



Director's Message: *Program Progress*

By Don Proulx

Since the first issue of our project's newsletter much work has been accomplished across this CHW National Education Collaborative. Core Technical Assistance (TA) Partner Institutions have worked with regionally assigned Adapter Colleges to complete institutional project work plans. The central project staff and the project's National Advisory Council have reviewed these work plans. Council member contacts will be made with the Core TA Partner Institutions to review the importance of the inclusion of "Best Practices" and "Key Considerations" in these college work plans. All of this work is related to achieving consensus on a "National Community of Practice for Postsecondary Responsive Programs for CHWs." This consensus provides a roadmap for program success ... success in design and delivery of educational programs that are "responsive to the character and needs of the CHW workforce and their employers." If the colleges "build a curriculum, will they (CHWs) come?" Actually, one of the best practice considerations and lessons already learned would have us

turn that statement on its head. That is to say: "if they build IT (the curriculum/program) will IT reach the people who need and want IT? Will IT be taken to the people as a "student--centered program" where they live and work or will IT require the people to come to the college to access IT as a campus-centered program?"

There are many challenges for colleges to address if they are to achieve success in responding to this growing healthcare and human services discipline known generically as Community Health Work. Lee Rosenthal's update in this newsletter on the work of the National Advisory Council that has framed a set of "Key Considerations" for colleges is very instructive and certainly central to the purpose of this FIPSE-supported project (the improvement of postsecondary education) for a workforce that is growing nationally and finding itself high on the national agenda for utilization. Reimbursement questions are being rigorously investigated; certification and cost-benefit documentation is accruing; and CHWs have now become integral members of a healthcare and human services team within the U.S. health care and human services

system to reach our most vulnerable/disadvantaged and special populations. It's in these underserved populations where health disparities abound, as this relates to the national issues of access to culturally competent care.

This Collaborative, now in its second year, also has been taking advantage of important health and human services national conferences/ workshops as venues for the greater dissemination of the project's consensus on Best Practices and "Key Considerations" for postsecondary program success. The project staff, council members, and expert consultants have worked with the Project's Core TA Educational Institutions this year to offer technical assistance and training regionally for the project's participating adapter colleges. These regional trainings have now been completed on the Navajo Reservation with Diné College that covers a large geographic area of Arizona and New Mexico and with the Health Care Education and Industry Partnership of the Minnesota State Colleges and Universities.



Inside this Issue:

Director's Message	1
Evaluation: Rolling with the Program	2
The Role of the CHW-NEC Advisory Council	2
Strengthening CHW Voices in CHW Educational Programs	3
Report on TA Workshop at Diné College	4
Report on TA Workshop for Minnesota Adapter Colleges	5
Coming TA Events	5

(Continued on page 6)

Evaluation: Rolling with the Program

By Linda Scheu, Program Evaluator

Evaluation plans are written to describe anticipated project goals, objectives, and activities. The key word being: anticipated. It can be generalized that project goals seldom change; in contrast however, initial objectives and especially activities often are modified over the course of a project. In order to be effective, project evaluations must roll with the evolution of changing timelines and activities. As such, it is important to periodically review the project plan and document intended vs. actual project activities so the evaluation can more easily adapt.

A preliminary mid-point CHW-NEC project review has shown that there have been no changes or delays to the original evaluation plan. Although, the review did reveal several ways in

which the project has methodologically progressed from its own initial plan. For example, two activities now being implemented, but not described in the original project plan are:

- (1) piggybacking on national venues, when possible and appropriate, to complete regional site visits, Technical Assistance Workshops and trainings; and
- (2) conducting topically-focused workshops that address work plans regionally.

The findings from the preliminary project review are now being addressed and incorporated into a revised project evaluation plan.

Furthermore, the evaluation plan itself is being reviewed and revised to ensure that all evolutionary iterations and methodological changes in the project are included. The evaluation is thus, rolling with the CHW-NEC program. *

Projects as Car Trips

Projects are like planned car trips. The destination (goal) of a car trip usually doesn't change but, the anticipated time it takes to get there (an objective) and the number of pit stops (activities) is subject to change.



The Role of the CHW-NEC Advisory Council

The National Advisory Council plays a vital leadership role in the CHW-NEC project helping to assure the project partners that the recommendations made are informed by CHWs and others in the field:

- The Advisory Council is working in coordination with the CHW-NEC staff to:
- Provide guidance in the project overall including establishing best practice recommendations
- Lead community of practice sessions at a National Workshops
- Identify “Key Considerations” in CHW college-supported education and mechanisms for promoting the integration of these considerations into college practice nationally
- Support and serve on technical assistance teams addressing identified needs of CHW-NEC Adapter Colleges

- Assist in promoting CHW-NEC recommendations within CHW networks nationally
- Build recognition for college-supported CHW education programs among public and private funders and policy makers
- Participate in the national dissemination of findings and recommendations through presentations and, as desired, through shared articles and reports.

The Advisory Council members are

CHW Co-chairs:

Durrell Fox (MA)
Yvonne Lacey (CA)

CHW Members:

Kimberly Brown (FL)
Graciela Camarena (TX)
Myrna Jarquin (MD)

Donna Largo (CA) (new member TBN)
Romelia Rodriquez (NY)
Valerie Starkey (HI)
Kimbrow Talk (NM)
Cynthia Thomas (AZ)

Non-CHW Members:

Nell Brownstein (GA)
Melinda Cordero (CA)
Teresa Hines (TX)
Agnes Hinton (MI)
Cathy Stueckemann (MD)

Many thanks to our Advisory Council for all their diligent work these last few months developing the “Key Considerations” and reviewing the Adapter Institutions’ Work Plans. *

Strengthening CHW Voices in CHW Educational Programs is Key An Update on the CHW Advisory Council Review of Adapter Institutions' Work Plans By E. Lee Rosenthal, Co-director

The work plans developed by adapter institutions helped the CHW-NEC staff prepare technical assistance plans for years two and three of the Project to support each institution in achieving its goals.

The CHW-NEC's majority CHW advisory council has been reviewing those plans to look for opportunities to further enrich those plans and match them with a set of "Key Considerations" the council



developed over the past year. These "Key Considerations" are practices that the council believes stand out as contributing to a truly supportive CHW college program among the many recommended "Best Practices."

In reviewing the adapter work plans in light of the "Key Considerations," the council observed that:

- more attention to the promotion of CHW leadership at all levels in CHW educational programs is greatly needed, and
- more attention to advocacy and sustainability activities throughout program lifecycles of college programs is warranted to ensure program success.

The council also noted that a full range of Best Practice approaches were not addressed in most work plans; they suggested a broader assessment of Best Practices across the full range of areas was needed to better understand adapter institution program status.

In addition to the crosscutting issues noted above identified as overarching considerations by the Council, ten additional distinct "Key Considerations" falling within the various best practice areas were also assessed in the council's work plan review. In all cases it was noted that the "Key Considerations" were not evidently addressed by colleges, at least not as reflected in their work plans. In a few cases, only one or no college

addressed the issue. Those ten Best Practice issue areas are thus in need of further review. They include:

I. Program Development

A. Workforce Assessment and Market Development

1. Provide external support for students

B. Institutional Climate and Program Development

2. Respond to diverse participant backgrounds

II. Program Implementation

C. Curriculum Design

3. Incorporate diverse curriculum/teaching styles

D. Instructional Approaches

4. Adopt adult learner approaches

E. Recruitment and Retention

5. Address personal barriers to participation
6. Develop credit for prior learning mechanisms
7. Create links between education and career growth

III. Program Evaluation

F. Evaluation

8. Evaluate all aspects of the program throughout its lifecycle

IV. Program Maintenance

G. Sustainability

9. Work to sustain students and the program throughout its lifecycle
10. Integrate policy and advocacy activities

Of all of these ten areas, credit for prior learning and life experience, which was stressed as critically important by the council, was most notably missing from all but one work plan.

In order to share the advisory council recommendations more fully with adapter institutions, the following activities are underway:

- Council co-chairs are preparing for a dialogue with core TA partners to discuss general insights about the review process;

- Core TA partners will receive a brief report on the review of their adapter institutions' work plans in terms of the "Key Considerations;"
 - "Key Considerations" are being shared by a representative of the advisory council at each technical assistance event;
 - A mid-course assessment of adapter institution progress in relation to the "Key Considerations" and other Best Practice areas is under consideration; and finally,
 - "Key Considerations" are posted on the CHW-NEC website (www.chw-nec.org).
- This article was prepared to alert partners to the "Key Considerations" and to encourage adapter institutions to consider adopting recommended practices in their CHW educational programs. ✱

For further detail of the Key Considerations and more on Best Practices visit the Project Website: www.chw-nec.org



Report on TA Workshop at Diné College - Navajo Nation, AZ

By Edward R. Garrison

One of the most important and valuable functions of the CHW-NEC Project is to provide Technical Assistance Workshops for the participating adapter institutions. The first of these was held on March 22, 2006 at the headquarters campus of Diné College at Tsaile, Arizona, where approximately 40 Community Health Workers, supervisors, and support staff of the CHR/ Outreach Program of the Navajo Nation Division of Health participated. The CHRs (Community Health Representatives) have all enrolled in the new Associate of Science degree program in Public Health at Diné College (The Institution of Higher Education of the Navajo Nation) under an arrangement developed by their director, Ms. Mae-Gilene Begay, who was one of the day's participants. The entire CHR/ Outreach Program of the Navajo Nation includes more than 160 people, so exactly one-fourth of the total program staff participated in the CHW-NEC workshop.

Editorial Note:

Offered by deliberate curriculum design at the front end of the Diné Public Health Program track is a 16-credit basic certificate for CHRs. The Navajo Nation's Division of Health has adopted a strategic goal for all CHRs to complete the Diné College entry-level certificate program.

Local arrangements for the Technical Assistance Workshop were made by Edward R. Garrison, PhD, MPH and Mark C. Bauer, PhD, who are the Faculty in Public Health at Diné College.

While at the conference in Tucson last June when the CHW-NEC project brought together its national collaboration of partners, Dr. Garrison proposed to project director Don Proulx and to project technical assistance partners Mark Homan and Sergio Matos that they come to Diné College to help demonstrate how the course could best incorporate into their curriculum the concepts relating to "community building" and "community organization" (i.e., "agent of change") that would be appropriate to the context

of the CHRs working in the Navajo Nation. Several months of preparations culminated in the March 22nd workshop, which involved Sergio Matos (Lutheran US-Caribbean HIV/AIDS Twinning Initiative, Brooklyn, New York) Don Proulx (The University of Arizona), and Mark Homan



(Pima Community College, Tucson, Arizona), along with videographer Tim O'Grady from Tucson,

as well as one of the participating CHRs, Kimbrow Talk, who is also a member of the CHW-NEC National Advisory Council.

Several of the activities that Mark Homan and Sergio Matos demonstrated at the Tucson conference last June were conducted at Tsaile with the CHRs, including a mock radio show recreating the global history of Community Health Workers. The activities of the day opened with an "ice-breaker" during which each of the CHRs described how he or she had received their first name, and led to many illuminating revelations even among this group of CHRs, many of whom had known each other for one or even two decades. The last significant activity involved groups of CHRs drawing (on post-it sheets of easel paper) their image of the ideal Community Health Worker. Not surprisingly, given the participants, most of the drawings depicted a person with turquoise jewelry, a headband and moccasins, surrounded by the four sacred mountains and a rainbow from Navajo cultural values, as well as depictions of the proper heart, soul, and mind of an ideal Community Health Worker.

The workshop developed into a powerful learning experience and also a moving experience in group identity, as the Navajo CHRs collectively read the Community Health Worker "creed" from the radio documentary program. Kimbrow Talk and the rest of the Navajo CHRs have taken that creed close to their hearts, and it

is to be expected that that wonderful "creed" will now live on for many years among the Community Health Representatives that serve in the Navajo Nation.

Kimbrow Talk gave a presentation in the Navajo language to his colleagues regarding the "Key Considerations" that have been developed by the project's National Advisory Council. (*See related article on page 3*)

The entire day's events were filmed by videographer Tim O'Grady. Editing of the video is still in progress under the coordination of project director Don Proulx. The CHW-NEC Project anticipates disseminating the final video product as a service to all participating partner institutions in this national collaborative project. Be on the lookout for announcements when the finished video is ready, and prepare to submit your nominations for next year's Academy Awards!!! *

(photo: This natural rock formation is located in Window Rock, Arizona. This is the Navajo Nation's capital.)

Report on TA Workshop for Minnesota Adapter Colleges

By Anne Willaert

The Project's Core Technical Assistance Partner in Minnesota (The Minnesota State Colleges and Universities Healthcare Education Industry Partnership) hosted a day-long training on June 4th following the National Community Campus Partnership for Health Conference in Minneapolis. Five of the six Minnesota Technical and Community Colleges that are implementing the Minnesota Community Health Worker 11-credit core competency curriculum met with project staff and expert consultants from the Community Health Worker National Education Collaborative (CHW-NEC). The Technical Assistance experts that contributed to the training included: CHW-NEC Director, Don Proulx, from The University of Arizona, Tucson; E. Lee Rosenthal, Co-director from the University of Texas, El Paso; Cynthia Thomas, CHW and project advisory council member and graduate of Pima Community College, Tucson; Cindy Tsai, faculty with Community Health Works at San Francisco State University; Janey Skinner, faculty with the City College of San Francisco and Director of the Regional Health Occupations Resource Center; and Lorenza Hernandez, CHW and faculty member from El Paso Community College.

The goal of the training was to learn from the experts and look at "best practices" as they relate to CHW education. The all-day training covered topics that the colleges in Minnesota perceive difficult hurdles they encounter as they continue to design and

implement the curriculum and graduate CHW students. Discussion focused on Alternative Doors of Entry, which included issues definition and problem-solving sessions related to entry requirements, credit versus non-credit and other enrollment and program design issues.

Lorenza Hernandez served as a luncheon keynote speaker. She gave a very heart warming inspirational presentation on examining the inclusion of active/working/seasoned CHWs as critically important resource advisors, mentors, and teachers for CHW college-responsive programs. The day ended with a discussion on faculty and program development considerations and employer partnerships for CHW certificate programs.

The training was videotaped and will be available on the Community Health Worker National Education Collaborative website by spring of 2007. *



(photo: Community Health Workers serving as teachers in a CHW college-responsive program)

Coming Technical Assistance Events

By Nancy Collyer

Additional Technical Assistance (TA) Workshops are planned for Hawaii and Texas in the next few months. The Hawaii date is set for early August and the Texas Workshop is scheduled to coincide with their Annual statewide Community Health Worker Conference at the end of November.

The content of these TA Workshops is developed around the needs expressed in the Work Plans of the individual Adapter Institutions.

Technical Assistance Workshops also will be scheduled for our Adapter Institutions in Florida, Connecticut/New Jersey, and Oregon as determined by the Work Plans submitted by these institutions.

We look forward to working with our Project Partners as we set up the next round of Workshops. *

Director's Message *continued from page 1*

We are putting the final touches on the project's first DVD of the Technical Assistance site visit/training with Community Health Representatives, including the Navajo Nation's Department of Health supervisors and the faculty of Diné College that serves the Navajo Reservation. The Best Practice emphasis of this TA training was on CHWs as "community agents of change." The DVD offers sample teaching methods and learning activities that are congruent with the character of active, working, adult CHWs.

A second DVD is under development relating to the most recent TA training site visit on June 4th with the Community Colleges of Minnesota. This event also included an Adapter College from Indiana, Ivy Tech Community College. The Minnesota training focused on the challenges for colleges to address admissions and pre-requisite reading and writing requirements for CHW students to enroll in a credit-bearing curriculum. "Alternative Doors of Entry" to the community college are particularly examined in the resulting DVD production from this training with college faculty and administrators.

The project has now provided poster sessions, papers/presentations, workshops, and symposia in the following national venues:

Center for Sustainable Health Outreach (CSHO) 2005 Unity Conference

A presentation regarding the start-up of the CHW-NEC project was offered at the CHSO 2005 Unity Conference by Durrell Fox (MA) and Nancy Collyer (AZ) in Gulfport, MS - March 31, 2005.

National Health Education and Training Centers (HETC) Conference

An overview of the CHW-NEC project was presented at the Health Education and Training Centers (HETC) National Conference on "Community and Culture" by a panel which included Graciela Camarena (TX), Anne Willaert (MN), Nancy Collyer and Don Proulx (AZ) in Madison, WI - October 10, 2005.

Fund for the Improvement of Postsecondary Education (FIPSE) Project Directors' Meeting

A poster session was offered on the CHW-NEC project, which is funded by the Fund for the Improvement of Postsecondary Education of the U.S. Department of Education in Washington, DC - January 9-10, 2006. This was the annual FIPSE Project Directors' Meeting.

Community Campus Partnerships for Health (CCPH) Conference

The CHW-NEC project participated in a thematic poster session at the CCPH Annual Conference in Minneapolis, MN - May 31-June 3, 2006. Poster presenters included Anne Willaert (MN), Lee Rosenthal (TX), Cynthia Thomas and Don Proulx (AZ).

National Area Health Education Centers (AHEC) Organization Conference

The CHW-NEC presented a symposium on "Best Practices and Key Considerations for Postsecondary CHW Responsive Programs." This highly interactive symposium was supported by a panel of collaborating project partners, including: Don Proulx and Nancy Collyer (AZ), Meredith Ferraro (CT), and Teresa Hines (TX). The symposium was conducted on Wednesday, June 14, 2006 at the National AHEC Organization's Conference in Omaha, Nebraska. A poster session was also offered by the project at this national conference.

American Public Health Association Meeting (APHA) Presentation

A presentation proposal has been accepted for the 2006 APHA Meeting entitled: "Providing Community Health Worker Leadership for a Collaborative Focused on Developing Best Practices in College-Supported CHW Education/Training Programs." The planned panel of presenters includes: Durrell Fox (MA), Yvonne Lacey (CA), E. Lee Rosenthal (TX), Nancy Collyer (AZ), and Linda Scheu, external program evaluator (AZ). The APHA Meeting is in Boston, MA - November 4-8, 2006.

We are now evaluating the project's design and articulation across an extensive collaboration of partner institutions extending from Hawaii to Connecticut. This feedback from that extensive partnership will now guide us in making any needed mid-course changes, as we are now more than halfway through the project's three-year funding period with FIPSE's support. This will guide us to make appropriate adjustments in our methodology to achieve the project's "National Community of Practice" purpose. ✨



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