Online presentation mode

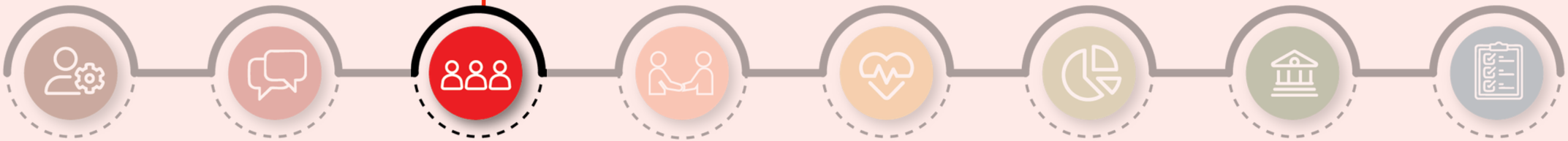
CLASSROOM TO CAREER

Governmental Public Health Toolkit

CENTER FOR PUBLIC HEALTH WORKFORCE DEVELOPMENT
ASPPH

DOMAIN 3

Community Engagement and Education



DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

Learning Objectives

By the end of this module, students will be able to:

- Apply all six Domain 3 job tasks in realistic governmental public health scenarios
- Identify strategies for building meaningful partnerships between governmental public health agencies and communities
- Explain how community engagement and education support effective governmental public health programs, services, and decision-making
- Recognize the role of community perspectives in improving population health outcomes and strengthening public health systems



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DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

Topic Overview

Governmental public health agencies rely on strong relationships with communities to identify health priorities, improve programs and services, and promote population health. State, Tribal, local, and territorial (STLT) health departments engage communities through collaboration, education, communication, and partnership-building to ensure public health efforts are responsive to community needs.

STLT health departments support community engagement and education through activities such as:

- Convening community meetings and listening sessions
- Building partnerships with community organizations, schools, and local leaders
- Developing accessible and audience-informed health information
- Delivering governmental public health education and outreach in community settings

This domain focuses on strategies and practices used in governmental public health agencies to:

- Collaborate with communities to address public health issues
- Incorporate community perspectives into program planning and service delivery
- Build and sustain trusted community partnerships
- Communicate public health information in accessible and meaningful ways
- Support communities in using information and data to improve health outcomes



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://stacks.cdc.gov/view/cdc/59877

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DOMAIN 3

Job Tasks



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DOMAIN 3

3.1

Facilitate community collaboration to address public health issues

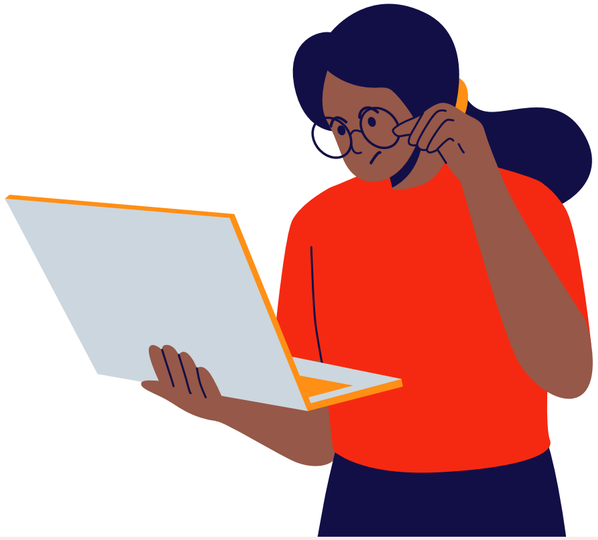


DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.1 Facilitate community collaboration to address public health issues.

What this task *involves*

Building collaborative relationships between governmental public health agencies, community organizations, and residents to address public health priorities and improve population health outcomes.



DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.1 Facilitate community collaboration to address public health issues.

On the job, this looks like

- Creating, managing, and utilizing direct and open lines of communication with community partners
- Building relationships and partnerships between different types of community organizations

Skills you are practicing:

- Clear, plain-language communication
- Trust-building and transparency



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://stacks.cdc.gov/view/cdc/59877

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.1 Facilitate community collaboration to address public health issues.

Real-World *Example*

Resource: We Thought You'd Never Ask!: Learning from Boston's Black Community What Supports Its Health, Resilience & Wellbeing

In Boston, the Black Boston COVID-19 Coalition partnered with Fenway Health to better support Black residents during COVID-19. The collaboration centered the Black community as an active partner in identifying priorities, shaping outreach strategies, and communicating service needs. Fenway Health was able to work closely with community leaders and partners to better understand the key values, gaps and barriers, and outreach methods that align with the priorities of the Black community in Boston. Through ongoing dialogue and joint planning, the Coalition guided Fenway Health on how to strengthen trust, remove barriers to accessing services, and improve inclusion in public health efforts.

Source: Richmond TS, Fawcett J, et al. We Thought You'd Never Ask!: Learning from Boston's Black Community What Supports Its Health, Resilience, and Wellbeing. Progress in Community Health Partnerships. 2023.

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.1 Facilitate community collaboration to address public health issues.

Real-World *Example*

What the job task looks like:

- Monitor requirements and deadlines (work plans, progress reports, exercises)
- Coordinate across teams (epi, comms, EMS partners, hospitals, finance)
- Ensure spending follows rules (allowable costs, timelines, documentation)
- Report outcomes (readiness measures, exercise results, improvements)

Source: CDC Public Health Emergency Preparedness (PHEP) Program and Guidance https://www.cdc.gov/readiness/php/phep/index.html

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.1 Facilitate community collaboration to address public health issues.

Teaching Job Task 3.1

INSTRUCTOR GUIDANCE

When explaining the concept of community collaboration, provide the following examples of how collaboration can be structured:

- Health departments partnering with schools, faith-based organizations, and nonprofits
- Public health agencies working with trusted community organizations

Key Points to Emphasize:

- Community engagement is not limited to outreach or consultation; it involves meaningful participation and influence by the community in public health decision-making.
- Community collaboration is essential to public health because it ensures that policies and programs reflect the lived realities of the people they are intended to serve.

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.1 Facilitate community collaboration to address public health issues.

CEPH Crosswalk

Domain 3 Job Task	Related CEPH MPH Foundational Competencies
3.1 Facilitate community collaboration to address public health issues	**Competency 13:** Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes. **Competency 17:** Apply negotiation and mediation skills to address organizational or community challenges.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 3

3.2

Incorporate community feedback to improve service delivery and programming

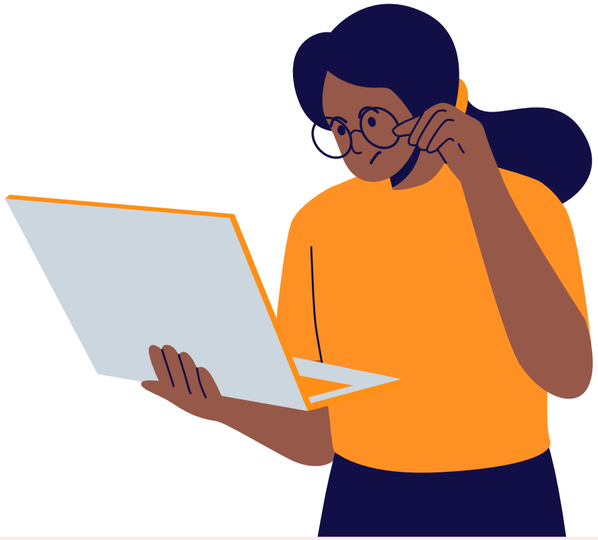


DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.2 Incorporate community feedback to improve service delivery and programming.

What this task *involves*

Working directly with community members to understand community experiences, needs, priorities, and perspectives as they relate to the services and resources provided by their governmental public health agency



DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.2 Incorporate community feedback to improve service delivery and programming.

On the job, this looks like:

- Planning out engagement opportunities and tools for community members to share their experiences with governmental public health services
- Designing governmental public health services, resources, and programming based on the stated needs and opinions of community members

Skills you are practicing:

- Clear, plain-language communication
- Building trust and sustaining relationships
- Facilitating dialogue and evaluation



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://stacks.cdc.gov/view/cdc/59877

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.2 Incorporate community feedback to improve service delivery and programming.

Real-World *Example*

Resource: Public Health and Community Partners Launch Community Public Health Teams (CPHT)

Los Angeles County's Community Public Health Teams (CPHTs) initiative brings together community-based organizations, health providers, and public health staff to deliver place-based, community-driven services. Through strategies such as door-to-door outreach, needs assessments, and community convenings, the model centers resident input in identifying local health priorities and shaping action plans. This creates an ongoing feedback loop in which community perspectives directly inform how services are designed and delivered.

The CPHT model shows that actively gathering and applying community input leads to more responsive, relevant, and trusted programs that better meet local needs.

Source: Los Angeles County Department of Public Health. Community Public Health Teams (CPHT) Initiative.

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.2 Incorporate community feedback to improve service delivery and programming.

Teaching Job Task 3.2

INSTRUCTOR GUIDANCE

When explaining the concept of community feedback, provide the following examples of how feedback can be collected:

- Listening sessions or focus groups with residents
- Providing community representative seats on advisory committees or steering boards

Provide examples of service delivery, such as:

- HIV testing, PrEP navigation
- Smoking cessation counseling
- Blood pressure or diabetes screening events

Reflection Questions (Real World Example – slide 15):

- What might be the advantage of conducting both focus groups and surveys?
- How would you go about recruiting for the virtual focus groups described in the report?

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.2 Incorporate community feedback to improve service delivery and programming.

CEPH Crosswalk

Domain 3 Job Task	Related CEPH MPH Foundational Competencies
3.2 Incorporate community feedback to improve service delivery and programming	**Competency 11:** Select methods to evaluate public health programs.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 3

3.3

Build and maintain resilient partnerships with community members and organizations

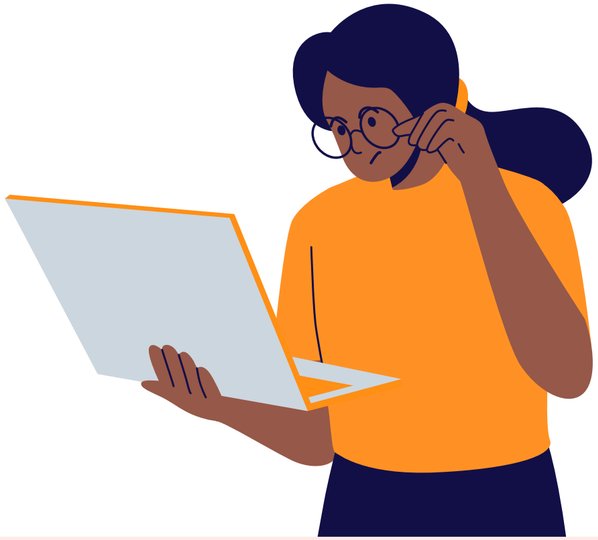


DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.3 Build and maintain resilient partnerships with community members and organizations.

What this task *involves*

Regularly communicating with community members and representatives of community organizations about opportunities for collaboration, coordination, and shared action.



DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.3 Build and maintain resilient partnerships with community members and organizations.

On the job, this looks like:

- Creating, managing, and utilizing direct and open lines of communication with community partners

Skills you are practicing:

- Clear, plain-language communication
- Building trust and sustaining relationships



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://stacks.cdc.gov/view/cdc/59877

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.3 Build and maintain resilient partnerships with community members and organizations.

Real-World *Example*

Resource: Camden Coalition Community Ambassador Program and Toolkit

The Camden Coalition's Community Ambassadors Program builds long-term partnerships between public health programs and trusted community members. Ambassadors serve as local messengers who share public-health information and bring community questions and insights directly back to program staff. Regular group check-ins allow ambassadors to report what they are hearing in their neighborhoods, strengthen peer support, and build consistency in the partnership. Local health departments are invited to participate in these sessions so they can hear real-time feedback and respond directly, creating an ongoing, bidirectional relationship that helps adapt outreach and services over time.

Source: Camden Coalition. Community Ambassador Program and Toolkit.

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.3 Build and maintain resilient partnerships with community members and organizations.

Teaching Job Task 3.3

INSTRUCTOR GUIDANCE

Key points to emphasize:

- Keep community context and power dynamics in mind when designing programs and communicating with partners.
- Shared decision-making is a major piece of building trust and maintaining strong relationships with community members. This can look like co-creating goals, defining roles together, and involving community partners throughout a project period.

Reflection Questions (Real World Example – slide 21):

- What qualities would you look for in an effective community ambassador?
- In the example, what other Domain 3 Job Tasks are occurring?
- What are some barriers that you might face in setting up regular convenings between public health leaders and community ambassadors/members?

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.3 Build and maintain resilient partnerships with community members and organizations.

CEPH Crosswalk

Domain 3 Job Task		Related CEPH MPH Foundational Competencies
3.3	Build and maintain resilient partnerships with community members and organizations	**Competency 13:** Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 3

3.4

Develop and disseminate health information into accessible materials

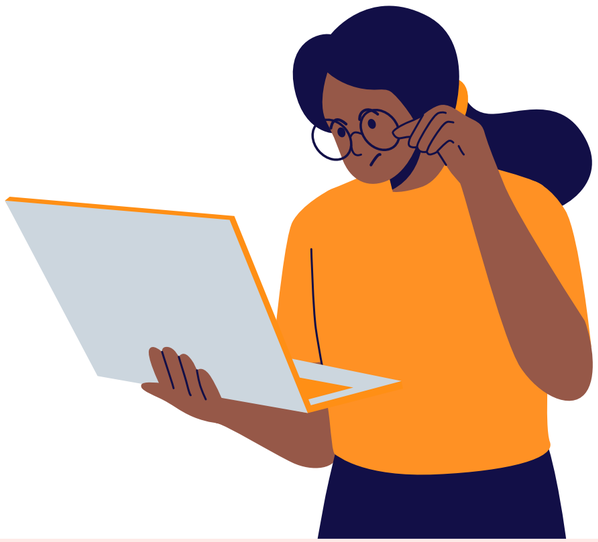


DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.4 Develop and disseminate health information into accessible materials.

What this task *involves*

- Creating public health information and educational resources that community members without public health backgrounds can easily understand and apply in their own lives
- Ensuring that health resources can be accessed by all community members



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://www.cdc.gov/infrastructure/public-health-systems-emerging-practices/10-essential-public-health-services.html

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.4 Develop and disseminate health information into accessible materials.

On the job, this looks like:

- Translating research and insights into lay-language to avoid the use of overly complex jargon
- Adjusting deliverable font color, size, and background to ensure that all community members can read the deliverable

Skills you are practicing:

- Clear, plain-language communication
- Building trust and sustaining relationships
- Understanding accessibility considerations



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://www.cdc.gov/infrastructure/public-health-systems-emerging-practices/10-essential-public-health-services.html

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.4 Develop and disseminate health information into accessible materials.

Real-World *Example*

Resource: Metro Health 2.0 Strategic Plan

San Antonio Metro Health used community conversations, focus groups, and surveys to identify barriers in how public health information was communicated, particularly around language and accessibility. In response, the department updated its public-facing materials by expanding translation and interpretation services and collaborating to develop a standard operating procedure (SOP) for consistent language access, ensuring that documents, meetings, and signage are understandable and usable by people with different language needs.

By identifying language gaps and standardizing translation practices, Metro Health ensured that health information is not only available but also accessible, audience-centered, and consistently delivered across programs.

Source: San Antonio Metropolitan Health District. *Metro Health 2.0 Strategic Plan.*

3.4 Develop and disseminate health information into accessible materials.

When referring to accessibility, invite students to think through the following considerations:

- Is the information posted in a space (physical and/or digital) that all community members have access to?
- Do the resources contain heavy jargon?
- Do all images have accompanying alt text?
- What barriers can I think of that would keep a community member from accessing this resource?

Recommended Activity:

Provide a strong example of accessible public health communication.

Ask students to:

- Identify what makes the communication clear and easy to use
- Apply the same considerations to another example
- Suggest revisions to improve clarity and usability

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.4 Develop and disseminate health information into accessible materials.

CEPH Crosswalk

Domain 3 Job Task	Related CEPH MPH Foundational Competencies
3.4 Develop and disseminate health information into accessible materials	**Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 3

3.5

Provide relevant education in various settings to populations served by the department

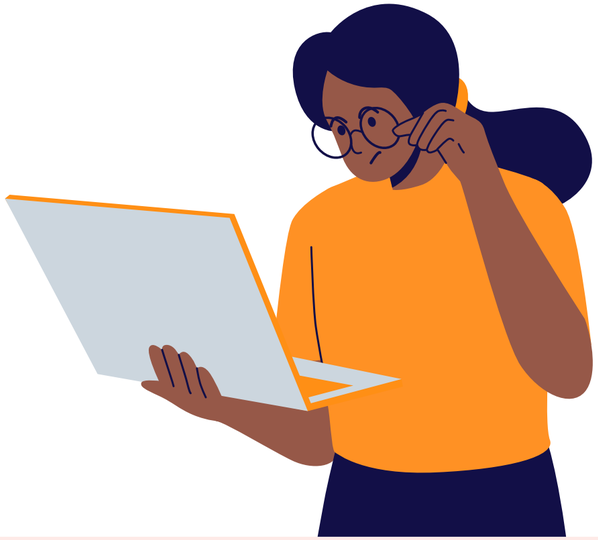


DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.5 Provide relevant education in various settings to populations served by the department.

What this task *involves*

- Creating health resources that directly relate to public health issues that a population is experiencing or at risk for
- Identifying and using methods to deliver health education materials that align with community needs and context



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://www.cdc.gov/infrastructure/public-health-systems-emerging-practices/10-essential-public-health-services.html

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.5 Provide relevant education in various settings to populations served by the department.

On the job, this looks like:

- Delivering practical, appropriate health information to members of the population in different ways (written resources, oral presentations, etc.)
- Identifying and leveraging community spaces and organizations that would benefit from health education materials
- Translating research and insights into lay-language to avoid the use of overly complex jargon

Skills you are practicing:

- Clear, plain-language communication
- Building trust and sustaining relationships
- Assessing community needs and assets



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://www.cdc.gov/infrastructure/public-health-systems-emerging-practices/10-essential-public-health-services.html

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.5 Provide relevant education in various settings to populations served by the department.

Real-World *Example*

Resource: Black Hawk County Public Health: Nutrition Education and Healthy Eating

Black Hawk County Public Health's nutrition education and healthy eating program delivers targeted education across multiple settings, including classrooms and community environments, to help individuals—especially children and low-resource populations—make healthier food choices. Through initiatives like the Pick a Better Snack program, educators provide interactive, hands-on lessons in schools, while broader community efforts include partnerships, gardens, and access initiatives that reinforce learning and promote healthy behaviors beyond the classroom.

By offering hands-on, age-appropriate lessons in schools and reinforcing those messages through community-based strategies, the program ensures that health education is practical, engaging, and responsive to the needs of the populations it serves.

Source: Black Hawk County Public Health. *Nutrition Education and Healthy Eating Programs.*

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.5 Provide relevant education in various settings to populations served by the department.

Teaching Job Task 3.5

INSTRUCTOR GUIDANCE

Key points to emphasize:

Two of the main tasks of governmental public health agencies are to "protect populations when markets fail" and to "prevent crises rather than reacting to them". Equipping communities and populations with health education materials, especially materials that are tailored to a community's needs and risk factors, is one way of protecting and preparing for potential public health crises.

Reflection Questions (Real World Example – slide 33):

1. What methods can you think of to identify what kind of health information would be most relevant to a specific population?
2. What advantages do you see in using health department resources to train community members to be health ambassadors?
3. Can you think of any examples of health education that you may have received at some point in your life?

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.5 Provide relevant education in various settings to populations served by the department.

CEPH Crosswalk

Domain 8 Job Task	Related CEPH MPH Foundational Competencies
3.5 Provide relevant education in various settings to populations served by the department	**Competency 7:** Assess population needs, assets, and capacities that affect communities' health. **Competency 9:** Design a population-based policy, program, project, or intervention. **Competency 18:** Select communication strategies for different audiences and sectors. **Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 3

3.6

Empower community partners to use data to engage diverse populations

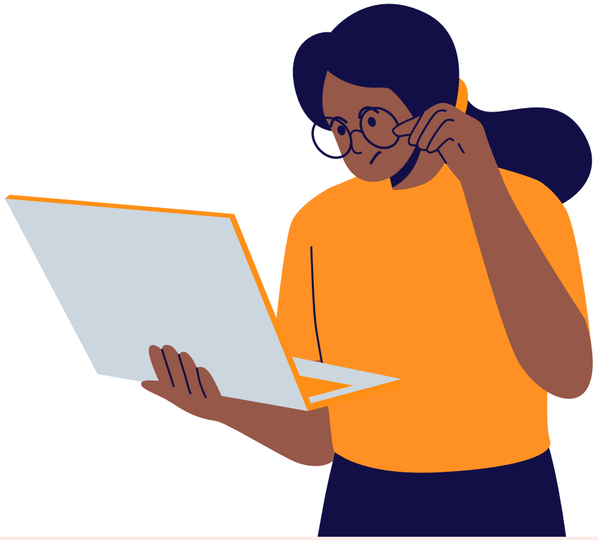


DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.6 Empower community partners to use data to engage diverse populations.

What this task *involves*

- Supporting community organizations with access to relevant public health data
- Supporting partners through training and education on data usage, analysis, and interpretation



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://www.cdc.gov/infrastructure/public-health-systems-emerging-practices/10-essential-public-health-services.html

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.6 Empower community partners to use data to engage diverse populations.

On the job, this looks like

- Creating dashboards, fact sheets, infographics, etc. to help partners visualize data insights
- Designing data visualizations that align with partner goals and community needs
- Providing resources for partners on how to use research results, data, and other tools

Skills you are practicing:

- Clear, plain-language communication
- Building trust and sustaining relationships
- Facilitation
- Coaching and capacity-building



Source: Centers for Disease Control and Prevention (CDC). 10 Essential Public Health Services. https://www.cdc.gov/infrastructure/public-health-systems-emerging-practices/10-essential-public-health-services.html

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.6 Empower community partners to use data to engage diverse populations.

Real-World *Example*

Resource: Process Evaluation in Action: Lessons Learned from Alabama REACH 2010

In the Alabama REACH 2010 initiative, investigators analyzed focus-group transcripts and survey results to identify barriers affecting early detection and treatment of breast and cervical cancer across communities. These findings were then shared with the REACH coalition, composed of local organizations, community leaders, and public health partners, to support data-driven decision-making. Coalition members used the data to refine the program vision, agree on an intervention strategy, and participate in a one-day workshop where community representatives reviewed the action plan and provided feedback. This process helped partners understand local data and use it to guide outreach, engagement, and program improvements.

Source: Liao Y, et al. *Process Evaluation in Action: Lessons Learned from Alabama REACH 2010.* Preventing Chronic Disease.

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.6 Empower community partners to use data to engage diverse populations.

Teaching Job Task 3.6

INSTRUCTOR GUIDANCE

Key points to emphasize:

- The goal of this job task is to shift partners from being "messengers" to being "data-informed leaders"
- Providing partners with the tools they need to more effectively engage with the community supports governmental public health work by strengthening community assets and resources

Reflection Questions (Real World Example – slide 39):

1. What are some ways you would try to visualize data from focus groups for community partners who do not have public health backgrounds?
2. Are there other types of community partners that you would have engaged in the REACH 2010 project?
3. What is the advantage of engaging inter-professional connections and partnerships in public health research and practice?

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

3.6 Empower community partners to use data to engage diverse populations.

CEPH Crosswalk

Domain 3 Job Task	Related CEPH MPH Foundational Competencies
3.6 Empower community partners to use data to engage diverse populations	*No direct CEPH MPH Foundational Competency alignment identified.*

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

Discussion Prompt

Small-group discussion (or individual reflection):

1. What are some local or community organizations that you would partner with to align your work with community needs as a governmental public health professional?
2. As a community member, what forms of community engagement have local health departments used that have increased your level of trust and confidence in their work? What has decreased your trust?
3. When planning a program or intervention, what strategies would you use to continue to receive community feedback over time?



DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

Key Takeaways

Wrap-up

- Community engagement is relationship-based work – built on trust, consistency, and shared decision-making, rather than one-time outreach.
- Effective governmental public health education is audience-centered and aligned with community priorities, language needs, and health literacy levels.
- Effective governmental public health practice requires key skills including active listening, facilitation, collaboration, adaptability, and communication.



DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

Next Steps

Wrap-up

- "Try on the Hat!" - Engage in more of the linked activities to better understand what a governmental public health role focused on Community Engagement and Education might look like

- Learn about different Community Engagement and Education frameworks that governmental public health professionals might use in their roles



Q & A





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