



PH WINS 2021 Methods, Dashboard Notes, and Survey Instrument

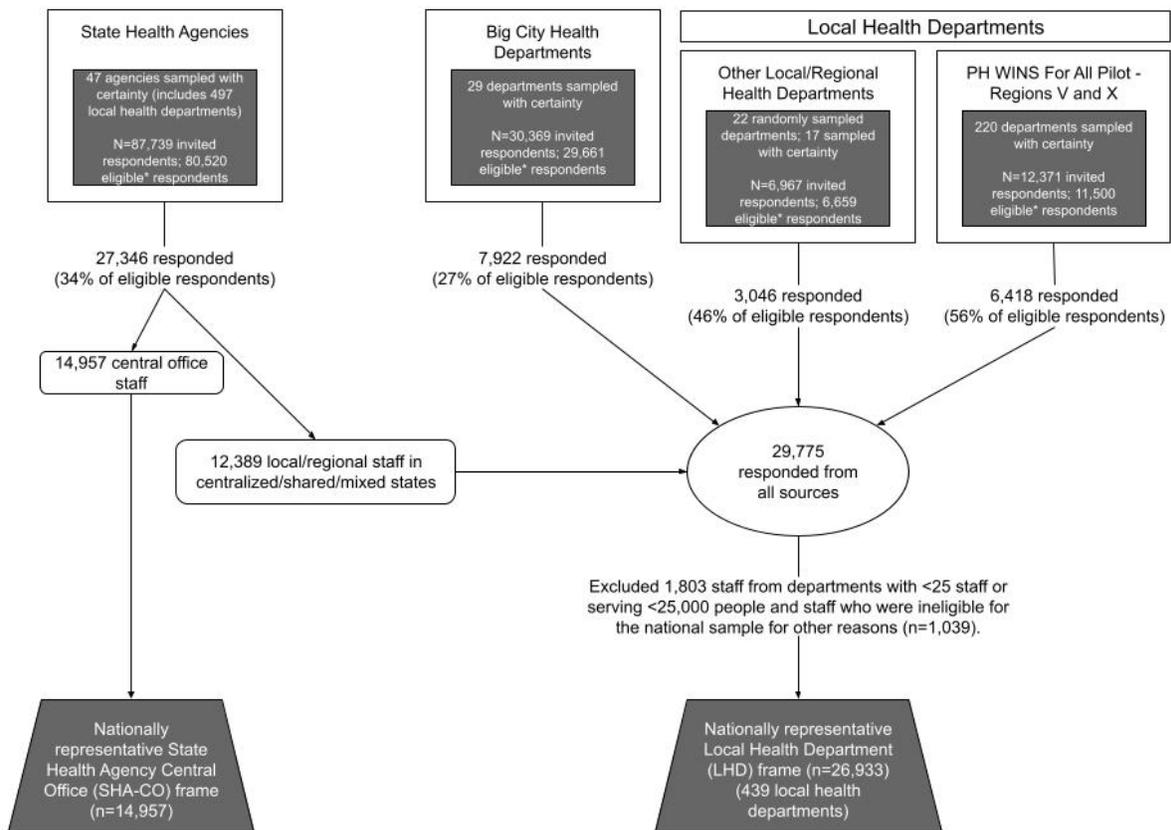
Table of Contents

PH WINS 2021 Methodology	2
Methods.....	2
Analysis Considerations.....	3
Dashboard Notes	4
Workforce Group Definitions	4
Interpreting Estimates	5
Interpreting Confidence Intervals	6
Program Area Crosswalk	6
Job Classification Crosswalk.....	8
Training Needs Assessment Crosswalk	10
Survey	14
Summary of 2021 Instrument Revisions	14
Survey Instrument	14
Section I: Workplace Engagement, Satisfaction, Well-being, and Intent to Leave.....	15
Section Ib: COVID-19 Response	19
Section II. Training Needs Assessment	21
Section III: Addressing Public Health Issues	28
Section IV: Workforce Characteristics and Demographics	29

PH WINS 2021 Methodology

Methods

PH WINS 2021 was conducted in 47 state health agencies (SHAs), 29 big city health departments (members of the Big Cities Health Coalition (BCHC)), and 259 other local health departments (LHDs). Each participating health department submitted a list of the names and email address of all staff in their department for a total of 137,446 individuals. PH WINS was sent to all individuals on September 13, 2021 via Qualtrics, a web-based survey platform. After accounting for bounced or failed emails and those that were reported to have left their organization, the number of possible respondents was 128,340. PH WINS received 44,732 responses, a 35% response rate – the survey closed on January 14, 2022. This response rate is lower than in previous years (48% in 2017), which was expected due to the demand of COVID-19 on the workforce. The figure below describes the participation in each type of health department and the final nationally representative sample. Data were cleaned, managed, and analyzed in STATA (version 17.0; StataCorp LLC, College Station, Texas). Balanced repeated replication weights were constructed to account for the complex survey design and to adjust for nonresponse.



*Individuals whose emails bounced or failed or left their organization were not considered eligible respondents

Analysis Considerations

1. **Sampling design:** Non-response assessment shows that primary potential for bias lies both with differential non-response from individuals, and potentially from the participation or non-participation of invited agencies. Balanced repeated replication weights and broader post stratifications account for this complex sampling design, as does weight trimming. Nonetheless, this should be a consideration for those planning to use the data for national analysis.
2. **Response rates:** Non-response bias is always a concern for surveys in general, particularly ones that assess sentiment and perception, such as PH WINS, and was especially a concern in 2021. PH WINS 2021 had a lower overall response rate, but also a low email open rate and high incomplete rate. In 2017, the response rate was 48% and the email open rate was 57% and the survey completion rate once opened was 85%. In 2021 the response rate was 35% and the email open rate was 40% and the survey completion rate once opened was 87%.
3. **Staffing inclusion criteria:** One important change in 2021 around staffing inclusion for SHA-CO staff was the inclusion of non-permanent employees in the nationally representative frame. In PH WINS 2017, non-permanent employees were excluded from the final nationally representative SHA-CO frame owing to 1) their small presence in the field and 2) the conceptual importance of focusing workforce development efforts on a permanent workforce. However, the decision was made to include them in the PH WINS 2021 data as many non-permanent employees were those that were hired to increase the capacity of the workforce during COVID. This choice may have some implication for researchers wishing to make multi-cross sectional comparisons across PH WINS fieldings.

Dashboard Notes

Workforce Group Definitions

Workforce groups are defined by a combination of responses to questions on program area, job classification, education, and certifications. Below is how each workforce group was defined.

Chronic disease workers

- Program area: non-communicable disease/chronic disease

Community health workers

- Job classifications: community health worker

Emergency preparedness workers

- Job classification: emergency preparedness/management worker
- Program area: emergency preparedness

Environmental health workers

- Job classification: environmental health worker
- Program area: environmental health

Epidemiology/surveillance workforce

- Job classification: epidemiologist
- Program area: epidemiology surveillance

Health Educator

- Job classification: health educator
- Certification/job classification combination: certified health education specialist working as a disease intervention specialist/contact tracer, population health specialist, program director, program evaluator, public health manager or program manager, or other program staff

Immunizations workforce

- Program areas: immunizations – clinical or immunizations – non-clinical

Injury prevention and substance misuse workforce

- Program areas: injury/violence prevention or substance abuse

Laboratory professionals

- Job classifications: laboratory aide or assistant, laboratory technician, laboratory quality control worker, or laboratory scientist/medical technologist
- Program area: public health laboratory
- Certification: laboratory certification

Maternal and child health workforce

- Program areas: maternal and child health, maternal and child health – family planning, or maternal and child health – WIC

Nurses

- Job classifications: nursing and home health aide, other nurse-clinical services, registered nurse – public health or community health nurse, registered nurse – unspecified, licensed practical or vocational nurse, or nurse practitioner
- Educational attainment: associates degree in nursing, bachelors of science in nursing, masters of science in nursing, or doctor of nursing practice
- Certification: nursing certification

STIs, HIV, hepatitis, and TB workforce

- Program areas: communicable disease – HIV, communicable disease – STD, communicable disease – TB, or communicable disease – viral hepatitis

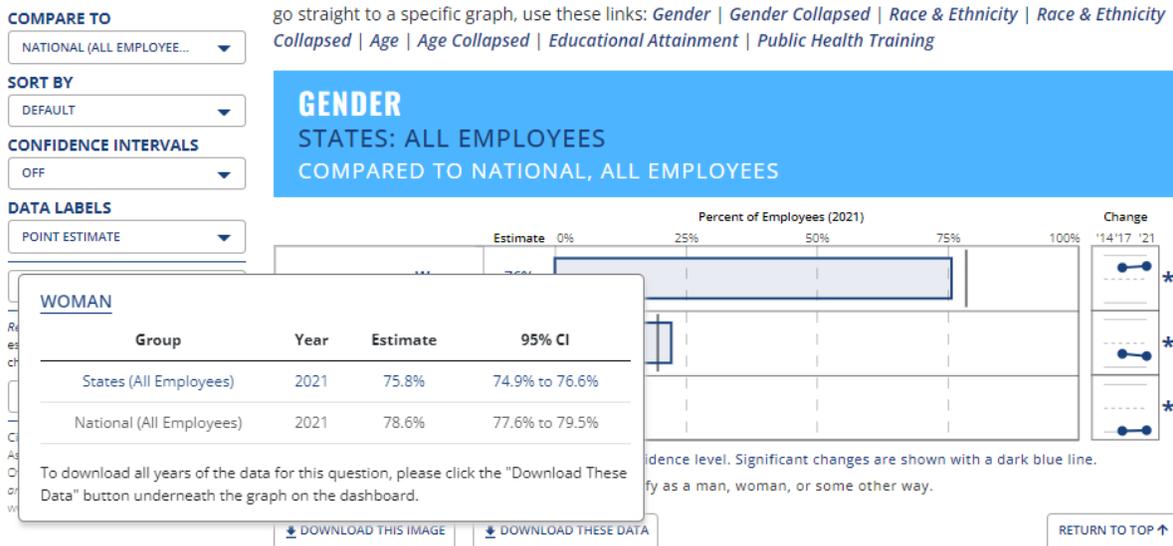
Interpreting Estimates

As described in the user guide, data labels are provided for each row in a graph. Those data labels represent the percentage or point estimate for each row in the graph and represent the percentage of the workforce that selected a specific response for a survey question.

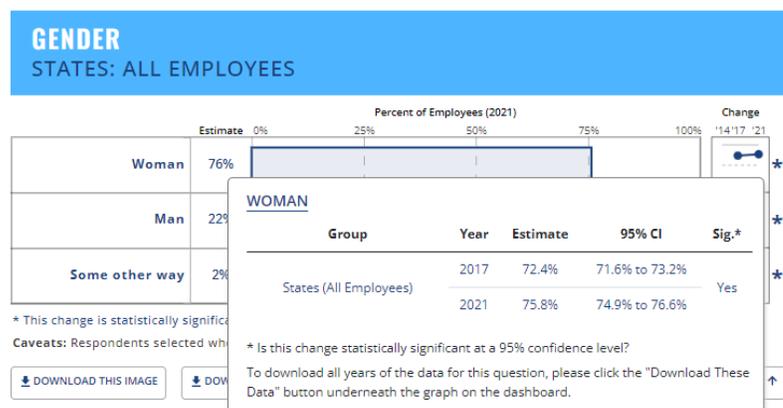
For example, 76% of the governmental public health workforce in States (state health agencies) self-identified as a woman.



In the next image, a comparison group of “National (All Employees)” was selected and the user has moused over the “Woman” bar in the graph. This shows that a larger proportion of the national workforce (78.6%) self-identifies as a woman than the states workforce.



The slope graphs (lines connecting two or more dot markers) located to the right of the graph show the change over time. The dots represent the point estimate for each survey year and line up with the year labels at the top of the section ('14 = PH WINS 2014; '17 = PH WINS 2017; '21 = PH WINS 2021). The asterisk to the right of the slope graph indicates that the change is statistically significant. Mousing over the slope graph associated with respondents that identified as a woman shows the trend estimates. This shows that in 2021 a larger proportion (75.8%) of the State public health workforce identified as a woman as compared to 2017 (72.4%).



Interpreting Confidence Intervals

As described in the user guide, confidence intervals are provided for each estimate on the dashboard. Use the confidence intervals in the dropdown menu to turn on small line markers on the bars in each graph that represent the width of the 95% confidence intervals around the percentage estimate. Additionally, the data labels dropdown menu can be changed to 'Confidence Intervals' to display the 95% confidence interval for each estimate.

For example, the 95% confidence interval for state health agency employees that identify as a woman is 75%-77%, which means that we are 95% confident that the true estimate lies between 75% and 77%. The distance between the lower bound and upper bound in a confidence interval is called the width.



In some cases, you may see confidence intervals with large widths (>15%), meaning that we can be less confident about the result. These appear when the overall population size is small. While the estimates are still accurate, they should be interpreted and used with some caution.

Program Area Crosswalk

On PH WINS 2021, respondents selected their program area(s) from a list of 44 programs. The following table describes the programs that make up each program area category.

All Hazards
Emergency Preparedness
Assessment
Community Health Assessment/Planning
Disability services, including disability determinations
Epidemiology Surveillance
Informatics
Medical Examiner
Public Health Genetics
Public Health Laboratory
Vital Records
Chronic Disease & Injury
Non-Communicable Disease/Chronic Disease
Health Promotion/Wellness
Injury/Violence Prevention
Communicable Disease
Communicable Disease - HIV
Communicable Disease - Influenza
Communicable Disease - STD
Communicable Disease - Tuberculosis

Communicable Disease - Viral Hepatitis
Other Communicable Disease
Communications
Health Education
COVID-19 Response Workforce
COVID-19 Response
Environmental Health
Animal Control
Environmental Health
Maternal and Child Health
Children and Youth with Special Health Care Needs
Maternal and Child Health
Maternal and Child Health - Family Planning
Maternal and Child Health - WIC
Organizational Competencies
Administration/Administrative Support
Information Technology (IT) Services
Minority Health/Health Disparities
Policy and Legislation
Program Evaluation
Training/Workforce Development
Other
Global Health
Other Program Area (specify)
Other Health Care
Clinical Services (excluding TB, STD, family planning)
Emergency Medical Services
Enforcement/Inspection/Licensing/Certification of Facilities
Immunizations - clinical
Immunizations - non-clinical
Mental Health
Oral Health/Clinical Dental Services
School Health
Substance Abuse, including tobacco control programs

Job Classification Crosswalk

On PH WINS 2021, respondents selected the classification that best represented their current role from a list of 70 job classifications. The following table describes the job roles that make up each job classification category.

Administrative
Attorney or Legal Counsel
Business Support - Accountant/Fiscal
Business Support services - Administrator
Business Support services - Coordinator
Clerical Personnel - Administrative Assistant
Clerical Personnel - Secretary
Custodian
Grants or Contracts Specialist
Health Officer
Human Resources Personnel
Information Systems Manager/Information Technology Specialist
Other (please specify)
Other Business Support Services
Other Facilities or Operations Worker
Public Health Agency Director
Public Health Informatics Specialist
Public Information Specialist
Quality Improvement Worker
Customer Service/Support Professional
Medical/Vital Records Staff
Clinical and Lab
Behavioral Health Professional
Community Health Worker
Laboratory Aide or Assistant
Laboratory Technician
Laboratory Quality Control Worker
Laboratory Scientist/Medical Technologist
Medical Examiner
Nursing and Home Health Aide
Nutritionist or Dietitian
Other Oral Health Professional
Other Nurse - Clinical Services
Physician Assistant
Public Health Dentist
Public Health/Preventive Medicine Physician
Registered Nurse - Public Health or Community Health Nurse
Registered Nurse - Unspecified

Pharmacist Licensed practical or vocational nurse Nurse Practitioner Other Health Professional/Clinical Support Staff Physical/Occupational/Rehabilitation Therapist
Public Health Sciences
Animal Control Worker Disease Intervention Specialist/Contact Tracer Department/Bureau Director Deputy Director Economist Emergency Medical Technician/Advanced Emergency Medical Technician/Paramedic Emergency Preparedness/Management Worker Engineer Environmental Health Worker Epidemiologist Health Educator Health Navigator Implementation Specialist Licensure/Regulation/Enforcement Worker Peer Counselor Policy Analyst Population Health Specialist Program Director Program Evaluator Public Health Manager or Program Manager Public Health Veterinarian Sanitarian or Inspector Statistician Student, Professional or Scientific Data or Research Analyst Other Program Staff Emergency Medical Services Worker
Social Services and All Other
Social Worker/Social Services Professional Disability claims/benefits examiner or adjudicator

Training Needs Assessment Crosswalk

PH WINS respondents were asked to rate the day-to-day importance of and their own proficiency with 25-26 skill items, tailored for their supervisory level. Skills were collapsed into 10 strategic skill domains: effective communication; data-based decision-making; justice, equity, diversity, and inclusion (JEDI); budget and financial management; change management, systems and strategic thinking; community engagement; cross-sectoral partnerships; policy engagement; and programmatic expertise. The following crosswalks each strategic skill domain to the skill item on the survey.

Strategic Skill Domain	ITEMS		
	TIER 1: NON-SUPERVISORS	TIER 2: SUPERVISORS AND MANAGERS	TIER 3: EXECUTIVES
Effective Communication	Effectively target communications to different audiences (e.g., the public, community organizations, external partners, the scientific community, etc.)	Communicate in a way that different audiences (e.g., the public, community organizations, external partners, the scientific community, etc.) can understand	Communicate in a way that different audiences (e.g., the public, community organizations, external partners, the scientific community, etc.) can understand
Effective Communication	Communicate in a way that persuades others to act	Communicate in a way that persuades others to act	Communicate in a way that persuades others to act
Data-Based Decision-Making	Identify appropriate sources of data and information to assess the health of a community	Identify appropriate sources of data and information to assess the health of a community	Ensure the use of appropriate sources of data and information to assess the health of a community
Data-Based Decision Making	Collect valid data for use in decision making	Use valid data to drive decision making	Use valid data to drive decision making
Data-Based Decision Making	Identify evidence-based approaches to address public health issues	Apply evidence-based approaches to address public health issues	Ensure the application of evidence-based approaches to address public health issues
Justice, Equity, Diversity, and Inclusion (JEDI)	Describe the value of a diverse public health workforce (e.g., diverse in terms of race, ethnicity, gender, age, sexual orientation)	Support development of a diverse public health workforce (e.g., diverse in terms of race, ethnicity, gender, age, sexual orientation)	Develop a diverse public health workforce (e.g., diverse in terms of race, ethnicity, gender, age, sexual orientation)
Justice, Equity, Diversity, and Inclusion (JEDI)	Support inclusion of health equity and social justice principles into planning for program and service delivery (e.g., include health equity in a strategic plan, promote health-in-all-policies, engage marginalized and under-resourced communities in decision making)	Incorporate health equity and social justice principles into planning for programs and services (e.g., include health equity in a strategic plan, promote health-in-all-policies, engage marginalized and under-resourced communities in decision making)	Incorporate health equity and social justice principles into planning across the agency (e.g., include health equity in a strategic plan, promote health-in-all-policies, engage marginalized and under-resourced communities in decision making)

Justice, Equity, Diversity, and Inclusion (JEDI)	Deliver socially, culturally, and linguistically appropriate programs and customer service	Implement socially, culturally, and linguistically appropriate policies, programs, and services that reflect the diversity of individuals and populations in a community	Ensure the implementation of socially, culturally, and linguistically appropriate policies, programs, and services that reflect the diversity of individuals and populations in a community
Budget and Financial Management	Describe financial analysis methods applicable to program and service delivery	Use financial analysis methods in managing programs and services	Use financial analysis methods in making decisions about programs and services across the agency
Budget and Financial Management	Describe how public health funding mechanisms support agency programs and services (e.g., categorical grants, state general funds, fees, third-party reimbursement, tobacco taxes)	Identify funding mechanisms and procedures to develop sustainable funding models for programs and services (e.g., categorical grants, state general funds, fees, third-party reimbursement, tobacco taxes, value-based purchasing, budget approval process)	Leverage funding mechanisms and procedures to develop sustainable funding models for the agency (e.g., categorical grants, state general funds, fees, third-party reimbursement, tobacco taxes, value-based purchasing, budget approval process)
Budget and Financial Management	Describe the value of an agency business plan (e.g., tool for analyzing and planning for a product or service that will meet a community need, will generate revenue, and be sustainable)	Implement a business plan for agency programs and services (e.g., tool for analyzing and planning for a product or service that will meet a community need, will generate revenue, and be sustainable)	Design a business plan for the agency (e.g., tool for analyzing and planning for a product or service that will meet a community need, will generate revenue, and be sustainable)
Change Management	Describe the influence of internal changes (e.g., personnel changes, funding cuts, internal policies, etc.) on organizational practices	Modify programmatic practices in consideration of internal and external changes (e.g., social, political, economic, scientific)	Manage organizational change in response to evolving internal and external circumstances (e.g., social, political, economic, scientific)
Change Management	Assess the external drivers in your environment (e.g., physical, political, social, fiscal, etc.) that may influence your work	Assess the drivers in your environment (e.g., physical, political, social, fiscal, etc.) that may influence public health programs and services	Assess the drivers in your environment (e.g., physical, political, social, fiscal, etc.) that may influence public health programs and services across the agency
Systems & Strategic Thinking	N/A	Integrate current and projected trends (e.g., physical, political, social, fiscal, etc.) into strategic planning for programs and services	Integrate current and projected trends (e.g., physical, political, social, fiscal, etc.) into organizational strategic planning

Systems & Strategic Thinking	Describe how social determinants of health impact the health of individuals, families, and the overall community	Build cross-sector partnerships (e.g., agencies or organizations supporting transportation, housing, education, and law enforcement) to address social determinants of health	Influence policies external to the organization that address social determinants of health (e.g., zoning, transportation routes, etc.)
Systems & Strategic Thinking	Participate in quality improvement processes (e.g., Plan-Do-Check-Act, SWOT analysis, fishbone, lean, kaizen, etc.) for agency programs and services	Apply quality improvement processes (e.g., Plan-Do-Check-Act, SWOT analysis, fishbone, lean, kaizen, etc.) to improve agency programs and services	Create a culture of quality improvement (e.g., an integrative process that links knowledge, structures, processes, and outcomes to enhance quality throughout an organization) at the agency or division level
Community Engagement	Describe the value of community strategic planning that results in a community health assessment or community health improvement plan	Apply findings from a community health assessment or community health improvement plan to agency programs and services	Ensure health department representation in a collaborative process resulting in a community health assessment or community health improvement plan.
Systems & Strategic Thinking	Describe your agency's strategic priorities, mission, and vision	Implement an organizational strategic plan	Ensure the successful implementation of an organizational strategic plan
Community Engagement	Describe the importance of engaging community members in the design and implementation of programs to improve health in a community	Engage community members in the design and implementation of programs to improve health in a community	Ensure community member engagement in the design and implementation of programs to improve health in a community
Cross-Sectoral Partnerships	Engage community assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) to improve health in a community	Identify and engage assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) that can be used to improve health in a community	Negotiate with multiple partners for the use of assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) to improve health in a community
Cross-Sectoral Partnerships	Collaborate with public health personnel across the agency to improve the health of the community	Engage in collaborations within the public health system, including traditional and non-traditional partners, to improve the health of a community.	Build collaborations within the public health system among traditional and non-traditional partners to improve the health of a community

Community Engagement	Describe your role in improving the health of the community served by the agency	Assess how agency policies, programs, and services advance population health	Advocate for needed population health services and programs
Policy Engagement	Describe the relationship between a policy and many types of public health problems.	Examine the feasibility (e.g., fiscal, social, political, legal, geographic) of a policy and its relationship to many types of public health problems.	Determine the feasibility (e.g., fiscal, social, political, legal, geographic) of a policy and its relationship to many types of public health problems.
Policy Engagement	Collect and summarize information to inform the development of policies external to the organization that affect the health of the community (e.g., transportation routes, earned sick leave, tobacco 21, affordable housing/inclusionary zoning, complete streets, healthy food procurement)	Identify and assess options for policies external to the organization that affect the health of the community (e.g., transportation routes, earned sick leave, tobacco 21, affordable housing/inclusionary zoning, complete streets, healthy food procurement)	Prioritize and influence policies external to the organization that affect the health of the community (e.g., transportation routes, earned sick leave, tobacco 21, affordable housing/inclusionary zoning, complete streets, healthy food procurement)
Programmatic Expertise	Content knowledge specific to my programmatic area	Content knowledge specific to my programmatic area	Content knowledge specific to my programmatic area
Programmatic Expertise	Technical skills specific to my programmatic area	Technical skills specific to my programmatic area	Technical skills specific to my programmatic area

Survey

Summary of 2021 Instrument Revisions

- Addition of the following questions/question topics:
 - Rating of overall mental and emotional health
 - Agreement with statements about bullying/harassment and undermining/challenging public health expertise
 - Identifying symptoms of post-traumatic stress disorder (PTSD) related to the COVID-19 pandemic and its response
 - Impact of the COVID-19 pandemic on an employee's intention to leave or stay their organization
 - Employment status prior to March 2020
 - Whether the respondent fully or partially served in a COVID-19 response role
 - Degree to which they served in a COVID-19 response role by quarter
 - Average amount of overtime worked as they served in a COVID-19 response role
 - Quarter in which a new employee was hired
 - What was needed to effectively respond to COVID-19, beyond funding
 - Skill items related to programmatic expertise
 - Awareness and confidence of health equity concepts
 - Addressing Racism as a Public Health Crisis
- Revision of gender question to be more in line with research standards
- Removal of the Oldenburg Burnout Index (OLBI)
- Revision of program area response and job type response options
- Revision of program area question type from single select to multi-select with the addition of a follow-up on percent time working in each program area

Survey Instrument

About the Survey

You have been selected to participate in the Public Health Workforce Interests and Needs Survey (PH WINS). The purpose of this survey is to inform future public health workforce development initiatives. The survey is being conducted by the de Beaumont Foundation in partnership with the Association of State and Territorial Health Officials (ASTHO), and with support from the Big Cities Health Coalition (BCHC), National Association of City and County Health Officials (NACCHO), the Region V Public Health Training Center, and the Northwest Center for Public Health Practice. The survey should take approximately 20 minutes of your time. Your participation is voluntary and your responses will be confidential. We hope you will participate. Your feedback is important and will help determine opportunities for future workforce development efforts for the public health workforce in your organization and across the nation.

Instructions for Completing the Survey

The survey must be completed in one sitting. If you do need to close the survey and resume, please be aware that your progress will not be saved. The survey link is unique to you, please do not share it with others or delegate it. As a reminder, your responses are completely confidential. Clicking "continue" will be interpreted as your informed consent to participate and that you affirm that you are at least 18 years of age.

Need Help?

If you have questions about the survey, please email phwins@debeaumont.org. You can also speak to a member of the PH WINS team directly by visiting the [PH WINS Virtual Help Center](#) open Monday-Friday from 12:00pm-1:00pm EST, starting on Tuesday, September 14. For answers to frequently asked questions, please visit [the PH WINS FAQs webpage](#). If you have any questions about your rights as a participant, you may contact the NORC Institutional Review Board at (773) 256-6000.

Defining Terms

Throughout the survey, the terms agency, department, or organization are used interchangeably to refer to independent state or local public health agencies or a unit/division of public health within a larger agency, often referred to as an umbrella agency or super-agency.

In this survey, we will use several terms specific to public health practice. In several questions, we have provided definitions in hover over text. You will see these terms displayed in blue. If you hover your mouse over them, the definition of that term will appear (pictured below).

Effectively target communications to different audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate in others to act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify appropriate sources of data and information to assess the health of a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e.g., the public, community organizations, external partners, the scientific community, etc.

Section I: Workplace Engagement, Satisfaction, Well-being, and Intent to Leave

1. Please rate your level of agreement with the following items

	Strongly disagree 	Disagree 	Neither agree nor disagree 	Agree 	Strongly agree 
I know how my work relates to the agency's goals and priorities.					
The work I do is important.					
Creativity and innovation are rewarded.					
Communication between senior leadership and employees is good in my organization.					
Supervisors work well with employees of different backgrounds.					
Supervisors in my work unit support employee development.					
My training needs are assessed.					
Employees have sufficient training to fully utilize technology needed for their work.					
Employees learn from one another as they do their work.					

My supervisor provides me with opportunities to demonstrate my leadership skills.					
I have had opportunities to learn and grow in my position over the past year.					
I feel completely involved in my work.					
I am determined to give my best effort at work every day.					
I am satisfied that I have the opportunities to apply my talents and expertise.					
My supervisor and I have a good working relationship.					
My supervisor treats me with respect.					
I recommend my organization as a good place to work.					
My organization prioritizes diversity, equity, and inclusion.					

2. Considering everything, how satisfied are you currently with:

	Very dissatisfied 	Somewhat dissatisfied 	Neither dissatisfied nor satisfied 	Somewhat satisfied 	Very satisfied 
Your job?					
Your organization?					
Your pay?					
Your job security?					

3. If you wish, you may provide comments below about your workplace environment or level of job satisfaction.

4. Please rate your level of agreement with the following items:

	Strongly disagree 	Disagree 	Neither agree nor disagree 	Agree 	Strongly agree 
I have felt bullied, threatened, or harassed by individuals outside of the health department because of my role as a public health professional.					
I have felt my public health expertise was undermined or challenged by individuals outside of the health department.					

5. In general, how would you rate your mental or emotional health? (No forced response)

- Excellent

- Very good
- Good
- Fair
- Poor

5b. Has the **coronavirus or COVID-19 outbreak** been so frightening, horrible, or upsetting, (no forced response)

	Yes	No
that you had nightmares about it or thought about it when you did not want to?	1	2
that you tried hard not to think about it, or went out of your way to avoid situations that reminded you of it?	1	2
that you were constantly on guard, watchful, or easily startled?	1	2
that you felt numb or detached from others, activities, or your surroundings?	1	2

6. Are you considering leaving your organization within the next year? If so, what are you planning to do?

- No
- Yes, to retire
- Yes, to pursue further education
- Yes, to take another governmental job (in public health)
- Yes, to take another governmental job (not in public health)
- Yes, to take a non-governmental job (in public health)
- Yes, to take a non-governmental job (not in public health)
- Yes, leaving the workforce

7. Did the COVID-19 pandemic impact your decision to stay or leave your organization?

- I was thinking about staying, but COVID made me want to leave
- I was thinking about staying, and COVID made me want to stay more
- I was thinking about leaving, but COVID made me want to stay
- I was thinking about leaving, and COVID made me want to leave more
- COVID did not impact my decision to leave or stay

[Display if selected any "yes" in Q4]

7b. For approximately how long have you been considering leaving your organization?

- Less than 3 months
- 3-6 months
- 6-18 months
- Prior to March 2020

[Display if selected any yes for another job in Q4]

7c. Have you recently taken any steps towards leaving your organization, such as applying or interviewing for a new position outside of your organization?

- Yes
- No

[Display if selected any yes to retire in Q4]

7d. Have you recently taken any steps towards retiring, such as meeting with HR or submitting relevant paperwork?

- Yes
- No

[Display Q5e-g if selected yes for school in Q4]

7e. Have you recently taken any steps towards pursuing further education, such as filling out applications or attending an information session?

- Yes
- No

7f. What degree(s) are you planning to pursue?

- Associate's degree in nursing
- Other associate degree
- BS/BA
- BSN
- BSPH/BAPH
- Other baccalaureate degree
- MA/MS
- MBA
- MHSA
- MPA
- MPP
- MPH
- MSN
- MSW
- Other masters degree
- DDS/DMD
- DrPH/PhD/ScD/other public health doctorate
- DNP
- DVM/VMD
- JD
- MD/DO, or international equivalent
- PharmD
- PhD/ScD/other non-public health doctorate
- I will be a non-degree seeking student

7g. What are you planning to do after you finish your education?

- Return to my current organization
- Work in another governmental public health job
- Work in a non-governmental public health job
- I am not pursuing a career in public health
- I do not know

[Display for those staying in Q6]

8. Please select the most important reason(s) why you are staying at your organization.

- Acknowledgement/recognition for your work
- Job satisfaction
- Opportunities for advancement
- Training opportunities
- Satisfaction with your agency's leadership (e.g., Health Commissioner, Senior Deputy, etc.)
- Unsatisfactory opportunities outside of the agency
- Pay
- Satisfaction with your supervisor
- Lack of stress
- Flexibility (e.g., flex hours/telework)
- Benefits (e.g., retirement contributions/pensions, health insurance)
- Pride in the organization and its mission
- Exciting and challenging work

- Organizational climate/culture
- Mentorship opportunities
- Support
- Job stability
- Other (please specify)

[Display for those leaving in Q6]

8b. Please select the most important reason(s) why you are considering leaving your organization.

- Lack of acknowledgement/recognition
- Job satisfaction
- Lack of opportunities for advancement
- Lack of training
- Leadership changeover
- Better opportunities outside of the agency
- Pay
- Retirement
- Satisfaction with your supervisor
- Stress
- Lack of flexibility (flex hours/telework)
- Weakening of benefits (e.g., retirement contributions/pensions, health insurance)
- Work overload / burnout
- Organizational climate/culture
- Lack of support
- Job instability (e.g., loss of funding, RIF, layoffs)
- Reasons unrelated to my job (e.g., family obligations, health reasons, lack of affordable child-care options, moving, etc.)
- Other (Please Specify)

9. I am planning to retire in:

- 2021
- 2022
- 2023
- 2024
- 2025
- 2026
- I am not planning to retire before 2027

Section Ib: COVID-19 Response

The next few questions aim to understand the movement and needs of staff during the COVID-19 pandemic. These data will be used to understand the burden of COVID-19 response on the workforce and the workforce's capacity needs. It will also be helpful in advocating for sustained funding for the workforce. Please answer completely and as truthfully as possible. Your response is extremely valuable.

10. Which of the following best describes your employment status at your current organization prior to March 2020?

- Contractor providing third party services to the health department
- Permanent staff employed directly by the health department
- Intern employed directly by the health department
- Temporary staff employed directly by the health department
- Federal employee detailed to the health department
- Not employed at the health department in any capacity

11. At any time from March 2020 to now, did you fully or partially serve in a COVID-19 response role?
- Yes
 - No
 - I was hired specifically to serve in a COVID-19 response role

[Display for those who selected "I was hired specifically in a COVID-19 response role" or those who responded "Not employed at the health department in any capacity" in Q10]

- 11a. Approximately, in which of the following quarters were you hired?
- Q1 2020 (January – March)
 - Q2 2020 (April – June)
 - Q3 2020 (July – September)
 - Q4 2020 (October – December)
 - Q1 2021 (January – March)
 - Q2 2021 (April – June)
 - Q3 2021 (July – September)

[Display for those who selected "yes" to Q29]

- 11b. On average, what percent of your time was devoted to COVID-19 response versus other activities? If you were not working at the health department during a specific quarter, please leave the slider at 0%. (This should be out of 100% regardless of whether you are a full-time or part-time employee.)

- ____ Q1 2020 (January – March)
- ____ Q2 2020 (April – June)
- ____ Q3 2020 (July – September)
- ____ Q4 2020 (October – December)
- ____ Q1 2021 (January – March)
- ____ Q2 2021 (April – June)
- ____ Q3 2021 (July – September)
- ____ Q4 2021 (October – Present)

- 11c. During the time you served in a COVID-19 response role, on average, how many additional hours per week did you work beyond the number of hours you were hired for?
- _____ (# of hours)

12. Besides funding, which of the following do you need to effectively respond to COVID-19 in your jurisdiction? Select up to 3.

- More support from agency leadership
- Non-monetary resources (i.e., know-how, equipment)
- Additional staff capacity (i.e., number of staff and/or ability of staff)
- Training
- More community support
- More support from elected leaders
- Better messaging alignment with other leaders in my jurisdiction
- Better alignment with other sectors, such as businesses and schools
- Other (please specify)

13. If you wish, please share your thoughts and experiences about serving in your health department during the COVID-19 pandemic.

Section II. Training Needs Assessment

14. What is your supervisory status?

- Non-supervisor: you do not supervise other employees
- Supervisor: you are responsible for employees' performance appraisals and approval of their leave, but you do not supervise other supervisors
- Manager: you are in a management position and supervise one or more supervisors
- Executive: member of Senior Executive Service or equivalent

15. Please identify the classification that best represents your **current role** in the organization. This question refers to the type of role you serve in. This is NOT the same as your union/civil service title. You will be asked about your program area in the next question. Some job classifications are listed differently than you'd expect. For example, contact tracer can be found under "Disease Intervention Specialist/Contact Tracer."

- Animal Control Worker
- Attorney or Legal Counsel
- Behavioral Health Professional
- Business Support - Accountant/Fiscal
- Business Support services - Administrator
- Business Support services - Coordinator
- Clerical Personnel - Administrative Assistant
- Clerical Personnel - Secretary
- Community Health Worker
- Custodian
- Customer Service/Support Professional
- Data or Research Analyst
- Disability claims/benefits examiner or adjudicator
- Disease Intervention Specialist/Contact Tracer
- Department/Bureau Director
- Deputy Director
- Economist
- Emergency Medical Services Worker
- Emergency Medical Technician/Advanced Emergency Medical Technician/Paramedic
- Emergency Preparedness/Management Worker
- Engineer
- Environmental Health Worker
- Epidemiologist
- Grants or Contracts Specialist

- Health Educator
- Health Navigator
- Health Officer
- Human Resources Personnel
- Implementation Specialist
- Information Systems Manager/Information Technology Specialist
- Laboratory Aide or Assistant
- Laboratory Technician
- Laboratory Quality Control Worker
- Laboratory Scientist/Medical Technologist
- Licensed practical or vocational nurse
- Licensure/Regulation/Enforcement Worker
- Medical Examiner
- Medical/Vital Records Staff
- Nurse Practitioner
- Nursing and Home Health Aide
- Nutritionist or Dietitian
- Other Business Support Services
- Other Facilities or Operations Worker
- Other Health Professional/Clinical Support Staff
- Other Oral Health Professional
- Other Nurse - Clinical Services
- Other Program Staff
- Peer Counselor
- Pharmacist
- Physician Assistant
- Physical/Occupational/Rehabilitation Therapist
- Policy Analyst
- Population Health Specialist
- Program Director
- Program Evaluator
- Public Health Agency Director
- Public Health Dentist
- Public Health Manager or Program Manager
- Public Health/Preventive Medicine Physician
- Public Health Veterinarian
- Public Health Informatics Specialist

- Public Information Specialist
- Quality Improvement Worker
- Registered Nurse - Public Health or Community Health Nurse
- Registered Nurse - Unspecified
- Sanitarian or Inspector
- Social Worker/Social Services Professional
- Statistician
- Student, Professional or Scientific
- Other (please specify)

16. Please specify your **current program area(s)**. Select all that apply. Some programs are listed differently than you'd expect. For example, WIC can be found under "Maternal and Child Health - WIC." If you are serving in a COVID response role, please select "COVID-19 Response." If you only partially serving in that COVID response role, please select "COVID-19 Response" along with any other program area that you are also **currently** serving in.

- Administration/Administrative Support
- Animal Control
- Children and Youth with Special Health Care Needs
- Clinical Services (excluding TB, STD, family planning)
- Communicable Disease - HIV
- Communicable Disease - Influenza
- Communicable Disease - STD
- Communicable Disease - Tuberculosis
- Communicable Disease - Viral Hepatitis
- Other Communicable Disease
- Community Health Assessment/Planning
- COVID-19 Response
- Disability services, including disability determinations
- Emergency Medical Services
- Emergency Preparedness
- Enforcement/Inspection/Licensing/Certification of Facilities (includes health care facilities, long-term care facilities, nursing homes, and child care facilities)
- Environmental Health
- Epidemiology Surveillance
- Global Health
- Health Education
- Health Promotion/Wellness
- Immunizations - clinical services
- Immunizations - non-clinical

- Informatics
- Information Technology (IT) Services
- Injury/Violence Prevention
- Maternal and Child Health
- Maternal and Child Health - Family Planning
- Maternal and Child Health - WIC
- Medical Examiner
- Mental and Behavioral Health
- Minority Health/Health Disparities
- Non-Communicable Disease/Chronic Disease (including cancer, diabetes, heart disease, obesity, etc.)
- Oral Health/Clinical Dental Services
- Policy and Legislation
- Program Evaluation
- Public Health Genetics
- Public health laboratory
- School Health
- Substance Abuse, including tobacco control programs
- Training/Workforce Development
- Vital Records
- Other Program Area (specify)

[Carryforward program area responses from the previous question]

16b. Items shown are those you selected in the previous question. Please estimate the % time you currently serve in each of those program areas. (Your total should add up to 100%, regardless of whether you are a full-time or part-time employee.)

- Program Area 1 _____%
- Program Area 2 _____%
- Program Area 3 _____%
-

Please note, skill levels are defined as follows:

- Not applicable: current position does not require performing this item
- Unable to perform: lacking the necessary skills to perform
- Beginner: able to perform with assistance
- Proficient: able to perform independently
- Expert: able to assist or teach others

How important is this item in your day-to-day work?				What is your current skill level for this item?				
Not important	Somewhat unimportant	Somewhat important	Very important	Not applicable	Unable to perform	Beginner	Proficient	Expert

ITEMS		
TIER 1: NON-SUPERVISORS	TIER 2: SUPERVISORS AND MANAGERS	TIER 3: EXECUTIVES
Effectively target communications to different audiences (e.g., the public, community organizations, external partners, the scientific community, etc.)	Communicate in a way that different audiences (e.g., the public, community organizations, external partners, the scientific community, etc.) can understand	Communicate in a way that different audiences (e.g., the public, community organizations, external partners, the scientific community, etc.) can understand
Communicate in a way that persuades others to act	Communicate in a way that persuades others to act	Communicate in a way that persuades others to act
Identify appropriate sources of data and information to assess the health of a community	Identify appropriate sources of data and information to assess the health of a community	Ensure the use of appropriate sources of data and information to assess the health of a community
Collect valid data for use in decision making	Use valid data to drive decision making	Use valid data to drive decision making
Identify evidence-based approaches to address public health issues	Apply evidence-based approaches to address public health issues	Ensure the application of evidence-based approaches to address public health issues
Describe the value of a diverse public health workforce (e.g., diverse in terms of race, ethnicity, gender, age, sexual orientation)	Support development of a diverse public health workforce (e.g., diverse in terms of race, ethnicity, gender, age, sexual orientation)	Develop a diverse public health workforce (e.g., diverse in terms of race, ethnicity, gender, age, sexual orientation)
Support inclusion of health equity and social justice principles into planning for program and service delivery (e.g., include health equity in a strategic plan, promote health-in-all-policies, engage marginalized and under-resourced communities in decision making)	Incorporate health equity and social justice principles into planning for programs and services (e.g., include health equity in a strategic plan, promote health-in-all-policies, engage marginalized and under-resourced communities in decision making)	Incorporate health equity and social justice principles into planning across the agency (e.g., include health equity in a strategic plan, promote health-in-all-policies, engage marginalized and under-resourced communities in decision making)
Deliver socially, culturally, and linguistically appropriate programs and customer service	Implement socially, culturally, and linguistically appropriate policies, programs, and services that reflect the diversity of individuals and populations in a community	Ensure the implementation of socially, culturally, and linguistically appropriate policies, programs, and services that reflect the diversity of individuals and populations in a community
Describe financial analysis methods applicable to program and service delivery	Use financial analysis methods in managing programs and services	Use financial analysis methods in making decisions about programs and services across the agency
Describe how public health funding mechanisms support agency programs and services (e.g., categorical grants, state	Identify funding mechanisms and procedures to develop sustainable funding models for programs and services (e.g., categorical	Leverage funding mechanisms and procedures to develop sustainable funding models for the agency (e.g., categorical

general funds, fees, third-party reimbursement, tobacco taxes)	grants, state general funds, fees, third-party reimbursement, tobacco taxes, value-based purchasing, budget approval process)	grants, state general funds, fees, third-party reimbursement, tobacco taxes, value-based purchasing, budget approval process)
Describe the value of an agency business plan (e.g., tool for analyzing and planning for a product or service that will meet a community need, will generate revenue, and be sustainable)	Implement a business plan for agency programs and services (e.g., tool for analyzing and planning for a product or service that will meet a community need, will generate revenue, and be sustainable)	Design a business plan for the agency (e.g., tool for analyzing and planning for a product or service that will meet a community need, will generate revenue, and be sustainable)
Describe the influence of internal changes (e.g., personnel changes, funding cuts, internal policies, etc.) on organizational practices	Modify programmatic practices in consideration of internal and external changes (e.g., social, political, economic, scientific)	Manage organizational change in response to evolving internal and external circumstances (e.g., social, political, economic, scientific)
Assess the external drivers in your environment (e.g., physical, political, social, fiscal, etc.) that may influence your work	Assess the drivers in your environment (e.g., physical, political, social, fiscal, etc.) that may influence public health programs and services	Assess the drivers in your environment (e.g., physical, political, social, fiscal, etc.) that may influence public health programs and services across the agency
N/A	Integrate current and projected trends (e.g., physical, political, social, fiscal, etc.) into strategic planning for programs and services	Integrate current and projected trends (e.g., physical, political, social, fiscal, etc.) into organizational strategic planning
Describe how social determinants of health impact the health of individuals, families, and the overall community	Build cross-sector partnerships (e.g., agencies or organizations supporting transportation, housing, education, and law enforcement) to address social determinants of health	Influence policies external to the organization that address social determinants of health (e.g., zoning, transportation routes, etc.)
Participate in quality improvement processes (e.g., Plan-Do-Check-Act, SWOT analysis, fishbone, lean, kaizen, etc.) for agency programs and services	Apply quality improvement processes (e.g., Plan-Do-Check-Act, SWOT analysis, fishbone, lean, kaizen, etc.) to improve agency programs and services	Create a culture of quality improvement (e.g., an integrative process that links knowledge, structures, processes, and outcomes to enhance quality throughout an organization) at the agency or division level
Describe the value of community strategic planning that results in a community health assessment or community health improvement plan	Apply findings from a community health assessment or community health improvement plan to agency programs and services	Ensure health department representation in a collaborative process resulting in a community health assessment or community health improvement plan.
Describe your agency's strategic priorities, mission, and vision	Implement an organizational strategic plan	Ensure the successful implementation of an organizational strategic plan
Describe the importance of engaging community members in the design and implementation of programs to improve health in a community	Engage community members in the design and implementation of programs to improve health in a community	Ensure community member engagement in the design and implementation of programs to improve health in a community

Engage community assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) to improve health in a community	Identify and engage assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) that can be used to improve health in a community	Negotiate with multiple partners for the use of assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) to improve health in a community
Collaborate with public health personnel across the agency to improve the health of the community	Engage in collaborations within the public health system, including traditional and non-traditional partners, to improve the health of a community.	Build collaborations within the public health system among traditional and non-traditional partners to improve the health of a community
Describe your role in improving the health of the community served by the agency	Assess how agency policies, programs, and services advance population health	Advocate for needed population health services and programs
Describe the relationship between a policy and many types of public health problems.	Examine the feasibility (e.g., fiscal, social, political, legal, geographic) of a policy and its relationship to many types of public health problems.	Determine the feasibility (e.g., fiscal, social, political, legal, geographic) of a policy and its relationship to many types of public health problems.
Collect and summarize information to inform the development of policies external to the organization that affect the health of the community (e.g., transportation routes, earned sick leave, tobacco 21, affordable housing/inclusionary zoning, complete streets, healthy food procurement)	Identify and assess options for policies external to the organization that affect the health of the community (e.g., transportation routes, earned sick leave, tobacco 21, affordable housing/inclusionary zoning, complete streets, healthy food procurement)	Prioritize and influence policies external to the organization that affect the health of the community (e.g., transportation routes, earned sick leave, tobacco 21, affordable housing/inclusionary zoning, complete streets, healthy food procurement)

17. For your programmatic area (e.g., Maternal Child Health, Environmental Health), please rate the following items in terms of importance to your current position and your current skill level.

ITEMS		
TIER 1: NON-SUPERVISORS	TIER 2: SUPERVISORS AND MANAGERS	TIER 3: EXECUTIVES
Content knowledge specific to my programmatic area	Content knowledge specific to my programmatic area	Content knowledge specific to my programmatic area
Technical skills specific to my programmatic area	Technical skills specific to my programmatic area	Technical skills specific to my programmatic area

[Populated with items from training needs assessment deemed "Very Important" by the respondent]

18. Items shown are those you identified as "Very Important" to your current position from the last three pages. Select the most important item you would seek training on given your current responsibilities.

Section III: Addressing Public Health Issues

[The following definitions are included as hover-over text in the questions and appear at the beginning of the section for a mobile user]

Health equity-

Health equity means all people, regardless of who they are, where they came from, how they identify, where they live, or the color of their skin, have a fair and just opportunity to live their healthiest possible lives - in body, mind, and community. Achieving health equity requires removing social, economic, contextual, and systemic barriers to health, and a continuous and explicit commitment to prioritize those affected by historical disadvantages. (CityHealth)

Racism as a Public Health Crisis-

States, cities, and counties have increasingly declared racism to be a public health crisis or emergency. These declarations are driven by a recognition that systemic, institutional, and other forms of racism drive disparities across employment, housing, education, the justice system, healthcare, and other determinants of health. The declarations also reflect a growing acknowledgment that state and local governments must anchor efforts to eradicate the impacts of racism in order to truly achieve the conditions that create optimal health for all. (Network for Public Health Law)

Social Determinants of Equity-

The social determinants of equity are systems of power like racism, sexism, heterosexism, ableism, and economic systems like capitalism. The social determinants of equity determine the range of contexts available and who is found in which context. They govern the distribution of resources and populations through decision-making structures, policies, practices, norms, and values, and too often operate as social determinants of in-equity by differentially distributing resources and populations (Jones, 2014)

Social Determinants of Health

The social determinants of health are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. Domains of the social determinants of health include economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context. (U.S. Department of Health and Human Services)

Structural Racism-

A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. (Aspen Institute)

Environmental Justice-

Environmental justice is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. (US EPA)

19. How much, if anything, have you heard of the following concepts in public health?

	Not at all	Not much	A little	A lot
Health Equity				
Social Determinants of Equity				
Social Determinants of Health				
Structural Racism				
Environmental Justice				

[carryforward concepts that people are at least aware of]

20b. How confident are you in addressing the following public health concepts in your work?

	Not at all	Not much	A little	A lot
Health Equity				
Social Determinants of Equity				
Social Determinants of Health				
Structural Racism				
Environmental Justice				

21. To what extent have you been engaged in efforts to address racism as public health crisis in your health department?

- A lot
- Some
- Very little
- Not at all

22. Do you believe that addressing racism as a public health crisis should be a part of your work at the health department?

- Yes
- No

[display next two questions if yes:]

22b. Do you feel that you have adequate funding to address racism as a public health crisis?

- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

22c. Which of the following do you need to address racism as a public health crisis? Select up to 3.

- More support from agency leadership
- Non-monetary resources (i.e., know-how, time, equipment)
- Additional staff capacity (i.e., number of staff and/or ability of staff)
- Training in these areas
- More community engagement
- Acknowledgement by those working within the agency
- More support from elected leaders
- Other (please specify)

Section IV: Workforce Characteristics and Demographics

23. Do you describe yourself as a man, a woman, or in some other way?

- Man
- Woman
- Some other way (if you wish, you may elaborate)

24. Are you Hispanic or Latino?

- No
- Yes

25. Please select the racial category or categories with which you most identify.

- American Indian or Alaska Native
- Asian
- Black or African American

- Native Hawaiian or other Pacific Islander
- White
- Two or more races

26. What is your age in years? Please round to the nearest whole year. [dropdown list]

27. Please move the sliders to indicate how long you have been in each of the following (in years). Please round to the nearest year.

- In your current position_____
- With your current agency in total (in any position)_____
- In public health practice in total (in any agency, in any position)_____
- [Display if supervisory status of manager or executive is selected]* In years, please indicate how long you have been in public health management in total (in any agency, in any public health Manager or Executive position)_____

28. Which of the following best describes your current employment status?

- Contractor providing third party services to the health department
- Permanent staff employed directly by the health department
- Intern employed directly by the health department
- Federal employee detailed to the health department
- Temporary staff employed directly by the health department

29. Is your current position a bargaining unit (union) position?

- Yes
- No

30. Are you currently employed full-time at the public health department?

- Yes
- No

[Display if no:]

30b. Please indicate what percent time you are working for the public health department. (e.g., 50% for half-time [.5 FTE], 100% for full-time [1.0 FTE])

- _____Part-time percentage

31. Is your pay based on an annual salary or hourly wage?

- Annual salary
- Hourly wage

[Display if annual:]

31b. What is your current annual salary?

- Less than \$25,000
- \$25,000 - \$35,000
- \$35,000.01 - \$45,000
- \$45,000.01 - \$55,000
- \$55,000.01 - \$65,000
- \$65,000.01 - \$75,000
- \$75,000.01 - \$85,000
- \$85,000.01 - \$95,000
- \$95,000.01 - \$105,000
- \$105,000.01 - \$115,000
- \$115,000.01 - \$125,000
- \$125,000.01 - \$135,000

- \$135,000.01 - \$145,000
- More than \$145,000

[Display if hourly:]

31c. What is your current hourly wage?

- Less than \$12.50
- \$12.51 - \$17.50
- \$17.51 - \$22.50
- \$22.51 - \$27.50
- \$27.51 - \$32.50
- \$32.51 - \$37.50
- \$37.51 - \$42.50
- \$42.51 - \$47.50
- \$47.51 - \$52.50
- \$52.51 - \$57.50
- \$57.51 - \$62.50
- \$62.51 - \$67.50
- \$67.51 - \$72.50
- More than \$72.50

32. Please indicate which degrees you have attained. Check all that apply.

- High school or equivalent
- Associate's degree in nursing
- Other associate degree
- BS/BA
- BSN
- BSPH/BAPH
- Other baccalaureate degree
- MA/MS
- MBA
- MHSA
- MPA
- MPP
- MPH
- MSN
- MSW
- Other masters degree
- DDS/DMD
- DrPH
- PhD
- ScD
- other public health doctorate
- DNP
- DVM/VMD
- JD
- MD/DO, or international equivalent
- PharmD
- PhD/ScD/other non-public health doctorate
- I am currently pursuing a degree

[Display if "I am currently pursuing a degree" is selected]

32b. Please indicate which degree(s) you are currently pursuing.

- High school or equivalent
- Associate's degree in nursing

- Other associate degree
- BS/BA
- BSN
- BSPH/BAPH
- Other baccalaureate degree
- MA/MS
- MBA
- MHSA
- MPA
- MPP
- MPH
- MSN
- MSW
- Other masters degree
- DDS/DMD
- DrPH
- PhD
- ScD
- other public health doctorate
- DNP
- DVM/VMD
- JD
- MD/DO, or international equivalent
- PharmD
- PhD/ScD/other non-public health doctorate

[Display all selected above high school or equivalent]

32c. Please indicate the primary major/concentration associated with your degrees, "e.g., BA Biology, MPH Health Policy, MD Internal Medicine". Write "N/A" if this is not applicable.

33. Please indicate which credentials you have attained. Check all that apply.

- Physician board certification
- Preventive Medicine Physician board certification
- Nurse certification
- Physician Assistant - Certified (PA-C)
- Certified in Public Health
- Certified Health Education Specialist (CHES or Master CHES)
- Laboratory certification
- Dental Public Health - Board Certification (DPH)
- Breastfeeding/Lactation Certification (CLC, CLE, CLS, or IBCLC)
- Diabetes Educator Certification (CDE)
- Physical Activity in Public Health Specialist (PAPHS)
- Infection Control Certification (CIC)
- Registered Dietitian (RD)
- Registered Environmental Health Specialist/Registered Sanitarian (REHS/RS)
- Certified Professional - Food Safety (CP-FS) and/or Certified Foodborne Outbreak Investigator
- Certified Community Health Worker
- Other Certification _____
- Not formally certified

34. Please specify your setting.

- City/Town Health Agency
- County Health Agency

- Other Public Health Local Agency
- Multi-city Health Agency
- Multi-county Health Agency
- State Health Agency - Central Office
- State Health Agency - Local or Regional Office
- Other State Agency, not Health Agency
- Hospital or Primary Care Clinic
- Inpatient or Outpatient Clinical Setting
- Other [please specify]

35. Please specify your employer.

- Local government
- State government
- Federal government
- Non-governmental

[Display if "State Health Agency - Central Office" is NOT selected in Q32]

36. Please indicate where you work by answering the following questions. As a reminder, your responses are confidential and individual responses will never be shared with your agency.

What state do you work in?

What agency do you work in?

[Display if "Other" is selected]

37. If you selected "Other" above, please specify. Otherwise, please leave this blank or write "N/A."