Core Competencies for Public Health Professionals
Preliminary Draft Structure: June 2021

This preliminary draft of proposed revisions to the structure of the Core Competencies for Public Health Professionals (Core Competencies) was developed in response to feedback from the public health community on the 2014 version of the Core Competencies. Revising the way the competencies are structured is meant to make the Core Competencies easier to use. Feedback suggested that consolidating the competencies into a single shorter list, and also providing a way to "dig deeper" (i.e., subcompetencies), would simplify their use for different purposes and by different audiences.

In the proposed structural revisions, the Core Competencies will retain the 8 domain structure present in the 2014 version. A single list of competencies, with no tiers, will be presented under each of the 8 domains. This single list would apply to all public health professionals.

The single list of competencies will then be broken down into subcompetencies, which are specific to the tier at which a public health professional works. These subcompetencies will provide greater detail on the components related to each of the main competencies.

Individuals and organizations would be able to decide whether to use only the competencies or the competencies with subcompetencies depending on their needs and uses. For example, a health department may choose to determine 8-10 priority competencies for different types of positions using the single list of competencies and survey staff based on these prioritized competencies to determine competency gaps that may exist. When developing workforce development strategies to address these gaps, the health department may want to dig deeper by using the subcompetencies to determine the focus of learning opportunities.

The preliminary draft includes two views of the proposed structural revisions for the Data Analytics and Assessment Skills domain of the Core Competencies: one showing the individual main competencies and one showing the subcompetencies under each of the main competencies. Please note: this draft is meant to illustrate the proposed structure only, and the competencies and subcompetencies presented are incomplete and may not reflect the final content of the revised Core Competencies.

A preliminary draft of proposed revisions to the content of the Core Competencies is also available at www.phf.org/programs/corecompetencies/Documents/Core_Competencies_2021_Revision_Draft_2021June.pdf.

Feedback on these preliminary drafts is welcome through August 15, 2021 and will be used to inform further revisions. To provide your feedback, please visit www.phf.org/competenciesrevision or contact Kathleen Amos at kamos@phf.org.

View 1: Competency Level. This view shows what a user would see if they were using the Core Competencies at the competency level.

Data Analytics and Assessment Skills
Describes factors affecting the health of a community (e.g., equity, income, education, environment, climate change, resilience)
Accesses existing quantitative and qualitative data (e.g., community input, vital statistics, electronic health records, transportation patterns, employment statistics, environmental monitoring, health equity impact assessments) for assessing the health of a community
Collects quantitative and qualitative data (e.g., ensuring data are valid, reliable, representative of community, equitable, don't hide disparities)
Analyzes quantitative and qualitative data (e.g., coding data, cleaning data, using statistical software)
Implements data management plans
Assesses community health status and factors influencing health in a community (e.g., root causes of inequities; 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)
Identifies assets and resources that can be used for improving the health of a community (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations)
Advocates for the infrastructure to collect and analyze quantitative and qualitative data (e.g., surveillance systems; laboratory systems; data systems to analyze, use, or transmit data)

View 2: Subcompetency Level. This view shows what a user would see if they were using the Core Competencies at the subcompetency level.

Data Analytics and Assessment Skills		
Describes factors affecting the health of a community (e.g., equity, income, education, environment, climate change, resilience)		
Tier 1	**Tier 2**	**Tier 3**
	Subcompetencies TBD	
Accesses existing quantitative and qualitative data (e.g., community input, vital statistics, electronic health records, transportation patterns, employment statistics, environmental monitoring, health equity impact assessments) for assessing the health of a community		
Tier 1	**Tier 2**	**Tier 3**
Identifies quantitative and qualitative data needs	Determines quantitative and qualitative data needs	Determines quantitative and qualitative data needs
Identifies sources of quantitative and qualitative data (e.g., what is available, what is accessible, how to access)	Determines sources of quantitative and qualitative data (e.g., what is available, what is accessible, how to access)	Determines sources of quantitative and qualitative data (e.g., what is available, what is accessible, how to access)
Selects quality quantitative and qualitative data available for use (e.g., accuracy, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness)	Analyzes the quality of quantitative and qualitative data available for use (e.g., accuracy, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness)	Evaluates the quality of quantitative and qualitative data available for use (e.g., accuracy, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness)

Data Analytics and Assessment Skills		
Selects comparable quantitative and qualitative data available for use (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time)	Analyzes the comparability of quantitative and qualitative data available for use (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time)	Evaluates the comparability of quantitative and qualitative data available for use (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time)
Identifies gaps in quantitative and qualitative data available for use	Identifies gaps in quantitative and qualitative data available for use	Identifies gaps in quantitative and qualitative data available for use
Collects quantitative and qualitative data (e.g., ensuring data are valid, reliable, representative of community, equitable, don't hide disparities)		
Tier 1	**Tier 2**	**Tier 3**
Explains the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services	Explains the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services	Explains the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services
Uses information technology in collecting data (e.g., ensuring data integrity, applying control techniques when handling data)	Uses information technology in collecting data (e.g., ensuring data integrity, applying control techniques when handling data)	Uses information technology in collecting data (e.g., ensuring data integrity, applying control techniques when handling data)
Analyzes quantitative and qualitative data (e.g., coding data, cleaning data, using statistical software)		
Tier 1	**Tier 2**	**Tier 3**
Explains the importance of data analysis for designing, implementing, evaluating, and improving policies, programs, and services	Explains the importance of data analysis for designing, implementing, evaluating, and improving policies, programs, and services	Explains the importance of data analysis for designing, implementing, evaluating, and improving policies, programs, and services

4

Data Analytics and Assessment Skills		
Selects methods and tools for analyzing quantitative and qualitative data	Selects methods and tools for analyzing quantitative and qualitative data	Selects methods and tools for analyzing quantitative and qualitative data
Uses information technology in analyzing data (e.g., ensuring data integrity, applying control techniques when handling data)	Uses information technology in analyzing data (e.g., ensuring data integrity, applying control techniques when handling data)	Uses information technology in analyzing data (e.g., ensuring data integrity, applying control techniques when handling data)
Selects quality quantitative and qualitative data (e.g., accuracy, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness)	Analyzes the quality of quantitative and qualitative data (e.g., accuracy, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness	Evaluates the quality of quantitative and qualitative data (e.g., accuracy, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness)
Selects comparable quantitative and qualitative data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time)	Analyzes the comparability of quantitative and qualitative data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time	Evaluates the comparability of quantitative and qualitative data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time)
Uses quantitative and qualitative data	Interprets quantitative and qualitative data	Integrates findings from quantitative and qualitative data into organizational plans and operations (e.g., strategic plan, quality improvement plan, professional development)
Implements data management plans		
Tier 1	**Tier 2**	**Tier 3**
Contributes to development of data management plans	Develops data management plans	Ensures development of data management plans

5

Data Analytics and Assessment Skills		
Ensures the protection of data (e.g., knowing what data are confidential, knowing what confidentiality entails, safeguarding confidential data, ensuring data integrity)	Ensures the protection of data (e.g., knowing what data are confidential, knowing what confidentiality entails, safeguarding confidential data, ensuring data integrity)	Ensures the protection of data (e.g., knowing what data are confidential, knowing what confidentiality entails, safeguarding confidential data, ensuring data integrity)
Ensures the public availability of data (e.g., practicing FAIR principles, de-identifying data)	Ensures the public availability of data (e.g., practicing FAIR principles, de-identifying data)	Ensures the public availability of data (e.g., practicing FAIR principles, de-identifying data)
Uses information technology in using, maintaining, and disseminating quantitative and qualitative data (e.g., standardizing data exchange, ensuring data integrity, applying control techniques when handling and transmitting data)	Uses information technology in using, maintaining, and disseminating quantitative and qualitative data (e.g., standardizing data exchange, ensuring data integrity, applying control techniques when handling and transmitting data)	Uses information technology in using, maintaining, and disseminating quantitative and qualitative data (e.g., standardizing data exchange, ensuring data integrity, applying control techniques when handling and transmitting data)

Assesses community health status and factors influencing health in a community (e.g., root causes of inequities; 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)		
Tier 1	**Tier 2**	**Tier 3**
	Subcompetencies TBD	

Identifies assets and resources that can be used for improving the health of a community (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations)		
Tier 1	**Tier 2**	**Tier 3**
	Subcompetencies TBD	

Data Analytics and Assessment Skills		
Advocates for the infrastructure to collect and analyze quantitative and qualitative data (e.g., surveillance systems; laboratory systems; data systems to analyze, use, or transmit data)		
Tier 1	**Tier 2**	**Tier 3**
	Subcompetencies TBD	