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APPLICATION FOR WSATC RECOGNITION OF AN APPRENTICESHIP PREPARATION PROGRAM

Recognized Apprenticeship Preparation Programs are education and training programs which maintain formal articulation agreement(s) with one or more registered apprenticeship program sponsors. The purpose of the recognized preparation programs is to prepare participants for successful entry into registered apprenticeship programs. Preparatory programs are designed to increase the participation of underrepresented populations in registered apprenticeship. (WSATC Policy 2012-03 Sec. I B).

An apprenticeship preparation program may apply for recognition or continuing recognition from the WSATC. The WSATC may grant initial recognition for a period of up to 18 months, and continuing recognition for a period of up to three years. To apply for initial recognition, programs must have participants enrolled in training at the time of application, and provide individualized demographic data for the first/current cohort of participants. The cost to program participants may be considered as a factor when evaluating for recognition and continued recognition. (WSATC Policy 2012-03 Sec. III).

SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY

Name of Apprenticeship Preparation Program:

Introduction to Healthcare Apprenticeship

Name of parent organization/organization that will administer the program:

Health Care Apprenticeship Consortium

Contact Information:

Individual Authorized to Represent the Program

Name: Veronica Wade
Organization: HCAC/ SEIU Healthcare 1199NW Training and Education Fund
Title: Director of Program Operations
Phone: 425.306.0439
Email: vwade@healthcareerfund.org
Mailing Address: 15 South Grady Way, #321, Renton, WA 98057
Physical Address: 15 South Grady Way, #321, Renton, WA 98057

Point of Contact for Outreach and Enrollment

Name: Yusuf Adem
Organization: HCAC/ SEIU Healthcare 1199NW Training and Education Fund
Title: IHAP Navigator
Phone: 425.473.0591
Email: yadem@healthcareerfund.org
Mailing Address: 15 South Grady Way, #321, Renton, WA 98057
Physical Address: 15 South Grady Way, #321, Renton, WA 98057

Primary User of Apprentice Registration and Tracking System (ARTS) Portal

Name: Kelly Charlson
Organization: HCAC/ SEIU Healthcare 1199NW Training and Education Fund
Title: Education Programs Lead
Phone: 425.919.5701
Email: kcharlson@healthcareerfund.org
Mailing Address: 15 South Grady Way, #321, Renton, WA 98057
Physical Address: 15 South Grady Way, #321, Renton, WA 98057

Summary of Preparatory Program

Please briefly summarize the following in three pages or less within Appendix A.

1. *Describe the organization that will be operating the preparatory training. If this is an existing organization, briefly describe its history and mission, and why apprenticeship preparation is a good fit.*

2. *Describe how the program will be funded. If the program's start-up is grant funded, describe your sustainability plan once the grant ends.*

   Describe the primary needs you have identified in your service area the program will address.

3. *Describe the target populations and geographical area.*
4. *Describe the program. Please include the following:*
   a. *The structure of preparatory program including the anticipated number of participants/cohorts per year, approximate duration of the program, and cost of the program to participants;*

b. *How the program will be staffed (i.e., instructors, administration, etc);*
c. *Participant support/resources during program; and*
d. *Apprenticeship navigation and articulation plan.*

6. *Describe the program outcomes. Please include the following if applicable.*
    a. *Successful completion (required)*
    b. *Industry recognized certificate(s)/certification(s)*
    c. *Educational credit*
    d. *Target articulation rate (required)*

7. *Please provide additional details, if any, you would like to share about your program (i.e. positive outcomes other than registered apprenticeship articulation, etc.)*

SECTION 2: PROGRAM PARTICIPANTS AND OUTCOMES - *(WSATC Policy 2012-03 Sec. II B)*

A minimum apprenticeship articulation goal, which shall be at least 15% of graduates. Articulation shall be measured at six months following the date program participants graduate, with the following exceptions:

a. *Programs serving actively enrolled K-12 participants may request articulation be measured at 12 months following the date of apprenticeship preparation program graduation; OR*
b. *Programs serving currently incarcerated individuals may request articulation be measured at 18 months following the date of apprenticeship preparation program graduation.*

The anticipated number of participants who will enroll in the preparatory program annually.

The specific requirements to complete the program (i.e., attendance, grades, test scores, skill demonstrations, certificate attainment, etc.).

The specific apprenticeship, industries and/or occupations program graduates will be prepared to enter.

Please respond in full to the questions below regarding your program's participants and outcomes.

1. *Occupations Trained: Please describe the specific apprenticeship, industries and/or occupations program graduates will be prepared to enter:*
   Program graduates will be able to enter:

   a) Nursing Assistant Certified (NA-C) Pre-Apprenticeship: Certified Nursing Assistant practitioners are multi-skilled health care professionals who work within long-term care facilities, acute care hospitals and health care clinics, primarily in a clinical capacity.
   b) Medical Assistant Apprenticeship: Certified Medical Assistants can work in hospitals and clinics to support front and backend patient care.
   c) Behavioral Health Technician Apprenticeship: A Behavioral Health Technician receives their Nursing Assistant certification (NA-C) and is trained to assist clinics, treatment centers, and hospitals to provide behavioral healthcare for patients.
   d) Peer Counselor Apprenticeship: A Peer Counselor brings their own model of resilience to benefit a wide range of clients, and enables them to overcome obstacles associated with substance use and other behavioral health disorders.

e) Substance Use Disorder Apprenticeship: SUDPs are trained to conduct assessments, counsel individuals and groups, assist in insurance authorization, conduct utilization review, and assist with case management in addition to other typical associated behavioral health duties.
f) Some graduates can also enter directly into employment as Environmental Services Technicians at the hospitals.

2. *<u>Target Articulation Rate:</u> Approximately what percentage of program graduates do you expect to enter into a registered apprenticeship following completion of your program?*

The program's 15% target articulation rate aligns with WSATC expectations for pre-apprenticeship programs and reflects established pathways from IHAP into registered apprenticeship training, most commonly through the NAC pre-apprenticeship. The program will track post-completion outcomes and report on articulation success rates as a part of ongoing compliance with WSATC expectations.

3. *<u>Target Participant Population and Successful Articulation Timeframe:</u> Please select the option which best characterizes your program participant successful articulation timeframe. Please describe.*

☒ **6 Months**
☐ **12 Months** *(program serving actively enrolled K-12 participants)*
☐ **18 Months** *(program serving currently incarcerated individuals)*

4. *How many participants do you anticipate enrolling in each cohort and how many cohorts per year?*

The preparatory program is structured to serve approximately 4 cohorts per year, with an estimated 10–15 participants per cohort.

5. *Please describe the requirements to complete the program (i.e., attendance, grades, test scores, skill demonstrations, certificate attainment, etc.).*

Successful completion of the IHAP program requires active participation and attendance in an 81-hour, four-week training (Average of 20 hours/week). Participants must demonstrate engagement in all instructional sessions, complete assigned tasks and activities, and earn the

included certifications (see Appendix A, 6b). Completion is monitored by program staff and tracked through attendance and instructor assessments.

SECTION 3: ARTICULATIONS AND PARTNERSHIPS - *(WSATC Policy 2012-03 Sec. II E, Sec. I E)*

Apprenticeship preparation programs training participants for a specific occupation must provide at least one articulation agreement at the time of application. Preparatory programs training individuals in multiple occupations must provide a minimum of two articulation agreements at the time of application. Articulation agreements must contain the following components:

The names of the organizations entering into the agreement (Apprenticeship Preparation Program and Registered Apprenticeship Program).

The specific apprenticeship program and occupation(s) that the apprenticeship prep program graduates will be prepared to enter.

One or more of the following considerations for graduates of the prep program:

a. *A preferred entry clause;*
b. *An advanced standing or credit clause;*
c. *Additional point(s) awarded in the application/interview process; or*
d. *Guaranteed interview with registered apprenticeship program.*

Be executed or renewed no more than three months prior to the date of application.

Please select the option which best characterizes your program.

☐ **X Registered Apprenticeship Program specific apprenticeship preparation** *(goal is preparation of apprentices for one specific registered apprenticeship)*

General apprenticeship preparation program *(goal is preparation and support to succeed in a variety of apprenticeships)*

Please complete the chart below with the requested information for each registered apprenticeship with which your program has a formal articulation agreement. *A copy of each articulation agreement must be attached to this application. A Memorandum of Agreement/Understanding, a formal contract, or a signed letter of commitment are acceptable forms of articulation agreements.*

Apprenticeship Program Name		**Articulation Type** *(select all that apply)*

	Articulating Occupation(s)	Preferred Entry	Advanced Standing or Credit	Additional Points on Application/Interview	Guaranteed Interview
Medical Assistant			**X**		
Behavioral Health Tech			**X**		

Please list any other organizations, if any, which have endorsed your program or otherwise partnered with you to develop or administer this program.

Program or Organization Name	**Role(s)** *(eg: training provider, Advisory Board member, industry consultant, supportive services provider, etc.)*
Valley Cities (Mental Health First Aid)	Training Provider
Arivva	Community Partner, Training Provider
Seattle Jobs Initiative	Community Partner, Training Provider
Best CPR	Training Provider
Washington State Department of Health	Training Provider
Frankie Roe, Girl You Are Gifted	Training Provider

SECTION 4: CURRICULUM - *(WSATC Policy 2012-03 Sec. II C)*

Curriculum should be developed in consultation with apprenticeship partners and subject matter experts to ensure it aligns with current industry standards and prepares graduates to meet or exceed the minimum qualifications for entry into an apprenticeship. To ensure recognized Apprenticeship Preparation Programs are adequately preparing participants to enter Registered Apprenticeship and be successful apprentices, preparatory training curriculum must meet the following requirements:

a. *Be a minimum of 80 hours in duration;*
b. *Employability skill development shall not exceed 50% of curriculum hours. Employability skill development shall be defined as general employment skills (communication, professionalism, work ethic, etc.);*
c. *Industry/trade specific skills and knowledge shall constitute at least 50% of curriculum hours. Industry/trade specific skills and knowledge shall be defined as hands-on training to develop manual, mechanical, or technical skills relevant to the occupation(s) the preparatory participant(s) are training to successfully enter, and which does not displace paid employees; and*
d. *Industry/occupation specific safety training and education.*

In one to two paragraphs, please provide a brief summary of the program's curriculum describing the total number of hours, topics covered, method of delivery, etc.

The IHAP curriculum is a four-week, 81-hour training that prepares participants for entry-level roles in behavioral health and healthcare. The program covers key topics and skills needed to successfully enter and navigate behavioral health and healthcare careers including communication, teamwork, cultural humility, Basic Life Support and First Aid, Mental Health First Aid, professional ethics, substance use disorder care, opioid and stimulant overdose response, trauma-informed care, medical terminology, workplace safety, and job readiness skills such as resume building, navigating job portals and mock interviews. Training is delivered in person, and virtually, through interactive classroom instruction, hands-on skill development, and scenario-based learning.

Please respond in full to the questions below.

1. *Please describe your program's working relationship with one or more registered apprenticeship programs in the development of elements such as curriculum, class activities, evaluation methods, and teaching techniques.*

The Healthcare Apprenticeship Consortium currently has two registered apprenticeship programs that have directly influenced the development of the IHAP curriculum: Behavioral Health Technician and Medical Assistant programs. These apprenticeships support entry-level healthcare professions that are in high demand, and our IHAP program serves as a strong

preparatory pathway for participants pursuing either apprenticeship—or other entry-level roles in healthcare.

Our curriculum provides a solid foundation in healthcare, covering a broad range of essential topics designed to equip future professionals for success. Classroom activities not only deliver key healthcare knowledge but also incorporate hands-on learning through mock practices and interactive participation, ensuring students can apply concepts effectively.

The IHAP program consists of 81 instructional hours, with over 40% aligning with Medical Assistant competency hours and 66% mapping to Behavioral Health competency hours. This structured approach strengthens participants' readiness for apprenticeship opportunities and career advancement.

2. *Please identify the program's instructor(s) and provide a brief summary of their qualifications.*

Frankie Roe /Girl You Are Gifted	Background in workforce development, case management and wrap around support. Frankie previously worked for Seattle Job Initiative and helped build & launch the first initial IHAP curriculum. A wealth of knowledge in the job placement and barrier support reduction, to ensure success of participants.
Best CPR	First Aid and CPR Vendor
Valley Cities (Mental Health First Aid)	Mental Health and First Aid issuing provider
Washington State Department of Health	Overdose Training (Naloxone/Narcan)

3. *What, if any, post-secondary credit do program participants receive?*

The IHAP program currently does not offer direct educational credit as a stand alone program. However, the program is designed as an on-ramp to other pre-apprenticeship and apprenticeship programs that may be credit-bearing. For example, our pre-apprenticeship NAC program offers 8 college credits and all of our registered apprenticeships are college credit bearing as part of the apprenticeship experience. Graduates of this program will be able to be considered for advance standing or credit via articulation agreements established that crosswalk to apprenticeship competencies and approved by the overseeing JATC.

Please complete Appendix B – Curriculum Outline.

SECTION 5: PARTICIPANT RECRUITMENT AND RETENTION - *(WSATC Policy 2012-03 Sec. II D)*

Preparatory program recruitment and retention plans must contain the following elements:

The target demographics of the population their enrollees will be drawn from;

The specific tools and activities used to recruit and retain participants, with an emphasis on recruitment of underrepresented populations; and

The cost of the program to participants.

Please respond to the following questions regarding your programs recruiting and retention plans.

1. *Please describe the general demographics of the intended program participants (i.e., age, gender, race/ethnicity, geographic area, etc.). Is the program limited to a specific population (i.e., students at a particular high school, veterans, WIOA-eligible, etc.)? If so, explain:*

As part of its commitment to fostering a diverse, culturally competent healthcare workforce and improving community health outcomes, this program targets underrepresented individuals of color who are interested in pursuing healthcare careers. It also supports those seeking living-wage career pathways within the healthcare sector. HCAC serves communities throughout Washington State and aims to recruit directly from across the state, including individuals who are unemployed, working in low-wage jobs, nearing high school completion, or beyond.

IHAP demographics to date: (This includes HCAC's 45-hour pre-employment IHAP program participants prior to this submittal of the revised 81-hour pre=employment application)

Ethnic diversity: 47% Black, 7% Asian, 2.3% Native American Indian, 2.3% Pacific Islander or Native Hawaiian, 6.7% Mixed race, and 19% Caucasian or White 15.7% Prefer not to answer

Gender inclusivity: 74% female, 14% male, 2% non-binary/gender fluid, 10% prefer not to answer

2. *Please describe the tools and activities which will be utilized to recruit students, and describe how underrepresented populations will be encouraged to enroll in the program.*

HCAC works with community partners with aligned missions of assisting underrepresented populations access healthcare careers and collaborate with them for outreach, recruitment,

case management, and even instruction. HCAC also employs navigators that work with communities and employers to spread awareness of the opportunity. HCAC has a CRM that tracks leads for our pre-apprenticeship and apprenticeship program and provides orientation sessions to familiarize interested individuals with the range of programs we offer, including IHAP for those interested in a foundational course to begin gaining healthcare skills and exploring the multiple pathways. Additionally, IHAP enrollees receive stipends to help support and incentivize their attendance in the program.

3. *Please describe the tools, processes, and resources your program will utilize to retain participants through graduation.*

HCAC participants come from diverse backgrounds and experiences, and ensuring they have the necessary support to overcome barriers is key to their retention and success in our program. By offering tuition-free training and comprehensive wraparound support, HCAC creates an environment where participants can focus on their learning and career growth.

Wraparound support includes career navigation, case management, academic assistance, and even housing and utility support, all of which play a vital role in keeping participants engaged and progressing toward graduation. The dedication of the Program Team is instrumental in fostering success, providing individualized guidance and resources to meet the unique needs of each participant.

4. *Please describe the services that will be provided to graduates and current participants to assist in their successful application and articulation into registered apprenticeship programs.*

HCAC career navigators provide dedicated support to participants both during the program and for 90 days after completion. HCAC also has staff that work specifically in helping to onboard apprentices into our programs and facilitate all the required registration and compliance documents with Washington State Labor & Industries. Through our extensive network of employers and partners across Washington State, we offer apprentices valuable connections that open doors to registered apprenticeship opportunities and a range of career pathways.

By maintaining strong relationships with industry leaders, we ensure participants have access to meaningful job prospects, setting them up for long-term success in the healthcare field.

5. Please describe the cost of the program to participants and describe how the program helps mitigate the cost to participants (i.e., scholarships, grants, financial aid, etc.), if applicable.

Our current model holds no cost to participants and in-fact offers stipends and other wrap around services to participants.

SECTION 6: ADMINISTRATIVE REQUIREMENTS - *(WSATC Policy 2012-03 Sec. II A)*

Recognized Apprenticeship preparation programs shall commit to reporting the following information to L&I via the Apprenticeship Registration Tracking System (ARTS) system on a semi-annual basis, unless granted an exception by the WSATC:*

New participant demographics

a. *First and Last Names*
b. *Birth Date*
c. *Gender*
d. *Race/ Ethnicity*
e. *Veteran Status*
f. *Social Security Number**

Outcome measures (Individual-level Information)

a. *Participant graduation(s)/ completions*
b. *Participant withdrawals*
c. *Graduates who have entered into Registered Apprenticeship*

Please describe the tools and processes your program will utilize to successfully meet the administrative requirements listed above.

HCAC currently has one registered apprenticeship preparatory program and six registered apprenticeships formally recognized through Washington State Labor & Industries. HCAC has extensive experience in utilizing the ARTS system and has a dedicated staff whose key responsibilities include tracking and reporting this information. In addition to ARTS, HCAC uses an internal Salesforce platform to maintain these participant records, progress, and outcomes.

Please complete Appendix C – Administrative Requirements Spreadsheet.

SECTION 7: APPENDICES

Please complete and submit appendices with the application packet as separate files. Appendices include the following:

Appendix A – Program Summary

Appendix B – Curriculum Outline

Appendix C – Administrative Requirements Spreadsheet

Appendix D – Articulation Agreement(s)

**Submitted by program as individual documents*

SUBMISSION INSTRUCTIONS

Applications are due no later than 60 days prior to the scheduled quarterly meeting of the Washington State Apprenticeship and Training Council. *It is strongly recommended that you submit your application 2 weeks prior to the deadline for pre-review, to ensure that your application is complete. Contact Rio Frame for questions or assistance.*

Please submit your completed application via email to:

Rio Brunsch, Management Analyst
Dept. of Labor & Industries, Apprenticeship Section
FRAV235@LNI.WA.GOV
509-426-0985

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APPENDIX A – PROGRAM SUMMARY

Please briefly summarize the preparatory program according to the requirements listed in Section 1 "Summary of Preparatory Program" in three pages or less.

1. Briefly Describe the Organization

Established in 2008, the SEIU Healthcare 1199NW Multi-Employer Training and Education Fund (Training Fund) is a labor-management partnership designed to address the evolving workforce needs of Washington State's healthcare industry while supporting the career aspirations of SEIU Healthcare 1199NW members. Created to provide an accessible approach to workforce development, the Training Fund offers education and career advancement programs. These programs enable healthcare workers to enhance their skills and earn industry-recognized credentials through traditional education options, tailored programs, learn-and-earn apprenticeships, and progress upwards on the career ladder. By leveraging the healthcare sector's greatest strengths—its dedicated workforce and esteemed institutions—the Training Fund ensures that employees and employers alike can collectively adapt to the demands of this rapidly evolving, highly complex industry.

2. Describe how the program will be funded

The Training Fund supports its programs, including IHAP, through a diverse mix of funding sources. To date, it has leveraged state, county, federal, and philanthropic funding. We have secured funding for the upcoming biennium to sustain the expanded IHAP program, and additional opportunities are expected once IHAP gains approval as an apprenticeship preparatory program. Our sustainability strategy includes integrating preparatory programs into the ongoing state budget, pursuing grant opportunities, and accessing regional workforce development funds across Washington State.

3. Describe primary identified needs

The Training Fund programs are designed to support learners from diverse backgrounds, particularly those furthest from opportunity who may need additional guidance and resources to reach their full potential. By actively recruiting from high-need, high-demand communities, these programs acknowledge the uplifting value of lived experience, cultural competency and building a workforce reflective of the communities served.

According to ONET online, the projected growth of medical assistants in Washington is 20% from 2022-2032, greater than 15% nationally which is already much faster than the average for all occupations. Similarly, the National Institute of Health states "The behavioral health workforce faces a significant challenge where demand greatly exceeds supply. This disparity is driven by increasing needs for mental health care and substance abuse services, coupled with factors that limit the available workforce. Many factors contribute to this shortage, including… limited integrated health training, and high levels of burnout among providers."

4. Describe target population and geographical area

As part of its commitment to building a representative and culturally competent healthcare workforce and strengthening both workforce diversity and community health outcomes, the target population for this program is focused on under-represented individuals of color in the healthcare workforce and low-skilled communities of opportunities interested in building living-wage career pathways in healthcare. HCAC serves communities across Washington State.

IHAP demographics to date (This includes HCAC's 45-hour pre-employment IHAP program participants prior to submittal of this revised 81-hour apprenticeship preparation application):

Ethnic diversity: 47% Black, 7% Asian, 2.3% Native American Indian, 2.3% Pacific Islander or Native Hawaiian, 6.7% Mixed race, and 19% Caucasian or White 15.7% Prefer not to answer

Gender inclusivity: 74% female, 14% male, 2% non-binary/gender fluid, 10% prefer not to answer

5. Describe the program

a. Structure of Preparatory Program

The preparatory program is structured to serve approximately 4 cohorts per year, with an estimated 10–15 participants per cohort. Each cohort will last approximately 4 weeks with up to 3 months of follow-up services. The program is offered at no cost to participants.

b. How the Program will be Staffed

This is a mixed staffing model with community based partners and HCAC working together for recruitment, outreach, and navigation services. Cohorts may also be taught both by contracted community partners or through HCAC directly. Industry-recognized credentials that are embedded into the curriculum (Mental Health First Aid and BLS/ CPR) are consistently taught by industry experts in the field.

c. Participant Support

Participants receive tailored support through one-on-one career guidance, access to career navigation tools, and essential technology resources. They also receive stipends for participation and assistance with practical needs such as transportation, and other wraparound services, helping them stay focused on their career goals while managing everyday responsibilities.

d. **Apprenticeship Navigation and Articulation Plan**

The program provides structured navigation support through a dedicated IHAP Navigator that connects participants to their next step in the healthcare career pathway. This includes personalized coaching, information sessions, and referrals to related healthcare apprenticeship programs.

Graduates of this program will be able to be considered for advance standing or credit via articulation agreements established that crosswalk to the HCAC Behavioral Health Technician apprenticeship and Medical Assistant apprenticeship competencies and approved by the

overseeing JATC. Finally, all HCAC apprenticeships are college-credit bearing. This provides a foundation that can further articulate into AAS-T Apprenticeship Degrees with our college partners offering both academic advancement and apprenticeship completion options.

6. Describe program outcomes

a. Successful Completion (Required):

Successful completion of the IHAP program requires active participation and attendance in an 81-hour, four-week training. Participants must demonstrate engagement in all instructional sessions, complete assigned tasks and activities, and earn the included certifications (see 6b). Completion is monitored by program staff and tracked through attendance and instructor assessments.

Participants who complete the program receive a certificate of completion and are referred to articulated apprenticeship pathways, job-readiness resources, and further credentialing opportunities. Program completers also receive direct support from the IHAP Navigator for post-program career planning.

b. Industry-Recognized Certificate(s)/Certification(s):

Participants earn two industry-recognized certifications that enhance employability:

- Mental Health First Aid (certification dependent on completion of formal training module and assessment)
- Basic Life Support (BLS) / CPR for Healthcare Providers, issued through American Heart Association or equivalent provider

Additionally, students receive specialized safety training in Overdose Prevention.

c. Educational Credit

The IHAP program currently does not offer direct educational credit. However, the program is designed as an on-ramp to apprenticeship programs that are credit-bearing. The HCAC Behavioral Health Technician Apprenticeship offers 24 college credits and Medical Assistant Apprenticeship offers 21 college credits. Graduates of this program will be able to be considered for advance standing or credit via articulation agreements established that crosswalk to apprenticeship competencies and approved by the overseeing JATC.

Target Articulation Rate (Required)

The program's target articulation rate aligns with WSATC expectations for pre-apprenticeship programs 15% metric and reflects established pathways from IHAP into registered apprenticeship training. The program will track post-completion outcomes and report on articulation success rates as a part of ongoing continuous improvement and compliance with WSATC expectations.

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APPENDIX B – CURRICULUM OUTLINE

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Curriculum should be developed in consultation with apprenticeship partners and subject matter experts to ensure it aligns with current industry standards and prepares graduates to meet or exceed the minimum qualifications for entry into an apprenticeship. To ensure recognized Apprenticeship Preparation Programs are adequately preparing participants to enter Registered Apprenticeship and be successful apprentices, preparatory training curriculum must meet the following requirements:

a. Be a minimum of 80 hours in duration;
b. Employability skill development shall not exceed 50% of curriculum hours. Employability skill development shall be defined as general employment skills (communication, professionalism, work ethic, etc.);
c. Industry/trade specific skills and knowledge shall constitute at least 50% of curriculum hours. Industry/trade specific skills and knowledge shall be defined as hands-on training to develop manual, mechanical, or technical skills relevant to the occupation(s) the preparatory participant(s) are training to successfully enter, and which does not displace paid employees; and
d. *Industry/occupation specific safety training and education.(WSATC Policy 2012-03 Sec. II C)*

Please use the format below for the program's curriculum outline. Identify all curriculum elements and provide primary learning objectives that apply to each course.

Please copy and paste the format below to add additional course sections and/or primary learning objectives as needed.

1. **Course Name/Module: Introduction to IHAP** – Hours: 4

   Curriculum Elements:
   ☐ Industry/occupation specific safety training and education
   X Employability skill development
   ☐ Industry/trade specific skills and knowledge

a. Establish a collaborative learning environment by developing a community and cohort agreement, reviewing the syllabus, and setting expectations for trainers and participants
b. Introduce participants to the concept of whole-person healthcare, including the connection between physical and behavioral health
c. Explore how behavioral health skills apply across various healthcare settings and departments
d. Identify the benefits of working in healthcare and behavioral health, including career opportunities and interdisciplinary collaboration

2. **Course Name/Module: Presenting My Strengths and Workplace Expectations** - Hours 4

Curriculum Elements:
☐ Industry/occupation specific safety training and education
X Employability skill development
☐ Industry/trade specific skills and knowledge

a. Identify where to locate potential healthcare employers' values and mission
b. Identify internal values that align with healthcare employers' values and missions
c. Describe strengths that make participant an ideal candidate for employment
d. Explore the difference between the technical and performance skills you bring to a job
e. Identify and discuss your values, top performance skills, and technical skills

3. **Course Name/Module: Resume Building** - Hours 4

Curriculum Elements:
☐ Industry/occupation specific safety training and education
X Employability skill development
☐ Industry/trade specific skills and knowledge

a. Understand the basics of creating a resume tailored to a specific job application
b. Understand the different styles of resumes
c. Identify Skills and Qualifications section from a job description to use in customizing a resume for a particular job
d. Write an accomplishment statement using an action verb
e. Create a properly formatted resume that is customized to an entry-level job (marketed by IHAP) that interests you

4. **Course Name/Module: Cover Letters** - Hours 4

Curriculum Elements:
☐ Industry/occupation specific safety training and education
X Employability skill development
☐ Industry/trade specific skills and knowledge

a. Understand the purpose of a cover letter and its importance as it pertains to the application process
b. Name the four components of a cover letter
c. Knows how to prepare an effective cover letter using highlights from the job description and resume

5. **Course Name/Module: Applications and Online Portals** - Hours 4

Curriculum Elements:
☐ Industry/occupation specific safety training and education
X Employability skill development
☐ Industry/trade specific skills and knowledge

a. Review process of creating a profile as part of the application process and know how to navigate online job portal systems
b. Identify the importance and key parts needed to complete a Master Application
c. Locate where to look to identify minimum qualifications for a job
d. Understand how to navigate online job search engines

6. **Course Name/Module: Interviewing Process** - Hours 4

Curriculum Elements:
☐ Industry/occupation specific safety training and education
X Employability skill development
☐ Industry/trade specific skills and knowledge

a. Define what STAR Method is and how to use it
b. Identify skills and strengths to speak about during an interview
c. Identify appropriate questions to ask employers during an interview

7. **Course Name/Module: Mock Interviews** - Hours 4

Curriculum Elements:
☐ Industry/occupation specific safety training and education
X Employability skill development
☐ Industry/trade specific skills and knowledge

a. Apply STAR skills in mock interview scenarios
b. Practice speaking confidently about personal skills and strengths during an interview
c. Formulate appropriate questions to ask during an interview

8. **Course Name/Module: Communication in Healthcare -** Hours 4
(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Use effective communication strategies to work in a healthcare team
b. Explain the relationship between body language and communication, demonstrating a variety of non-verbal communication skills in healthcare
c. Analyze communication and suggest ways non-verbal communication can be improved in healthcare settings

9. **Course Name/Module: Teamwork in Healthcare** - Hours 4
(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Recognize skills you and your team members contribute to a good healthcare team
b. List and explain characteristics of great teams
c. Identify and describe how you have been a good team member and compare that to what others see in you
d. Learn about working on an interdisciplinary healthcare team
e. Evaluate the contributions of healthcare team members in group tasks

10. **Course Name/Module: Patient Centered Care through Cultural Humility** - Hours 4
(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Differentiate between cultural humility and cultural competence in the context of healthcare
b. Recognize the impact of cultural humility on patient care and experiences
c. Learn about tools and practices that support culturally humble care in healthcare interactions
d. Learn about “Single stories” and the importance of avoiding single stories in patient care

11. **Course Name/Module: Basic Life Support and First Aid** - Hours 5
(Hands on/Applied/ Lab)

Curriculum Elements:
X Industry/occupation specific safety training and education
☐ Employability skill development

☐ Industry/ trade specific skills and knowledge

a. Learn how to use an Automated External Defibrillator (AED)
b. Practice giving CPR to adults and children
c. Identify signs of cardiac arrest

12. **Course Name/Module: Mental Health Care and Ethics in Healthcare** - Hours 5
(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Learn about mental health terminology, roles, and settings that are part of behavioral health care
b. Discuss the impact of mental health stigma and what can be done to support people by using person-first language
c. Identify common ethical issues that come up in healthcare and practice applying ethical concepts in decision-making.
d. Prepare for the Mental Health First Aid course

13. **Course Name/Module: Mental Health First Aid** - Hours 7
(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Recognize the early and worsening signs of a mental health or substance use challenge, including crisis situations.
b. Learn and apply the ALGEE Mental Health First Aid Action Plan, a five-step process for helping others in both crisis and non-crisis situations.
c. Understand how to provide support during different stages, including early signs, worsening symptoms, and crises.
d. Practice self-care strategies to maintain your own well-being while helping others.

14. **Course Name/Module: Substance Use Disorder Care and Overdose Response Training** - Hours 4
(Hands on/Applied/ Lab)

Curriculum Elements:
X Industry/occupation specific safety training and education
☐ Employability skill development
☐ Industry/ trade specific skills and knowledge

a. Define key terms related to substance use, mental health, stigma, and recovery using person-centered language
b. Recognize the impact of stigma on individuals with substance use disorders
c. Identify multiple SUD treatment approaches and explain why different strategies are needed for different people
d. Learn about overdose response for opioids and stimulants and using Narcan for overdose intervention

15. **Course Name/Module: Trauma Informed Approach to Patient Care** - Hours 4
(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Understand the impact of trauma and Adverse Childhood Experiences (ACEs) and how it can impact patient experience
b. Explain how trauma can influence behavior, and can impact overall well-being, including historical and intergenerational trauma
c. Learn about each healthcare worker's role in providing trauma informed care

16. **Course Name/Module: Workplace Safety, Customer Service in Healthcare and Dealing with Difficult Patient** - Hours 4
(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Will know the different safety risk working in the Healthcare Setting
b. Identify ways that caregivers can respond to the needs of patient, visitors, and other caregivers in ways they would appreciate
c. Identify elements of positive and negative customer service

17. **Course Name/Module: Patient Privacy and Compliance in Healthcare** - Hours 4

(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Define the medical record and identify the different types
b. Describe the function and value of the electronic health record in health care outcomes
c. Define HIPPA and understand the importance of protecting patients' health information
d. Understand the difference between HIPPA and 42 CFR part 2

18. **Course Name/Module: Medical Terminology and Medical-Centered Math** - Hours 4
(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Understand the basics of the different metric systems used in healthcare
b. Use basic math to convert between metric systems
c. Understand why military time is utilized in healthcare
d. Define Word Root, Suffix & Prefix and how it pertains to medical terminology

19. **Course Name/Module: Building Resilience in Healthcare** - Hours 4
(Hands on/Applied/ Lab)

Curriculum Elements:
☐ Industry/occupation specific safety training and education
☐ Employability skill development
X Industry/ trade specific skills and knowledge

a. Define compassion fatigue and burnout in healthcare
b. Learn about the impacts of compassion fatigue in healthcare
c. Talk about the importance of self-care and building self-care practices
d. Learn about how to get support for burn out in healthcare

Teri Gardner 5-19-25

Received 05/19/2025
RB

Preparatory Program Name:	**Introduction to Apprenticeship Programs (IHAP)**	**Total Number of Participants:**	**6**
		Total Participant Graduates:	**4**
Reporting Period, Earliest Date:	**4/14/2025**	**Total Withdrawals/Incomplete:**	**2**
Reporting Period, Latest Date:	**5/9/2025**	**Total Grad's Articulated into Reg' Apprenticeship:**	**0**

Washington State Department of Labor & Industries

**Please refer to the instructions tab for information on how to properly complete this document.*

Participant Information - Total of Cohorts

Registered Apprenticeship Articulation Information

Last	First	YYYY/MM/DD Birth	M,F,X Gender	A,B,W,NI,H,AN,M,O,X Race	H,N,X Ethnicity	Yes,No Veteran	YYYY/MM/DD Cohort	A,W,C Current	YYYY/MM/DD Graduation	Registered	Occupation	YYYY/MM/DD Date of	Apprentice
6	6	6	6	6	6	6	6	6	4	0	0	0	0

Articulation Rate
0.00%

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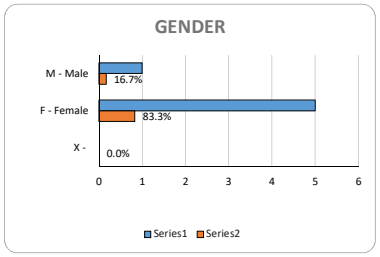

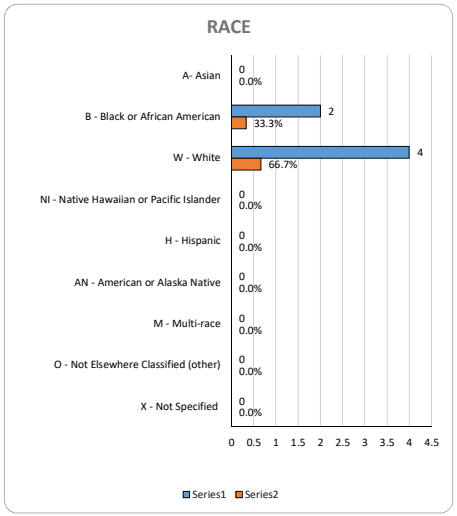

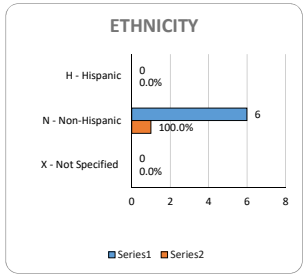

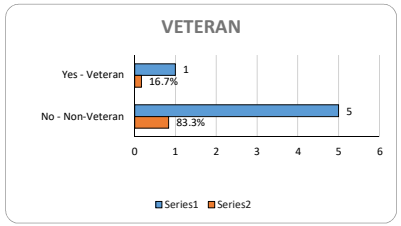

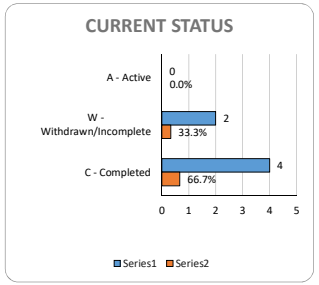

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Teri Gardner 5-19-25

May 15, 2025

To: Rio Brunsch, Washington State Labor & Industries, Pre-Apprenticeship Section

From: Laura Hopkins, Executive Director, Health Care Apprenticeship Consortium

RE: IHAP Articulation Agreement Commitment

This letter serves as a commitment for HCAC's apprenticeship programs to recognize IHAP graduates with advanced standing in our following programs:

Behavioral Health Technician Competencies	**Hours**	**IHAP Hours that Articulate**	**Hours**
Working with Others	100		
		Communication in Healthcare	4
		Teamwork in Healthcare 4	4
		Customer Service in Healthcare and Dealing with Difficult Patient (Workplace Safety)	2
Cultural Competency & Individualized Care	400		
		Patient Centered Care through Cultural Humility	4
Documenting	50		
		Medical Terminology and Medical-Centered Math	4
Professional and Ethical Conduct…	400		
		Patient Privacy and Compliance in Healthcare	4
		Mental Health Care and Ethics in Healthcare-	5
Professional Development	100		
		Building Resilience in Healthcare	4
Foundation Skills	400		
		Workplace Safety (Customer Service in Healthcare and Dealing with Difficult Patient)	2
		Mental Health First Aid	7
		Substance Use Disorder Care and Overdose Response Training	4
		Trauma Informed Approach to Patient Care	4
Nursing Assistant – Certified…	100		
		Basic Life Support and First Aid	5
Total	2000		**53**

Medical Assistant Competencies	Hours	IHAP Hours that Articulate	Hours
Communicate and Interact Effectively to Provide Quality Patient Care	400		
		Communication in Healthcare	4
		Patient Centered Care through Cultural Humility	4
		Customer Service in Healthcare and Dealing with Difficult Patient	2
Office Management and Administrative Tasks	100		
		Medical Terminology and Medical-Centered Math	4
Maintain Clinical Safety and Environmental Standards	25		
		Basic Life Support and First Aid	5
		Workplace Safety	2
Communicates Effectively with Clinical Care Team	175		
		Teamwork in Healthcare	4
Uphold Standards of Professional Conduct	75		
		Patient Privacy and Compliance in Healthcare	4
		Building Resilience in Healthcare-	4
Total hours	2000		**33**

HCAC will work with our JATC for approval at our monthly meetings for any IHAP graduates that transition into these apprenticeship programs.

Thank you,

Laura Hopkins

Laura Hopkins