



# COMMUNITY HEALTH WORKER (CHW) WORKGROUP

CHAIR: JUDY HASSELKUS, INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

CO-CHAIR: LAURA HEINRICH, INDIANA STATE DEPARTMENT OF HEALTH

FRIDAY, DECEMBER 1<sup>ST</sup>, 2017





**WELCOME**





# **APPROVAL OF PREVIOUS MEETING MINUTES**

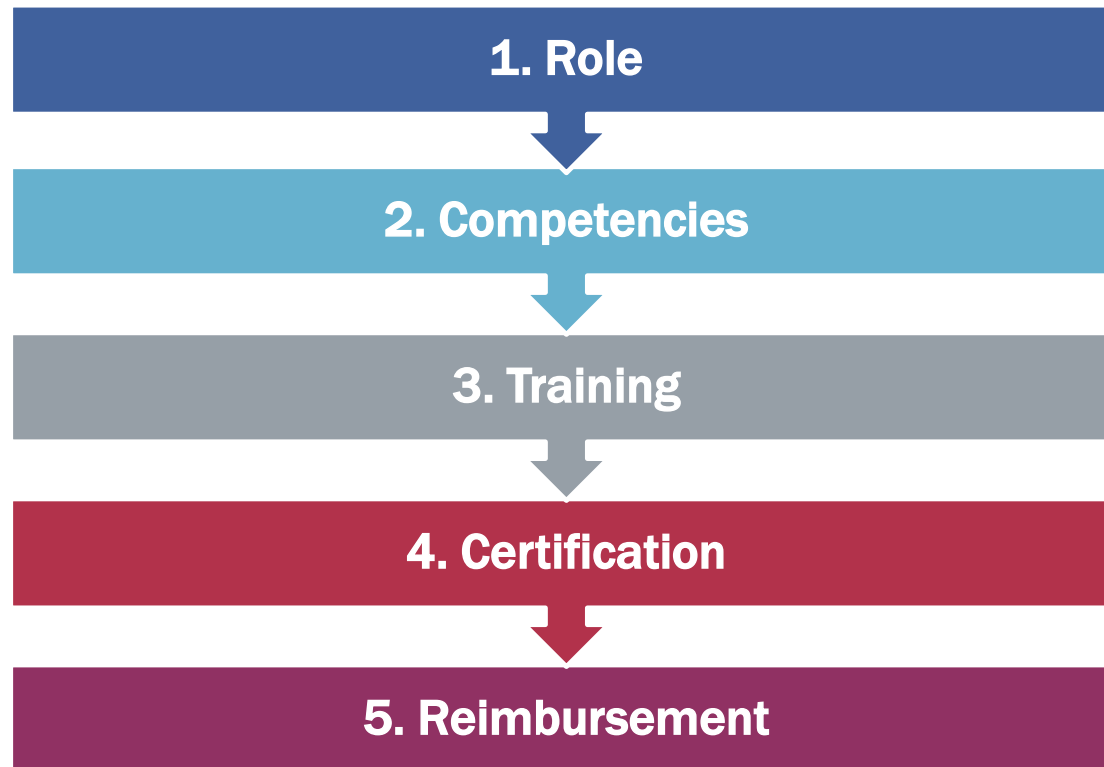




# **OVERVIEW OF WORKGROUP WORK PLAN**



# WORK PLAN FOR WORKGROUP





# COMPETENCIES AND TRAINING: EXISTING PROGRAMS





# **AFFILIATED SERVICE PROVIDERS OF INDIANA**

**KATHY COOK, CHIEF EXECUTIVE OFFICER/PRESIDENT**





## **ASPIN's Training Models for Community Health Workers**

**Governor's Workforce Development Committee:**

**Community Health Worker Workgroup**

**December 1, 2017**

**By Kathy Cook, CEO/President**

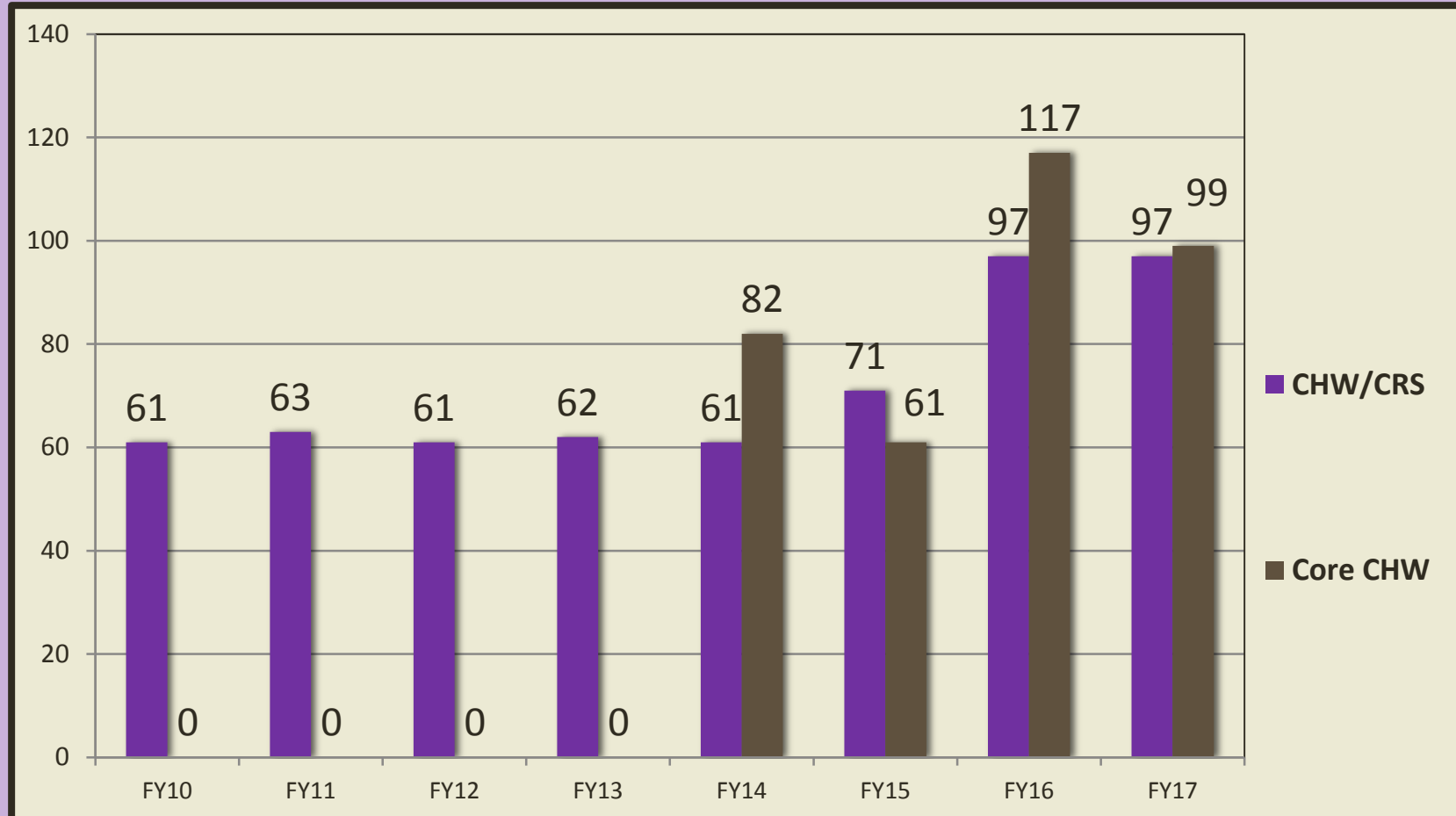
**ASPIN**



# ASPIN History of CHW Training

Year	Program
2009	Peer Certification Curriculum Created
2010	Peer Certification Curriculum Implemented
2012	Curriculum Revision CRS/CHW BH/PC Integrated
2015	Navigators Crossed Trained as CHW
2015	ASPIN Recruitment & Retention Consortium
2017	ASPIN Health Improvement Program 2.0- Chronic Care Professional Training
2017	ASPIN Community Chronic Care Education Program Training

# Trained CRSs & CHWs- 932



# 1. CHW Core DMHA Certification



# Three Day Training Schedule

Day One	Day Two	Day Three
1. Program Introduction	7. Communication Skills	13. Motivational Interviewing
2. Core CHW Skills	8. Practices That Promote Health and Wellness	14. Coaching Consumers for Positive Health Outcomes
3. Ethics	9. Physical Health/Chronic Disease Overview	15. Tobacco Treatment
4. Diversity/Cultural Competency	10. Behavioral Health Overview	16. Group Facilitation Skills
5. Conflict Management	11. Substance Use Disorders	17. Advocacy, Collaboration and Teamwork
6. Technology	12. Integrated Care Model	18. Securing Employment as a CHW

# Core Competencies

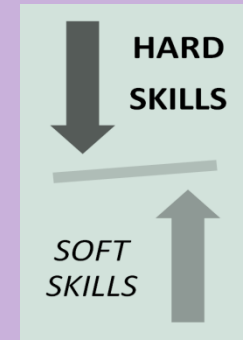
- HRSA- Health Resources Administration CHW Competencies
- SAMHSA – Substance Abuse & Mental Health Services Administration Peer Core Competencies
- VA -Veterans Administration Peer Support
- INCHWA- Indiana Community Health Workers Association

June 2016

<b>HRSA Core CHW Competencies</b>	<b>Modules Covered</b>
Cultural mediation btw. communities and health & human services systems	4
Informal counseling and social support	1,13,15
Providing culturally appropriate health education	4
Advocating people get the services needed	22
Assuring people get the services they need	8
Building individual and community capacity	22,23
Providing direct services	2,19
<b>SAMHSA Peer Core Competencies</b>	<b>Modules Covered</b>
Recovery-orientated	2,19
Person-centered	11,12,13,14
Voluntary	22
Relationship-focused	15,22
Trauma-informed	15,22
<b>VA Peer Support Competencies</b>	<b>Modules Covered</b>
Peer Recovery	19
Peer Support Principles	2,19
Cultural Competence	4
Communication Skills	7
Group Facilitation	15
Addressing Stigma	11,14
Comprehending the Illness	10,16,25,26,27
Recovery Tools	14,18,24,29
Professional Development & Workplace Skills	3
Managing Crisis & Emergency Situations	5,20,24
<b>INCHW Core Competencies</b>	<b>Modules Covered</b>
Enhance access and continuity of care	2,6,21
Coordinate care transitions	12,21
Motivational coaching, peer support, action planning	13,14,19
Patient/client/consumer assessment & support	8,19
Bridge clinical & community based resources to support patient/consumer health	8,12
Evidenced-based preventative and disease management principles	10,13,14

# CHW Training Skills Set

- Client Engagement/Working with Individuals
- Consumer Outreach/Teaching Skills
- Whole Health Coaching/Issues of Chronic Illness/Setting Health Goals/Intro to Behavioral Health/Addiction
- Communication Skills
- Motivational Interviewing/Questioning
- Cultural Understanding
- Confidentiality/Personal Safety/Boundaries /Ethics
- Capacity Building and Advocacy Skills
- Service Coordination and Navigation  
Managing Finances & Health Insurance
- Advocacy and Community Roles



# CHW Job Titles

- **Community Health Worker-29**
- **Case Manager-102**
- **Navigator-27**
- **Clinical Director of Addictions**
- **Child Welfare Specialist**
- **Addictions Technician**
- **Behavioral Health Technician**
- **Diabetes Educator Navigator**
- **Hope Specialist**
- **Employment Specialist**
- **Entitlement Specialist**
- **Residential Advisor**
- **Program Coordinator/ Director**
- **Probation Officer**
- **Project Coordinator**
- **Outreach Coordinator**
- **Path Care Facilitator**
- **Healthy Lifestyle Coordinator**
- **Health Promotion Consultant**
- **Health Improvement Program Director**
- **Customer Service Representative**
- **Healthcare Advocate**
- **Financial Specialist**
- **BX Specialist**
- **At Risk Youth Care Worker**
- **ED Patient Care Navigator**

- **Promotura Coordinator**
- **RN PNCC Project Director**
- **Security Supervisor**
- **Residential Coordinator**
- **Sickle Cell Care Coordinator- Educator**
- **Skills Development Specialist- Trainer- Specialist**
- **SA Class Facilitator**
- **Team Leader**
- **Veteran Support Coordinator**
- **Vocational Rehab Specialist**
- **Wellness Coordinator**
- **Wraparound Facilitator**
- **Youth Care-Specialist, Employment Coordinator, Engagement Specialist Medicaid Social Worker**
- **Medical Assistant**
- **Member Connections Representative**
- **Intake Receptionist**
- **Hybrid Care Facilitator**
- **Executive Director**
- **Breast Feeding Counselor**
- **Crisis Call Manager**
- **Correction Navigator**
- **Cook**
- **AIRS Specialist**
- **ACT Team Leader**
- **ADL Specialist**

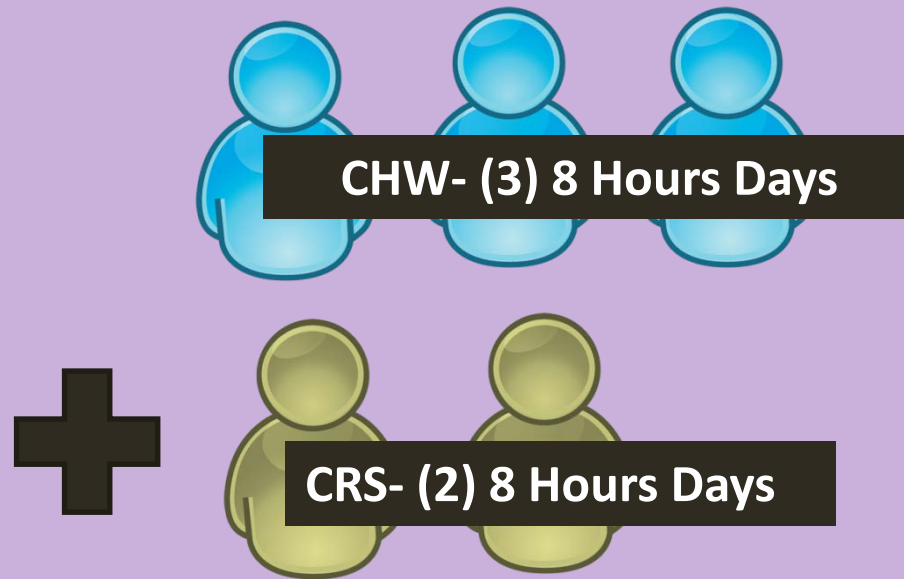




# 2017 CHW Employment Rate

CHW	Trained	Certified	Employed	Employment Rate
2015	71	139	137	99%
2016	117	203	199	98%
2017	94	90	89	99%
Total/Avg.	282	432	425	98.6%

## 2. CHW/Certified Recovery Specialist DMHA Certification

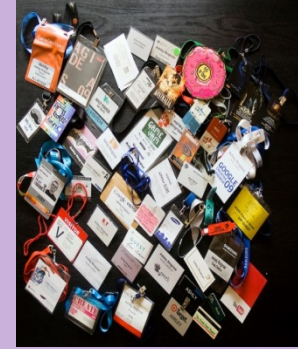


# CHW/CRS Training Schedule

Day 1	Day 2	Day 3	Day 4 (CRS)	Day 5 (CRS)
Introduction	Communication Skills	Motivational Interviewing	Role of Peer Support	Mental Disorders
Core CHW and CHW/CRS Skills	Practices That Promote Health and Wellness	Coaching Consumers for Positive Health Outcomes	Personal Safety	Addiction Overview
Ethics	Physical Health/Chronic Disease Overview	Tobacco Treatment	Home Visits	Co-occurring Disorders and Recovery
Diversity Cultural Competency	Behavioral Health Overview	Group Facilitation Skills	Securing Employment as a CHW/CRS	Wellness Recovery Action Plan
Conflict Management	Substance Use Disorders	Advocacy Collaboration and Teamwork	Personal Supports: Medical Appointments and PAD	Telling Your Recovery Story
Technology	Integrated Care Model	Wrap-Up Test Preparation (CHW)/Building Your Recovery Story (CRS)	Managing Finances	Wrap-Up/Test Preparation

# CHW/CRS Job Titles

- Certified Recovery Specialist
- Peer Support Specialist
- Peer Counselor
- Veteran Peer Specialist
- Peer Veteran Recovery Specialist
- Recovery Consultant
- Peer Recovery Coaches
- Peer Wellness Coach
- CRS Life Skills Instructor
- Family Mentor/Peer Support
- Peer Rehab Specialist
- Peer Services Specialist
- Peer Support Apprentice
- Peer Coordinator
- Peer Mentor
- Chaplain
- Rehab Service Provider
- Peer Engagement Specialist
- Peer Reentry Specialist
- Manager of Peer Support Team
- Peer Engagement Specialist
- Peer Reentry Specialist
- Peer Breastfeeding
- Counselor Peer Coordinator
- Peer to Peer
- Residential Advisor

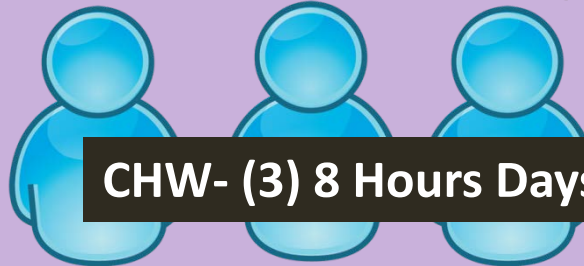


# 2017 Employment Rate

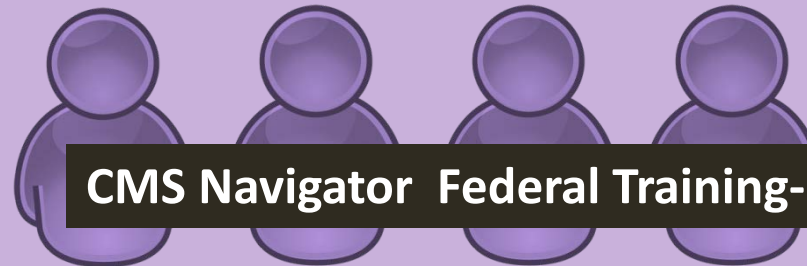
## 71% CHW/CRS

CHW/CRS	Trained	Certified	Employed	Employment Rate
2015	61	175	139	74%
2016	97	212	180	85%
2017	97	86	61	71%
Totals/Avg.	255	473	380	76%

# 3. CHW Core & Navigator Certification (HRSA & CMS)



**CHW- (3) 8 Hours Days**



**CMS Navigator Federal Training- 20 Modules**



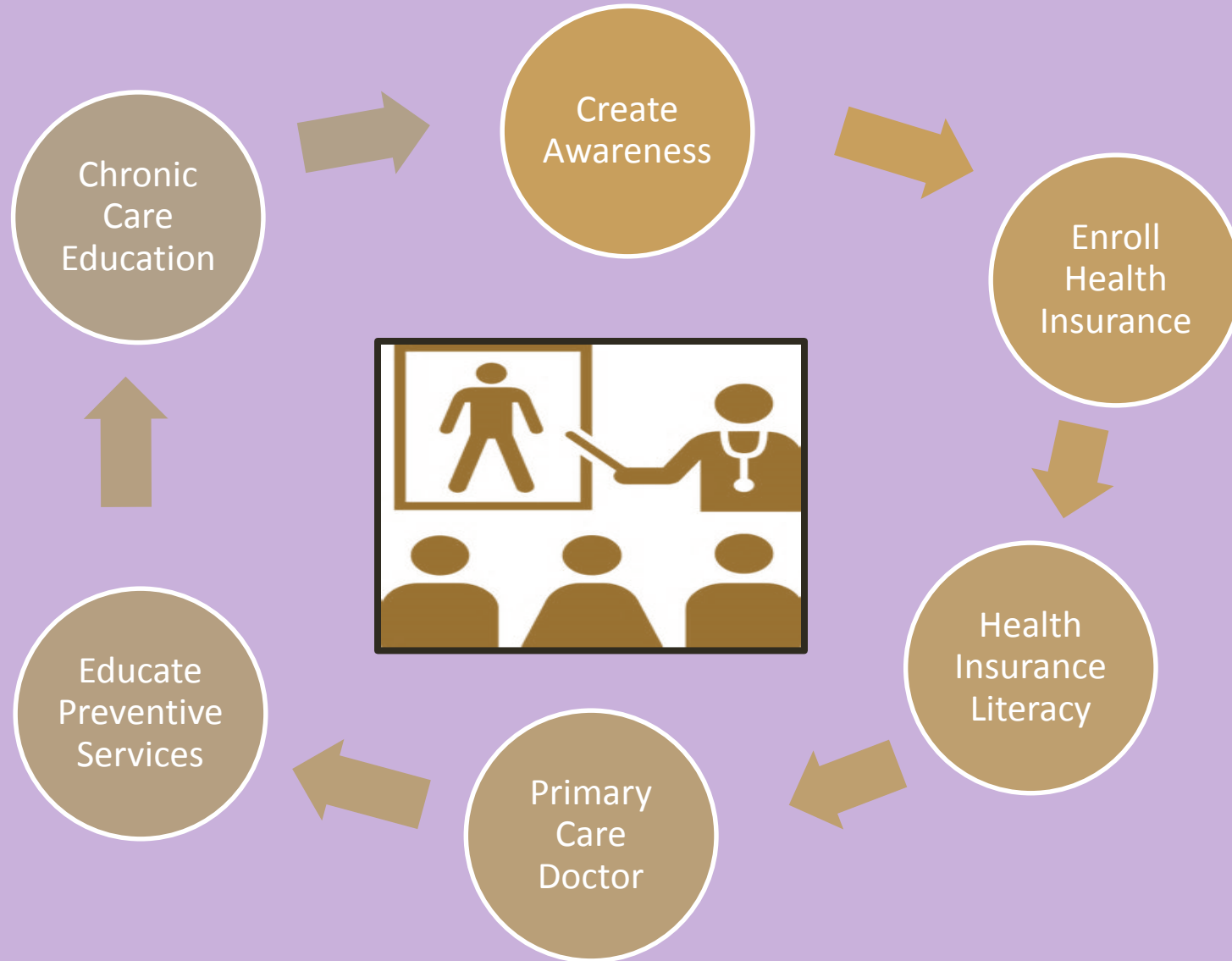
**Indiana Navigator - (1) 8 Hour Day**

# Navigator Training

Initial Training Certification	Training Length	Methods of Training	Testing	Annual CEU Requirements
CMS Navigator	14 Modules 20 – 25 Hours	Online	Quiz after each module  80% or greater to move forward	2 CMS Modules
Indiana Health Navigator	8 Hours	Online/LMS or Onsite (ASPIN)	Proctored exam at Ivy Tech Community College  70% to pass	2 Hours (CEU)
Community Health Worker	3-Full Day Trainings	Onsite (ASPIN) or state approved training organization	On-line open book test with 35 multiple choice questions and 2 essay questions  80% of total to pass	14 Hours (CEU)

\*Training can be waived if applicant is currently certified and in good standing with the certifying agency. Written documentation of certification is required.

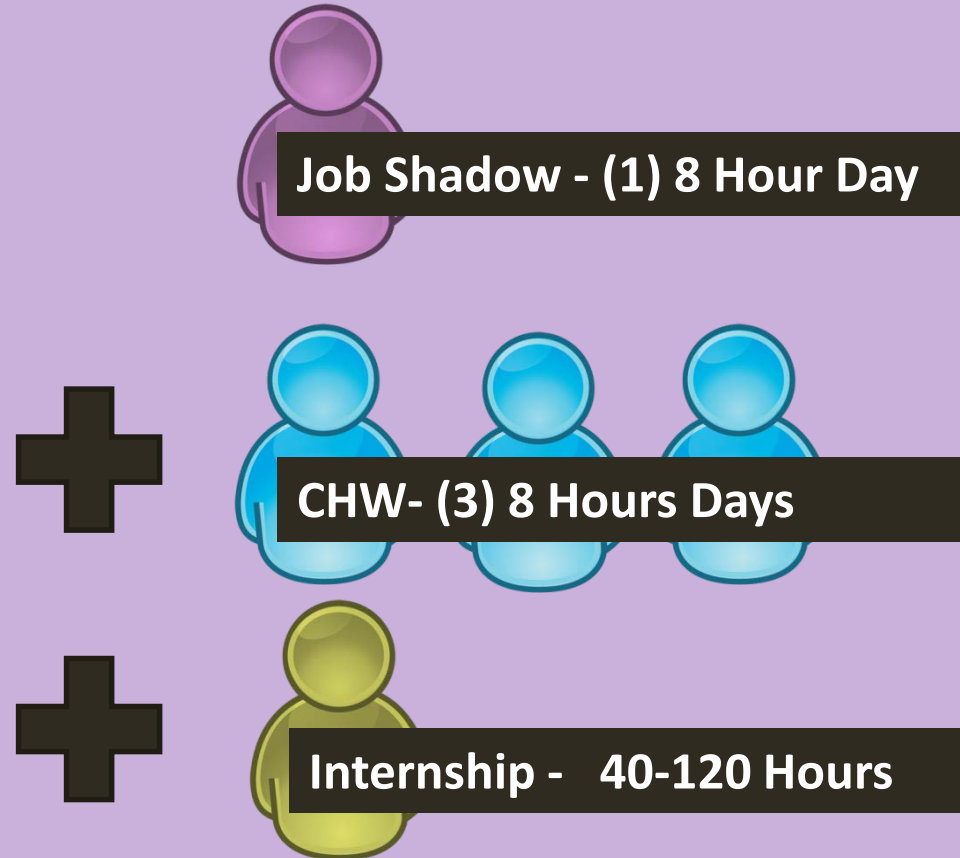
# CHW/Navigator Enrollment Model



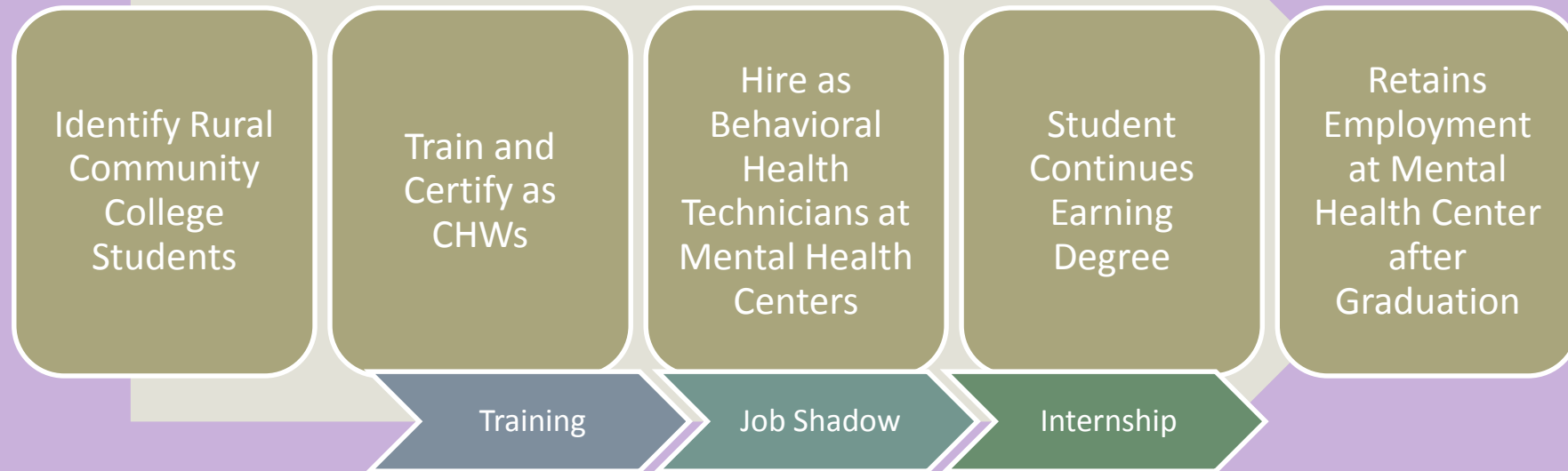


# 4. CHW Recruitment Pipeline

ASPIN Recruitment & Retention Consortium

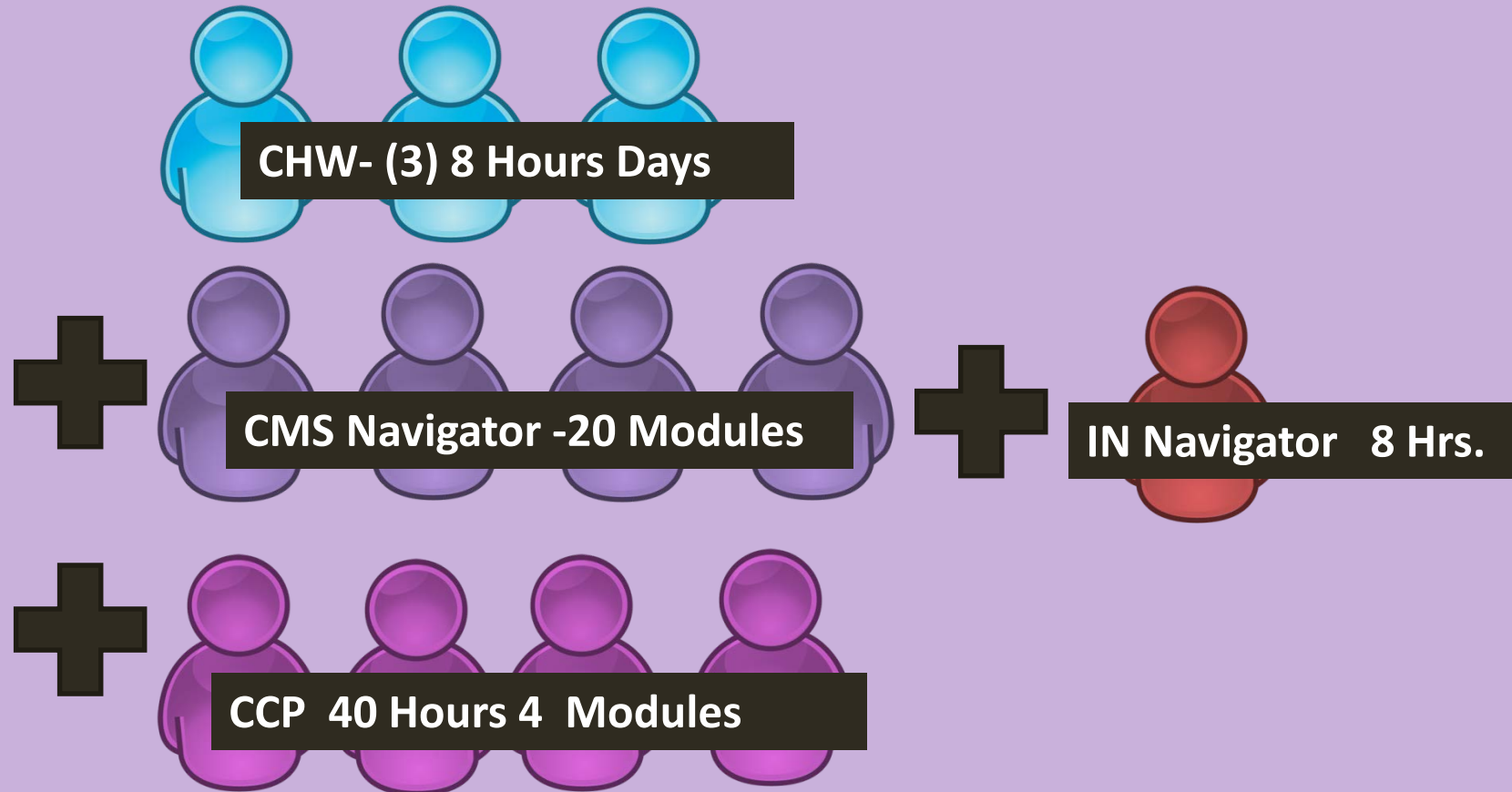


# ASPIN Recruitment & Retention Consortium: Behavioral Health Technician Recruitment



# 5. CHW/Navigator & Chronic Care Professional Certification

## ASPIN Health Improvement Program 2.0



# Chronic Care Professional Certification

- Modules work with interactive online learning activities build new skills in four core competencies: population health improvement, 25 chronic conditions, lifestyle management, and health coaching.
- Supported by the World Health Organization, Institute of Medicine
- Any professional working in the health care or health care-related field is eligible for CCP certification.
- Also recommended for non-clinical team members such as community health educators, program leaders, or consultants who support health and chronic care improvement.

# CCP Core Competencies

Four core competencies:

- 1.) Population Health Improvement
- 2.) Chronic Conditions
- 3.) Lifestyle Management
- 4.) Health Coaching.

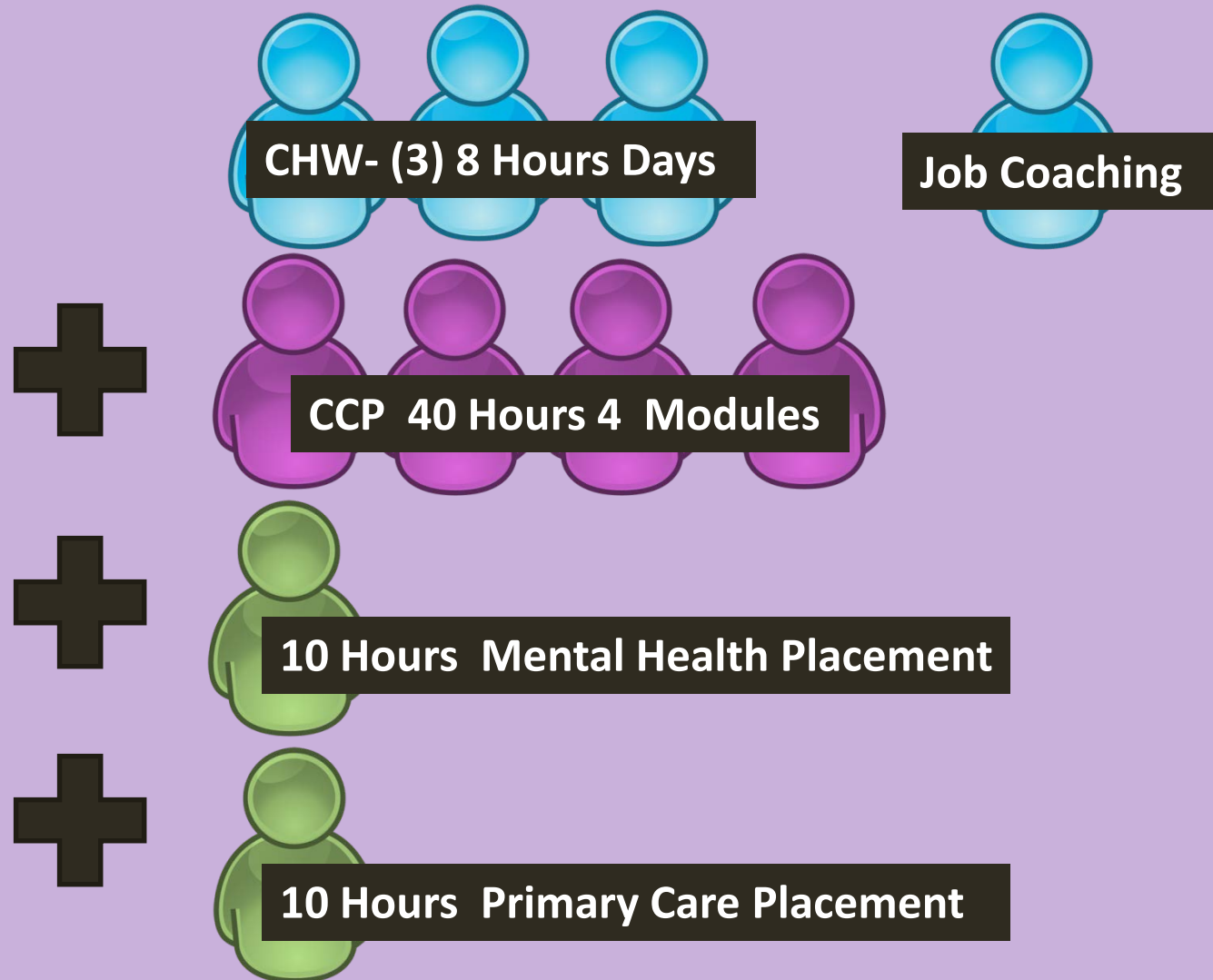
# CHW + Chronic Care Certification Curriculum

Module 1: Population Health Improvement	Module 2: Chronic Diseases	Module 3: Lifestyle Management	Module 4: Health Coaching
The New Health Care Environment	The Big Five Chronic Conditions	Diet & Nutrition	Behavior Change Theory, Science & Practice Applications
Assessing & Improving Health Care Quality	Key Chronic Conditions	Weight Management & Bariatric Surgery	Behavior Change Theory, Science & Practice Applications
Chronic Care Improvement	Issues of Late-Life	Fitness, Physical Activity & Mind/Body Health	MI Health Coaching Patient Challenges
		Stress Management/	MI Individual & Team Skill-Building Activities
		Tobacco Cessation	

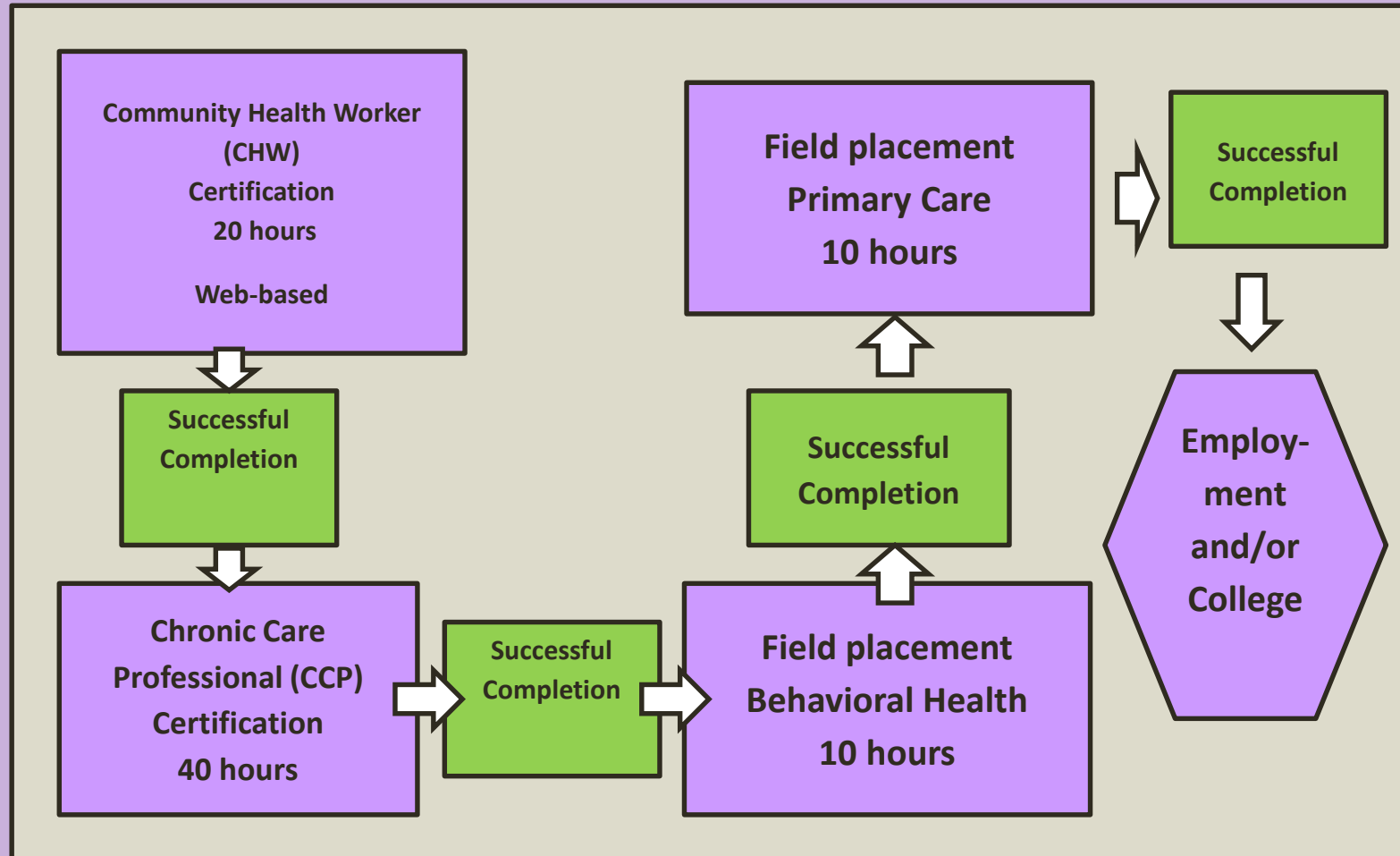
# 6. CHW & Chronic Care Professional Certification

ASPIN Community Chronic Care Education Program Training

Behavioral Health Workforce Education Training



# ACCCEPT Flow Chart







# Contact Information

**Kathy Cook, CEO/President**  
**ASPIN**

**8440 Woodfield Crossing Blvd. Suite 460**  
**Indianapolis, IN 46240**

**[kcook@aspin.org](mailto:kcook@aspin.org)**

**317-471-1890**

**[www.aspin.org](http://www.aspin.org)**

# Acknowledgements and Disclaimers

- **CMS Cooperative Agreement:** The ASPIN Health Navigator Project is supported by Funding Opportunity Number CA-NAV-14-002 from the U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services. The contents of oral, written, and electronic communications are solely the responsibility of the authors and do not necessarily represent the official views of HHS or any of its agencies unless cited otherwise.
- **HRSA Rural Health Network Development:** This project is/was supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number D06RH28032 Rural Health Network Development for \$900,000. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.”
- **HRSA Rural Health Outreach:** This project is/was supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number D04RH28392, Rural Health Care Services Outreach Grant Program for the amount of \$600,000. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.
- **HRSA Allied Health Training:** “The ASPIN Recruitment and Retention Consortium is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS), under grant number G04RH28692- Rural Network Allied Health Training Program for \$596,644.00 for a three year period. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.”
- **Behavioral Health Workforce Education And Training (BHWET)** “The ASPIN Community Chronic Care Education Program Training project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number M01HP31262-01-00 for \$1,200,000 for a four year period. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.”



# MENTAL HEALTH AMERICA OF INDIANA

MANDY RUSH, MENTAL HEALTH AMERICA OF INDIANA





# INDIANA COMMUNITY HEALTH WORKERS ASSOCIATION (INCHWA)

MARGARITA HART, PRESIDENT OF INCHWA





# Indiana Community Health Workers Association Inc.

A NON-PROFIT WORKFORCE ASSOCIATION





# Core Roles (Competencies)

## *Aligned with National Standards*

- ▶ Cultural mediation among individuals, communities, and health and social service systems
- ▶ Providing coaching and social support
- ▶ Providing culturally-appropriate health education and information
- ▶ Care coordination, case management, and system navigation
- ▶ Providing direct services
- ▶ Building individual and community capacity
- ▶ Advocating for individuals and communities
- ▶ Implementing individual and community assessments
- ▶ Conducting outreach
- ▶ Participating in evaluation and research



# Cultural mediation among individuals, communities, and health and social service systems

## Learning Outcomes for Role #1:

- ▶ Demonstrate through role play or discussion how to bridge understanding and knowledge of health and social systems for individuals
- ▶ Identify ways to assist the community in helping individuals of diverse cultures
- ▶ Demonstrate through role play or discussion how to inform health and social systems regarding cultural paradigms of their clients by use of registers, cultural beliefs, etc.
- ▶ Demonstrate through role play or discussion how to broker equitable delivery of care (i.e. appropriate educational materials, cultural advantages that will allow for greatest opportunity to receive quality care)
- ▶ Define and apply cultural humility and transference of power
- ▶ Demonstrate through role play or discussion how to apply the LEARN model



# Providing coaching and social support

## Learning Outcomes for Role #2:

- ▶ Identify and apply strategies to assist clients in setting health-related goals Identify ways to assist the community in helping individuals of diverse cultures
- ▶ Demonstrate through role play or discussion motivational interviewing to support clients in reducing health-risk behaviors
- ▶ Given a scenario, understand how to help a client find social supports
- ▶ Demonstrate through role play or discussion the CHW Scope of Practice when coaching clients and at what point to refer clients to counseling services outside of scope Define and apply cultural humility and transference of power
- ▶ Define self-care and identify ways of practicing self-care



# Providing culturally-appropriate health education and information

## Learning Outcomes for Role #3:

- ▶ Identify strategies for providing information in ways that your clients and community will understand and accept
- ▶ Identify different techniques for delivering health education to different audiences including 1:1, families, different types of groups, and in large presentations
- ▶ Identify how the cultural contexts of clients- values, customs, sexual orientation, etc.- might influence the delivery and context of health education
- ▶ Identify ways to connect with resources when interacting within an unfamiliar cultural context to understand how these unfamiliar values, customs, sexual orientation, etc. might influence the delivery and context of health education



# Providing culturally-appropriate health education and information

## Learning Outcomes:for Role #3:

- ▶ Teach within CHW Scope of Practice and specialty certifications
- ▶ Define chronic disease, factors that contribute to chronic disease development and progression, and identify strategies for directing clients to make healthy choices including following the directions of their clinical team
- ▶ Demonstrate through role play or discussion the CHW Scope of Practice as it relates to chronic disease management and how to apply client-centered concepts and skills
- ▶ Define trauma, types of traumatic events, PTSD, and traumatic responses
- ▶ Define Adverse Childhood Experiences (ACEs) and explain their effect on health
- ▶ Demonstrate through role play or discussion how to deliver trauma-informed care
- ▶ Define types of learners and know strategies for engaging each type



# Care coordination, case management, and system navigation

## Learning Outcomes:for Role #4:

- ▶ Demonstrate through role play or discussion how to enhance access to services
- ▶ Define client/patient-centered care and identify strategies for delivering client/patient-centered care
- ▶ Demonstrate through role play or discussion how to assist clients in navigating health and social systems
- ▶ Define the healthcare system, identify the different payers of healthcare, and define the Federal Poverty Level (FPL)
- ▶ Define care management, stages of care management, and concepts of care management , types of traumatic events, PTSD, and traumatic responses
- ▶ Define social determinants of health
- ▶ Identify follow-up strategies to ensure clients get the services they need
- ▶ Demonstrate through role play or discussion how to help clients stay on target for their health goals and treatment plans
- ▶ Given a scenario, identify barriers that prevent clients from accessing care, proper nutrition, and making overall healthy choices



# Providing direct services

## Learning Outcomes:for Role #5:

- ▶ Define community health worker and understand the history of CHWs
- ▶ Define and embody characteristics vital to perform CHW work successfully
- ▶ Define the CHW Scope of Practice, core roles, and skills
- ▶ Identify existing CHW organizations, resources to support CHW work, and the five models of care
- ▶ Identify the three core functions and the Triple Aim of Public Health
- ▶ Demonstrate through role play or discussion how to apply the CHW Code of Ethics and the framework for ethical decision-making
- ▶ Demonstrate through role play or discussion how to provide direct care via services CHWs are trained and qualified to provide
- ▶ Demonstrate through role play or discussion how to assist clients in addressing gaps in social determinants of health
- ▶ Identify referral strategies to ensure clients get the services they need
- ▶ Define and apply the concepts of HIPPA, confidentiality, and informed consent
- ▶ Demonstrate through role play or discussion how to function as part of a multi-disciplinary team
- ▶ Define sources of conflict, conflict styles, and apply de-escalation and conflict resolution strategies



# Building individual and community capacity

## Learning Outcomes:for Role #6:

- ▶ Demonstrate through role play or discussion how to support *clients*, utilizing power within, in developing skills and confidence to promote and advocate for their own health and well-being
- ▶ Demonstrate through role play or discussion how to support *communities*, utilizing power within, in developing skills and confidence to promote and advocate for community health and well-being
- ▶ Define the Community Action Model
- ▶ Demonstrate through role play or discussion how to apply strategies to engage clients support systems for better outcomes
- ▶ Demonstrate through role play or discussion the ability to work with and mobilize groups and community networks to build the capacity to speak out and take action in their own lives and communities
- ▶ Define the Socio-ecological Model and how it impacts health of the individual and community
- ▶ Identify personal finance strategies to facilitate clients obtaining financial health



# Advocating for individuals and communities

## Learning Outcomes:for Role #7:

- ▶ Demonstrate through role play or discussion how CHWs are agents of influence for policy change in their communities
- ▶ Demonstrate through role play or discussion how to educate communities to understand the individual needs of vulnerable populations
- ▶ Identify ways CHWs can speak out on behalf of clients and their community within their local communities
- ▶ Demonstrate through role play or discussion how to ensure clients are treated respectfully and are given access to basic resources
- ▶ Define self-disclosure and demonstrate appropriate boundaries when serving clients, communities, and organizations



# Implementing individual and community assessments

## Learning Outcomes:for Role #8:

- ▶ Utilize Stages of Change Theory to identify where a client is in terms of their own process of behavior change
- ▶ Demonstrate through role play or discussion how to prepare for home visits by developing strategies for obtaining client's goals for the visit, how you will observe the home environment, and how you will preserve your client's privacy and your safety during the home visit
- ▶ Identify and apply strategies for risk and harm reduction
- ▶ Demonstrate through role play or discussion how to support and facilitate diverse leadership within the community
- ▶ Demonstrate through role play or discussion how to facilitate opportunities for the community to identify issues of concern, design research, and develop their own action plans
- ▶ Identify strategies to determine individual, neighborhood, and community assets



# Conducting outreach

## Learning Outcomes:for Role #9:

- ▶ Define health inequalities within your community
- ▶ Identify ways to engage at-risk populations within your community
- ▶ Demonstrate through role play or discussion how different systems- transportation, education, food, work, etc.- can be addressed to improve health
- ▶ Identify ways to increase awareness of resources in the community for those that are unaware

# Participating in evaluation and research

## Learning Outcomes:for Role #10:

- ▶ Identify reasons why CHW participation in evaluation and research is important
- ▶ Demonstrate through role play or discussion the importance of collecting data and how data can be utilized to inform advocacy efforts
- ▶ Identify the CHW's role in supporting ethical community fact-finding and research
- ▶ Identify and explain different types of research that can help identify changes needed in the community



# Certified Vendor Review

## Step 1- 8 Point Eligibility

- ▶ There is an “on-ramp” for higher education offered to students.
- ▶ There is a process in place for “grandfathering” existing CHWs.
- ▶ There is a process for continued education in place by vendor or through their partners.
- ▶ Vendor has experience delivering successful training to students.
- ▶ There is a process for screening students to ensure they exhibit the characteristics of a successful CHW.
- ▶ There is interactive learning during the course.
- ▶ There are clear standards for testing students’ knowledge of the material.
- ▶ CHW curriculum stays within the CHW Scope of Practice.

# Certified Vendor Review

## Step 2 – Curriculum Review

- ▶ Submit Curriculum and Text
- ▶ Complete Scoring Matrix
- ▶ Demonstrate on the matrix how each learning outcome will be met by training.



# The Review Process

1. Submit for Approval to Submit (Step 1)
2. Vendor is invited to submit
3. Vendor sends in packer for Curriculum Review (Step 2)
4. Two Review Teams review Curriculum (10 People)
5. Feedback and grading is submitted to Education Chair for final review before being sent to the Board of Directors.
6. Board of Directors reviews feedback and approves training vendor.

# Roles Assumed by Certified CHWs in Indiana

- Certified by INCHWA-approved vendor since March 1, 2017
- 150 individuals applied for training
- 100 individuals qualified for training as they were verified to embody the characteristics of successful CHWs
- 99 students successfully completed training and passed their certification exam
- 93 students obtained employment
- 3 students pursued self-employment delivering CHW services



# Roles Assumed by Certified CHWs in Indiana

- Listening Tour surveys administered in 2016

128 participants who functioned within the Core Roles of a CHW

- They worked under 99 different job titles with the terms Outreach, Coordinator, Health, Community, CHW, and Navigator appearing most often within their titles.
- They most frequently served the uninsured, underserved, low-income, elderly, Hispanic, and homeless populations.
- Of these CHWs, 91% were paid employees, 13% were volunteers, and 2% were both paid and volunteered their time as a CHW.



# **TRAINING CONSIDERATIONS: TECHNICAL CERTIFICATE REQUIREMENTS**

MARY ANNE SLOAN, IVY TECH COMMUNITY COLLEGE





# REQUIREMENTS FOR EDUCATIONAL PROGRAM TO QUALIFY FOR FINANCIAL AID

- **Certificates are not financial aid eligible unless over 15 credit hours.**
- **Ivy Tech Community College: Current breakdown of credit hours per classification below.**
  - **Certificates: 16-29 Credit Hours**
  - **Technical Certificates: 30-45 Credit Hours**
  - **Associate-level (AAS, AA, AS, AFA, AGS, etc.): 60+ Credit Hours**



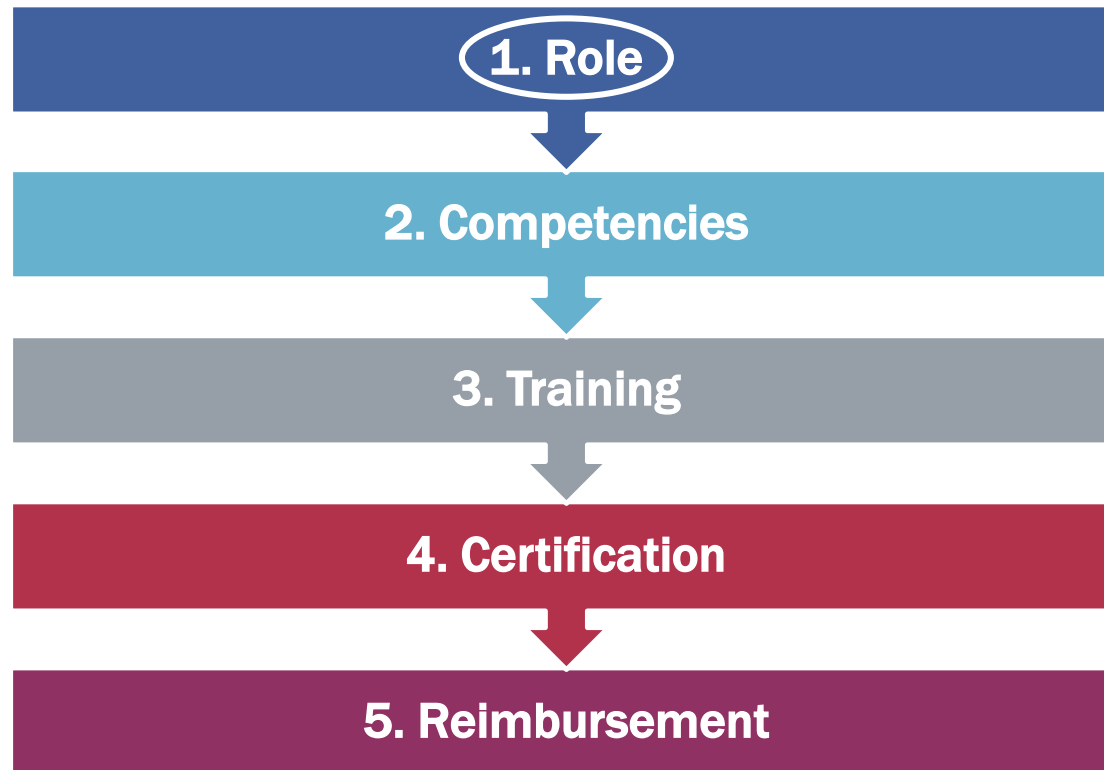
## **NEXT STEPS**

**CHAIR: JUDY HASSELKUS, INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT**

**CO-CHAIR: LAURA HEINRICH, INDIANA STATE DEPARTMENT OF HEALTH**



# WORK PLAN: NEXT STEPS



## NEXT MEETING

### Next Meeting Details:

- TBD

**For any questions or concerns, please contact the Bowen Center at:**

**[bowenctr@iu.edu](mailto:bowenctr@iu.edu)**

**(317) 278-0316**