



Missouri Department of Health and Senior Services
 P.O. Box 570, Jefferson City, MO 65102-0570 | Phone: 573-751-6400 | FAX: 573-751-6010
 RELAY MISSOURI for Hearing and Speech Impaired and Voice dial: 711



Paula F. Nickelson
 Director

Michael L. Parson
 Governor

Missouri Community Health Worker Training Program Renewal Application Evaluation Criteria

Application Section	Information Included? (Yes/No)	Score			Score
		Not Displayed (1)	Apparent (2)	Strong (3)	
General Program Information					
Type of Institution: Eligible institutions include non-profit organizations, health clinics, for-profit institutions with a focus on education, and institutions of higher learning. If institution applies that is ineligible their application will be rejected. How has this changed since initial application?		N/A	N/A	N/A	N/A
Total Number of In-Class Hours: State minimum number of hours with an instructor is 100. If institution applies with fewer than 100 course hours, their application will be rejected. How has this changed since initial application?		N/A	N/A	N/A	N/A
Online Hours: 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). How has this changed since initial application?		Do not demonstrate clear integration of online and in-person content.	Some integration of online and in-person content, but unclear whether appropriate for CHWs and adult learners.	Course content is delivered in a manner that is appropriate for CHWs and adult learners.	

PROMOTING HEALTH AND SAFETY

The Missouri Department of Health and Senior Services' vision is optimal health and safety for all Missourians, in all communities, for life.

<p>Program Description: 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 <i>How has this changed since initial application?</i></p>		<p>Mission statement does not align with core values of CHWs.</p>	<p>Mission statement aligns somewhat with core values of CHWs.</p>	<p>Clear alignment of organization mission statement with definition and core values of CHWs.</p>	
<p>Training History: 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. <i>How has this changed since initial application?</i></p>		<p>No training history of CHWs or similar professionals. No commitment to learning about CHWs.</p>	<p>Some training history with CHWs. Some commitment to learning about CHWs demonstrated.</p>	<p>Clear history of training CHWs or similar professionals.</p>	
<p>Commitment to Health Equity: Description of how program is committed to health equity, antiracism and cultural congruence. Demonstrate how 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. <i>How has this changed since initial application?</i></p>		<p>Program shows no commitment to health equity or recognition of diversity of participants.</p>	<p>Some demonstration of health equity and recognition of diversity of participants.</p>	<p>Clear commitment to health equity; recognition of diversity of participants.</p>	

<p>Academic Credit Options: 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 associate's degree and possibility of credit for prior learning. <i>How has this changed since initial application?</i></p>		N/A	N/A	N/A	N/A
<p>Target Enrollment and Frequency of Course Offerings: 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 eight students. Courses should be offered year-round and not necessarily in alignment with an academic calendar. <i>How has this changed since initial application?</i></p>		N/A	N/A	N/A	N/A
<p>Admission Policies: 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. <i>How has this changed since initial application?</i></p>		Admission policies are restrictive and do not align with CHW core values.	Admission policies are somewhat aligned with CHW core values.	Admission policies for training program align with CHW values and are not restrictive.	

Program Content and Design					
<p>CHW Education and Teaching Philosophy: Description of how teaching philosophy aligns with CHW core competencies; demonstrate understanding of community health, cultural values and ways of being <i>How has this changed since initial application?</i></p>		<p>Limited evidence demonstrating how teaching philosophy aligns with CHW core values.</p>	<p>Some evidence demonstrating how teaching philosophy aligns with CHW core values.</p>	<p>Clear evidence and description of how teaching philosophy aligns with core values.</p>	
<p>Inclusion of Interactive Learning Methods: Description of how popular education and/or adult learning are built into the course; demonstrate understanding of content and delivery methods necessary to delivery curriculum. Examples of interactive learning methods may include: student pair/group activities, online surveys, case studies and facilitated discussions, peer evaluations or role playing <i>How has this changed since initial application?</i></p>		<p>No use of popular education or adult learning theory.</p>	<p>Limited use of appropriate learning methods.</p>	<p>Clear use of popular education and adult learning theory.</p>	
<p>Participant Support: 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. <i>How has this changed since initial application?</i></p>		<p>Program does not appear to provide support to program participants.</p>	<p>Program provides some support to program participants.</p>	<p>Program provides clear support for participants.</p>	

<p>Learning Environment: 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 user of interactive video options and platforms that work on a variety of devices. How has this changed since initial application?</p>		<p>No clear strategy used to allow participants a safe learning environment.</p>	<p>Some strategy to allow for safe learning environment.</p>	<p>Demonstrates how program creates a safe learning environment for participants.</p>	
<p>Curriculum Used: 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. How has this changed since initial application?</p>		<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Special Health Topics: 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. How has this changed since initial application?</p>		<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>Student Evaluation: Description of how students are evaluated for proficiency in core competencies. These may include: instructor evaluations, service-learning evaluation and peer evaluations. How has this changed since initial application?</p>		<p>No clear methods used to assess proficiency in core competencies.</p>	<p>Some methods are explained that help assess proficiency in core competencies,</p>	<p>Clear methods used to assess proficiency in core competencies throughout the course.</p>	
<p>Service Learning</p>					
<p>Total Number of Service Learning Hours: 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. How has this changed since initial application?</p>		<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Service Learning Sites: 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. How has this changed since initial application?</p>		<p>No description of types of sites CHWs attend for service learning or inappropriate service learning sites listed.</p>	<p>Some description of sites and/or inappropriate service learning sites listed.</p>	<p>Clear description of appropriate service learning sites.</p>	
<p>Connection of Service Learning to Core Competencies: Description of how service learning requirements align with CHW core competencies. How has this changed since initial application?</p>		<p>No description of link between service learning core competencies or unclear alignment with core competencies.</p>	<p>Some description of link between service learning core competencies and lack of alignment with core competencies.</p>	<p>Clear description of linkage between service learning requirements and alignment with core competencies.</p>	

<p>Support for Service Learning: Description of how program supports CHW participants in completing service learning opportunities <i>How has this changed since initial application?</i></p>		<p>Program does not appear to support CHWs in completing service-learning requirements.</p>	<p>Some support apparent for CHWs in completing service-learning requirements.</p>	<p>Program supports CHWs in completing service-learning requirements.</p>	
Trainer					
<p>Qualifications of Trainers: 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).</p>		<p>Trainers are not appropriate.</p>	<p>Trainers' qualifications do not meet needs of CHWs.</p>	<p>Trainers have appropriate background and credentials.</p>	
Semi-Annual Report					
<p>Completion of Semi-Annual Reports: Has the program provided a Spring/Summer (due June 30) and Fall/Winter (due January 15) report each year of being a Certified Training Program?</p>		<p>No</p>	<p>Missing some semi-annual report materials from 3 years.</p>	<p>Complete information.</p>	
Renewal Application					
<p>Self-Assessment of Context and Goal Setting: How did the applicant rate themselves on context and goal setting?</p>		<p>No context and goal setting provided.</p>	<p>Some evidence of context and goal setting self-assessment.</p>	<p>Clear context and goal setting assessment with notes and comments.</p>	
<p>Self-Assessment of Student Assessment: How did the applicant rate themselves on student assessment?</p>		<p>No student assessment provided.</p>	<p>Some evidence of student assessment.</p>	<p>Clear student assessment with notes and comments.</p>	

Self-Assessment of Building Community in the Classroom: How did the applicant rate themselves on building community in the classroom?		No building community in classroom provided.	Some evidence of building community in classroom.	Program provides clear support for participants.	
Incorporating Feedback: Provide details about how incorporating student feedback into the program.		No clear way of incorporating feedback.	Some evidence of incorporating feedback.	Demonstrates how feedback is being incorporated.	
Total Score: Scores will range between 14 and 57. A program must receive a score of at least 40 to remain a Certified Curriculum Provider.					
Decision:					
Comments regarding scoring and decision:					