



FUN TO CATCH TOXIC TO EAT

THE ONLY DUWAMISH SEAFOOD SAFE TO EAT IS SALMON

Loại hải sản an toàn nhất để ăn từ sông Duwamish là cá hồi

El único pescado del río Duwamish que es seguro para comer es el salmon

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The EPA's Duwamish
Seafood Consumption
Institutional Controls Program

Community Health Advocate

Training Curriculum Version 2.0

APRIL 2020



Public Health
Seattle & King County



www.kingcounty.gov/Duwamish-fishing

ACKNOWLEDGEMENTS

We would like to express profound appreciation to the Community Health Advocates for their dedication and collaboration during the pilot of the training curriculum and outreach in 2018. Their passion for protecting environmental health and championing their communities' voices in this Program has been inspiring and joyful. It is a privilege to work in partnership with you.

Thank you:

Luis Amado, Luz María Cárdenas, MyHanh Cao, Tuyet Dao, Kim Do, Savannary Duong, Edwin Hernandez, Mai Hoang, Kanitha Khiev, Marie Thu Le, Piseth Lunh, Petra Maceda, Emma Maceda-Maria, Vien Nguyen, Ivonne Vigo Orrego, Quan Phan, Sean Phuong, Soun Hour Pov, Paco Francisco Ramos, Candace Sim, Jennifer Teo, Sothea Thong, Songly Toek, Binh Tran, Roxana Urías, and Van Vo.

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Suggested citation for this manual: Ho K. and Lee S.
(2020). Community Health Advocate Training Curriculum,
Version 2. Prepared by Public Health – Seattle & King
County for the EPA's Duwamish Seafood Consumption
Institutional Controls Program. Retrieved from www.kingcounty.gov/Duwamish-fishing

Public Health-Seattle & King County contracted Just
Health Action (2017-2018) to co-develop version one of
the Community Health Advocate Training Curriculum
(May 2018). Public Health worked with Just Health Action
and ECOSSE to pilot the training in 2018. Public Health
updated this manual in 2019 based on the pilot results and
guidance from the Community Health Advocate Team
Leads. Public Health will use this current version as part of
the EPA's Duwamish Seafood Consumption Institutional
Controls Program for the Lower Duwamish Waterway
Superfund site Cleanup.

PHOTO CREDITS: Public Health-Seattle & King County (unless cited
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COMMUNITY HEALTH ADVOCATE TRAINING CURRICULUM

CONTENTS

Introduction.....	i
Chapter 1: The EPA's Lower Duwamish Waterway Superfund site and the Seafood Consumption Institutional Controls Program.....	1
This chapter gives the purpose of the Program and an overview of the Lower Duwamish Waterway Superfund site: the history of the river, the EPA's Cleanup Plan, and Environmental Justice (EJ) guidance. It also summarizes what we know about the communities that fish on the river.	
Chapter 2: Community Health Advocate Training and Outreach Strategy.....	21
This chapter explains how the CHA training and outreach became a key strategy of the Program. It describes the core values, models, approaches, and the strategy's key health messages for this work. It also outlines the main objectives and what we plan to evaluate.	
Chapter 3: Facilitator's Roles & Responsibilities.....	43
This chapter describes the important role of the bilingual Facilitator in providing culturally appropriate trainings. It summarizes the Facilitator's responsibilities and attributes, and how Public Health and an Assistant can support the Facilitator. There is guidance on recruitment and building an effective CHA team.	
Chapter 4: Level 1 Training (Core Foundation).....	59
This chapter describes the key Lesson Topics needed to build the participants' foundational knowledge and outreach skills to become a certified Community Health Advocate. Level 1 can be completed in 1.5 months or less. Sample activities are provided. The facilitator can design the schedule and activities as they see fit. When working with a new ethnic/cultural group, Public Health will first learn about their unique needs and values.	
Chapter 5: Level 2 Training (Ongoing Capacity Building).....	83
This chapter covers the ongoing outreach activities, trainings, and stakeholder engagement that CHAs can participate in after they complete Level 1 to continue to build their skills, knowledge, and empowerment.	
Bibliography.....	94
Glossary.....	96

INTRODUCTION

The *Community Health Advocate Training Curriculum* (“Curriculum”) guides the training of community members to become Community Health Advocates (CHAs) for Public Health-Seattle & King County (Public Health). Public Health is leading the community-based process for the EPA’s Duwamish Seafood Consumption Institutional Controls (IC) Program – or the “Fun to Catch, Toxic to Eat” Program (Program).

The Curriculum is written for bilingual/bicultural Facilitators who will train and manage the outreach of their CHA teams. The CHA teams will partner with Public Health in promoting healthy seafood consumption options in their communities, co-designing culturally appropriate health promotion tools, and providing community input to inform Program planning.

The CHA teams are essential to addressing the environmental justice issues and health impacts from the contaminated seafood at the Lower Duwamish Waterway Superfund site.

Chapters 1 to 3 provide the Facilitators with relevant background information and guidance to ensure they understand Public Health’s objectives, values, and approaches for this training, and their roles and expectations as a Facilitator.

Chapter 4 (Level 1 Training) provides the foundational knowledge and skills to certify a CHA.

Chapter 5 (Level 2 Training) provides the CHAs with ongoing capacity building through trainings, outreach and stakeholder engagement. Each training segment has a list of objectives, outcomes, and descriptions of the activities.

A **Toolbox** signifies Public Health’s online folders that contain examples of teaching materials and tools (e.g. PowerPoint presentations, handouts, instructions on activities etc.). The Facilitators may adapt and tailor the training activities and materials, or develop new ones, to ensure cultural relevancy, while still meeting the objectives of each level. Public Health will provide technical support to the Facilitators and CHAs as needed.



ACRONYMS

ATSDR: Agency for Toxic Substances and Disease Registry

CHA: Community Health Advocate

cPAHs: carcinogenic polycyclic aromatic hydrocarbons

CSC: Community Steering Committee

DOH: Washington State Department of Health

DRCC: Duwamish River Cleanup Coalition

ECOSS: Environmental Coalition of South Seattle

EJ: Environmental Justice

EPA: Environmental Protection Agency

HIA: Health Impacts Assessment

HSCC: Healthy Seafood Consumption Consortium

IC: Institutional Control

ICIAP: Institutional Control Implementation and Assurance Plan

JHA: Just Health Action

LDW: Lower Duwamish Waterway

LDWG: Lower Duwamish Waterway Group

NEJAC: National Environmental Justice Advisory Council

NOAA: National Oceanic and Atmospheric Administration

PCBs: polychlorinated biphenyls

PLA: Participatory Learning and Action

PRPs: Potentially Responsible Parties

ROD: Record of Decision

SDOH: Social Determinants of Health

WDFW: Washington Department of Fish and Wildlife

WRIA: Water Resource Inventory Area

PHOTO: Rachel Marren

The EPA's Lower Duwamish Waterway Superfund Site and the Seafood Consumption Institutional Controls Program

This chapter explains the purpose of the United States Environmental Protection Agency's (EPA) Duwamish Seafood Consumption Institutional Controls (IC) Program, which is led by Public Health-Seattle & King County (Public Health).

Background information of the LDW Superfund Site is given, including the history of the river, the EPA's Cleanup Plan for the site, and the Environmental Justice (EJ) guidance.

Finally, a summary is provided of what we know about the communities that fish on the Lower Duwamish Waterway Superfund Site – those who are most likely to eat or share contaminated seafood from the Duwamish River.

"First, I got to meet the agencies and other training participants. The agencies told us about the pollution and before I didn't believe it 100% but now I do."

– Cambodian Training Participant

CONTENTS

1.1 Purpose of Duwamish Seafood Consumption IC Program	2
1.2 History of the Duwamish River	4
1.3 LDW Superfund Site.....	6
1.4 Environmental Justice Guidance.....	9
1.5 Duwamish Fishing Community.....	12
1.6 Program's Key Health Messages.....	16
For More Information.....	18
Key Points.....	19



1.1



PHOTO: Hannah Letinich

Purpose of the Duwamish Seafood Consumption IC Program

The Duwamish Seafood Consumption IC Program (Program) (also known as the “Fun to Catch, Toxic to Eat” Program) is part of the EPA’s cleanup of the Lower Duwamish Waterway (LDW) Superfund site. The EPA launched this Program through a Cooperative Agreement with Public Health. Public Health is leading the community-based process to design and implement culturally appropriate and effective IC tools and activities for the EPA.

Public Health worked with long-standing partners in the Duwamish community, including Just Health Action (JHA) and Environmental Coalition of South Seattle (ECOSS), to begin developing this Program in 2017.

The overall goal for the EPA’s Duwamish Seafood Consumption IC Program is to promote culturally appropriate, healthy actions that protect the health and wellbeing of fishing communities, especially pregnant women, nursing moms, and young children, from the contaminated resident seafood in the Lower Duwamish Waterway (LDW) Superfund site before, during, and after the cleanup.

Public Health has been collaborating with community members, agencies and organizations to build community capacity, design culturally appropriate and effective IC tools, and ensure that the Program activities do not have unintended consequences (such as scaring people from eating all seafood or stopping people from fishing).



Findings from the LDW Fishers Study Data Report in 2016 (also known as “Duwamish River Fishers Study”), other relevant community-based projects, and National Environmental Justice Advisory Council (NEJAC) recommendations are guiding the development, implementation, and evaluation of the Program (see Sections 1.4-1.5).

Community members involved in the Duwamish River Fishers Study and JHA’s City of Seattle grant projects (2014-2017) with Public Health voiced an interest in learning about safe consumption of locally-caught seafood so they can educate their friends and families. Sharing information this way ensures that the message is conveyed in a culturally and linguistically appropriate manner.

The objective of the CHA Training Curriculum is to build the capacity of community members from priority LDW fishing communities to raise awareness and promote culturally appropriate, healthy seafood consumption actions that protect their fishing communities, especially pregnant women, nursing moms, and young children, from the contaminated seafood in the LDW Superfund site before, during, and after the cleanup.

In addition, a key objective for meaningful involvement in the Program is to support CHAs empowering themselves to influence IC programmatic decisions and relevant policy recommendations toward protecting the health of their fishing communities from contaminated LDW seafood.

Public Health aims to implement a community-informed, culturally appropriate training and provide technical support to help CHAs gain capacity to partner in this Program.

Coupled with the EPA’s on-going work to clean up the river, the CHA training and outreach supports the EPA’s long-term goal of addressing Environmental Justice impacts by protecting the health of those disproportionately impacted by the pollution.



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Public Health
Seattle & King County



1.2



PHOTO: Katy Cossette

History of the Duwamish River

The Duwamish River is Seattle's only river and connects from the Green River in Tukwila. It flows past the South Seattle neighborhoods of Georgetown and South Park, through Seattle's industrial core, and empties into Elliott Bay.

The Duwamish River and the surrounding land have been a valuable part of what is now South Seattle's ecosystem. For thousands of years, the Duwamish River has been used by Native Americans for transportation, fishing, and shellfish harvesting (DRCC, 2018).

Native American tribes in the region are important stakeholders in the cleanup process. The Muckleshoot Tribe, a federally recognized tribe has treaty-protected rights to conduct commercial, ceremonial, and subsistence fishing operations in the river, as does the federally recognized Yakama Tribe. The Suquamish Tribe, also federally recognized, actively manages

seafood resources just downstream of the Duwamish River.

Though not accorded federal recognition, the Duwamish Tribe has a long history in the region and deep connection to the Duwamish River. Their longhouse, located near the mouth of the Duwamish River, is near the site of a historic winter fishing village.

Long after settlers arrived, the river was dredged and straightened over many years in the early 1900's, giving a place for industry to move in and, begins to shape modern Seattle (DRCC, 2018).

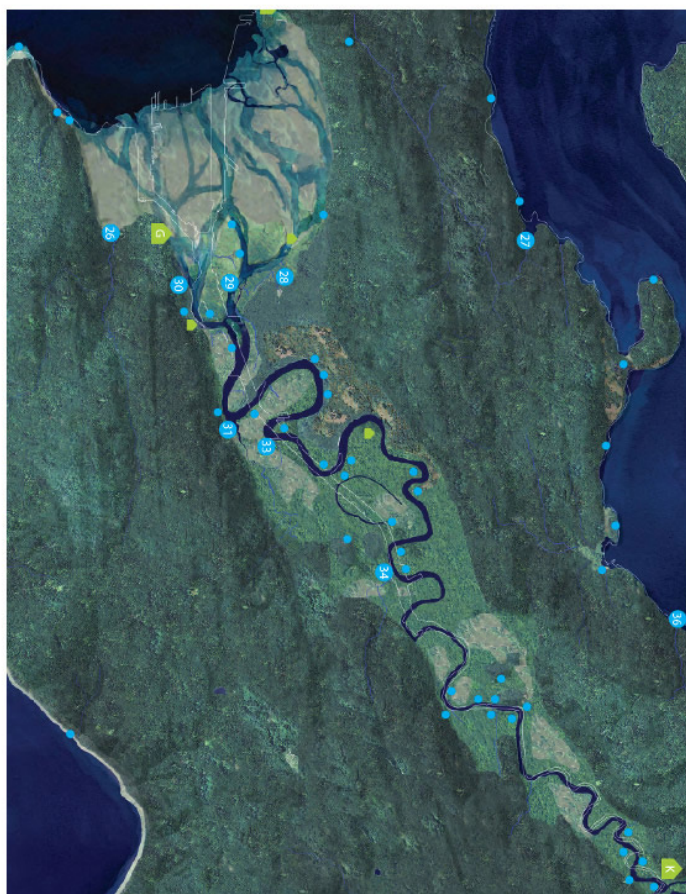
Since the early 1900s, the Duwamish River served as Seattle's major channel for the surrounding industrial and port activities. Today, the Duwamish area is both industrial and residential (WRIA 9, 2005).



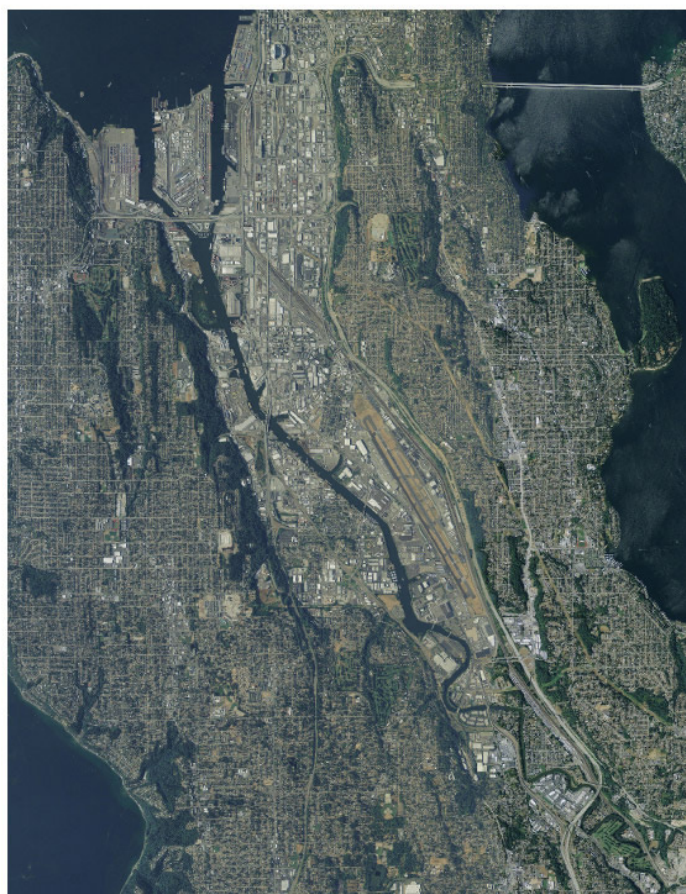
PHOTO: UW digital collections

The Duwamish River was changed from a natural estuary (where freshwater mixes with saltwater) into a five-mile industrial channel. As a result, 97% of the original habitat for salmon in the Duwamish River was lost (NOAA, 2014).

The Duwamish River habitat is crucial to ensuring the survival and recovery of threatened fish species, such as the Puget Sound Chinook Salmon and Puget Sound Steelhead. Young fish spend time in this part of the Duwamish River as they swim from freshwater streams to the saltwater of the Puget Sound and Pacific Ocean (NOAA, 2014).



Mid-1800s



Today

Duwamish Valley | South Seattle

The Waterlines Project

A comparison of the original Duwamish River to the current shape of the river.

PHOTO: Burke Museum blog (Waterlines Project)

1.3

Duwamish River Superfund Site

For over a century, the Duwamish River became polluted with toxic chemicals from many sources – industries along its banks, storm water pipes, and storm water runoff from surrounding activities, streets, and roads. While environmental regulation and cleanup of some areas have helped reduce pollution sources, the historic contamination and ongoing sources continue to impact people and the river.

In 2001, the EPA included the lower five miles of the Duwamish River, called the Lower Duwamish Waterway (LDW), as a Superfund site. Superfund federal law requires the nation's most toxic sites to be identified and cleaned up. The EPA is responsible for administering the cleanup of the contaminated sediments in the river, while Washington State Department of Ecology (Ecology) is responsible for controlling sources of pollution to the river.

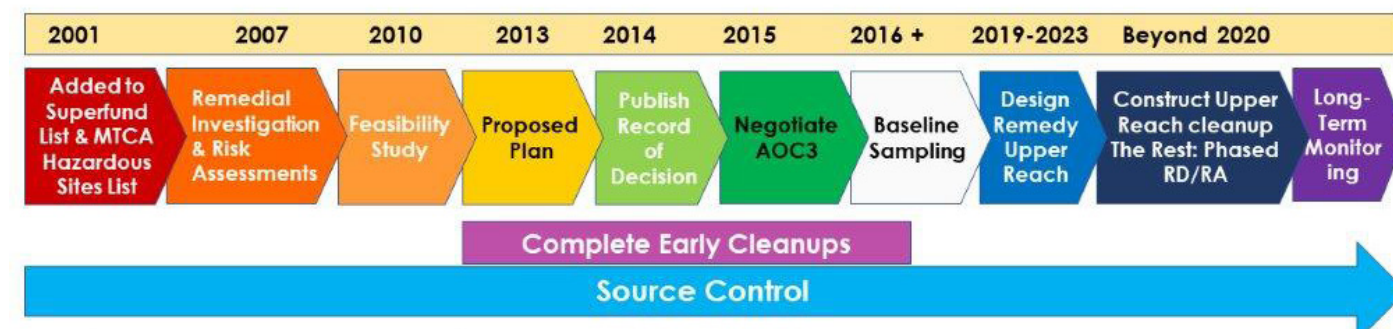
MAP SOURCE: EPA

Due to historic pollution, the EPA found about 41 toxic chemicals in the sediments (mud) of the Duwamish River that pose unacceptable risks to human health and the environment. Many of these contaminants stay in the environment for decades. The resident (or native) fish, crab, and shellfish that spend their whole lives in the river build up the contaminants in their bodies. The contaminants that pose the most risk to human health are: polychlorinated biphenyls (PCBs), dioxins/furans, carcinogenic polycyclic aromatic hydrocarbons (cPAHs), and arsenic.

From the late 1990s through 2015, King County, City of Seattle, The Boeing Company, Port of Seattle, and Earle M. Jorgensen Company cleaned up some of the most polluted spots along the river. In total, these early efforts cleaned up about 29 acres of sediment and reduced average surface sediment levels of PCB contamination by over one-half, a significant step forward in the cleanup of the LDW.

In 2014, the EPA issued its Final Cleanup Plan (called a Record of Decision or ROD) which directs the cleanup for the rest of the LDW Superfund site. It aims to reduce the level of contaminants in the resident seafood to better protect people who fish within the site. The ROD requires both active cleanup measures, such as dredging (removing the toxic mud) and capping (covering the river bottom with clean dirt), and passive ones, such as natural recovery (natural sedimentation). Institutional Controls (ICs) are part of the ROD to protect people who catch and eat the seafood.

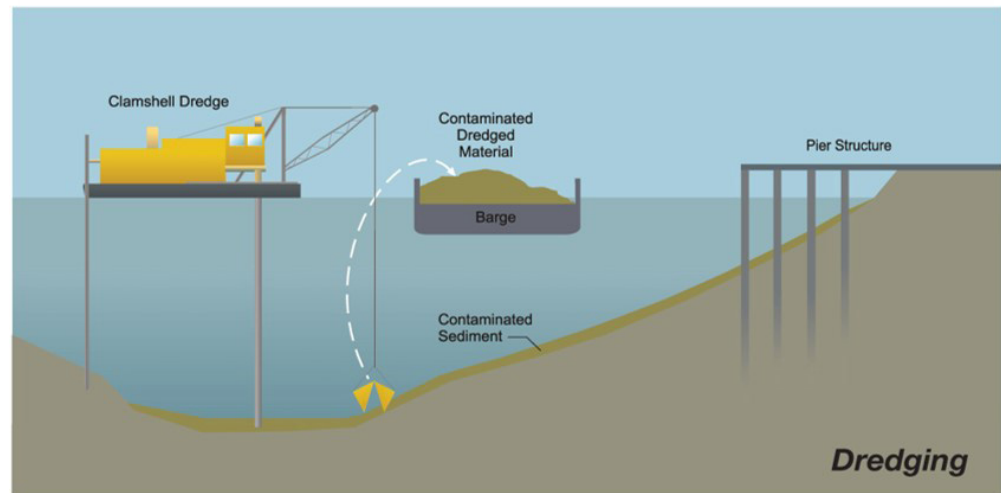
The EPA estimates costs of about \$342 million over 17 years to complete the cleanup. This includes seven years of active cleanup of about 177 acres and 10 years of monitored natural recovery. Close to 100 Potentially Responsible Parties (PRPs) will be required to pay for the cleanup of the LDW Superfund site. Even after the cleanup activities, the EPA does not anticipate that people can safely eat seafood from the Duwamish River in unlimited amounts. ICs will be necessary beyond the span of the cleanup to protect people who consume fish and seafood, and the nature and extent of ICs will change over time.



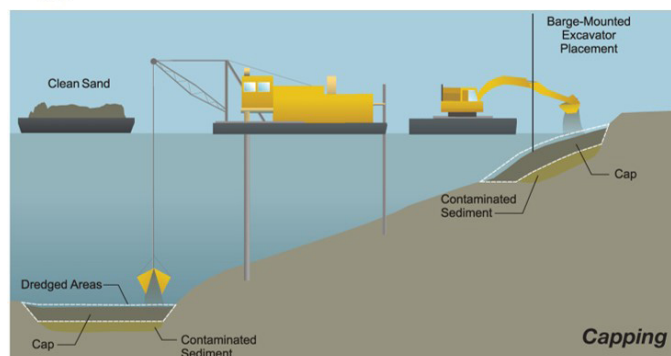
SOURCE: EPA



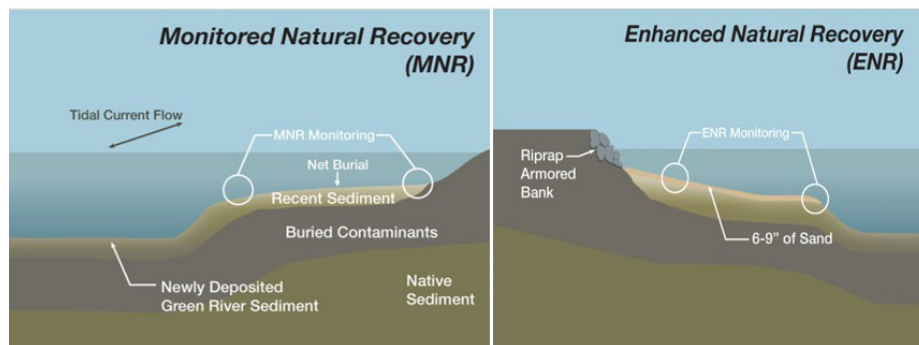
Removal



Containment



Natural Recovery



The different cleanup measures in the EPA's Cleanup Plan for the Lower Duwamish Waterway Superfund site.

SOURCE: EPA



Environmental Justice Guidance

Institutional Controls (ICs) and Seafood Consumption Advisories

Environmental Justice (EJ) is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. (See Chapter 2.2 for further EJ discussion.)

When developing the ROD, the EPA identified EJ concerns, particularly for those who catch and eat resident seafood from the Lower Duwamish Waterway Superfund site.

In 2013, the EPA identified in an EJ Analysis for the LDW Superfund cleanup that the people who eat the seafood are a community that is disproportionately impacted by the Superfund site.

“Particularly for the tribal and subsistence fishers and others who consume seafood at a higher rate than the general population, risks from eating contaminated seafood would be even higher, representing a significant environmental justice concern: an existing pre-cleanup adverse disproportionate impact for these groups of individuals.” (EPA, 2013)



PHOTO: National Environmental Justice Advisory Council (NEJAC, 2002)

Institutional Controls (ICs) are “administrative and legal tools intended to minimize the potential for human exposure to contaminants by limiting resource use and influencing behavior”(EPA, 2014).

A common example of an IC used to protect people from contaminated seafood is to issue a “seafood consumption advisory”. This is a health recommendation to limit or avoid eating certain seafood caught from local waters (e.g., lakes, rivers, or coastal waters) due to chemical pollution.

Washington State Department of Health (DOH) issued the Duwamish Seafood Consumption Advisory in 2003. It is the most restrictive seafood consumption advisory in Washington State.

Based on the NEJAC guidance, the EPA and Public Health recognize that:

- Informational campaigns such as fish advisories typically focus on restricting or influencing behaviors. This assumes that people have access to other food options, and that changing behavior is appropriate. For communities impacted by environmental injustice (i.e., people who bear a disproportionate burden of environmental harms), those assumptions often do not apply.
- Affected communities must help determine how to effectively and appropriately address contaminated seafood consumption based on their local cultural context. It is crucial that those affected by seafood consumption ICs play a central role in developing and sharing the information, including identifying and promoting healthy options, that they deem appropriate to their needs and cultures.

“Such efforts – led by those in the community, and supported by the EPA and other agencies – can contribute to the larger goals of what the Laotian Organizing Project calls “participatory learning and culturally-appropriate organizing.” The EPA and other agencies should view this as an opportunity to work with communities on the ground as they work to empower themselves.” (NEJAC, 2002)

- Capacity-building and empowerment within the affected community are important to ensure that they can meaningfully participate in decisions about activities that may affect their health.
- Seafood consumption advisories should be coupled with the cleanup of the contaminated environment.

“Finally, even where agencies, together with affected groups, opt to continue to issue advisories, they need to redouble their efforts to prevent and reduce new sources of contamination and to cleanup and restore environments and fisheries that are already contaminated....‘No one wants consumption advisories in place any longer than necessary.’” (NEJAC, 2002)

1.5



Duwamish Fishing Community

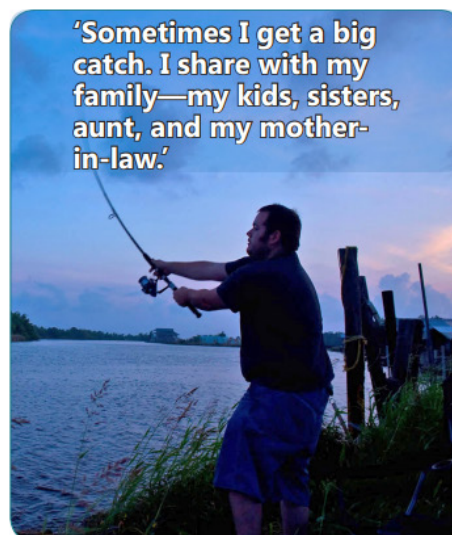
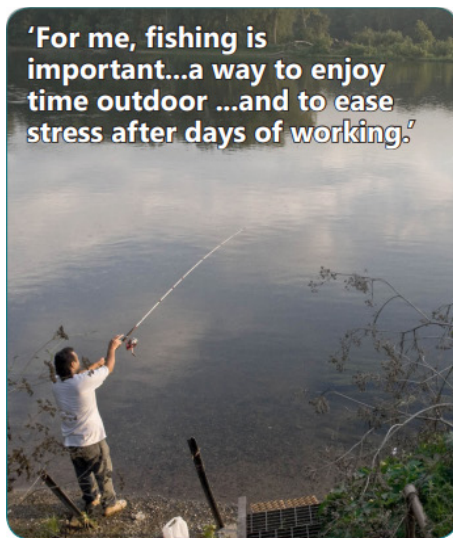
Findings from Related Studies & Community Projects

Duwamish River Fishers Study (EPA, 2016)

As a first step in addressing the EJ concerns specific to Duwamish River fishers, the EPA wanted to better understand the fishing community. The EPA completed the Duwamish River Fishers Study in 2016. A team of multilingual staff from ECOSSE collected the data: 403 surveys with fishers along the river, and 22 in-depth interviews with fishers and people who eat Duwamish River seafood.

Some of the key findings are:

- Many fishers continue to catch and eat resident seafood. Over 20 ethnic/language groups fish in the Duwamish River. The pollution in the river likely has more impacts on communities of color and low-income people.
- Fishing is good for mental, social, and physical health. Fishing offers many benefits: it is fun and relaxing; it provides fresh food and time for socializing; fishers learn from each other; and, creating a sense of community among fishers.



SOURCE: The EPA Duwamish River Fishers Study Fact Sheet

- Many of the fishers who caught the polluted resident seafood were less aware of the advisory information are people of color and/or are Limited English Proficient. These priority groups include:
 - Asians (mostly Vietnamese, Cambodian, Chinese, and Lao) and Pacific Islanders, Latinos, and multi-racial/multi-ethnic groups.
 - Non-English speakers (including Khmer, Vietnamese, Spanish, Chinese, and Hmong).
 - Residents of south/west Seattle and areas south of Seattle city limit. (Fishers come as far as 33 miles to fish on the Duwamish River.)
- The advisory information is hard to understand. The signs posted at fishing locations are not effective in reaching all fishers. It is hard to connect health risks with chemicals that you cannot see in the water or fish.
- There is a need to provide options that encourage people to eat healthier fish, while maintaining their fishing culture.

Public Health found that the study findings indicate a lack of community awareness about



PHOTO: ECOSS

the higher risks to pregnant women, babies and children from consuming contaminated resident seafood in the LDW Superfund site.

The Duwamish River Fishers Study (EPA, 2016) concluded that “effective risk communication (including providing healthy options for continuing to fish and incorporate fish into diets) should respect fisher perspectives, build on existing models to help fishers to understand unseen risk, and integrate this information into local knowledge and lifestyles.”

Duwamish Superfund Site Health Impact Assessment (HIA) Report (UW, JHA and DRCC/TAG, 2013)

The Health Impact Assessment (HIA) focused on the community health changes that may result from the EPA's proposed cleanup of the Duwamish River. The HIA included consultations with community advisors, interviews with key informants, and focus groups with fishers. It provided recommendations to the EPA and other agencies on ways to minimize health impacts, maximize health benefits, and reduce health disparities in the affected populations.

The following summarizes the HIA recommendations related to ICs and fishing:

- ICs are a public health intervention.
- Design ICs to engage and empower people to participate meaningfully in stages (planning, implementation, and monitoring) for success.
- Informational advisories (e.g., signs) are not enough to promote healthy actions.
- ICs should go beyond just restrictive and informational actions and emphasize positive options for safe fishing and healthy seafood consumption.
- Need innovative thinking about alternatives that promote safe and healthy seafood consumption.
- Need periodic reassessments due to changing demographics of target audiences .
- Partner with communities to design culturally appropriate outreach, education, and risk communication.

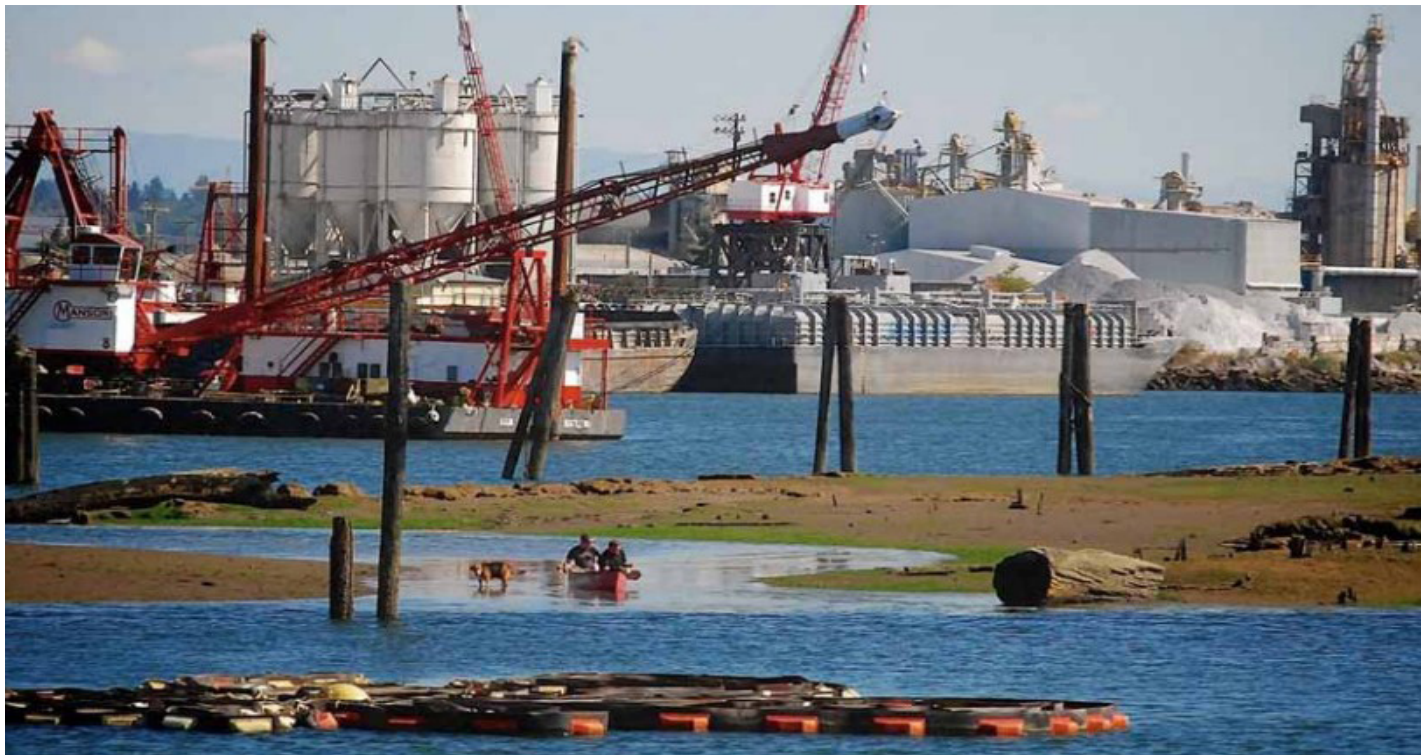


PHOTO: Patrick Robinson, West Seattle Herald

Duwamish Fishing Community Engagement Grant Projects (JHA, 2014-2017)

Just Health Action is a Seattle-based non-profit organization that advocates for reducing health inequities that result from social, political, environmental, and economic conditions.

From 2014-2017, JHA received a City of Seattle Duwamish River Opportunity Fund Grant to conduct three community-based projects with two fishing communities and to address the HIA's subsistence fisher recommendations.

JHA partnered with Public Health, International Community Health Services, and community liaisons to engage the Vietnamese and Latino community members around this topic.

In its final year, the grant project drafted Community Health Advocate training activities based on the “Promotores Model”. Community members helped develop culturally appropriate outreach tools, such as digital story videos, fishing rules factsheet, and a map guide of King County fishing sites with advisory information.

Furthermore, the community members empowered themselves to educate agencies, including Public Health, the EPA, and Washington State Department of Fish and Wildlife (WDFW). For more information on these grant projects see Chapter 2.



PHOTOS: Just Health Action

1.6



The “Fun to Catch, Toxic to Eat” Program’s Key Health Messages

Public Health used the learnings from the Duwamish Fisher Study and JHA’s grant projects to serve as a starting point for developing this Fun to Catch, Toxic to Eat Program.

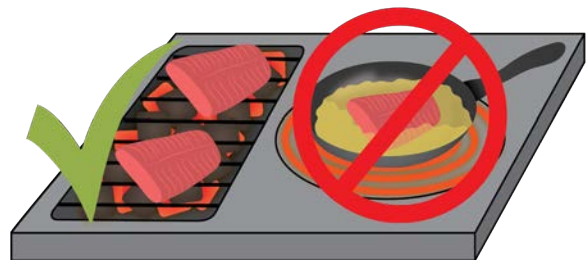
Since then, Public Health has evolved this Program to align with the cleanup goals, public health promotion framework, and environmental justice guidance; and be guided by community voices from the Program’s target audiences (see Section 3.5)

For people who fish at the LDW Superfund site, the Program promotes catching, eating, and sharing only salmon from the Duwamish River. Salmon spend a short time in the river and do not build up toxic chemicals during that period. In addition, the Program promotes alternative fishing sites in King County that have more choices of safer seafood to eat than the LDW Superfund site.

These healthy actions are also promoted to people who receive and eat local seafood catch from friends and family fishing in the



1. Remove fat, skin, and internal organs.



2. Grill, bake, broil, or steam so fat drips off.

Duwamish River. The Program also recommends that pregnant or nursing women and children under 6 years old take additional steps to further minimize their exposure to PCBs from seafood already low in PCBs. The recommendations include eating only the skinless fillet of the safe fish (such as salmon), avoiding the guts (hepatopancreas) of crabs caught in the urban waters of Elliott Bay and Puget Sound, and grilling, steaming, or baking the fish so most of the fat drips off and is not consumed.

Toxic chemicals can harm unborn babies, infants, and young children the most – impacting their memory, attention, motor skills, and language development.

Public Health aims to ensure that Program activities are carried out in a manner that respects community members' cultural values and right to autonomy and do not have unintended consequences, such as scaring people away from eating all seafood, stopping people from fishing, or exacerbating existing health inequities.

In the Duwamish River, the seafood that spend their entire lives in the river (perch, sole, flounder, crab, mussels and clams) are unsafe to eat. They have high levels of toxic chemicals (such as PCBs) that you cannot see.

Tips for Facilitator: Please review additional educational tools for this Program at www.kingcounty.gov/duwamish-fishing.

PROTECT YOUR HEALTH:



Eat salmon!

Salmon is the only seafood safe to eat from the Duwamish River. They spend a short time in the river.



Go fishing!

Many places in King County have safer seafood to eat.



Fish is good for your heart and brain!

Eat a variety of fish and shellfish from different places.



Important for moms and children!

The local seafood consumption advisories are particularly important for women who are pregnant or nursing, children under the age of six and people who plan to have children.



FOR MORE INFORMATION

Duwamish Seafood Consumption IC Program:

- Duwamish Seafood Consumption IC (Fun to Catch, Toxic to Eat) Program at www.kingcounty.gov/duwamish-fishing
- Medium article on two CHA fishers in the Program at <https://medium.com/voices-for-clean-water/lorem-ipsum-dolor-sit-amet-c031134e76e8>
- Presentation webinar about the Program on ATSDR at <https://centersfordiseasecontrol.sharefile.com/share/view/72fbd3ab7f6141c0>

History of the Duwamish River:

- DRCC's River History and Photographs at <http://duwamishcleanup.org/superfund-info/river-history-and-photos/>
- WRIA 9 Steering Committee's Chapter 3.0 - Impacts on Salmonid Habitat in WRIA 9: History, Factors of Decline, and Policy Recommendations (2005) at <http://your.kingcounty.gov/dnrp/library/2005/kcr1876/CHAPTERS/Ch3-History.pdf>
- NOAA's A River Reborn: Restoring Salmon Habitat along Seattle's Duwamish River at <https://response.restoration.noaa.gov/about/media/river-reborn-restoring-salmon-habitat-along-seattles-duwamish-river.html>

Lower Duwamish Waterway Superfund Site:

- The EPA's Lower Duwamish Waterway Superfund site at <https://cumulis.epa.gov/supercpad/SiteProfiles/index.cfm?fuseaction=second.cleanup&id=1002020>
- The EPA's Duwamish Superfund Site - Toxic History, Engineering Solutions YouTube video at <https://www.youtube.com/watch?v=YM42zcsGLBU&feature=youtu.be>
- Ecology's Lower Duwamish Waterway at <https://ecology.wa.gov/Spills-Cleanup/Contamination-cleanup/Cleanup-sites/Toxic-cleanup-sites/Lower-Duwamish-Waterway>
- DRCC's Superfund Info at <http://duwamishcleanup.org/superfund-info/>

About the Duwamish Fishing Communities:

- The Lower Duwamish Waterway Fishers Study Data Report (2016) at http://ldwg.org/Assets/FS/LDW_FishersStudy_datareport_and_appendices_FINAL_12.23.16.pdf
- UW, Just Health Action (JHA) and DRCC/TAG's Health Impact Assessment (HIA): Proposed Cleanup Plan for the Lower Duwamish Waterway Superfund Site (2013) at <http://deohs.washington.edu/health-impact-assessment-duwamish-cleanup-plan>
- JHA's City of Seattle Grant Projects: Addressing seafood contamination for subsistence fishers: An environmental justice issue (2016) at <https://justhealthaction.org/2016/02/addressing-seafood-contamination-for-subsistence-fishers-an-environmental-justice-issue/>

KEY POINTS

- The Duwamish River is part of the ancestral lands of Native Americans.
- It changed drastically from a natural estuary to an industrial channel; yet, the habitat here is crucial to ensuring the survival and recovery of threatened fish species.
- More than 20 ethnic/language groups fish on the Duwamish River. Many fishers who catch the contaminated resident seafood and are less aware of the advisory information are people of color and/or are Limited English Proficient – making this an Environmental Justice issue.
- The Program is part of the EPA's LDW Superfund Cleanup. Public Health is managing the EPA's community-based process to design and implement culturally-appropriate and effective IC tools and activities.
- The goal for the Program is to promote culturally appropriate, healthy actions that protect the health and wellbeing of fishing communities, especially pregnant women, nursing moms, and young children, from the contaminated resident seafood in the LDW Superfund site before, during, and after the cleanup.



NOTES

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Community Health Advocate Training and Outreach Strategy

This chapter provides background information on the Community Health Advocate model for the Program. It defines the Program's **Core Values** and **Theories** that are essential to the approach of the training activities.

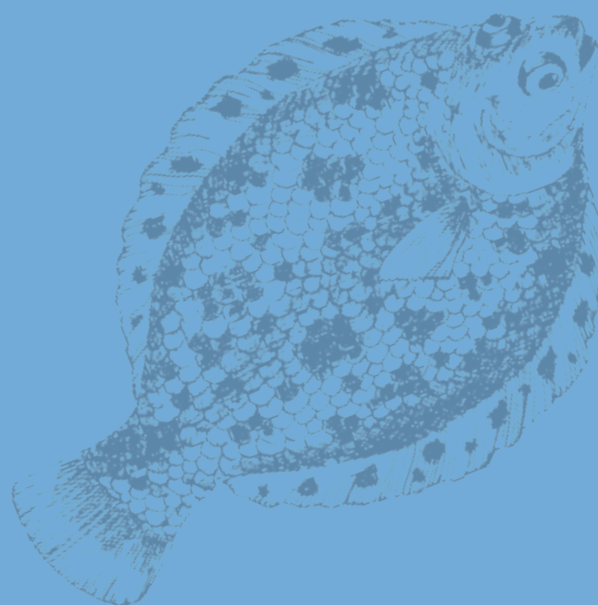
The chapter includes an overview of the Levels 1 and 2 of the CHA Training and an **Evaluation Plan** of the training and the outreach efforts.

"It was great to apply what we learned in the classroom to what we saw in reality during the boat tour - I was able to understand more."

– Vietnamese Training Participant

CONTENTS

2.1 Background: CHA Training and Outreach	22
2.2 Core Values and Definitions.....	24
2.3 Guiding Theories and Models	30
2.4 CHA Training Levels.....	33
2.5 Evaluation of CHA Training and Outreach	37
Key Points.....	40



2.1



Background: Community Health Advocate Training and Outreach

Community Health Advocates (CHAs) – also known as community health workers, promotores, or lay health advisors – typically live in the community they serve and have the unique ability to bring information where it is needed most – reaching communities that historically face barriers to accessing services (such as from language, cultural, economic, or institutional barriers).

Because they identify as members of the community affected by the issues at hand, CHAs can relay insights about the community and make culturally appropriate recommendations to health providers and agency decision-makers. They often understand how social, political, economic, and environmental forces impact their community. As a result, they engage their communities, while advocating for policies that address the root causes of a health problem in their community. For more information about the community health worker model, visit: <https://www.nhlbi.nih.gov/health/educational/healthdisp/role-of-community-health-workers.htm>.

From 2014 to 2016, Just Health Action (JHA) partnered with Public Health and several other organizations to convene a Vietnamese and Latino Immigrant Advisory Groups using a Participatory Learning and Action Model (PLA)¹. The advisory groups shared:

- Fishing provides fishers and their families with health, mental wellbeing, cultural and spiritual connection to nature and food security benefits.
- Fishers learn from others in their community – whether it is parent to child or peer to peer.
- Community interest in being the ones to outreach, educate, and engage their communities about the Duwamish seafood contamination.
- Community interest to educate decision-makers about how Duwamish River contamination issues impact their cultural traditions and recommend culturally appropriate outreach tools and activities for their community - “We want to inform ourselves at our level.”

See Chapter 2.3 for more information about the PLA model.

¹ JHA was funded by the Duwamish River Opportunity Fund from the City of Seattle’s Department of Neighborhoods. Additional partners were: International Community Health Services, Sea Mar Community Health Centers, Duwamish River Cleanup Coalition/TAG, WA State Department of Health, Agency for Toxic Substances and Disease Registry, and the University of Washington.



Based on the advisory groups' recommendations, JHA, Public Health, and WA State Department of Fish and Wildlife (WDFW) drafted CHA training activities with Vietnamese and Latino community members (2016-2017). The partners provided an overview of the Duwamish River seafood consumption issues and fishing rules and regulations.

The CHAs engaged their communities about the issues in various ways: community meetings, radio station interviews, a TV station interview, a TV advertisement, starting a Facebook page, a newspaper article, door knocking, and tabling at community events.

Also, the CHAs shared concerns and recommendations at the EPA's Duwamish Healthy Seafood Consumption Consortium (or "Duwamish Fisher Consortium") – a forum of agency decision-makers, stakeholders, and the CHAs to discuss and collaborate on efforts that promote healthy seafood consumption.

The CHAs felt empowered by their new knowledge and skills in outreach and advocacy. They emphasized that many in their communities do not know about the Duwamish River seafood consumption problem and that the CHA training should continue.

PHOTO: Just Health Action



2.2



Core Values and Definitions

Four core values guide the Program - health equity, environmental justice, meaningful involvement, and empowerment. The following definitions are the Program's shared understanding of these interrelated principles.

Core Value 1: Health Equity

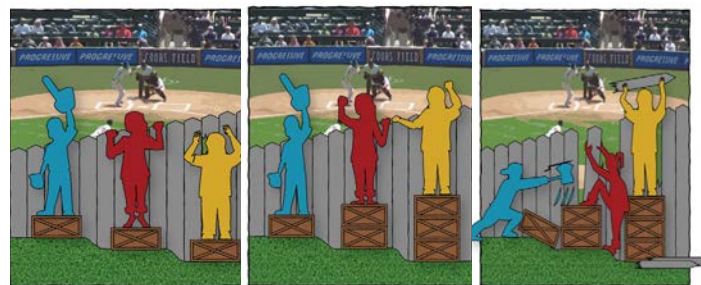
Health Equity is the “attainment of the highest level of health for all people. Achieving health equity requires valuing everyone equally with focused and ongoing societal efforts to address avoidable inequalities, historical and contemporary injustices, and the elimination of health and health care disparities” (Healthy People 2020, 2014).

Equity and equality are related terms and often used as synonyms. Merriam-Webster Dictionary defines equality is “the quality or state of being equal: the quality or state of having the same rights, social status, etc.” However, “equity is the process and equality is an outcome.”

Public Health recognizes that many benefits and burdens in King County are not distributed equally, that inclusive and collaborative decision-making has been absent, and that

many of these effects have persisted across multiple generations. Therefore, equity is more fully defined as “the full and equal access to opportunities, power, and resources so that all people achieve their full potential and thrive” (King County, 2016). For more information about King County's ESJ Vision, visit <http://www.kingcounty.gov/elected/executive/equity-social-justice/vision.aspx>.

EQUALITY VERSUS EQUITY



Equality: treated the same

Equity: equal access

Cause of inequity is addressed

“The route to achieving equity will not be accomplished through treating everyone equally. It will be achieved by treating everyone equitably, or justly according to their circumstances.” (Race Matters Institute, 2014)

Core Value 2: Environmental Justice

Environmental Justice (EJ) is defined by the EPA as “the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.”

Fair treatment means no group of people should bear a disproportionate share of the negative environmental consequences resulting from industrial, governmental, and commercial operations or policies.

For more information, visit: <https://www.epa.gov/environmentaljustice/learn-about-environmental-justice>



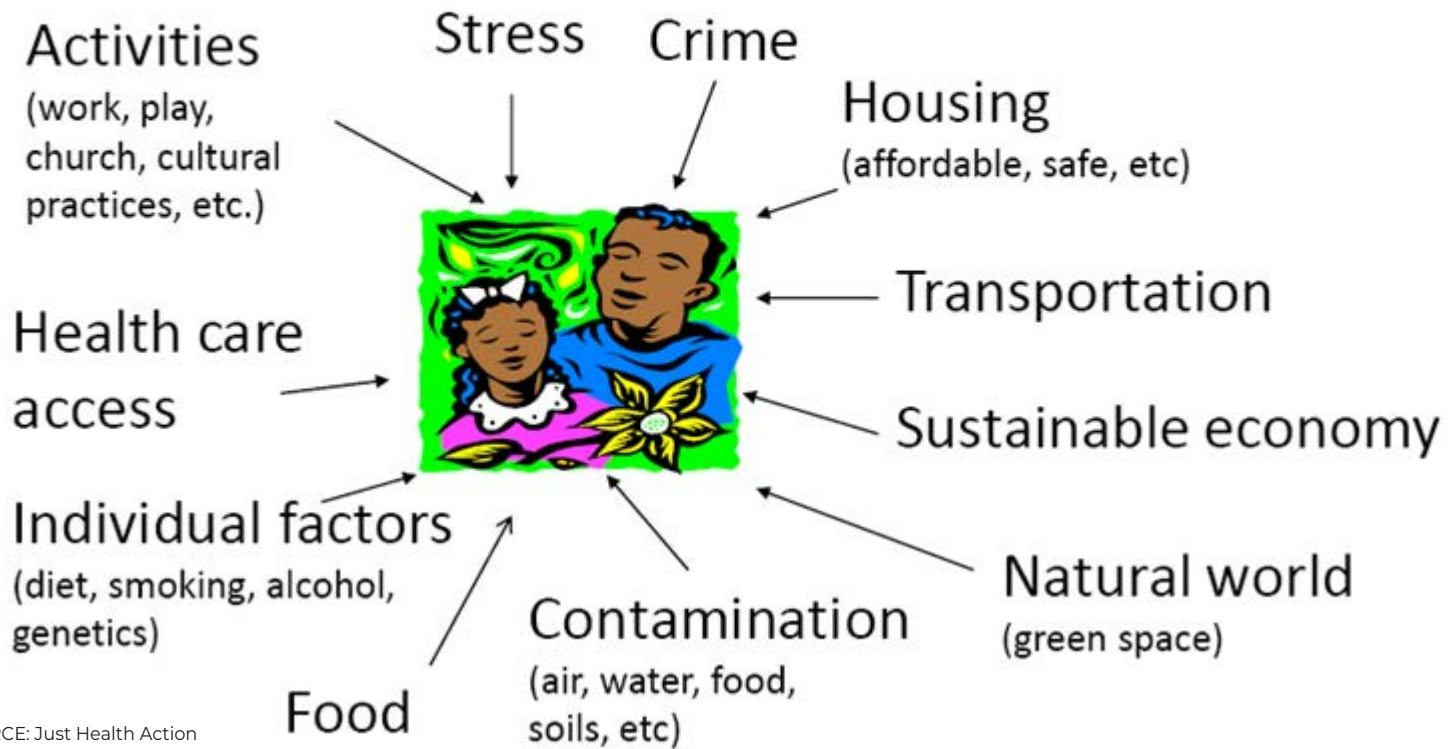
PHOTO: University of Michigan School for Environment and Sustainability

Robert Bullard, considered the father of EJ, states: “.... the environment is everything: where we live, work, play, go to school, as well as the physical and natural world. And so we can’t separate the physical environment from the cultural environment... It’s more of a concept of trying to address power imbalances, lack of political enfranchisement, and to redirect resources so that we can create some healthy, livable and sustainable types of models” (Schweizer, 1999).

Public Health recognizes that individual health is influenced by many factors (social determinants of health) – sometimes beyond the control of the individual. The graphic Environmental Justice illustrates the various factors that can lead to disproportionate health impacts and environmental injustices in a community.

In order to achieve the Program goal, it is critical to try to understand the factors that pose barriers to healthy seafood consumption practices.

ENVIRONMENTAL JUSTICE



SOURCE: Just Health Action

Core Value 3: Meaningful Involvement

For this Program, meaningful involvement is the mutual learning and collaborative process by which both community and agencies can work together toward the Program's goal and objectives. Each partner brings to the table unique expertise that collectively informs programmatic decisions.

Meaningful involvement includes:

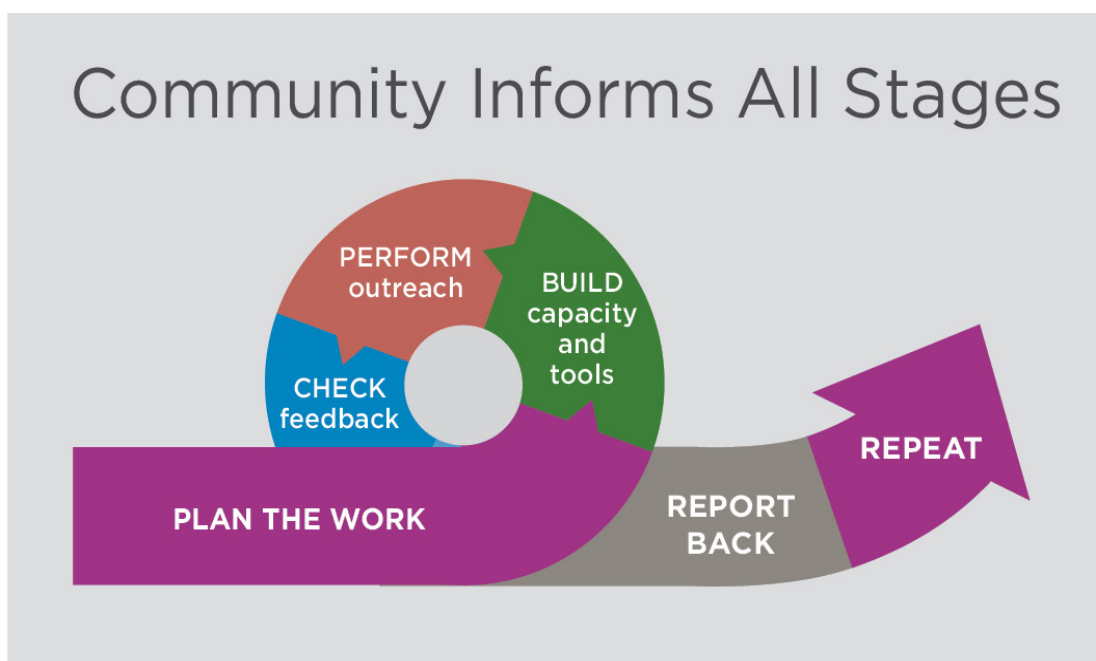
- **People have an opportunity to participate in decisions about activities that may affect their environment and/or health.**
- **The public's contribution can influence the regulatory agency's decision.**
- **Community concerns will be considered in the decision-making process.**
- **Decision makers will seek out and facilitate the involvement of those potentially affected.**

SOURCE: EPA at <https://www.epa.gov/environmentaljustice/learn-about-environmental-justice>

It is important to establish long-term partnerships with communities, with two-way communication channels that involve learning, reflecting, and acting together (See Chapter 2.3 on Participatory Learning & Action Model). In order to achieve health equity and environmental justice, agency decision-makers must listen to, hear, and respond to the community's values, concerns, and priorities that fall within their authorities.

In this Program, the EPA and Public Health centers the community voices of those who are most affected by contaminated seafood at the LDW Superfund site. CHAs and other community representatives (fishers, moms, and people who eat local seafood) bring expert knowledge about their cultures, fishing practices, and community. Their ideas and input guide programmatic work and inform agency decisions at multiple levels:

- **On the ground:** CHAs lead their own community outreach efforts to meet the Program goal and strategic objectives. While engaging with their communities, they capture additional feedback and recommendations to share with Public Health, the EPA, and other stakeholders.
- **Program design:** CHAs collaborate with Public Health and its consultants to design IC tools, from the conceptual stage and content development to the broader community pilot-testing stage. They help ensure that the tools will resonate with the Program's target audiences.
- **Program guidance:** CHAs as part of Public Health's Community Steering Committee (CSC) will help monitor the progress of the Program's implementation before, during, and after the cleanup. The CSC and Public Health will review the evaluation findings to identify recommendations for changes to the ICIAP over time. See Chapter 5.3 for more information about the CSC.



Overall, a community participatory process is meaningful only if community input is captured in a timely manner that helps to inform certain decisions, products, or actions by Public Health, the EPA, or other agencies. Thus, a key objective for meaningful involvement is to support CHAs in empowering themselves to influence IC programmatic decisions and relevant policy recommendations to protect the health of their fishing communities from the contaminated LDW seafood.

Core Value 4: Empowerment

Empowerment refers to “the ability of people to gain understanding and control over personal, social, economic, and political forces, in order to take action to improve their life situations” (Israel et al, 1994). Popularized by Paulo Freire, the concept of empowerment does not mean giving power or taking it away. Rather, it is about one’s own capacity to think critically and make autonomous, informed decisions—i.e., one’s ability to act versus one’s willingness to be compliant with authorities (Anderson and Funnell, 2010). Empowerment is a necessary component of an effective community engagement process and to achieving environmental justice.

This Program is designed to promote empowerment as both a process and an outcome. Through meaningful involvement, the Program supports the self-empowerment of community members who are CHAs and/or CSC members.



PHOTO: Just Health Action

Empowerment as a process relates to capacity building and meaningful involvement of the CHAs and community partners in helping to guide the work of this Program to be effective and appropriate in promoting healthy seafood consumption within their communities. When affected people take ownership of helping to design solutions and implement certain actions, their communities cease to be “victims” of the problem and become “partners” in the solutions. This empowerment approach fully respects the participating individuals’ right to self-determination (Tengland, 2012).

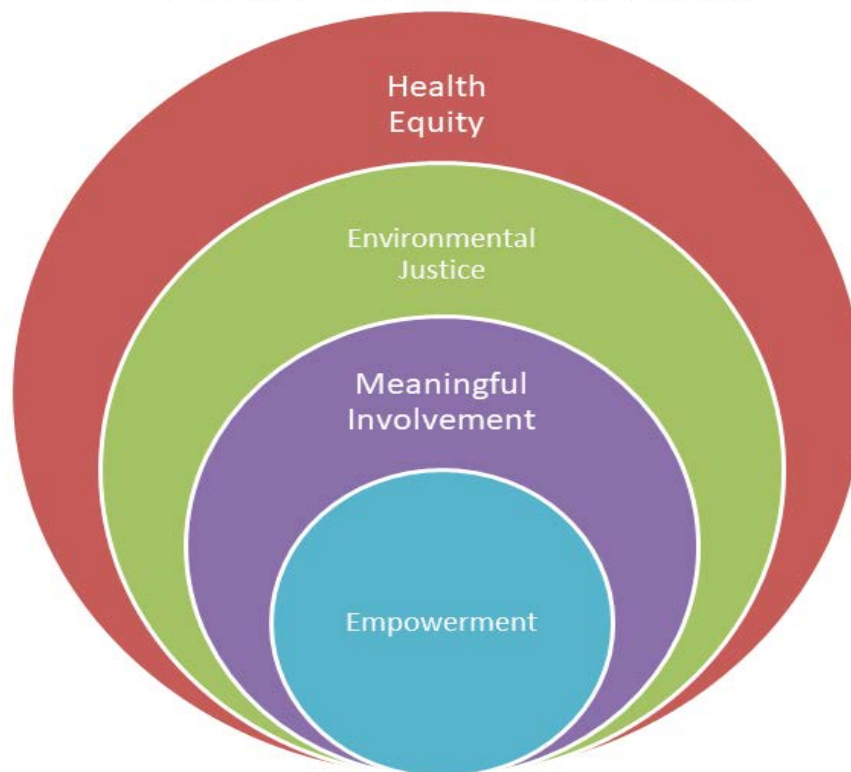
Empowerment is also an outcome resulting from the Program as CHAs increase their capacity (knowledge, skills, and confidence). This capacity helps them protect their own health and that of their communities by making informed decisions about seafood consumption within the LDW Superfund site. The CHAs impart their knowledge through community outreach and also provide community recommendations to decision makers from agencies and organizations involved in protecting the health of fishing communities.

Four Core Values of the CHA Training and Outreach

In summary, the four core values are intricately linked to each other:

- **Health equity** is about fairness and recognizing that certain communities have not been treated equally.
- To achieve the goal of **health equity**, **empowerment** is a pathway for people to gain understanding and control over specific issues in order to take action.
- **Meaningful involvement** is a collaborative process where agencies and community work together to mutually learn and take action together. Agency decision makers can support communities by hearing and responding to their concerns and priorities.
- **Environmental Justice** recognizes the negative consequences of environmental policies, practices, and regulations on people of color, income, and national origin and recommends fair treatment and **meaningful involvement**.

Four Core Values



SOURCE: adapted from Just Health Action

2.3



Guiding Theories and Models

In building and implementing the CHA training and outreach strategy, several guiding theories that align with the Program's four core values are: **Participatory Learning and Action**, **Social Determinants of Health**, and **Critical Health Literacy**.

Participatory Learning and Action (PLA)

PLA is a two-way learning process between the community and Program team developed by the International Institute for Environment and Development (www.iied.org/participatory-learning-action-pla).

Throughout this Program, the PLA model is practiced to ensure alignment with the core values.

The key elements of the PLA process are:

- **Honor and recognize everyone equally as experts about their communities and life experiences.**
- **Communicate, reflect, and analyze achievements, mistakes and next steps as a group.**
- **Work collectively to facilitate action towards equity.**

Social Determinants of Health (SDOH)

The World Health Organization defines SDOH as "the conditions in which people are born, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities."

This model shows how "upstream" institutional policies and structural conditions (beyond individual choices) such as racism, classism, and sexism (determinants of equity) influence health outcomes. For more information, see Section 2.2 and King County's Equity and Social Justice website at <https://kingcounty.gov/elected/executive/equity-social-justice/vision.aspx>

For this Program, these factors influence who is most at risk to the contamination, what alternative fishing sites are accessible, whether one can afford to buy seafood if the catch is no longer safe to eat, and so forth. In turn, these factors affect our behaviors. For example, if the seafood we catch is not safe to eat, is it feasible to change our traditional diets or fishing practices without impacting our culture or wellbeing?

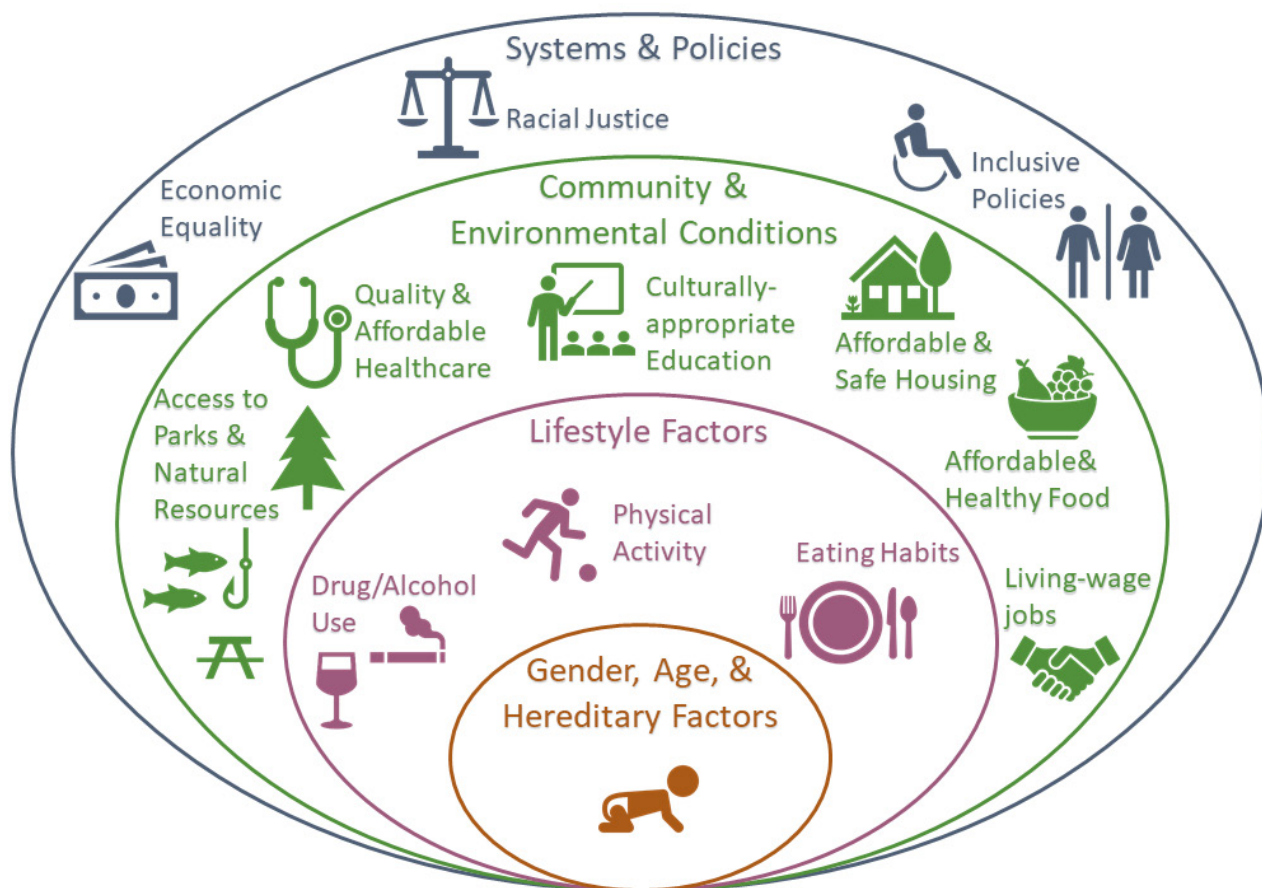
Focusing only on the individual behaviors, without addressing the social determinants of health (and the root causes of the problem) places an unfair burden on the people who did not cause the pollution, which is an environmental injustice.

Similar to the NEJAC guidance described in Chapter 1, the SDOH model supports having community voice during the design of the IC tools and throughout the cleanup. This

would ensure that decision makers consider their unique needs and the social conditions that can promote or pose a barrier to healthy seafood consumption. See Chapter 5.3 for CHA's involvement in tools development and agency decision-making.

When communities help to inform the sustainable solutions to the Duwamish River seafood contamination, individual behavior change is not temporary and their cultural practices can be preserved.

SDOH MODEL



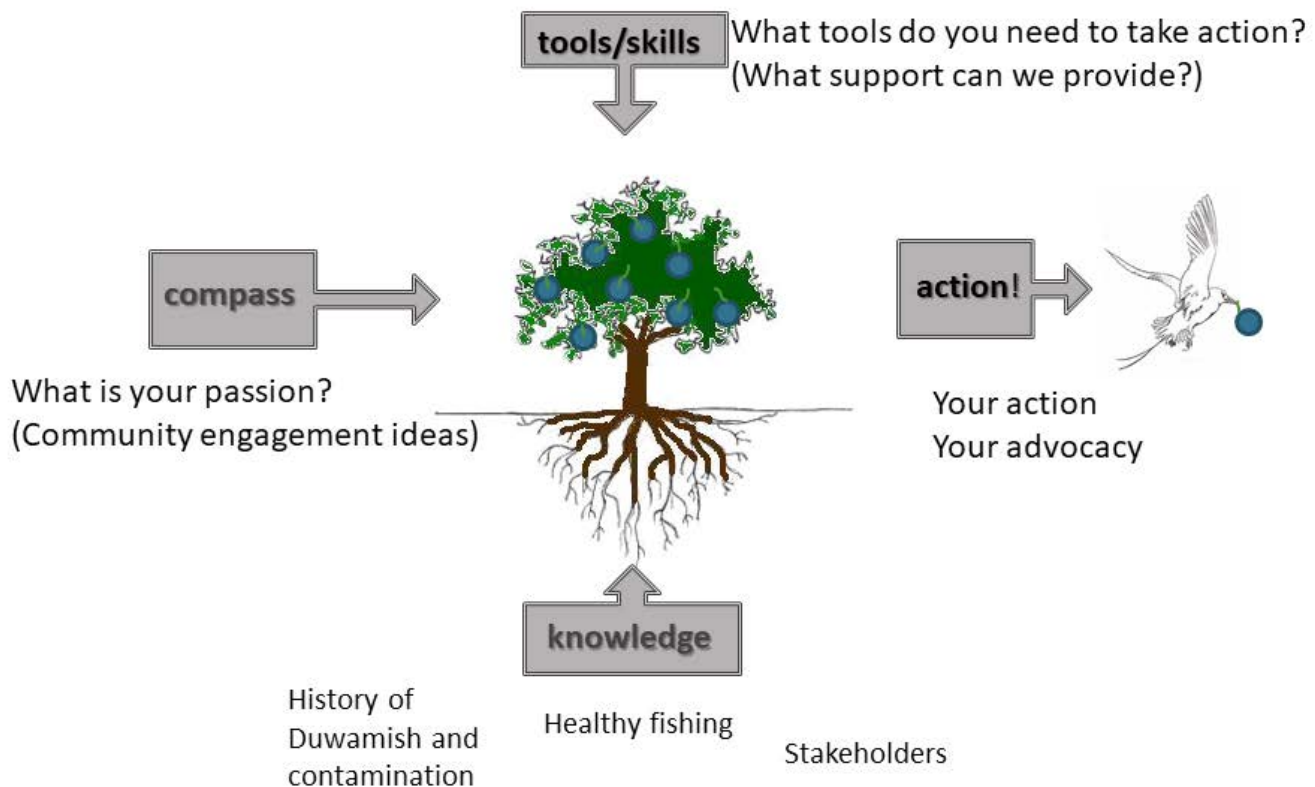
SOURCE: adapted from Dahlgren & Whitehead (1991) and Just Health Action

Critical Health Literacy

Critical Health Literacy refers to an individual's understanding of the SDOH combined with the skills to take action at both the individual and community level on an issue that concerns them (Mogford, Gould, Devoght, 2010). The Critical Health Literacy framework has four major components:

1. Knowledge – Understanding the determinants of health and equity, the history of the Lower Duwamish Waterway Superfund site contamination, and why certain people are affected.
2. Compass – Exploring and strengthening one's own interest or passion in taking action.
3. Tools – Developing a skill set and strategies to take action.
4. Action – Developing and implementing an action on an issue to improve both individual and community health by addressing the “upstream” factors that affect health equity.

Duwamish Community Health Advocates: From Knowledge to Action



SOURCE: Just Health Action

CHA Training Levels

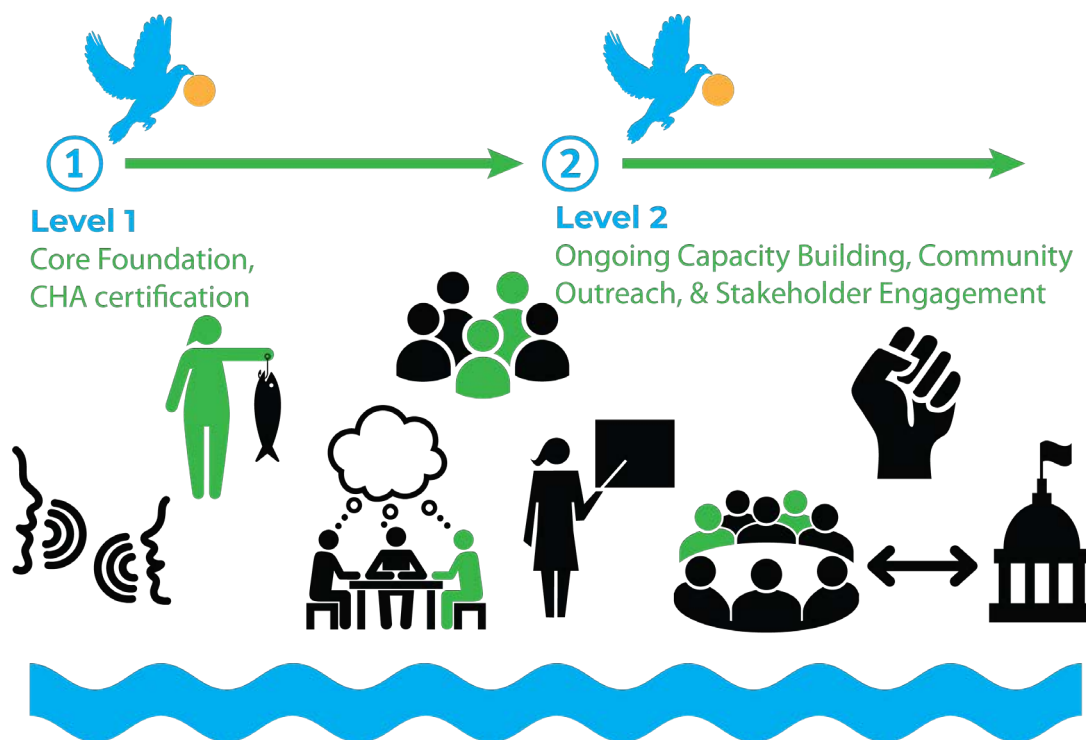
Based on piloting the draft training curriculum (version 1) in 2018, Public Health has consolidated the training from three levels to two levels. This will ensure that the training can be completed within a more reasonable time frame and be more adaptable by the Facilitator (Level 1).

Once certified, the CHAs can continue to build capacity through their ongoing work within the Program (Level 2). Public Health

learned that much of the in-depth knowledge and skills gained by the CHAs are from their outreach experience and involvement in tools development and agency decision-making processes (Level 2).

Each training level section includes a list of **Objectives** that the activities are designed to achieve and that result in the **Outcomes** measured during the evaluations. Some training sections will include a list of **Outputs**, which are potential products resulting from the activities.

Lower Duwamish River Community Health Advocate (CHA) Levels



purplegatedesign.com

Level 1 – Core Foundation for CHA certification

During Level 1 training:

- Participants will gain foundational knowledge and understanding of the Program's background and skills to begin outreach around safe seafood consumption.
- When working with new ethnic/language communities, Public Health and Facilitators will learn about their unique needs to adapt the training modules and to align with the group's learning styles and cultural/ethnic lens. These outcomes may also inform the development of new culturally appropriate IC tools or tailoring of existing tools.
- The Core Values and guiding theories should aide the Facilitators as they approach and adapt the training modules to support their group's learning and empowerment process.



By the end of Level 1, community representatives will be able to:

1. Describe Duwamish River contamination issues in order to provide culturally appropriate recommendations on healthy options and input on existing outreach tools.
2. Explain barriers and challenges to adopting healthy options.
3. Provide new options that are better suited for their community.

The Level 1 outcomes are described in more detail at the beginning of each Lesson Topic in Chapter 4.



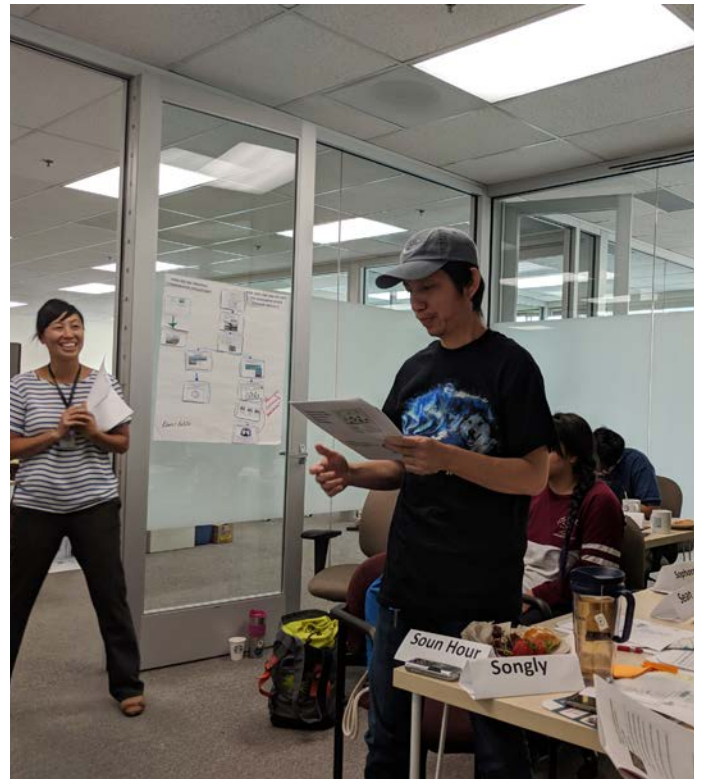
Toolbox: Throughout Level 1 (Chapter 4) and Level 2 (Chapter 5), there will be Toolbox icons next to the Activities indicating that there are existing materials (presentations, visual content, etc.) that the Facilitator can use as a reference template. Please contact Duwamish@kingcounty.gov to obtain access to the Program's shared Toolbox .

Level 2 – Ongoing Capacity Building, Community Outreach, and Stakeholder Engagement

Three main components of Level 2:

- CHAs are ready to lead outreach activities and collect feedback from their community members as they explore ways to adopt the Program's healthy actions.
- CHAs will identify specific topics that they would like further training on to better respond to questions during their outreach activities. Facilitators will work with Public Health to organize trainings that address the questions.
- CHAs will participate in meaningful involvement processes such as the design of new IC tools, advise on Program strategies

and decisions at Public Health's CSC, and engage with other stakeholders through presentations at the EPA's Healthy Seafood Consumption Consortium, the EPA's Roundtable, etc..



2.4

Throughout Level 2 and during the Program's continuation, CHAs will be able to:

1. Facilitate discussions with community members about the Duwamish River resident seafood contamination and ways of adopting healthy actions.
2. Learn in-depth knowledge of specific topics related to the Program.
3. Participate in Program development to inform decision makers about community priorities and provide recommendations.

The Level 2 outcomes are described in more detail in Chapter 5.

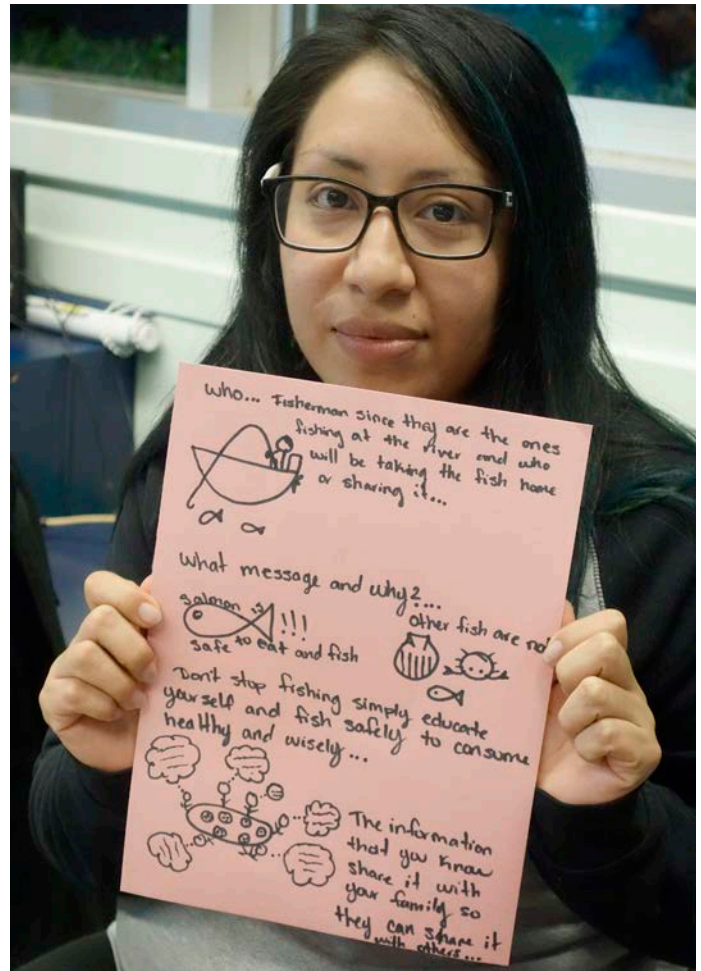


PHOTO: Just Health Action



2.5



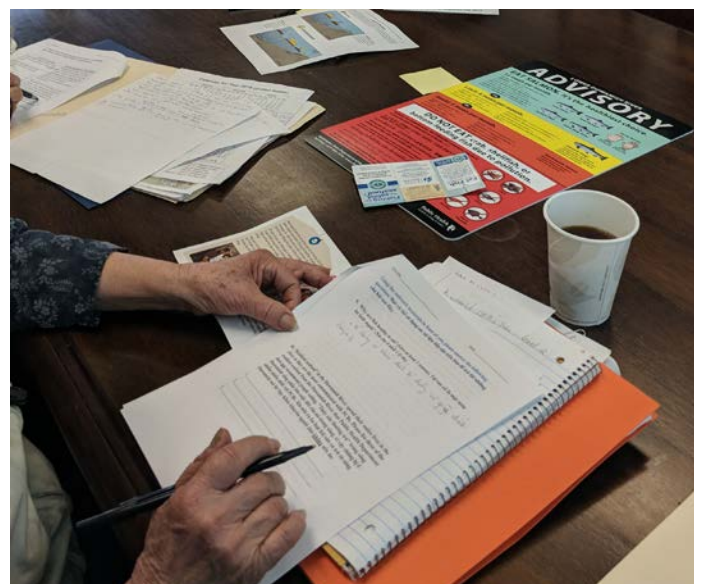
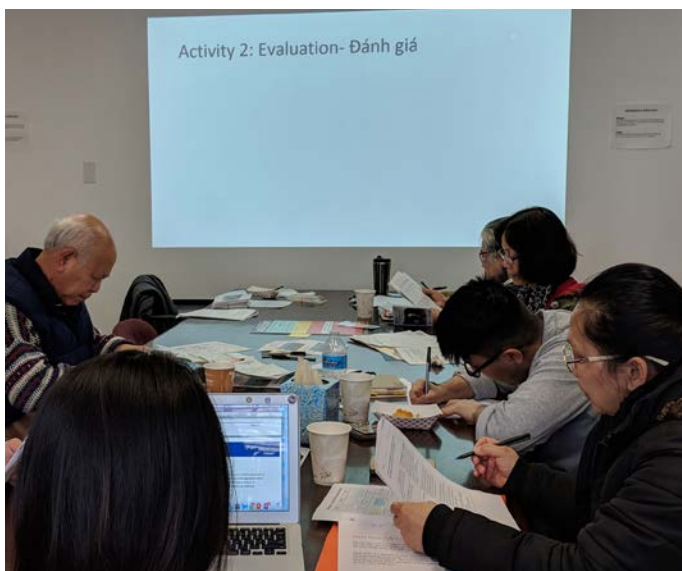
Evaluation of CHA Training and Outreach

*Environmental Justice:
A long-term vision for the
Duwamish Superfund Cleanup
and the Duwamish Seafood
Consumption IC Program*

The CHA training and outreach is a key strategy of the Duwamish Seafood Consumption IC Program. Coupled with the EPA's on-going cleanup efforts of the Duwamish river, the CHA training and outreach strategy supports the EPA's long-term goal of addressing EJ impacts by adequately protecting the health of those disproportionately impacted by the pollution.

The objectives of the CHA Training & Outreach Strategy are to build the capacity of CHAs:

1. To build the capacity of community members from priority fishing communities to serve as CHAs to raise awareness and promote culturally appropriate healthy seafood consumption actions within the Duwamish fish consuming communities.
2. To support CHAs' self-empowerment to influence IC programmatic decisions and relevant policy recommendations toward protecting the health of their fishing communities from the LDW contaminated resident seafood.



Evaluation of the Effectiveness of the CHA Training and Outreach

The evaluation examines the process of implementing the CHA training and outreach strategy and its effectiveness to achieve specific outcomes related to the objectives – to increase CHAs’ knowledge about the LDW seafood advisory and healthy seafood consumption, confidence in outreach skills, and empowerment to promote health among their communities.

The evaluation questions are:

1. To what extent did CHAs’ level of confidence, empowerment, knowledge, and skills change through their participation in the training and outreach strategy?
2. How did the CHAs put what they learned through the training into practice in their community outreach and/or advocacy?
3. How feasible and effective was the implementation of a community-informed and culturally appropriate CHA training strategy?

To assess **outcomes** of the training, changes in CHAs levels of confidence, empowerment, knowledge and skills set are measured throughout the training and after a period of outreach (see Logic Model on next page). Questionnaires are designed to measure outcomes of the training. Additional feedback

is obtained through interviews and focus group with CHAs. This includes *how* CHAs develop knowledge, confidence, and skills, empower themselves, and work together to collectively raise awareness and promote healthy seafood options within their communities.

Evaluation of the **process** of implementing the training and outreach strategy is informed by interviews and focus groups with CHAs, team leads, and Public Health. Participants are asked to provide feedback on the strengths and weaknesses of the training design and structure, challenges and successes associated with implementation, quality of interactions among Program partners (CHAs, team leads, Public Health, community partners), and opportunities for improvement.

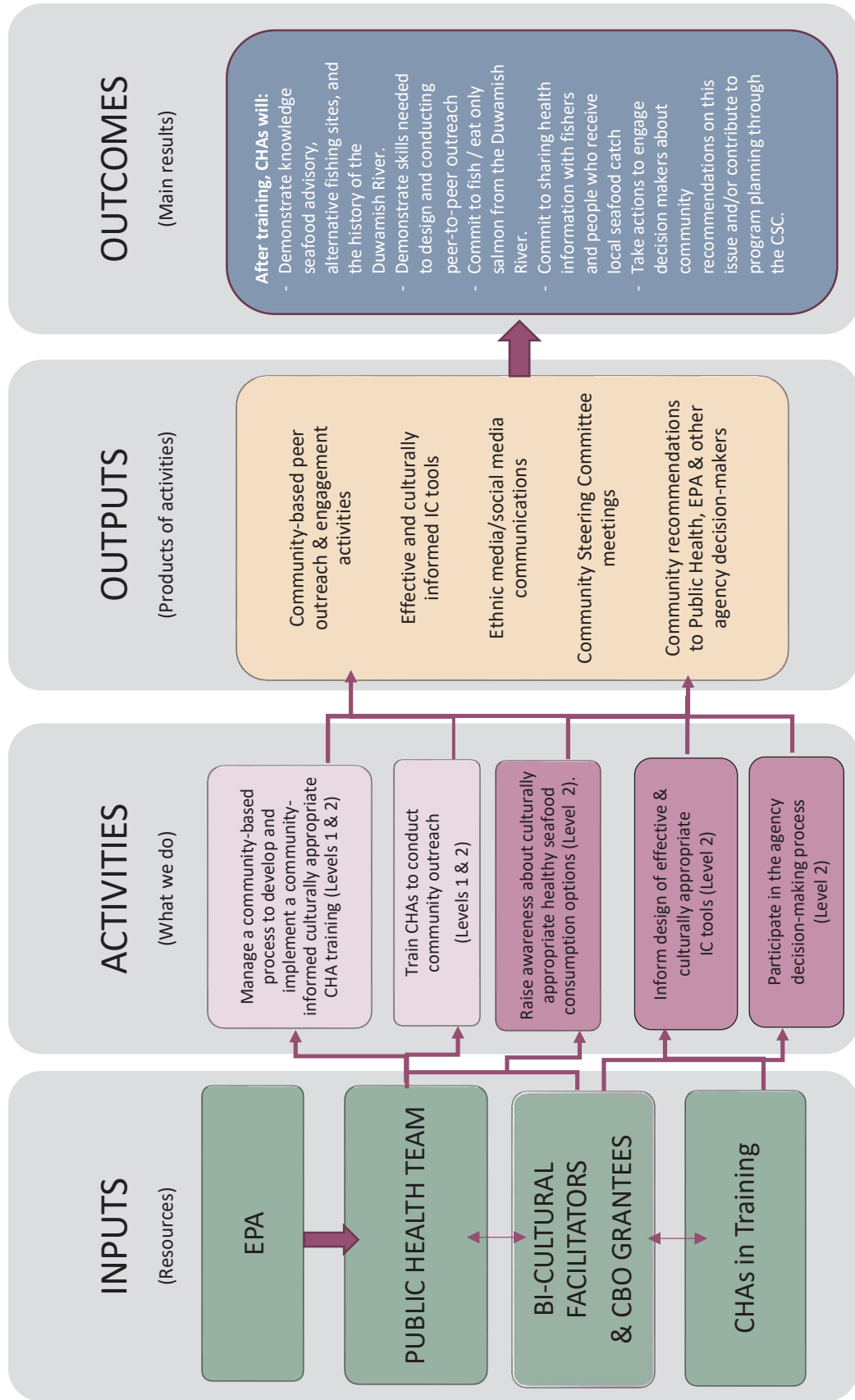
Findings from the evaluation are used to:

- a) guide future curriculum adjustments/revisions,
- b) support continuous improvement of the CHA training and outreach strategy, and
- c) inform development of best practices for community engagement and education related to safe seafood consumption through the Program.

This evaluation of process and short-term outcomes of training and outreach among CHAs are part of a comprehensive evaluation approach that will include community impact of the Program and the community participatory process.

The specific objectives of the CHA Training & Outreach Strategy are:

1. To build the capacity of community members from priority fishing communities to serve as CHAs to raise awareness and promote culturally appropriate healthy seafood consumption actions within the Duwamish fish consuming communities.
2. To support CHAs' self-empowerment to influence IC programmatic decisions and relevant policy recommendations toward protecting the health of their fishing communities from the LDW contaminated resident seafood.



KEY POINTS

- The CHA training and outreach is a key strategy of the EPA's Duwamish Seafood Consumption IC Program. The four core values that guide our work are health equity, Environmental Justice, meaningful involvement, and empowerment.
- The CHA training and outreach strategy built off of Public Health's learnings from JHA's grant projects (2014-2017) and the Duwamish River Fishers Study (2016). Public Health structured this final training curriculum (version 2) based on results of piloting the draft CHA training curriculum (version 1) in 2018, feedback from the CHA Team Leads, and to ensure feasibility of sustaining this training to meet the EPA's goal for this Program.
- The purpose of the CHA training is to build the capacity of CHAs to: raise awareness and promote healthy seafood consumption options; inform the development of IC tools based on understanding community needs and barriers; and, empower themselves to advocate on decisions related to the seafood contamination issue in the Duwamish River.
- There are two levels in the CHA training. Each level represents the progression of commitment by the community member from foundational understanding of the Duwamish resident seafood contamination to becoming engaged advocates in collaborative problem solving with agencies.



PHOTO: Hannah Letinich

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NOTES

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Facilitator Roles and Responsibilities

In this chapter, we describe the role of the Facilitator in the EPA's Duwamish Seafood Consumption IC Program. This chapter details responsibilities of the Facilitator and their expectations for each task. It also includes recruitment criteria, other tips for forming a CHA team, and notes for working with Program teams.

"Attending this training, I gain so much knowledge around Duwamish River how it is being contaminated and what seafood are healthy to eat and not to eat. Before I don't believe others, now I know why. From this training, I feel like I have a powerful weapon from the king!"

- Cambodian Training Participant

CONTENTS

3.1 Facilitator's Roles and Responsibilities	44
3.2 Qualities of an Effective Facilitator	46
3.3 Program Support to Facilitator	47
3.4 Assistant	48
3.5 Recruitment Criteria	49
3.6 Specific Program Tasks	53
Key Points	57



3.1



Facilitator's Roles & Responsibilities

Role

“The role of the Facilitator is to support everyone to do their best thinking. They create an environment where everyone is encouraged to participate, understand one another’s point of view and share responsibility. In doing so, a group Facilitator helps members look for elegant solutions and build sustainable agreements” (The Training Clinic).

As part of the Duwamish Seafood Consumption IC Program, the Facilitator plays various roles and is a key partner in helping make the Program successful:

- As the lead for their CHA team and a liaison between the team and Public Health, the Facilitator will provide accurate and timely communications and feedback. The Facilitator will transition to serve as the CHA

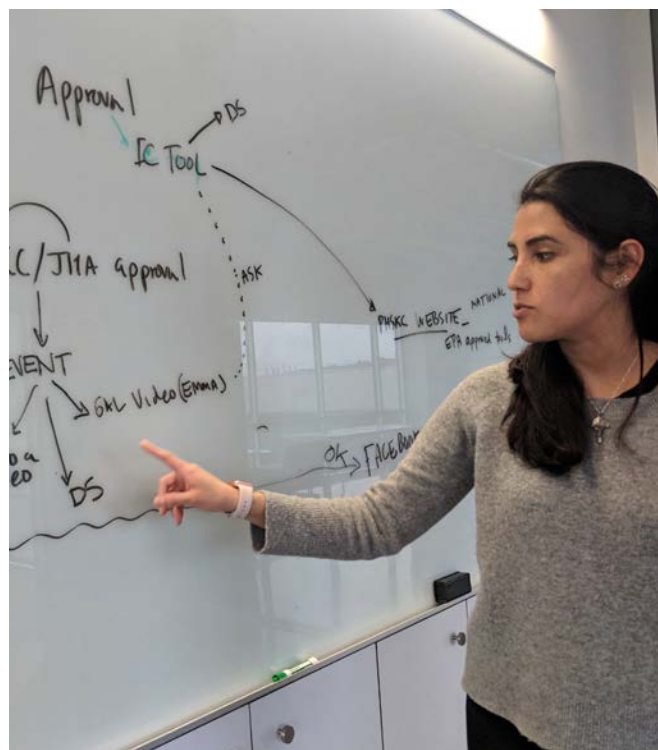
Team Lead when Level 1 of the training is completed.

- A partner on Public Health’s Core Team – a collaborative work group to foster trusting, transparent, and productive working relationships between Public Health and the Facilitators. The Core Team will coordinate effective trainings, stakeholder/agency meetings, capacity building, community outreach, and engagements that meet both CHA needs and Program goals.
- An interpreter, translator, and cultural broker (when needed)—as trainings, meetings and other engagements may be conducted in the CHA team’s preferred language(s).
- A co-chair or member of Public Health’s Community Steering Committee (CSC) to inform the planning, implementation, and evaluation of the Program.

For more general information about the role of a Facilitator, review: <https://thetrainingclinic.com/articles/what-is-a-facilitator>.

Responsibilities

- Work collaboratively with Public Health, Program partners and the CHAs.
- Serve as a team lead to coach or mentor their CHA team.
- Recruit participants, provide training and facilitate interactive learning processes.
- Assist in building team morale by stepping up when the team needs more guidance and stepping back to encourage team members to explore new skills (based on their “compass” or passion).
- Coordinate community outreach and engagements with CHAs, while reporting back to the Core Team on outcomes and opportunities for technical assistance or mutual support.
- Develop CHAs skills (capacity building) that will further enhance their success in reaching their compass and Program goals (e.g. public speaking, collecting community feedback, outreach planning).
- Support the empowerment process of the CHA team over time.
- Document CHA activities and recommendations through progress reports and photos, including review.
- Review and approve the CHAs’ time sheets.
- Support Public Health with Program evaluation activities.




3.2



Qualities of an Effective Facilitator

Desired Attributes of a Facilitator

- Identifies as a member of and has prior experience working with the specific ethnic/cultural fishing community the Program is trying to reach. See Chapter 3.5 for more information.
- Understands and navigates complexities within the specific community group.
- Viewed by the community group as a trusted source of information.
- Acts as a neutral facilitator across varying dynamics (political views, interpersonal conflicts, etc.) and foster a comfortable group learning atmosphere.
- Utilizes various group facilitation techniques, for example, ice-breakers, brainstorming, voting, pairs or trios, and ORID² (See 'ORID Facilitation/Focused Conversation Method' of **Level 2** in Toolbox). 
- Committed to the overall goal and values of the Program and the CHA training (see Chapters 1 and 2).
- Uses excellent communication and active listening skills and can relay updates to/from Public Health in an accurate and timely manner.
- Uses quick decision-making and problem-solving skills—able to pivot and think of alternate solutions in unexpected situations.
- Respects the confidentiality of individual participants and the information discussed in the groups.
- Honors and highlights the strengths that each team member brings to the group and Program.
- Helps make the Program a collaborative, smooth, and fun process for all partners involved.
- Continues own skill development through feedback on progress.

²Institute of Cultural Affairs, Technology of Participation, Group Facilitation Methods. ORID: Objective, Reflective, Interpretative and Decision-making. <https://icausa.memberclicks.net/>



3.3

Program Support to Facilitator

Public Health will provide ongoing support to new Facilitators throughout the CHA training and outreach process. At anytime, the Facilitator can ask Public Health to help prepare for and provide support during the training workshops and outreach activities.

Overtime, it is expected that the Facilitator (or CHA Team Lead) will gain full capacity to lead the work with minimal support from Public Health.

While the Facilitator will be the lead bilingual trainer for each CHA team, Public Health can provide support in the following ways:

- Help plan out the training session with the Facilitator.
- Co-facilitate interactive exercises.
- Provide technical assistance to answer CHAs' questions.

Note to Facilitator: We are here to support you! It is important to have clear and timely communications with us so we can support your needs during the CHA trainings and outreach activities.

As the training progresses, the Facilitator can ask for support from the CHAs, such as to help coordinate logistics for meetings and field trips or assist in teaching some sections of the module (particularly by a Certified CHA who has completed Levels 1 and 2 trainings). This is an excellent way for your team members to build new skills and leadership capacity.



3.4



Assistant

The Facilitator can train a member of the CHA team to serve as an Assistant who can support the Facilitator with delegated tasks. The Assistant will be responsible for:

- Taking notes during CHA trainings, team meetings, and community engagement discussions. Notes can include discussion points, consensus points, credit of original ideas, highlights of what team members agreed to.
- Typing up notes in English for Public Health (within 2 business days of the meeting).
- Assisting the Facilitator in interpreting for CHAs during stakeholder/agency meetings (as needed).
- Coordinating with Facilitator to prepare for trainings, meetings, and other CHA team activities. This may include: completing progress reports and taking photos of CHA activities, picking up refreshments and other supplies, and communicating with the CHA team when the Facilitator is unable (more details under Specific Program Tasks).
- Serving as a co-lead for the team, particularly when the Facilitator is absent.





3.5

Recruitment Criteria

As a general guideline, the goal of recruitment is to create a **balanced mix** of 8 to 10 participants that **represent the affected communities** for Level 1, with at least 4 to 6 members going on to participate in Level 2. See diagram of the Program's Target Audiences on the next page.

If the team falls to 1 or 2 active CHAs, the Facilitator can discuss with the Public Health when it may be appropriate to recruit and train new CHAs to add to the existing team.

All participants need to be screened and invited by the Facilitator before participating. Community members will be recruited based on the following criteria:

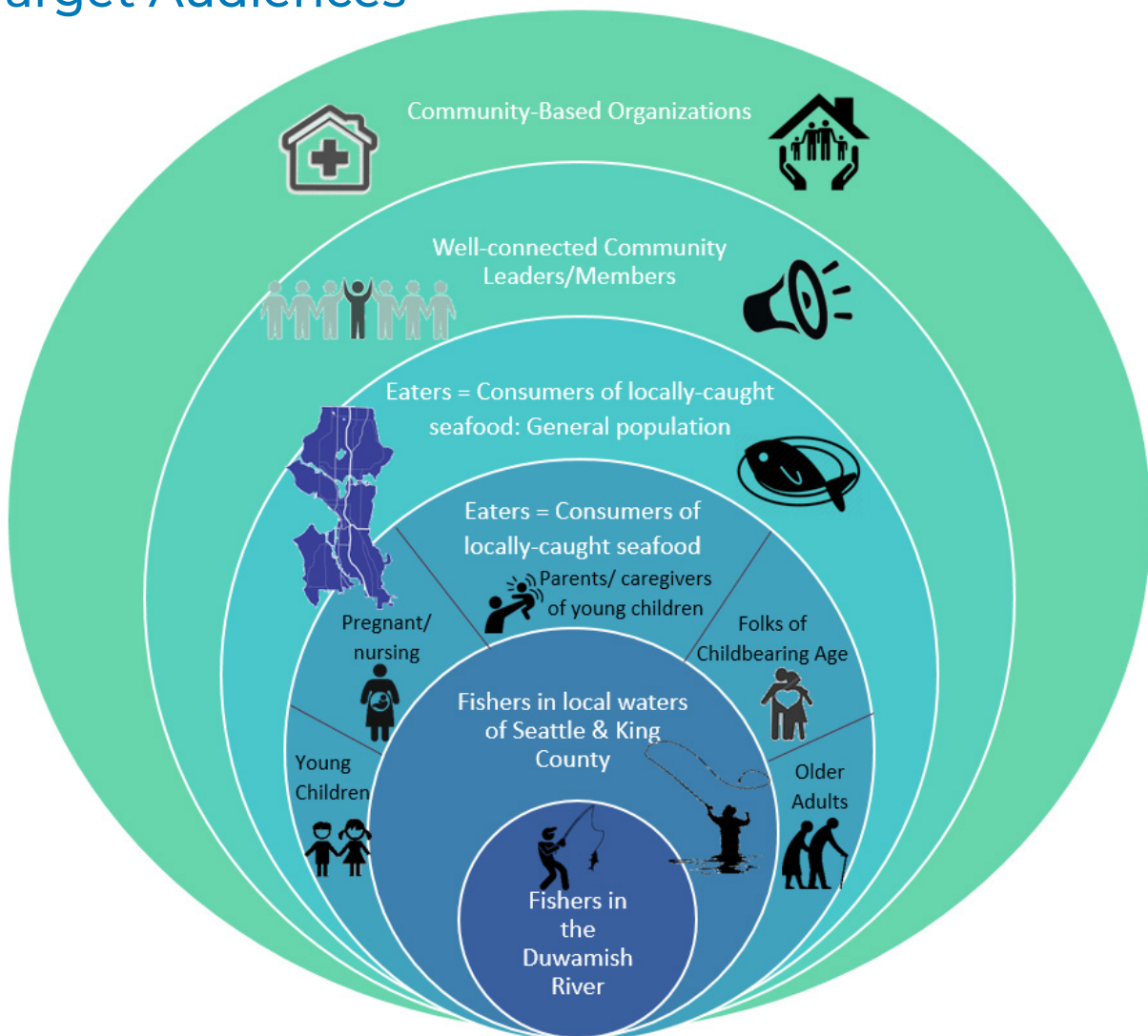
- At least 18 years old.
- Resident of King County, particularly from areas where fishers of the Duwamish River commonly come from (such as, south/west Seattle area and south of Seattle city limit).
- Identifies with one of the ethnic/cultural group that is among the high-risk priority groups: Asians (mostly Vietnamese, Cambodian, Chinese, and Lao), Pacific Islanders, Latinos, multi-racial/multi-ethnic, non-English speakers (including Vietnamese, Khmer, Spanish, Tagalog, Chinese and Hmong).
- Can accurately represent and/or help capture the views and experiences of priority groups (Target Audiences) within their community networks (see next page), including:
 - Fishers in King County (in particularly those who are currently or former fishers of the Duwamish River).
 - Family members of local fishers (e.g. mothers of young children, pregnant women who eat or cook local seafood).

The overall goal for the EPA's Duwamish Seafood Consumption IC Program is to promote culturally appropriate, healthy actions that protect the health and wellbeing of fishing communities, especially pregnant women, nursing moms, and young children, from the contaminated resident seafood in the Lower Duwamish Waterway (LDW) Superfund site before, during, and after the cleanup.

The Program focuses on the fishers and consumers of Duwamish River seafood while recognizing that they likely share their catch within their broader community networks.

- Other community members who receive catch from or know local fishers.
- Willingness to share cultural beliefs, values, and practices on fishing and has an interest in learning about Duwamish River safe seafood consumption (Level 1).
- Have interest in conducting community engagement and outreach (Level 2).
- May have interest in dialoguing with agency decision-makers or other stakeholders and partners (Levels 2)
- Available to participate in the trainings, outreach and engagement events and/or meetings. Activities and meetings will be scheduled based on the availability of the group.

Target Audiences



Recruitment Strategies

Successful recruitment and retention strategies include:

- Reach out to **a variety** of community platforms and networks and existing connections and contacts.
- Visit locations, such as fishing sites on Duwamish River, community centers (health clinics, social services, food banks, faith-based organizations), tackle shops, licensing retailers, health fairs, and/or cultural events.
- Place an ad in ethnic media—radio, social media, or print.
- Share the Program's digital stories via social media and at outreach events to help identify individuals with passion for getting involved.
- Allow about 1 to 1.5 months for recruitment before the start of Level 1. If available, Public Health can provide an existing list of



potentially interested community members based on past community engagement and outreach and focus groups.

- Recruitment during the winter months may not be ideal for all groups. It is important that the Facilitator start making connections and collect contacts whenever possible.



Recruitment Strategies (continued):

- Communicate the training details (including time commitment) to potential participants during recruitment, while making clear the flexible nature of the Program—participants can choose to discontinue or take a break from the Program at any time.
- Make sure that there is a good balance of participants interested in the many commitments, while trying to include a few others who have limited availability but may bring special expertise.
- Build a team that has mix of different types of community representation (e.g., gender, neighborhoods, fishers, parents, elders, seafood preparers, youth, community leaders, etc).
- Collect names and contact information (e.g., phone number, email) of interested community members, and make follow up phone-calls to these contacts to see if they meet criteria.
- Consider the participants' availability and transportation limits in planning the trainings (including meeting times and locations).
- Consistently follow-up and communicate Program expectations to participants in a timely manner. Highlight the method of contact that is most convenient/feasible for each participant. Always send reminders to participants a few days before meetings/ activities and the morning of the meeting/ activity.
- Make the recruitment and training process fun and meaningful for all participants. Inform Public Health when any kind of participation in the Program becomes a burden for the participants.



PHOTO: ECOSS






3.6

Specific Program Tasks

CHA Training and Meetings

Prep Work

- ☐ **Review the relevant training sections in Chapter 4 or Chapter 5** (including the [Toolbox](#)), revise or adapt if necessary (i.e. move around activities if needed to cover the objectives in the allotted time).
- ☐ **Revisit the background Chapters 1 and 2** as needed to have the information for specific activities and in-depth understanding of the overall Program purpose and values.
- ☐ **Develop the training schedule with support from Public Health.** The Facilitator can adapt curriculum activities to fit with their CHA team's needs, learning styles and cultural lens. Be mindful of the estimated time for activities to allow for workshops to realistically start and end on time. As the training progresses, the Facilitator can engage the CHAs in developing the agenda.
- ☐ **Create or adapt visual presentations or training materials** to meet the learning objectives of the Lesson Topic. The suggested activities in this curriculum can be moved around or replaced with another activity that the Facilitator thinks is more appropriate (e.g. a skit, theater, or another interactive exercise), as long as the learning objectives are met. Create translations/interpretations for the training materials as needed.
- ☐ **Check in with Public Health**, during prep meetings or Core Team meetings, if you have concerns or questions about activities or Lesson Topics.
- ☐ **Coordinate logistics for the trainings.** This includes such as securing a meeting space and determining a date and time that works for all.
- ☐ **Arrange who will pick up light refreshments and supplies.**  Check out the *Materials List* in the [Toolbox](#) with supplies generally needed for the activities.
- ☐ **Arrange for kids activity table, if needed.** Children are generally welcomed at trainings, but no childcare can be provided through Program funds.
- ☐ **Print materials for trainings/meetings** or coordinate with Public Health to bring materials/ outreach tools.

3.6

During Meetings and Trainings

- ☐ Facilitate the training workshops and CHA meetings – encourage everyone to participate and share ideas. And don't forget to have fun!
- ☐ Develop Group Norms with your team at the start of the training, and include a way for the team to have a check-in about the norms periodically.
- ☐ Complete Timesheets (in *Templates*) or distribute stipends and reimbursements (if appropriate).



- ☐ Document attendance/participation at all trainings and meetings in sign-in sheet, discussion notes, photos, and monthly reports.

Follow-up and Debrief

- ☐ Review notes (revise/add if needed) and submit to Public Health.
- ☐ Meet with Public Health to debrief on the training session.
- ☐ Follow up on unanswered questions from CHAs in a timely manner. If needed, coordinate with Public Health to prepare accurate responses.

For all training workshops, the Facilitator can ask for support from Public Health to help prepare for the workshop, co-facilitate, and/or answer questions from CHAs. The Facilitator can ask another team member (Assistant) to help with certain activities (such as, purchase or pickup light refreshments, securing space, set up, and note-taking).



CHA Community Engagement and Outreach

The Facilitator will oversee their CHA Team's outreach and engagement activities. Responsibilities include:

- ☐ **Brainstorm with your team members** on creative, comfortable, and culturally-appropriate ways to conduct outreach and engagement (e.g., from tabling events to livingroom conversations).
- ☐ **Encourage CHAs to build on their existing personal networks** to engage the different target audiences and mobilize their community networks (see p. 50).
- ☐ **Mentor with a focus on capacity building and empowerment** of the CHA team—identify areas of growth according to the “compass” (or passion) of each CHA. Develop the skills of CHAs and/or connect CHAs to resources to build skills (p. 27 & 32).
- ☐ **Coordinate outreach logistics** (e.g., create checklists for supplies and tasks for CHAs, communicate with Public Health about planned events and outreach materials needed at least one week before the event).

- ☐ **Schedule outreach activities** so that they do not conflict with trainings or other Program activities.
- ☐ **Participate and provide support during the CHAs' outreach** (including capturing community feedback and photos).
- ☐ **Conduct your own outreach** and engagement activities.
- ☐ **Debrief with your CHAs and Public Health** about the outreach – what did you learn, what could be improved next time?
- ☐ **Document outreach activities** such as, pictures, highlights, stories, numbers of participants, the planning process, and reflections from CHAs (see '5 Steps for Planning Outreach' Form).



Core Team Meetings

Public Health’s Core Team includes Public Health, Facilitators, and possible Program partners. It is a collaborative work group that meets regularly to coordinate around upcoming Program activities and share updates and best practices.

- Public Health will lead the Core Team check-in meetings, preferably in-person to build transparent and trusting relationships and communications (a call-in option can be available).

As part of the ongoing capacity building of the CHAs, the Core Team can coordinate workshops for all CHA teams involved. For these types of workshops, the Facilitators will work with Public Health to:

- Set the agenda for the workshops, including planning and scheduling activities to allow adequate space between outreach, training, and other meetings.
- Provide small group facilitation (in-language), interpretation, and note-taking when Public Health (or Program partners) leads the workshops.
- Organize the logistics (space, supplies, interpretation, etc.) for the workshops.



KEY POINTS

- The Facilitator plays a valuable role in the Duwamish Seafood Consumption IC Program – as a key partner in helping to make the Program successful.
- The roles and responsibilities of the Facilitator in this Program go beyond traditional facilitation – you are a leader, mentor, and coach for your team.
- An effective Facilitator will bring out and respect everyone's ideas, be quick to adapt discussion and activities to the CHAs, and to work collaboratively.
- The Facilitator will work closely with Public Health to conduct the CHA trainings and can look to us for support.
- Recruit a balanced mix of different types of community representatives (including local fishers, local seafood consumers, parents, community leaders, youth) to ensure the CHA team reflects the diverse views.



NOTES

[illegible]



PHOTO: Just Health Action

Level 1 (Core Foundation)

This chapter covers Level 1—the Core Foundation required for Public Health to certify Community Health Advocates (CHA) in this Program. In Level 1, participants will gain the minimum knowledge and skills to begin outreach around safe seafood consumption. When working with a new ethnic/language community, Public Health will learn from the participants and capture their cultural perspectives about fishing, seafood consumption, and health in refining the training or existing IC tools.

There are 5 **Lesson Topics** in Level 1 with **Objectives** for the Facilitator and **Outcomes** for the participants/CHAs listed for each, some will have a list of **Outputs** (see p. 33). The facilitator can choose from the suggested **Activities** or create their own activities to achieve the Objectives. Facilitators can reference the Toolbox (shared folder) for materials and activities used in previous trainings as well as templates and forms for the Activities.

Level 1 is intended to be completed in a reasonable amount of time (about 20 hours over the course of 1 to 1.5 months). Once completed, certified CHAs will receive continued training (Level 2) as needed throughout their participation in the Program.

“I really enjoy the knowledge I gained from this Program. It makes me look back and I think I would regret if I didn’t gain this knowledge. It gives me goosebumps just thinking about it.”

– Cambodian Training Participant

CONTENTS

Template: Schedule.....	60
4.1 Lesson Topic 1: Introduction.....	61
4.2 Lesson Topic 2: Lower Duwamish Waterway Superfund Site	65
4.3 Lesson Topic 3: Health Equity & Environmental Justice	69
4.4 Lesson Topic 4: Duwamish Seafood Advisory & Healthy Actions	73
4.5 Lesson Topic 5: Outreach & Advocacy Skills.....	77
Template: Team-Building Activities.....	80



TEMPLATE: LEVEL 1 TRAINING SCHEDULE

Note to Facilitator: Please design the training to meet all Objectives in each Lesson Topic. You can create your own training schedule or use the following template based on the group's availability. You can arrange activities and lesson topics in any order of your own planning. Activities outlined in each Lesson Topic are recommendations—you can create or adapt any activity of your choice to meet listed Objectives. Please incorporate at least one 'team-building/reflection' (examples listed at the end of this Chapter) activity and time for 'admin' (complete timesheets etc.) in each session. We have allotted about 20 hours over 1-1.5-month timeframe for the Level 1 training.



New Facilitators- you can also refer to the previous agendas in the [Toolbox](#) (see p. 34 for instructions on the [Toolbox](#)).

Day 1(Date/Time): _____

Team building/Reflection

Activity:_____

Lesson Topic #_____

Activity _____ (minutes)

Objective(s) #_____

Activity _____ (min)

Obj. #_____

Lesson Topic #_____

Activity _____ (min)

Obj. #_____

Activity _____ (min)

Obj. #_____

Activity _____ (min)

Obj. #_____

Lesson Topic #_____

Activity _____ (min)

Obj. #_____

Activity _____ (min)

Obj. #_____

Admin tasks: _____(min)

Day 2(Date/Time): _____

Team building/Reflection

Activity:_____

Lesson Topic #_____

Activity _____ (min)

Objective(s) #_____

Activity _____ (min)

Obj. #_____

Activity _____ (min)

Obj. #_____

Lesson Topic #_____

Activity _____ (min)

Obj. #_____

Activity _____ (min)

Obj. #_____

Lesson Topic #_____

Activity _____ (min)

Obj. #_____

Activity _____ (min)

Obj. #_____

Admin tasks: _____(min)

Lesson Topic 1

INTRODUCTION

GOAL: This introductory Lesson Topic gives participants the opportunity to meet each other; learn about the purpose of the Program; and discuss values, beliefs, attitudes, and reasons for fishing and seafood consumption. The activities are designed for participants to share from their personal experiences, and/or how they understand common practices in their community.

Outcomes

- ☐ Explain the goal of this Program to a community member.
- ☐ Explain the CHA's role in the Program to a community member.

Outputs

- ◇ Reflections on community insights and feedback.
- ◇ Community recommendations to Public Health, the EPA, and other agencies.

Objectives

1. Participants are introduced to the Program (purpose, role of CHA, and logistics).
2. Participants develop group norms, discuss performance standards, and sign Participant Agreements.
3. Participants identify individual values, strengths, passion, and networks in the community.
4. Public Health learns about the unique needs of the fishing community group and works with the Facilitator to enhance the trainings based on cultural relevancy.

Tips for Facilitator:

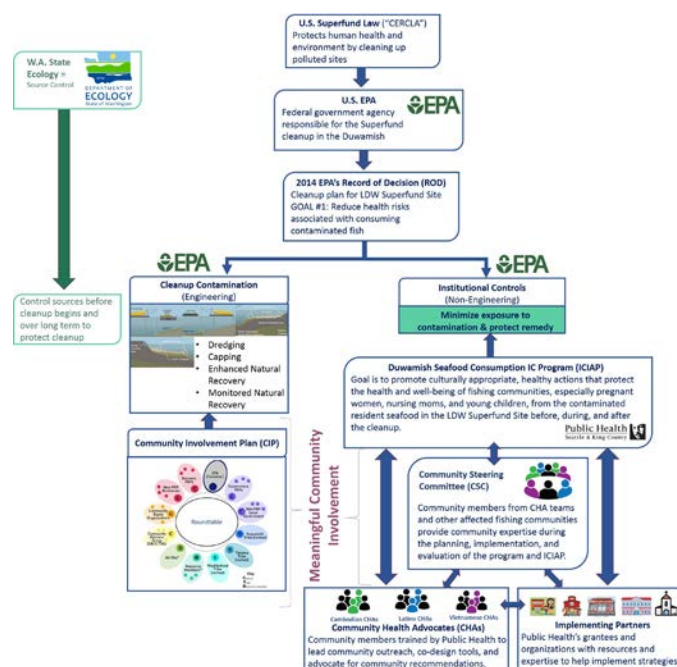
- It is important to do the Group Norms activity as a whole group.
- Lesson Topic 1 activities are designed to set the stage for the rest of the training.
- Throughout training, Facilitator can ask Assistant to keep an ongoing list of questions raised during the training on a flip chart ("parking lot"/ "bike rack"). CHAs can help track and check off questions as they are addressed.

Lesson Topic 1

INTRODUCTION (continued)

ACTIVITY: Introduction to Program—Discussion (20-40 min)—Obj. 1 & 2

- Introduce the purpose of the Program and how it fits in the EPA's Superfund cleanup context.
- CHA training model and CHAs' role in the Program.
- Program logistics: schedule, payment, communication, and commitments as a participant.
- Review Public Health's 'Performance Standards' (*Policy & Protocol* in [Toolbox](#)) for CHAs and sign Participant Agreements (*Templates* in [Toolbox](#)).
- Conduct baseline assessment.



ACTIVITY: Group Norms/Agreements—Discussion (20-30 min)—Obj. 2

- These are shared agreements on how we function as a group.
- As a group, each member can share agreements around:
 - Time
 - Decision-making
 - Participation
 - Confidentiality
 - others norms necessary to work as a group
- On large poster, Facilitator writes up ideas and then asks group to review and discuss.
- Once all agree to list, everyone signs list—can display at every meeting.

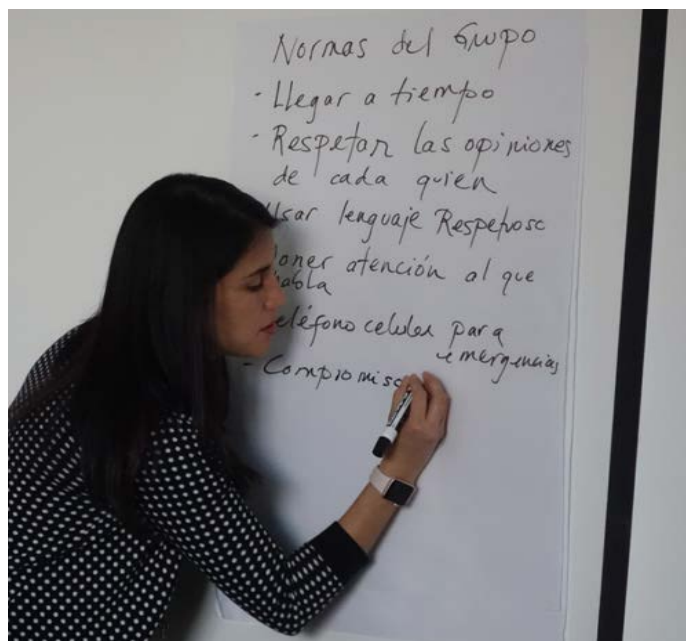


PHOTO: Just Health Action

Lesson Topic 1

INTRODUCTION (continued)

ACTIVITY: Values & Passions —Pair Share (20 min)—Obj. 3

- In pairs, ask your partner, “what are the top values that guide you?” and “what are you passionate about (what motivates you)?”
- In large group, share out your partner’s top 3 values and passions.
- Facilitator adds to large poster/board.

ACTIVITY: Fish and Neighborhood Mapping—Illustration (10 min)—Obj. 4

- Map and seafood species list taped on the wall. Facilitator provide the following instructions for participants:
 - Mark (using marker/pushpin/sticky dot) your neighborhood on the map.
 - Using a different color, mark on the map any fishing spots for you or your family/friends.
 - Mark on seafood species list any fish you catch, prepare, and/or eat.



Lesson Topic 1

INTRODUCTION (continued)

ACTIVITY: When you see these pictures, what comes to mind?—Discussion (20-30 min)—Obj. 4



- Facilitator can create and adapt slideshow to include: pictures of different methods of fishing in different places, pregnant women and children eating seafood, seafood dishes, river vs. lake, game warden, stocking fish in lakes, advisory signs, crabbing/shellfish harvesting, pollution on river, dredging sediments, etc.
- Present slideshow and ask participants to share initial thoughts for each image.



ACTIVITY: Harvesting seafood and fishing—Discussion (20 min)—Obj. 4



- Why do you or other people in your community fish (including crabbing, clamming, and harvesting shellfish)?
- How would you or others be affected if you **could not fish from** the places you go to all the time? How would it affect your health?
- How would your cultural practices be affected if you or your community **could not safely eat the seafood** from the places you go to all the time? How would it affect your health?

ACTIVITY: CREATE YOUR OWN!

Lesson Topic 2

LOWER DUWAMISH WATERWAY SUPERFUND SITE

GOAL: Participants will gain a basic understanding of the Duwamish River and its history; how it became a Superfund site; how resident seafood gets contaminated; how the site is being cleaned up; and, the roles and responsibilities of the agencies involved in the site.

Objectives

1. Participants gain background information on the LDW Superfund site: history of the pollution, status of the cleanup, and role of the CHAs in the superfund contest, overview of LDW seafood advisory.
2. Participants receive an introduction to the different agencies and stakeholders in the Superfund site and their responsibilities.

Outcomes

- ☐ Describe the location of the Duwamish River to a community member.
- ☐ Explain why the Duwamish River is considered a contaminated site (Superfund Site).
- ☐ Explain that most of the PCBs are in the mud of the Duwamish River.
- ☐ List at least one source of chemical pollution that continues to get into the Duwamish River today.
- ☐ Understand the different responsibilities of the various agencies as they relate to the Duwamish River.

Outputs

- ◇ Community recommendations to Public Health, the EPA, and other agencies.

Tips for Facilitator:

- For boat tours, contact partners (such as Port of Seattle, LDWG, DRCC) to see if they are hosting any upcoming boat tours to plan for training participants to attend.
- Facilitators need to provide interpretation services for expert panels or partner presentations, and coordinating with presenters on talking points will be helpful.
 - Send presenters 'Tips for Communicating through Interpreters'.
- If organizing a multi-agency panel, please begin coordinating with the agencies 1-2 months prior to the event.
- For panels/ Q&A, Facilitators can contribute questions if key points are missed.
- Certified CHAs may be guest speakers to help cover health topics. Public Health, Facilitator or other agencies can fill in the other missing points or answer questions, as necessary.



Lesson Topic 2

Lower Duwamish Waterway Superfund Site (continued)

ACTIVITY: Agency Expert Panel—Q&A (2 hours)—Obj. 1 & 2

- Coordinate with agencies to serve on panel to discuss the following topics:
 - LDW Superfund site and Cleanup (EPA)
 - Upland Sources of Contamination, Storm Water Pollution and Combined Sewer Overflows (Department of Ecology, KC DNRP, Seattle Public Utilities)
 - Duwamish Seafood Consumption and Health (Public Health & CHAs, DOH, ATSDR)
 - History of River and Community Involvement (ECOSS, EPA, Public Health CHAs, DRCC)
- In preparation, provide each agency with a list of questions/topics and key points for their presentation.
- In one training group, each agency on panel can give a brief introduction of their work and the main points of their presentation. Then allow open Q&A between the training group and the agencies.
- In multiple training groups, arrange for each agency to have a presentation station. Each training group can see the presentation and have Q&A with one station for a timed session before rotating to the next station.

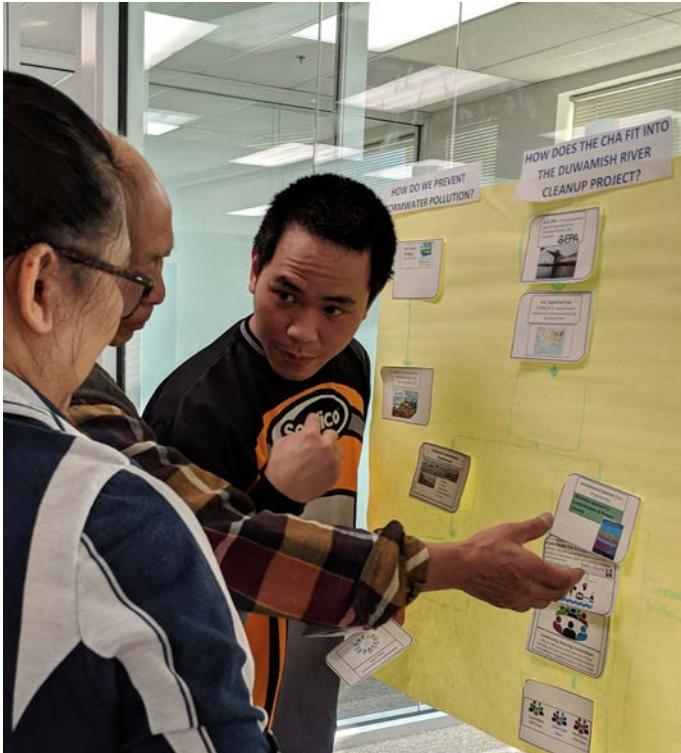


ACTIVITY: Boat Tour (2-2.5 hours)—Obj. 1 & 2

- For partner agency-hosted boat tours, arrange for the training group to be guests on the boat tour. Participants can engage in the boat tour presentations and subsequent Q&A.
- For Public Health-hosted boat tours, Facilitator will work with Public Health and possibly other CHA teams to organize an educational boat tour. Tasks include chartering a boat, inviting presenters (see Agency Expert Panel Activity for topics and agencies), and coordinating logistics with training group to attend and participate.
- Prepare maps and other materials with key information for participants.
- Allow time for participants to mingle with presenters and ask questions.
- Check in with CHAs along the way if they have unanswered questions, and/or debrief with the group (immediately after the tour or at the next meeting).

Lesson Topic 2

Lower Duwamish Waterway Superfund Site (continued)



ACTIVITY: Superfund Big Picture —Puzzle Game (30-40 min)—Obj. 1 & 2



- Facilitator provides overview of Superfund context using copies/posters of the cleanup methods, timeline, seafood contamination, and health risks graphics.
- Provide teams of 2-3 participants with copy of the blank puzzle and pieces and allow teams to work together to discuss where to place/tape pieces on the blank puzzle. Facilitator can float to observe and facilitate discussion.
- Teams can present their completed puzzle to the group. Facilitator can explain and adjust pieces as needed.

ACTIVITY: EPA Superfund 101 Video—Discussion (45 min)—Obj. 1


- View video with the group (10 min), available in English, Khmer, Spanish, and Vietnamese.
- Prepare copies/posters of the cleanup methods, timeline, seafood contamination, and health risks graphics for participants to reference.
- Facilitate a discussion with group on the information from the video and how they would use the video and/or information from video in their outreach.

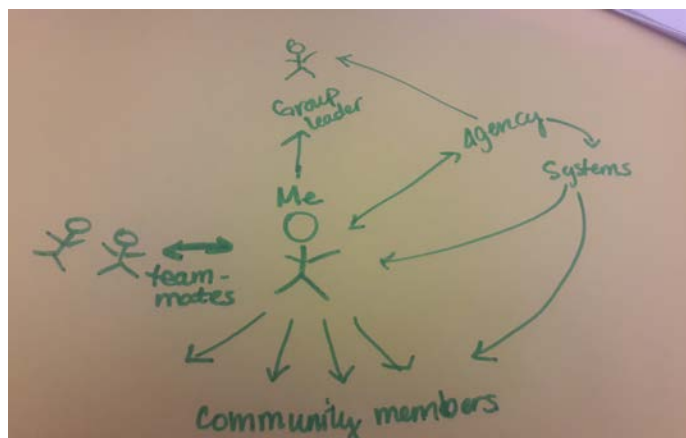


Lesson Topic 2


Lower Duwamish Waterway Superfund Site (continued)

ACTIVITY: CHAs in the Superfund Context—Illustration (30 min)—Obj. 1

- Facilitator provides overview of Superfund context using copies/posters of the cleanup methods, timeline, seafood contamination and health risks graphics. 
- On blank paper, each participant draws a figure representing themselves as a CHA and then draws symbols of agencies, partners, and/or community groups. Finally, the participant draws arrows or lines between them and the other groups, showing the type of connection.
- Ask a couple of volunteers to share their map with the group. Facilitate discussion with the group around, “what groups/connections are missing from the picture?” or “what types of connections can be further developed?”.



ACTIVITY: Agencies & Responsibilities—Matching Game (30 min)—Obj. 2

- Facilitator provides overview of Superfund context using copies/posters of the cleanup methods, timeline, seafood contamination, and health risks graphics. 
- Provide teams of 2-3 participants with 1 set of pieces with name/logo of agency and 1 separate set of pieces with their corresponding responsibilities. Allow teams to work together to match up the agency with their responsibilities. Facilitator can float to observe and facilitate discussion.
- Teams can present their completed puzzle to the group. Facilitator can explain and adjust pieces as needed.

ACTIVITY: CREATE YOUR OWN!

Lesson Topic 3

HEALTH EQUITY & ENVIRONMENTAL JUSTICE

GOAL: Participants will gain some understanding of the bigger context of health and Environmental Justice, using examples that are relatable and relevant to the Program's work. They will share reflections and key learnings on why the Program is focusing on certain communities. Activities to help participants learn and understand concepts of Health Equity and the Social Determinants of Health. Finally, participants will work on defining personal and community empowerment.

Outcomes

- ☐ Explain that their community is one of the most impacted by the Duwamish River seafood contamination and that is why Public Health is prioritizing outreach to their community.

Outputs

- ◇ Individual and Group definitions of "empowerment".
- ◇ Reflections on community insights and feedback.

Objectives

1. Participants gain an understanding of the Social Determinants of Health and the need for addressing barriers across all levels.
2. Participants gain an understanding of Environmental Justice and why it is important for affected communities to partner on addressing solutions.
3. Participants will create definitions for individual and group empowerment.

Tip for Facilitator:

- Environmental Justice videos and Defining Community Empowerment are often times combined into one activity since the discussion questions overlap and serve as good brainstorming for a community empowerment definition.

Lesson Topic 3

HEALTH EQUITY & ENVIRONMENTAL JUSTICE (continued)

ACTIVITY: What factors make you healthy or unhealthy?—Game (40 min)—Obj. 1

- Facilitator works with group to define each level of health factors (provide examples as needed): Individual, Interpersonal, Community and Policy. This can be done by drawing the levels on a large poster and ask participants to share examples while Facilitator writes in for each level.
- Provide each participant with a large piece of paper with the levels outlined. Ask each participant to pick 5-8 game pieces from a bag; each participant must start with the same number of pieces. Each game piece has



an image of a Social Determinant of Health (SDOH), and Facilitator can assign point value to each piece (+1, +4, -2 etc. depending on the level).

- Allow participants to paste the pieces into the levels according to their own understanding. Ask participants to add up the points from their pieces.
- Ask the participants with the highest and lowest score to share their posters and reflect what factors led them to that total.



Lesson Topic 3

HEALTH EQUITY & ENVIRONMENTAL JUSTICE (continued)

ACTIVITY: Social Determinants of Health Coat Hanger Balance—Game (30 min)—Obj. 1



- Split the group into 2 teams of participants. Deal the SDOH cards (face down) to each group. The team can think of a simple story of a person while using the SDOH cards they have been dealt to describe what makes the person healthy or unhealthy.
- Provide each team with a clothes hanger with 2 plastic cups tied to either end and beads or candies. Designate which cup is for 'healthy' or 'unhealthy' beads.



PHOTO: Just Health Action

- Ask one team to go first and tell their story while placing beads into either cups depending on the SDOH cards they were dealt. Observe whether the hanger tips toward one cup over the other and ask participants to share any comments. Repeat with other team.

ACTIVITY: Videos on Environmental Justice—Discussion (30-40 min)—Obj. 2



- Show/share a story on the topic of Environmental Justice (EJ). Examples of EJ videos include:
 - [A Brief History of Environmental Justice](#)
 - [Environmental Justice, explained](#)
 - [Entergy power plant](#)
 - [A Village called Versailles—excerpt](#)
 - Your pick—or story from group about when a community faced an injustice
- Facilitate a discussion with group on “what does justice/injustice mean?”, “what does environmental justice/injustice mean?”, “what are some examples of EJ that you’ve seen?”, and “how is this Program rooted in EJ?”

Lesson Topic 3

HEALTH EQUITY & ENVIRONMENTAL JUSTICE (continued)

ACTIVITY: Defining Empowerment — Discussion (30-40 min)—Obj. 3

- Ask each participant to reflect on an experience where they have overcome a challenge (personally, in their family, or in their community). They can journal if they want to.
- Discuss with the group, “what does injustice look like?” and “how do they (or from others’ examples) overcome the injustice?”.
- Individually, on a piece of paper or sticky note, ask participants to provide a definition and/or an example in response to:
 - What does individual empowerment mean to you?



- What does community empowerment mean to you?

- Ask everyone to share their definitions of community empowerment and write/project each on the board. Facilitator helps group identify overlaps to start forming a common definition. Discuss and make edits as a group.
- Once group agrees on definition, each participant can write definition in notebook and can share group definition of community empowerment with other groups.

ACTIVITY: CREATE YOUR OWN!



Lesson Topic 4

DUWAMISH SEAFOOD ADVISORY & HEALTHY ACTIONS

GOAL: Participants will gain in-depth knowledge of the Program's health messages, health affects, concepts of risk and exposure, and thoroughly review the existing IC tools. They will practice using the IC tools through role play as well as provide input on ways to revise and/or design new tools that would better promote the Program's healthy actions for the target audiences in their communities

Objectives

1. Participants gain an understanding of the benefits of eating fish.
2. Participants learn about the Duwamish River advisory messages and key healthy actions to promote.
3. Participants identify who are most sensitive to the effects of PCBs.
4. Participants identify possible community barriers to taking healthy actions.

Tips for Facilitator:

- Review Chapter 1 and the Program website (www.kingcounty.gov/duwamish-fishing) for content on this topic.
- For many of the activities, Facilitator needs to fill in any key health messages that are missed during discussion. Use the Outcomes list as a guide to cover the key health messages.

Outcomes

- ☐ Know that you cannot see PCBs in the water, mud, or seafood.
- ☐ Know that eating seafood with PCBs will not make you feel sick right away.
- ☐ Know at least 1 health benefit of eating fish/seafood.
- ☐ Name three resident seafood from the Duwamish River that Public Health does not recommend people eat.
- ☐ Know that salmon is the only seafood safe to eat from the Duwamish River because it only spends a short time in the river, thus, has less PCBs.
- ☐ Name at least 1 group that is most vulnerable to the health effects from PCBs in Duwamish River resident seafood.
- ☐ Know that PCBs build up in our bodies the more we eat contaminated seafood.
- ☐ Explain that PCBs can harm babies and young children (0-5 years old) the most because their brains and bodies are still growing.
- ☐ Know the main healthy actions for fishers, pregnant/nursing moms, young children, and other people who receive local seafood catch.

Outputs

- ◆ Community recommendations to Public Health, the EPA and other agencies.

Lesson Topic 4

DUWAMISH SEAFOOD ADVISORY & HEALTHY ACTIONS (continued)

ACTIVITY: Storyboard—Discussion (30 min)— Obj. 1

- Facilitator projects or displays on large posters the following illustrations:
 - ‘Benefits of Eating Seafood’
 - ‘How contaminants get into the Duwamish River Sediments’
 - ‘How Contaminants from the Duwamish River Build Up in Humans’
 - ‘Fishers Sequence: fisher, home, sick...’
- Ask participants for the stories behind each illustration and facilitate a discussion on the concepts of the illustrations, “what is happening in this image?”, “do you recognize the location?”, “what do you notice about the people in the illustrations?” etc.
- Allow participants to discuss with each other the concepts in the objectives of this activity. Facilitator can highlight any concepts not covered in group discussion.



ACTIVITY: IC Tools: Health Messages & Barriers—Discussion (30 min)—Obj. 2 & 4

- Facilitator projects or provides copies of the following IC tools used in the Program:
 - ‘Go Fishing in King County!’ guide
 - ‘Lower Duwamish River Advisory’ sign



- ‘WDOH Healthy Fish Guide for Supermarkets’
 - CHA Recipe Cards
 - CHA Digital Stories
 - CHA Educational videos
 - Or another IC tool example of your choice
- Review the key health messages and purposes of each tool with participants and facilitate a discussion on how participants plan to incorporate the tools in their outreach or if there are specific challenges to using the tools (e.g. in what ways are the tool(s) not approachable or useful for the audiences it was intended for?, how would you make it better?).
- Or– Ask participants to share what they think are the key health messages and purposes of each tool. Facilitator can clarify if details or objectives are missed and observe if there are barriers for the participants to reach the message or intent of the tools.

Lesson Topic 4

DUWAMISH SEAFOOD ADVISORY & HEALTHY ACTIONS (continued)

ACTIVITY: What is Your Risk? — Risk Cup Game (30 min)—Obj. 3

- Facilitator poses some questions for thought before starting game:
 - What happens to me if I eat a lot of seafood with chemical contamination?
 - Who is most at risk/ has the most risk factors (characteristics)?
- Participants can play by applying the risk statements to themselves and their own experiences or to the experiences of a member in their outreach audience.



- Provide each player with a clear cup or container and a supply of small marbles, dried beans or candies (jelly beans, M & M's). Read out instructions on how many to add or remove from their cup if the risk factor applies to them, such as:
 - + 1 if you've eaten seafood that may have been from LDW once or twice in your life
 - + 4 if you eat seafood from LDW often—at least once a month
 - + 4 if you regularly have a lot of stress (worry about your safety, job security, family etc.)
 - + 3 if you smoke or live with a smoker
 - 2 if you can walk from your house to buy fresh fruits and veggies
 - Please see [Toolbox](#) for full list, and Facilitators can add other risk factors.
- After the last move, facilitate a discussion on the questions posed at the beginning. Some additional questions can include, "which specific bean or candy was from eating seafood from the DW?", "what do you notice about the risk factors?", and "what risk factors are missing?".

Lesson Topic 4

DUWAMISH SEAFOOD ADVISORY & HEALTHY ACTIONS (continued)



ACTIVITY: Salt & Sugar Water Glass— Demonstration (10 min)—Obj. 2

- Facilitator can demonstrate or ask a couple of participants to demonstrate.
- Provide context on some community/cultural misconceptions of the contamination.
- In a clear cup or jar of water, add a little bit of sugar and dissolve it in the water.
- Facilitate a conversation with the participants on “how is this an example of toxic chemical contamination in the Duwamish River?”, “can the contamination be seen?”, and “what are the key health messages of this activity?”.

ACTIVITY: Audience Profile — Illustration (30 min)—Obj. 3

- In small groups of 2-3 people or individually: provide each group or person with a large piece of paper and markers/pens.
- Ask each group to think of a person who is most at risk of the LDW seafood contamination, and draw that person on their poster.
- Add details, words, or symbols to their drawing that answers the following questions:
 - Where do they live? With whom?
 - What language(s) do they speak?
 - Who provides them with seafood from the Duwamish River?
 - What do they know or feel about seafood with toxic chemicals?
 - How do they like to receive health information? From who?
 - Please see [Toolbox](#) for full list, and Facilitators can add other questions.
- Ask small groups or individuals to share their drawings with the group, and facilitate a discussion on the different or common representations of the Program’s target audience. Facilitator can fill in key details that may be missed.



ACTIVITY: CREATE YOUR OWN!

Lesson Topic 5

OUTREACH & ADVOCACY SKILLS

GOAL: Participants prepare for and practice their outreach presentations (“elevator speech”). Participants will have a clear understanding of the Program’s target audiences, explore their goals for advocacy, and receive training on creating and leading their own outreach activity. They will also complete an evaluation upon finishing the Level 1 training.

Objectives

1. Participants deepen their understanding of the Program’s target audience as a focus of outreach planning (primarily, fishers, and moms who make decisions that affect health of the most sensitive—babies and young children).
2. Participants become familiar with the existing tools available for outreach (videos, guides, website, recipe cards, etc).
3. Participants create their own “elevator speech” or similar presentation for outreach and practice role-play with feedback from the Facilitator.
4. Participants learn how to use the “5-step Outreach Planning Guide” to plan for their outreach events.

Outcomes

- ☐ Know the different levels of audiences that this Program targets and what main healthy actions are most appropriate for each audience.
- ☐ Demonstrate how to use the Go Fishing in King County! guide to name at least one alternative fishing site to catch a type of fish/seafood that is safer to eat than from the Duwamish River.
- ☐ Demonstrate how to use the DOH Healthy Fish Guide for Supermarkets to name one seafood that is a “healthy choice”.
- ☐ Deliver an “elevator speech” that covers the 3 most important messages to share during an outreach, and to ultimately deliver tailored health messages for varying target audiences.
- ☐ Assess level of “empowerment” based on their group’s definition.
- ☐ Assess level of “confidence”.

Tips for Facilitator:

- Previous groups have found that role-play and similar activities are helpful for outreach practice.
- Participants can complete the paper evaluations at home and return them to the Facilitator within an agreed upon time.

Lesson Topic 5

OUTREACH & ADVOCACY SKILLS (continued)

ACTIVITY: Target Audience Wheel—Discussion (30 min)—Obj. 1

- Display and/or provide participants with a printed copy of the 'Target Audience Wheel' diagram (p. 50).
- Review each audience group; participants can take turns to read out the descriptions.
- Facilitate a discussion on “which group(s) is the primary target of the Program? Why?”, “which is the most sensitive?”, and “do you know anyone who identifies with the target audiences?”.



ACTIVITY: “Elevator Speech” & Role-Play—Outreach Practice (60 min)—Obj. 2 & 3

- Ask each participant to think of someone they know who identifies with a target audience (Duwamish River fisher, local pregnant mom, etc.) and play out a scenario where they see the audience member at an outreach or community setting (health fair, fishing pier, elevator etc.), and would like to share about the Program:
 - How would they introduce the Program and its purpose?
 - What is their role in the Program?
 - What are the key health messages they would share with the audience member?
 - Think about how they would answer questions from the audience member.
- What questions would they have for the audience?
- Ask each participant to pick 1-2 IC tools (from Activity: IC Tools) they can review and use to share Program information with their audience.
- Participants then practice their “elevator speech”/presentation using IC tool(s) for the target audience and Facilitator can observe, take notes and provide feedback. This can be done by:
 - Individual presents to group or Facilitator—(Facilitator can assume role of audience member to ask questions)
 - Pairs role-play through their presentation to group or Facilitator
- Facilitator complete ‘Outreach Observation’ Form (in *Templates*) for each presentation.



Lesson Topic 5

OUTREACH & ADVOCACY SKILLS (continued)

ACTIVITY: 5 Steps Outreach Planning — Discussion (30-40 min)—Obj. 4

- Provide each participant with a copy of the '5 Steps for Planning Outreach & Results' Form and give an overview of the 5 steps (in *Templates*).
- Ask each participant to think about an outreach activity they would like to plan for (e.g. tabling at a health/resource fair, living room talk, fishing trip). Each participant will conduct at least one practice outreach activity upon completing Level 1 training. Activities can be done individually or in small groups.
- Go through steps 1 to 5, and ask participants to complete each step on the planning form for their outreach event.



- Facilitator can ask the guiding questions on the form to help participants plan. Once participants have completed the form, facilitator will keep a copy of the form.
- Facilitator will review and show participants how to collect audience information and feedback for the results section.

ACTIVITY: Level 1 Training Evaluations — (30-40 min)

- Facilitator will work closely with the Program's Lead Evaluator to translate and administer the Level 1 Training Evaluations. This includes a paper form that participants complete individually and possibly a practice presentation that facilitator observes and provides notes and feedback.

ACTIVITY: CREATE YOUR OWN!



EXAMPLES: TEAM BUILDING & REFLECTION ACTIVITIES

Note to Facilitator: Below are examples of Team Building ('Ice-breakers') and Reflection activities included in previous trainings. Please incorporate at least one activity in each training session that you find relevant to the topics and appropriate for your team. As always, please feel free to create your own.

TEAM BUILDING: What is Your Passion/Compass— (20-30 min)

- Provide each participant with a piece of paper or sticky notes. Ask each participant to write down their responses to the following questions:
 - What interests do you have about this Program?
 - What strengths or skills do you bring to this Program? What qualities do people say I have that I can contribute?
 - What are some ways that you want to engage your community at this time?
- Pair up participants to share. Then each participant will share their partner's ideas with the group.
- Facilitator collect paper or sticky notes at the end.

TEAM BUILDING: Networks & Community Connections Mapping— (30 min)

- Using a large map on a corkboard (can use same map from "Fishing and Neighborhood Mapping" activity), ask participants to place a pushpin on the map that represents their neighborhood/ geographic community—this is their 'starting' point.
- Using pins in a different color/shape, ask participants to place pins in all the areas where they have a community connection and can potentially partner with for outreach efforts, such as community centers, schools, fishing clubs, living room outreach, and faith organizations.
- Each participant then uses a string/yarn to tie their connection points back to their starting point.
- The group can observe the different webs/networks on the map and discuss the areas that the group is strong and any areas that the group may want to build connections in.

REFLECTION: Outreach Practice — Homework— (20 min)

- Facilitator can assign the activity on "Elevator Speech" and Role Play as homework so participants can practice with a friend or family member.

EXAMPLES: TEAM BUILDING & REFLECTION ACTIVITIES

(continued)

REFLECTION: Debrief Boat Tour—Discussion— (15 min)

- What parts about the boat tour stood out to you? (Something someone said, or you saw, or the demonstrations, etc.) What do we mean when we talk about resident seafood vs eating salmon?
- What did the boat tour remind you of? Or make you think about?
- What does this experience mean to you and your family/ community circle?
- What would you like to see as a response to the issue?

REFLECTION: Connect with Target Audience— Homework— (20 min)

- Chat with 1-2 people in your community who are connected to fishing/eating local seafood, share what you are doing, and reflect on how they respond.

- Be prepared to reflect on what you are learning and bring back what you learned by talking with them.
- Feel free to take of the IC tools with you.

TEAM BUILDING: Seafood Dishes— (10-15 min)

- Ask participants to share what their favorite seafood dish is—or—what is their most recent catch and what did they make/do with it.
- Feel free to make this a team potluck if the group would like.

TEAM BUILDING: Partner Matching Game— (15-20 min)

- Facilitator create cards listing some skills, traits and possibly a symbolic image (not identifying picture) for each participant. Alternatively, participants can create their own card.
- Randomly distribute cards to each participant so that everyone receives a card that is not their own.
- Participants will then ask around until they find a match to their card.

EXAMPLES: TEAM BUILDING & REFLECTION ACTIVITIES

(continued)

TEAM BUILDING: Strengths Candy Game— (20 min)

- Provide each participant with a cup of 5 multi-color candies (M&Ms, Skittles etc.)
- For each color, designate an ice-breaker question, such as yellow—what is your favorite food?, green—what is your dream vacation spot?, red—what is a skill that you share with your friends?
- Participants will share depending on what colors of candy they have.

TEAM BUILDING: Would You Rather... — (10 min)

- Write on strips of paper, questions such as 'would you rather live in on a fishing yacht or a cabin in the wood', 'would you rather travel back in time or to the future' etc.
- Ask participants to draw a question from a bag and respond.



TEAM BUILDING: Role Model/ Change Agent— (15-20 min)

- Ask each participant to think of a role model or a community change agent they know.
- In pairs, participants can share with their partner about their change agent they chose and the strengths they admire about them.
- With the group, share out about the change agents and Facilitator can write up the qualities of a change agent discussed in pairs.

TEAM BUILDING: Deserted Island— (10 min)

- If you were stranded on a deserted island, name 3 things from your culture you would bring.

TEAM BUILDING: Baby Pictures— (20 min)

- Ask participants to bring a photo of them as a younger self.
- In pairs, share some memories you have of the time of the photo or some events occurring around the time of the photo.
- With the group, participants share their partner's photo and one new thing they learned about their partner.



Level 2 (Ongoing Capacity Building, Community Outreach & Stakeholder Engagement)

This chapter covers the ongoing capacity building for certified CHAs who have completed Level 1. During Level 2, the CHAs focus on activities and opportunities that align with their interests and passions.

As CHAs conduct and lead their own outreach and engagement activities, the Lesson Topics in Level 2 can help them engage with Public Health and partner agencies to elevate the feedback from community members and find ways of addressing concerns.

CHAs will also have the opportunity to participate in designing IC tools and advising on strategies and decisions through stakeholder engagement.

Facilitators transition into serving as Team Leads and will work closely with their CHA team to maintain clear communication on outreach, ongoing trainings, and community involvement processes. Team Leads will also serve as active participants of the Core Team to lead coordination and facilitation of collaboration efforts across multiple teams and/or with partner agencies. The Core Team will organize schedules and logistics for the activities in the different Lesson Topics as needed.

CONTENTS

5.1 Community Outreach	84
5.2 Ongoing Trainings.....	88
5.3 Stakeholder Engagement	91

“When I went home, I showed my husband [a fisher] all the information we receive and I think that he’ll share the information with his friends and that’s how the word will spread.”

– Latina Training Participant



Community Outreach

GOAL: CHAs choose and design outreach activities that they are comfortable leading. They can partner with existing events, such as a community fair, or connect with their peers for a small group presentation, such as a living room discussion. Through practice, CHAs can explore new ways of reaching target audiences and delivering the Program's key messages. They will also learn how to consistently complete evaluations for their outreach events.

Objectives

1. Trained CHAs explore opportunities to practice outreach and engagement activities with their community connections and networks.
2. Public Health and Team Leads provide technical support for on-going outreach activities and opportunities for new outreach activities.

Outcomes

- ☐ Demonstrate how to facilitate a discussion during an outreach activity.
- ☐ Document or share reflections and community feedback from outreach activities.
- ☐ Independently plan (and/or lead) at least 1 peer-to-peer outreach activity.

Outputs

- ◇ Culturally appropriate outreach and engagement activities.
- ◇ Community recommendations to Public Health, the EPA, and other agencies.

Tips for Facilitator:

- Use the 'CHA Work Plan/ Menu of Options' as a template to coordinate each CHA's ongoing projects and activities. Facilitator/ Team Leads will ensure that each CHA completes a Participant Agreement and Work Plan for each year they participate in the Program.
- The ORID Facilitation approach can be helpful for CHAs to elicit responses from outreach presentation audiences for the '5 Steps for Planning Outreach & Results' Form.
- Leads may want to revisit group norms with team and specify any that will help teamwork going forward.



Community Outreach

ACTIVITY: Conduct Outreach and Engagement Activities—Ongoing —Obj. 1 & 2

- Team Lead provides guidance to team through the development of individual work plans that outline the CHA's interests and ideas for outreach activities and participation in other Program projects.
- CHAs can use the '5 Steps for Planning Outreach & Results' Form to plan each outreach activity that they conduct (one per activity). Outreach activities can include but are not limited to:
 - Living room education and discussion
 - Education with friends at fishing locations
 - Community Kitchen events or other cooking demos
 - Presentation through partnerships at community centers, resource fairs, faith-based organizations, and schools
- CHAs will conduct the outreach activity they have planned with support or feedback from the Lead and/or Public Health as needed throughout the process.



- Leads can use the 'Outreach Observation' Form to provide comments and debrief to CHAs. Leads will submit at least one completed form to Public Health for each CHA on their team per year.
- CHAs can obtain community feedback to share with Public Health, the EPA, and other agencies.



Community Outreach

ACTIVITY: Training on Data Collection and Evaluations at Outreach Events—(0.5-1 hour and Ongoing)—Obj. 1 & 2

- Leads can coordinate a training session with the Public Health's Evaluator to provide the CHAs with the context, purpose, and plan for the evaluation.
- CHAs can receive training on and practice using the outreach evaluation tools:
 - Outreach Log—intended for larger events such as health fairs that may not

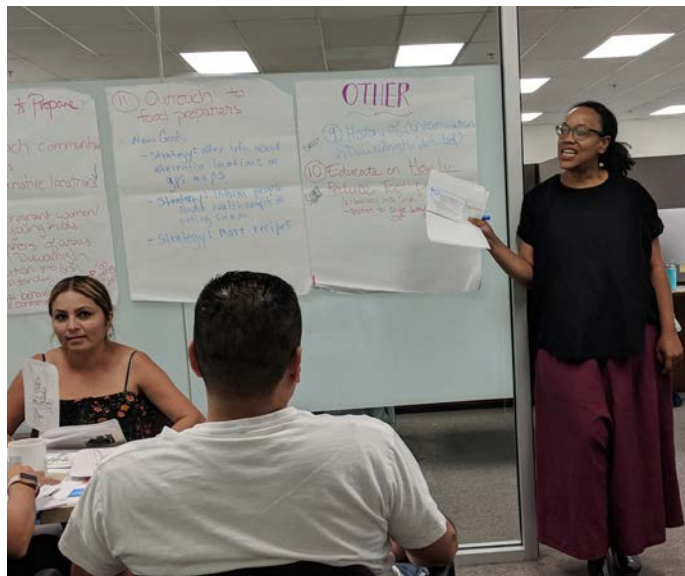


PHOTO: EPA

be conducive for audience to complete individual survey.

- Outreach Survey—intended for smaller events such as living room settings where a survey can be completed by/for each participant.

- Lead will provide each CHA with copies of each evaluation tool so they can make enough copies to complete for each outreach event.
- CHAs will submit completed copies to Lead who will then submit to Public Health.
- Lead can provide feedback to CHAs and Public Health on continuous process improvement for data collection.

Community Outreach



ACTIVITY: Digital Story training—Ongoing—Obj. 1 & 2

- Lead can coordinate a training session with other CHA Team Leads or Public Health to train Lead and other CHA team members who are interested and available to serve as Digital Story trainers.
- Lead and other Digital Story trainers can provide overview, introduction, and purpose of the Digital Story process for CHA team.
- CHAs can decide to create and produce as many Digital Stories as they have the capacity for with the help of the Digital Story trainers. Trainers can provide guidance and assistance throughout production.
- Completed Digital Stories can be used for an outreach event, stakeholder engagements, or placed on the Program's website for sharing broadly.

ACTIVITY: ORID Facilitation training—(1-2 hours and Ongoing)—Obj. 1 & 2

- Lead can coordinate a training session with other CHA Team Leads or Public Health on ORID Facilitation (See 'ORID Facilitation/Focused Conversation Method' of **Level 2** in Toolbox).
- ORID Facilitation approach can be used at any outreach discussion with community members, such as using them to discuss a Digital Story or to collect feedback on the Program's health messages and strategies.



Ongoing Trainings

GOAL: As CHAs complete Level 1 and continue outreach to their peers in the community, they will have or receive in-depth questions related to the Program. Team Leads will take note of the frequently asked questions and work with the Core Team to create workshops that will address the information gaps of the CHAs and the community members that they reach.

Outputs

- ◇ Trainings or continued education opportunities on relevant topics that support the CHAs in their work.

Objectives

1. CHAs know WDFW's guidelines on asking for and providing a Social Security Number when purchasing a Fishing license.
2. CHAs can explain one way seafood safety at supermarkets is regulated.
3. CHAs can utilize information from ongoing training to respond to community members' questions and feedback.


Tips for Facilitator:

- Workshops with other agencies can be organized for all CHA teams at one time, so as not to schedule the same workshops for multiple teams. Please plan according to the facilitation needs for all teams.
- Any activity listed previously (including from Level 1) can be revisited or enhanced for ongoing training.
- Provide panelists, agency representatives, and other presenters with 'Tips for Communicating through Interpreters'.
- Hands-on demonstrations such as the Watershed Model is very helpful for CHAs to visualize real-life examples.



Ongoing Trainings

ACTIVITY: Expert Panel Q&A workshops— Ongoing—Obj. 1 & 2

- Topics/ideas for workshops can stem from CHAs and Leads' recommendations based on their notes from the '5 Steps for Planning Outreach & Results' Form (part B). 
- Leads will work with Public Health to identify opportunities to create workshops that respond to the topics that are prioritized by the CHAs. Topic-specific workshops (and content-expert partner) can include but are not limited to:

- Superfund Site Cleanup (EPA)
- Upland Source Control (Dept. of Ecology)
- Supermarket Seafood Safety (DOH, Public Health, store owner)
- Leads can facilitate panel so each panelist can provide introduction and answer the highly-prioritized questions from the community. Then open it to Q&A from the CHAs.
- Panelists are also welcome to bring their own activity or presentation.



Ongoing Trainings

ACTIVITY: Watershed Model/ Sources of Pollution— Demonstration (30 minutes)—Obj. 3

- Team Lead can connect with a partner organization (such as ECOSS) to obtain the Watershed activity and can collaborate with the agency representative to conduct the activity with the CHA team.
- Leads can design the activity objectives to meet the CHAs' needs, such as:
 - Where does the pollution from the river come from?
 - How does it get there?
 - How does rainwater affect this process?
 - Where does the rainwater or storm water go?
 - Who created the impact? What can we all do to help minimize the impact or find solutions?
- Leads can refer to the image, 'How contaminants (like PCBs) get into the Duwamish River sediment'.



ACTIVITY: “Healthy Fishing in the Duwamish: Let’s Catch Salmon” Videos— Discussion (2 hours)—Obj. 1

- Video series is a great tool for CHAs to continue learning new information and can be used for outreach presentations and discussions.
- Leads can view the video series with CHA team or assign for individual viewing.
- Leads can facilitate an ORID discussion after the team views the videos or create and assign a written activity.



Stakeholder Engagement

GOAL: CHAs enhance their empowerment and advocacy skills in the Program. As CHAs collect feedback from their community, it is important that they have the opportunity to present those recommendations directly to decision-makers and agency representatives. As with any mutual learning process, agencies can continually engage CHAs in information sharing and in responding to the recommendations and concerns the CHAs have voiced.

Objectives

1. CHAs participate in Program planning, development, implementation, and evaluation as it aligns with CHAs' passions.
2. Public Health creates opportunities and access for CHAs to participate in these processes.

Outputs

- ◇ Community-informed outreach/IC tools, engagement, and decision-making processes.

Tips for Facilitator:

- Utilize the Core Team for coordination and collaboration on outreach events and projects that concern all CHA teams, and to share advice, best practices, and creative problem-solving.
- For joint workshops or activities, best to alternate duties (each Lead takes turn coordinating logistics, etc.).
- Notes from debrief with CHAs on engagement activities and other involvement tasks can be extremely helpful for compiling monthly and quarterly reports. Leads can keep a list or a notebook to track and use to write reports or feedback to send to Public Health or relevant partner agencies.

Stakeholder Engagement

ACTIVITY: IC Tools Development— Ongoing—Obj. 1 & 2

- Ideas can come from any team member based on their experiences conducting outreach and education with the Program's target audiences.
- Public Health will work with Leads and CHAs to identify and prioritize tools to put in budget and work plan proposals.
- IC tools have the Program's health messages that promote and reinforce culturally-appropriate healthy actions. The Program's goal is to protect the health and wellbeing of fishing communities, especially pregnant women, nursing moms and young children, from contaminated seafood in the LDW Superfund site. Examples of existing tools include:
 - Recipe cards
 - Digital Stories
 - 'Go Fishing in King County!' guide
 - Program website: www.kingcounty.gov/duwamish-fishing
- Leads will work with the Core Team to coordinate the design and development process for each tool.



ACTIVITY: Community Steering Committee (CSC)—Ongoing—Obj. 1 & 2

- Public Health established the CSC to represent voices from affected fishing communities to develop a road map for the [IC Implementation and Assurance Plan \(ICIAP\)](#).
- CSC membership is open to any CHA and Lead as a way to continue organizing and implementing the core strategies of the Program plan (ICIAP), and bring community feedback and concerns.
- Public Health will continue to share Program updates with CSC members.
- The CSC can serve as a space for collaboration with partnering agencies.

Stakeholder Engagement

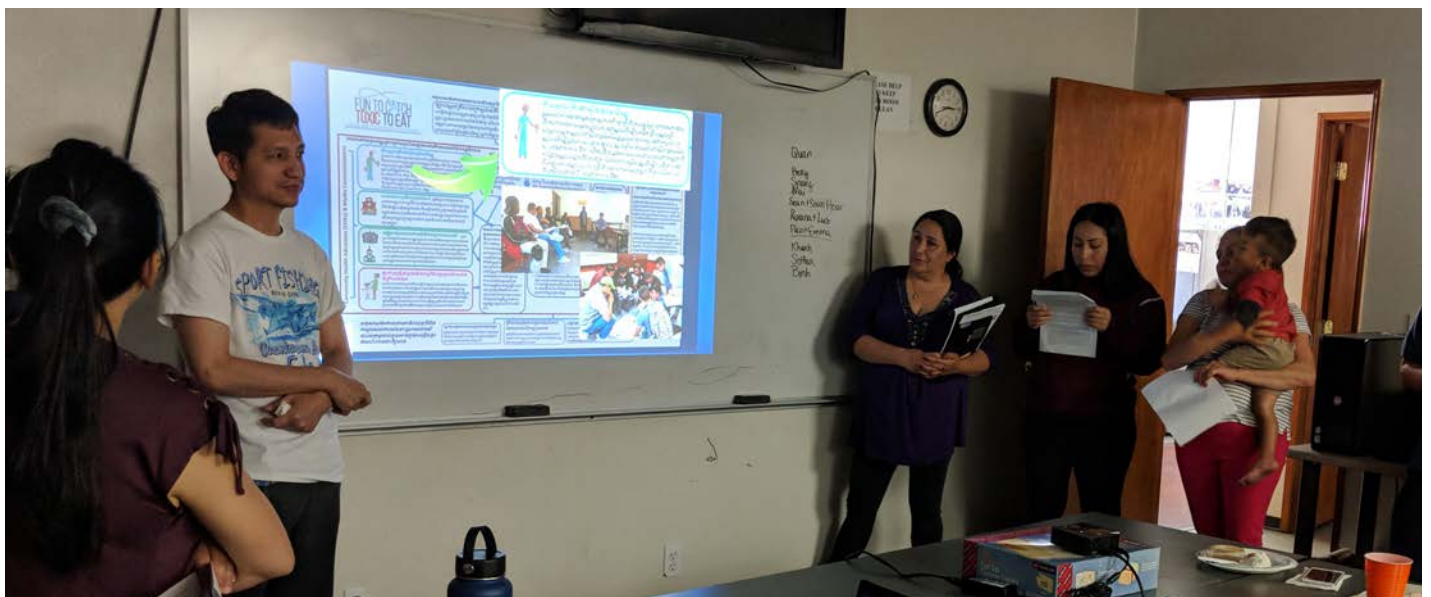
ACTIVITY: Healthy Seafood Consumption Consortium (HSCC)— Ongoing—Obj. 1 & 2

- EPA convenes the HSCC as a space for all parties working on this topic to provide updates, share ideas, and foster partnership opportunities.
- CHAs and Leads can participate and use this opportunity to develop networking and public-speaking skills if desired.

ACTIVITY: Stakeholder and other Community Presentations— Ongoing—Obj. 1 & 2

- Public Health will work with Leads and CHAs to identify opportunities for presentations or engagements with stakeholders and other

community events, such as presentations at potential partner organization, professional and networking conferences, and community forums.



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PHOTO: Hannah Letinich

GLOSSARY

Affected communities: people and groups who are most exposed to the contaminants of the Superfund site.

Community Health Advocate (CHA): also known as community health workers, promotores, or lay health advisors – typically live in the community they serve and have the unique ability to bring information where it is needed most.

Community Steering Committee (CSC): a committee where CHAs, Team Leads, Public Health, and community partners work on and share updates, progress and recommendations on Program-related activities.

Department of Ecology (Ecology): responsible for controlling pollution sources from entering the Lower Duwamish Waterway (e.g., storm water pollution).

Empowerment: the capacity to create awareness and tools to take action for justice and protect one's (or a group's) rights (as defined by current CHAs).

Environmental Justice (EJ): the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

Environmental Protection Agency (EPA): leads the cleanup of the LDW Superfund site.

Health Equity: attainment of the highest level of health for all people.

Healthy Seafood Consumption Consortium (HSCC): a space for all parties working on this topic to provide updates, share ideas, and foster partnership opportunities, it is convened by EPA.

Institutional Control (IC): administrative and legal tools intended to minimize the potential for human exposure to contaminants by limiting resource use and influencing behavior.

Institutional Control Implementation and Assurance Plan (ICIAP): a document detailing the activities associated with implementing and ensuring long-term stewardship of ICs, and the persons and/or organizations responsible for such activities.

Lower Duwamish Waterway (LDW): the lower five miles of the Duwamish River

Polychlorinated Biphenyls (PCBs): one of the contaminants that pose the most risk to human health in the LDW Superfund site.

Potentially Responsible Parties (PRPs): agencies required to pay for the cleanup of the LDW Superfund site.

Record of Decision (ROD): the final cleanup plan issued by EPA, which directs the cleanup for the Superfund site.

Resident seafood: fish and shellfish that spend their entire lifecycles in the LDW.

Source Control: the process of finding sources of contamination, then stopping or reducing them before they reach the Lower Duwamish Waterway (LDW).

Stakeholder: a person, group or organization with an interest or concern in the Program.

Superfund site: formally a law established by Congress, the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA), allowing EPA to clean up contaminated sites and forcing parties responsible for the contamination to either perform cleanups or reimburse the government for EPA-led cleanup work.

NOTES

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