

Community Education Worker Program

Year 1 Final Evaluation Report

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Executive Summary

Background

The Community Education Worker (CEW) Program is a community-generated response to inequities in kindergarten readiness affecting low income children of color in the Portland metropolitan area. Staff from the Community Capacitation Center used both qualitative and quantitative methods to assess program process and effectiveness and changes associated with the program in Year 1.

Findings

Participants Served and Activities Conducted. In the first year, a total of 99 adults and 98 children were served. Racial/ethnic breakdown was as follows: Hispanic/Latin@, 59%; Black/African American, 23%; two or more ethnicities, 5%; American Indian/Alaskan Native, 4%; African, 2%; and Unknown, 7%. Of those who reported annual income (n=45), 83% reported income less than \$21,000. Income from the remainder of participants was: \$21,000-\$29,000, 13%; and more than \$29,000, 4%.

CEWs conducted a variety of activities with program participants. In a total of 324 one-on-one encounters, CEWs conducted 13 developmental screens, made 621 referrals, modeled behavior 377 times, provided social support and informal counseling 140 times, advocated for participants 57 times, provided cultural mediation 40 times, and built capacity 38 times.

Program strengths and successes: program process and model, commitment and passion of the CEWs, the cross-cultural model of support and action, and work with families.

Program challenges: lack of planning time, transition on the part of many groups in the program, lack of communication, lack of structure, contrast with existing systems, friction with schools systems, data collection, lack of time, and the contracting process.

Capacitation/training: Participants were generally satisfied with the training program. They made suggestions for improvements in interpretation, content, methodology, and length of sessions.

Support and supervision: CEWs identified various characteristics they value in on-site supervisors. Supervisors appreciate the support they receive from program staff and other team members.

Changes Associated with the Program

We were able to document the following changes at multiple levels.

- **Changes in CEWs, their families and friends:** growth and learning on the part of teams; increased confidence in abilities; increased dedication to the academic success of children; CEWs have become sources of information and support for families and friends.
- **Changes in participants:** improvements in access variables associated with kindergarten readiness; increases in knowledge; changes in parenting behavior; positive changes in health; increased confidence in ability to support children's education success; increased commitment to educational success; improved self-confidence and self-care; increased social support; increase sense of belonging; increased ability to advocate within systems; leadership development.
- **Changes in schools:** families becoming more connected to schools; school staff feeling supported; schools desire access to CEWs; advancement of equity work (primarily increased awareness).
- **Changes in systems:** program is seen as a model of how parent and community voice can be elevated; model is gaining traction; program contributes to increased diversity at policy tables; leaders see work as legitimate; program provides a model for operationalizing ELM principles.
- **Changes in communities:** growing awareness about the program; increased awareness about the need for early childhood education; increased agency visibility in the community.

Background

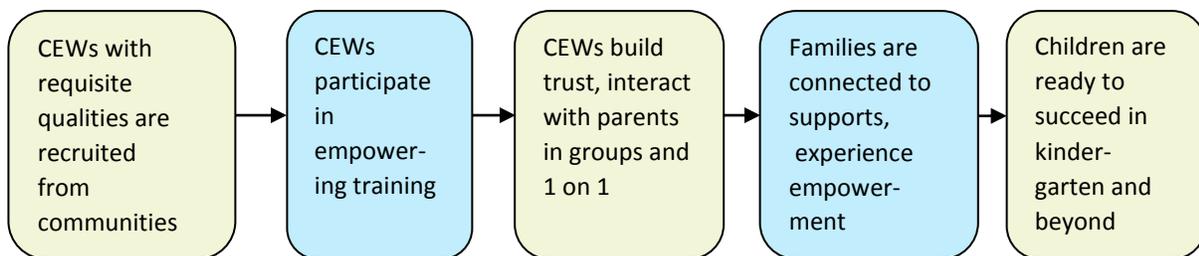
The Community Education Worker (CEW) Program is a community-generated response to inequities in kindergarten readiness affecting low income children of color in the Portland metropolitan area. It leverages existing resources such as the Schools Uniting Neighborhoods (SUN) Program and existing models such as Juntos Aprendemos (Together We Learn) to improve kindergarten readiness, initially in three elementary school communities (Lynch Wood, Glenfair, and César Chávez).

The Pulse Report prepared in March of 2015 identified various factors that affected process and outcomes in Year 1. These included a lack of planning time built into Year 1; limited time and funding for initial training and difficulty of scheduling on-going training; substantial barriers encountered at one anchor school; a transition in organizational location at one of the participating agencies; and delays in finalizing sub-contracts with the three community based organizations (CBOs) caused by new County requirements for organizations working with youth.

While the impact of all these factors continued to be felt throughout the year, progress was made on each of these barriers, as will be discussed below. The end of Year 1 finds the program on a firm footing, ready to move forward into the new school year.

Conceptual Framework

Our evaluation framework is informed by our view of Community Education Workers (CEWs) as trusted community members who participate in training so that they can address educational inequities in their own communities. They combine experiential knowledge and community wisdom with academic knowledge of early childhood learning and development. They play a wide range of roles and work across all levels of the socio-ecological model, to connect and build capacity in isolated families.



According to our theory of change (above), CEWs who possess certain requisite personal qualities are recruited from within the communities they serve. They participate in training based in popular education philosophy and methodology, which creates an atmosphere where participants feel comfortable sharing their knowledge and perspectives. Participants' capacity and knowledge increases, and their belief that they are able to bring about change in their communities is enhanced. They develop social support networks with other CEWs and with training facilitators, some of whom are themselves CEWs, which further demonstrates the capacity which already exists in communities. In turn, CEWs use popular education to build capacity among isolated families in their communities. Supported by CEWs, families are able to achieve intermediate outcomes such as having a primary care home, participating in parent advisory councils and other community groups, and increasing their ability to advocate for their children with systems. Research has shown that these intermediate outcomes are associated with more distal outcomes that cannot be measured during the pilot phase of a project, such as increased kindergarten readiness and reduction in the equity gap in education.

Methods

Staff from the Community Capacitation Center used both qualitative and quantitative methods to assess program process and effectiveness and changes associated with the program in Year 1. The primary quantitative methods included: 1) pre-post questionnaires conducted roughly at baseline and after six months or at program exit by CEWs with program participants to assess changes in access variables (such as connection to a primary care physician) that are associated with kindergarten readiness, psychological empowerment, social support, and ability to advocate for children; and 3) activity tracking forms used by CEWs to track activities conducted with families. In compliance with HIPAA regulations, hard copies of forms completed by CEWs during home visits and classes were made and delivered monthly to the Data Manager at the CCC, who entered the data and ran periodic reports. Data from pre-post questionnaires were then transferred into SPSS statistical software; frequencies were calculated and paired t-tests were conducted to assess change from baseline to follow-up.

The primary qualitative method used to assess change was in-depth interviews with CEWs (n=5), Participants (n=4), Program Supervisors (n=3), and Key Informants (n=6), for a total of 18 interviews. We had intended to conduct three focus groups with program participants, but for a variety of reasons including staff turnover and delayed staff hiring, we were only able to conduct one focus group, with Latin@ participants (n=5). For this reason, we added 4 individual interviews with program participants. In addition, based on lessons learned in another CHW/CEW program evaluation, we added interviews with all 3 CEW supervisors. The information from these interviews proved to be among the most useful data collected. Finally, we were able to review data from an assessment of the Early Childhood Program at the Native American Youth and Family Center (NAYA) which was conducted by Terry Cross, MSW, and associates.

Interviews were conducted in Spanish and English; they were recorded and transcribed by a professional transcription service. Translations from the Spanish are by the Lead Evaluator. Data from the in-depth interviews and the one focus group were analyzed using a modified form of grounded theory (Strauss and Corbin, 1990) combined with the more structured approach described by Miles and Huberman (1994).

Evaluation paradigm and evaluator positionality

The paradigm (worldview) guiding this evaluation was community based participatory evaluation (CBPE). CBPE makes a number of assumptions, including: 1) our view of “truth” is affected by our experience and our positions in social hierarchies; 2) people most affected by inequities are the experts about their own experience; 3) researchers and evaluators need to practice critical reflexivity, meaning they need to be constantly aware of and constantly questioning how their perceptions are affected by their social position, and 4) people closest to the phenomena being investigated need to be involved at every stage of the evaluation process, from identifying the evaluation questions to disseminating the findings.

Due to the fact that this evaluation explores a program that was in its first year, we did not adhere to the final principle. We plan to adhere much more closely to this principle in Year 2, by involving the Program Steering Team in the evaluation design and implementation. However, we did attempt to follow the other principles.

Regarding my role (Wiggins), I was both lead evaluator and part of the program staff. I assisted with the initial and on-going capacitation of the CEWs. I participated in the Steering Team and facilitated some parts of the agenda. I supervised the Coordinator and made suggestions for program improvement. My deep connection to the Program had several positive aspects. My knowledge of the program and relationships with participants allowed me understand context and learn things that an outside evaluator would probably have found it difficult to understand or learn. However, my

relationship to the program also introduced potential challenges. My commitment to the program could have made me resistant to accepting ways in which the model or the program needed to change. My relationship to participants could have made them resistant to telling me things they perceived I did not want to hear.

I attempted to allay these challenges and practice critical reflexivity in several ways. First, I searched especially hard for discrepant examples of positive phenomena. Additionally, I encouraged participants in in-depth interviews to be as honest as possible, and not to worry about my feelings, since their absolute honesty was essential for program improvement. I perceive that in most cases respondents were honest, though there can be no doubt that a true “outsider” would have perceived things that remain hidden to me.

Findings

Our evaluation encompasses both process and outcome evaluation. Process evaluation documents what is done or what occurs in a program. Outcome evaluation seeks to measure changes that are associated with the program. Below, we report our findings, first from the process evaluation and then from the outcomes evaluation.

Process Findings

Participants Demographics and Activities Conducted

CEW program participants are families with young children likely to face educational inequities: children of color, children of low-income families, and English language learners. Specific information about the race/ethnicity and annual income of participants who reported this information is provided below. As these charts make clear, by far the largest percentage of program participants are Latin@/Hispanic. This is to be expected, given that the Latino Network was able to build on experience and relationships developed in the Juntos Aprendemos Program, which served as a model for the CEW Program. Also of note is the fact that more than 80% of program participants report an annual income below \$21,000. Even given underreporting of income, it is clear that the program is overwhelmingly serving families living in poverty. In addition, English is a second language for 34 families, including 51 children ≤ 6 years old.

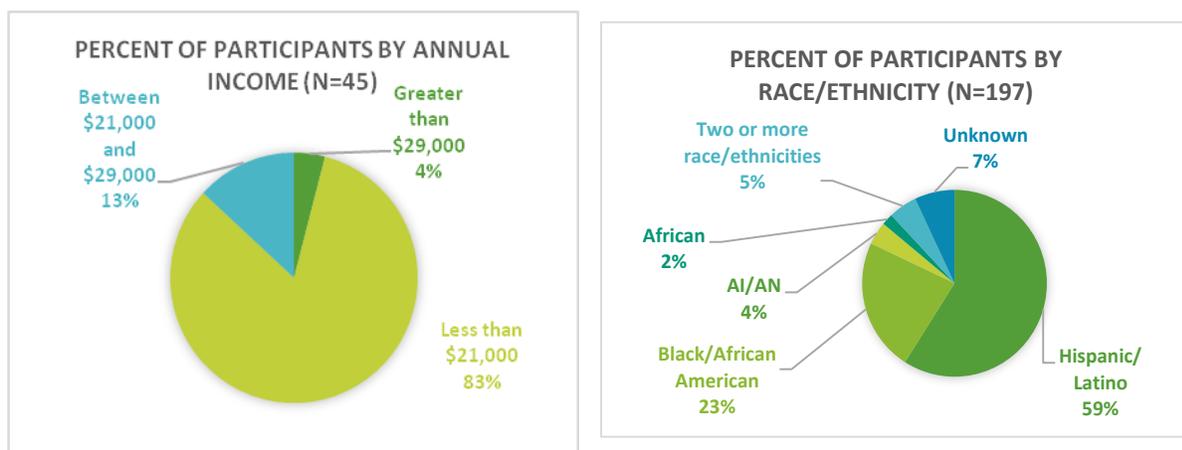


Table 1 (below) provides information about participants served and activities conducted in Year 1, along with any goals set in our application to the State of Oregon. Goals were not met, primarily because the original goals were unrealistic given that this was an innovative pilot project in its first year and

implementation started late. In addition, CEWs needed time to become comfortable with the process of collecting data and the forms used to collect data. During the third quarter, a part-time data manager was hired to make improvements in our data tracking to ensure that all pertinent activities are counted and that data is collected and entered in a timely way. Now that the program is established, CEWs are more comfortable with forms, and the quality and completeness of data is being tracked, numbers in all categories are increasing rapidly.

Table 1: Participants Served and Activities Conducted in Year 1			
	Actual	Goal	%Goal
Participants served			
Families	68	115	59%
Adults	99		
Children	98	287	34%
Number of families who attended classes	49		
Number of classes sessions attended	221		
High participation families ≥3 classes	26	(M=6.5)	
Number of 1-on-1 encounters conducted	324	1,296	25%
High participation families ≥ 3 encounters	25	(M=11.6)	
Activities conducted in 1-on-1 encounters			
Developmental screening	13	115	11%
Making referrals	621		
Health	171		
Anti-poverty	81		
Parenting classes	79		
Education	77		
Cultural activities	57		
Employment	44		
Other	112		
Modeling behavior	377		
Literacy	135		
Creative play	126		
Positive communication	116		
Social support/informal counseling	140		
Advocacy	57		
Cultural mediation	40		
Capacity-building	38		

While goals for one-on-one encounters were not met, CEWs conducted myriad activities during one-on-one encounters, including making 621 referrals and modeling behaviors a total of 377 times. Health referrals were the most common type of referral made, at 171. Examples of modeling were well-divided between literacy, creative play, and positive communication. One aspect of our theory of change is that CEWs/CHWs will be more effective if they are playing a full range of roles. Evidence that CEWs in this program are achieving that goal is demonstrated by the fact that CEWs were also commonly providing social support, advocacy, cultural mediation, and capacity-building. For more information on how CEWs work with participants, see Attachment B: Vignettes Based on Intake and Tracking Forms.

Outcome Findings

As mentioned above, outcome evaluation seeks to measure changes associated with a program or policy. According to Chen (2005), outcome evaluation should be approached cautiously in the initial implementation stage of a program, when the primary purpose of evaluation is program improvement. Experience suggests that while it is difficult to impossible at this stage to document quantitative changes in health or educational status, it is possible to draw a systematic picture of what the program is beginning to accomplish. The most useful data at this stage is qualitative data. In the section that

follows, we use qualitative and some limited quantitative data to tell a story about the Community Education Worker Program in its first year.

Program Strengths and Successes

Findings regarding program strengths and successes are based on interview and focus group data. To protect confidentiality, respondents are identified by the category of respondent (e.g. Supervisor, Key Informant, etc.) and a number.

Program process and model. Overwhelmingly, when asked about program strengths and successes, respondents identified the program process and model, and discussed interconnections between the two. A key informant stated that, as a result of participating in the Steering Team, she came to appreciate that the *process* of bringing communities together is just as important as the services that are provided. This process can be used to inform systems about how they can engage with communities in new and empowering ways. The key informant also pointed out that implementing this process requires a lot of time and a specific skill set, and that it is important to quantify and measure the processes that are being used, so that they will be valued as action steps, “and not just planning to plan.”

Multiple key informants, supervisors and CEWs pointed to the *program model* as a significant strength of the CEW Program. Respondents stated that the program provided a model for how to truly honor and draw on cultural strengths, work in genuine partnership with communities, provide support for parents of young children, and engage in difficult discussions about race and racism. They expressed that the model could potentially lead to bigger changes than could be achieved with discrete programs and services. An aspect of the model that is particularly appreciated is that it is culturally specific; a CEW related that she had taught parents how to do cultural crafts and stated that “it warms my heart; it really does, just bringing that piece of culture back.” (CEW 1)

Respondents identified and appreciated differences between the CEW model and other early childhood programs, such as the facts that it is culturally specific, CEWs come from the communities they serve, and topics are drawn from participants and will help them address issues they face in society. A CEW who had participated in another early childhood program appreciated that, in the CEW Program, families are in the lead, and CEWs act as supporters.

The CEW model is based on the Community Health Worker model, and respondents see this as a strength. First, as mentioned above, there is the advantage that CEWs, like CHWs, are members of the communities they serve. According to respondents, this helps them connect with participants. They are trusted and treat families in the way they would want to be treated. Second, growing awareness of the CHW model provides a platform and leverage for this program and helps people to “see

“I think this has been a good way of getting us to look at how we can do this in partnership with communities, and not just throw out partnership as a term that we like to throw out but not necessarily follow through and walk the talk with.” (KI 6)

A lot of people would say ‘Well, how is it different from an Early Head Start program because Early Head Start has social groups and home visits?’ . . . And coming from that world, I would say this is vastly different because of the fact that it’s based on communities, serving particular communities, and the workers are from those communities. And also, there are topics that are related to what is happening to them now. And they’re topics that are going to not only help their child and education but are going to help them as well in this society, in the community that they live in, whereas in Early Head Start, it’s just mainly focused on education.” (Sup 2)

more what it is.” (KI 6) This is true both of state-level policy makers and also community members. Third, and perhaps most important, the CHW model is deeply based on indigenous knowledge. Respondents stated that having their indigenous knowledge honored and respected is gratifying and helps them to avoid the exhaustion that comes from constantly having to justify your work and how you do it.

An aspect of the CHW model that was particularly appreciated was that it honors and builds on the strengths of people who might otherwise not have opportunities to share their gifts. A supervisor reflected that the program provides a concrete example of how we can apply people’s skills as parents in a professional setting. It shows that we have a “huge base of talent that we kind of shoved to the side because they don’t have education or they don’t meet the requirements.” (Sup 1)

Another aspect of the model that received enthusiastic support is its *flexibility*. Suggestions from the Steering Team are taken into account and implemented, such as the decision to broaden the geographic area. Participants can choose from home visits or groups or both. There are relatively few eligibility requirements. A CEW stated that parents like the fact that CEWs work with their goals and at their pace. According to another CEW, flexibility contributes to increased empowerment among participants. The supervisor who previously worked in Early Head Start contrasted the flexibility in the CEW Program to the rigidity of the Early Head Start Program. In Early Head Start, she stated, home visitors were pressed to collect a lot of information from families after only one visit. Paperwork was due on a strict schedule in order to be in compliance. “And . . . it didn’t feel right because you couldn’t build that trusting relationship.” (Sup 2)

Several respondents saw the relationship between the CEW model and Early Learning Multnomah (ELM) as symbiotic. “I think we have a strong interest in watching the community education worker model evolve and unfold because it’s linking up very nicely to where ELM is wanting to go.” (KI 6) The fact that many CEW partners are also involved in the Parent Accountability Council (PAC) helps to strengthen those relationships. Finally, respondents identified the CEW model as a concrete strategy that embodies the guiding principles of the PAC.

Commitment and passion of the CEWs. Another significant strength of the CEW program, according to supervisors, is the commitment and passion of the CEWs. “It’s awesome working with a team that is very positive and very hardworking and really passionate about their job,” stated Supervisor 2. The same supervisor stated that CEWs are very responsible; if they say they will do something for a family, they do it. Another supervisor appreciates that her team is organized, prefers direct communication, and has integrity and respect for one another and the work they are doing. She sees it as a strength that CEWs understand they have experienced trauma and are actively working on their own healing.

“And because community health workers are such a hot topic in almost every system and every conversation you have these days, that work has been elevated quickly. And so I think that, in the community, folks know and appreciate the work and feel like the work is for them by them. And the systems feel like the work is community driven and evidence based and really strong.” (Sup 1)

“I just think that the more I get to know kind of the community health work, community education work, model, the more that I kind of just feel so honored to be a part of it as a model that’s so kinda deeply based in indigenous understanding. And it’s really nice to have a piece of my work where I’m not feeling like my way of understanding the world and my way of understanding and doing my work is something that has to be constantly explained. (Sup 3)

Building a cross-cultural model of support and action. In the interviews conducted for the Pulse Report, the CEWs expressed strong support for the multicultural nature of the project, and particularly the ability to learn with and from people of different cultures and communities. In the interviews conducted at year's end, CEWs and supervisors echoed this theme. But two supervisors and one CEW went even further. In remarkably similar terms, they expressed the hope and the belief that, based on understanding one another's similarities and differences, they could accomplish great things together, including building a more just and equitable community. (See quotes in sidebar, this page.)

Work with families. CEWs and supervisors identified multiple successes related to work with families. Several mentioned that the program is being embraced by community members. One CEW identified home visits as a success, and particularly those with parents who haven't participated in programs before and are really eager for the information – exactly the families the program is intended to serve. The same CEW stated that certain class topics are especially popular with parents, including the importance of supporting children to succeed educationally all the way through high school. Another CEW reported success in getting children in her community signed up for Head Start. A supervisor stated that CEWs are helping parents feel connected to schools, by serving as a bridge in the same way that CHWs serve as a bridge to clinics.

Many of these same successes and many more were mentioned by the four participants – two from the Latin@ community and two from the African American community -- who participated in in-depth interviews, and the five Latina participants in the focus group. Participants appreciated that classes provided opportunities to interact with their children and practice skills, that there were activities for both parents and children, and that parents were viewed as their children's primary teachers. A mother felt happy that her two year old was eager to attend the classes, that as soon as they arrived at school and she let him out of his car seat, he was off and running for the classroom. Focus group participants appreciated that their group was conducted in Spanish.

Regarding the home visit component of the program, a mother valued the fact that the CEW brought her information from the community. Another mom who has experienced depression appreciated that the CEW brought her activities to do with her child, and the fact that she could talk to the CEW and unburden herself.

Parents appreciated that, in both classes and the home visits, older children were welcome and included. A mom related that the activities and information about child development, developmental stages and community events shared by a CEW served not only for her 2-year-old, but also for her infant and her 12-year-old daughter. Two other parents appreciated that older children were welcome at the classes, and one mom related that her older children had learned how to promote the growth and development of younger siblings.

*“But really, the more that we’ve done this [CEW] and some other kind of cohort-based stuff together, I think we’re really like, oh, we could move some things.”
(Sup 1)*

“We should continue with the same respect and the same feeling that we see each other as brothers, regardless of skin color. I think this . . . can help us go very far.” (CEW 5)

“So those differences are what causes us to learn and grow from each other and, hopefully, get it out into the community and change those social injustices together because I think not one culture can do it.” (Sup 2)

Several practices associated with popular education were appreciated by participants. These included the popular education practice of building trust and creating an atmosphere where participants could learn from one another. A dad felt that establishing confidentiality at the outset helped participants open up. A mom liked that the agenda was set by participants and all participants were involved in the discussion.

Participants reported that a field trips, such as attendance at the Dance Theater of Harlem, allowed them to experience things they would not have otherwise experienced. Attending the documentary “Black Girl in Suburbia” and discussing it afterwards prepared them to discuss complex and charged issue with their own children. Finally, participants appreciated the culturally specific nature of the program, stating that when topics were approached from within the context of culture, it was a “richer and more relevant experience” and participants were less likely to feel they were being treated as inferior to the teacher.

Program Challenges

Lack of planning time. The challenges associated with lack of planning time were explored in the mid-year Pulse Report so only new information will be reported here. A key informant who is also a CBO leader pointed out that we lacked time to plan *with the CEWs*, and that this was detrimental “because they know the communities best, and they know the work better than any of the rest of us.” (KI 1). Another aspect of the lack of planning time and the extremely quick pace of the start-up was that some agencies were less thoughtful about hiring than they might otherwise have been. One supervisor reported that in the hiring at her agency, more attention was paid to skills than to qualities and too little attention was paid to applicants’ ability to work as a team. A CEW stated that he was only just learning the things he is trying to teach.

Transition on the part of many groups in the program. Several key informants pointed out that, in addition to the CEW Program being new, there were many other new programs getting started at schools and staff were taking on new roles. A principal reflected that perhaps she and her staff had taken on too many new programs last year. A new SUN School Coordinator was learning new processes herself, which made it challenging to communicate with CEWs in a timely way about events and processes. Challenges related to people setting up and learning new processes meant that a CEW from the Urban League was only able to use space at Clarendon once during the first school year, despite the willingness of all concerned to make this happen more often. But a CEW supervisor used a computer analogy to express her faith that these were all kinks that would get worked out: “It’s a bug, not a feature . . . in computer language, you know?” (Sup 1)

Lack of communication. The challenge most commonly cited by school staff was lack of communication. Lack of information about the

“One thing that I personally found helpful was the fact that while we were in the group setting, we were very open and vocal about our own personal experiences. And so we were able to bounce things off of one another and . . . share ideas that we may have had or experiences that we’ve gone through that could help another participant in the group.” (Par 3)

“It felt like we needed to already be in implementation mode before we had developed curriculum or made an outreach plan, so that led to us stumbling over ourselves a little bit along the way.” (KI 1)

“I’d have people ask me what the class was; I actually never really knew what the class was” (KI 4)

program made it harder for school staff to do outreach for the Program. A principal felt she lacked information about the program generally, about desired outcomes and progress toward those outcomes, and about how many families were being served. She wished program staff could clearly articulate roles and responsibilities, as had been done for other programs. To address the lack of communication, she suggested that the Program provide stories and blurbs for the school newspaper, especially around the time of parent conferences. School staff generally want CEWs to be more present at school events. A SUN Coordinator acknowledged that her communication about school events sometimes occurred at the last minute and sometimes even if CEWs attended, no families from their cultural groups were present.

Lack of structure. The program flexibility cited as a strength by many respondents was sometimes seen as a challenge, even by the same respondents. According to a supervisor, the flexibility and lack of structure in the early months meant CEWs weren't sure if they were "doing it right." A Key Informant agreed that some CEWs would have preferred more guidance. A CEW stated that the lack of structure made it hard to do the best job possible, since s/he was not sure what that would look like. The same CEW reflected that to some degree, the lack of structure is inevitable in an innovative pilot program. A supervisor expressed that the lack of structure has been remedied and Year 2 will go better: "So I think that this year, it's going to be better because it's going to be a better structure now that those kinks were worked out." (Sup 2)

In an example of the diversity of opinion that exists among program staff, another supervisor reported there was too much structure. According to this supervisor, the structure makes it challenging for CEWs to do things for their home agency, because all their FTE is supposed to be dedicated to achieving project or program goals. This is especially challenging when CHWs/CEWs' FTE is divided between 2 or more projects. If CEWs have spent 12 hours in one week at an event at the request of their agency, they don't have time to produce "the right kinds of numbers." This makes them feel anxious that they are not really doing work. In addition, time spent in trainings or workshops learning about pertinent issues is time not spent doing home visits or group or collecting data.

Contrast with existing systems. One Key Informant and one supervisor identified the contrast with existing systems as a barrier to the CEW Program. A principle aspect of that barrier is the pressure from existing systems and structures to produce short-term outcomes at the individual level. This is a barrier for a program like CEW that is attempting to work on deeply seated issues and create long-term change. Respondents also felt that existing systems and structures do not place enough value on process, which works against the CEW Program where process is valued.

"The lack of structure is related to the fact that we are developing the model. There is no one else to look to for guidance. I don't think that anybody has really tried these roles before, so it's difficult to say, "Oh, well, this works, and that works." You're actually the person that people coming behind you are going to look to, and you are gonna be the one to say, "This works. That works. Let's try this. Let's try that," because through your own trial and error, you have developed a modicum of best practice. And even that will continue to be dynamic. (CEW 2)

"I think . . . a big challenge to this is, given the different pots of money that might be available to continue to sustain this, all of those pots always have some kind of strings attached that has to do with trying to show child level outcomes in a very short amount of time." (KI 6)

Finally, they observed that unless funders can appreciate how the program works, they may not want to fund it, since it is more expensive and fewer individuals are reached.

Friction with school systems. A substantial amount of program energy in Year 1 was dedicated to addressing two separate but related conflicts that occurred at one of the schools where the program operates. A Key Informant described this experience as “bumping up against school systems” and expressed her feeling that it was inevitable, saying, “I feel like there’s a reason why conflict happens at those points. It’s because it’s always been there. I think we’ll continue to encounter that.” (KI 6) Some CEWs expressed resistance to working in schools where they do not feel welcome; in some cases, this resistance increased after the conflict. Other, including a supervisor, became more determined to work in schools where CEWs did not receive a warm welcome. Clearly, the need to build stronger connections to schools is an important theme for Year 2 and will be addressed in the Recommendations.

Data collection. Based on different experiences at their own agencies and with previous projects, one supervisor felt the data collection required for this project was less burdensome than with other projects, while another supervisor expressed that CEWs on her team felt anxious because of the burden of data collection. CEWs themselves, who were involved in the creation of the data collection forms, generally reported feeling comfortable with the two forms (or portions of forms) that collected process and outcome data. They were less comfortable with the case management aspects of the paperwork. Changes to these aspects of the forms will be made in Year 2.

Lack of time/competing demands on time. Three of five CEWs identified lack of time as a significant challenge. One CEW does not have time to do things as well as s/he would like, while another stated that more people want home visits than can receive them. Another CEW said s/he would like to be more prepared for her classes, with lesson plans and materials prepared well in advance. The need for more CEW FTE will be addressed in the Recommendations section.

The contracting process. Supervisors (and program staff) unanimously agreed that the contracting process was among the worst experiences of Year 1. The process, which was not complete until near the end of Year 1, slowed down hiring at one agency and prevented supervisors at another agency from expending money in the most effective way. All were hopeful this issue could be resolved in Year 2.

Capacitation/Training

CEWs’ assessment of the initial training, held in summer 2014, was included in the mid-year Pulse Report. In this report, we will focus on

“And the point of our work . . . is to create a change in the society of how they view our community and fight the social injustices and try to move it to a more just society. And it’s hard. That work is extremely hard. That work can break you down. That work can emotionally and mentally drain you, which is more even taxing than a hard labor job . . . But at the same time, if we want to make a change, we have to stand our ground.” (Sup 2)

assessment of the 40-hour training held in summer 2015.

Quantitative data. Participant evaluation forms used after every CCC capacitation session were tabulated to assess satisfaction with the course as a whole; the results are included as Appendix A. The form uses 4-point Likert scale where 1 is high and 4 is low. Items are phrased positively so lower ratings indicate satisfaction.

The report makes it clear that, overall, participants were quite satisfied with the 40-hour series. Notably, 96.8% of participants agreed that as a result of the series, they are more able to promote education in the community. Ninety-eight percent of respondents felt facilitators were very knowledgeable about the topics and that they appreciated the role of the CEW. The only item that received less than 90% approval concerned temperature, a direct result of the fact the training was held in mid-summer in an un-air-conditioned building!

Qualitative data. We queried the CEWs about the summer capacitation series during the interviews. CEWs expressed appreciation that program staff have responded quickly to their requests for training on particular topics. They said that the summer series helped to create a stronger bond between all the CEWs and increased their feeling that they were part of a team. CEWs also appreciated that CEWs and supervisors co-facilitated many sessions in the series. This demonstrated the talent that exists on the team, and conveyed the idea that anyone on the team is capable of co-facilitating. CEWs expressed special appreciation for the following topics: Children’s Exposure to Violence (CEV); Infant Massage; Child Development in the First Year; and Post-Partum Depression.

When asked how the series could be improved, CEWs consistently mentioned the need for good Spanish/English interpretation, and made specific suggestions for how interpretation could be improved, including having the interpreter stay in one place and not speak too loudly. (Both these issues can be resolved by using headphones, which the Program plans to do in the future.) CEWs felt some sessions, like CEV and Learning Differences, had too much information for the time allotted. One CEW requested more information about school systems and connections into school systems, so that s/he can model how school systems can work for parents. Another CEW said that while the topics were good, not all facilitators used popular education, which made it more difficult to absorb the information. CEWs felt strongly that trainings should be half-day rather than full-day.

Changes Associated with the Program

The CEW Program aims to advance change at a number of levels: among the CEWs themselves, among the program participants, among school staff, in systems, and in communities, both the communities the CEWs serve and the broader community. Both qualitative and quantitative data suggest that the program has made substantial progress toward this goal, even in its first year.

“It’s really exciting for me to see the CEWs just really feeling that increased confidence in themselves and their ability to share with others in other communities, and looking ahead to co-facilitating trainings in the summer, and knowing that they have a lot to offer to their colleagues. It’s been really a gift for me as a supervisor to have additional sources of support and professional development for our staff.” (KI 1)

Changes in CEWs, their families and friends. When asked about changes in the CEWs, supervisors unanimously identified incredible *growth and learning on the part of their teams*, including both themselves and the CEWs. Supervisors also detected huge *increases in confidence* among the CEWs on their teams. According to supervisors, CEWs have increased their confidence in their ability to share with others in their communities and in their own parenting skills. They have become aware of factors beyond themselves that impacted their ability to parent, which has helped them to escape shame and guilt.

CEWs themselves expressed *increased dedication to the academic success of their own children*, saying they wanted to be more present and active in their children's schools and nurture a positive relationships between children and their schools. A supervisor reflected that increased awareness about the influence of trauma in their own lives cuts both ways for the CEWs, since it also means they are more aware of how they may have wounded their own children, and a CEW concurred. Linking changes in herself to changes in her children, a CEW expressed that she has become more patient with her children and her children are noticing the change. They tell her that whereas she used to explode and say whatever was on her mind, now she is able to think and share her view, and ask for her children's view.

CEWs also reported *changes in their families and close friends* as a result of their work as CEWs. One CEW has shared information which has let relatives know their kids' behavior is appropriate for their developmental stage, which gives them relief. The same CEW reports that his/her immediate circle of friends now sees him/her as a resource and coach. In addition, this CEW has shared information about nutrition, and as result, the CEW and family and friends are paying closer attention to food labels and making different food choices. Another CEW reported that her husband now takes her work more seriously and asks her for information. CEWs have become sources of information and support for family and friends. Information shared goes beyond education to include health and other realms of life.

Changes in participants. We assessed changes in participants in three ways: 1) questionnaires administered by CEWs early in their relationship with participants and at six-month intervals thereafter; 2) interviews with participants and CEWs; and 3) one focus group with participants in the *Creciendo Juntos* (Latino Network) Program.

Quantitative data collection from participants in Year 1 was difficult for several reasons. Most important, this was the first year of a pilot program. Program staff spent much of this year developing processes and setting up structures, leaving less time to work with families. One CBO transitioned the project from one department to another, and because of delays in contracting, was unable to hire staff until late in the year. All these factors meant that many fewer participants were reached in Year 1 than will be reached in future years.

"I just wanna make sure [my son is] doing awesome in school and loving school. And . . . just kind of nurturing that relationship between child and school to make it a good experience, and to make it something super positive is so super important for him; for him to love school, and for him to not put a dread on it or anything like that." (CEW 1)

Other factors affecting data collection from participants in Year 1 included the facts that CEWs were still getting comfortable with using the data collection forms, and program evaluators were two steps removed from the CEWs and participants, making it harder to immediately respond to questions and resolve challenges. Finally, staff turnover at one CBO meant that 23 participants who had completed the pre-questionnaire were lost to follow-up. All these factors are specific to Year 1 and many have been resolved already. We expect data collection from participants to proceed much more smoothly in Year 2.

Quantitative. As a result of the factors described above, only 5 pre-post evaluations were collected from participants in Year 1, and all 5 came from the same agency. However, despite the small numbers, initial results are impressive. Table 2 provides information about changes in access variables that are associated with kindergarten readiness. As this table shows, among the few people who completed the survey, more had a regular doctor; more children had received well child checks; more children had been screened for lead; and more parents had participated in a decision-making group about schools. All these changes in key variables bode very well for the future. Table 3 provides information about changes in key attitudes and perceptions. Notably, participants increased their feelings of control, social support, and ability to advocate on 7 of 11 items, and 2 items stayed the same. Changes on items 24 and 25 (see Table) approached statistical significance, even given the extremely small numbers. These results increase our confidence in the instrumentation and our confidence that Year 2 data will produce significant results.

Qualitative. Program participants identified a variety of *changes in their children* as a result of their participation in the CEW Program. For children within the target age range of 0-6 years, these included learning to color, becoming more verbal and able to speak for themselves, socializing better with other adults, and learning to share. A mom reported that her daughter proudly shares her pictures with other children. A father reported that after he talked to his 6-year-old daughter about things he had learned in class about the development of the African American community, she shared the information with her mom and her older brother and sister. A third mother stated that older siblings who attended the class paid attention to information about developing language in babies and they practice this with their infant brother and even refer back to the handout on the topic.

Parents also stated that they themselves had *gained new knowledge*, and that new knowledge has resulted in *changes in parenting behavior*. A focus group participant reported she had learned to read to her child and use strategies to increase interest in the story. An interview respondent reported that, as a result of learning about brain development and developmental stages, she can better understand her 2-year-old son and put herself on his level. Other changes in behavior that resulted from new knowledge included paying children more attention and helping them more, and slowing down and being more thoughtful about parenting. Parents have also learned skills that are useful for dealing with stress, such as knitting. Participants reported

“[I learned to] understand him because he is little. Maybe not act myself like a child but understand him, put myself at his level, because in the classes they explained to us . . . how the brain functions, the different parts of a child’s brain and how they can understand things at different ages, so how we can help them. Instead of having them with an electronic device, to play with them, take them out, get them active.”
(Par 2)

sharing their new knowledge with other family members.

In an example of the benefits of CEWs' dual role promoting health and educational success, participants reported *positive changes in health*. A dad stated that just before beginning the class series, he was diagnosed with high blood pressure. As a result of things he learned in the class, he now walks 3-4 miles a day and has lost 30 pounds!

Mentioning one of the target outcomes of the CEW Program, CEWs and participants stated that participants had *increased confidence in their ability to support their children to succeed educationally*. A CEW reported that mothers feel they have what they need to help their children succeed. A mom observed that a dad in her group came to feel he could be just as good a parent as a mother and learned to use infant massage to calm and bond with his baby. Focus group participants reported learning that language does not have to be a barrier to participating in their child's school, and gaining more courage to obtain what they want.

Like the CEWs, participants experience *increased commitment to educational success* for their children. A father related that his daughter used to be in a charter school but recently moved to public school. "But I just wanna make sure she continues to excel. So she's very bright and she's a very quick learner. And so we're doing things . . . at home as far as like making education fun. Like I said, she's six, first grade, so she's learning how to multiply. I taught her how to add and subtract. Now she's learning how to multiply." (Par 3) The same father encourages his daughter to ride her bike instead of watching television.

Also at the level of individual participants, CEWs, supervisors and parents identified *improved self-esteem and self-care, increased social support, and an increased sense of belonging*. A CEW stated that mothers were starting to value themselves more and to know that it is okay to do nice things for themselves. Another CEW reported that a father who was facing significant challenges had benefited from being part of a social group. Focus group participants commented on the value of getting out of the house and spending time with other women. They reported they had made new friends and discussed similar interests. A supervisor reported that parents in the African American community were starting to feel like they belong in places they have not historically felt that they belong.

At both the community and the individual level, participants and families identified *increased ability to advocate within systems*. A CEW reported that Latino families are overcoming the taboo (caused by their immigration status) against asking for and obtaining services for their children. Another CEW told a story about a pregnant participant who was putting off getting prenatal care. With support and coaching from the CEW, the participant made the phone call to schedule the appointment and advocated for herself to get a new provider. The CEW stated, "I feel like if there wasn't someone there to support her she may have just given up, and just threw it aside." (CEW 1) In other examples, a mother of a special

"One of the dads had a third-grade reading level and had been on drugs [and] had been incarcerated. And I think just being a part of a positive group of men and women and being able to engage in socialization and have fun and go bowling for the very first time -- [he] had never been -- I think it is groundbreaking. It's one of the greatest things I've ever seen." (CEW 2)

"I mean, that's the kind of opportunity that we're all having because this is here. So it's not [the CEW] teaching. It's us collectively learning and us collectively moving into better versions of ourselves and . . . doing stuff that we didn't know we could do. So that's the best feeling in the world." (CEW 2)

needs child became more empowered to deal with systems, and an African American mom demonstrated an interest in teaching systems how to work effectively with African American children.

Leadership development among participants is a crucial desired outcome of the CEW Program, and there was ample evidence that this is occurring. CEWs and participants reported instances of participants taking on roles as co-facilitators, developing desire to participate in training and share learnings with others, and even becoming CEWs themselves. In a particularly compelling example, a CEW told the story of a participant with children in DHS custody who was mandated to attend the class series. This participant eventually became a group leader. The CEW wrote a letter of reference for the participant that assisted her in regaining custody of her children.

Changes in schools. Even at this early stage of the program, respondents were able to identify changes in schools that were associated with the program. These included families becoming more connected to schools, school staff feeling that they no longer have to do everything themselves, and schools without access to CEWs wanting to gain that access.

The most commonly mentioned change in schools had to do with advancement of equity work. There was general agreement that the change, currently, is at the level of increased awareness of the need to work differently with families of color. But respondents agreed that this change is significant, since awareness is where all change begins. As a result of the incidents at one elementary school, conversations have begun. School secretaries attended an August equity training for the first time. The Program Coordinator has participated in meetings of the school equity team. A supervisor reflected that school staff are now aware that “children of color, children who face the greatest health and educational inequities, their truths must be elevated.” (Sup 1) Whereas before school staff might have just offered a resource, now they are more likely to connect with a Community Education Worker who would have a better understanding of that resource. Supervisors are generally hopeful that, with continued diligent work, change can move from the level of awareness to the level of action.

Changes in systems. According to respondents, a confluence of factors including current attention to the CHW model, the symbiotic relationship between the CEW Program and the ELM Parent Accountability Council, the power and logic of the CEW model and the compelling witness of the CEWs is contributing to changes in systems that are quite remarkable given the early stage of the CEW Program. Crucially, according to several respondents, the Program is being held up, both within Multnomah County and at the state level, as a model of how parent and community voice can be elevated and attended to. That model is gaining traction, and policy makers are beginning to think about how to use community knowledge and

“I think [changes in schools are] gonna be a little bit slower, but . . . I think that we have the ability to push a little bit and maybe to bring to light some things that need to change. Because that’s the first step, right, is to identify what needs to change and then it’s a much slower process to figure out how to change it.” (Sup 3)

wisdom. Further, the program is contributing to increasing diversity at decision-making tables for early learning and is building relationships in diverse communities. For ELM, the CEW Program has provided a model for how principles can be operationalized. This has actually changed policy makers' orientation. "It's no longer community having to beat down the door of decision-makers; it's now the policy makers saying, 'look what we can do with community.'" (KI 1)

As a result of the conflict that occurred at one school, CEWs and supervisors had the opportunity to interface with high level leaders in schools systems. Those leaders now see the work as legitimate. In addition, CEWs are being asked to co-facilitate trainings with recognized experts. This indicates that "larger system folks know that . . . Community Health Workers really have valuable information and wisdom." (Sup 1) The Program is having influence at national level, in places like the Natl. Urban League conference.

Changes in communities. Finally, there is evidence that the CEW Program is bringing about change in communities. The most commonly mentioned change was growing awareness about the Program. A Latina CEW believes that awareness about the need for early childhood education is also increasing in her community. Two people from different agencies, one a CEW and one a supervisor, expressed that the CEW/CHW work was increasing the agencies' visibility in the community, and helping to regain momentum and/or trust that at least some community members perceived had been lost. The supervisor attributed this change to the fact that the CEW work is grassroots, direct service work.

Support and Supervision

On-site supervision for CEWs. When asked about the quality of supervision they receive from their on-site supervisor, CEWs identified characteristics they value in supervisors and also pointed out situations that can get in the way of excellent supervision. Characteristics CEWs value in supervisors include: being knowledgeable, resourceful, and approachable; firsthand experience of what participants are facing; a heartfelt desire to do this kind of work; open communication; and a non-hierarchical approach. CEWs recognized that their supervisors are often pulled in many directions, and this makes it challenging for supervisors to be as responsive as CEWs would sometimes wish.

Supervisors themselves expressed appreciation for being part of a cohort of other supervisors. They expressed that they don't have this in other programs. Spending even one hour a month in a group of people who are doing the same work has been helpful for them. It is understandable that supervisors would need and appreciate a support group, of sorts, because excellent CEW/CHW supervision can be challenging. Challenges include the facts that: most CHWs are members of marginalized communities who have experienced and continue to experience historical trauma and systematic oppression; many have not previously worked

"It's probably the No. 1 thing that I hear in the community is just "Wow, we're so excited that the (agency name) . . . is back, is doing work again in the community, is really doing grassroots work. . . . And I would say 90 percent of that is community health work/community education worker work." (Sup 1)

"Also I think every supervisor in this program is wearing a lot of different hats. So I think that that is the challenge of just balancing and understanding that yes, this may be a person who's a .3 [FTE] person, but they're going to take a lot more supervision time than someone who is more seasoned and experienced." (Sup 3)

within systems and so must learn processes that others take for granted; and supervisors must act as mediators between systems and CHWs, explaining each one to the other. Supervisors in this program acknowledged the implicit conflict between the many demands on their time and the need to dedicate substantial time to CEW supervision.

Support from program staff and the Steering Team. Three themes emerged when CEWs and supervisors were asked about the support they receive from program staff and the Steering Team: 1) mixed reviews on the functioning of the Steering Team; 2) general satisfaction with support received from program staff; and 3) an appreciation of the support offered to both CEWs and supervisors by members of other CBO teams. Some CEWs expressed that too little time in Steering Team meetings had been dedicated to building relationships; they requested more time to learn about one another's work and one another's cultures. (Note: At the time of this writing, this change has already been made.) Supervisors expressed appreciation for the Steering Team meetings, where they said popular education makes people willing to ask questions and prevents people from feeling put down when they hold a divergent opinion. A third supervisor expressed that any group will require some warm up time, but that at this point, "we have built something really very special, I think, with the Steering Team." (Sup 3)

All three supervisors also reported feeling well supported by the program staff. "[The Program Coordinator has] really gone above and beyond to make sure that we're comfortable in the work that we're doing and to support the folks doing the work. And I don't think we could have done it without that." (Sup 1) Supervisors see program staff (the Coordinator and Evaluator) as integral members of the team, and feel they have done a good job of "understanding when to let CBOs figure stuff out for themselves and make the decisions and the choices that make sense for them, rather than being very prescriptive." (Sup 3) They expressed that it has been valuable to have a convener that is not a CBO, since this allows all partners to "fight the same fight but from different angles." (Sup 3) They expressed appreciation for the popular education skills of CCC staff and satisfaction that the CCC had been chosen as the convener. All three supervisors said they felt that if they had a question or a concern, they could contact program staff and get a satisfactory response in a timely manner. Characteristics that CEWs want to see in program staff include treating people the same regardless of their positional power, and being able to manage situations and respond to needs (e.g. for paperwork or translation) when those are raised during trainings or in other settings.

Finally, both supervisors and CEWs spoke appreciatively of the support they have received from staff from other CBOs. A supervisor spoke about how nice it was to have a new CEW be "taken under the wing" of other CEWs and invited to events and groups. Another supervisor reported,

"I don't think there's really that much [that should be] different because the staff actually hears us on what kind of trainings are needed and everything. I think that it shows just in the trainings we had this summer. You heard from me. You asked me about what my team was saying about their homes. Arika did as well. And that's why in our home visitor portion, we tried to do scenarios that are kind of similar and stuff and hard scenarios." (Sup 2)

“I went to the ice cream social [at Glenfair] the other night, and one of the Community Education Workers came up and reached out. And she was just really kind and really sweet and just said, ‘Anything you need, I’m here. I’m here to help.’” (Sup 1) A sense of solidarity is clearly developing among the team, backing up the supervisor who expects that working together, “we could move some things!”

Recommendations

Based on the evaluation findings, a set of recommendation has been developed and is set out below. All recommendations are based on specific input from respondents and/or summary data.

General

- **Expand the program.** There was overwhelming support among respondents for this recommendation. Parents would like classes to be more frequent (2x per week rather than 1x) and for class series to be longer (as long as 6 months). Staff recommend expanding FTE so that more families can participate and staff have more time to prepare for classes and home visits. Increasing FTE would allow the Latino Network to differentiate its *Juntos Aprendemos* and *Creciendo Juntos* staff, which was seen as beneficial for multiple reasons. CEWs would like the program to be expanded to other communities, such as the Somali community.
- **Build and strengthen connections to schools.** There was strong sentiment that strengthening connections to schools should be a primary focus of Year 2. Supervisors recommend adding more school staff to the Steering Team and building relationships in schools, so that the CEW Program will be seen as a partner, rather than an outsider trying to “elbow our way in.” This was seen as crucial so that eventually, schools will value CEWs and want them in their system. Respondents feel that the role of the CEW Program in the future will be to help schools learn to deal in a positive way with reverse gentrification and rapidly shifting demographics. School staff suggested that one way to build this relationship is for CEWs to be more present in school events.
- **Over-communicate:** Communication needs to be strengthened on all sides of the project. School staff want to know more about the CEW Program. CEWs want to be included in communications to supervisors. Various respondents recommend developing calendars in each school that include the school-sponsored activities and the CEW-sponsored activities, to prevent overlap and encourage cross-fertilization. Don’t stop at communication; make sure to check for understanding.
- **Stay true to the CHW model.** Respondents feel strongly that it is

“I would love to see this program be available to more families in the future. Why? Because I think, in particular, with the relationships that are being forged with the different communities through this, I think often times we create those relationships and then they just kind of disappear. It’s a way for us to follow through with things.” (KI 6)

“We’re at a time right now where the shift in change within Multnomah County – Multnomah County is so fast. It’s happening so quickly that it’s gonna take the school some time to catch up. And I think to be part of the agent of change within that is really going to be a big part of our role, is to say, ‘Okay, you don’t know how to do this and that’s okay. So let us help you do it.’” (Sup 3)

essential to maintain connections to the CHW model and the “grassroots approach.” This includes staying true to the popular education value of treating all partners as equally valuable regardless of their positional power.

- **Strengthen and solidify the commitment of partner agencies.** Agency leaders should devote time and coordinate efforts to project the program into the environment. Agencies need to make an intentional commitment to doing CHW/CEW work. Once that commitment has been made, a team can be developed.

CEW Recruitment and Development

- Provide more culturally-specific CHW training to prepare people for CEW work. (Note: As a direct result of experience in this project, the CCC is offering its full 90-hour training for CHWs in Spanish and with a Latin@-centric curriculum in spring 2016.)
- When hiring CEWs, ask them to define qualities like “patience” that are essential to their work.
- Fund CEWs at 1.0 FTE and allow them to dedicate a portion of their FTE to projects at their home agencies. This will allow CEWs to be more connected to the work of their organization and their community, and bring these connections to participants.

CEW Capacitation/Training

- Provide more training about children’s exposure to violence and the various forms of violence.
- Provide more infant-toddler training.
- Provide training in half-day rather than full-day increments.
- Provide training quarterly because only having training in the summer creates too much of a gap.

Steering Team

- Conduct parts of the Steering Team meetings in Spanish with English translation so that everyone gets used to it, and is more prepared for it during the trainings.
- Provide more time for everyone to get to know one another and learn about each other’s programs.
- Do activities in Steering Team meetings to help all members feel connected. (Note: Changes have already been made to Steering Team meetings in response to this recommendation.)

Participant Recruitment

- Make sure teachers and schools staff are aware of the Program and its goals, so that they can promote it to parents.
- Canvass in apartment complexes and neighborhoods.
- CEWs should participate in informal events like story time at

“I think that, in any training, there’s an amount that you retain, and over the course of eight hours, I think that amount actually goes down. And so you lose the ability and some of the quality of what was intended.” (CEW 2)

“And maybe have more communication, again, in the monthly [Steering Team] meetings . . . Do something to connect us, I don’t know, don’t just talk. I know they are very important topics that are discussed there like funding and many other things, but maybe do something that unifies us, so we will feel more unified in that meeting.” (CEW 3)

Clarendon.

- Participants should do health-related things together, like walks to raise funds for health issues, and wear program t-shirts to raise awareness about the program.
- Put written information in doctor's offices.
- Send flyers home with school-aged children and make sure flyers have sufficient information.
- Publicize through hospital social workers.
- Create a message-only phone number and email address that interested parents can use to request information and be referred to the appropriate agency.

Community Classes

- Keep one consistent facilitator but invite guest co-facilitators. This allows parents to expand their networks and (when facilitators are from systems) to educate systems about how to serve diverse families.
- Make sure information is relevant and share it in an accessible, non-academic way.
- Create a role for alumni of the program to support new participants.
- Parents are also interested in the multi-cultural nature of the program. Organize gatherings where families can get together with families from other cultural groups.
- Focus group participants are especially interested in topics concerning educational success for their children, such as possible professions, how to help children get a university degree, and how to "be someone" when they grow up.

Evaluation

- Continue to explore electronic data collection. Decide whether an existing platform (such as CLARA) can be used in this project, or whether a new platform must be created. Engage in technical assistance with Migrant Health Promotion, an agency that has assisted other CHW programs to develop electronic data collection systems.
- Include the Oregon Department of Education in Release of Information forms so that young children can be followed once they enter school, and any effects on older siblings can also be assessed.
- Continue to explore claims-based evaluation (assessing impact on medical utilization and cost) with HealthShare and possibly FamilyCare CCOs.

"I just want to mention that I feel privileged to be here, to be working in this. I never thought that I would be in this position to have this blessing of being with different families supporting them and also learning from them. I think this enriches me. Well, let us move forward, let us keep taking advantage of what we have and asking for more capitation, training, and everything that's possible." (CEW 5)

"I would just share, in closing, that it's been a really amazing experience to go through the Community Education Worker pilot project from the beginning and see how far we have come and to really – there have been so many learning opportunities for me. And I think that what I really appreciate is this work to create a safe space for everyone to feel comfortable in what they know and how they know it and how they live and work and play and all of those kinds of things." (Sup 1)

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