## **State Health Policy**



## **2014 FAILED STATE BILLS:**

## COMMUNITY HEALTH WORKER (CHW) TRAINING/CERTIFICATION STANDARDS

STATE	BILL No.	SUMMARY	STATUS/NOTES
FL	CS/SB 306	The bill created a CHW Task Force, organized by the Department of Health, to create	Died in Education
		recommendations for engaging CHWs in health care, Medicaid, and navigator programs, and for	Committee—5/14.
		licensing and certifying CHWs through established standards.	
MS	HB 1236	The bill prohibited all state-licensed health care practitioners from supervising a CHW who is	Died on calendar—2/14.
		compensated with state or federal funds. No agency or department may license, certify, or	
		credential CHWs who are employees of any state agency or department.	
NE	LR 587	The bill created an interim study to create a sustainable CHW workforce in Nebraska. The study was	Died in Health and
		to include current efforts to educate and train CHWs, programs in other states using CHWs in	Human Services
		underserved areas, and ways to engage the university system and local health departments in the	Committee—4/14.
		training and education process.	
OK	SB 1535	The bill, titled the Community Health Worker Certification Act, directed the Board of Nursing to	Died in Health and
		establish a pilot program through December 31, 2016 to certify CHWs. The Board was tasked with	Human Services
		developing criteria for certification, such as minimum age, education level, and training	Committee—2/14.
		requirements, and core competencies for CHWs, which include communication, interpersonal skills,	
		service coordination, and cultural competence. The bill also created a Community Health Worker	
		Advisory Committee to advise the Board on CHW certification standards.	
UT	SB 66	The bill directed the Department of Health to certify individuals who met specified criteria as	Died in Senate—3/14.
		certified CHWs. The Department of Health was required to create requirements to certify CHWs,	
		including that the individual have basic knowledge of health care principals and systems, basic	
		fluency in the community's primary language, and basic cultural competencies.	

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