Community Health Worker

ONET Code: 21-1091.00

RAPIDS Code: 2002CB

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Acknowledgments

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Competency-Based Occupational Frameworks

The Urban Institute, under contract by the U.S. Department of Labor, has worked with employers, subject matter experts, labor unions, trade associations, credentialing organizations and academics to develop Competency-Based Occupational Frameworks (CBOF) for Registered Apprenticeship programs. These frameworks defined the **purpose** of an occupation, the **job functions** that are carried out to fulfill that purpose, the **competencies** that enable the apprentice to execute those job functions well, and the **performance criteria** that define the specific knowledge, skills and personal attributes associated with high performance in the workplace. This organizational hierarchy – Job Purpose – Job Functions – Competencies – Performance Criteria – is designed to illustrate that performing work well requires more than just acquiring discrete knowledge elements or developing a series of manual skills. To perform a job well, the employee must be able to assimilate knowledge and skills learned in various settings, recall and apply that information to the present situation, and carry out work activities using sound professional judgement, demonstrating an appropriate attitude or disposition, and achieving a level of speed and accuracy necessary to meet the employer's business need.

The table below compares the terminology of Functional Analysis with that of traditional Occupational Task Analysis to illustrate the important similarities and differences. While both identify the key technical elements of an occupation, Functional Analysis includes the identification of behaviors, attributes and characteristics of workers necessary to meet an employer's expectations.

Framework Terminology	Traditional Task Analysis Terminology
Job Function – the work activities that are carried out to fulfill the job purpose	Job Duties – roles and responsibilities associated with an occupation
Competency – the actions an individual takes and the attitudes he/she displays to complete those activities	Task – a unit of work or set of activities needed to produce some result
Performance Criteria – the specific knowledge, skills, dispositions, attributes, speed and accuracy associated with meeting the employer's expectations	Sub Task – the independent actions taken to perform a unit of work or a work activity

Although designed for use in competency-based apprenticeship, these Competency-Based Occupational Frameworks also support time-based apprenticeship by defining more clearly and precisely apprentice is expected to learn and do during the allocated time-period.

CBOFs are comprehensive in to encompass the full range of jobs that may be performed by individuals in the same occupation. As employers or sponsors develop their individual apprenticeship programs, they can extract from or add to the framework to meet their unique organizational needs.

Components of the Competency-Based Occupational Framework

Occupational Overview: This section of the framework provides a description of the occupation including its purpose, the setting in which the job is performed and unique features of the occupation.

Work Process Schedule: This section includes the job functions and competencies that would likely be included in an apprenticeship sponsor's application for registration. These frameworks provide a point of reference that has already been vetted by industry leaders so sponsors can develop new programs knowing that they will meet or exceed the consensus expectations of peers. Sponsors maintain the ability to customize their programs to meet their unique needs, but omission of a significant number of job functions or competencies should raise questions about whether or not the program has correctly identified the occupation of interest.

Cross-cutting Competencies: These competencies are common among all workers, and focus on the underlying knowledge, attitudes, personal attributes and interpersonal skills that are important regardless of the occupation. That said, while these competencies are important to all occupations, the relative importance of some versus is others may change from one occupation to the next. These relative differences are illustrated in this part of the CBOF and can be used to design pre-apprenticeship programs or design effective screening tools when recruiting apprentices to the program.

Detailed Job Function Analysis: This portion of the framework includes considerable detail and is designed to support curriculum designers and trainers in developing and administering the program. There is considerable detail in this section, which may be confusing to those seeking a more succinct, higher-level view of the program. For this reason, we recommend that the Work Process Schedule be the focus of program planning activities, leaving the detailed job function analysis sections to instructional designers as they engage in their development work.

a. Related Technical Instruction: Under each job function appears a list of foundational knowledge, skills, tools and technologies that would likely be taught in the classroom to enable the apprentice's on-the-job training safety and success.

b. Performance Criteria: Under each competency, we provide recommended performance criteria that could be used to differentiate between minimally, moderately and highly competent apprentices. These performance criteria are generally skills-based rather than knowledge-based, but may also include dispositional and behavioral competencies.

Using the Competency-Based Occupational Framework to Develop a Registered Apprenticeship Program

When developing a registered apprenticeship program, the Work Process Schedule included in this CBOF provides an overview of the job functions and competencies an expert peer group deemed to be important to this occupation. The Work Process Schedule in this document can be used directly, or modified and used to describe your program content and design as part of your registration application.

When designing the curriculum to support the apprenticeship program – including on the job training and related technical instruction – the more detailed information in Section 5 could be helpful. These more detailed job function documents include recommendations for the key knowledge and skill elements that might be included in the classroom instruction designed to support a given job function, and the performance criteria provided under each competency could be helpful to trainers and mentors in evaluating apprentice performance and insuring inter-rater reliability when multiple mentors are involved.

Community Health Worker Occupational Overview

Occupational Purpose and Context

Community Health Workers (CHWs) are frontline public health workers who are trusted members of and have an unusually close understanding of the community they serve. This trusting relationship enables CHWs to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. CHWs also build individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy.[1]

The CHW serves as a bridge between the community and the health care, government and social service systems.

Community Health Workers work in government, non-profit or private organizations including hospitals, government, ambulatory care facilities, non-profit organizations (religious, grantmaking, civic, professional or similar organizations) and at community events or may provide individualized support or family services from a central location, remote locations or through home visits. They may work in rural, metropolitan, and urban areas, on tribal lands or internationally.

Potential Job Titles

Community Health Worker, Public Health Worker, Public Health Assistant, Health Promotors, Promotores(as) de Salud

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[1] See the American Public Health Association policy statement dated November 10, 2009: https://www.apha.org/policies-and-advocacy/public-health-policy-statements/policy-database/2014/07/09/14/19/support-for-community-health-workers-to-increase-health-access-and-to-reduce-health-inequities.

Attitudes and Behaviors

Community health workers should be comfortable with public speaking, must have strong interpersonal skills including good listening skills and cultural sensitivity, must think creatively and solve problems. that arise (including changes in budget or resistance from the community they are serving) and must have strong writing skills to convey health-related information.

Apprenticeship Prerequisites

n/a

Occupational Pathways

Community Health Workers can move into leadership and educator roles and can move from smaller community-based organizations to government agencies and larger hospital centers. In some instances, additional education or qualifications may be required.

Certifications, Licensure and Other Credential Requirements

CREDENTIAL	Offered By	Before, During or After Apprenticeship
Certified Health Education Specialist	National Commission for Health Education Credentialing (NCHEC)	After
CPR Certification	American Red Cross	Before
First Aid Certification	American Red Cross	Before

Job Functions

	JOB FUNCTIONS	Core or Optional
1.	Provides cultural mediation among individuals, communities and health and social service systems	Core
2.	Provides culturally appropriate health education and information	Core
3.	Coordinates care, provides case management support and assists individuals and communities in navigating health and social service systems	Core
4.	Provides coaching and social support	Core
5.	Advocates for individuals and communities	Core
6.	Helps build individual and community capacity	Core
7.	Provides direct health and social service assistance	Core
8.	Implements individual and community assessments	Core
9.	Conducts outreach to individuals, communities, service providers and groups	Core
10.	Participates in evaluation and research	Optional

Stackable Programs

This occupational framework is designed to link to the following additional framework(s) as part of a career laddering pathway.

Stackable Programs	Base or Higher Level	Stacks on top of
1.	Base Program	
2.		
3.		
4.		

Options and Specializations

The following options and specializations have been identified for this occupation. The Work Process Schedule and individual job function outlines indicate which job functions and competencies were deemed by industry advisors to be optional. Work Process Schedules for Specializations are included at the end of this document.

Options and Specializations	Option	Specialization

Levels

Industry advisors have indicated that individuals in this occupation may function at different levels, based on the nature of their work, the amount of time spent in an apprenticeship, the level of skills or knowledge mastery, the degree of independence in performing the job or supervisory/management responsibilities.

Level	Distinguishing Features	Added Competencies	Added Time Requirements

Work Process Schedule

WORK PROCESS SCHEDULE Community Health Worker	ONET Code: 21-1091.00 RAPIDS Code: 2002HY

JOB TITLE:

LEVEL:	**SPECIALIZATION:**

STACKABLE PROGRAM ___yes   _____no

BASE OCCUPATION NAME:

Company Contact: Name

Address:	**Phone**	**Email**

Apprenticeship Type: _____**Competency-Based** _____**Time-Based** _____**Hybrid**	**Prerequisites**

JOB FUNCTION 1: Provides cultural mediation among individuals, communities and health and social service systems

Competencies	Core or Optional	RTI	OJT
A. Educates individuals and communities about how to use health and social service systems (including explaining how systems operate)	Core		
B. Educates health and social service systems and providers about community perspectives and cultural norms (including supporting implementation of Culturally and Linguistically Appropriate Services (CLAS) standards	Core		
C. Expands health literacy among constituents served	Core		
D. Facilitates cross-cultural communication among individuals, communities and health/social service system workers	Core		

JOB FUNCTION 2: Provides culturally appropriate health education and information

Competencies	Core or Optional	RTI	OJT
A. Conducts health promotion and disease prevention education in a matter that matches linguistic and cultural needs of participants or community	Core		
B. Provides necessary information and support to help individuals and communities learn the etiology, pathology and likely outcomes of health conditions, as well as appropriate prevention and management strategies, including for chronic disease	Core		

JOB FUNCTION 3: Coordinates care, provides case management support and assists individuals and communities in navigating health and social service systems

Competencies	Core or Optional	RTI	OJT
A. Participates in care coordination or case management, including as part of a team	Core		
B. Provides referrals and follow-up support to ensure that services were obtained	Core		
C. Facilitates, obtains or coordinates transportation to services and helps ameliorate other barriers to services	Core		
D. Documents and tracks individual- and population-level data	Optional		
E. Identifies and informs people and systems about community assets and challenges	Core		

JOB FUNCTION 4: Provides coaching and social support

Competencies	Core or Optional	RTI	OJT
A. Provides individual support and coaching	Core		
B. Motivates and encourages people to obtain care and other services	Core		
C. Supports self-management of disease prevention and management of health conditions, including chronic disease	Core		
D. Plans, organizes and/or leads support groups	Core		

JOB FUNCTION 5: Advocates for individuals and communities

Competencies	Core or Optional	RTI	OJT

	Core or Optional	RTI	OJT
A. Determines and advocates for the needs and perspectives of communities	Core		
B. Connects individuals and communities to resources and advocates for basic needs (e.g. food and housing)	Core		
C. Identifies policy influencers and opportunities and provides advocacy for positive policy changes, including by engaging individuals and communities in grassroots support	Optional		

JOB FUNCTION 6: Helps build individual and community capacity

Competencies	Core or Optional	RTI	OJT
A. Assists individuals in building and expanding their personal capacity to identify and manage their health conditions, obtain services as needed, identify opportunities to help others, and represent their needs through communication and advocacy	Core		
B. Assists communities in building capacity by identifying resources, coordinating service and support providers, linking groups or systems that provide synergistic support, and implementing advocacy strategies to address unmet needs	Core		
C. Identifies and works with CHW peers to help others grow professionally, act ethically and meet the needs of the individuals and communities served	Core		

JOB FUNCTION 7: Provides direct health and social service assistance

Competencies	Core or Optional	RTI	OJT
A. Conducts and accurately reports and communicates results and implications of basic screening tests (height, weight, blood pressure, glucose level, etc.)	Core		
B. Provides basic health support services (e.g. first aid, diabetic foot checks)	Core		
C. Collects and distributes materials that meet basic needs (e.g. provides food, blankets, clothing to those in need	Core		

JOB FUNCTION 8: Implements individual and community assessments

Competencies	Core or Optional	RTI	OJT
A. Participates in design, implementation and interpretation of individual-level assessments (e.g. home environmental assessment)	Core		

B. Participates in design, implementation and interpretation of community-level assessments (e.g. windshield survey of community assets and challenges, community asset mapping)	Core		

JOB FUNCTION 9: Conducts outreach to individuals, communities, service providers and groups

Competencies	Core or Optional	RTI	OJT
A. Identifies and recruits individuals, families and community groups to services and systems	Core		
B. Follows up on health and social service encounters with individuals, families and community groups	Core		
C. Conducts home visits to provide education, assessment and social support	Core		
D. Presents at local agencies and community events to share information and educate individuals and communities about health and social service concerns and resources	Core		

JOB FUNCTION 10: Participates in evaluation and research

Competencies	Core or Optional	RTI	OJT
A. Evaluates CHW services and programs	Optional		
B. Identifies and engages community members as research partners, including community consent processes	Optional		
C. Identifies priority issues and evaluation/research questions	Optional		
D. Develops evaluation/research design and methods	Optional		
E. Collects and interprets data	Optional		
F. Shares results and findings	Optional		
G. Engages stakeholders to take action on findings	Optional		

Specialization

Type of Specialization: _____

JOB FUNCTION 1:		
Competencies	RTI	OJT
JOB FUNCTION 2:		
Competencies	RTI	OJT
JOB FUNCTION 3:		
Competencies	RTI	OJT

	RTI	OJT

JOB FUNCTION 4:		
Competencies	RTI	OJT

JOB FUNCTION 5:		
Competencies	RTI	OJT

Related Technical Instruction Plan

COURSE NAME	Course Number
	Hours

LEARNING OBJECTIVES

COURSE NAME	Course Number
	Hours

LEARNING OBJECTIVES

COURSE NAME	Course Number
	Hours

LEARNING OBJECTIVES

COURSE NAME	Course Number
	Hours

LEARNING OBJECTIVES

COURSE NAME	Course Number
	Hours

LEARNING OBJECTIVES

Cross-Cutting Competencies

	COMPETENCY**	0	1	2	3	4	5	6	7	8
Personal Effectiveness	Interpersonal Skills	■	■	■	■	■				
	Integrity	■	■	■	■	■				
	Professionalism	■	■	■	■	■				
	Initiative	■	■							
	Dependability and Reliability	■	■	■		■				
	Adaptability and Flexibility	■	■							
	Lifelong Learning	■	■	■	■					
Academic	Reading	■	■	■	■	■				
	Writing	■	■	■	■	■				
	Mathematics	■	■							
	Science & Technology	■	■							
	Communication	■	■	■	■	■				
	Critical and Analytical Thinking	■	■		■					
	Basic Computer Skills	■	■	■						
Workplace	Teamwork	■	■	■						
	Customer Focus	■	■	■	■	■				
	Planning and Organization	■	■	■	■					
	Creative Thinking	■	■	■						
	Problem Solving & Decision Making	■	■	■	■	■				
	Working with Tools & Technology	■	■							
	Checking, Examining & Recording	■	■	■	■					
	Business Fundamentals	■	■							
	Sustainable	■	■							
	Health & Safety	■	■	■	■	■				

**Cross-cutting competencies are defined in the Competency Model Clearinghouse:

https://www.careeronestop.org/CompetencyModel/competency-models/buidling-blocks-model.aspx

Cross-Cutting Competencies identify transferable skills – sometimes called "soft skills" or "employability skills" – that are important for workplace success, regardless of a person's occupation. Still, the relative importance of specific cross-cutting competencies differs from occupation to occupation. The Cross-Cutting Competencies table, above, provides information about which of these competencies is most important to be successful in a particular occupation. This information can be useful to employers or intermediaries in screening and selecting candidates for apprenticeship programs, or to pre-apprenticeship providers that seek to prepare individuals for successful entry into an apprenticeship program.

The names of the cross-cutting competencies come from the U.S. Department of Labor's Competency Model Clearinghouse and definitions for each can be viewed at https://www.careeronestop.org/CompetencyModel/competency-models/building-blocks-model.aspx

The scoring system utilized to evaluate the level of competency required in each cross cutting skill aligns with the recommendations of the Lumina Foundation's Connecting Credentials Framework. The framework can be found at: http://connectingcredentials.org/wp-content/uploads/2015/05/ConnectingCredentials-4-29-30.

Detailed Job Functions

JOB FUNCTION 1: Provides cultural mediation among individuals, communities, and health and social service systems

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
- Basic public health principles - Community demographics, history, resources and challenges - The names, locations and eligibility requirements for health and social service systems and the process by which resources are accessed - Culturally and Linguistically Appropriate Service (CLAS) methodology - US health and social service systems: Medicaid, Medicare, insurance exchanges, SNAP, WIC, local food subsidies, TANF, etc. - Healthy lifestyles: diet, exercise, disease prevention, pregnancy prevention - Laws regarding privacy and personally identifiable information - Standard operating procedures for data security - Home visit safety procedures and basic self-defense practices - Phone numbers of emergency care providers, first responders and mental health service providers - CDC National Plan to Improve Health Literacy - Social determinants of health	- Written and oral communication skills - Active listening - Empathy - Recording information and maintain documentation - Foreign language capability (either directly or through translating services) - Conduct interviews - Manage conflicts - Practice cultural humility - Conducting research, including on government websites	- Electronic communication devices: email, smartphone, conference call lines, three-way calls - Computer, printing, and fax - Projector - Internet

Competency A: Educates individuals and communities about how to use health and social service systems (including explaining how systems operate)	Core or Optional
PERFORMANCE CRITERIA	
1. Identifies individuals or communities in need of information and support	Core
2. Identifies opportunities to meet with community members	Core
3. Schedules and publicizes meeting times and locations	Core
4. Prepares written and oral presentations about health and social service programs, qualifications for service and limitations of service	Core
5. Develops educational support materials	Core
6. Provides information using CLAS standards	Core
7. Assesses the level of understanding individuals and communities have of programs, services and qualification requirements	Core
8. Uses different strategies to reach individuals who are struggling to understand service systems, what they offer and how to use them	Core
Competency B: Educates health and social service systems and providers about community perspectives and cultural norms (including supporting implementation of Culturally and Linguistically Appropriate Services (CLAS) standards	Core or Optional
PERFORMANCE CRITERIA	
1. Identifies local health and social services points of contact	Core
2. Reaches out to meet with or talk to local health and social service points of contacts	Core
3. Provides contact information and a brief overview of the role the CHW is playing	Core
4. Provides information about the communities and/or individuals served	Core
5. Surveys or interviews members of the community to learn their perspectives, concerns and needs	Core
6. Interviews members of the community and/or community leaders to learn about the community, its history, its culture, its social norms	Core
7. Confidentially shares information about the community, its perspectives and its cultural norms and communications concerns expressed by community; seeks resolution where appropriate	Core

8.	Provides information about CLAS standards relevant to the community or individuals served	Core
9.	Follows up with community and service providers to determine if appropriate communication is taking place	Core
Competency C: Expands health literacy among constituents served		**Core or Optional**
PERFORMANCE CRITERIA		
1.	Surveys community members, leaders and care providers to determine the nature of their key health concerns and challenges	Core
2.	Identifies, obtains and distributes informational brochures, pamphlets and other resources about primary health issues	Core
3.	Explains the meaning of informed consent	Core
4.	Provides strategies for asking questions and recording information during meetings with service providers	Core
5.	Explains the parameters of privacy, HIPAA, and explains how to provide authorization for others to receive personal health information, if desired; provides authorization forms or templates; assists in completing authorization	Core
6.	Identifies free or low-cost resources that support healthy lifestyles	Core
Competency D: Facilitates cross-cultural communication among individuals, communities and health/social service system workers		**Core or Optional**
PERFORMANCE CRITERIA		
1.	Participates in conversations (by phone or in person) between individuals and system workers to ensure effective communication is taking place	Core
2.	Identifies communication lapses and intervenes to encourage service providers to communicate more clearly using culturally sensitive language and terms the individual understands; provides "translation" services when necessary (including foreign language or translation from medical terms to those more easily understood by communities	Core
3.	Follows up with individuals after conversations to confirm that they understand what they are told and can translate instructions or recommendations into everyday activities and choices	Core
4.	Follows up with service providers to provide suggestions on how to more effectively communicate with individuals and/or to offer assistance during meetings and conversations where communication difficulties exist	Core

JOB FUNCTION 2: Provides culturally appropriate health education and information

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
• Social determinants of health and related disparities • Etiology, pathology, prognosis, prevention and mitigation strategies regarding pertinent health issues • Healthy lifestyles and self-care • Health behavior theory • Mental health/behavioral health issues and their connection to physical health	• Skills listed under job function 1 • Public speaking in front of large and small groups • Use technology to assist in education • Conduct research to find appropriate informational materials • Make referrals when necessary based on individuals' needs	• AV equipment • Internet • Computers • Electronic search tools

COMPETENCY A- Conducts health promotion and disease prevention education in a matter that matches linguistic and cultural needs of participants or community	Core or Optional
PERFORMANCE CRITERIA	
1. **Identifies opportunities to provide health and disease prevention education and applies to participate in a timely manner**	Core
2. **Prepares for education event, including collecting materials for distribution, developing presentation and confirming schedule, expectations and time constraints; inquires about room set-up and logistics**	Core
3. **Assesses which health issues are of primary concern to community through interviews, surveys or other means**	Core
4. **Researches health issues of interest to identify current research regarding effective prevention and treatment regimes**	Core
5. **Shows up early to event and sets up AV aids**	Core
6. **Welcomes participants and speaks clearly and using culturally sensitive terms to establish report and trust; provides information in a way and using terms that are appropriate for the audience**	Core
7. **Seeks evaluation of the presentation from participants; identifies areas that need additional clarification or details; responds accordingly**	Core

COMPETENCY B - Provides necessary information and support to help individuals and communities learn the etiology, pathology and likely outcomes of health conditions, as well as appropriate prevention and management strategies, including for chronic disease	Core or Optional
PERFORMANCE CRITERIA	
1. **Identifies resources to help individuals and communities plan menus, select healthy foods and snacks, and understand the nutritional needs of individuals based on their age, gender and health status**	Core
2. **Suggests ways to get the recommended level of exercise based on the resources available to the community and understanding the need to fit exercise into their daily schedule**	Core
3. **Provides information about smoking cessation and support groups for addiction treatment**	Core
4. **Demonstrates techniques for hands-on care, such as bathing babies, providing foot care for diabetics, assisting in ambulation, changing dressings, using personal protection devices**	Core
5. **Provides information about disease-prevention strategies, including handwashing and the use of personal protection and containment for hazardous substances**	Core
6. **Provides information and instruction about specific health concerns or chronic diseases, including prevention, treatment, and long-term outlooks for those with the condition**	Core
7. **Supports individuals who need assistance in caring for a child or someone who is elderly or disabled**	Core

JOB FUNCTION 3: Coordinates care, provides case management support and assists individuals and communities in navigating health and social service systems

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
• Personal safety practices and strategies, especially for use during home visits • Ethical practice standards: CHW Code of Ethics, Americans with Disabilities Act, HIPAA • Community assets	• Skills from job function 1 • Communicate with colleagues and care providers • Interact with individuals who have different levels of training • Convene groups; working as part of a team • Document information, treatment plans, patient response, etc. • Conflict resolution • Share ideas and concerns appropriately, concisely, and convincingly • Give and receive feedback on job performance • Identify priorities or sensitivities among others on the case team • Set goals and establish a workplan/timeline/performance objectives • Identify situations that call for mandatory reporting and act accordingly • Acknowledge and seek help when needed • Ensure communication and sharing of information among the group.	• Electronic medical records

Competency A: Participates in care coordination or case management, including as part of a team	Core or Optional
PERFORMANCE CRITERIA	
1. **Facilitates introductions among team members or introduces self to team**	Core

2. Identifies roles and responsibilities as part of the team	Core
3. Establishes clear goals for communication, information sharing, emergency response	Core
4. Provides relevant information to group or relevant members of the group in a clear and concise way	Core
5. Respectfully shares opinions and participates in discussions to solve problem	Core
6. Voices concerns or disagreements in a professional and respectful way	Core
7. Reaches out to colleagues or mentors to seek advice on how to handle difficult situations	Core
8. Manages time, maintains records and keeps track of action items and timeline	Core
Competency B: Provides referrals and follow-up support to ensure that services were obtained	**Core or Optional**
PERFORMANCE CRITERIA	
1. Identifies service providers and establishes a list of local providers available to community	Core
2. Identifies area of practice or service and determines availability and limitations of serves (e.g. is the service provider taking on new clients/patients? Does the health provider participate in relevant health insurance plans?)	Core
3. Provides referrals to appropriate service providers, including intervening to set up phone calls, schedule meetings and participating in those calls or meetings	Core
4. Provides information about transportation options to research service provider and other logistical information, such as hours of service, the need for a prior appointment and documentation that should be taken to the appointment	Core
5. Notifies service providers in advance about special individual needs	Core
6. Facilitates meetings with service providers	Core
7. Follows up with individuals to ensure that the providers met each individual's needs; intervenes on behalf of individuals if services were not provided appropriately	Core
Competency C: Facilitates, obtains or coordinates transportation to services and helps ameliorate other barriers to services	**Core or Optional**
PERFORMANCE CRITERIA	
1. Conducts research to identify public transportation options and bus stops or subway stops closest to service providers	Core
2. Determines the availability of transportation services, such as van transport for the elderly or disabled individuals, and determines how to access those services	Core

3.	Arranges for transportation or provides instructions about how to use public transit to get to service providers	Core
4.	Ensures that transportation providers picked up on time and delivered to the correct location	Core
5.	Provides transportation if appropriate but otherwise establishes clear boundaries if providing transportation is not part of the job	Core
6.	Helps communities arrange for shared transportation, such as carpools	Core
Competency D: Documents and tracks individual- and population-level data		**Core or Optional**
PERFORMANCE CRITERIA		
1.	Identifies parameters of data collection	Optional
2.	Identifies the data collection method, such as survey or data collection from care providers	Optional
3.	Employs the data collection method with fidelity	Optional
4.	Uses appropriate techniques to minimize or avoid sample bias	Optional
5.	Conducts research to utilize public or private data sources, such as state data or hospital data	Optional
6.	Accurately documents data in appropriate format and location	Optional
7.	Reviews data entry to ensure accuracy	Optional
8.	Saves data in appropriate place, employing data security and privacy measures	Optional
9.	Creates back-up data files	Optional
Competency E: Identifies and informs people and systems about community assets and challenges		**Core or Optional**
PERFORMANCE CRITERIA		
10.	Tours community to identify assets and challenges based on observations	Core
11.	Consults published documents or websites, such as community groups, churches, service providers, schools, etc to identify assets	Core
12.	Surveys communities or community leaders to identify assets and challenges	Core
13.	Contacts other CHWs or care providers to learn more about the community	Core

JOB FUNCTION 4: Provides coaching and social support

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
• Behavioral and developmental norms • Personal safety strategies and techniques • HIPAA rules and regulations	• Listen actively and attentively • Communicate clearly using culturally relevant language • Communicate effectively based on age, level of education, and intellectual abilities of individuals • Convene groups • Establish relationships of trust • Motivate others • Conflict resolution	• Electronic communication devices • Email messaging, chat and other forms of communication • Telephone • Social media modalities

Competency A: Provides individual support and coaching	Core or Optional
PERFORMANCE CRITERIA	
1. Identifies individuals or groups in need of support or coaching	Core
2. Identifies challenges, concerns or issues that should be the focus of coaching and support	Core
3. Develops coaching plan and strategies for meeting needs	Core
4. Engages individuals effectively in dialogue	Core
5. Provides honest feedback in culturally and developmentally appropriate language	Core
6. Gives and receives constructive criticism	Core
7. Establishes goals and timelines and tracks progress in meeting landmarks	Core
8. Maintains clear and appropriate boundaries	Core
9. Uses appropriate safety and personal protection techniques, especially when conducting home visits	Core
Competency B: Motivates and encourages people to obtain care and other services	**Core or Optional**

PERFORMANCE CRITERIA	
1. Provides contact information to care or service providers and suggests the appropriate way to request assistance or seek information	Core
2. When authorized, represents the client or partners with client in speaking with providers	Core
3. Assists clients in completing applications or forms necessary to receive care or services	Core
4. Provides transportation information or assistance	Core
5. Prepares clients, including children, for what to expect during medical, dental or service visits	Core
6. Role plays with clients to allow them to practice the interaction, conversation or questions related to service or care	Core
7. Follows up to ensure that client received care or services needed and engages appropriately	Core
8. Provides conflict management and resolution support	Core
Competency C: Supports self-management of disease prevention and management of health conditions, including chronic disease	**Core or Optional**
PERFORMANCE CRITERIA	
1. Provides information about disease prevention and health management strategies	Core
2. Demonstrates methods of self-management, such as blood glucose testing, foot exams, cancer screenings, blood pressure monitoring, etc.	Core
3. Provides information and suggestions regarding good diet and exercise habits	Core
4. Provides meal suggestions and recipes for healthy foods	Core
5. Provides nutrition guidance	Core
6. Instructs clients about recording health indicators, such as blood pressure and weight	Core
7. Provides support for medication management (within the limitations of the CHW profession and engaging a licensed pharmacist or care provider when necessary)	Core
Competency D: Plans, organizes and/or leads support groups	**Core or Optional**
PERFORMANCE CRITERIA	
1. Identifies locations where groups can meet in confidence and safety	Core

2.	Invites participants and provides information about the role of group and expectations of participants; publicizes meetings or events	Core
3.	Invites guest speakers with expertise relevant to the needs of the group	Core
4.	Manages groups by starting conversations, leading discussions in a positive direction and managing conflicts that may arise	Core
5.	Employs personal and group safety principles, including referring those in high-risk situations to appropriate service or care providers	Core
6.	Clearly articulates the purpose or mission of the support group and outlines boundaries and rules of participation	Core
7.	Assists in identifying or organizing transportation to the group meeting	Core

JOB FUNCTION 5: Advocates for individuals and communities

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
• Local and national legislative process • Names and contact information for elected officials and community leaders • Rules, regulations and restrictions regarding lobbying • Use of print and electronic resources to identify, interpret and understand policy recommendations or changes that impact programs of interest	• Oral and written communication • Strategic planning • Grassroots/grasstops networks and collaborate among or within communities • Motivational speaking • Leadership • Research to identify areas where additional programs or resources are needed or where current programs or resources are slated for cuts, modifications or elimination • Develop talking points to provide high level overview of advocacy position • Provide concise and succinct arguments or justifications to support advocacy position • Fundraising • Organize events and activities	• Email • Internet/search tools • Word processing and electronic presentation software • Use of emailing lists and mail merge functions • Use of GPS and mapping technology

Competency A: Determines and advocates for the needs and perspectives of communities	Core or Optional
PERFORMANCE CRITERIA	
1. **Surveys community leaders and members to determine needs and concerns of community**	Core
2. **Surveys community to identify existing resources and to identify gaps in services**	Core
3. **Develops through a consensus process the position of the community to be represented**	Core
4. **Prepares high level talking points to communicate the needs and perspectives of the community**	Core
5. **Validates talking points and shares them with other CHWs, service providers and community leaders**	Core
6. **Identifies other leaders to participate in advocacy; prepares them to effectively engage in advocacy activities**	Core

Competency B: Connects individuals and communities to resources and advocates for basic needs (e.g. food and housing)	Core or Optional
PERFORMANCE CRITERIA	
1. Maintains resource inventories to help connect individuals and communities to available services	Core
2. Communicates service gaps or needs to local elected officials, service providers and community leaders	Core
3. Proposes solutions to filling service gaps, including by connecting individuals with various service providers	Core
4. Identifies potential sources of funding to fill gaps and provide basic needs	Core
5. Identifies and connects with organizations to build partnerships in advocating for basic needs	Core
6. Explains the process of accessing services, services available and limitations of eligibility	Core
7. Assists in the preparation of applications for support or services	Core
8. Helps individuals enroll in services	Core
9. Performs home visits when necessary, observing appropriate safety protocols	Core
Competency C: Identifies policy influencers and opportunities and provides advocacy for positive policy changes, including by engaging individuals and communities in grassroots support	Core or Optional
PERFORMANCE CRITERIA	
1. Uses electronic and print resources to identify elected officials, legislative committees of jurisdiction, relevant positions of policymakers on issues of interest and champions of causes related to the needs of the community	Optional
2. Identifies events where policy leaders will be speaking to learn more about their positions and efforts, or to engage them in conversation about areas of concern	Optional
3. Follows public policy discussions in the literature, through social media and through the legislative process and engages when appropriate	Optional
4. Organizes letter-writing events or petitions	Optional
5. Invites elected officials and policy leaders to events where they could hear from members of the community	Optional
6. Organizes legislative visit days	Optional

JOB FUNCTION 6: Helps build individual and community capacity

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
• Local resources • National resources • Scope and methods to access health and social services • CHW code of ethics	• Active listening • Clear communication • Public speaking • Research • Provide clear information to general public that explains technical processes and programs • Educate others • Facilitate introductions and building links between groups with shared interest	

Competency A: Assists individuals in building and expanding their personal capacity to identify and manage their health conditions, obtain services as needed, identify opportunities to help others, and represent their needs through communication and advocacy	Core or Optional
PERFORMANCE CRITERIA	
1. **Provides information about rights, opportunities and services**	Core
2. **Provides coaching to encourage individuals to exercise their rights and receive services**	Core
3. **Assists in obtaining resources or services**	Core
4. **Provides written and electronic information about health management techniques and behaviors**	Core

Competency B: Assists communities in building capacity by identifying resources, coordinating service and support providers, linking groups or systems that provide synergistic support, and implementing advocacy strategies to address unmet needs	Core or Optional
PERFORMANCE CRITERIA	
1. **Maintains resource inventories**	Core

2.	Provides information about location, hours of service, and eligibility requirements for various social, health and other services	Core
3.	Facilitates meetings or events that bring together groups or systems with synergistic interests or support services	Core
Competency C: Identifies and works with CHW peers to help others grow professionally, act ethically and meet the needs of the individuals and communities served		**Core or Optional**
PERFORMANCE CRITERIA		
1.	Participates in professional activities to meet and interact with CHW peers	Core
2.	Provides mentorship to other CHWs and seeks mentorship support from others	Core
3.	Adheres to the CHW code of ethics	Core
4.	Reports behaviors or activities that are in conflict with the CHW code of ethics or that pose a risk to individuals or communities	Core
5.	Provides constructive feedback to other CHWs to help them improve their communication skills, interpersonal communication and effectiveness	Core
6.	Receives constructive feedback graciously	Core
7.	Speaks clearly using culturally sensitive language; avoids using slang or poor grammar	Core
8.	Maintains a calm demeanor and patience, even when working under demanding and stressful conditions	Core

JOB FUNCTION 7: Provides direct health and social service assistance

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
- Infection and disease prevention - Blood-borne pathogens - Normal ranges for vital signs (blood pressure, pulse, temperature, respiratory rate) and basic blood and urine tests (glucose, pH, specific gravity, etc.) - Normal ranges for height and weight - Basic anatomy and physiology, etiology, signs and symptoms of chronic disease - Basic first aid techniques - Cancer screening techniques - Signs and symptoms of acute illness	- Measure vital signs - Use personal protective equipment to prevent transmission of disease and cross contamination - Maintain a sterile field - Handwashing, disinfecting - Vision screening - Measure height and weight - Collect blood sample via finger prick - Use glucose meter and test strips - Convert English to metric and visa versa - Explain the link between signs and symptoms and chronic disease conditions - Graph values (weight, height, etc.) accurately - Read and follow directions	- Lancet/capillary tubes - Glucometer - Test strips - Scale (portable, office, or infant) and height measurement tools - Sphygmomanometer and stethoscope - Timer

Competency A: Conducts and accurately reports and communicates results and implications of basic screening tests (height, weight, blood pressure, glucose level, etc.)	Core or Optional
PERFORMANCE CRITERIA	
1. **Weight and height: sets up and tares scale, waits for reading to stabilize before recording value; measures weight and converts from pounds to kilograms and visa-versa when necessary; measures height and weight with shoes off and standing straight; correctly records and plots height and weight for children and others; converts weight from pounds to kilograms and height from feet to centimeters**	Core
2. **Blood pressure: removes constricting clothing from arm or wrist (depending upon type of blood pressure equipment used); places cuff and stethoscope in appropriate place, inflates sphygmomanometer to appropriate level, listens for heart rate and remembers starting and stopping point; records accurately and notes whether measured level is within normal limits; responds appropriately to elevated or subnormal values; interprets value to client and provides health, nutrition and health management information**	Core
3. **Glucose levels: wears appropriate personal protective gear (eye wear, gloves, gown, mask, etc.) to aseptically collect blood or urine samples, measures blood or urine glucose using glucometer or test strips; helps with medication management such as use of insulin**	Core

4. Vision screening: properly sets up vision screening equipment, including measuring distance between subject and eye chart when traditional methods are used; records results and notifies individual and/or caregiver about abnormal results	Core
5. Refers individuals to care provider, if warranted, based upon the results of medical screening	Core
Competency B: Provides basic health support services (e.g. first aid, diabetic foot checks)	**Core or Optional**
PERFORMANCE CRITERIA	
1. Maintains adequate supplies for basic first aid, such as tape, scissors, bandages, ointments, tweezers, eye wash, etc.	Core
2. Identifies location and demonstrates appropriate use of defibrillators, CPR masks, oxygen masks	Core
3. Provides instructions for wound and injury care, such as elevating, icing, changing bandages, etc.	Core
4. Provides emergency first aid as necessary referring individuals for further care as needed	Core
5. Conducts diabetic foot checks; in some cases, provides routine foot care such as applying lotion, inspecting skin, cutting nails (if no complications exist); refers to appropriate care provider when necessary	Core
6. Instructs individuals about proper cancer screening techniques, such as self-exams, mole checks, etc.	Core
7. Provides information to parents about infant and childhood vaccines and routine medical care	Core
8. Provides information to individuals about the importance of preventive care, such as flu shots, pneumonia vaccines, shingles vaccines, etc.	Core
9. Provides instruction about safe sex practices to prevent unwanted pregnancy and transmission of disease	Core

Competency C: Collects and distributes materials that meet basic needs (e.g. provides food, blankets, clothing to those in need	Core or Optional
PERFORMANCE CRITERIA	
1. **Identifies sources of materials (food, clothing, blankets)**	Core
2. **Determines that food is not expired, spoiled or in any other way contaminated**	Core
3. **Ensures that blankets and clothing is clean and intact**	Core
4. **Determines need and provides materials based on that need, keeping in mind that long-term and short-term storage limitations might exist**	Core
5. **Evaluates living situation to determine what kinds of food, clothing and bedding are appropriate and useful**	Core

JOB FUNCTION 8: Implements individual and community assessments

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
• Connections between community issues, such as unemployment and homelessness, unemployment and gag involvement, lack of education and poor health outcomes, etc. • Methods for identifying community assets • Methods for performing gap analysis	• Survey techniques • Interview techniques • Research • Setting priorities • Develop and implement action plans • Record and share information • Interpret data	• Computer • Database and analytic software • Word processing software

Competency A: Participates in design, implementation and interpretation of individual-level assessments (e.g. home environmental assessment)	Core or Optional
PERFORMANCE CRITERIA	
1. Develops questionnaires to be administered directly or indirectly to individuals	Core
2. Implements surveys or conducts interviews	Core
3. Records data accurately	Core
4. Tabulates data, using graphs to illustrate key findings or trends	Core
5. Uses safety protocols and maintains situational awareness at all times	Core
6. Evaluates, summarizes and interprets data correctly, noting limitations or potential sources of sample bias or error; attempts to limit or eliminate sample bias	Core
7. Writes and distributes summary reports, as appropriate	Core
8. Maintains privacy and data security	Core

Competency B: Participates in design, implementation and interpretation of community-level assessments (e.g. windshield survey of community assets and challenges, community asset mapping)	Core or Optional

PERFORMANCE CRITERIA	
1. Develops questionnaires to be administered directly or indirectly to community members	Core
2. Identifies opportunities for collecting data, such as through the use of windshield surveys, street surveys, web surveys, written questionnaires, or interviews	Core
3. Implements surveys or conducts interviews	Core
4. Records data accurately	Core
5. Tabulates data, using graphs to illustrate key findings or trends	Core
6. Uses safety protocols and maintains situational awareness at all times	Core
7. Evaluates, summarizes and interprets data correctly, noting limitations or potential sources of sample bias or error; attempts to eliminate sample bias or sources of error	Core
8. Writes and distributes summary reports, as appropriate	Core
9. Maintains data privacy and security	Core

JOB FUNCTION 9: Conduct outreach to individuals, communities, service providers and groups

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
• Benefits of preventive health care and dentistry • Characteristics of a healthy lifestyle • Basic medical terminology • Universal precautions • Signs/symptoms, modes of transmission and potential complications of common health ailments or conditions • Social determinants of health • Purpose, methods and recommended frequency of routine and special health screenings • Environmental risks • Health topics relevant to populations served, including: prenatal care, infant and child care, nutrition, proper installation of car seats, basic medical procedures, pregnancy prevention and care, risks of smoking and alcohol abuse, substance cessation strategies, environmental hazards, infection control, diabetes management, blood pressure management, adult nutrition, healthy lifestyles, aging, support for teen mothers, support for aging populations, weight management, cholesterol management, etc.	• Communication • Research • Public speaking • Use communication technology • Use basic audio/visual equipment • Develop clear and concise presentations and materials • Write using correct spelling, grammar, and punctuation	• Communication devices and technologies • Use of social media • Internet and other electronic searches • Databases

Competency A: Identifies and recruits individuals, families and community groups to services and systems	Core or Optional
PERFORMANCE CRITERIA	
1. **Surveys/interviews individuals and families to identify needs**	Core
2. **Identifies available resources and services and maps them to individuals with needs**	Core
3. **Advertises services and recruites individuals and families who may need them**	Core
4. **Uses a variety of sources to reach potential audiences: fliers, presence at well attended events, public service announcements, local news stories, social media, etc.**	Core
5. **Provides information to individuals, families and community groups that need access to resources about what resources are available and how to access them**	Core
6. **Facilitates meetings between individuals, families and groups and service providers or systems: assists in making appointments, scheduling phone calls and submitting applications**	Core

7.	Provides reminders of upcoming appointments, organizes transportation and confirms readiness of individuals and families to participate in meetings or appointments	Core
Competency B: Follows up on health and social service encounters with individuals, families and community groups		**Core or Optional**
PERFORMANCE CRITERIA		
1.	Contacts individuals, families and community groups following scheduled meetings or services to ascertain the quality of care or service provided, to answer questions regarding services and to determine whether additional follow-up activity is necessary	Core
2.	When referrals are made, assists in accessing those resources or completing the referral process	Core
3.	Provides feedback to service providers regarding concerns or service gaps; works to resolve misunderstandings and service gaps	Core
4.	Seeks additional information from individual or family if lack of information led to the service gap	Core
5.	Intervenes to facilitate better communication, to resolve conflicts and to help each party understand the other's needs	Core
6.	Makes referrals to different service providers if the original provider is unable or unwilling to assist	Core
7.	Follows up with managers if service providers acted inappropriately or failed to provide the necessary service	Core
Competency C: Conducts home visits to provide education, assessment and social support		**Core or Optional**
PERFORMANCE CRITERIA		
1.	Schedules home visit appointment times	Core
2.	Reminds individuals or families of scheduled home visits	Core
3.	Conducts research to identify any challenges associated with conducting the home visit (parking, barriers to entry, potential threats, lack of transportation, etc.)	Core
4.	Uses appropriate safety protocols to ensure personal safety, including partnering with another CHW to ensure personal safety	Core
5.	Clearly states the nature of the home visit and the goals and objectives of the visit	Core
6.	Conducts home visits to provide education, assessment or social support	Core
7.	Properly documents home visits, noting any concerns or required follow-up	Core
8.	Follows up with individuals or families to assess the effectiveness of the home visit and to schedule additional visits	Core

Competency D: Presents at local agencies and community events to share information and educate individuals and communities about health and social service concerns and resources	Core or Optional
PERFORMANCE CRITERIA	
1. Maintains an inventory or calendar of community events at which educational presentations could be given or materials distributed	Core
2. Submits applications or requests for participation on-time and to appropriate entity	Core
3. Plans for presentation or gathers materials to be shared at community events; if direct services are to be provided, recruits additional CHWs or other care providers to assist in the delivery of services	Core
4. Arrives in time to set up equipment or materials and prepare for interactions	Core
5. Presents information in a clear and concise format, using culturally appropriate language and a level of detail appropriate for the audience served (i.e. children versus adults)	Core

JOB FUNCTION 10: Participates in evaluation and research

Related Technical Instruction		
KNOWLEDGE	**SKILLS**	**TOOLS & TECHNOLOGIES**
• Data collection techniques • Methods for controlling or suppressing confounding variables • Methods for limiting or eliminating sample bias • Analyzing data • Using and interpreting statistical data	• Survey design and techniques • Communication including active listening • Use of electronic devices to collect and analyze data • Use of data analysis software • Completing repots and forms accurately • Performing basic calculations to determine mean, median, average or percentage • Using graphs to plot data, including rates of change	• Handheld electronic devices • Computers and tablets • Survey and data entry software • Statistical software • Graphing software: Excel spreadsheets, pivot tables, etc.

Competency A: Evaluates CHW services and programs	Core or Optional
PERFORMANCE CRITERIA	
1. **Creates surveys to understand the nature of services requested, the quality of services provided and the effectiveness of support provided**	Optional
2. **Conducts interviews or distributes surveys**	Optional
3. **Tabulates and analyzes survey results**	Optional
4. **Interprets survey results and summarizes findings**	Optional
5. **Develops responses or action plans to improve areas where deficiencies were noted**	Optional
6. **Seeks input from mentors and other CHWs to address gaps**	Optional
Competency B: Identifies and engages community members as research partners, including community consent processes	Core or Optional
PERFORMANCE CRITERIA	
1. **Obtains the necessary approval for human subjects research**	Optional
2. **Obtains the necessary approval when communities are the subject of research and the findings could do harm to the community socially, economically, medically or in other ways**	Optional
3. **Notifies communities in advance if research could have undesired impacts**	Optional

4.	Explains the research being conducted as well as the potential implications of the findings	Optional
5.	Seeks input from community members and leaders about experimental design and focus	Optional
Competency C: Identifies priority issues and evaluation/research questions		**Core or Optional**
PERFORMANCE CRITERIA		
1.	Communicates with community leaders, service providers and other CHWs to determine areas of concern regarding the community	Optional
2.	Reviews current community health literature to stay abreast of the field and identify research gaps that should be addressed	Optional
3.	Consults with other CHWs, service providers or care providers to understand priority challenges or needs	Optional
4.	Considers potential policy or regulatory changes that could impact the community; designs research projects to examine those impacts	Optional
5.	Monitors zoning, education, health policy, and business trade press to identify potential changes or challenges coming to the community	Optional
Competency D: Develops evaluation/research design and methods		**Core or Optional**
PERFORMANCE CRITERIA		
1.	Follows standard social sciences practices to determine relevant sample size and sampling techniques	Optional
2.	Designs surveys or interview questions or other data collection methodologies to support research goals	Optional
3.	Establishes working hypothesis to be tested with the research project	Optional
4.	Reviews research literature to identify prior work upon which the current research might be based	Optional
5.	Consults with experienced researchers, supervisor or other CHWs to seek feedback regarding the experimental design, hypothesis or methodology	Optional
6.	Develops timeline for conducting research	Optional
7.	Develops budget for conducting research	Optional

Competency E: Collects and interprets data	**Core or Optional**
PERFORMANCE CRITERIA	

1. Uses survey techniques, interviews, social media, phone calls, etc. to collect data	Optional
2. Enters data into appropriate data collection system	Optional
3. Analyzes data, including through the use of statistical analysis software, Excel spreadsheets, pivot tables, etc.	Optional
4. Interprets data and summarizes the findings, including an explanation of the limits of the design, the degree of confidence in the findings and potential sources of error	Optional
5. Carefully distinguishes between correlation and causality, making sure that the latter isn't asserted when the experimental design does not support that conclusion (e.g. randomized controlled trials or statistical regression techniques were not used to suppress confounding variables)	Optional
Competency F: Shares results and findings	**Core or Optional**
PERFORMANCE CRITERIA	
1. Seeks appropriate opportunities to disseminate data or findings, including in community newsletters, professional publications, etc.	Optional
2. Communicates findings with colleagues, associates and local care or service providers	Optional
3. Communicates with elected officials and policy leaders, if authorized by employer, to share concerns identified in the results	Optional
Competency G: Engages stakeholders to take action on findings	**Core or Optional**
PERFORMANCE CRITERIA	
1. Engages with colleagues and other service providers and care professionals to develop strategies that respond to findings	Optional
2. Provides information to community about findings and potential ways to address concerns	Optional
3. Develops advocacy strategies, when appropriate, to respond to data or findings	Optional
4. Develops subsequent research or survey plans to further tease out the data or to distinguish between causality and correlation	Optional

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