

Fellowship Management System (FMS)

FMS Alumni Tracking Module

2020

Privacy Act and Public Burden Information

Privacy Act Information

The Privacy Act applies to this information collection. Information collected will be kept private as noted in the System of Records Notice is 09-20-0112, *Fellowship Program and Guest Researcher Records*.

Public Burden Information

Form Approved
OMB No. **0920-0765**
Exp. Date **03/31/2023**

Public reporting burden of this collection of information is an estimated average of 25 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; ATTN: PRA (0920-0765).

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1. Introduction

The purpose of this document is to list all the data elements collected online from alumni through the Fellowship Management System (FMS). The FMS online alumni directory module is a self-service connection to allow alumni of the Centers for Disease Control and Prevention (CDC) fellowships to update their personal information including current addresses, contact, and education information. The FMS is a robust, flexible framework and is successfully tailored for various fellowships.

The following fellowships currently use the FMS Alumni Directory to collect information from fellowship alumni:

1. Epidemic Intelligence Service (EIS)
2. CDC E-learning Institute (ELI)
3. Epidemiology Elective Program (EEP)
4. Future Leaders in Infections and Global Health Threats (FLIGHT)
5. Laboratory Leadership Service (LLS)
6. CDC Steven M. Teutsch Prevention Effectiveness (PE) Fellowship
7. Presidential Management Fellowship (PMF)
8. Public Health Associate Program (PHAP)
9. Public Health Informatics Fellowship Program (PHIFP)
10. Science Ambassador Fellowship (SAF)
11. Preventive Medicine Residency and Fellowship (PMR/F)
12. Population Health Training in Place Program (PH-TIPP)

1.1 Document Structure

This document is broken down by the major pages of the FMS Alumni Directory. In this document, each page of the FMS Alumni Directory has sections and some sub-sections. In addition, instructions, login, and registration pages are included. Following the screenshots in each section is a table that shows the status of the collection of data elements by each CDC fellowships. The following labels indicate the status of the collection:

- “Yes” indicates that the fellowship collects the information and that alumni are required to submit this information.
- “No” indicates that the fellowship does not collect this information.
- “-” indicates open text field

In addition, the table shows the data values of each data element, and for ones that have a list of dropdown values, the data value category is hyperlinked to its list located in the Appendix.

2. Sign-In & Sign-Up Pages

2.1 Sign-In Page

Figure 2.1-a. Sign-In Page

eFMS Fellowship Alumni Portal

TECHNICAL SUPPORT: For technical support to address a system issue, or to withdraw your application, please submit a [System Help Desk Ticket](#).


[Privacy Act and Public Burden Information](#)

Government Warning: This warning banner provides privacy and security notices consistent with applicable federal laws, directives, and other federal guidance for accessing this Government system, which includes all devices/storage media attached to this system. This system is provided for Government-authorized use only. Unauthorized or improper use of this system is prohibited and may result in disciplinary action and/or civil and criminal penalties. At any time, and for any lawful Government purpose, the government may monitor, record, and audit your system usage and/or intercept, search and seize any communication or data transiting or stored on this system. Therefore, you have no reasonable expectation of privacy. Any communication or data transiting or stored on this system may be disclosed or used for any lawful Government purpose.

By registering and logging in, you acknowledge that you have read and agree to the government warning conditions above.

Sign In

Email

Password 

[Forgot your password?](#)

Need an Account?

Figure 2.1-b. Privacy Act and Public Burden Information

<p>CDC Enterprise Fellowship Management System</p> <hr/> <p>Privacy Act Information</p> <p>The Privacy Act applies to this information collection. Information collected will be kept private as noted in the System of Records Notice is 09-20-0112, Fellowship Program and Guest Researcher Records.</p> <hr/> <p>Public Burden Information</p> <p>Form Approved OMB No. 0920-0765 Exp. Date 01/31/2021</p>	<p>Alumni Tracking Module</p> <p>Public reporting burden of this collection of information is an estimated average of 25 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; ATTN: PRA (0920-0765).</p>
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Table 2.1-a. Sign-In Fields

Field	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Email	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Password	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

2.2 Sign-Up Page (For New Users)

Figure 2.2-a. Sign-Up Fields

Sign Up

Enter an email address and choose a password to create a new account.

Email

Password

- Must contain at least one lowercase letter
- Must contain at least one uppercase letter
- Must contain one number
- Must be between 8-32 characters
- Must not be an email address

Confirm password

- Passwords must match

Table 2.2-a. Sign-Up Fields

Field	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Email	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Password	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Confirm Password	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

3. eFMS System Help Desk Ticket

Figure 3-a. eFMS System Help Desk Ticket Fields

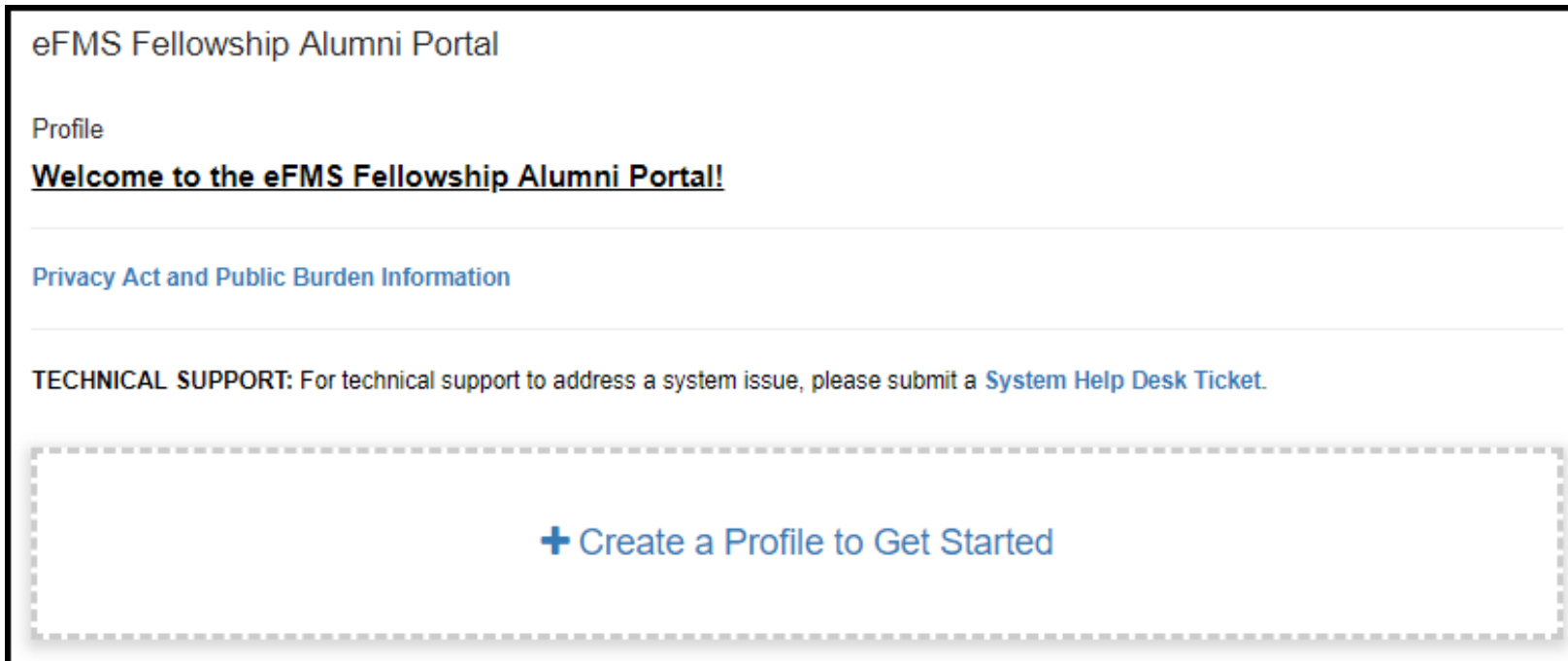
<h2>CDC Enterprise Fellowship Management System</h2> <hr/> <h3>System Help Desk Ticket</h3> <hr/> <p>Please submit help desk tickets for system related (technical) issues or needs only. If you have a fellowship program related question or need, please contact the fellowship program directly.</p> <hr/> <p>Your Name: *</p> <input type="text"/> <hr/> <p>Sign-In Email: *</p> <input type="text"/> <hr/> <p>Your best contact phone number (optional):</p> <input type="text"/> <hr/> <p>Fellowship: *</p> <input type="text" value="Type to begin search..."/>	<p>What type of issue or need do you have? *</p> <ul style="list-style-type: none"><input checked="" type="radio"/> System Error Message<input type="radio"/> Sign-In or Password<input type="radio"/> Smart Card Sign-In<input type="radio"/> Data Not Saving<input type="radio"/> Unable to Submit<input type="radio"/> Reset application back to "Draft"<input type="radio"/> Withdraw Fellowship Application<input type="radio"/> Other <p>URL where the issue is occurring: *</p> <input type="text"/> <p>Please copy and paste the URL of the page where you are experiencing the issue.</p> <p>Error code or message: *</p> <input type="text"/> <p>Please describe your issue or need: *</p> <input type="text"/> <hr/> <p>Screenshot of error or issue (optional):</p> <p>Whenever possible, please provide a system screenshot of any errors or issues you are experiencing so we can quickly resolve your issue.</p> <p><input type="button" value="+ Select a file"/> <input type="text"/> <input type="button" value="🔍"/></p>
--	---

Table 3-a. eFMS System Help Desk Ticket Fields

Field	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Your Name:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sign-In Email:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Contact Phone Number:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fellowship:	Fellowship Lookup Table	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
What type of issue or need do you have?	1. System Error Message 2. Sign-In or Password 3. Smart Card Sign-In 4. Data Not Saving 5. Unable to Submit 6. Reset application back to "Draft" 7. Withdraw Fellowship Application 8. Other	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
URL where the issue is occurring:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Error code message:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Please describe your issue or need:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Screenshot of error or issue (optional):	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

4. Alumni Tracking Welcome Page

Figure 4-a. Application Welcome Page



5. Alumni Tracking Profile

5.1 General Information

Figure 5.1-a. General Information Fields

Alumni Profile

General Information

First Name: *

Middle Name:

Last Name: *

Other Names Used:

Personal Email: *

Personal Phone: *

Employment Status: *

- Employed (Full-time)
- Employed (Part-time)
- In a training/residency/fellowship program
- Seeking employment
- Not currently employed

Table 5.1-a. General Information Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
First Name:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Middle Name:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Last Name:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Other Names Used:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Personal Email:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Personal Phone:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Employment Status:	1. Employed (Full-time) 2. Employed (Part-time) 3. In a training/residency/fellowship program 4. Seeking employment 5. Not currently employed	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

5.2 Current Residence

Figure 5.2-a. Current Residence Fields

Current Residence

Country: *

State: *

State/Territory: *

City: *

Table 5.2-a. Current Residence Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Country:	Country Lookup	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State:	State Lookup	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
State/Territory:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
City:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

5.3 Fellowship Information

Figure 5.3-a. Fellowship Information Fields

Fellowship Information	
CDC ID: <input type="text"/>	
Alumni Fellowship(s):	
<input type="checkbox"/> EIS	
<input type="checkbox"/> LLS	
<input type="checkbox"/> PMR/F	
<input type="checkbox"/> PH-TIPP	
<input type="checkbox"/> FLIGHT	
<input type="checkbox"/> PHIFP	
<input type="checkbox"/> PE	
<input type="checkbox"/> EEP	
<input type="checkbox"/> SAF	
<input type="checkbox"/> ELI	
<input type="checkbox"/> PHAP	
<input type="checkbox"/> PMF	
EIS Class Year:	PHIFP Class Year:
<input type="text"/>	<input type="text"/>
LLS Class Year:	PE Class Year:
<input type="text"/>	<input type="text"/>
PMR/F Class Year:	EEP Class Year:
<input type="text"/>	<input type="text"/>
PH-TIPP Class Year:	SAF Class Year:
<input type="text"/>	<input type="text"/>
	ELI Class Year:
	<input type="text"/>
	PHAP Class Year:
	<input type="text"/>
	PMF Class Year:
	<input type="text"/>

Table 5.3-a. Fellowship Information Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
CDC ID:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Alumni Fellowship(s):	1. EIS 2. LLS 3. PMR/F 4. PH-TIPP 5. FLIGHT 6. PHIFP 7. PE 8. EEP 9. SAF 10. ELI 11. PHAP 12. PMF	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
EIS Class Year:	-	Yes	No	No	No	No	No	No	No	No	No	No	No
LLS Class Year:	-	No	Yes	No	No	No	No	No	No	No	No	No	No
PMR/F Class Year:	-	No	No	No	No	No	Yes	No	No	No	No	No	No
FLIGHT Class Year:	-	No	No	Yes	No	No	No	No	No	No	No	No	No
PH-TIPP Class Year:	-	No	No	No	No	No	No	Yes	No	No	No	No	No
PHIFP Class Year:	-	No	No	No	No	No	No	No	Yes	No	No	No	No
PE Class Year:	-	No	No	No	No	No	No	No	No	Yes	No	No	No
EEP Class Year:	-	No	No	No	Yes	No	No	No	No	No	No	No	No
SAF Class Year:	-	No	No	No	No	Yes	No	No	No	No	No	No	No
ELI Class Year:	-	No	No	No	No	No	No	No	No	No	Yes	No	No
PHAP Class Year:	-	No	No	No	No	No	No	No	No	No	No	Yes	No
PMF Class Year:	-	No	No	No	No	No	No	No	No	No	No	No	Yes

6. Post-Fellowship Education, Board Certifications, and Licenses

Figure 6.-a. Fellowship Information Fields

Post-Fellowship Education, Board Certifications, and Licenses	
<p>Post-Fellowship Education</p> <p>Completed Undergraduate Degrees:</p> <input type="text"/>	<p>Post-Fellowship Board Certifications</p> <p>Active Board Certifications:</p> <input type="text"/>
<p>Completed Graduate Degrees:</p> <input type="text"/>	
<p>Please indicate the institution's accreditation status for the graduate degrees listed above. (Check all that apply)</p> <p><input type="checkbox"/> Accredited U.S. Medical School</p> <p><input type="checkbox"/> Non-U.S. Medical School (e.g. MBBS)</p> <p><input type="checkbox"/> Accredited Nursing school</p> <p><input type="checkbox"/> Accredited Veterinary School</p> <p><input type="checkbox"/> Doctoral program (e.g., PhD, EdD, PharmD, SD, etc)</p> <p><input type="checkbox"/> Allied health program (specify)</p>	<p>Please include expiration dates.</p> <hr/>
<p>Allied health program (if applicable):</p> <input type="text"/>	<p>Post-Fellowship Licenses</p> <p>Active Medical Licenses:</p> <input type="text"/>
<p>Practicum:</p> <input type="text"/>	<p>Please include expiration dates.</p>
<p>Completed Residencies:</p> <input type="text"/>	<p>Physician eligible to practice within the U.S.?</p> <p><input type="checkbox"/> Yes</p>

Table 6.-a. Fellowship Information Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Completed Undergraduate Degrees:	Undergraduate Degree List	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Completed Graduate Degrees:	Graduate Degree List	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Please indicate the institution's accreditation status for the graduate degrees listed above. (Check all that apply)	1. Accredited U.S. Medical School 2. Non-U.S. Medical School (e.g. MBBS) 3. Accredited Nursing school 4. Accredited Veterinary School 5. Doctoral program (e.g., PhD, EdD, PharmD, SD, etc) 6. Allied health program	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Practicum:	-	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Completed Residencies:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Active Board Certifications:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Active Medical Licenses:	-											
Physician eligible to practice within the U.S.?	1. Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

7. Post-Fellowship Work Experience

7.1 Employer Information

Figure 7.1-a. Employer Information Fields

Post-Fellowship Employment

Employer Information

Is this employer a Public Health Agency?

Yes
 No

Public Health Agency Type:

CDC
 Federal Government (Other)
 State
 Local
 Territorial
 Tribal
 Community-based Organization
 Indian Health Service area offices
 University or other academia
 Private public health organization
 Non-profit organization
 Other

Specify:

Employer Type:

Government - domestic federal
 Government – domestic state, tribal, local, or territorial
 Academic
 Industry (private, non-clinical business)
 Clinical (hospital or other clinical care)
 Non-governmental, community, or other organization
 Other

Specify:

Organization Name:

Employer State/Territory:

Organization Name: *

Employer Country: *

Employer State: *

Employer State/Territory: *

Table 7.1-a. Employer Information Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
Is this employer a Public Health Agency?	1. Yes 2. No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Public Health Agency Type:	1. CDC 2. Federal Government (Other) 3. State 4. Local 5. Territorial 6. Tribal 7. Community-based Organization 8. Indian Health Service area offices 9. University or other academia 10. Private public health organization 11. Non-profit organization 12. Other	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Specify:	-	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CDC Center/Division/Branch:	Center/Division/Branch Lookup	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Employer Type:	1. Government - domestic federal 2. Government – domestic state, tribal, local, or territorial 3. Academic 4. Industry (private, non-clinical business) 5. Clinical (hospital or other clinical care) 6. Non-governmental, community, or other organization 7. Other	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Specify:	-	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Organization Name:	-	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Employer Country:	-	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Employer State/Territory:	State Lookup	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Employer State/Territory:	-	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

7.2 Position Information

Figure 7.2-a. Position Information Fields

Position Information

Title/Position: *

Department: *

Employment Start Date: *

Are you currently employed with this employer? *

Yes

No

Employment End Date: *

Table 7.2-a. Position Information Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
Title/Position:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Department:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Employment Start Date:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Are you currently employed with this organization?	1. Yes 2. No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Employment End Date:	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

8. Surveys

8.1 Fellowship Alumni Survey

8.1.1 Career Progression

Figure 8.1.1-a. Career Progression Fields

Fellowship Alumni Survey

Career Progression

Thinking about your current position, how much of your work is related to any type of public health (including scientific, programmatic, or administrative activities)? This includes traditional and non-traditional public health settings. *

- None
- Some
- Most
- All
- Don't Know

Have you received any of the following within the past [insert timeframe since last survey, i.e., year, two years, five years]? (Check all that apply) *

- Higher level of responsibility in your job (refers to content of work, not workload)
- Greater job satisfaction
- Promotion (e.g., higher position or grade level)
- None of the above

Table 8.1.1-a. Career Progression Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
Thinking about your current position, how much of your work is related to any type of public health (including scientific, programmatic, or administrative activities)? This includes traditional and non-traditional public health settings.	1. None 2. Some 3. Most 4. All 5. Don't Know	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Have you received any of the following within the past [insert timeframe since last survey, i.e., year, two years, five years]? (Check all that apply)	1. Higher level of responsibility in your job (refers to content of work, not workload) 2. Greater job satisfaction 3. Promotion (e.g., higher position or grade level) 4. None of the above	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

8.1.2 Leadership Roles

Figure 8.1.2-a. Leadership Roles Fields

Leadership Roles	
<p>Which of the following best describes the supervisory status of your position?</p> <ul style="list-style-type: none"><input type="radio"/> I do not supervise other employees.<input type="radio"/> I provide one or more employees with day-to-day guidance in work projects, but do not have official supervisory responsibility.<input type="radio"/> I supervise one or more employees.<input type="radio"/> I supervise one or more supervisors<input type="radio"/> I am a senior executive or equivalent (e.g., Chief Executive Officer, Chief Financial Officer, center or agency director).	<p>Cross-sector or interdisciplinary collaboration. *</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree
<p>How much do you agree or disagree with each of the following statements: In my current position, I have a great deal of...</p> <p>Influence on the policy, operations, or administration of my work unit (e.g., program, department, or branch).</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree	<p>Technical responsibility (e.g., subject matter expertise). *</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree
<p>Formal decision-making authority for my work unit.</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree	<p>Fiscal responsibility (e.g., budget management). *</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree
<p>Opportunities to represent my organization in external settings.</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree	<p>Which of the following activities have you conducted during the past 12 months? (check all that apply) *</p> <ul style="list-style-type: none"><input type="checkbox"/> Led a program or intervention (i.e., an organized, planned, and usually ongoing effort designed to improve a social problem)<input type="checkbox"/> Led a policy development initiative<input type="checkbox"/> Led a research project (e.g., principal investigator for an IRB-approved study)<input type="checkbox"/> Obtained new funding for your organization (e.g., via contracts, grants, or other mechanisms)<input type="checkbox"/> Conducted strategic planning for your organization<input type="checkbox"/> Authored a publication (e.g., journal article, book chapter)<input type="checkbox"/> Served on an expert panel or advisory board<input type="checkbox"/> Served in an official leadership role in a professional organization

Table 8.1.2-a. Leadership Roles Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
Which of the following best describes the supervisory status of your position?	1. I do not supervise other employees. 2. I provide one or more employees with day-to-day guidance in work projects, but do not have official supervisory responsibility. 3. I supervise one or more employees. 4. I supervise one or more supervisors. 5. I am a senior executive or equivalent (e.g., Chief Executive Officer, Chief Financial Officer, center or agency director).	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Influence on the policy, operations, or administration of my work unit (e.g., program, department, or branch).	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree nor Disagree 4. Somewhat Agree 5. Strongly Agree	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes
Formal decision-making authority for my work unit.	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree nor Disagree 4. Somewhat Agree 5. Strongly Agree	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes

Table 8.1.2-b. Leadership Roles Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
Opportunities to represent my organization in external settings.	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree nor Disagree 4. Somewhat Agree 5. Strongly Agree	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Cross-sector or interdisciplinary collaboration.	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree nor Disagree 4. Somewhat Agree 5. Strongly Agree	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Technical responsibility (e.g., subject matter expertise).	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree nor Disagree 4. Somewhat Agree 5. Strongly Agree	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fiscal responsibility (e.g., budget management).	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree nor Disagree 4. Somewhat Agree 5. Strongly Agree	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes

Table 8.1.2-c. Leadership Roles Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
Which of the following activities have you conducted during the past 12 months? (check all that apply)	1. Led a program or intervention (i.e., an organized, planned, and usually ongoing effort designed to improve a social problem or improve social conditions) 2. Led a policy development initiative 3. Led a research project (e.g., principal investigator for an IRB-approved study) 4. Obtained new funding for your organization (e.g., via contracts, grants, or other mechanisms) 5. Conducted strategic planning for your organization 6. Authored a publication (e.g., journal article, book chapter) 7. Served on an expert panel or advisory board 8. Served in an official leadership role in a professional organization	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes

8.1.3 Use of Fellowship Competencies/Skills in Post-Fellowship Positions

Figure 8.1.3-a. Use of Fellowship Competencies Fields

Use of Fellowship Competencies/Skills in Post-Fellowship Positions

How relevant to your current position are the skills you learned in your fellowship? *

- Not at all – Not useful
- A little – Slightly enhances job performance
- Somewhat – Desired qualification
- Very much – Required

Table 8.1.3-a. Use of Fellowship Competencies Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
How relevant to your current position are the skills you learned in your fellowship?	1. Not at all – Not useful 2. A little – Slightly enhances job performance 3. Somewhat – Desired qualification 4. Very much – Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

8.1.4 Extent to which fellowship training helped prepare alumni for post-fellowship jobs

Figure 8.1.4.-a. Preparing Alumni for Post-Fellowship Job Fields

<p>Extent to which Fellowship training helped prepare alumni for post-fellowship jobs</p> <p>To what extent did each of the following parts of your fellowship experience prepare you for your current position?</p> <p>Required learning activities (e.g., Core Activities for Learning, Performance Requirements)</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you<input type="radio"/> Somewhat – Had a moderate role in preparing you<input type="radio"/> Very much – Had a large role in preparing you<input type="radio"/> This was not part of my fellowship <p>Peer-to-peer learning</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you<input type="radio"/> Somewhat – Had a moderate role in preparing you<input type="radio"/> Very much – Had a large role in preparing you<input type="radio"/> This was not part of my fellowship <p>Learning from mentors</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you<input type="radio"/> Somewhat – Had a moderate role in preparing you<input type="radio"/> Very much – Had a large role in preparing you<input type="radio"/> This was not part of my fellowship <p>Developing a professional network</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you<input type="radio"/> Somewhat – Had a moderate role in preparing you<input type="radio"/> Very much – Had a large role in preparing you<input type="radio"/> This was not part of my fellowship <p>[Year 1 survey only] Didactic or classroom-based training</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed)	<p>[Year 1 survey only] Overall, to what extent did your fellowship experience prepare you to perform your first job after your fellowship?</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input checked="" type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed) <p>[Year 1 survey only] Overall, to what extent did your fellowship experience prepare or support your work in your current job after your fellowship?</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed) <p>[Year 1 survey only] To what extent did didactic or classroom-based training in your fellowship prepare or support you in your current position?</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed) <p>[Year 3 and Year 5 survey] How did your fellowship experience impact your overall career progression?</p> <ul style="list-style-type: none"><input type="radio"/> Negative impact<input type="radio"/> No impact<input type="radio"/> Minimal positive impact<input type="radio"/> Moderate positive impact<input type="radio"/> Substantial positive impact
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Table 8.1.4.-a. Preparing Alumni for Post-Fellowship Job Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
Required learning activities (e.g., Core Activities for Learning, Performance Requirements)	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you 3. Somewhat – Had a moderate role in preparing you 4. Very much – Had a large role in preparing you 5. This was not part of my fellowship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Peer-to-peer learning	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you 3. Somewhat – Had a moderate role in preparing you 4. Very much – Had a large role in preparing you 5. This was not part of my fellowship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Learning from mentors	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you 3. Somewhat – Had a moderate role in preparing you 4. Very much – Had a large role in preparing you 5. This was not part of my fellowship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 8.1.4.-b. Preparing Alumni for Post-Fellowship Job Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
Developing a professional network	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you 3. Somewhat – Had a moderate role in preparing you 4. Very much – Had a large role in preparing you 5. This was not part of my fellowship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
[Year 1 survey only] Didactic or classroom-based training	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you 3. Somewhat – Had a moderate role in preparing you 4. Very much – Had a large role in preparing you 5. This was not part of my fellowship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
[Year 1 survey only] Overall, to what extent did your fellowship experience prepare you to perform your first job after your fellowship?	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Attachment 4 – FMS Alumni Tracking Module

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
[Year 1 survey only] Overall, to what extent did your fellowship experience prepare or support your work in your current job after your fellowship?	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed)	No	No	No	No	No	No	No	No	No	Yes	No	No
[Year 1 survey only] To what extent did didactic or classroom-based training in your fellowship prepare or support you in your current position?	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed)	No	No	No	No	No	No	No	No	No	Yes	No	No
[Year 3 and Year 5 survey] How did your fellowship experience impact your overall career progression?	1. Negative impact 2. No impact 3. Minimal positive impact 4. Moderate positive impact 5. Substantial positive impact	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

8.1.5 Alumni Engagement

Figure 8.1.5.-a. Alumni Engagement Fields

Alumni Engagement

How frequently do you interact with individuals or groups from your fellowship network? This could include (but is not limited to) CDC fellowship staff, fellowship alumni, former host site supervisors or colleagues.

- Never
- Rarely – less than a few times/year
- Sometimes – a few times a year
- Often – monthly
- Frequently – weekly or daily

Have you promoted or marketed the fellowship program in the past year? If so, how? (Check all that apply)

- Word of mouth: friends, colleagues, professional organizations, schools
- Digital Media: social media, news media, website, email or newsletter, internet search
- Recruiting event: conference or national meeting, info session at school or career fair, webinar
- Other (Please Specify)

Other

Based on your experience, where should we be marketing our fellowship opportunities? (Select up to three)

- Job sites (Indeed, LinkedIn, Glassdoor, etc)
- Social media platforms (Facebook, Instagram, Twitter, etc.)
- Social media pages (partners, conferences, schools, workplaces, etc.)
- School events
- Conferences
- Professional organizations
- Newsletter email subscriptions

Please provide specific examples for your response(s) (e.g., specific job sites or social media platforms):

Can we contact you about potential recruitment opportunities (career fair, info session, newsletter article, op ed, video clip, etc.)?

- Yes
- No

If yes, please specify any schools or professional organizations in which you would be interested in conducting a recruitment event for the fellowship:

Table 8.1.5.-a. Alumni Engagement Fields

Field Name	Values	EIS	LLS	FLIGHT	EOP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
How frequently do you interact with individuals or groups from your fellowship network? This could include (but is not limited to) CDC fellowship staff, fellowship alumni, former host site supervisors or colleagues.	1. Never 2. Rarely – less than a few times/year 3. Sometimes – a few times a year 4. Often – monthly 5. Frequently – weekly or daily	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Have you promoted or marketed the fellowship program in the past year? If so, how? (Check all that apply)	1. Word of mouth: friends, colleagues, professional organizations, schools 2. Digital Media: social media, news media, website, email or newsletter, internet search 3. Recruiting event: conference or national meeting, info session at school or career fair, webinar 4. Other (please specify)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Based on your experience, where should we be marketing our fellowship opportunities? (Select up to three)	1. Job sites (Indeed, LinkedIn, Glassdoor, etc.) 2. Social media platforms (Facebook, Instagram, Twitter, etc.) 3. Social media pages (partners, conferences, schools, workplaces, etc.) 4. School events 5. Conferences 6. Professional organizations 7. Newsletter email subscriptions	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Please provide specific examples for your response(s) (e.g., specific job sites or social media platforms):	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Can we contact you about potential recruitment opportunities (career fair, info session, newsletter article, op ed, video clip, etc.)?	1. Yes 2. No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
If yes, please specify any schools or professional organizations in which you	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Attachment 4 – FMS Alumni Tracking Module

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP	PMF
would be interested in conducting a recruitment event for the fellowship:													

8.2 EEP Alumni Survey

Figure 8.2.-a. EEP Alumni Fields

EEP Alumni Survey

Which medical or veterinary degree program did you complete? *

MD
 DO
 VMD
 DVM

What year did you graduate from medical or veterinary school? *

Have you pursued any formal public health training since completing EEP (e.g., graduate degree program in public health, public health certificate program, preventive medicine residency, public health training sessions or courses, etc.)? *

Yes
 No

Did you submit an abstract regarding your EEP project to a conference? *

Yes
 No

What Year? *

What Conference? *

Oral Presentation, Poster or Both? *

Oral Presentation
 Poster
 Both

Was the abstract accepted? *

Yes
 No

Have you published any public health related scientific work? *

Yes
 No

What Year? *

What Journal? *

Please provide citation: *

What is your current employment status? *

Employed (Full-time)
 Employed (Part-time)
 In a training/residency/fellowship program
 Seeking employment

Table 8.2.-a. EEP Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Which medical or veterinary degree program did you complete?	1. MD 2. DO 3. VMD 4. DVM	No	No	No	Yes	No	No	No	No	No	No	No
What year did you graduate from medical or veterinary school?	-	No	No	No	Yes	No	No	No	No	No	No	No
Have you pursued any formal public health training since completing EEP (e.g., graduate degree program in public health, public health certificate program, preventive medicine residency, public health training sessions or courses, etc.)?	1. Yes 2. No	No	No	No	Yes	No	No	No	No	No	No	No
Did you submit an abstract regarding your EEP project to a conference?	1. Yes 2. No	No	No	No	Yes	No	No	No	No	No	No	No
What year?	-	No	No	No	Yes	No	No	No	No	No	No	No
What conference?	-	No	No	No	Yes	No	No	No	No	No	No	No
Oral Presentation, Poster or Both?	1. Orall Presentation 2. Poster 3. Both	No	No	No	Yes	No	No	No	No	No	No	No
Was the abstract accepted?	1. Yes 2. No	No	No	No	Yes	No	No	No	No	No	No	No
Have you published any public health related scientific work?	1. Yes 2. No	No	No	No	Yes	No	No	No	No	No	No	No
What year?	-	No	No	No	Yes	No	No	No	No	No	No	No
What journal?	-	No	No	No	Yes	No	No	No	No	No	No	No
Please provide citation:	-	No	No	No	Yes	No	No	No	No	No	No	No
What is your current employment status?	1. Employed (Full-time) 2. Employed (Part-time) 3. In a training/residency/fellowship program 4. Seeking employment	No	No	No	Yes	No	No	No	No	No	No	No

Figure 8.2.-b. EEP Alumni Fields

<p>Do you currently practice human or veterinary medicine? *</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>What is your Specialty? *</p> <input type="text"/>	<p>My current work involves the practice of public health. *</p> <p><input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Somewhat Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Somewhat Agree <input type="radio"/> Agree <input type="radio"/> Strongly Agree</p> <p>The activities of my work utilize public health skills, such as those honed during EEP. *</p> <p><input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Somewhat Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Somewhat Agree <input type="radio"/> Agree <input type="radio"/> Strongly Agree</p> <p>I plan to devote a greater percent of my time to public health activities within the next 18-24 months. *</p> <p><input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Somewhat Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Somewhat Agree <input type="radio"/> Agree <input type="radio"/> Strongly Agree</p> <p>Do you plan to apply to the Epidemic Intelligence Service (EIS)? *</p> <p><input type="radio"/> Yes, I plan to apply to EIS. <input type="radio"/> I have applied and I plan to reapply in the future. <input type="radio"/> I have applied and do not plan to reapply. <input type="radio"/> No, I do not plan to apply to EIS.</p>
<p>Please indicate your agreement with the following statements:</p> <p>I found my Epidemiology Elective Program experience to have positively influence my career. *</p> <p><input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Somewhat Disagree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Somewhat Agree <input type="radio"/> Agree <input type="radio"/> Strongly Agree</p>	

Table 8.2.-b. EEP Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Do you currently practice human or veterinary medicine?	1. Yes 2. No	No	No	No	Yes	No	No	No	No	No	No	No
What is your specialty?	-	No	No	No	Yes	No	No	No	No	No	No	No
Are you currently completing a residency program or clinical fellowship?	1. Yes 2. No	No	No	No	Yes	No	No	No	No	No	No	No
When do you plan to complete your program?	-	No	No	No	Yes	No	No	No	No	No	No	No
What is your specialty?	-	No	No	No	Yes	No	No	No	No	No	No	No
I found my Epidemiology Elective Program experience to have positively influenced my career.	1. Strongly Disagree 2. Disagree 3. Somewhat Disagree 4. Neither Agree nor Disagree 5. Somewhat Agree 6. Agree 7. Strongly Agree	No	No	No	Yes	No	No	No	No	No	No	No
My current work involves the practice of public health.	1. Strongly Disagree 2. Disagree 3. Somewhat Disagree 4. Neither Agree nor Disagree 5. Somewhat Agree 6. Agree 7. Strongly Agree	No	No	No	Yes	No	No	No	No	No	No	No

Table 8.2.-d. EEP Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
The activities of my work utilize public health skills, such as those honed during EEP.	1. Strongly Disagree 2. Disagree 3. Somewhat Disagree 4. Neither Agree nor Disagree 5. Somewhat Agree 6. Agree 7. Strongly Agree	No	No	No	Yes	No	No	No	No	No	No	No
I plan to devote a greater percent of my time to public health activities within the next 18-24 months.	1. Strongly Disagree 2. Disagree 3. Somewhat Disagree 4. Neither Agree nor Disagree 5. Somewhat Agree 6. Agree 7. Strongly Agree	No	No	No	Yes	No	No	No	No	No	No	No
Do you plan to apply to the Epidemic Intelligence Service (EIS)?	1. Yes, I plan to apply to EIS. 2. I have applied and I plan to reapply in the future. 3. I have applied and do not plan to reapply. 4. No, I do not plan to apply to EIS.	No	No	No	Yes	No	No	No	No	No	No	No

Figure 8.2.-c. EEP Alumni Fields

In what year do you plan to apply? *

In what year did you apply? *

Were you invited for EIS interviews? *

In what year do you plan to reapply? *

Table 8.2.-d. EEP Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
In what year do you plan to apply?	-	No	No	No	Yes	No	No	No	No	No	No	No
In what year did you apply?	-	No	No	No	Yes	No	No	No	No	No	No	No
Were you invited for EIS interviews?	-	No	No	No	Yes	No	No	No	No	No	No	No
In what year do you plan to reapply?	-	No	No	No	Yes	No	No	No	No	No	No	No

8.3 ELI Alumni Survey

Figure 8.3-a. ELI Alumni Fields

ELI Alumni Survey

Have you continued to create and distribute e-learning?

Yes

No

On average, how many products have you created since the fellowship?

1-3 Products

4-6 Products

7-9 Products

10+ Products

What channels have you used to distribute e-learning? (Select all that apply)

TRAIN Network or Affiliate

Organizational Learning Management System (LMS)

Other

Specify:

Table 8.3-a. ELI Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Have you continued to create and distribute e-learning?	1. Yes 2. No	No	No	No	No	No	No	No	No	No	Yes	No
On average, how many products have you created since the fellowship?	1. 1-3 Products 2. 4-6 Products 3. 7-9 Products 4. 10+ Products	No	No	No	No	No	No	No	No	No	Yes	No
What channels have you used to distribute e-learning? (Select all that apply)	1. TRAIN Network or Affiliate 2. Organizational Learning Management System (LMS) 3. Other	No	No	No	No	No	No	No	No	No	Yes	No

8.4 LLS Alumni Survey

Figure 8.4-a. LLS Alumni Fields

<h3>LLS Alumni Survey</h3> <p>Thank you for participating in the LLS Alumni Survey. Your participation is completely voluntary. However, your participation is also a vital way for the LLS program to understand how to better prepare future LLS fellows for a career in public health laboratories.</p> <p>Your privacy is important to us. Only Epidemiology Workforce Branch staff, including the LLS program, will have access to your responses and results from the survey will be reported in aggregate for decision-making by the LLS Program. LLS program staff will use this survey, along with other fellowship data, to improve the LLS Program. This survey is part of a larger LLS program evaluation and aggregate results may be published.</p> <p>We estimate that it will take approximately 10 minutes to complete this survey. This survey link is unique to you so you will be able to return to the survey to edit or update your responses once you exit.</p> <p>Please contact lls@cdc.gov if you have any questions regarding this survey.</p> <p>Which of the following activities describes what you are doing after LLS? *</p> <ul style="list-style-type: none"><input type="radio"/> I do not currently have a job after LLS<input type="radio"/> Additional education or training (are a student or resident)<input type="radio"/> In first position accepted since graduating from LLS<input type="radio"/> Have switched or left roles/jobs at least once since graduating from LLS <p>What is your current supervisory status? *</p> <ul style="list-style-type: none"><input type="radio"/> I do not supervise other employees.<input type="radio"/> I provide employees with day-to-day guidance in work projects, but do not have official supervisory responsibility.<input type="radio"/> I supervise other employees.<input type="radio"/> I supervise one or more supervisors.<input type="radio"/> I am a senior executive or equivalent (e.g., CEO, CFO, center or agency director).	<p>How much do you agree or disagree with each of the following statements?</p> <p>In my current position, I have a great deal of...</p> <p>Influence on the policy, operations, or administration of your work unit (e.g., program, department, or branch). *</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree Nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree <p>Formal decision-making authority for my work unit. *</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree Nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree <p>Opportunities to represent my organization in external settings. *</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree Nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree <p>Cross-sector or interdisciplinary collaboration. *</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Somewhat Disagree<input type="radio"/> Neither Agree Nor Disagree<input type="radio"/> Somewhat Agree<input type="radio"/> Strongly Agree
---	--

Table 8.4-a. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Which of the following activities describes what you are doing after LLS?	1. I do not currently have a job after LLS 2. Additional education or training (are a student or resident) 3. In first position accepted since graduating from LLS 4. Have switched or left roles/jobs at least once since graduating from LLS	No	Yes	No	No	No	No	No	No	No	No	No
What is your current supervisory status?	1. I do not supervise other employees. 2. I provide employees with day-to-day guidance in work projects, but do not have official supervisory responsibility. 3. I supervise other employees. 4. I supervise one or more supervisors. 5. I am a senior executive or equivalent (e.g., CEO, CFO, center or agency director).	No	Yes	No	No	No	No	No	No	No	No	No
Influence on the policy, operations, or administration of your work unit (e.g., program, department, or branch).	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree Nor Disagree 4. Somewhat Agree 5. Strongly Agree	No	Yes	No	No	No	No	No	No	No	No	No
Formal decision-making authority for my work unit.	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree Nor Disagree 4. Somewhat Agree 5. Strongly Agree	No	Yes	No	No	No	No	No	No	No	No	No
Opportunities to represent my organization in external settings.	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree Nor Disagree 4. Somewhat Agree 5. Strongly Agree	No	Yes	No	No	No	No	No	No	No	No	No
Cross-sector or interdisciplinary collaboration.	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree Nor Disagree 4. Somewhat Agree 5. Strongly Agree	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-b. LLS Alumni Fields

Technical responsibility (e.g., subject matter expertise). *

- Strongly Disagree
- Somewhat Disagree
- Neither Agree Nor Disagree
- Somewhat Agree
- Strongly Agree

Fiscal responsibility (e.g., budget management). *

- Strongly Disagree
- Somewhat Disagree
- Neither Agree Nor Disagree
- Somewhat Agree
- Strongly Agree

Overall, to what extent did your LLS experience prepare you to perform your first job after your fellowship? *

- Not at all – Not relevant or did not prepare me
- A little – Had a small role in preparing me (e.g., introduced relevant topics or skills)
- Somewhat – Had a moderate role in preparing me (e.g., developed skills, but you required additional training)
- Very much – Had a large role in preparing me (e.g., little or no additional training needed)

How relevant are each of the following skill sets to your current position?

Leadership and Management Skills *

- Not at all – Not useful
- A little – Slightly enhances job performance
- Somewhat – Desired qualification
- Very much – Required

Table 8.4-b. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Technical responsibility (e.g., subject matter expertise).	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree Nor Disagree 4. Somewhat Agree 5. Strongly Agree	No	Yes	No	No	No	No	No	No	No	No	No
Fiscal responsibility (e.g., budget management).	1. Strongly Disagree 2. Somewhat Disagree 3. Neither Agree Nor Disagree 4. Somewhat Agree 5. Strongly Agree	No	Yes	No	No	No	No	No	No	No	No	No
Overall, to what extent did your LLS experience prepare you to perform your first job after your fellowship?	1. Not at all – Not relevant or did not prepare me 2. A little – Had a small role in preparing me (e.g., introduced relevant topics or skills) 2. Somewhat – Had a moderate role in preparing me (e.g., developed skills, but you required additional training) 3. Very much – Had a large role in preparing me (e.g., little or no additional training needed)	No	Yes	No	No	No	No	No	No	No	No	No
Leadership and Management Skills	1. Not at all – Not useful 2. A little – Slightly enhances job performance 3. Somewhat – Desired qualification 4. Very much – Required	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-c. LLS Alumni Fields

<p>Quality Management Systems *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not useful<input type="radio"/> A little – Slightly enhances job performance<input type="radio"/> Somewhat – Desired qualification<input type="radio"/> Very much – Required <p>Laboratory Safety *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not useful<input type="radio"/> A little – Slightly enhances job performance<input type="radio"/> Somewhat – Desired qualification<input type="radio"/> Very much – Required <p>Applied Laboratory Research, Investigation, and Surveillance *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not useful<input type="radio"/> A little – Slightly enhances job performance<input type="radio"/> Somewhat – Desired qualification<input type="radio"/> Very much – Required <p>Informatics and Bioinformatics *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not useful<input type="radio"/> A little – Slightly enhances job performance<input type="radio"/> Somewhat – Desired qualification<input type="radio"/> Very much – Required <p>Communication (oral and written) *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not useful<input type="radio"/> A little – Slightly enhances job performance<input type="radio"/> Somewhat – Desired qualification<input type="radio"/> Very much – Required
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Table 8.4-c. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Quality Management Systems	1. Not at all – Not useful 2. A little – Slightly enhances job performance 3. Somewhat – Desired qualification 4. Very much – Required	No	Yes	No	No	No	No	No	No	No	No	No
Laboratory Safety	1. Not at all – Not useful 2. A little – Slightly enhances job performance 3. Somewhat – Desired qualification 4. Very much – Required	No	Yes	No	No	No	No	No	No	No	No	No
Applied Laboratory Research, Investigation, and Surveillance	1. Not at all – Not useful 2. A little – Slightly enhances job performance 3. Somewhat – Desired qualification 4. Very much – Required	No	Yes	No	No	No	No	No	No	No	No	No
Informatics and Bioinformatics	1. Not at all – Not useful 2. A little – Slightly enhances job performance 3. Somewhat – Desired qualification 4. Very much – Required	No	Yes	No	No	No	No	No	No	No	No	No
Communication (oral and written)	1. Not at all – Not useful 2. A little – Slightly enhances job performance 3. Somewhat – Desired qualification 4. Very much – Required	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-d. LLS Alumni Fields

Please indicate the extent to which achieving the LLS program competencies during your fellowship prepared you to perform your job duties in your current position.

Apply leadership and management principles in the policies and processes that accomplish the mission and vision of public health laboratories. *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)
- Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)
- Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)
- Did not complete activity

Support a secure working environment that meets organizational goals, regulatory requirements, and established standards. *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)
- Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)
- Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)
- Did not complete activity

Apply ethics and rules of conduct when working in a public health laboratory. *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)
- Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)
- Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)
- Did not complete activity

Support a quality management system and the processes for providing quality laboratory services. *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)
- Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)
- Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)
- Did not complete activity

Table 8.4-d. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Apply leadership and management principles in the policies and processes that accomplish the mission and vision of public health laboratories.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Support a secure working environment that meets organizational goals, regulatory requirements, and established standards.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Apply ethics and rules of conduct when working in a public health laboratory.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Support a quality management system and the processes for providing quality laboratory services.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-e. LLS Alumni Fields

<p>Assess risks and hazards within a given laboratory setting. *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)<input type="radio"/> Did not complete activity <p>Support a health and safety management system to control workplace hazards. *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)<input type="radio"/> Did not complete activity <p>Support the administrative controls in the laboratory safety program. *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)<input type="radio"/> Did not complete activity <p>Demonstrate capabilities needed for the testing of samples across a spectrum of technical activities in public health laboratories. *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)<input type="radio"/> Did not complete activity

Table 8.4-e. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Assess risks and hazards within a given laboratory setting.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Support a health and safety management system to control workplace hazards.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Support the administrative controls in the laboratory safety program.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Demonstrate capabilities needed for the testing of samples across a spectrum of technical activities in public health laboratories.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-f. LLS Alumni Fields

<p>Conduct a laboratory investigation that includes applied research development, testing, and evaluation designed to advance public health knowledge, methods, and/or practice. *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)<input type="radio"/> Did not complete activity <p>Support the continuous, systematic collection, analysis, and interpretation of health-related data. *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)<input type="radio"/> Did not complete activity <p>Support the emergency management and response process for situations that have an impact on laboratory operations. *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)<input type="radio"/> Did not complete activity <p>Apply information science, computer science, and information technology to public health practice, research, and learning. *</p> <ul style="list-style-type: none"><input type="radio"/> Not at all – Not relevant or did not prepare you<input type="radio"/> A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)<input type="radio"/> Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)<input type="radio"/> Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)<input type="radio"/> Did not complete activity

Table 8.4-f. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Conduct a laboratory investigation that includes applied research development, testing, and evaluation designed to advance public health knowledge, methods, and/or practice.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Support the continuous, systematic collection, analysis, and interpretation of health-related data.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Support the emergency management and response process for situations that have an impact on laboratory operations.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Apply information science, computer science, and information technology to public health practice, research, and learning.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-g. LLS Alumni Fields

Interpret biological data using computational techniques, algorithms, and bioinformatics principles. *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)
- Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)
- Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)
- Did not complete activity

Develop clear and concise information about public health laboratories appropriate to the audience. *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you (e.g., introduced relevant topics or skills)
- Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area)
- Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area)
- Did not complete activity

To what extent did each of the following parts of your LLS experience prepare you for your current position?

Classroom-based training *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you
- Somewhat – Had a moderate role in preparing you
- Very much – Had a large role in preparing you

Peer-to-peer learning *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you
- Somewhat – Had a moderate role in preparing you
- Very much – Had a large role in preparing you

Table 8.4-g. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Interpret biological data using computational techniques, algorithms, and bioinformatics principles.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Develop clear and concise information about public health laboratories appropriate to the audience.	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you (e.g., introduced relevant topics or skills) 3. Somewhat – Had a moderate role in preparing you (e.g., developed skills, but you required additional training in this area) 4. Very much – Had a large role in preparing you (e.g., little or no additional training needed in this area) 5. Did not complete activity	No	Yes	No	No	No	No	No	No	No	No	No
Classroom-based training	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you 3. Somewhat – Had a moderate role in preparing you 4. Very much – Had a large role in preparing you	No	Yes	No	No	No	No	No	No	No	No	No
Peer-to-peer learning	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you 3. Somewhat – Had a moderate role in preparing you 4. Very much – Had a large role in preparing you	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-h. LLS Alumni Fields

Learning from supervisors/mentors *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you
- Somewhat – Had a moderate role in preparing you
- Very much – Had a large role in preparing you

Developing a professional network *

- Not at all – Not relevant or did not prepare you
- A little – Had a small role in preparing you
- Somewhat – Had a moderate role in preparing you
- Very much – Had a large role in preparing you

How do you expect your LLS experience to impact your overall career progression? *

- Negative impact
- No impact
- Minimal positive impact
- Moderate positive impact
- Substantial positive impact

Please explain your answer to the previous question. *

How else did your LLS experience help prepare you for your career? *

What skills do you wish LLS would have provided more training on? *

What topics did you receive training on in LLS that are less relevant to your career goals? *

Table 8.4-h. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Learning from supervisors/mentors	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you 3. Somewhat – Had a moderate role in preparing you 4. Very much – Had a large role in preparing you	No	Yes	No	No	No	No	No	No	No	No	No
Developing a professional network	1. Not at all – Not relevant or did not prepare you 2. A little – Had a small role in preparing you 3. Somewhat – Had a moderate role in preparing you 4. Very much – Had a large role in preparing you	No	Yes	No	No	No	No	No	No	No	No	No
How do you expect your LLS experience to impact your overall career progression?	1. Negative impact 2. No impact 3. Minimal positive impact 4. Moderate positive impact 5. Substantial positive impact	No	Yes	No	No	No	No	No	No	No	No	No
Please explain your answer to the previous question.	-	No	Yes	No	No	No	No	No	No	No	No	No
How else did your LLS experience help prepare you for your career?	-	No	Yes	No	No	No	No	No	No	No	No	No
What skills do you wish LLS would have provided more training on?	-	No	Yes	No	No	No	No	No	No	No	No	No
What topics did you receive training on in LLS that are less relevant to your career goals?	-	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-i. LLS Alumni Fields

How frequently do you work with the following groups since graduation?

Other LLS alumni *

- Never/We only interact on issues unrelated to public health
- Once a year or less
- About once a quarter
- About once a month
- Every week
- Every day

Current LLS fellows *

- Never/We only interact on issues unrelated to public health
- Once a year or less
- About once a quarter
- About once a month
- Every week
- Every day

Epidemiologists *

- Never/We only interact on issues unrelated to public health
- Once a year or less
- About once a quarter
- About once a month
- Every week
- Every day

Your former LLS supervisors/mentors *

- Never/We only interact on issues unrelated to public health
- Once a year or less
- About once a quarter
- About once a month
- Every week
- Every day

Table 8.4-i. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Other LLS alumni	1. Never/We only interact on issues unrelated to public health 2. Once a year or less 3. About once a quarter 4. About once a month 5. Every week 6. Every day	No	Yes	No	No	No	No	No	No	No	No	No
Current LLS fellows	1. Never/We only interact on issues unrelated to public health 2. Once a year or less 3. About once a quarter 4. About once a month 5. Every week 6. Every day	No	Yes	No	No	No	No	No	No	No	No	No
Epidemiologists	1. Never/We only interact on issues unrelated to public health 2. Once a year or less 3. About once a quarter 4. About once a month 5. Every week 6. Every day	No	Yes	No	No	No	No	No	No	No	No	No
Your former LLS supervisors/mentors	1. Never/We only interact on issues unrelated to public health 2. Once a year or less 3. About once a quarter 4. About once a month 5. Every week 6. Every day	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-j. LLS Alumni Fields

LLS Program Staff *

- Never/We only interact on issues unrelated to public health
- Once a year or less
- About once a quarter
- About once a month
- Every week
- Every day

Please describe any barriers to collaboration that you've come across with any of the groups in the previous question. *

What kind of activities does your current relationship with the following groups entail? (Select all that apply)

Other LLS alumni *

- Networking
- Sharing resources / information
- Collaboration on a project
- Professional working relationship
- Other
- Not Applicable

Current LLS fellows *

- Networking
- Sharing resources / information
- Collaboration on a project
- Professional working relationship
- Other
- Not Applicable

Epidemiologists *

- Networking
- Sharing resources / information
- Collaboration on a project
- Professional working relationship
- Other
- Not Applicable

Table 8.4-j. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
LLS Program Staff	1. Never/We only interact on issues unrelated to public health 2. Once a year or less 3. About once a quarter 4. About once a month 5. Every week 6. Every day	No	Yes	No	No	No	No	No	No	No	No	No
Please describe any barriers to collaboration that you've come across with any of the groups in the previous question.	-	No	Yes	No	No	No	No	No	No	No	No	No
Other LLS alumni	1. Networking 2. Sharing resources / information 3. Collaboration on a project 4. Professional working relationship 5. Other 6. Not Applicable	No	Yes	No	No	No	No	No	No	No	No	No
Current LLS fellows	1. Networking 2. Sharing resources / information 3. Collaboration on a project 4. Professional working relationship 5. Other 6. Not Applicable	No	Yes	No	No	No	No	No	No	No	No	No
Epidemiologists	1. Networking 2. Sharing resources / information 3. Collaboration on a project 4. Professional working relationship 5. Other 6. Not Applicable	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-k. LLS Alumni Fields

Your former LLS supervisors/mentors *

- Networking
- Sharing resources / information
- Collaboration on a project
- Professional working relationship
- Other
- Not Applicable

LLS Program Staff *

- Networking
- Sharing resources / information
- Collaboration on a project
- Professional working relationship
- Other
- Not Applicable

How valuable has collaboration post-LLS graduation been with the following groups

Other LLS alumni *

- Not at all valuable
- Somewhat valuable
- Extremely valuable
- Not applicable

Current LLS fellows *

- Not at all valuable
- Somewhat valuable
- Extremely valuable
- Not applicable

Epidemiologists *

- Not at all valuable
- Somewhat valuable
- Extremely valuable
- Not applicable

Table 8.4-k. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Your former LLS supervisors/mentors	1. Networking 2. Sharing resources / information 3. Collaboration on a project 4. Professional working relationship 5. Other 6. Not Applicable	No	Yes	No	No	No	No	No	No	No	No	No
LLS Program Staff	1. Networking 2. Sharing resources / information 3. Collaboration on a project 4. Professional working relationship 5. Other 6. Not Applicable	No	Yes	No	No	No	No	No	No	No	No	No
Other LLS alumni	1. Not at all valuable 2. Somewhat valuable 3. Valuable 4. Extremely valuable 5. Not applicable	No	Yes	No	No	No	No	No	No	No	No	No
Current LLS fellows	1. Not at all valuable 2. Somewhat valuable 3. Valuable 4. Extremely valuable 5. Not applicable	No	Yes	No	No	No	No	No	No	No	No	No
Epidemiologists	1. Not at all valuable 2. Somewhat valuable 3. Valuable 4. Extremely valuable 5. Not applicable	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-I. LLS Alumni Fields

Your former LLS supervisors/mentors *

- Not at all valuable
- Somewhat valuable
- Extremely valuable
- Not applicable

LLS Program Staff *

- Not at all valuable
- Somewhat valuable
- Extremely valuable
- Not applicable

How interested are you in seeking further engagement with the following groups

Other LLS alumni *

- Not at all interested
- Somewhat interested
- Interested
- Extremely interested

Current LLS fellows *

- Not at all interested
- Somewhat interested
- Interested
- Extremely interested

Epidemiologists *

- Not at all interested
- Somewhat interested
- Interested
- Extremely interested

Table 8.4-I. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Your former LLS supervisors/mentors	1. Not at all valuable 2. Somewhat valuable 3. Valuable 4. Extremely valuable 5. Not applicable	No	Yes	No	No	No	No	No	No	No	No	No
LLS Program Staff	1. Not at all valuable 2. Somewhat valuable 3. Valuable 4. Extremely valuable 5. Not applicable	No	Yes	No	No	No	No	No	No	No	No	No
Other LLS alumni	1. Not at all interested 2. Somewhat interested 3. Interested 4. Extremely interested	No	Yes	No	No	No	No	No	No	No	No	No
Current LLS fellows	1. Not at all interested 2. Somewhat interested 3. Interested 4. Extremely interested	No	Yes	No	No	No	No	No	No	No	No	No
Epidemiologists	1. Not at all interested 2. Somewhat interested 3. Interested 4. Extremely interested	No	Yes	No	No	No	No	No	No	No	No	No

Figure 8.4-m. LLS Alumni Fields

Your former LLS supervisors/mentors *

- Not at all interested
- Somewhat interested
- Interested
- Extremely interested

LLS Program Staff *

- Not at all interested
- Somewhat interested
- Interested
- Extremely interested

Do you have any suggestions to improve the LLS program based on your needs upon graduation and in your new position? *

How can the LLS Program better support LLS alumni engagement? *

Table 8.4-m. LLS Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Your former LLS supervisors/mentors	1. Not at all interested 2. Somewhat interested 3. Interested 4. Extremely interested	No	Yes	No	No	No	No	No	No	No	No	No
LLS Program Staff	1. Not at all interested 2. Somewhat interested 3. Interested 4. Extremely interested	No	Yes	No	No	No	No	No	No	No	No	No
Do you have any suggestions to improve the LLS program based on your needs upon graduation and in your new position?	-	No	Yes	No	No	No	No	No	No	No	No	No
How can the LLS Program better support LLS alumni engagement?	-	No	Yes	No	No	No	No	No	No	No	No	No

8.5 SAF Alumni Survey

Table 8.5-a SAF Alumni Fields

SAF Alumni Survey
<p>Have you continued to teach public health content in your classroom or through extracurricular clubs or programs at your school related to public health (e.g., Science Olympiad Disease Detectives coach; HOSA supervisor for Public Health or Epidemiology event)? *</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>Estimate how many students you have taught public health content to as part of your curriculum or elective course since completing the fellowship. *</p> <input type="text"/>
<p>Estimate how many students you coached through extracurricular clubs or programs at your school related to public health since completing the fellowship. *</p> <input type="text"/>
<p>Have you continued to promote the use of public health in a STEM curriculum within your network? *</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>Estimate how many teachers/colleagues you have trained/introduced to teaching public health content as part of their STEM curriculum since completing the fellowship. *</p> <input type="text"/>
<p>Estimate how many teachers/colleagues you have recommended the CDC Science Ambassador Fellowship to since completing the fellowship. *</p> <input type="text"/>

Table 8.5-a SAF Alumni Fields

Field Name	Values	EIS	LLS	FLIGHT	EEP	SAF	PMR/F	PH-TIPP	PHIFP	PE	ELI	PHAP
Have you continued to teach public health content in your classroom or through extracurricular clubs or programs at your school related to public health (e.g., Science Olympiad Disease Detectives coach; HOSA supervisor for Public Health or Epidemiology event)?	1. Yes 2. No	No	No	No	No	Yes	No	No	No	No	No	No
Estimate how many students you have taught public health content to as part of your curriculum or elective course since completing the fellowship.	-	No	No	No	No	Yes	No	No	No	No	No	No
Estimate how many students you coached through extracurricular clubs or programs at your school related to public health since completing the fellowship.	-	No	No	No	No	Yes	No	No	No	No	No	No
Have you continued to promote the use of public health in a STEM curriculum within your network?	1. Yes 2. No	No	No	No	No	Yes	No	No	No	No	No	No
Estimate how many teachers/colleagues you have trained/introduced to teaching public health content as part of their STEM curriculum since completing the fellowship.	-	No	No	No	No	Yes	No	No	No	No	No	No
Estimate how many teachers/colleagues you have recommended the CDC Science Ambassador Fellowship to since completing the fellowship.	-	No	No	No	No	Yes	No	No	No	No	No	No

8.6 Alumni Survey Email

Figure 8.6-a. Alumni Survey Email

CDC FELLOWSHIP ALUMNI SURVEY

You are being asked to participate in this survey because of your participation in the Centers for Disease Control and Prevention (CDC) *[insert fellowship program here]* program. The purposes of this survey are 1) to learn what our alumni are doing and, 2) use that information to improve our fellowship training programs.

Your participation in the survey is entirely voluntary, and you may skip any questions you do not want to answer. Your responses are confidential and will be kept secure. Your privacy will be protected to the extent allowed by federal law.

This survey will take approximately **10-15** minutes to complete. If you have any questions, please contact *[insert eFMS contact info here]*

Appendix

I. (PENDING) Field Value Tables

Appendix of Field Value Tables

Field Name	Application Locations	Values 1	Values 2	Values 3	Values 4
Undergraduate Degree List	6. Post-Fellowship Education, Board Certifications, and Licenses	AB AM BA BS BS/BA BSc DHS DHSc DNSc DPH DPhil DrPH DrS DrSc EdD MA Med MHS MHSc MHSE MN MPH MPhil MPHTM MPVM MS MSVPH MSc MScPH MSPH MTM&H PhD SB ScB ScD ScM SM Other			

Graduate Degree List	6. Post-Fellowship Education, Board Certifications, and Licenses	AB AM BA BS BS/BA BSc DHS DHSc DNSc DPH DPhil DrPH DrS DrSc EdD MA Med MHS MHSc MHSE MN MPH MPhil MPHTM MPVM MS MSVPH MSc MScPH MSPH MTM&H PhD SB ScB ScD ScM SM Other			
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II. (PENDING) Lookup Tables

Appendix of Lookup Tables

Lookup Table Name	Application Locations	Values 1	Values 2	Values 3	Values 4	Values 5
Fellowship Lookup	3. eFMS System Help Desk Ticket	CDC E-learning Institute Fellowship Program (ELI) CDC Steven M. Teutsch Prevention Effectiveness (PE) Fellowship Epidemic Intelligence Service (EIS) Epidemiology Elective Program (EEP) Future Leaders in Infections and Global Health Threats (FLIGHT) Laboratory Leadership Service (LLS) Population Health Training in Place Program (PH-TIPP) Population Health Workforce Initiative (PHWI) Preventive Medicine Residency and Fellowship (PMR/F) Public Health Associate Program (PHAP) Public Health Informatics Fellowship Program (PHIFP) Science Ambassador Fellowship (SAF)				
Country Lookup	5.2 Current Residence	United States Afghanistan Albania Algeria Andorra Angola Anguilla (U.K.) Antigua and Barbuda Argentina Armenia Aruba Australia Austria Azerbaijan Azores Bahamas, The Bahrain Bangladesh Barbados Belarus Belgium Belize Benin Bermuda (U.K.) Bhutan	Canary Islands (Spain) Cape Verde Cayman Islands (U.K.) Central African Republic China Chad Christmas Island (Australia) Chile Cocos (Keeling) Islands (Australia) Colombia Comoros Congo, Democratic Republic of the Congo, Republic of the Cook Islands (New Zealand) Costa Rica Cote d'Ivoire Djibouti Croatia Cuba Dominica Cyprus Dominican Republic Czech Republic	French Guiana (France) French Polynesia (France) Gabon Gambia, The Georgia Germany Ghana Gibraltar (U.K.) Greece Guinea Greenland (Denmark) Grenada Guinea-Bissau Guadeloupe Guyana Guatemala Haiti Honduras Hong Kong SAR (China) Hungary Iceland India Indonesia Iran Jamaica	Liberia Latvia Libya Lebanon Liechtenstein Lesotho Lithuania Luxembourg Macau SAR (China) Macedonia Madagascar Madeira Islands (Portugal) Malawi Malaysia Martinique (France) Maldives Mauritania Mali Mauritius Malta Mayotte (France) Marshall Islands Mexico Moldova Monaco	Paraguay Other Peru Pakistan Philippines Palau Pitcairn Islands (U.K.) Poland Portugal Qatar Reunion (France) Romania Russia Rwanda Saint Lucia Saint Helena (U.K.) Saint Pierre and Miquelon (France) Saint Kitts and Nevis Saint Vincent and the Grenadines Samoa San Marino Sao Tome and Principe Saudi Arabia

Attachment 4 – FMS Alumni Tracking Module

		Bolivia Bosnia and Herzegovina Botswana Brazil British Indian Ocean Territory (U.K.) British Virgin Islands Brunei Bulgaria Burkina Faso Burma (Myanmar) Burundi Cambodia Cameroon Canada	Easter Island (Chile) Denmark Ecuador Egypt El Salvador Equatorial Guinea Eritrea Estonia Ethiopia Falkland Islands (Malvinas) Finland Falkland Islands (U.K.) Faroe Islands (Denmark) France Fiji	Iraq Japan Ireland Jordan Israel Kazakhstan Italy Kenya Kiribati Korea, North Korea, South Kosovo Kuwait Kyrgyzstan Laos	Mongolia Montenegro Montserrat (U.K.) Morocco Mozambique Netherlands Antilles Namibia Nauru Netherlands, The Nepal New Caledonia (France) New Zealand Nicaragua Niger Nigeria Niue (New Zealand) Northfolk Island (Australia) Northern Mariana Islands (U.S.) Panama Norway Papua New Guinea Oman	Senegal Serbia Seychelles Somalia Sierra Leone Singapore South Africa Slovakia Spain Slovenia Sri Lanka Solomon Islands Sudan Suriname Swaziland Switzerland Syria Taiwan Tajikistan Tanzania Togo Thailand Timor-Leste (East Timor) Tokelau (New Zealand) Tonga Trinidad and Tobago Tunisia Turkey Turkmenistan Turks and Caicos Islands (U.K.) Tuvalu Vanuatu Uganda Venezuela Ukraine Vietnam United Arab Emirates Western Sahara United Kingdom Yemen Uruguay Zambia Uzbekistan Zimbabwe
State/Territory Lookup	5.2 Current Residence 7.1 Employer Information	Alabama Alaska Arizona Arkansas California Colorado Connecticut Delaware Washington, DC Florida Georgia Hawaii Idaho Illinois Indiana Iowa Kansas	Nevada New Hampshire New Jersey New Mexico New York North Carolina North Dakota Ohio Oklahoma Oregon Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas Utah			

Attachment 4 – FMS Alumni Tracking Module

		Kentucky Louisiana Maine Maryland Massachusetts Michigan Minnesota Mississippi Missouri Montana Nebraska	Vermont Virginia Washington West Virginia Wisconsin Wyoming Puerto Rico Pacific Islands U.S. Virgin Islands Guam Northern Mariana Islands			
Center/Division/Branch Lookup	7.1 Employer Information	NIOSH / Office of the Director / Administrative Svcs Branch (Cincinnati) NIOSH / Office of the Director / Administrative Svcs Branch (Morgantown) NIOSH / Office of the Director / Administrative Svcs Branch (Spokane) NIOSH / Office of the Director / Administrative Svcs Branch (Pittsburgh) NCHS / Office of Analysis & Epidemiology / Aging & Chronic Disease Statistics Branch NIOSH / Health Effects Laboratory Division / Allergy & Clinical Immunology Branch NCHS / Division of Health Care Statistics / Ambulatory and Hospital Care Statistics Branch NIOSH / Division of Safety Research / Analysis & Field Branch NCHS / Division of Health & Nutrition Examination Surveys / Analysis Branch NCHS / Office of Analysis & Epidemiology / Analytic Studies Branch NCEZID / Division of Scientific Resources / Animal Resources Branch NCCDPHP / Division for Heart Disease and Stroke Prevention / Applied Research and Evaluation Branch NCCDPHP / Division of Population Health / Applied Research and Translation Branch CPR / Division of State and Local Readiness / Applied Science and Evaluation Branch NCCDPHP / Division of Reproductive Health / Applied Sciences Branch NCEZID / Division of Vector-Borne Diseases / Arboviral Diseases Branch NCEZID / Division of Preparedness and Emerging	NCHS / Division of Health Interview Statistics / Data Analysis & Quality Assurance Branch CSELS / Division of Scientific Education and Professional Development / Education and Training Se... NCHHSTP / Division of Tuberculosis Elimination / Data Management and Statistics Branch NIOSH / Pittsburgh Mining Research Division / Electrical & Mechanical Systems Safety Branch NCHS / Division of Health Interview Statistics / Data Production & Systems Branch CPR / Division of Emergency Operations / Emergency and Risk Communications Branch NCEZID / Division of Vector- Borne Diseases / Dengue Branch NCEH / Division of Environmental Health Science and Practice / Emergency Management, Radiation, a... NCBDDD / Division of Congenital and Developmental Disorders / Developmental Disabilities Branch NCEZID / Division of Preparedness and Emerging Infections / Emergency Preparedness and Response B... NCBDDD / Division of Human Development and Disability / Disability and Health Branch CGH / Division of Global Health Protection / Emergency Response and Recovery Branch NIOSH / Division of Compensation Analysis & Support / Division of	NIOSH / Pittsburgh Mining Research Division / Fires and Explosions Branch NCEZID / Division of Foodborne, Waterborne and Environmental Diseases / Food Safety Office NCEZID / Division of Global Migration and Quarantine / Geographic Medicine and Health Promotion B... NCHS / Office of Analysis & Epidemiology / Health Promotion Statistics Branch ATSDR / Division of Toxicology and Human Health Sciences / Geospatial Research, Analysis, and Ser... CGH / Division of Global Health Protection / Global Non-communicable Disease Branch NCCDPHP / Office on Smoking and Health / Global Tobacco Control Branch NCHHSTP / Division of Sexually Transmitted Disease Prevention / Health Services Research and Eval... CGH / Division of Global HIV and TB / Global Tuberculosis Branch NCIPC / Division of Unintentional Injury Prevention / Health Systems and Trauma Systems Branch NIOSH / Pittsburgh Mining Research Division / Ground Control Branch NCEH / Division of Emergency and Environmental Health Services / Healthy Community Design Initiative NIOSH / Division of Surveillance, Hazard Evaluations & Field Studies / Hazard Evaluations & Techn... NCEH / Division of Emergency and Environmental Health Services / Healthy Homes and Lead Poisoning...	Research and Evaluation Branch NCEH / Division of Laboratory Science / Inorganic and radiation analytical toxicology branch CSELS / Division of Laboratory Systems / Laboratory Training and Services Branch NCEH / Division of Environmental Health Science and Practice / Lead Poisoning Prevention and Envi... CSELS / Division of Public Health Information and Dissemination / Library Science Branch CPR / Division of Strategic National Stockpile / Logistics Branch CPR / Division of Emergency Operations / Logistics Support Branch NCHS / Division of Health Care Statistics / Long-Term Care Statistics Branch CGH / Division of Parasitic Diseases and Malaria / Malaria Branch CGH / Division of Global HIV and TB / Management and Operations Branch NIOSH / Office of the Director / Management Systems Branch CGH / Division of Global HIV and TB / Maternal and Child Health Branch NCCDPHP / Division of Reproductive Health / Maternal and Infant Health Branch NCIRD / Division of Bacterial Branch / Meningitis and Vaccine Preventable Diseases Branch CGH / Division of Global HIV and TB / Monitoring, Evaluation, and Data Analysis Branch	CPR / Division of Select Agents and Toxins / Operations Branch NCEZID / Office of the Director / Office of the Director NCEH / Division of Laboratory Science / Organic analytical toxicology branch NCHS / Office of the Director / Office of the Director NIOSH / Division of Applied Research & Technology / Organizational Science & Human Factors Branch NCEZID / Division of Foodborne, Waterborne and Environmental Diseases / Outbreak Response and Pre... CGH / Division of Global Health Protection / Overseas Business Operations Branch CGH / Division of Global HIV and TB / Overseas Strategy and Management Branch CGH / Division of Parasitic Diseases and Malaria / Parasitic Diseases Branch CSELS / Division of Health Informatics and Surveillance Systems / Partnerships and Evaluation Branch NIOSH / Health Effects Laboratory Division / Pathology & Physiological Research Branch NCCDPHP / Division of Nutrition, Physical Activity, & Obesity / Physical Activity and Health Branch CPR / Division of Strategic National Stockpile / Planning and Analysis Branch NCHS / Division of Health & Nutrition Examination Surveys / Planning Branch CPR / Division of Emergency Operations / Plans, Training, Exercise and Evaluation Branch

		<p>Infections / Arctic Investigations Program NCCDPHP / Division of Population Health / Arthritis, Epilepsy and Well-Being Branch NCIRD / Immunization Services Division / Assessment Branch NCEH / Division of Environmental Health Science and Practice / Asthma and Community Health Branch NCEZID / Division of Vector-Borne Diseases / Bacterial Diseases Branch NCEZID / Division of High Consequence Pathogens & Pathology / Bacterial Special Pathogens Branch NCHHSTP / Division of HIV/AIDS Prevention Surveillance & Epidemiology / Behavioral And Clinical S... NIOSH / Division of Applied Research & Technology / Biomonitoring & Health Assessment Branch NIOSH / Health Effects Laboratory Division / Biostatistics & Epidemiology Branch NCEZID / Division of Foodborne, Waterborne and Environmental Diseases / Biostatistics and Informa... NCEZID / Division of Scientific Resources / Biotechnology Core Facility Branch NCBDDD / Division of Congenital and Developmental Disorders / Birth Defects Branch NCHS / Office of Management & Operations / Building Operations & Services Staff NCHS / Office of Management & Operations / Business Logistics Staff NCCDPHP / Division of Cancer Prevention and Control / Cancer Surveillance Branch NCHHSTP / Division of HIV/AIDS Prevention-Intervention & Support / Capacity Building Branch CPR / Division of State and Local Readiness / Capacity Building Branch ATSDR / Division of Community Health Investigations / Central Branch NIOSH / Division of Applied Research & Technology / Chemical Exposure & Monitoring NCBDDD / Division of Human Development and Disability /</p>	<p>Compensation Analysis & Support NCEH / Division of Laboratory Science / Emergency response branch NCCDPHP / Division of Oral Health / Division of Oral Health ATSDR / Division of Toxicology and Human Health Sciences / Emergency Response Program NIOSH / Health Effects Laboratory Division / Engineering & Control Branch NIOSH / Division of Applied Research & Technology / Engineering & Physical Hazards Branch NCEZID / Division of Foodborne, Waterborne and Environmental Diseases / Enteric Diseases Epidemio... NCEZID / Division of Foodborne, Waterborne and Environmental Diseases / Enteric Diseases Laborato... CGH / Division of Parasitic Diseases and Malaria / Entomology Branch ATSDR / Division of Toxicology and Human Health Sciences / Environmental Epidemiology Branch NCCDPHP / Division of Population Health / Epidemiology and Surveillance Branch NCEH / Division of Emergency and Environmental Health Services / Environmental Health Services Br... ATSDR / Division of Toxicology and Human Health Sciences / Environmental Health Surveillance Branch NCHHSTP / Division of Viral Hepatitis / Epidemiology and Surveillance Branch ATSDR / Division of Toxicology and Human Health Sciences / Environmental Medicine Branch NCHHSTP / Division of HIV/AIDS Prevention Surveillance & Epidemiology / Epidemiology Branch</p>	<p>NIOSH / Health Effects Laboratory Division / Health Communication Research Branch NCBDDD / Division of Blood Disorders / Hemostasis Laboratory Branch NCCDPHP / Office of the Director / Health Communication Science Office NCHHSTP / Office of the Director / Health Communication Science Office CGH / Division of Global HIV and TB / HIV Care and Treatment Branch NCBDDD / Office of the Director / Health Communication Science Office NCHHSTP / Division of HIV/AIDS Prevention Surveillance & Epidemiology / HIV Incidence and Case Su... NIOSH / Pittsburgh Mining Research Division / Health Communication, Surveillance, Research Suppor... CGH / Division of Global HIV and TB / HIV Prevention Branch NCCDPHP / Office on Smoking and Health / Health Communications Branch NCIPC / Division of Unintentional Injury Prevention / Home, Recreation, and Transportation Branch CGH / Division of Global HIV and TB / Health Informatics, Data Management, and Statistics Branch NIOSH / Pittsburgh Mining Research Division / Human Factors Branch NCEZID / Division of Global Migration and Quarantine / Immigrant, Refugee, and Migrant Health Branch NCIRD / Immunization Services Division / Immunization Information System Support Branch NCEZID / Division of Healthcare Quality Promotion / Immunization Safety Office CGH / Global Immunization Division / Immunization System Branch</p>	<p>NIOSH / Office of the Director / Office of Extramural Coordination & Special Projects NCHS / Division of Vital Statistics / Mortality Statistics Branch NCEZID / Division of Foodborne, Waterborne and Environmental Diseases / Mycotic Diseases Branch NCEH / Office of the Director / Office of Financial, Administrative, and Information Services NCEH / Division of Laboratory Science / Newborn screening and molecular biology branch NCIRD / Office of the Director / Office of Health Communication Science NCCDPHP / Division of Nutrition, Physical Activity, & Obesity / Nutrition Branch NCHHSTP / Office of the Director / Office of Health Equity NCEH / Division of Laboratory Science / Nutritional biomarkers branch NCIRD / Office of the Director / Office of Informatics NCCDPHP / Division of Nutrition, Physical Activity, & Obesity / Obesity Prevention and Control Br... NCIRD / Office of the Director / Office of Laboratory Science NIOSH / Office of the Director / Office of Administrative & Management Svcs NCIRD / Office of the Director / Office of Management and Operations NCEH / Office of the Director / Office of Communication NCHHSTP / Office of the Director / Office of Management and Program Support NCIPC / Office of the Director / Office of Communication NCHS / Office of Planning Budget and Legislation / Office of Planning Budget and Legislation NCIRD / Office of the Director / Office of Policy NCIPC / Office of the Director / Office of Policy and Partnerships</p>	<p>NCIPC / Division of Violence Prevention / Prevention Practice and Translation Branch NCBDDD / Office of the Director / Policy, Planning, and Evaluation Team NCHHSTP / Division of HIV/AIDS Prevention-Intervention & Support / Prevention Program Branch NCIRD / Division of Viral Diseases / Polio and Picornavirus Laboratory Branch NCBDDD / Division of Congenital and Developmental Disorders / Prevention Research and Translation... CGH / Global Immunization Division / Polio Eradication NCCDPHP / Division of Population Health / Population Health Surveillance Branch NCHHSTP / Division of HIV/AIDS Prevention-Intervention & Support / Prevention Research Branch CSELS / Division of Scientific Education and Professional Development / Population Health Workfor... NCEZID / Division of High Consequence Pathogens & Pathology / Prion & Public Health Office NIOSH / Office of High Consequence Pathogens & Pathology / Poxvirus and Rabies Branch NCHHSTP / Office of the Director / Program and Performance Improvement Office NCIPC / Division of Analysis, Research, and Practice Integration / Practice Integration and Evalu... CGH / Division of Global HIV and TB / Program Budget and Extramural Management Branch NCEZID / Division of Healthcare Quality Promotion / Prevention & Response Branch NCCDPHP / Division of Nutrition, Physical Activity, & Obesity / Program Development and Evaluatio...</p>
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Attachment 4 – FMS Alumni Tracking Module

		<p>Child Development and Disability Branch NCEZID / Division of High Consequence Pathogens & Pathology / Chronic Viral Diseases Branch NCHS / Classification & Public Health Data Standards Staff / Classification & Public Health Data ... NCEZID / Division of Healthcare Quality Promotion / Clinical & Environmental Microbiology Branch NCEH / Division of Laboratory Science / Clinical chemistry branch NCHHSTP / Division of Tuberculosis Elimination / Clinical Research Branch NCHS / Division of Research & Methodology / Collaborating Center for Questionnaire Design & Evalu... NCHS / Division of Research & Methodology / Collaborating Center for Statistical Research & Surve... NCIRD / Immunization Services Division / Communication and Education Branch NCHHSTP / Division of Tuberculosis Elimination / Communications, Education, and Behavioral Studie... CEELS / Division of Public Health Information and Dissemination / Community Guide Branch NCCDPHP / Division of Cancer Prevention and Control / Comprehensive Cancer Control Branch ATSDR / Division of Toxicology and Human Health Sciences / Computational Toxicology and Methods D... NIOSH / Education & Information Division / Document Development Branch NIOSH / National Personal Protective Technology Laboratory / Conformity Verification & Standards ... NCCDPHP / Division of Population Health / Coordinated State Support Branch NIOSH / Pittsburgh Mining Research Division / Dust, Ventilation & Toxic Substances Branch CGH / Division of Global Health Protection / Country Strategy and Implementation Branch</p>	<p>NCEH / Division of Emergency and Environmental Health Services / Environmental Public Health Read... NCCDPHP / Office on Smoking and Health / Epidemiology Branch ATSDR / Division of Toxicology and Human Health Sciences / Environmental Toxicology Branch NCEZID / Division of Healthcare Quality Promotion / Epidemiology Research and Innovations Branch NCCDPHP / Division of Cancer Prevention and Control / Epidemiology and Applied Research Branch CEELS / Division of Scientific Education and Professional Development / Epidemiology Workforce Br... NCIRD / Influenza Division / Epidemiology and Prevention Branch CGH / Division of Global Health Protection / Epidemiology, Informatics, Surveillance and Lab Branch NCCDPHP / Division of Diabetes Translation / Epidemiology and Statistics Branch NIOSH / National Personal Protective Technology Laboratory / Evaluation & Testing Branch NCHHSTP / Division of Sexually Transmitted Disease Prevention / Epidemiology and Statistics Branch NIOSH / Health Effects Laboratory Division / Exposure Assessment Branch NCCDPHP / Division for Heart Disease and Stroke Prevention / Epidemiology and Surveillance Branch NCHHSTP / Division of Sexually Transmitted Disease Prevention / Field Services Branch NCBDDD / Division of Blood Disorders / Epidemiology and Surveillance Branch CPR / Division of State and Local Readiness / Field Services Branch</p>	<p>NCIRD / Influenza Division / Immunology and Pathogenesis Branch NIOSH / Division of Surveillance, Hazard Evaluations & Field Studies / Industrywide Studies Branch NCHS / Office of Analysis & Epidemiology / Infant, Child, & Women's Health Statistics Branch NCEZID / Division of High Consequence Pathogens & Pathology / Infectious Diseases Pathology Branch NCIRD / Office of the Director / Influenza Coordination Unit CGH / Division of Global HIV and TB / International Laboratory Branch NCHS / Division of Health & Nutrition Examination Surveys / Informatics Branch CEELS / Division of Public Health Information and Dissemination / Informatics Innovation Unit NCHHSTP / Division of HIV/AIDS Prevention Surveillance & Epidemiology / Laboratory Branch NCHHSTP / Office of the Director / Informatics Office NCHHSTP / Division of Tuberculosis Elimination / Laboratory Branch NCHS / Office of Information Services / Information Design & Publishing Staff NCHHSTP / Division of Viral Hepatitis / Laboratory Branch NCHS / Office of Information Services / Information Dissemination Staff NIOSH / Education & Information Division / Information Resources and Dissemination Branch CEELS / Division of Laboratory Systems / Laboratory Practice Standards Branch NCEZID / Division of Preparedness and Emerging Infections / Laboratory Preparedness and Response ... CEELS / Division of Health Informatics and Surveillance Systems / Information Systems Branch NCHHSTP / Division of Sexually Transmitted Disease</p>	<p>NCEH / Office of the Director / Office of Policy, Planning, and Evaluation NCIPC / Office of the Director / Office of Program Management and Operations NCHHSTP / Office of the Director / Office of Program Planning & Policy Coordination CEELS / Division of Public Health Information and Dissemination / Office of Public Health Genomics NCCDPHP / Office of the Director / Office of Public Health Practice NCIRD / Office of the Director / Office of Science and Integrated Programs NCHHSTP / Office of the Director / Office of the Associate Director for Laboratory Science NCHHSTP / Office of the Director / Office of the Associate Director for Science NCIPC / Office of the Director / Office of the Associate Director for Science NCHS / Office of the Director / Office of the Director NCHS / Division of Health & Nutrition Examination Surveys / Office of the Director NCHS / Division of Health Care Statistics / Office of the Director CPR / Office of the Director / Office of the Director NCHS / Division of Health Interview Statistics / Office of the Director NCEZID / Division of Healthcare Quality Promotion / Office of the Director/International Infectio... NCCDPHP / Division of Reproductive Health / Office of the Director NCCDPHP / Division of Cancer Prevention and Control / Office of the Director/Office of Internatio... NCHS / Division of Vital Statistics / Office of the Director NCEZID / Office of the Director / One Health Office</p>	<p>NCHHSTP / Division of Viral Hepatitis / Prevention Branch NCCDPHP / Division for Heart Disease and Stroke Prevention / Program Development and Services Branch NCHHSTP / Division of HIV/AIDS Prevention-Intervention & Support / Prevention Communications Branch NCHHSTP / Division of Adolescent and School Health / Program Development and Services Branch NCHHSTP / Division of HIV/AIDS Prevention-Intervention & Support / Program Evaluation Branch NCCDPHP / Division of Diabetes Translation / Program Implementation Branch CPR / Division of Select Agents and Toxins / Program Management and Operations Branch NCIRD / Immunization Services Division / Program Operations Branch NCCDPHP / Division of Cancer Prevention and Control / Program Services Branch CPR / Division of Select Agents and Toxins / Program Services Branch CPR / Division of State and Local Readiness / Program Services Branch NCCDPHP / Office of the Director / Program Services Branch NCCDPHP / Office on Smoking and Health / Program Services Branch NCHHSTP / Division of Sexually Transmitted Disease Prevention / Programs Development and Quality ... NIOSH / Division of Safety Research / Protective Technology Branch NCIRD / Division of Viral Diseases / Respiratory Viruses Branch NCHHSTP / Division of HIV/AIDS Prevention Surveillance & Epidemiology / Quantitative Sciences and...</p>
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Attachment 4 – FMS Alumni Tracking Module

		ATSDR / Division of Community Health Investigations / Eastern Branch NCHS / Division of Vital Statistics / Data Acquisition, Classification & Evaluation Branch CGH / Division of Global HIV and TB / Economics and Health Services Research Branch	CGH / Division of Global HIV and TB / Epidemiology and Surveillance Branch NCHHSTP / Division of Tuberculosis Elimination / Field Services Branch NIOSH / Respiratory Health Division / Field Studies Branch NCCDPHP / Division of Reproductive Health / Field Support Branch	Prevention / Laboratory Reference and Research... NCHS / Division of Vital Statistics / Information Technology Branch NCHS / Office of Information Technology / Information Technology Solutions & Services Staff CSELS / Division of Laboratory Systems / Laboratory	NCHS / Office of Analysis & Epidemiology / Office of the Director CPR / Division of Emergency Operations / Operations Branch CGH / Office of the Director / Office of the Director NCHS / Division of Health & Nutrition Examination Surveys / Operations Branch CSELS / Office of the Director / Office of the Director	NCEZID / Division of Global Migration and Quarantine / Quarantine and Border Health Services Branch CPR / Division of Strategic National Stockpile / Response Branch NCHS / Division of Vital Statistics / Reproductive Statistics Branch NCEZID / Division of Vector-Borne Diseases / Rickettsial Zoonoses Branch NCIPC / Division of Violence Prevention / Research and Evaluation Branch NIOSH / Education & Information Division / Risk Evaluation Branch NCHHSTP / Division of Adolescent and School Health / Research Application and Evaluation Branch NCCDPHP / Division of Population Health / School Health Branch NIOSH / National Personal Protective Technology Laboratory / Research Branch NCHS / Division of Research & Methodology / Research Data Center NCHHSTP / Division of Adolescent and School Health / School-Based Surveillance Branch NCBDDD / Office of the Director / Resource Management Office NCBDDD / Office of the Director / Science and Public Health Team NCIRD / Division of Bacterial Diseases Branch CGH / Division of Global HIV and TB / Science Integrity Branch ATSDR / Division of Community Health Investigations / Science Support Branch NCEZID / Division of Preparedness and Emerging Infections / Scientific and Program Services Branch NCEZID / Division of Scientific Resources / Scientific Products and Support Branch CSELS / Division of Public Health Information and Dissemination / Scientific Publications Branch
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						<p>NCHHSTP / Division of Sexually Transmitted Disease Prevention / Social and Behavioral Research an... CGH / Division of Global HIV and TB / Special Initiatives Branch NCHS / Office of Analysis & Epidemiology / Special Projects Branch NCIPC / Division of Violence Prevention / Special Surveys & Prevention Initiatives Branch (proposed) NCEZID / Division of Scientific Resources / Specimen Management Branch NIOSH / Spokane Mining Research Division / Spokane Mining Research Division NIOSH / Division of Surveillance, Hazard Evaluations & Field Studies / Statistical Support Most E... NCIPC / Division of Analysis, Research, and Practice Integration / Statistics, Programming, and E... CGH / Global Immunization Division / Strategic Information and Workforce Development Branch NCHS / Division of Health Interview Statistics / Survey Planning & Special Surveys Branch CGH / Division of Global HIV and TB / Strategy, Policy, and Communication Branch CSELS / Division of Health Informatics and Surveillance Systems / Surveillance and Data Branch NCHS / Division of Health Care Statistics / Technical Services Branch NCHHSTP / Division of Sexually Transmitted Disease Prevention / Surveillance and Data Management ... NCEH / Division of Laboratory Science / Tobacco and volatiles branch NIOSH / Health Effects Laboratory Division / Toxicology & Molecular Biology Branch NIOSH / Division of Safety Research / Surveillance and Field Investigations Branch NIOSH / Education & Information Division /</p>
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						Training Research & Evaluation Branch NCEZID / Division of Healthcare Quality Promotion / Surveillance Branch NCCDPHP / Division of Diabetes Translation / Translation, Health Education and Evaluation Branch NIOSH / Division of Surveillance, Hazard Evaluations & Field Studies / Surveillance Branch NCEZID / Division of Global Migration and Quarantine / U.S. - Mexico Unit NCIPC / Division of Violence Prevention / Surveillance Branch NCIRD / Immunization Services Division / Vaccine Supply and Assurance Branch NIOSH / Respiratory Health Division / Surveillance Branch NCIRD / Division of Viral Diseases / Viral Gastroenteritis Branch NCHHSTP / Division of Tuberculosis Elimination / Surveillance, Epidemiology, & Outbreak Investiga... NCEZID / Division of High Consequence Pathogens & Pathology / Viral Special Pathogens Branch NCIRD / Division of Viral Diseases / Viral Vaccine Preventable Diseases Branch NCIRD / Influenza Division / Virology, Surveillance and Diagnosis Branch NCEH / Division of Environmental Health Science and Practice / Water, Food, and Environmental Hea... NCEZID / Division of Foodborne, Waterborne and Environmental Diseases / Waterborne Diseases Preve... ATSDR / Division of Community Health Investigations / Western Branch NIOSH / Western States Division / Western States Division NCCDPHP / Division of Reproductive Health / Women's Health and Fertility Branch
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Attachment 4 – FMS Alumni Tracking Module

						NCHS / Office of Management & Operations / Workforce & Career Development Staff CGH / Division of Global Health Protection / Workforce and Institute Development Branch NIOSH / Pittsburgh Mining Research Division / Workplace Health Branch NIOSH / World Trade Center Health Program / World Trade Center Health Program NCBDDD / Division of Congenital and Developmental Disorders / Zika Transition Unit CGH / Global Immunization Division / Accelerated Disease Control and Vaccine Preventable Diseases... NCCDPHP / Office on Smoking and Health / Office of the Director
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