



We're on the Web at:
www.chw-nec.org

Director's Message

By Don Proulx

From among some 1500 competing applications, the CHW-NEC was selected as one of only 40 projects funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) with an effective start date of October 1, 2004. FIPSE only funds projects which have broad national application and replication potential...they fund projects that address pressing postsecondary education issues for the advancement of Instruction and for curriculum reform. In the case of the CHW-NEC, this is a project that is positioned particularly high on the national agendas of the Department of Health and Human Services as well as Education; it is a project that relates to the nationally diverse character of the CHW workforce...a workforce that addresses disparities in health and human services.

The Structure and Purpose of the Collaborative

Engaging some 21 institutions of higher education from across the U.S. (extending from Hawaii to Connecticut), including a richly diverse advisory council of 10 actively engaged and seasoned community health workers and 5

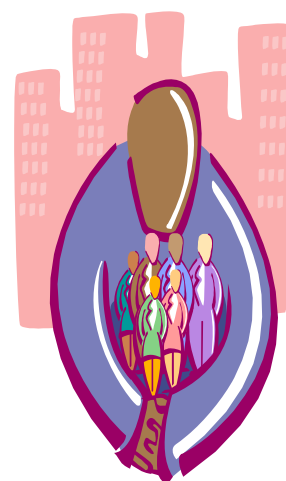
CHW program-related advisors, supported by a cadre of national expert consultants, and administered by a small project staff with a breadth of direct experience in training, education, development, and promotion of the CHW field, this National Education Collaborative enjoys a dimension of contributed institutional and individual support that is immeasurable and which is clearly invaluable to the national impact intended over the project's three-years of scheduled support by FIPSE.

Following a successful kick-off workshop in Tucson in December of 2004 with the project's core technical assistance institutional partners (in Arizona, Texas, Oregon, Minnesota, Florida, and Connecticut) along with the project's principal staff and the co-chairs of a newly formed CHW-NEC National Advisory Council, a national invitational workshop with all 21 college institutional partners, project staff, national advisors, and key expert consultants was conducted in Tucson in June of 2005. It was through these initial workshops that the National Educational Collaborative for College

"Responsive" Educational Programs and Services for Community Health Workers was well expressed and where the development of a "consensus" about curriculum and instructional "Best Practices" was begun.

The June Workshop became the staging area for some fifteen (15) college adapters to establish initial project "Work Plans," and for the National Advisory Council to set in motion the expression of "Key Considerations" which define "Best Practices" for these colleges to develop truly responsive programs...programs that are designed to address the complexity and unique character of the CHW, who is indigenous to the populations being served...for the careful and critical engagement of community health workers, themselves, and their employers in the college responsive program development and delivery process...and for a national movement that provides validation of core competence and which provides performance-based recognition for the nation's CHWs, who have now become integral members of the health care and human services team.

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What is Evaluation?

By Linda Scheu

What is Evaluation?

Evaluation is the systematic application of methods to assess the design, implementation or outcome of a program. A "program" may include activities such as workshops, media campaigns, service provision, educational services, public policies, research projects, etc. There are numerous reasons for performing formal evaluations. Some of these include:

- Documenting program development and activities to help ensure successful replication.
- Providing program managers with results related to their programs.
- Demonstrating program effectiveness to funders.
- Improving the implementation and effectiveness of programs.
- Better managing of limited

resources (like time and money)

- Documenting program accomplishments.
- Supporting the need for increased levels of funding.

"What difference did the program make?"

- Satisfying ethical responsibility to clients to demonstrate positive and negative effects of program participation.
- There are many types of evaluation that help to inform on different program areas. The two types of evaluation used in the CHW-NEC project are: Formative and Summative Evaluations. These two types of evaluation are also called

Process and Outcome evaluations, respectively. Please see the <http://www.chw-nec.org/> for a more in depth view of the CHW-NEC Evaluation Plan.

Formative Evaluation focuses on how a program was implemented and operates. It is the evaluation of new programs or services that focus on collecting data on program operations so that needed changes or modifications can be made to the program in the early stages. Formative evaluations are used to provide feedback to staff about the program components that are working and those that need to be changed. CHW-NEC project uses this type of evaluation to assess the project development and program management.

Summative Evaluation refers to the assessment of the results or outcomes of a program. This type of evaluation is concerned with a program's overall effectiveness. It seeks to answer the question, "What difference did the program make?" It provides a statement about the net effects of a program after a specified period of operation. This type of evaluation provides knowledge about: (1) the extent to which the problems and needs that gave rise to the program still exist, (2) ways to ameliorate adverse impacts and enhance desirable impacts, and (3) program design adjustments that may be indicated for the future. This type of evaluation is being used to document the impact of the CHW-NEC project on the participating institutions.

Listserv

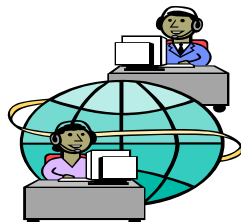
By Nancy Collyer

In November, a message was sent to each group in the CHW-NEC Partnership informing you that our Listserv was up and running. The message gave you detailed information about how to use the Listserv. For any questions about the Listserv, contact Nancy Collyer at collyer@u.arizona.edu.

This Listserv provides Project Partners with the opportunity to communicate with each other within your individual groups (Advisory Council, Adapter Institutions, Core Technical

Assistance Institutions, Expert Consultants, and Staff). Please use this Listserv to share or request any current, innovative, and helpful project-related information.

If you wish to share information with all project partners, send your message to Nancy to forward to all groups.



Message from Advisory Council Chairs

By Yvonne Lacey and Durrell Fox

Dear Project Partners, We hope all is well with you as we approach the Holiday Season, and in keeping with the spirit of this season and remembering the tragedies of 2005, we feel it is more important than ever to forge forward. Our work is so important and crucial in these troubled times.

We look forward to being actively engaged with the Project Partners in fulfilling the goals stated in the newly developed work plans. We hope the recently completed Key Considerations (see summary on

page 3) presented for the first time, developed by the Advisory Council since June, can enhance our understanding and our efforts to promote Best Practices in all the college programs that are a part of our collaborative. Also since the June meeting the Council has accomplished an assessment of the Council Members skills to prepare us for our upcoming technical assistance roles.

On behalf of the Advisory Council, we look forward to the year ahead.
Durrell Fox and Yvonne Lacey,
Advisory Council Chairs

Advisory Council Key Messages

Developed by the CHW-NEC Advisory Council

Introduction

All project partners in the Community Health Worker National Education Collaborative (CHW-NEC) are at various stages in the implementation and evaluation of their CHW curriculum for their respective institutions of higher education. The role of the Advisory Council is to help advise project partners in these various stages, so that their CHW college-supported educational programs are truly responsive and representative of the past, present, and future of CHWs, as well as community and employer needs.

The CHW-NEC recognizes that both paid and volunteer CHWs work throughout the United States promoting health and access to care in their communities.

Educational programs should strive to serve these existing CHWs and new community members who wish to serve as Community Health Workers.

First and foremost, from the viewpoint of the Advisory Council, the integration of CHWs at all levels in program planning, implementation, and evaluation will provide the strongest foundation for creating a truly responsive educational program that builds on the CHWs' knowledge of the communities where they live and work. Every opportunity in program development and implementation must be taken to ensure the voice of CHWs is not lost.

Overall, the Advisory Council recommends integrating the best practice approaches identified by the CHW-NEC in order to

develop a balanced program responsive to workforce need. The CHW-NEC has identified seven Best Practice arenas organized around key steps in the development of a CHW program (A-G below). The Advisory Council has identified ten key considerations that fall under these seven areas. The combined list is now presented. Among these many key considerations, the Advisory Council notes that advocacy to assure educational program sustainability and to promote the needs of communities served by CHWs should be anticipated by all CHW educational programs.

I. Program Development

A: Workforce Assessment and Market Development

College-supported CHW educational programs must play an active role in assessing the availability of and opportunities for CHW jobs in their service area. Program staff should anticipate playing an active role in the development of the CHW field overall into a more sustainable component of the health workforce. College staff too must explore ways to link education to promotion opportunities within existing CHW employment sites.

Community health workers (students) need external support for education especially from current and future employers.

B: Institutional Climate and Program Development

It is important that every college-supported CHW educational program integrate involvement from experienced CHWs in their

program at every stage through inclusion of CHWs as planners, faculty, and student mentors to meet their institution's and community's needs.

College-supported education for CHWs must take into account various student/faculty backgrounds and integrate these into program design including promoting CHW leadership in programs and anticipating the impact formal education will have on CHWs once they graduate.

II. Program Implementation

C: Curriculum Design & Instructional Approaches

It is essential that all individualized community educational methods and individualized classroom experience take into account local community and cultural context, tailoring the curriculum to the community in order enhance CHW knowledge and skills in the field.

Offering a diverse curriculum/teaching style for both community and classroom experience is essential as well as promoting core CHW skills.

D: Instructional Approaches

College supported educational programs must not lose focus when working with two key groups – CHWs becoming students and students becoming CHWs. Experienced CHWs are the change agents of their communities. New students have the capacity to impact the delivery of health in their communities and to grow as CHWs. The knowledge of both groups and their experience in the educational

system will impact their approach in their own community education efforts.

Focusing on effective instructional approaches that engage students becoming CHWs and CHWs becoming students is key.

E: Recruitment and Retention

Strong recruitment and retention must be carried out by CHW college supported educational programs breaking down barriers and helping to develop appropriate and relevant systems that will support CHW efforts to further their learning.

There are various personal barriers to address especially during the orientation process in order to assure student success.

Life and work experience needs to be honored... seek opportunities to give credit where credit is due.

Career building incentives must be varied and need to lead to other opportunities

III. Program Evaluation

F: Evaluation

Assessing programs successes and challenges is a key obligation of those coordinating CHW college supported education programs.

Evaluation processes are needed and they must be multilevel and ongoing.

IV. Program Maintenance

G: Sustainability

Sustainability efforts should be targeted to supporting and sustaining all aspects and phases of a CHW educational program and it should include goals for
(Continued on page 5.)

History of Community Health Workers

Taken from the *Weaving the Future* and condensed by E. Lerma & E.L. Rosenthal

The history of Community Health Workers (CHWs) is long and complex; it involves a history of a paid and volunteer workforce that has continuously been around, but that has had no single or direct definition. Many believe that a common thread that joins all CHWs is CHWs' understanding of and strong connection to their communities as well developed teaching and communication skills.

In the U.S., recognized CHWs can be traced back to the early 1960's. According to Noelle Wiggins in the National Community Health Advisor Study (1998), CHWs date back to the Federal Migrant Act of 1962 which: Stimulated the growth of CHW programs by

requiring outreach services in migrant labor camps. In 1968, The Indian Health Services (IHS) initiated its Community Health Representative (CHR) program, still the largest and oldest CHA program in the country. Later, a number of programs were founded in poor urban areas under the control of the Office of Economic Opportunity (OEO) (Meister, 1992). By the mid-1980s, a second wave of CHW programs began after continuing poor health status in many rural areas; one such program was Arizona's Comienzo Sano (Healthy Beginning) program. Internationally, in 1978, the World Health Organization (WHO) adopted the concept of

primary healthcare (PHC) as its fundamental strategy for achieving its goals of "health for all by the year 2000."

Internationally, CHW programs are also widespread. They are the principle actors charged by the World Health Organization to facilitate community participation. Members of the WHO assembled in 1987 and adopted a definition of CHWs. According to this definition, CHWs should be "members of the communities where they work, should be selected by the communities, should be answerable to the communities for their activities, should be supported by the health system

but not necessarily a part of its organization, and have a shorter training than professional workers" (WHO).

CHWs are clearly an important force in promoting public health in the US and throughout the globe. In our next newsletter watch for a story on current organizations working to promote the development of CHWs in the US.

SOURCE: *The Final Report of the National Community Health Advisory Study: Weaving the Future.* (1998). A Policy Research Project of the University of Arizona Funded by the Annie E. Casey Foundation.

CHW Education Program to Go Online

Submitted by W.C. Sanders



South Central College (SCC) in Mankato, Minnesota is again attempting to make believers out of the non believers. W.C. Sanders, the Coordinator and Lead Faculty in the Community Supports for People with Disabilities Program at SCC is working with faculty from the Community Health Worker Program, instructional design experts, administrators, and grant

coordinators from the Health Education and Industry Partnership (HEIP) on a new and visionary online program.

"We are going to put the face to face CHW experience in an online environment and teach it to students across Minnesota and other states" Sanders said when asked what he intended to do.

Through a grant from HEIP, SCC delivered a successful pilot project for the Community Health Workers in Minnesota, which was implemented over the summer of 2005.

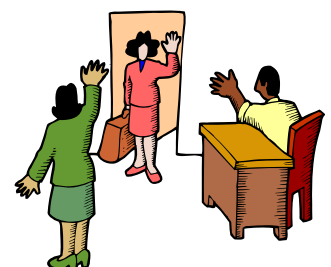
Sanders, who developed and teaches a national award winning human services orientated program both on campus and online believes that the Community Health Worker

curriculum has similar opportunities as his Community Supports for People with Disabilities Program. Anyone from anywhere who has access to the internet will be able to enroll in SCC's 16 credit online CHW certificate program, which will be offered in the fall of 2006. SCC is always open to collaborations and partnerships with other post secondary institutions. Sanders said, "I would love to have CHW instructors from across America team teaching this program," and hopes to make this offer official when the curriculum is developed.

If interested in a partnership or enrolling, contact W.C. Sanders at wc.sanders@southcentral.edu.

CHW-NEC Farewells

CHW-NEC staff will like to note a fond farewell to Kathy Trana, who has served as the Project's Administrative Assistant. She will be making her home in Minnesota and will no longer be playing an important and vital role to our staff. We also wish Eliza Lerma, our Project's Intern, all the best in her future pursuits as she graduates from University of Texas at El Paso and thank her for her contributions to the Project.



Giving an Elevator Speech on the CHW-NEC

By E.L. Rosenthal & E. Lerma

The elevator speech is that two minute speech you give to sell your program. According to marketers it should answer the questions we have answered below:

1) What outcomes is the CHW-NEC trying to achieve?

- CHW-NEC aims to support the development, evaluation, and sustainability of responsive:

- a) CHW Educator's Programs
- b) CHW Curricula
- c) Delivery strategies embracing best practice approaches.

2) Who is involved?

- The CHW-NEC is a national blend of majority CHW Advisory Council, fifteen adapter colleges, six technical assistance college/agencies, and staff of the University of Arizona.

3) How is it funded? What is the timeline?

- The CHW-NEC is a three year grant funded to the University of Arizona AHEC system by the U. S. Department of Education's Fund for the Improvement of Postsecondary Education

Key Considerations Cont'd.

sustaining all contributors to the program including students, staff and faculty, and field partners.

Sustainability efforts are needed and must address student and institutional needs of college supported educational programs.

Policy and advocacy are an integral part of developing and implementing successful CHW educational programs. Skills in these areas should be developed in faculty, staff, and students both to promote the educational program and the well being of the communities served by the CHWs.

For further detail of the Key Considerations and more on Best Practices, visit the CHW-NEC Web Site coming soon.

Director's Message Continued...

Next Steps

The project is now reviewing some 21 adapter institution "Work Plans" to ascertain, with the support and review of the Core TA Institutions, National Advisory Council and Expert Consultants, how best to allocate and mobilize the resources of this complex national partnership to assist each institution in either beginning the development of "college responsive programs" or to strengthen existing college CHW educational programs with the application of best practice principles and methodologies so they become more responsive in the delivery of college programs and services for CHWs. Over the next several months of the

current second year and in the third year of this Initiative, these Work Plans will guide the project in its planning and delivery: (1) of "cluster workshops" on focused topics relating to "Best Practices;" (2) of distance consultations, tele- and video-conferencing, and site visits by project principals, advisors, and expert consultants to assist adapter institutions in addressing the "best practice" considerations expressed in their Work Plans; (3) and to share best practice curricula, instructional guides, methods and materials available through this national collaborative.

This is a very exciting and yet challenging time in the history of this project, for it is NOW that this project must itself be

"RESPONSIVE" to the needs of the very institutions in this collaborative, which desire, themselves, to be "RESPONSIVE" to their constituents...CHW students and employers nationwide! We're off to a very good start...we appreciate this opportunity to now go forward together with action plans that will have a national impact

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Happy Holidays to all!!! As you read this newsletter, we hope that you learned more about the various avenues every participant in the CHW-NEC Project plays in the project and how much it is appreciated. Please feel free to share your experiences and thoughts, not only on the listserv, but also future columns for upcoming newsletters. We hope that everyone is enjoying the holidays and are ready for the NEW YEAR!!!

