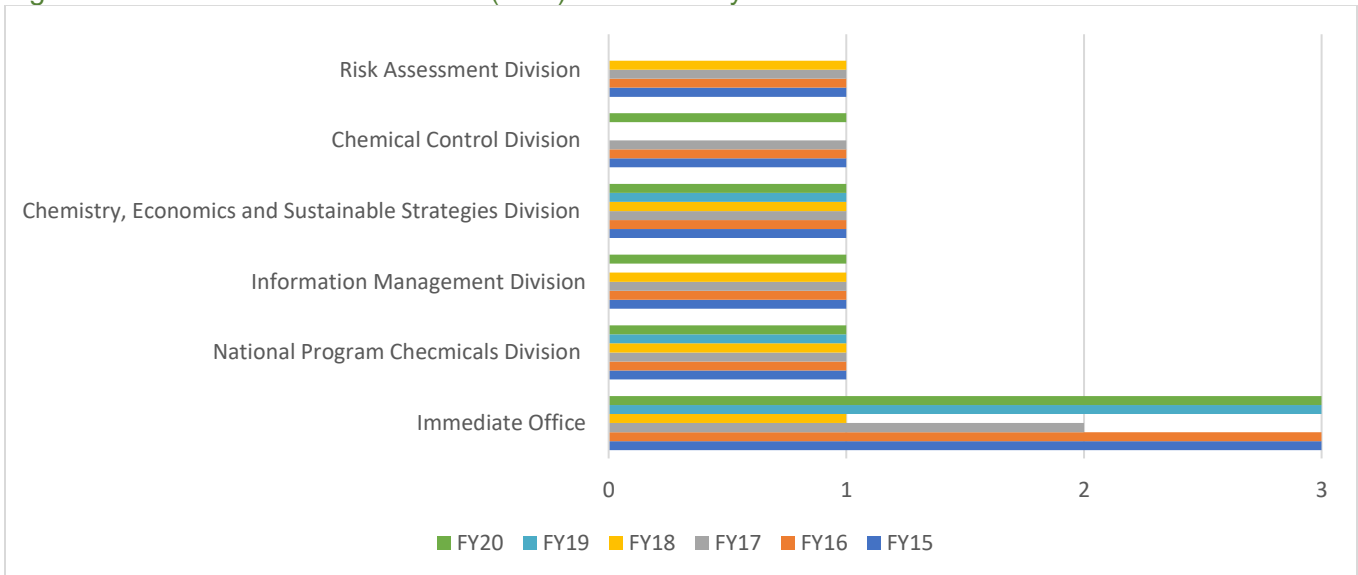


Figure 18 - OPPT Eligibility for Retirement by Division and Occupational Title, FY 2020

| Division  | Occupational Title                   | FY20     | FY21     | FY22 – FY26 |
|---|--------------------------------------|----------|----------|-------------|
| <b>Chemical Control Division</b>                                | Chemical Engineering                 | 1        |          |             |
|   | Chemistry                            |          |          |             |
|   | Environmental Engineering            |          |          | 1           |
|   | Environmental Protection Specialist  | 1        |          | 3           |
|   | Miscellaneous Admin & Program        | 1        |          |             |
| <b>Chemistry, Economics and Sustainable Strategies Division</b> | Chemistry                            |          |          | 2           |
|   | Economist                            | 1        | 1        |             |
|   | Environmental Engineering            | 1        |          |             |
|   | Environmental Protection Specialist  |          |          | 2           |
|   | Management and Program Analysis      |          |          | 1           |
|   | Miscellaneous Admin & Program        |          |          |             |
|   | Program Management                   |          |          | 1           |
| <b>Environmental Assistance Division</b>                        | Budget Analysis                      |          |          |             |
|   | Environmental Engineering            |          |          |             |
|   | Environmental Protection Specialist  |          |          | 2           |
|   | General Attorney                     |          |          |             |
|   | Management and Program Analysis      |          | 1        | 6           |
| <b>Immediate Office</b>   | Miscellaneous Admin & Program        |          |          |             |
|   | Program Management                   |          |          | 3           |
| <b>Information Management Division</b>                          | Environmental Protection Specialist  |          |          | 1           |
|   | General Natural Resources Management |          |          |             |
|   | Information Technology Management    |          |          | 4           |
|   | Management and Program Analysis      |          |          | 1           |
|   | Miscellaneous Admin & Program        |          |          |             |
|   | Program Management                   |          | 1        | 1           |
| <b>National Program Chemicals Division</b>                      | Chemistry                            |          |          |             |
|   | Environmental Protection Specialist  |          |          | 4           |
|   | Program Management                   |          |          |             |
| <b>Risk Assessment Division</b>                                 | Administrative Officer               |          |          | 1           |
|   | Chemical Engineering                 | 1        | 1        | 2           |
|   | Environmental Engineering            |          |          | 1           |
|   | General Health Science               |          |          | 1           |
|   | General Natural Resources Management | 1        |          | 5           |
|   | General Physical Science             |          |          |             |
|   | Industrial Hygiene                   |          |          |             |
|   | Program Management                   |          |          |             |
|   | Toxicology                           | 1        |          | 1           |
| <b>Toxic Release Inventory Program Division</b>                 | Environmental Protection Specialist  |          | 1        | 1           |
|   | Management and Program Analysis      |          |          |             |
| <b>Total</b>  |                                      | <b>8</b> | <b>5</b> | <b>44</b>   |

Figure 19 - Age by Number and Percentage, FY 2020

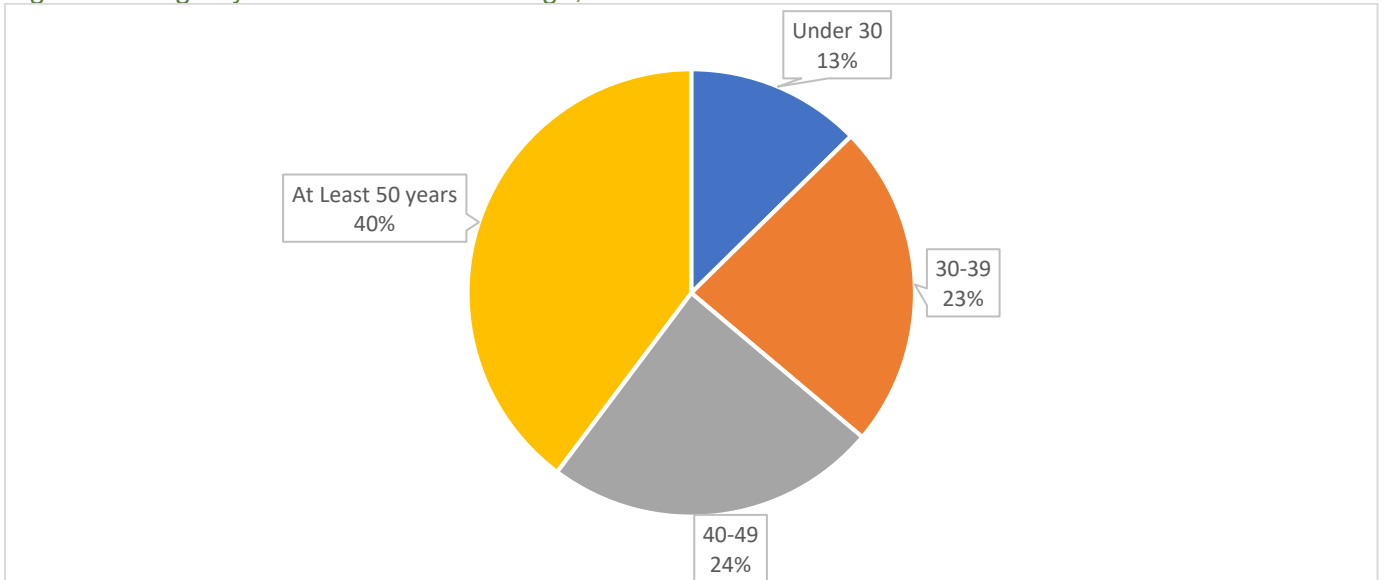


Figure 20 - OPPT Age Clusters by Fiscal Year

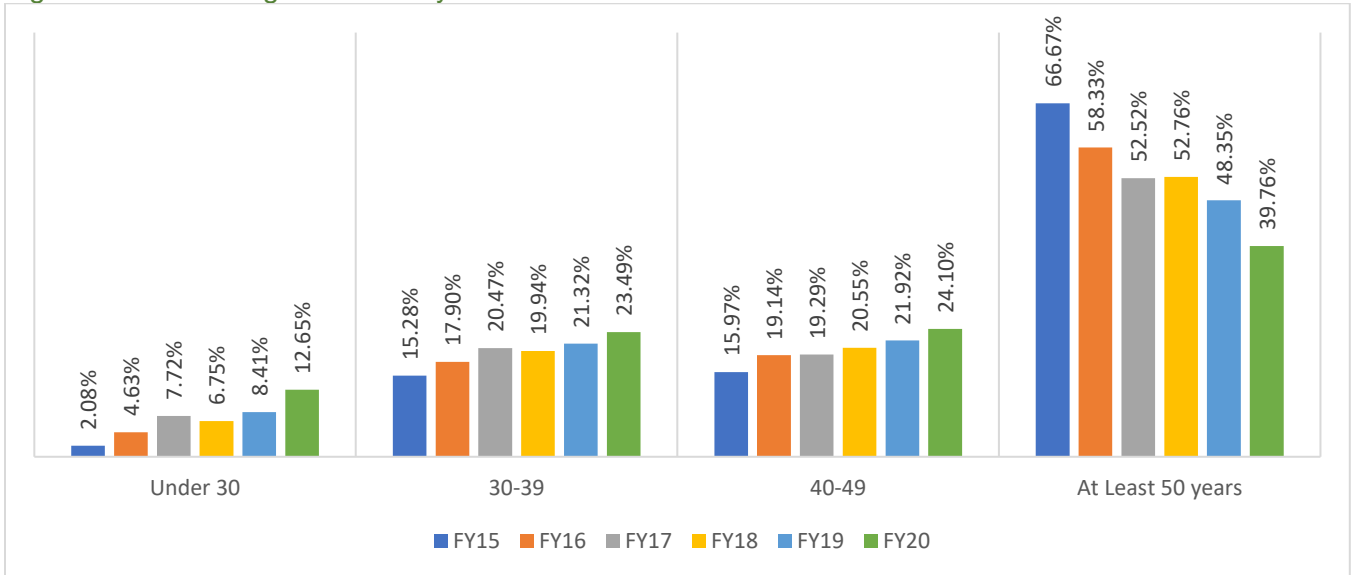
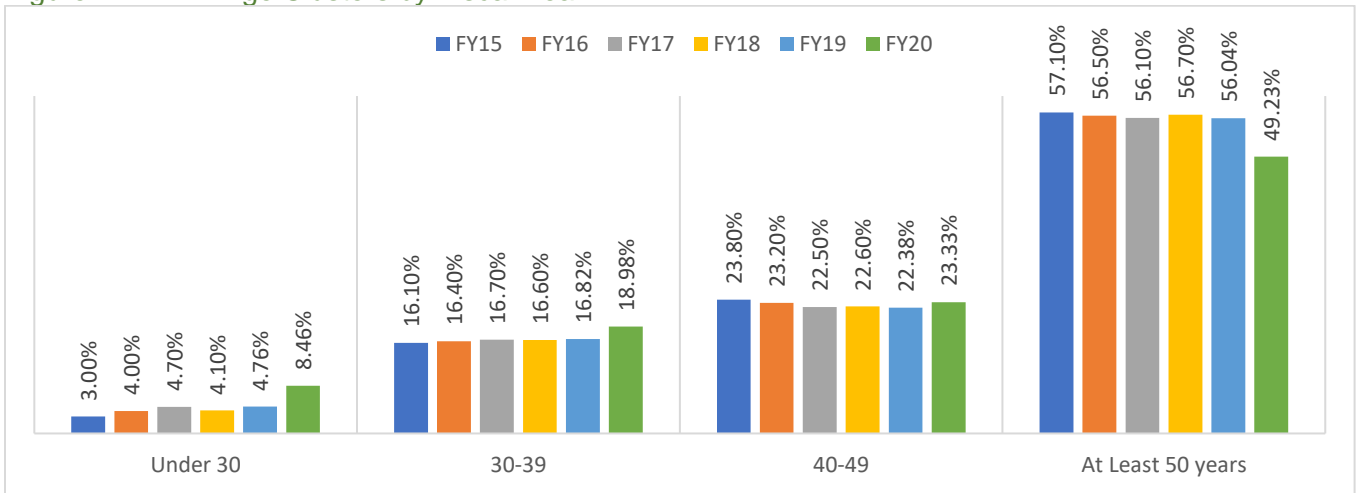


Figure 21 - EPA Age Clusters by Fiscal Year



## Persons with Disabilities and Veterans

Figure 22 - Persons with Disabilities, FY 2020

| Disability              | Number of Staff | Percent of Office |
|-------------------------|-----------------|-------------------|
| Do not wish to Identify | 22              | 6.63%             |
| Handicap                | 29              | 8.73%             |
| No Handicap             | 281             | 84.64%            |

Figure 23 - Persons with Disabilities in OPPT, OCSPP, and EPA, FY 2020

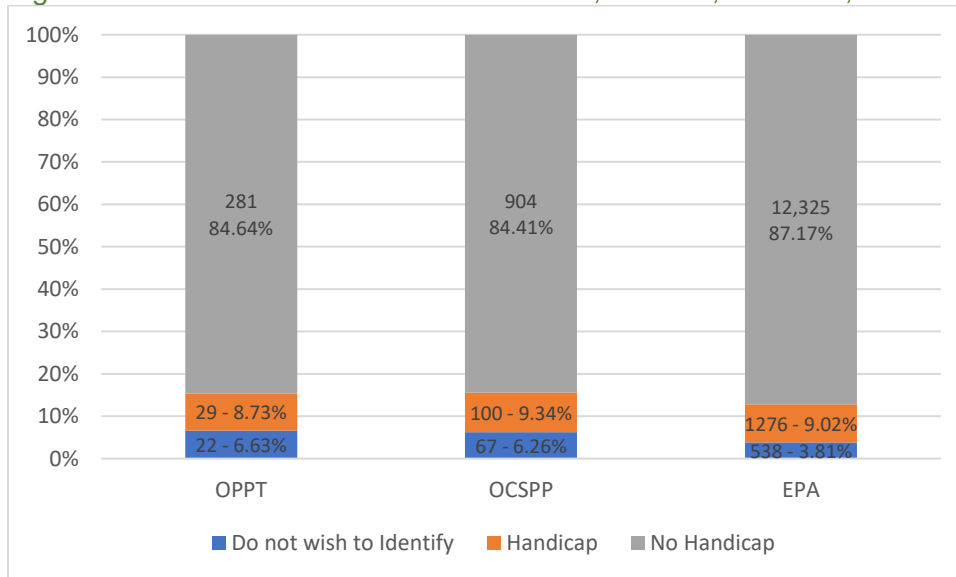
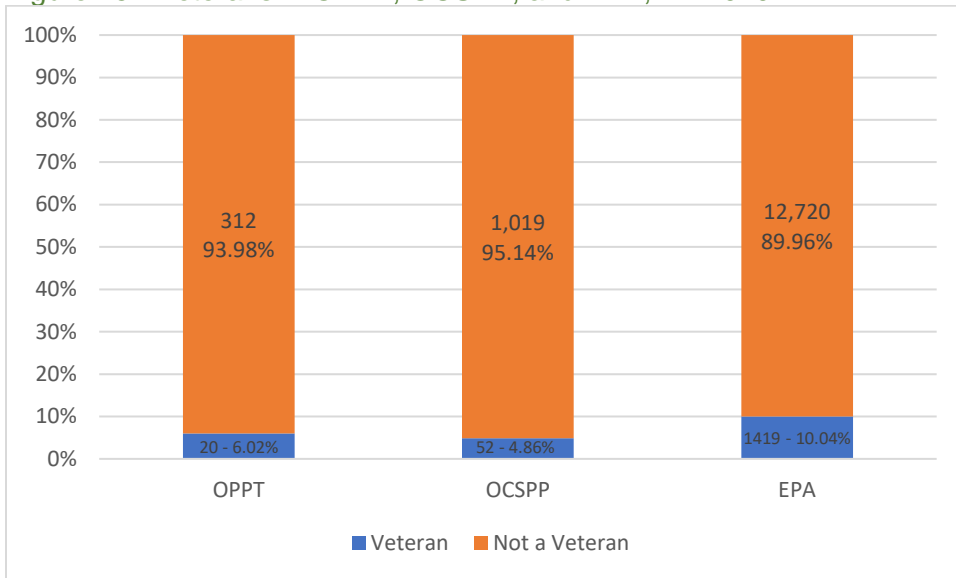


Figure 24 - Veterans, FY 2020

| Veterans      | Numbers of Staff | Percent of Office |
|---------------|------------------|-------------------|
| Not a Veteran | 312              | 93.98%            |
| Veteran       | 20               | 6.02%             |

Figure 25 - Veterans in OPPT, OCSPP, and EPA, FY 2020





## 4. OPPT’s Departing Workforce

This section provides an analysis of the future workforce occurrences by reviewing the following information:

- recent fiscal year arrivals and departures and
- forecast of future workforce losses through retirement.

### Attrition Analysis, FY 2015 – FY 2020

Attrition is the reduction in the number of employees through normal retirements and resignations. An analysis of employee attrition— losses and gains to an organization— makes it possible to evaluate whether an organization will be positioned to meet its future mission needs. An attrition analysis forms the basis for developing workforce plans and associated recruitment plans, succession plans, and career management objectives.

Figure 26 - Attrition Rate, FY 2015 – FY 2020

| FY   | Onboard <sup>5</sup> | Hires | Departures |
|------|----------------------|-------|------------|
| 2015 | 288                  | 1.4%  | 10.8%      |
| 2016 | 324                  | 10.8% | 7.7%       |
| 2017 | 337                  | 8.9%  | 6.8%       |
| 2018 | 326                  | 2.6%  | 6.1%       |
| 2019 | 333                  | 14.1% | 8.1%       |
| 2020 | 332                  | 12.3% | 8.7%       |

Figure 27 - Reasons for Departure, FY 2015 – FY 2020

| FY           | Retired    | Transferred out of Agency | Other Departures from Federal Service | Total Departures | Percent of Departures |
|--------------|------------|---------------------------|---------------------------------------|------------------|-----------------------|
| 2015         | 22         | 6                         | 3                                     | 31               | 10.8%                 |
| 2016         | 20         | 4                         | 1                                     | 25               | 7.7%                  |
| 2017         | 15         | 2                         | 6                                     | 23               | 6.8%                  |
| 2018         | 13         | 3                         | 4                                     | 20               | 6.1%                  |
| 2019         | 12         | 7                         | 8                                     | 27               | 8.1%                  |
| 2020         | 19         | 4                         | 6                                     | 29               | 8.7%                  |
| <b>Total</b> | <b>101</b> | <b>26</b>                 | <b>28</b>                             | <b>155</b>       | <b>8.0%</b>           |

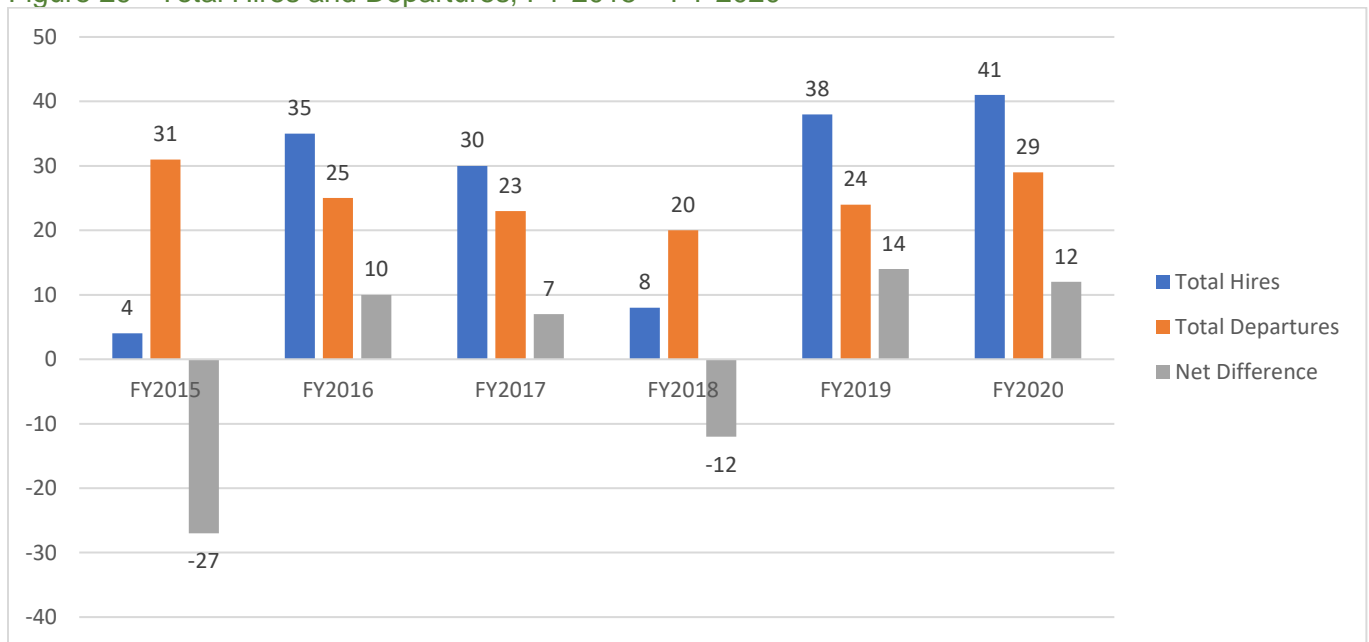
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<sup>5</sup> The attrition rate may differ from previous reports. In this report, the calculation only considers OPPT's on-board workforce numbers and does not factor in leave without pay (LWOP), detailee departures, or temporary employees (student interns).

Figure 28 - Hires and Departures by Division, FY 2015 – FY 2020

| Division                                     | FY 2015 <sup>6</sup> |            | FY 2016   |            | FY 2017   |            | FY 2018            |            | FY 2019   |            | FY 2020   |            |
|--|----------------------|------------|-----------|------------|-----------|------------|--------------------|------------|-----------|------------|-----------|------------|
|  | Hires                | Departures | Hires     | Departures | Hires     | Departures | Hires <sup>7</sup> | Departures | Hires     | Departures | Hires     | Departures |
| Immediate Office                             | 1                    | 3          | 2         | 2          | 3         | 2          |                    |            | 1         | 3          | 2         | 2          |
| Chemical Control                             |                      | 6          | 7         | 3          | 7         | 1          | 4                  | 1          | 9         | 3          | 5         | 7          |
| Chemistry, Economic & Sustainable Strategies | 1                    | 2          | 8         | 6          | 6         | 6          |                    | 3          | 2         | 3          | 4         | 4          |
| Environmental Assistance                     |                      | 2          | 1         |            | 3         | 2          | 2                  | 2          | 1         | 4          | 2         | 2          |
| Information Management                       | 1                    | 5          | 5         | 3          | 1         | 3          |                    | 4          |           | 3          | 4         | 6          |
| National Program Chemicals                   |                      | 1          | 5         | 2          | 1         | 3          |                    | 2          | 3         | 1          | 0         | 2          |
| Risk Assessment                              | 1                    | 12         | 7         | 9          | 7         | 5          | 2                  | 7          | 22        | 7          | 23        | 5          |
| Toxic Release Inventory Program              |                      |            |           |            | 2         | 1          |                    | 1          |           |            | 1         | 1          |
| <b>Totals</b>                                | <b>4</b>             | <b>31</b>  | <b>35</b> | <b>25</b>  | <b>30</b> | <b>23</b>  | <b>8</b>           | <b>20</b>  | <b>38</b> | <b>24</b>  | <b>41</b> | <b>29</b>  |

Figure 29 - Total Hires and Departures, FY 2015 – FY 2020



<sup>6</sup> EPA offered a Voluntary Early Retirement Authority (VERA)/ Voluntary Separation Incentive Payment (VSIP) in FY 2015.

<sup>7</sup> Source: Presidential Hiring Freeze Memorandum issued January 23, 2017, the joint U.S. OPM/OMB Memorandum, M-17-18, issued January 31, 2017, and agency guidance.

## Retirement Eligibilities

Figure 30 - OPPT Eligibility for Retirement by Division and Occupational Title<sup>8</sup>

| Division  | Occupational Title                   | FY20 | FY21 | FY22 – FY26 |
|---|--------------------------------------|------|------|-------------|
| <b>Chemical Control Division</b>                                | Chemical Engineering                 | 1    |      |             |
|   | Chemistry                            |      |      |             |
|   | Environmental Engineering            |      |      | 1           |
|   | Environmental Protection Specialist  | 1    |      | 3           |
|   | Miscellaneous Admin & Program        | 1    |      |             |
| <b>Chemistry, Economics and Sustainable Strategies Division</b> | Chemistry                            |      |      | 2           |
|   | Economist                            | 1    | 1    |             |
|   | Environmental Engineering            | 1    |      |             |
|   | Environmental Protection Specialist  |      |      | 2           |
|   | Management and Program Analysis      |      |      | 1           |
|   | Miscellaneous Admin & Program        |      |      |             |
|   | Program Management                   |      |      | 1           |
| <b>Environmental Assistance Division</b>                        | Budget Analysis                      |      |      |             |
|   | Environmental Engineering            |      |      |             |
|   | Environmental Protection Specialist  |      |      | 2           |
|   | General Attorney                     |      |      |             |
|   | Management and Program Analysis      |      | 1    | 6           |
| <b>Immediate Office</b>   | Miscellaneous Admin & Program        |      |      |             |
|   | Program Management                   |      |      | 3           |
| <b>Information Management Division</b>                          | Environmental Protection Specialist  |      |      | 1           |
|   | General Natural Resources Management |      |      |             |
|   | Information Technology Management    |      |      | 4           |
|   | Management and Program Analysis      |      |      | 1           |
|   | Miscellaneous Admin & Program        |      |      |             |
|   | Program Management                   |      | 1    | 1           |
| <b>National Program Chemicals Division</b>                      | Chemistry                            |      |      |             |
|   | Environmental Protection Specialist  |      |      | 4           |
|   | Program Management                   |      |      |             |
| <b>Risk Assessment Division</b>                                 | Administrative Officer               |      |      | 1           |
|   | Chemical Engineering                 | 1    | 1    | 2           |
|   | Environmental Engineering            |      |      | 1           |
|   | General Health Science               |      |      | 1           |
|   | General Natural Resources Management | 1    |      | 5           |
|   | General Physical Science             |      |      |             |
|   | Industrial Hygiene                   |      |      |             |
|   | Program Management                   |      |      |             |
|   | Toxicology                           | 1    |      | 1           |

<sup>8</sup> This table is copied from a previous section.

|   |                                     |          |          |           |
|---|-------------------------------------|----------|----------|-----------|
| <b>Toxic Release Inventory Program Division</b> | Environmental Protection Specialist |          | 1        | 1         |
|   | Management and Program Analysis     |          |          |           |
| <b>Total</b>                                    |                                     | <b>8</b> | <b>5</b> | <b>44</b> |

Figure 31 - Eligible for Retirement by Category and Position Classification, FY 2020

| <b>Category</b>             | <b>Position Classification</b>       | <b>Number</b> | <b>Percent</b> |
|-----------------------------|--------------------------------------|---------------|----------------|
| EPS & Program Analysts      | Environmental Protection Specialist  | 1             | 1%             |
| Science & Engineering       | Chemical Engineering                 | 2             | 10%            |
|                             | Economist                            | 1             | 9%             |
|                             | Environmental Engineering            | 1             | 14%            |
|                             | General Natural Resources Management | 1             | 2%             |
|                             | Toxicology                           | 1             | 6%             |
| Business Management support | Miscellaneous admin & program        | 1             | 9%             |

Figure 32 - Retirement Eligibility by GS-Level, FY 2020

| <b>Grade</b>   | <b>Number of Staff</b> | <b>Percent of Grade</b> | <b>Percent of Office</b> |
|----------------|------------------------|-------------------------|--------------------------|
| GS-14 to GS-15 | 8                      | 7%                      | 2%                       |

Figure 33 - Retirement Eligibility by Division, FY 2020

| <b>Division</b>                                 | <b>Number of Staff</b> | <b>Percent of Grade</b> | <b>Percent of Office</b> |
|---|------------------------|-------------------------|--------------------------|
| Chemical Control                                | 3                      | 3%                      | 1%                       |
| Chemistry, Economics and Sustainable Strategies | 2                      | 2%                      | 1%                       |
| Risk Assessment                                 | 3                      | 3%                      | 1%                       |

## 5. OPPT's Future Workforce

Key competencies are the combination of pooled knowledge and technical capacities that makeup OPPT's workforce. Competency means a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully. The snapshot of OPPT's current workforce competencies have been identified by performing an analysis on the classification series used to perform the work across the organization.

The chart below identifies the seven most common occupational series that OPPT identified as core competencies and critical to carrying out the program's mission.

Without minimizing the importance of any individual job series, the following job series have been identified as OPPT's Mission Critical Occupations (MCOs). Based on the frequency of each occupational series, MCO's are determined and recognized as the critical skills/competencies needed to accomplish OPPT's goals and objectives. These MCOs have direct ties to OPPT's mission and operational goals, they are:

Figure 34 - MCO Core Competencies

| Occupational Title            | Series | Core Competencies  |
|-------------------------------|--------|--|
| <b>Biologist</b>              | 0401   | Knowledge of the environment, plant and animal living tissue, cells, organisms, and entities, including their functions, interdependencies, and interactions with each other and the environment.<br><br><a href="https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf">https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf</a>   |
| <b>Chemical Engineer</b>      | 0893   | Knowledge of the concepts, principles, and theories related to the chemical composition or physical characteristics of materials for the design, construction, operation, and improvement of processes or systems.<br><br><a href="https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf">https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf</a>  |
| <b>Chemist</b>                | 1320   | Knowledge of the concepts, principles, and theories of the composition, structure and properties of substances, and of the chemical processes and transformations, including uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.<br><br><a href="https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf">https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf</a> |
| <b>Economist</b>              | 0010   | Knowledge of economic policy, principles, and practices, market and non-market values, and the analysis and reporting of economic data.<br><br><a href="https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf">https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf</a>   |
| <b>Information Technology</b> | 2210   | Technology Management - Knowledge of current technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.   |

|                           |      |   |
|---------------------------|------|---|
|                           |      | <p>Project Management - Knowledge of the principles, methods, or tools for developing, scheduling, coordinating, and managing projects and resources, including monitoring and inspecting costs, work, and contractor performance.</p> <p><a href="https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf">https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf</a></p>   |
| <b>Physical Scientist</b> | 1301 | <p>This series includes positions that involve professional work in the physical sciences when there is no other more appropriate series, that is, the positions are not classifiable elsewhere. This series also includes work in a combination of physical science fields, with no one predominant.</p> <p><a href="https://www.opm.gov/policy-data-oversight/classification-qualifications/classifying-general-schedule-positions/standards/1300/gs1300p.pdf">https://www.opm.gov/policy-data-oversight/classification-qualifications/classifying-general-schedule-positions/standards/1300/gs1300p.pdf</a></p>  |
| <b>Toxicologist</b>       | 0415 | <p>This series covers positions that manage, supervise, lead, or perform professional, research, or scientific work in the field of toxicology. Toxicology involves studying the adverse effects of chemical, biological and physical agents on humans, animals, and/or the ecosystems, the mechanisms by which foreign substances adversely affect health, and the toxic effects of exposure doses (including forensic measurements). Toxicologists identify the relationships between exposure to chemical and biological agents and their effects on human and animal health and populations by:</p> <ul style="list-style-type: none"> <li>• investigating the relationship of chemical and biological substances or similar agents with physical phenomena to determine their actual or potential injurious effects on organisms;</li> <li>• designing, developing, validating, and/or reviewing research protocols to evaluate compounds of poorly known or unknown characteristics;</li> <li>• evaluating probable adverse effects, including possible carcinogenic, mutagenic, teratogenic, or other effects, to estimate the relative hazard and environmental and probable metabolic fate of substances; and</li> <li>• developing and interpreting data and evaluating chemicals and biological and physical agents for actual or potential human and animal health effects and environmental safety.</li> </ul> <p>Toxicologists usually concentrate in one of the following areas: Laboratory Toxicology, Research Toxicology, and Regulatory Toxicology.</p> <p><a href="https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf">https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf</a></p> |

## 6. Mission Critical Occupations

The Office of Personnel Management defines mission critical occupations as “Occupations agencies consider core to carrying out their missions. Such occupations usually reflect the primary mission of the organization without which mission-critical work cannot be completed”<sup>9</sup>

EPA and OPPT have focused their attention on the following categories of employees designated as mission critical across the agency. These MCOs have ties to OPPT’s mission and operational goals.

Figure 35 - EPA’s Mission Critical Occupations

| EPA                    | Series |
|------------------------|--------|
| Biologist              | 0401   |
| Environmental Engineer | 0819   |
| Mechanical Engineer    | 0830   |
| Physical Scientist     | 1301   |
| Chemist                | 1320   |

Figure 36 - OPPT's Mission Critical Occupations

| OPPT                     | Series |
|--------------------------|--------|
| Biologist                | 0401   |
| Chemical Engineer        | 0893   |
| Chemist                  | 1320   |
| Economist                | 0110   |
| Information Technologist | 2210   |
| Physical Scientist       | 1301   |
| Toxicologist             | 0415   |

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<sup>9</sup>Source: Human Capital Framework Reference Materials, Office of Personnel Management  
<https://www.opm.gov/policy-data-oversight/human-capital-framework/reference-materials/>

Figure 37 - Most Common Occupations, FY 2020

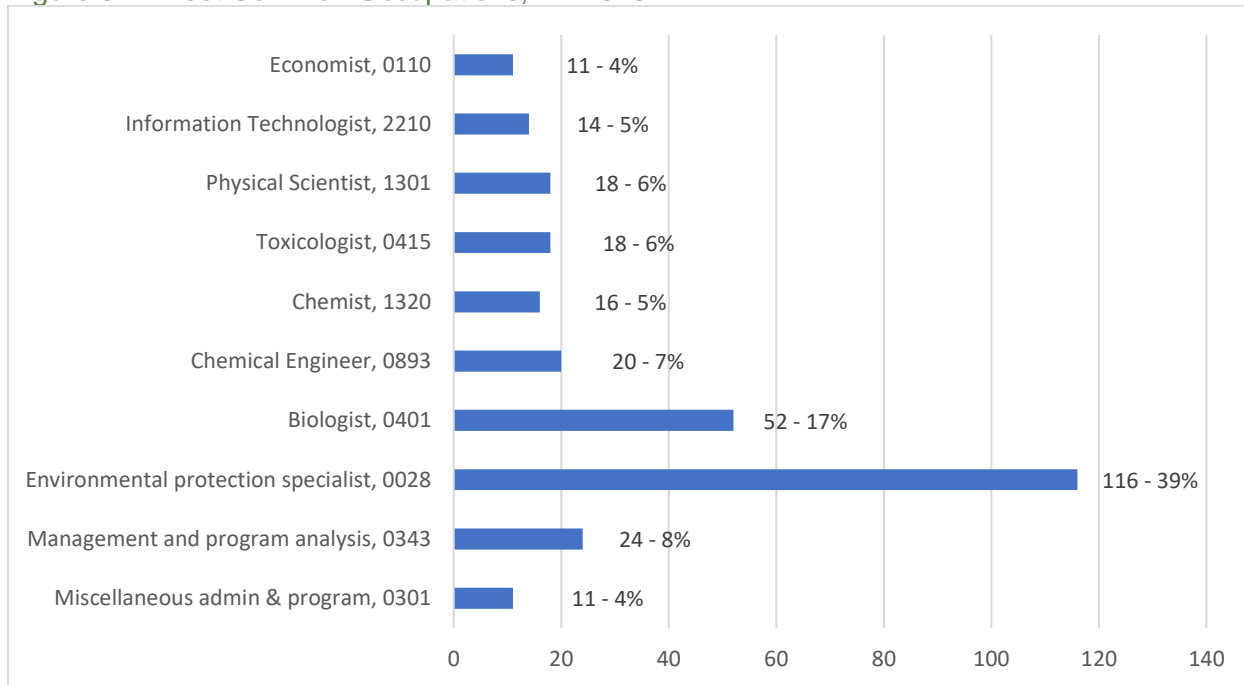
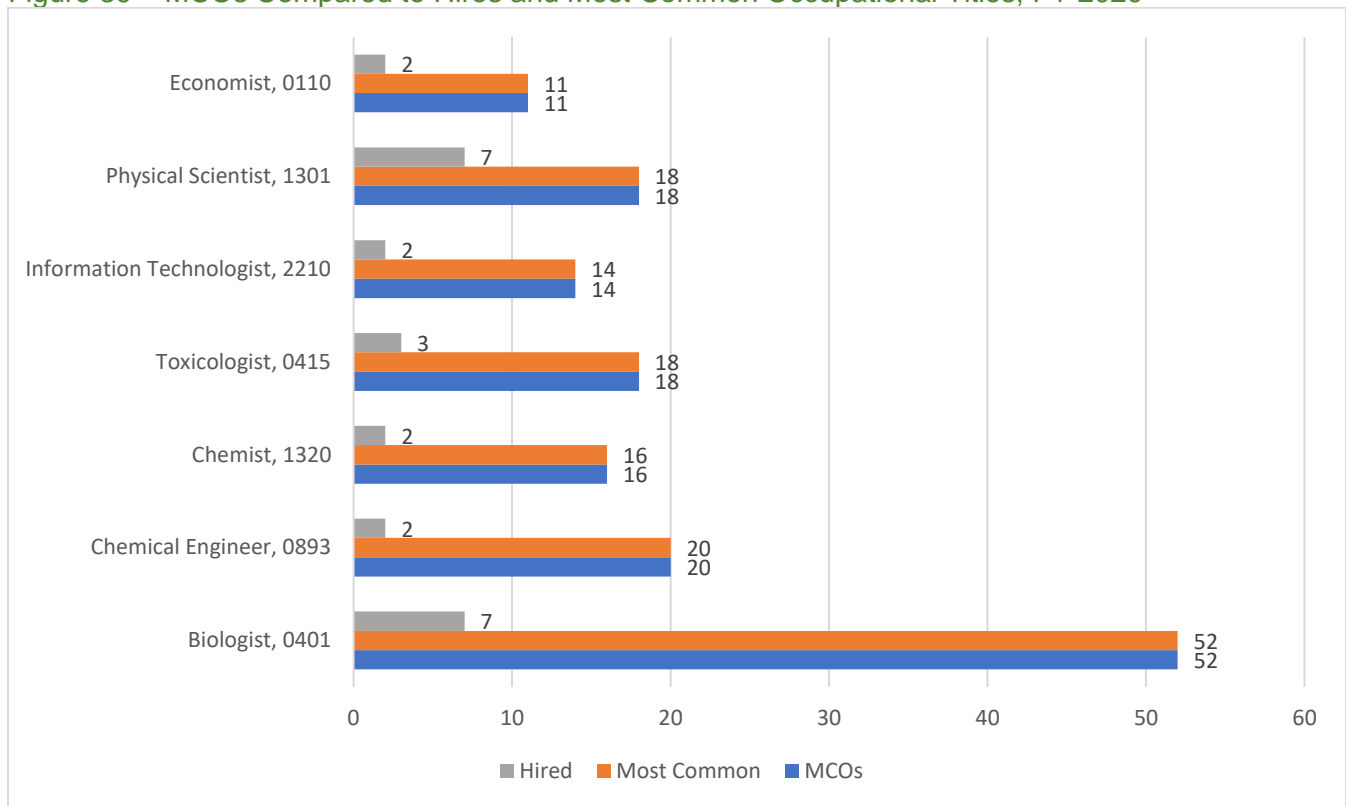


Figure 38 - Most Hired Positions, FY 2020

| Occupational Title                              | Series Number | Percent Hired |
|---|---------------|---------------|
| Biologist/ General Natural Resources Management | 0401          | 17%           |
| Physical Scientist                              | 1301          | 17%           |
| Environmental Protection Specialist             | 0028          | 12%           |
| Toxicologist                                    | 0415          | 7%            |
| Chemical Engineer                               | 0893          | 5%            |
| Chemist   | 1320          | 5%            |
| Economist                                       | 0110          | 5%            |
| Environmental Engineer                          | 0819          | 5%            |
| IT Specialist (DATAMGT)                         | 2210          | 5%            |
| Program Analyst                                 | 0343          | 5%            |



Figure 39 – MCOs Compared to Hires and Most Common Occupational Titles, FY 2020



## OPPT's MCOs Definitions and Demographics

### Biologist (0401)

Figure 40 – Biologist Demographics, FY 2020

| Education             |           | Sex    |      | Pay and Grade |       |       |       |       |       |
|-----------------------|-----------|--------|------|---------------|-------|-------|-------|-------|-------|
| Bachelors or Master's | Doctorate | Female | Male | GS-11         | GS-12 | GS-13 | GS-14 | GS-15 | SL-00 |
| 23                    | 29        | 31     | 21   | 5             | 3     | 29    | 6     | 8     | 1     |
| 44%                   | 56%       | 60%    | 40%  | 10%           | 6%    | 56%   | 11%   | 15%   | 2%    |

This group is classed along with a number of positions whose duties are to advise on, administer, supervise, or perform research or other professional and scientific work or subordinate technical work in any of the fields of science concerned with living organisms, their distribution, characteristics, life processes, and adaptations and relations to the environment; the soil, its properties and distribution, and the living organisms growing in or on the soil; and the management, conservation, or utilization thereof for particular purposes or uses.

This series covers positions that involve professional work in biology, agriculture, or related natural resource management when there is no other more appropriate series. Thus included in this series are positions that involve (1) a combination of several professional fields with none predominant or (2) a specialized professional field not readily identified with other existing series.

## Chemical Engineer (0893)

Figure 41 – Chemical Engineer Demographics, FY 2020

| Education             |           | Sex    |      | Pay and Grade |       |       |       |
|-----------------------|-----------|--------|------|---------------|-------|-------|-------|
| Bachelors or Master's | Doctorate | Female | Male | GS-09         | GS-12 | GS-13 | GS-14 |
| 17                    | 3         | 6      | 14   | 2             | 3     | 12    | 3     |
| 85%                   | 15%       | 30%    | 70%  | 10%           | 15%   | 60%   | 15%   |

Knowledge of the concepts, principles, and theories related to the chemical composition or physical characteristics of materials for the design, construction, operation, and improvement of processes or systems.

## Economist (0110)

Figure 42 - Economist Demographics, FY 2020

| Education             |           | Sex    |      | Pay and Grade |       |       |       |
|-----------------------|-----------|--------|------|---------------|-------|-------|-------|
| Bachelors or Master's | Doctorate | Female | Male | GS-12         | GS-13 | GS-14 | GS-15 |
| 8                     | 3         | 5      | 6    | 2             | 5     | 2     | 2     |
| 73%                   | 27%       | 45%    | 55%  | 18%           | 46%   | 18%   | 18%   |

Knowledge of economic policy, principles, and practices, market and non-market values, and the analysis and reporting of economic data.

## Chemists (1320)

Figure 43 - Chemists Demographics, FY 2020

| Education             |           | Sex    |      | Pay and Grade |       |       |       |
|-----------------------|-----------|--------|------|---------------|-------|-------|-------|
| Bachelors or Master's | Doctorate | Female | Male | GS-12         | GS-13 | GS-14 | GS-15 |
| 6                     | 10        | 7      | 9    | 1             | 8     | 5     | 2     |
| 38%                   | 62%       | 44%    | 56%  | 6%            | 50%   | 31%   | 13%   |

This group is classed with a number of positions whose duties are to advise on, administer, supervise, or perform research or other professional and scientific work, or subordinate technical work, in any of the fields of science concerned with matter, energy, physical space, time, nature of physical measurement, and fundamental structural particles; and the nature of the physical environment.

This series includes all positions involving work that requires full professional education and training in the field of chemistry. This work includes the investigation, analysis, and interpretation of the composition, molecular structure, and properties of substances, the transformations which they undergo, and the amounts of matter and energy included in these transformations. This work includes the investigation, analysis, and interpretation of the composition, physical and chemical properties, molecular structure and chemical reactions of substances; the prediction of transformation they undergo; and the amount of matter and energy included in these transformations.

### Information Technologist (2210)

Figure 44 - Information Technologist, FY 2020

| Education    |                       | Sex    |      | Pay and Grade |       |       |       |
|--------------|-----------------------|--------|------|---------------|-------|-------|-------|
| Some College | Bachelors or Master's | Female | Male | GS-09         | GS-13 | GS-14 | GS-15 |
| 8            | 6                     | 4      | 10   | 1             | 11    | 1     | 1     |
| 57%          | 43%                   | 29%    | 71%  | 7%            | 79%   | 7%    | 7%    |

This series covers administrative positions that manage, supervise, lead, administer, develop, deliver, and support information technology (IT) systems and services. Information technology refers to systems and services used in the automated acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission, assurance, or reception of information. Information technology includes computers, network components, peripheral equipment, software, firmware, services, and related resources.

Work that involves developing, delivering, and supporting IT systems and services is *Information Technology Specialist* or *IT Specialist*. The specialty titles below are parenthetical titles— e.g., IT Specialist (Systems Analysis)— and should be used with the basic title to further identify the duties and responsibilities performed and the special knowledge and skills needed. Specialties include the following :

Application Software, Customer Service, Data Management, Internet, Network Services, Operating Systems, Security, Systems Analysis, System Administration

### Physical Scientist (1301)

Figure 45 – Physical Scientist, FY 2020

| Education             |           | Sex    |      | Pay and Grade |       |       |       |       |
|-----------------------|-----------|--------|------|---------------|-------|-------|-------|-------|
| Bachelors or Master's | Doctorate | Female | Male | GS-07         | GS-09 | GS-12 | GS-13 | GS-14 |
| 10                    | 8         | 9      | 9    | 1             | 1     | 1     | 10    | 5     |
| 56%                   | 44%       | 50%    | 50%  | 6%            | 6%    | 6%    | 56%   | 28%   |

This series includes positions that involve professional work in the physical sciences when there is no other more appropriate series, that is, the positions are not classifiable elsewhere. This series also includes work in a combination of physical science fields, with no one predominant.

### Toxicologists (0415)

Figure 46 - Toxicologists Demographics, FY 2020

| Education             |           | Sex    |      | Pay and Grade |       |       |       |       |
|-----------------------|-----------|--------|------|---------------|-------|-------|-------|-------|
| Bachelors or Master's | Doctorate | Female | Male | GS-11         | GS-12 | GS-13 | GS-14 | GS-15 |
| 7                     | 11        | 11     | 7    | 1             | 3     | 7     | 5     | 2     |
| 39%                   | 61%       | 61%    | 39%  | 5%            | 17%   | 39%   | 28%   | 11%   |

This series covers positions that manage, supervise, lead, or perform professional, research, or scientific work in the field of toxicology. Toxicology involves studying the adverse effects of chemical, biological and physical agents on humans, animals, and/or the ecosystems, the mechanisms by which foreign substances adversely affect health, and the toxic effects of

exposure doses (including forensic measurements). Toxicologists identify the relationships between exposure to chemical and biological agents and their effects on human and animal health and populations by:

- investigating the relationship of chemical and biological substances or similar agents with physical phenomena to determine their actual or potential injurious effects on organisms;
- designing, developing, validating, and/or reviewing research protocols to evaluate compounds of poorly known or unknown characteristics;
- evaluating probable adverse effects, including possible carcinogenic, mutagenic, teratogenic, or other effects, to estimate the relative hazard and environmental and probable metabolic fate of substances; and
- developing and interpreting data and evaluating chemicals and biological and physical agents for actual or potential human and animal health effects and environmental safety.

Toxicologists usually concentrate in one of the following areas: Laboratory Toxicology, Research Toxicology, and Regulatory Toxicology.

## 7. Mission Critical Occupations Gap Analysis

Once the MCOs are identified, it is important to initiate a discussion on the issues and challenges in managing each MCO over the next three to five years to ensure that those employees are available at optimum staffing strength and capacity to do the work needed. During the workforce planning process you will want to set a framework for making decisions about how to recruit, retain and develop the people who are in the MCOS. Senior managers determine the current and future outlook for these occupations based on the strategic goals and objectives for OPPT.

One way of capturing the needs of the office, specifically in the MCO positions, is to develop a “dashboard,” which will track the current and optimal reading of OPPT common issues, such as turnover rates, FTE usage, unfilled vacancies, interns, etc. (See Appendix D for details.)

Another way of analyzing the current workforce is by identifying skill gaps in the Mission Critical Position Gap Analysis. After taking into consideration the competencies needed to fulfill the Agency’s mission, and the current competencies in place, managers can identify the skills or positions needed to carry on the work of the office and quantify the potential staffing gaps in the organization (see Appendix D).

In September 2017, OPPT led workforce planning efforts conducting a gap analysis ([click on hyperlink](#))



OPPT%20Staffing%  
20Resource%20Data

This table is a template, which factors in the current number of FTEs in each position and identifies the number of vacancies on the critical hire list (as of 9/03/019) as the number of gaps. Manager and supervisors, however, are advised to take note of Figure 35 (see Appendix D) and consider skills and knowledge of the current workforce in order to calculate the MCO position gaps and determine which areas of weaknesses, in either numbers or skills, might affect fulfillment of the office’s goals.

Figure 47 - Mission-Critical Position Gaps

| Position                 | Series Number | Optimal Number of FTEs | Current Number of Position FTEs | Identified Gaps |
|--------------------------|---------------|------------------------|---------------------------------|-----------------|
| Biologist                | 0401          |                        |                                 |                 |
| Chemical Engineer        | 0893          |                        |                                 |                 |
| Chemist                  | 1320          |                        |                                 |                 |
| Economist                | 0110          |                        |                                 |                 |
| Information Technologist | 2210          |                        |                                 |                 |
| Physical Scientist       | 1301          |                        |                                 |                 |
| Toxicologist             | 0415          |                        |                                 |                 |
| <b>Total</b>             |               |                        |                                 |                 |

Figure 48 - Critical Skills

|           | Top Critical Skill                          | Category        |
|-----------|---|-----------------|
|           | Project Management                          | Task Management |
|           | Analytical Reasoning                        | Thinking        |
|           | Communication - General                     | Communication   |
|           | Teaming                                     | Leadership      |
|           | Analysis & Interpretation                   | Thinking        |
|           | Partnering / Collaboration                  | Leadership      |
|           | Communication - Summarization               | Communication   |
|           | Risk Assessment                             | Scientific      |
|           | Contracts & Grants Management               | Business Acumen |
| <b>10</b> | Critical Thinking                           | Thinking        |
|           | Regulatory Development & Analysis           | Technical       |
|           | Problem Solving                             | Thinking        |
|           | Strategic Thinking                          | Thinking        |
|           | Exposure Assessment                         | Scientific      |
|           | Fate and Chemistry Assessment               | Scientific      |
|           | Hazard / Toxicity Assessment                | Scientific      |
|           | Public Speaking                             | Leadership      |
|           | Communication - Written                     | Communication   |
|           | Communication - Technical                   | Communication   |
| <b>20</b> | Multi-Tasking                               | Task Management |
|           | Statutory Expertise                         | Technical       |
|           | Desktop Technology (e.g. Word, Excel, etc.) | Task Management |
|           | Research Skills                             | Task Management |
|           | Active Listening                            | Leadership      |
|           | Communication - Oral                        | Communication   |
|           | Financial Management                        | Business Acumen |
|           | Records / Information Management            | Technical       |
|           | IT Services Support                         | Technical       |
|           | Time Management                             | Task Management |
| <b>30</b> | Process Coordination                        | Task Management |
|           | General Knowledge: Chemistry                | Scientific      |
|           | Technical/Scientific Tool Development       | Scientific      |
|           | Leadership (General)                        | Leadership      |
|           | Program Marketing & Outreach                | Communication   |
|           | Administrative Support Services             | Business Acumen |
|           | Budget Formulation / Planning               | Business Acumen |
|           | Legal Services (Attorney Advisor)           | Technical       |
|           | Risk Management                             | Thinking        |
|           | Website Management                          | Technical       |
| <b>40</b> | Decision-Making                             | Task Management |
|           | General Knowledge: Biology                  | Scientific      |
|           | General Knowledge: Exposure Science         | Scientific      |
|           | General Knowledge: Toxicology               | Scientific      |
|           | Expertise: Chemistry                        | Scientific      |
|           | Quality Assurance                           | Technical       |
| <b>46</b> | Customer Service                            | Business Acumen |

## 8. Conclusion

### Talent Management - Recruitment

In summary, new obligations under amended TSCA coupled with a competitive job market and lengthy timeframes for recruiting new hires require OPPT to recruit and retain the best scientific and technical talent aggressively. OPPT's strategic focus is on filling mission-critical positions in the risk assessment and risk management programs. OPPT is seeking to exceed its FTE ceiling based on a 10.4%<sup>10</sup> average attrition rate and incoming fee revenue expected by the first quarter of 2021.

Additionally, to address attrition, OPPT has standardized vacancy announcements and posts them on USA Jobs quarterly. OPPT has also augmented its hiring strategy through Schedule A Authority, Pathways student interns, Public Health Service Officers, and ORISE Fellows. Although OPPT is making good use of a variety of recruitment strategies to address long and short time hiring goals, hiring 152 employees from FY 2016 to FY 2020; during the same period, OPPT lost 121 employees through retirement, voluntary, and involuntary separations.

It is important to understand in addition to who is leaving, the key drivers for their departure". With this information, strategies can be developed to retain employees or prepare to transfer knowledge and replace those who unavoidably will leave due to retirement. "According to organizational development researchers; the cost of attrition involves more than money, turnover costs fall into five categories and include."<sup>11</sup> Review of OPPT's Federal Employee View Survey results (FEVS), employee engagement provides additional insights.

- Separation processing costs—the time, expenses, and resources required to process a departing employee
- Replacement hiring costs—sourcing of new candidates, interviewing, and hiring expenses to find new staff
- Training new hire costs—onboarding time and expenses, manager time spent familiarizing new employees with their job, and new hire training
- Lost productivity or operational costs associated with delays and backups in completing tasks as well as lost revenue
- Lost institutional knowledge, potentially decreased employee morale and a performance gap as the new employee gets up to speed

### Performance Management - Federal Employee View Survey Results (FEVS)

A review of the 2019 FEVS scores reflects how employees view leadership, employee

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<sup>10</sup> Source: OCSPP Recruitment Strategy

<sup>11</sup> Source: T. Simmons and T. Hinkin, T. The effect of employee turnover on hotel profits: A test across multiple hotels, Cornell Hotel and Restaurant Administration Quarterly, August/September 2001.

engagement, accountability, and innovation. For example, OPPT had good scores related to the significance of work and the support provided by first-line supervisors, including support for work-life balance. The central areas for improvement, workload, internal communications, personal empowerment, and senior leadership-generated motivation.

Recently OCSPP embarked on a Great Place to Work (GP2W) Initiative. The goal of GP2W is to develop, maintain, and continuously improve OCSPP as an organization that effectively achieves its mission and is an office where people thrive. By prioritizing workforce-related initiatives, cultivating a culture that attracts and retains employees is an approach that contributes to OCSPP's Great Place to Work (GP2W) Initiative.

## Recommendations

- Realign OPPT's structure and functions to realize efficiencies and meet the challenges of the 2016 Lautenberg amendments to TSCA.
- Establish an OPPT HR dashboard in Qlik Sense for FY 2021 and allocate adequate resources in the Program Plan.
- Review mission-critical gaps (Figure 37) and assign the optimal number of FTE.
- Align mission-critical gaps with critical skills (Figure 38).
- Develop and dedicate time for internal risk assessment training.
- Invest in-person exit and stay interviews with senior leaders.
- Use feedback from FEVS and recommendations from the Moving Beyond FEVS<sup>12</sup> report to implement best organizational practices.

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<sup>12</sup> Source: FEVS and Moving Beyond FEVS Report - <https://intranet.epa.gov/opptwork/evs-results/>



## Workforce Planning Process

The model of the workforce planning process depicts five steps that are commonly used by federal organizations in linking strategic direction with HR practices. If leaders in an organization can define where they are going and what the measures of success are, they can effectively map out HR strategies and practices to attain the mission and goals. The model below illustrates the workforce planning process, which should be updated routinely.



This document serves as part one of step two: *Analyze Workforce & Identify Skill Gaps*. In this step, the organization determines what the current workforce resources are and how they will evolve over time. The organization uses the information from *Setting Strategic Direction* to develop specifications for the kinds, numbers, and locations of workers and managers needed to accomplish the mission and goals of the office. Finally, the organization determines what gaps exist between the current and the projected workforce requirements. Now that part one of step two has been completed, and the OPPT workforce has been adequately analyzed, it is now the responsibility of senior managers to utilize this information in their assessment of the knowledge, skills, and abilities needed in order to reach and/or maintain the office's optimal performance level.

## 9. Appendices

### Appendix A: Glossary

|                                |   |
|--------------------------------|---|
| Attrition                      | Attrition rate measures the number of people who leave an organization when compared to the average number of employees in the organization. Formula: (#of attritions/Average # of employees over the year) x 100   |
| General Schedule (GS)          | The GS graded pay system established under the Classification Act of 1949, as amended. (5 U.S.C. chapter 53, subchapter III, and 5 CFR part 531)  |
| Job Description                | A statement of duties and responsibilities comprising the work assigned to a civilian employee.   |
| Mission Critical Occupations   | Occupations agencies consider core to carrying out their missions. Such occupations usually reflect the primary mission of the organization without which mission-critical work cannot be completed   |
| Occupational Groups            | A major category of white-collar occupations, embracing a group of associated or related occupations; e.g., the Accounting and Budget Group, GS-0500; the Engineering and Architecture Group, GS-0800; the General Administrative, Clerical, and Office Services Group, GS-0300).   |
| Pay Plan                       | The pay system or pay schedule under which the employee's rate of basic pay is determined, e.g., General Schedule (GS), Executive Schedule (EX), and Leader under the Federal Wage System (WL).   |
| Position Classification        | Means the analysis and identification of a position and placing it under the position classification plan established by OPM under chapter 51 of title 5, U.S. Code.  |
| Retention                      | Refers to the ability of an organization to retain its employees.   |
| Retirement Eligible            | Describes the number of employees that meet retirement requirements by the end of fiscal year.  |
| Senior Executive Service (SES) | Positions that are classified above GS-15 of the General Schedule or in level IV or V or the Executive Schedule or equivalent positions, which are not required to be filled by an appointment by the President by and with the advice and consent of the Senate, and in which employees direct, monitor and manage the work of an organizational unit or exercise other executive functions. |
| Senior Level (SL)              | Positions established under the Federal Employees Pay Comparability Act of 1990 (Pub. L. 101-509) to replace positions at grades GS-16, GS-17, and GS-18 of the General Schedule. SL positions are classified above GS-15 of the General Schedule and are ungraded. (5 CFR part 319)  |
| Occupational Series            | Classes of positions similar in specialized line of work but differing in difficulty or responsibility of work, or qualifications requirements and, therefore, differing in grade and pay range.  |
| On-board                       | The number of permanent employees on board as of the end of the fiscal year.  |

## OCCUPATIONAL GROUPS AND POSITION CLASSIFICATION

### **A Administrative**

Administrative / Other (0300)\*

### **B Environmental Protection Specialist / Other**

Environmental Protection Specialist (0028)

### **C Science / Technological**

Natural & Biological Scientists (0400)

Epidemiologist / Industrial Hygienists (0600)

Environmental / Chemical Engineering (0800)

Environmental Scientists / Chemists (1300)

Technical Information Specialists (1400)

Statisticians (1500)

Information Technology Specialists (2200)

### **D Attorney Advisor**

Attorney Advisor (0950)

### **E Economists**

Economist (0110)

### **F Management**

Office Director

Deputy Office Director

Division Director

Program Manager

Supervisory Positions

## OHR OCCUPATION TYPES

### - **Administrative**

Environmental Protection Specialist  
Information Management Specialist  
Program Specialist  
Information Management Coordinator  
Policy Analyst  
Program Manager / Director  
Program Analyst  
Technical Information Specialist  
Information Technology Specialist

### - **Clerical**

Secretary

### - **Other**

Student Trainee

### - **Professional**

Economist  
Biologist  
Microbiologist  
Toxicologist  
Epidemiologist  
Industrial Hygienist  
Environmental Engineer  
Chemical Engineer  
Attorney-Advisor  
Environmental Scientist  
Chemist  
Statistician

### - **Technical**

Program Assistant

\* Charts do not include 300-series managers under Administrative title (i.e. no series number 0340, program directors).

## OPM FEDERAL POSITION CLASSIFICATIONS

|          |   |          |   |
|----------|---|----------|---|
| <b>A</b> | <b>Miscellaneous (0000)</b><br>Unclassified Position (0000)<br>Environmental Protection Specialist(0028)  | <b>E</b> | <b>Medical, Hospital, &amp; Public Health (0600)</b><br>Epidemiologist (0601)<br>Industrial Hygienist (0690)    |
| <b>B</b> | <b>Social Sciences, Psychology, &amp; Welfare (0100)</b><br>Economist (0110)  | <b>F</b> | <b>Engineering &amp; Architecture (0800)</b><br>Environmental Engineer (0819)<br>Chemical Engineer (0893)       |
| <b>C</b> | <b>Administrative / Other (0300)</b><br>Information Management Specialist (0301)<br>Policy Analyst (0301)<br>Program Specialist (0301)<br>Information Management Coordinator (0303)<br>Secretary (0318)<br>Office Automation Clerk (0326)<br>Deputy Director / Director (0340)<br>Management Analyst (0343)<br>Program Analyst (0343)<br>Program Assistant (0344)<br>Student Trainee (0399) | <b>G</b> | <b>Law &amp; Kindred (0900)</b><br>Attorney-Advisor (0905)  |
| <b>D</b> | <b>Natural Resources Management &amp; Biological (0400)</b><br>Biologist (0401)<br>Microbiologist (0403)<br>Toxicologist (0415)   | <b>H</b> | <b>Physical Science (1300)</b><br>Environmental Scientist* (1301)<br>Chemist (1320)                             |
|          |   | <b>I</b> | <b>Library Archives (1400)</b><br>Technical Information Specialist (1412)                                       |
|          |   | <b>J</b> | <b>Mathematics &amp; Statistics (1500)</b><br>Mathematical Statistician (1529)<br>Statistician - General (1530) |
|          |   | <b>K</b> | <b>Information Technology (2000)</b><br>IT Specialist (2200)  |

## Appendix C: Setting Strategic Direction for Workforce Planning

During this step, OPPT identifies the major strategic business issues of OPPT. These key issues should serve as a guiding framework for linking the workforce planning process with the organization's key strategic goals and objectives.

The OPPT Strategic Plan identifies business issues and charts the future with mission-related goals, objectives, targets and milestones. Once the direction of OPPT is set, the organization can identify the work that needs to be accomplished. Strategic planning plus the budget process drive the future workforce where it needs to be. Workforce planning, when successful, is linked to key organizational issues and to the organizational culture. Workforce planning is aligned with:

- Organizational vision, mission, and strategy
- People, processes, and technology
- Structure of the mission-critical functional areas
- Competencies of the people to achieve results
- Organizational environment that shapes what people can achieve

### **External Forces On Workforce Planning**

While workforce planning is largely an internal process, there are also external forces operating on programs and organizations that impact the workforce and the organization's objectives. These influences are frequently both uncontrollable and high-impact, affecting mission direction, program objectives, and overall funding. Workforce planning efforts should include environmental scanning to ascertain the potential impact external forces. Evaluating the environmental impact and forecasting the availability of skilled talent based on workforce needs should focus on the following:

- Customer expectations — ability to respond quickly to the changing needs and expectations of customers in delivering quality services.
- Worldwide availability and supply of labor — ability to accurately forecast the quality, cost and availability of labor in all work locations (e.g., regional and geographical locations).
- Competition for labor — economic growth, strength of competitive industry to attract and retain workers we need, when and where we need them.
- Economic and environmental factors — inflation rates, economic growth, interest rates, unions, unemployment rates, political climate.
- Quality of workforce — skill levels of less prepared workers, and appropriate training programs developed to prepare workers for changing skill levels of the next generation of jobs.
- Demographics, diversity, and Quality of Work Life — new and necessary strategies to attract and retain the new-age workforce.
- Technology — available databases, Web resources, software, and computers that make it easier to accurately forecast headcount needs, as well as supply and quality of workforce.

- New competencies — identification of new skills and competencies that do not presently exist to develop new recruiting, screening, and training tools for emerging competencies.

Another way to look at external forces is to consider the following questions:

- What are the biggest external issues that are likely to affect OPPT? How are things changing? Consider these factors:
  - Environment
  - Customer needs
  - Economy
  - Budget
  - Technology
  - Politics
  - Social Change
  - Mission/Program changes
- What impact will these trends have on OPPT? What do they mean for OPPT?
- How might those changes affect work requirements and employees? What will take on a greater importance? What will take on less importance?

### **Internal Factors On Workforce Planning**

What are the biggest internal issues that are likely to affect OPPT? How are things changing? Consider these factors:

- Customer needs
- Strategy
- Leadership
- Policies and procedures
- Staffing levels
- Diversity
- Age of workforce
- Changes in the workplace
- What impact will these trends have on OPPT? What do they mean for OPPT?
- How might those changes affect work requirements and employees? What will take on a greater importance? What will take on less importance?

**Worksheet 1 – Strategic Issues**

*Worksheet 1* provides space for listing both the short-term and long-term business issues. These issues may impact workforce planning and the strategies that OPPT uses now and in the future to ensure it has the best people with the appropriate skills and competence to meet the mission.

Figure 49 - Strategic Issues Worksheet 2 Projected Figure

| Mission Critical Occupation (MCO) | Short-Term Issues (Over the Next Year) | Long-Term Issues (Next 2-5 years) |
|-----------------------------------|--|-----------------------------------|
| 1.                                | 1.                                     | 1.                                |
| 2.                                | 2.                                     | 2.                                |
| 3.                                | 3.                                     | 3.                                |
| 4.                                | 4.                                     | 4.                                |
| 5.                                | 5.                                     | 5.                                |



**Organizational Changes**

Worksheet 2 provides you with a structured format for highlighting specific changes that will be needed to meet future business challenges. The worksheet has been designed to focus on three possibilities:

- New positions that need to be added to the organization by FY 2022
- Current positions that need to be redefined by FY 2022
- Positions that need to be eliminated by FY 2022

Figure 50 - Anticipated Organizational Changes Worksheet

| New Positions to Be Added by FY 2022          |                           |                            |
|---|---------------------------|----------------------------|
| Title of New Position                         | Will Report To            | Roles and Responsibilities |
|   |                           |                            |
|   |                           |                            |
|   |                           |                            |
|   |                           |                            |
| Current Positions to Be Redefined by FY 2022  |                           |                            |
| Title of Redefined Position                   | Will Report To            | Roles and Responsibilities |
|   |                           |                            |
|   |                           |                            |
|   |                           |                            |
|   |                           |                            |
| Current Positions to Be Eliminated by FY 2022 |                           |                            |
| Title of Position                             | Rationale for Elimination |                            |
|   |                           |                            |
|   |                           |                            |
|   |                           |                            |
|   |                           |                            |

## Appendix D: Analyzing Workforce and Identifying Skill Gaps

This is the step in which OPPT decides the type of data it wants to track over time, and the sources of workforce data it will use in determining the trends and patterns that provide a profile of what is happening with the workforce. This allows OPPT to select strategies that will provide a continuing pipeline of employees to perform the mission and meet expectations. In this step, OPPT will conduct several analyses:

- Supply
- Demand
- Gap

### Supply Analysis

Supply analysis focuses on the existing workforce and projects future workforce supply. First, OPPT must create baseline data on the existing organization and the current staff. Then they will use worksheets contained in this section to identify competencies required for the future. In supply analysis, OPPT needs to:

- Decide on the data it will track
- Establish a baseline of data to compare in subsequent years
- Decide its “optimal reading” or target for the major data elements
- Track the trends to determine patterns

OPPT selects a variety of data so it can determine how changes in mission and the workplace affect the OPPT workforce. OPPT reviews trends to forecast how turnover, retirements and other events will affect the workforce needed for the future. OPPT uses the “Data Dashboard” to track the data in relation to the baseline that is developed. This allows OPPT to compare the past with its future needs and requirements. In developing the dashboard, OPPT selects data it wants to track and then runs the data to use as a baseline for future planning. OPPT looks at the baseline data and determines what its “optimal reading” or target should be.

### Demand Analysis

Demand analysis identifies the workforce needed to carry out the mission and goals for OPPT in the future. It also describes the competency sets needed by the workforce of the future. OPPT uses the information gathered in Step 1 to make predictions about the workforce of the future based on strategic direction. Examples of information needed for this analysis:

- Expected workforce changes driven by changes in mission, goals, objectives, technology, workload
- Expected changes as a result of economic, political and social conditions
- Are new programs being added and older ones being replaced?
- Are new skill sets needed to support new programs?

- Have work processes changed that require a change in skills or competencies in the workforce
- Anticipated increase/decrease in the number of employees?
- Impact of budget increases/decreases
- Do shifting work patterns impact the composition of the workforce?
- Are there legislative changes affecting OPPT priorities?
- What are the sources of people to fill OPPT positions— other agencies, private sector, colleges, etc.?
- What is the employment outlook for mission critical occupations?

In Supply Analysis, OPPT is looking at what it has. In Demand Analysis, OPPT is looking at what it needs for the future.

## **Gap Analysis**

Gap Analysis identifies the differences between the workforce of today and the workforce needed in the future. The key elements are demographics, trends, and competencies. Together, this information and data provide baselines against which change is planned and measured. Below is a way to look at Gap Analysis. OPPT is considering both organizational and individual performance to help it move toward its priorities.

$$\text{Desired Performance} - \text{Actual Performance} = \text{Gap}$$

During Gap Analysis, OPPT may find that it has several conditions: 1) a gap indicating shortages of needed employees or competencies; 2) a surplus indicating future excesses in staff or competencies; or 3) OPPT is right where it needs to be.

Some questions, OPPT may want to ask include:

- Is the workforce going to change? What are the reasons?
- What new skills or competencies are needed?
- Does the workforce have the anticipated skills and competencies?
- What skill or competencies may not be needed because of changing mission and priorities?

## OPPT Human Capital Vital Signs (VS) Dashboard

This is an example of how OPPT would use the Dashboard. You decide on the appropriate data you want to track. Then you decide what benchmark you will use to determine if you are meeting your workforce goals.

Figure 51 - Dashboard Template

|   |   |   |   |
|---|---|---|---|
| <b>Current Reading</b>                  | <b>Current Reading</b>                  | <b>Current Reading</b>                      | <b>Current Reading</b>  |
| <i>[Number of Retirement Eligible]</i>  | <i>[Number of separations in MCOs]</i>  | <i>[Number of vacancies in MCOs]</i>        | <i>[Number of interns hired to build succession for future]</i> |
| <b>Vs</b>                               | <b>Vs</b>                               | <b>Vs</b>                                   | <b>Vs</b>   |
| <b>Optimal Reading</b>                  | <b>Optimal Reading</b>                  | <b>Optimal Reading</b>                      | <b>Optimal Reading</b>  |
| <i>Only 4% actually retire per year</i> | <i>Less than 4% separations in MCOs</i> | <i>No more than 5% of MCOs are unfilled</i> | <i>4-7 interns hired for replacement</i>                        |
|   |   |   |   |
| <b>Current Reading</b>                  | <b>Current Reading</b>                  | <b>Current Reading</b>                      | <b>Current Reading</b>  |
| <b>Vs</b>                               | <b>Vs</b>                               | <b>Vs</b>                                   | <b>Vs</b>   |
| <b>Optimal Reading</b>                  | <b>Optimal Reading</b>                  | <b>Optimal Reading</b>                      | <b>Optimal Reading</b>  |

The purpose of tracking the dashboard data is to assess OPPT progress toward the optimum workforce configuration and to see if strategies for achieving that configuration need to change. Therefore OPPT needs to track data that provides information. There are all sorts of data, but not all are needed for every situation. It is important, therefore, to be clear about the value to OPPT.

For example, if separations are currently below 4%, OPPT may determine it needs to have a lower rate of separations for a specific mission-critical occupation because of future mission requirements. OPPT would track this data to determine if it is meeting its optimal reading or target. If separations are greater than the optimal reading, in this example, then OPPT knows it needs to take special actions to retain individuals in that occupation.

**Worksheet 3 – Staffing Gap Analysis**

Figure 52 – Staffing Gap Analysis

| Projected Date FY 2021  | Occupational Title | Occupational Title | Occupational Title | Occupational Title       | Occupational Title |
|---|--------------------|--------------------|--------------------|--------------------------|--------------------|
|   | Toxicologist       | Chemist            | Economist          | Information Technologist | Biologist          |
| <b>A. Current Position FTE</b>  |                    |                    |                    |                          |                    |
| <b>B. Expected Transfers Out of the Position</b>  |                    |                    |                    |                          |                    |
| <b>C. Expected Retirements</b>  |                    |                    |                    |                          |                    |
| <b>D. Other Turnover (dismissals, voluntary departure)</b>                                      |                    |                    |                    |                          |                    |
| <b>E. Net FTE as of Projected Date</b><br><br>E = (A – B – C – D)                               |                    |                    |                    |                          |                    |
| <b>F. Expected Number of Available Replacements for Transfer or Promotion into the Position</b> |                    |                    |                    |                          |                    |
| <b>G. Authorized FTE as of Projected Date</b>   |                    |                    |                    |                          |                    |
| <b>Gap</b><br><br>Gap = (G – E – F)<br><br>(Indicate Surplus with –)                            |                    |                    |                    |                          |                    |

**Worksheet 3 – Staffing Gap Analysis:** *Worksheet 3* is designed to help OPPT quantify potential staffing gaps in your organization. A gap may be either a shortage of qualified internal candidates or a surplus of candidates. The worksheet provides space for five positions. The key information needed is as follows:

- Projected Date – The future date that you are establishing for your forecast. A time horizon of Fiscal Year 2021 is suggested.
- Current Position FTE – Simply the current authorized headcount number for the position.
- Expected Transfers & Promotions – The number of current incumbents you expect to be promoted or transferred out of the present position by Fiscal Year 2021.
- Expected Retirements – The number of current incumbents you expect to retire by Fiscal Year 2021.

- Other Turnover – The number of other current incumbents you expect to leave the position for reasons other than transfer, promotion, or retirement. This may include voluntary turnover, dismissals, etc.
- Number of Incumbents as of the Projected Date – The number of current incumbents you expect to remain in the current position as of your projected date (or the number of incumbents remaining after transfers, promotions, expected retirements, and other turnover).
- Number of Available Replacements – The number of individuals you expect to be ready to move into the position by Fiscal Year 2021.
- Number of Positions as of Projected Date – This is the number of authorized positions as of Fiscal Year 2021. The information can be found in your current Staffing Plan.
- Gap – The number of projected positions minus the number of remaining incumbents and available replacements. A positive number represents a staffing shortage; a negative number represents a surplus
- Tally your numbers across the columns to compute a grand total for your organization.

### Worksheet 4 – Key Position Analysis

**Instructions:** List all the Positions in your organization. For each position, answer the three questions listed on the worksheet below. *Key Positions* are those for which the answer is “Yes” to all three questions.

Figure 53 – Key Position Analysis Template

| Occupational Title  | Strategic Impact  | Replace as Defined   | Difficult to Fill  | Key Position                                  |
|---|---|--|--|---|
| List all Positions below. “Key Positions” are those for which the answer is “Yes” to all the following questions. | Do the responsibilities associated with the position directly impact the organization’s strategy and mission? | If this position became vacant in the next 18 months will it be filled as presently defined? | If this position were to become vacant, would it be difficult to fill? | Is the position considering a “Key Position”? |
| Occupational Title  | (Yes/No)  | (Yes/No)   | (Yes/No)   | (“Yes” to all 3)                              |
|   |   |  |  |   |
|   |   |  |  |   |
|   |   |  |  |   |
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**Worksheet 4 – Key Position Analysis:** In Demand Analysis, OPPT decides which positions are essential for the greatest strategic impact. Many of the key positions may be in mission-critical occupations, but not all of them may be. For example, there may be information technology or contracting officer positions that are critical to the success of OPPT. This worksheet has been formatted to approximate a decision tree to help OPPT identify the Key Positions in the organization. Key Positions are those that:

- Are directly related to the organization’s strategy and mission
- Are expected to be filled if they become open in the future, and
- Are difficult to fill