



October 2021

# Core Competencies for Public Health Professionals

Revised and Adopted by the Council on Linkages Between Academia and Public Health Practice:  
October 21, 2021

Available from: [phf.org/corecompetencies](https://phf.org/corecompetencies)

## Council on Linkages Between Academia and Public Health Practice

The Council on Linkages Between Academia and Public Health Practice (Council on Linkages) is a collaborative of 24 national organizations that aims to improve public health education and training, practice, and research. Established in 1992 to implement the recommendations of the Public Health Faculty/Agency Forum regarding increasing the relevance of public health education to the practice of public health, the Council on Linkages works to further academic/practice collaboration to ensure a well-trained, competent workforce and the development and use of a strong evidence base for public health practice.

### Mission

The Council on Linkages strives to improve the performance of individuals and organizations within public health by fostering, coordinating, and monitoring collaboration among the academic, public health practice, and healthcare communities; promoting public health education and training for health professionals throughout their careers; and developing and advancing innovative strategies to build and strengthen public health infrastructure.

### Membership

Twenty-four national organizations are members of the Council on Linkages:

- American Association of Colleges of Nursing
- American College of Preventive Medicine
- American Public Health Association
- Association for Prevention Teaching and Research
- Association of Accredited Public Health Programs
- Association of Public Health Laboratories
- Association of Schools and Programs of Public Health
- Association of State and Territorial Health Officials
- Association of University Programs in Health Administration
- Centers for Disease Control and Prevention
- Community-Campus Partnerships for Health
- Council of Public Health Nursing Organizations
- Council of State and Territorial Epidemiologists
- Council on Education for Public Health
- Health Resources and Services Administration
- National Association of County and City Health Officials
- National Association of Local Boards of Health
- National Board of Public Health Examiners
- National Environmental Health Association
- National Library of Medicine
- National Network of Public Health Institutes
- Public Health Accreditation Board
- Society for Public Health Education
- Veterans Health Administration

Staff support is provided by the Public Health Foundation.

### For More Information

Additional information about the Council on Linkages can be found at [phf.org/councilonlinkages](http://phf.org/councilonlinkages). Questions or requests for information may be sent to [councilonlinkages@phf.org](mailto:councilonlinkages@phf.org).

## Core Competencies for Public Health Professionals

The Core Competencies for Public Health Professionals (Core Competencies) are a consensus set of knowledge and skills for the broad practice of public health, as defined by the 10 Essential Public Health Services. Developed by the Council on Linkages Between Academia and Public Health Practice (Council on Linkages), the Core Competencies reflect foundational or crosscutting knowledge and skills for professionals engaging in the practice, education, and research of public health. These competencies provide a framework for workforce development planning and action. Organizations are encouraged to interpret and adapt the Core Competencies in ways that meet their specific organizational needs.

The Core Competencies support workforce development within public health and can serve as a starting point for public health professionals and organizations working to better understand and meet workforce development needs, improve performance, prepare for accreditation, and enhance the health of the communities they serve. The Core Competencies can be used in assessing workforce knowledge and skills, identifying training needs, developing workforce development and training plans, crafting job descriptions, and conducting performance evaluations. The Core Competencies have been integrated into curricula for education and training, provide a reference for developing public health courses, and serve as a base for sets of discipline-specific competencies.

### Development of the Core Competencies

The Core Competencies grew from a desire to help strengthen the public health workforce by identifying basic skills for the effective delivery of public health services. Building on the Universal Competencies developed by the Public Health Faculty/Agency Forum in 1991, the current Core Competencies are the result of three decades of work by the Council on Linkages and other academic and practice organizations dedicated to public health.

Transitioning from a general set of Universal Competencies to a more specific set of Core Competencies began in 1998, and the first version of the Core Competencies was adopted by the Council on Linkages in 2001. The Council on Linkages committed to revisiting the Core Competencies every three years to determine if revisions were needed to ensure the continued relevance of the competency set. The Core Competencies were revised in 2007-2010, 2013-2014, and 2020-2021.

The most recent review and revision of the Core Competencies began in October 2020, resulting in significant updates to the content, wording, and structure of the Core Competencies. This revision process was guided by the Core Competencies Workgroup and input from the public health and population health community, and culminated in the adoption by the Council on Linkages of the current set of Core Competencies in October 2021.

## Key Dates

Since development began in 1998, the Core Competencies have gone through four versions:

- 2001 version – Adopted April 11, 2001 (*original version*)
- 2010 version – Adopted May 3, 2010
- 2014 version – Adopted June 26, 2014
- 2021 version – Adopted October 21, 2021 (*current version*)

Currently, the Core Competencies are on a three-year review cycle and are anticipated to next be considered for revision in 2024.

## Organization of the Core Competencies

The Core Competencies contain 56 competency statements that apply across the public health workforce for those engaged in the practice, education, and research of public health. These competency statements are organized into eight domains representing skill areas within public health. In addition, the Core Competencies include three tiers, which describe different types of responsibilities within public health organizations. The tiers are used to organize subcompetencies, which articulate more detailed knowledge and skills for individuals with responsibilities related to each tier.

## Domains

- Data Analytics and Assessment Skills
- Policy Development and Program Planning Skills
- Communication Skills
- Health Equity Skills
- Community Partnership Skills
- Public Health Sciences Skills
- Management and Finance Skills
- Leadership and Systems Thinking Skills

## Tiers

- *Tier 1: Front Line and Program Support Responsibilities.* These may include responsibilities such as collecting and analyzing data, conducting restaurant inspections, assessing environmental hazards, providing health education, building community relationships, providing customer service, delivering services, coordinating meetings, organizing records, supporting programs, and providing technical expertise.
- *Tier 2: Program Management and Supervisory Responsibilities.* These may include responsibilities such as developing, implementing, evaluating, and improving programs; supervising and mentoring staff; establishing and maintaining community partnerships; recruiting a diverse workforce; managing timelines, work plans, and budgets; advocating for program resources; making policy recommendations; and providing subject matter expertise.

- *Tier 3: Senior Management and Executive Leadership Responsibilities.* These may include responsibilities such as overseeing major programs or operations of the organization, setting a strategy and vision for the organization, building an equitable and inclusive organization, creating a culture of quality within the organization, collaborating with policymakers and politicians, advocating for organizational resources, partnering with community leadership, and leading organizational efforts to achieve health equity and social and environmental justice.

### **Competency Statements and Subcompetencies**

This document contains two views of the Core Competencies:

- Competency Statements (begins on page 5) – 56 competency statements that apply across the public health workforce
- Competency Statements with Tiers, Subcompetencies, and Examples (begins on page 9) – more detailed knowledge and skills for individuals with responsibilities related to each tier

### **Core Competencies Resources and Tools**

A variety of resources and tools are available to assist public health professionals and organizations with using the Core Competencies. These include crosswalks of different versions of the Core Competencies and other workforce development resources, competency assessments, competency-based job descriptions, quality improvement tools, and workforce development plans. Core Competencies resources and tools can be found online at [phf.org/corecompetenciestools](http://phf.org/corecompetenciestools). Examples of how organizations have used the Core Competencies are available at [phf.org/corecompetenciesexamples](http://phf.org/corecompetenciesexamples).

### **Feedback on the Core Competencies**

The Council on Linkages thanks the public health and population health community for its tremendous contributions to the Core Competencies and welcomes feedback about the Core Competencies. Examples illustrating how public health professionals and organizations are using the Core Competencies and tools that facilitate Core Competencies use are also appreciated. Feedback, suggestions, and resources can be shared by emailing [competencies@phf.org](mailto:competencies@phf.org).

### **For More Information**

Additional information about the Core Competencies, including background on development and revisions, resources and tools to facilitate use, and current activities and events, can be found at [phf.org/aboutcorecompetencies](http://phf.org/aboutcorecompetencies). Questions or requests for information may be sent to [competencies@phf.org](mailto:competencies@phf.org).

## Core Competencies for Public Health Professionals – Competency Statements

These competency statements apply across the public health workforce and across work settings. Whether the work setting is a public health agency, academic institution, community-based organization, health system, or other setting, these competencies apply to professionals who practice, teach, and research public health. Specific knowledge and skills related to these competency statements differ based on the responsibilities of an individual within an organization. These specifics are presented as subcompetencies starting on page 9.

<b>Domain 1: Data Analytics and Assessment Skills</b>
1.1. Describes factors that affect the health of a community
1.2. Accesses existing quantitative and qualitative data
1.3. Collects quantitative and qualitative data
1.4. Analyzes quantitative and qualitative data
1.5. Manages quantitative and qualitative data
1.6. Uses quantitative and qualitative data
1.7. Applies public health informatics in using data, information, and knowledge
1.8. Assesses community health status
<b>Domain 2: Policy Development and Program Planning Skills</b>
2.1. Develops policies, programs, and services
2.2. Implements policies, programs, and services
2.3. Evaluates policies, programs, services, and organizational performance
2.4. Improves policies, programs, services, and organizational performance

2.5. Influences policies, programs, and services external to the organization
2.6. Engages in organizational strategic planning
2.7. Engages in community health improvement planning
<b>Domain 3: Communication Skills</b>
3.1. Determines communication strategies
3.2. Communicates with internal and external audiences
3.3. Responds to information, misinformation, and disinformation
3.4. Facilitates communication among individuals, groups, and organizations
<b>Domain 4: Health Equity Skills</b>
4.1. Applies principles of ethics, diversity, equity, inclusion, and justice
4.2. Engages in continuous self-reflection about one's biases
4.3. Recognizes the diversity of individuals and populations
4.4. Reduces systemic and structural barriers that perpetuate health inequities
4.5. Implements organizational policies, programs, and services to achieve health equity and social and environmental justice
4.6. Contributes to achieving and sustaining a diverse, inclusive, and competent public health workforce
4.7. Advocates for health equity and social and environmental justice
<b>Domain 5: Community Partnership Skills</b>
5.1. Describes conditions, systems, and policies affecting community health and resilience
5.2. Establishes relationships to improve community health and resilience

5.3. Maintains relationships that improve community health and resilience
5.4. Collaborates with community members and organizations
5.5. Shares power and ownership with community members and others
<b>Domain 6: Public Health Sciences Skills</b>
6.1. Describes systems, policies, and events impacting public health
6.2. Applies public health sciences in delivering the 10 Essential Public Health Services
6.3. Uses evidence in developing, implementing, evaluating, and improving policies, programs, and services
6.4. Contributes to the evidence base for improving health
<b>Domain 7: Management and Finance Skills</b>
7.1. Describes factors that affect the health of an organization
7.2. Secures human resources
7.3. Manages human resources
7.4. Engages in professional development
7.5. Secures financial resources
7.6. Manages financial resources
7.7. Implements organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice
7.8. Manages programs and services
7.9. Engages in contingency planning
7.10. Applies critical thinking in decision making

7.11. Engages individuals and teams to achieve program and organizational goals
7.12. Facilitates collaboration among individuals, groups, and organizations
7.13. Engages in performance management
<b>Domain 8: Leadership and Systems Thinking Skills</b>
8.1. Creates opportunities to achieve cross-sector alignment
8.2. Implements a vision for a healthy community
8.3. Addresses facilitators and barriers impacting delivery of the 10 Essential Public Health Services
8.4. Creates opportunities for creativity and innovation
8.5. Responds to emerging needs
8.6. Manages organizational change
8.7. Engages politicians, policymakers, and the public to support public health infrastructure
8.8. Advocates for public health

## Core Competencies for Public Health Professionals – Competency Statements with Tiers, Subcompetencies, and Examples

The Core Competencies include three tiers, which describe different types of responsibilities within public health organizations. Individuals working in public health often have responsibilities that cut across tiers. These tiers are used to organize subcompetencies, which articulate more detailed knowledge and skills for individuals with responsibilities related to each tier.

### Tiers

*Tier 1: Front Line and Program Support Responsibilities.* These may include responsibilities such as collecting and analyzing data, conducting restaurant inspections, assessing environmental hazards, providing health education, building community relationships, providing customer service, delivering services, coordinating meetings, organizing records, supporting programs, and providing technical expertise.

*Tier 2: Program Management and Supervisory Responsibilities.* These may include responsibilities such as developing, implementing, evaluating, and improving programs; supervising and mentoring staff; establishing and maintaining community partnerships; recruiting a diverse workforce; managing timelines, work plans, and budgets; advocating for program resources; making policy recommendations; and providing subject matter expertise.

*Tier 3: Senior Management and Executive Leadership Responsibilities.* These may include responsibilities such as overseeing major programs or operations of the organization, setting a strategy and vision for the organization, building an equitable and inclusive organization, creating a culture of quality within the organization, collaborating with policymakers and politicians, advocating for organizational resources, partnering with community leadership, and leading organizational efforts to achieve health equity and social and environmental justice.

## Domain 1: Data Analytics and Assessment Skills

**1.1. Describes factors that affect the health of a community (e.g., income, education, laws, environment, climate change, resilience, homelessness, food security, access to healthcare, racial equity, distribution of resources and power, social and community engagement, changing demographics)**

*Tier 1 Subcompetencies:*

*Tier 2 Subcompetencies:*

*Tier 3 Subcompetencies:*

T1: 1.1.1. Identifies factors affecting the health of a community

T2: 1.1.1. Identifies factors affecting the health of a community

T3: 1.1.1. Identifies factors affecting the health of a community

T1: 1.1.2. Describes factors affecting the health of a community

T2: 1.1.2. Describes factors affecting the health of a community

T3: 1.1.2. Describes factors affecting the health of a community

**1.2. Accesses existing quantitative and qualitative data (e.g., community input, big data, vital statistics, electronic health records, transportation patterns, employment statistics, environmental monitoring, health equity impact assessments, revenue and expenditures)**

*Tier 1 Subcompetencies:*

*Tier 2 Subcompetencies:*

*Tier 3 Subcompetencies:*

T1: 1.2.1. Identifies data needs (e.g., sub-county, real-time, trends, race and ethnicity, social determinants of health, surrounding jurisdictions, comparable jurisdictions for comparative purposes)

T2: 1.2.1. Determines data needs (e.g., sub-county, real-time, trends, race and ethnicity, social determinants of health, surrounding jurisdictions, comparable jurisdictions for comparative purposes)

T3: 1.2.1. Determines data needs (e.g., sub-county, real-time, trends, race and ethnicity, social determinants of health, surrounding jurisdictions, comparable jurisdictions for comparative purposes)

T1: 1.2.2. Identifies sources of existing data (e.g., what is available, what is accessible, how to access)

T2: 1.2.2. Determines sources of existing data (e.g., what is available, what is accessible, how to access)

T3: 1.2.2. Determines sources of existing data (e.g., what is available, what is accessible, how to access)

T1: 1.2.3. Analyzes the quality of existing data (e.g., accuracy, bias, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness, applicability, generalizability)

T2: 1.2.3. Analyzes the quality of existing data (e.g., accuracy, bias, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness, applicability, generalizability)

T3: 1.2.3. Evaluates the quality of existing data (e.g., accuracy, bias, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness, applicability, generalizability)

T1: 1.2.4. Analyzes the comparability of existing data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time, differences in data collection instruments)	T2: 1.2.4. Analyzes the comparability of existing data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time, differences in data collection instruments)	T3: 1.2.4. Evaluates the comparability of existing data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time, differences in data collection instruments)
T1: 1.2.5. Selects existing data	T2: 1.2.5. Selects existing data	T3: 1.2.5. Selects existing data
		T3: 1.2.6. Facilitates access to existing data
T1: 1.2.6. Identifies gaps in existing data	T2: 1.2.6. Identifies gaps in existing data	T3: 1.2.7. Identifies gaps in existing data
<b>1.3. Collects quantitative and qualitative data</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 1.3.1. Explains the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services	T2: 1.3.1. Explains the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services	T3: 1.3.1. Explains the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services
T1: 1.3.2. Selects methods and tools for collecting data	T2: 1.3.2. Selects methods and tools for collecting data	T3: 1.3.2. Selects methods and tools for collecting data

T1: 1.3.3. Uses methods and tools for collecting data (e.g., using information technology, applying user experience principles, ensuring data integrity, leveraging national data standards and existing data systems, applying control techniques when handling data, providing real-time surveillance data, ensuring sufficient granularity to not hide disparities)	T2: 1.3.3. Uses methods and tools for collecting data (e.g., using information technology, applying user experience principles, ensuring data integrity, leveraging national data standards and existing data systems, applying control techniques when handling data, providing real-time surveillance data, ensuring sufficient granularity to not hide disparities)	T3: 1.3.3. Uses methods and tools for collecting data (e.g., using information technology, applying user experience principles, ensuring data integrity, leveraging national data standards and existing data systems, applying control techniques when handling data, providing real-time surveillance data, ensuring sufficient granularity to not hide disparities)
		T3: 1.3.4. Ensures collection of data (e.g., ensuring data are valid, reliable, representative of community, equitable)
<b>1.4. Analyzes quantitative and qualitative data</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 1.4.1. Explains the importance of data analysis for designing, implementing, evaluating, and improving policies, programs, and services	T2: 1.4.1. Explains the importance of data analysis for designing, implementing, evaluating, and improving policies, programs, and services	T3: 1.4.1. Explains the importance of data analysis for designing, implementing, evaluating, and improving policies, programs, and services
T1: 1.4.2. Prepares data for analysis (e.g., coding data, cleaning data, structuring data, determining the quality of data, determining the comparability of data, de-identifying data)	T2: 1.4.2. Prepares data for analysis (e.g., coding data, cleaning data, structuring data, determining the quality of data, determining the comparability of data, de-identifying data)	T3: 1.4.2. Prepares data for analysis (e.g., organizing financial data, determining the quality of data, determining the comparability of data, de-identifying data)
T1: 1.4.3. Selects methods and tools for analyzing data	T2: 1.4.3. Selects methods and tools for analyzing data	T3: 1.4.3. Selects methods and tools for analyzing data

T1: 1.4.4. Uses methods and tools for analyzing data (e.g., using information technology, statistical software, Excel, qualitative data analysis software, GIS, spatial analysis; ensuring data integrity; applying control techniques when handling data; disaggregating data to not hide disparities)	T2: 1.4.4. Uses methods and tools for analyzing data (e.g., using information technology, statistical software, Excel, qualitative data analysis software, GIS, spatial analysis; ensuring data integrity; applying control techniques when handling data; disaggregating data to not hide disparities)	T3: 1.4.4. Uses methods and tools for analyzing data (e.g., using information technology, statistical software, Excel, qualitative data analysis software, GIS, spatial analysis; ensuring data integrity; applying control techniques when handling data; disaggregating data to not hide disparities)
		T3: 1.4.5. Ensures analysis of data
<b>1.5. Manages quantitative and qualitative data</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 1.5.1. Explains the importance of data management for designing, implementing, evaluating, and improving policies, programs, and services	T2: 1.5.1. Explains the importance of data management for designing, implementing, evaluating, and improving policies, programs, and services	T3: 1.5.1. Explains the importance of data management for designing, implementing, evaluating, and improving policies, programs, and services
T1: 1.5.2. Contributes to development of data management plans	T2: 1.5.2. Develops data management plans	T3: 1.5.2. Ensures development of data management plans
T1: 1.5.3. Implements data management plans	T2: 1.5.3. Implements data management plans	T3: 1.5.3. Ensures implementation of data management plans
T1: 1.5.4. Ensures protection of data (e.g., knowing what data are confidential, knowing what confidentiality entails, safeguarding confidential data, ensuring data integrity)	T2: 1.5.4. Ensures protection of data (e.g., knowing what data are confidential, knowing what confidentiality entails, safeguarding confidential data, ensuring data integrity)	T3: 1.5.4. Ensures protection of data (e.g., knowing what data are confidential, knowing what confidentiality entails, safeguarding confidential data, ensuring data integrity, identifying and implementing training and policies)

T1: 1.5.5. Ensures public availability of data (e.g., practicing FAIR principles, de-identifying data, implementing open data standards)	T2: 1.5.5. Ensures public availability of data (e.g., practicing FAIR principles, de-identifying data, implementing open data standards)	T3: 1.5.5. Ensures public availability of data (e.g., practicing FAIR principles, de-identifying data, implementing open data standards)
<b>1.6. Uses quantitative and qualitative data</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 1.6.1. Describes public health applications of data	T2: 1.6.1. Describes public health applications of data	T3: 1.6.1. Describes public health applications of data
T1: 1.6.2. Considers limitations of data (e.g., accuracy, bias, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness, applicability, generalizability)	T2: 1.6.2. Considers limitations of data (e.g., accuracy, bias, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness, applicability, generalizability)	T3: 1.6.2. Considers limitations of data (e.g., accuracy, bias, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness, applicability, generalizability)
T1: 1.6.3. Recognizes the context in which data were collected	T2: 1.6.3. Recognizes the context in which data were collected	T3: 1.6.3. Recognizes the context in which data were collected
T1: 1.6.4. Interprets data	T2: 1.6.4. Interprets data	T3: 1.6.4. Interprets data
T1: 1.6.5. Uses data to determine the root causes of health disparities and inequities	T2: 1.6.5. Uses data to determine the root causes of health disparities and inequities	T3: 1.6.5. Uses data to determine the root causes of health disparities and inequities
T1: 1.6.6. Uses data to inform plans and operations (e.g., strategic plan, quality improvement plan, professional development)	T2: 1.6.6. Uses data to inform plans and operations (e.g., strategic plan, quality improvement plan, professional development)	T3: 1.6.6. Uses data to inform plans and operations (e.g., strategic plan, quality improvement plan, professional development)

<b>1.7. Applies public health informatics in using data, information, and knowledge</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 1.7.1. Explains the importance of public health informatics for designing, implementing, evaluating, and improving policies, programs, and services	T2: 1.7.1. Explains the importance of public health informatics for designing, implementing, evaluating, and improving policies, programs, and services	T3: 1.7.1. Explains the importance of public health informatics for designing, implementing, evaluating, and improving policies, programs, and services
T1: 1.7.2. Selects public health informatics methods and tools	T2: 1.7.2. Selects public health informatics methods and tools	T3: 1.7.2. Selects public health informatics methods and tools
T1: 1.7.3. Uses public health informatics methods and tools	T2: 1.7.3. Uses public health informatics methods and tools	T3: 1.7.3. Uses public health informatics methods and tools
		T3: 1.7.4. Ensures use of public health informatics methods and tools
T1: 1.7.4. Contributes to assessment of public health data systems	T2: 1.7.4. Assesses public health data systems	T3: 1.7.5. Ensures assessment of public health data systems
T1: 1.7.5. Recommends improvements to public health data systems	T2: 1.7.5. Recommends improvements to public health data systems	T3: 1.7.6. Recommends improvements to public health data systems
	T2: 1.7.6. Implements improvements to public health data systems	T3: 1.7.7. Ensures implementation of improvements to public health data systems
<b>1.8. Assesses community health status</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 1.8.1. Explains the importance of assessing community health status	T2: 1.8.1. Explains the importance of assessing community health status	T3: 1.8.1. Explains the importance of assessing community health status

<p>T1: 1.8.2. Assesses factors affecting health in a community (e.g., root causes of inequities; laws; access to affordable housing; access to transportation; access to healthy food; public health hazards; vulnerability and risks associated with climate change; quality, availability, accessibility, and use of health services; lead in housing; air and water quality; hazardous waste site location; extreme weather patterns; community resilience)</p>	<p>T2: 1.8.2. Assesses factors affecting health in a community (e.g., root causes of inequities; laws; access to affordable housing; access to transportation; access to healthy food; public health hazards; vulnerability and risks associated with climate change; quality, availability, accessibility, and use of health services; lead in housing; air and water quality; hazardous waste site location; extreme weather patterns; community resilience)</p>	<p>T3: 1.8.2. Ensures factors affecting health in a community are assessed (e.g., root causes of inequities; laws; access to affordable housing; access to transportation; access to healthy food; public health hazards; vulnerability and risks associated with climate change; quality, availability, accessibility, and use of health services; lead in housing; air and water quality; hazardous waste site location; extreme weather patterns; community resilience)</p>
<p>T1: 1.8.3. Identifies health needs in a community (e.g., housing, transportation, food, chronic disease, immunization rates, tobacco use)</p>	<p>T2: 1.8.3. Identifies health needs in a community (e.g., housing, transportation, food, chronic disease, immunization rates, tobacco use)</p>	<p>T3: 1.8.3. Ensures identification of health needs in a community (e.g., housing, transportation, food, chronic disease, immunization rates, tobacco use)</p>
<p>T1: 1.8.4. Identifies assets and resources for improving health in a community (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, community organizers, community development financial institutions, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations)</p>	<p>T2: 1.8.4. Identifies assets and resources for improving health in a community (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, community organizers, community development financial institutions, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations)</p>	<p>T3: 1.8.4. Ensures identification of assets and resources for improving health in a community (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, community organizers, community development financial institutions, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations)</p>

T1: 1.8.5. Identifies public health programs and organizations with authority to address specific community health needs (e.g., lead in housing, water fluoridation, bike lanes, emergency preparedness, infectious disease outbreaks)	T2: 1.8.5. Identifies public health programs and organizations with authority to address specific community health needs (e.g., lead in housing, water fluoridation, bike lanes, emergency preparedness, infectious disease outbreaks)	T3: 1.8.5. Identifies public health programs and organizations with authority to address specific community health needs (e.g., lead in housing, water fluoridation, bike lanes, emergency preparedness, infectious disease outbreaks)
T1: 1.8.6. Identifies laws that impact public health programs and organizations	T2: 1.8.6. Identifies laws that impact public health programs and organizations	T3: 1.8.6. Identifies laws that impact public health programs and organizations
T1: 1.8.7. Contributes to development of community health assessment	T2: 1.8.7. Develops community health assessment	T3: 1.8.7. Ensures development of community health assessment

## Domain 2: Policy Development and Program Planning Skills

### 2.1. Develops policies, programs, and services

<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 2.1.1. Contributes to development of options for policies, programs, and services	T2: 2.1.1. Develops options for policies, programs, and services	T3: 2.1.1. Develops options for policies, programs, and services
T1: 2.1.2. Contributes to assessment of the feasibility and implications (e.g., fiscal, social, political, environmental, legal, geographic) of policies, programs, and services	T2: 2.1.2. Assesses the feasibility and implications (e.g., fiscal, social, political, environmental, legal, geographic) of policies, programs, and services	T3: 2.1.2. Ensures assessment of the feasibility and implications (e.g., fiscal, social, political, environmental, legal, geographic) of policies, programs, and services
T1: 2.1.3. Contributes to assessment of the equity of policies, programs, and services	T2: 2.1.3. Assesses the equity of policies, programs, and services	T3: 2.1.3. Ensures assessment of the equity of policies, programs, and services
T1: 2.1.4. Contributes to development of the rationale for policies, programs, and services	T2: 2.1.4. Develops the rationale for policies, programs, and services	T3: 2.1.4. Justifies policies, programs, and services
	T2: 2.1.5. Recommends policies, programs, and services	T3: 2.1.5. Selects policies, programs, and services

### 2.2. Implements policies, programs, and services (e.g., within the organization, external to the organization, in collaboration with others)

<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 2.2.1. Identifies individuals and organizations who can contribute to implementation of policies, programs, and services	T2: 2.2.1. Identifies individuals and organizations who can contribute to implementation of policies, programs, and services	T3: 2.2.1. Identifies individuals and organizations who can contribute to implementation of policies, programs, and services

T1: 2.2.2. Contributes to development of goals, measurable objectives, targets, and timeframes for policies, programs, and services	T2: 2.2.2. Develops goals, measurable objectives, targets, and timeframes for policies, programs, and services	T3: 2.2.2. Develops goals, measurable objectives, targets, and timeframes for policies, programs, services, and the organization
T1: 2.2.3. Contributes to development of strategies for implementing policies, programs, and services	T2: 2.2.3. Develops strategies for implementing policies, programs, and services	T3: 2.2.3. Develops strategies for implementing policies, programs, and services
T1: 2.2.4. Applies strategies for implementing policies, programs, and services	T2: 2.2.4. Applies strategies for implementing policies, programs, and services	T3: 2.2.4. Applies strategies for implementing policies, programs, and services
	T2: 2.2.5. Ensures implementation of policies, programs, and services	T3: 2.2.5. Ensures implementation of policies, programs, and services
T1: 2.2.5. Connects individuals to programs and services (e.g., helping individuals navigate systems, linking individuals to healthcare or social services)	T2: 2.2.6. Connects individuals to programs and services (e.g., helping individuals navigate systems, linking individuals to healthcare or social services)	T3: 2.2.6. Ensures individuals are connected to programs and services (e.g., helping individuals navigate systems, linking individuals to healthcare or social services)
T1: 2.2.6. Contributes to monitoring of goals, measurable objectives, targets, and timeframes for policies, programs, and services	T2: 2.2.7. Monitors goals, measurable objectives, targets, and timeframes for policies, programs, and services	T3: 2.2.7. Monitors goals, measurable objectives, targets, and timeframes for policies, programs, services, and the organization
<b>2.3. Evaluates policies, programs, services, and organizational performance (e.g., outputs, outcomes, processes, procedures, return on investment)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 2.3.1. Explains the importance of evaluation for improving policies, programs, services, and organizational performance	T2: 2.3.1. Explains the importance of evaluation for improving policies, programs, services, and organizational performance	T3: 2.3.1. Explains the importance of evaluation for improving policies, programs, services, and organizational performance

T1: 2.3.2. Selects evaluation methods and tools	T2: 2.3.2. Selects evaluation methods and tools	T3: 2.3.2. Selects evaluation methods and tools
T1: 2.3.3. Implements evaluation methods and tools	T2: 2.3.3. Implements evaluation methods and tools	T3: 2.3.3. Implements evaluation methods and tools
		T3: 2.3.4. Ensures evaluation of policies, programs, services, and organizational performance
<b>2.4. Improves policies, programs, services, and organizational performance</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 2.4.1. Uses evaluation results to improve policies, programs, services, and organizational performance	T2: 2.4.1. Uses evaluation results to improve policies, programs, services, and organizational performance	T3: 2.4.1. Uses evaluation results to improve policies, programs, services, and organizational performance
T1: 2.4.2. Explains the importance of quality improvement for improving policies, programs, services, and organizational performance	T2: 2.4.2. Explains the importance of quality improvement for improving policies, programs, services, and organizational performance	T3: 2.4.2. Explains the importance of quality improvement for improving policies, programs, services, and organizational performance
T1: 2.4.3. Selects quality improvement methods and tools (e.g., PDCA, Lean Six Sigma)	T2: 2.4.3. Selects quality improvement methods and tools (e.g., PDCA, Lean Six Sigma)	T3: 2.4.3. Selects quality improvement methods and tools (e.g., PDCA, Lean Six Sigma)
T1: 2.4.4. Implements quality improvement methods and tools to improve policies, programs, services, and organizational performance (e.g., identifying opportunities to apply quality improvement, building a culture of quality, integrating quality improvement into daily work, sustaining improvement)	T2: 2.4.4. Implements quality improvement methods and tools to improve policies, programs, services, and organizational performance (e.g., identifying opportunities to apply quality improvement, building a culture of quality, integrating quality improvement into daily work, sustaining improvement)	T3: 2.4.4. Implements quality improvement methods and tools to improve policies, programs, services, and organizational performance (e.g., identifying opportunities to apply quality improvement, building a culture of quality, integrating quality improvement into daily work, sustaining improvement)

		T3: 2.4.5. Ensures implementation of quality improvement methods and tools to improve policies, programs, services, and organizational performance
T1: 2.4.5. Engages in continuous improvement of policies, programs, services, and organizational performance	T2: 2.4.5. Engages in continuous improvement of policies, programs, services, and organizational performance	T3: 2.4.6. Engages in continuous improvement of policies, programs, services, and organizational performance
<b>2.5. Influences policies, programs, and services external to the organization (e.g., zoning, transportation, housing, education)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 2.5.1. Identifies opportunities to influence policies, programs, and services external to the organization	T2: 2.5.1. Identifies opportunities to influence policies, programs, and services external to the organization	T3: 2.5.1. Identifies opportunities to influence policies, programs, and services external to the organization
T1: 2.5.2. Contributes to determination of priorities for influencing policies, programs, and services external to the organization	T2: 2.5.2. Determines priorities for influencing policies, programs, and services external to the organization	T3: 2.5.2. Determines priorities for influencing policies, programs, and services external to the organization
T1: 2.5.3. Contributes to development of strategies to influence policies, programs, and services external to the organization	T2: 2.5.3. Develops strategies to influence policies, programs, and services external to the organization	T3: 2.5.3. Develops strategies to influence policies, programs, and services external to the organization
T1: 2.5.4. Contributes to implementation of strategies to influence policies, programs, and services external to the organization	T2: 2.5.4. Implements strategies to influence policies, programs, and services external to the organization	T3: 2.5.4. Implements strategies to influence policies, programs, and services external to the organization

<b>2.6. Engages in organizational strategic planning</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 2.6.1. Contributes to development of organizational strategic plan	T2: 2.6.1. Contributes to development of organizational strategic plan (e.g., including measurable objectives and targets; aligning with community health improvement plan, all hazards emergency operations plan, workforce development plan, quality improvement plan, climate action plan, and other plans)	T3: 2.6.1. Develops organizational strategic plan (e.g., including measurable objectives and targets; aligning with community health improvement plan, all hazards emergency operations plan, workforce development plan, quality improvement plan, climate action plan, and other plans)
		T3: 2.6.2. Engages governing body or administrative unit that oversees the organization in development of organizational strategic plan
T1: 2.6.2. Implements organizational strategic plan	T2: 2.6.2. Implements organizational strategic plan	T3: 2.6.3. Implements organizational strategic plan
		T3: 2.6.4. Ensures implementation of organizational strategic plan
T1: 2.6.3. Monitors events and trends (e.g., health, fiscal, social, political, environmental) impacting implementation of organizational strategic plan	T2: 2.6.3. Monitors events and trends (e.g., health, fiscal, social, political, environmental) impacting implementation of organizational strategic plan	T3: 2.6.5. Monitors events and trends (e.g., health, fiscal, social, political, environmental) impacting implementation of organizational strategic plan
T1: 2.6.4. Monitors impact of organizational strategic plan	T2: 2.6.4. Monitors impact of organizational strategic plan	T3: 2.6.6. Monitors impact of organizational strategic plan
T1: 2.6.5. Contributes to adjustment of organizational strategic plan for continuous improvement	T2: 2.6.5. Contributes to adjustment of organizational strategic plan for continuous improvement	T3: 2.6.7. Adjusts organizational strategic plan for continuous improvement

<b>2.7. Engages in community health improvement planning</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
	T2: 2.7.1. Uses community health assessment, community input, and other information to determine improvement priorities (e.g., input from individuals and organizations; existing and proposed federal, state, and local legislation; standards and regulations; commitments from organizations to take action; community environmental health assessments)	T3: 2.7.1. Ensures use of community health assessment, community input, and other information to determine improvement priorities (e.g., input from individuals and organizations; existing and proposed federal, state, and local legislation; standards and regulations; commitments from organizations to take action; community environmental health assessments)
T1: 2.7.1. Contributes to development of community health improvement plan	T2: 2.7.2. Develops community health improvement plan	T3: 2.7.2. Ensures development of community health improvement plan
T1: 2.7.2. Implements community health improvement plan	T2: 2.7.3. Implements community health improvement plan	T3: 2.7.3. Implements community health improvement plan
	T2: 2.7.4. Ensures implementation of community health improvement plan	T3: 2.7.4. Ensures implementation of community health improvement plan
T1: 2.7.3. Monitors events and trends (e.g., health, fiscal, social, political, environmental) impacting implementation of community health improvement plan	T2: 2.7.5. Monitors events and trends (e.g., health, fiscal, social, political, environmental) impacting implementation of community health improvement plan	T3: 2.7.5. Monitors events and trends (e.g., health, fiscal, social, political, environmental) impacting implementation of community health improvement plan
T1: 2.7.4. Monitors impact of community health improvement plan	T2: 2.7.6. Monitors impact of community health improvement plan	T3: 2.7.6. Monitors impact of community health improvement plan

T1: 2.7.5. Contributes to adjustment of community health improvement plan for continuous improvement	T2: 2.7.7. Adjusts community health improvement plan for continuous improvement	T3: 2.7.7. Ensures adjustment of community health improvement plan for continuous improvement
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### Domain 3: Communication Skills

#### 3.1. Determines communication strategies

<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 3.1.1. Identifies purposes and goals for disseminating public health data and information	T2: 3.1.1. Determines purposes and goals for disseminating public health data and information	T3: 3.1.1. Determines purposes and goals for disseminating public health data and information
T1: 3.1.2. Identifies public health data and information that need to be disseminated	T2: 3.1.2. Determines public health data and information that need to be disseminated	T3: 3.1.2. Determines public health data and information that need to be disseminated
T1: 3.1.3. Identifies audiences for public health data and information	T2: 3.1.3. Determines audiences for public health data and information	T3: 3.1.3. Determines audiences for public health data and information
T1: 3.1.4. Assesses the literacy of internal and external audiences (e.g., reading level; ability to obtain, interpret, and use health and other information; social media literacy; numeracy)	T2: 3.1.4. Assesses the literacy of internal and external audiences (e.g., reading level; ability to obtain, interpret, and use health and other information; social media literacy; numeracy)	T3: 3.1.4. Ensures the literacy of internal and external audiences is assessed (e.g., reading level; ability to obtain, interpret, and use health and other information; social media literacy; numeracy)
T1: 3.1.5. Assesses the communication needs and preferences of internal and external audiences (e.g., language, culture, values and beliefs, fears and concerns, previous experiences)	T2: 3.1.5. Assesses the communication needs and preferences of internal and external audiences (e.g., language, culture, values and beliefs, fears and concerns, previous experiences)	T3: 3.1.5. Ensures the communication needs and preferences of internal and external audiences are assessed (e.g., language, culture, values and beliefs, fears and concerns, previous experiences)
T1: 3.1.6. Develops messaging for disseminating public health data and information	T2: 3.1.6. Develops messaging for disseminating public health data and information	T3: 3.1.6. Develops messaging for disseminating public health data and information

T1: 3.1.7. Suggests approaches for disseminating public health data and information (e.g., email, letters, stories, press releases, infographics, social media/networks, peer-to-peer networks, news and entertainment outlets, newsletters, journals, town hall meetings, neighborhood gatherings, websites, webinars, podcasts, presentations, conferences, reports, data repositories)	T2: 3.1.7. Selects approaches for disseminating public health data and information (e.g., email, letters, stories, press releases, infographics, social media/networks, peer-to-peer networks, news and entertainment outlets, newsletters, journals, town hall meetings, neighborhood gatherings, websites, webinars, podcasts, presentations, conferences, reports, data repositories)	T3: 3.1.7. Selects approaches for disseminating public health data and information (e.g., email, letters, stories, press releases, infographics, social media/networks, peer-to-peer networks, news and entertainment outlets, newsletters, journals, town hall meetings, neighborhood gatherings, websites, webinars, podcasts, presentations, conferences, reports, data repositories)
T1: 3.1.8. Suggests messengers for disseminating public health data and information (e.g., public health professionals, scientists, healthcare workers, journalists, social influencers, celebrities, faith leaders, community health workers)	T2: 3.1.8. Selects messengers for disseminating public health data and information (e.g., public health professionals, scientists, healthcare workers, journalists, social influencers, celebrities, faith leaders, community health workers)	T3: 3.1.8. Selects messengers for disseminating public health data and information (e.g., public health professionals, scientists, healthcare workers, journalists, social influencers, celebrities, faith leaders, community health workers)
<b>3.2. Communicates with internal and external audiences (e.g., staff, elected officials, students, volunteers, community-based organizations, healthcare professionals, the public)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 3.2.1. Communicates with linguistic and cultural proficiency (e.g., tailoring messages for different audiences, using age-appropriate materials, incorporating images, using plain language, implementing CLAS Standards, ensuring accessibility for people with disabilities, engaging interpreters and translators)	T2: 3.2.1. Communicates with linguistic and cultural proficiency (e.g., tailoring messages for different audiences, using age-appropriate materials, incorporating images, using plain language, implementing CLAS Standards, ensuring accessibility for people with disabilities, engaging interpreters and translators)	T3: 3.2.1. Communicates with linguistic and cultural proficiency (e.g., tailoring messages for different audiences, using age-appropriate materials, incorporating images, using plain language, implementing CLAS Standards, ensuring accessibility for people with disabilities, engaging interpreters and translators)

T1: 3.2.2. Engages in active listening	T2: 3.2.2. Engages in active listening	T3: 3.2.2. Engages in active listening
T1: 3.2.3. Seeks input from internal and external audiences (e.g., populations served, coworkers, chambers of commerce, faith-based organizations, schools, social services organizations, hospitals, politicians, policymakers, government, community-based organizations, environmental agencies and organizations, businesses)	T2: 3.2.3. Seeks input from internal and external audiences (e.g., populations served, coworkers, chambers of commerce, faith-based organizations, schools, social services organizations, hospitals, politicians, policymakers, government, community-based organizations, environmental agencies and organizations, businesses)	T3: 3.2.3. Seeks input from internal and external audiences (e.g., populations served, coworkers, chambers of commerce, faith-based organizations, schools, social services organizations, hospitals, politicians, policymakers, government, community-based organizations, environmental agencies and organizations, businesses)
T1: 3.2.4. Communicates the impact of environmental factors, social factors, and individual actions on health (e.g., climate change, air and water quality, racism, smoking, littering, getting vaccinated, poverty, homelessness)	T2: 3.2.4. Communicates the impact of environmental factors, social factors, and individual actions on health (e.g., climate change, air and water quality, racism, smoking, littering, getting vaccinated, poverty, homelessness)	T3: 3.2.4. Communicates the impact of environmental factors, social factors, and individual actions on health (e.g., climate change, air and water quality, racism, smoking, littering, getting vaccinated, poverty, homelessness)
T1: 3.2.5. Engages in risk communication	T2: 3.2.5. Engages in risk communication	T3: 3.2.5. Engages in risk communication
T1: 3.2.6. Communicates information to influence behavior and improve health (e.g., promoting mask use, encouraging vaccinations, preparing for emergencies, discouraging tobacco use)	T2: 3.2.6. Communicates information to influence behavior and improve health (e.g., promoting mask use, encouraging vaccinations, preparing for emergencies, discouraging tobacco use)	T3: 3.2.6. Communicates information to influence behavior and improve health (e.g., promoting mask use, encouraging vaccinations, preparing for emergencies, discouraging tobacco use)
T1: 3.2.7. Communicates the roles and responsibilities of governmental public health, healthcare, and other partners in improving the health of a community	T2: 3.2.7. Communicates the roles and responsibilities of governmental public health, healthcare, and other partners in improving the health of a community	T3: 3.2.7. Communicates the roles and responsibilities of governmental public health, healthcare, and other partners in improving the health of a community

<b>3.3. Responds to information, misinformation, and disinformation (e.g., through social media, town hall meetings, commentaries, letters to the editor)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 3.3.1. Monitors information sources	T2: 3.3.1. Monitors information sources	T3: 3.3.1. Monitors information sources
	T2: 3.3.2. Ensures monitoring of information sources	T3: 3.3.2. Ensures monitoring of information sources
T1: 3.3.2. Identifies opportunities for responding to information, misinformation, and disinformation	T2: 3.3.3. Determines opportunities for responding to information, misinformation, and disinformation	T3: 3.3.3. Determines opportunities for responding to information, misinformation, and disinformation
T1: 3.3.3. Suggests approaches for responding to information, misinformation, and disinformation	T2: 3.3.4. Selects approaches for responding to information, misinformation, and disinformation	T3: 3.3.4. Selects approaches for responding to information, misinformation, and disinformation
T1: 3.3.4. Suggests messengers for responding to information, misinformation, and disinformation	T2: 3.3.5. Selects messengers for responding to information, misinformation, and disinformation	T3: 3.3.5. Selects messengers for responding to information, misinformation, and disinformation
T1: 3.3.5. Develops messaging for responding to information, misinformation, and disinformation	T2: 3.3.6. Develops messaging for responding to information, misinformation, and disinformation	T3: 3.3.6. Develops messaging for responding to information, misinformation, and disinformation
T1: 3.3.6. Disseminates messages in response to information, misinformation, and disinformation	T2: 3.3.7. Disseminates messages in response to information, misinformation, and disinformation	T3: 3.3.7. Disseminates messages in response to information, misinformation, and disinformation
	T2: 3.3.8. Ensures dissemination of messages in response to information, misinformation, and disinformation	T3: 3.3.8. Ensures dissemination of messages in response to information, misinformation, and disinformation

<b>3.4. Facilitates communication among individuals, groups, and organizations</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 3.4.1. Identifies opportunities to facilitate communication	T2: 3.4.1. Identifies opportunities to facilitate communication	T3: 3.4.1. Identifies opportunities to facilitate communication
T1: 3.4.2. Fosters communication (e.g., building trust, engaging in active listening, conducting in-person and virtual meetings, considering language and accessibility needs, being clear and transparent)	T2: 3.4.2. Fosters communication (e.g., building trust, engaging in active listening, conducting in-person and virtual meetings, considering language and accessibility needs, being clear and transparent)	T3: 3.4.2. Fosters communication (e.g., building trust, engaging in active listening, conducting in-person and virtual meetings, considering language and accessibility needs, being clear and transparent)

## Domain 4: Health Equity Skills

### 4.1 Applies principles of ethics, diversity, equity, inclusion, and justice (e.g., Public Health Code of Ethics, Health Insurance Portability and Accountability Act)

<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 4.1.1. Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving policies, programs, and services (e.g., collecting data, managing programs, ensuring transparency)	T2: 4.1.1. Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving policies, programs, and services (e.g., collecting data, managing programs, ensuring transparency)	T3: 4.1.1. Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving policies, programs, and services (e.g., collecting data, managing programs, ensuring transparency)
T1: 4.1.2. Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating and improving education and training (e.g., designing curricula for MPH students, onboarding staff)	T2: 4.1.2. Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating and improving education and training (e.g., designing curricula for MPH students, onboarding staff)	T3: 4.1.2. Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating and improving education and training (e.g., designing curricula for MPH students, onboarding staff)
T1: 4.1.3. Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving research (e.g., ensuring patient confidentiality, protecting human subjects, complying with the Americans with Disabilities Act)	T2: 4.1.3. Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving research (e.g., ensuring patient confidentiality, protecting human subjects, complying with the Americans with Disabilities Act)	T3: 4.1.3. Applies principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving research (e.g., ensuring patient confidentiality, protecting human subjects, complying with the Americans with Disabilities Act)
T1: 4.1.4. Demonstrates principles of ethics, diversity, equity, inclusion, and justice in all interactions with individuals, organizations, and communities	T2: 4.1.4. Demonstrates principles of ethics, diversity, equity, inclusion, and justice in all interactions with individuals, organizations, and communities	T3: 4.1.4. Demonstrates principles of ethics, diversity, equity, inclusion, and justice in all interactions with individuals, organizations, and communities

<b>4.2. Engages in continuous self-reflection about one's biases (e.g., perceptions, assumptions, stereotypes)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 4.2.1. Identifies one's biases	T2: 4.2.1. Identifies one's biases	T3: 4.2.1. Identifies one's biases
T1: 4.2.2. Identifies how one's biases influence policies, programs, and services	T2: 4.2.2. Identifies how one's biases influence policies, programs, and services	T3: 4.2.2. Identifies how one's biases influence policies, programs, and services
<b>4.3. Recognizes the diversity of individuals and populations</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 4.3.1. Describes the diversity of individuals and populations in a community (e.g., language, culture, values, socioeconomic status, geography, education, race, gender identity, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences)	T2: 4.3.1. Describes the diversity of individuals and populations in a community (e.g., language, culture, values, socioeconomic status, geography, education, race, gender identity, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences)	T3: 4.3.1. Describes the diversity of individuals and populations in a community (e.g., language, culture, values, socioeconomic status, geography, education, race, gender identity, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences)
T1: 4.3.2. Describes how diversity influences policies, programs, services, and the health of a community	T2: 4.3.2. Describes how diversity influences policies, programs, services, and the health of a community	T3: 4.3.2. Describes how diversity influences policies, programs, services, and the health of a community
T1: 4.3.3. Addresses the diversity of individuals and populations when developing, implementing, evaluating, and improving policies, programs, and services	T2: 4.3.3. Addresses the diversity of individuals and populations when developing, implementing, evaluating, and improving policies, programs, and services	T3: 4.3.3. Addresses the diversity of individuals and populations when developing, implementing, evaluating, and improving policies, programs, and services

	T2: 4.3.4. Ensures the diversity of individuals and populations is addressed in the organization’s policies, programs, and services	T3: 4.3.4. Ensures the diversity of individuals and populations is addressed in the organization’s policies, programs, and services
<b>4.4. Reduces systemic and structural barriers that perpetuate health inequities (e.g., racism, sexism, bigotry, poverty, gender discrimination)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 4.4.1. Collaborates with the community to identify systemic and structural barriers that perpetuate health inequities (e.g., discriminatory policies and practices, lack of affordable housing or public transportation, food deserts)	T2: 4.4.1. Collaborates with the community to identify systemic and structural barriers that perpetuate health inequities (e.g., discriminatory policies and practices, lack of affordable housing or public transportation, food deserts)	T3: 4.4.1. Collaborates with the community to identify systemic and structural barriers that perpetuate health inequities (e.g., discriminatory policies and practices, lack of affordable housing or public transportation, food deserts)
T1: 4.4.2. Collaborates with the community to reduce systemic and structural barriers that perpetuate health inequities (e.g., promoting human rights, social justice, and environmental justice; eliminating racism)	T2: 4.4.2. Collaborates with the community to reduce systemic and structural barriers that perpetuate health inequities (e.g., promoting human rights, social justice, and environmental justice; eliminating racism)	T3: 4.4.2. Collaborates with the community to reduce systemic and structural barriers that perpetuate health inequities (e.g., promoting human rights, social justice, and environmental justice; eliminating racism)
<b>4.5. Implements organizational policies, programs, and services to achieve health equity and social and environmental justice</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 4.5.1. Contributes to assessment of the impact of organizational policies, programs, and services on health equity and social and environmental justice	T2: 4.5.1. Assesses the impact of organizational policies, programs, and services on health equity and social and environmental justice	T3: 4.5.1. Assesses the impact of organizational policies, programs, and services on health equity and social and environmental justice

		T3: 4.5.2. Ensures assessment of the impact of organizational policies, programs, and services on health equity and social and environmental justice
T1: 4.5.2. Contributes to development of organizational policies, programs, and services to achieve health equity and social and environmental justice	T2: 4.5.2. Develops organizational policies, programs, and services to achieve health equity and social and environmental justice	T3: 4.5.3. Develops organizational policies, programs, and services to achieve health equity and social and environmental justice
		T3: 4.5.4. Ensures development of organizational policies, programs, and services to achieve health equity and social and environmental justice
T1: 4.5.3. Contributes to implementation of organizational policies, programs, and services to achieve health equity and social and environmental justice	T2: 4.5.3. Contributes to implementation of organizational policies, programs, and services to achieve health equity and social and environmental justice	T3: 4.5.5. Contributes to implementation of organizational policies, programs, and services to achieve health equity and social and environmental justice
	T2: 4.5.4. Ensures implementation of organizational policies, programs, and services to achieve health equity and social and environmental justice	T3: 4.5.6. Ensures implementation of organizational policies, programs, and services to achieve health equity and social and environmental justice
<b>4.6. Contributes to achieving and sustaining a diverse, inclusive, and competent public health workforce</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 4.6.1. Identifies opportunities for achieving and sustaining a diverse, inclusive, and competent public health workforce	T2: 4.6.1. Identifies opportunities for achieving and sustaining a diverse, inclusive, and competent public health workforce	T3: 4.6.1. Identifies opportunities for achieving and sustaining a diverse, inclusive, and competent public health workforce

T1: 4.6.2. Identifies barriers to achieving and sustaining a diverse, inclusive, and competent public health workforce	T2: 4.6.2. Identifies barriers to achieving and sustaining a diverse, inclusive, and competent public health workforce	T3: 4.6.2. Identifies barriers to achieving and sustaining a diverse, inclusive, and competent public health workforce
T1: 4.6.3. Contributes to development of strategies for achieving and sustaining a diverse, inclusive, and competent public health workforce	T2: 4.6.3. Develops strategies for achieving and sustaining a diverse, inclusive, and competent public health workforce	T3: 4.6.3. Develops strategies for achieving and sustaining a diverse, inclusive, and competent public health workforce
T1: 4.6.4. Contributes to implementation of strategies for achieving and sustaining a diverse, inclusive, and competent public health workforce	T2: 4.6.4. Implements strategies for achieving and sustaining a diverse, inclusive, and competent public health workforce	T3: 4.6.4. Implements strategies for achieving and sustaining a diverse, inclusive, and competent public health workforce
<b>4.7. Advocates for health equity and social and environmental justice (e.g., for reforming systems contributing to racism, advancing fair housing practices, changing labor laws and policies, protecting communities from environmental hazards)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 4.7.1. Identifies opportunities to advocate for health equity and social and environmental justice	T2: 4.7.1. Identifies opportunities to advocate for health equity and social and environmental justice	T3: 4.7.1. Identifies opportunities to advocate for health equity and social and environmental justice
T1: 4.7.2. Engages in advocacy for health equity and social and environmental justice	T2: 4.7.2. Engages in advocacy for health equity and social and environmental justice	T3: 4.7.2. Engages in advocacy for health equity and social and environmental justice

### Domain 5: Community Partnership Skills

**5.1. Describes conditions, systems, and policies affecting community health and resilience (e.g., social and institutional inequities, determinants of health, structural racism, historical trauma, gender discrimination, power dynamics, natural disasters, poverty, housing, trust, local politics, competition, redlining)**

<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 5.1.1. Explains the importance of a healthy and resilient community	T2: 5.1.1. Explains the importance of a healthy and resilient community	T3: 5.1.1. Explains the importance of a healthy and resilient community
T1: 5.1.2. Describes historical conditions, systems, and policies affecting community health and resilience and contributing to health disparities and inequities	T2: 5.1.2. Describes historical conditions, systems, and policies affecting community health and resilience and contributing to health disparities and inequities	T3: 5.1.2. Describes historical conditions, systems, and policies affecting community health and resilience and contributing to health disparities and inequities
T1: 5.1.3. Describes current conditions, systems, and policies affecting community health and resilience and contributing to health disparities and inequities	T2: 5.1.3. Describes current conditions, systems, and policies affecting community health and resilience and contributing to health disparities and inequities	T3: 5.1.3. Describes current conditions, systems, and policies affecting community health and resilience and contributing to health disparities and inequities

<b>5.2. Establishes relationships to improve community health and resilience (e.g., partnerships with organizations serving the same population, health departments, healthcare institutions, academic institutions, politicians and other policymakers, environmental agencies and organizations, emergency response organizations, businesses, financial institutions, housing authorities, public transit, customers/clients)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 5.2.1. Identifies existing relationships affecting community health and resilience (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, environmental agencies and organizations, businesses, financial institutions, housing authorities, and other types of organizations)	T2: 5.2.1. Identifies existing relationships affecting community health and resilience (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, environmental agencies and organizations, businesses, financial institutions, housing authorities, and other types of organizations)	T3: 5.2.1. Identifies existing relationships affecting community health and resilience (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, environmental agencies and organizations, businesses, financial institutions, housing authorities, and other types of organizations)
T1: 5.2.2. Identifies relationships that may be needed to improve community health and resilience	T2: 5.2.2. Identifies relationships that may be needed to improve community health and resilience	T3: 5.2.2. Identifies relationships that may be needed to improve community health and resilience
T1: 5.2.3. Builds relationships to improve community health and resilience	T2: 5.2.3. Builds relationships to improve community health and resilience	T3: 5.2.3. Builds relationships to improve community health and resilience
<b>5.3. Maintains relationships that improve community health and resilience</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 5.3.1. Explains the impact relationships are having on community health and resilience	T2: 5.3.1. Explains the impact relationships are having on community health and resilience	T3: 5.3.1. Explains the impact relationships are having on community health and resilience
T1: 5.3.2. Suggest relationships that should be maintained to improve community health and resilience	T2: 5.3.2. Determines relationships that should be maintained to improve community health and resilience	T3: 5.3.2. Determines relationships that should be maintained to improve community health and resilience

T1: 5.3.3. Contributes to development of strategies for maintaining relationships that improve community health and resilience	T2: 5.3.3. Develops strategies for maintaining relationships that improve community health and resilience	T3: 5.3.3. Develops strategies for maintaining relationships that improve community health and resilience
T1: 5.3.4. Implements strategies for maintaining relationships that improve community health and resilience	T2: 5.3.4. Implements strategies for maintaining relationships that improve community health and resilience	T3: 5.3.4. Implements strategies for maintaining relationships that improve community health and resilience
<b>5.4. Collaborates with community members and organizations</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 5.4.1. Explains the importance of collaborating with community members and organizations to identify and address community health and resilience needs	T2: 5.4.1. Explains the importance of collaborating with community members and organizations to identify and address community health and resilience needs	T3: 5.4.1. Explains the importance of collaborating with community members and organizations to identify and address community health and resilience needs
T1: 5.4.2. Collaborates with community members and organizations to identify community health and resilience needs	T2: 5.4.2. Collaborates with community members and organizations to identify community health and resilience needs	T3: 5.4.2. Collaborates with community members and organizations to identify community health and resilience needs

<p>T1: 5.4.3. Collaborates with community members and organizations to identify assets and resources for improving community health and resilience (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, community organizers, community development financial institutions, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations)</p>	<p>T2: 5.4.3. Collaborates with community members and organizations to identify assets and resources for improving community health and resilience (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, community organizers, community development financial institutions, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations)</p>	<p>T3: 5.4.3. Collaborates with community members and organizations to identify assets and resources for improving community health and resilience (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, community organizers, community development financial institutions, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations)</p>
<p>T1: 5.4.4. Collaborates with community members and organizations to address community health and resilience needs (e.g., engaging diverse groups in developing and implementing plans and programs, engaging in asset-based community development, making decisions with the community, engaging community organizations in the delivery of services, coordinating emergency response, valuing critical input)</p>	<p>T2: 5.4.4. Collaborates with community members and organizations to address community health and resilience needs (e.g., engaging diverse groups in developing and implementing plans and programs, engaging in asset-based community development, making decisions with the community, engaging community organizations in the delivery of services, coordinating emergency response, valuing critical input)</p>	<p>T3: 5.4.4. Collaborates with community members and organizations to address community health and resilience needs (e.g., engaging diverse groups in developing and implementing plans and programs, engaging in asset-based community development, making decisions with the community, engaging community organizations in the delivery of services, coordinating emergency response, valuing critical input)</p>
<p>T1: 5.4.5. Collaborates with community members and organizations to assess the impact of policies, programs, and services on community health and resilience</p>	<p>T2: 5.4.5. Collaborates with community members and organizations to assess the impact of policies, programs, and services on community health and resilience</p>	<p>T3: 5.4.5. Collaborates with community members and organizations to assess the impact of policies, programs, and services on community health and resilience</p>

T1: 5.4.6. Collaborates with community members and organizations to improve policies, programs, and services	T2: 5.4.6. Collaborates with community members and organizations to improve policies, programs, and services	T3: 5.4.6. Collaborates with community members and organizations to improve policies, programs, and services
T1: 5.4.7. Ensures accountability to the community (e.g., being transparent and inclusive, taking responsibility for decisions and their consequences)	T2: 5.4.7. Ensures accountability to the community (e.g., being transparent and inclusive, taking responsibility for decisions and their consequences)	T3: 5.4.7. Ensures accountability to the community (e.g., being transparent and inclusive, taking responsibility for decisions and their consequences)
<b>5.5. Shares power and ownership with community members and others</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 5.5.1. Recognizes the power and ownership that exist within a community	T2: 5.5.1. Recognizes the power and ownership that exist within a community	T3: 5.5.1. Recognizes the power and ownership that exist within a community
T1: 5.5.2. Recognizes the power structure and dynamics within a community	T2: 5.5.2. Recognizes the power structure and dynamics within a community	T3: 5.5.2. Recognizes the power structure and dynamics within a community
T1: 5.5.3. Ensures power and ownership are shared with community members and others	T2: 5.5.3. Ensures power and ownership are shared with community members and others	T3: 5.5.3. Ensures power and ownership are shared with community members and others

**Domain 6: Public Health Sciences Skills**

**6.1. Describes systems, policies, and events impacting public health (e.g., slavery, colonialism, John Snow and the London cholera outbreak, smallpox eradication, development of vaccines, Tuskegee Syphilis Study, fluoridation of drinking water, Jim Crow laws, establishment of Medicare and Medicaid, Americans with Disabilities Act, seatbelt legislation, banning tobacco in public buildings, death penalty, gun violence, globalization, deforestation, climate change, COVID-19 pandemic)**

*Tier 1 Subcompetencies:*

*Tier 2 Subcompetencies:*

*Tier 3 Subcompetencies:*

T1: 6.1.1. Describes historical systems, policies, and events impacting public health

T2: 6.1.1. Describes historical systems, policies, and events impacting public health

T3: 6.1.1. Describes historical systems, policies, and events impacting public health

T1: 6.1.2. Describes current systems, policies, and events impacting public health

T2: 6.1.2. Describes current systems, policies, and events impacting public health

T3: 6.1.2. Describes current systems, policies, and events impacting public health

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

*Tier 1 Subcompetencies:*

*Tier 2 Subcompetencies:*

*Tier 3 Subcompetencies:*

T2: 6.2.1. Describes how public health sciences are used in the delivery of the 10 Essential Public Health Services

T3: 6.2.1. Describes how public health sciences are used in the delivery of the 10 Essential Public Health Services

T1: 6.2.1. Uses public health sciences in delivering the 10 Essential Public Health Services

T2: 6.2.2. Uses public health sciences in delivering the 10 Essential Public Health Services

T3: 6.2.2. Uses public health sciences in delivering the 10 Essential Public Health Services

T2: 6.2.3. Ensures use of public health sciences in delivering the 10 Essential Public Health Services

T3: 6.2.3. Ensures use of public health sciences in delivering the 10 Essential Public Health Services

<b>6.3. Uses evidence in developing, implementing, evaluating, and improving policies, programs, and services</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 6.3.1. Accesses evidence from print and electronic sources to support decision making	T2: 6.3.1. Accesses evidence from print and electronic sources to support decision making	T3: 6.3.1. Accesses evidence from print and electronic sources to support decision making
T1: 6.3.2. Interprets evidence to support decision making	T2: 6.3.2. Interprets evidence to support decision making	T3: 6.3.2. Interprets evidence to support decision making
T1: 6.3.3. Determines limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability)	T2: 6.3.3. Determines limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability)	T3: 6.3.3. Determines limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability)
T1: 6.3.4. Applies evidence in developing, implementing, evaluating, and improving policies, programs, and services (e.g., translating research for practice, considering public perspectives and opinions, navigating power dynamics)	T2: 6.3.4. Applies evidence in developing, implementing, evaluating, and improving policies, programs, and services (e.g., translating research for practice, considering public perspectives and opinions, navigating power dynamics)	T3: 6.3.4. Applies evidence in developing, implementing, evaluating, and improving policies, programs, and services (e.g., translating research for practice, considering public perspectives and opinions, navigating power dynamics)
	T2: 6.3.5. Ensures evidence is applied in developing, implementing, evaluating, and improving policies, programs, and services	T3: 6.3.5. Ensures evidence is applied in developing, implementing, evaluating, and improving policies, programs, and services
T1: 6.3.5. Suggests partnerships that may increase use of evidence in public health practice (e.g., between practice and academic organizations, in cross-sector collaborations, with health sciences libraries)	T2: 6.3.6. Develops partnerships to increase use of evidence for improving the public's health (e.g., between practice and academic organizations, in cross-sector collaborations, with health sciences libraries)	T3: 6.3.6. Develops partnerships to increase use of evidence for improving the public's health (e.g., between practice and academic organizations, in cross-sector collaborations, with health sciences libraries)

T1: 6.3.6. Maintains partnerships that increase use of evidence in public health practice	T2: 6.3.7. Maintains partnerships that increase use of evidence in public health practice	T3: 6.3.7. Maintains partnerships that increase use of evidence in public health practice
<b>6.4. Contributes to the evidence base for improving health</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 6.4.1. Engages in community-based participatory research	T2: 6.4.1. Engages in community-based participatory research	T3: 6.4.1. Ensures the organization engages in community-based participatory research
T1: 6.4.2. Participates in partnerships to produce evidence for improving the public's health (e.g., Public Health Practice-Based Research Networks, academic health department partnerships)	T2: 6.4.2. Participates in partnerships to produce evidence for improving the public's health (e.g., Public Health Practice-Based Research Networks, academic health department partnerships)	T3: 6.4.2. Ensures the organization participates in partnerships to produce evidence for improving the public's health (e.g., Public Health Practice-Based Research Networks, academic health department partnerships)
T1: 6.4.3. Disseminates evidence for improving the public's health (e.g., writing journal articles, reviewing manuscripts, making data available to researchers, sharing research findings on social media, telling stories)	T2: 6.4.3. Disseminates evidence for improving the public's health (e.g., writing journal articles, reviewing manuscripts, making data available to researchers, sharing research findings on social media, telling stories)	T3: 6.4.3. Disseminates evidence for improving the public's health (e.g., writing journal articles, reviewing manuscripts, making data available to researchers, sharing research findings on social media, telling stories)

## Domain 7: Management and Finance Skills

### 7.1. Describes factors that affect the health of an organization (e.g., equitable and fair treatment of employees, support from the governing body and community, sustainability of funding, training of managers)

<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.1.1. Identifies factors affecting the health of an organization	T2: 7.1.1. Identifies factors affecting the health of an organization	T3: 7.1.1. Identifies factors affecting the health of an organization
T1: 7.1.2. Describes factors affecting the health of an organization	T2: 7.1.2. Describes factors affecting the health of an organization	T3: 7.1.2. Describes factors affecting the health of an organization

### 7.2. Secures human resources (e.g., staff, interns, consultants, volunteers)

<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.2.1. Contributes to determination of human resources needed for organizational infrastructure, programs, and services	T2: 7.2.1. Determines human resources needed for organizational infrastructure, programs, and services	T3: 7.2.1. Determines human resources needed for organizational infrastructure, programs, and services
T1: 7.2.2. Contributes to development of strategies to recruit a diverse, inclusive, and competent workforce	T2: 7.2.2. Develops strategies to recruit a diverse, inclusive, and competent workforce	T3: 7.2.2. Develops strategies to recruit a diverse, inclusive, and competent workforce
T1: 7.2.3. Contributes to implementation of strategies to recruit a diverse, inclusive, and competent workforce	T2: 7.2.3. Implements strategies to recruit a diverse, inclusive, and competent workforce	T3: 7.2.3. Implements strategies to recruit a diverse, inclusive, and competent workforce
		T3: 7.2.4. Ensures implementation of strategies to recruit a diverse, inclusive, and competent workforce

T1: 7.2.4. Contributes to recruitment of a diverse, inclusive, and competent workforce	T2: 7.2.4. Recruits a diverse, inclusive, and competent workforce	T3: 7.2.5. Ensures recruitment of a diverse, inclusive, and competent workforce
<b>7.3. Manages human resources</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.3.1. Contributes to development of strategies to retain a diverse, inclusive, and competent workforce	T2: 7.3.1. Develops strategies to retain a diverse, inclusive, and competent workforce	T3: 7.3.1. Develops strategies to retain a diverse, inclusive, and competent workforce
T1: 7.3.2. Contributes to implementation of strategies to retain a diverse, inclusive, and competent workforce	T2: 7.3.2. Implements strategies to retain a diverse, inclusive, and competent workforce	T3: 7.3.2. Implements strategies to retain a diverse, inclusive, and competent workforce
		T3: 7.3.3. Ensures implementation of strategies to retain a diverse, inclusive, and competent workforce
T1: 7.3.3. Contributes to monitoring of workforce satisfaction	T2: 7.3.3. Monitors workforce satisfaction	T3: 7.3.4. Monitors workforce satisfaction
T1: 7.3.4. Contributes to development of strategies to improve workforce satisfaction	T2: 7.3.4. Develops strategies to improve workforce satisfaction	T3: 7.3.5. Develops strategies to improve workforce satisfaction
T1: 7.3.5. Contributes to implementation of strategies to improve workforce satisfaction	T2: 7.3.5. Implements strategies to improve workforce satisfaction	T3: 7.3.6. Implements strategies to improve workforce satisfaction
	T2: 7.3.6. Evaluates individual performance	T3: 7.3.7. Evaluates individual performance

T1: 7.3.6. Contributes to development of individual professional development plans	T2: 7.3.7. Develops individual professional development plans	T3: 7.3.8. Develops individual professional development plans
T1: 7.3.7. Engages in continuous improvement of individual performance	T2: 7.3.8. Engages in continuous improvement of individual performance	T3: 7.3.9. Engages in continuous improvement of individual performance
T1: 7.3.8. Fosters a healthy work environment (e.g., prioritizing diversity, inclusivity, and belonging; creating a safe space for diverse perspectives; encouraging sharing of ideas; respecting different points of view; motivating colleagues; resolving conflicts; supporting colleague mental and physical health needs; addressing burnout)	T2: 7.3.9. Fosters a healthy work environment (e.g., prioritizing diversity, inclusivity, and belonging; creating a safe space for diverse perspectives; providing opportunities for participating in teams; encouraging sharing of ideas; respecting different points of view; motivating staff; resolving conflicts; supporting staff mental and physical health needs; addressing burnout)	T3: 7.3.10. Fosters a healthy work environment (e.g., prioritizing diversity, inclusivity, and belonging; creating a safe space for diverse perspectives; providing opportunities for participating in teams; encouraging sharing of ideas; respecting different points of view; motivating staff; resolving conflicts; supporting staff mental and physical health needs; addressing burnout)
<b>7.4. Engages in professional development (e.g., training, mentoring, peer advising, coaching, drills, exercises)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.4.1. Recognizes one's own professional development needs (e.g., determining knowledge and skills needed for success in one's job, identifying gaps in desired knowledge and skills)	T2: 7.4.1. Recognizes one's own professional development needs (e.g., determining knowledge and skills needed for success in one's job, identifying gaps in desired knowledge and skills)	T3: 7.4.1. Recognizes one's own professional development needs (e.g., determining knowledge and skills needed for success in one's job, identifying gaps in desired knowledge and skills)
T1: 7.4.2. Participates in professional development opportunities	T2: 7.4.2. Participates in professional development opportunities	T3: 7.4.2. Participates in professional development opportunities
T1: 7.4.3. Collaborates with individuals and teams to determine professional development needs	T2: 7.4.3. Collaborates with individuals and teams to determine professional development needs	T3: 7.4.3. Collaborates with individuals and teams to determine professional development needs

T1: 7.4.4. Supports individuals and teams in engaging in professional development (e.g., promoting a culture of lifelong learning, identifying training opportunities, encouraging peer-to-peer learning)	T2: 7.4.4. Supports individuals and teams in engaging in professional development (e.g., promoting a culture of lifelong learning, providing time and resources for training, identifying training opportunities, encouraging peer-to-peer learning)	T3: 7.4.4. Supports individuals and teams in engaging in professional development (e.g., promoting a culture of lifelong learning, providing time and resources for training, identifying training opportunities, encouraging peer-to-peer learning)
	T2: 7.4.5. Ensures use of professional development opportunities by individuals and teams	T3: 7.4.5. Ensures use of professional development opportunities by individuals and teams
<b>7.5. Secures financial resources</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.5.1. Contributes to determination of financial resources needed for organizational infrastructure, programs, and services	T2: 7.5.1. Determines financial resources needed for organizational infrastructure, programs, and services	T3: 7.5.1. Determines financial resources needed for organizational infrastructure, programs, and services
T1: 7.5.2. Describes public health funding mechanisms (e.g., categorical grants, fees, third-party reimbursement, tobacco taxes)	T2: 7.5.2. Explains public health and healthcare funding mechanisms and procedures (e.g., categorical grants, fees, third-party reimbursement, tobacco taxes, value-based purchasing, budget approval process)	T3: 7.5.2. Explains public health and healthcare funding mechanisms and procedures (e.g., categorical grants, fees, third-party reimbursement, tobacco taxes, value-based purchasing, budget approval process)
T1: 7.5.3. Contributes to justification of programs for inclusion in organizational budgets	T2: 7.5.3. Justifies programs for inclusion in organizational budgets	T3: 7.5.3. Determines priorities for organizational budgets
T1: 7.5.4. Contributes to development of program budgets	T2: 7.5.4. Develops program budgets	T3: 7.5.4. Develops organizational budgets
	T2: 7.5.5. Defends program budgets	T3: 7.5.5. Defends organizational budgets

T1: 7.5.5. Contributes to development of strategies to secure financial resources (e.g., preparing proposals for funding, providing data, seeking input from partners)	T2: 7.5.6. Develops strategies to secure financial resources (e.g., developing proposals for funding, seeking venture capital, identifying new funding streams, working with community development financial institutions)	T3: 7.5.6. Develops strategies to secure financial resources (e.g., developing proposals for funding, seeking venture capital, identifying new funding streams, working with community development financial institutions)
T1: 7.5.6. Contributes to implementation of strategies to secure financial resources	T2: 7.5.7. Implements strategies to secure financial resources	T3: 7.5.7. Implements strategies to secure financial resources
		T3: 7.5.8. Ensures implementation of strategies to secure financial resources
<b>7.6. Manages financial resources</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.6.1. Contributes to determination of how financial resources are distributed	T2: 7.6.1. Determines how financial resources are distributed (e.g., ensuring equitable allocation of resources, using financial analysis methods in decision making, working with minority-owned businesses)	T3: 7.6.1. Determines how financial resources are distributed (e.g., ensuring equitable allocation of resources, using financial analysis methods in decision making, working with minority-owned businesses)
T1: 7.6.2. Contributes to development of contracts and other agreements for products and services	T2: 7.6.2. Negotiates contracts and other agreements for products and services	T3: 7.6.2. Negotiates contracts and other agreements for products and services
T1: 7.6.3. Contributes to monitoring of program budgets	T2: 7.6.3. Monitors program budgets	T3: 7.6.3. Monitors organizational budgets
	T2: 7.6.4. Adjusts program budgets to address changing needs	T3: 7.6.4. Adjusts organizational budgets to address changing needs

<b>7.7. Implements organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.7.1. Contributes to assessment of the impact of organizational policies, programs, and services on diversity, equity, inclusion, and justice	T2: 7.7.1. Assesses the impact of organizational policies, programs, and services on diversity, equity, inclusion, and justice	T3: 7.7.1. Assesses the impact of organizational policies, programs, and services on diversity, equity, inclusion, and justice
		T3: 7.7.2. Ensures assessment of the impact of organizational policies, programs, and services on diversity, equity, inclusion, and justice
T1: 7.7.2. Contributes to development of organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice	T2: 7.7.2. Develops organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice	T3: 7.7.3. Develops organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice
		T3: 7.7.4. Ensures development of organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice
T1: 7.7.3. Contributes to implementation of organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice	T2: 7.7.3. Contributes to implementation of organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice	T3: 7.7.5. Contributes to implementation of organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice
	T2: 7.7.4. Ensures implementation of organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice	T3: 7.7.6. Ensures implementation of organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice

<b>7.8. Manages programs and services</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.8.1. Contributes to development of work plans	T2: 7.8.1. Develops work plans	T3: 7.8.1. Ensures development of work plans
T1: 7.8.2. Contributes to implementation of work plans	T2: 7.8.2. Implements work plans	T3: 7.8.2. Ensures implementation of work plans
T1: 7.8.3. Contributes to monitoring of work plans	T2: 7.8.3. Monitors work plans	T3: 7.8.3. Ensures monitoring of work plans
	T2: 7.8.4. Adjusts work plans for continuous improvement	T3: 7.8.4. Ensures adjustment of work plans for continuous improvement
	T2: 7.8.5. Manages programs and services within current and projected resources	T3: 7.8.5. Manages the organization within current and projected resources
<b>7.9. Engages in contingency planning (e.g., for emergencies, succession, cross-training staff, continuity of operations, economic downturns)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.9.1. Contributes to development of contingency plans	T2: 7.9.1. Develops contingency plans	T3: 7.9.1. Develops contingency plans
T1: 7.9.2. Contributes to implementation of contingency plans	T2: 7.9.2. Implements contingency plans	T3: 7.9.2. Implements contingency plans
		T3: 7.9.3. Ensures implementation of contingency plans
	T2: 7.9.3. Adjusts contingency plans to address changing needs	T3: 7.9.4. Adjusts contingency plans to address changing needs

		T3: 7.9.5. Ensures adjustment of contingency plans to address changing needs
<b>7.10. Applies critical thinking in decision making</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.10.1. Determines how data and information can be used in decision making	T2: 7.10.1. Determines how data and information can be used in decision making	T3: 7.10.1. Determines how data and information can be used in decision making
T1: 7.10.2. Considers factors (e.g., fiscal, social, political, environmental, legal, geographic) influencing decisions	T2: 7.10.2. Considers factors (e.g., fiscal, social, political, environmental, legal, geographic) influencing decisions	T3: 7.10.2. Considers factors (e.g., fiscal, social, political, environmental, legal, geographic) influencing decisions
T1: 7.10.3. Considers potential unintended consequences of decisions	T2: 7.10.3. Considers potential unintended consequences of decisions	T3: 7.10.3. Considers potential unintended consequences of decisions
T1: 7.10.4. Demonstrates the importance of using evidence in decision making	T2: 7.10.4. Demonstrates the importance of using evidence in decision making	T3: 7.10.4. Demonstrates the importance of using evidence in decision making
T1: 7.10.5. Makes evidence-informed decisions	T2: 7.10.5. Makes evidence-informed decisions	T3: 7.10.5. Makes evidence-informed decisions
<b>7.11. Engages individuals and teams to achieve program and organizational goals</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.11.1. Identifies individuals with the expertise to achieve program and organizational goals	T2: 7.11.1. Identifies individuals with the expertise to achieve program and organizational goals	T3: 7.11.1. Identifies individuals with the expertise to achieve program and organizational goals
T1: 7.11.2. Engages individuals to achieve program and organizational goals	T2: 7.11.2. Engages individuals to achieve program and organizational goals	T3: 7.11.2. Engages individuals to achieve program and organizational goals

	T2: 7.11.3. Ensures engagement of individuals to achieve program and organizational goals	T3: 7.11.3. Ensures engagement of individuals to achieve program and organizational goals
T1: 7.11.3. Describes how diverse and inclusive teams help achieve program and organizational goals	T2: 7.11.4. Explains how diverse and inclusive teams help achieve program and organizational goals	T3: 7.11.4. Explains how diverse and inclusive teams help achieve program and organizational goals
	T2: 7.11.5. Establishes diverse and inclusive teams with the expertise to achieve program and organizational goals (e.g., valuing and including different disciplines, sectors, skills, experiences, and perspectives; determining scope of work and timeline; leveraging staff skills and expertise; rapidly forming and reconfiguring teams to respond to emergencies)	T3: 7.11.5. Establishes diverse and inclusive teams with the expertise to achieve program and organizational goals (e.g., valuing and including different disciplines, sectors, skills, experiences, and perspectives; determining scope of work and timeline; leveraging staff skills and expertise; rapidly forming and reconfiguring teams to respond to emergencies)
T1: 7.11.4. Participates in teams to achieve program and organizational goals (e.g., collaborating across departments)	T2: 7.11.6. Participates in teams to achieve program and organizational goals (e.g., collaborating across departments)	T3: 7.11.6. Participates in teams to achieve program and organizational goals (e.g., collaborating across departments)
T1: 7.11.5. Engages teams to achieve program and organizational goals (e.g., identifying when to bring a team into a project, recognizing when to lead and when to follow, leading a team)	T2: 7.11.7. Engages teams to achieve program and organizational goals (e.g., identifying when to bring a team into a project, recognizing when to lead and when to follow, leading a team)	T3: 7.11.7. Engages teams to achieve program and organizational goals (e.g., identifying when to bring a team into a project, recognizing when to lead and when to follow, leading a team)
	T2: 7.11.8. Ensures engagement of teams to achieve program and organizational goals	T3: 7.11.8. Ensures engagement of teams to achieve program and organizational goals

<b>7.12. Facilitates collaboration among individuals, groups, and organizations</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.12.1. Identifies opportunities for collaboration	T2: 7.12.1. Identifies opportunities for collaboration	T3: 7.12.1. Identifies opportunities for collaboration
T1: 7.12.2. Fosters collaboration (e.g., building trust, engaging in active listening, convening interested parties)	T2: 7.12.2. Fosters collaboration (e.g., building trust, engaging in active listening, convening interested parties)	T3: 7.12.2. Fosters collaboration (e.g., building trust, engaging in active listening, convening interested parties)
<b>7.13. Engages in performance management</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 7.13.1. Explains the importance of performance management for program, organizational, and community health improvement (e.g., achieving performance objectives and targets, increasing efficiency, refining processes, meeting <i>Healthy People</i> objectives, sustaining accreditation, ensuring accountability, managing grants and contracts, determining collective impact of community initiatives)	T2: 7.13.1. Explains the importance of performance management for program, organizational, and community health improvement (e.g., achieving performance objectives and targets, increasing efficiency, refining processes, meeting <i>Healthy People</i> objectives, sustaining accreditation, ensuring accountability, managing grants and contracts, determining collective impact of community initiatives)	T3: 7.13.1. Explains the importance of performance management for program, organizational, and community health improvement (e.g., achieving performance objectives and targets, increasing efficiency, refining processes, meeting <i>Healthy People</i> objectives, sustaining accreditation, ensuring accountability, managing grants and contracts, determining collective impact of community initiatives)

	T2: 7.13.2. Describes performance management principles (e.g., identifying performance standards and measures, reporting on progress, using data to improve programs, engaging leadership in supporting performance management)	T3: 7.13.2. Describes performance management principles (e.g., identifying performance standards and measures, reporting on progress, using data to improve programs, engaging leadership in supporting performance management)
T1: 7.13.2. Describes program performance standards and measures	T2: 7.13.3. Develops program performance standards and measures	T3: 7.13.3. Develops organizational performance standards and measures
	T2: 7.13.4. Identifies performance management systems (e.g., Excel spreadsheet, scorecard, dashboard)	T3: 7.13.4. Identifies performance management systems (e.g., Excel spreadsheet, scorecard, dashboard)
	T2: 7.13.5. Selects performance management system	T3: 7.13.5. Selects performance management system
T1: 7.13.3. Implements performance management system	T2: 7.13.6. Implements performance management system	T3: 7.13.6. Implements performance management system
	T2: 7.13.7. Ensures implementation of performance management system (e.g., visible leadership, performance standards, performance measurement, reporting progress, quality improvement)	T3: 7.13.7. Ensures implementation of performance management system (e.g., visible leadership, performance standards, performance measurement, reporting progress, quality improvement)

## Domain 8: Leadership and Systems Thinking Skills

### 8.1. Creates opportunities to achieve cross-sector alignment (e.g., community coalitions, academic health department partnerships)

<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 8.1.1. Explains the importance of public health, healthcare, and other organizations working together to impact the health of a community	T2: 8.1.1. Explains the importance of public health, healthcare, and other organizations working together to impact the health of a community	T3: 8.1.1. Explains the importance of public health, healthcare, and other organizations working together to impact the health of a community
T1: 8.1.2. Describes how governmental public health programs and organizations are structured and function	T2: 8.1.2. Describes how governmental public health programs and organizations are structured and function	T3: 8.1.2. Describes how governmental public health programs and organizations are structured and function
T1: 8.1.3. Describes the programs and services provided by governmental and non-governmental organizations that impact the health of a community	T2: 8.1.3. Describes the programs and services provided by governmental and non-governmental organizations that impact the health of a community	T3: 8.1.3. Assesses the impact of programs and services provided by governmental and non-governmental organizations on the health of a community
T1: 8.1.4. Describes the ways public health, healthcare, and other organizations can work together or individually to impact the health of a community	T2: 8.1.4. Creates opportunities for public health, healthcare, and other organizations to work together or individually to improve the health of a community	T3: 8.1.4. Creates opportunities for public health, healthcare, and other organizations to work together or individually to improve the health of a community
T1: 8.1.5. Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels	T2: 8.1.5. Interacts with the larger inter-related system of organizations that influence the health of populations at local, national, and global levels	T3: 8.1.5. Interacts with the larger inter-related system of organizations that influence the health of populations at local, national, and global levels

<b>8.2. Implements a vision for a healthy community</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 8.2.1. Collaborates with individuals and organizations to develop a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation, building community resilience after emergencies)	T2: 8.2.1. Collaborates with individuals and organizations to develop a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation, building community resilience after emergencies)	T3: 8.2.1. Collaborates with individuals and organizations to develop a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation, building community resilience after emergencies)
T1: 8.2.2. Collaborates with individuals and organizations to implement a vision for a healthy community	T2: 8.2.2. Collaborates with individuals and organizations to implement a vision for a healthy community	T3: 8.2.2. Collaborates with individuals and organizations to implement a vision for a healthy community
<b>8.3. Addresses facilitators and barriers impacting delivery of the 10 Essential Public Health Services</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 8.3.1. Identifies internal and external facilitators impacting delivery of the 10 Essential Public Health Services (e.g., conducting a SWOT analysis, mind mapping, using root cause analysis, engaging in problem solving)	T2: 8.3.1. Identifies internal and external facilitators impacting delivery of the 10 Essential Public Health Services (e.g., conducting a SWOT analysis, mind mapping, using root cause analysis, engaging in problem solving)	T3: 8.3.1. Identifies internal and external facilitators impacting delivery of the 10 Essential Public Health Services (e.g., conducting a SWOT analysis, mind mapping, using root cause analysis, engaging in problem solving)
T1: 8.3.2. Identifies internal and external barriers impacting delivery of the 10 Essential Public Health Services (e.g., conducting a SWOT analysis, mind mapping, using root cause analysis, engaging in problem solving)	T2: 8.3.2. Identifies internal and external barriers impacting delivery of the 10 Essential Public Health Services (e.g., conducting a SWOT analysis, mind mapping, using root cause analysis, engaging in problem solving)	T3: 8.3.2. Identifies internal and external barriers impacting delivery of the 10 Essential Public Health Services (e.g., conducting a SWOT analysis, mind mapping, using root cause analysis, engaging in problem solving)

T1: 8.3.3. Contributes to development of strategies to enhance facilitators impacting delivery of the 10 Essential Public Health Services	T2: 8.3.3. Develops strategies to enhance facilitators impacting delivery of the 10 Essential Public Health Services	T3: 8.3.3. Develops strategies to enhance facilitators impacting delivery of the 10 Essential Public Health Services
T1: 8.3.4. Contributes to implementation of strategies to enhance facilitators impacting delivery of the 10 Essential Public Health Services	T2: 8.3.4. Implements strategies to enhance facilitators impacting delivery of the 10 Essential Public Health Services	T3: 8.3.4. Implements strategies to enhance facilitators impacting delivery of the 10 Essential Public Health Services
		T3: 8.3.5. Ensures implementation of strategies to enhance facilitators impacting delivery of the 10 Essential Public Health Services
T1: 8.3.5. Contributes to development of strategies to reduce barriers impacting delivery of the 10 Essential Public Health Services	T2: 8.3.5. Develops strategies to reduce barriers impacting delivery of the 10 Essential Public Health Services	T3: 8.3.6. Develops strategies to reduce barriers impacting delivery of the 10 Essential Public Health Services
T1: 8.3.6. Contributes to implementation of strategies to reduce barriers impacting delivery of the 10 Essential Public Health Services	T2: 8.3.6. Implements strategies to reduce barriers impacting delivery of the 10 Essential Public Health Services	T3: 8.3.7. Implements strategies to reduce barriers impacting delivery of the 10 Essential Public Health Services
		T3: 8.3.8. Ensures implementation of strategies to reduce barriers impacting delivery of the 10 Essential Public Health Services
<b>8.4. Creates opportunities for creativity and innovation</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 8.4.1. Identifies opportunities for creativity and innovation	T2: 8.4.1. Identifies opportunities for creativity and innovation	T3: 8.4.1. Identifies opportunities for creativity and innovation

T1: 8.4.2. Fosters creativity and innovation (e.g., inviting diverse perspectives, challenging assumptions, learning from successes and failures)	T2: 8.4.2. Fosters creativity and innovation (e.g., inviting diverse perspectives, challenging assumptions, learning from successes and failures, encouraging and providing time for experimentation)	T3: 8.4.2. Fosters creativity and innovation (e.g., inviting diverse perspectives, challenging assumptions, learning from successes and failures, encouraging and providing time for experimentation)
<b>8.5. Responds to emerging needs</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 8.5.1. Identifies emerging needs (e.g., using surveillance data, tracking hospital admissions, listening to the community, monitoring social media and Google Trends)	T2: 8.5.1. Identifies emerging needs (e.g., using surveillance data, tracking hospital admissions, listening to the community, monitoring social media and Google Trends)	T3: 8.5.1. Identifies emerging needs (e.g., using surveillance data, tracking hospital admissions, listening to the community, monitoring social media and Google Trends)
T1: 8.5.2. Addresses emerging needs (e.g., identifying resources, adapting, pivoting rapidly, being flexible, reducing disparities, collaborating with the community, working with governmental agencies, taking action with incomplete information, maintaining operations during emergencies, supporting resilience and recovery)	T2: 8.5.2. Addresses emerging needs (e.g., identifying resources, adapting, pivoting rapidly, being flexible, reducing disparities, collaborating with the community, working with governmental agencies, taking action with incomplete information, maintaining operations during emergencies, supporting resilience and recovery)	T3: 8.5.2. Addresses emerging needs (e.g., identifying resources, adapting, pivoting rapidly, being flexible, reducing disparities, collaborating with the community, working with governmental agencies, taking action with incomplete information, maintaining operations during emergencies, supporting resilience and recovery)
<b>8.6. Manages organizational change</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 8.6.1. Explains the importance of organizational change	T2: 8.6.1. Explains the importance of organizational change	T3: 8.6.1. Explains the importance of organizational change
T1: 8.6.2. Contributes to development of a shared vision	T2: 8.6.2. Develops a shared vision	T3: 8.6.2. Develops a shared vision

T1: 8.6.3. Participates in the change process	T2: 8.6.3. Engages staff in the change process (e.g., seeking input, listening to concerns, building trust, keeping staff informed, providing guidance)	T3: 8.6.3. Engages staff in the change process (e.g., seeking input, listening to concerns, building trust, keeping staff informed, providing guidance)
T1: 8.6.4. Identifies changes needed to implement a shared vision	T2: 8.6.4. Determines changes needed to implement a shared vision (e.g., identifying priorities, restructuring programs, adjusting budgets, building new skills)	T3: 8.6.4. Determines changes needed to implement a shared vision (e.g., identifying priorities, restructuring programs, adjusting budgets, building new skills)
T1: 8.6.5. Manages uncertainty (e.g., navigating challenges, addressing concerns, displaying empathy, recognizing facilitators and barriers, minimizing disruption)	T2: 8.6.5. Manages uncertainty (e.g., navigating challenges, addressing concerns, displaying empathy, recognizing facilitators and barriers, minimizing disruption)	T3: 8.6.5. Manages uncertainty (e.g., navigating challenges, addressing concerns, displaying empathy, recognizing facilitators and barriers, minimizing disruption)
T1: 8.6.6. Contributes to implementation of a shared vision	T2: 8.6.6. Implements a shared vision (e.g., motivating staff, setting an example, adjusting as needed)	T3: 8.6.6. Implements a shared vision (e.g., motivating staff, setting an example, adjusting as needed)
<b>8.7. Engages politicians, policymakers, and the public to support public health infrastructure (e.g., funding, workforce, legal authority, facilities, data systems)</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 8.7.1. Explains the importance of engaging with politicians, policymakers, and the public to support public health infrastructure	T2: 8.7.1. Explains the importance of engaging with politicians, policymakers, and the public to support public health infrastructure	T3: 8.7.1. Explains the importance of engaging with politicians, policymakers, and the public to support public health infrastructure
	T2: 8.7.2. Mentors staff on how to engage politicians, policymakers, and the public to support public health infrastructure	T3: 8.7.2. Mentors staff on how to engage politicians, policymakers, and the public to support public health infrastructure

	T2: 8.7.3. Describes how policy is made within the organization and community	T3: 8.7.3. Describes how policy is made within the organization and community
T1: 8.7.2. Demonstrates the essential role of governmental public health in promoting and protecting health in a community	T2: 8.7.4. Demonstrates the essential role of governmental public health in promoting and protecting health in a community	T3: 8.7.4. Demonstrates the essential role of governmental public health in promoting and protecting health in a community
T1: 8.7.3. Demonstrates the essential role of diversity, equity, inclusion, and justice in promoting and protecting health in a community	T2: 8.7.5. Demonstrates the essential role of diversity, equity, inclusion, and justice in promoting and protecting health in a community	T3: 8.7.5. Demonstrates the essential role of diversity, equity, inclusion, and justice in promoting and protecting health in a community
T1: 8.7.4. Builds public confidence and trust in public health professionals and messages (e.g., demonstrating empathy, validating fears and concerns, acknowledging mistakes, framing messages for different audiences, addressing misinformation and disinformation)	T2: 8.7.6. Builds public confidence and trust in public health professionals and messages (e.g., demonstrating empathy, validating fears and concerns, acknowledging mistakes, framing messages for different audiences, addressing misinformation and disinformation)	T3: 8.7.6. Builds public confidence and trust in public health professionals and messages (e.g., demonstrating empathy, validating fears and concerns, acknowledging mistakes, framing messages for different audiences, addressing misinformation and disinformation)
T1: 8.7.5. Demonstrates how politicians, policymakers, and the public can support public health infrastructure	T2: 8.7.7. Demonstrates how politicians, policymakers, and the public can support public health infrastructure	T3: 8.7.7. Demonstrates how politicians, policymakers, and the public can support public health infrastructure
<b>8.8. Advocates for public health</b>		
<i>Tier 1 Subcompetencies:</i>	<i>Tier 2 Subcompetencies:</i>	<i>Tier 3 Subcompetencies:</i>
T1: 8.8.1. Explains the importance of engaging in advocacy	T2: 8.8.1. Explains the importance of engaging in advocacy	T3: 8.8.1. Explains the importance of engaging in advocacy
T1: 8.8.2. Describes the differences between educating and lobbying	T2: 8.8.2. Describes the differences between educating and lobbying	T3: 8.8.2. Describes the differences between educating and lobbying
	T2: 8.8.3. Mentors staff on how to advocate	T3: 8.8.3. Mentors staff on how to advocate

T1: 8.8.3. Advocates for the role of public health (e.g., in providing population health services, preparing for and responding to emergencies, working with others to address determinants of health)	T2: 8.8.4. Advocates for the role of public health (e.g., in providing population health services, preparing for and responding to emergencies, working with others to address determinants of health)	T3: 8.8.4. Advocates for the role of public health (e.g., in providing population health services, preparing for and responding to emergencies, working with others to address determinants of health)
T1: 8.8.4. Advocates for policies, programs, and services to improve community health and resilience	T2: 8.8.5. Advocates for policies, programs, and services to improve community health and resilience	T3: 8.8.5. Advocates for policies, programs, and services to improve community health and resilience
T1: 8.8.5. Advocates for a diverse, inclusive, and competent public health workforce	T2: 8.8.6. Advocates for a diverse, inclusive, and competent public health workforce	T3: 8.8.6. Advocates for a diverse, inclusive, and competent public health workforce
T1: 8.8.6. Advocates for flexible and sustainable resources for public health	T2: 8.8.7. Advocates for flexible and sustainable resources for public health	T3: 8.8.7. Advocates for flexible and sustainable resources for public health

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For more information about the Core Competencies, please contact Kathleen Amos at [kamos@phf.org](mailto:kamos@phf.org) or 202.218.4418.

*This project is supported by Cooperative Agreement Number NU38OT000311, funded by the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.*