



PH WINS

PUBLIC HEALTH WORKFORCE
INTERESTS AND NEEDS SURVEY

2021 SUMMARY REPORT:

Health Educators

ACKNOWLEDGEMENT & CITATION

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.

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

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?

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

- 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

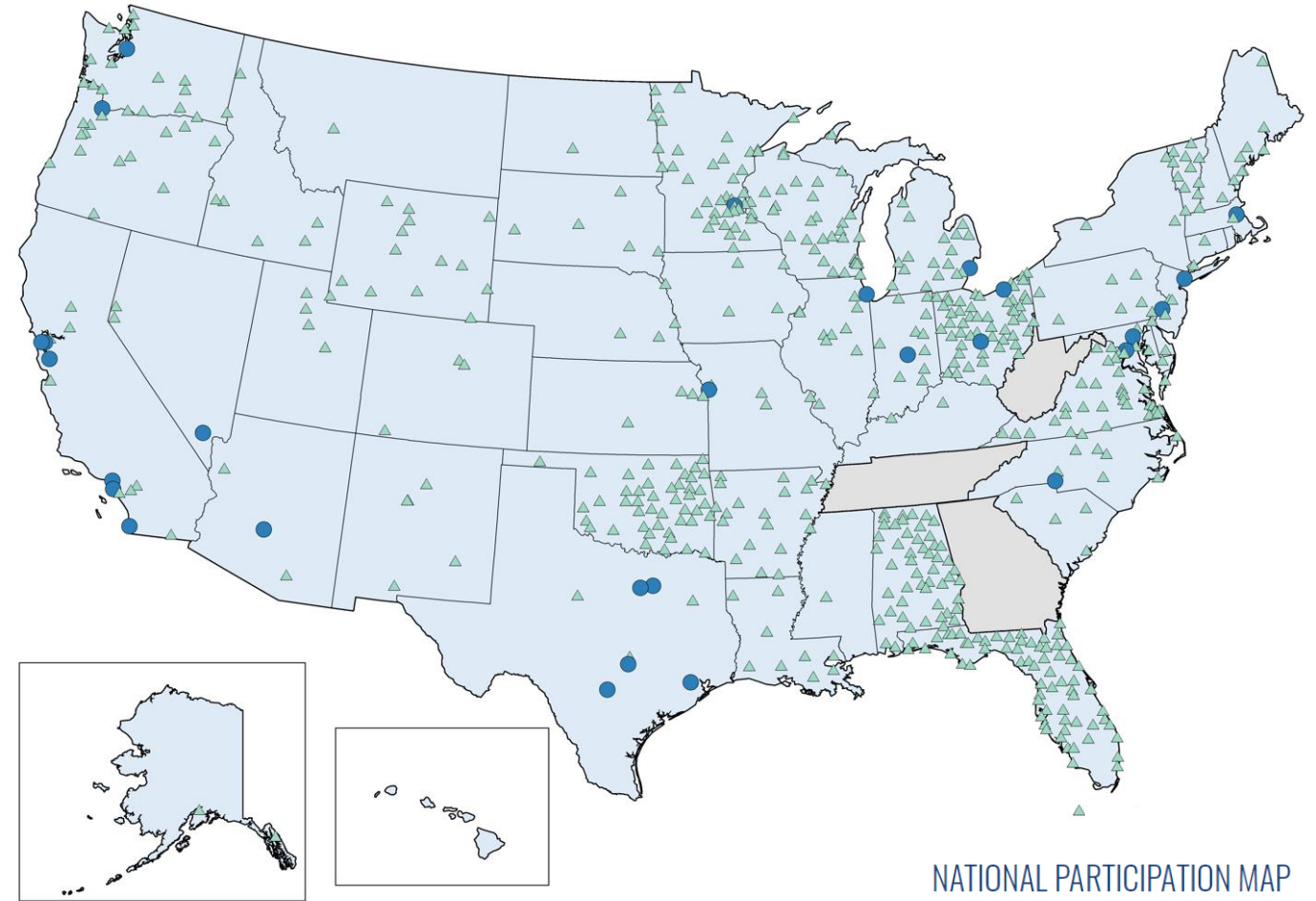
- Workforce groups are defined by a combination of responses to PH WINS questions on program area, job classification, education, and certifications.
- **Health educators** include PH WINS respondents who selected the following job classification(s), program area(s), or certification:
 - Job classification: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

**PH WINS respondents were asked to report all program areas in which they currently serve. Workforce groups that are defined using program area include employees who work for the defining program area and may include employees who also work for additional program areas.*

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 MAP



NATIONAL PARTICIPATION

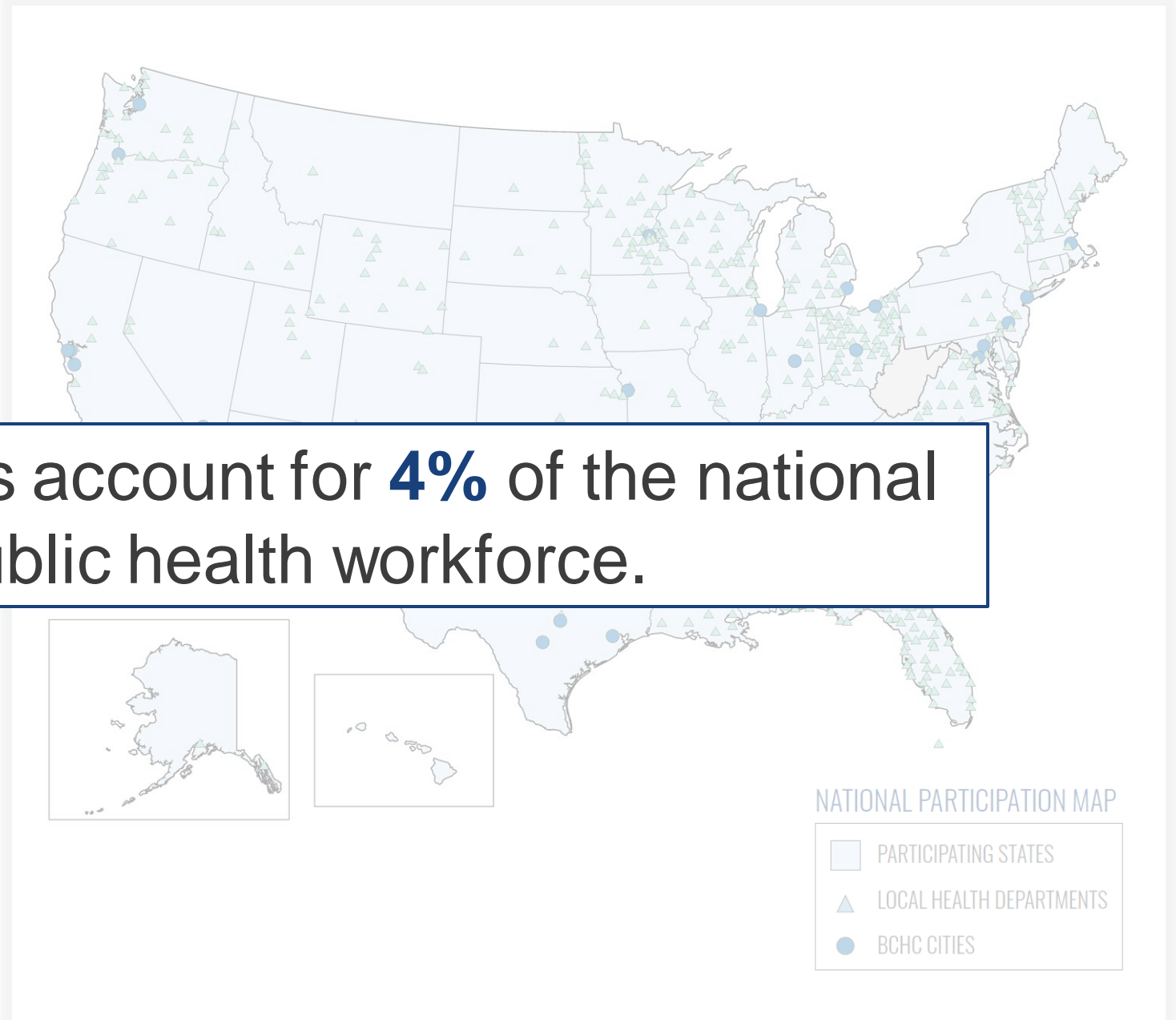
- Nationally, the survey was completed by 44,732 individuals, for a **35% response rate**.

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.



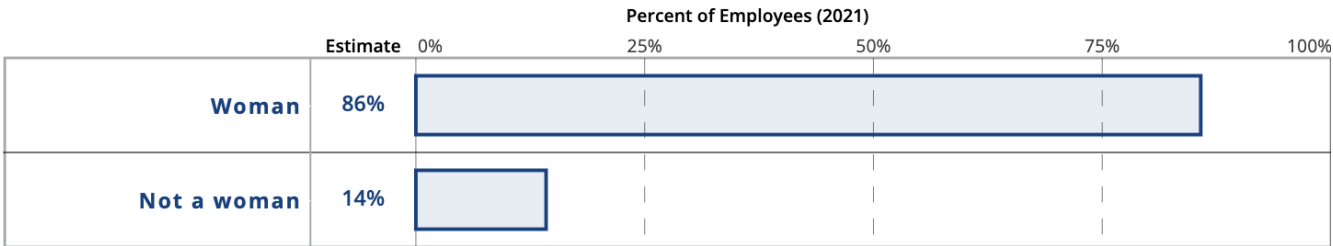
2021 KEY FINDINGS: DEMOGRAPHICS

- 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.

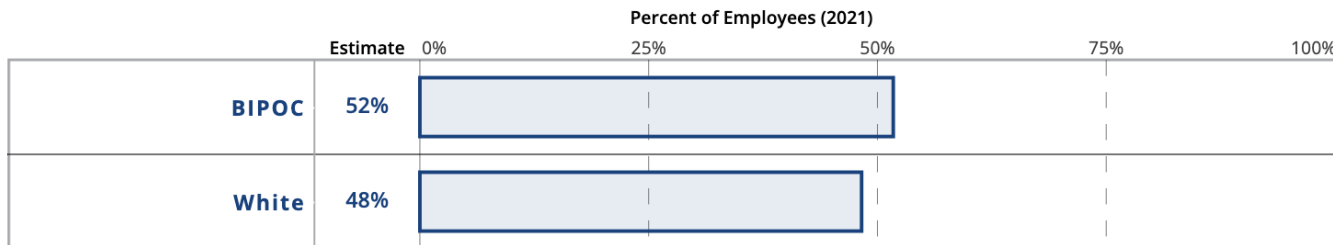
DEMOGRAPHICS

- **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



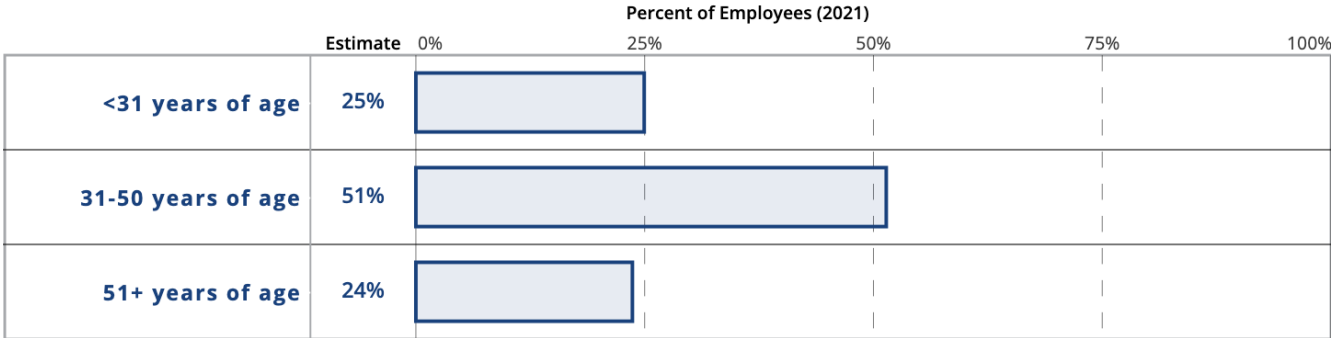
RACE & ETHNICITY COLLAPSED HEALTH EDUCATORS: ALL EMPLOYEES



DEMOGRAPHICS

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

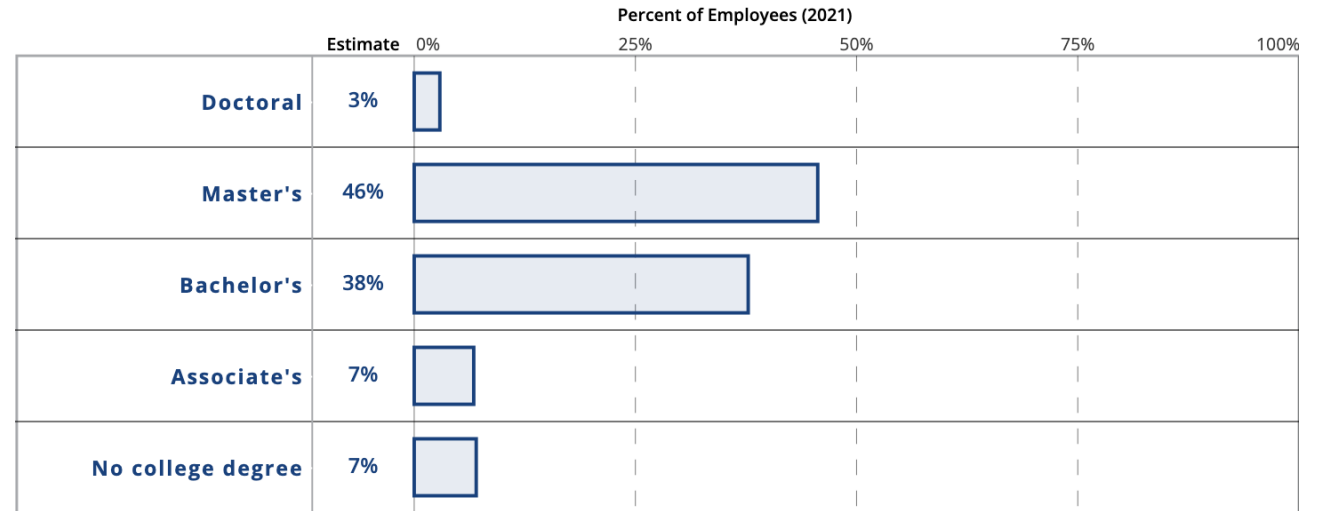
AGE COLLAPSED HEALTH EDUCATORS: ALL EMPLOYEES



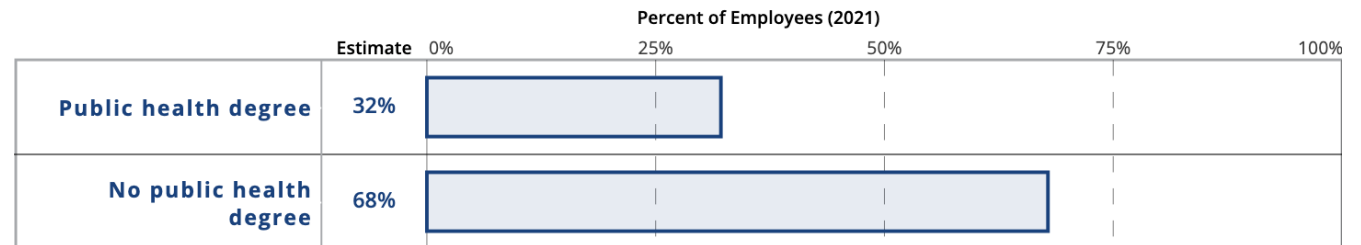
EDUCATIONAL ATTAINMENT

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

EDUCATIONAL ATTAINMENT HEALTH EDUCATORS: ALL EMPLOYEES



PUBLIC HEALTH TRAINING HEALTH EDUCATORS: ALL EMPLOYEES



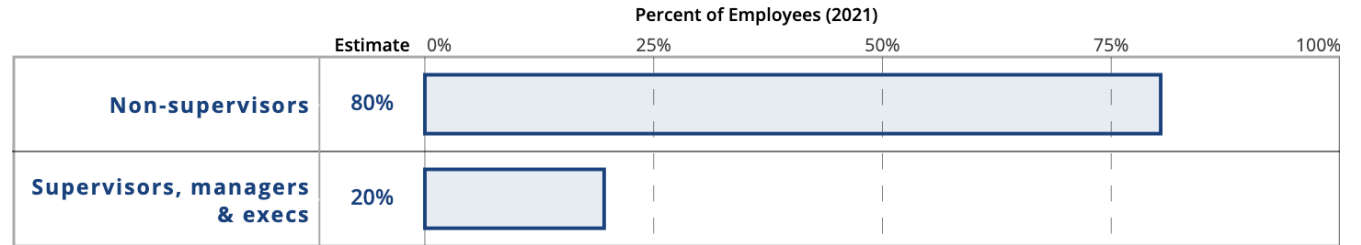
2021 KEY FINDINGS: WORKFORCE CHARACTERISTICS

- 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.

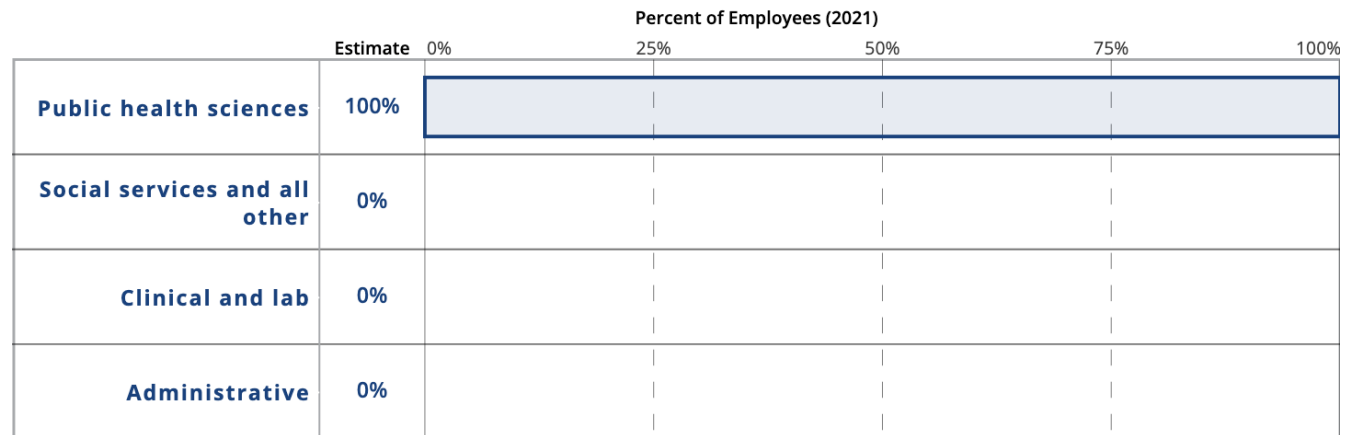
SUPERVISORY STATUS/JOB ROLE

- **80%** of health educators work in a **non-supervisory role**.
- All staff work 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



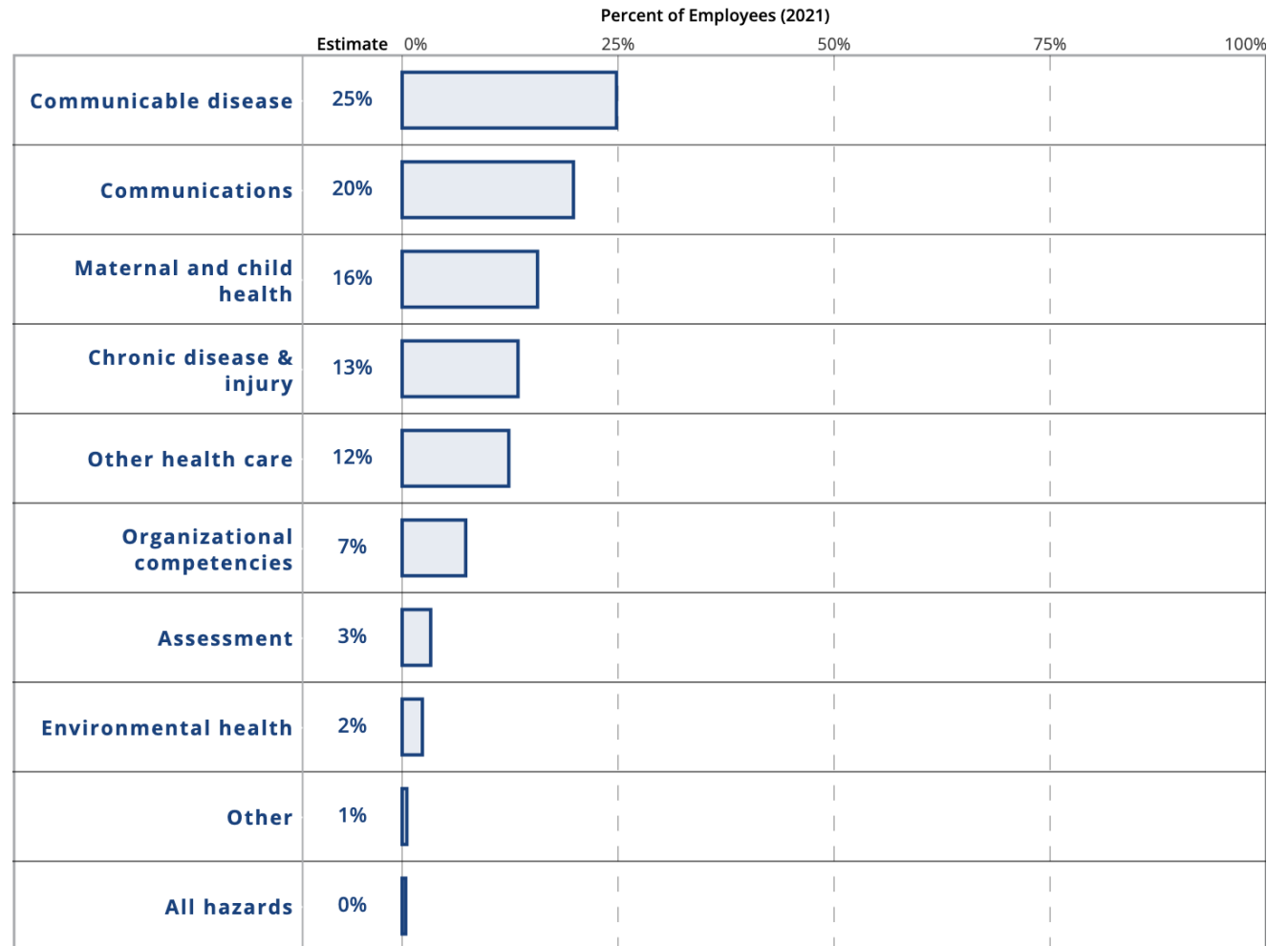
PROGRAM AREA

- The most frequent program areas among health educators include:
 - **Communicable disease**
 - **Communications**
 - **Maternal and child health**

**PH WINS respondents were asked to report all program areas in which they currently serve. This graph represents only the primary program area - the area in which a respondent spent the most time serving.*

PROGRAM AREA

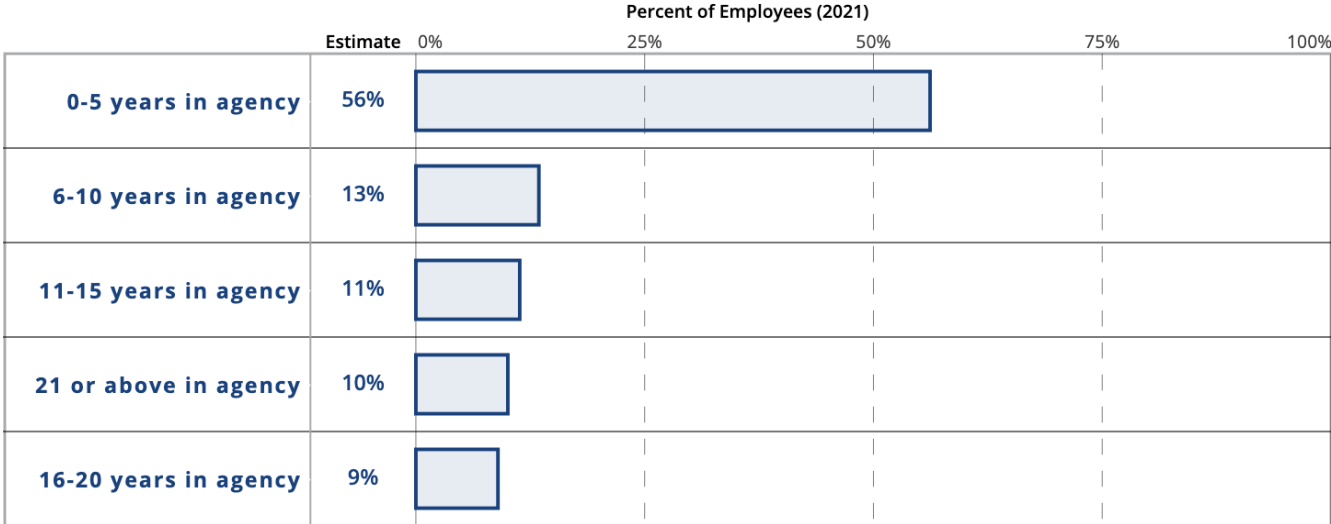
HEALTH EDUCATORS: ALL EMPLOYEES



TENURE AT AGENCY

- **More than half of health educators** in 2021 had served at their agency **for 5 years or less.**
- 9% had served 21 or more years.

AGENCY TENURE HEALTH EDUCATORS: ALL EMPLOYEES



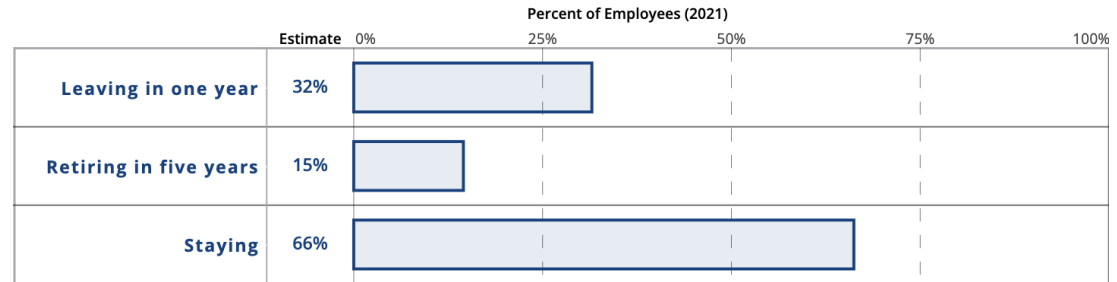
2021 KEY FINDINGS: STAYING & LEAVING

- 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.

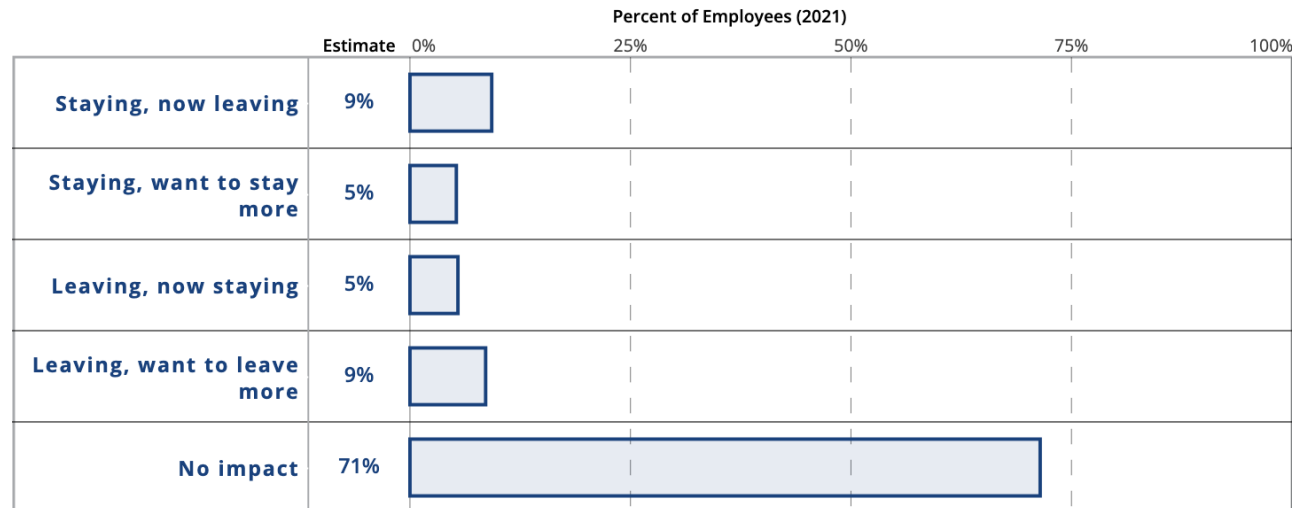
INTENT TO LEAVE/STAY

- **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



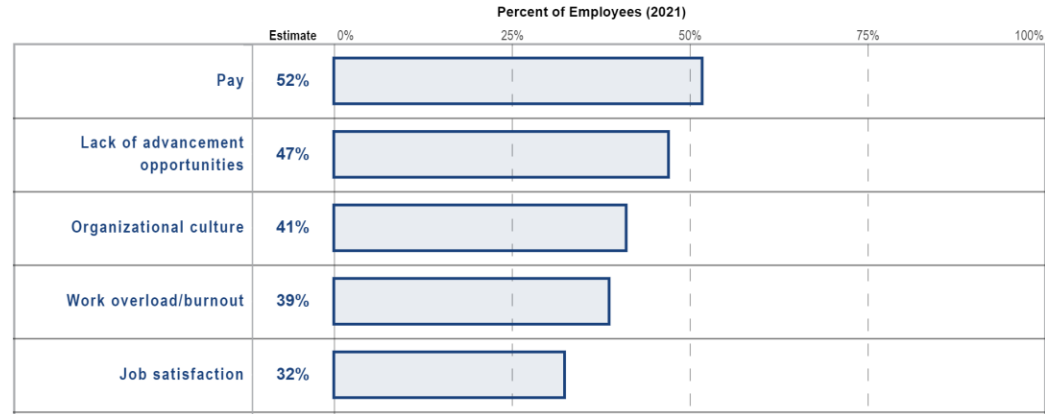
IMPACT OF COVID ON STAYING & LEAVING HEALTH EDUCATORS: ALL EMPLOYEES



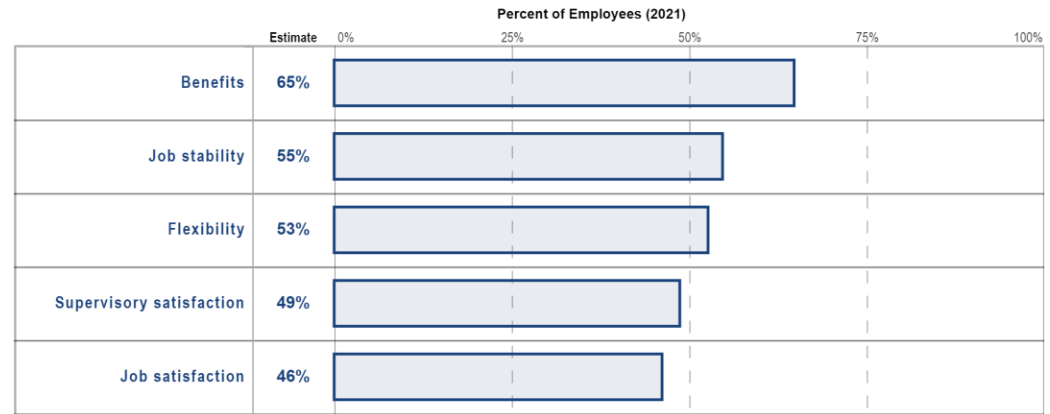
REASONS FOR LEAVING/STAYING

- Understanding employees' reasons for leaving is critical for improving recruitment and retention.
- **Top reasons for leaving** among health educators who intend to leave include:
 - **Lack of opportunities for advancement** (reported by 47%)
 - **Work overload/burnout** (reported by 39%)

REASONS FOR LEAVING HEALTH EDUCATORS: ALL EMPLOYEES



REASONS FOR STAYING HEALTH EDUCATORS: ALL EMPLOYEES



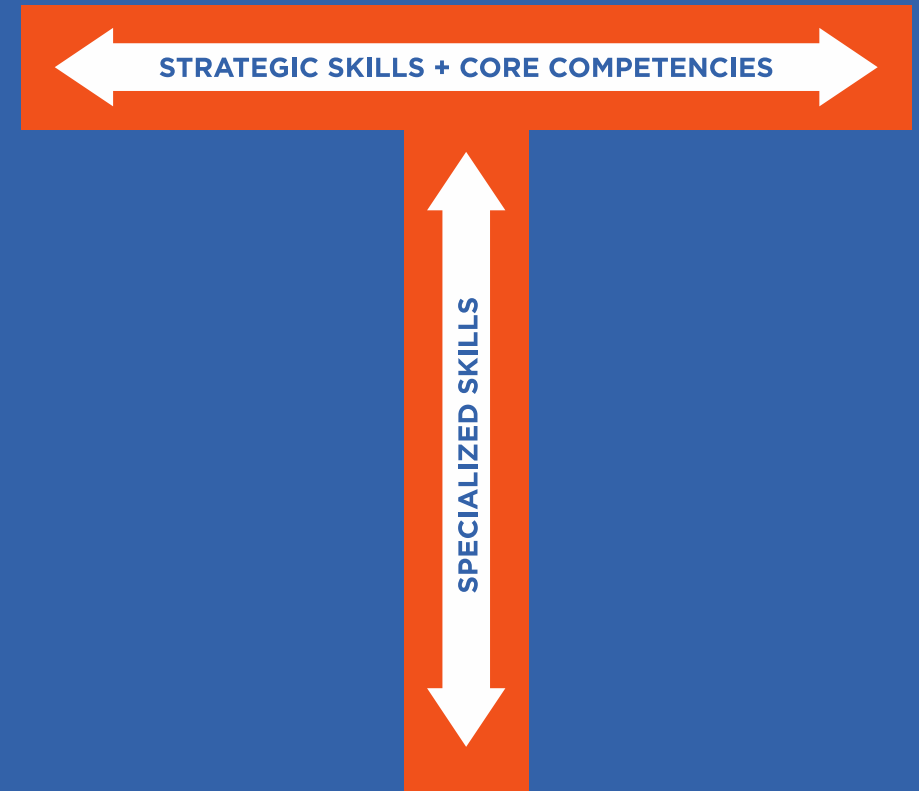
2021 KEY FINDINGS: TRAINING NEEDS

- 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.



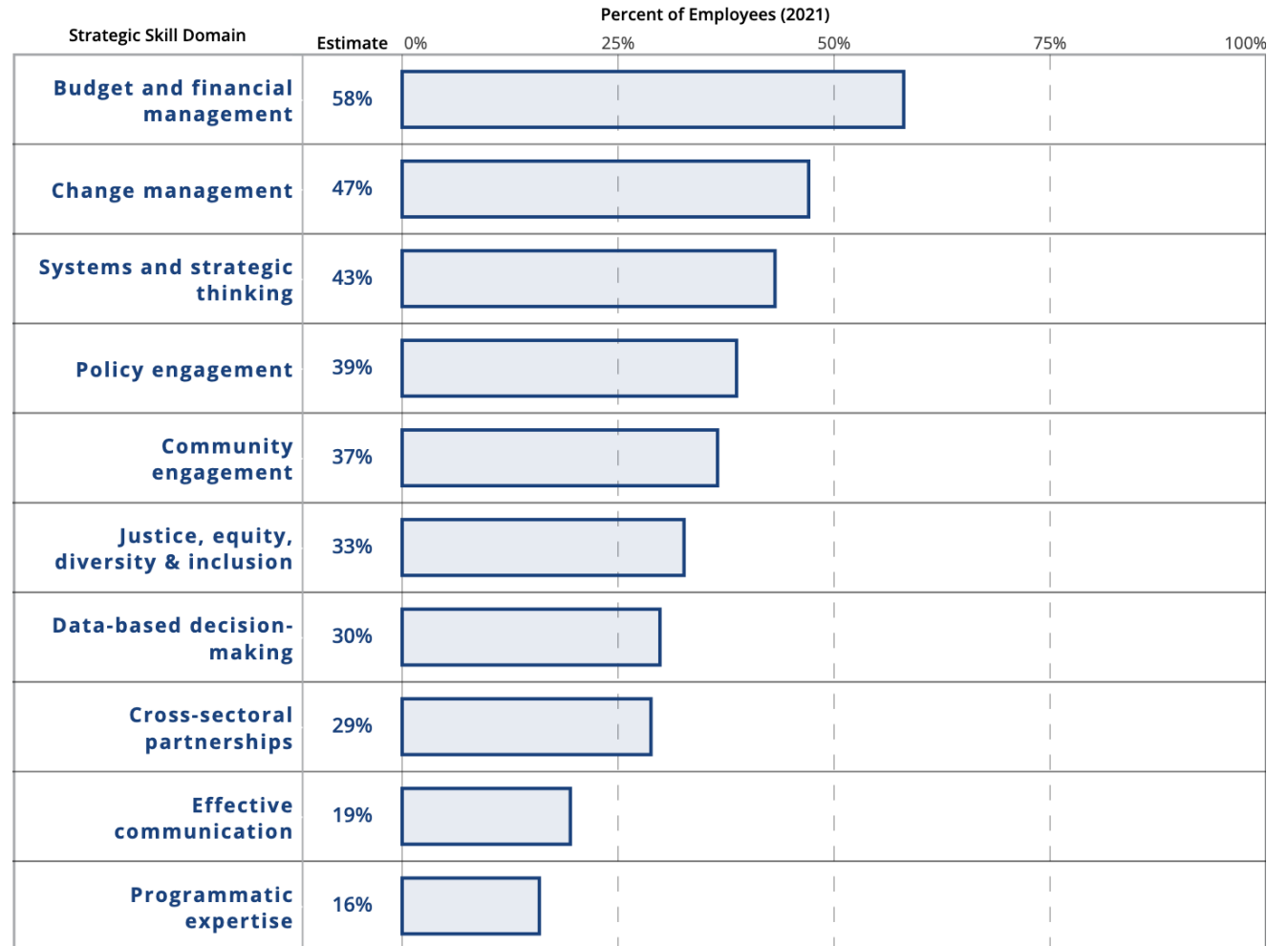
Source: de Beaumont Foundation. "Adapting and Aligning Public Health Strategic Skills,". March 2021.

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

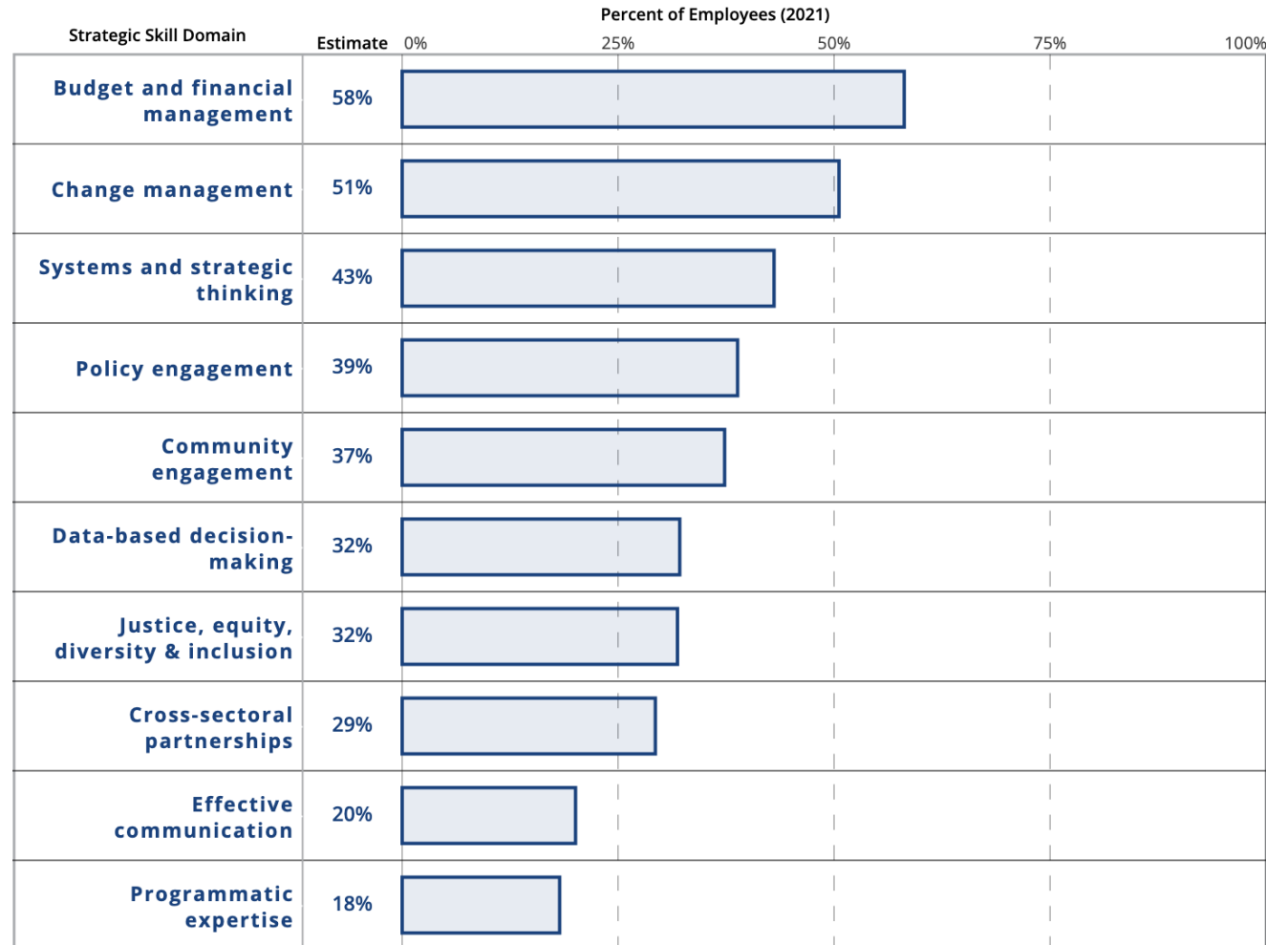


TRAINING NEEDS: NON-SUPERVISORS

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

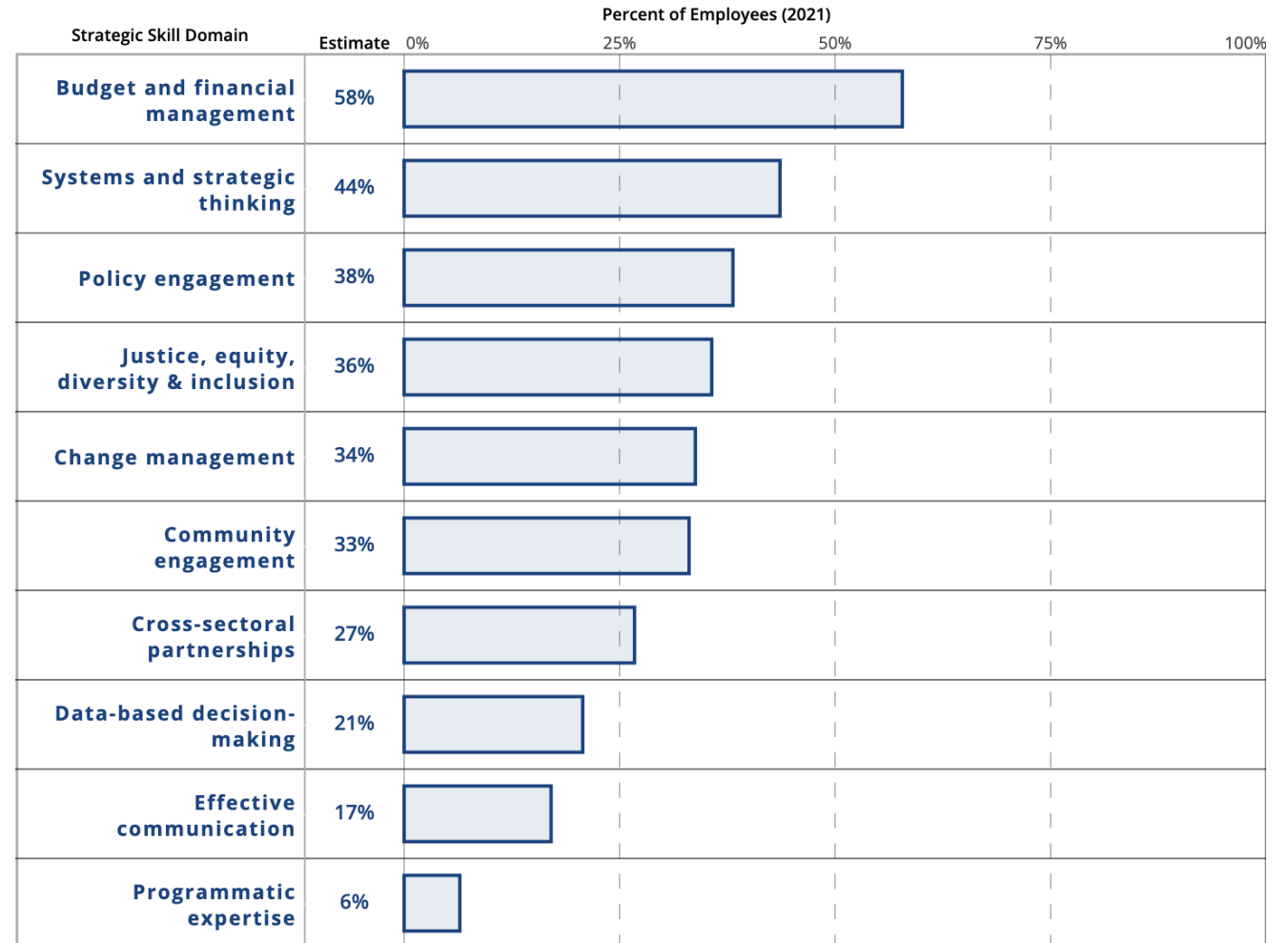


TRAINING NEEDS: SUPERVISORS, MANAGERS, & EXECUTIVES

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

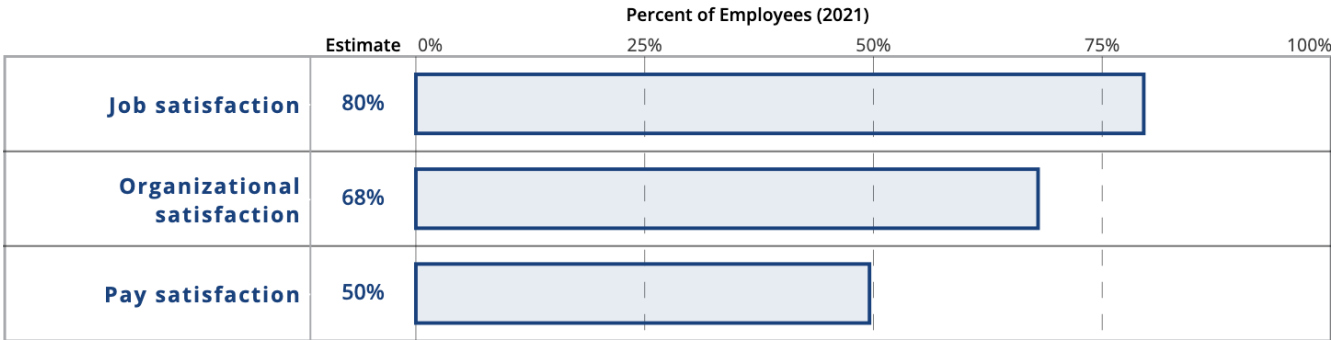
PH WINS respondents were asked to rate their agreement with several statements related to:

- 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.

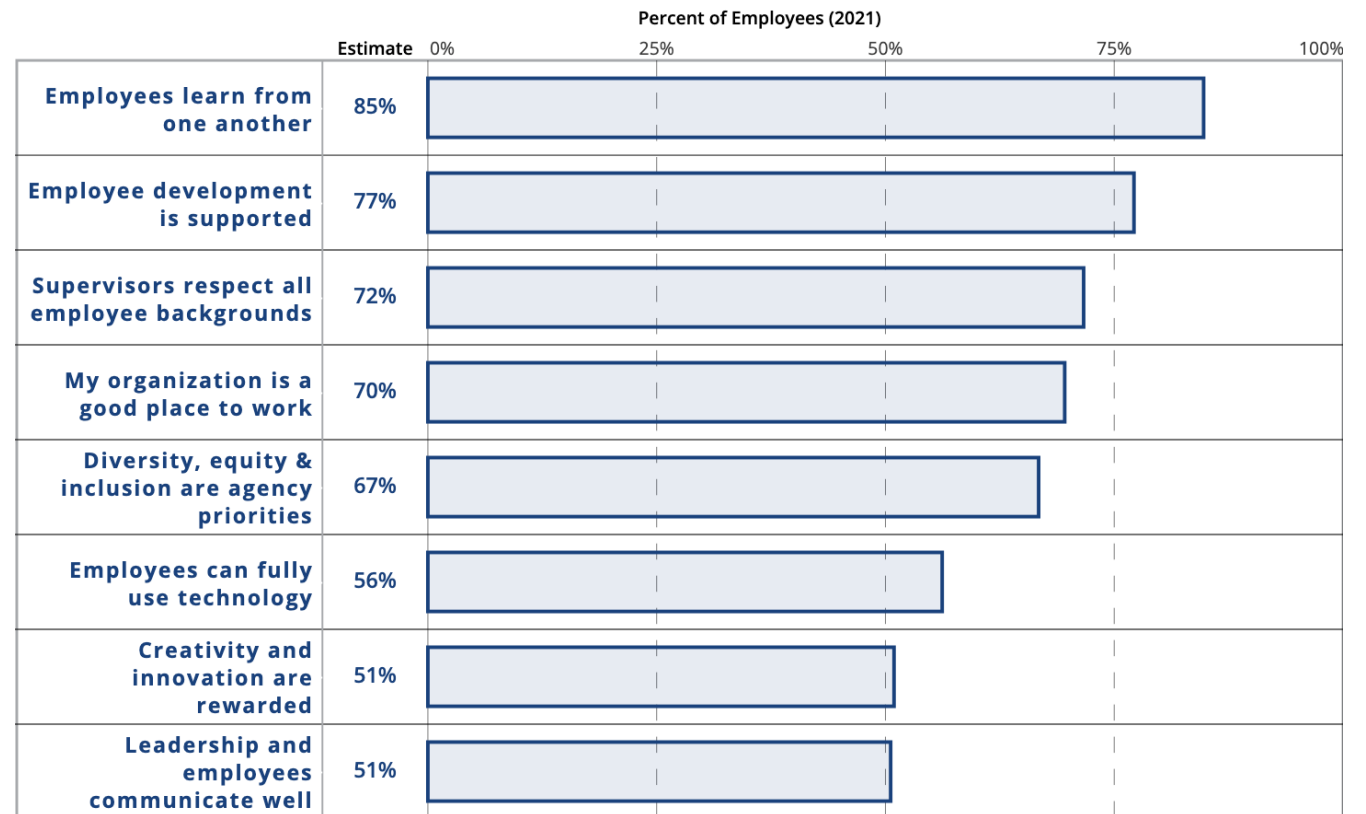
EMPLOYEE SATISFACTION HEALTH EDUCATORS: ALL EMPLOYEES



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



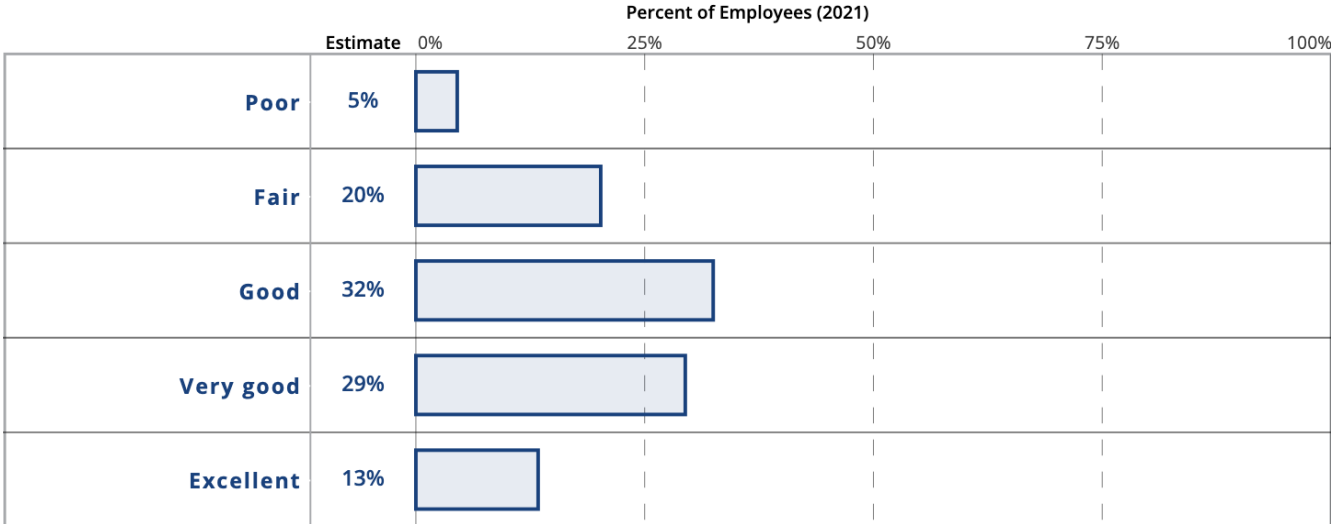
2021 KEY FINDINGS: WELL-BEING

- 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



2021 KEY FINDINGS: HEALTH EQUITY CONCEPTS

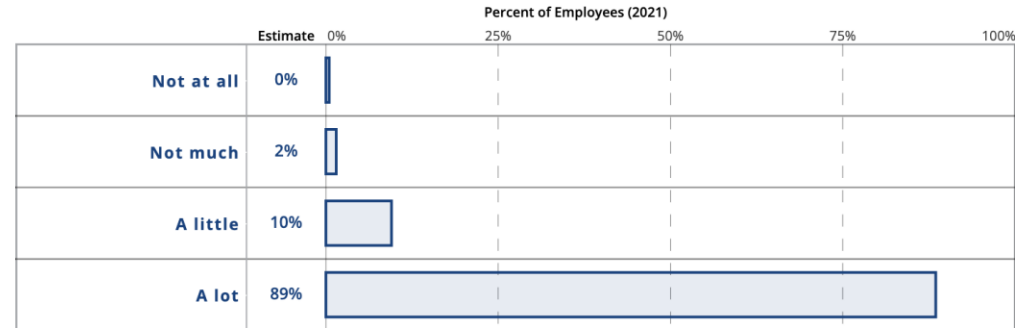
The 2021 PH WINS survey asked respondents to rate their level of awareness of and confidence in applying five health equity concepts:

- Health Equity
- Social Determinants of Equity
- Social Determinants of Health
- Structural Racism
- Environmental Justice

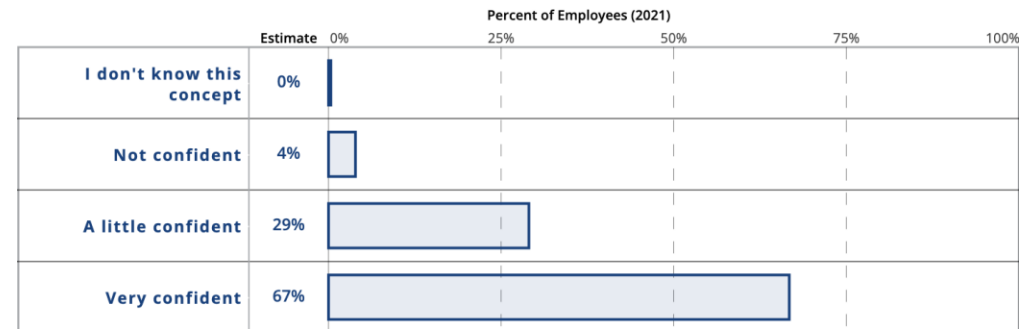
HEALTH EQUITY CONCEPTS: HEALTH EQUITY

- **89%** of health educators rated their **awareness** of Health Equity as **a lot**.
- **67%** of health educators are **very confident** in applying the concept of Health Equity to their work.

AWARENESS: HEALTH EQUITY HEALTH EDUCATORS: ALL EMPLOYEES



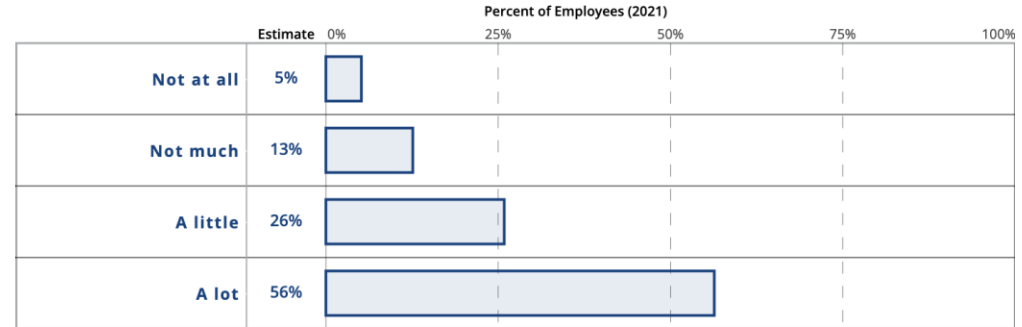
CONFIDENCE: HEALTH EQUITY HEALTH EDUCATORS: ALL EMPLOYEES



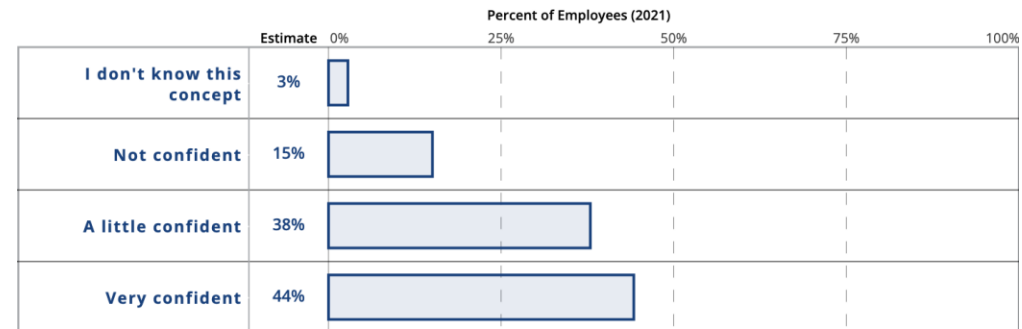
HEALTH EQUITY CONCEPTS: SOCIAL DETERMINANTS OF EQUITY

- **56%** of health educators rated their **awareness** of Social Determinants of Equity as **a lot**.
- **44%** of health educators are **very confident** in applying the concept of Social Determinants of Equity to their work.

AWARENESS: SOCIAL DETERMINANTS OF EQUITY HEALTH EDUCATORS: ALL EMPLOYEES



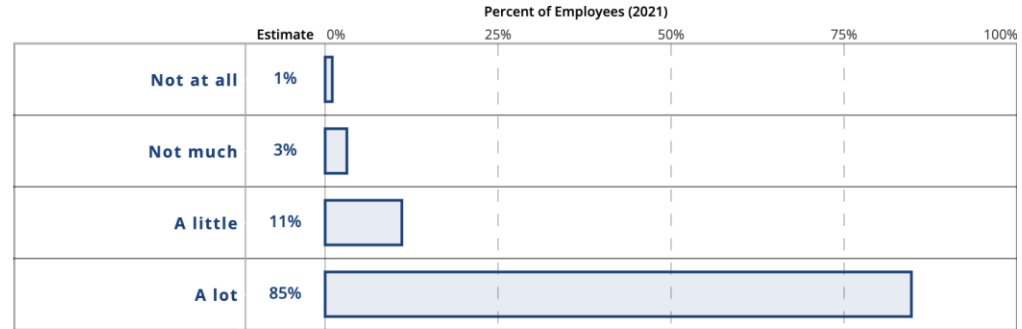
CONFIDENCE: SOCIAL DETERMINANTS OF EQUITY HEALTH EDUCATORS: ALL EMPLOYEES



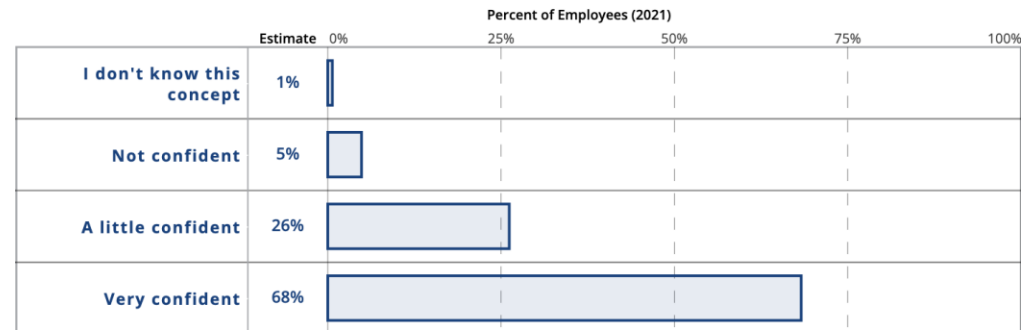
HEALTH EQUITY CONCEPTS: SOCIAL DETERMINANTS OF HEALTH

- **85%** of health educators rated their **awareness** of Social Determinants of Health as **a lot**.
- **68%** of health educators are **very confident** in applying the concept of Social Determinants of Health to their work.

AWARENESS: SOCIAL DETERMINANTS OF HEALTH HEALTH EDUCATORS: ALL EMPLOYEES



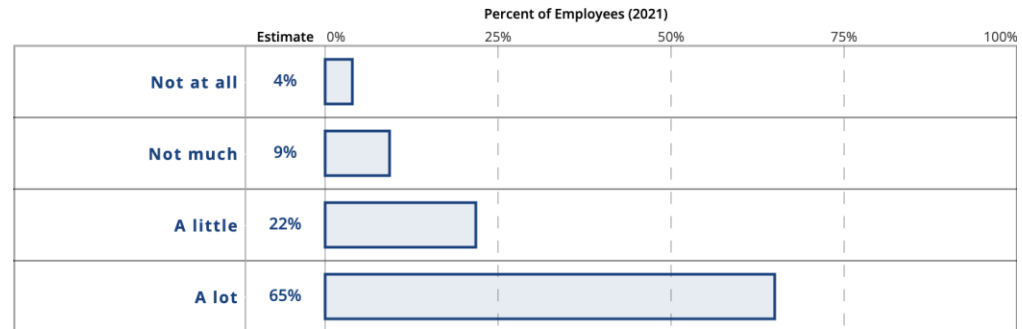
CONFIDENCE: SOCIAL DETERMINANTS OF HEALTH HEALTH EDUCATORS: ALL EMPLOYEES



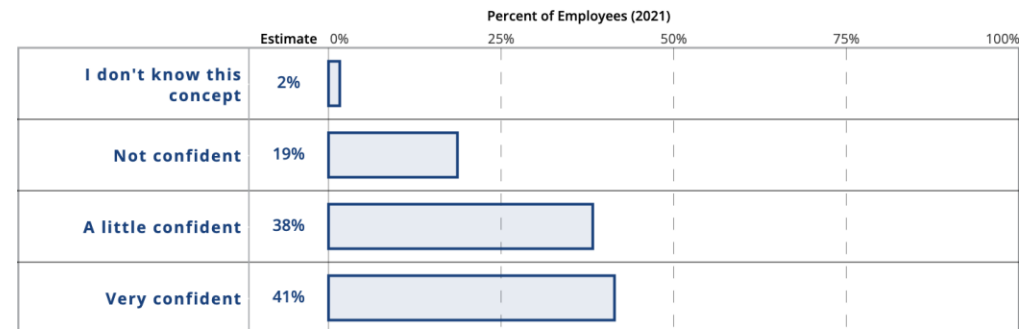
HEALTH EQUITY CONCEPTS: STRUCTURAL RACISM

- **65%** of health educators rated their **awareness** of Structural Racism as **a lot**.
- **41%** of health educators are **very confident** in applying the concept of Structural Racism to their work.

AWARENESS: STRUCTURAL RACISM HEALTH EDUCATORS: ALL EMPLOYEES



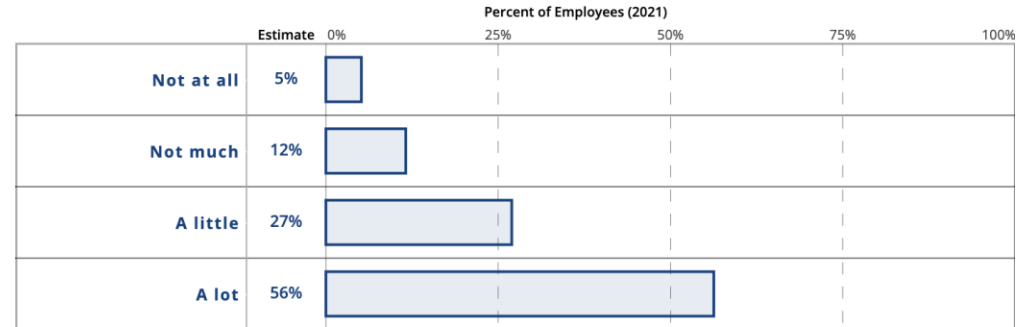
CONFIDENCE: STRUCTURAL RACISM HEALTH EDUCATORS: ALL EMPLOYEES



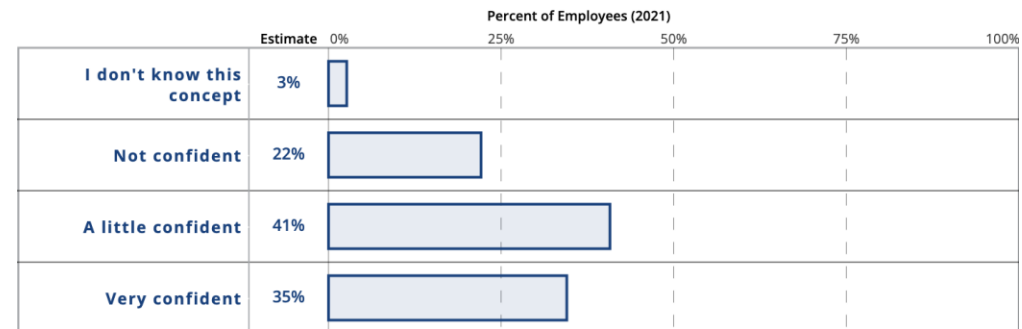
HEALTH EQUITY CONCEPTS: ENVIRONMENTAL JUSTICE

- **56%** of health educators rated their **awareness** of Environmental Justice as **a lot**.
- **35%** of health educators are **very confident** in applying the concept of Environmental Justice to their work.

AWARENESS: ENVIRONMENTAL JUSTICE HEALTH EDUCATORS: ALL EMPLOYEES



CONFIDENCE: ENVIRONMENTAL JUSTICE 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

- **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

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

