

TRADITIONAL HEALTH WORKER TRAINING PROGRAM APPROVAL EVALUATION RUBRIC

TRAINING PROGRAM NAME: _____

Number of Training Hours: _____

DATE OF REVIEW: _____

Instructions here to explain - Please see **Appendix A** for instructions of how to use the rubric and the process of review.

Checklist of items that need to be submitted prior to the meeting.

- Submit Conflict of Interest Form for each application (**See Appendix B**). This is to be emailed to Cook Shaun F <SHAUN.F.COOK@dhsosha.state.or.us> prior to the meeting.
- Complete person review and notes (do not need to submit prior but have ready) to be used to complete Group Rubric

Group Rubric - this will be completed by the facilitator of the meeting

NAME	ACTIVE REVIEW	OBSERVATION/PUBLIC SME	RECUSED
Names entered here of those attending the meeting and their roles.			

Clarify roles of reviewers (subcommittee members) and SMEs (classified as members of public) - subcommittee members and members of the public must recuse themselves when discussing applications. Any questions will be provided in an email following the discussion and applicants will have the ability to respond and address any questions via email.

EVALUATION SCORE SCALE:

- 0- Response missing or does not address the question to meet the required standards
- 1- Response does NOT adequately address the required standards
- 2- Response meets some but not enough of the required standards for approval
- 3 – Response adequately meets the required standards and can be approved with recommended changes
- 4 - Response to question meets required standards
- 5 - Response to question exceeds required standards

EVALUATION: TRAINING PROGRAM PRINCIPLES AND PRACTICES

Aside from covering the curriculum topics, has the training program completed all the requirements necessary for approval?

#	Topic	Description/Considerations	5 - 4 Strong evidence	3 Adequate with changes	2 Concerns	1-0 Minimal Evidence	Comments, Recommendations
1.4/1.5	Organizational Overview and Prior Experience	Does the organization have a developed understanding of the THW model and how to integrate the THW training with their mission and teaching philosophy? Prior THW training experience is <u>not</u> required but may be considered in evaluating this question.	x (Note: Reviewers can put an “x” or check to indicate rating)				Does the organization have prior THW training experience? Y / N
2.1	Delivery of Training: Methodology	Does the training program use a variety of teaching methodologies such as popular education concepts or adult learning principles?					
2.1	Delivery of Training: Format and Strategies	Does the training program use a variety of formats to deliver training in a way that is tailored to the community, inclusive and accessible?					
2.2	Experienced THW involvement	Does the program use experienced THW’s in developing and teaching the curriculum? If not, is there an adequate explanation?					
2.3	Collaboration with Community	Does the program collaborate with a CBO, and if not, is there an adequate explanation?					Required attachment: Agreement and/or Letter of Support with local CBO Y /

	Based Organization (CBO)	Do they have a letter of support or Memo of Understanding (MOU) or agreement (MOA) and if not, is there an adequate explanation.					N * Definition of CBO - 410-180-0305(5)
#	Topic	Description/Considerations				Score, 0-5	Comments, Recommendations
2.4	Recruitment and Enrollment	Does the program describe their approach to recruitment and have well-formed strategies for reducing barriers to enrollment?					Is there a fee? Y / N / Unknown
2.5	Community Need/ Allocation of Resources	Has the program identified the need for THW training in their communities? Is the program aware or in communication with other THW programs in the area to ensure that training needs for the community are appropriately met? Note: OHA is interested in duplication of services and inequity in access.					
2.6	Equivalency	Does the program grant equivalency for previous training and describe how equivalency is assessed? If not, there is an explanation on circumstances that present your program from doing so.				Not required for approval	Y / N
2.7	Academic Credit	Will students receive academic credit? Optional				Not required for approval	Y / N / Unknown Is there a fee? Y / N / Not Applicable
2.8	Program Feedback and Improvement	Does the program have a method to track student satisfaction/feedback and a mechanism to improve the program using this feedback? Does the program have a method to track quality improvement from THWs in the field and a mechanism to improve the program using this feedback?					Required attachment: student feedback form Y / N

2.9	Records	Does the organization have an organized system of maintaining accurate records of graduates? Agree to verify and provide the Authority with names who successfully completes the training program when those individuals apply for certification and registration.					
		SEE CURRICULUM RUBRIC for 3a.1 to 3b.3 for specific curriculum review					
4.1/4.2	Final Assessment	Does the program have a method of assessing for the acquisition of knowledge and mastery of skills by its students with clear criteria for passing? Are there copies of the final assessment?					Required attachment: sample exams, rubrics Y / N
4.3	Criteria for Completion	Does the program have clear criteria, aside from the final exam, to determine whether students have successfully completed the program? Organizational training needs to educate students on THW certification and renewal process for every three years.					
4.5/4.6	Certificates	Does the organization provide certificates of attendance and certificates of completion? The certificates need to indicate the type of THWs trained.					Required attachment: Certificates
TOTAL							
PASS						YES/NO	

Recommendations for Approval:

Recommendations to be completed by the time of renewal:

EVALUATION: REQUIRED CURRICULUM TOPICS (CHW, PSS, PWS, NAV) – Section 3a

Does the training program address all of the following topics for CHW, PWS, PSS, FSS, YSS and NAV training?

#	Topics Required for CHW, PSS, PWS, FSS, YSS, and NAV	5 - 4 Strong evidence	3 Adequate with changes	2 Concerns	1-0 Minimal Evidence	Comments, Recommendations
1	Community Engagement, Outreach Methods and Relationship Building					
2	The Role and Scope of Practice of Traditional Health Workers					
3	Communication Skills, including cross-cultural communication, active listening, & group and family dynamics					
4	Empowerment Techniques					
5	Knowledge of Community Resources					
6	Cultural Competency & Cross-Cultural Relationships					
7	Conflict Identification and Problem Solving					
8	Conducting Individual Strengths and Needs Based Assessments					
9	Advocacy Skills					
10	Ethical Responsibilities in a Multicultural Context					
11	Legal Responsibilities					
12	Crisis Identification and Problem-Solving, including bridging clinical & community cultures (including suicide, overdose/intoxication, psychiatric emergency and safety planning)					
13	Professional Conduct, including culturally-appropriate relationship boundaries and maintaining confidentiality					
14	Navigating Public and Private Health and Human Service Systems, including state, regional, local					
15	Working with Caregivers, Families, and Support Systems, including paid care workers					

16	Trauma-Informed Care, including screening and assessment, recovery from trauma, minimizing re-traumatization					
17	Self-Care					
18	Oral Care					
	Topics for CHW, PWS, and Personal Health Navigators					
19	Social Determinants of Health					
20	Building Partnerships with local agencies and groups					
21	Roles and Expectations for Working in Multidisciplinary Teams					
22	Data Collection and Types of Data					
23	Organization Skills and Documentation, including use of HIT(Health Information Technology)					
24	Introduction to Disease Processes including chronic diseases, mental health, and addictions					
25	Health Across the Life Span					
26	Adult Learning Principles - Teaching and Coaching					
27	Stages of Change					
28	Health Promotion Best Practices					
29	Health Literacy Issues					
30	Additional Topics for PWS and CHW					
A	Self-Efficacy					
B	Group Facilitation Skills;					
C	Cultivating Individual Resilience					
D	Recovery, Resilience and Wellness Models					
E	Principles of Motivational Interviewing					
	Additional Topics for CHWs					
F	Community Organizing					
G	Conducting Community Needs Assessments					
H	Popular Education Methods					
	Additional Topics for PSS					
K	The Role and Scope of Practice of Peer Support Specialists					
L	Recovery, Resilience and Wellness					

	Additional Topics for FSS					
M	The Role and Scope of Practice of Family Support Specialists (including National Standards)					
N	Child/youth physical and emotional development (0-25)					
O	Parenting concepts and protective factors					
P	Pre-K through post-secondary educational programs					
Q	System of Care Principles					
	Additional Topics for YSS					
R	The Role and Scope of Practice of Youth Support Specialists (including National Standards)					
S	Positive Youth Development					
T	Protective factors and developmental assets to promote resilience					
U	System of Care Principles					

EVALUATION: REQUIRED CURRICULUM TOPICS/ACTIVITIES (DOULA)—Section 3b

Does the training program address all of the following topics/activities required for doula training?

#	Topic	5 - 4 Strong evidence	3 Adequate with changes	2 Concerns	1-0 Minimal Evidence	Comments, Recommendations
1	Anatomy and physiology of labor, birth, maternal postpartum, neonatal transition, and breastfeeding					
2	Labor coping strategies, comfort measures and non-pharmacological techniques for pain management					
3	The reasons for procedures of, and risks and benefits of common medical interventions, medications, and Cesarean birth					

4	Emotional and psychosocial support of women and their support team					
5	Birth doula scope of practice, standards of practice, and basic ethical principles					
6	The role of the doula with members of the team					
7	Communication skills, including active listening, cross-cultural communication and inter-professional communication					
8	Self-advocacy and empowerment techniques					
9	Breastfeeding support measures					
10	Postpartum support measures for the mother and baby relationship					
11	Perinatal mental health					
12	Family Adjustment and dynamics					
13	Evidence-informed educational and informational strategies					
14	Community Resources Referral					
15	Professional conduct, including relationship boundaries and maintaining confidentiality					
16	Self-Care					
TOTAL SCORES FOR EACH COLUMN						
PASS		YES / NO				
Recommendations for Approval:						

Recommendations to be completed by the time of renewal:

APPENDIX A - Guidance for reviewers on use of rubric:

The following are instructions on how to use the rubric to the benefit of the flow of the meeting. for the good of the order.

- Each reviewer will independently review the curriculum and document a rating of 0-5. Ratings are from 0 (not answered or differs from an unconditional “yes” to the question) to 5 (fully addressed) See table below for each rating level with examples.
- See bullets for Rubric Review Process:
 - Reviewers will need to review curriculum prior to the meeting and use their individual scores to contribute to a group rubric discussion on recommendations for the program to be fully approved or reasons for denial.
 - Reviewers will use their independent notes to prepare to contribute to discussion and support the completion of a group rubric.
 - In the TEMPS meeting, one rubric will be completed using consensus with the focus of conversation on scores 3 and under (i.e. anything that would preclude an approval)

Score	Criteria
0	Response missing or does not address the question to meet the required standards. <ul style="list-style-type: none"> ● There is no evidence that this question has been addressed and/or there is no attachment or materials. This requires that the application will need to be resubmitted to include this information and/or meet the standard.
1	Response does NOT adequately address the required standards. <ul style="list-style-type: none"> ● There is limited evidence that this question has been addressed (e.g. the material is incomplete and our answer does not address the question completely). This requires that the application will need to be resubmitted to include this information and/or meet the standard.
2	Response meets some but not enough of the required standards for approval <ul style="list-style-type: none"> ● There is evidence that this question has been addressed but is lacking information. This requires that the application components that did not meet the required standards will need to be resubmitted to include this information and/or meet the standard.
3	Response adequately meets the required standards and can be approved with recommended changes <ul style="list-style-type: none"> ● There is evidence that this question has been addressed but there is a need for additional information to make the response complete. This requires that the applicant follow up with information in a timely manner. Information will need to be submitted within the time frame to be approved.
	Scores 4-5 meets standards and does not need to be addressed
4	Response to question meets required standards. No discussion required - standards were met.
5	Response to question exceeds required standards. No discussion required - standards were met and exceeded expectations.

Appendix B - Conflict of Interest/Non-Disclosure Form:

CONFLICT OF INTEREST (COI) AND NON-DISCLOSURE CERTIFICATION

Training Evaluation Committee Member Certification

Request for Review “Traditional Health Worker Training Program Curriculum Application”

Please review, sign and return to THW Program Staff via Email at thw.program@odhsoha.oregon.gov and CC to THW program Manager at mohamed.abdiasis@dhsaha.state.or.us .

Oregon Government Ethics law identifies and defines two types of conflicts of interest, actual and potential. An **actual conflict of interest** is defined in [ORS 244.020\(1\)](#) and a **potential conflict of interest** is defined in [ORS 244.020\(13\)](#).

In brief, a public official is met with a conflict of interest when participating in official action which could or would result in a financial benefit or detriment to the public official, a relative of the public official or a business with which either is associated.

The difference between an actual and potential conflict of interest is determined by the words “would” and “could.” An **actual** conflict of interest is when the public official participates in action that **would** affect the financial interest of the official, the official’s relative or a business with which the official or a relative of the official is associated. A **potential** conflict of interest is when the public official participates in action that **could** affect the financial interest of the official, a relative of that official or a business with which the official or the relative of that official is associated.

1.1 WHAT IF I AM MET WITH A CONFLICT OF INTEREST?

A public official must announce or disclose the nature of a conflict of interest. The way the disclosure is made depends on the position held. The following public officials must use the methods described below:

- 1.1.1 **Legislative Assembly:** Members must announce the nature of the conflict of interest in a manner pursuant to [Public Official Guide](#) (Page 22). The Oregon Attorney General determined that only the Legislative Assembly may investigate and sanction its members for violations of conflict of interest disclosure rules in ORS 244.120(1)(a). [49 Op. Atty. Gen 167 (1999) issued on February 24, 1999]
- 1.1.2 **Judges:** Judges must remove themselves from cases giving rise to the conflict of interest or advise the parties of the nature of the conflict of interest. [ORS 244.120(1)(b)]
- 1.1.3 **Public Employees:** Public officials in public bodies who are appointed, employed or volunteer must provide a written notice to the person who appointed or employed them.

The notice must describe the nature of the conflict of interest. [ORS 244.120(1)(c)]

1.1.4 Elected Officials or Appointed Members of Boards and Commissions: Except for members of the Legislative Assembly, these public officials **must publicly announce the nature of the conflict of interest before participating** in any official action on the issue giving rise to the conflict of interest. [ORS 244.120(2)(a) and ORS 244.120(2)(b)]

- **Potential Conflict of Interest:** Following the public announcement, the public official may participate in official action on the issue that gave rise to the conflict of interest.
- **Actual Conflict of Interest:** Following the public announcement, the public official must refrain from further participation in official action on the issue that gave rise to the conflict of interest. [ORS 244.120(2)(b)(A)]

If a public official is met with an actual conflict of interest and the public official's vote is necessary to meet the minimum number of votes required for official action, the public official may vote. The public official must make the required announcement and refrain from any discussion but may participate in the vote required for official action by the governing body. [ORS 244.120(2)(b)(B)] These circumstances do not often occur. This provision does not apply in situations where there are insufficient votes because of a member's absence when the governing body is convened. Rather, it applies in circumstances when all members of the governing body are present and the number of members who must refrain due to actual conflicts of interest make it impossible for the governing body to take official action.

1.2 EXEMPTIONS

The following circumstances may exempt a public official from the requirement to make a public announcement or give a written notice describing the nature of a conflict of interest:

1.2.1 Memberships or Interest Held

If the conflict of interest arises from a membership or interest held in a particular business, industry, occupation or other class and that membership is a prerequisite for holding the public official position. [ORS 244.020(12)(a)] For example, if a member of a state board is required by law to be employed in a specific occupation, such as an accountant or a doctor, then the official actions taken by the board member that affect all accountants or doctors to the same degree would be exempt from the conflict of interest disclosure requirements and participation restrictions.

1.2.2 Financial Impact

If the financial impact of the official action would impact the public official, relative or business of the public official to the same degree as other members of an identifiable group or "class." The Commission has the authority to identify a group or class and determine the minimum size of that "class." [ORS 244.020(12)(b) and ORS 244.290(3)(a)] For example, if a county commissioner votes to approve a contract to improve or maintain a county road that leads to the property the commissioner owns, but the improvements would also benefit many other property owners to the same degree, the commissioner would be exempt from

the conflict of interest disclosure requirements and participation restrictions. The number of persons affected to the same degree as the public official will help to determine whether this exception applies.

1.2.3 Nonprofit

If the conflict of interest arises from an unpaid position as officer or membership in a nonprofit corporation that is tax-exempt under 501(c) of the Internal Revenue Code. [ORS 244.020(12)(c)] For example, a city councilor is also an unpaid board member or member at the local YMCA. The decision, as a city councilor, to award a grant to that YMCA would be exempt from the conflict of interest disclosure requirements and participation restrictions.

1.3 HOW IS THE PUBLIC ANNOUNCEMENT OF THE NATURE OF A CONFLICT OF INTEREST RECORDED?

The public body that is served by the public official will record the disclosure of the nature of the conflict of interest in the official records (minutes, audio/video recording) of the public body. [ORS 244.130(1)]

1.4 IS A PUBLIC OFFICIAL REQUIRED TO MAKE AN ANNOUNCEMENT OF THE NATURE OF A CONFLICT OF INTEREST EACH TIME THE ISSUE GIVING RISE TO THE CONFLICT OF INTEREST IS DISCUSSED OR ACTED UPON?

The announcement needs to be made on each occasion when the public official is met with the conflict of interest. Each time a public official is met with a conflict of interest the nature must be disclosed. For example, an elected member of the city council would have to make the public announcement one time when met with the conflict of interest, but only one time in each meeting of the city council. If the matter giving rise to the conflict of interest is raised at another meeting, the disclosure must be made again at that meeting. Another example would involve an employee in a city planning department who would have to give a separate written notice before each occasion they encounter a matter that gives rise to a conflict of interest. [ORS 244.120(3)] [Public Official Guide](#) (Page 24)

1.5 IF A PUBLIC OFFICIAL FAILED TO ANNOUNCE THE NATURE OF A CONFLICT OF INTEREST AND PARTICIPATED IN OFFICIAL ACTION, IS THE OFFICIAL ACTION VOIDED?

No. Any official action that is taken may not be voided by any court solely by reason of the failure of the public official to disclose an actual or potential conflict of interest [ORS 244.130(2)]. However, the public official faces the potential of personal liability for the violation.



Office of
Equity and Inclusion

EVALUATION COMMITTEE MEMBERS ARE ENCOURAGED TO REVIEW ORS 244 IN ITS ENTIRETY PRIOR TO EXECUTING THIS CERTIFICATION.

Conflicts of Interest

As A public official of a state agency (including, Appointed commissioners and Volunteer, OHA Staff, DHS Staff, or DCBS), you are a "public official" of the State of Oregon. As a public official, you may not:

1. Use or attempt to use the position you hold to obtain a financial benefit.
2. Use confidential information gained because of the position you hold or by carrying out assigned duties for your personal gain.
3. Use confidential information for personal gain after employment terminates if you obtained that confidential information through your position as a public official.
4. Accept anything from applicants, including gifts and meals.

Non-Disclosure

Applications and other documents you may encounter during the Review process may contain confidential and Copyright information. Members involved in the evaluation process of the Curriculum must not:

- Share information about any aspect or opinion of applicants, applications or application evaluations, or share information from applications outside of the identified TEMPS Meeting.
- Share information about the Training Program Application in any way with applicants (except as needed for seeking clarification informed by OHA THW program).
- Share information about the Training Program Curriculum, applications, and evaluation work in any manner that is not specifically described in the scope of work of the group.

Entities that have submitted Training Program Application that may be evaluated are as follows: Please list which Curriculum Reviewed.

1. _____
2. _____
3. _____

Training Evaluation Metrics and Program Scoring Subcommittee Charter

Authority

Training Evaluation Metrics and Program Scoring (TEMPS): The Training, Evaluation, Metrics, & Program Scoring (TEMPS) subcommittee is responsible to develop the metrics, standards & guidance needed to review and approve THW training program applications from organizations interested in offering approved THW training programs in the state.

Additionally, this subcommittee will establish the metrics, standards and guidance for continuing education requirements for all traditional health workers (e.g., community health workers, peer support and peer wellness specialists, family support and youth support, personal health navigators and doulas) who wish to qualify for (re)-certification by the Oregon Health Authority.

Governance

The Subcommittee shall consist of no more than twelve members, representing each THW worker type, if it's feasible. This subcommittee will consist of the following:

- Chair of the Subcommittee- The Chair is elected by the Subcommittee members and serves for one year.
 - Will preside over the subcommittee meeting.
 - Must be a THW Commissioner
 - Responsible for reporting action items to the THW Commission.
- Co-chair/Vice Chair of the subcommittee- Supports the chair and could preside over the meeting if the chair is not available.
- Members- All members serve on the subcommittee and have full voting privileges
- A majority (51%) of the subcommittee present at the meeting constitutes a quorum for approving training programs and continues education units.

Members Shall:

- Be recruited through an application process and appointed by the Oregon Health Authority.
- Be able to represent one of the THW worker types and have full background and knowledge of the worker type
- Have basic knowledge of training curriculum development and delivery and willing to learn from others.
- Utilize objective assessment of curriculum with a focus on standard competencies
- Attend all TEMPS scheduled meetings annually. Members are only allowed to have 3 excused absences annually.

Scope

Training organizations in the state that are interested in delivering an approved THW training or CEU, must send an application, curriculum materials and other required documents to OHA. OHA staff will initially review the submitted materials for completeness, including the use of current forms, and

inclusion of all required documents. TEMPS committee members will then access all materials through the groupsite.com and review the materials prior to the next scheduled meeting.

Training Program Review Guidance:

The subcommittee will score each section of the training in the following manner:

- Grading score of 0-5 for each topic area based on the materials and contents submitted for review.
- Grading score of 0-2 will be given for topics that are not clearly answered or not present in the materials.
- EVALUATION SCORE SCALE:
 - 0- Response missing or does not address question
 - 1- Response does NOT adequately meet standards
 - 2- Response meets some but not enough of the standards for approval
 - 3 -Response adequately meets standards and can be approved with recommended changes
 - 4 - Response to question meets
 - 5 - Response to question exceeds standards

For any scored training section that receives 0-2, the subcommittee members will discuss recommendations that must be made prior to approval. These recommendations will also constitute the reasons for denial.

Review Decisions:

There are three types of responses that the TEMPS committee may conclude after reviewing a training programs submission.

- Approval- this means that all sections of the training program application, curriculum and supplemental materials have received a score of 4 or 5 by all TEMPS members.
- Conditional Approval- this means that the training section(s) of the program application, curriculum and/or supplemental materials have received a score of 3 and require minor recommended changes that must be made prior to training delivery.
- Denial- this means that the training section(s) of the program application, curriculum and/or supplemental materials have received one or more scores between 0-2 and must address the committee recommendations and resubmit their materials for review.

Each Reviewer will submit their score to be compiled into one document and submit their individual scoring sheet.

Based on the set of metrics comprised by the THW TEMPS subcommittee, reviewers will evaluate applications with an expected initial response range of 90 days. However, TEMPS will only review up to 3 curriculum submissions at each meeting to ensure thorough and meaningful reviews.

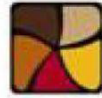
CEU Review Guidance:

The committee will score all CEU applications in the manner described above and using the same score scale.

<p>CEU's approved by TEMPS must, at a minimum:</p> <ul style="list-style-type: none"> ○ Be developed and delivered by the same THW worker type as the CEU is offered to for re-certification. ○ Expand the competencies of THW's and the workforce. ○ Align with core concepts of the THW training programs and be value added to the workforce. <p>CEU's approved by TEMPS will be listed on the OHA website as approved for re-certification of THW worker types.</p>
Deliverables & Schedule
<p>The TEMPS subcommittee will meet a minimum of 11 times annually. All submitted curriculum will be reviewed within 90 days of receipt.</p>
Exclusion and Boundaries
Dependencies

Approved:
Revised:

Appendix D - Mock Agenda:



Office of
Equity and Inclusion

**Traditional Health Worker Commission
Training Evaluation Metrics Program Scoring (TEMPS) Committee**

**January 10th and 12th
11:00AM – 1:00PM**

THW Commission Meeting Zoom Link: Join ZoomGov Meeting
<https://www.zoomgov.com/j/1611367254?pwd=UFVSTksrbjdSRWRIVm5sN25nNVFpdz09>

TEMPS Zoom meeting Link #1 Tuesday, January 10th from 11:00am - 1:00pm
<https://www.zoomgov.com/j/1616924532?pwd=VW9nNXdwRnF6cUFUWXRNdE5yUnZ3QT09>

TEMPS Zoom meeting Link #2 Thursday, January 12th from 11:00am - 1:00pm
<https://www.zoomgov.com/j/1612790899?pwd=U2l5ZHFLMWg5REpQekg2U3p0YW96QT09>

OEI group site: <https://oha-oei.groupsite.com/subgroup/TEMPS/home>

Draft Agenda for November Content			
	Time	Topic	
1.	11:00 – 11:15	Welcome	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Roll Call: • Review/Amend Agenda and approve October Minutes • Review Ground Rules <ul style="list-style-type: none"> • Follow the Rubric, Use Zoom Features - raise hand to help order of discussion • Submit Conflict of Interest/Non-Disclosure Form • Complete person review and notes (do not need to submit) to be used to complete Group Rubric • Process for voting <ul style="list-style-type: none"> a. Move to agenda item _____, b. Have a discussion, c. Make a motion to take a vote d. Move back to the agenda... clarifying questions to stay on agenda e. New business - running list

2.	11:15 – 11:30	Old Business Action Items	<ul style="list-style-type: none"> • Update on Alignment of THW training Program Application with Training Rubrics <ul style="list-style-type: none"> • Introducing the updated rubric including: <ul style="list-style-type: none"> ▪ Conflict of Interest/Non-Disclosure Form ▪ TEMPS Charter ▪ Mock Agenda • Introducing new review process <ul style="list-style-type: none"> ▪ More like the old process • Update on Competency Skills Test/Worker Type (Review of KSAs)
3.	11:30 –12:50	New Business Action Items	<ul style="list-style-type: none"> • Review the following curricula: <ul style="list-style-type: none"> • Doulas Latinas International • Doula Training Center Labor Doula • Community Doula Alliance • Doula Love Resubmittal • Miracles Club PSS – Adult Addiction/CRM • Oregon Family Support Network – FSS Renewal
4.	12:50 – 1:00	Anticipated for next Meeting	<ul style="list-style-type: none"> • Future Curriculumms for Review <ul style="list-style-type: none"> • Northeast Oregon Network (NEON) – CHW Renewal • Daystar Education Inc-MHACBO Inc – PSS Adult Addictions Renewal • ROC Recovery Center – PSS Adult Addiction Renewal • Restored Connection Peer Center – PSS Adult Addictions