



**MISSOURI COMMUNITY HEALTH WORKER TRAINING PROGRAM EVALUATION CRITERIA**

Application	Information Included? (Yes/No)	Score (or unscored)			Score
		Not Displayed (1)	Apparent (2)	Strong (3)	
<b>General Program Information</b>					
<b>Type of Institution:</b> Eligible institutions include nonprofit organizations, health clinics, for-profit institutions with a focus on education, and institutions of higher learning. If an institution applies that is ineligible their application will be rejected.	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	N/A	N/A	N/A
<b>Total Number of In-Class Hours:</b> State minimum number of hours with an instructor is 100. If an institution applies with fewer than 100 course hours, their application will be rejected.	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	N/A	N/A	N/A
<b>Online Hours:</b> Program describes how they engage with students through synchronous (delivering materials real-time) virtual or in-person settings AND asynchronous (materials completed independently by student) virtual or in-person settings. Recommended (but not required) that the majority of hours are delivered in a synchronous way (either virtually or in-person).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Do not demonstrate clear integration of online and inperson content.	<input type="checkbox"/> Some integration of online and inperson content, but unclear whether appropriate for CHWs and adult learners.	<input type="checkbox"/> Course content is delivered in a manner that is appropriate for CHWs and adult learners.	
<b>Program Description:</b> Description of program including mission statement and how program can ensure workforce continues to meet definition and values of CHWs. Program should demonstrate: understanding of CHWs and their roles, understanding of CHW core competencies, a clear institutional mission statement and organizational goals that align with community health work and a culture of equity	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Mission statement does not align with core values of CHWs.	<input type="checkbox"/> Mission statement aligns somewhat with core values of CHWs.	<input type="checkbox"/> Clear alignment of organization mission statement with definition and core values of CHWs.	
<b>Training History:</b> Description of CHW training and/or other similar professional training available. Including history of providing education or continuing education in community health or similar field	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No training history of CHWs or similar professionals. No commitment to learning about CHWs.	<input type="checkbox"/> Some training history with CHWs. Some commitment to learning about CHWs demonstrated.	<input type="checkbox"/> Clear history of training CHWs or similar professionals.	
<b>Commitment to Health Equity:</b> Description of how program is committed to health equity, antiracism, and cultural congruence. Demonstrate how the organization embodies these values through any of the following: composition of board, use of community advisory boards, description of characteristics or demographics of leadership, diversity of training program participations (e.g., how participants are recruited or marketing carried out), or description of how community is represented within organizational structure	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program shows no commitment to health equity or recognition of diversity of participants.	<input type="checkbox"/> Some demonstration of health equity and recognition of diversity of participants.	<input type="checkbox"/> Clear commitment to health equity; recognition of diversity of participants.	
<b>Academic Credit Options:</b> Provides information about whether participants in CHW course can receive academic credit. Note: academic is not required in order for a training program to become certified. If academic credit is offered the institution should provide a clear path for smooth transition to associates degree and possibility of credit for prior learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	N/A	N/A	N/A
<b>Target Enrollment and Frequency of Course Offerings:</b> Provides information about annual course enrollment and number of times course is offered each year. It is recommended that organizations hold at least two classes per year with a minimum of 8 students. Courses should be offered year-round and not necessarily in alignment with an academic calendar.	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	N/A	N/A	N/A
<b>Admission Policies:</b> Describe marketing and recruitment for CHWs training. Provide information about admission policy and sample application and criteria for admission evaluation, sample marketing tools, and description of pathways for distribution of these materials.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Admission policies are restrictive and do not align with CHW core values	<input type="checkbox"/> Admission policies are somewhat aligned with CHW core values	<input type="checkbox"/> Admission policies for training program align with CHW values and are not restrictive	

<b>Program Content and Design</b>					
<b>CHW Education and Teaching Philosophy:</b> Description of how teaching philosophy aligns with CHW core competencies; demonstrate understanding of community health, cultural values and ways of being	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Limited evidence demonstrating how teaching philosophy aligns with CHW core values.	<input type="checkbox"/> Some evidence demonstrating how teaching philosophy aligns with CHW core values.	<input type="checkbox"/> Clear evidence and description of how teaching philosophy aligns with core values.	
<b>Inclusion of Interactive Learning Methods:</b> Description of how popular education and/or adult learning are built into the course; demonstrate understanding of content and delivery methods necessary to deliver curriculum. Examples of interactive learning methods may include: student pair/group activities, online surveys, case studies and facilitated discussions, peer evaluations, or role playing	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No use of popular education or adult learning theory.	<input type="checkbox"/> Limited use of appropriate learning methods.	<input type="checkbox"/> Clear use of popular education and adult learning theory.	
<b>Participant Support:</b> Description of how program provides support to address challenges of program participants. This includes a description of expectations of instructors in providing different types of learning support and an outline of plan to provide disability support services and accommodations if necessary.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program does not appear to provide support to program participants.	<input type="checkbox"/> Program provides some support to program participants.	<input type="checkbox"/> Program provides clear support for participants.	
<b>Learning Environment:</b> Description of how program creates a supportive, confidential and safe learning environment for participants. Examples include physical sites that are ADA compliant, adequate tools for instructors (e.g., flip charts, audio-visual equipment). Online resources for positive learning environment include: use of interactive video options, platforms that work on a variety of devices.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No clear strategy used to allow participants a safe learning environment.	<input type="checkbox"/> Some strategy to allow for safe learning environment.	<input type="checkbox"/> Demonstrates how program creates a safe learning environment for participants.	
<b>Curriculum Used:</b> Program uses a State approved curriculum. For a curriculum to be State approved, it must include a total of 100 hours of instructor time, 60 hours of service learning, and use the second edition of the Foundations of Community Health textbook or later. Two curriculums are currently approved by the State: 1) Curriculum provided directly from the Department of Health and Senior Services, or 2) Core Competency based curriculum developed by Mid America Regional Council. Other versions of delivery would need to be approved by the State through a formal vetting process.	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	N/A	N/A	N/A
<b>Special Health Topics:</b> Description of whether special topics are offered as part of course. For those offering modules beyond standard curriculum, provide title of offering, length of offering, and learning objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	N/A	N/A	N/A
<b>Student Evaluation:</b> Description of how students are evaluated for proficiency in core competencies. These may include: instructor evaluations, service-learning evaluation, and peer evaluations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No clear methods used to assess proficiency in core competencies.	<input type="checkbox"/> Some methods are explained that help assess proficiency in core competencies,	<input type="checkbox"/> Clear methods used to assess proficiency in core competencies throughout the course.	
<b>Service Learning</b>					
<b>Total Number of Service Learning Hours:</b> Program must require state minimum of 60 service learning hours (40 if currently employed as CHW). Application will be rejected if minimum number of hours are not demonstrated.	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	N/A	N/A	N/A
<b>Service Learning Sites:</b> Description of the types of sites CHWs typically pursue. Training organizations should offer a variety of service-learning sites and opportunities including resource identification and navigating referral networks. Service learning should be selected with guidance from instructors. It is strongly recommended that training organizations have a variety of partnerships and/or opportunities for service-learning in order to expand knowledge and experience of students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No description of types of site CHWs attend for service learning or inappropriate service learning sites listed.	<input type="checkbox"/> Some description of sites and/or inappropriate service learning sites listed.	<input type="checkbox"/> Clear description of appropriate service learning sites.	

<b>Connection of Service Learning to Core Competencies:</b> Description of how service learning requirements align with CHW core competencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No description of link between service learning core competencies or unclear alignment with core competencies.	<input type="checkbox"/> Some description of link between service learning core competencies; lack of alignment with core competencies.	<input type="checkbox"/> Clear description of linkage between service learning requirements and alignment with core competencies.	
<b>Support for Service Learning:</b> Description of how program supports CHW participants in completing service learning opportunities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Program does not appear to support CHWs in completing service learning requirements.	<input type="checkbox"/> Some support apparent for CHWs in completing service learning requirements.	<input type="checkbox"/> Program supports CHWs in completing service learning requirements.	
<b>Trainers*</b>					
<b>Qualifications of Trainers:</b> Description of individual's credentials related to training CHWs: years working in the CHW (or related) field, years training CHWs, record of completing state-approved Train the Trainer (2022 and beyond).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Trainers are not appropriate.	<input type="checkbox"/> Trainers qualifications do not meet needs of CHWs.	<input type="checkbox"/> Trainers have appropriate background and credentials.	
<b>Score:</b> Scores range between 14 and 42. A program must receive a score of at least 32 to become a State Approved Training Program					
				<b>Decision</b>	<input type="checkbox"/> Approve <input type="checkbox"/> Deny
<b>Notes about Score and Decision:</b>					
Note: Beginning in May 2022, all <i>new</i> Training Program applicants will be required to put trainers through the Train the Trainer program prior to becoming a State Approved Training Program. Training Programs applying for renewal will be required to document qualification of trainers and any new trainers will be required to complete Train the Trainer program.					