Public Health Training Needs Assessment: Report on Maryland Department of Health and Mental Hygiene

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MID ATLANTIC REGIONAL

PUBLIC HEALTH TRAINING CENTER

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The Evaluation Institute

Attribution

Authors of this Report

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Purpose and Background

This is a report on the assessment of the progress in assessing the training needs of the public health workforce of the Maryland Department of Health and Mental Hygiene (MDHMH).

MAR-PHTC's purpose is to improve the performance effectiveness of the region's public health system by enhancing the competencies of the workforce to deliver public health services. Training needs assessment guides competency-based curriculum development.

Methods

Following recommendations of the 2015 Environmental Scan, the Evaluation Team (ET), in partnership with the Project Manager and the Local Performance Sites (LPS) prepared an Assessment Plan for the Region. This included qualitative interviews with agency leaders (Engagement Interview) and two optional sections: a short open-ended survey for agency managers and a survey of the workforce. The ET drafted both instruments. For the latter, a "generic" instrument was to be used by all LPSs. It included two questions for each of the eight competencies put forth by the Council on Linkages between Academia and Public Health Practice and two question on

informatics, MAR-PHTC's area of expertise. In addition, the ET prepared standard questions on demographics as well as training modality and device preferences. LPSs could insert additional questions if they wished.

The Assessment Plan contained three equivalent final questionnaires targeting the three traditional tiers:
Tier 1 – Front Line Staff/Entry Level
Tier 2 – Program Management/Supervisory Level
Tier 3 – Senior Management/Executive Level

At the request of the agency, a Tier 4 was added, to cover other employees. The definition of this Tier follows.

Tier 4 - Front line staff including receptionists, call-center and administrative support staff who interact with the public and/or other employees but who do not provide direct public health programming or services. Responsibilities may include referring callers to appropriate services or processing paperwork and scheduling. Employees who do not recognize their position in Tiers 1-3 are also Tier 4.

Linda Duchak, the Program Manager for MAR-PHTC was the primary contact with the MDHMH. Normally, Johns Hopkins University Bloomberg School of Public Health (JHU) is the Local Performance Site (LPS) for Maryland. However, the responsibility was shifted to the Program Manager in this case, because JHU was already engaged in assessing other health departments, which used all of its allocated resources. The leadership comments on competencies are summarized under Results. The MDHMH declined to conduct the open-ended survey of managers and decided to move forward with a survey of the workforce.

The survey of the workforce, developed in Qualtrics, contained the 67 questions in the Plan and 163 additional questions submitted by the MDHMH. The questionnaire was sent to approximately 766 employees. The survey period was January 9, 2017 and January 27, 2017.

Data from the Background and Demographic sections were tabulated to describe the sample and appear under Background; some categories were collapsed for presentation. They are not separated by tier to avoid identification. **(Appendix A)**

Reponses to competencies were tabulated for each question **(Appendix B)**. In addition, a table was prepared for each tier showing the range of percentages for frequency of rating high and low for relevance and proficiency for all questions in one

competence. This table, together with the detailed tables in **Appendix B,** were the basis for the competency analysis. Preference data were tabulated for all tiers together because separation was not deemed necessary. **(Appendix C.).**

There were several long comments that have been removed because they may identify a particular employee. Information on data collapsed or removed is in **Appendix D.** The University of Pittsburgh Institutional Review Board determined these assessments did not require Human Subjects review.

Results
Key findings: Engagement

MDHMH has four major divisions, one of which is Public Health Services. The Public Health Services Division of MDHMH is in the process of seeking PHAB accreditation. Due to inadequate representation in PH WINS, a training needs assessment with broader representation is needed to comply with accreditation requirements. They desired to use a core competency framework to comply with accreditation requirements and also assess competencies related to emergency preparedness. The agency declined to conduct an open-ended survey of agency managers.

The leadership reported that there is an inconsistency regarding workforce development efforts across the divisions. A training department is embedded within the Department of Human Services, yet its responsibilities are limited and its delivery of training is scant. Although no aspects of workforce development were viewed as strengths, some departments (i.e. environmental health, infectious disease, and emergency preparedness) were noted to excel in their efforts. The leadership did not mention any particular weakness or future areas for development. Inconsistency in approach and varying levels of engagement among middle management were reported as challenges to workforce development.

Key findings: Assessment of the workforce

General
490 individuals responded to the questionnaire during the survey period. The overall response rate was 63.97%. The ET compiled answers to demographic, employee background, and competency questions for those 490 respondents. After the survey period, 71 additional individuals completed the questionnaire. Their responses were added to the training preferences section. A summarized analysis of the responses follows organized by Background (demographics and background), Competencies, and Preferences. We have also made available Appendices with detailed responses for each question.

Background

Selected data on Background appear on **Table 1.** More detailed data are presented in **Appendix A.** The largest number of respondents classified themselves as Tier 1 (44.7%), followed by Tier 2 (27.1%) and Tier 4 (13.5%). As expected, Tier 3 was the smallest group (7.6%). An important minority (7.1%) did not respond to this question and hence their data are not represented in the Competencies section.

Approximately two thirds of respondents were female. The largest ethnic group was White (40.4%), followed by Black (26.1%) and Asian (5.9%). Only 1% of respondents identified as Latino (of any race). In total, 24.7% and 33.3% of respondents left the race and ethnicity questions blank, respectively.

The years working for the MDHMH peaked at 1-5 years (25.5%) and at 16 or more years (16.3%). Seventy-five percent of respondents had a college degree or more, and almost half had a masters or doctoral degree. Over a quarter of respondents had a degree in public health, yet they were outnumbered by those with an "Other" degree (45.1%).

The program areas in which employees most often stated working were Environmental health (86), Epidemiology (81), Infectious disease control (79), Health promotion (75), Health policy (57), and Maternal and child health (55). A surprising 104 respondents indicated working in Other areas.

Competencies
Tier 1 respondents attributed high relevance most often to Analytical / Assessment and Informatics questions **(Table 2).** These were the questions in which respondents considered themselves more often highly proficient as well. These responses were mirrored by the least frequency of questions ranked as low relevance and proficiency in these competencies.

In determining which competencies were most frequently ranked high or low in relevance and proficiency, the ET assessed both data points in the ranges. For example, if both data points were considered high, the competency was considered to have a high ranking overall in that category. In contrast, some competencies had large differences between the highest and lowest data points in the range, which meant they could not be categorized as high or low overall.

Tier 1 respondents ranked Health Equity / Cultural Competence questions least frequently as high relevance and proficiency, followed by Emergency Preparedness. Health Equity / Cultural Competence questions were ranked most frequently as having low relevance and proficiency as well.

Tier 1 responses in Financial Planning and Management were not uniform. The differences in the percentage of respondents who checked questions as having high relevance and/or proficiency was larger than 25% among questions. Looking at each question in detail shows frequent high relevance (74.7%) and proficiency (73.7%) in "Adheres to organization's policies and procedures." However, all other questions show relevance below 50% (20.7-35.4%) as well as proficiency (19.7-32.5%). Of special concern is that "Contributes to prepare budgets" ranked the least frequently as having high relevance and proficiency among all competency questions in the survey.

There was also wide variation in rankings of Leadership and Systems Thinking. While some aspects were often ranked high or medium in both relevance and proficiency, few respondents assigned a high to "Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels" (relevance= 32.8%; proficiency=32.3%).

Tier 2 respondents attributed high relevance and proficiency most often to Informatics and Public Health Sciences questions **(Table 3)**. Informatics and Policy Development and Planning were ranked least often for low relevance and proficiency.

Tier 2 respondents also ranked Health Equity / Cultural Competence questions less frequently as high relevance and proficiency (less than 50%), followed by Emergency Preparedness. Health Equity / Cultural Competence questions were ranked most frequently as having low relevance and proficiency.

There were several competencies in which the ranking of the question as having relevance and proficiency were not uniform, with a gap larger than 25%. This is the case of Financial Planning and Management, Leadership and Systems Thinking, Analytical Assessment, Community Dimensions of Practice, and Communication. For example, under Financial Planning and Management, "Establishes teams and motivates personnel for the purpose of achieving program and organizational goals" was considered highly relevant by 54.9% of respondents and 46.7% considered themselves highly proficient. Less than 50% of respondents ranked the other question in this competency as having high relevance and/or proficiency. "Develops program budgets" was the question with the least frequent high relevance (39.3%) and proficiency (30.3%) ranks.

Under Leadership and Systems Thinking, "Incorporates ethical standards of practice into all interactions with individuals, organizations, and communities" was ranked as highly relevant

by 68.1% of respondents and as high proficiency by 63%. Less than 50% of respondents ranked the other questions as high in relevance or proficiency. The fewest high rankings were for "Modifies organizational practices in consideration of changes" (relevance=33.6%; proficiency=21.8%).

Tier 3 respondents attributed high relevance and proficiency to all competencies more often than Tiers 1 and 2 **(Table 4)**. The competency that most frequently received a high ranking in relevance and proficiency was Leadership and Systems Thinking. Emergency Preparedness received a high ranking for relevance the least often and Health Equity / Cultural Competence received a high ranking for proficiency the least often.

A large difference between relevance and proficiency rankings was observed among Tier 3 respondents for two questions under Financial Planning and Management: "Leverages public health and health care funding mechanisms and procedures" (relevance = 56.3%; proficiency = 15.6%) and "Oversees the use of evaluation results to improve program and organizational performance" (relevance = 81.3%; proficiency = 53.1%). The same was observed for two questions under Leadership and Systems Thinking: "Ensures availability and use of professional development opportunities throughout the organization" (relevance = 83.9%; proficiency = 48.4%) and "Ensures the management of organizational change and the continuous improvement of individual, program and organizational performance" (relevance = 80.6%; proficiency = 54.8%).

Tier 4 had different questions than the other tiers. The 57 questions covered four domains: Technology, Professional Development, Interpersonal Skills, and Management and Supervisory **(Table 5)**. More than half of employees said they needed or wanted training in response to 24 questions. These questions were heavily clustered in the Professional Development and Interpersonal Skills domains. Under professional Development, the areas endorsed as most needed/wanted were: career development, managing priorities, stress management, presentation skills, process improvement, quality improvement tools, and public health's changing role. Under Interpersonal Skills, the most endorsed areas were: giving and receiving constructive feedback, handling emotions under pressure, working in a multi-generational workplace, dealing with irate people, communication skills, listening skills, personal profile and cultural competency. The only area under Management and Supervisory skills that was endorsed as needed/wanted by more than 50% of respondents was employee's career development. While no area under Technical Skills was endorsed by 50% or more of the respondents,

frequently mentioned were Training Administration System (45.4%) and MS Power Point (42.2%).

Training Preferences
Training preferences included preferred topics, form of training delivery, devices used and barriers to training.

For all tiers combined, the *topics* that respondents most frequently marked as potentially able to improve their job performance were "Professional skills: problem solving, decision making, interpersonal skills, communication skills, conflict management" (35.1%), "Program planning, implementation and evaluation" (34.2%), "Leadership" (33.5%), "Public health problem solving" (31.7%), and "Continuous quality improvement" (30.8%) **(Figure 1)**. The least frequently marked topic was "Trauma-informed care" (6.2%). There were three topics related to Emergency Preparedness; each of them was marked by less than 20% of respondents as able to improve job performance. The two questions about diversity and cultural competence were also checked by fewer than 20% of respondents.

The *type of training* respondents most frequently checked as "very likely" to participate in was "In-person/face-to-face workshop (close location, free of charge)" (76.2%). Requiring travel and especially requiring a fee dramatically decreased the percentage **(Table 6)**. In addition, three types of distance learning were endorsed as "very likely" by more than half of respondents: Interactive webinar / webcast (66.9%), Internet-based self-study (57.8%), and Video conference (56.6%). Fewer than 50% of respondents said they were very likely to take advantage of informal training opportunities, with online forums being the least frequently endorsed. The learning style most often endorsed as preferred was hands-on (44.6%; data in **Appendix C**). They stated using desktop and laptop computers most often.

Employees had an opportunity to identify the three most common barriers to training they experienced **(Table 7)**. "Lack of time during the workday" was the only one endorsed by more than half of the respondents (58.5%). A second important one was "Lack of knowledge about opportunities" (44.6%).

Discussion

Responses show that the workforce has a high level of education. The percentage of respondents in each tier was as expected, with more front line workers and fewer individuals in leadership positions. African Americans were well represented among respondents, yet Latinos were not. Reponses also show

that the MDHMH has both long-time and relatively new employees.

Regarding competencies, responses of the workforce are limited to what individual workers feel they know and need to know. They do not represent the future needs that leaders and managers could envision. In general, respondents tend to rank as highly relevant the same competencies in which they feel proficient. Therefore, lack of relevance may stem from lack of familiarity.

The Leadership Engagement provided a few guidance points as to what are the main foci of the organization: employees excel in environmental health, infectious disease, and emergency preparedness. There is room for improvement in all competencies and in all tiers. However, the Leadership may use this assessment and their own priorities to decide on a training plan.

In general, the assessment showed lack of awareness and proficiency in Health Equity/Cultural Competence. It also showed a need for training in Financial Management and Leadership and Interpersonal Skills.

The competency with the least perceived proficiency was Health Equity / Cultural Competence. Only Tier 3 considered it often highly relevant, yet proficiency was not ranked high.

There is a contrast in the declared focus on Emergency Preparedness /Response found in the Engagement Report and the low frequency of high relevance or proficiency ranks. In fact, for Tiers 1 to 3, it was one of the two lowest ranked competencies, especially in Tiers 1 and 2.

The finding that respondents' rankings differed to a large extent among questions addressing different aspects of the same competency confirms that there is inconsistency in training. In several cases, training should be directed to the weakest aspects of a specific competency.

Tier 4 respondents seem to agree on the domain in which they need or want training. These areas encompass Professional Development and Interpersonal Skills. Specifically, they seem to be asking for training that would enable them to work together productively while minimizing stress and conflict. Interestingly, they desire training in handling multigenerational conflict and this is a workforce with employees with a wide range of years working in the MDHMH, which many be a reflection of workers with a wide range of ages. In addition, career development is a concern of Tier 4 respondents.

When asked to check what trainings respondents from all tiers would find useful to improve their performance, two of the five top responses were "Professional skills: problem solving, interpersonal skills, communication skills and conflict management" and "Leadership."

While the preferred training method was in-person, respondents were pretty open to access distance-based training opportunities. Responses to different questions point to the need for no-fee training opportunities, publicizing training opportunities, and release time to attend them. It is possible that if leadership emphasizes the value of training and offers training time, employees would take advantage of more opportunities.

Recommendations

This report needs to be read within the priorities of the Maryland Department of Health and Mental Hygiene's leadership. Some areas to consider are:

- Train Tiers 1, 2 and 3 in Health Equity / Cultural Competence, including raising awareness of the need of this competence.
- If the focus of the Department is still Emergency Preparedness, conduct training in this area to include knowledge and skills as well as awareness among Tiers 1, 2, and 3.
- Provide training opportunities in Financial Management, especially in budgets, for all tiers. Target training specific to certain areas in competencies with non-uniform levels of awareness and proficiency. Examples are: Provide training on budgets for Tiers 1 and 2 and on "Leverages public health and health care funding mechanisms and procedures" for Tier 3.
- Offer all employees, and especially Tier 4 employees, training in Professional Development and Interpersonal Skills. At the same time, offer leadership skills training to all employees, especially those with a supervisory role.
- Depending on the topic, trainings can be in-person or distance-based. However, it is advisable to make them widely known, free of charge and to offer release time for training.
- Considering efforts to diversify the workforce by adding more Latino employees.

Table 1. Employee Background	
	Percentage
Tiers	
Tier 1	44.7%
Tier 2	27.1%
Tier 3	7.6%
Tier 4	13.5%
Missing	7.1%
Length of employment at Maryland DHMH	
< 1 year	13.5%
1-5 years	25.5%
6-10 years	15.7%
11-15 years	11.8%
16+ years	26.3%
Missing	7.1%
Academic Degree	
Associates	7.6%
Bachelors	28.8%
Masters	37.8%
Doctorate	9.1%
Missing	16.7%

Table 2. Tier 1 Competencies – Ranges of relevance and proficiency by competency					
Competency	*# Questions in Competency*	*% High Relevance*	*% High Proficiency*	*% Low Relevance*	*% Low Proficiency*
Financial Planning and Management	5	74.7-20.7	73.7-19.7	58.6-6.6	58.6-6.6
Health Equity and Cultural Competency	9	29.5-23.5	30.5-25.0	52.5-42.5	43.0-32.5
Leadership and Systems Thinking	4	67.7-32.8	67.7-32.3	31.8-10.6	29.3-9.6
Analytical/Assessment	4	65.6-44.2	65.6-45.1	23.7-10.2	19.5-7.0
Informatics	2	53.1-43.0	49.8-41.5	16.9-13.0	16.4-11.6
Policy Development/Program Planning	6	50.2-35.7	46.4-31.4	31.4-15.5	30.4-12.6
Community Dimensions of Practice	3	48.2-28.1	45.2-25.1	49.7-27.1	42.2-24.1
Public Health Sciences	3	41.4-32.8	42.9-29.3	34.3-26.8	34.3-26.8
Communication	4	40.8-24.3	39.8-23.8	45.6-29.6	37.9-25.2
Public Health Emergency Preparedness/Response	3	35.9-32.8	33.8-29.8	40.9-28.8	39.9-24.7

| Table 3. Tier 2 Competencies – Ranges of relevance and proficiency by competency					
Competency	# Questions in Competency	% High Relevance	% High Proficiency	% Low Relevance	% Low Proficiency
Financial Planning and Management	7	54.9-28.7	46.7-25.4	42.6-15.6	38.5-14.8
Health Equity and Cultural Competency	11	40.8-29.6	35.2-23.2	48.0-32.0	45.6-26.4
Leadership and Systems Thinking	5	68.1-33.6	63.0-21.8	35.3-6.7	31.1-5.9
Analytical/Assessment	5	61.1-34.9	61.1-28.6	40.5-15.1	36.5-11.1
Informatics	2	58.7-54.4	58.7-48.8	22.4-20.0	18.4-15.9
Policy Development/Program Planning	6	63.2-37.6	57.6-28.0	20.8-6.4	21.6-7.2
Community Dimensions of Practice	5	62.9-29.0	56.5-26.6	47.6-13.7	38.7-12.9
Public Health Sciences	4	57.7-45.5	51.2-39.8	33.3-20.3	30.1-20.3
Communication	4	52.4-25.8	46.0-25.0	41.9-22.6	39.5-20.2
Public Health Emergency Preparedness/Response	3	35.3-23.5	31.1-21.8	39.5-27.7	35.3-23.5

Table 4. Tier 3 Competencies – Ranges of relevance and proficiency by competency					
Competency	# Questions in Competency	% High Relevance	% High Proficiency	% Low Relevance	% Low Proficiency
Financial Planning and Management	9	87.5-50.0	65.6-15.6	25.0-0	25.0-0
Health Equity and Cultural Competency	11	69.7-39.4	45.5-21.1	30.3-9.1	30.3-12.1
Leadership and Systems Thinking	5	87.1-64.5	80.6-45.2	22.6-0	22.6-3.2
Analytical/Assessment	5	77.8-50.0	63.9-44.4	25.0-2.8	22.2-5.6
Informatics	2	51.4-42.9	48.6-48.6	14.3-14.3	5.7-5.7
Policy Development/Program Planning	8	88.6-42.9	77.1-34.3	14.3-0	17.1-0
Community Dimensions of Practice	5	75.0-50.0	68.8-46.9	25.0-12.5	25.0-6.3
Public Health Sciences	5	68.8-46.9	62.5-37.5	15.6-0	15.6-3.1
Communication	5	82.4-44.1	70.6-41.2	8.8-2.9	11.8-0
Public Health Emergency Preparedness/Response	3	51.6-41.9	45.2-38.7	32.3-19.4	32.3-29.0

Table 5. Tier 4 Competencies – Most needed/wanted competency areas for Knowledge, Skills, and Abilities				
Competency	*# Questions in Competency*	*# Questions need/want ≥ 50%*	*Range*	*% of Questions need/want ≥ 50%*
Technology	8	0	28.1-45.4	0
Professional Development	20	14	68.7-28.1	70
Interpersonal	12	9	59.4-46.9	75
Management and Supervisory	17	1	57.9-36.0	6

Table 6. Training preferences respondents endorsed as "very likely" for participation, Tiers 1-4		
	Number	Percentage
Type of training		
In-person/face-to-face workshop (close location, free of charge)	336	76.2%
In-person/face-to-face workshop (requires travel, free of charge)	206	46.7%
In-person/face-to-face workshop (close location, fee charged)	98	22.2%
In-person/face-to-face workshop (requires travel, fee charged)	65	14.7%
Video conference	248	56.2%
Interactive webinar / webcast	295	66.9%
Audio podcast	182	41.3%
Internet-based self-study	255	57.8%
Use of devices		
Desktop computer	373	84.4%
Laptop computer	229	52.0%
Tablet/Notebook computer	153	34.8%
Mobile phone	102	23.2%
Informal training opportunities		
Newsletters	209	47.5%
Informal small group discussions (lunch and learns, etc.)	210	47.7%
Online forums (chat rooms, blogs)	119	27.0%

| Table 7. Barriers to learning by frequency of endorsement, Tiers 1-4		
Barrier	Number	Percentage
Lack of supervisory support	79	14.1%
Lack of knowledge about opportunities	250	44.6%
Lack of time during the workday	328	58.5%
Lack of online options	109	19.4%
Lack of financial incentives to participate	81	14.4%
Lack of money to participate	130	23.2%
Discomfort with online trainings/technology	28	5.0%
Other	28	5.0%

Figure 1.
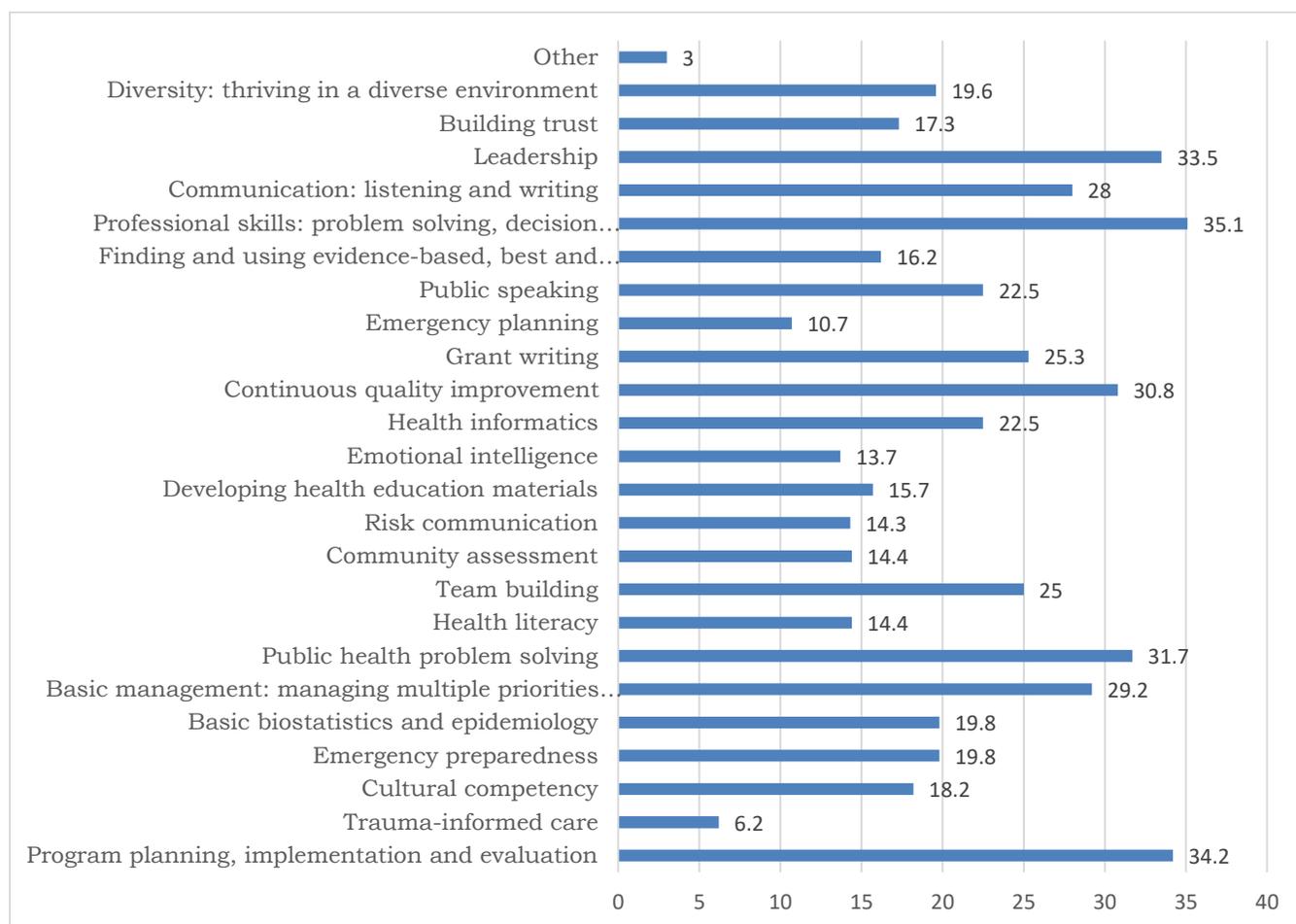
Appendix A

## Employee Background & Demographics

1

In which administration are you employed?

		Frequency	Percent	Valid Percent
Valid	Laboratories Administration	101	20.6	21.4
	Office of the Deputy Secretary for Public Health Services	7	1.4	1.5
	Office of Population Health Improvement	13	2.7	2.7
	Office of Preparedness and Response	30	6.1	6.3
	Prevention and Health Promotion Administration	289	59.0	61.1
	Vital Statistics Administration	33	6.7	7.0
	Total	473	96.5	100.0
Missing	System	17	3.5	
Total		490	100.0	
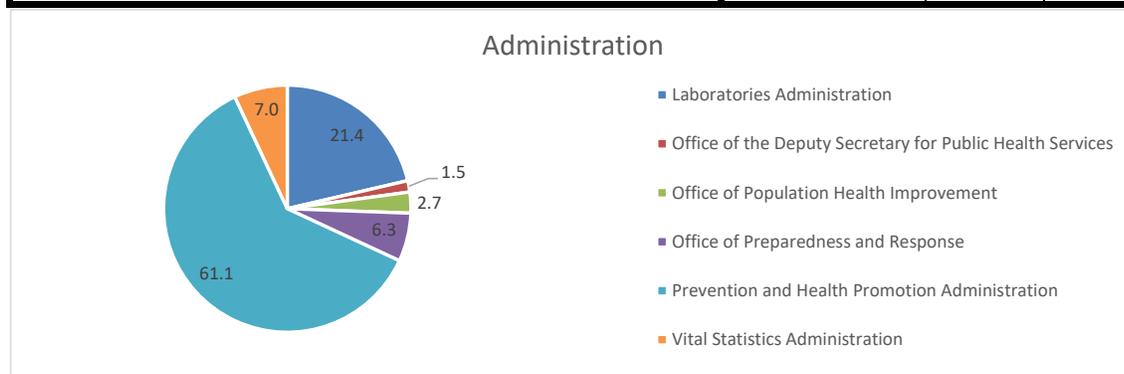
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How many years have you worked at the state health department?

		Frequency	Percent	Valid Percent
Valid	Less than 1 year	66	13.5	14.5
	1 - 5 years	125	25.5	27.5
	6 - 10 years	77	15.7	16.9
	11 - 15 years	58	11.8	12.7
	16 or more years	129	26.3	28.4
	Total	455	92.9	100.0
Missing	System	35	7.1	
Total		490	100.0	
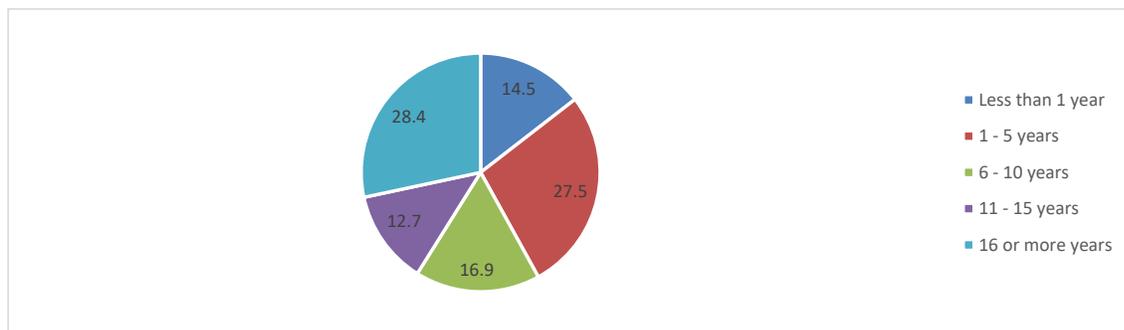
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Where is your office located?

		Frequency	Percent	Valid Percent
Valid	6 St. Paul St	34	6.9	7.5
	201 West Preston Street	177	36.1	38.9
	300 West Preston Street	38	7.8	8.4
	500 North Calvert Street	64	13.1	14.1
	1770 Ashland Avenue	91	18.6	20.0
	4201 Patterson Avenue	11	2.2	2.4
	Regionally located	15	3.1	3.3
	Other (fill in)	22	4.5	4.8
	6764-B Reisterstown Road	3	0.6	0.7
	Total	455	92.9	100.0
Missing	System	35	7.1	
Total		490	100.0	
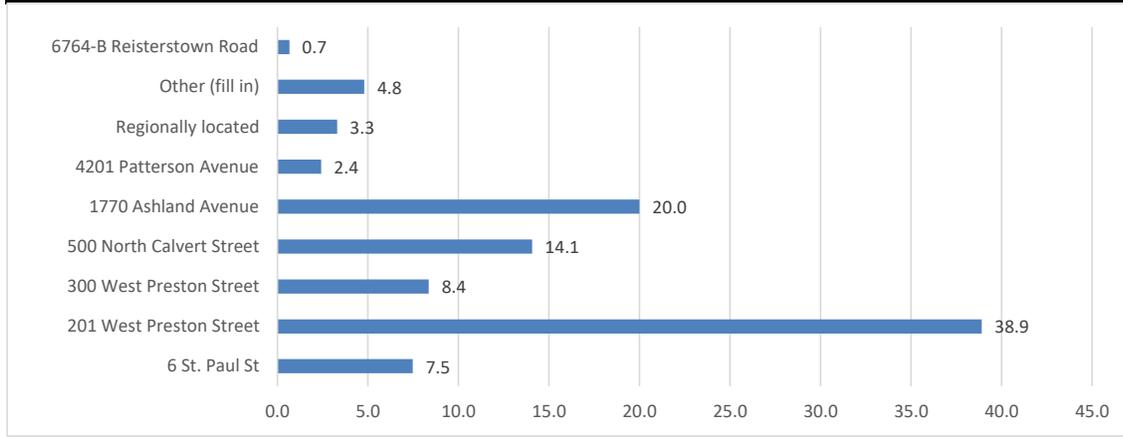
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Please indicate the highest academic degree you have obtained from the list below:

		Frequency	Percent	Valid Percent
Valid	Associates	37	7.6	9.1
	Bachelors	141	28.8	34.6
	Masters	185	37.8	45.3
	Doctorate	35	7.1	8.6
	Post-Doctorate	10	2.0	2.5
	Total	408	83.3	100.0
Missing	System	82	16.7	
Total		490	100.0	

Academic Degree
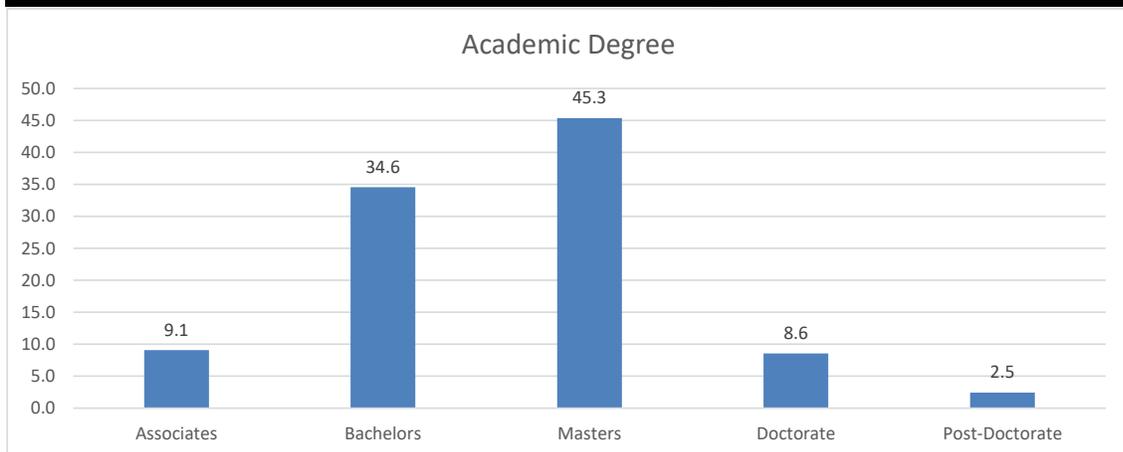
5　　　　　　　　**Disciplines in which you currently hold a degree**

	Frequency	Percent
Nursing	22	4.5
Social Work	7	1.4
Education	7	1.4
Medicine	14	2.9
Public Health	132	26.9
Public Policy and Planning	12	2.4
Business (HR, Finance)	32	6.5
Other*	221	45.1
I do not have a degree (undergraduate or graduate)	62	12.7

5a　　　　　　**If you answered Other in the previous question, please fill in the discipline:**

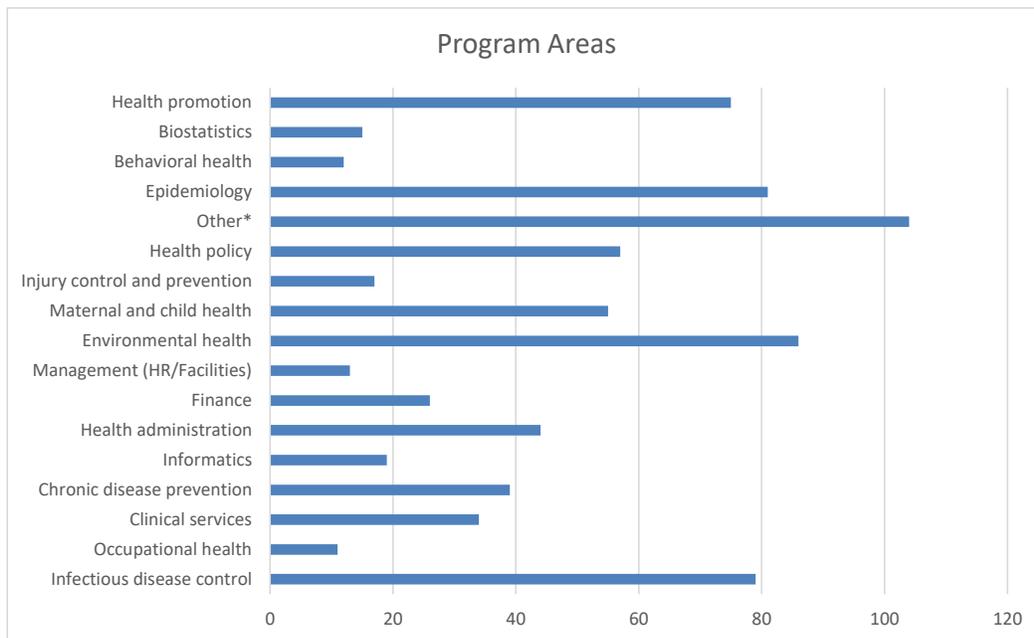|	Frequency
Biological Sciences; Biology; Cellular Biology; Microbiology; Biochemistry; Molecular Biology; Molecular Diagnostics/Biology; Molecular Genetics; Physiology	59
Chemistry; Chemical Engineering	17
Sociology; Psychology; Developmental Psychology; Applied Sociology; Anthropology; Social Anthropology; Social Science; Political Science; Int'l. Studies; Government; Urban Planning	34
Nutrition; Nutrition and Dietetics; Nutritional Science; Nutritional Sciences; Clinical Nutrition; Food & Nutrition	11
Biomedical Research; Biomedical Sciences (clinical chemistry); Biomedical Technology; Biotechnology; Medical Technology	10
Computer Science; Information Technology; IT; Applied Information Technology; Information Systems; Computer Information Systems	17
Communication; Communications and Marketing; Communications Arts; Communications Media; Intercultural Communication	7
Animal Science; Dairy Science	5
Criminal Justice; Forensics; Forensic Science (Police Specialization)	5
Business Administration; Business and Technology Mgmt; Business	4
Health Systems Management; Healthcare Administration; Health Care Management	4
Management; Executive Leaders Program; Management Science; Certification in Public Management	4
Veterinary Medicine / Zoology	4
Environmental Health	3
Epidemiology	3
Law; JD; Paralegal	3
Mathematics	3
Administrative	1
Agriculture	1
Art; Visual Arts	2
BS in Dental Hygiene	1
BS Physics,	1
Chemical Engineering	2
community health education	1
Conservation	1
Emergency Health Services	1
Emergency Management	1
Engineering, Statistics	1

English	2
Environmental Chemistry	1
Environmental Engineering	1
Environmental Science; Environmental Science & Policy; Environmental Economics	2
Exercise Science	1
Forest Resource Mgt	1
genetics	1
Geography	2
Gerontology and Epidemiology	1
Health Informatics; Informatics	2
Human Services; Incomplete Social Work Degree	2
MA Latin American Studies	1
Immunology	1
Mortuary Science	1
Network Administration	1
Organizational Development & Training	1
Pharmacy	1
Public Administration	1
Toxicology	1
Sciences; Bachelor of Science	3
Arts & Sciences	1
Behavioral Health Sciences	1
Medical Science	1
Interdepartmental Studies; Interdisciplinary Studies	2
General Studies	1
High School Diploma	2
Physical Sciences	1
Total	242

* Some respondents who selected "other" indicated more than one degree discipline.

6   Program areas in which you work--select all that apply

	Frequency
Infectious disease control	79
Occupational health	11
Clinical services	34
Chronic disease prevention	39
Informatics	19
Health administration	44
Finance	26
Management (HR/Facilities)	13
Environmental health	86
Maternal and child health	55
Injury control and prevention	17
Health policy	57
Other*	104
Epidemiology	81
Behavioral health	12
Biostatistics	15
Health promotion	75

Program Areas

Program Areas (horizontal bar chart):
- Health promotion: ~75
- Biostatistics: ~15
- Behavioral health: ~12
- Epidemiology: ~81
- Other*: ~104
- Health policy: ~57
- Injury control and prevention: ~18
- Maternal and child health: ~55
- Environmental health: ~86
- Management (HR/Facilities): ~13
- Finance: ~26
- Health administration: ~44
- Informatics: ~19
- Chronic disease prevention: ~39
- Clinical services: ~34
- Occupational health: ~11
- Infectious disease control: ~79

If you answered Other in the previous question, please fill in the program area:

6a

	Frequency
Emergency Preparedness; Emergency Preparedness and Response; Preparedness & Response; Public Health Emergency Preparedness; Public Health Emergency Preparedness planning, response, recovery; Public Health Preparedness; Emergency Planning/CRI; Emergency Operations; Medical Countermeasures and Emergency Management	22
Administration; Administrative; Administrative Assistant; Admin Support	7
Vital Records; Vital Statistics; DHMH Vital Records	6
Laboratory; Laboratories; Public Health Laboratory	5
Newborn and Childhood Screening	5
Program Evaluation; Evaluation	4
Information Technology	3
Hospital Preparedness; HPP	2
Immunization	2
Laboratories Administration	2
nbs	2
Population Health	2
Procurement	2
Public Health	2
Support services; public health support staff	2
School Health	2
AIDS Drug Assistance	1
Bioterrorism	1
Cancer prevention and control	1
Cancer Registry	1
Community Health Improvement	1
Customer Service	1
Databases	1
DHMH	1
Epidemiologist	1
Employee Training	1

Enviromental Chemistry		1
Environmental sample analysis		1
HIV Surveillance		1
HIV Surveillance program evaluation		1
Infection prevention and control		1
Infectious Disease Prevention; Health Professional Capacity development		1
Inorganic analytical		1
International Health		1
laboratory analysis		1
laboratory medicine		1
management of all		1
material science		1
Molecular Diagnostics		1
Nutrition		1
Office of Family and Community Health Services		1
office services clerk		1
Oims		1
organizational development		1
Outbreak Investigation		1
Molecular biology/molecular epidemiology		1
Public Health Testing		1
Public Information		1
Quality Assurance- Laboratory		1
Regulatory/Legal		1
Special Grants Administration		1
Total		105

* Some respondents who selected "other" indicated more than one program area.

More people work in Preparedness and Response than in some of the program areas listed above

7 **Which of the following best describes your current level of responsibility?**

		Frequency	Percent	Percent
Valid	Tier 1	219	44.7	48.1
	Tier 2	133	27.1	29.2
	Tier 3	37	7.6	8.1
	Tier 4	66	13.5	14.5
	Total	455	92.9	100.0
Missing	System	35	7.1	
Total		490	100.0	
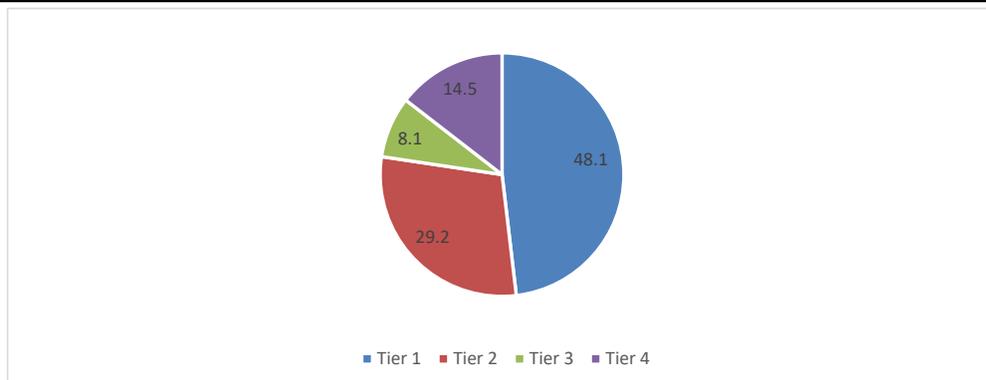
Tier 1 - Public Health Professionals

Individuals who carry out the day-to-day tasks of public health organizations and are not in supervisor or management positions. Responsibilities may include data collection and analysis, disease investigation, laboratory work, fieldwork and inspections, program planning, project coordination, evaluation, information technology work and other organizational tasks.

Tier 2 - Managers and Supervisors

Individuals with program management and/or supervisory responsibilities. Responsibilities may include: program development/implementation/evaluation, managing timelines and budgets, supervising staff, presenting recommendations on issues and program direction, and establishing and maintaining community relations.

Tier 3 - Directors and Senior Leaders

Individuals at a senior/management level and leaders of public health organizations. In general, an individual who is responsible for major programs or functions of an organization, setting a strategy and vision for the organization, and/or building a culture of quality within the organization.

Tier 4 - Public Health Support Staff

Front line staff including receptionists, call-center and administrative support staff who interact with the public and/or other employees but who do not provide direct public health programming or services. Responsibilities may include referring callers to appropriate services or processing paperwork and scheduling. If you don't recognize your position in tiers 1-3, select tier 4.

8

Please select your gender

		Frequency	Percent	Valid Percent
Valid	Male	86	17.6	22.5
	Female	295	60.2	77.2
	Other	1	.2	.3
	Total	382	78.0	100.0
Missing	System	108	22.0	
Total		490	100.0	
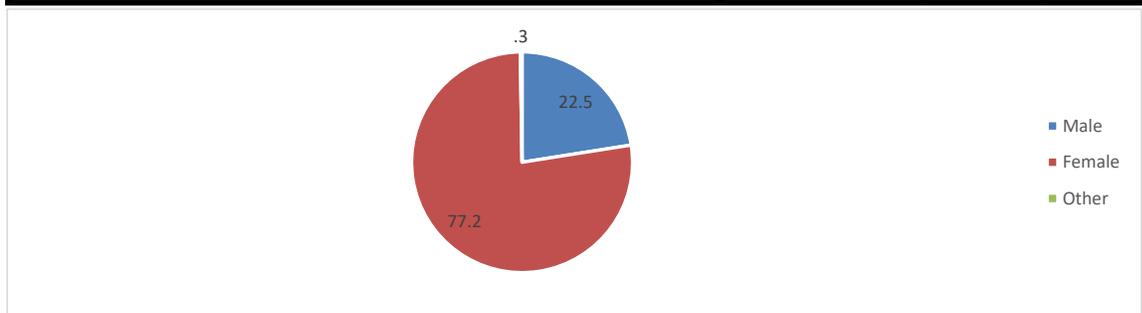
9

Please select the answer that best defines your race

		Frequency	Percent	Valid Percent
Valid	Asian	29	5.9	7.9
	Black or African American	128	26.1	34.7
	Native American or Alaska Native	2	.4	.5
	White	198	40.4	53.7
	Other	12	2.4	3.3

	Total	369	75.3	100.0
Missing	System	121	24.7	
Total		490	100.0	
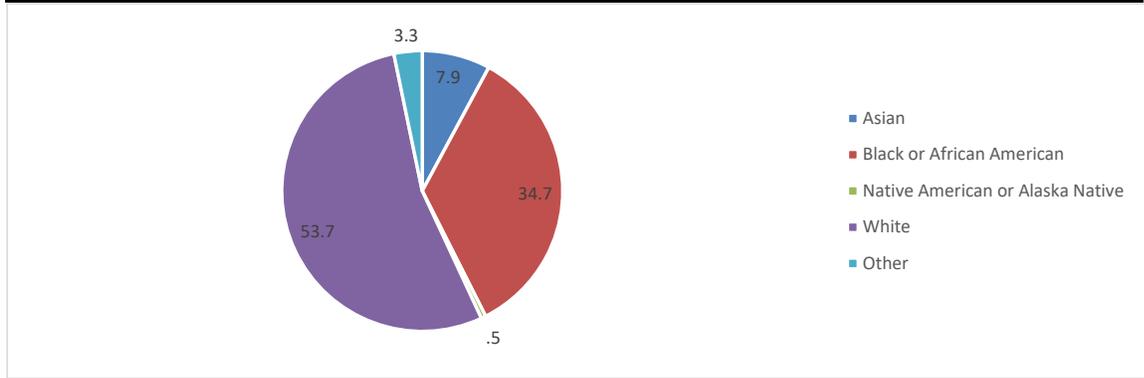
10   **Please select your ethnicity**

		Frequency	Percent	Valid Percent
Valid	Hispanic or Latino	5	1.0	1.5
	Non-Hispanic / Non-Latino	322	65.7	98.5
	Total	327	66.7	100.0
Missing	System	163	33.3	
Total		490	100.0	
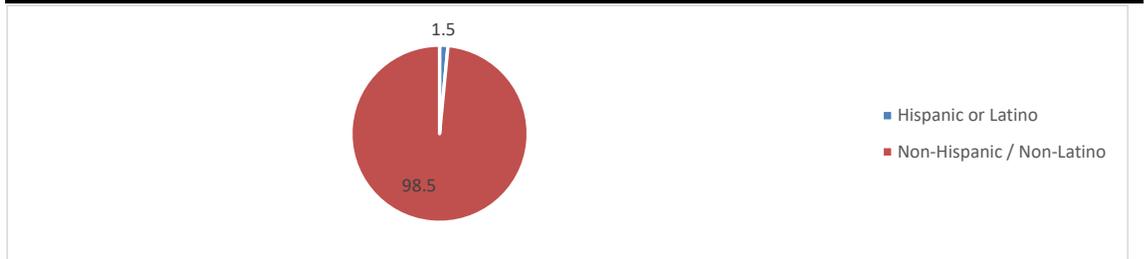
Appendix B

Tier 1

## 1. Analytical/Assessment Skills

1   **Describes factors affecting the health of a community (e.g., equity, income, education, environment)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	51	10.4	23.7	None
	Moderately relevant	69	14.1	32.1	Moderate
	Highly relevant	95	19.4	44.2	High
	Total	215	43.9	100.0	
Missing	System	275	56.1		
Total		490	100.0		

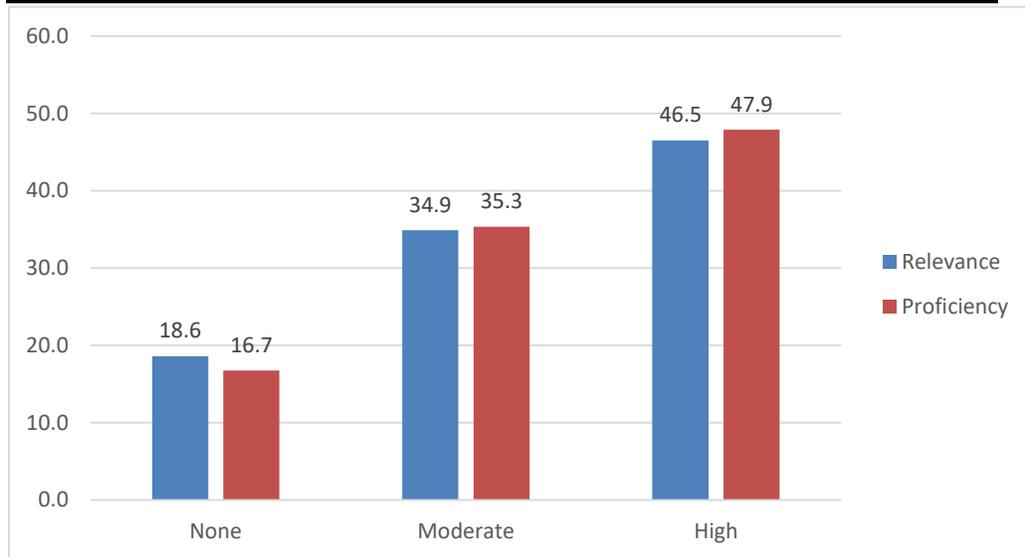| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	42	8.6	19.5
	Moderately proficient	76	15.5	35.3
	Highly proficient	97	19.8	45.1
	Total	215	43.9	100.0
Missing	System	275	56.1	
Total		490	100.0	
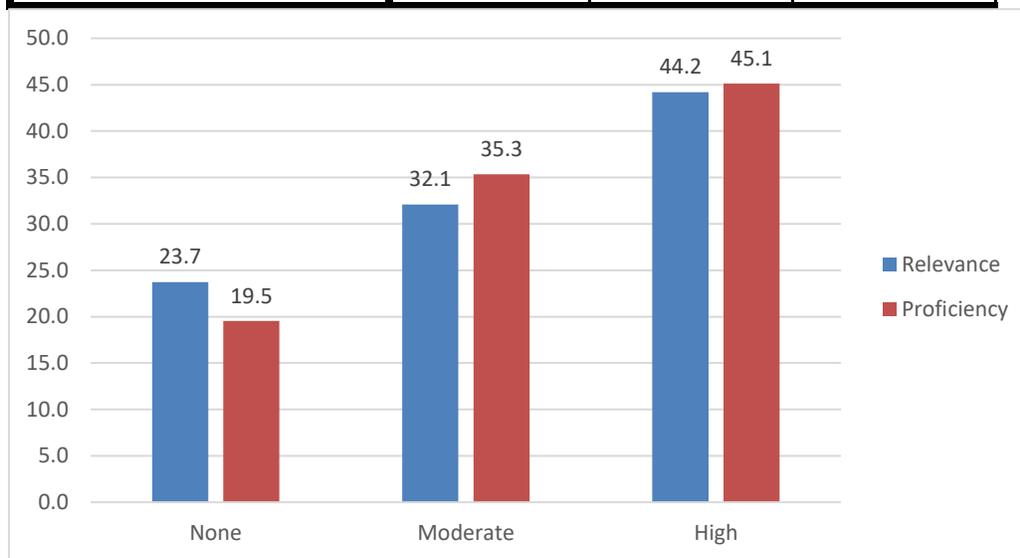
2   **Identifies quantitative data (information that is measured in numbers, e.g. demographic data, income, mortality rates) and qualitative data (information that is about qualities and thus cannot be measured, e.g. community perceptions, individual experiences) that are valid and reliable**

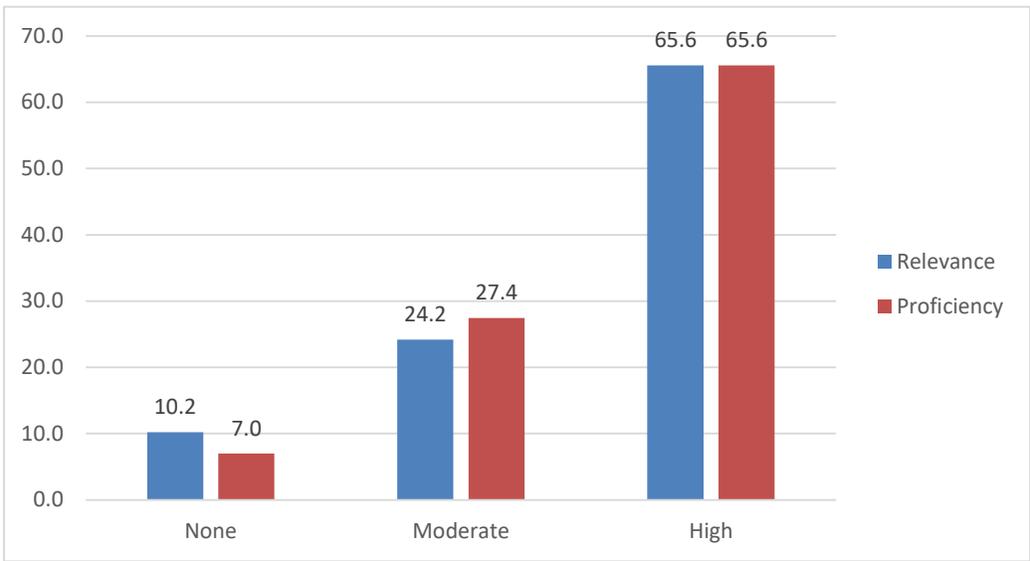| Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	40	8.2	18.6	None

		Frequency	Percent	Valid Percent	
	Moderately relevant	75	15.3	34.9	Moderate
	Highly relevant	100	20.4	46.5	High
	Total	215	43.9	100.0	
Missing	System	275	56.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	36	7.3	16.7
	Moderately proficient	76	15.5	35.3
	Highly proficient	103	21.0	47.9
	Total	215	43.9	100.0
Missing	System	275	56.1	
Total		490	100.0	

3   **Applies ethical principles in accessing, collecting, analyzing, using, maintaining and disseminating data and information**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	22	4.5	10.2	None
	Moderately relevant	52	10.6	24.2	Moderate
	Highly relevant	141	28.8	65.6	High
	Total	215	43.9	100.0	
Missing	System	275	56.1		
Total		490	100.0		

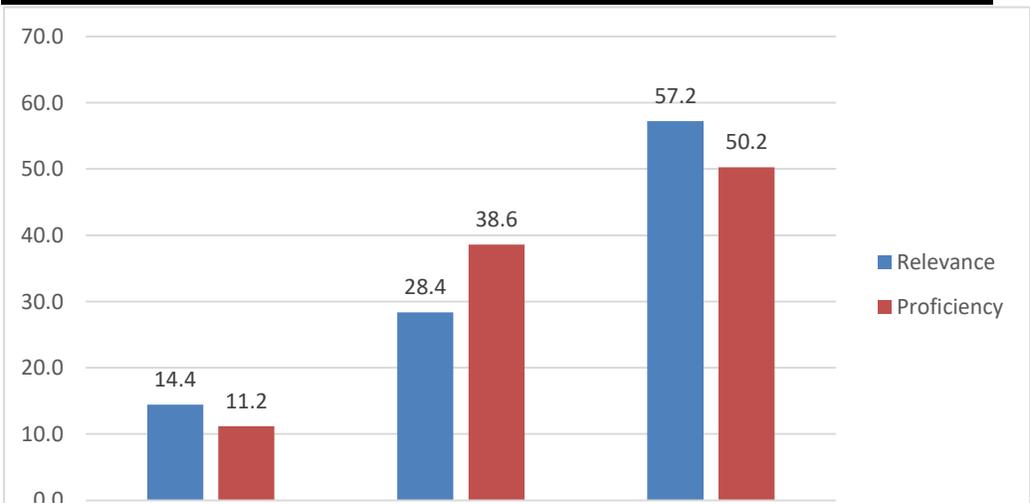| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	15	3.1	7.0
	Moderately proficient	59	12.0	27.4
	Highly proficient	141	28.8	65.6
	Total	215	43.9	100.0
Missing	System	275	56.1	
Total		490	100.0	

4   **Describes and uses public health applications of quantitative and qualitative data**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	31	6.3	14.4	None
	Moderately relevant	61	12.4	28.4	Moderate
	Highly relevant	123	25.1	57.2	High
	Total	215	43.9	100.0	
Missing	System	275	56.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	24	4.9	11.2
	Moderately proficient	83	16.9	38.6
	Highly proficient	108	22.0	50.2
	Total	215	43.9	100.0
Missing	System	275	56.1	
Total		490	100.0	

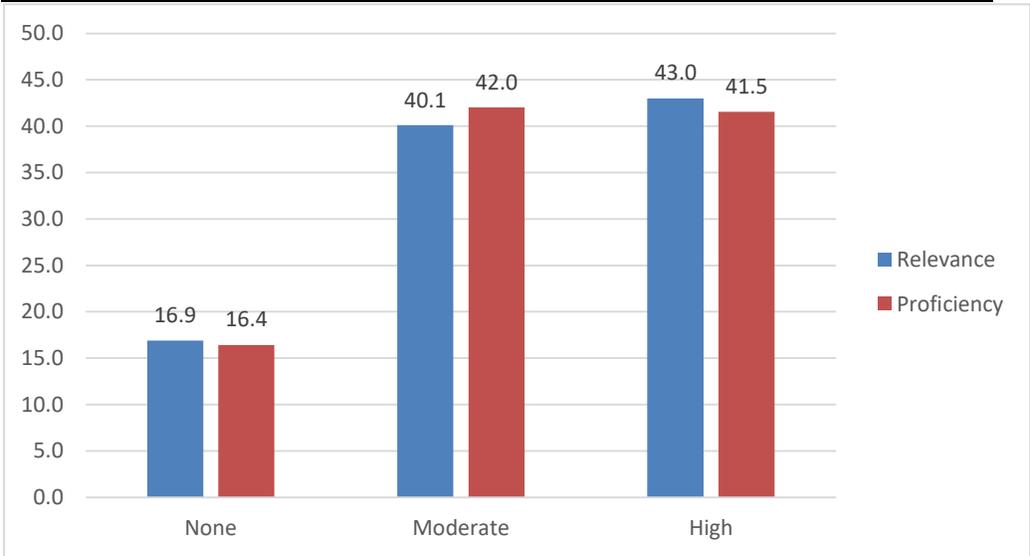|		
None	Moderate	High

2. Informatics Skills

5   **Describes national, statewide and local sources of electronic data needed to perform job**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	35	7.1	16.9	None
	Moderately relevant	83	16.9	40.1	Moderate
	Highly relevant	89	18.2	43.0	High
	Total	207	42.2	100.0	
Missing	System	283	57.8		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	34	6.9	16.4
	Moderately proficient	87	17.8	42.0
	Highly proficient	86	17.6	41.5
	Total	207	42.2	100.0
Missing	System	283	57.8	
Total		490	100.0	

6   **Uses national, statewide and local sources of electronic data needed to perform job**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	27	5.5	13.0	None
	Moderately relevant	70	14.3	33.8	Moderate
	Highly relevant	110	22.4	53.1	High
	Total	207	42.2	100.0	

Missing	System	283	57.8	
Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	24	4.9	11.6
	Moderately proficient	80	16.3	38.6
	Highly proficient	103	21.0	49.8
	Total	207	42.2	100.0
Missing	System	283	57.8	
Total		490	100.0	
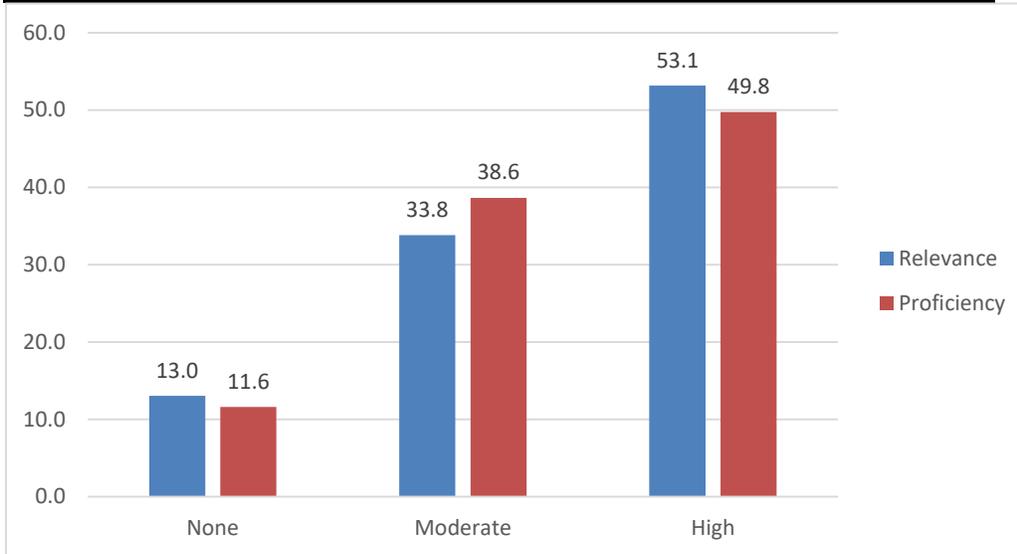
3. Policy Development/Program Planning Skills

Contributes to the development of program goals and objectives

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	42	8.6	20.3	None
	Moderately relevant	71	14.5	34.3	Moderate
	Highly relevant	94	19.2	45.4	High
	Total	207	42.2	100.0	
Missing	System	283	57.8		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	32	6.5	15.5
	Moderately proficient	79	16.1	38.2
	Highly proficient	96	19.6	46.4
	Total	207	42.2	100.0
Missing	System	283	57.8	
Total		490	100.0	

50.0   46.4
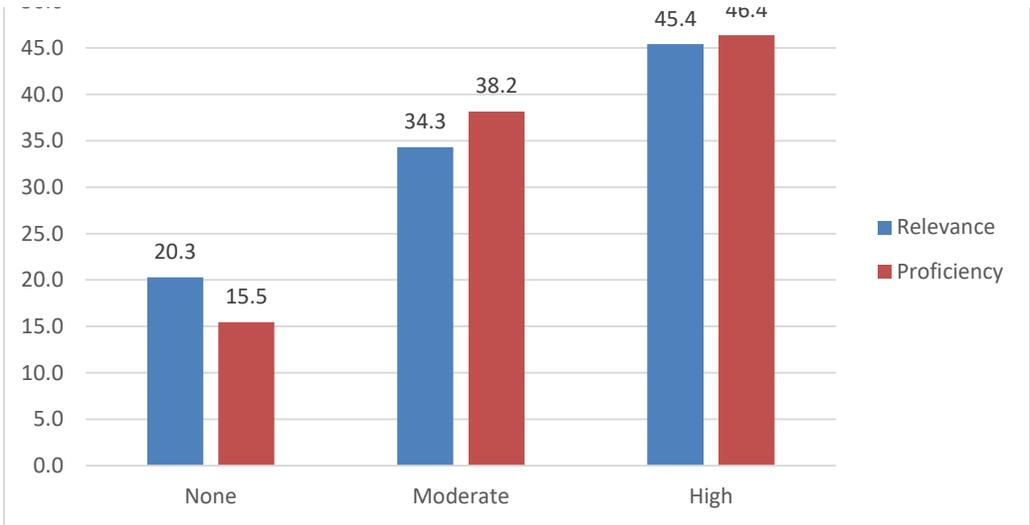
8   **Applies strategies for continuous quality improvement**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	32	6.5	15.5	None
	Moderately relevant	71	14.5	34.3	Moderate
	Highly relevant	104	21.2	50.2	High
	Total	207	42.2	100.0	
Missing	System	283	57.8		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	26	5.3	12.6
	Moderately proficient	85	17.3	41.1
	Highly proficient	96	19.6	46.4
	Total	207	42.2	100.0
Missing	System	283	57.8	
Total		490	100.0	
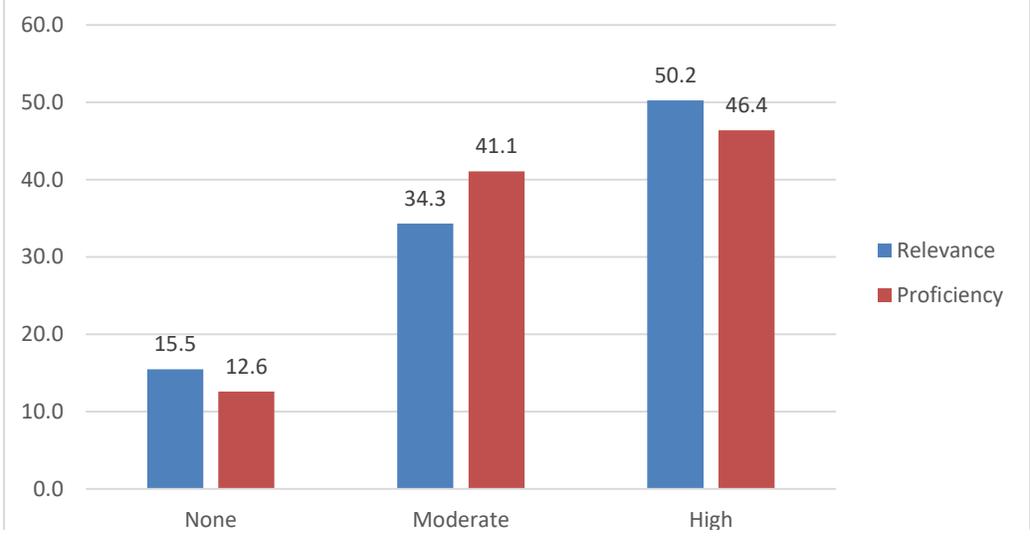
9 **Describes organizational strategic plan (e.g. includes measurable objectives and targets; relationship to community health improvement plan, workforce development plan, quality improvement plan, and other plans)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	64	13.1	30.9	None
	Moderately relevant	68	13.9	32.9	Moderate
	Highly relevant	75	15.3	36.2	High
	Total	207	42.2	100.0	
Missing	System	283	57.8		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	62	12.7	30.0	
	Moderately proficient	80	16.3	38.6	
	Highly proficient	65	13.3	31.4	
	Total	207	42.2	100.0	
Missing	System	283	57.8		
Total		490	100.0		
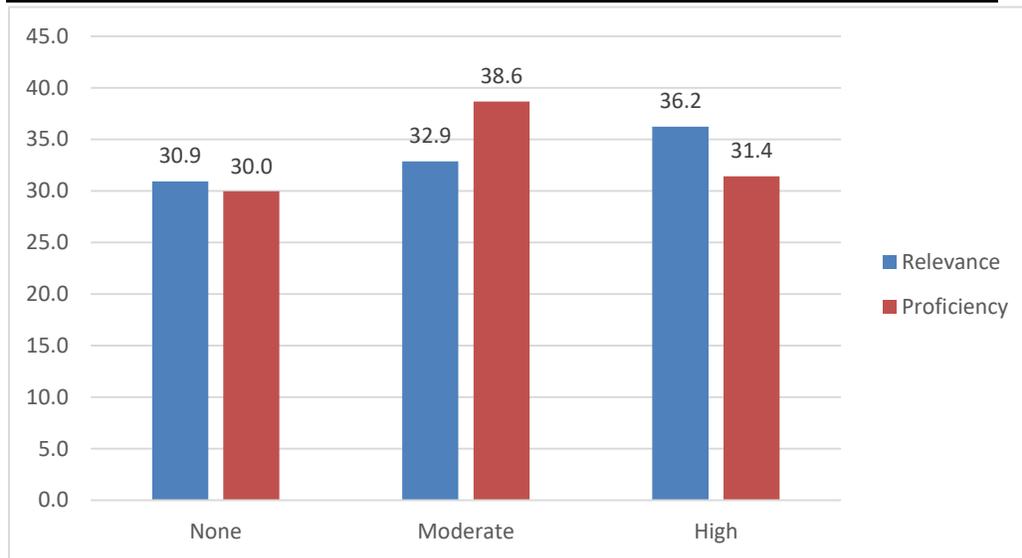
10 **Describes implications of policies, programs, and services**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	64	13.1	30.9	None
	Moderately relevant	69	14.1	33.3	Moderate
	Highly relevant	74	15.1	35.7	High
	Total	207	42.2	100.0	
Missing	System	283	57.8		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	59	12.0	28.5
	Moderately proficient	79	16.1	38.2
	Highly proficient	69	14.1	33.3
	Total	207	42.2	100.0
Missing	System	283	57.8	
Total		490	100.0	
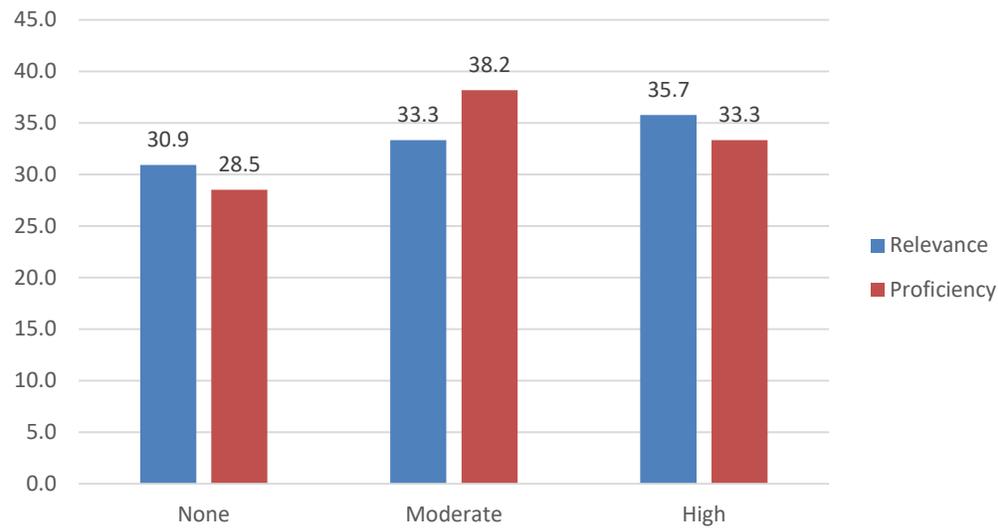
11   **Implements policies, programs, and services**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	52	10.6	25.1	None
	Moderately relevant	62	12.7	30.0	Moderate
	Highly relevant	93	19.0	44.9	High
	Total	207	42.2	100.0	
Missing	System	283	57.8		
Total		490	100.0		

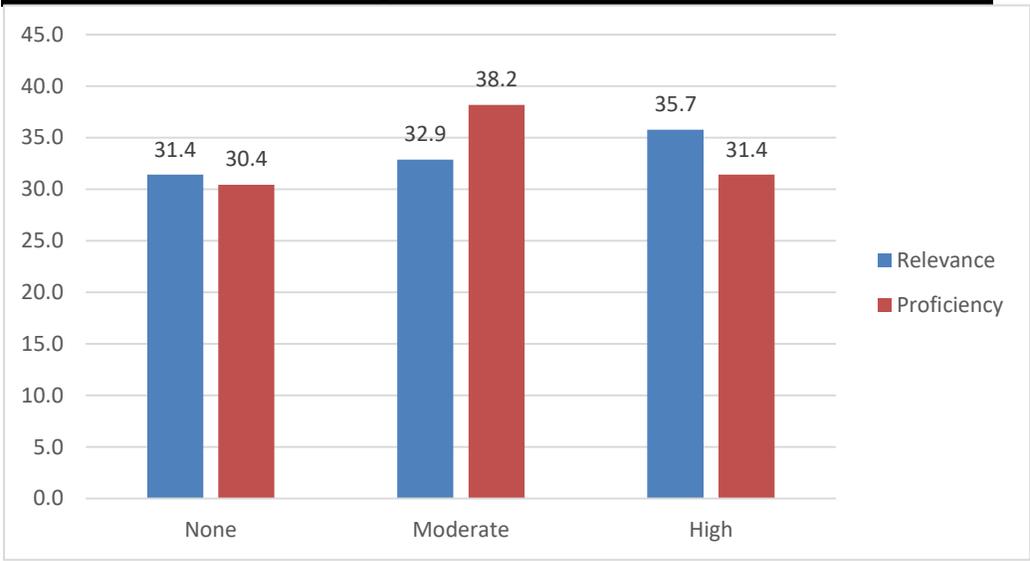| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	51	10.4	24.6
	Moderately proficient	72	14.7	34.8
	Highly proficient	84	17.1	40.6
	Total	207	42.2	100.0
Missing	System	283	57.8	
Total		490	100.0	
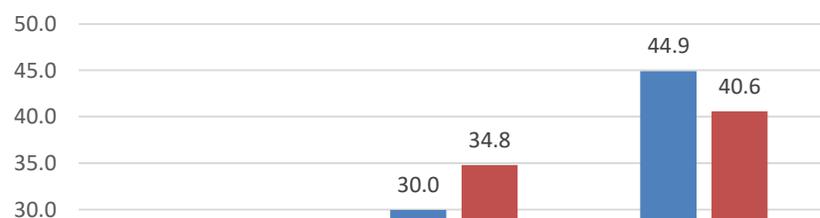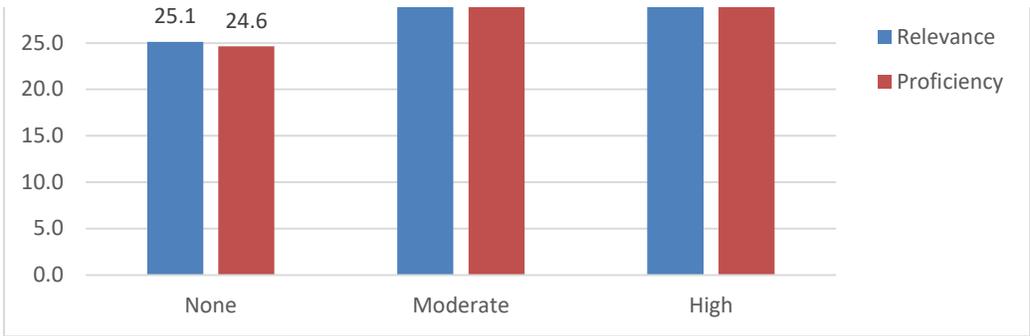
Gathers information for evaluating policies, programs, and services (e.g. outputs, outcome processes, procedures, return on investment)

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	65	13.3	31.4	None
	Moderately relevant	68	13.9	32.9	Moderate
	Highly relevant	74	15.1	35.7	High
	Total	207	42.2	100.0	
Missing	System	283	57.8		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	63	12.9	30.4
	Moderately proficient	79	16.1	38.2
	Highly proficient	65	13.3	31.4
	Total	207	42.2	100.0
Missing	System	283	57.8	
Total		490	100.0	

4. Communication Skills

13 **Identifies the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information; social media literacy)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	83	16.9	40.3	None
	Moderately relevant	61	12.4	29.6	Moderate
	Highly relevant	62	12.7	30.1	High
	Total	206	42.0	100.0	
Missing	System	284	58.0		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	76	15.5	36.9
	Moderately proficient	69	14.1	33.5
	Highly proficient	61	12.4	29.6
	Total	206	42.0	100.0
Missing	System	284	58.0	
Total		490	100.0	
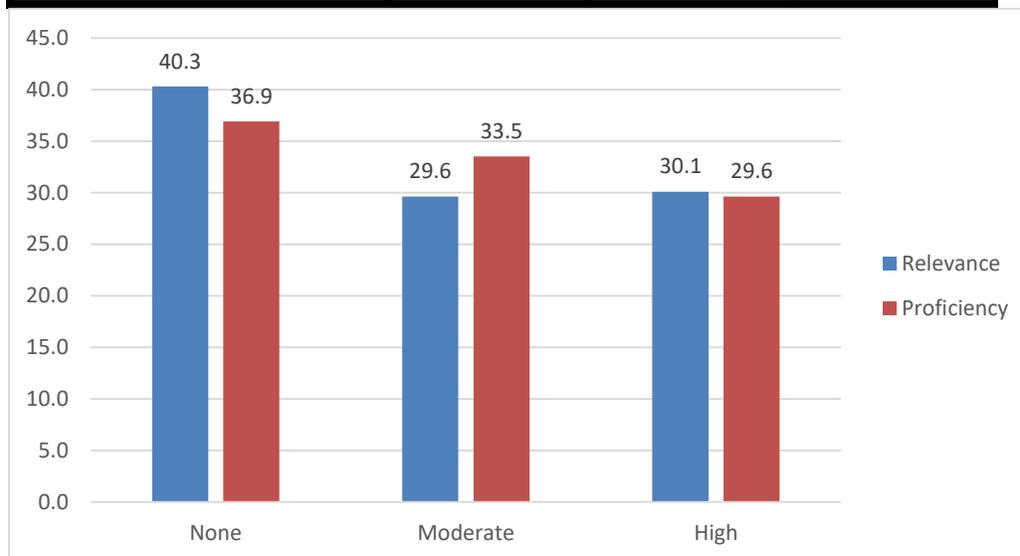
14 **Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images)**
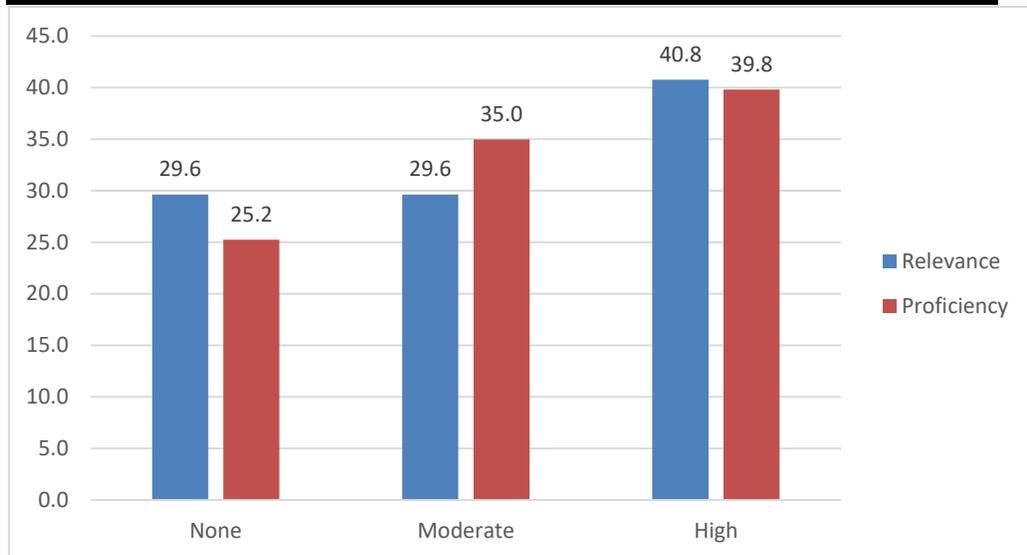
Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	61	12.4	29.6	None
	Moderately relevant	61	12.4	29.6	Moderate
	Highly relevant	84	17.1	40.8	High
	Total	206	42.0	100.0	
Missing	System	284	58.0		
Total		490	100.0		

Proficiency	Frequency	Percent	Valid Percent

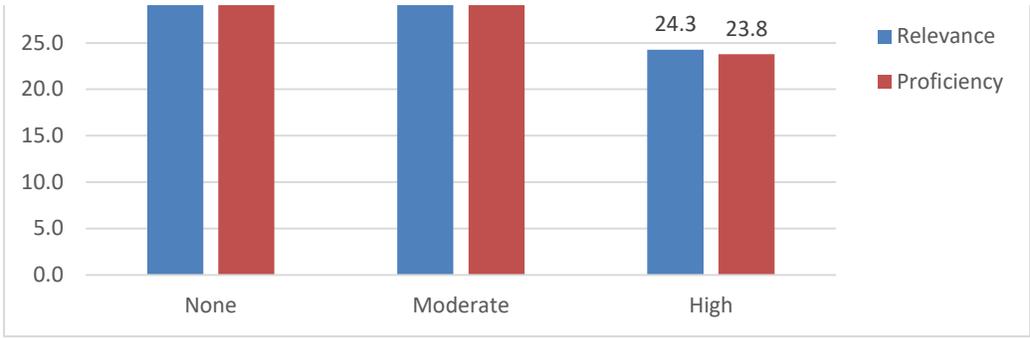|		Frequency	Percent	Valid Percent
Valid	Not proficient	52	10.6	25.2
	Moderately proficient	72	14.7	35.0
	Highly proficient	82	16.7	39.8
	Total	206	42.0	100.0
Missing	System	284	58.0	
Total		490	100.0	

15   **Suggests approaches for disseminating public health data and information (e.g. social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	94	19.2	45.6	None
	Moderately relevant	62	12.7	30.1	Moderate
	Highly relevant	50	10.2	24.3	High
	Total	206	42.0	100.0	
Missing	System	284	58.0		
Total		490	100.0		

| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	78	15.9	37.9
	Moderately proficient	79	16.1	38.3
	Highly proficient	49	10.0	23.8
	Total	206	42.0	100.0
Missing	System	284	58.0	
Total		490	100.0	
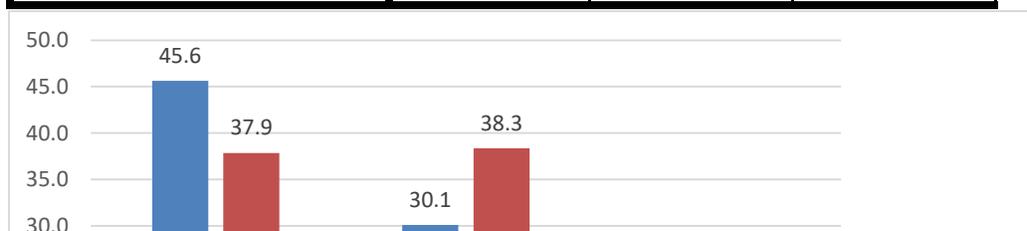
16 **Describes the roles of governmental public health, health care, and other partners in improving the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	69	14.1	33.5	None
	Moderately relevant	70	14.3	34.0	Moderate
	Highly relevant	67	13.7	32.5	High
	Total	206	42.0	100.0	
Missing	System	284	58.0		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	61	12.4	29.6
	Moderately proficient	78	15.9	37.9
	Highly proficient	67	13.7	32.5
	Total	206	42.0	100.0
Missing	System	284	58.0	
Total		490	100.0	
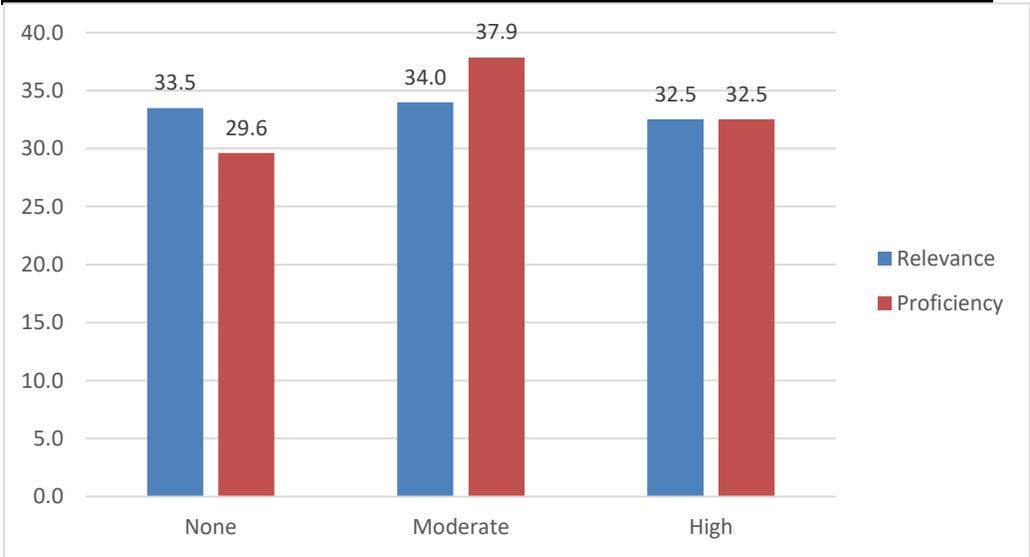
5. Health Equity and Cultural Competency Skills

17 **Describes the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, and historical experiences)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	94	19.2	47.0	None
	Moderately relevant	53	10.8	26.5	Moderate
	Highly relevant	53	10.8	26.5	High
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		

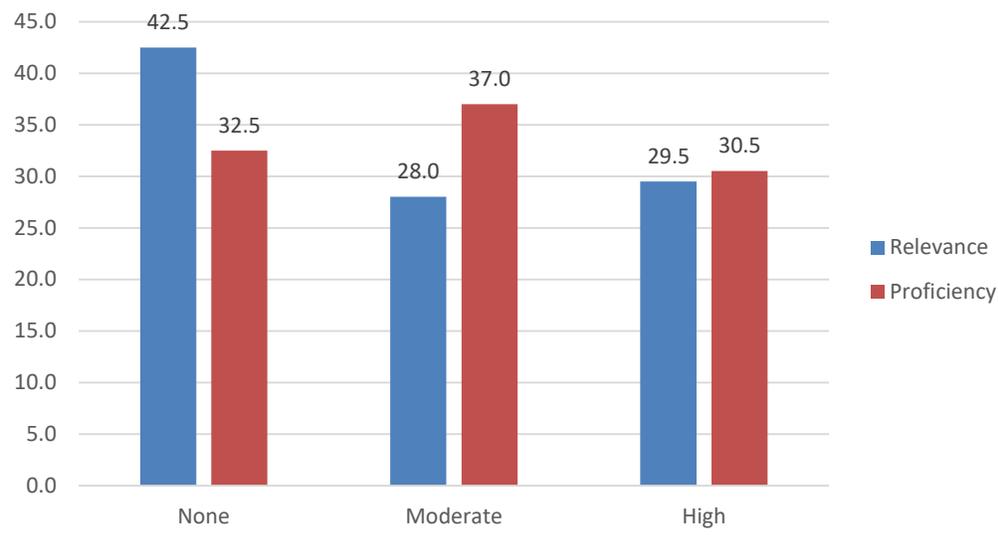| Ability		Frequency	Percent	Valid Percent	
Valid	Not proficient	69	14.1	34.5	
	Moderately proficient	71	14.5	35.5	
	Highly proficient	60	12.2	30.0	
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		
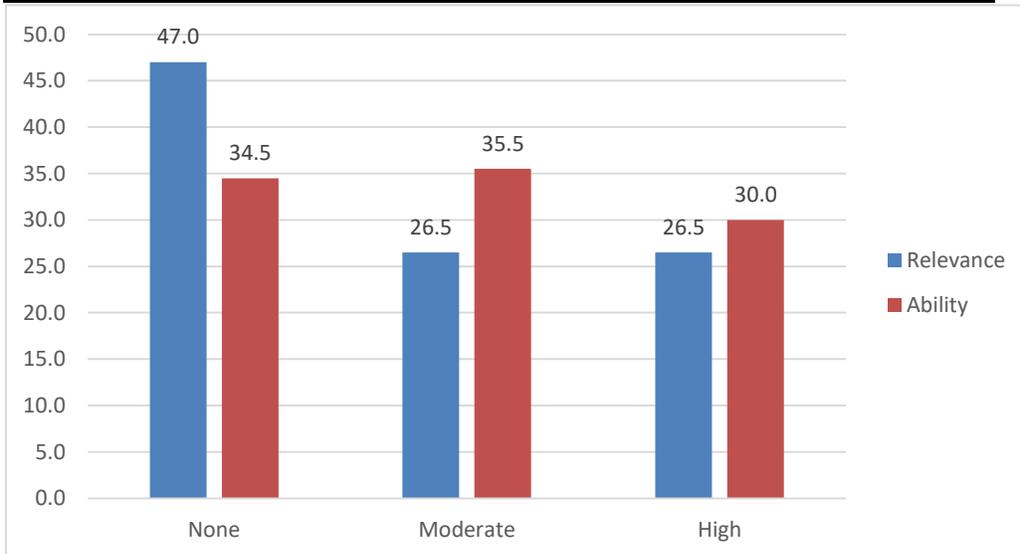
18 **Addresses the diversity of individuals and populations when implementing programs and services that affect the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	85	17.3	42.5	None
	Moderately relevant	56	11.4	28.0	Moderate
	Highly relevant	59	12.0	29.5	High
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	65	13.3	32.5
	Moderately proficient	74	15.1	37.0
	Highly proficient	61	12.4	30.5
	Total	200	40.8	100.0
Missing	System	290	59.2	
Total		490	100.0	

19 **Describes the social, structural, cultural, racial and system-based factors that contribute to health inequities**
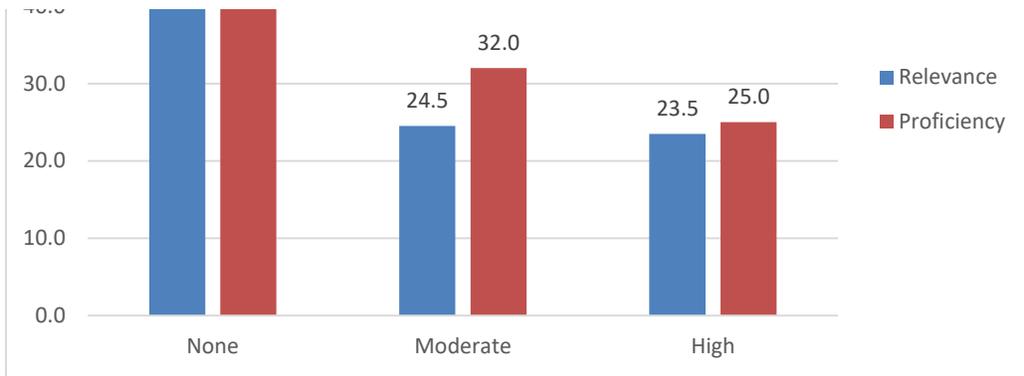
Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	104	21.2	52.0	None
	Moderately relevant	49	10.0	24.5	Moderate
	Highly relevant	47	9.6	23.5	High
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		

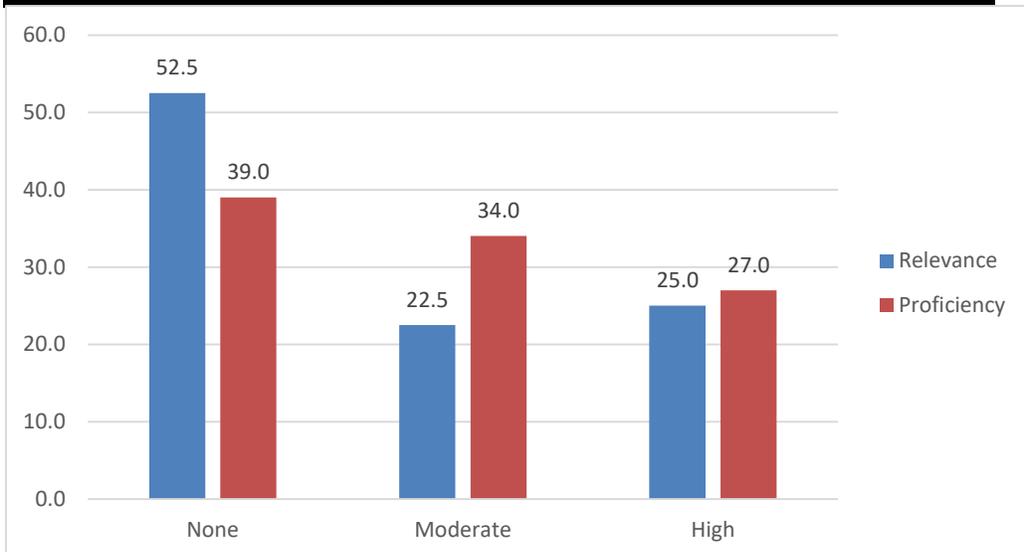| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	86	17.6	43.0
	Moderately proficient	64	13.1	32.0
	Highly proficient	50	10.2	25.0
	Total	200	40.8	100.0
Missing	System	290	59.2	
Total		490	100.0	

Recognizes the ways in which racism, structural racism, personal biases and social exclusion contribute to health inequities

20

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	105	21.4	52.5	None
	Moderately relevant	45	9.2	22.5	Moderate
	Highly relevant	50	10.2	25.0	High
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	78	15.9	39.0
	Moderately proficient	68	13.9	34.0
	Highly proficient	54	11.0	27.0
	Total	200	40.8	100.0
Missing	System	290	59.2	
Total		490	100.0	

21 **Describes the diversity of individuals and populations in a community and the ways diversity may influence policies, programs, services, and the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	90	18.4	45.0	None
	Moderately relevant	57	11.6	28.5	Moderate
	Highly relevant	53	10.8	26.5	High
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	71	14.5	35.5	
	Moderately proficient	76	15.5	38.0	
	Highly proficient	53	10.8	26.5	
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		
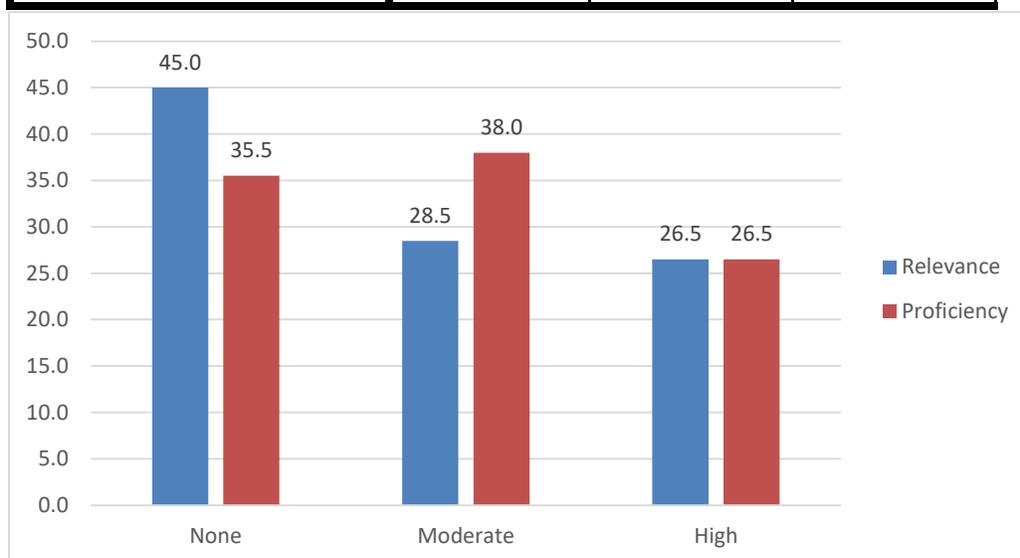
22 **Recognizes and addresses the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	90	18.4	45.0	None
	Moderately relevant	53	10.8	26.5	Moderate
	Highly relevant	57	11.6	28.5	High
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		

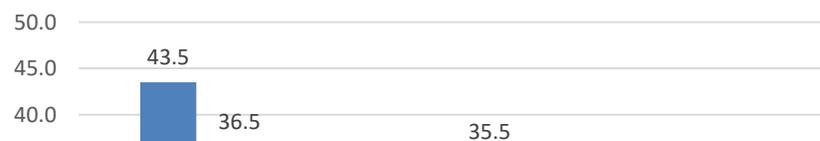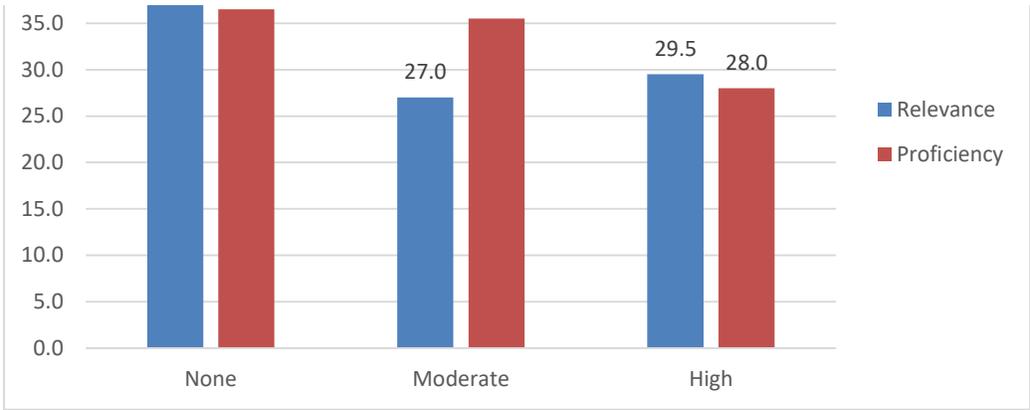| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	73	14.9	36.5
	Moderately proficient	74	15.1	37.0
	Highly proficient	53	10.8	26.5
	Total	200	40.8	100.0
Missing	System	290	59.2	
Total		490	100.0	

23 **Understands the ways in which your position/program can advance health equity by strategically focusing on the social determinants of health**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	87	17.8	43.5	None
	Moderately relevant	54	11.0	27.0	Moderate
	Highly relevant	59	12.0	29.5	High
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		

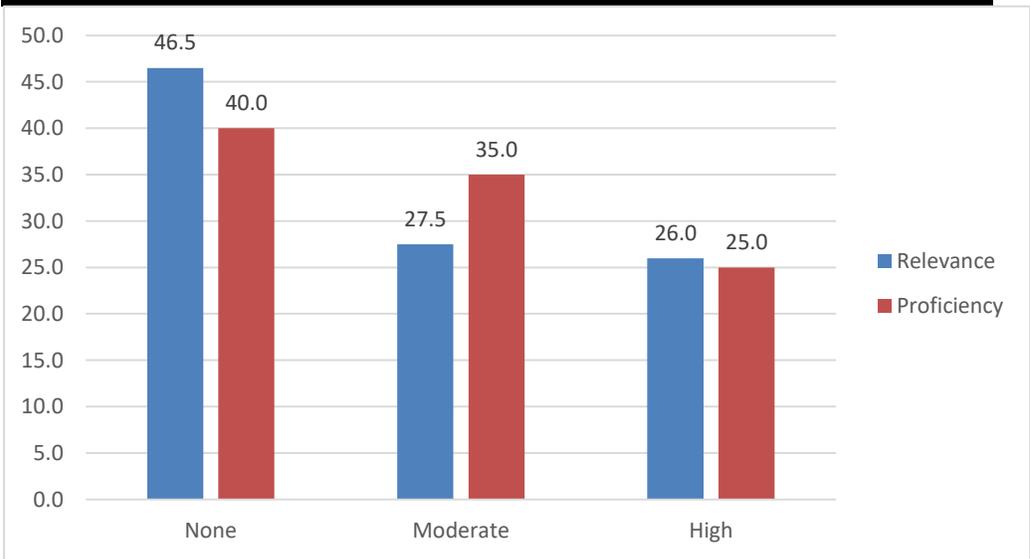| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	73	14.9	36.5
	Moderately proficient	71	14.5	35.5
	Highly proficient	56	11.4	28.0
	Total	200	40.8	100.0
Missing	System	290	59.2	
Total		490	100.0	

24   Describes the effects of policies, programs, and services on different populations in a community

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	93	19.0	46.5	None
	Moderately relevant	55	11.2	27.5	Moderate
	Highly relevant	52	10.6	26.0	High
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	80	16.3	40.0
	Moderately proficient	70	14.3	35.0
	Highly proficient	50	10.2	25.0
	Total	200	40.8	100.0
Missing	System	290	59.2	
Total		490	100.0	

25 **Understands the importance of using a health equity lens/perspective in implementing policies, programs, and services that affect the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	89	18.2	44.5	None
	Moderately relevant	52	10.6	26.0	Moderate
	Highly relevant	59	12.0	29.5	High
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	75	15.3	37.5	
	Moderately proficient	70	14.3	35.0	
	Highly proficient	55	11.2	27.5	
	Total	200	40.8	100.0	
Missing	System	290	59.2		
Total		490	100.0		
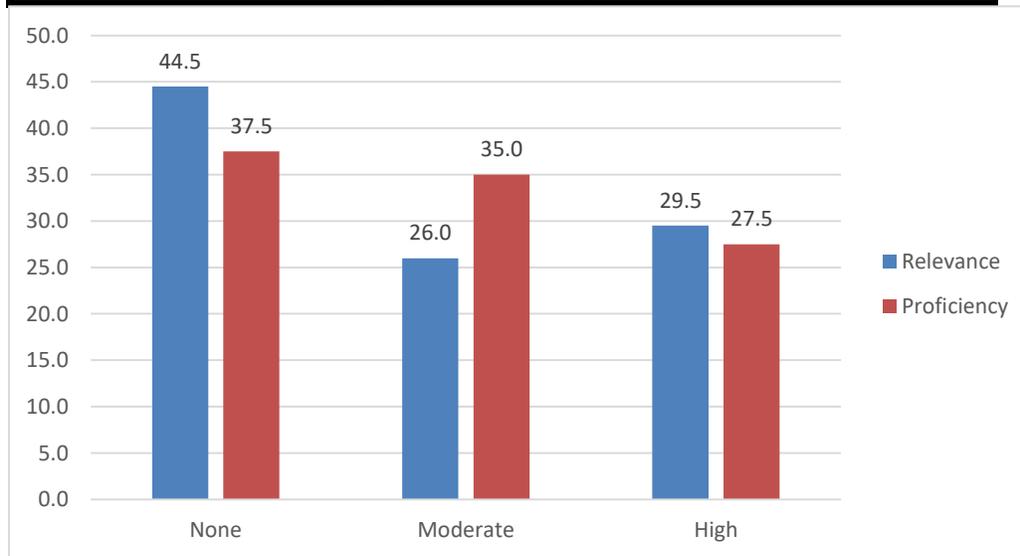
6. Community Dimensions of Practice Skills

26 **Supports relationships with community partners that improve health in a community (e.g. relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	54	11.0	27.1	None
	Moderately relevant	49	10.0	24.6	Moderate
	Highly relevant	96	19.6	48.2	High

		Frequency	Percent	Valid Percent
	Total	199	40.6	100.0
Missing	System	291	59.4	
Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	48	9.8	24.1
	Moderately proficient	61	12.4	30.7
	Highly proficient	90	18.4	45.2
	Total	199	40.6	100.0
Missing	System	291	59.4	
Total		490	100.0	
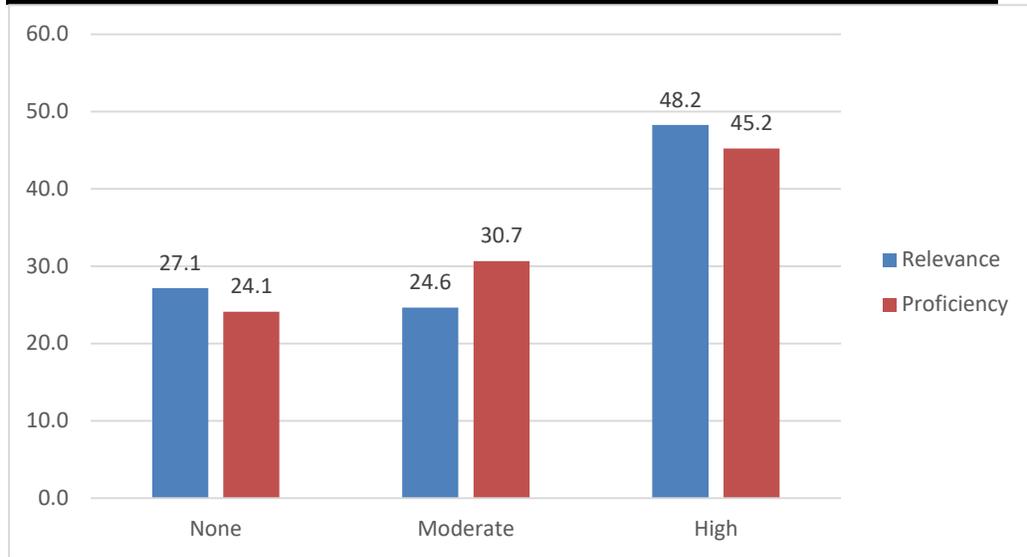
27 **Uses assets and resources that can be helpful for improving the health of a community (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	99	20.2	49.7	None
	Moderately relevant	44	9.0	22.1	Moderate
	Highly relevant	56	11.4	28.1	High
	Total	199	40.6	100.0	
Missing	System	291	59.4		
Total		490	100.0		

| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	84	17.1	42.2
	Moderately proficient	65	13.3	32.7
	Highly proficient	50	10.2	25.1
	Total	199	40.6	100.0
Missing	System	291	59.4	
Total		490	100.0	

60.0
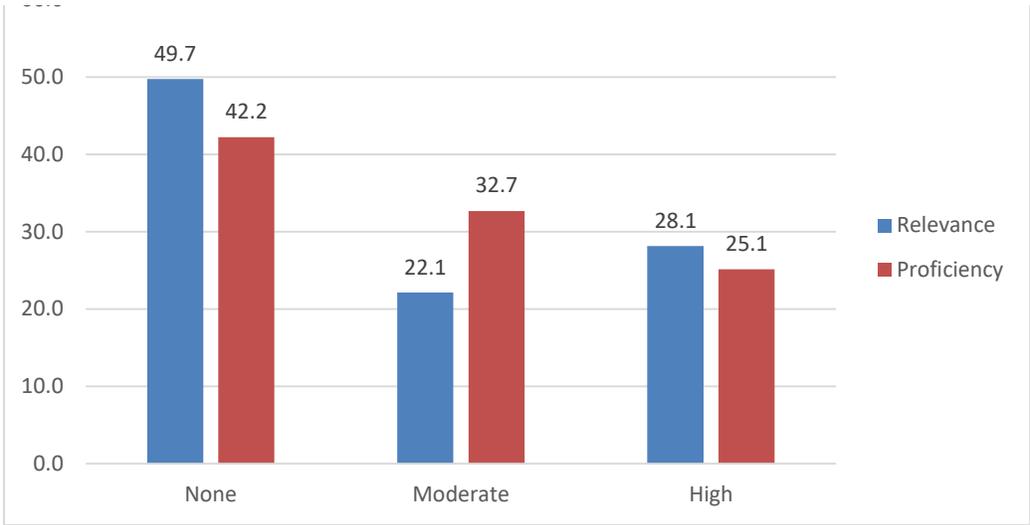
28 **Describes the programs and services provided by governmental and non-governmental organizations to improve the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	83	16.9	41.7	None
	Moderately relevant	53	10.8	26.6	Moderate
	Highly relevant	63	12.9	31.7	High
	Total	199	40.6	100.0	
Missing	System	291	59.4		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	74	15.1	37.2
	Moderately proficient	67	13.7	33.7
	Highly proficient	58	11.8	29.1
	Total	199	40.6	100.0
Missing	System	291	59.4	
Total		490	100.0	
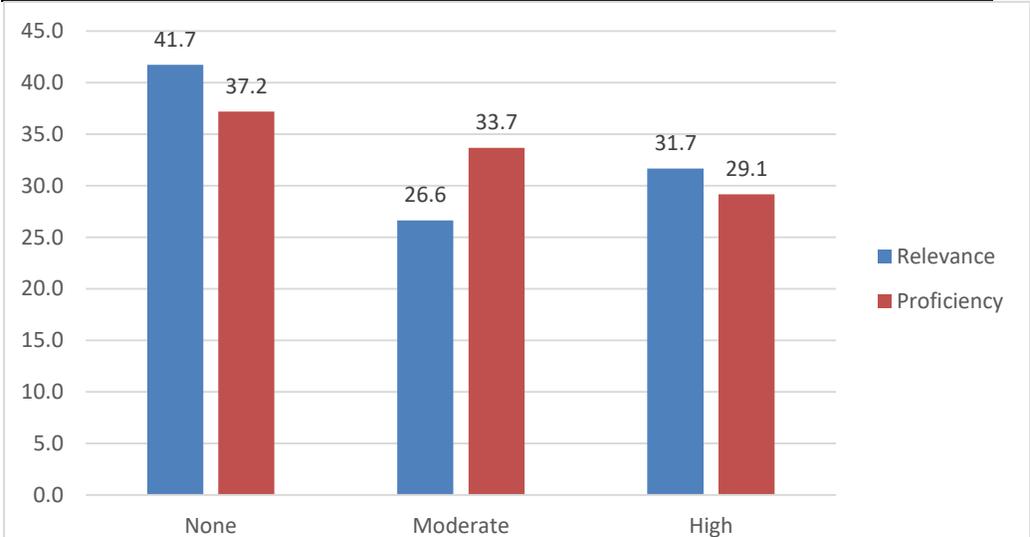
7. Public Health Sciences Skills

29 **Describes how public health sciences (e.g., biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences, and public health informatics) are used in the delivery of the 10 Essential Public Health Services.**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	68	13.9	34.3	None
	Moderately relevant	65	13.3	32.8	Moderate
	Highly relevant	65	13.3	32.8	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	66	13.5	33.3	
	Moderately proficient	74	15.1	37.4	
	Highly proficient	58	11.8	29.3	
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		
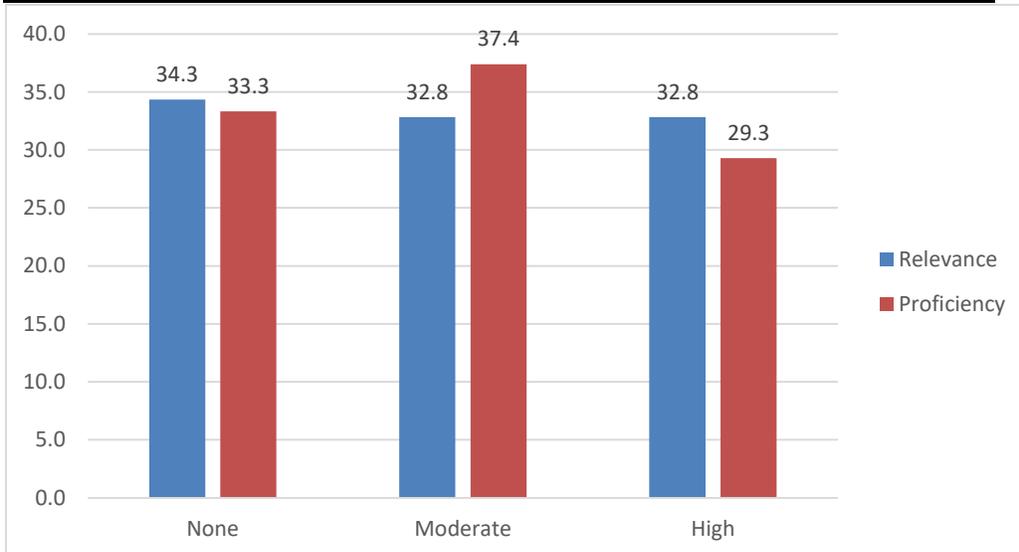
30 **Describes evidence used in developing, implementing, evaluating, and improving policies, programs, and services**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	58	11.8	29.3	None
	Moderately relevant	65	13.3	32.8	Moderate
	Highly relevant	75	15.3	37.9	High

		Frequency	Percent	Valid Percent
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	53	10.8	26.8
	Moderately proficient	79	16.1	39.9
	Highly proficient	66	13.5	33.3
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
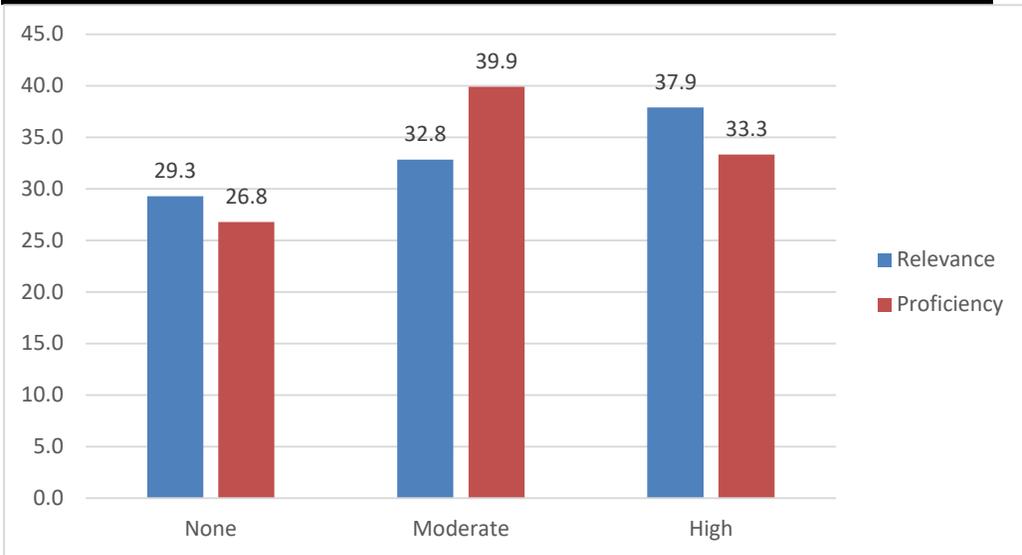
31   Retrieves evidence from print and electronic sources and recognizes limitations of evidence

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	53	10.8	26.8	None
	Moderately relevant	63	12.9	31.8	Moderate
	Highly relevant	82	16.7	41.4	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	45	9.2	22.7
	Moderately proficient	68	13.9	34.3
	Highly proficient	85	17.3	42.9
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	

50.0

45.0

42.9
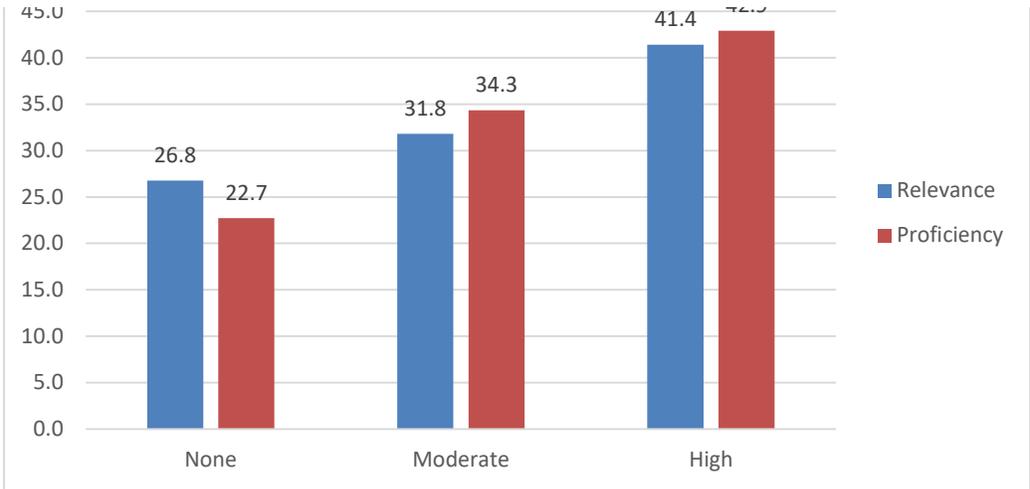
8. Financial Planning and Management Skills

Adheres to organizational policies and procedures

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	13	2.7	6.6	None
	Moderately relevant	37	7.6	18.7	Moderate
	Highly relevant	148	30.2	74.7	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	13	2.7	6.6
	Moderately proficient	39	8.0	19.7
	Highly proficient	146	29.8	73.7
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
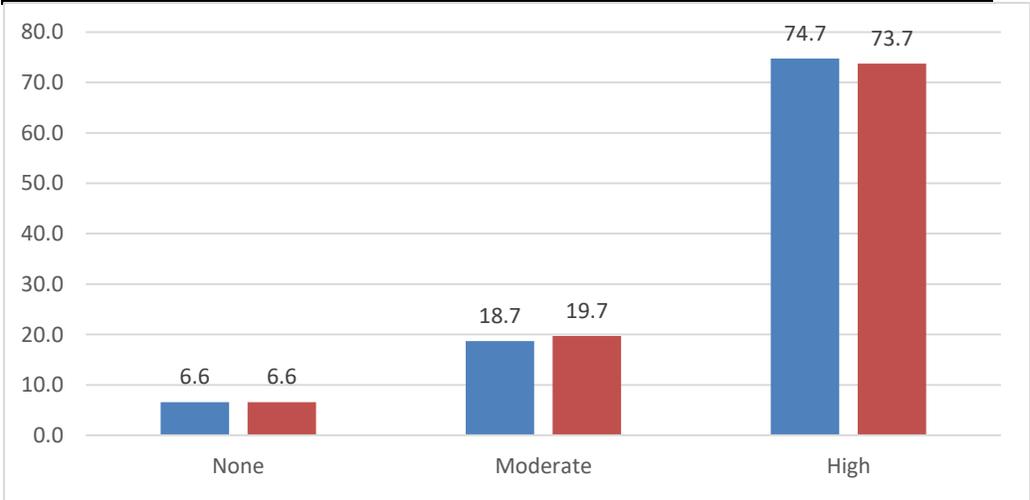
33

Contributes to the development of program budgets

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	116	23.7	58.6	None
	Moderately relevant	41	8.4	20.7	Moderate
	Highly relevant	41	8.4	20.7	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	104	21.2	52.5
	Moderately proficient	55	11.2	27.8
	Highly proficient	39	8.0	19.7
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
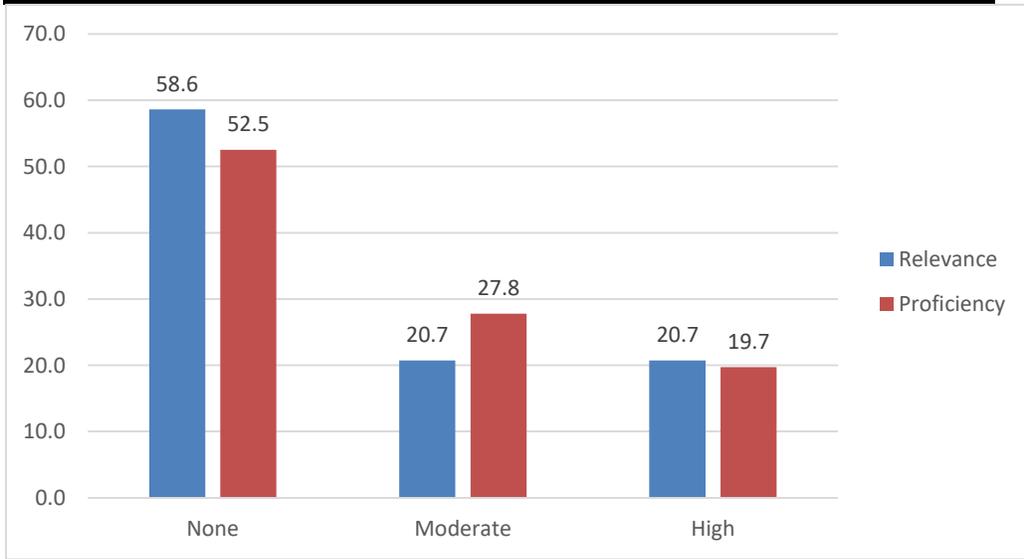
34

Operates programs within a budget

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	100	20.4	50.5	None
	Moderately relevant	38	7.8	19.2	Moderate
	Highly relevant	60	12.2	30.3	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent

Valid	Not proficient	92	18.8	46.5
	Moderately proficient	50	10.2	25.3
	Highly proficient	56	11.4	28.3
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
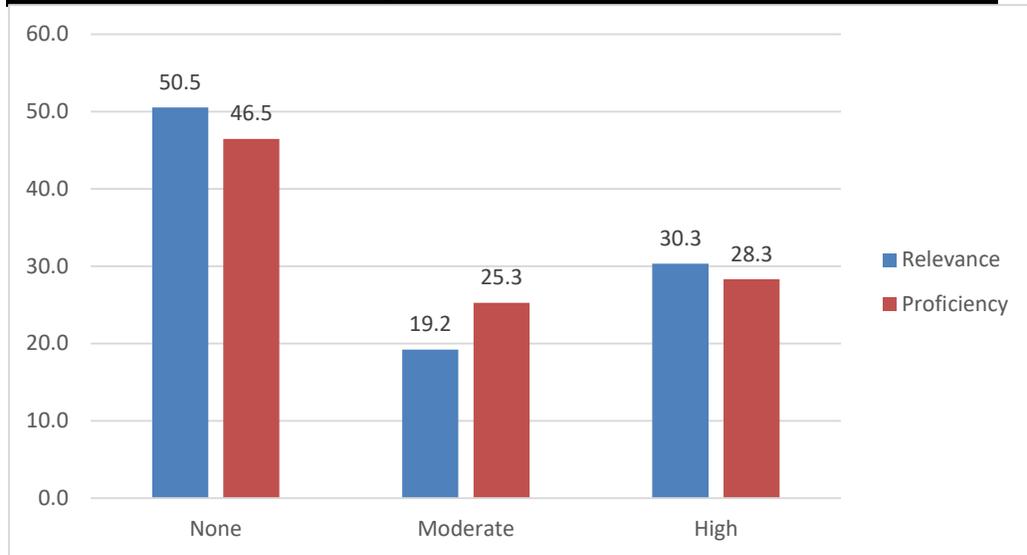
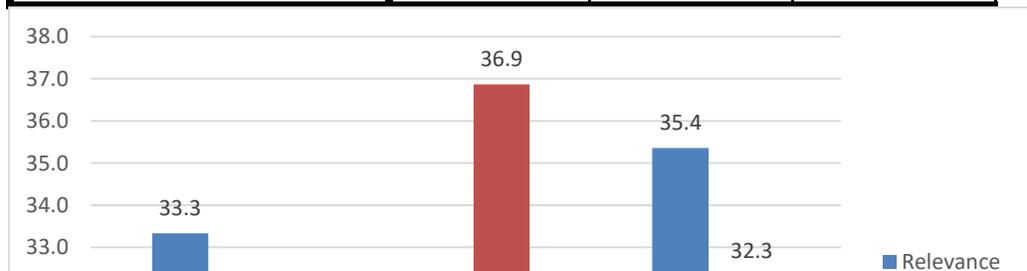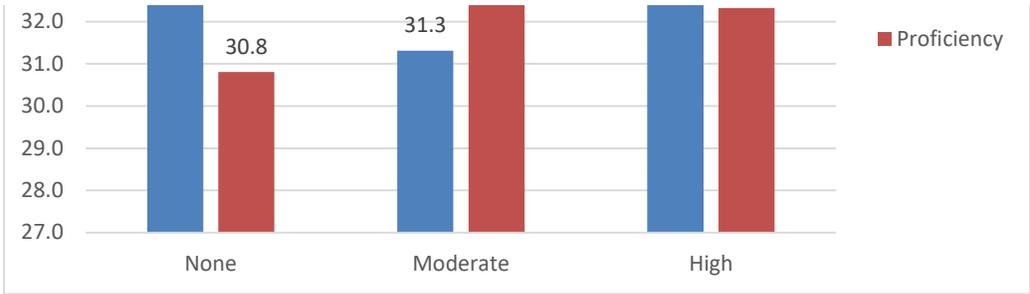**35**   **Uses evaluation results to improve program and organizational performance**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	66	13.5	33.3	None
	Moderately relevant	62	12.7	31.3	Moderate
	Highly relevant	70	14.3	35.4	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	61	12.4	30.8
	Moderately proficient	73	14.9	36.9
	Highly proficient	64	13.1	32.3
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	

36 **Describes and uses performance management standards, measures and systems for program and organizational improvement**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	82	16.7	41.4	None
	Moderately relevant	54	11.0	27.3	Moderate
	Highly relevant	62	12.7	31.3	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	76	15.5	38.4
	Moderately proficient	69	14.1	34.8
	Highly proficient	53	10.8	26.8
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
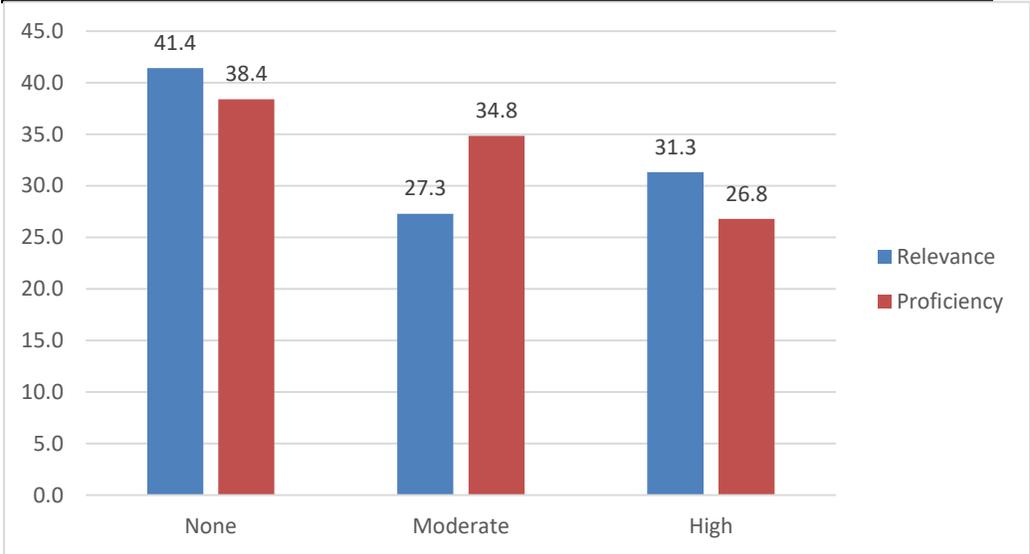
9. Leadership and Systems Thinking Skills

37   **Incorporates ethical standards of practice into all interactions with individuals, organizations, and communities**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	21	4.3	10.6	None
	Moderately relevant	43	8.8	21.7	Moderate
	Highly relevant	134	27.3	67.7	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	20	4.1	10.1
	Moderately proficient	44	9.0	22.2
	Highly proficient	134	27.3	67.7
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
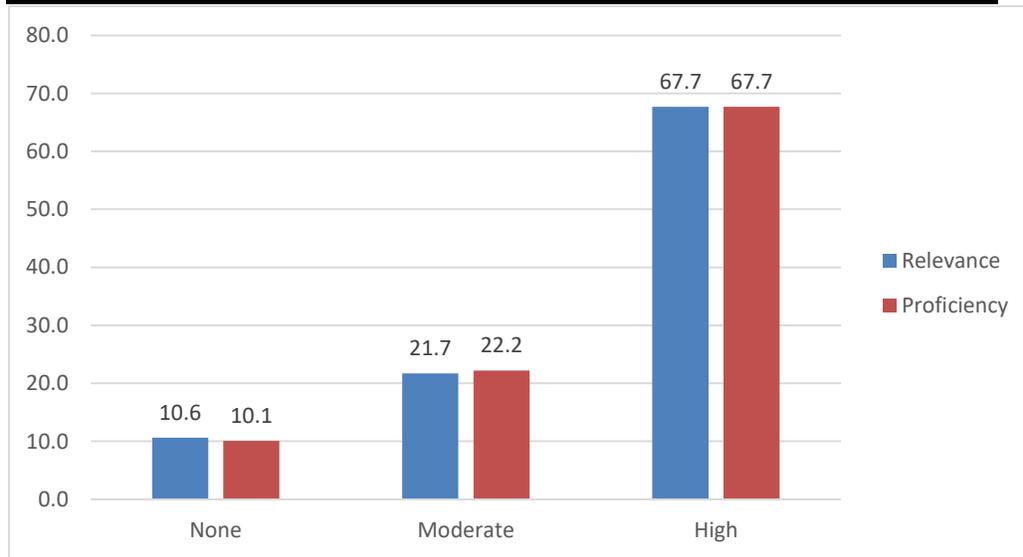
38   **Describes the ways public health, health care, and other organizations can work together or individually to improve the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	63	12.9	31.8	None
	Moderately relevant	55	11.2	27.8	Moderate
	Highly relevant	80	16.3	40.4	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency	Frequency	Percent	Valid Percent

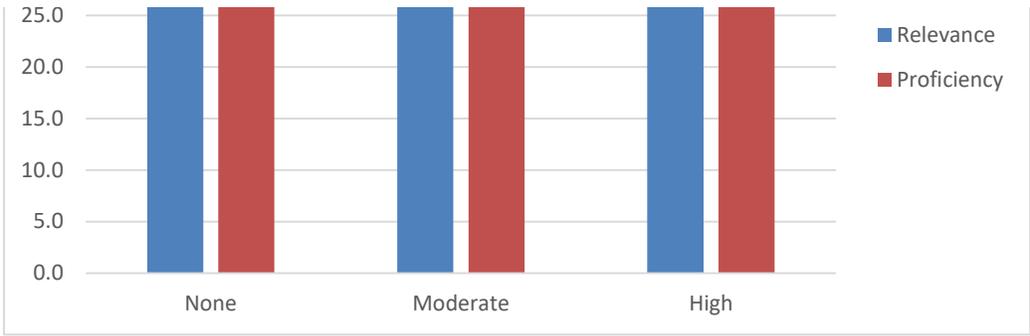| Valid	Not proficient	53	10.8	26.8
	Moderately proficient	70	14.3	35.4
	Highly proficient	75	15.3	37.9
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	

39 **Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	63	12.9	31.8	None
	Moderately relevant	70	14.3	35.4	Moderate
	Highly relevant	65	13.3	32.8	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	58	11.8	29.3
	Moderately proficient	76	15.5	38.4
	Highly proficient	64	13.1	32.3
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
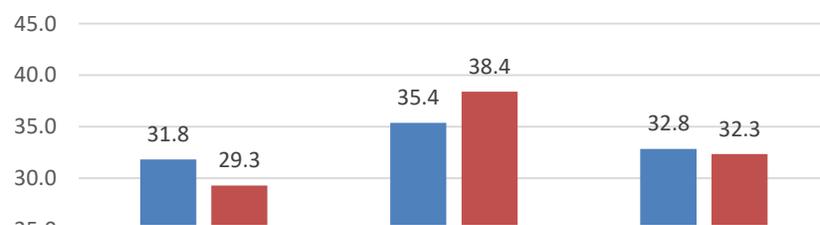
Participates in professional development opportunities

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	26	5.3	13.1	None
	Moderately relevant	72	14.7	36.4	Moderate
	Highly relevant	100	20.4	50.5	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	19	3.9	9.6
	Moderately proficient	84	17.1	42.4
	Highly proficient	95	19.4	48.0
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
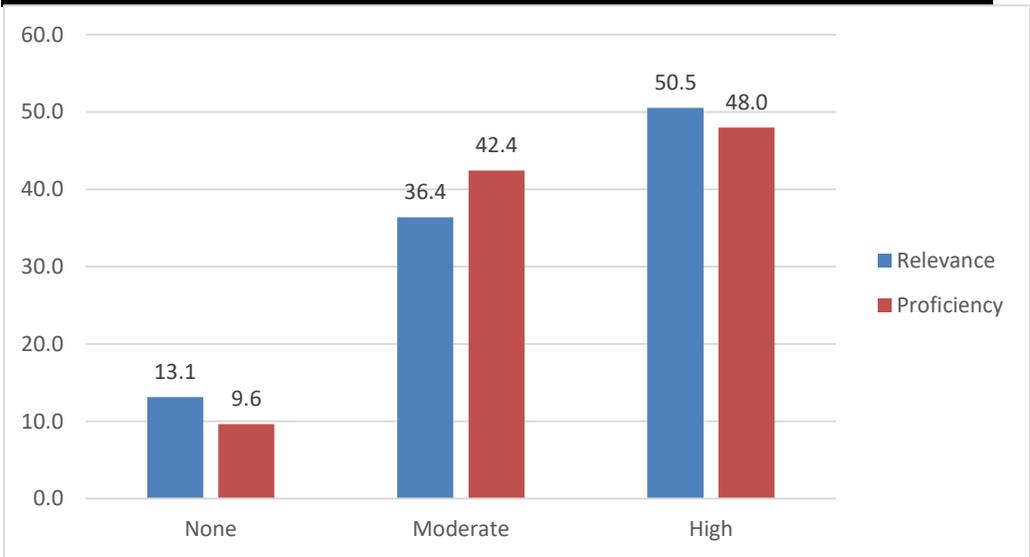
10. Public Health Emergency Preparedness and Response Skills

41   **Describes the role of the Department of Health and Mental Health in public health emergencies**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	75	15.3	37.9	None
	Moderately relevant	55	11.2	27.8	Moderate
	Highly relevant	68	13.9	34.3	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	71	14.5	35.9	
	Moderately proficient	66	13.5	33.3	
	Highly proficient	61	12.4	30.8	
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		
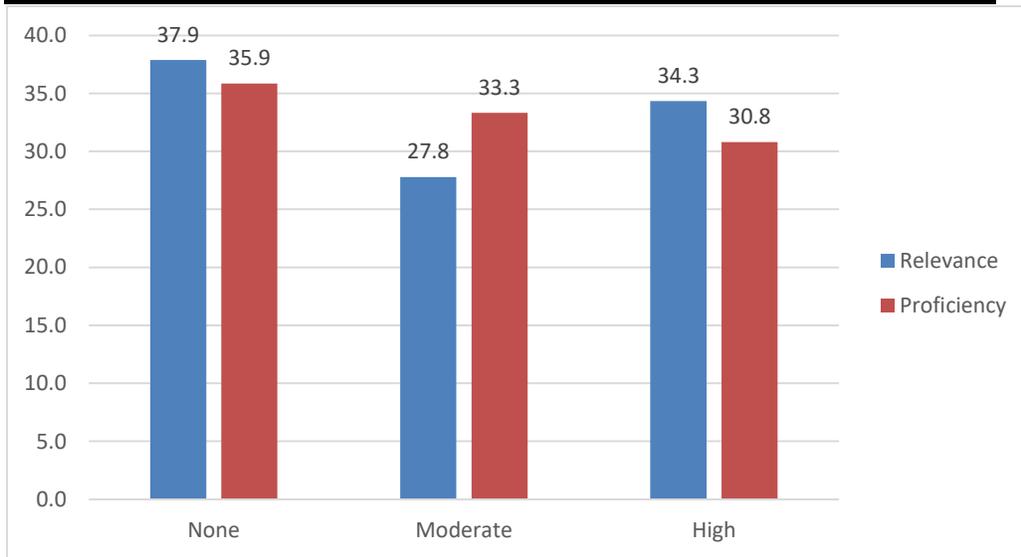
42   **Describes program's role and responsibilities during a public health emergency**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	81	16.5	40.9	None
	Moderately relevant	52	10.6	26.3	Moderate
	Highly relevant	65	13.3	32.8	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	79	16.1	39.9	

		Frequency	Percent	Valid Percent
	Moderately proficient	60	12.2	30.3
	Highly proficient	59	12.0	29.8
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
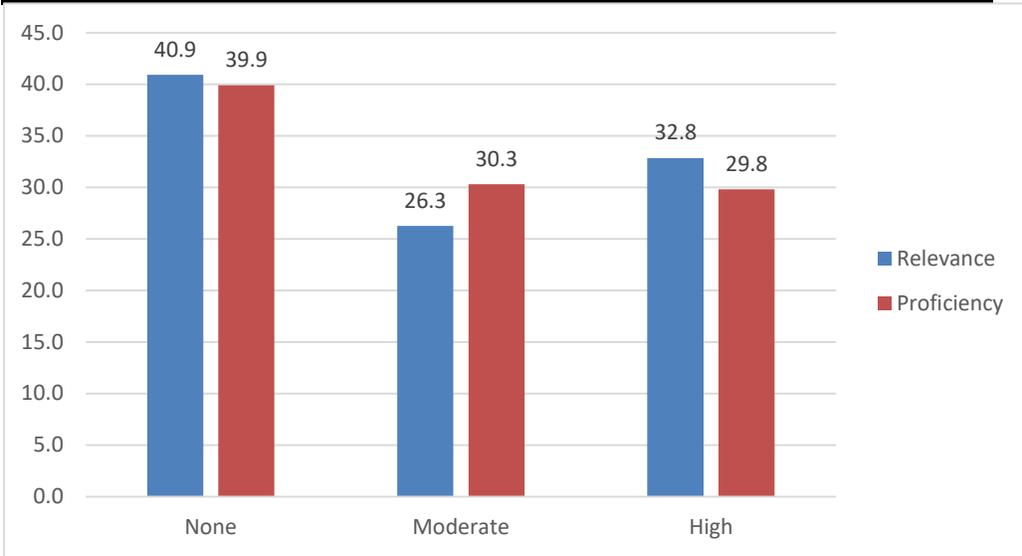
43   **Uses available resources and tools to improve personal and workplace preparedness**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	57	11.6	28.8	None
	Moderately relevant	70	14.3	35.4	Moderate
	Highly relevant	71	14.5	35.9	High
	Total	198	40.4	100.0	
Missing	System	292	59.6		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	49	10.0	24.7
	Moderately proficient	82	16.7	41.4
	Highly proficient	67	13.7	33.8
	Total	198	40.4	100.0
Missing	System	292	59.6	
Total		490	100.0	
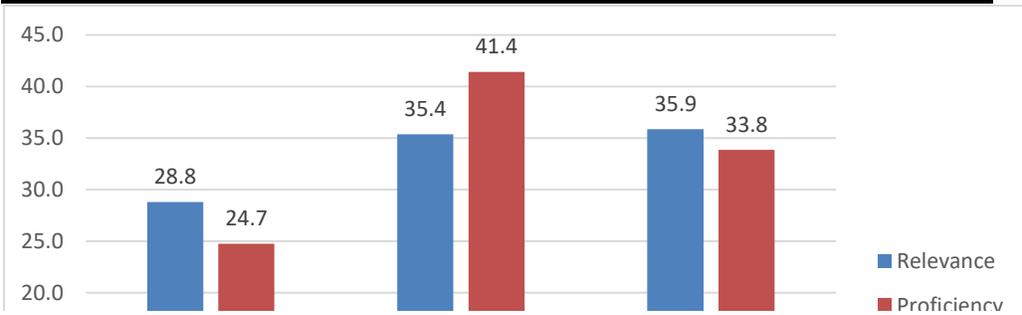
Tier 2

1. Analytical/Assessment Skills

1   **Describes factors affecting the health of a community (e.g., equity, income, education, environment)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	29	5.9	23.0	None
	Moderately relevant	40	8.2	31.7	Moderate
	Highly relevant	57	11.6	45.2	High
	Total	126	25.7	100.0	
Missing	System	364	74.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	24	4.9	19.0
	Moderately proficient	46	9.4	36.5
	Highly proficient	56	11.4	44.4
	Total	126	25.7	100.0
Missing	System	364	74.3	
Total		490	100.0	
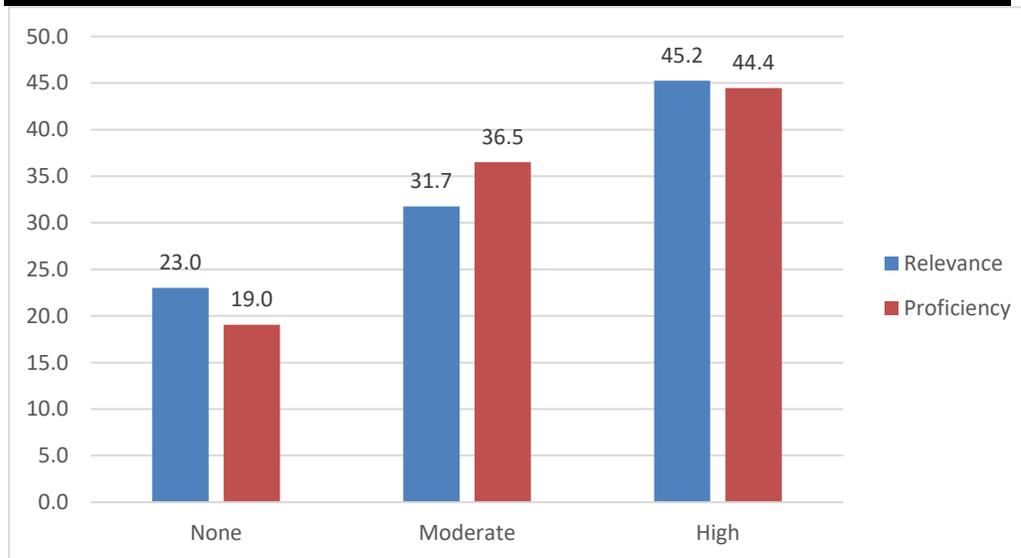
2   **Analyzes quantitative data (information that is measured in numbers, e.g. demographic data, income, mortality rates) and qualitative data (information that is about qualities and thus cannot be measured, e.g. community perceptions, individual experiences) that are valid and reliable**
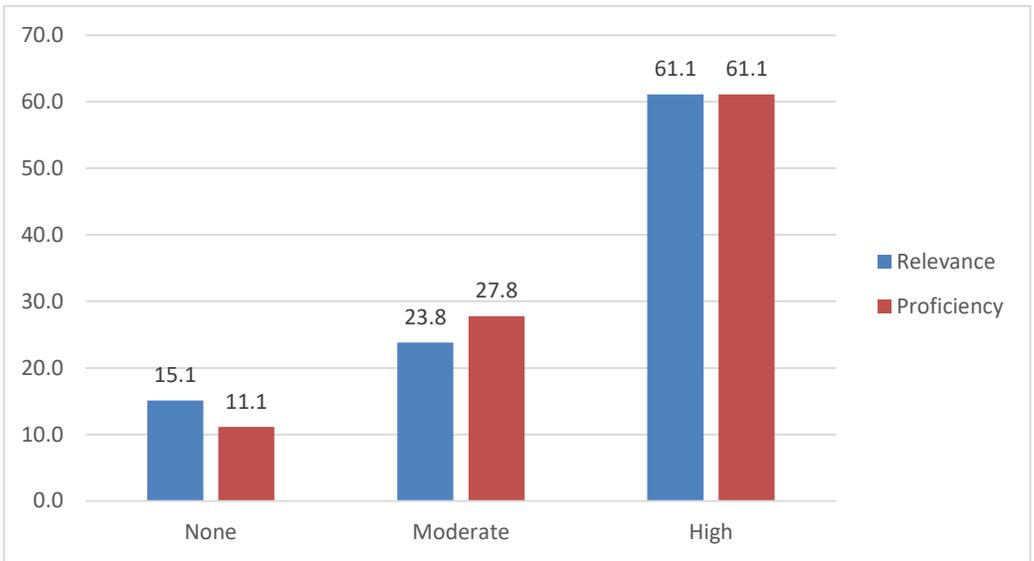
Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	25	5.1	19.8	None

		Frequency	Percent	Valid Percent	
	Moderately relevant	35	7.1	27.8	Moderate
	Highly relevant	66	13.5	52.4	High
	Total	126	25.7	100.0	
Missing	System	364	74.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	20	4.1	15.9
	Moderately proficient	46	9.4	36.5
	Highly proficient	60	12.2	47.6
	Total	126	25.7	100.0
Missing	System	364	74.3	
Total		490	100.0	
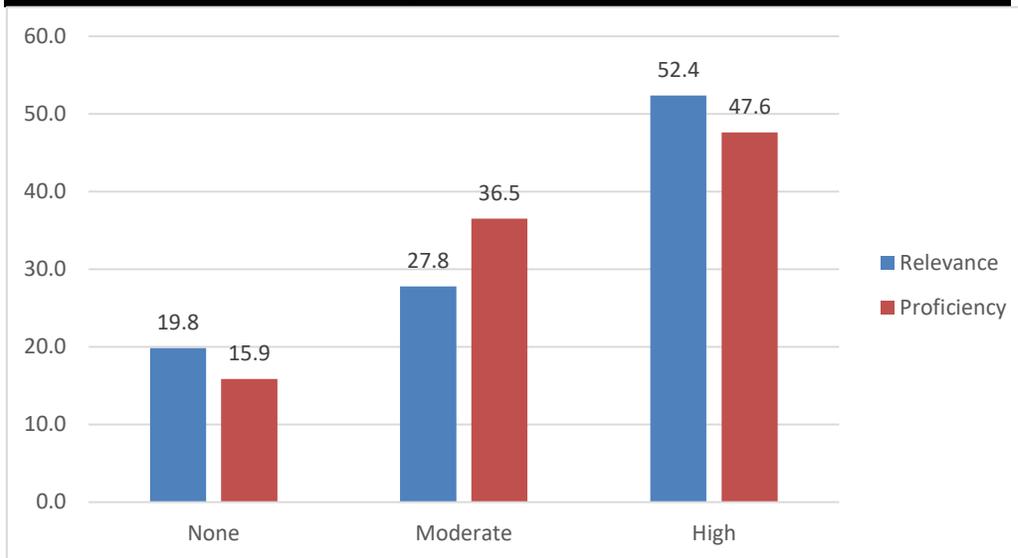
3   **Applies ethical principles in accessing, collecting, analyzing, using, maintaining and disseminating data and information**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	19	3.9	15.1	None
	Moderately relevant	30	6.1	23.8	Moderate
	Highly relevant	77	15.7	61.1	High
	Total	126	25.7	100.0	
Missing	System	364	74.3		
Total		490	100.0		

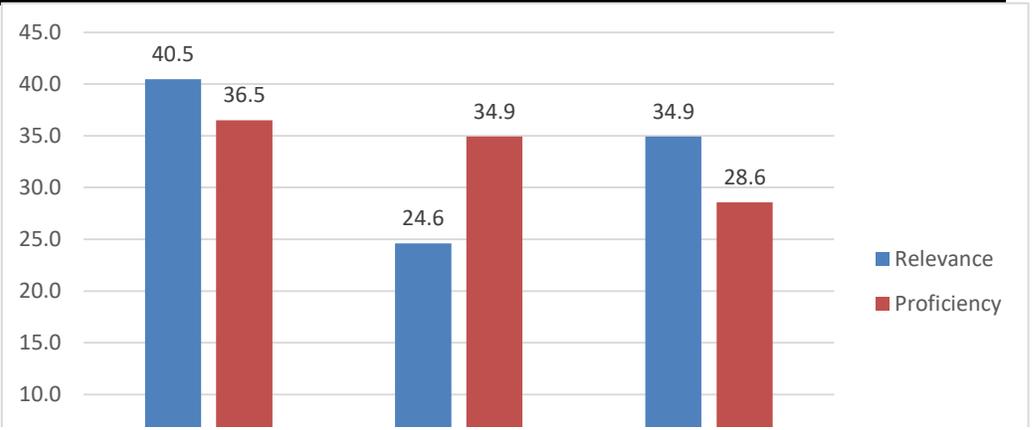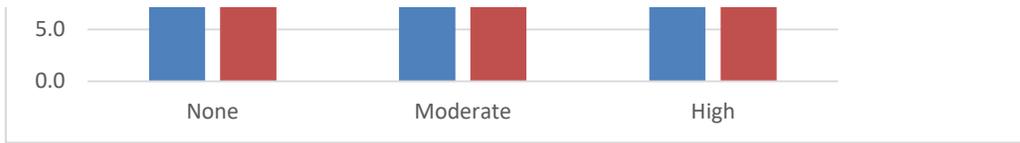| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	14	2.9	11.1
	Moderately proficient	35	7.1	27.8
	Highly proficient	77	15.7	61.1
	Total	126	25.7	100.0
Missing	System	364	74.3	
Total		490	100.0	

4   **Assesses community health status and factors influencing health in a community (e.g., quality, availability, accessibility, and use of health services; access to affordable housing)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	51	10.4	40.5	None
	Moderately relevant	31	6.3	24.6	Moderate
	Highly relevant	44	9.0	34.9	High
	Total	126	25.7	100.0	
Missing	System	364	74.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	46	9.4	36.5
	Moderately proficient	44	9.0	34.9
	Highly proficient	36	7.3	28.6
	Total	126	25.7	100.0
Missing	System	364	74.3	
Total		490	100.0	

2. Informatics Skills

Makes evidence based decisions and advocates of the use of evidence in decision making.

5

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	27	5.5	21.4	None
	Moderately relevant	25	5.1	19.8	Moderate
	Highly relevant	74	15.1	58.7	High
	Total	126	25.7	100.0	
Missing	System	364	74.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	20	4.1	15.9
	Moderately proficient	32	6.5	25.4
	Highly proficient	74	15.1	58.7
	Total	126	25.7	100.0
Missing	System	364	74.3	
Total		490	100.0	
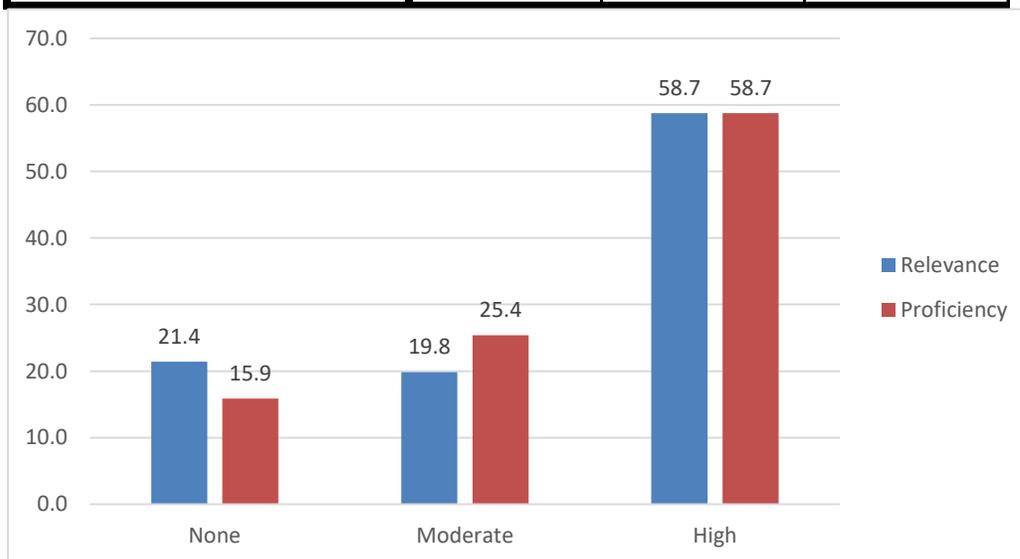
6   **Selects national, statewide and local sources of electronic data needed to perform job**

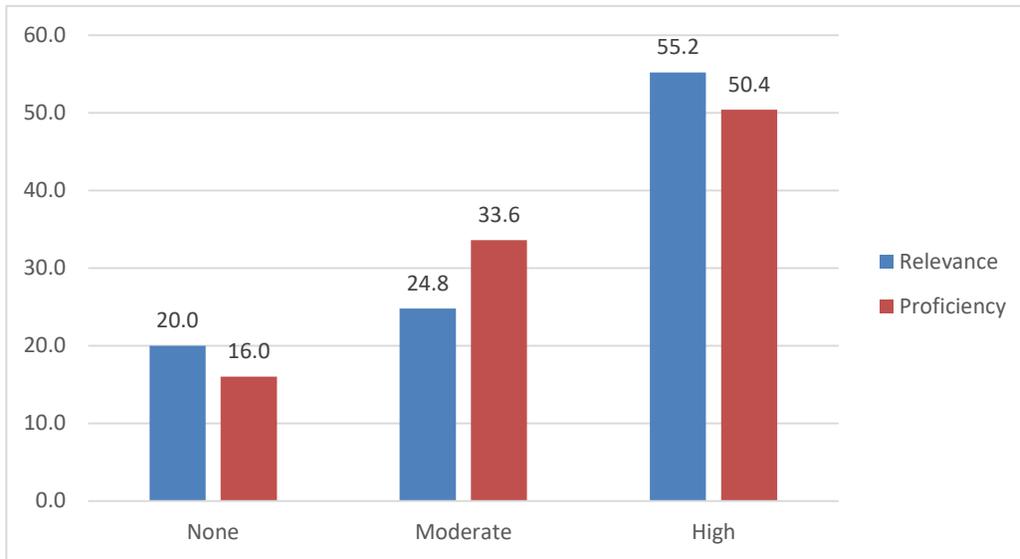| Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	28	5.7	22.4	None

	Frequency	Percent	Valid Percent	
Moderately relevant	29	5.9	23.2	Moderate
Highly relevant	68	13.9	54.4	High
Total	125	25.5	100.0	
Missing System	365	74.5		
Total	490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	23	4.7	18.4
	Moderately proficient	41	8.4	32.8
	Highly proficient	61	12.4	48.8
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
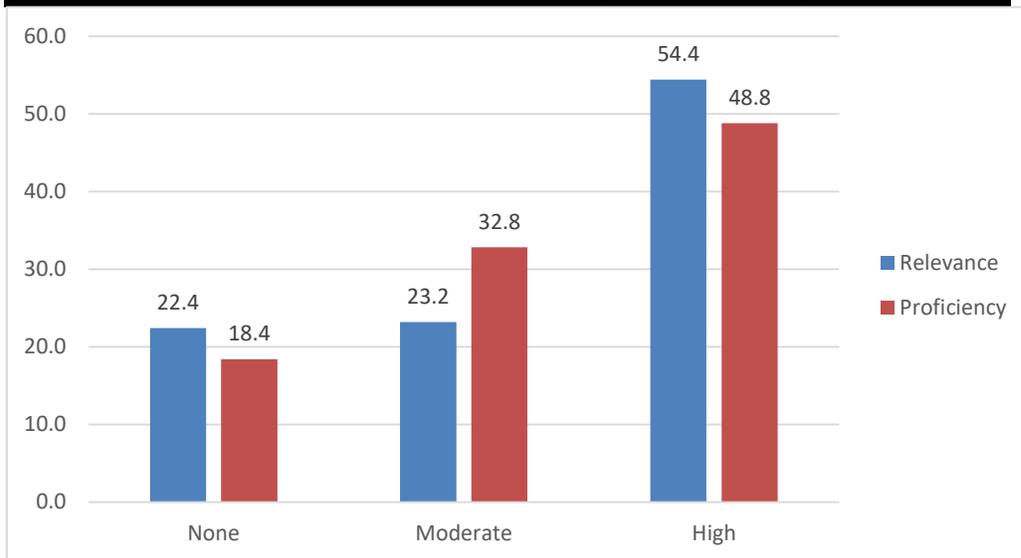
7   **Uses national, statewide and local sources of electronic data needed to perform job**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	25	5.1	20.0	None
	Moderately relevant	31	6.3	24.8	Moderate
	Highly relevant	69	14.1	55.2	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	20	4.1	16.0
	Moderately proficient	42	8.6	33.6
	Highly proficient	63	12.9	50.4
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	

3. Policy Development/Program Planning Skills

Develops program goals and objectives

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	11	2.2	8.8	None
	Moderately relevant	35	7.1	28.0	Moderate
	Highly relevant	79	16.1	63.2	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	11	2.2	8.8
	Moderately proficient	43	8.8	34.4
	Highly proficient	71	14.5	56.8
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
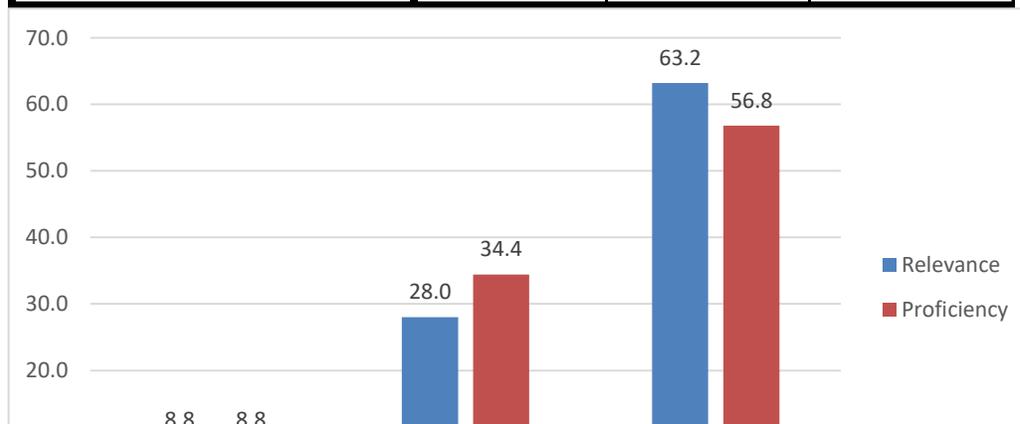
Implements strategies for continuous quality improvement

9

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	8	1.6	6.4	None
	Moderately relevant	39	8.0	31.2	Moderate
	Highly relevant	78	15.9	62.4	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	9	1.8	7.2
	Moderately proficient	51	10.4	40.8
	Highly proficient	65	13.3	52.0
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
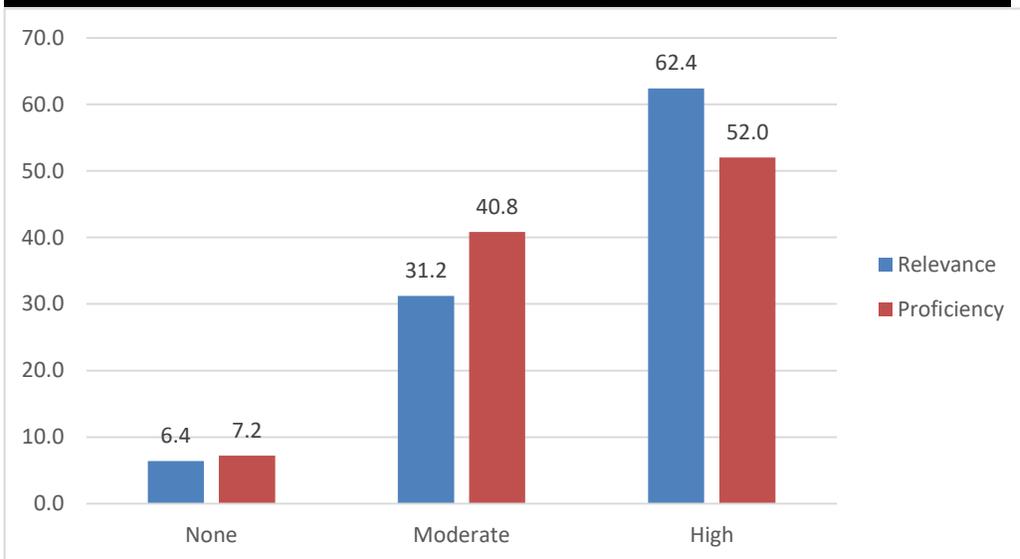
10 ## Examines the feasibility (e.g., fiscal, social, political, legal, geographic) and implications of policies, programs, and services

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	25	5.1	20.0	None
	Moderately relevant	53	10.8	42.4	Moderate
	Highly relevant	47	9.6	37.6	High
	Total	125	25.5	100.0	

Missing	System	365	74.5	
Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	21	4.3	16.8
	Moderately proficient	65	13.3	52.0
	Highly proficient	39	8.0	31.2
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
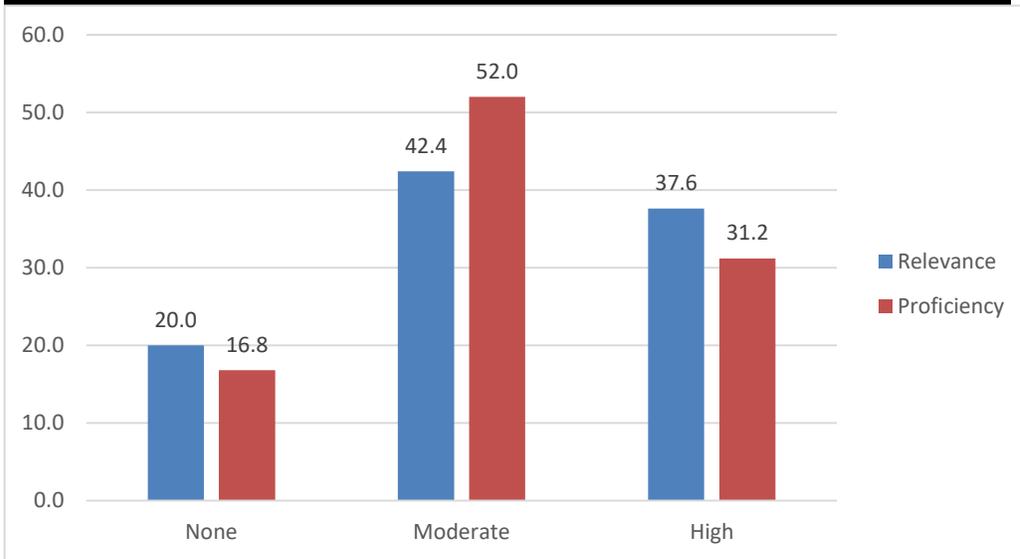
11   Implements policies, programs, and services

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	13	2.7	10.4	None
	Moderately relevant	36	7.3	28.8	Moderate
	Highly relevant	76	15.5	60.8	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	13	2.7	10.4
	Moderately proficient	40	8.2	32.0
	Highly proficient	72	14.7	57.6
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
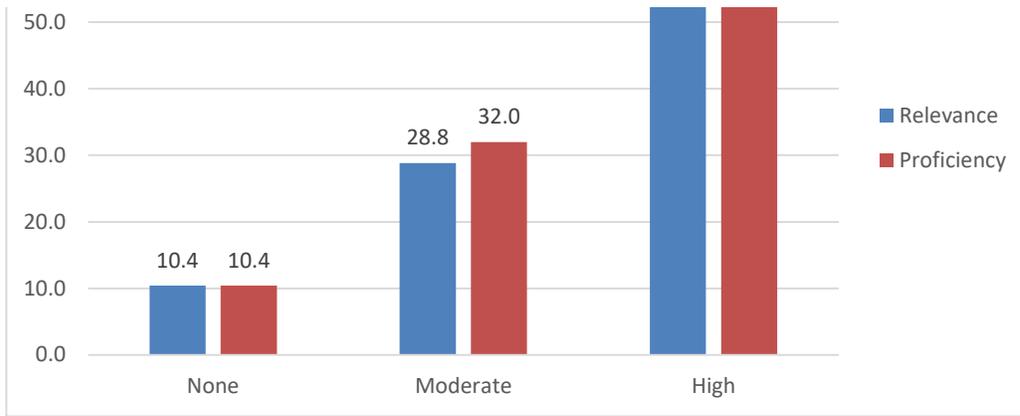
12 **Uses public health informatics in developing, implementing, evaluating, and improving policies, programs, and services (e.g., integrated data systems, electronic reporting, knowledge management systems, geographic information systems)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	24	4.9	19.2	None
	Moderately relevant	53	10.8	42.4	Moderate
	Highly relevant	48	9.8	38.4	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	25	5.1	20.0
	Moderately proficient	65	13.3	52.0
	Highly proficient	35	7.1	28.0
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
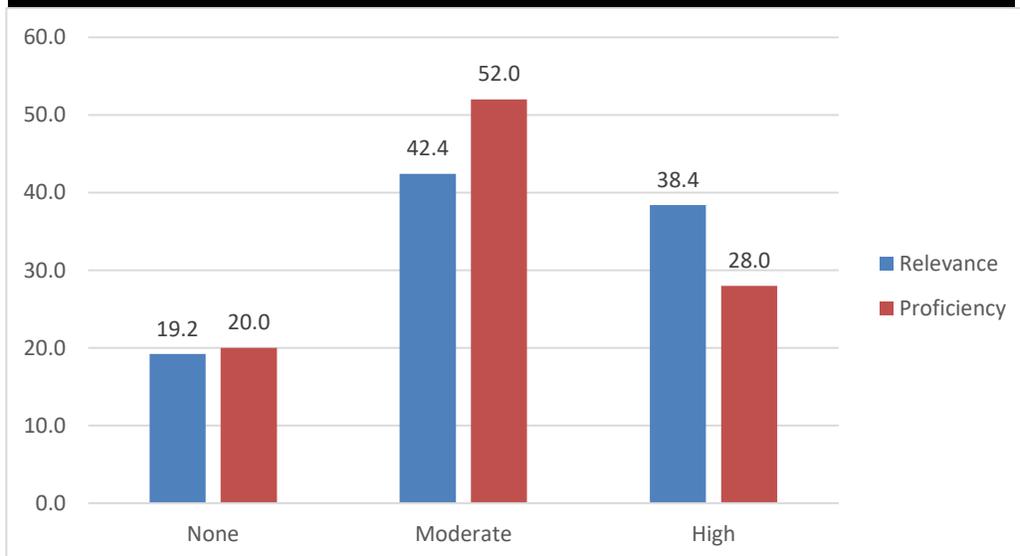
Implements the organizational strategic plan

13

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	26	5.3	20.8	None
	Moderately relevant	51	10.4	40.8	Moderate
	Highly relevant	48	9.8	38.4	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	27	5.5	21.6
	Moderately proficient	56	11.4	44.8
	Highly proficient	42	8.6	33.6
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
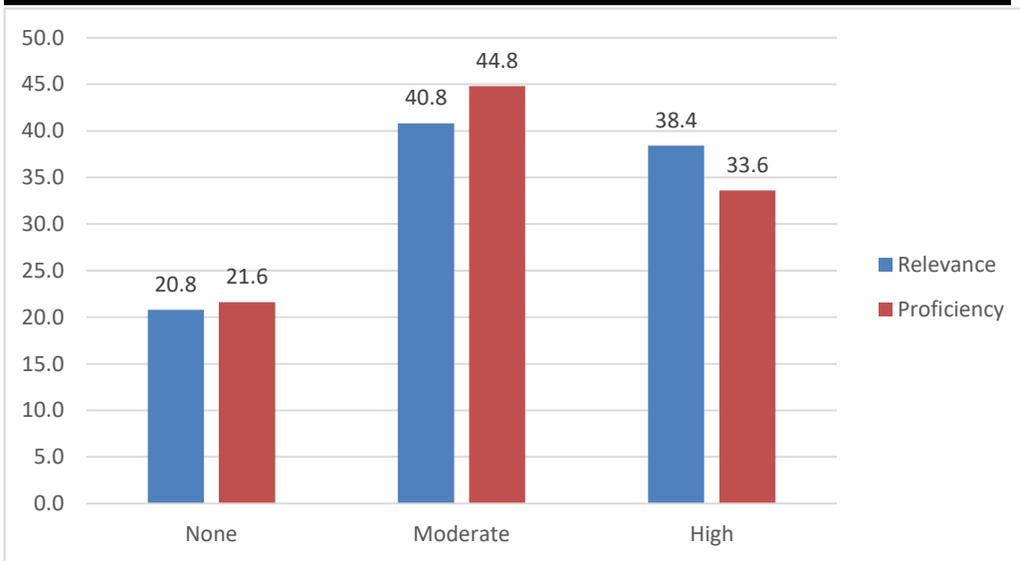
4. Communication Skills

14

Assesses the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information; social media literacy)

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	52	10.6	41.9	None
	Moderately relevant	40	8.2	32.3	Moderate
	Highly relevant	32	6.5	25.8	High
	Total	124	25.3	100.0	
Missing	System	366	74.7		
Total		490	100.0		

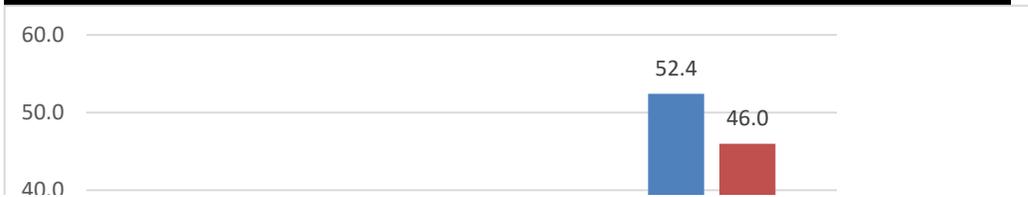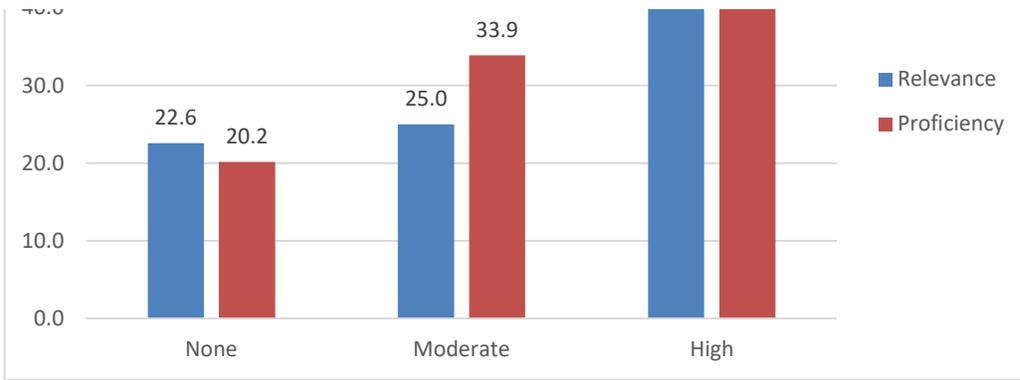| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	49	10.0	39.5
	Moderately proficient	44	9.0	35.5
	Highly proficient	31	6.3	25.0
	Total	124	25.3	100.0
Missing	System	366	74.7	
Total		490	100.0	
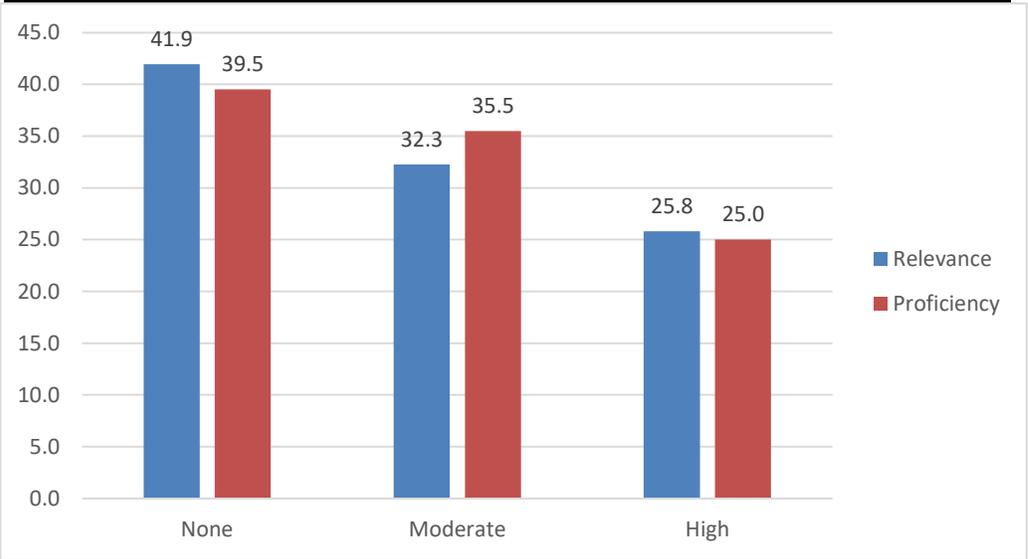
15 **Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	28	5.7	22.6	None
	Moderately relevant	31	6.3	25.0	Moderate
	Highly relevant	65	13.3	52.4	High
	Total	124	25.3	100.0	
Missing	System	366	74.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	25	5.1	20.2
	Moderately proficient	42	8.6	33.9
	Highly proficient	57	11.6	46.0
	Total	124	25.3	100.0
Missing	System	366	74.7	
Total		490	100.0	

16   **Selects approaches for disseminating public health data and information (e.g. social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	44	9.0	35.2	None
	Moderately relevant	35	7.1	28.0	Moderate
	Highly relevant	46	9.4	36.8	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	37	7.6	29.8
	Moderately proficient	50	10.2	40.3
	Highly proficient	37	7.6	29.8
	Total	124	25.3	100.0
Missing	System	366	74.7	
Total		490	100.0	
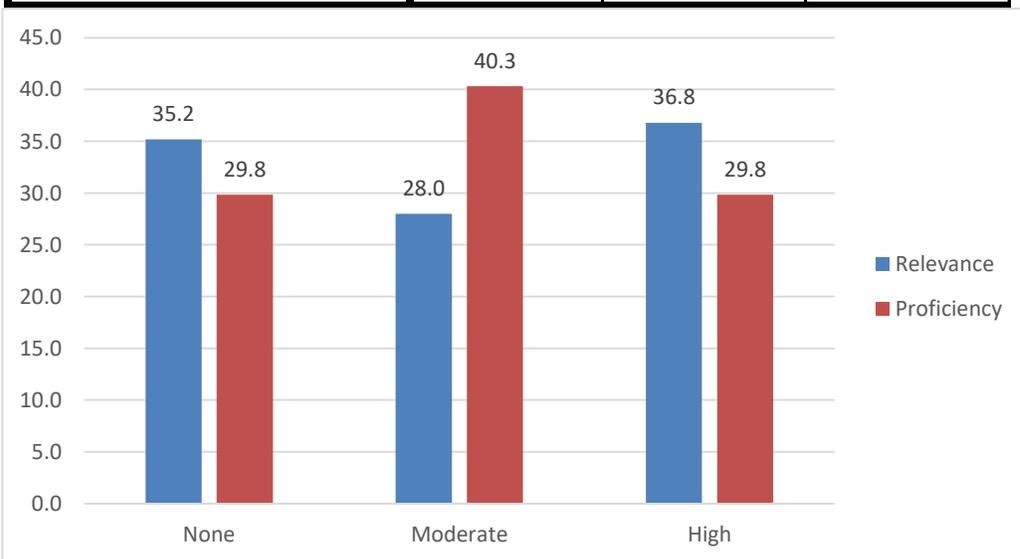
17 **Communicates information to influence behavior and improve health (e.g., uses social marketing methods, considers behavioral theories such as the Health Belief Model or Stages of Change Model)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	47	9.6	37.6	None
	Moderately relevant	35	7.1	28.0	Moderate
	Highly relevant	43	8.8	34.4	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	43	8.8	34.4
	Moderately proficient	48	9.8	38.4
	Highly proficient	34	6.9	27.2
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
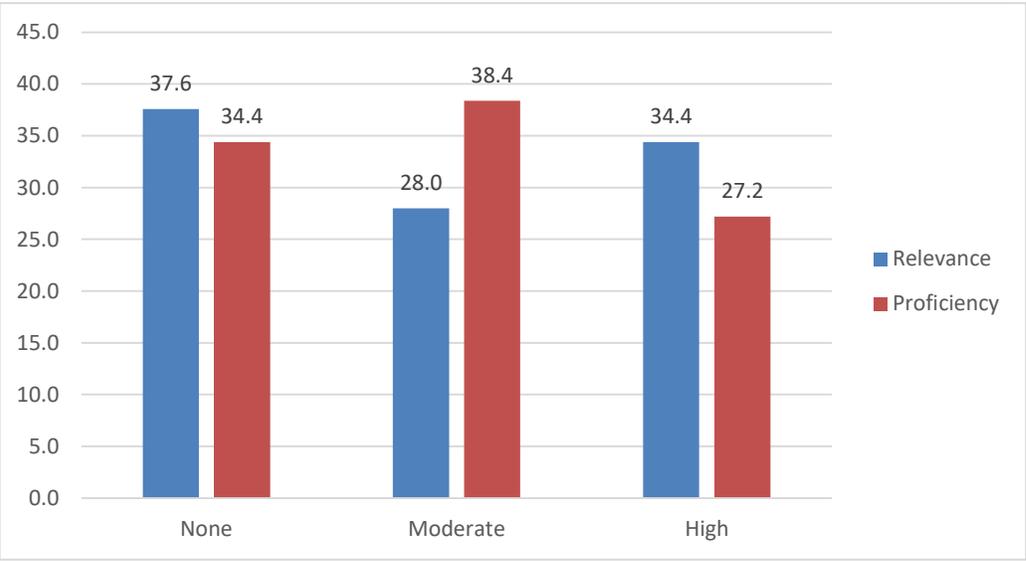
5. Health Equity and Cultural Competency Skills

18 **Describes the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, and historical experiences)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	43	8.8	34.4	None
	Moderately relevant	34	6.9	27.2	Moderate
	Highly relevant	48	9.8	38.4	High

		Frequency	Percent	Valid Percent
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	34	6.9	27.2
	Moderately proficient	47	9.6	37.6
	Highly proficient	44	9.0	35.2
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
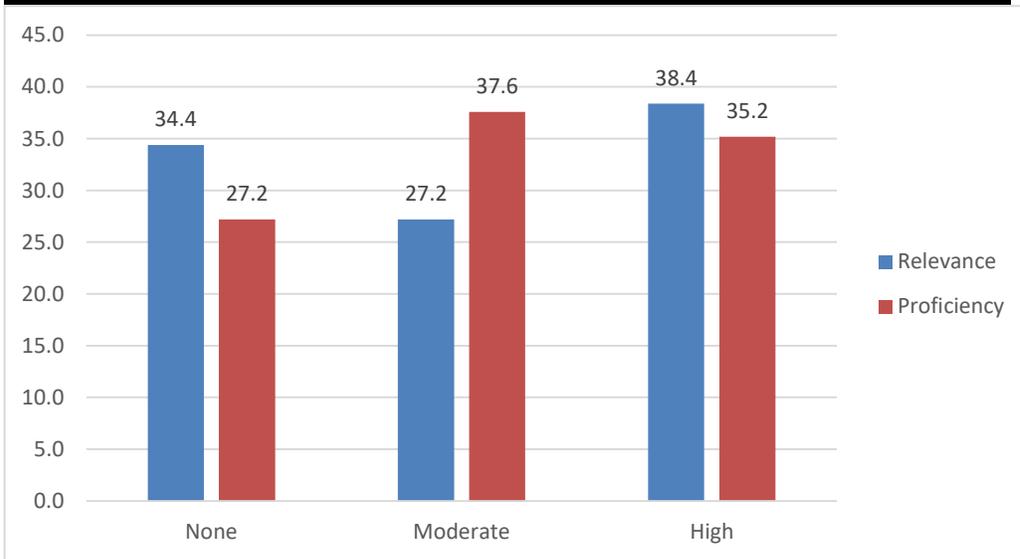
19   **Ensures the diversity of individuals and populations is addressed in policies, programs, and services that affect the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	43	8.8	34.4	None
	Moderately relevant	31	6.3	24.8	Moderate
	Highly relevant	51	10.4	40.8	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	37	7.6	29.6
	Moderately proficient	47	9.6	37.6
	Highly proficient	41	8.4	32.8
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
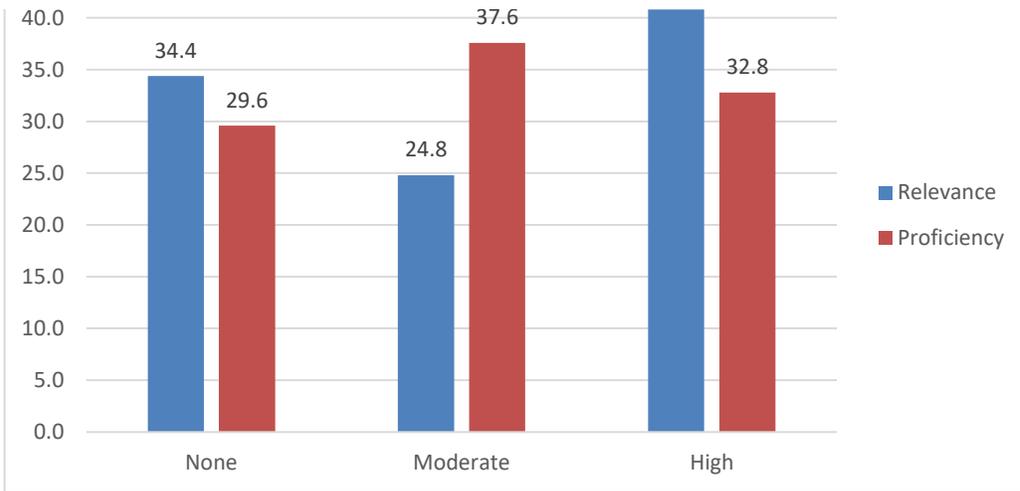
20   **Describes the diversity of individuals and populations in a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	48	9.8	38.4	None
	Moderately relevant	32	6.5	25.6	Moderate
	Highly relevant	45	9.2	36.0	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	39	8.0	31.2
	Moderately proficient	43	8.8	34.4
	Highly proficient	43	8.8	34.4
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
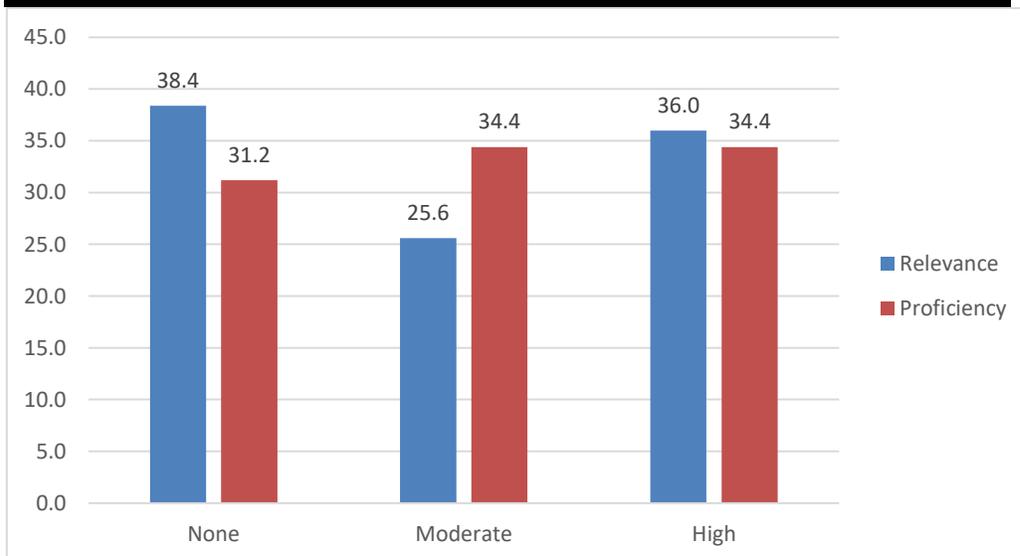
21

Describes the social, structural, cultural, racial and system-based factors that contribute to health inequities

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	60	12.2	48.0	None
	Moderately relevant	21	4.3	16.8	Moderate
	Highly relevant	44	9.0	35.2	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	57	11.6	45.6
	Moderately proficient	30	6.1	24.0
	Highly proficient	38	7.8	30.4
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
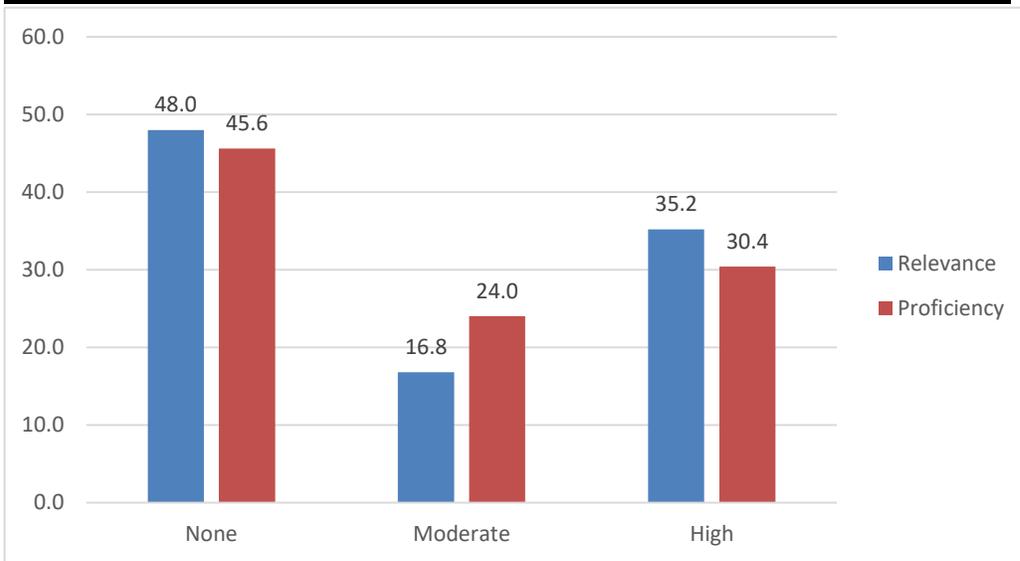
22

Recognizes the ways in which racism, structural racism, personal biases and social exclusion contribute to health inequities

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	60	12.2	48.0	None
	Moderately relevant	26	5.3	20.8	Moderate
	Highly relevant	39	8.0	31.2	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency	Frequency	Percent	Valid Percent

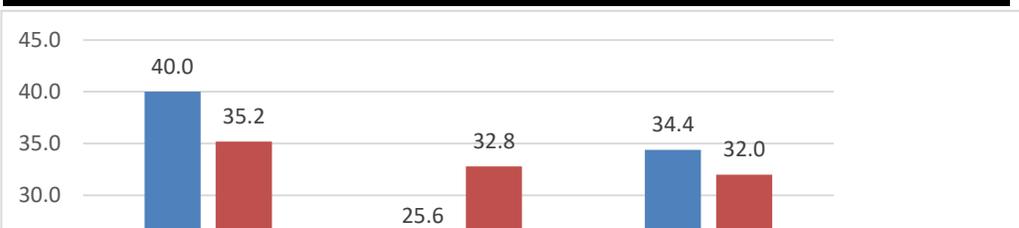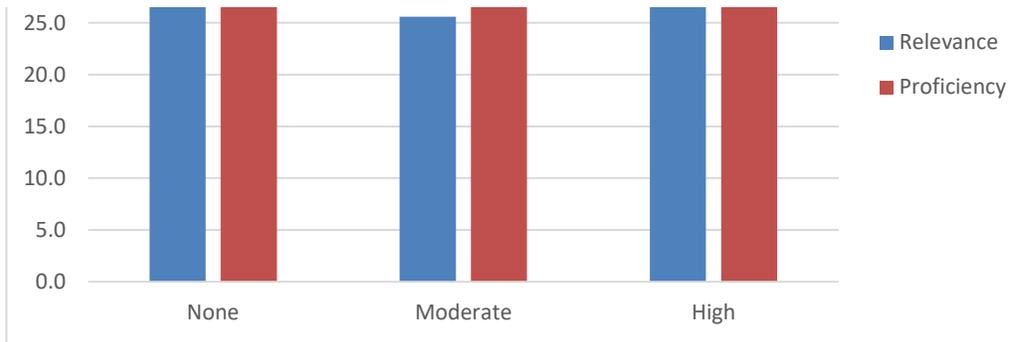|		Frequency	Percent	Valid Percent
Valid	Not proficient	51	10.4	40.8
	Moderately proficient	40	8.2	32.0
	Highly proficient	34	6.9	27.2
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	

23   **Recognizes the ways diversity of individuals and populations in a community may influence policies, programs, services, and the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	50	10.2	40.0	None
	Moderately relevant	32	6.5	25.6	Moderate
	Highly relevant	43	8.8	34.4	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	44	9.0	35.2
	Moderately proficient	41	8.4	32.8
	Highly proficient	40	8.2	32.0
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	

24   **Supports diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	40	8.2	32.0	None
	Moderately relevant	40	8.2	32.0	Moderate
	Highly relevant	45	9.2	36.0	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	37	7.6	29.6
	Moderately proficient	49	10.0	39.2
	Highly proficient	39	8.0	31.2
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	

25   **Assesses the effects of policies, programs, and services on different populations in a community (e.g., customer satisfaction surveys, use of services by the target population)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	50	10.2	40.0	None
	Moderately relevant	38	7.8	30.4	Moderate
	Highly relevant	37	7.6	29.6	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	47	9.6	37.6
	Moderately proficient	49	10.0	39.2
	Highly proficient	29	5.9	23.2
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
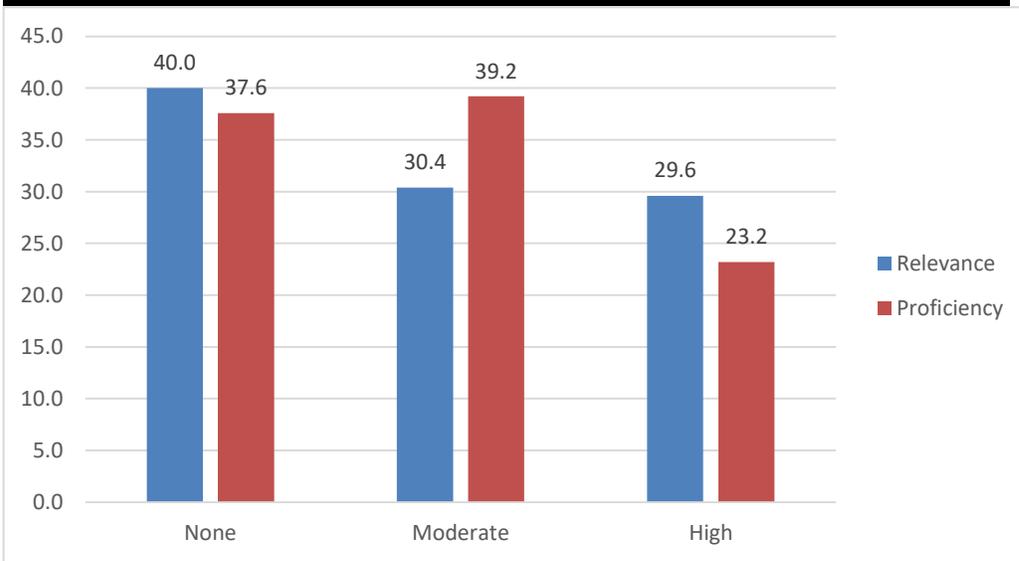
26   **Describe the value of a highly qualified, well-trained, and diverse workforce that reflects the demographics of the population served and have the knowledge and skills to advance health equity**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	46	9.4	36.8	None
	Moderately relevant	41	8.4	32.8	Moderate
	Highly relevant	38	7.8	30.4	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

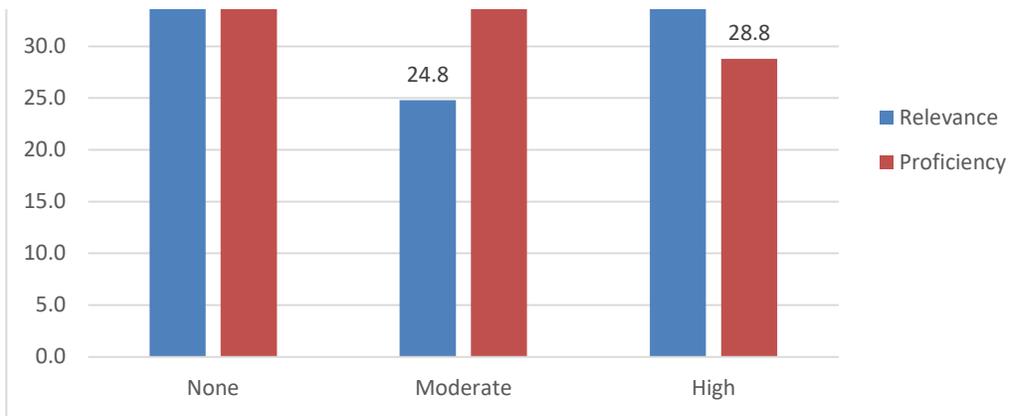| Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	33	6.7	26.4
	Moderately proficient	55	11.2	44.0
	Highly proficient	37	7.6	29.6
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
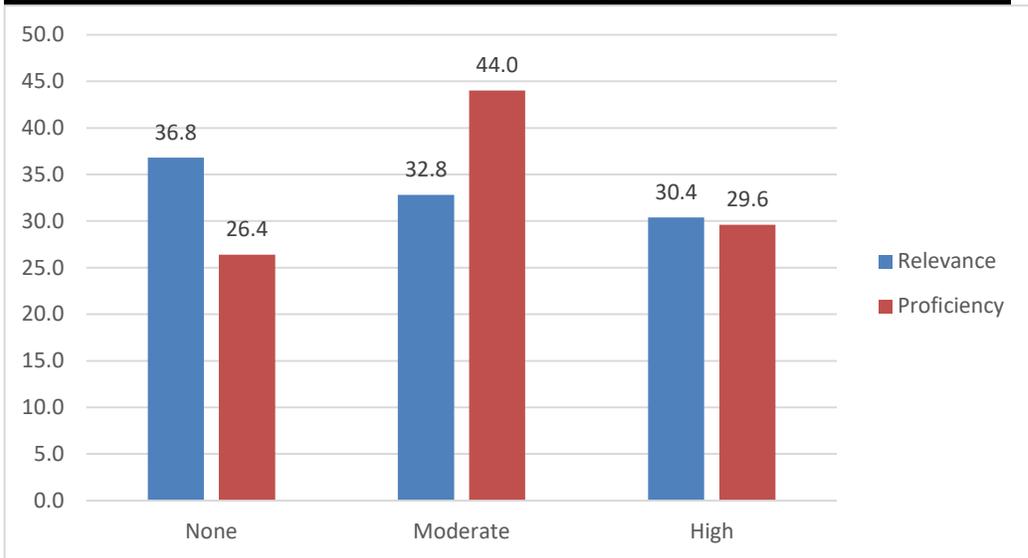
27 **Understands the importance of using a health equity lens/perspective in implementing policies, programs, and services that affect the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	49	10.0	39.2	None
	Moderately relevant	31	6.3	24.8	Moderate
	Highly relevant	45	9.2	36.0	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	42	8.6	33.6
	Moderately proficient	47	9.6	37.6
	Highly proficient	36	7.3	28.8
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	

28 **Understand the ways in which your position/program can advance health equity by strategically focusing on the social determinants of health**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	50	10.2	40.0	None
	Moderately relevant	34	6.9	27.2	Moderate
	Highly relevant	41	8.4	32.8	High
	Total	125	25.5	100.0	
Missing	System	365	74.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	45	9.2	36.0
	Moderately proficient	47	9.6	37.6
	Highly proficient	33	6.7	26.4
	Total	125	25.5	100.0
Missing	System	365	74.5	
Total		490	100.0	
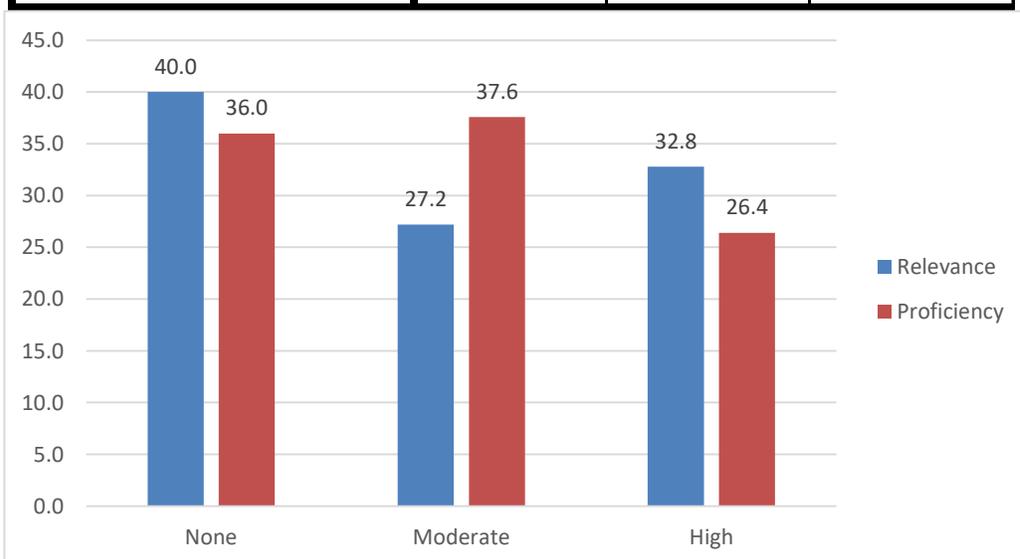
6. Community Dimensions of Practice Skills

29   **Maintains relationships with community partners that improve health in a community (e.g. relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	17	3.5	13.7	None
	Moderately relevant	29	5.9	23.4	Moderate
	Highly relevant	78	15.9	62.9	High
	Total	124	25.3	100.0	
Missing	System	366	74.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	16	3.3	12.9
	Moderately proficient	38	7.8	30.6
	Highly proficient	70	14.3	56.5
	Total	124	25.3	100.0
Missing	System	366	74.7	
Total		490	100.0	
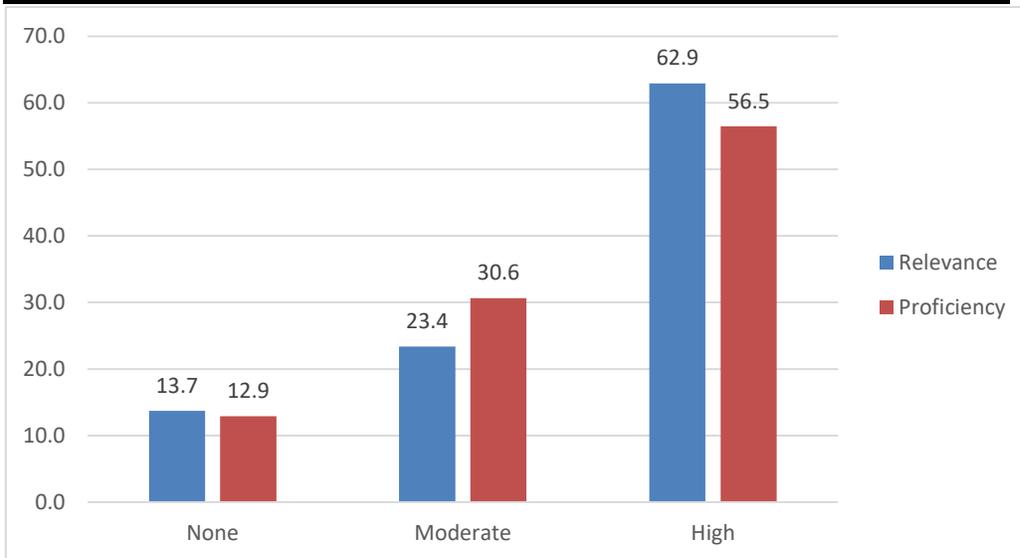
30   **Explains the ways assets and resources can be helpful for improving the health of a community (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	46	9.4	37.1	None

		Frequency	Percent	Valid Percent	
	Moderately relevant	33	6.7	26.6	Moderate
	Highly relevant	45	9.2	36.3	High
	Total	124	25.3	100.0	
Missing	System	366	74.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	39	8.0	31.5
	Moderately proficient	40	8.2	32.3
	Highly proficient	45	9.2	36.3
	Total	124	25.3	100.0
Missing	System	366	74.7	
Total		490	100.0	
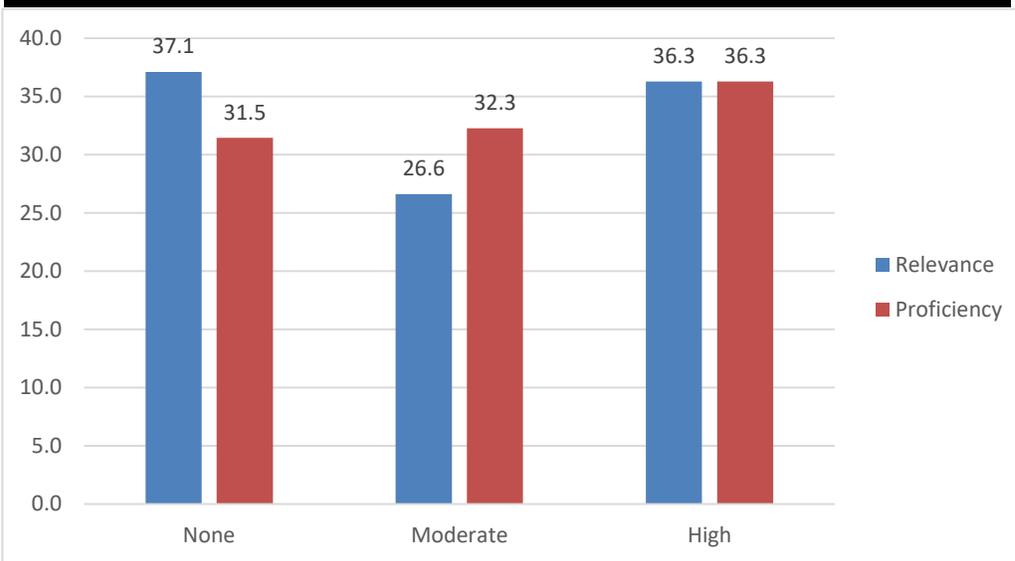
31 **Facilitates collaborations among partners to improve health in a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	30	6.1	24.2	None
	Moderately relevant	33	6.7	26.6	Moderate
	Highly relevant	61	12.4	49.2	High
	Total	124	25.3	100.0	
Missing	System	366	74.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	29	5.9	23.4
	Moderately proficient	38	7.8	30.6
	Highly proficient	57	11.6	46.0
	Total	124	25.3	100.0
Missing	System	366	74.7	
Total		490	100.0	
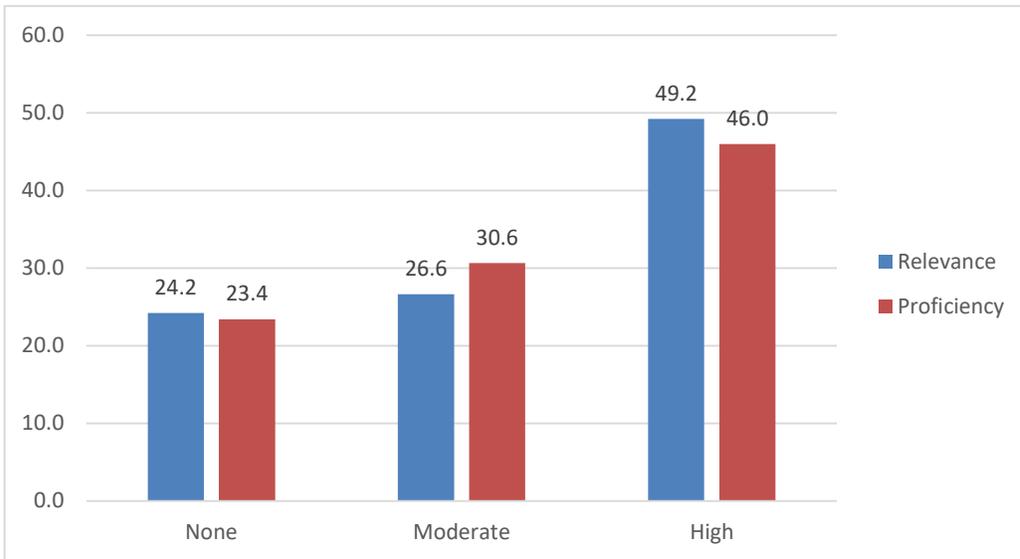
Engages community members to improve health in a community (e.g., input in developing and implementing community health assessments and improvement plans, feedback about programs and services)

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	59	12.0	47.6	None
	Moderately relevant	29	5.9	23.4	Moderate
	Highly relevant	36	7.3	29.0	High
	Total	124	25.3	100.0	
Missing	System	366	74.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	48	9.8	38.7
	Moderately proficient	43	8.8	34.7
	Highly proficient	33	6.7	26.6
	Total	124	25.3	100.0
Missing	System	366	74.7	
Total		490	100.0	
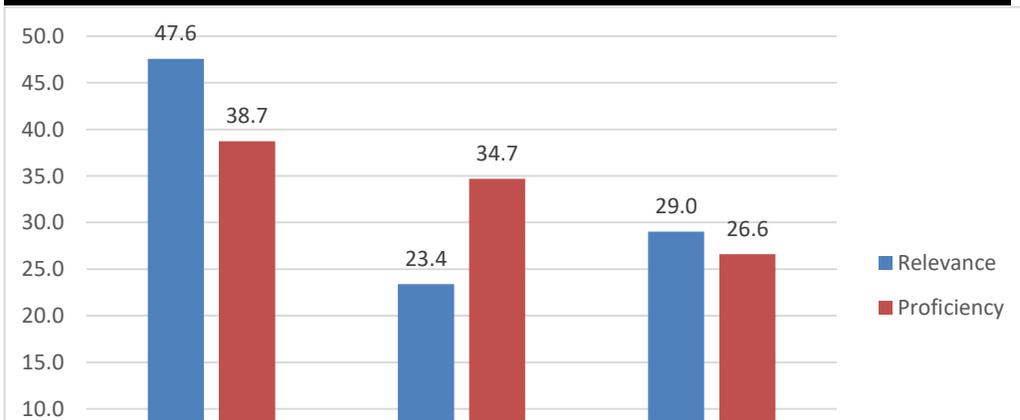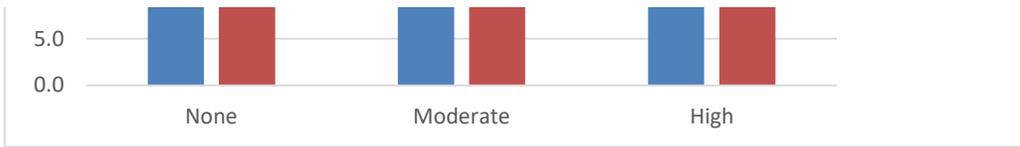
33 **Advocates for policies, programs, and resources that improve health in a community (e.g., using evidence to demonstrate the need for a program, communicating the impact of a program)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	45	9.2	36.3	None
	Moderately relevant	30	6.1	24.2	Moderate
	Highly relevant	49	10.0	39.5	High
	Total	124	25.3	100.0	
Missing	System	366	74.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	42	8.6	33.9
	Moderately proficient	44	9.0	35.5
	Highly proficient	38	7.8	30.6
	Total	124	25.3	100.0
Missing	System	366	74.7	
Total		490	100.0	
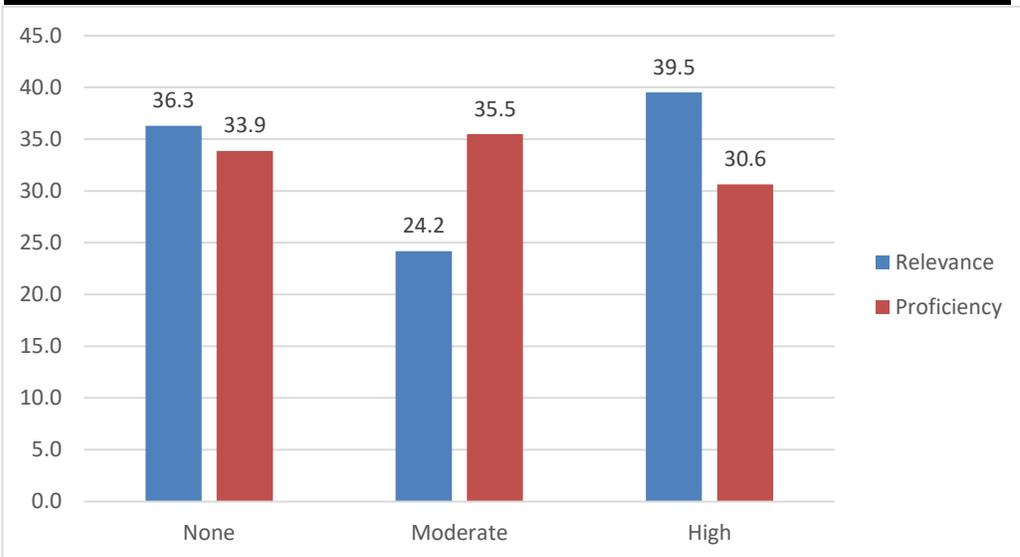
7. Public Health Sciences Skills

34 **Applies public health sciences (e.g., biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences, and public health informatics) in the delivery of the 10 Essential Public Health Services.**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	33	6.7	26.8	None
	Moderately relevant	34	6.9	27.6	Moderate
	Highly relevant	56	11.4	45.5	High
	Total	123	25.1	100.0	
Missing	System	367	74.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	37	7.6	30.1
	Moderately proficient	37	7.6	30.1
	Highly proficient	49	10.0	39.8
	Total	123	25.1	100.0
Missing	System	367	74.9	
Total		490	100.0	
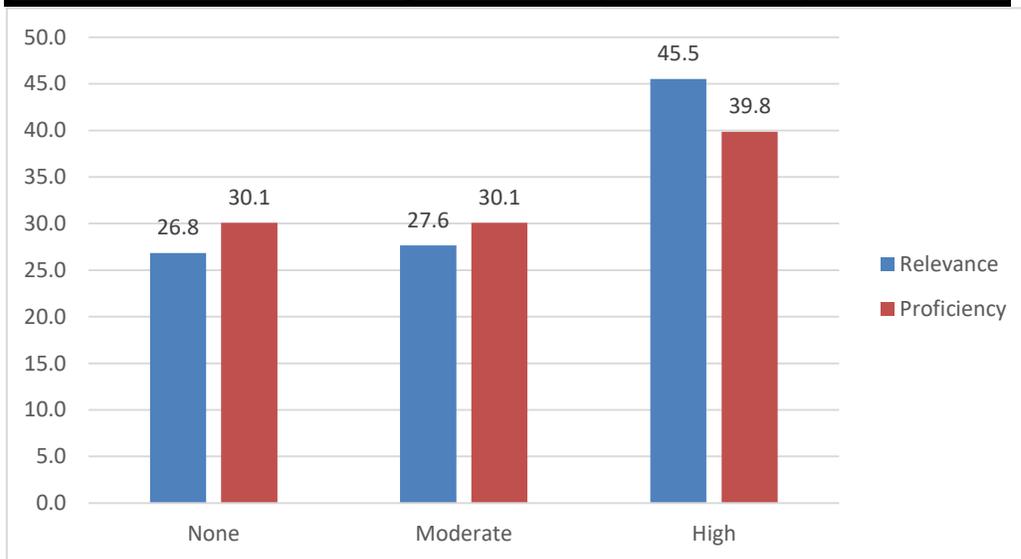
35   Uses evidence in developing, implementing, evaluating, and improving policies, programs, and services

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	25	5.1	20.3	None
	Moderately relevant	27	5.5	22.0	Moderate
	Highly relevant	71	14.5	57.7	High
	Total	123	25.1	100.0	
Missing	System	367	74.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	25	5.1	20.3
	Moderately proficient	35	7.1	28.5
	Highly proficient	63	12.9	51.2

		123	25.1	100.0
Missing	System	367	74.9	
Total		490	100.0	

36   **Retrieves evidence (e.g., research findings, case reports, community surveys) from print and electronic sources (e.g., PubMed, Journal of Public Health Management and Practice, Morbidity and Mortality Weekly Report, The World Health Report) to support decision making**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	34	6.9	27.6	None
	Moderately relevant	32	6.5	26.0	Moderate
	Highly relevant	57	11.6	46.3	High
	Total	123	25.1	100.0	
Missing	System	367	74.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	30	6.1	24.4
	Moderately proficient	30	6.1	24.4
	Highly proficient	63	12.9	51.2
	Total	123	25.1	100.0
Missing	System	367	74.9	
Total		490	100.0	
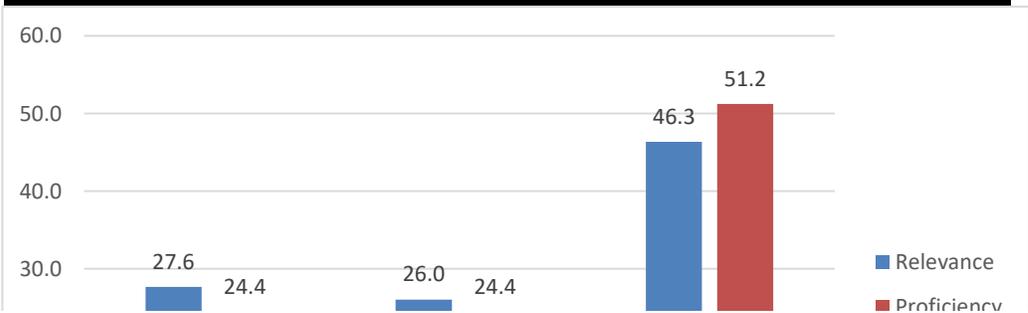
37 **Identifies the laws, regulations, policies, and procedures for the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	41	8.4	33.3	None
	Moderately relevant	24	4.9	19.5	Moderate
	Highly relevant	58	11.8	47.2	High
	Total	123	25.1	100.0	
Missing	System	367	74.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	32	6.5	26.0
	Moderately proficient	32	6.5	26.0
	Highly proficient	59	12.0	48.0
	Total	123	25.1	100.0
Missing	System	367	74.9	
Total		490	100.0	
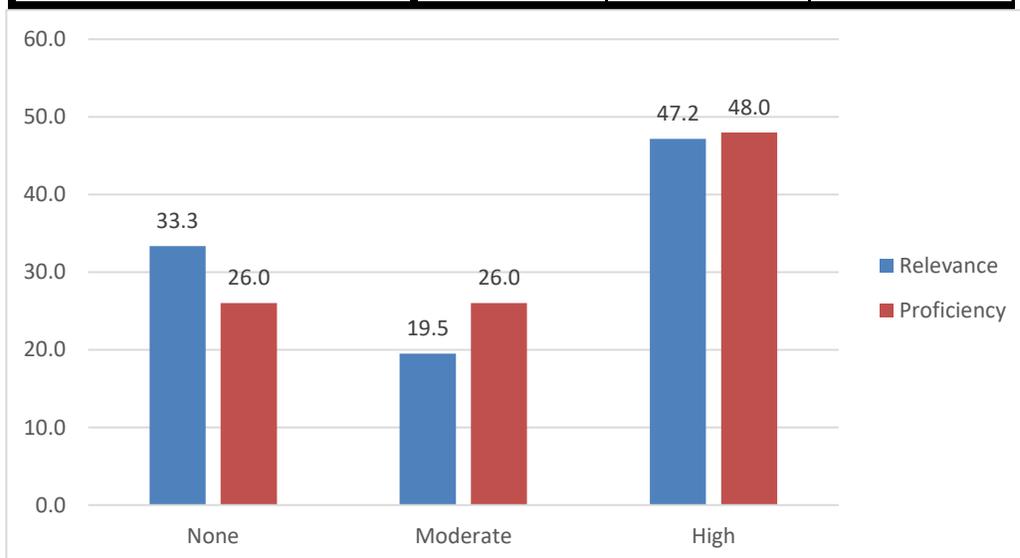
8. Financial Planning and Management Skills

38 **Develops program budgets**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	47	9.6	38.5	None
	Moderately relevant	27	5.5	22.1	Moderate
	Highly relevant	48	9.8	39.3	High
	Total	122	24.9	100.0	
Missing	System	368	75.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	43	8.8	35.2
	Moderately proficient	42	8.6	34.4
	Highly proficient	37	7.6	30.3
	Total	122	24.9	100.0
Missing	System	368	75.1	
Total		490	100.0	
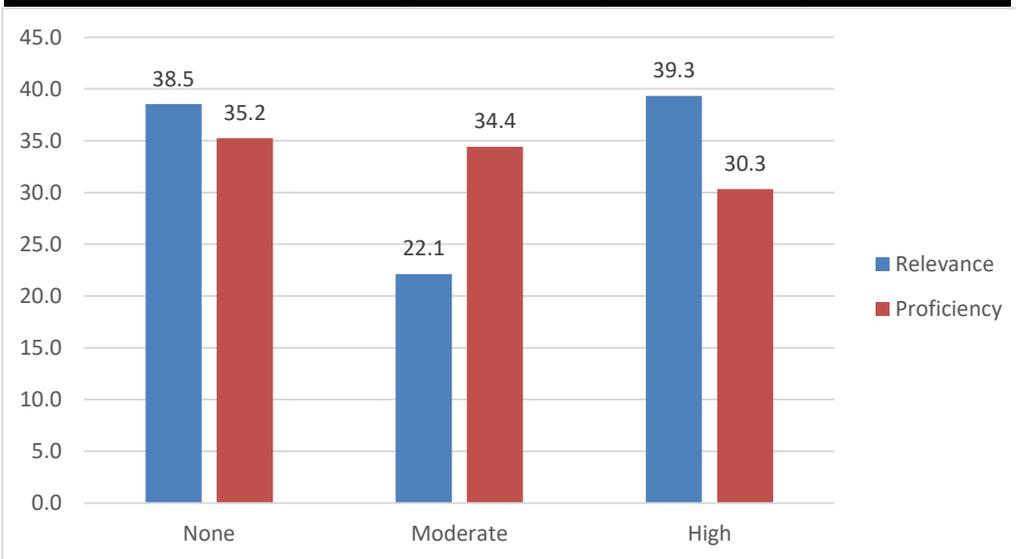
39   **Implements policies and procedures of the governing body or administrative unit that oversees the organization (e.g., board of health, chief executive office, Tribal council)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	52	10.6	42.6	None
	Moderately relevant	28	5.7	23.0	Moderate
	Highly relevant	42	8.6	34.4	High
	Total	122	24.9	100.0	
Missing	System	368	75.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	39	8.0	32.0
	Moderately proficient	47	9.6	38.5

	Highly proficient	36	7.3	29.5
	Total	122	24.9	100.0
Missing	System	368	75.1	
Total		490	100.0	
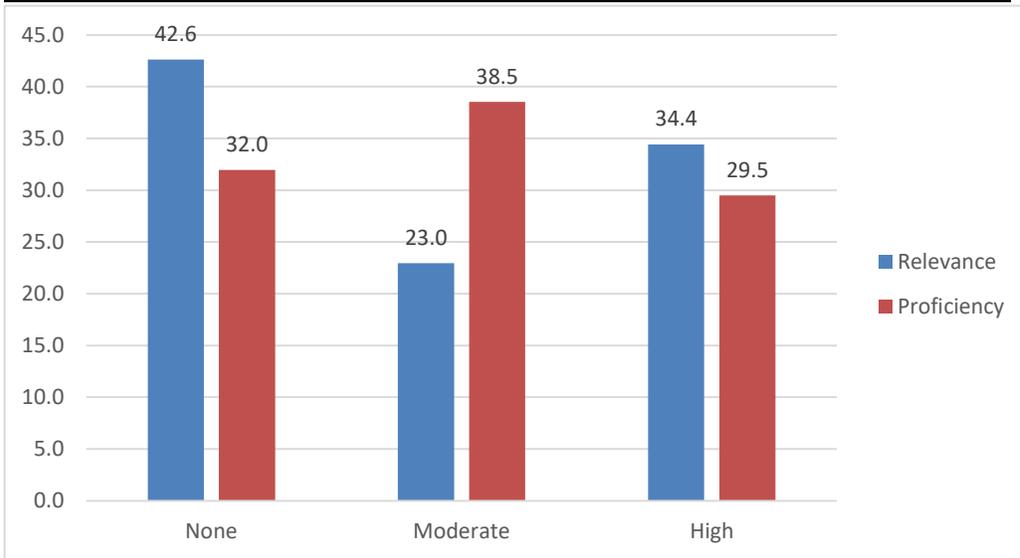
40   **Defends program budgets**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	48	9.8	39.3	None
	Moderately relevant	39	8.0	32.0	Moderate
	Highly relevant	35	7.1	28.7	High
	Total	122	24.9	100.0	
Missing	System	368	75.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	43	8.8	35.2
	Moderately proficient	48	9.8	39.3
	Highly proficient	31	6.3	25.4
	Total	122	24.9	100.0
Missing	System	368	75.1	
Total		490	100.0	
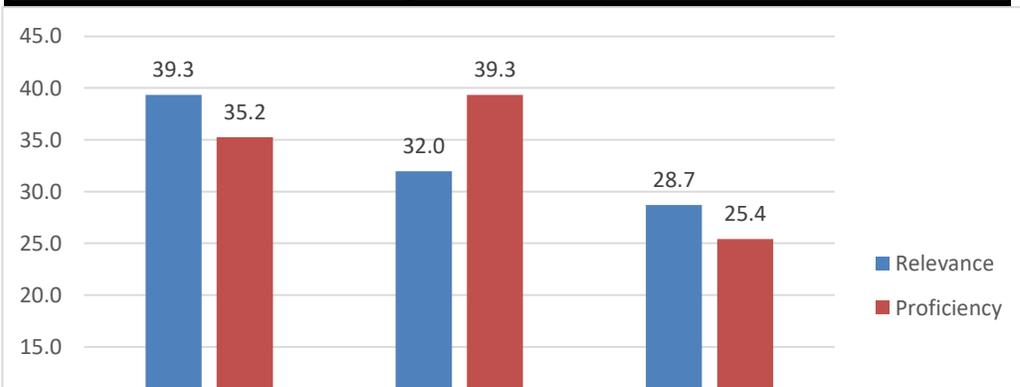
41   **Prepares proposals for funding (e.g., foundations, government agencies, corporations)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	46	9.4	37.7	None
	Moderately relevant	34	6.9	27.9	Moderate
	Highly relevant	42	8.6	34.4	High
	Total	122	24.9	100.0	
Missing	System	368	75.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	39	8.0	32.0
	Moderately proficient	43	8.8	35.2
	Highly proficient	40	8.2	32.8
	Total	122	24.9	100.0
Missing	System	368	75.1	
Total		490	100.0	
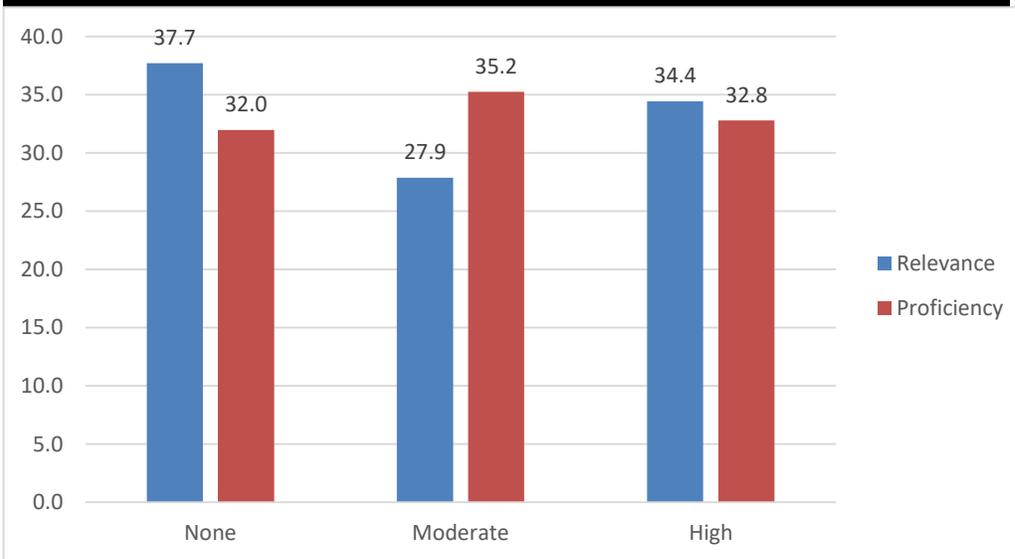
42   **Establishes teams and motivates personnel for the purpose of achieving program and organizational goals (e.g., considering the value of different disciplines, sectors, skills, experiences, and perspectives; determining scope of work and timeline)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	21	4.3	17.2	None

		Frequency	Percent	Valid Percent	
	Moderately relevant	34	6.9	27.9	Moderate
	Highly relevant	67	13.7	54.9	High
	Total	122	24.9	100.0	
Missing	System	368	75.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	18	3.7	14.8
	Moderately proficient	47	9.6	38.5
	Highly proficient	57	11.6	46.7
	Total	122	24.9	100.0
Missing	System	368	75.1	
Total		490	100.0	
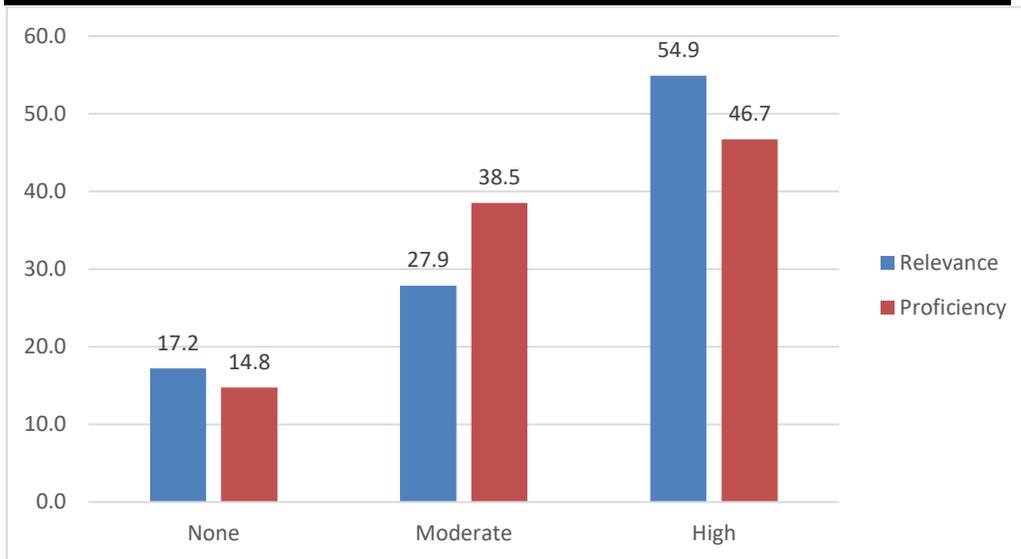
43 **Uses evaluation results to improve program and organizational performance**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	19	3.9	15.6	None
	Moderately relevant	49	10.0	40.2	Moderate
	Highly relevant	54	11.0	44.3	High
	Total	122	24.9	100.0	
Missing	System	368	75.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	22	4.5	18.0
	Moderately proficient	47	9.6	38.5
	Highly proficient	53	10.8	43.4
	Total	122	24.9	100.0
Missing	System	368	75.1	
Total		490	100.0	
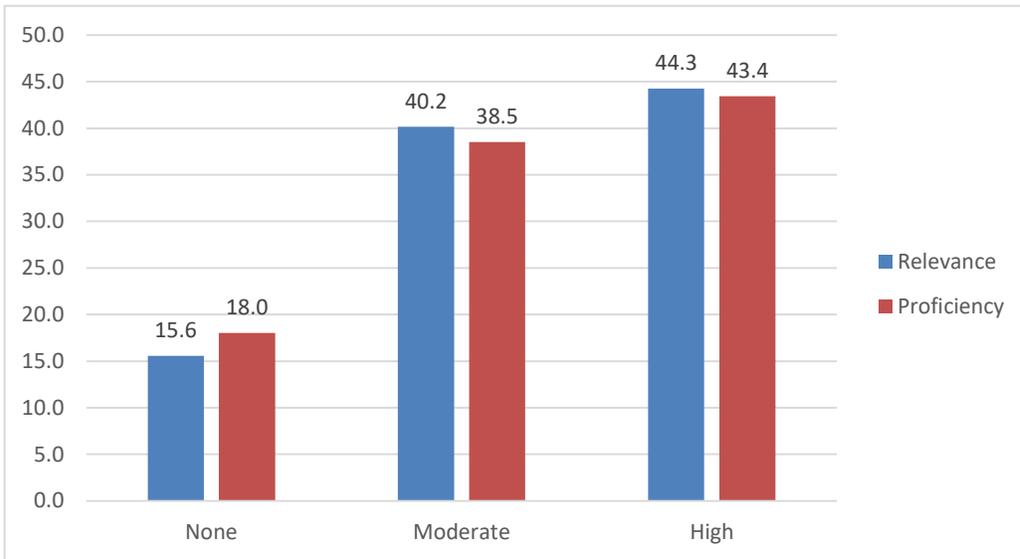
Develops and/or uses performance management systems (e.g., using informatics skills to determine minimum technology requirements and guide system design, identifying and incorporating performance standards and measures, training staff to use system)

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	42	8.6	34.4	None
	Moderately relevant	41	8.4	33.6	Moderate
	Highly relevant	39	8.0	32.0	High
	Total	122	24.9	100.0	
Missing	System	368	75.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	47	9.6	38.5
	Moderately proficient	41	8.4	33.6
	Highly proficient	34	6.9	27.9
	Total	122	24.9	100.0
Missing	System	368	75.1	
Total		490	100.0	
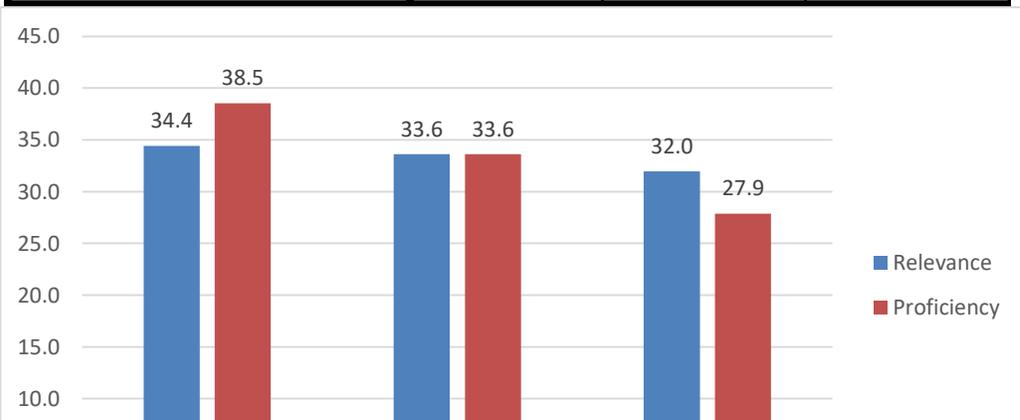
9. Leadership and Systems Thinking Skills

45 **Incorporates ethical standards of practice into all interactions with individuals, organizations, and communities**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	8	1.6	6.7	None
	Moderately relevant	30	6.1	25.2	Moderate
	Highly relevant	81	16.5	68.1	High
	Total	119	24.3	100.0	
Missing	System	371	75.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	7	1.4	5.9
	Moderately proficient	37	7.6	31.1
	Highly proficient	75	15.3	63.0
	Total	119	24.3	100.0
Missing	System	371	75.7	
Total		490	100.0	
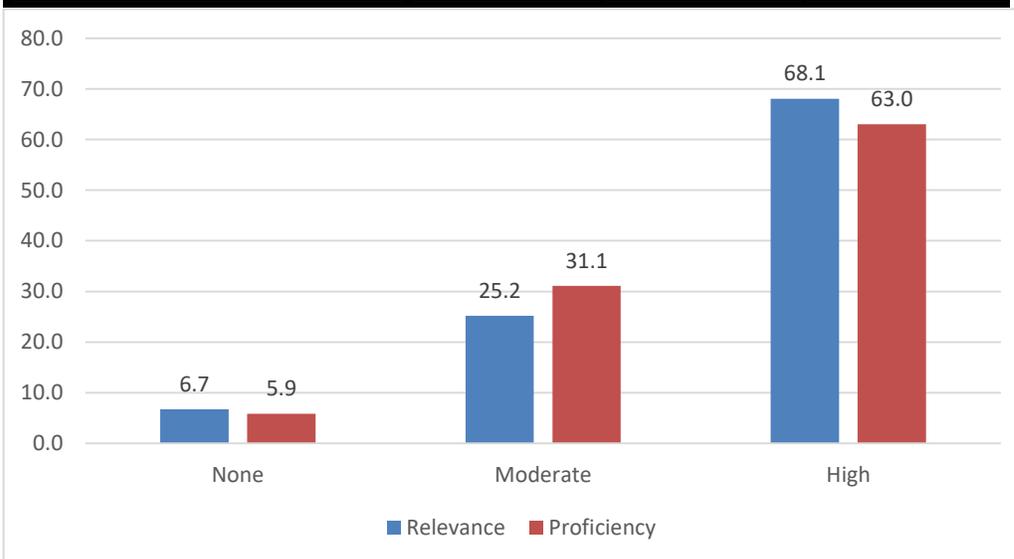
46 **Explains the ways public health, health care, and other organizations can work together or individually to improve the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	27	5.5	22.7	None

		Frequency	Percent	Valid Percent	
	Moderately relevant	37	7.6	31.1	Moderate
	Highly relevant	55	11.2	46.2	High
	Total	119	24.3	100.0	
Missing	System	371	75.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	23	4.7	19.3
	Moderately proficient	48	9.8	40.3
	Highly proficient	48	9.8	40.3
	Total	119	24.3	100.0
Missing	System	371	75.7	
Total		490	100.0	
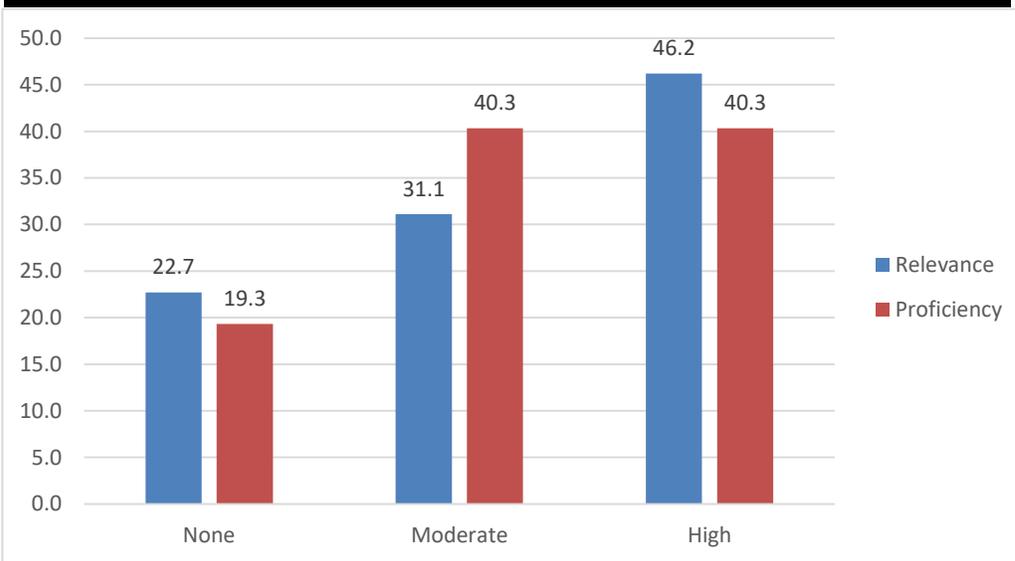
47   **Provides opportunities for professional development for individuals and teams (e.g., training, mentoring, peer advising, coaching)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	17	3.5	14.3	None
	Moderately relevant	43	8.8	36.1	Moderate
	Highly relevant	59	12.0	49.6	High
	Total	119	24.3	100.0	
Missing	System	371	75.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	19	3.9	16.0
	Moderately proficient	48	9.8	40.3
	Highly proficient	52	10.6	43.7
	Total	119	24.3	100.0
Missing	System	371	75.7	
Total		490	100.0	
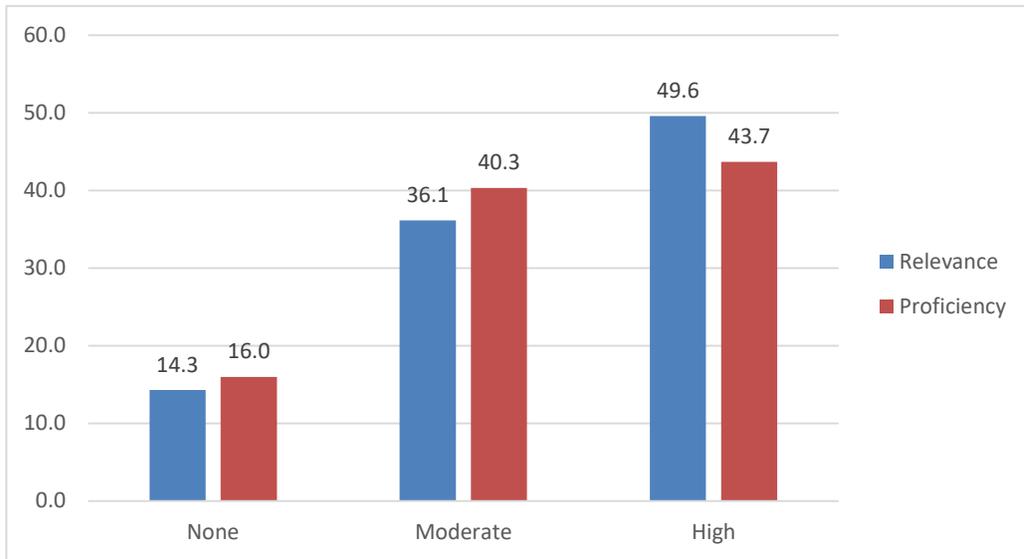
48

Modifies organizational practices in consideration of changes (e.g., social, political, economic, scientific)

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	35	7.1	29.4	None
	Moderately relevant	44	9.0	37.0	Moderate
	Highly relevant	40	8.2	33.6	High
	Total	119	24.3	100.0	
Missing	System	371	75.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	30	6.1	25.2
	Moderately proficient	63	12.9	52.9
	Highly proficient	26	5.3	21.8
	Total	119	24.3	100.0
Missing	System	371	75.7	
Total		490	100.0	
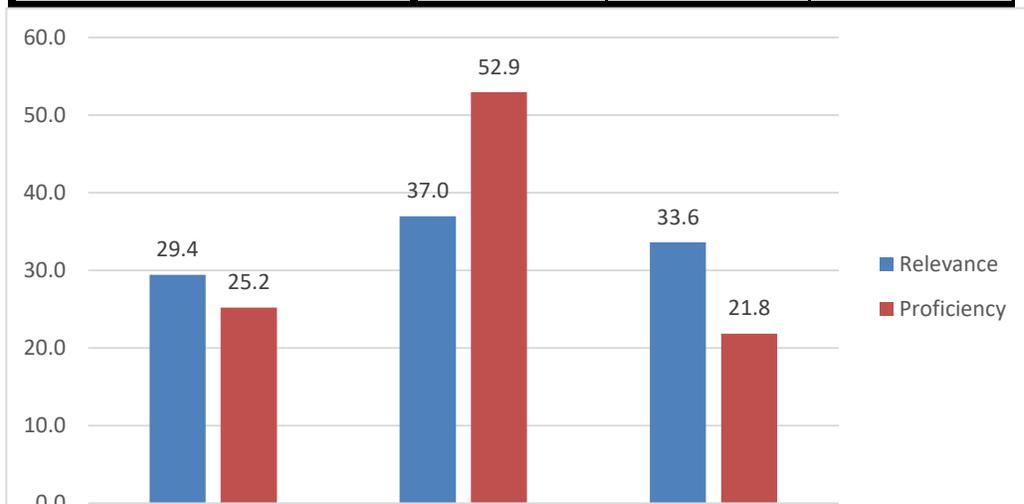
49   **Advocates for the role of public health in providing population health services**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	42	8.6	35.3	None
	Moderately relevant	32	6.5	26.9	Moderate
	Highly relevant	45	9.2	37.8	High
	Total	119	24.3	100.0	
Missing	System	371	75.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	37	7.6	31.1
	Moderately proficient	44	9.0	37.0
	Highly proficient	38	7.8	31.9
	Total	119	24.3	100.0
Missing	System	371	75.7	
Total		490	100.0	
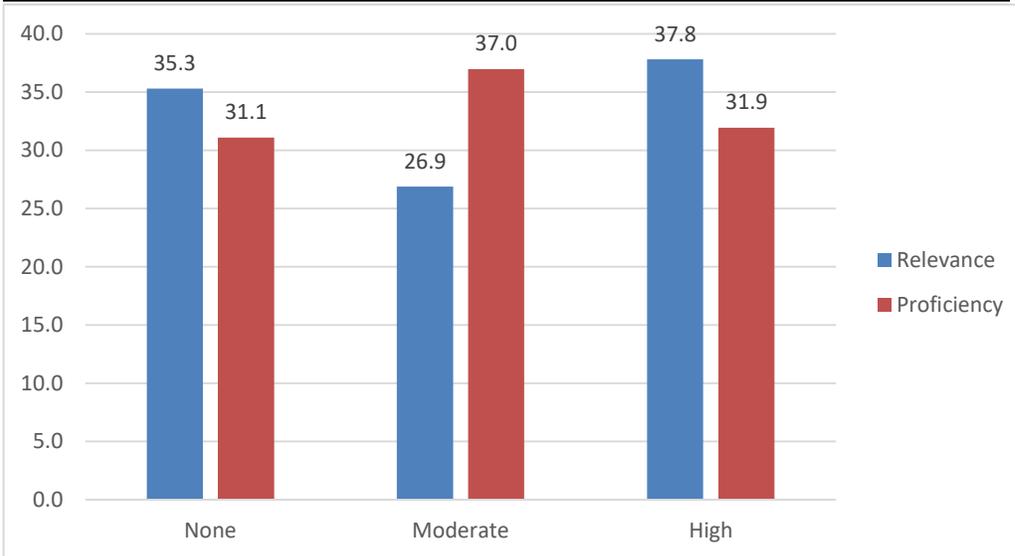
10. Public Health Emergency Preparedness and Response Skills

50   **Describes the role of the Department of Health and Mental Health in public health emergencies**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	45	9.2	37.8	None
	Moderately relevant	38	7.8	31.9	Moderate
	Highly relevant	36	7.3	30.3	High

		Frequency	Percent	Valid Percent
	Total	119	24.3	100.0
Missing	System	371	75.7	
Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	38	7.8	31.9
	Moderately proficient	44	9.0	37.0
	Highly proficient	37	7.6	31.1
	Total	119	24.3	100.0
Missing	System	371	75.7	
Total		490	100.0	
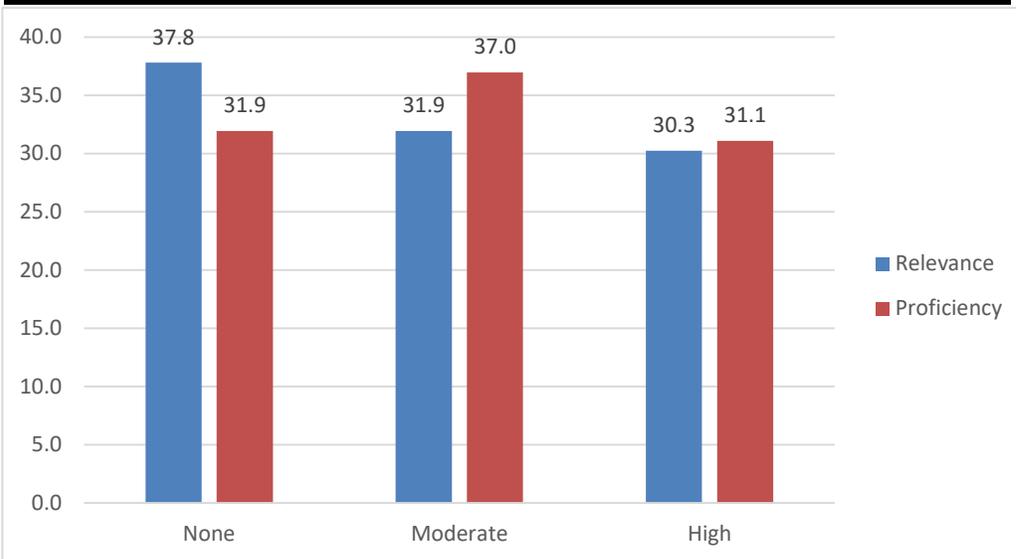
51 **Contributes expertise to the development of the program's emergency plans to maintain critical public health services during a public health emergency**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	47	9.6	39.5	None
	Moderately relevant	44	9.0	37.0	Moderate
	Highly relevant	28	5.7	23.5	High
	Total	119	24.3	100.0	
Missing	System	371	75.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	42	8.6	35.3
	Moderately proficient	51	10.4	42.9
	Highly proficient	26	5.3	21.8
	Total	119	24.3	100.0
Missing	System	371	75.7	
Total		490	100.0	

45.0   42.9
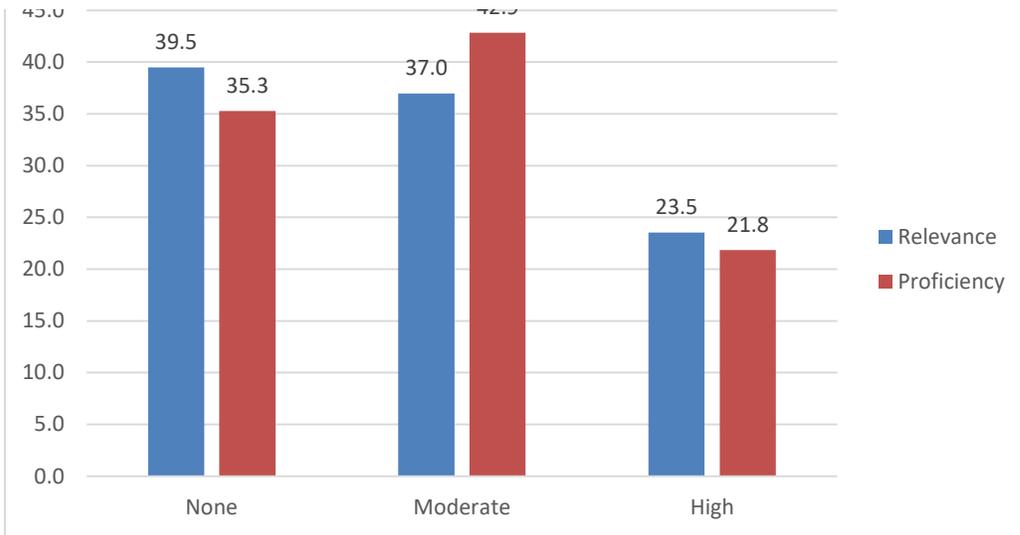
52   **Uses available resources and tools to improve personal and workplace preparedness**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	33	6.7	27.7	None
	Moderately relevant	44	9.0	37.0	Moderate
	Highly relevant	42	8.6	35.3	High
	Total	119	24.3	100.0	
Missing	System	371	75.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	28	5.7	23.5
	Moderately proficient	55	11.2	46.2
	Highly proficient	36	7.3	30.3
	Total	119	24.3	100.0
Missing	System	371	75.7	
Total		490	100.0	

0.0
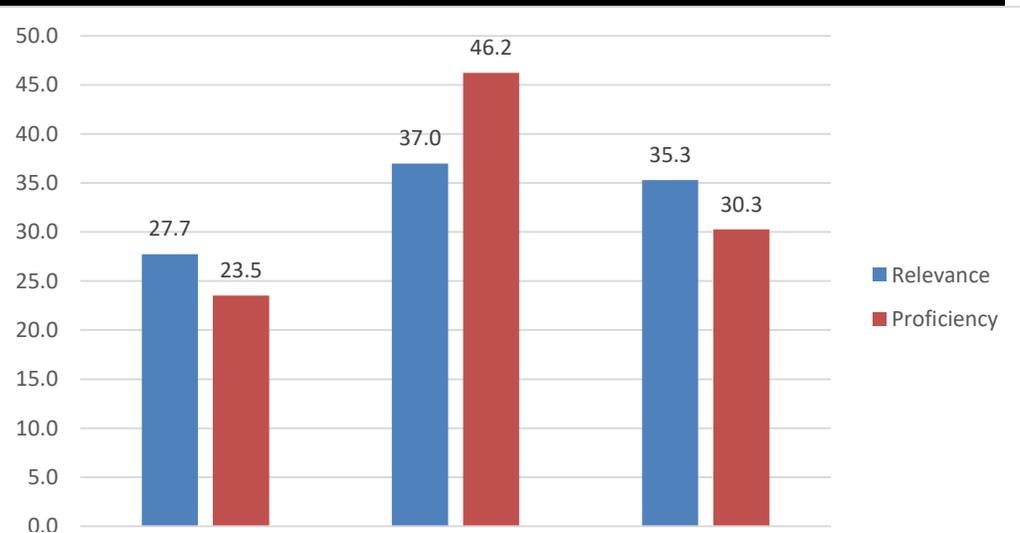
None   Moderate   High

Tier 3

1. Analytical/Assessment Skills

Describes factors affecting the health of a community (e.g., equity, income, education, environment)

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	4	.8	11.1	None
	Moderately relevant	4	.8	11.1	Moderate
	Highly relevant	28	5.7	77.8	High
	Total	36	7.3	100.0	
Missing	System	454	92.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	3	.6	8.3
	Moderately proficient	10	2.0	27.8
	Highly proficient	23	4.7	63.9
	Total	36	7.3	100.0
Missing	System	454	92.7	
Total		490	100.0	
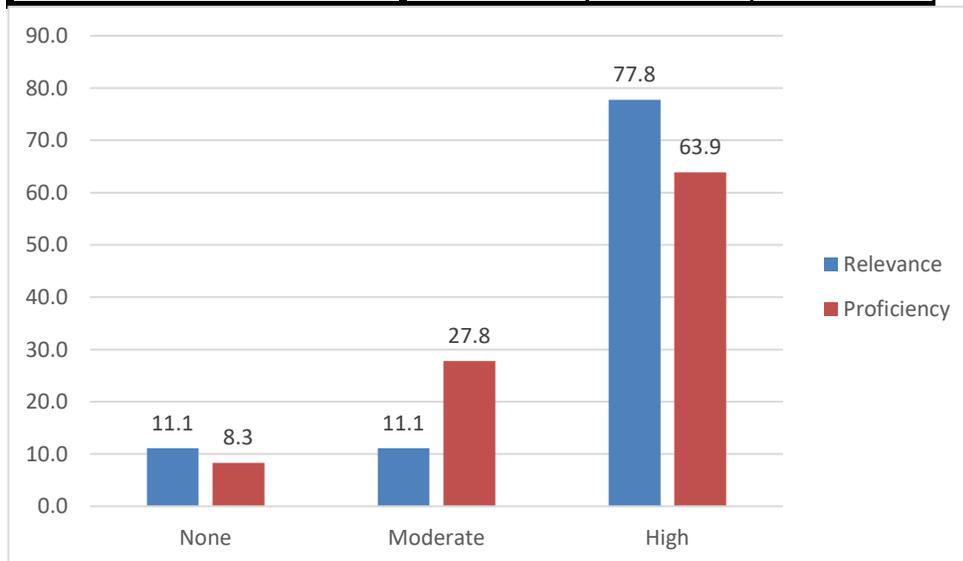
Evaluates quantitative data (information that is measured in numbers, e.g. demographic data, income, mortality rates) and qualitative data (information that is about qualities and thus cannot be measured, e.g. community perceptions, individual experiences) that are valid and reliable

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	3	.6	8.3	None

Relevance		Frequency	Percent	Valid Percent	
	Moderately relevant	7	1.4	19.4	Moderate
	Highly relevant	26	5.3	72.2	High
	Total	36	7.3	100.0	
Missing	System	454	92.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	2	.4	5.6
	Moderately proficient	14	2.9	38.9
	Highly proficient	20	4.1	55.6
	Total	36	7.3	100.0
Missing	System	454	92.7	
Total		490	100.0	
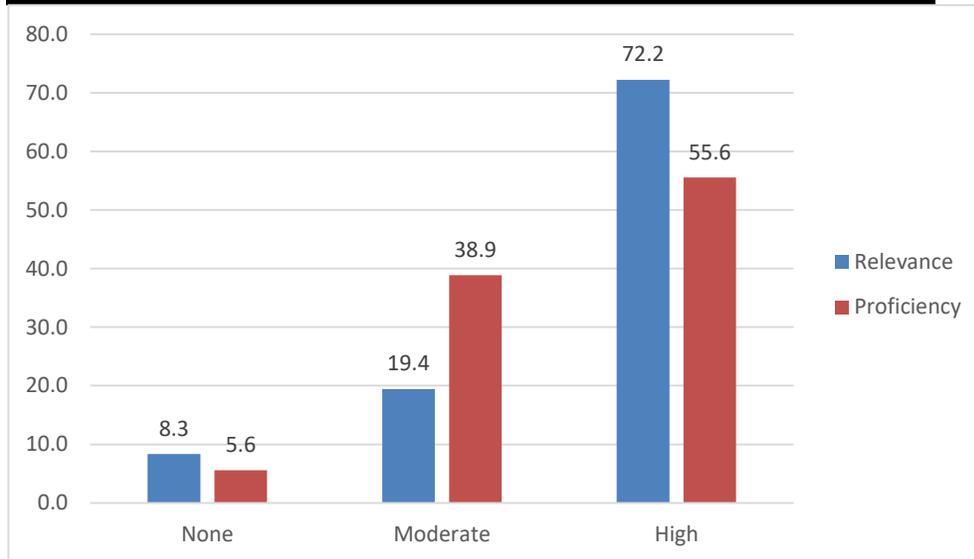
3 **Determines quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) needed for assessing the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	9	1.8	25.0	None
	Moderately relevant	9	1.8	25.0	Moderate
	Highly relevant	18	3.7	50.0	High
	Total	36	7.3	100.0	
Missing	System	454	92.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	8	1.6	22.2
	Moderately proficient	12	2.4	33.3
	Highly proficient	16	3.3	44.4
	Total	36	7.3	100.0
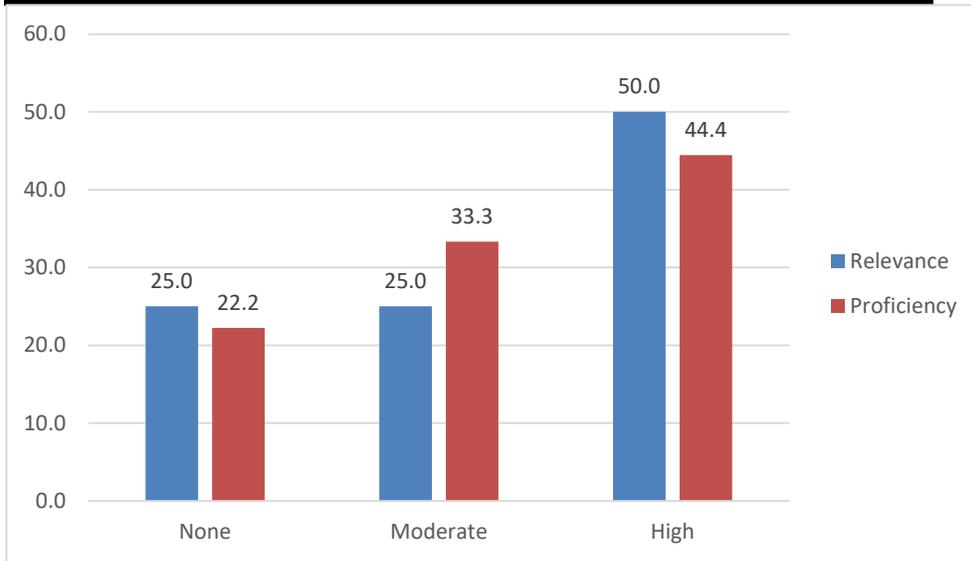
4 **Integrates findings from quantitative and qualitative data into organizational plans and operations (e.g., strategic plan, quality improvement plan, professional development)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	1	.2	2.8	None
	Moderately relevant	7	1.4	19.4	Moderate
	Highly relevant	28	5.7	77.8	High
	Total	36	7.3	100.0	
Missing	System	454	92.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	2	.4	5.6
	Moderately proficient	12	2.4	33.3
	Highly proficient	22	4.5	61.1
	Total	36	7.3	100.0
Missing	System	454	92.7	
Total		490	100.0	
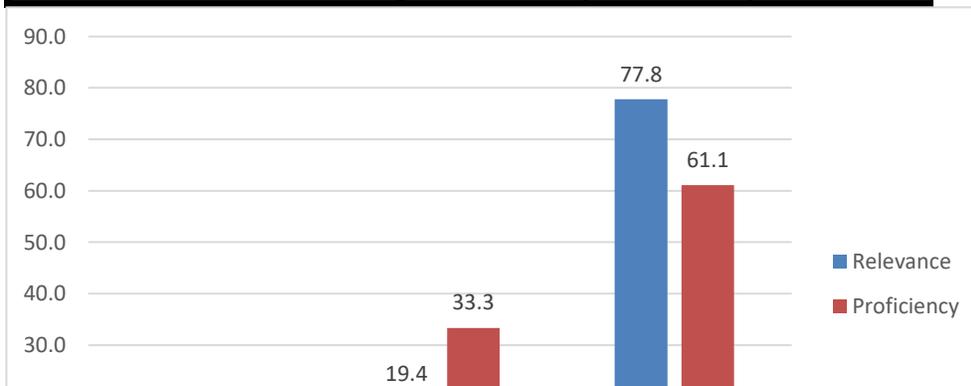
Advocates for and makes evidence-based decisions (e.g., determining research agendas, using recommendations from The Guide to Community Preventive Services in planning population health services)

5

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	6	1.2	16.7	None
	Moderately relevant	9	1.8	25.0	Moderate
	Highly relevant	21	4.3	58.3	High
	Total	36	7.3	100.0	
Missing	System	454	92.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	5	1.0	13.9
	Moderately proficient	11	2.2	30.6
	Highly proficient	20	4.1	55.6
	Total	36	7.3	100.0
Missing	System	454	92.7	
Total		490	100.0	
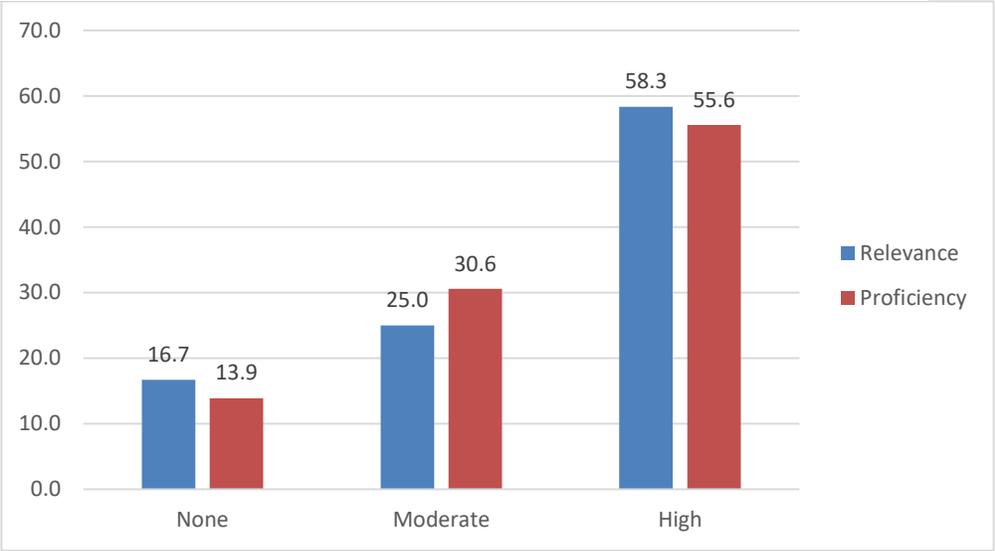
2. Informatics Skills

6   **Evaluates national, statewide and local sources of electronic data needed to perform job**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	5	1.0	14.3	None
	Moderately relevant	15	3.1	42.9	Moderate
	Highly relevant	15	3.1	42.9	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	2	.4	5.7
	Moderately proficient	16	3.3	45.7
	Highly proficient	17	3.5	48.6
	Total	35	7.1	100.0
Missing	System	455	92.9	
Total		490	100.0	

7   **Uses national, statewide and local sources of electronic data needed to perform job**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	5	1.0	14.3	None
	Moderately relevant	12	2.4	34.3	Moderate
	Highly relevant	18	3.7	51.4	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	2	.4	5.7
	Moderately proficient	16	3.3	45.7
	Highly proficient	17	3.5	48.6

	Total	35	7.1	100.0
Missing	System	455	92.9	
Total		490	100.0	

3. Policy Development/Program Planning Skills

8 **Develops organizational goals and objectives**

Relevance		Frequency	Percent	Valid Percent	
Valid	Moderately relevant	4	.8	11.4	Moderate
	Highly relevant	31	6.3	88.6	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Moderately proficient	8	1.6	22.9
	Highly proficient	27	5.5	77.1
	Total	35	7.1	100.0
Missing	System	455	92.9	
Total		490	100.0	
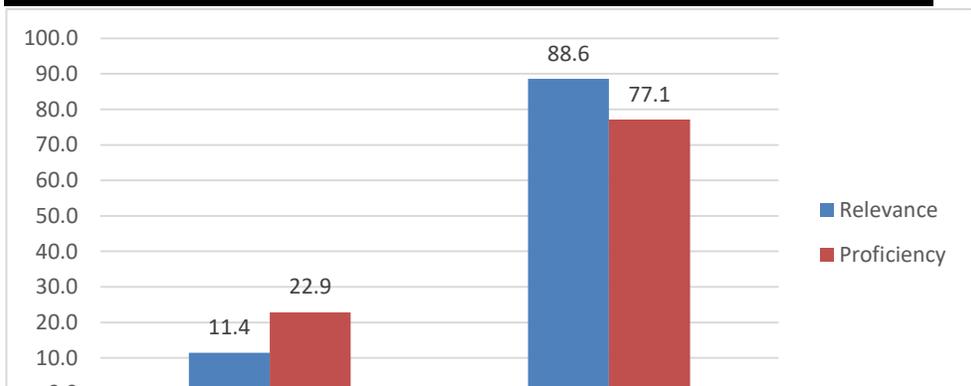
Moderate   High

9   **Monitors implementation of organizational strategic plans**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant			0	None
	Moderately relevant	8	1.6	22.9	Moderate
	Highly relevant	27	5.5	77.1	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	1	.2	2.9	None
	Moderately proficient	9	1.8	25.7	Moderate
	Highly proficient	25	5.1	71.4	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		
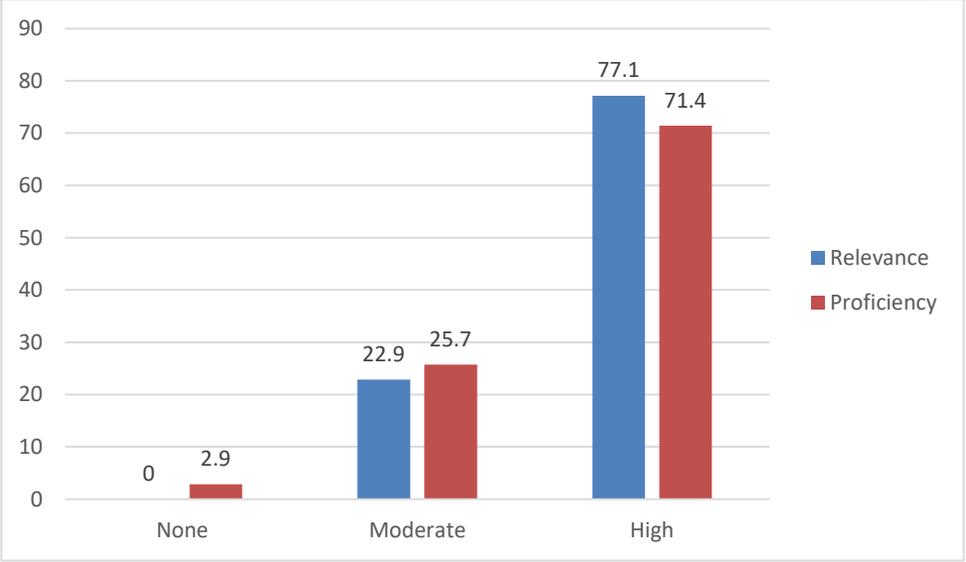
10   **Develops strategies for continuous quality improvement**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant			0	None
	Moderately relevant	9	1.8	25.7	Moderate
	Highly relevant	26	5.3	74.3	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		

Proficiency		Frequency	Percent	Valid Percent	
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	4	.8	11.4	None
	Moderately proficient	10	2.0	28.6	Moderate
	Highly proficient	21	4.3	60.0	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		
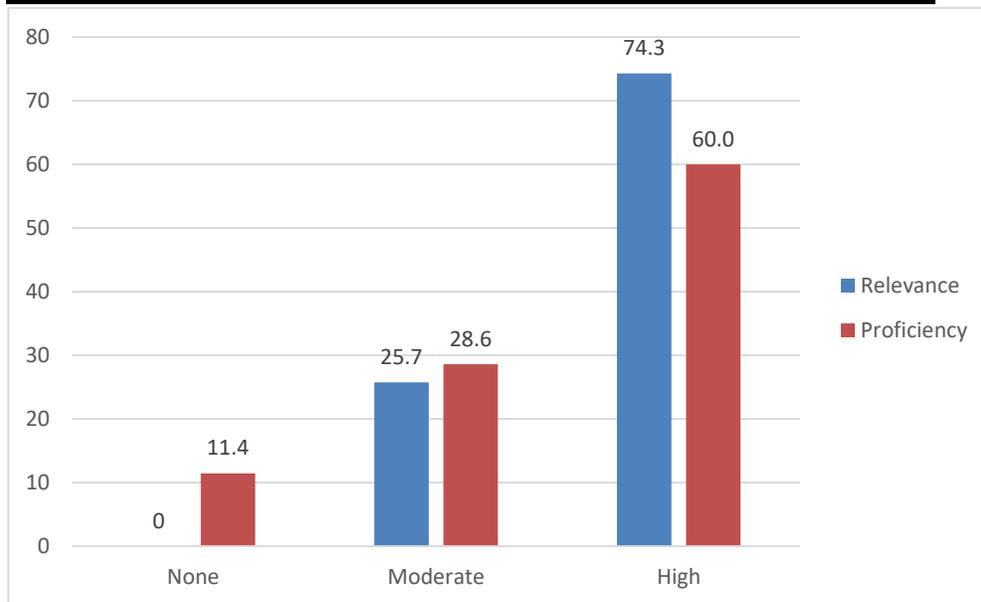
Ensures development of a state/Tribal/community health improvement plan (e.g., describing measurable outcomes, determining needed policy changes, identifying parties responsible for implementation)

11

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	5	1.0	14.3	None
	Moderately relevant	15	3.1	42.9	Moderate
	Highly relevant	15	3.1	42.9	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	3	.6	8.6
	Moderately proficient	20	4.1	57.1
	Highly proficient	12	2.4	34.3
	Total	35	7.1	100.0
Missing	System	455	92.9	
Total		490	100.0	
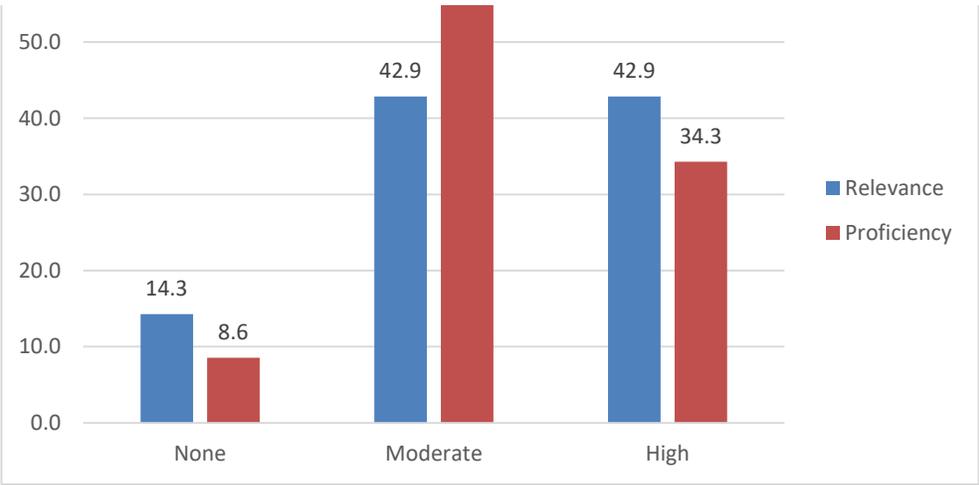
12 **Determines the feasibility (e.g., fiscal, social, political, legal, geographic) and implications of policies, programs, and services**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	4	.8	11.4	None
	Moderately relevant	7	1.4	20.0	Moderate
	Highly relevant	24	4.9	68.6	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	3	.6	8.6
	Moderately proficient	11	2.2	31.4
	Highly proficient	21	4.3	60.0
	Total	35	7.1	100.0
Missing	System	455	92.9	
Total		490	100.0	
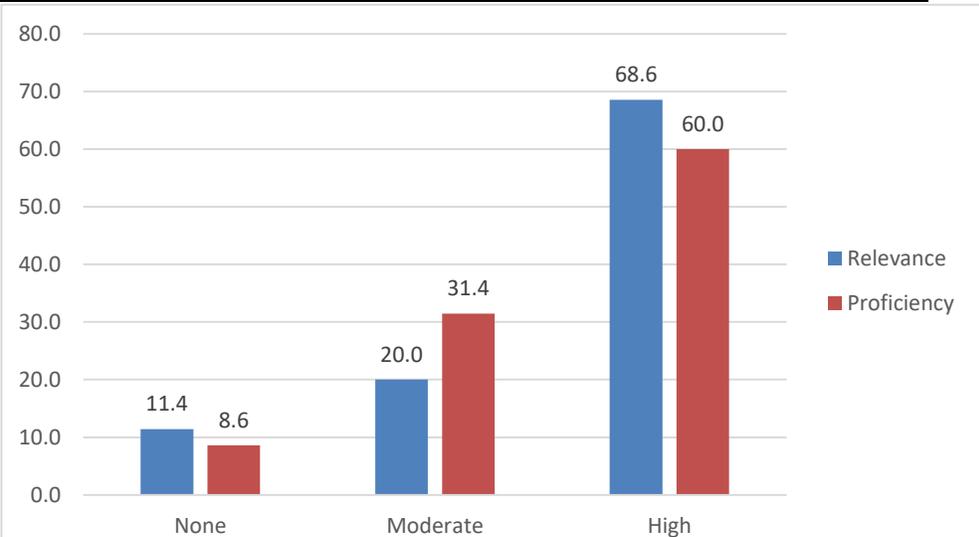
13   **Selects policies, programs, and services for implementation**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	1	.2	2.9	None
	Moderately relevant	9	1.8	25.7	Moderate
	Highly relevant	25	5.1	71.4	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	1	.2	2.9
	Moderately proficient	10	2.0	28.6
	Highly proficient	24	4.9	68.6
	Total	35	7.1	100.0
Missing	System	455	92.9	
Total		490	100.0	
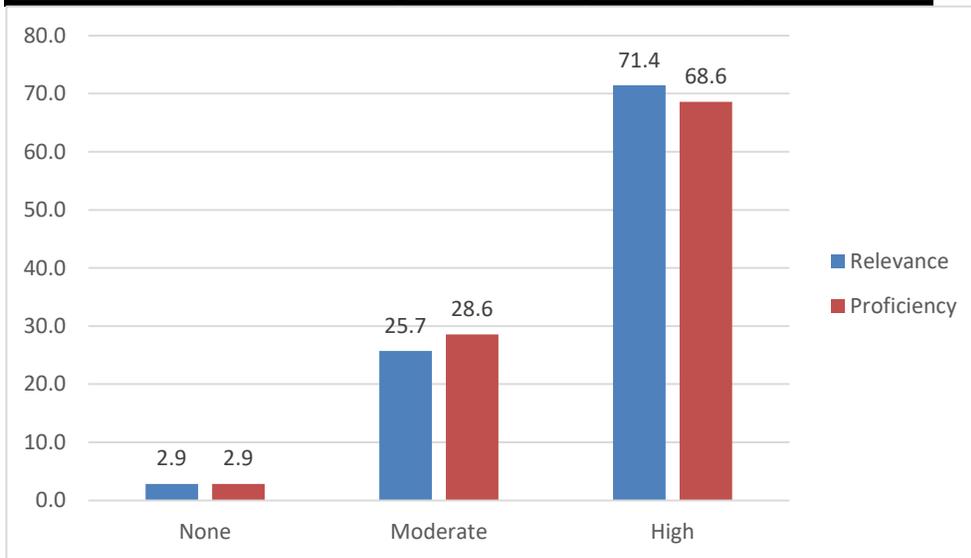
14   **Ensures implementation of policies, programs, and services is consistent with laws and regulations**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	1	.2	2.9	None
	Moderately relevant	6	1.2	17.1	Moderate
	Highly relevant	28	5.7	80.0	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	1	.2	2.9
	Moderately proficient	11	2.2	31.4
	Highly proficient	23	4.7	65.7
	Total	35	7.1	100.0
Missing	System	455	92.9	
Total		490	100.0	
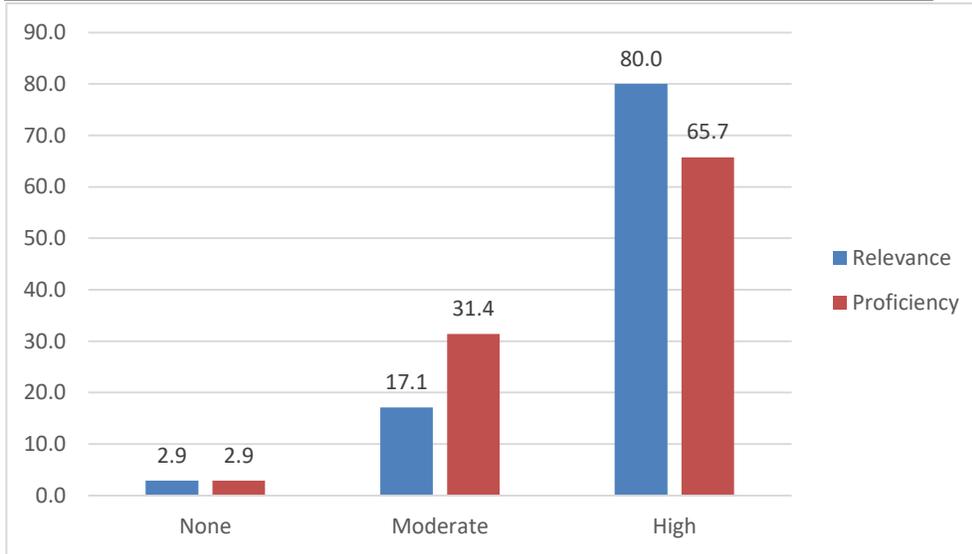
15 **Influences policies, programs, and services external to the organization that affect the health of the community (e.g., zoning, transportation routes)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	5	1.0	14.3	None
	Moderately relevant	12	2.4	34.3	Moderate
	Highly relevant	18	3.7	51.4	High
	Total	35	7.1	100.0	
Missing	System	455	92.9		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	6	1.2	17.1
	Moderately proficient	14	2.9	40.0
	Highly proficient	15	3.1	42.9
	Total	35	7.1	100.0
Missing	System	455	92.9	
Total		490	100.0	
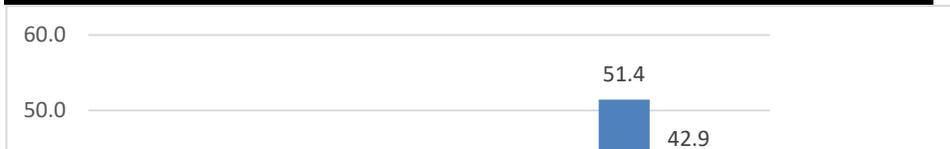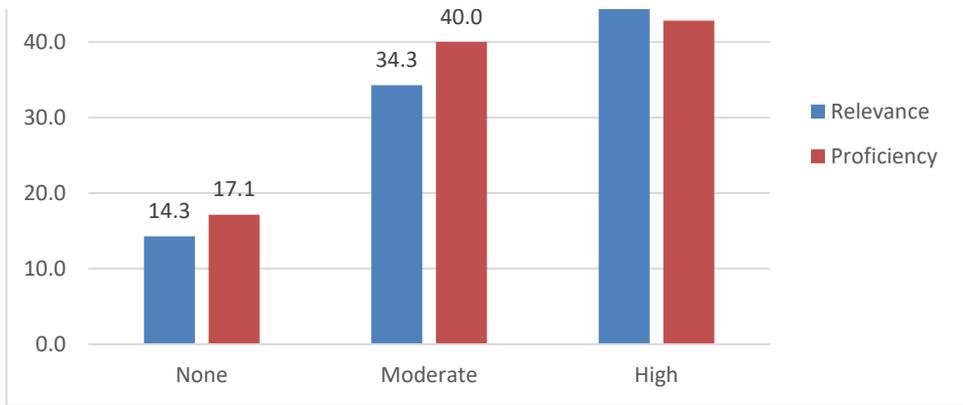
4. Communication Skills

Ensures that the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information; social media literacy) is reflected in the organization's policies, programs, and services

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	3	.6	8.8	None
	Moderately relevant	16	3.3	47.1	Moderate
	Highly relevant	15	3.1	44.1	High
	Total	34	6.9	100.0	
Missing	System	456	93.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	4	.8	11.8
	Moderately proficient	16	3.3	47.1
	Highly proficient	14	2.9	41.2
	Total	34	6.9	100.0
Missing	System	456	93.1	
Total		490	100.0	
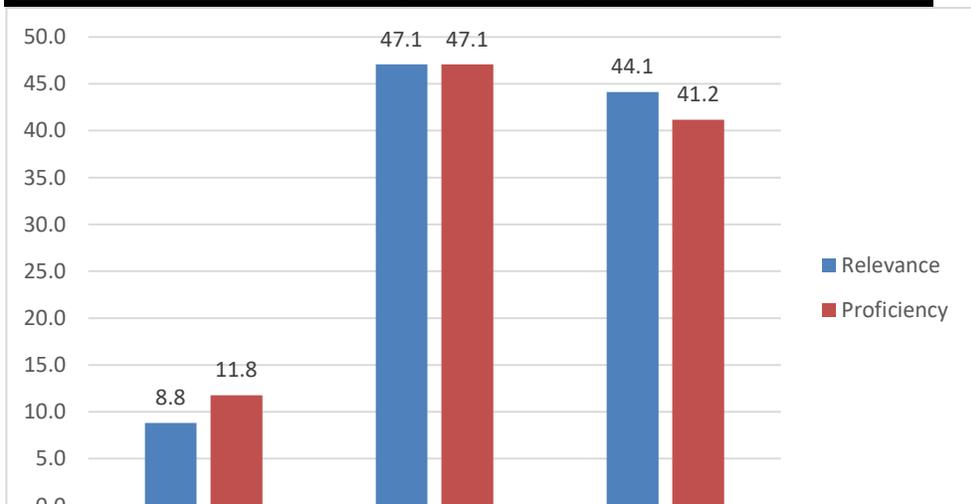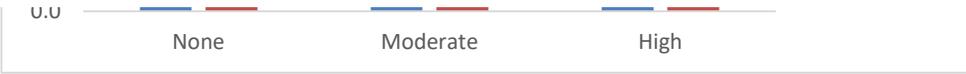
17 **Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	2	.4	5.9	None
	Moderately relevant	12	2.4	35.3	Moderate
	Highly relevant	20	4.1	58.8	High
	Total	34	6.9	100.0	
Missing	System	456	93.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	3	.6	8.8	
	Moderately proficient	13	2.7	38.2	
	Highly proficient	18	3.7	52.9	
	Total	34	6.9	100.0	
Missing	System	456	93.1		
Total		490	100.0		
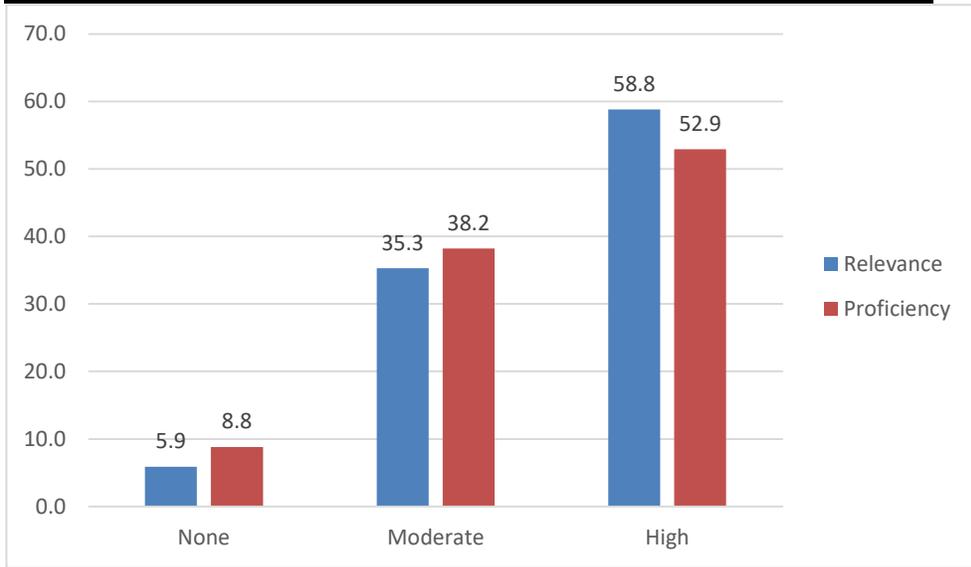
18 **Ensures that the organization seeks input from other organizations and individuals (e.g., chambers of commerce, religious organizations, schools, social service organizations, hospitals, government, community-based organizations, various populations served) for improving the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	2	.4	5.9	None
	Moderately relevant	9	1.8	26.5	Moderate
	Highly relevant	23	4.7	67.6	High
	Total	34	6.9	100.0	

		Frequency	Percent	Valid Percent
Missing	System	456	93.1	
Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	4	.8	11.8
	Moderately proficient	10	2.0	29.4
	Highly proficient	20	4.1	58.8
	Total	34	6.9	100.0
Missing	System	456	93.1	
Total		490	100.0	

Facilitates communication among individuals, groups, and organizations

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	1	.2	2.9	None
	Moderately relevant	5	1.0	14.7	Moderate
	Highly relevant	28	5.7	82.4	High
	Total	34	6.9	100.0	
Missing	System	456	93.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
	Not proficient			0
Valid	Moderately proficient	10	2.0	29.4
	Highly proficient	24	4.9	70.6
	Total	34	6.9	100.0
Missing	System	456	93.1	
Total		490	100.0	

19
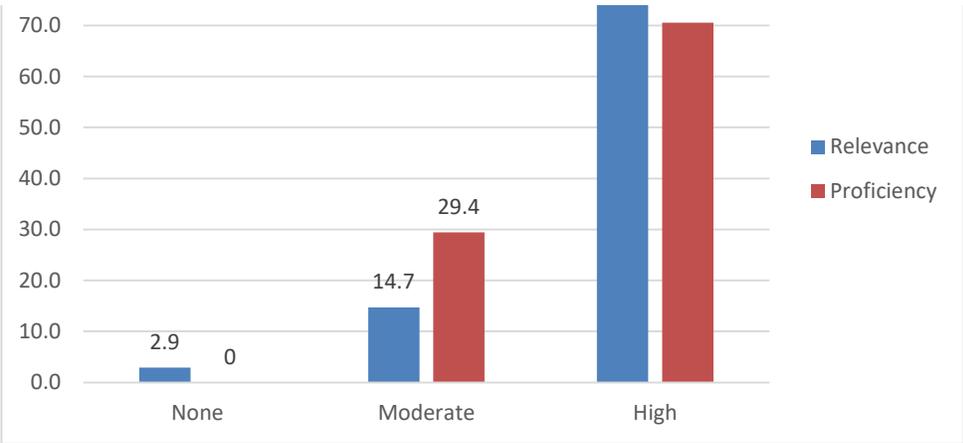
Communicates the roles of governmental public health, health care, and other partners in improving the health of a community

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	3	.6	8.8	None
	Moderately relevant	7	1.4	20.6	Moderate
	Highly relevant	24	4.9	70.6	High
	Total	34	6.9	100.0	
Missing	System	456	93.1		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	1	.2	2.9
	Moderately proficient	13	2.7	38.2
	Highly proficient	20	4.1	58.8
	Total	34	6.9	100.0
Missing	System	456	93.1	
Total		490	100.0	

5. Health Equity and Cultural Competency Skills

21 **Describes the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, and historical experiences)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	7	1.4	21.2	None
	Moderately relevant	9	1.8	27.3	Moderate
	Highly relevant	17	3.5	51.5	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	4	.8	12.1
	Moderately proficient	17	3.5	51.5
	Highly proficient	12	2.4	36.4
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	

22 **Advocates for the diversity of individuals and populations being addressed in policies, programs and services that affect the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	6	1.2	18.2	None
	Moderately relevant	9	1.8	27.3	Moderate
	Highly relevant	18	3.7	54.5	High

		Frequency	Percent	Valid Percent
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	4	.8	12.1
	Moderately proficient	14	2.9	42.4
	Highly proficient	15	3.1	45.5
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	
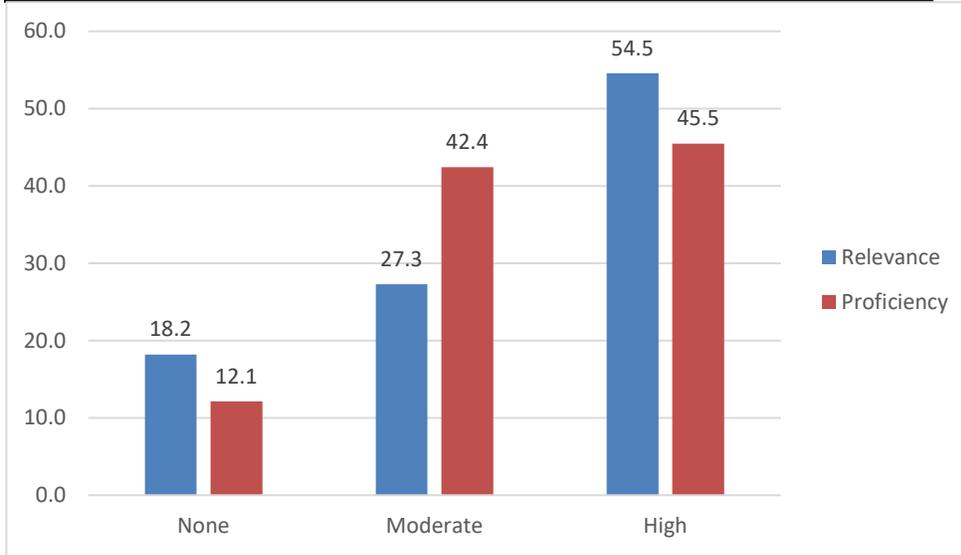
23　　　**Describes the diversity of individuals and populations in a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	6	1.2	18.2	None
	Moderately relevant	9	1.8	27.3	Moderate
	Highly relevant	18	3.7	54.5	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	4	.8	12.1
	Moderately proficient	19	3.9	57.6
	Highly proficient	10	2.0	30.3
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	

70.0
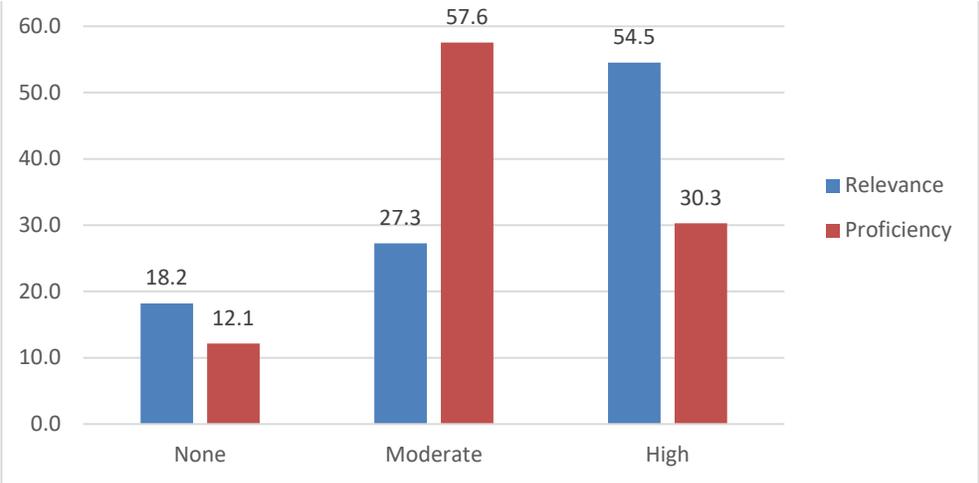
24 **Describes the social, structural, cultural, racial and system-based factors that contribute to health inequities**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	9	1.8	27.3	None
	Moderately relevant	11	2.2	33.3	Moderate
	Highly relevant	13	2.7	39.4	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	10	2.0	30.3
	Moderately proficient	16	3.3	48.5
	Highly proficient	7	1.4	21.2
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	

25 **Recognizes the ways in which racism, structural racism, personal biases and social exclusion contribute to health inequities**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	8	1.6	24.2	None
	Moderately relevant	9	1.8	27.3	Moderate
	Highly relevant	16	3.3	48.5	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	10	2.0	30.3
	Moderately proficient	11	2.2	33.3
	Highly proficient	12	2.4	36.4
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	

26 **Recognizes the ways diversity of individuals and populations in a community may influence policies, programs, services, and the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	7	1.4	21.2	None
	Moderately relevant	10	2.0	30.3	Moderate
	Highly relevant	16	3.3	48.5	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	7	1.4	21.2
	Moderately proficient	14	2.9	42.4
	Highly proficient	12	2.4	36.4
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	
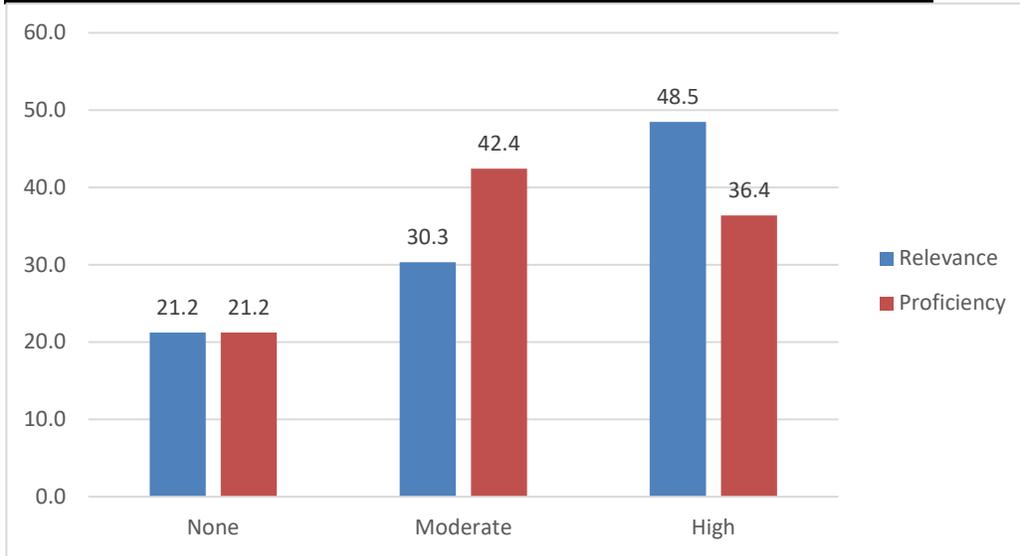
27 **Incorporates diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	5	1.0	15.2	None
	Moderately relevant	11	2.2	33.3	Moderate
	Highly relevant	17	3.5	51.5	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	5	1.0	15.2
	Moderately proficient	18	3.7	54.5
	Highly proficient	10	2.0	30.3
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	
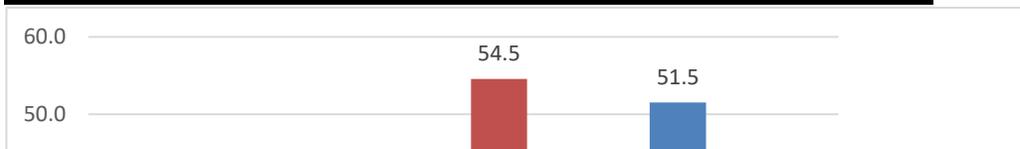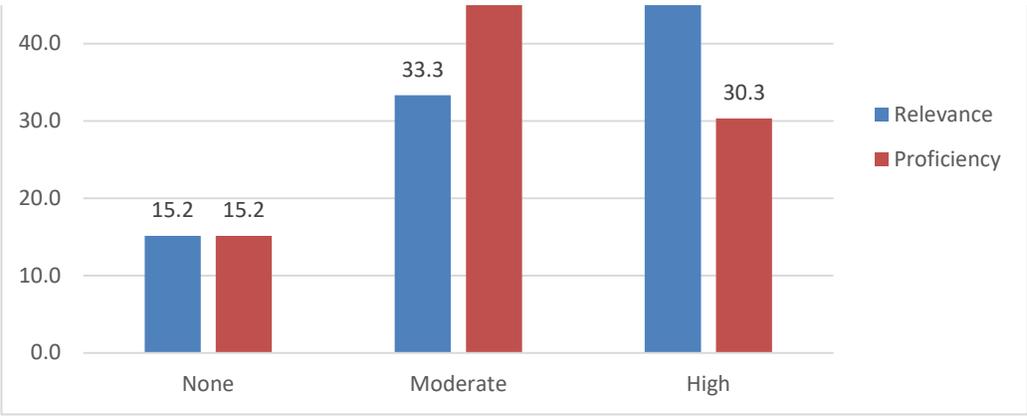
28 Evaluates the effects of policies, programs, and services on different populations in a community

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	10	2.0	30.3	None
	Moderately relevant	7	1.4	21.2	Moderate
	Highly relevant	16	3.3	48.5	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	9	1.8	27.3
	Moderately proficient	17	3.5	51.5
	Highly proficient	7	1.4	21.2
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	
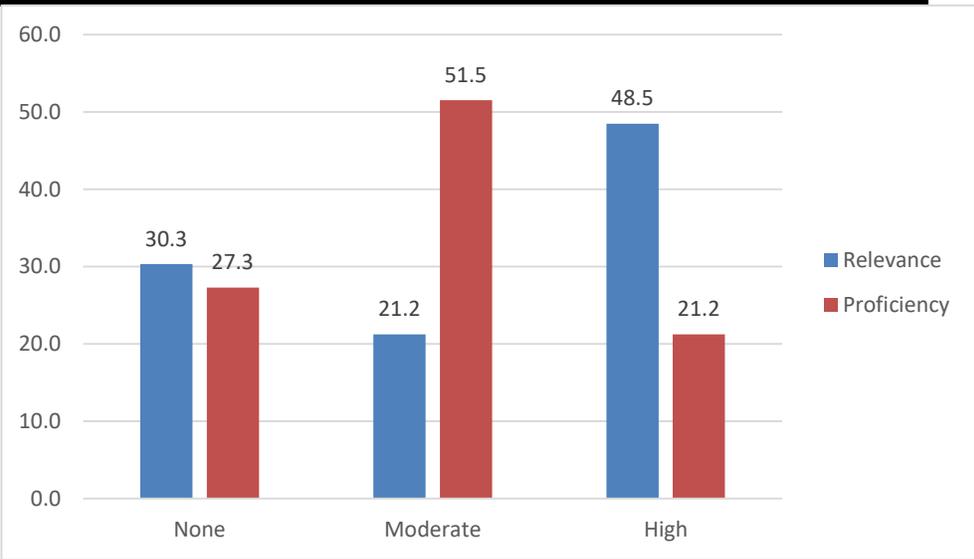
29 **Takes measures to support a diverse public health workforce that reflects the demographics of the population served and have the knowledge and skills to advance health equity**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	9	1.8	27.3	None
	Moderately relevant	4	.8	12.1	Moderate
	Highly relevant	20	4.1	60.6	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	8	1.6	24.2
	Moderately proficient	14	2.9	42.4
	Highly proficient	11	2.2	33.3
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	

30 **Understands the importance of using a health equity lens/perspective in implementing policies, programs, and services that affect the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	3	.6	9.1	None
	Moderately relevant	7	1.4	21.2	Moderate
	Highly relevant	23	4.7	69.7	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	4	.8	12.1
	Moderately proficient	16	3.3	48.5
	Highly proficient	13	2.7	39.4
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	

31 **Understand the ways in which your position/program can advance health equity by strategically focusing on the social determinants of health**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	5	1.0	15.2	None
	Moderately relevant	8	1.6	24.2	Moderate
	Highly relevant	20	4.1	60.6	High
	Total	33	6.7	100.0	
Missing	System	457	93.3		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	6	1.2	18.2
	Moderately proficient	15	3.1	45.5
	Highly proficient	12	2.4	36.4
	Total	33	6.7	100.0
Missing	System	457	93.3	
Total		490	100.0	

6. Community Dimensions of Practice Skills

Maintains relationships with community partners that improve health in a community (e.g. relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations)

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	4	.8	12.5	None
	Moderately relevant	4	.8	12.5	Moderate
	Highly relevant	24	4.9	75.0	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	2	.4	6.3
	Moderately proficient	8	1.6	25.0
	Highly proficient	22	4.5	68.8
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	
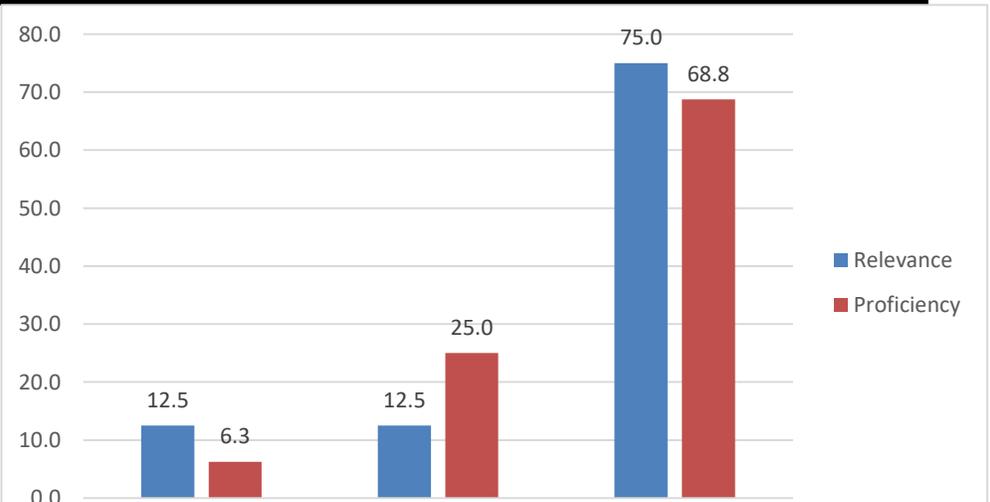
33 **Suggests, establishes, and maintains relationships needed to improve health in a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	5	1.0	15.6	None
	Moderately relevant	6	1.2	18.8	Moderate
	Highly relevant	21	4.3	65.6	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	3	.6	9.4	
	Moderately proficient	10	2.0	31.3	
	Highly proficient	19	3.9	59.4	
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		
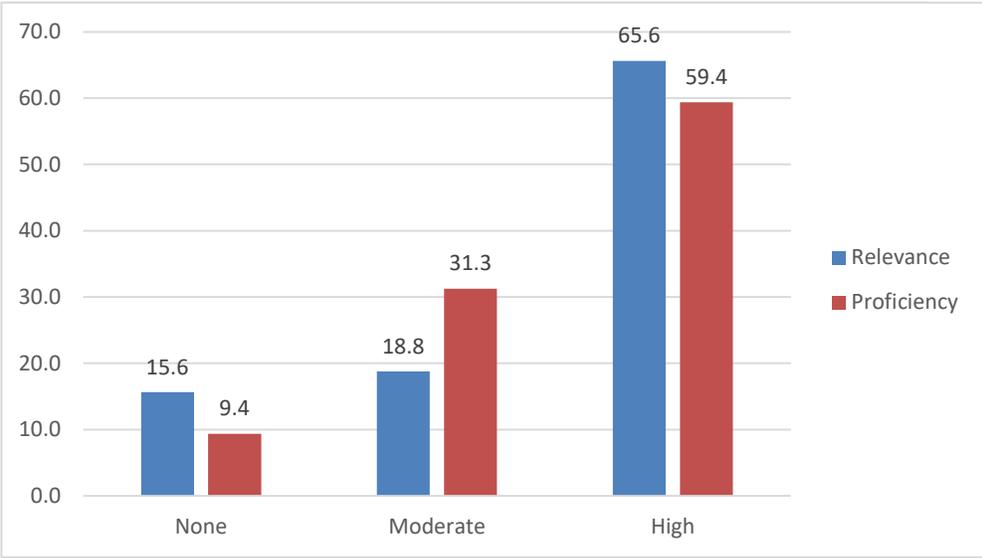
34 **Negotiates for use of assets and resources to improve the health of a community (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	8	1.6	25.0	None
	Moderately relevant	8	1.6	25.0	Moderate
	Highly relevant	16	3.3	50.0	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		

Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	8	1.6	25.0
	Moderately proficient	9	1.8	28.1
	Highly proficient	15	3.1	46.9
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	
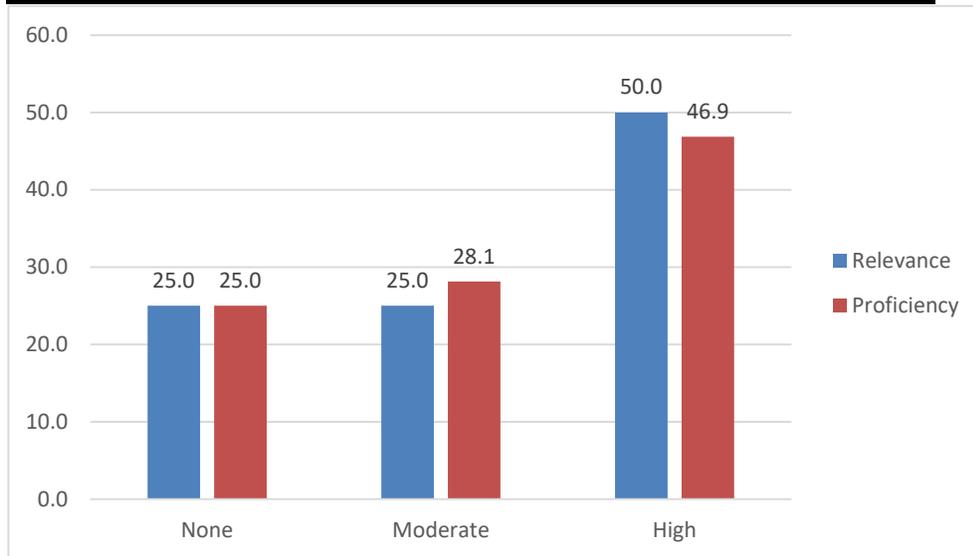
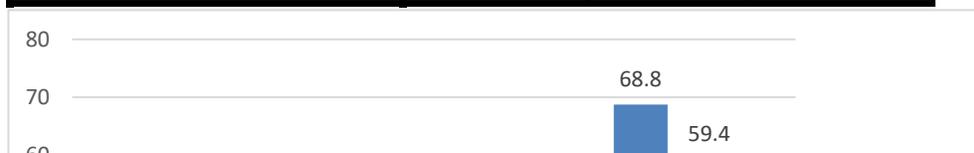**35** **Ensures that community input is used for developing, implementing, evaluating, and improving policies, programs, and services**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	6	1.2	18.8	None
	Moderately relevant	8	1.6	25.0	Moderate
	Highly relevant	18	3.7	56.3	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	6	1.2	18.8
	Moderately proficient	11	2.2	34.4
	Highly proficient	15	3.1	46.9
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

36   **Defends policies, programs, and resources that improve health in a community (e.g., using evidence to demonstrate the need for a program, communicating the impact of a program)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	4	.8	12.5	None
	Moderately relevant	7	1.4	21.9	Moderate
	Highly relevant	21	4.3	65.6	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	3	.6	9.4
	Moderately proficient	12	2.4	37.5
	Highly proficient	17	3.5	53.1
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

7. Public Health Sciences Skills

37   **Ensures public health sciences (e.g., biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences, and public health informatics) are applied in the delivery of the 10 Essential Public Health Services.**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	2	.4	6.3	None
	Moderately relevant	12	2.4	37.5	Moderate
	Highly relevant	18	3.7	56.3	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	3	.6	9.4	
	Moderately proficient	17	3.5	53.1	
	Highly proficient	12	2.4	37.5	
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		
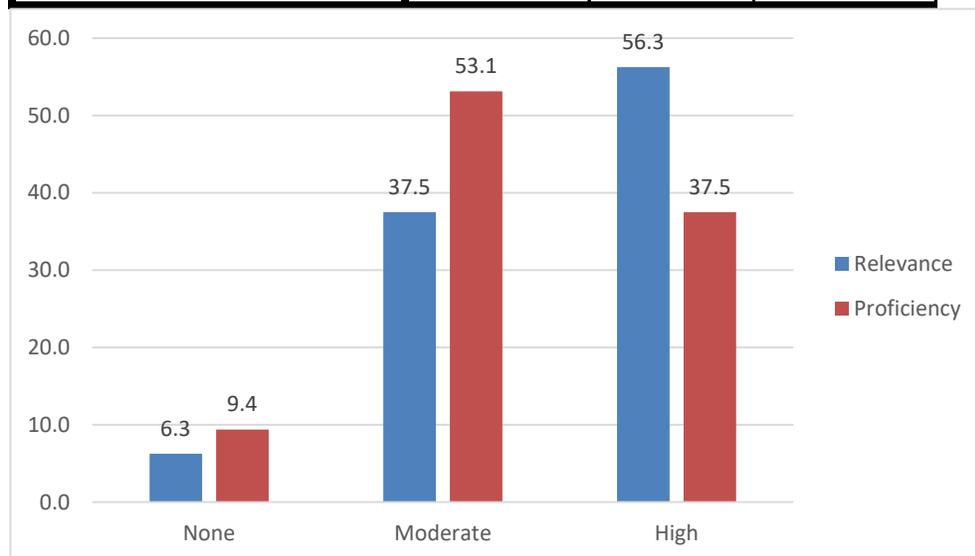
38   **Synthesizes and explains the use of evidence in developing, implementing, evaluating, and improving policies, programs, and services**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	1	.2	3.1	None
	Moderately relevant	11	2.2	34.4	Moderate
	Highly relevant	20	4.1	62.5	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		

Proficiency		Frequency	Percent	Valid Percent
	Total	490	100.0	
Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	1	.2	3.1
	Moderately proficient	11	2.2	34.4
	Highly proficient	20	4.1	62.5
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

39 **Ensures the use of evidence in developing, implementing, evaluating, and improving policies, programs, and services**

Relevance		Frequency	Percent	Valid Percent	
	Not relevant			0	None
Valid	Moderately relevant	10	2.0	31.3	Moderate
	Highly relevant	22	4.5	68.8	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	1	.2	3.1
	Moderately proficient	12	2.4	37.5
	Highly proficient	19	3.9	59.4
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

40   **Ensures the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	5	1.0	15.6	None
	Moderately relevant	12	2.4	37.5	Moderate
	Highly relevant	15	3.1	46.9	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	5	1.0	15.6
	Moderately proficient	9	1.8	28.1
	Highly proficient	18	3.7	56.3
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

41 **Maintains partnerships that increase use of evidence in public health practice (e.g., between practice and academic organizations, with health sciences libraries)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	3	.6	9.4	None
	Moderately relevant	11	2.2	34.4	Moderate
	Highly relevant	18	3.7	56.3	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	5	1.0	15.6
	Moderately proficient	12	2.4	37.5
	Highly proficient	15	3.1	46.9
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

8. Financial Planning and Management Skills

42 **Manages the implementation of policies and procedures of the governing body or administrative unit that oversees the organization (e.g., board of health, chief executive office, Tribal council)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	6	1.2	18.8	None
	Moderately relevant	8	1.6	25.0	Moderate
	Highly relevant	18	3.7	56.3	High
	Total	32	6.5	100.0	

Proficiency		Frequency	Percent	Valid Percent
Missing	System	458	93.5	
Total		490	100.0	

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	5	1.0	15.6
	Moderately proficient	9	1.8	28.1
	Highly proficient	18	3.7	56.3
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

Develops organizational budgets

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	3	.6	9.4	None
	Moderately relevant	4	.8	12.5	Moderate
	Highly relevant	25	5.1	78.1	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	3	.6	9.4
	Moderately proficient	9	1.8	28.1
	Highly proficient	20	4.1	62.5
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

44 **Develops, prioritizes, and defends organizational budgets, ensuring that programs are managed within current and projected budgets and staffing levels**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	4	.8	12.5	None
	Moderately relevant	4	.8	12.5	Moderate
	Highly relevant	24	4.9	75.0	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	3	.6	9.4
	Moderately proficient	8	1.6	25.0
	Highly proficient	21	4.3	65.6
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	
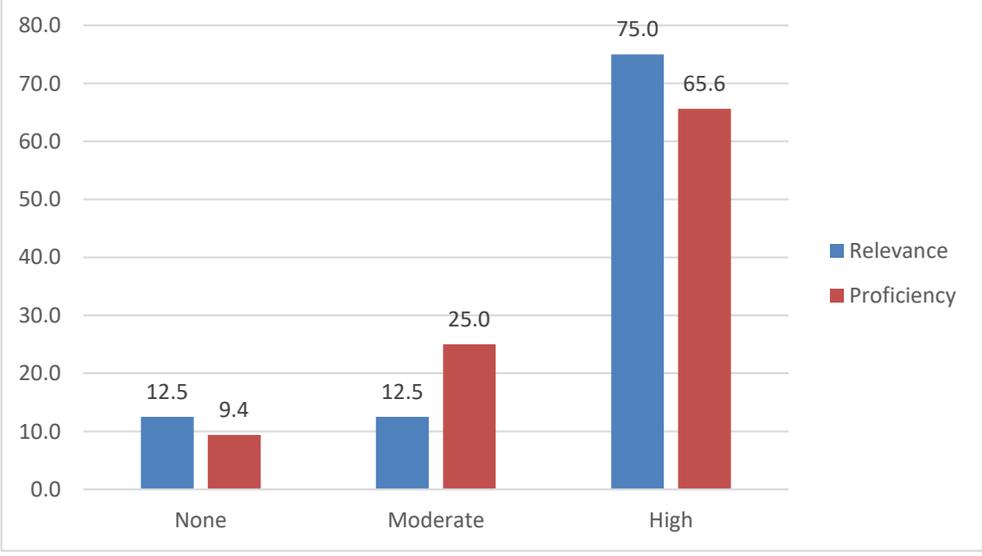
45 **Assesses the structures, functions, and authorizations of governmental public health programs and organizations**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	7	1.4	21.9	None
	Moderately relevant	6	1.2	18.8	Moderate
	Highly relevant	19	3.9	59.4	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	5	1.0	15.6
	Moderately proficient	13	2.7	40.6
	Highly proficient	14	2.9	43.8
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	
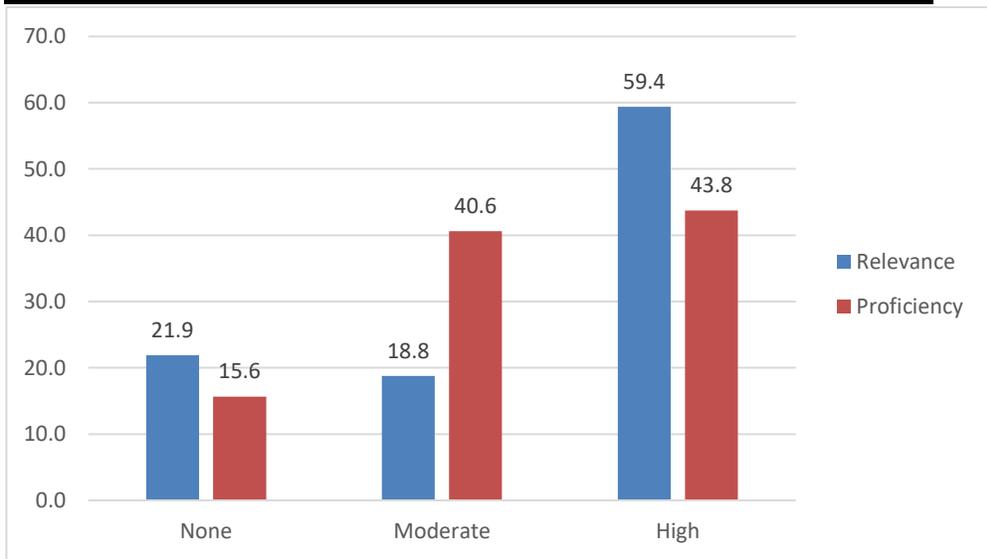
46 **Engages governmental agencies with authority to address specific community health needs (e.g., lead in housing, water fluoridation, bike lanes, emergency preparedness)**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	8	1.6	25.0	None
	Moderately relevant	8	1.6	25.0	Moderate
	Highly relevant	16	3.3	50.0	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent

Valid	Not proficient	6	1.2	18.8
	Moderately proficient	13	2.7	40.6
	Highly proficient	13	2.7	40.6
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

47 **Leverages public health and health care funding mechanisms and procedures (e.g., categorical grants, fees, third-party reimbursement, tobacco taxes, value-based purchasing, budget approval process) for supporting population health services**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	6	1.2	18.8	None
	Moderately relevant	8	1.6	25.0	Moderate
	Highly relevant	18	3.7	56.3	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	6	1.2	18.8
	Moderately proficient	21	4.3	65.6
	Highly proficient	5	1.0	15.6
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	
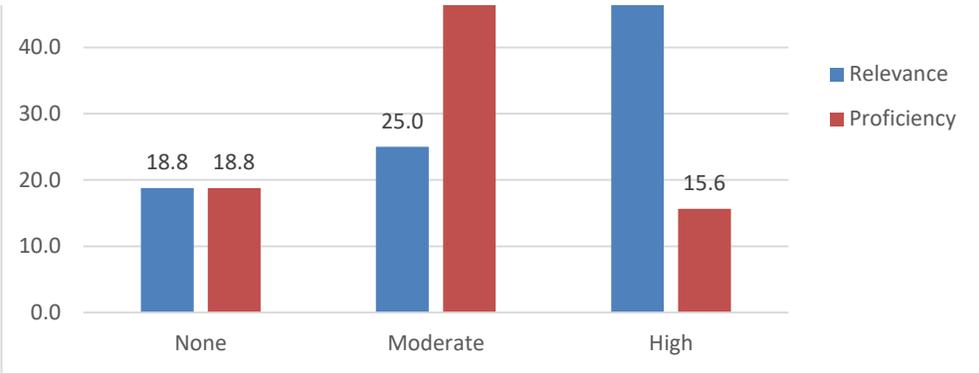
48 **Establishes teams and motivates personnel for the purpose of achieving program and organizational goals**

Relevance		Frequency	Percent	Valid Percent	
	Not relevant			0	None
Valid	Moderately relevant	4	.8	12.5	Moderate
	Highly relevant	28	5.7	87.5	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
	Not proficient			0
Valid	Moderately proficient	13	2.7	40.6
	Highly proficient	19	3.9	59.4
	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	

49   **Oversees the use of evaluation results to improve program and organizational performance**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	2	.4	6.3	None
	Moderately relevant	4	.8	12.5	Moderate
	Highly relevant	26	5.3	81.3	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent	
Valid	Not proficient	3	.6	9.4	
	Moderately proficient	12	2.4	37.5	
	Highly proficient	17	3.5	53.1	
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Establishes and/or uses performance management systems for program and organizational improvement

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	2	.4	6.3	None
	Moderately relevant	8	1.6	25.0	Moderate
	Highly relevant	22	4.5	68.8	High
	Total	32	6.5	100.0	
Missing	System	458	93.5		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	5	1.0	15.6
	Moderately proficient	14	2.9	43.8
	Highly proficient	13	2.7	40.6

	Total	32	6.5	100.0
Missing	System	458	93.5	
Total		490	100.0	
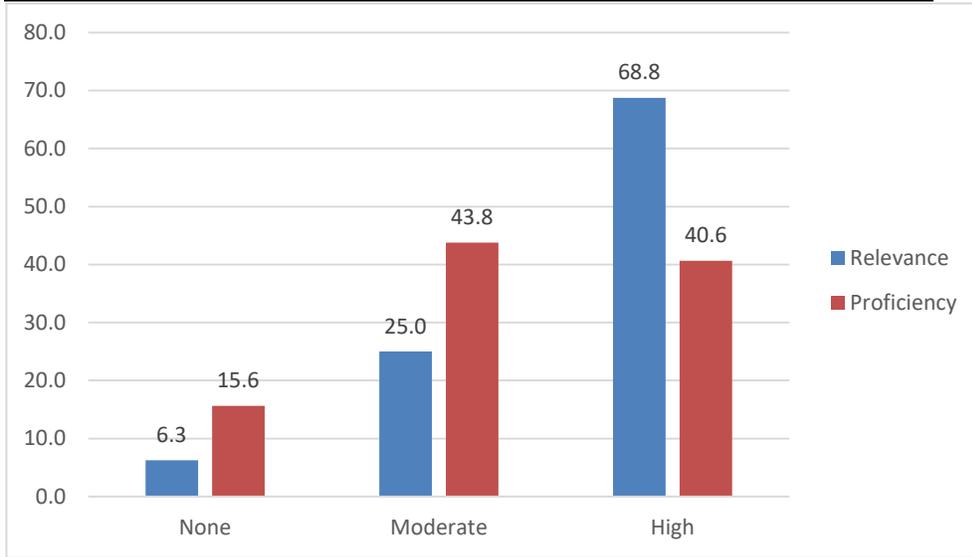
9. Leadership and Systems Thinking Skills

51 **Incorporates ethical standards of practice into all interactions with individuals, organizations, and communities**

Relevance		Frequency	Percent	Valid Percent	
	Not relevant			0	None
Valid	Moderately relevant	4	.8	12.9	Moderate
	Highly relevant	27	5.5	87.1	High
	Total	31	6.3	100.0	
Missing	System	459	93.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	1	.2	3.2
	Moderately proficient	5	1.0	16.1
	Highly proficient	25	5.1	80.6
	Total	31	6.3	100.0
Missing	System	459	93.7	
Total		490	100.0	
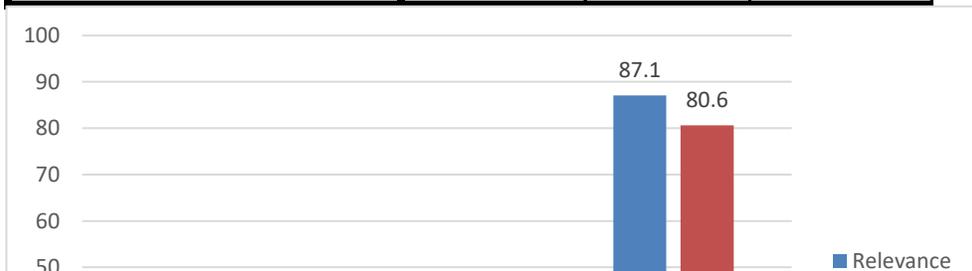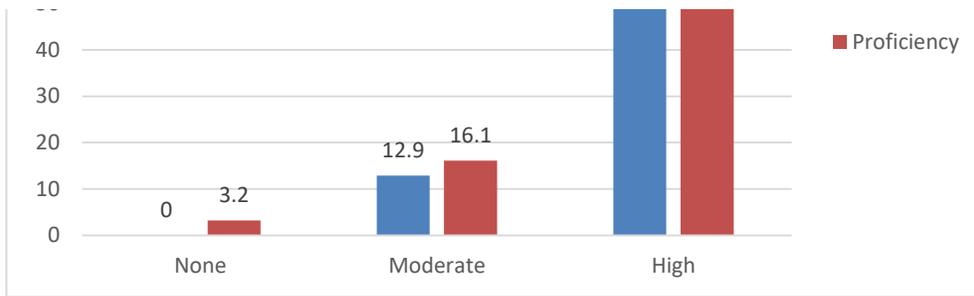
52 **Creates opportunities for organizations to work together or individually to improve the health of a community**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	4	.8	12.9	None
	Moderately relevant	6	1.2	19.4	Moderate
	Highly relevant	21	4.3	67.7	High
	Total	31	6.3	100.0	
Missing	System	459	93.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	3	.6	9.7
	Moderately proficient	11	2.2	35.5
	Highly proficient	17	3.5	54.8
	Total	31	6.3	100.0
Missing	System	459	93.7	
Total		490	100.0	
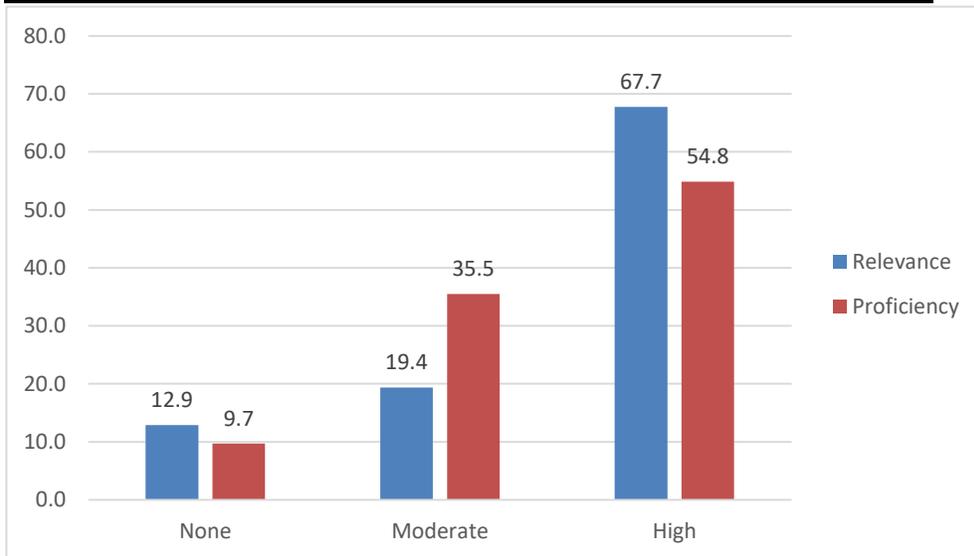
53 **Ensures availability and use of professional development opportunities throughout the organization**

Relevance	Frequency	Percent	Valid Percent

Valid		Frequency	Percent	Valid Percent	
Valid	Not relevant	3	.6	9.7	None
	Moderately relevant	2	.4	6.5	Moderate
	Highly relevant	26	5.3	83.9	High
	Total	31	6.3	100.0	
Missing	System	459	93.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	4	.8	12.9
	Moderately proficient	12	2.4	38.7
	Highly proficient	15	3.1	48.4
	Total	31	6.3	100.0
Missing	System	459	93.7	
Total		490	100.0	
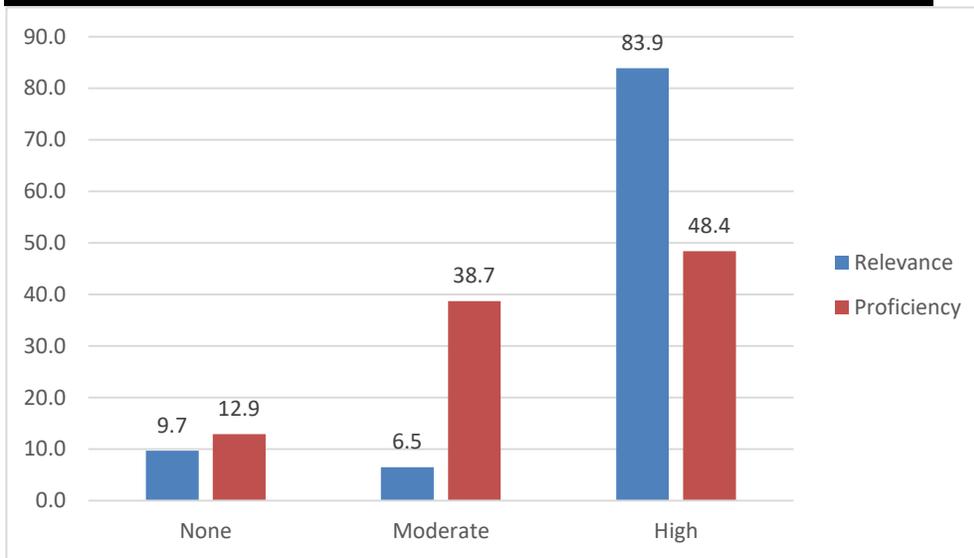
54   **Ensures the management of organizational change and the continuous improvement of individual, program and organizational performance**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	2	.4	6.5	None
	Moderately relevant	4	.8	12.9	Moderate
	Highly relevant	25	5.1	80.6	High
	Total	31	6.3	100.0	
Missing	System	459	93.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	4	.8	12.9
	Moderately proficient	10	2.0	32.3
	Highly proficient	17	3.5	54.8
	Total	31	6.3	100.0
Missing	System	459	93.7	

55   **Advocates for the role of public health in providing population health services**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	7	1.4	22.6	None
	Moderately relevant	4	.8	12.9	Moderate
	Highly relevant	20	4.1	64.5	High
	Total	31	6.3	100.0	
Missing	System	459	93.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	7	1.4	22.6
	Moderately proficient	10	2.0	32.3
	Highly proficient	14	2.9	45.2
	Total	31	6.3	100.0
Missing	System	459	93.7	
Total		490	100.0	
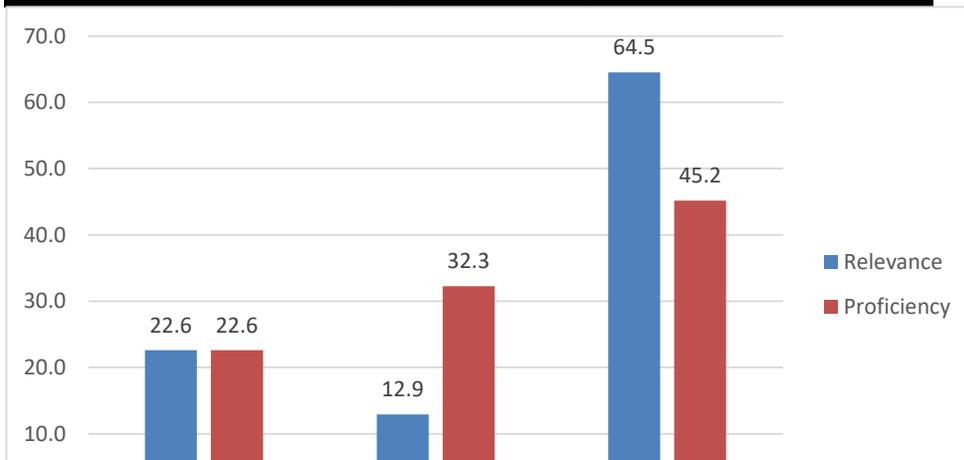
10. Public Health Emergency Preparedness and Response Skills

56 **Describes DHMH and assigned program's role in DHMH's response during public health emergencies and ensures that employees have access to and understand the health department's role in public health emergencies**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	6	1.2	19.4	None
	Moderately relevant	9	1.8	29.0	Moderate
	Highly relevant	16	3.3	51.6	High
	Total	31	6.3	100.0	
Missing	System	459	93.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	9	1.8	29.0
	Moderately proficient	10	2.0	32.3
	Highly proficient	12	2.4	38.7
	Total	31	6.3	100.0
Missing	System	459	93.7	
Total		490	100.0	

57 **Establishes written emergency plans to maintain critical public health services during a public health emergency and ensures that employees have access to these plans**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	10	2.0	32.3	None

		Frequency	Percent	Valid Percent	
	Moderately relevant	7	1.4	22.6	Moderate
	Highly relevant	14	2.9	45.2	High
	Total	31	6.3	100.0	
Missing	System	459	93.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	9	1.8	29.0
	Moderately proficient	8	1.6	25.8
	Highly proficient	14	2.9	45.2
	Total	31	6.3	100.0
Missing	System	459	93.7	
Total		490	100.0	
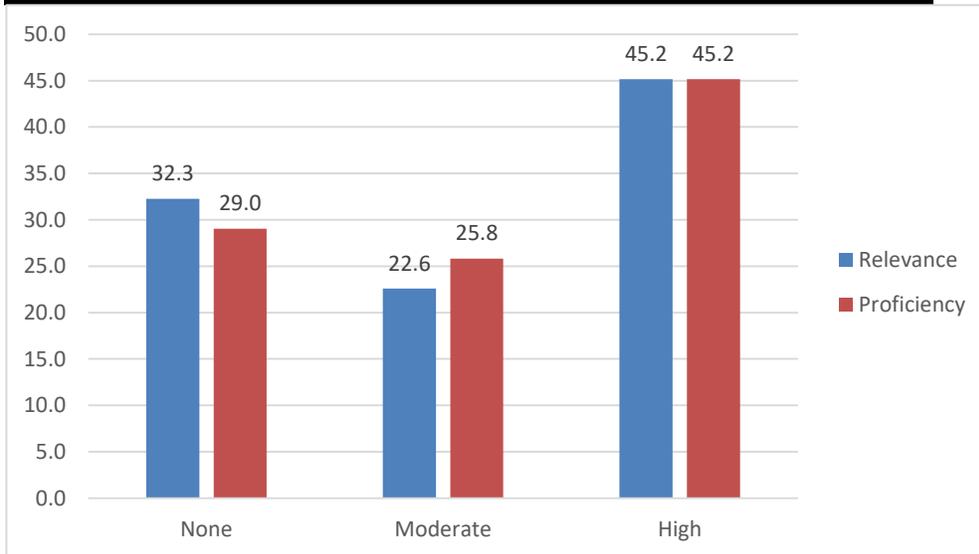
58   **Uses available resources and tools to improve personal and workplace preparedness and demonstrates the value of personal and workplace preparedness to employees**

Relevance		Frequency	Percent	Valid Percent	
Valid	Not relevant	6	1.2	19.4	None
	Moderately relevant	12	2.4	38.7	Moderate
	Highly relevant	13	2.7	41.9	High
	Total	31	6.3	100.0	
Missing	System	459	93.7		
Total		490	100.0		

Proficiency		Frequency	Percent	Valid Percent
Valid	Not proficient	10	2.0	32.3
	Moderately proficient	9	1.8	29.0
	Highly proficient	12	2.4	38.7
	Total	31	6.3	100.0
Missing	System	459	93.7	

Total		490	100.0	
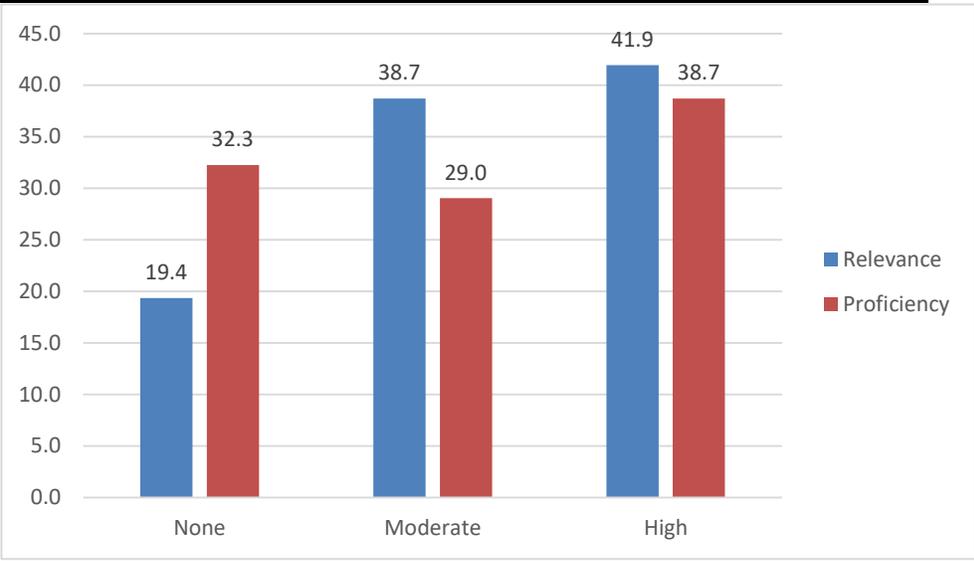
Tier 4

1. Technology Knowledge, Skills and Abilities
In your current job, to what extent would you benefit from additional training in each of the following technical areas?

1   Basic computer use knowledge (i.e., Microsoft Explorer, Internet, e-mail, etc.)

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	16	3.3	25.0
	Already Taken It	46	9.4	71.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
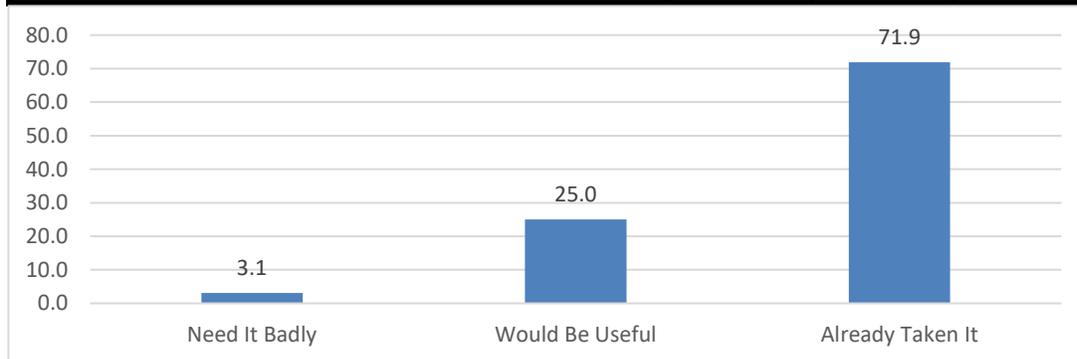
2   Distance Learning (video conference, video streaming, satellite downlink web-based)

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	26	5.3	40.6
	Already Taken It	13	2.7	20.3
	Not Applicable to My Job	23	4.7	35.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

3   Internet use

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	18	3.7	28.1
	Already Taken It	42	8.6	65.6
	Not Applicable to My Job	2	.4	3.1
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
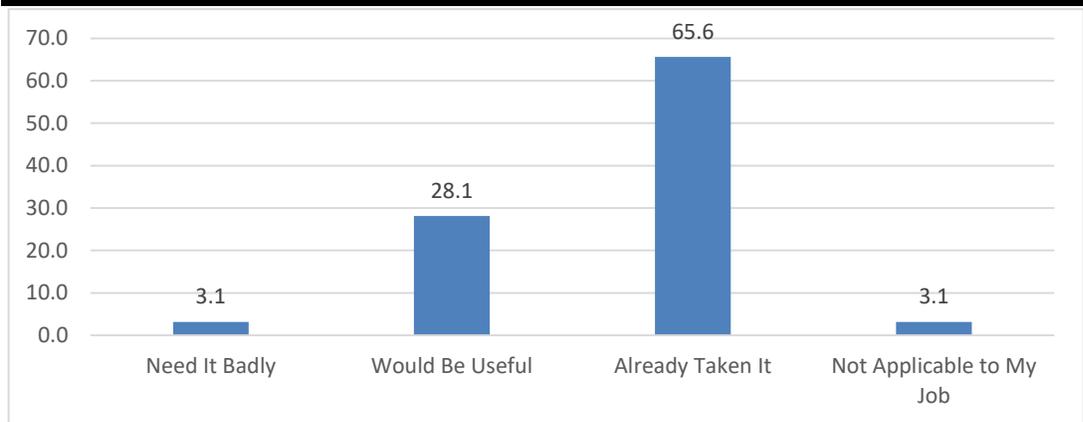
4   MS Excel

		Frequency	Percent	Valid Percent
Valid	Need It Badly	6	1.2	9.4
	Would Be Useful	19	3.9	29.7
	Already Taken It	38	7.8	59.4
	Not Applicable to My Job	1	.2	1.6
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
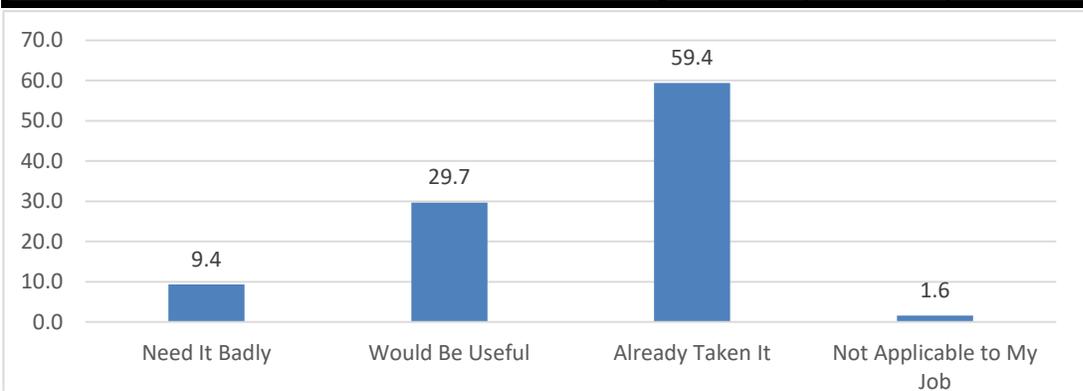
5 MS Outlook

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	17	3.5	26.6
	Already Taken It	28	5.7	43.8
	Not Applicable to My Job	15	3.1	23.4
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
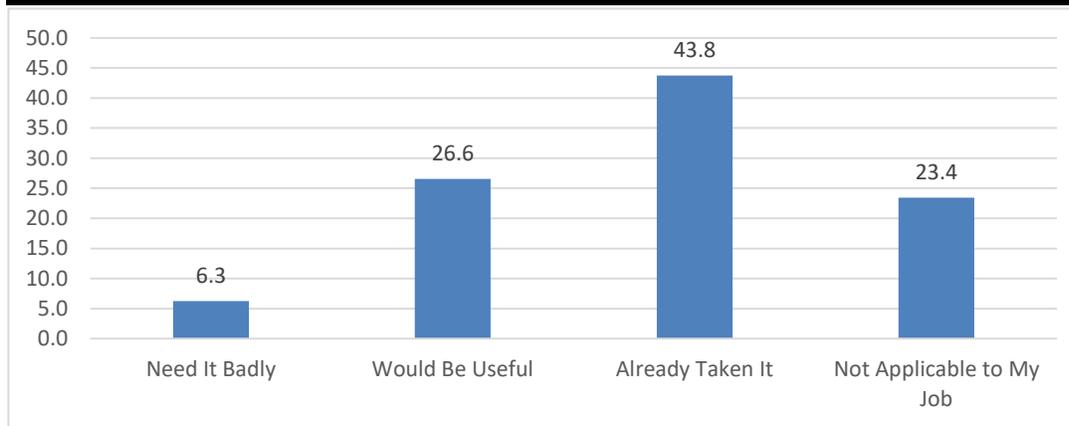
6 MS PowerPoint

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	23	4.7	35.9
	Already Taken It	29	5.9	45.3
	Not Applicable to My Job	8	1.6	12.5
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

7   MS Word

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	18	3.7	28.1
	Already Taken It	39	8.0	60.9
	Not Applicable to My Job	3	.6	4.7
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
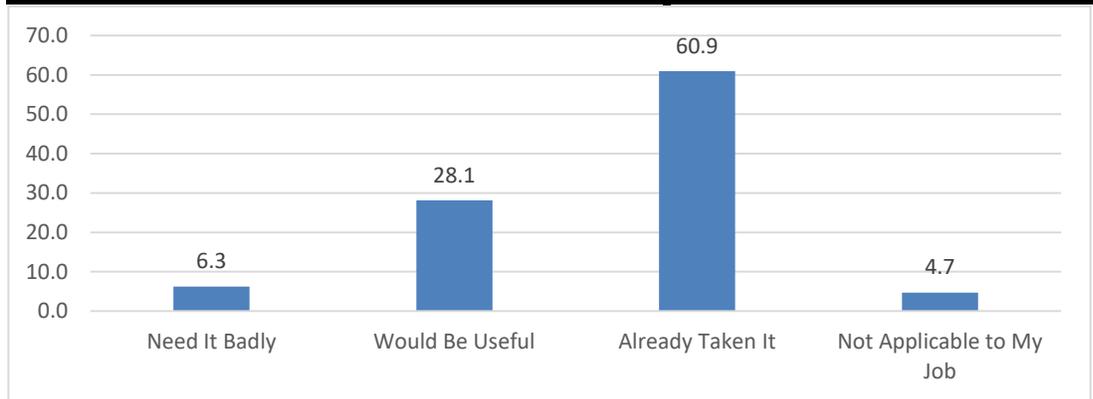
8   TAS (Training Administration System)

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	25	5.1	39.1
	Already Taken It	4	.8	6.3
	Not Applicable to My Job	31	6.3	48.4
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

9 **Are there any other technical areas in which you would benefit from training? If yes, please specify here:**

		Frequency	Percent	Valid Percent
Valid		485	99.0	99.0
	Budget and Grants Management	1	.2	.2
	Database Administration	1	.2	.2
	FMIS	1	.2	.2
	SQL Server Administration, Report Services	1	.2	.2
	Time Management, MSExcel Pivot Tables, Working with Google Apps	1	.2	.2
	Total	490	100.0	100.0

2. Professional Development Knowledge, Skills and Abilities

In your current job, to what extent would you benefit from additional training in each of the following areas?

10 Business etiquette

		Frequency	Percent	Valid Percent
Valid	Would Be Useful	35	7.1	54.7
	Already Taken It	24	4.9	37.5
	Not Applicable to My Job	5	1.0	7.8
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
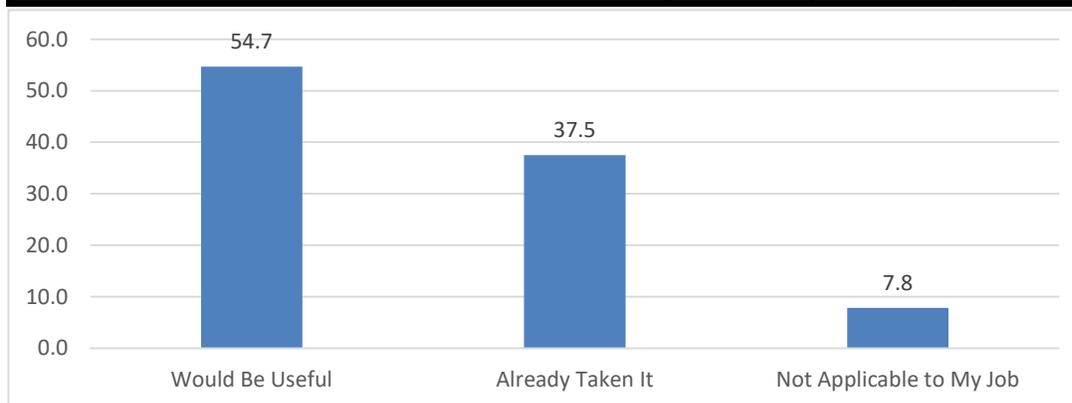
11 Career development

		Frequency	Percent	Valid Percent
Valid	Need It Badly	5	1.0	7.8
	Would Be Useful	39	8.0	60.9
	Already Taken It	9	1.8	14.1
	Not Applicable to My Job	11	2.2	17.2
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
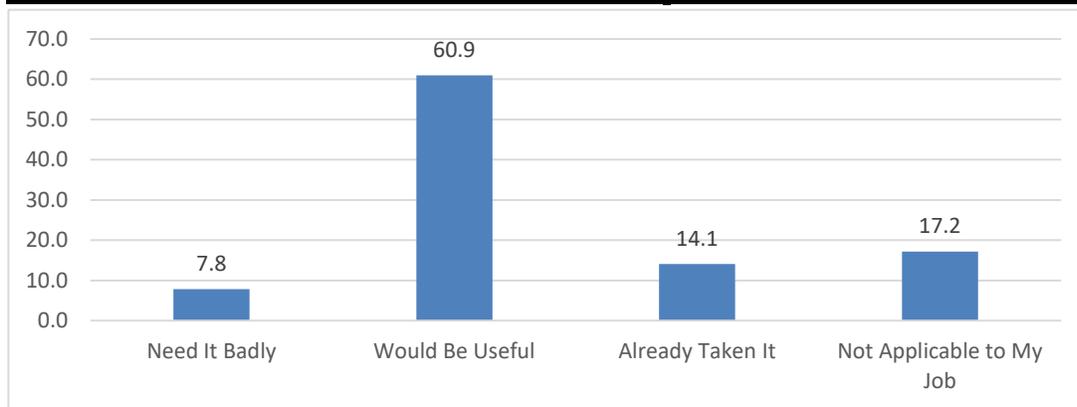
12 Change management

		Frequency	Percent	Valid Percent
Valid	Need It Badly	3	.6	4.7
	Would Be Useful	28	5.7	43.8
	Already Taken It	3	.6	4.7
	Not Applicable to My Job	30	6.1	46.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
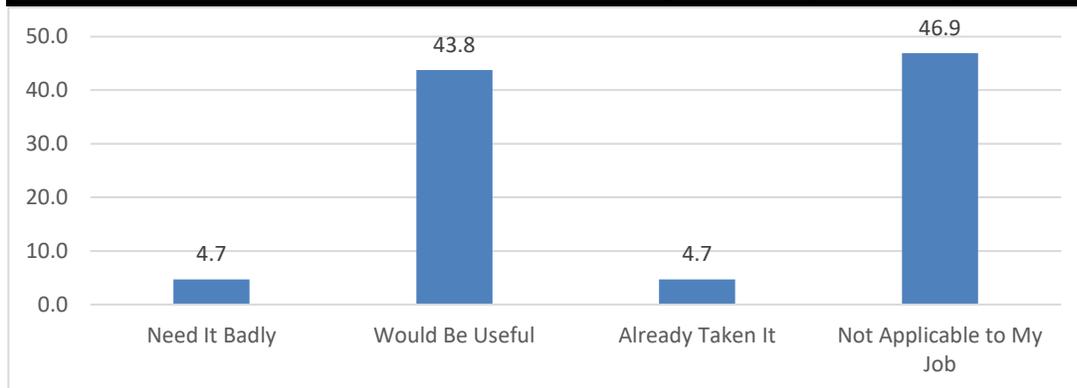
13 Contract development

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3

		Frequency	Percent	Valid Percent
	Would Be Useful	29	5.9	45.3
	Already Taken It	2	.4	3.1
	Not Applicable to My Job	29	5.9	45.3
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
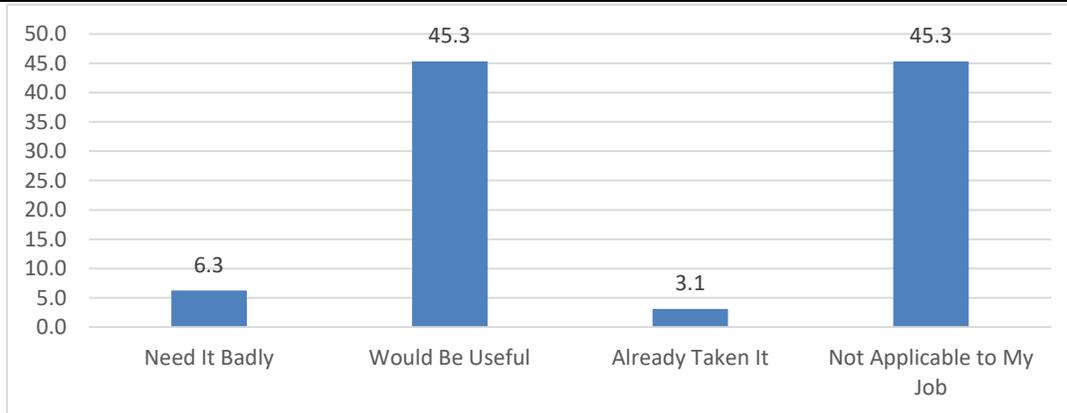
14 Ethics in state government

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	35	7.1	54.7
	Already Taken It	19	3.9	29.7
	Not Applicable to My Job	8	1.6	12.5
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
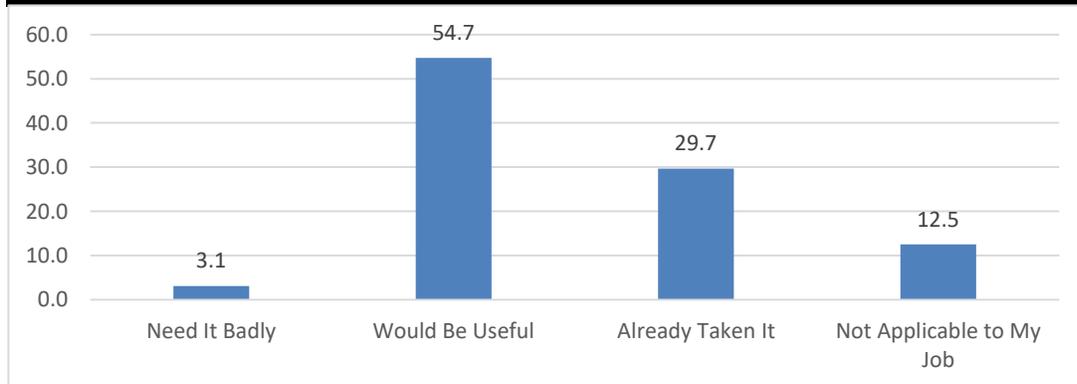
15 Leadership skills

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	30	6.1	46.9
	Already Taken It	16	3.3	25.0
	Not Applicable to My Job	14	2.9	21.9

	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
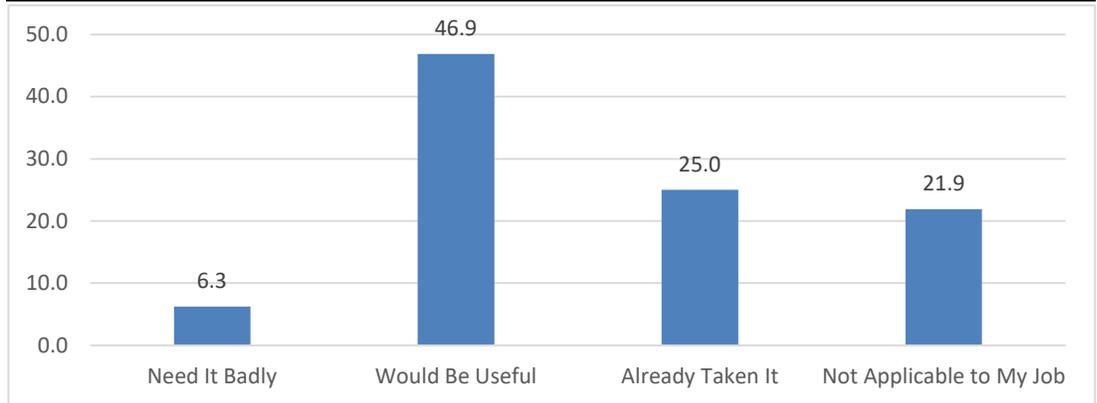
16 Managing priorities

		Frequency	Percent	Valid Percent
Valid	Need It Badly	5	1.0	7.8
	Would Be Useful	33	6.7	51.6
	Already Taken It	11	2.2	17.2
	Not Applicable to My Job	15	3.1	23.4
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
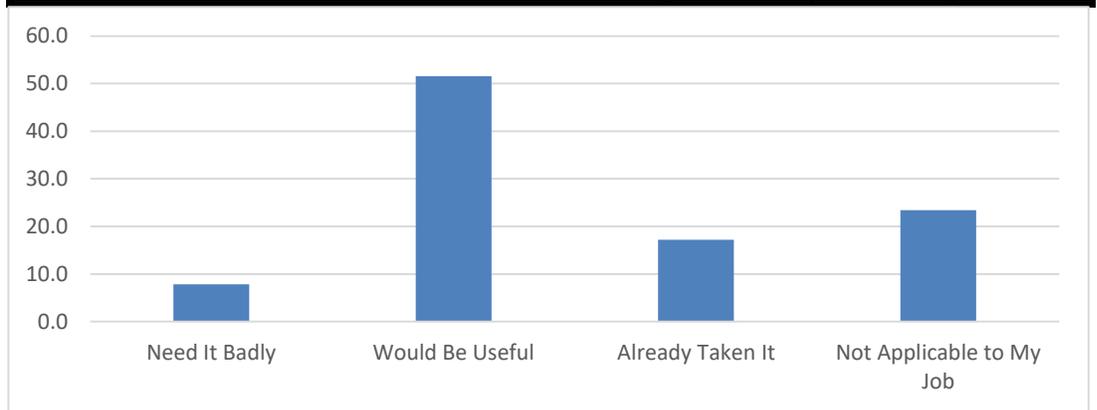
17 Presentation skills

		Frequency	Percent	Valid Percent
Valid	Need It Badly	3	.6	4.7
	Would Be Useful	33	6.7	51.6
	Already Taken It	9	1.8	14.1
	Not Applicable to My Job	19	3.9	29.7
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

18 Problem solving

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	34	6.9	53.1
	Already Taken It	21	4.3	32.8
	Not Applicable to My Job	7	1.4	10.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

19 Stress management

		Frequency	Percent	Valid Percent
Valid	Need It Badly	9	1.8	14.1
	Would Be Useful	28	5.7	43.8
	Already Taken It	17	3.5	26.6
	Not Applicable to My Job	10	2.0	15.6
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
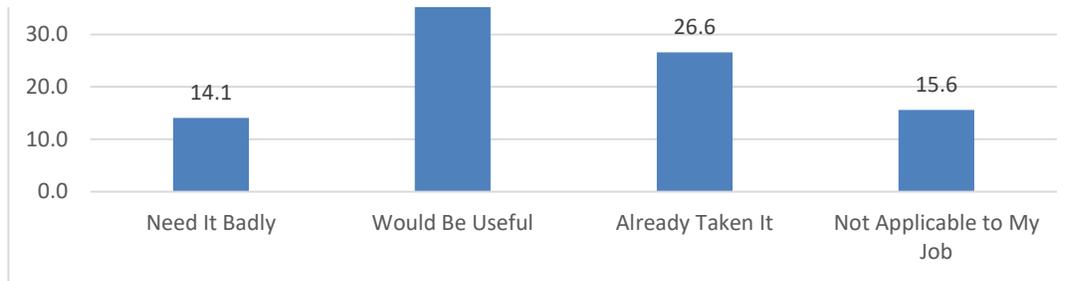
20 Time management

		Frequency	Percent	Valid Percent
Valid	Need It Badly	1	.2	1.6
	Would Be Useful	30	6.1	46.9
	Already Taken It	23	4.7	35.9
	Not Applicable to My Job	10	2.0	15.6
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

21 HIPAA

		Frequency	Percent	Valid Percent
Valid	Need It Badly	3	.6	4.7
	Would Be Useful	15	3.1	23.4
	Already Taken It	38	7.8	59.4
	Not Applicable to My Job	8	1.6	12.5
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
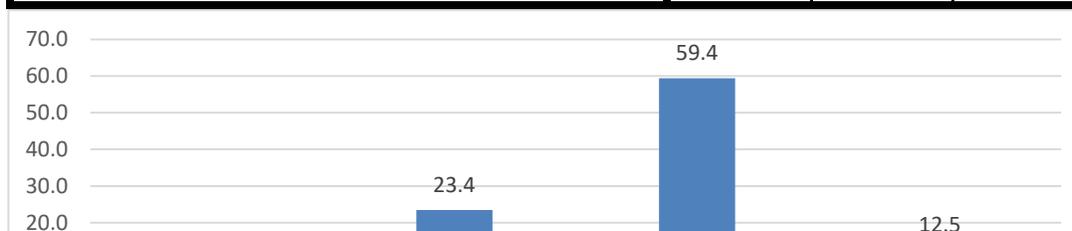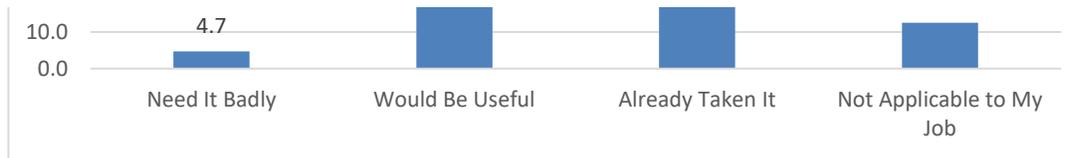
22 Orientation to public health

		Frequency	Percent	Valid Percent
Valid	Need It Badly	3	.6	4.7
	Would Be Useful	20	4.1	31.3
	Already Taken It	18	3.7	28.1
	Not Applicable to My Job	23	4.7	35.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

23 Organization of workspace

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	25	5.1	39.1
	Already Taken It	24	4.9	37.5
	Not Applicable to My Job	13	2.7	20.3
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

	Need It Badly	Would Be Useful	Already Taken It	Not Applicable to My Job

24 Public health's changing role

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	29	5.9	45.3
	Already Taken It	8	1.6	12.5
	Not Applicable to My Job	23	4.7	35.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

25 Process improvement

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	32	6.5	50.0
	Already Taken It	9	1.8	14.1
	Not Applicable to My Job	19	3.9	29.7
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

26 Quality improvement tools

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	32	6.5	50.0
	Already Taken It	14	2.9	21.9
	Not Applicable to My Job	14	2.9	21.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
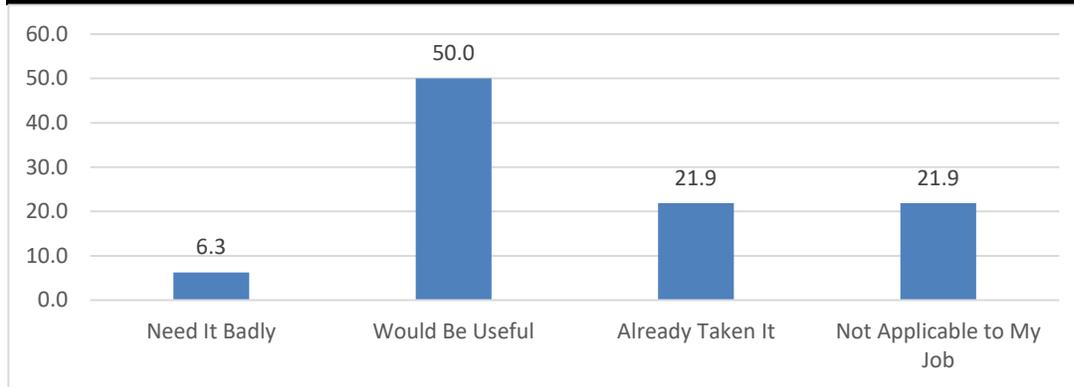
27 RFP/contract development

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	20	4.1	31.3
	Already Taken It	5	1.0	7.8
	Not Applicable to My Job	35	7.1	54.7
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

28 Workplace violence prevention

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	23	4.7	35.9
	Already Taken It	29	5.9	45.3
	Not Applicable to My Job	8	1.6	12.5
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

29 Are there any other areas of professional development in which you would benefit from training? If yes, please specify here:

		Frequency	Percent	Valid Percent
Valid		487	99.4	99.4
	Grants, Budget	1	.2	.2
	How to deal with difficult/problem coworkers.	1	.2	.2
	human relations	1	.2	.2
	Total	490	100.0	100.0

3. Interpersonal Knowledge, Skills and Abilities

In your current job, to what extent would you benefit from additional training in each of the following areas?

30 Communication skills

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	32	6.5	50.0
	Already Taken It	28	5.7	43.8
	Not Applicable to My Job	2	.4	3.1

	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
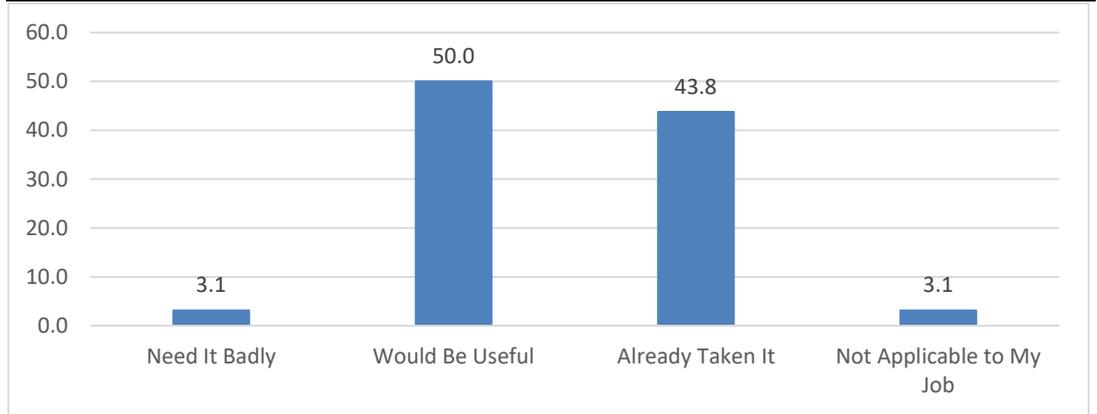
31 Conflict resolution / group dynamics

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	26	5.3	40.6
	Already Taken It	22	4.5	34.4
	Not Applicable to My Job	12	2.4	18.8
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
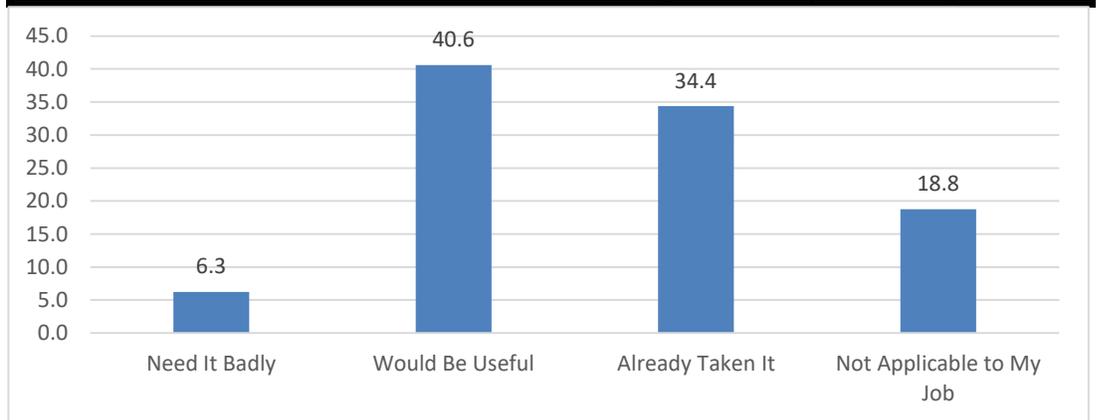
32 Dealing with irate people

		Frequency	Percent	Valid Percent
Valid	Need It Badly	7	1.4	10.9
	Would Be Useful	29	5.9	45.3
	Already Taken It	21	4.3	32.8
	Not Applicable to My Job	7	1.4	10.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
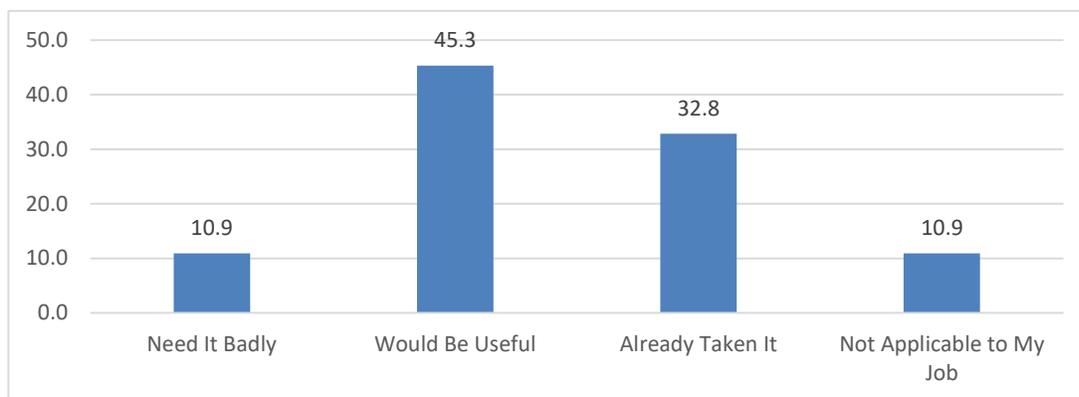
33 Listening skills

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	31	6.3	48.4
	Already Taken It	27	5.5	42.2
	Not Applicable to My Job	4	.8	6.3
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
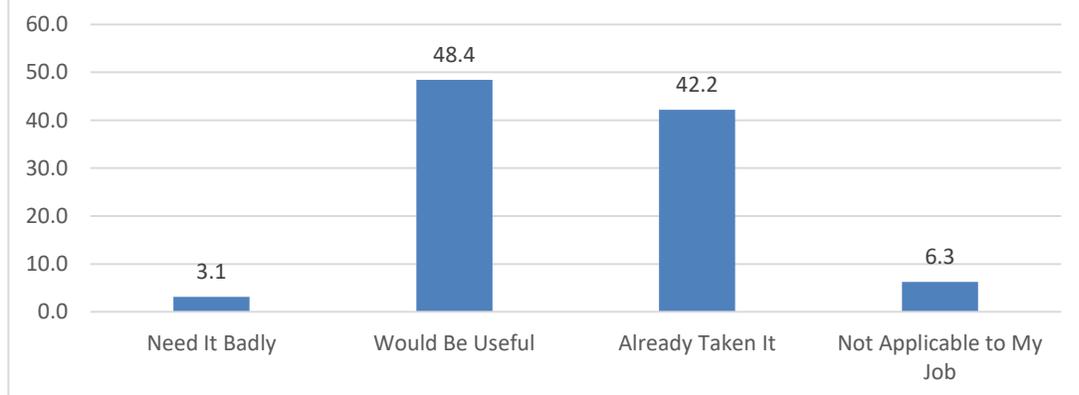
34 Cultural competency

		Frequency	Percent	Valid Percent
Valid	Need It Badly	3	.6	4.7
	Would Be Useful	29	5.9	45.3
	Already Taken It	18	3.7	28.1
	Not Applicable to My Job	14	2.9	21.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

35 Giving and receiving constructive feedback

		Frequency	Percent	Valid Percent
Valid	Need It Badly	3	.6	4.7
	Would Be Useful	35	7.1	54.7
	Already Taken It	21	4.3	32.8
	Not Applicable to My Job	5	1.0	7.8
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

36 Handling emotions under pressure

		Frequency	Percent	Valid Percent
Valid	Need It Badly	6	1.2	9.4
	Would Be Useful	32	6.5	50.0
	Already Taken It	18	3.7	28.1
	Not Applicable to My Job	8	1.6	12.5
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

37 Personal profile / behavioral styles (DISC profile)

		Frequency	Percent	Valid Percent
Valid	Need It Badly	5	1.0	7.8
	Would Be Useful	27	5.5	42.2
	Already Taken It	9	1.8	14.1
	Not Applicable to My Job	23	4.7	35.9
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Missing	System	426	86.9	
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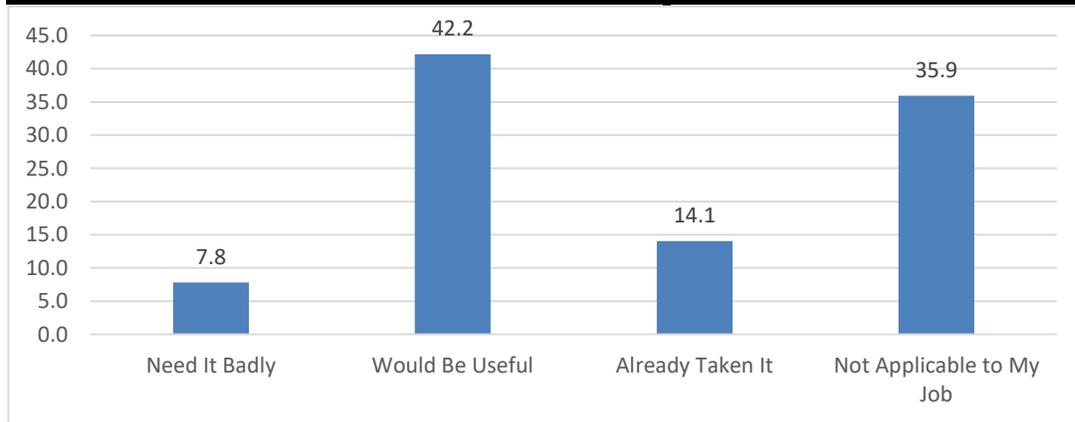
38 Sexual harassment prevention

		Frequency	Percent	Valid Percent
Valid	Need It Badly	1	.2	1.6
	Would Be Useful	23	4.7	35.9
	Already Taken It	33	6.7	51.6
	Not Applicable to My Job	7	1.4	10.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

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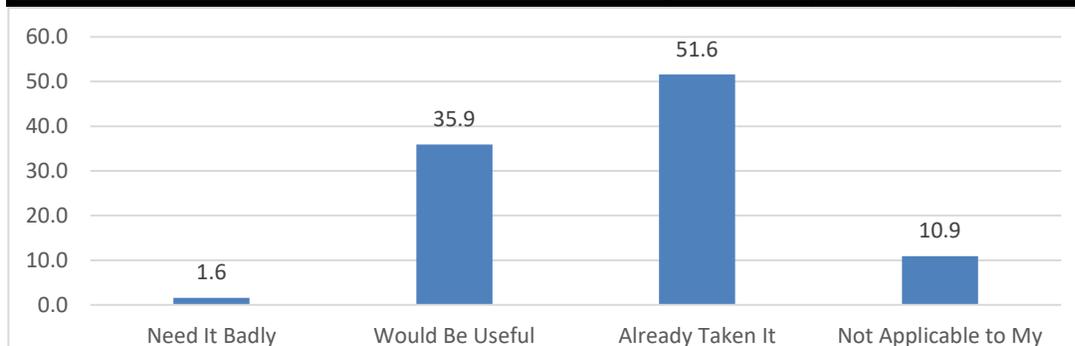
39 Team building

		Frequency	Percent	Valid Percent
Valid	Need It Badly	5	1.0	7.8
	Would Be Useful	25	5.1	39.1
	Already Taken It	23	4.7	35.9
	Not Applicable to My Job	11	2.2	17.2
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

40 Personal service

		Frequency	Percent	Valid Percent
Valid	Need It Badly	3	.6	4.7
	Would Be Useful	31	6.3	48.4
	Already Taken It	17	3.5	26.6
	Not Applicable to My Job	13	2.7	20.3
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

41 Working in a multi-generational workplace

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	34	6.9	53.1
	Already Taken It	16	3.3	25.0
	Not Applicable to My Job	12	2.4	18.8
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

42 Are there any other areas of interpersonal knowledge in which you would benefit from training? If yes, please specify here:
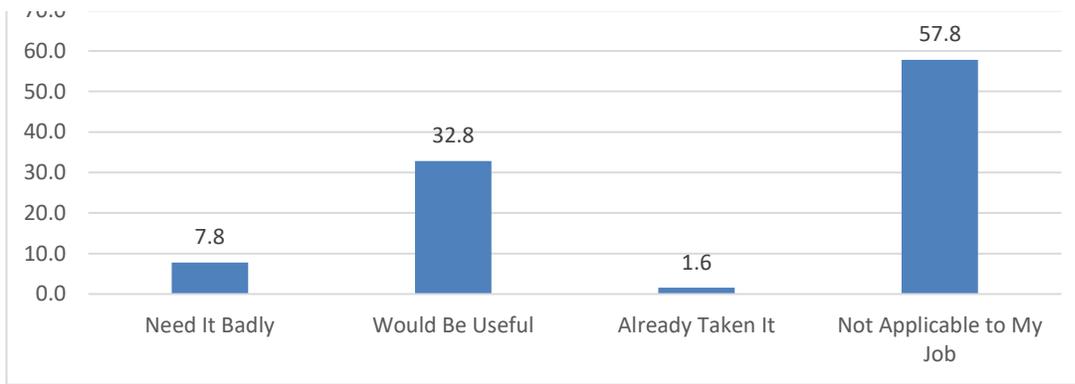
		Frequency	Percent	Valid Percent
Valid		489	99.8	99.8
	Handling Interoffice cliques	1	.2	.2
	Total	490	100.0	100.0

4. Management and Supervisory Knowledge, Skills and Abilities

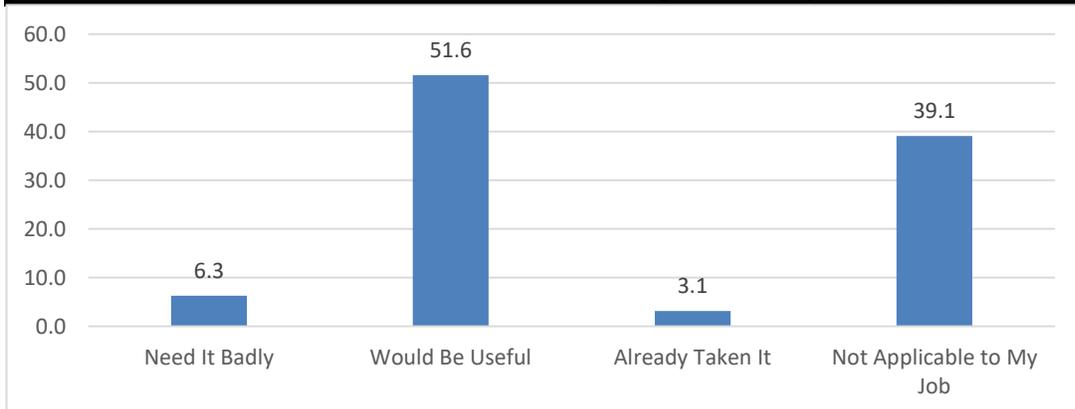In your current job, to what extent would you benefit from additional training in each of the following areas?

43 Budget resource allocation

		Frequency	Percent	Valid Percent
Valid	Need It Badly	5	1.0	7.8
	Would Be Useful	21	4.3	32.8
	Already Taken It	1	.2	1.6
	Not Applicable to My Job	37	7.6	57.8
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

70.0

44 Employee's career development

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	33	6.7	51.6
	Already Taken It	2	.4	3.1
	Not Applicable to My Job	25	5.1	39.1
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

45 Performance plans feedback and review

		Frequency	Percent	Valid Percent
Valid	Need It Badly	3	.6	4.7
	Would Be Useful	26	5.3	40.6
	Already Taken It	4	.8	6.3
	Not Applicable to My Job	31	6.3	48.4
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

46 Delegation

		Frequency	Percent	Valid Percent
Valid	Need It Badly	1	.2	1.6
	Would Be Useful	24	4.9	37.5
	Already Taken It	5	1.0	7.8
	Not Applicable to My Job	34	6.9	53.1
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
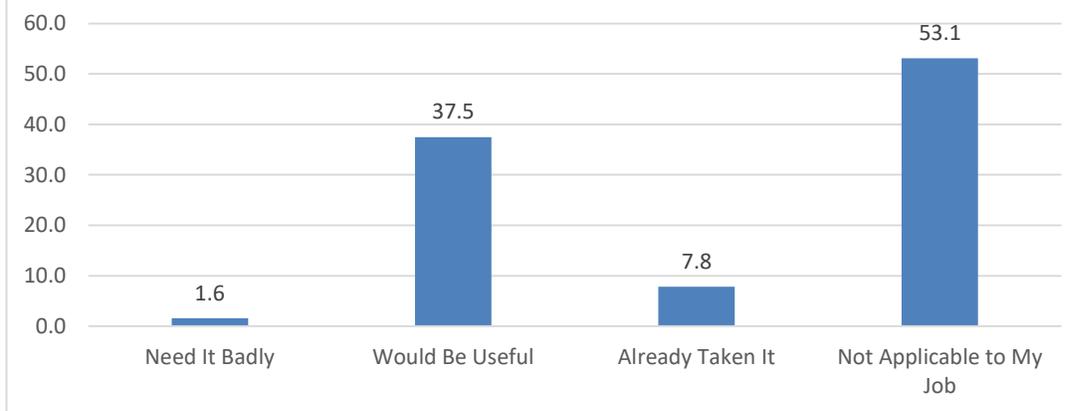
47 Establishing performance expectations

		Frequency	Percent	Valid Percent
Valid	Need It Badly	2	.4	3.1
	Would Be Useful	25	5.1	39.1
	Already Taken It	6	1.2	9.4
	Not Applicable to My Job	31	6.3	48.4
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

48 Fiscal management / financial planning

		Frequency	Percent	Valid Percent
Valid	Need It Badly	3	.6	4.7
	Would Be Useful	20	4.1	31.3
	Already Taken It	2	.4	3.1
	Not Applicable to My Job	39	8.0	60.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
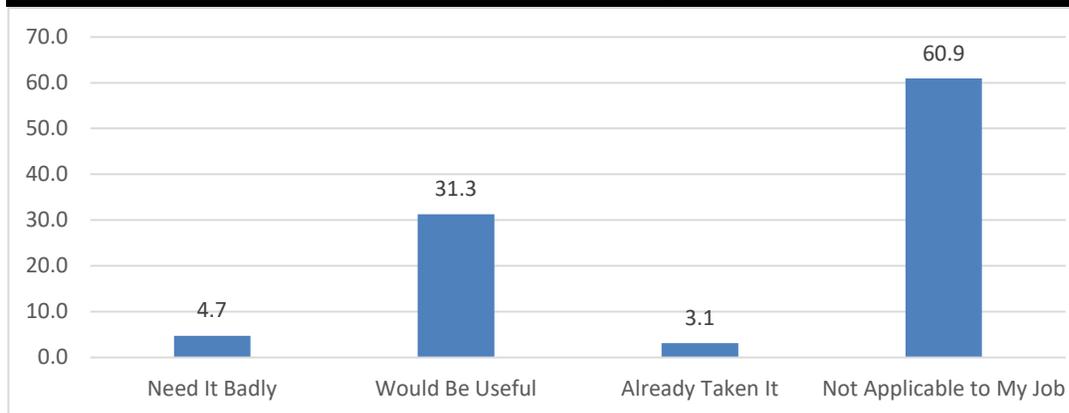
49 FMLA (Family and Medical Leave Act)

		Frequency	Percent	Valid Percent
Valid	Need It Badly	5	1.0	7.8
	Would Be Useful	21	4.3	32.8
	Already Taken It	6	1.2	9.4
	Not Applicable to My Job	32	6.5	50.0
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
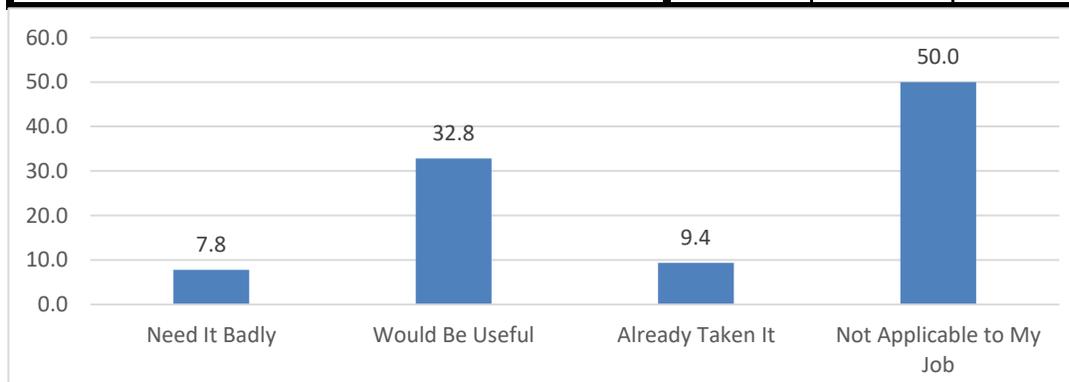
50 Grievance administration

		Frequency	Percent	Valid Percent
Valid	Need It Badly	5	1.0	7.8
	Would Be Useful	22	4.5	34.4
	Already Taken It	2	.4	3.1
	Not Applicable to My Job	35	7.1	54.7
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

51 Group facilitation

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	19	3.9	29.7
	Already Taken It	6	1.2	9.4
	Not Applicable to My Job	35	7.1	54.7
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

52 Handling emotions under pressure

		Frequency	Percent	Valid Percent
Valid	Need It Badly	6	1.2	9.4
	Would Be Useful	25	5.1	39.1
	Already Taken It	7	1.4	10.9
	Not Applicable to My Job	26	5.3	40.6
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
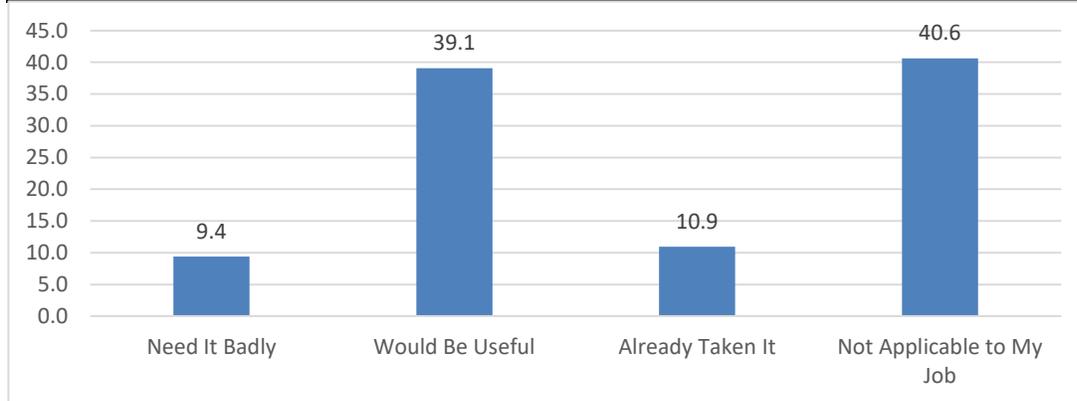
Leadership skills

53

		Frequency	Percent	Valid Percent
Valid	Need It Badly	5	1.0	7.8
	Would Be Useful	26	5.3	40.6
	Already Taken It	8	1.6	12.5
	Not Applicable to My Job	25	5.1	39.1
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

54 Making meetings work for you

		Frequency	Percent	Valid Percent

Valid				
Valid	Need It Badly	6	1.2	9.4
	Would Be Useful	22	4.5	34.4
	Already Taken It	6	1.2	9.4
	Not Applicable to My Job	30	6.1	46.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
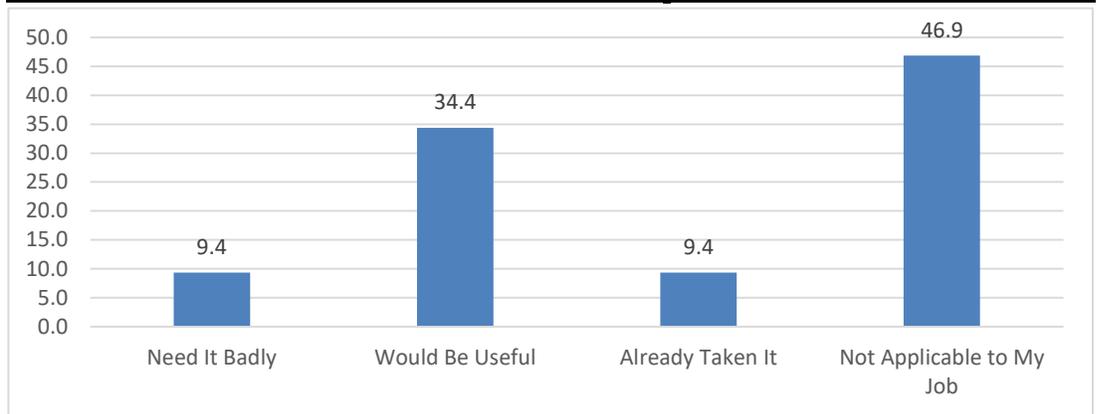
55 Managing disciplinary problems

		Frequency	Percent	Valid Percent
Valid	Need It Badly	5	1.0	7.8
	Would Be Useful	20	4.1	31.3
	Already Taken It	5	1.0	7.8
	Not Applicable to My Job	34	6.9	53.1
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

56 Managing priorities

		Frequency	Percent	Valid Percent
Valid	Need It Badly	6	1.2	9.4
	Would Be Useful	25	5.1	39.1
	Already Taken It	10	2.0	15.6

		Frequency	Percent	Valid Percent
	Not Applicable to My Job	23	4.7	35.9
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	
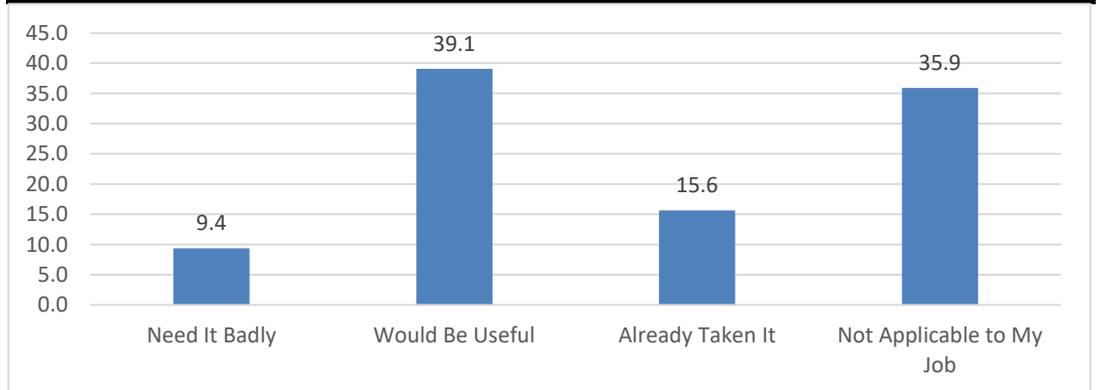
57 Mentoring and coaching

		Frequency	Percent	Valid Percent
Valid	Need It Badly	6	1.2	9.4
	Would Be Useful	21	4.3	32.8
	Already Taken It	4	.8	6.3
	Not Applicable to My Job	33	6.7	51.6
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

58 Motivating employees

		Frequency	Percent	Valid Percent
Valid	Need It Badly	6	1.2	9.4
	Would Be Useful	19	3.9	29.7
	Already Taken It	6	1.2	9.4
	Not Applicable to My Job	33	6.7	51.6
	Total	64	13.1	100.0
Missing	System	426	86.9	
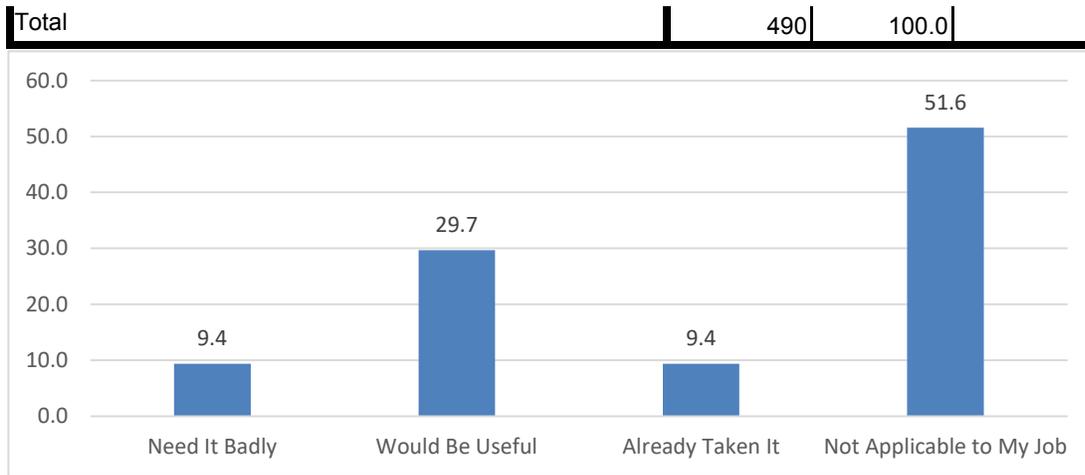
| Total | | | 490 | 100.0 | |

59 Succession planning

		Frequency	Percent	Valid Percent
Valid	Need It Badly	4	.8	6.3
	Would Be Useful	19	3.9	29.7
	Already Taken It	4	.8	6.3
	Not Applicable to My Job	37	7.6	57.8
	Total	64	13.1	100.0
Missing	System	426	86.9	
Total		490	100.0	

60 Are there any other areas of management and supervisory knowledge in which you would benefit from training? If yes, please specify here:

		Frequency	Percent	Valid Percent
Valid		489	99.8	99.8
	working with other supervisors regarding problem employees	1	.2	.2
	Total	490	100.0	100.0

Appendix C

Training Preferences

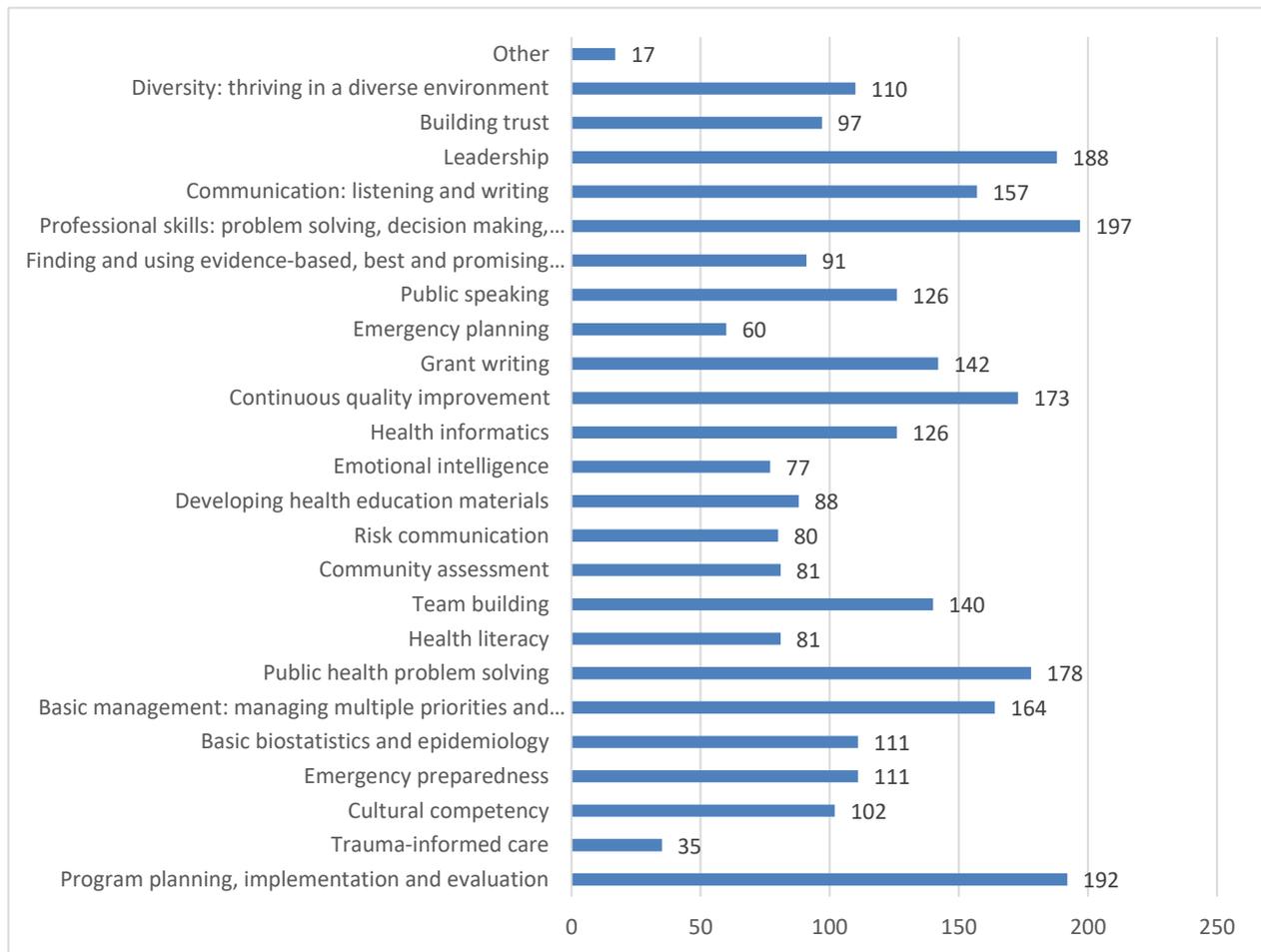**Which of the training topics listed below would improve your job**
1   performance? Check all that apply.

		Valid		
	Percent	Percent	Frequency	Total:
Program planning, implementation and evaluation	34.2	43.3%	192	443
Trauma-informed care	6.2	7.9%	35	Missing:
Cultural competency	18.2	23.0%	102	118
Emergency preparedness	19.8	25.1%	111	
Basic biostatistics and epidemiology	19.8	25.1%	111	
Basic management: managing multiple priorities and projects	29.2	37.0%	164	
Public health problem solving	31.7	40.2%	178	
Health literacy	14.4	18.3%	81	
Team building	25	31.6%	140	
Community assessment	14.4	18.3%	81	
Risk communication	14.3	18.1%	80	
Developing health education materials	15.7	19.9%	88	
Emotional intelligence	13.7	17.4%	77	
Health informatics	22.5	28.4%	126	
Continuous quality improvement	30.8	39.1%	173	
Grant writing	25.3	32.1%	142	
Emergency planning	10.7	13.5%	60	
Public speaking	22.5	28.4%	126	
Finding and using evidence-based, best and promising practices	16.2	20.5%	91	
Professional skills: problem solving, decision making, interpersonal skills, communication skills, conflict management	35.1	44.5%	197	
Communication: listening and writing	28	35.4%	157	
Leadership	33.5	42.4%	188	
Building trust	17.3	21.9%	97	
Diversity: thriving in a diverse environment	19.6	24.8%	110	
Other	3	3.8%	17	
Total		100.0%	443	

		17
Other — 17
Diversity: thriving in a diverse environment — 110
Building trust — 97
Leadership — 188
Communication: listening and writing — 157
Professional skills: problem solving, decision making,… — 197
Finding and using evidence-based, best and promising… — 91
Public speaking — 126
Emergency planning — 60
Grant writing — 142
Continuous quality improvement — 173
Health informatics — 126
Emotional intelligence — 77
Developing health education materials — 88
Risk communication — 80
Community assessment — 81
Team building — 140
Health literacy — 81
Public health problem solving — 178
Basic management: managing multiple priorities and… — 164
Basic biostatistics and epidemiology — 111
Emergency preparedness — 111
Cultural competency — 102
Trauma-informed care — 35
Program planning, implementation and evaluation — 192

1a   **If you answered Other in the previous question, please fill in which training topics:**

	Frequency	Percent	Valid Percent
	543	96.8	96.8
Advanced Software Development Training	1	.2	.2
Analytical	1	.2	.2
ASCP training/ certification	1	.2	.2
counseling	1	.2	.2
database	1	.2	.2
Environmental microbiology topics	1	.2	.2
Food Safety and Milk Safety Training- Food Safety Modernization Act training	1	.2	.2
How to deescalate conflicts in the laboratory	1	.2	.2
IT equipment ordering process	1	.2	.2
[other response - see Appendix D]	1	.2	.2
lab skills	1	.2	.2

lab training	1	.2	.2
Partnerships	1	.2	.2
Professional training directly related to the	1	.2	.2
Providing client services in a budget	1	.2	.2
public policy	1	.2	.2
Quality assurance and Quality Monitoring	1	.2	.2
Using SAS	1	.2	.2
Total	561	100.0	100.0

In-person/face-to-face workshop: an interactive real time training opportunity in which the instructor and participants meet face-to-face to share

an instructor located in a different setting from the participants during which all participants are able to see and hear each other in real time through an interactive television network. *

over the Internet to a select group of participants. Webinars usually have audio and visual components that allow the instructor to share visuals and

on demand with any device that plays digital music files. Participants are unable to interact with the presenter.

the Internet and is completed by the participant at the time and pace of their choosing. Video clips may be inserted

*Can be archived for on-demand viewing

2   How likely are you to participate in the following types of trainings?

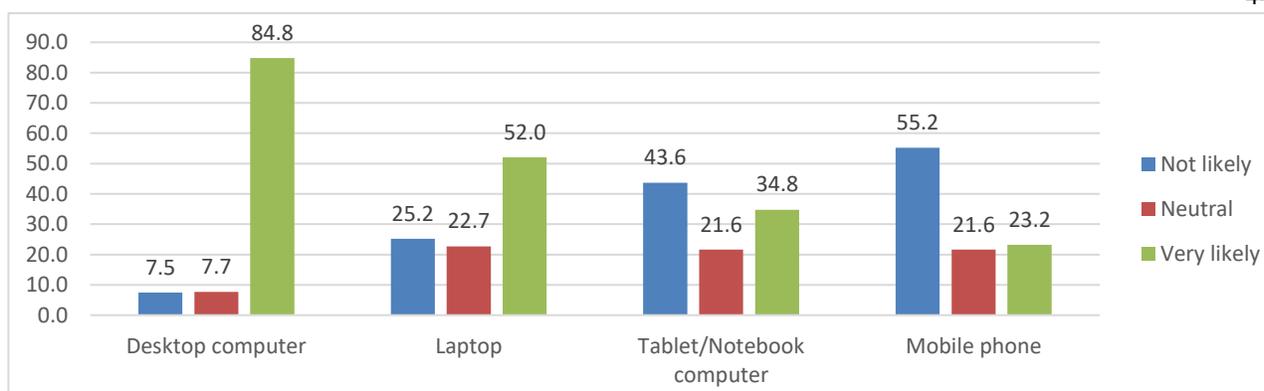| Question	Not likely		Neutral		Very likely	
	%	Freq	%	Freq	%	Freq
In-person/face-to-face workshop (close location, free of charge)	4.5%	20	19.3%	85	76.2%	336
In-person/face-to-face workshop (requires travel, free of charge)	20.4%	90	32.9%	145	46.7%	206
In-person/face-to-face workshop (close location, fee charged)	37.4%	165	40.4%	178	22.2%	98
In-person/face-to-face workshop (requires travel, fee charged)	52.2%	230	33.1%	146	14.7%	65
Video conference	8.4%	37	35.4%	156	56.2%	248
Interactive webinar / webcast	6.6%	29	26.5%	117	66.9%	295
Audio podcast	23.6%	104	35.2%	155	41.3%	182
Internet-based self-study	11.6%	51	30.6%	135	57.8%	255

total = 441
missing = 120
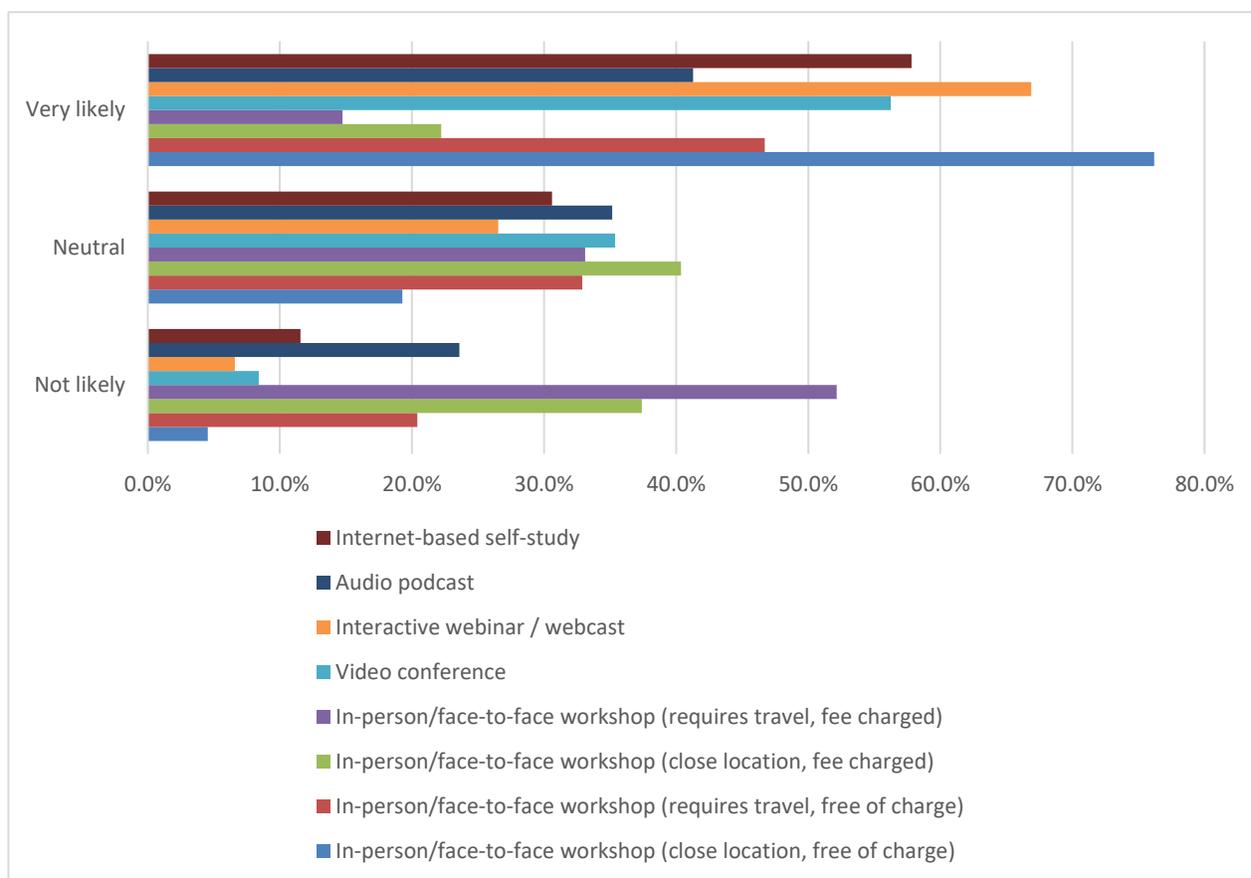
3 **How likely are you to use the following devices for video conferences, webinars/webcasts, audio podcast, and internet based trainings?**

	Not likely		Neutral		Very likely	
	%	*Freq*	**%**	*Freq*	**%**	*Freq*
Desktop computer	7.5	33	7.7	34	84.8	373
Laptop	25.2	111	22.7	100	52.0	229
Tablet/Notebook computer	43.6	192	21.6	95	34.8	153
Mobile phone	55.2	243	21.6	95	23.2	102

Total
440

4   **How likely are you to take advantage of informal learning opportunities?**

	Not likely		Neutral		Very likely	
	%	*Freq*	*%*	*Freq*	*%*	*Freq*
Newsletters	10.2	45	42.3	186	47.5	209
Informal small group discussions (lunch and learns, etc.)	15.9	70	36.4	160	47.7	210
Online forums (chat rooms, blogs)	32.5	143	40.5	178	27.0	119

Total

440.0
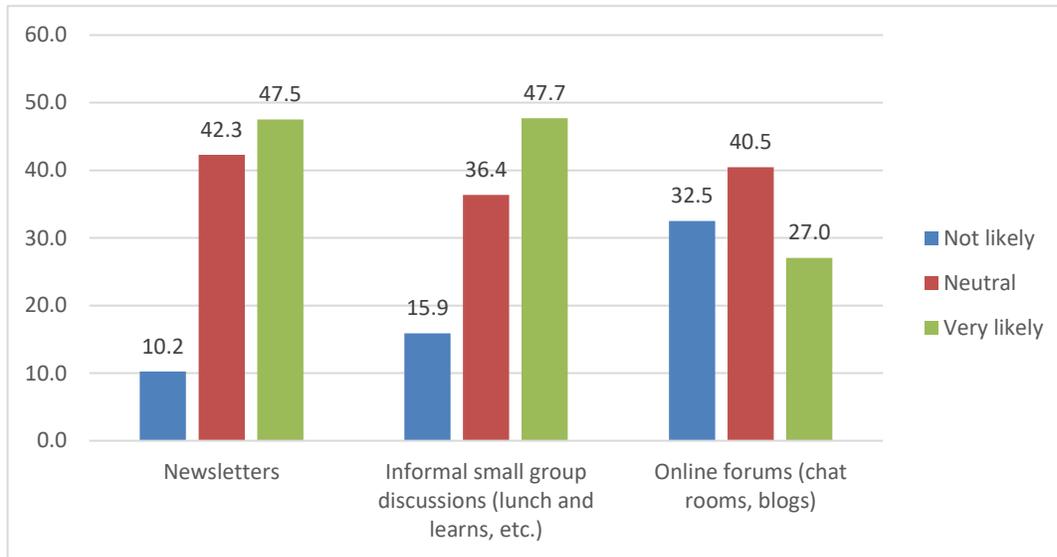
5   **What is your preferred learning style?**

	Frequency	Percent	Valid Percent
Hands-on	250	44.6	56.8
Interactive dialogue	110	19.6	25.0
Self-study	80	14.3	18.2
Total	440	78.4	100.0
Missing	121	21.6	
Total	561	100.0	
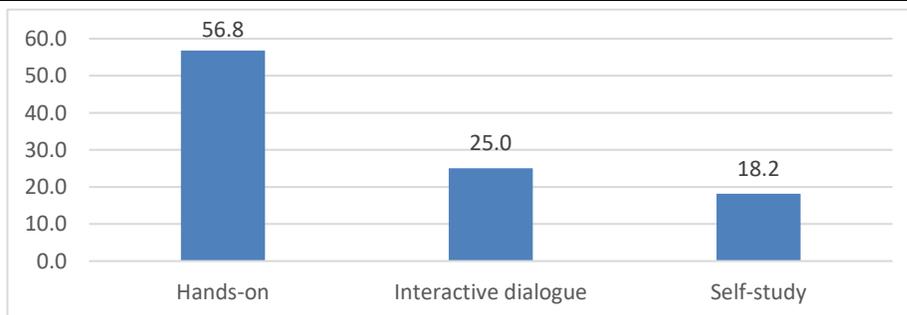
6   **How often do you access the DHMH learning management system, the HUB?**

	Frequency	Percent	Valid Percent
Weekly	37	6.6	8.4
Monthly	121	21.6	27.5
Once or twice a year	219	39.0	49.8
I have never used the HUB	63	11.2	14.3
Total	440	78.4	100.0
Missing	121	21.6	
Total	561	100.0	
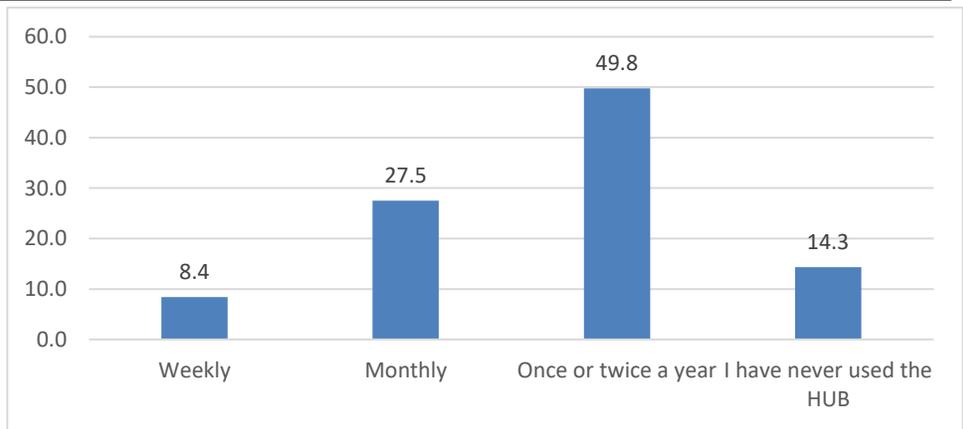
7   **Would you participate in "train the trainer" programs if they were offered and approved by management?**

		Frequency	Percent	Valid Percent
Valid	Yes	216	38.5	49.1
	Maybe	190	33.9	43.2
	No	34	6.1	7.7
	Total	440	78.4	100.0
Missing	System	121	21.6	
Total		561	100.0	
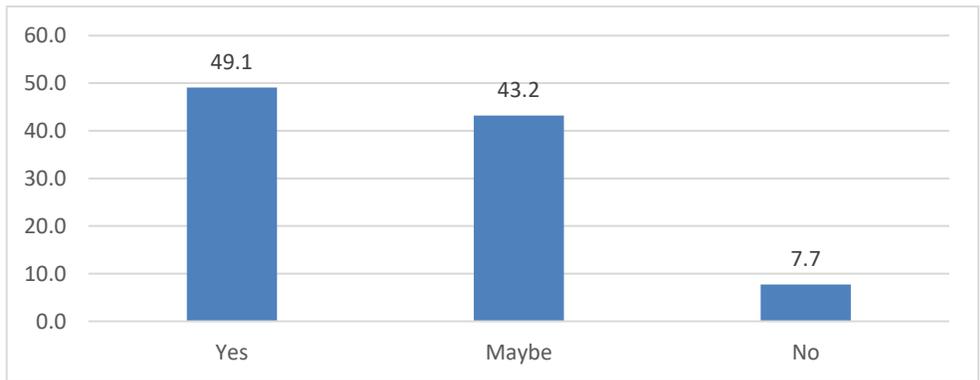
8 **What are the top three (3) barriers for you to participate in training classes?**　　n = 561

	Frequency	%
Lack of supervisory support	79	14.1
Lack of knowledge about opportunities	250	44.6
Lack of time during the work day	328	58.5
Lack of online options	109	19.4
Lack of financial incentives to participate	81	14.4
Lack of money to participate	130	23.2
Discomfort with online trainings/technology	28	5.0
Other	28	5.0

8a　　**If you selected Other in the previous question, please fill in your barrier(s) here:**

	Frequency	Percent	Valid Percent
	536	95.5	95.5
Discomfort with being put on the spot in trainings (i.e., presenting individually or with a group)	1	.2	.2
Do not find relevant or helpful	1	.2	.2
Everyone is not given the same opportunity	1	.2	.2
I don't feel I have barriers	1	.2	.2
I'm field staff- also lack of advancement	1	.2	.2
inability to travel out of state and lack of funding for education	1	.2	.2
Incentives needed such as CEU's	1	.2	.2
Lack of relevant topics	1	.2	.2
lack of relevant training	1	.2	.2
Language barrier	1	.2	.2
My job description doesn't require a lot of trainings.	1	.2	.2
needs to be challenging and have supervisory support for time off	1	.2	.2
No proper trainings offered	1	.2	.2
None	2	.4	.4
Not a top priority from leadership among the many other priorities, not discouraged but not incentivized either	1	.2	.2
not relevant to the needs of my job	1	.2	.2
Relevance	1	.2	.2
System is not user friendly	1	.2	.2
They are not in-person or interactive	1	.2	.2
Training is NOT a priority for staff - meaning not a priority for MANAGEMENT - and not simply supervisory support.	1	.2	.2
Trainings held too far away	1	.2	.2
Travel time to get to trainings - I don't work at Preston St.	1	.2	.2
uncertain	1	.2	.2

[other response - see Appendix D]	1	.2	.2
Total	561	100.0	100.0

Appendix D

Notes about comments removed from appendices

Appendix A: Employee Background and Demographics

In questions 5a and 6a, many of the "other" responses were combined when possible.

In question 8, one respondent found the "other" option offensive with regard to selecting a gender. The respondent thought the survey should have included specific options for trans and other respondents, and that the wording should have offered "another gender" as an option instead of "other."

In question 9, one respondent found the "other" option offensive with regard to selecting the answer that best defined their race. This respondent suggested that respondents be allowed to select all options that apply or to add a multiracial category. Several other respondents indicated multiracial selections.

Appendix C: Training Preferences

For question 1a about training topic preferences, one lengthy response was removed from the results. The employee commented that training needs differ throughout the organization, and listed approximately 20 topic area suggestions.

For question 8a about barriers to training participation, one lengthy response was removed from the results. The employee believed that there was insufficient time available for academic and training pursuits. The respondent outlined three issues: lack of incentive to provide time off for professional development; lack of financial support for professional development; potential lack of incentive due to minimal opportunities for professional advancement within DHMH.