

COVID-19 COMMUNITY HEALTH EDUCATION FELLOWS (CHEFs)

2020

August 17

Health Equity Response Task Force, Public Health
Education Subcommittee in collaboration with
the Mayor's Office of Education

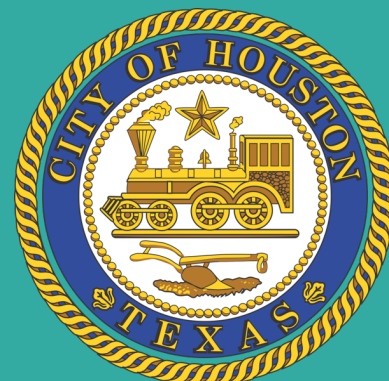


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Acknowledgements

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Community Health Fellowship Program

In July of 2020, the City of Houston, Mayor's Office of Education, in partnership with JP Morgan Chase, launched the COVID-19 Community Health Education Fellowship (CHEF) Program. The fellowship aimed to attract individuals from Houston's Complete Communities and other areas hardest hit by COVID-19 and prepare them to address the urgent need of the COVID-19 pandemic. The program recruited opportunity youth (ages 18-30) who would most benefit from the financial support, including stipends, paid training, and paid externship. Like the Tapia-Turner Healthcare Scholars Program (TTHS) and Hire Houston Youth Healthcare Scholars initiative, this fellowship is characterized by experiential learning, immersion, and a certification process.

The Mayor's Office of Education recognizes the value of accessible and relevant health education in neighborhoods and envision this program will equip young individuals to better understand the needs of vulnerable communities. The CHEF program was designed to empower students to explore public healthcare through a three-week training program and a contact tracer course in which they would earn community health worker and contact tracer certifications. After successfully completing the coursework, CHEFs would participate in a seven-week paid externship program at the City of Houston. This externship would serve as their practicum. Incentives to apply to the fellowship included a stipend of \$500, a COVID 19 Contact Tracer Certification Program, a Community Health Worker Certification provided by Houston Community College (HCC), and the opportunity to be hired by the City of Houston through an externship.

The CHEFs promote public health education team by delivering valuable information, training, resources, and support to Houston communities. They have served as health liaisons between the City of Houston and the community by facilitating access to services and improving the quality and cultural competence of delivery. CHEFs have been working at the City of Houston with the Mayor's Health Equity Response Task Force and Mayor's Office of Education. Their roles and responsibilities have been varied, and have involved research and analysis, data analytics and reports, supporting the HER Task Force subcommittees, conducting infection prevention and control guidance, supporting call centers, and developing community health education strategies.

CHEFs are frontline public health workers who have a close understanding of the community they serve. This trusting relationship enables them to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. CHEFs will continue working with communities, neighborhoods, and faith-based institutions to gather information to contribute to tailored public health education and wrap-around services that inform through a wide array of communication alternatives ranging from tele-town halls to social media posts.

Executive Summary

The Mayor's Office of Education (MOE) received 492 applications from young people across Houston who wanted to join the first cohort of the Community Health Education Fellows (CHEF) program. The MOE saw and acted upon an opportunity to use the application process to gather a rich data set on the impact COVID-19 had on the CHEF applicants and their families. This report provides details on the five major needs faced by underserved communities and racial minorities including income loss, food insecurity, school closures, and lack of accessibility to information. The report also presents community solutions from the perspective of the city's young people and introduces the first cohort of CHEFs and their experiences thus far.

Methodology

The CHEF program applications provided information on applicants which included demographics, school and employment data, and impact of the pandemic on the lives of the applicants. The provided demographic information included the zip codes and council districts where applicants resided, their birthdates, ages, race/ethnicities, and the languages that the applicants spoke. Additionally, completed applications contained school and employment data including the high school the applicants attended, if applicants were enrolled in HCC, if they were employed, if they were currently taking classes, the certifications that the applicants had obtained, and their future education and career plans. The MOE also collected household data including estimated household income, the number of individuals in a household, and if participants had a need for childcare. Finally the applicants were asked to discuss how their communities have been impacted by the COVID-19 crisis, and what resources were and, in many cases, are still needed in order for their communities to confront the COVID-19 crisis.

Coding System

The MOE interns and fellows created a coding system to analyze qualitative responses and report on the most pressing community needs experienced by the applicants during the COVID 19 pandemic. After reading the applications the MOE team decided to focus the data analysis on the following two questions from the CHEF applications:

1. *How has your community been impacted by the COVID-19 crisis and closures of schools, jobs, etc.?*
2. *What support, resources or information does your community need to confront the COVID-19 crisis?*

Insight on Community Challenges

These two questions provided insight on what challenges communities were facing during the COVID 19 pandemic and how the MOE can help young people address those challenges. The applicant's responses helped the MOE create 19 categories based on the most commonly mentioned issues and challenges. The categories are listed here in order of most mentioned to least mentioned on application responses:

1. Job resources/Income insecurity,
2. School closures/youth activities/educational resources for children
3. Info about COVID (prevention, risks, etc.)
4. Food Insecurity
5. Personal job or income loss
6. Lack of PPE/Hygiene Products
7. Business Closures
8. COVID-19 Testing
9. Mental Health Support
10. Child Care Support
11. Public Health Advocates
12. Lack of community interaction
13. Free clinics/healthcare/medicine
14. Technology
15. Additional Financial Aid for Students
16. Housing and Rent Assistance
17. Resources for Non-English speakers and Undocumented People
18. Increase Crime/Abuse
19. COVID-19 deaths

Calculations

The MOE interns, along with the help of representatives from the Institute of Engagement, coded and curated the responses from the 492 applications received, into the 19 issue categories listed above. To summarize the responses, a "1" was added to the corresponding category every time the need was stated on an application. They then totaled the amount of 1's to find the total/492, to get a percentage to see the areas that the CHEFs perceived was lacking in their communities to confront the COVID-19 crisis and what areas were impacted mostly due to COVID-19.

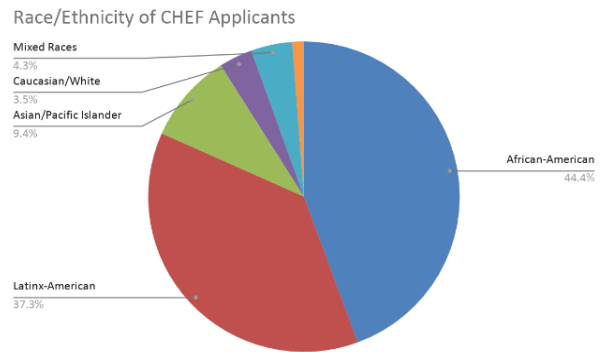
Limitations

There are some limitations to the data obtained from the CHEF program application. The application was only open to individuals from 18-38 years of age and did not gather data from individuals outside of this age range. Moreover, 492 is a small sample size that represents minimal glimpse of the City of Houston residents, which has a population of 2.236 million (2020). The data present also comes from individuals seeking a fellowship for professional development or income assistance.

COVID-19 Community Impact

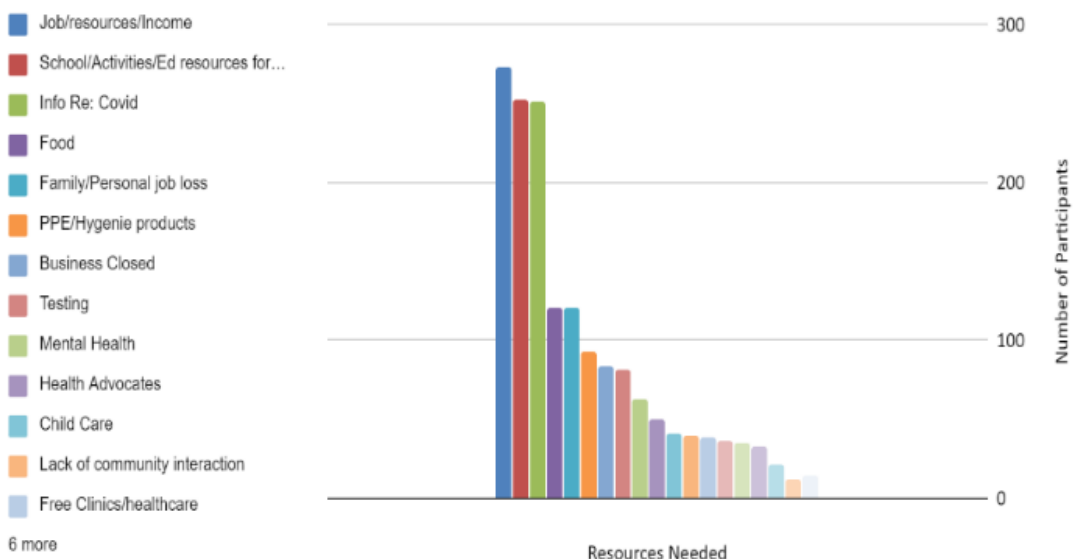
CHEF Applications Dataset

In June of 2020, The CHEF program received 492 applicants from the City of Houston ages of 18-38. Approximately 30% of the applicants were from the Complete Communities which includes Acres Homes, Alief, Westwood, Fort Bend Houston, Gulfton, Kashmere Gardens, Magnolia Park, Near Northside, Second Ward, Sunnyside, and Third Ward. The applicants were selected by different criteria including demographics, interest in public service, strong interpersonal skills, and expertise in the medical field and community outreach. The applications also serve to gather data on the impact of COVID-19 in the City of Houston. All applicants were asked to state the challenges COVID-19 presented to their communities and to list the resources needed to confront the pandemic.



The CHEF application dataset found five major areas of concern in Houston communities: job resources and income loss, school activities and resources for children, information about COVID-19, food insecurity, and personal/family job loss. Here, 55% of the 492 cohort applicants noted that job resources and income loss were an issue in their communities, 51% found that school activities and resources for children were impacted by the pandemic, 50.6% determined that information about COVID-19 was needed in their communities, 24.4% noted increases in food insecurity needs, and 24% were impacted by personal or familial job loss.

CHEF Perceived Resources Needed for Their Communities



Income and Job Loss

When asked about the impact of COVID-19 in their communities, 24% of applicants reported that they or a family member faced income and job loss because of the pandemic, totaling to 119 students. More than half of respondents reported a need for income assistance and job opportunities in their communities due to COVID-19 closures and decreases in work hours. A student of a family of six living in the Northline/Northside area said, “We need financial help, jobs are closed but bills keep coming, there are still mouths to feed.” An applicant from the El Dorado/Oates Prairie experiencing income and job loss noted that they were, “... the only person in (their) family with a job.” The applicant also stated, “a large sum of my family is benefiting from the food drives nearby but getting access to unemployment benefits was a hassle due to the help lines always being busy.” Other college students hoping to participate in summer internships during the spring or summer faced similar cancellations, and a Briar Forest college student was unable to complete their academic research. An applicant from the Greenspoint area lost their on-campus job after their university began to implement remote classes.

School Closures

School closures impacted students from grades K-12 as well as college and university students. As of June of 2020, applicants noted that the transition from in-person courses to online classes highlighted the disparities and challenges students experienced as a result of the pandemic, with 253 (51%) of applicants identifying school closures as an important issue, and 36 (7.3%) noting technology as an issue during the pandemic.

Applicants stressed the importance of developing activities and strategies to engage students while also considering the importance of addressing issues that would prevent access to academic resources. An applicant from Sharpstown shared that they “...shared a laptop with (their) siblings just to do (their) schoolwork.” Another applicant from the Belfort area expressed their dependence on in-person schooling to receive free access to the internet and “...access to complete homework assignments.”

Inaccessibility to COVID-19 Information

To address the barriers communities faced as a result COVID-19, 50.6% of applicants noted that their communities lacked adequate and uniform information about COVID and 10.1% of applicant responses identified health advocacy and representation as areas of need in their communities. Additionally, 4.1% of applicants expressed a need for multilingual access to COVID-19 information for members of their communities. In their written responses, applicants suggested creating a website or application that would help answer questions community members may have. One student from District C suggested creating a website or application that would serve as an information hub for Houstonians that would “...provide food services, testing, virtual connections should be made readily available to every member of the community.” When describing the needs of Houston communities, applicants also noted the need for multilingual translations, observing that while some information was translated to Spanish or French, “...information is not available in other languages like Swahili, Indigenous languages, Nigerian languages, and others.”

Food Insecurity

Food insecurity was the top fourth concern mentioned by the CHEF applicants, with 24% of applicants stating that people in their community did not have proper access to food due to job loss or work hours being reduced. From the applicants who mentioned food insecurity as a challenge in their community over 50% came from low-income households with an annual income of \$50,000 or lower and 20% came from households with an annual income of \$50,000 - \$70,000. In addition, Asian American respondents (28%) were more likely than any other racial group to state food insecurity as a community need, followed by African Americans (25%) and Latinx Americans (24%). White respondents were least likely to mention food insecurity as a challenge at 12%.

Some applicants shared that their communities were aware of food resources but had trouble accessing them due to distance, not knowing how to find the resources, or not knowing how to apply. An applicant from Northside/Northline mentioned, “We need financial help, jobs are closed but bills keep coming, there are still mouths to feed. There are places that give out food but not everyone knows where they are.” Others were aware of food resources in the community but not sure who exactly needed them for example one applicant from Gulfton (zip code 77081) said, “My own neighbors were having a hard time buying food for their families, and the saddest part is we wouldn't have known of their situation if I hadn't visited their house and them being hesitant to offer me food. Thankfully, my father still had his job, so he could buy us food and we were able to help them a little.”

Other Community Needs and Challenges

Applicants also mentioned other challenges faced by their community including the need for masks and cleaning supplies (19%), testing sites (16.5%), mental health support (13%), and health insurance/free clinics/affordable medicine (8%). One applicant said their community needed access to more and better personal protective equipment, “important equipment such as masks and gloves were severely out of stock, many members of my community had to make their own masks or wear other pieces of clothing to cover their faces.” Another applicant shared that communities need more free testing and said, “I know some people were being denied testing and were told to just self-quarantine however that is an insufficient solution.” Another applicant from South Acres/Crestmont Park mentioned needing closer testing centers for people who may be unable to drive to sites.

Childcare for families (8%) was also a stated need and some applicants shared how not having childcare impacted families financial stability. One applicant from Acres Home shared, “Many of the residents of the area I live in have either lost their job or abandoned it to help their kids learn from home due to schools closing. They struggle to find someone to look after them when they are away and many of them are single parents.”

Applicants also had concerns regarding business closures (17%), physical isolation (8%), and lack of technology (7%) and health information resources for non-English speakers and undocumented people (4%). One applicant called for information in languages like Swahili, Indigenous languages, and Nigerian languages and said, “speaking on behalf of my parents, sometimes they will sit and watch the news and guess what the news is about. From the little knowledge they have, they use it to pick up what they understand.” Another applicant mentioned the need for city officials to speak directly to undocumented communities and assure them that they can access resources and testing regardless of their legal status. She said, “when we think of economic aid programs, we should try to eliminate as many barriers as possible so folks that are low-income can have access to it. Everyone

regardless of economic, legal, or housing status should be able to access the resources they need in the middle of a pandemic.”

Other applicants reported the need for additional financial aid for college students (7%), and housing and rent assistance (7%). Some applicants mentioned an increase in crime in their neighborhoods (2%) and having family and community members passed away due to COVID-19 (3%). An applicant from Braes Oaks (zip code 77096) mentioned, “many have lost housing and are having to live with other family members. Some families don't or can't attain virus checks for their whole family.”

Addressing Needs by Racial Groups

African American applicants stated the main challenges they saw in their neighborhoods and communities were job loss and income insecurity (53%) and adapting to school closures (51%). Latinx American respondents stated that job loss and income security (61%) and obtaining information regarding COVID-19 (57%) were the main challenges in their communities. White applicants stated job loss and income insecurity (47%) and obtaining information regarding COVID-19 (47%) were top challenges. The Asian American respondents also listed obtaining information regarding COVID-19 (67%) and job loss and income insecurity (57%) as their top two concerns. In addition, some respondents reported that Asian American communities were subjected to racist verbal abuse and assaults. One of the applicants said, “I'd heard about so many cases on the news, but I was shocked to hear that my friend who works at a Chinese restaurant would receive calls daily telling her ‘your food is dirty’ or ‘go back to China’ or ‘stop serving bats.’”

Applicants across all racial backgrounds mentioned the need for trusted media sources regarding COVID-19 and many mentioned there was a lot of misinformation on social media platforms. The Latinx and Asian American applicants tended to state the need for information more frequently. In regards, to school closures, a little over half of the minority applicants stated that school closures and the transition to online classes had a big impact on their learning and activities compared to 29% of White applicants.

Community Solutions

The applicants and the community health fellows selected for the first cohort also presented valuable solutions on how to address the challenges brought upon the COVID-19 pandemic. Their applications provided ideas for community health programs and how to make them more accessible to underrepresented communities. They also provided suggestions on what information is still needed for Houston residents to access social services and stop the spread of COVID-19. They gave insights on communication strategies to increase awareness on city resources and COVID-19 prevention and provided details on how to craft an effective website. Below are the applicant's direct quotes on proposed community solutions.

Services and Programs

- **Mobile Testing Centers:** "We need the deployment of mobile testing centers to affected areas; and programs to help those with underlying health conditions receive their prescription."
- **Food Delivery:** "The creation of programs for the delivery of free/low-cost, fresh produce to households in need would mitigate risk of infection while meeting their essential needs. Through these home deliveries, information about the virus and best practices can also be transmitted."
- **Care Packages for the Elderly:** "Elders are at a higher risk of catching COVID-19 so delivering goods and medicine to them would be a useful resource. Another resource would be sending COVID-19 care packages. The care packages would include Lysol, Clorox wipes, mask, information about COVID-19 and etc."
- **Tutoring Program for Children:** "The importance of staying inside when possible is also hard for many of the kids in my community that don't have entertainment at home, which is why I think that implementing a tutoring program would be such a good thing to keep the kids safe and busy by having them stay home."
- **Law Enforcement Mask Distribution:** "I recently witnessed police handing out tickets to those in my community that were gathered in groups and not social distancing, but instead of having financial punishment in an already low-income area during a recession why not educate, distribute masks, and overall teach better practices."
- **Art for Mental Health:** "Finally, programs designed for safe exploration of art and relaxation would be helpful because stress levels have skyrocketed during this period."

Information Needed

- **On social services:** "Accessible communication of information such as the locations of testing sites, the number of confirmed cases in the zip code, businesses in the area that are still hiring, classes that teach people the importance of community building and community health, access to computers so that people can apply virtually to jobs, workshops on how to apply for rent relief or housing assistance, workshops on how to apply for food assistance and where to find food assistance is necessary."

- **Managing COVID-19 Infection:** “I think the community needs to be equipped with the knowledge of what to do when they or someone in their family is infected and how to care for the sick while protecting themselves at the same time.”
- **Immigrant Rights to Healthcare:** “The immigrant people have also been affected in my community by the COVID-19 crisis because they are afraid they might have the virus and are afraid they may not get the help they need and be deported instead.”
- **Covid-19 Cases:** The areas around town could benefit from up to date numbers on the spread of the virus. Are the numbers increasing in the area? If so, then the surrounding neighborhoods should be informed and instructed on what precautions they can take to stop the spread.
- **Free Covid-19 Testing:** “Not everyone in my community is insured or knows that COVID-19 testing can be free, and I see this as a huge problem. I believe the resources like these that already exist for the COVID-19 crisis need to be advertised more in general so no one gets left behind for any reason.”
- **Internet Resources:** “My community would benefit from awareness that there are companies that are donating wireless connection devices to help those that need access to the internet. This would be extremely beneficial if courses are declared to remain in online instruction for the fall semester.”

Communication Strategies

- **Need for Health Advocates:** Many applicant responses (10%) stated it is important to have trained community health workers to disperse health related messages and education in different languages. One applicant mentioned residents would be more comfortable receiving information about COVID-19 from someone from their own community. She said, “people will be more likely to not only accept the severity of the situation but also become more proactive against it. They will be more inclined to follow the proper health measures that should be taken and in turn better the current situation.” Another applicant mentioned having trained community health workers could help “disperse health related messages and education in different languages.”
- **Multilingual News Broadcasts:** “The city must make arrangements with news outlets from Houston (of all languages) to broadcast weekly updates on locations for testing, safety practices, and updates on the rates of infection.”
- **COVID-19 Mailings:** “Sending newsletters containing information regarding testing sites, unemployment, and other things relevant during this time should be distributed via mail. This would heavily decrease the information disparity between households with internet access and those without it.”
- **Door to Door Flyers:** “I think a door to door flyer with the essential information would be helpful such as testing sites and their hours (and which ones are free) and a phone number they can call for help or to answer questions.”
- **Social Media Neighborhood Pages:** “The public could be informed by using social media such as the NextDoor App, Facebook, Instagram etc. If we had the links to the area civic club pages or had access to the specific neighborhood pages on social media posts could also be made there.”

COVID-19 Website

- **Current COVID-19 Cases Information:** “I believe an important resource for my community to successfully confront COVID-19 is accurate, real-time information... It is very important that even with reopening, people are aware of the status of COVID in their communities. This can be done through a website or app that tracks positive cases in different communities so people can assess the threat level for themselves. The media has tendencies to exaggerate and present biased information, so it is necessary to have resources that are fact-based and accurate.”
- **Community Resources:** “Handling the pandemic requires the community to have access to knowledge on where to seek assistance. Websites that provide food services, testing, virtual connections should be made readily available to every member of the community. Virtual gatherings online among members of the community are also imperative in finding job opportunities for those experiencing layoffs due to the pandemic.”
- **Clarity regarding COVID-19 Prevention:** “Many people are still unsure about what we should be doing concerning COVID-19 and are not wearing protective equipment and do not comprehend why it is important. There is a mixed response from different sources on what precautions should be carried out. Some people are choosing to not carry out any precautions at all. While in some areas people still struggle to find equipment with ongoing shortages of disinfectant and sanitation supplies.”

Meet the First Cohort of CHEFs

The first cohort of CHEFs was composed of 19 individuals from diverse racial backgrounds, seven of which are from the Complete Communities including Acres Homes, Alief, Gulfton, Sunnyside, and Third Ward. Others were from Super Neighborhoods with high numbers of COVID-19 cases. The CHEFs came from different racial backgrounds, and 10 of them spoke various languages including Punjabi, Hindi, Moghamo, Swahili, Spanish, and Portuguese. The program targeted youth ages 18-30 and 16 of the CHEFs were under the age of 24 (**Appendix A and B** provides more CHEF participant details and demographics). As part of the fellowship, the CHEFs joined workstreams where they are helping to adapt and implement the CHEF curriculum, design the Health Equity Response (H.E.R) Taskforce Microsite, and assist with the logistics of the program. Below learn more about the CHEFs and the projects they have been working on.

Curriculum Workstream

The CHEFs reviewed the curriculum prepared by the University of Texas and provided suggestions on format, accessibility, and of the curriculum. The format suggestions included having more visual aids and graphics and providing multilingual translations of the curriculum. The curriculum also should include maps of testing centers and resources for Houston's communities. Accessibility of the curriculum was an important focus area for the CHEFs. They suggested adding a section for people with disabilities and lowering the reading level to make the information adaptable for communities that may use their children as language brokers. Finally, the CHEFs believed it was essential to include additional support for underrepresented communities who need mental health, food, and housing resources and personal protective equipment (PPE).

The additions needed in the curriculum included more specific information on how to prevent COVID-19 and take care of one's mental health during the pandemic. The curriculum needs directions on proper hygiene when leaving the house and recommended chemicals and preventative cleaning items for disinfecting. They also suggested adding information on support services for housing insecure people and essential workers who are at high risk of contracting the virus. Also mentioned that the curriculum should provide information tailored to individuals living in multigenerational households and provide tips on how to self-isolate in large family groups. Finally, they suggested more information on how to identify mental health challenges.

Microsite Workstream

The CHEFs also joined a workstream to help design the H.E.R. Taskforce Microsite. They are creating a Microsite prototype that will help web designers understand the goals and purpose of the site. They have researched important city and COVID-19 resources and are including them on the microsite prototype. They also were part of a focus group led by the Mayor's Office of Education to help design community needs surveys that will be part of the Microsite. They recognized the importance of collecting real-time information from surveys on the microsite. They suggested the surveys should be accessible to the visually impaired and to non-English speakers. They also thought it was essential for the survey to include free responses where community members could voice their concerns and a disclaimer that emphasizes that the information collected will remain confidential.

Conclusion

The Community Health Education Fellowship Program has provided important insights on the economic, social and health challenges brought upon the COVID-19 pandemic. The fellows of the program, or CHEFs, provide the essential public health education and community engagement needed to fight COVID-19 and other disasters. They are important public health advocates who can help the Mayor's Office understand the needs and challenges of underrepresented communities and jointly create equitable solutions. As one CHEF program applicant from the Greater 5th Ward stated, "We cannot address how to lessen the impact of COVID-19 within vulnerable communities without addressing the systemic oppressions that exist which exacerbate the impacts of this virus. Addressing these long-term needs of the community will take community building and work with the City of Houston to pass policies that fund the community."

Appendix A

Meet The First Cohort of CHEFs



AAYSHA ANSARI

Low-income neighborhoods need financial and social assistance and I wanted to help to re-structure my community. I have been working on a presentation for my town hall and creating a website. In my free time I enjoy watching shows and playing my guitar.



DEMETRICK BAKER

I applied for the CHEF program to do something worthwhile during the pandemic. I have been contacting different community centers to gain a broader perspective on what's known about COVID 19, gathering information on food/PPE drives, as well as organizing information for the curriculum. I love listening to music during my free time.



MARLEN BENITEZ

I wanted to learn to be a community health worker to help my community during this pandemic. I have been helping in this report, working on creating a survey that we can share throughout the City of Houston, and creating a town hall with Eligio Cisneros and Karina Grande for Acres Homes and Denver Harbor. I love going on different adventures with my husband and twins, doing martial arts, and reading.



JULIA BUI

I was interested in working with the Mayor’s Office of Education and eager to meet new people and make connections. I have been part of the microsite team, assisted in critiquing the CHEF curriculum, and researched resources for the Sunnyside community. During my free time, I like skateboarding, reading, and fashion! I also like playing with my cats and talking to friends about various topics since I love insightful debates.



ERICKA BRADLEY

I applied to the CHEF program to be able to help during this pandemic. Throughout the CHEF program I have been researching and learning more about the community I was assigned and participating in the CHEF work stream. During my free time, I love to spend time with friends and family, reading, traveling, and trying new activities.



ELIGIO CISNEROS

I wanted to be able to do my part in fight COVID-19. My mother has been the greatest inspiration in this endeavor as she currently works in MD Anderson as a patient educator. The projects that I have been working include creating a website prototype for the microsite team as well as working with Karina and Marlen in creating a town hall for Acres Homes & Denver Habor.



GRACE DANAS

I wanted to be part of this fellowship because I have the skills and attributes to be a key in finding a solution to end the first wave of COVID-19. In the CHEF program, I have been an advocate for the Pleasantville area and have worked on the curriculum workstream. During my free time, I enjoy spending time with my two dogs, and I aspire to become a veterinarian in the future.

Imri Davis

Growing up I was very involved whether it was sports, school organizations or helping neighbors mow their lawn. I was a well know young man, but going off to college I had lost a bit of touch in my community, I plan to regain and become open with my community by providing support to those in need, mentoring teenagers I know growing up and be a helping hand to the sick and elderly



KARINA GRANDE

I applied to CHEF program because it was an opportunity to be a liaison in the community, earn several types of certification, and grow my network! Through the CHEF program, I have been working on the Community Needs Survey, planning teletown halls, and finding resources for my community. For fun, I listen to music, cook, and I like to go outside. For CHEF fun, I like to virtually meet up with my co-collaborators.

ANGEL JOHNSON

I thought the CHEF program would be a great chance to help my community by sharing resources. I have been working on the curriculum team for the CHEF program. I like to spend time with my family and friends, going outside, trying out different foods, watching movies, and singing.



ANSEL JUAREZ

I wanted to address COVID-19 and have an opportunity to create meaningful change. I've been working on the Curriculum and CHEF workstream. In my free time, I listen to everything from Drake to my parent's Mexican music from the 80s. I also love playing video games and trying out new restaurants.



JEVANDEEP KAUR

I wanted to help make a change in my community. In the CHEF program I have been finding ways to distribute information and resources throughout schools and churches. In my free time, I sew, read, organize and run 200+ people events for fun. I like fixing problems and leading.



ALLISON MOORE

I was searching for an opportunity to gain new skills, work in a new environment and to face new challenges. For the CHEF program, I have been working to find ways to spread information quickly and efficiently in the Sunnyside community and ways to address the technology divide based on income. In my free time I listen to music, watch documentaries, and research.



FANESSE MUYAH

I wanted to help my community and make an impact. Throughout the CHEF program, I have been involved in the CHEF workstream. During my free time I participate with many volunteer organizations and help at the Houston Food Bank.



WENDY OLIVARES

I wanted to help in the fight against COVID-19 and save lives. As part of the CHEF program I have been working mainly on the curriculum work stream, finding ways to help my community, and implement a tele townhall. During my free time, I enjoy watching international film as well as watching docu-series on YouTube about mystery and crime.

ASHUNTI WILSON

I wanted to be able to impact my community. Throughout the CHEF program, I have been working on virtual methods to teach more about COVID-19 related issues. During my free time I love baking.



GUADALUPE RODRIGUEZ

I wanted to form part of my community by helping individuals who want to better themselves. I have been getting information about and for my community. During my free time, I like doing outdoor activities with my 1 year and teaching my child new things. Plenty of excising!



PENDEZA PASCAL

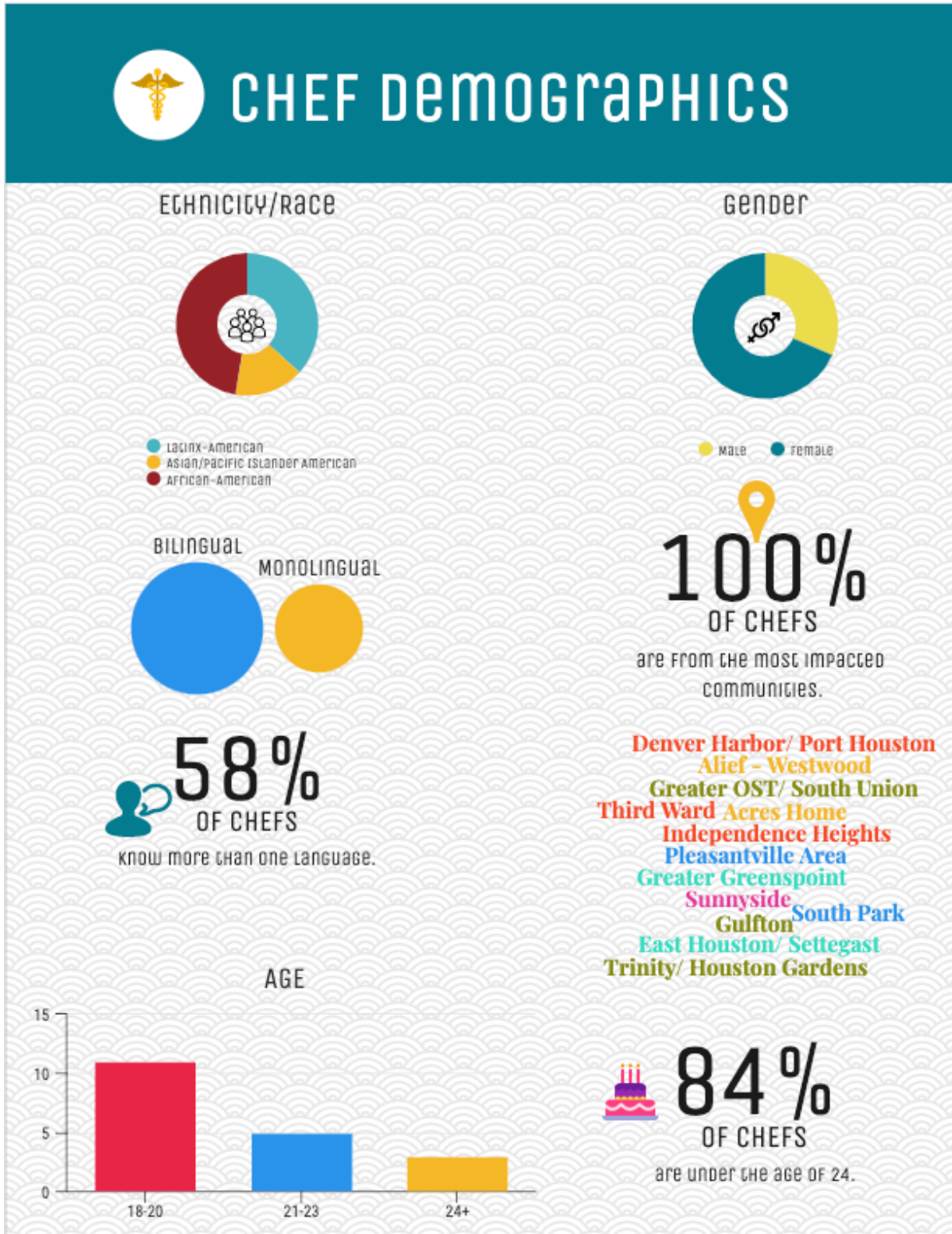
I am the kind of a person who enjoys serving others. I'm always eager to learn new things so better assist people. Currently, I listen to the news and collect information about COVID-19 so I can later share it with my community, which is mostly made of non-English speakers. I enjoy being a Swahili-English translator. In the CHEF program, I have been working on gathering information so I can later share it my community. During my free time, I often read inspirational books.



ROBIN THOMAS

I wanted to undergo an awesome experience and to learn what happens in City Hall. During the CHEF program, I have been able to collaborate with TSU Radio and youth madk'up and create power point presentations for my MSC. During my free time, I love doing community service and spending time with my family.

Appendix B



By Alfredo Dominguez