



**PH WINS**

PUBLIC HEALTH WORKFORCE  
INTERESTS AND NEEDS SURVEY

# 2021 SUMMARY REPORT:

## Health Educators

# ACKNOWLEDGEMENT & CITATION

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The Public Health Workforce Interests and Needs Survey (PH WINS) was developed by the de Beaumont Foundation and the Association of State and Territorial Health Officials to understand the interests and needs of the state and local governmental public health workforce in the United States, and was fielded in 2014, 2017, and 2021. For more information, visit [www.phwins.org](http://www.phwins.org).

**Citation:** de Beaumont Foundation and Association of State and Territorial Health Officials, *Public Health Workforce Interests and Needs Survey: 2021 Dashboard*. August 3, 2022.

# ABOUT THIS REPORT

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This report summarizes key findings about **health educators in the governmental public health workforce** from the 2021 Public Health Workforce Interests and Needs Survey (PH WINS).

- Key findings are organized by the main sections of PH WINS 2021:
  - Demographics
  - Workforce Characteristics
  - Staying & Leaving
  - Training Needs
  - Engagement & Satisfaction
  - Well-being

# WHAT IS PH WINS?

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## *Public Health Workforce Interests and Needs Survey*

- PH WINS, a partnership between the de Beaumont Foundation and the Association of State and Territorial Health Officials (ASTHO), was fielded in 2014, 2017, and 2021.
- **First and only nationally representative source of data** about the governmental public health workforce.
- Supports the governmental public health workforce in **understanding their strengths and gaps** and informs future investments in workforce development efforts.

# 2021 METHODS

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- PH WINS 2021 was distributed via web survey to **137,446 state and local governmental public health workers:**
  - 47 state health agencies
  - 29 big city health departments
  - 259 local health departments
- The PH WINS 2021 instrument had five domains: workplace environment, COVID-19 response, training needs, addressing public health issues, and demographics.
- One important change in 2021: non-permanent employees of centralized state health agencies were included in the nationally representative data set.

# WORKFORCE DEFINITION

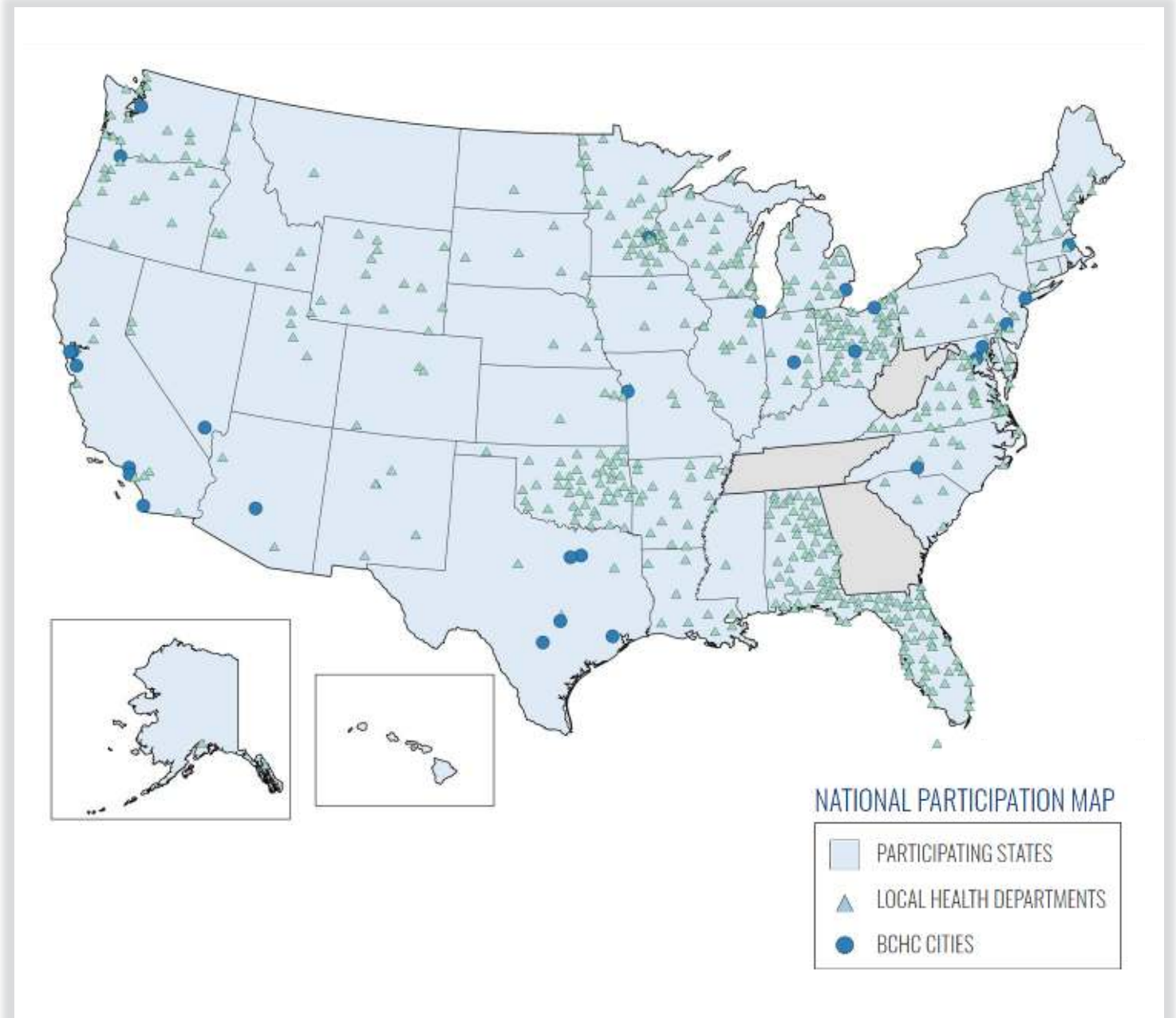
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- Workforce groups are defined by a combination of responses to PH WINS questions on program area, job classification, education, and certifications.
- **Health educators** include PH WINS respondents who selected the following job classification(s), program area(s), or certification:
  - 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

# NATIONAL PARTICIPATION

- Nationally, the survey was completed by 44,732 individuals, for a **35% response rate**.
- Response rates varied by frame:
  - **SHA: 34%**
  - **Big Cities: 28%**
  - **Other locals: 52%**
    - **Locals in Regions V and X\*: 56%**

\*HHS Regions V and X participated in the PH WINS for All pilot programming, recruiting all locals in those regions, regardless of size, to participate in PH WINS.



# NATIONAL PARTICIPATION

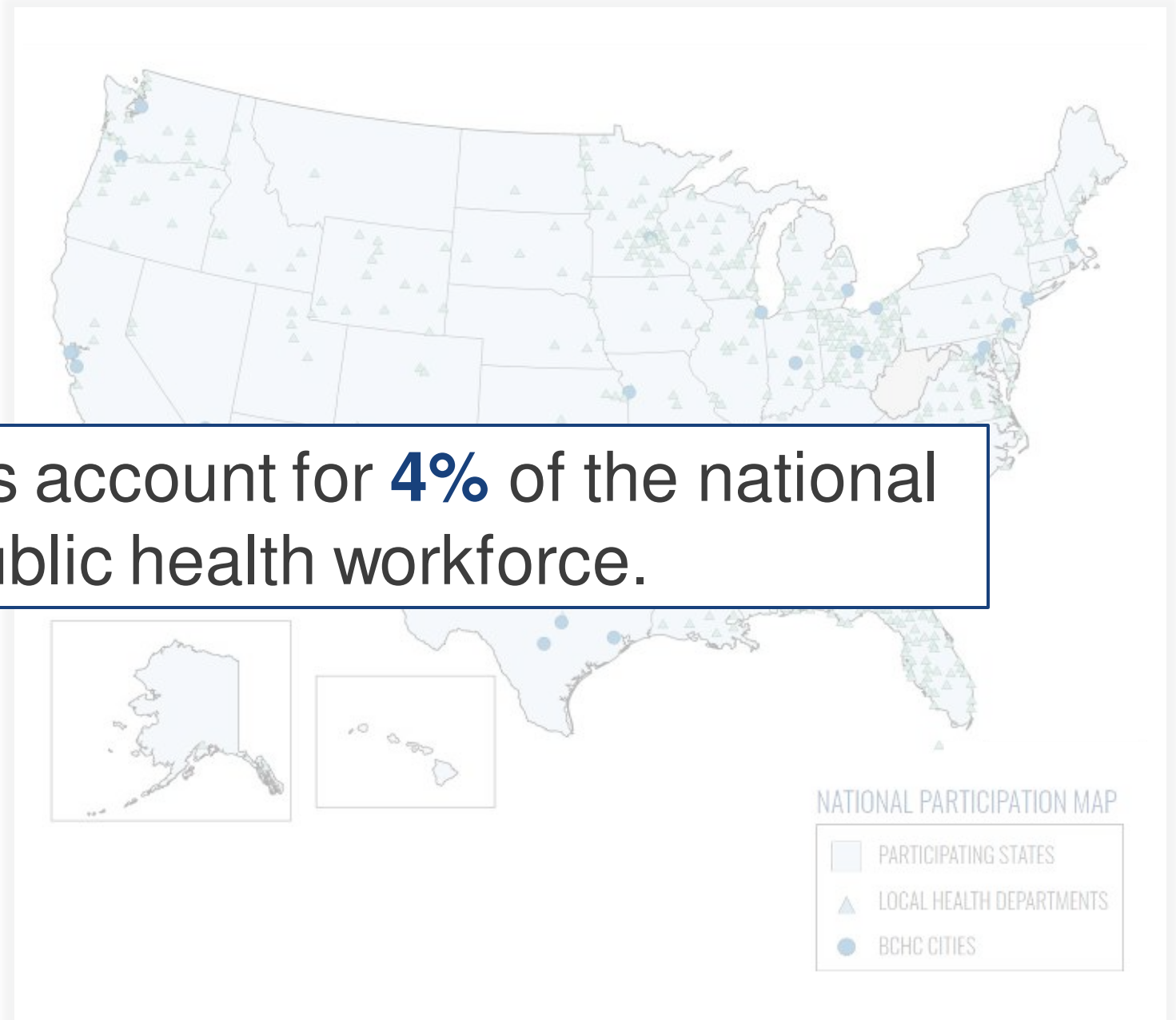
- Nationally, the survey was completed by 44,732 individuals, for a **35% response rate**.

Response frame:

Health educators account for **4%** of the national governmental public health workforce.

- Small Cities: 28%
- Big Cities: 28%
- Other locals: 52%
  - Locals in Regions V and X\*: 56%

\*HHS Regions V and X participated in the PH WINS for All pilot programming, recruiting all locals in those regions, regardless of size, to participate in PH WINS.





# 2021 KEY FINDINGS: DEMOGRAPHICS

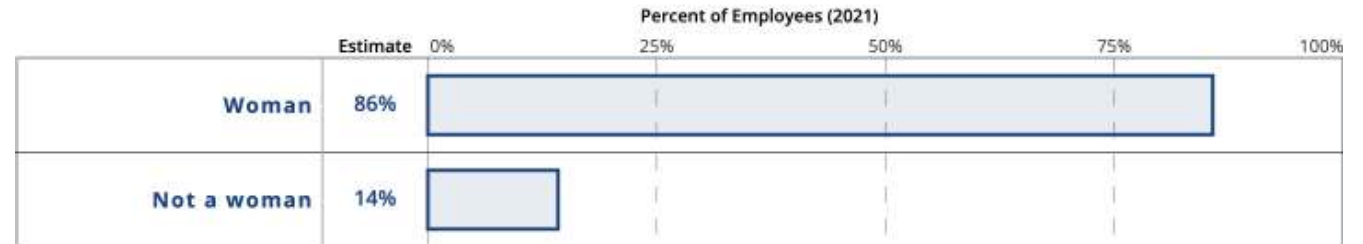
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- PH WINS respondents self-reported demographic (personal) characteristics like their gender, race/ ethnicity, and age.
- Respondents also self-reported the highest level of education attained and whether they have a specialized degree in public health.

# DEMOGRAPHICS

- **86%** of health educators **self-identify as a woman.**
- **More than half** of health educators **self-identify as Black, Indigenous, and people of color (BIPOC).**

## GENDER COLLAPSED HEALTH EDUCATORS: ALL EMPLOYEES



## RACE & ETHNICITY COLLAPSED HEALTH EDUCATORS: ALL EMPLOYEES



# DEMOGRAPHICS

- **More than half** of health educators are between the **ages of 31 and 50 years**.

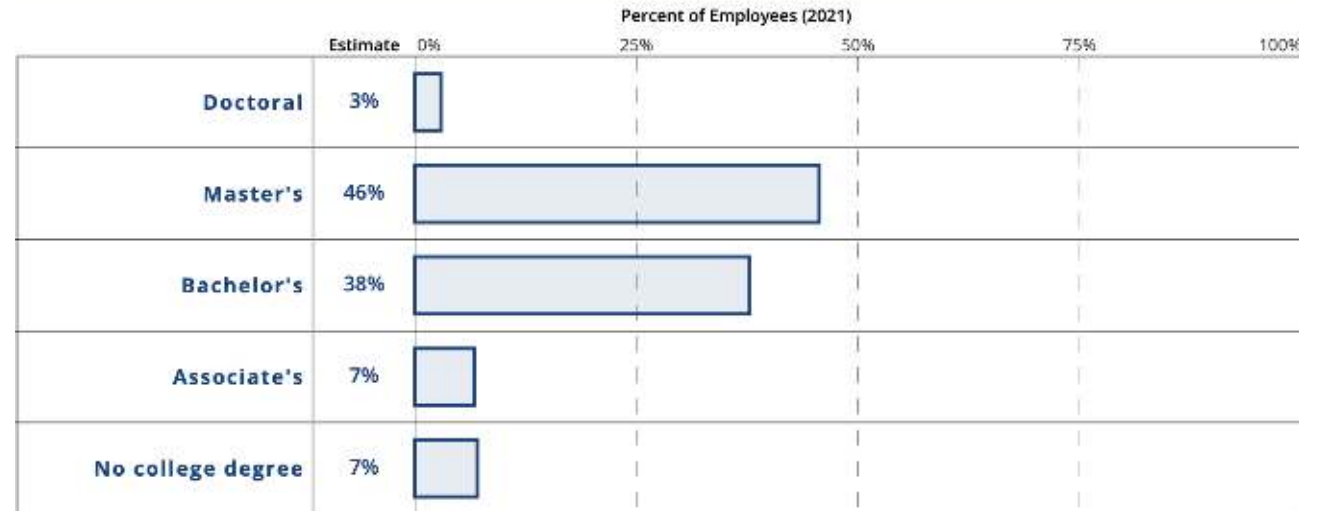
## AGE COLLAPSED HEALTH EDUCATORS: ALL EMPLOYEES



# EDUCATIONAL ATTAINMENT

- **49%** of health educators **has an advanced degree.**
  - 46% has a Master's degree.
  - 3% has a Doctoral degree.
- **32%** has a specialized **degree in public health.**

## EDUCATIONAL ATTAINMENT HEALTH EDUCATORS: ALL EMPLOYEES



## PUBLIC HEALTH TRAINING HEALTH EDUCATORS: ALL EMPLOYEES



# 2021 KEY FINDINGS: WORKFORCE CHARACTERISTICS

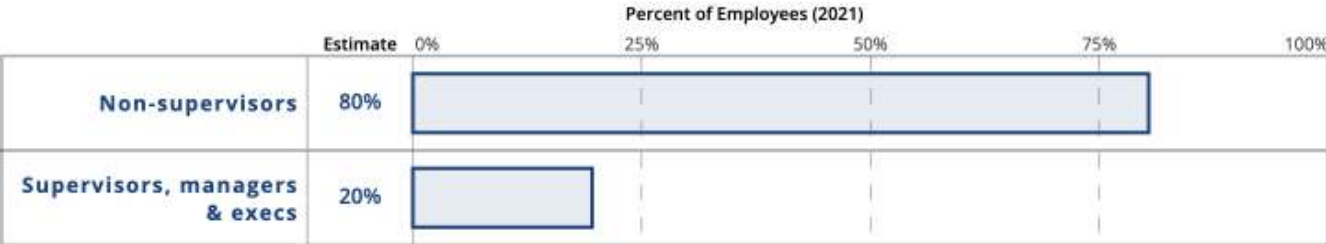
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- PH WINS respondents were asked a series of questions related specifically to their job and the work they do, including:
  - Supervisory status
  - Job role
  - Primary program area
  - Tenure in public health overall, at their agency, and in their current job.
- Respondents also reported full-time/part-time status and salary information.

# SUPERVISORY STATUS/JOB ROLE

- **80%** of health educators work in a **non-supervisory role**.
- All staff worked in a **public health sciences job role**, which includes program staff, epidemiologists, and contact tracers, among others.

## SUPERVISORY STATUS COLLAPSED HEALTH EDUCATORS: ALL EMPLOYEES



## JOB CLASSIFICATION HEALTH EDUCATORS: ALL EMPLOYEES

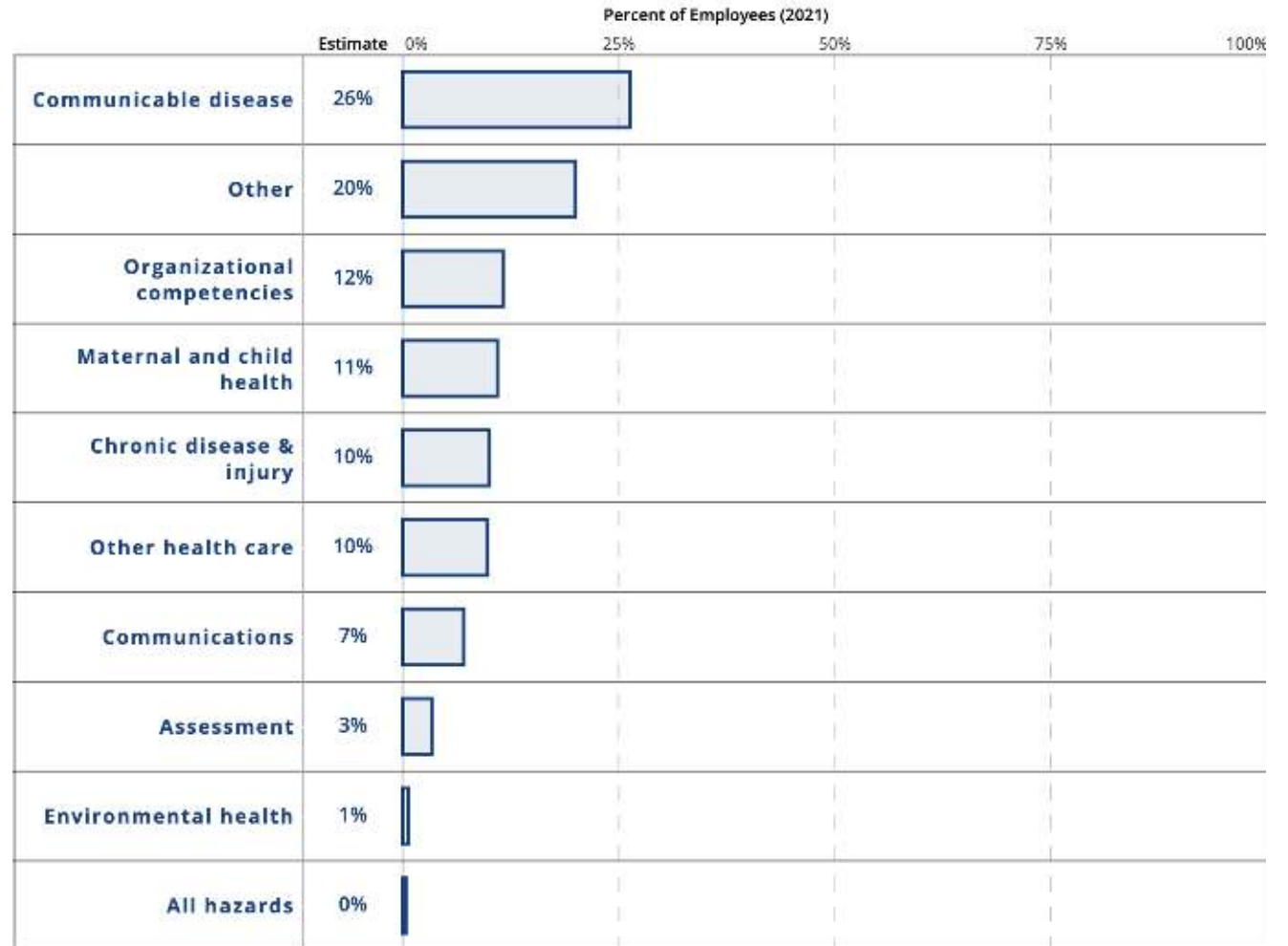


# PROGRAM AREA

- The most frequent program areas among health educators include:
  - Communicable disease**
  - Organizational competencies**, including administrative support, workforce development, and other business services.
  - Maternal and child health**

## PROGRAM AREA

### HEALTH EDUCATORS: ALL EMPLOYEES



# TENURE AT AGENCY

- **More than half of health educators** in 2021 had served at their agency **for 5 years or less.**
- 10% had served 21 or more years.

## AGENCY TENURE HEALTH EDUCATORS: ALL EMPLOYEES





# 2021 KEY FINDINGS: STAYING & LEAVING

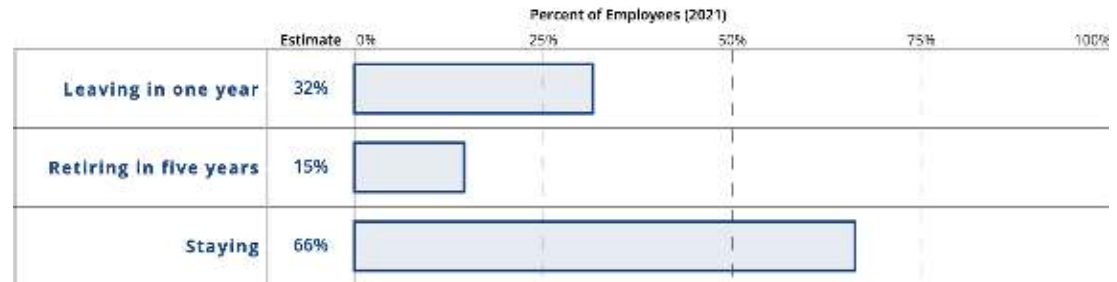
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- PH WINS respondents were asked a series of questions related to their intent to leave or stay at their agency and whether the COVID-19 pandemic affected their decision.
- Respondents were also asked to select reasons why they intend to stay or leave.

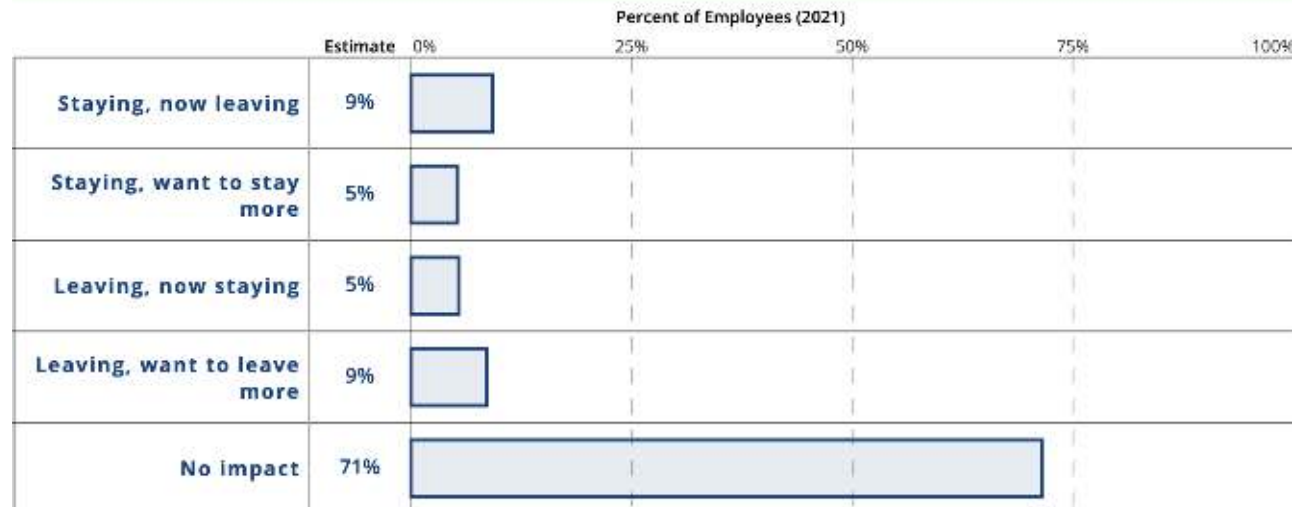
# INTENT TO LEAVE/STAY

- **32%** of health educators **are considering leaving** their organization within the next year.
- 29% reported that the **COVID-19 pandemic impacted their decision** to stay or leave.
  - Among those who intend to leave, 37% said the pandemic impacted their decision (*data not shown*).

## INTENT TO LEAVE HEALTH EDUCATORS: ALL EMPLOYEES



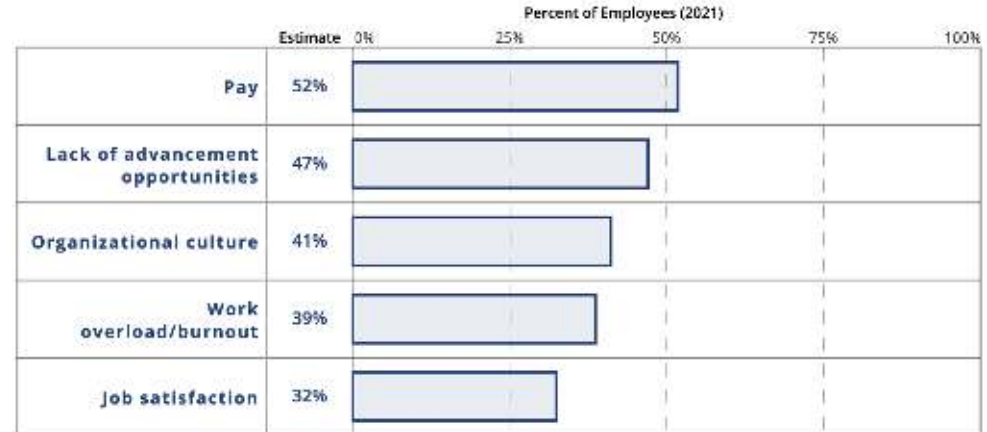
## IMPACT OF COVID ON STAYING & LEAVING HEALTH EDUCATORS: ALL EMPLOYEES



# REASONS FOR LEAVING/STAYING

- Understanding employees' reasons for leaving is critical for improving recruitment and retention.
- **Top reasons for leaving** among health educators who intend to leave include:
  - **Pay** (reported by 52%)
  - **Work overload/burnout** (reported by 39%)

## REASONS FOR LEAVING HEALTH EDUCATORS: ALL EMPLOYEES



## REASONS FOR STAYING HEALTH EDUCATORS: ALL EMPLOYEES



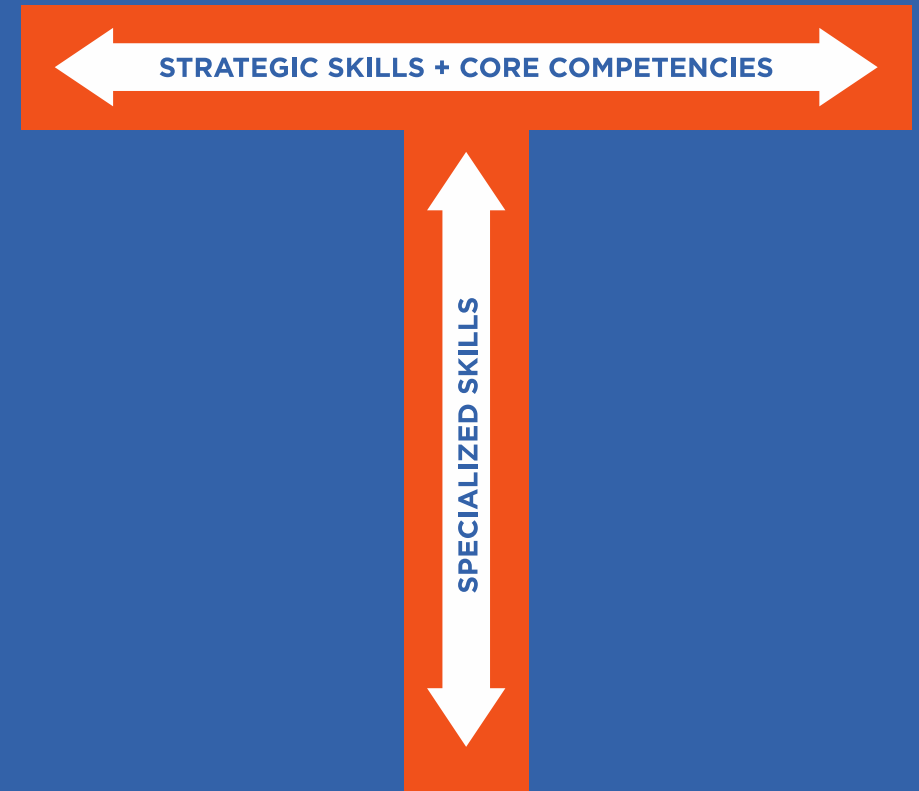
# 2021 KEY FINDINGS: TRAINING NEEDS

- 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 categories.
- A **training need** is a skill item reported as having **high importance, but low proficiency**.
- Identifying training needs can help support strategies to produce T-employees, or those who have depth in technical skills and breadth in strategic skills.

**FIGURE 2.**

**The Public Health T:**  
Complementing  
Specialized Skills  
with a Cohesive  
Cross-Cutting Skill  
Framework

Note: T-shaped employees have depth in specialized skills related to a specific program or topic area (e.g., communicable disease control, environmental public health, etc.) and breadth in cross-cutting skills that include the Strategic Skills and Core Competencies.



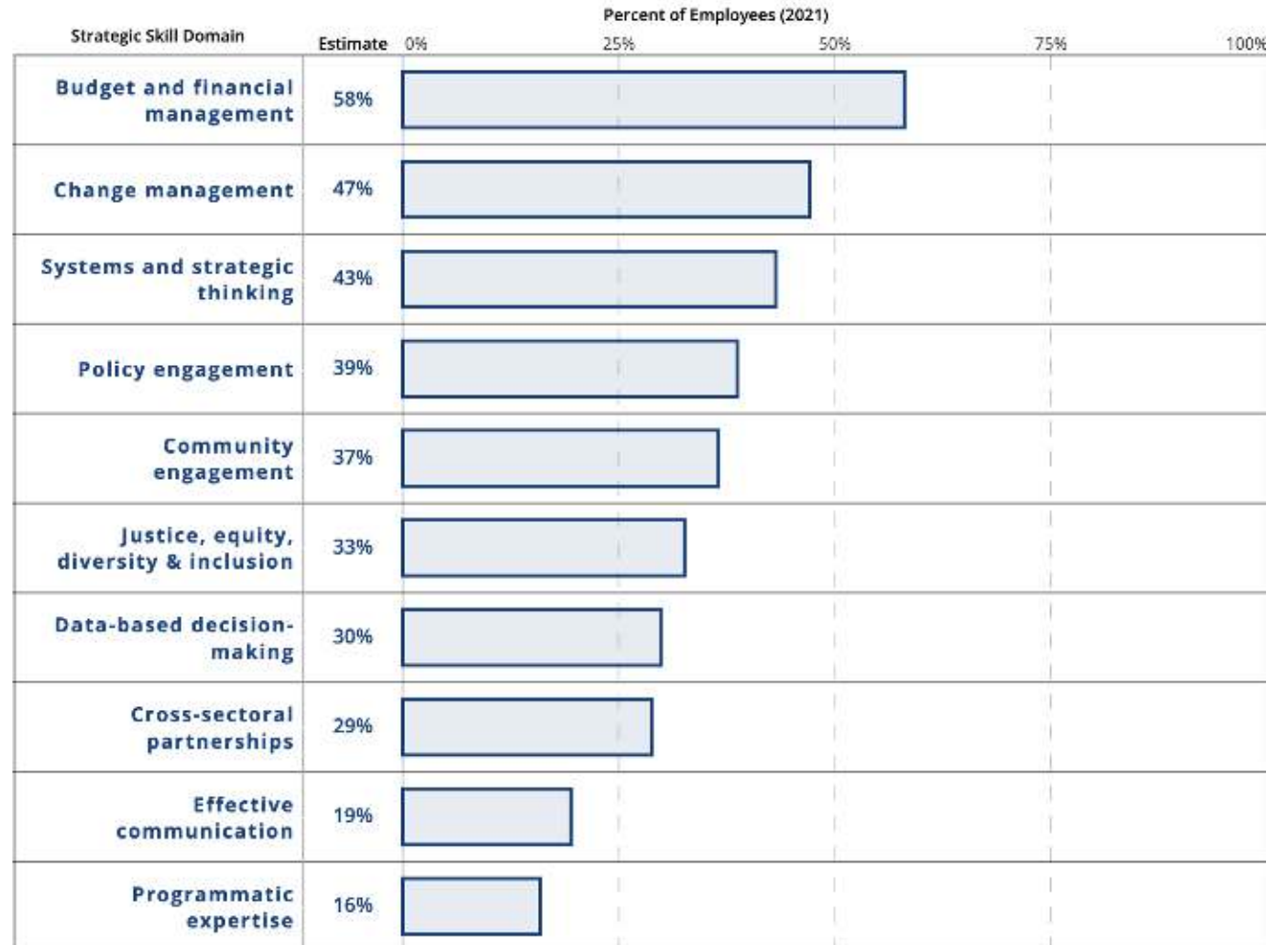
Source: de Beaumont Foundation. "Adapting and Aligning Public Health Strategic Skills,". March 2021.

# TRAINING NEEDS: OVERALL

The top 5 areas of training needs **across all supervisory levels** are:

- Budget and financial management
- Change management
- Systems and strategic thinking
- Policy engagement
- Community engagement

## TRAINING NEEDS HEALTH EDUCATORS: ALL EMPLOYEES

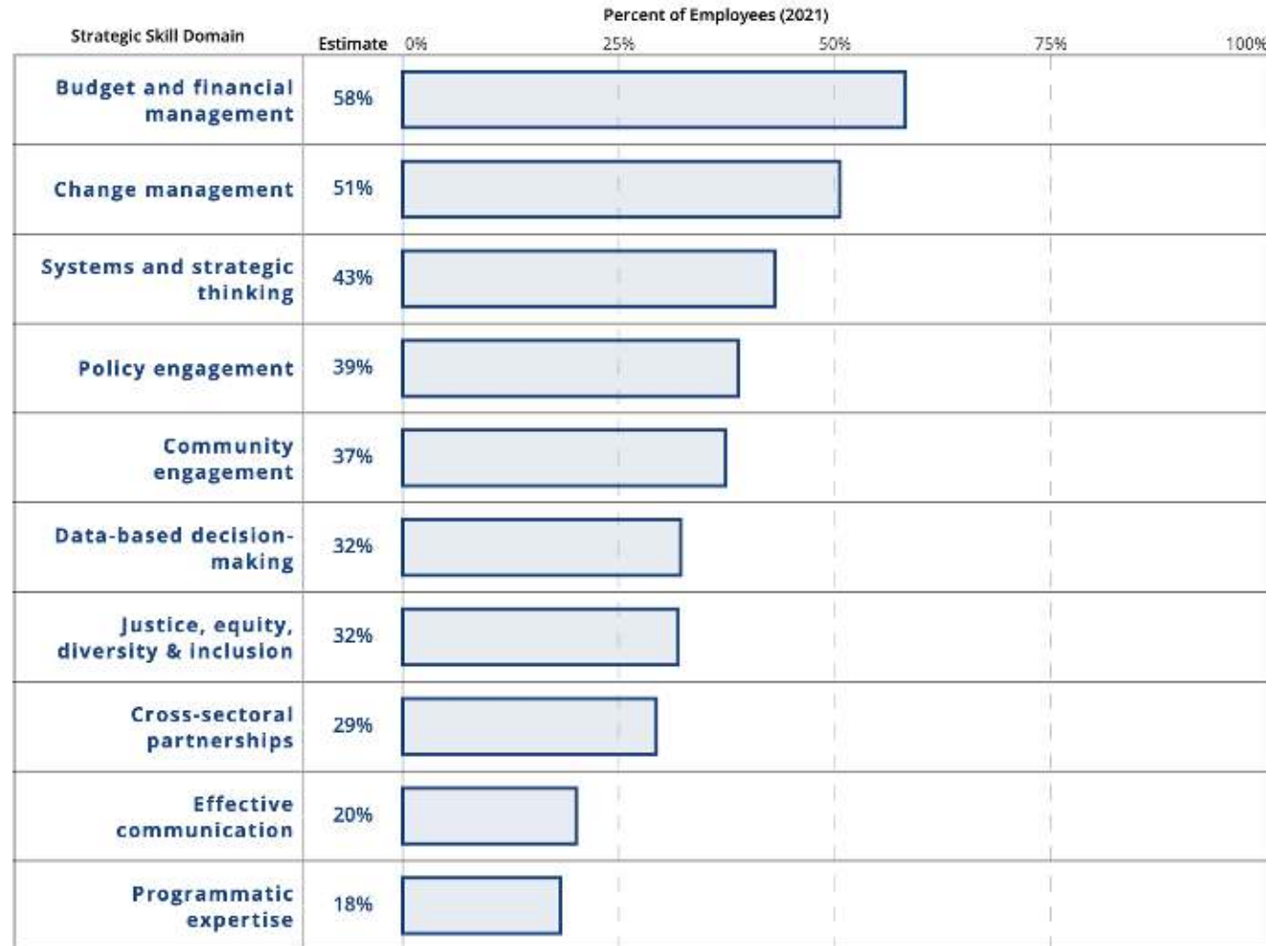


# TRAINING NEEDS: NON-SUPERVISORS

The top 5 areas of training needs **among non-supervisors** are:

- Budget and financial management
- Change management
- Systems and strategic thinking
- Policy engagement
- Community engagement

## TRAINING NEEDS: NON-SUPERVISORS HEALTH EDUCATORS: ALL EMPLOYEES

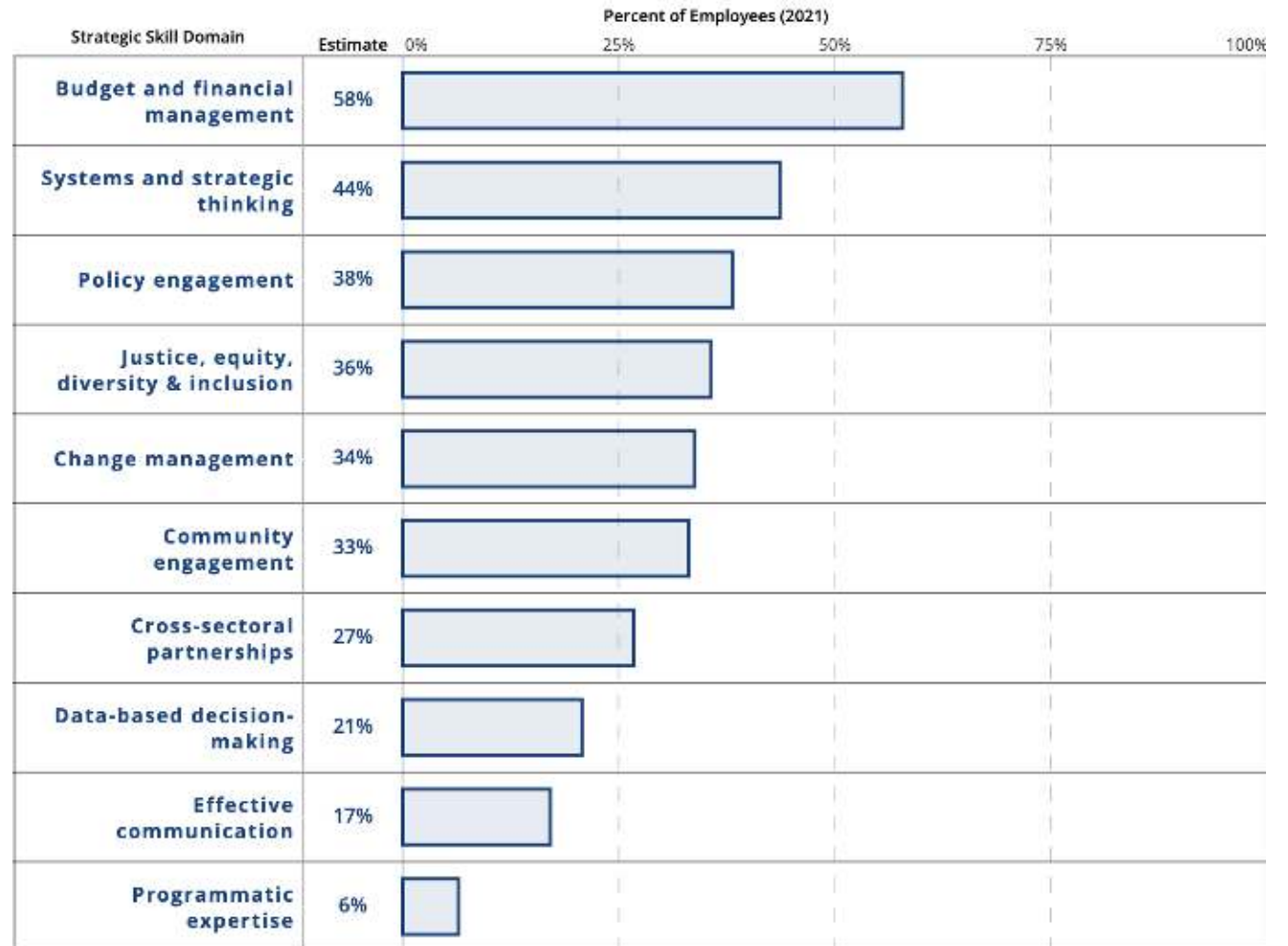


# TRAINING NEEDS: SUPERVISORS, MANAGERS, & EXECUTIVES

The top 5 areas of training needs **among supervisors, managers, & executives** are:

- Budget and financial management
- Systems and strategic thinking
- Policy engagement
- Justice, equity, diversity, & inclusion
- Change management

## TRAINING NEEDS: SUPERVISORS, MANAGERS, & EXECUTIVES HEALTH EDUCATORS: ALL EMPLOYEES



# 2021 KEY FINDINGS: ENGAGEMENT & SATISFACTION

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PH WINS respondents were asked to rate their agreement with several statements related to:

- Job, organizational, and pay satisfaction
- Perceptions about their workplace
- Perceptions about their supervisors
- Perceptions about their organization



# SATISFACTION

- Health educators are **largely satisfied** with their **job** (80%) and **organization** (68%).
- Half are satisfied with their pay.

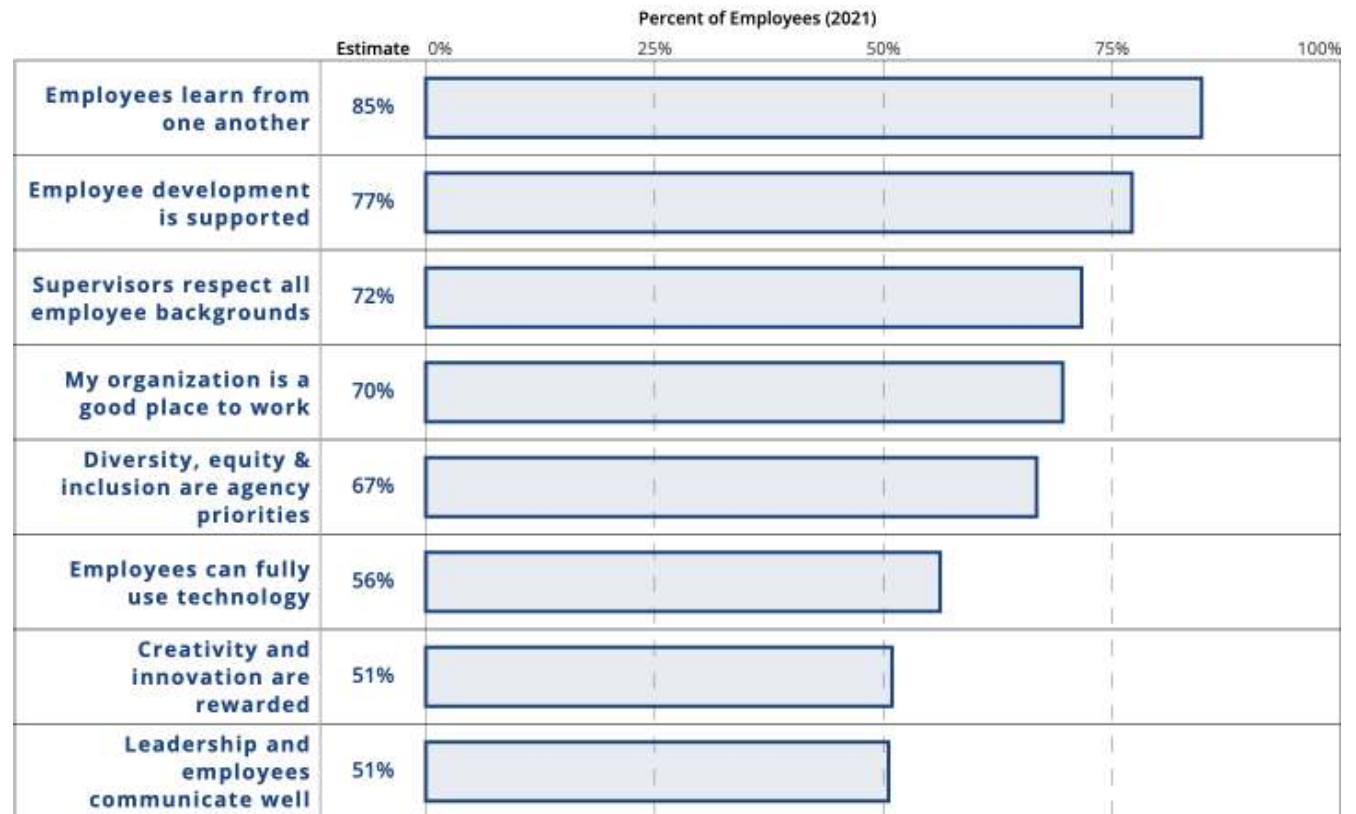
## EMPLOYEE SATISFACTION HEALTH EDUCATORS: ALL EMPLOYEES



# PERCEPTIONS ABOUT ORGANIZATION

- Health educators' **overall perceptions of their organizations are positive.**
- However, there is room for improvement:
  - A little more than half of the workforce agrees that leadership staff and employees communicate well.
  - A little more than half agree that creativity and innovation are rewarded.

## PERCEPTIONS ABOUT ORGANIZATION HEALTH EDUCATORS: ALL EMPLOYEES



# 2021 KEY FINDINGS: WELL-BEING

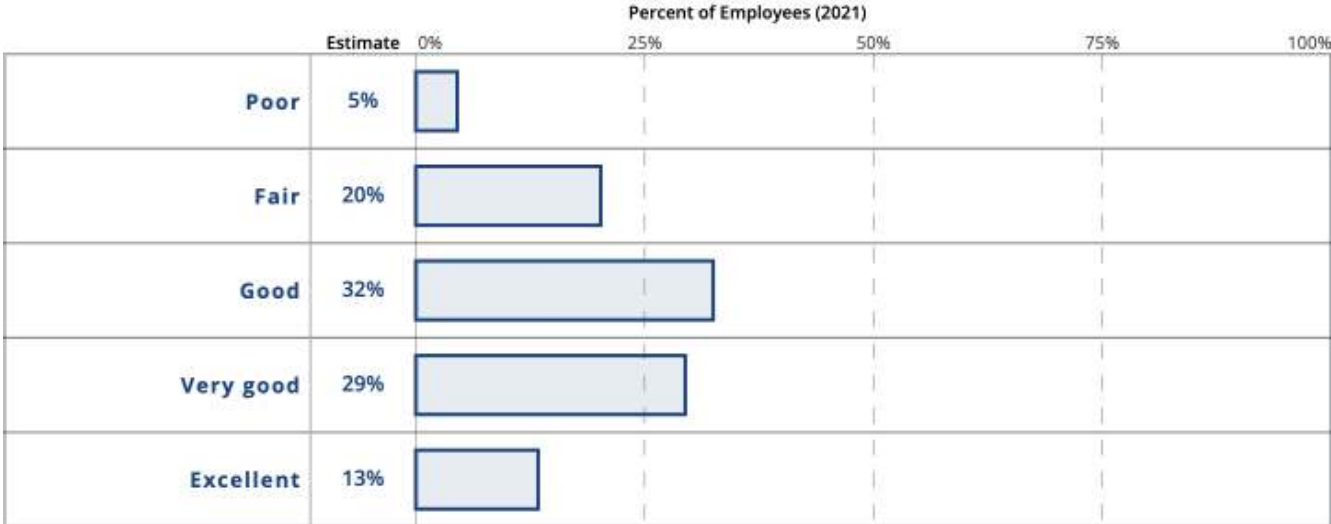
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- The 2021 PH WINS survey included questions specifically about employees' mental and emotional well-being.

# WELL-BEING

- 1 in 4 health educators rate their mental health as either **“poor” or “fair.”**

## OVERALL MENTAL & EMOTIONAL WELL-BEING HEALTH EDUCATORS: ALL EMPLOYEES



# FIND OUT MORE *(delete this slide before printing or presenting!)*

- **Looking for more data and graphs?**

- This report represents only a small portion of the data that are available from the 2021 PH WINS.
- Go to the **national PH WINS Dashboard** to view more data, download graph images, and more. You can find the dashboard at [www.phwins.org/national](http://www.phwins.org/national)

- **Want to learn more about the survey?**

- Go to <https://debeaumont.org/phwins/2021-findings/> for more information about PH WINS 2021, including key findings, links to publications and survey methods.

- **Have questions?**

- Contact the PH WINS team at: [phwins@debeaumont.org](mailto:phwins@debeaumont.org)

**Click the image to go to the national PH WINS Dashboard.**

