

**Appendix B—2018 Preliminary Evaluation Plan for
the Community Health Advocate Outreach &
Training Strategy (including instruments and
monitoring database)**

Public Health's Preliminary CHA Training & Outreach Evaluation Plan (2018)

The Community Health Advocate (CHA) Training and Outreach Strategy focuses on building capacity among representatives of priority local fishing communities to make informed decisions about their health, promote healthy actions in their communities, and engage with agency decision makers around the Lower Duwamish Waterway (LDW) seafood contamination issue.

The objectives of the CHA strategy are:

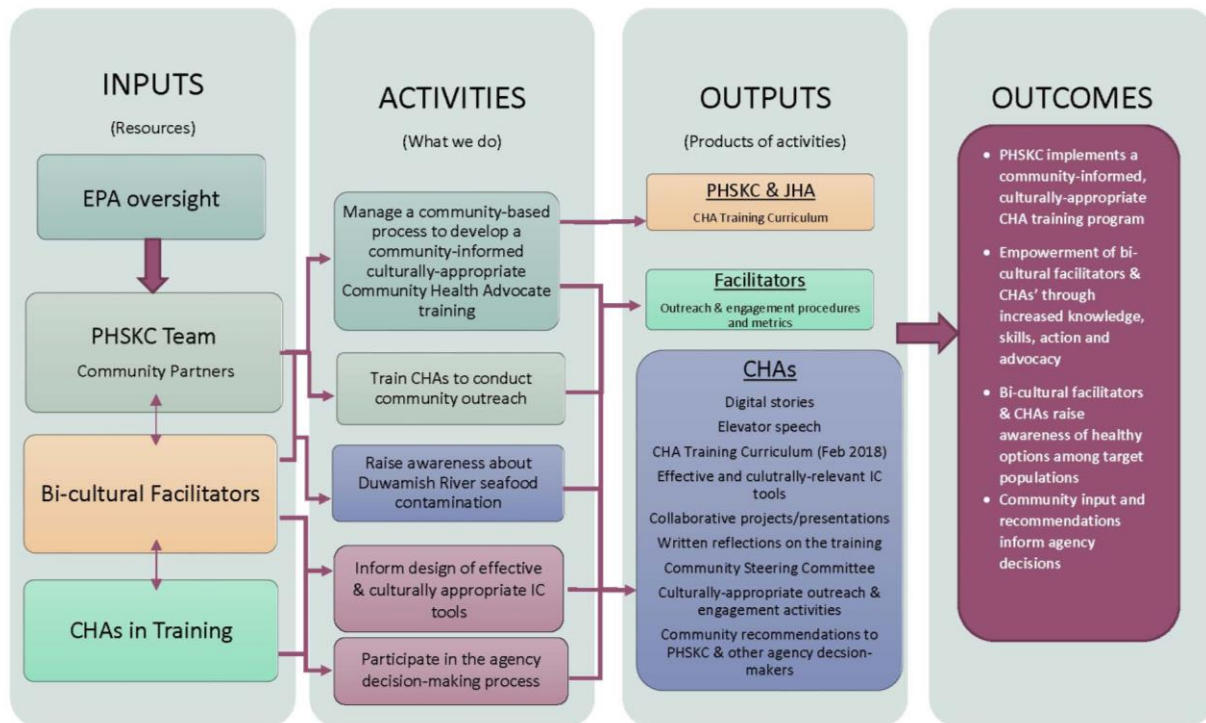
1. To build the capacity of CHA community members from priority fishing communities to raise awareness and promote culturally appropriate, healthy seafood consumption within the Duwamish fish-consuming communities.
2. To support CHAs in empowering themselves to influence IC programmatic decisions and relevant policy recommendations toward protecting the health of their fishing communities from contaminated LDW seafood.

Over a one-year period, CHAs are trained to conduct outreach in their preferred languages with local community members about the Duwamish contamination and seafood consumption health issue, and to promote healthy actions related to the WA Department of Health's LDW Seafood Consumption Advisory. The training evaluation covers a period of the didactic and mutual learning phase (included classroom discussions, a boat tour, agency expert panel sessions, and a field visit), followed by a community outreach practice phase where CHAs educate community members about the seafood advisory and healthy actions, and facilitators or Public Health staff provide observational feedback. Throughout the year, CHAs have the opportunities to engage directly with agency decision makers (e.g., Community Steering Committee (CSC) and Healthy Seafood Consumption Consortium).

During the 2018 design and piloting of this strategy, Public Health developed an initial evaluation plan with measurable outcomes for the CHA training in cooperation with Just Health Action and the bilingual training facilitators (who are also the CHA team leads). Evaluation activities include the process of recruiting and training CHAs, as well as the process of engaging CHAs and other community leaders in a CSC to help develop the draft IC plan and outreach tools.

Evaluation activities for the CHA training will include formative, process, and outcome components. To guide program improvement, formative evaluation to assess ongoing training activities and analyze learning activities will occur early in the implementation phase and throughout the training. Evaluators will monitor program success and provide feedback to facilitators and Public Health staff.

Figure 1 Logic Model for Development of the CHA Training Curriculum (2018)



Ongoing process evaluation will assess feasibility, effectiveness, and challenges (including unintended consequences and unexpected causes of change) of CHA training from the perspective of staff and trainers, to determine whether the program is delivered as intended. Outcome evaluation (assessment of whether outcomes, objectives, and goals were achieved) of CHA trainees' knowledge, skills, confidence, and empowerment occurs after the didactic portion of the training program and at the end of the year to assess the effectiveness of the training and outreach experiences.

Key objectives of the evaluation for these strategies emphasize the effectiveness of the training curriculum to increase knowledge about LDW seafood advisory and healthy seafood consumption, increase confidence and outreach skills, and increase empowerment among CHAs to impact community knowledge about LDW seafood advisories and general healthy seafood consumption.

Key evaluation questions for the CHA Training and Outreach Strategy are the following:

1. To what extent did CHAs' level of confidence, empowerment, knowledge and skills change through their participation in the training program?

To assess what CHAs gain from the training, evaluation of CHA knowledge and skills will occur throughout the training program and toward the end. Changes in CHAs' levels of confidence to make informed decisions and share their learnings with peers, family, and other community members will be evaluated. CHAs' perspectives on the influence of peer support through cohort-based training will also be assessed qualitatively.

2. How did the CHAs put what they learned through the training program into practice in their community outreach and/or education?

Numbers of outreach events will be captured throughout the year, as well as numbers of community members reached through events and the impact of outreach on their knowledge of safe seafood consumption. Evaluators will work with the bilingual facilitators (or CHA team leads) to develop tools and processes to capture feedback from CHA outreach and engagement activities to describe how the CHAs work together to collectively raise awareness about healthy seafood options among priority populations, and assess the impact of outreach on creating new social norms. In addition, CHAs and their facilitators provide a quarterly Outreach Outcomes Report that covers quantitative results of outreach activities, as well as qualitative data (e.g., CHAs' reflections, community feedback, recommendations, etc).

3. How feasible and effective was the PHSKC teams' implementation of a community-informed and culturally appropriate CHA training program?

To assess the overall program and its implementation, evaluators will capture effectiveness and challenges (including unintended consequences and unexpected causes of change) of CHA training from the perspective of staff and facilitators. At each level of training, evaluation activities will include three groups:

1. **CHA trainees**—In-language surveys, focus groups, and interviews will be conducted throughout the training to identify strengths and weaknesses of the training, as well as suggested areas for change.
2. **Training facilitators**—Interviews to collect feedback on perceived effectiveness of the curriculum, participant engagement, and the process of working with Public Health staff.
3. **Public Health staff**—Interviews with Public Health staff to identify program strengths, challenges to implementation, and potential areas for improvement—including assessment of recruiting and training CHAs through a community participatory process.

CHAs will be continuously assessed on their confidence, empowerment, knowledge, skills, and activities—including development of outreach materials and tools (**Table 1**). Assessment may include, but is not limited to:

1. Knowledge

- Location of Duwamish River and specific seafood consumption advisory
- Definition of a "Superfund site"
- History of the Duwamish River, contamination of river, cleanup process, and residual contamination
- Basic understanding of Duwamish fishing regulations and protection of local fish and wildlife
- Differences between seafood from supermarkets and from the LDW
- Aspects of water pollution that make it harmful and invisible, bioaccumulation

2. Skills/Tools

- Effectively develop and use outreach tools
- Identify and prioritize culturally appropriate, healthy alternatives to contaminated seafood
- Provide a balanced, unbiased, and informative explanation of key health messages of the Duwamish Seafood Advisory to community members
- Design, plan, and conduct peer-to-peer outreach activities

3. Actions

- Evaluate culturally centered outreach tools
- Engage community members through outreach activities, including collecting feedback from participants
- Engage and present to decision makers, such as at the EPA's Healthy Seafood Consumption Consortium and other opportunities
- Participate in the CSC to develop an IC plan

The evaluation plan for the CHA strategies will be updated after the first year (2018) once the curriculum and elements of the strategies are finalized, in response to input from CSC members and CHA team leads.

Table 1 Summary of Evaluation Plan for CHA Training and Outreach

Evaluation Questions	Description	Format	Frequency	Data Processed by
4. To what extent did CHAs' level of confidence, empowerment, knowledge and skills change through their participation in the training program?	CHA knowledge and skills assessments, self-confidence, and empowerment (including self-efficacy and the influence of peer support on learning and behavior change)	Paper assessments	Pre-/post-training, end of year	Evaluator
		Demonstrations	During training	Facilitators
		Peer observation	Outreach phase	CHA peers
		CHA focus group discussion	End of year	Evaluator
5. How did the CHAs put what they learned through the training program into practice in their community outreach and/or education?	CHAs conduct health promotion outreach, provide community recommendations to agency decision makers (e.g., Community Steering Committee, Healthy Seafood Consumption Consortium, etc.), and inform IC tools development	Outreach event logs	Outreach phase	Program staff, evaluator
		CSC participation	End of year	Evaluator
		CHA focus group discussion	End of year	Evaluator
6. How feasible and effective was the PHSKC teams' implementation of a community-informed and culturally appropriate CHA training program?	Monitoring of progress, discuss barriers and successes	PHSKC program staff interviews	Post-training	Evaluator
		Facilitator interviews	Post-training	Evaluator
		CHA focus group discussion	End of year	Evaluator

Level 2 – Module 1 (Pre-Assessment of CHAs-in-Training)

Version: 2018

This assessment will help Public Health staff evaluate and improve the CHA training program. We are not grading this.

Please answer the questions as well as you can. If you do not know an answer, it is OK, please note “Don’t Know”. If you don’t understand any one question fully, please move on to the next question and come back to it, and ask us for clarification.

Thank you for your feedback!

Knowledge

1. How would you explain the goal of this program to a community member?
(please provide a brief description).

2. How would you describe the location of the Duwamish River to a community member? (please provide a brief description).

- 3. Which of these are true about the Duwamish River as a contaminated site (Superfund Site)?** (circle all that apply)
- a. This site was contaminated by historical pollution from longtime ago.
 - b. The Environmental Protection Agency (EPA) determined that it is one of the most polluted sites in the US to clean up.
 - c. The EPA pays for the cleanup.
 - d. The contamination at this site presents a risk to human health.
 - e. The cleanup site is 5 miles long.
 - f. Don't know.
- 4. What part of the Duwamish River has most of the harmful PCBs (man-made chemicals) and needs to be cleaned up by the EPA?** (circle all that apply)
- a. Water of the river
 - b. Mud of the river
 - c. Plants in the river
 - d. Don't know.
- 5. How does chemical pollution get into the Duwamish River today?** (Circle all that apply).
- a. Storm water runoff
 - b. Combined sewer overflows (CSOs)
 - c. Erosion
 - d. Oil spills and leaks
 - e. Don't know.

6. You cannot see the PCBs in the water, mud or in the seafood.

True

False

Don't Know

7. Eating seafood with PCBs can make you feel sick right away.

True

False

Don't Know

8. Please draw a line matching the Agency with their responsibility.

AGENCY	RESPONSIBILITY
Public Health Seattle & King County	Manages the cleanup of the mud in the Duwamish River Superfund Site.
WA State Department of Health	Enforces fishing rules to protect the population of the fisheries.
US EPA	Responsible for controlling pollution sources from entering the Duwamish River (e.g., storm water pollution).
WA State Department of Ecology	Leads this community program to promote healthy seafood consumption on behalf of US EPA.
WA State Department of Fish & Wildlife (WDFW)	Develops the Seafood Consumption Advisory.

Using the outreach materials in front of you, please answer the following questions.

9. Why are fish healthy to eat? (Give at least 1 reason).

10. “Resident seafood” in the Duwamish River spend their entire lives in the river so they are the most contaminated with PCBs. Please list three of the resident seafood from the Duwamish River that Public Health Department does not recommend people eating.

1. _____

2. _____

3. _____

11. For fishers on the Duwamish River, which is the safest seafood to catch and eat because it only spends a short time in the river and has lower PCBs?

(Circle all that apply)

- a. English Sole
- b. Salmon
- c. Red Rock Crab
- d. Clams
- e. Don't know

12. Which group(s) is most vulnerable to health effects from the PCBs in the Duwamish resident seafood? (Circle all that apply)

- a. Pregnant or nursing moms
- b. Older person (65+)
- c. Men and women who will not have kids
- d. Babies and young children (0-5 years old)
- e. Don't know

13. Name one seafood from the supermarket that is a healthy choice to eat 2-3 times per week:

14. Name a fishing site in King County where you can catch the following seafood that are safer to eat than the ones from the Duwamish River:
(please list them here)

Starry Flounder: _____

Dungeness Crab: _____

Perch: _____

15. You must have U.S. Social Security Card to obtain a fishing license. If you fish without a license you may be sent to jail and fined up to \$1000!

True

False

Don't Know

16. If you were doing an outreach event about the Duwamish seafood contamination:

a. What would be the activity?

b. Who would be your audience for this event?

c. What are the three most important messages you would want to convey to that audience?

13. Why is it important for your community to know this health information?

Compass

Please rate your level of agreement with the following statement.

17. I feel confident that I can influence my community through this work.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
■	■	■	■	■

Skills/Tools

Please rate your level of agreement with the following statements.

18. I feel confident that I have the knowledge to conduct outreach in my community.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
■	■	■	■	■

19. I feel confident that I have the skills to conduct outreach in my community.


Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
■	■	■	■	■

20. I feel like I can bring the voices of other community members back to decision makers.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
■	■	■	■	■

21. I have confidence that my (voice) ideas and recommendations are considered and responded to by Public Health.


Strongly Agree Agree Neutral Disagree Strongly Disagree



How confident are you in your ability to...


22. Present information to audiences in your own language.

Very Confident Somewhat Confident Neutral Not Very Confident Not at All Confident




23. Organize an outreach activity.

Very Confident Somewhat Confident Neutral Not Very Confident Not at All Confident



24. Facilitate a discussion and collect feedback from your community.

Very Confident Somewhat Confident Neutral Not Very Confident Not at All Confident



CHA Training Level 2 Elevator Speech Assessment

Version: 2018

Level 2 Instructions

Think of an outreach activity/event you would like to do. Please give a 2-minute educational presentation for that activity/event in mind and include:

- 3 main (health) messages
- Who your main audience is
- IF you are using a tool (maps, advisory etc.) in your presentation, if so, which tool (s)

CHA Name: _____

Date: _____

Observer: _____

Elevator Speech Assessment (Level 2)

CHA's must deliver an "elevator speech" that covers the three most important messages to share during an outreach event.

Use this page to comment on their use of tools during their elevator speech.

USE OF EDUCATIONAL TOOLS:

____ YES ____ NO WDOH Healthy Fish Guide for Supermarkets

Key message described using this tool:

____ YES ____ NO King County Fishing for Healthy Seafood Choices Map
Guide

Key message described using this tool:

Level 2 Post-Assessment of CHAs-in-Training

Version: 2018

Please answer the questions as well as you can. If you do not know an answer, it is OK, please note “Don’t Know”. If you don’t understand any one question fully, please move on to the next question and come back to it, and ask us for clarification.

Knowledge

- 1. How would you explain the goal of this program to a community member?**
(please provide a brief description).
- 2. How would you describe the location of the Duwamish River to a community member?** (please provide a brief description).

3. Which of these are true about the Duwamish River as a contaminated site (Superfund Site)? (circle all that apply)

- a. This site was contaminated by historical pollution from longtime ago.
- b. The Environmental Protection Agency (EPA) determined that it is one of the most polluted sites in the US to clean up.
- c. The EPA pays for the cleanup.
- d. The contamination at this site presents a risk to human health.
- e. The cleanup site is 5 miles long.
- f. Don't know.

4. What part of the Duwamish River has most of the harmful PCBs (man-made chemicals) and needs to be cleaned up by the EPA? (circle one answer)

- a. Water of the river
- b. Mud of the river
- c. Plants in the river
- d. Don't know.

5. How does chemical pollution get into the Duwamish River today? (Circle all that apply).

- a. Storm water runoff
- b. Combined sewer overflows (CSOs)
- c. Erosion
- d. Oil spills and leaks
- e. Don't know.

6. You cannot see the PCBs in the water, mud or in the seafood.

True

False

Don't Know

7. Eating seafood with PCBs can make you feel sick right away.

True

False

Don't Know

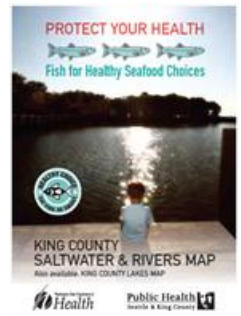
8. Please draw a line matching the Agency with their responsibility.

AGENCY	RESPONSIBILITY
Public Health Seattle & King County	Manages the cleanup of the mud in the Duwamish River Superfund Site.
WA State Department of Health	Enforces fishing rules to protect the population of the fisheries.
US EPA	Responsible for controlling pollution sources from entering the Duwamish River (e.g., storm water pollution).
WA State Department of Ecology	Leads this community program to promote healthy seafood consumption on behalf of US EPA.
WA State Department of Fish & Wildlife (WDFW)	Develops the Seafood Consumption Advisory.

Using the appropriate outreach materials, please answer the following questions.

9. Why are fish healthy to eat? (Give at least 3 reasons).

10. “Resident seafood” in the Duwamish River spend their entire lives in the river so they are the most contaminated with PCBs. Please list three of the resident seafood from the Duwamish River that Public Health Department does not recommend people eating.



1. _____

2. _____

3. _____

11. For fishers on the Duwamish River, which is the safest seafood to catch and eat because it only spends a short time in the river and has lower PCBs?
(Circle all that apply)

- a. English Sole
- b. Salmon
- c. Red Rock Crab
- d. Clams
- e. Don't know

12. Which group(s) is most vulnerable to health effects from the PCBs in the Duwamish resident seafood? (Circle one answer)

- a. Pregnant or nursing moms
- b. Older person (65+)
- c. Men and women who will not have kids

- d. Babies and young children (0-5 years old)
- e. Don't know

13. Name three types of seafood from the supermarket that are healthy choices to eat 2-3 times per week:

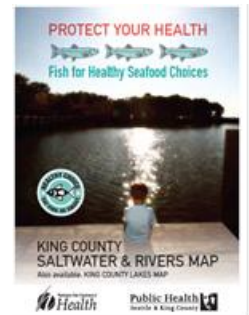


14. Name a fishing site in King County where you can catch the following seafood that are safer to eat than the ones from the Duwamish River: (please list them here)

Starry Flounder: _____

Dungeness Crab: _____

Perch: _____



15.If you fish without a license you may be sent to jail and fined up to \$1000!

True

False

Don't Know

16.Which of the following are ways that you can be an informed customer of seafood at supermarkets? [Choose all that apply]

- a. Call the Health Department hotline
- b. Ask the vendor where it came from
- c. Look for the country of origin on the label
- d. Use the supermarket safety guide
- e. Always buy the most expensive option

17.If you were doing an outreach event about the Duwamish seafood contamination:

a. What would be the activity?

b. Who would be your audience for this event?

c. What are the three most important messages you would want to convey to that audience?

d. Why is it important for your community to know this health information?

18. Please explain this picture in 1-2 sentences.



19. Explain why PCBs are most harmful to babies and young children.

Compass

Please rate your level of agreement with the following statement.

20. I feel confident that I can influence my community through this work.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
■	■	■	■	■

Skills/Tools

Please rate your level of agreement with the following statements.

21. I feel confident that I have the knowledge to conduct outreach in my community.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
■	■	■	■	■

22. I feel confident that I have the skills to conduct outreach in my community.


Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
■	■	■	■	■

23. I feel like I can bring the voices of other community members back to decision makers.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
■	■	■	■	■

24. I have confidence that my (voice) ideas and recommendations are considered and responded to by Public Health.


Strongly Agree Agree Neutral Disagree Strongly Disagree



How confident are you in your ability to...


25. Present information to audiences in your preferred language.

Very Confident Somewhat Confident Neutral Not Very Confident Not at All Confident




26. Organize an outreach activity.

Very Confident Somewhat Confident Neutral Not Very Confident Not at All Confident



27. Facilitate a discussion and collect feedback from your community.

Very Confident Somewhat Confident Neutral Not Very Confident Not at All Confident



CHA ID# _____

Date _____

Empowerment

Please answer the questions related to your team's definition of community empowerment.


GAL Team

Juntar a la comunidad para crear conocimiento y transmitir información y herramientas para tomar acción para lograr un objetivo en común.

Community Empowerment: Gather the community together to create awareness, transmit information, knowledge, and tools to take action to obtain an objective in common.


- a. How empowered do you feel to gather the community together to create awareness, transmit information, knowledge, and tools to take action to obtain an objective in common?

Very Empowered Somewhat Empowered Neutral Not Very Empowered Not at All Empowered



- b. How empowered did you feel before this training with Public Health?

Very Empowered Somewhat Empowered Neutral Not Very Empowered Not at All Empowered



- c. Did your feelings of empowerment change? Why or why not?


Vietnamese Team

một nhóm người có cùng ý kiến để tạo nên sức mạnh đoàn kết, bảo vệ quyền lợi về cuộc sống của họ.

Community Empowerment: The capacity of a group of people to have a common idea to build common strength and collaboration to protect the rights and benefits in their lives.


- a. How empowered do you feel to unite people to build common strength and collaboration to protect the rights and benefits in their lives?

Very Empowered Somewhat Empowered Neutral Not Very Empowered Not at All Empowered



- d. How empowered did you feel before this training with Public Health?

Very Empowered Somewhat Empowered Neutral Not Very Empowered Not at All Empowered



- e. Did your feelings of empowerment change? Why or why not?

CHA Outreach Event Log

version: 1/19/19

[illegible]

Event: _____

Survey #: _____

Date: _____

Outreach Event Survey

Version: 1/18/19

Public Health
Seattle & King County



1. Please select your age group

- ☐ <18
- ☐ 18-24
- ☐ 25-44
- ☐ 45-64
- ☐ >65

2. Are you a fisher?

- ☐ Yes
- ☐ No

3. Do you know any fishers?

- ☐ Yes
- ☐ No

4. Do you receive local seafood catch?

- ☐ Yes
- ☐ No

5. Are you pregnant or nursing?

- ☐ Yes
- ☐ No

6. Are you a parent or caretaker of young children (6 years or younger)?

- ☐ Yes
- ☐ No

7. Which of the following groups are most sensitive to adverse health effects of the contamination in the Duwamish River? (**choose ONE answer**)

- ☐ Pregnant/nursing women & young children
- ☐ Elderly adults
- ☐ People who are no longer having children
- ☐ People who only eat seafood from supermarkets

7. How likely are you to share this information with friends and family?

Extremely
Likely

Likely

Neutral

Unlikely

Extremely
Unlikely



Event: _____

Survey #: _____

Date: _____

8. What is one way that you can protect your health from the contaminated seafood in the Duwamish River? **(check all that apply)**

- ☐ Eat only salmon from the Duwamish River
- ☐ Fish elsewhere
- ☐ Find healthy options at the grocery store
- ☐ Stop eating seafood altogether
- ☐ Don't eat any fish or seafood caught from local waters (rivers, lakes, and Puget Sound in King County)

Outreach Monitoring Tool to Track Outreach Activities & Results by Quarter

Updated 1/10/19

[illegible]