



Understanding California's Community Health Worker/Promotor Workforce: CHW/P Training Programs

FEBRUARY 2023



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About the Foundation

The **California Health Care Foundation** (CHCF) is dedicated to advancing meaningful, measurable improvements in the way the health care delivery system provides care to the people of California, particularly those with low incomes and those whose needs are not well served by the status quo. We work to ensure that people have access to the care they need, when they need it, at a price they can afford.

CHCF informs policymakers and industry leaders, invests in ideas and innovations, and connects with changemakers to create a more responsive, patient-centered health care system.

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Understanding California's Community Health Worker/Promotor Workforce: The Series

Despite being a critical part of California's health workforce, there are relatively little comprehensive data on community health workers and *promotores* (CHW/Ps) in California. With funding from CHCF, Healthforce Center at UCSF fielded surveys of CHW/Ps, the institutions that train them, and the organizations that employ them. The survey data, published in a series of reports, paint a more complete picture of the current CHW/P workforce as well as challenges and opportunities related to training and employment. This picture can inform policy decisions as the state looks to support and expand this important workforce.

To learn more, visit www.chcf.org/collection/understanding-californias-community-health-worker-promotor-workforce.

Executive Summary

In California, one of the most culturally diverse states in the country, health care must bridge cultural and linguistic divides to serve all communities equitably. As trusted community members with lived experience, community health workers and *promotores* (CHW/Ps) have a long history of connecting those not well served by the traditional health care system with culturally competent health and social services.

There is increasing recognition in California that CHW/Ps are a critical part of the health care workforce. In 2019, the **California Future Health Workforce Commission** recommended scaling the CHW/P workforce to broaden access to preventive and social support services as well as team-based, integrated primary and behavioral health care.

Currently, there are no standardized training curricula or requirements for CHW/Ps in California, and little is known about the number and scope of the training programs that are offered in the state. The purpose of this report is to describe CHW/P education and training programs in California, including details about program location(s), delivery mode, length and more.

Healthforce Center at UCSF identified programs through established connections from previous projects and by searching the web. All identified programs were asked the same set of questions; some provided information via email, and others provided it via Zoom. See Methodology for more details.

While this report captures a majority of the CHW/P education and training programs in California, it is not a comprehensive description of all programs in the state.¹ Some programs may have been missed, and some programs did not respond to our requests for program information. Additionally,

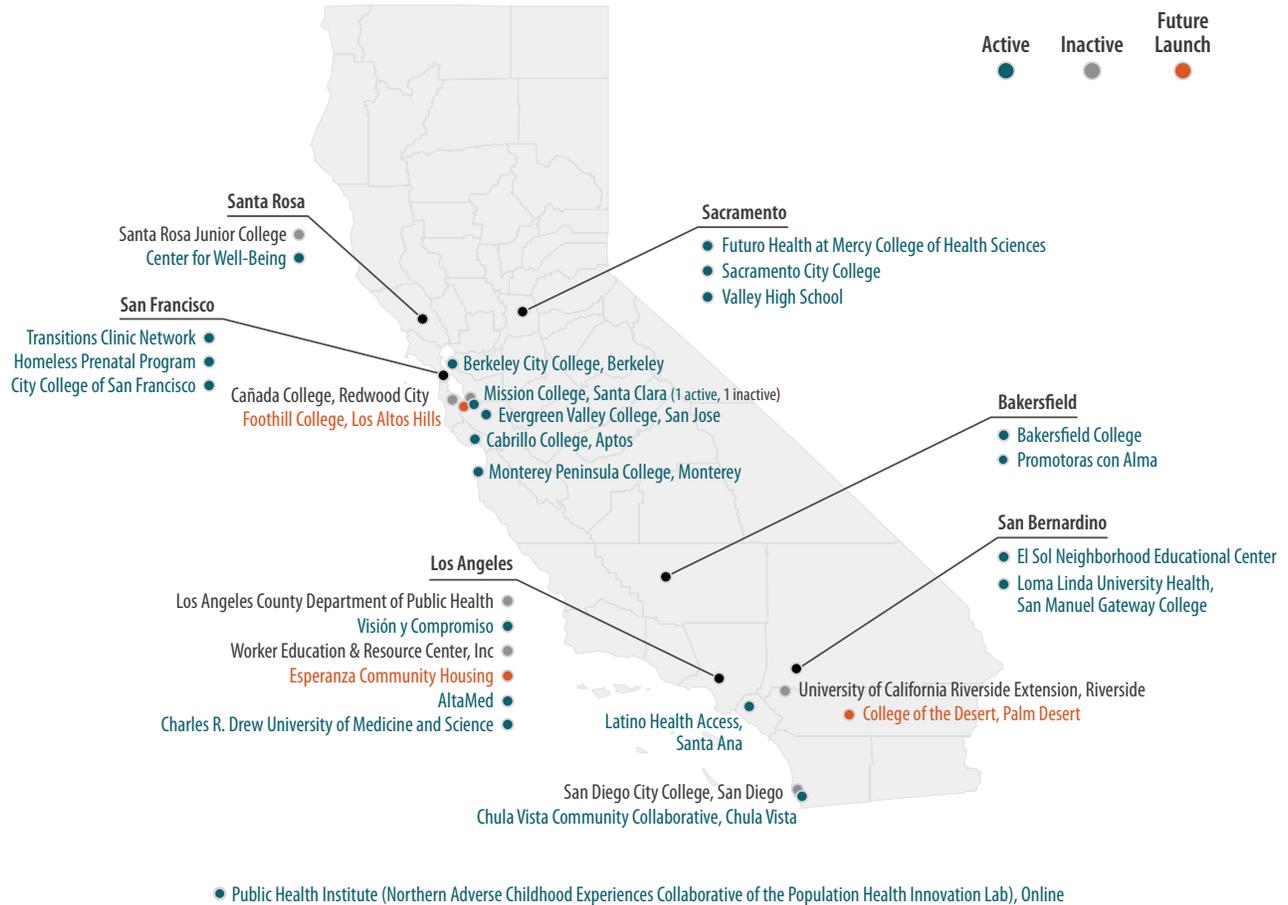
some programs were unable to provide responses for all requested information, limiting conclusions that can be drawn across all programs. Missing data were particularly apparent in the following fields: program completion rates, job placement rates, and student demographic information.

There may be additional training programs that are not identified in this report, particularly given the number of community-based, grassroots organizations that deploy CHW/Ps in their communities. If you would like your program's information to be included in report updates, contact **Carlina Hansen**, senior program officer at the California Health Care Foundation.

Key findings from the collected data include the following:

- ▶ **While California has a diversity of CHW/P training programs administered in different settings, they are relatively limited in certain regions.** We identified and collected information from 40 CHW/P education/training programs in the state.
 - ▶ Twenty-five of these 40 programs were active as of December 2021.
 - ▶ Among active programs, 14 were college/university-based (across 11 schools), 10 were organization-based (across 10 organizations), and one was high school-based.
- ▶ **Most active training programs (17) are concentrated in the Bay Area and Greater Los Angeles area.** While a few training programs offer state-wide training (e.g., Vision y Compromiso, El Sol Neighborhood Education Center, and Transitions Clinic Network), opportunities for training are limited in some parts of the state (see Figure 1, page 4).

Figure 1. CHW/P Training Programs in California



Note: The map represents the locations where these programs are based and does not reflect additional training locations, if additional locations are offered.
 Source: Author analysis of CHW/P training programs in California.

► **There is a mix of well-established and newer programs.** Of all the active programs (excluding the high school-based program), nearly half (11, 46%) had been in existence for more than 10 years, and nearly half (11, 46%) launched in the last 5 years. Two (8%) were between 5 and 10 years old.

► **A majority of active programs (18) offered general, rather than specialized, CHW/P training.** General training consists of building core skills, such as health communication and education, motivational interviewing, and advocacy. Specialized training involves building specialty skills related to specific clinical conditions (e.g., diabetes or asthma) or populations (e.g., people who were formerly incarcerated or young children).

► **There is little consistency in program length.**

Program length and duration varied considerably between college/university-based programs and organization-based programs.

- College/university-based programs ranged from 8 weeks to 3 semesters in length and averaged 283 didactic hours/program (range: 80 to 816 hours).
- Organization-based programs ranged from 1 to 12 weeks in length and averaged 87 didactic hours/program (range: 10 to 400 hours).

Summary of Training Program Characteristics

We identified 40 active and inactive education/training programs for CHW/P work in California, 24 of which were college/university-based,² 15 of which were organization-based,³ and one of which was high school-based.

Among the 40 total programs identified, 25 were active. Fourteen of the active programs were college/university-based, one was high school-based, and 10 were organization-based. The inactive programs include programs that had ended, had paused, or were newly developing.⁴ This narrative summarizes information only about the active programs, although the tables in Appendix A include information on active and future programs together. Information about inactive programs that have ended or have been paused can be found in Appendix B. Programs that commented on the reasons for their pause or closure indicated a lack of funding, lack of student demand, and/or lack of a CHW/P job market for future program graduates.

The 14 active college/university-based programs were offered across 11 unique schools. One university offered multiple CHW/P training programs, or “tracks.” Half of these active programs were for credit, while the other half were not for credit. The one high school-based program was offered at one campus.

We identified 10 active organization-based programs across 10 unique organizations. Several of these organizations offered multiple specialty trainings in addition to the general CHW/P trainings described in this report.

Details about these active CHW/P training programs are provided in Tables A1 to A8 in Appendix A. Different tables reflect different sections of the survey that probed on details such as program location, program duration and length, program specialty, instructor qualifications, prerequisites for enrollment, completion/graduation requirements, program completion rate, and more. Appendix C provides more details about program content and curriculum.

Tables 1 through 4 in the body of this report synthesize key takeaways or highlights that emerged from each section of the survey, when looking across all 25 active programs, as well as specifically at active college/university-based and organization-based programs. Readers should refer to the tables in Appendix A for further details about any given active program.

Table 1. Key Takeaways about General Program Information among Active Programs
(See Tables A1 and A2 in Appendix A for more details.)

LOCATION(S)
<p>All Active Programs</p> <ul style="list-style-type: none"> ▶ Most active programs were located in either the San Francisco Bay Area (8) or the Greater Los Angeles area (9). ▶ Only 5 active programs took place outside of these areas, in Sacramento, Monterey, Chula Vista and Bakersfield (2). ▶ Two active programs were offered completely online. ▶ One program was high school based (Sacramento). ▶ While some programs based in the Bay Area or Los Angeles provided training in other parts of the state, training opportunities remained limited in large swaths of the state, including the far north and the Central Valley, where no programs were located.
<p>College/University-based Programs</p> <ul style="list-style-type: none"> ▶ The Bay Area and Greater Los Angeles area both have 5 programs. <ul style="list-style-type: none"> ▶ The 5 Bay Area programs were offered across 5 colleges/universities. ▶ The 5 LA programs were offered across 2 colleges/universities (one university offered 4 programs). ▶ Three college-based programs were offered outside of the Bay Area and Greater Los Angeles area: in Bakersfield, Monterey, and Sacramento. ▶ One online-only program was conducted through a college located outside of California, but the program was offered only to California residents, regardless of where they lived in the state.
<p>Organization-based Programs</p> <ul style="list-style-type: none"> ▶ While a few organization-based training programs offer statewide training (e.g. Vision y Compromiso, El Sol Neighborhood Education Center, and Transitions Clinic Network), opportunities for training are limited in some parts of the state. ▶ The Bay Area offered 3 programs across 3 organizations. Two of the programs were population-specific (e.g., formerly incarcerated with complex conditions, families with minor children), and one was an apprenticeship program. ▶ The Greater Los Angeles area offered 4 programs across 4 organizations. Three of these organizations offered general/basic CHW/P training, although they also offered additional population- and disease-specific trainings. ▶ Among the 3 programs offered outside of the Bay Area and Greater Los Angeles area, one was based in Bakersfield and served the Central Valley, one was located in Chula Vista, and one was located in Santa Rosa.
FREQUENCY OF OFFERING AND CREDIT
<p>All Active Programs</p> <ul style="list-style-type: none"> ▶ Most college/university-based programs offered trainings every semester, and most organization-based programs offered trainings on an as-needed basis. ▶ Only college/university-based programs offered credit for classes, although one organization-based program's training was provided by a local college (Homeless Prenatal Program education provided by City College of San Francisco).
<p>College/University-based Programs</p> <ul style="list-style-type: none"> ▶ Most programs (11) were offered each semester; others were offered annually. ▶ Seven programs were for credit; 7 programs were not for credit.
<p>Organization-based Programs</p> <ul style="list-style-type: none"> ▶ Frequency of program offerings (6) varied significantly and depended on funding and demand. ▶ One program offered a one-time training for existing staff. ▶ One program was considered for credit because it contracted with a college to provide didactic/lecture training.

Table 1. Key Takeaways about General Program Information among Active Programs, *continued*

PROGRAM INITIATION AND END DATES

All Active Programs

- ▶ Of all the active programs (excluding the high school-based program), nearly half (11, 46%) had been in existence for more than 10 years, and nearly half (11, 46%) launched in the last 5 years. Two (8%) were between 5 and 10 years old.
- ▶ The high school-based program was a little under 10 years old.
- ▶ More organization-based programs were established earlier compared with college/university-based programs.

College/University-based Programs

- ▶ The earliest offered program was established in 1992 (City College of San Francisco).
- ▶ The majority of programs (9) originated in the 2010s.

Organization-based Programs

- ▶ The earliest offered program began in 1989 (Homeless Prenatal Program).
- ▶ Several programs (4) originated in the early 2000s.

PROGRAM LENGTH AND DURATION

All Active Programs

- ▶ Generally, college/university-based programs were longer in length than organization-based programs.

College/University-based Programs

- ▶ Program duration varied greatly, ranging from a minimum of 8 weeks to a maximum of 3 semesters.
- ▶ Program length ranged from 80 to 816 didactic or lecture hours and averaged 283 hours/program. One program reported that program length depended on market demand.
- ▶ Among the 12 programs that had a mandatory internship/externship/practicum component, the length of the internship/externship/practicum ranged from 54 to 840 hours and averaged 204 hours per program.

Organization-based Programs

- ▶ With the exception of the apprenticeship program (which lasted 16 months), program length ranged from 1 to 12 weeks.
- ▶ Several programs (4) reported that the length of the training varied depending on the type of training being provided.
- ▶ Among the 9 programs that reported a defined length, program length ranged from 10 to 400 didactic or lecture hours and averaged 87 hours/program.
- ▶ Only one program had a mandatory internship/externship/practicum component, which was the apprenticeship.

Table 2. Key Takeaways about Instructional Details Among Active Programs
(See Tables A3 and A4 in Appendix A for more details.)

PROGRAM SPECIALTY

All Active Programs

- ▶ Among all active programs, the majority (18) offered only general training. The remaining 6 programs were specialty-focused or offered specialty trainings in addition to their general training program.
- ▶ Specialties included population-specific foci, including families with small children and people recently released from incarceration. Several programs also have health-specific foci, including behavioral health, chronic disease prevention and management, and nutrition.

College/University-based Programs

- ▶ Almost all (13) were general programs; the other was behavioral health specific.

Organization-based Programs

- ▶ Half were general and half either were specialty-focused or offered specialty trainings in addition to general training.

STUDENTS PER COHORT

All Active Programs

- ▶ College/university-based programs averaged more students per class/cohort than organization-based programs.

College/University-based Programs

- ▶ Among schools that reported this information, the average number of students per class/cohort ranged from 7 to 74, for an overall average of 25 students.

Organization-based Programs

- ▶ Among organizations that reported this information, the average number of students per class/cohort ranged from 3 to 30, for an overall average of 18 students.
- ▶ Two programs trained existing staff, one of which included non-CHW/P staff.

INSTRUCTOR CREDENTIALS

All Active Programs

- ▶ Instructors in both the college/university and organizational settings had a wide range of qualifications and experience. Examples of these instructors' credentials included master's-trained professionals (e.g., MPHs, MSWs), doctoral-trained professionals (e.g., PhDs, DrPHs), nursing faculty, medical assisting faculty, experienced CHW/Ps, and executives.
- ▶ Organization-based programs did not rely on master's- or doctoral-trained professionals as much as college/university-based programs.

College/University-based Programs

- ▶ Most programs' (8) instructors were master's- or doctoral-trained.

Organization-based Programs

- ▶ Instructors in organization-based programs had varied qualifications, such as master's training, experience as a CHW/P or public health worker, and employment at a particular organization.

Table 2. Key Takeaways about Instructional Details Among Active Programs, *continued*

DELIVERY MODE AND LANGUAGES OFFERED

All Active Programs

- ▶ Prior to the COVID-19 pandemic, many programs (6) operated using a hybrid model and maintained the hybrid model throughout the pandemic.
- ▶ Prior to COVID, several programs (5) operated using a remote model and maintained the remote model throughout the pandemic.
- ▶ A majority of programs (13) adapted their delivery mode during the pandemic, with most opting for an entirely remote model.
- ▶ Half of all programs were taught only in English. The other half included complete Spanish instruction or incorporated a Spanish instruction component into the program.
- ▶ Organization-based programs offered more instruction options in Spanish compared to college/university-based programs.

College/University-based Programs

- ▶ Most programs (8) indicated that delivery mode changed during COVID. Among these programs, prior to COVID, programs either were held entirely in-person (2) or used a hybrid model (6). Post-COVID, programs shifted to either a hybrid model (1) or an entirely remote model (7).
- ▶ The remaining 6 programs indicated no change in their delivery mode during COVID. Four of these programs maintained a hybrid model, and 2 programs maintained an entirely remote model.
- ▶ Most programs (9) offered instruction only in English, with one also providing ESL (English as a second language) instructors. The remaining 5 programs offered trainings in Spanish or incorporated Spanish into certain components of the training (e.g., written materials only, role-playing).

Organization-based Programs

- ▶ Half of programs indicated that delivery mode changed during COVID. Among these programs, prior to COVID, 4 programs were held in-person only (the other was an online-only course). These 4 programs shifted to either a hybrid (2) or completely virtual model (2). The other half maintained either a hybrid (2) or entirely virtual model (3).
- ▶ Three programs were taught only in English, and one program was taught only in Spanish. The remaining 6 programs provided some form of Spanish instruction if needed/desired.

Note: The terms *online* or *virtual* could refer to either synchronous or asynchronous training.

Table 3. Key Takeaways about Program Requirements and Costs Among Active Programs
(See Tables A5 and A6 in Appendix A for more details.)

PROGRAM PREREQUISITES/REQUIREMENTS AND GRADUATION REQUIREMENTS

All Active Programs

- ▶ Nearly half of programs (10) did not have any program prerequisites/requirements. For those programs that did, examples of prerequisites/requirements included taking a test to demonstrate proficiency in English, completing an introductory/foundational course, and having prior work experience in a community or health care setting.
- ▶ Across all programs, graduation requirements mostly consisted of completing the necessary coursework (sometimes with a grade of C or above) or attending all/most of the didactic sessions.

College/University-based Programs

- ▶ Many programs (6) did not have any program prerequisites/requirements beyond having a high school diploma and having been accepted into the college/university.
- ▶ For programs that had prerequisites, they included taking a test to demonstrate proficiency in English, completing an introductory/foundational course, and having prior work experience in a community or health care setting. One program listed several recommended courses covering subjects such as Microsoft Office and medical coding.
- ▶ For all programs but one, graduation requirements consisted of completing the necessary coursework and internship/externship/practicum, if this was a component of the program. Some programs required that students achieve a grade of C or higher to pass each class.

Organization-based Programs

- ▶ Many programs (4) did not have any program prerequisites/requirements. Several programs (3) were offered only to staff at specific organizations, where current employment at that organization was required for program eligibility. With the exception of the apprenticeship program, other programs required that students demonstrate passion for, commitment to, and previous involvement in the community.
- ▶ Graduation requirements for all programs included attending all or most of the didactic sessions.

INTERNSHIP/EXTERNSHIP REQUIREMENTS AND PARTNERS

All Active Programs

- ▶ While almost all college/university-based programs required an internship/externship, almost none of the organization-based programs did.

College/University-based Programs

- ▶ Nearly all programs (12) required an internship or externship. Sometimes, the required length of the internship/externship depended on whether it was paid. Among these 6 programs, 5 of them required 120 hours of an unpaid internship or 150 hours of a paid internship.
- ▶ Internship/externship partners included community-based organizations, local clinical settings (e.g., community clinics, hospitals), health plans, and the public health department.

Organization-based Programs

- ▶ With the exception of the apprenticeship program, none of the programs required an internship or externship. One program allowed for an optional internship/externship of up to 240 hours, paid or unpaid.

Table 3. Key Takeaways about Program Requirements and Costs Among Active Programs, *continued*

STUDENT PROGRAM COSTS

All Active Programs

- ▶ Costs for students varied considerably among programs. College/university-based programs were more expensive than organization-based programs, most of which offered their programs for free.

College/University-based Programs

- ▶ Tuition ranged from \$538 total to \$6,450 total among programs that did not have separate costs for residents versus nonresidents.
- ▶ A few programs (3) offered their programs for free, one of which had a residential requirement for free tuition.

Organization-based Programs

- ▶ Most programs (6) were offered at no cost to participants. The cost of 3 programs varied depending on the type and format of training and whether the course was taught individually or in a group. One program required only that students purchase their own textbook for \$90.

Table 4. Key Takeaways about Student Information from Active Programs
(See Tables A7 and A8 in Appendix A for more information.)

PROGRAM COMPLETION RATE AND JOB PLACEMENT

All Active Programs

- ▶ Among programs with available data (14) and excluding the high school program, all but one reported a program completion rate of 90% or above.
- ▶ Among programs with available data (7) and excluding the high school program, reported job placement rates ranged from 50% to 100%, with most reported rates at 90% or above.

College/University-based Programs

- ▶ Among programs with available data, all but one reported a program completion rate of 90% or above.
- ▶ Most programs did not collect data on whether graduates received jobs soon after graduation. Those that did reported high rates of job placement.

Organization-based Programs

- ▶ Among programs with available data, all reported a program completion rate of 90% or above.
- ▶ Among programs with available data, placement rates range from 67% to 92%.

STUDENT FOLLOW-UP POST-COMPLETION

All Active Programs

- ▶ Most programs (16) kept in touch with former program participants through informal means, such as via LinkedIn, Listservs/email, newsletters, Google Groups and Facebook. Some organization-based programs held regular meetings that could be attended by graduates as desired.

College/University-based Programs

- ▶ Most programs (9) had some form of communication with graduates, although most of it was informal through the use of LinkedIn, Listservs, Google Groups and Facebook.

Organization-based Programs

- ▶ Most programs (7) had some form of communication with graduates, with several holding regular meetings that could be attended by graduates. Other programs kept in touch with students via email, monthly newsletters, and Facebook.

STUDENT DEMOGRAPHIC INFORMATION

All Active Programs

- ▶ Half of programs did not report student demographic information.
- ▶ Among those that did report information, the student population was overwhelmingly female.

College/University-based Programs

- ▶ Many programs (6) did not report student demographic data. Several programs that did provide data did not systematically collect these data; as such, many programs provided anecdotal information.
- ▶ Colleges and universities that did report these data reported significantly more female than male students.
- ▶ With the exception of gender, programs reported having diverse student populations in categories such as race/ethnicity (although many had high Latinx enrollment), age, and educational background.

Organization-based Programs

- ▶ Most programs (6) did not report student demographic data. Those that did mostly reported anecdotal information.
- ▶ Most participants identified as female and as Latinx, and many were fluent in Spanish.

Methodology

For this analysis, we classified CHW/P education and training programs as either college/university-based or organization-based, with the exception of one program that was high school-based. College/university-based programs — both public and private — were offered at postsecondary institutions. Organization-based programs were offered at community-based organizations, such as non-profits (including health centers) and county health departments.⁵

Programs were identified using multiple methods. Initially, programs were identified based on the collective knowledge of the research team, which had completed prior research about the CHW/P profession. We then used a snowball sampling method, asking faculty and/or program staff from those programs that were interviewed first if they knew of other education or training programs in the state.

For college/university-based programs, we worked closely with representatives from the **Health Workforce Initiative** (HWI), who helped identify programs across the state. We also conducted a systematic scan of each college in the state, broken down by county. Once we identified all colleges, we checked their websites for information about CHW/P education/training. If the website indicated that they had a CHW/P program, we included them.

For organization-based programs, we mostly relied on previous knowledge and snowball sampling. We also conducted several thorough web searches in an effort to identify additional programs.

To collect information from each program, we started by emailing representatives from each school or organization with a list of questions. Because we had already established contacts at some of these schools and organizations, we knew the correct people to email in most cases. For the university/college-based programs identified by HWI, we had email introductions facilitated by their staff members. For the college/university-based programs identified by our systematic scan, we reached out to the most appropriate faculty and/or staff personnel that we could identify based on the information provided on their website. Several programs responded to our email request. Some preferred to provide information to us over the phone, and we arranged Zoom calls and took notes during those calls when that was the case.

After program information was collected, we reviewed each response. Later, we followed up with the programs that did not answer our questions completely, forgot to answer certain questions, and/or required clarification about what we were asking. We confirmed program responses we felt were ambiguous.

Appendix A. Active and Future Programs

Table A1. General Program Information: Active and Future College/University-Based Programs

SCHOOL/PROGRAM(S)	LOCATION(S)	HOW OFTEN OFFERED	YEAR BEGAN	PROGRAM DURATION/LENGTH	FOR CREDIT
Bakersfield College Health Navigator Certificate of Achievement	Bakersfield	Every semester	2017	2 semesters 378 lecture hours and 180 to 225 internship hours* (depending on whether it's paid or unpaid)	Yes
Berkeley City College Community Health Worker Degree and Certificate Program	Berkeley	Fall and spring	2018	1 semester 105 hours	No
Cabrillo College Community Health Worker Certificate of Achievement	Aptos, Watsonville	Every semester	2019	2 semesters 816 lecture hours and 120 internship hours	Yes
Note: Cabrillo College also offers a non-credit program. Comprehensive data on this non-credit option were not collected, but the program's tuition is free, and earning the non-credit certificate requires the completion of 2 courses.					
City College of San Francisco Community Health Worker Program	San Francisco	Once a year, beginning in the fall	1992	2 to 3 semesters 306 to 324 lecture hours and 128 to 150 internship hours	Yes
College of the Desert Community Health Worker: Children and Families Certificate of Achievement	Palm Desert	N/A (expected to be offered year-round)	Expected to start in fall 2023	2 semesters 252 lecture hours and 162 lab hours	Yes
Evergreen Valley College Patient Community Navigator Certificate	San Jose	Every semester	2014	1 to 2 semesters 180 lecture hours and 120 to 150 work experience hours	Yes
Foothill College Community Health Worker Certificate Program	Los Altos Hills	Once a year	TBD	1 year length TBD	TBD
Futuro Health (education provided by Mercy College of Health Sciences) Community Health Worker: Behavioral Health Program (certificate)	Online	Twice a year	2021	9 months (3 quarters) ~720 hours*	N/A

Note: Credits at Futuro Health's program are transferrable to Bachelor's in Public Health or Healthcare Administration at Mercy College of Health Sciences.

Table A1. General Program Information: Active and Future College/University-Based Programs, *continued*

SCHOOL/PROGRAM(S)	LOCATION(S)	HOW OFTEN OFFERED	YEAR BEGAN	PROGRAM DURATION/LENGTH	FOR CREDIT
<p>Loma Linda University Health San Manuel Gateway College</p> <p>Clinic-Based Community Health Worker Training</p> <ul style="list-style-type: none"> ▶ “Traditional” track ▶ “Intensive” track <p>Community Health Worker Foundations Training</p> <p>School-Based Community Health and Education Worker Training</p>	San Bernardino	Fall, winter, spring	2011	<p><i>Traditional:</i> 6 months over 2 quarters 80 didactic training hours and 200 practical experience hours</p> <p><i>Intensive:</i> 9 weeks scheduled independent of academic schedules 150 didactic and skills lab hours and 250 practicum hours</p> <p>6 months over 2 quarters 100 didactic training hours and 100 practical experience hours</p> <p>Based on market demand, usually contractual with school districts 80 didactic and skills lab hours and 100 practicum hours</p>	No
<p>Mission College</p> <p>Community Health Worker Certificate</p>	Santa Clara	Once a year, beginning in the summer	2020	8 weeks 108 lecture hours and 54 externship hours	No
<p>Note: Mission College also had a for-credit community health program with a behavioral health focus that ended ~8 years ago. It averaged 5 to 6 students per cohort.</p>					
<p>Monterey Peninsula College</p> <p>Community Health Worker Certificate</p>	Monterey, Marina	Spring, fall	2020	2 semesters 300 lecture hours and 120 to 150 internship hours	Yes
<p>Providence and Charles R. Drew University of Medicine and Science (CDU)</p> <p>Providence-CDU Community Health Worker Academy (certificate)</p>	Los Angeles County	Twice a year	2021	6 months 200 core training hours and 840 internship hours	No
<p>Sacramento City College – Los Rios</p> <p>Community Health Care Worker Certificate</p>	Sacramento	Once a year	2019	3 semesters 423 lecture hours and 120 to 150 internship hours	Yes
<p>Valley High School</p> <p>Health Tech Academy’s Community Health Worker Certification</p>	Sacramento	N/A	2013	6 semesters 342 to 513 lecture hours and 50 fieldwork hours*	Yes
<p>Note: This is a high school-based program.</p>					

*Program length is estimated based on the number of units required to complete the program and the number of hours that make up a unit.
Notes: N/A is not applicable; TBD is to be determined. All survey data are available for download in Excel at www.chcf.org/chwpworkforce.

Table A2. General Program Information: Active Organization-Based Programs

ORGANIZATION/PROGRAM	LOCATION(S)	HOW OFTEN OFFERED	YEAR BEGAN	PROGRAM DURATION/LENGTH	FOR CREDIT
AltaMed (Penn Center for Community Health Workers) Community Health Worker Program	Los Angeles, Orange County	One-time training for existing staff	2020	4 weeks: 2 weeks with Penn trainer and 2 weeks of orienting CHWs to new systems and technologies Full days for all 4 weeks (~160 hours)	N/A
Center for Well-Being Community Health Workers (certificate)	Sonoma County	Varies depending on funding; as frequently as 4 times a year	2008 (program revamped in 2019)	5 weeks 15 hours	N/A
Chula Vista Community Collaborative CVCC Promotores Program	Chula Vista	On demand, mostly on a monthly basis, for core competencies training only	2008 (paused and restarted in 2020)	Varies	N/A
El Sol Neighborhood Educational Center Community Health Worker/Promotor Training Center (certificate)	San Bernardino, Riverside (and offers trainings across the state and nationally)	Year-round, as requested	2004	Varies depending on training: ▶ El Sol has 211 training modules ▶ 40 hours average	N/A
Homeless Prenatal Program (training provided by City College of San Francisco) Community Health Worker Training Program (certificate)	San Francisco	Twice a year, in the spring and fall	1989	16 months CCSF courses: ~400 hours Apprenticeship: ~1,160 hours Internship: last 6 months of program (hours vary)	Yes
Latino Health Access The Promotor Training	Orange County	As requested	1998	Varies depending on training: ▶ Basic <i>promotor</i> training completed over 4 full days ▶ ~32 hours average	N/A
Note: Training offered to new staff when they are hired, and once a year to volunteers/interns. Latino Health Access also provided training and capacity-building support to outside groups for a fee and on a requested basis.					
Northern ACEs Collaborative/Population Health Innovation Lab, a program of the Public Health Institute North State Community Health Worker Training and Resource Hub (certificate)	Online	Year-round	2021	1 to 2 weeks 60 hours for core coursework plus any additional courses	N/A

Note: ACEs are adverse childhood experiences.

Table A2. General Program Information: Active Organization-Based Programs, *continued*

ORGANIZATION/PROGRAM	LOCATION(S)	HOW OFTEN OFFERED	YEAR BEGAN	PROGRAM DURATION/LENGTH	FOR CREDIT
Promotoras con Alma Promotoras con Alma (certificate)	Central Valley	As needed	2019	Varies depending on training; core competency training is: ▶ Completed over 9 weeks ▶ 20 hours	N/A
Transitions Clinic Network (TCN) TCN CHW Online Training Course (certificate)	San Francisco; trainings offered nationally	3 times per year	2012	12 weeks 10 lecture hours	N/A
Note: Training is only for CHW/Ps at a TCN-affiliated clinic and does not teach CHW/P core competencies.					
Visión y Compromiso Promotoras Transformando Familias y Comunidades (certificate)	Los Angeles; trainings offered nationally and internationally	10 to 17 trainings per year	2007	6 weeks 48 classroom hours	N/A

Note: N/A is not applicable.

Table A3. Instructional Details: Active and Future College/University-Based Programs

SCHOOL/PROGRAM(S)	PROGRAM SPECIALTY	AVERAGE # OF STUDENTS PER CLASS/COHORT	INSTRUCTORS	DELIVERY MODE	LANGUAGES OFFERED
Bakersfield College Health Navigator Certificate of Achievement	General	15 to 25	Public Health Science faculty	Hybrid	English
Berkeley City College Community Health Worker Degree and Certificate Program	General	34	Master’s-trained instructors (MPHs, MSWs)	<i>Pre-COVID:</i> Hybrid <i>During COVID:</i> Remote	English
Cabrillo College Community Health Worker Certificate of Achievement	General	7	MPH instructors, ESL instructor	<i>Pre-COVID:</i> In-person <i>During COVID:</i> Hybrid	English (courses have an ESL instructor to facilitate language acquisition)
City College of San Francisco Community Health Worker Program	General	20 to 25	Working professionals in the public health field	<i>Pre-COVID:</i> In-person classroom learning and online assignments <i>During COVID:</i> Remote with core classes held synchronously and asynchronous work completed online	English
<p>Note Students can select courses to customize their certificate and receive training in different areas of emphasis, such as working with older adults or youth, supporting people coming home from incarceration (re-entry), or supporting people living with HIV or hepatitis diseases.</p>					
College of the Desert Community Health Worker: Children and Families Certificate of Achievement	Children and their families	15	Nursing faculty; faculty with Master’s in Public Health or additional degree	N/A (expected to start offering program in fall 2023)	English
Evergreen Valley College Patient Community Navigator Certificate	General	Not available	Community college faculty	Hybrid	English
Foothill College Community Health Worker Certificate Program	TBD	TBD	TBD	N/A	English, other languages TBD
Futuro Health (education provided by Mercy College of Health Sciences) Community Health Worker: Behavioral Health Program (certificate)	Behavioral health	74	BAs with experience in community health, social work, and behavioral health	Remote	English; some materials offered in Spanish

Table A3. Instructional Details: Active and Future College/University-Based Programs, *continued*

SCHOOL/PROGRAM(S)	PROGRAM SPECIALTY	AVERAGE # OF STUDENTS PER CLASS/COHORT	INSTRUCTORS	DELIVERY MODE	LANGUAGES OFFERED
Loma Linda University Health San Manuel Gateway College Clinic-Based Community Health Worker Training ► “Traditional” track ► “Intensive” track	General	11 25	CHW/Ps, MPHs, DrPHs, physicians and behavioral health specialists	<i>Pre-COVID:</i> In-person and hybrid <i>During COVID:</i> Remote	English and Spanish
Community Health Worker Foundations Training	General	11	See above	See above	English and Spanish
School-Based Community Health and Education Worker Training	General	Not available	See above	See above	English
Mission College Community Health Worker Certificate	General	13 to 21	One instructor (RN, PHN) with background in community health and nursing administration	Remote	English
Note: Mission College also had a for-credit community health program with a behavioral health focus that ended ~8 years ago. It averaged 5 to 6 students per cohort.					
Monterey Peninsula College Community Health Worker Certificate	General	Not available	Medical Assisting faculty	Hybrid	English
Providence and Charles R. Drew University of Medicine and Science (CDU) Providence-CDU Community Health Worker Academy (certificate)	General	11 to 16	Trainers with master’s degrees, experienced CHW/Ps, guest speakers within the community health and research field	Hybrid	English with trainings (e.g., role-playing) in Spanish
Sacramento City College – Los Rios Community Health Care Worker Certificate	General	25	Adjunct instructors with Master’s in Public Health degrees	<i>Pre-COVID:</i> In-person <i>During COVID:</i> Remote	English
Valley High School Health Tech Academy’s Community Health Worker Certification	High school / under-served students	70	Credentialed Health Science Career Technical Education (CTE) teacher	<i>Pre-COVID:</i> In-person <i>During COVID:</i> Remote (2020-21), in-person (2021-22)	English
Note: This is a high school-based program.					

Note: ESL is English as a second language; HIV is human immunodeficiency virus; hybrid delivery is in-person and remote; N/A is not applicable; TBD is to be determined.

Table A4. Instructional Details: Active Organization-Based Programs

ORGANIZATION/ PROGRAM	PROGRAM SPECIALTY	AVERAGE # OF STUDENTS PER CLASS/COHORT	INSTRUCTORS	DELIVERY MODE	LANGUAGES OFFERED
AltaMed (Penn Center for Community Health Workers) Community Health Worker Program	Chronic disease prevention and management	11 CHWs, 1 coordinator, 3 managers, 1 director (one-time training for existing staff)	Penn Center employees	Remote	Mostly English, but trainer was somewhat bilingual in Spanish.*
* Instruction/training was in English; manuals were translated into Spanish; and students were able to ask questions, make comments, and receive responses in Spanish during the training.					
Center for Well-Being Community Health Workers (certificate)	General (with a focus on issues in Sonoma County)	12 to 30	Master’s-trained, experienced CHWs	<i>Pre-COVID:</i> In-person <i>During COVID:</i> Remote	English
Chula Vista Community Collaborative CVCC Promotores Program	General	12 (existing staff)	San Diego Futures Foundation staff	<i>Pre-COVID:</i> In-person <i>During COVID:</i> Virtual until mid-2021, then back to in-person	English and Spanish
El Sol Neighborhood Educational Center Community Health Worker/Promotor Training Center (certificate)	General; offers several culturally sensitive curricula	15 to 20	CHWs and public health experts	Hybrid	English and Spanish
Homeless Prenatal Program (training provided by City College of San Francisco) Community Health Worker Training Program (certificate)	Families with minor children	3 to 10	Homeless Prenatal Program coordinators	<i>Pre-COVID:</i> In-person <i>During COVID:</i> Hybrid	English
Latino Health Access The Promotor Training	General	10 to 25	CEO and founder of LHA (MPH, MD in Venezuela), chief program officer (MPH, MSW), senior program directors, senior coordinators and senior <i>promotores</i> with a collective combination of lived and technical experience	Hybrid	English and Spanish

Table A4. Instructional Details: Active Organization-Based Programs, *continued*

ORGANIZATION/ PROGRAM	PROGRAM SPECIALTY	AVERAGE # OF STUDENTS PER CLASS/COHORT	INSTRUCTORS	DELIVERY MODE	LANGUAGES OFFERED
Northern ACEs Collaborative/Population Health Innovation Lab, a program of the Public Health Institute North State Community Health Worker Training and Resource Hub (certificate)	General; additional trainings available for chronic illnesses and healthy lifestyles	N/A	N/A (Courses are asynchronous and not led by instructors.)	<i>Pre-COVID:</i> Online <i>During COVID:</i> Online and in-person if needed	English; some courses offered in Spanish
Promotoras con Alma Promotoras con Alma (certificate)	General; additional trainings available for chronic illnesses, working in groups, and families with children with special needs	10 to 11	Executive director, managing director	Remote	Spanish
Transitions Clinic Network (TCN) TCN CHW Online Training Course (certificate)	Patients with complex, chronic physical and behavioral health needs who are recently released from incarceration	6 to 8	Senior CHWs	Remote	English
Visión y Compromiso Promotoras Transformando Familias y Comunidades (certificate)	General	25 to 30	Approved and experienced facilitators	<i>Pre-COVID:</i> In-person <i>During COVID:</i> Hybrid	English and Spanish

Notes: ACEs are adverse childhood experiences; Chronic illness trainings are available for diabetes/prediabetes and oral health disparities. Healthy lifestyles trainings are available for behavioral health care, depression, anxiety, promoting healthy lifestyles, substance use, and supporting tobacco cessation. *Online* work is distinguished from remote work when coursework is completed asynchronously.

Note: Training is only for CHW/Ps at a TCN-affiliated clinic and does not teach CHW/P core competencies.

Note: *Hybrid* delivery is in-person and remote; *N/A* is not applicable.

Table A5. Program Requirements and Costs: Active and Future College/University-Based Programs

SCHOOL/PROGRAM(S)	PROGRAM PREREQUISITES/ REQUIREMENTS	GRADUATION REQUIREMENTS	INTERNSHIP/ EXTERNSHIP REQUIREMENTS	COST
Bakersfield College Health Navigator Certificate of Achievement	None	18 units of core courses 3 elective units 3 units of internship or alternative 3-unit course Each course requires a grade of C or above	<i>Unpaid:</i> 180 hours <i>Paid:</i> 225 hours (estimated)	<i>Residents:</i> ~\$1,104 (plus additional student fees) <i>Nonresidents:</i> ~\$6,792 (plus additional student fees)
INTERNSHIP/EXTERNSHIP PARTNERS: Community partners, including Kern Family Health, Adventist Health, Central Valley Tobacco Control Policy, and others				
Berkeley City College Community Health Worker Degree and Certificate Program	None	2 courses	None	No cost to students
Cabrillo College Community Health Worker Certificate of Achievement	IBEST English language assessment	11 units of core courses 3 elective units 2 units of internship	<i>Unpaid:</i> 120 hours <i>Paid:</i> 150 hours	<\$900 \$40 to \$80 for textbook used in core courses plus additional costs for other required books
INTERNSHIP/EXTERNSHIP PARTNERS: Second Harvest Foodbank, Peer Ambassadors at Cabrillo College, Salud Para La Gente, Center for Community Action, Monarch Services Note: <i>IBEST</i> is Integrated Basic Education and Skills Training.				
City College of San Francisco Community Health Worker Program	Enrollment in college Intro to CHW course (1 unit) (sometimes waived for CHW/Ps already working in the field)	14 units of core courses 3 to 4 units of electives 2 units of internship A final performance-based exam (PBE)	<i>Unpaid:</i> 120 hours <i>Paid:</i> 150 hours	<i>San Francisco residents:</i> free <i>California residents living outside of San Francisco:</i> \$782 to \$828 (\$46/credit) (plus one-time fees each semester ranging between \$23 and \$26) \$50 to \$90 for textbook used in core courses plus additional costs for other required books
INTERNSHIP/EXTERNSHIP PARTNERS: Local employers, such as health center, hospital, public health department, or community-based nonprofit agency				
College of the Desert Community Health Worker: Children and Families Certificate of Achievement	None	17 units of courses	None	\$255 (excluding books and supplies)

Table A5. Program Requirements and Costs: Active and Future College/University-Based Programs, *continued*

SCHOOL/PROGRAM(S)	PROGRAM PREREQUISITES/ REQUIREMENTS	GRADUATION REQUIREMENTS	INTERNSHIP/ EXTERNSHIP REQUIREMENTS	COST
Evergreen Valley College Patient Community Navigator Certificate	6 recommended courses that can be completed either before starting the required courses or concurrently: <ul style="list-style-type: none"> ▶ Microsoft Office ▶ Medical Coding ▶ Blueprint for Success ▶ Introduction to Ethnic Studies ▶ Life Management ▶ Personal Growth and Adjustment 	10 units of coursework 2 units of work experience	<i>Unpaid:</i> 120 hours <i>Paid:</i> 150 hours	\$538
INTERNSHIP/EXTERNSHIP PARTNERS: Information not available.				
Foothill College Community Health Worker Certificate Program	TBD (program not yet offered)	TBD	TBD	TBD
Futuro Health (education provided by Mercy College of Health Sciences) Community Health Worker: Behavioral Health Program (certificate)	18 years of age or older High school diploma/ GED Interest in: <ul style="list-style-type: none"> ▶ Working with patients ▶ Community work English proficiency Legally allowed to work in the US Computer and internet proficiency Reliable internet access Own a computer and webcam <7 years old	3 courses	None	Tuition waived during COVID-19 pandemic; \$100 nonrefundable registration fee and \$20/month membership for education and training as part of the application process. Nonaffiliated students: \$3,200 (includes textbooks and simulation)

Table A5. Program Requirements and Costs: Active and Future College/University-Based Programs, *continued*

SCHOOL/PROGRAM(S)	PROGRAM PREREQUISITES/ REQUIREMENTS	GRADUATION REQUIREMENTS	INTERNSHIP/ EXTERNSHIP REQUIREMENTS	COST
Loma Linda University Health San Manuel Gateway College Clinic-Based Community Health Worker Training ► “Traditional” track ► “Intensive” track	High school diploma/ GED; successful completion of the Foundations* training *Included in intensive track.	Successful completion of both didactic competencies and practicum components	Internship is required. Traditional: It is not always paid, but some employers have paid off students’ tuition balance as compensation for work done during their practicum. Intensive: Students are employed, and employers pay for their time at the training and practicum at their own clinical sites.	Traditional: \$6,450 (all-inclusive, except regalia for graduation) Intensive: Varies by contract with sponsors depending on deliverables
Community Health Worker Foundations Training	High school diploma/ GED		Internship is required. It is not always paid, but some employers have paid off students’ tuition balance as compensation for work done during their practicum.	\$3,750 (all-inclusive, except regalia for graduation)
School-Based Community Health and Education Worker Training	High school diploma/ GED; successful completion of the Foundations training		Internship is required. It is not always paid, but some employers have paid off students’ tuition balance as compensation for work done during their practicum.	No information available
INTERNSHIP/EXTERNSHIP PARTNERS: Inland Empire Health Plan, L.A. Care, Goodwill, Chaffey Joint Union High School District, San Bernardino City Unified School District, San Bernardino County, Loma Linda University School of Behavioral Health, Congregations Organized for Prophetic Engagement, San Bernardino County Workforce Development Board, Cathedral City, El Sol Neighborhood Educational Center, Riverside County Workforce Development Board, Sickle Cell Disease Foundation				
Mission College Community Health Worker Certificate	None	2 courses Externship	54 unpaid externship hours* *Usually completed at students’ workplace	No cost to students
INTERNSHIP/EXTERNSHIP PARTNERS: Local organizations, including MayView Community Health, Gardner Health, AACI, School Health Centers of Santa Clara County, Planned Parenthood Mar Monte, Community Health Partnerships, Santa Clara County Clinics Note: Mission College also had a for-credit community health program with a behavioral health focus that ended ~8 years ago. It averaged 5 to 6 students per cohort.				

Table A5. Program Requirements and Costs: Active and Future College/University-Based Programs, *continued*

SCHOOL/PROGRAM(S)	PROGRAM PREREQUISITES/ REQUIREMENTS	GRADUATION REQUIREMENTS	INTERNSHIP/ EXTERNSHIP REQUIREMENTS	COST
Monterey Peninsula College Community Health Worker Certificate	None	16 units of courses 2 units of internship	<i>Unpaid:</i> 120 hours <i>Paid:</i> 150 hours	<\$2,000
INTERNSHIP/EXTERNSHIP PARTNERS: Students are responsible for identifying their own internships, but Monterey Peninsula College is seeking to establish partnerships.				
Providence and Charles R. Drew University of Medicine and Science (CDU) Providence-CDU Community Health Worker Academy (certificate)	18 years or older High school diploma/ GED Some prior experience in a community and/or health care setting Fluency in Spanish is highly preferred Computer program proficiency	Completion of 80% of the program requirements	6-month paid internship	No cost to students
INTERNSHIP/EXTERNSHIP PARTNERS: Cedars-Sinai Medical Center, Dignity Health Northridge Hospital Medical Center, Harbor Community Health Center, San Fernando Community Health Center, Behavioral Health Services, Inc., Torrance Memorial Medical Center, Westside Family Health Center, Venice Family Clinic, and multiple sites across Providence				
Sacramento City College – Los Rios Community Health Care Worker Certificate	None	23.5 units of courses 2 units of work experience	<i>Unpaid:</i> 120 hours <i>Paid:</i> 150 hours	\$1,697.50 (includes tuition, books, and various fees)
INTERNSHIP/EXTERNSHIP PARTNERS: Internship partners are largely in the Sacramento region, but the program will work with any student to find an internship outside of the region.				
Valley High School Health Tech Academy’s Community Health Worker Certification	None	4 courses CHW exams Fieldwork	50 hours of paid fieldwork	No cost to students
INTERNSHIP/EXTERNSHIP PARTNERS: Central Valley Health Network/UC San Francisco (AHEC Scholars), Common Ground Church, La Familia Counseling Center, WellSpace Health, One Community Health, Health Education Council Notes: This is a high school-based program. AHEC is Area Health Education Center.				

Note: *GED* is general equivalency diploma; *N/A* is not applicable; *TBD* is to be determined.

Table A6. Program Requirements and Costs: Active Organization-Based Programs

ORGANIZATION/PROGRAM	PROGRAM PREREQUISITES/ REQUIREMENTS	GRADUATION REQUIREMENTS	INTERNSHIP/ EXTERNSHIP REQUIREMENTS	COST
AltaMed (Penn Center for Community Health Workers) Community Health Worker Program	Employed as CHW at AltaMed in Health Education department	N/A	N/A	No cost to students
Center for Well-Being Community Health Workers (certificate)	None	Attend at least 4 of 5 sessions	None	No cost to students
Chula Vista Community Collaborative CVCC Promotores Program	Employed at CVCC	None	N/A	No cost to students
El Sol Neighborhood Educational Center Community Health Worker/Promotor Training Center (certificate)	Possess the qualities (e.g., passion, community involvement, leadership) and the heart to serve others	Completion of trainings	None	Varies depending on training
Homeless Prenatal Program (training provided by City College of San Francisco [CCSF]) Community Health Worker Training Program (certificate)	<ul style="list-style-type: none"> ▶ Updated résumé ▶ Recommendation from HPP case manager (or other written recommendation if not a former HPP client) ▶ Minimum of 1 year in stable housing ▶ Clean and sober for a minimum of 2 years ▶ Stable childcare ▶ Looking to pursue or currently pursuing an AA degree or GED certificate (old program); must be able to enroll in CHW Certificate Program at CCSF ▶ Fluent in English (to attend CCSF courses) ▶ Looking to find employment in an entry-level position in the social service sector ▶ Former HPP client or be a member of the community (i.e., demonstrate passion) 	Complete coursework to receive certificate Apprenticeship	Internship required for last 6 months of program	No cost to students

INTERNSHIP/EXTERNSHIP PARTNERS: Arriba Juntos, HealthRIGHT 360, City and County of Alameda, City and County of San Francisco, Compass Family Services, Center for Young Women's Development, Larkin Street Youth, La Casa de las Madres

Table A6. Program Requirements and Costs: Active Organization-Based Programs, *continued*

ORGANIZATION/PROGRAM	PROGRAM PREREQUISITES/ REQUIREMENTS	GRADUATION REQUIREMENTS	INTERNSHIP/ EXTERNSHIP REQUIREMENTS	COST
Latino Health Access The Promotor Training	None	Completion of training(s)	None	Varies depending on training and format (in-person vs. remote)
Northern ACEs Collaborative/Population Health Innovation Lab, a program of the Public Health Institute North State Community Health Worker Training and Resource Hub (certificate)	None	None	None	<i>Individual courses:</i> \$175 each <i>Core Group</i> (10 courses): \$1,500 (Reduced rate is available for 2+ individuals from the same agency registering at the same time.)
Note: ACEs are adverse childhood experiences.				
Promotoras con Alma Promotoras con Alma (certificate)	None	Completion of trainings	None	No cost to students
Transitions Clinic Network (TCN) TCN CHW Online Training Course (certificate)	Employment as a CHW at a TCN-affiliated clinic Personal history of incarceration	Participate in live sessions Complete: ▶ 12 self-paced online modules ▶ 2 written assignments	None	\$90 for textbook
Note: Training is only for CHW/Ps at a TCN-affiliated clinic and does not teach CHW/P core competencies.				
Visión y Compromiso Promotoras Transformando Familias y Comunidades (certificate)	Interest in becoming a promotora comunitaria	Completion of trainings Practice of educational presentation	None	No cost to students

Note: N/A is not applicable.

Table A7. Student Information: Active and Future College/University-Based Programs

SCHOOL/PROGRAM	PROGRAM COMPLETION RATE	FOLLOW-UP/ CONTACT WITH GRADUATES	STUDENT DEMOGRAPHICS		
Bakersfield College Health Navigator Certificate of Achievement	Not available	No	Not available		
Berkeley City College Community Health Worker Degree and Certificate Program	90% to 100%	No	<ul style="list-style-type: none"> ▶ 30% new immigrants, some of whom have health care backgrounds ▶ 30% employed but looking for additional training ▶ 30% returning adult learners who have not been in workforce for 10 years, do not have a high school diploma, and are mostly female ▶ 30% non-English speakers ▶ Languages spoken: Arabic, Spanish, Eritrean, Tagalog, Chinese* 		
*Reported demographic information is anecdotal.					
Cabrillo College Community Health Worker Certificate of Achievement	Not available	Yes (via Listserv and LinkedIn)	Not available		
City College of San Francisco Community Health Worker Program	91%	Yes (via LinkedIn and Google Groups)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> GENDER ▶ Female 30 ▶ Male 11 RACE/ETHNICITY ▶ Asian 8 ▶ Black 7 ▶ Latinx 13 ▶ Pacific Islander . . . 1 ▶ White (non-Hispanic) 12 AGE GROUPS ▶ 20 to 34 22 ▶ 35 to 44 9 ▶ 45 to 59 8 ▶ 60+ 2 </td> <td style="width: 50%; vertical-align: top;"> NON-ENGLISH LANGUAGES ▶ Cantonese. 2 ▶ Italian/French 1 ▶ Japanese/Korean . . . 1 ▶ Samoan 1 ▶ South Asian 1 ▶ Spanish 10 ▶ Tagalog 1 OTHER ▶ LGBTQ 9* *3 identify as nonbinary ▶ Bachelor’s degree or higher 13 </td> </tr> </table>	GENDER ▶ Female 30 ▶ Male 11 RACE/ETHNICITY ▶ Asian 8 ▶ Black 7 ▶ Latinx 13 ▶ Pacific Islander . . . 1 ▶ White (non-Hispanic) 12 AGE GROUPS ▶ 20 to 34 22 ▶ 35 to 44 9 ▶ 45 to 59 8 ▶ 60+ 2	NON-ENGLISH LANGUAGES ▶ Cantonese. 2 ▶ Italian/French 1 ▶ Japanese/Korean . . . 1 ▶ Samoan 1 ▶ South Asian 1 ▶ Spanish 10 ▶ Tagalog 1 OTHER ▶ LGBTQ 9* *3 identify as nonbinary ▶ Bachelor’s degree or higher 13
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Note: Completion and demographic data are from June 2021 graduating class.					
Foothill College Community Health Worker Certificate Program	N/A (program not yet offered)	N/A	N/A		
Evergreen Valley College Patient Community Navigator Certificate	Not available	Not available	Not available		

Table A7. Student Information: Active and Future College/University-Based Programs, *continued*

SCHOOL/PROGRAM	PROGRAM COMPLETION RATE	FOLLOW-UP/ CONTACT WITH GRADUATES	STUDENT DEMOGRAPHICS																				
College of the Desert Community Health Worker: Children and Families Certificate of Achievement	N/A (program expected to start in fall 2023)	N/A	N/A																				
Futuro Health (education provided by Mercy College of Health Sciences) Community Health Worker: Behavioral Health Program (certificate)	Not available	Not available	Not available																				
Loma Linda University Health San Manuel Gateway College Clinic-Based Community Health Worker Training ▶ “Traditional” track ▶ “Intensive” track Community Health Worker Foundations Training School-Based Community Health and Education Worker Training	98%	Yes	<ul style="list-style-type: none"> ▶ Mostly female (8:2) ▶ High school diploma/GED ▶ Experience ranges from none to 20+ years ▶ All ethnic and racial backgrounds (predominantly Latinx, then Black, Asian, and Native American) 																				
<p>Notes: There was a 99% job placement rate within 6 to 9 months of the training, where 90% of students are employed in clinical-, community-, and school-based settings. No systematic follow-up, but the program stays in contact via Facebook, email events blasts, job announcements, trainings/webinars, policy information, etc. Direct contacts are done with specific students as needed and per their request. The program also has a CHW leadership council with CHWs leading the group.</p>																							
Mission College Community Health Worker Certificate	100%	No	<table border="0"> <tr> <td>RACE/ETHNICITY</td> <td>AGE GROUPS</td> </tr> <tr> <td>▶ Asian 3</td> <td>▶ 20 to 34 14</td> </tr> <tr> <td>▶ Black 1</td> <td>▶ 35 to 44 3</td> </tr> <tr> <td>▶ Latinx 14</td> <td>▶ 45 to 60 4</td> </tr> <tr> <td>▶ White (non-Hispanic) . 3</td> <td></td> </tr> <tr> <td>GENDER</td> <td>EDUCATION</td> </tr> <tr> <td>▶ Female 18</td> <td>▶ Did not graduate from / enroll in high school 1</td> </tr> <tr> <td>▶ Male 2</td> <td>▶ High school diploma/GED 9</td> </tr> <tr> <td>▶ Nonbinary 1</td> <td>▶ Associate’s degree . 3</td> </tr> <tr> <td></td> <td>▶ Bachelor’s degree or higher 8</td> </tr> </table>	RACE/ETHNICITY	AGE GROUPS	▶ Asian 3	▶ 20 to 34 14	▶ Black 1	▶ 35 to 44 3	▶ Latinx 14	▶ 45 to 60 4	▶ White (non-Hispanic) . 3		GENDER	EDUCATION	▶ Female 18	▶ Did not graduate from / enroll in high school 1	▶ Male 2	▶ High school diploma/GED 9	▶ Nonbinary 1	▶ Associate’s degree . 3		▶ Bachelor’s degree or higher 8
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▶ Male 2	▶ High school diploma/GED 9																						
▶ Nonbinary 1	▶ Associate’s degree . 3																						
	▶ Bachelor’s degree or higher 8																						

Notes: Completion and demographic data are from the first cohort (2020). Mission College also had a for-credit community health program with a behavioral health focus that ended ~8 years ago. It averaged 5 to 6 students per cohort. Information about the percentage of graduates with jobs upon program completion was not available – most were already employed.

Table A7. Student Information: Active and Future College/University-Based Programs, *continued*

SCHOOL/PROGRAM	PROGRAM COMPLETION RATE	FOLLOW-UP/ CONTACT WITH GRADUATES	STUDENT DEMOGRAPHICS	
Monterey Peninsula College Community Health Worker Certificate	Not available	Yes (via email)	Not available	
Providence and Charles R. Drew University of Medicine and Science (CDU) Providence-CDU Community Health Worker Academy (certificate of completion)	Not available	Yes (virtual check-in meetings as requested by graduates; outcome evaluation forms will be regularly administered)	Cohort 1 GENDER ► Female 10 ► Male. 1 RACE/ETHNICITY ► Latinx 9 ► Other 2 LANGUAGE ► Fluent in Spanish . . 7 EDUCATION ► Bachelor’s degree. . 1 ► Some college . . . 10	Cohort 2 GENDER ► Female 15 ► Male. 1 RACE/ETHNICITY ► Latinx 16 LANGUAGE ► Fluent in Spanish . 16 EDUCATION ► Bachelor’s degree. . 5 ► Some college . . . 11
Sacramento City College – Los Rios Community Health Care Worker Certificate	22% to 53%	Yes (via a graduate survey)	Not available	
Valley High School Health Tech Academy’s Community Health Worker Certification	25%	Yes (sporadic emails and phone calls, surveys as needed)	► 80% Female ► 50% Latinx (all of whom speak Spanish) ► 35% Asian (mostly Hmong, some Vietnamese, Chinese, East Indian, Pacific Islander)	

Note: The percentage of graduates with jobs upon program completion was 100%.

Notes: This is a high school-based program. Most students enroll in college upon program completion; some enlist in the military.

Note: LGBTQ is lesbian, gay, bisexual, transgender and questioning and/or queer; N/A is not applicable.

Table A8. Student Information: Active Organization-Based Programs

ORGANIZATION/PROGRAM	PROGRAM COMPLETION RATE	FOLLOW-UP OR CONTACT WITH GRADUATES	STUDENT DEMOGRAPHICS								
AltaMed (Penn Center for Community Health Workers) Community Health Worker Program	100%	N/A	<ul style="list-style-type: none"> ▶ All from Latin America/Spanish-speaking countries ▶ All female ▶ CHWs had an average of 11 years of experience 								
Center for Well-Being Community Health Workers (certificate)	90%	Yes (via monthly meetings and newsletters)	Not available								
Note: Information about the percentage of graduates with jobs upon program completion was not available – most were already employed.											
Chula Vista Community Collaborative CVCC Promotores Program	100%	N/A	Not available								
El Sol Neighborhood Educational Center Community Health Worker/Promotor Training Center (certificate)	95% (data from last 2 years)	Yes (via email)	Not available								
Note: The percentage of graduates with jobs upon program completion was 67% (data from last 2 years).											
Homeless Prenatal Program (training provided by City College of San Francisco) Community Health Worker Training Program (certificate)	Not available	Yes (most work at HPP after program completion)	<table border="0"> <tr> <td style="vertical-align: top;"> GENDER ▶ Female 100% </td> <td style="vertical-align: top;"> CITY OF RESIDENCE ▶ San Francisco . . . 47% ▶ Richmond 13% ▶ Vallejo 7% ▶ San Mateo. 7% ▶ Orinda. 7% ▶ Pacifica 7% ▶ Tracy 7% ▶ Antioch 7% </td> </tr> <tr> <td style="vertical-align: top;"> RACE/ETHNICITY ▶ Latinx 40% ▶ White 7% ▶ Asian 7% ▶ Black 47% </td> <td style="vertical-align: top;"> OTHER ▶ Average household size 3 </td> </tr> <tr> <td style="vertical-align: top;"> PRIMARY LANGUAGE ▶ English 80% ▶ Spanish 20% </td> <td></td> </tr> <tr> <td style="vertical-align: top;"> EDUCATION ▶ High school/GED 7% ▶ Some college* . 86% ▶ Associate’s degree 7% </td> <td></td> </tr> </table> <p>*13% of those who attended some college were first-generation college students.</p>	GENDER ▶ Female 100%	CITY OF RESIDENCE ▶ San Francisco . . . 47% ▶ Richmond 13% ▶ Vallejo 7% ▶ San Mateo. 7% ▶ Orinda. 7% ▶ Pacifica 7% ▶ Tracy 7% ▶ Antioch 7%	RACE/ETHNICITY ▶ Latinx 40% ▶ White 7% ▶ Asian 7% ▶ Black 47%	OTHER ▶ Average household size 3	PRIMARY LANGUAGE ▶ English 80% ▶ Spanish 20%		EDUCATION ▶ High school/GED 7% ▶ Some college* . 86% ▶ Associate’s degree 7%	
GENDER ▶ Female 100%	CITY OF RESIDENCE ▶ San Francisco . . . 47% ▶ Richmond 13% ▶ Vallejo 7% ▶ San Mateo. 7% ▶ Orinda. 7% ▶ Pacifica 7% ▶ Tracy 7% ▶ Antioch 7%										
RACE/ETHNICITY ▶ Latinx 40% ▶ White 7% ▶ Asian 7% ▶ Black 47%	OTHER ▶ Average household size 3										
PRIMARY LANGUAGE ▶ English 80% ▶ Spanish 20%											
EDUCATION ▶ High school/GED 7% ▶ Some college* . 86% ▶ Associate’s degree 7%											

Notes: The percentage of graduates with jobs upon program completion was 92%. Demographic data for FY 2020–21 and FY 2021–22. Segments may not sum to 100% due to rounding.

Table A8. Student Information: Active Organization-Based Programs, *continued*

ORGANIZATION/PROGRAM	PROGRAM COMPLETION RATE	FOLLOW-UP OR CONTACT WITH GRADUATES	STUDENT DEMOGRAPHICS
Latino Health Access The Promotor Training	90% to 100%	No	Not available
Northern ACEs Collaborative/Population Health Innovation Lab, a program of the Public Health Institute North State Community Health Worker Training and Resource Hub (certificate)	Not available	Yes (monthly peer convening)	Not available
Promotoras con Alma Promotoras con Alma (certificate)	90%	Yes (via a coalition that regularly meets)	<ul style="list-style-type: none"> ▶ All Spanish speakers ▶ 99% women ▶ Ages range from 39 to 55
Transitions Clinic Network (TCN) TCN CHW Online Training Course (certificate)	Not available	Yes (ongoing mentoring from senior CHWs, biweekly fireside chats, one-on-one mentoring as needed)	<ul style="list-style-type: none"> ▶ Majority of CHWs who complete the training are older (50+); Black, Latinx or other people of color; and English-speaking ▶ Slightly more males than females and a smaller percentage of trans women
Notes: Training is only for CHW/Ps at a TCN-affiliated clinic and does not teach CHW/P core competencies.			
Visión y Compromiso Promotoras Transformando Familias y Comunidades (certificate)	90%	No	Not available

Notes: ACEs are adverse childhood experiences; N/A is not applicable.

Appendix B. Inactive Programs (Paused or Ended)

Table B1. General Program Information: Paused or Ended College/University-Based Programs

SCHOOL/PROGRAM(S)	LOCATION	HOW OFTEN OFFERED	YEAR BEGAN	YEAR ENDED/ PAUSED	PROGRAM DURATION/LENGTH	FOR CREDIT
Cañada College Community Health Worker Certificate of Achievement	Redwood City	N/A	2008	2018	252 lecture hours and 180 to 225 internship hours* (depending on whether it's paid or unpaid)	Yes
Promotor Education and Employment Project Certificate of Achievement					288 lecture hours and 60 to 75 internship hours* (depending on whether it's paid or unpaid)	
Mission College Associate in Science in Community Health Worker	Santa Clara	N/A (not started due to low interest)	2018	2018	2 to 3 semesters 1,044 lecture hours and 100 internship hours*	Yes
Note: Mission College also had a for-credit community health program with a behavioral health focus that ended ~8 years ago. It averaged 5 to 6 students per cohort.						
San Diego City College Community Health Work Certificate of Performance	San Diego	N/A	2007	2018	2 to 4 semesters 162 lecture hours and 40 to 70 volunteer hours	No
Community Health Work Certificate of Achievement		N/A (minimal enrollment never met)	2019	2019	306 lecture hours and 40 to 70 volunteer hours*	Yes
Santa Rosa Junior College Community Health Worker Certificate of Achievement Program	Santa Rosa	Once a year (beginning in the summer)	1997 to 1998	2019	3 semesters 400 to 423.5 lecture hours and 240 internship hours	Yes
Community Health Worker Associate Degree		Not available	Not available		~440 to 468 lecture hours*	
UC Riverside University Extension Community Health Worker (professional achievement award/certificate)	Riverside	Twice a year	2017	2019	5 weeks 60 classroom-based instruction hours and 120 online-based instruction hours	Yes

Note: N/A is not applicable.

*Program length is estimated based on the number of units required to complete the program and the number of hours that made up a unit.

Table B2. General Program Information: Paused or Ended Organization-Based Programs

ORGANIZATION/PROGRAM(S)	LOCATION	HOW OFTEN OFFERED	YEAR BEGAN	YEAR ENDED/ PAUSED	PROGRAM DURATION/LENGTH	FOR CREDIT
County of Los Angeles Public Health Promotores Training Program (certificate)	Los Angeles County	Once a year	2000	2020	3 months 18 to 24 hours	N/A
Esperanza Community Housing Corporation Community Health Promotores Training Program (certificate)	South Central Los Angeles	Once a year	1996	Paused in 2021 (new cohort expected in 2022)	6 months 216 to 240 training hours and 250 optional internship hours after program completion	N/A
Note: Participants can earn two certificates: one for completing the actual training program and another after they finish the internship.						
Worker Education and Resource Center (WERC) CHW Program with Esperanza Community Housing Corporation	Los Angeles County	Not available	2008	2010	2 weeks	N/A
Care Navigator Apprenticeship Program			2016	2019	4 to 6 weeks ~160 hours of classroom instruction and 2,000 hours of on-the-job work experience	
SUCCEED Program			2013	2015	3 weeks 90 hours	

Note: N/A is not applicable.

Table B3. Instructional Details: Paused or Ended College/University-Based Programs

SCHOOL/PROGRAM	PROGRAM SPECIALTY	AVERAGE # OF STUDENTS PER CLASS/COHORT	INSTRUCTORS	DELIVERY MODE	LANGUAGES OFFERED
Cañada College Community Health Worker Certificate of Achievement Promotor Education and Employment Project Certificate of Achievement	Not available	Not available	Not available	Not available	English
Mission College* Associate in Science in Community Health Worker	General	N/A (not started due to low interest)	N/A	N/A	English
San Diego City College Community Health Work Certificate of Performance Community Health Work Certificate of Achievement	General	12	MPH, MSW, PhD	In-person	English, Spanish
Santa Rosa Junior College† Community Health Worker Certificate of Achievement Program	General	18 to 22	Master’s-trained	In-person	English
Community Health Worker Associate Degree	Not available	Not available	Not available	Not available	Not available
UC Riverside University Extension Community Health Worker (professional achievement award/certificate)	General	13	Instructor #1: PhD, RN, LNC Instructor #2: EdD, MS, BCPC	Hybrid	English

*Mission College also had a for-credit community health program with a behavioral health focus that ended ~8 years ago. It averaged 5 to 6 students per cohort. Students could choose one of the following areas of emphasis: geriatric care, cognitive disability – mental illness, or cognitive disability – developmental disability.

† Specialties included prevention of acute and chronic disease, substance use, and mental health; focus was on Sonoma County health disparities and epidemiology.

Note: Hybrid delivery is in-person and remote. N/A is not applicable.

Table B4. Instructional Details: Paused or Ended Organization-Based Programs

ORGANIZATION/ PROGRAM(S)	PROGRAM SPECIALTY	AVERAGE # OF STUDENTS PER CLASS/COHORT	INSTRUCTORS	DELIVERY MODE	LANGUAGES OFFERED
County of Los Angeles Public Health Promotores Training Program (certificate)	Nutrition	10 to 40	Health Education Assistant	In-person	Primarily Spanish; some trainings offered in English
Esperanza Community Housing Corporation Community Health Promotores Training Program (certificate)	Low-income South Central Los Angeles residents	20 to 25	Agency staff and <i>promotores</i>	<i>Pre-COVID:</i> In-person <i>During COVID:</i> Hybrid	English and Spanish
Worker Education and Resource Center (WERC) CHW Program with Esperanza Community Housing Corporation	General	30	WERC instructors and instructors from Esperanza	Not available	English (Spanish assistance)
Care Navigator Apprenticeship Program	Primary care and social determinants of health	10 to 15	Classroom: WERC instructors and guest instructors Worksite: professional mentor		English
SUCCEED Program	Post-stroke patients	8	WERC instructors, medical staff from Rancho Los Amigos National Rehabilitation Center		English (Spanish assistance)

Note: Hybrid delivery is in-person and remote.

Table B5. Program Requirements and Costs: Paused or Ended College/University-Based Programs

SCHOOL/PROGRAM(S)	PROGRAM PREREQUISITES/ REQUIREMENTS	GRADUATION REQUIREMENTS	INTERNSHIP/ EXTERNSHIP REQUIREMENTS	COST
Cañada College Community Health Worker Certificate of Achievement	Not available	4 units of core courses	<i>Unpaid:</i> 180 hours	Not available
		10 units of selective courses 3 units of internship	<i>Paid:</i> 225 hours*	
Promotor Education and Employment Project Certificate of Achievement		10 units of core courses	<i>Unpaid:</i> 60 hours	
		6 units of selective courses 1 unit of internship	<i>Paid:</i> 75 hours*	
Mission College[†] Associate in Science in Community Health Worker	Enrollment in college	25 units of core courses 1 to 10 units of electives depending on area of emphasis Associate in Science degree Students must maintain a grade of C or above in all core classes and program electives	None	Not available (not started due to low interest)
San Diego City College Community Health Work Certificate of Performance	None	9 units of courses Volunteering	40 to 70 volunteer hours	\$414 (excluding books and supplies)
		Community Health Work Certificate of Achievement	17 units of courses 1 to 4 units of work experience	
Santa Rosa Junior College Community Health Worker Certificate of Achievement Program	English 1A or proficiency	26.5 units from Community Health Worker Internship	<i>Unpaid:</i> 240 hours (offered through several nonprofits and County Public Health)	\$1,300 (in 2019)
Community Health Worker Associate Degree	Not available	27.5 units from Community Health Worker requirements and Information Learning Resources Associate's degree	Not available	Not available
UC Riverside University Extension Community Health Worker (professional achievement award/certificate)	High school diploma/GED Proficient in English reading, writing and comprehension Passion for helping people Access to a computer and the internet Application includes a writing assignment to determine readiness for the program	10 units of courses	None	\$2,800 (excluding textbooks)

*Hours are based on estimations.

[†] Mission College also had a for-credit community health program with a behavioral health focus that ended ~8 years ago. It averaged 5 to 6 students per cohort.

Note: N/A is not applicable.

Table B6. Program Requirements and Costs: Paused or Ended Organization-Based Programs

ORGANIZATION/ PROGRAM(S)	PROGRAM PREREQUISITES/ REQUIREMENTS	GRADUATION REQUIREMENTS	INTERNSHIP/EXTERNSHIP REQUIREMENTS	COST
County of Los Angeles Public Health Promotores Training Program (certificate)	None	Attend at least 11 of 12 sessions	None	No cost to students
Esperanza Community Housing Corporation Community Health Promotores Training Program (certificate)	Application and interview with an alumna	6 months of training	<i>Paid:</i> 240 hours <i>Unpaid:</i> optional	No cost to students
INTERNSHIP/EXTERNSHIP PARTNERS: Susan G. Komen, Food Education Access Support Together (FEAST), and Strategic Actions for a Just Economy (SAJE).				
Worker Education and Resource Center (WERC) CHW Program with Esperanza Community Housing Corporation	None	None	None	No cost to students
Care Navigator Apprenticeship Program	Cultural alignment with and lived experience in the community where they will serve	Evaluation by professional mentor after 1,000 hours and 2,000 hours on the job Issuance of State/Federal Apprenticeship credential upon completing the program and receiving offer of perma- nent employment	N/A	
SUCCEED Program	None	None	Internship required, but length/duration of internship not available	
INTERNSHIP/EXTERNSHIP PARTNER: Rancho Los Amigos National Rehabilitation Center.				

Note: N/A is not applicable.

Table B7. Student Information: Paused or Ended College/University-Based Programs

SCHOOL/PROGRAM(S)	PROGRAM COMPLETION RATE	FOLLOW-UP OR CONTACT WITH GRADUATES	STUDENT DEMOGRAPHICS
Cañada College Community Health Worker Certificate of Achievement Promotor Education and Employment Project Certificate of Achievement	Not available	Not available	Not available
Mission College* Associate in Science in Community Health Worker	Not available (not started due to low interest)	Not available	Not available
San Diego City College Community Health Work Certificate of Performance Community Health Work Certificate of Achievement	Not available	No	Not available
Santa Rosa Junior College Community Health Worker Certificate of Achievement Program	Nearly 100% each year [†]	Yes graduates are emailed job opportunities	<ul style="list-style-type: none"> ▶ ~75% were female ▶ ~80% were Latinx (~50% of whom spoke Spanish in their home) ▶ Ages ranged from 20 to 50[‡]
Community Health Worker Associate Degree		Not available	Not available
UC Riverside University Extension Community Health Worker (professional achievement award/certificate)	Not available	No	Not available

*Mission College also had a for-credit community health program with a behavioral health focus that ended ~8 years ago. It averaged 5 to 6 students per cohort.

[†] The percentage of graduates with jobs upon program completion was more than 50%. These data were not available for the other schools. [‡] Reported demographic information is anecdotal.

Table B8. Student Information: Paused or Ended Organization-Based Programs

ORGANIZATION/ PROGRAM(S)	PROGRAM COMPLETION RATE	% OF GRADUATES WITH JOBS UPON COMPLETION	FOLLOW-UP OR CONTACT WITH GRADUATES	STUDENT DEMOGRAPHICS	
County of Los Angeles Public Health Promotores Training Program (certificate)	Not available	Not available	No	<ul style="list-style-type: none"> ▶ 100% Latinx ▶ Majority were 40 years and older ▶ Most are bilingual: 70% reported speaking both Spanish and English ▶ Over 70% of respondents reported having at least a high school diploma or GED, with half of respondents reporting some college or graduate school education 	
Esperanza Community Housing Corporation Community Health Promotores Training Program (certificate)	90% to 95%	80% (in 2020)	Yes (via email and Facebook)	Mostly women*	
Worker Education and Resource Center (WERC) CHW Program with Esperanza Community Housing Corporation	94%	Not available	No	GENDER <ul style="list-style-type: none"> ▶ Female . . .92% ▶ Male. . . . 8% RACE/ETHNICITY <ul style="list-style-type: none"> ▶ Latinx . . .78% ▶ Black . . . 17% ▶ White . . . 5% 	AGE GROUPS <ul style="list-style-type: none"> ▶ 18 to 29 . .18% ▶ 30 to 39 . .30% ▶ 40 to 49 . .28% ▶ 50 to 59 . .24%
Care Navigator Apprenticeship Program	67%	50% [†]	Yes [‡]	GENDER <ul style="list-style-type: none"> ▶ Female . . .78% ▶ Male. . . .22% 	RACE/ETHNICITY <ul style="list-style-type: none"> ▶ Latinx . . .83% ▶ Black . . . 17%
SUCCEED Program	88%	Not available	No	GENDER <ul style="list-style-type: none"> ▶ Female . 100% 	RACE/ETHNICITY <ul style="list-style-type: none"> ▶ Latinx . . .60% ▶ White . . .40%

*Reported demographic information is anecdotal.

[†] Participants who did not receive a job either did not complete the program, accepted similar (but not CHW positions) upon graduation, or were let go due to performance issues.

[‡] Occasional contact with graduates, including preparing and applying for promotional positions as on-the-job experts to provide feedback in workgroups and as guest speakers in training

Notes: *GED* is general equivalency diploma.

Appendix C. Program Content and Curriculum for All Programs

COLLEGE/UNIVERSITY-BASED PROGRAMS

Bakersfield College

LEARNING OUTCOMES

- ▶ Practice within the code of ethics required in the health education field.
- ▶ Use communication strategies that are responsive to the social determinants of health for an individual and/or community. Social determinants include conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.
- ▶ Implement health education plans to promote healthy behaviors, address health risks, and reduce harm.
- ▶ Work with clients to facilitate access to resources and increase their ability to navigate the health care system.

Berkeley City College

LEARNING OUTCOMES

- ▶ Explain the career opportunities as a community health worker.
- ▶ Demonstrate skills for entry-level placement in volunteer or internship opportunities.
- ▶ Determine a successful pathway to reach career goals as a community health worker.

Cabrillo College

LEARNING OUTCOMES

- ▶ Identify basic health needs and evaluate health and human service resources within the community.
- ▶ Demonstrate CHW professional skills and job readiness in the core competencies identified by the Community Health Care Worker Core Consensus Project (C3) and the needs of the local community.

Cañada College (both programs)

LEARNING OUTCOMES

- ▶ View the client as a whole person in the context of family and community in assessing the client's strengths and needs.
- ▶ Demonstrate a working knowledge of emergency and nonemergency services available in San Mateo County.
- ▶ Demonstrate an understanding of the qualities and characteristics of effective human service professionals.

City College of San Francisco

LEARNING OUTCOMES

- ▶ Analyze and evaluate public health concepts and information for health promotion.
- ▶ Assess and integrate professional skills necessary for employment in the CHW field.
- ▶ Evaluate and implement entry-level proficiency in CHW core competencies for working effectively with diverse individuals, groups, and communities.

College of the Desert

LEARNING OUTCOMES

- ▶ Demonstrate the ability to deliver basic components of safe, effective health care and screening tests for children and families.
- ▶ Explain the concepts of ethics and confidentiality, including techniques of communication and mandated reporting process and protocols.
- ▶ Research and critically evaluate sources of health information that promote health for children and families.
- ▶ Identify community resources and strategies that support children and families while creating an action plan to confront aggression, bullying, child abuse and neglect.

Evergreen Valley College

LEARNING OUTCOMES

- ▶ Demonstrate effective written and oral communication necessary for patient navigation.
- ▶ Interpret and explain medical forms to assist patients with understanding the forms.
- ▶ Interpret and clarify health care issues to help patients make informed decisions.
- ▶ Assist patients with challenging health care processes.
- ▶ Apply the practices of a patient community navigator in a health care environment.

Foothill College

TBD – program has not yet been offered.

Futuro Health

(education provided by Mercy College of Health Sciences)

LEARNING OUTCOMES

- ▶ Describe the role of community health workers in addressing the needs of vulnerable populations and health disparities, and explain the impact of racial and ethnic disparities in health diagnoses and treatment of diseases.
- ▶ With cultural humility and an understanding of behavior change, engage and communicate with individuals about their physical or behavioral health to recognize conditions, access care, and participate fully in prevention and care plans.
- ▶ Identify and effectively connect with available community resources to make referrals that support the patient care plan, address social determinants of health, and inform the integrated or collaborative team of the availability of such resources and make recommendations.
- ▶ Understand the impact of trauma on the individual, oneself, and community; the health system response; adverse childhood experiences (ACEs); and the role of the CHW in preventing, treating, and healing trauma and ACEs.
- ▶ Describe how individual health is shaped by family, community, neighborhood, and wider social conditions (such as education, poverty, housing, safety, transportation, and environmental quality), and the impact CHWs can have.
- ▶ Participate effectively on a collaborative or integrated health team for better patient care, including learning how to work with licensed providers and other team members of varied backgrounds and training levels.
- ▶ Listen reflectively and practice motivational interviewing to more effectively work with both patients and colleagues on collaborative teams.

- ▶ Effectively manage their time in many different environments, including those that are fast-paced and/or require multitasking.
- ▶ Professionally and effectively represent employers in all internal and external communications in fulfilling their duties as a CHW.
- ▶ Describe ethical and legal issues (e.g., confidentiality, informed consent, boundaries, competence) that are unique to behavioral health, unlicensed care provision, and collaborative practice.
- ▶ Learn how to use 4 basic screens/assessments with patients, including 2 for behavioral health.
- ▶ Describe the role of data in their work as a CHW and in-patient care and team practice, and know how to track, report, share, and use data.
- ▶ Identify behavioral health diagnosis and treatment issues for specific populations, and explain the etiology, signs and symptoms, complications, medications, and treatment modalities for physical and mental health conditions.
- ▶ Describe the basic organization of health care and public health systems (including specifically behavioral health care); describe issues of access, quality, and cost in the health care system, especially behavioral health; and understand the role of the CHW within that system.
- ▶ Identify the basic payment mechanisms for providing health services, the basic insurance mechanisms for paying for health services, and the disparate impact on different populations.
- ▶ Manage their own individual stress, including workplace stress, and be able to teach self-awareness and stress prevention and management to patients.

Loma Linda University Health San Manuel Gateway College

Community Health Worker Foundations Training

TOPICS

- ▶ Public health fundamentals
- ▶ Popular education
- ▶ Cultural humility
- ▶ Emotional intelligence
- ▶ Leadership
- ▶ Health education and promotion
- ▶ Home visitation
- ▶ Harm reduction
- ▶ Mental health aid
- ▶ Foundations of behavior change
- ▶ Interdisciplinary team approach
- ▶ Assisting communities in using resources in physical and behavioral health services

Clinic-Based Community Health Worker Training (“traditional” and “intensive” tracks)

TOPICS

- ▶ Organizational culture
- ▶ Health Insurance Portability and Accountability Act (HIPAA)
- ▶ Basic medical terminology
- ▶ Home visitation
- ▶ Patient navigation
- ▶ Service/care coordination
- ▶ Transitions of care
- ▶ Medication review
- ▶ Behavior change (including motivational interviewing and goal setting)

School-Based Community Health and Education Worker Training

TOPICS

- ▶ Family engagement
- ▶ Navigating educational resources
- ▶ Home visitation
- ▶ Confidentiality and safety issues

Mission College

Community Health Worker Certificate

LEARNING OUTCOMES

- ▶ Students will describe public health concepts and information for health promotion.
- ▶ Students will assess and integrate professional skills necessary for employment in the CHW field.
- ▶ Students will evaluate and implement entry-level proficiency in CHW core competencies for working effectively with diverse individuals' groups and communities.

Associate in Science in Community Health Worker

LEARNING OUTCOMES

- ▶ Students will be able to identify the personal qualities and core competencies related to work-setting skills, knowledge base, health promotion/education, service coordination, researching and health coaching.
- ▶ Students will know the current community health care issues and community agencies and resources available for consumers today.
- ▶ Students will be able to effectively advocate for environmental safety issues while working with clients of diverse ages, cultural backgrounds, and intellectual and emotional abilities.

Monterey Peninsula College

LEARNING OUTCOMES

- ▶ Identify basic health needs and assist in accessing resources for at-risk individuals and groups in the local community.

Providence and Charles R. Drew University of Medicine and Science (CDU)

CHW ACADEMY OBJECTIVES

- ▶ Provide jobsite training in Providence hospitals or clinics or with a partner Internship Host health care organization.
- ▶ Increase employment opportunities for interns who complete the CHW Academy.
- ▶ Obtain long-term employment with the employer that provided them with the internship.
- ▶ Improve interns' ability to navigate services that advance economic and physical well-being for patients and their families.
- ▶ Improve access to preventive and medical care services in communities served.

Sacramento City College – Los Rios

LEARNING OUTCOMES

- ▶ Clarify roles, responsibilities, and scope of practice of community health workers.
- ▶ Investigate complex service delivery systems within the U.S. health care system and key legal responsibilities within the context of health service delivery systems.
- ▶ Use accepted terminology to describe findings, patterns, habits, and behaviors that prevent the development and progression of common physical, mental, and behavioral conditions and recommend strategies that reduce high utilization of unnecessary health care services.
- ▶ Demonstrate the ability to accurately report and document client assessments, interventions, changes in status, and outcomes in the written and electronic medical record (EMR).
- ▶ Use a variety of outreach methods to engage with individuals, groups, organizations, and the community, and help them learn about and use resources to improve their health and well-being.
- ▶ Identify conditions in which people are born, grow, work, live, and age, as well as the wider set of forces and systems shaping the conditions of daily life.
- ▶ Evaluate and inventory available community resources, including health and social services.
- ▶ Demonstrate knowledge and proficiency with technology, including web-based applications, Microsoft Office, and EMR systems.
- ▶ Communicate effectively and purposefully with clients, community members, colleagues and other professionals as demonstrated by listening carefully and communicating respectfully.
- ▶ Demonstrate the ability to advocate and build capacity for individual and community health.
- ▶ Incorporate professional and ethical boundaries, conflict resolution, self-care, time management, and skills for providing and receiving constructive feedback to assist in working within a professional setting.
- ▶ Collect and synthesize information to understand the needs, strengths, and resources of the individuals and communities that community health workers serve.
- ▶ Use information collected to help plan and carry out effective programs, services, and advocacy for individuals and communities.
- ▶ Provide culturally competent care by applying knowledge of cultural beliefs, values, customs, and social behavior shared by different groups of people with a common identity.
- ▶ Educate and promote healthy behavior change by providing people with information, tools, and encouragement.
- ▶ Understand how to bridge cultural, linguistic, knowledge and literacy differences among individuals, families, communities, and providers in order to tell them how to use the services of health providers and other service organizations.
- ▶ Assess, analyze, and apply sociological and community development theory, research methods, and practice.

San Diego City College (both programs)

LEARNING OUTCOMES

- ▶ Recognize, identify, assess, and address key concepts in aging (e.g., physical and mental health, exercise, nutrition, the normal aging process, etc.) affecting optimal aging and older adulthood functioning.
- ▶ Identify and compare the various public benefits available through local, state, and federal public assistance programs.
- ▶ Identify and make referral to appropriate services.
- ▶ Recognize and identify risk of caregiver stress, particularly in caring for individuals suffering from Alzheimer's and other forms of dementia.
- ▶ Make a report of an incident or suspected incident of abuse/neglect of dependent adults and elders.

Santa Rosa Junior College (both programs)

LEARNING OUTCOMES

- ▶ Demonstrate a variety of community health outreach strategies and techniques, such as examining common disease and health problems, motivating health behavior changes, preventing disease and injury, identifying and using community health resources, respecting cultural diversity, translating and interpreting (cultural, linguistic and/or medical), establishing networks within communities, and improving client access to medical care.
- ▶ Work effectively as a member of a health care team, and implement effective case management, communication, interpersonal and professional skills.

UC Riverside University Extension

TOPICS

- ▶ Care management concepts and client customer service skills
- ▶ Principles of the continuum of care management
- ▶ Ethics, fiduciary responsibilities
- ▶ Legal aspects of care management
- ▶ Communication skills and effective listening
- ▶ Insurance models: HMOs, PPOs, long-term care, Medicare, Workers' Compensation, disability, Medi-Cal, etc.
- ▶ Levels of care, including acute hospital and similar, hospice, skilled nursing facilities, custodial care, home health care, assisted living, residential programs, day care and return-to-work programs (e.g., outpatient services)
- ▶ Career options for community health workers

Valley High School

TOPICS

- ▶ The role of the CHW
- ▶ Health care careers
- ▶ Nutrition
- ▶ CPR/first aid
- ▶ Mental health
- ▶ Tobacco, alcohol, and drugs
- ▶ Family life
- ▶ Noninfectious diseases
- ▶ Introduction to public health
- ▶ Infectious diseases
- ▶ Community outreach
- ▶ Building presentation and interpersonal skills
- ▶ Motivational interviewing
- ▶ Health care navigation
- ▶ Community advocacy and solving community problems
- ▶ Case management
- ▶ Public health infrastructure and disease response
- ▶ Careers in behavioral health
- ▶ Brain anatomy and physiology
- ▶ Introduction to psychology
- ▶ Adverse childhood experiences
- ▶ Abnormal psychology
- ▶ Social psychology
- ▶ The wellness and recovery model

ORGANIZATION-BASED PROGRAMS

AltaMed (Penn Center for Community Health Workers)

TOPICS

- ▶ Code of ethics
- ▶ Patient privacy
- ▶ Mandated reporting
- ▶ Safety in the field
- ▶ The Arc (model for engaging and working with patients)
- ▶ Patient-centered goal setting
- ▶ Patient profiles
- ▶ Interviewing and understanding patients
- ▶ Listening skills
- ▶ Summarizing your patient effectively
- ▶ Working toward patients' goals
- ▶ Developing strong road maps
- ▶ Bringing a do-it-now mindset to your work
- ▶ Engaging and meeting patients for the first time
- ▶ IMPaCT manual step-by-step
- ▶ Organizational systems for community health specialists (CHSs)
- ▶ Interviewing patients and identifying root causes
- ▶ Planning and addressing the tricky parts of home visits; home visit safety
- ▶ Core tasks for a safe discharge; clinical team members and their roles in discharge; practice reading discharge summaries
- ▶ Sharing information with the care team
- ▶ Primary care clinic team members

- ▶ How to help patients get the most out of their appointments; guiding patients through the clinic appointment
- ▶ Talking to doctors
- ▶ Coaching patients to prepare for appointments; supporting, advocating, and giving space during appointments
- ▶ Getting to know your patient
- ▶ Identifying root causes
- ▶ Creating snapshots
- ▶ Medical, psychiatric, substance use, and domestic violence crises
- ▶ How to respond to and resolve crises
- ▶ Safety protocol
- ▶ Understanding motivational interviewing (MI) and the stages of change
- ▶ Key interviewing skills to use as a CHS
- ▶ Helping patients access community and local resources
- ▶ How trauma affects patients
- ▶ Skills CHSs can use to be trauma informed
- ▶ Preparation for the standardized patient
- ▶ Substance use and addiction challenges patients face
- ▶ Skills CHSs can use to support patients with substance use concerns
- ▶ Responding to and resolving conflict as a CHS, including de-escalation techniques
- ▶ Mental health challenges patients face; skills to support patients with mental health concerns
- ▶ Understanding and responding to stress (both good and bad); stress management techniques

- ▶ Ensuring good outcomes for patients and for CHSs
- ▶ Strategies for ending the patient relationship
- ▶ Connecting to other sources of support

Center for Well-Being

Training based on the Community Health Worker Core Consensus (C3) Project

Chula Vista Community Collaborative

Information not available.

County of Los Angeles Public Health

TOPICS

- ▶ MyPlate
- ▶ Basic nutrition concepts
- ▶ Portion distortion
- ▶ Label reading
- ▶ Rethink your drink
- ▶ Breakfast made easy
- ▶ Children and weight
- ▶ All you need to know about fats
- ▶ Physical activity concepts
- ▶ Surviving lunch the healthy way
- ▶ Steps in community education

El Sol Neighborhood Educational Center

COMPETENCIES

- ▶ Communication
- ▶ Service coordination and navigation
- ▶ Advocacy
- ▶ Individual and community assessment
- ▶ Professional skills and conduct
- ▶ Knowledge base
- ▶ Interpersonal relationship building
- ▶ Capacity building
- ▶ Education facilitation
- ▶ Outreach
- ▶ Evaluation and research

Esperanza Community Housing Corporation

TOPICS

- ▶ Trauma yoga
- ▶ Community social media
- ▶ CPR/first aid
- ▶ Nutrition education and leadership training
- ▶ Healing art
- ▶ Breast cancer
- ▶ Poison control
- ▶ Asthma
- ▶ Asthma medications
- ▶ Transgender health
- ▶ Navigating special needs systems
- ▶ Racial equity
- ▶ Childbirth justice

- ▶ Neuroscience trauma
- ▶ Healthy homes/lead poison prevention
- ▶ Oil drilling in South Los Angeles
- ▶ HIV and other sexually transmitted infections (STIs)
- ▶ Green cleaning and personal care products
- ▶ Understanding coercive control and its role in domestic violence
- ▶ Home-visiting protocols

Homeless Prenatal Program

(training provided by City College of San Francisco)

TOPICS

- ▶ Microsoft and Google software programs
- ▶ Communication and active listening
- ▶ Time management
- ▶ Group facilitation
- ▶ Domestic violence training
- ▶ Vicarious trauma
- ▶ Motivational interviewing
- ▶ De-escalation
- ▶ Community resources and navigation
- ▶ Harm reduction and substance use

Latino Health Access

TRAINING OBJECTIVE

Train people in the *promotor* model, which is centered on community-driven public health programs, so that they understand public health concepts and gain skills to become agents of change in their community.

CORE CONCEPTS

- ▶ What is a *promotor/a*?
- ▶ Health equity
- ▶ Social determinants of health
- ▶ What is the dominant discourse paradigm, and why is it important to acknowledge and challenge it by unlearning harmful practices and prejudices?
- ▶ Principles of practice
- ▶ Effective communication
- ▶ How to accompany adults in behavior change
- ▶ What is outreach and engagement, and how is it done effectively as a *promotor*?

Northern ACEs Collaborative/Population Health Innovation Lab, a program of the Public Health Institute

CORE COMPETENCY TRAINING

- ▶ Advocacy skills
- ▶ Care coordination and system navigation
- ▶ Communication skills
- ▶ Community outreach and engagement
- ▶ Cultural competency

Promotoras con Alma

Information not available.

Transitions Clinic Network (TCN)

TCN provides specialized training that is designed to supplement core competency training.

MODULES

- ▶ Incarceration in the United States
- ▶ Social determinants and collateral consequences
- ▶ Incarceration's impact on physical health
- ▶ Incarceration's impact on behavioral health
- ▶ Cultural humility and marginalized populations
- ▶ The role of community health workers in team-based care
- ▶ Overcoming institutionalization
- ▶ Outreach, intake, follow-up, and graduation
- ▶ Service coordination and navigation
- ▶ Advocacy in the clinic and in the community
- ▶ Mentorship, professionalism, and ethics
- ▶ Stress and burnout

Visión y Compromiso

TOPICS

- ▶ The *promotor* model and the role of the *promotor* in community transformation
- ▶ Communication and group formation
- ▶ Emotional intelligence and conflict resolution
- ▶ Popular education, behavior change and adult learning
- ▶ Adult learning styles and community participation
- ▶ The ethics of community work

Worker Education and Resource Center (WERC)

CHW Program with Esperanza Community Housing Corporation

Information not available.

Care Navigator Apprenticeship Program

PROGRAM GOAL

Prepare care navigators (CNs) to be integrated into patient-centered medical home teams to work with complex care patients to improve health outcomes.

LEARNING OBJECTIVES

- ▶ Understand the emerging roles and history of *promotores*.
- ▶ Understand the Triple Aim and the role of CNs with complex care patients.
- ▶ Understand the value of a patient peer perspective on the medical team.
- ▶ Identify the core competencies necessary for CNs.
- ▶ Define health and wellness, integrated care, community, social determinants of health, culture identity, and competency and humility
- ▶ Analyze local targeted patient communities.
- ▶ Understand integrated care and system navigation.
- ▶ Understand the patient-centered medical model and managed care.
- ▶ Identify local resources to manage chronic/ social conditions.
- ▶ Establish a broad-based network of local resources that will culminate in a final project.
- ▶ Understand the communities in which the clinic patients reside.
- ▶ Gather and analyze quantitative and qualitative data to assess community assets and barriers.
- ▶ Create an inventory of community assets and issues.
- ▶ Understand and practice active listening and open-ended questions.
- ▶ Understand and practice open-ended questions.
- ▶ Practice techniques to establish rapport and build trust.
- ▶ Simplify medical terminology for patients.
- ▶ Learn and practice motivational interviewing (MI).
- ▶ Understand and demonstrate health literacy and teach-back.
- ▶ Practice basic computer skills for electronic health records.
- ▶ Learn appropriate communication between patient and medical team.
- ▶ Learn and practice professional etiquette, including telephone and email communication.
- ▶ Practice writing case notes.
- ▶ Understand the concept of “the simple seven.”
- ▶ Understand complex care patients.
- ▶ Understand behavioral/mental health.
- ▶ Help patients understand the care team’s advice, discuss how the patient feels about the advice, and work with patients to use that advice to improve their health
- ▶ Understand professionalism and working in teams.
- ▶ Respect confidentiality and observe boundaries with patients.

- ▶ Learn to identify unsafe work-related situations and coping skills.

COMPETENCIES

- ▶ Team member effectiveness
- ▶ Navigation
- ▶ Professionalism
- ▶ Advocacy
- ▶ Health literacy
- ▶ Cultural competency
- ▶ IT skills
- ▶ Communication skills
- ▶ Motivational Interviewing (MI)

SUCCEED Program

Information not available.

Endnotes

1. We did not collect information about short-term or one-time trainings conducted by employers for their CHW/P employees as part of continuing education or to add additional specialized skills.
2. College/university-based programs — both public and private — were offered at postsecondary institutions.
3. Organization-based programs were offered at community-based organizations, such as nonprofits (including health centers), community-based organizations, and county health departments.
4. This analysis identified 15 inactive programs. Twelve of these programs had ended or were paused, 2 programs were slated to launch in 2022, and one program was expected to relaunch in 2022. Note that information from 3 additional programs from 3 unique colleges was not collected. Two did not respond to information requests, and one did not have information available for its program, which had been inactive for several years.
5. There are numerous training programs that are employer-based and that focus on training staff to deploy in their organizations. This report is not inclusive of all these training programs.