

RF 3-6-23

APPLICATION FOR WSATC RECOGNITION OF AN APPRENTICESHIP PREPARATION PROGRAM

Teri Gardner 3-16-23
Teri Gardner 3-6-23

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. (WSATC Policy 2012-03 Sec. III).

SECTION 1: CONTACT INFORMATION AND PROGRAM SUMMARY

Name of Apprenticeship Preparation Program:

Introduction to Healthcare Employment and Apprenticeships

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

Health Care Apprenticeship Consortium, sponsored by the SEIU Health Care 1199 Health Care Multi-Employer Education and Training Fund.

Contact Information:

Individual Authorized to Represent the Program

Name: Megan McQuade BSN, RN

Organization: Health Care Apprenticeship Consortium

Title: Interim Director of Educational Programs

Phone: 425-306-7352

Email: mmcquade@healthcareerfund.org

Mailing Address: **15 S. Grady Way, Suite 321, Renton, WA 98057**

Physical Address: **Same as mailing**

Point of Contact for Outreach and Enrollment

Name: Megan McQuade

Organization: Health Care Apprenticeship Consortium

Title: Interim Director of Educational Programs

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Primary User of Arts Portal

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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.*
- 3. Describe the primary needs you have identified in your service area the program will address.*
- 4. Describe the target populations and geographical area.*

5. *Describe the program. Please include the following:*
 - a. *The structure of preparatory program including the anticipated number of participants/cohorts per year and approximate duration of the program;*
 - 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. positives 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, CPR 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:*

A program graduate will be prepared to enter, Medical Assisting, Pharmacy Technician, Central Sterile Processing Technician, Behavioral Health Technician, Peer Counselor, and Substance Use Disorder Professional apprenticeships.

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

15% after 6 months for adults, 15% after 12 months for under 18 years old/ high schoolers. Only the cohorts enrolled in the preparatory program may be used for demographic/articulation rate percentage.

3. Target Participant Population and Successful Articulation Timeframe: 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)

Cohort by Cohort: 15% 6 months after graduation for adults. 15% 12 months after graduation for high school students.

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

80 students per year. Approximately 4 cohorts (of 20 students) as apprenticeship preparatory concentrations.

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

A student has successfully completed the program after attending all live zoom classes, actively participated throughout the class during classroom discussions, assignments and activities. The student will also have completed all homework and assignments and receive at least a 75% (C letter grade) on every assignment from the instructor. A prepared and successful student also leaves the class with an updated, completed and vetted resume by the instructional staff.

A successful student will also have completed CPR/BLS for Healthcare Providers Class.

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.

☒ **Registered Apprenticeship Program specific pre-apprenticeship** *(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
Health Care Appr. Consort. 2169	<ul style="list-style-type: none"> • Medical Assistant • Pharmacy Technician • Sterile Processing Technician • Behavioral Health Technician • Peer Counselor • Substance Use Disorder Professional 				Granted Interview with employer

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.)
Kaiser Permanente	JATC member/program partner
UW Medicine	JATC member/program partner
Swedish/Providence	JATC member/program partner
OPEIU	JATC member/program partner

UFCW	JATC member/program partner
SEIU	JATC member/program partner
Multicare	JATC member/program partner
PeaceHealth	JATC member/program partner

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. At a minimum, the curriculum must include the following elements:

Industry/occupation specific safety training and education;

Employability skill development;

Industry/trade specific skills and knowledge; and

Course hours.

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.

Introduction to Healthcare Employment and Apprenticeships Program (IHAP) was created for job seekers who want to kick-start their healthcare careers and was designed as a bridge between the community and local hospitals such as Swedish and Kaiser Permanente. The training content is divided into four components: 1) preparing for employment applications, 2) preparing for pre-employment interviews, 3) developing knowledge, skills and attitudes for working productively as a team member and 4) Healthcare specific knowledge and skills. The 45-hour curriculum is divided 50/50 between knowledge and skills devoted to preparing for the job application and interview process, and general job and healthcare-specific job knowledge and skills.

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 IHAP program was developed by Seattle Jobs Initiative with Swedish Providence as “Grow-Hire”. In 2020, the Healthcare Training Fund and its healthcare partners, revised the program and it was assembled for virtual instruction, with video and other materials (activities, quizzes, assessments and discussions) on the Rouxbe Learning Management System. The class is taught via Zoom platform in a live, synchronized format with guest speakers, powerpoints, interactive online games and small breakout room discussions.

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

Frankie Roe, MS – SJI program instructor, has taught multiple IHAP cohorts. Frankie Roe is the Associate Director of Healthcare Pathways at Seattle Jobs Initiative. She is a seven-time author and has over 12 years' experience as a facilitator, trainer, and program developer. As a facilitator she has worked with young girls ages 12-17, young parents, and African refugee entrepreneurs. She has worked with Seattle Public Schools, Boys and Girls Club, African Women's Business Alliance, and the City of Seattle to develop innovative programs for BIPOC and underinvested communities.

John Pucci, a Health Care Training Fund contract instructor has cotaught and taught IHAP cohorts. John Pucci has served as industry leader in Environmental Services (EVS) Management for over 25 years, developing a holistic understanding of EVS needs within complex healthcare systems. John's experience as manager, director, and educator allows him to offer highest-quality health care introduction and EVS education and guidance. John is a Certified Healthcare Environmental Services Professional (CHESP) and has served as a Committee Member on the CHESP Certification Examination Board. John Pucci understands that building confidence in learners will support successful knowledge acquisition and positive outcomes, allowing for students to excel in their work assignments.

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

The participants do not receive post-secondary credits for this program.

Intro. to Healthcare Employment and Apprenticeships -

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; and

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

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:*

Program participants have to be of working age, and located within the geographic area of the sponsored cohort. Cohorts typically are partially defined by sponsor parameters, such as Tacoma high school students for Tacoma Public schools, Pierce County residents for Workforce Central sponsored cohorts, Seattle-centered, but not exclusively Seattle participants for Seattle OED sponsored cohorts, statewide for Kaiser Permanente Foundation sponsored cohorts, etc. General demographic categories targeted are under-represented and diversity candidate populations not having otherwise having access to traditional academic healthcare programs, in the immediate area of available employment opportunities ('opportunity candidates' - those ready and needing the opportunity to build their skills.)

- 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.*

Recruitment by Seattle jobs initiative, the Consortium, and work source partners is through community-based organizations with links to under-represented and diversity candidate populations in the immediate areas of an available employment opportunities. Examples include the Seattle area Asian Counseling and Referral Service (ACRS), and Seattle YWCA.

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

The Consortium and/or its program delivery partners, including Seattle Jobs Initiative, have a devoted instructor with specific navigators assigned to each cohort. Any participation or retainage issues are reviewed immediately as it is a comparatively short program.

Intro. to Healthcare Employment and Apprenticeships -

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.*

Seattle Jobs Initiative, the Health Care Apprenticeship Consortium, and Work Source partners as part of the program provide individual coaching navigation services for all graduates. This entails typically 6 to 15 hours support over the 6 months following graduation, longer if High School or age under 18 students, per student. The Navigators review openings, assist with job applications and contacts, and act liaisons with the Health Care Apprenticeship Consortium on upcoming apprenticeship openings. Navigators confirm the candidates' pre-qualifications and arrange tutoring should math and English skills need support. Candidates are screened using free or Consortium covered Community College placement assessments The Consortium provides apprenticeship application support, interview preparation sessions, and soft skills support for those lining up for openings at health care employers *sponsoring apprentices*.

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.

Program intends to report using ARTS. Internally the Consortium also uses Salesforce. High School cohorts and participants under 18 will be reported via spreadsheet.

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 45 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 Frame, Management Analyst
Dept. of Labor & Industries, Apprenticeship Section
Rio.Frame@Lni.wa.gov
509-426-0985*

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RF 3-6-23Teri Gardner 3-6-23
Teri Gardner 3-16-23**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.

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.*

The Health Care Apprenticeship Consortium, sponsored by the SEIU Healthcare 1199NW Multi- Employer Education and Training Fund, is a multi-employer and multi-union registered apprenticeship program sponsor (Program #2169. Key partners include Kaiser Permanente, Swedish, University of Washington Medicine, Multicare, PeaceHealth, SEIU, OPEIU, and UFCW. The Consortium is open to all healthcare employers in Washington. The Healthcare Training Fund has been in operation for 15 years providing tuition and tutoring and navigation support to SEIU Healthcare 1199 NW education beneficiaries. The Consortium, sponsored by the Training Fund, began offering healthcare apprenticeships in 2019.

The Health Care Apprenticeship Consortium has apprenticeship programs in Medical Assisting, Pharmacy Technician, Central Sterile Processing Technician, Behavioral Health Technician, Peer Counselor, and Substance Use Disorder Professional occupations. The Health Care Apprenticeship Consortium also has an approved Nursing Assistant-Certified training program.. The Introduction to Healthcare Employment and Apprenticeships (IHAP Phase 1) preparatory program is a direct infill towards these occupations.

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.*

The funding for the IHAP programming comes from both grants, employers, and workforce development entities sponsoring workforce development cohorts. Employers seeking entry-level employees sponsor cohort; foundations, including those connected with participating employers fund cohorts linked with Nursing Assistant training sections, school districts including the Tacoma Public schools; and Worksource entities sponsor placement IHAP cohorts. All of these sources are expected to continue on an ongoing basis not just for example the upcoming year.

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

The primary need in healthcare is for qualified individuals in the locales where hiring and healthcare career development opportunities are needed. IHAP, as a preparatory

program provides qualified but as yet technically unskilled candidates with the opportunity to start careers in healthcare.

4. *Describe the target populations and geographical area.*

The target population includes both K-12 and post-secondary populations. Additionally, diversity and under-represented candidate pools will be part of the target population. The geographical area to be covered is the entire state of Washington. This said, initial cohorts have been concentrated between Everett and Tacoma.

5. *Describe the program. Please include the following:*

1. *The structure of preparatory program including the anticipated number of participants/cohorts per year and approximate duration of the program;*

Anticipated number of participants 80 students per year in quarterly groups of 20 students.

The 45-hour curriculum is divided 50/50 between knowledge and skills devoted to preparing for the job application and interview process, and general job and healthcare-specific job knowledge and skills.

The training content is divided into four components: 1) preparing for employment applications, 2) preparing for pre-employment interviews, 3) developing knowledge, skills and attitudes for working productively as a team member and 4) Healthcare specific knowledge and skills.

2. *How the program will be staffed (i.e., instructors, administration, etc);*

Each cohort has its own instructor that is either contracted out through Seattle Jobs Initiative or another vetted contractor. Recruiting and navigation are done by employment placement contractors such as the Seattle Jobs Initiative and Work Source contributors. The training fund support staff/admin also help students gain access to laptop computers, internet hotspots (if needed), and help with immunization documentation that will be needed for employment.

3. *Participant support/resources during program;*

The participants are often stipended, depending on grant resources. All participants are provided with a computer and internet access. Since the class is remotely taught we have not had an issue with transportation for students.

4. *Apprenticeship navigation and articulation plan.*

All participants are provided with 6 months of individualized navigation through Seattle Jobs Initiative and/or local Work Source programs. These job coaches help support and advocate for the students as they build their professional soft-skills such as emailing and calling, submitted resumes online and going through the interviewing process.

6. *Describe the program outcomes. Please include the following if applicable.*

a. *Successful completion (required) –*

A student has successfully completed the program after attending all live zoom classes, actively participated throughout the class during classroom discussions, assignments and activities. A prepared and successful student also leaves the class with an updated, completed resume vetted by the instructional staff A successful student will also have completed a hybrid CPR/BLS for Healthcare Providers Class.

b. *Industry recognized certificate(s)/certification(s) –*

Yes, certificate of completion recognized by employers. A student who completes the program will have a CPR/BLS for Healthcare Providers Card from the American Heart Association

c. *Educational credit – No*

d. *Target articulation rate (required) – 15%*

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

Introduction to Healthcare Employment and Apprenticeships Program (IHAP) was created for job seekers who want to kick-start their healthcare careers and was designed as a bridge between the community and local hospitals such as Swedish and Kaiser Permanente Hospitals.

This virtual program (with a hybrid CPR component) is healthcare career pathway program that goes beyond addressing the immediate need for a job and helps students build a foundation for a healthcare career. Along with tactical support such as resume building and digital literacy, participants receive training in interpersonal skills such as teamwork, communication, and cultural humility.

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RF 3-6-23

Teri Gardner 3-6-23

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APPENDIX B – CURRICULUM OUTLINE

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. Welcome: Why Healthcare (3 hours)

An overview of the major trends in healthcare employment. Including specific information for Nurses Aides and Medical Assistants.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☐ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Provide information overview of the job market and total job demand for Certified Nursing Assistants, Medical Technicians and other health care apprenticeable occupations in Washington state.
- b. Provide information about expected compensation for entry level health care positions.

2. Communication (3 hours)

Effective communication is central to the effectiveness of any healthcare worker. The training in communication skills will be conducted in person, by phone and on-line.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☒ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Learn to work as a positive team member
- b. Learn frameworks and soft skills for technical skills such as preparing patient for examination, collecting patient health history, and building positive relationships to provide effective customer service

3. Working With my Team (3 hours)

As a member of a healthcare provider team, there are many skills and attitudes that contribute to positive team development and performance. This training will include a focus on the necessary knowledge, skills and attitudes required.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
 - ☒ Employability skill development
 - ☒ Industry/trade specific skills and knowledge
-
- a. Develop skills such as effective communication and supporting positive collaboration in care collaboration activities.
 - b. Developing strategies to seek out new resources and bring them back to the team, and active participation in personal development and team development activities.

4. Cultural Humility (3 hours)

The population of both healthcare providers and their clients are very diverse in a variety of ways (race, gender, culture, sexual orientation and gender identity, etc.). All healthcare workers need to be well versed in the dynamics of this diversity. The process of learning starts with the individual and then works out to larger groups and society.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
 - ☒ Employability skill development
 - ☐ Industry/trade specific skills and knowledge
-
- a. Develop an understanding of one's own cultural background and diversity dimensions and develop an awareness of and ability to manage stereotypes and biases.
 - b. Develop an understanding of multi-culturalism and its impacts on healthcare customer service interactions, including the needs of diverse cultures, including people with disabilities, into clinical practice, utilizing appropriate culturally relevant resources and practices when providing services.

5. Presenting my Strengths to get the job (3 hours)

Being able to identify, quantify and communicate your professional strengths is key to being successful in pursuing and procuring the job that is right for you. Doing this effectively requires a conscious review of personal professional strengths, an in-depth review of relevant job descriptions and apprenticeship descriptions and create a strategy for successfully pursuing preferred jobs/apprenticeships.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☒ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Identify your professional and personal strengths using an industry standard model.
- b. Review potential job descriptions and apprenticeship descriptions to see how your personal strengths match the knowledge, skills and experience desired by the employers.
- c. Create a strategy for preparing yourself to apply for and interview for your preferred positions/apprenticeships.

6. Resume (3 hours)

An effective resume is part of the foundation of a successful job search. It must be created with a variety of priorities in mind. Some of these priorities include logical construction of the resume, clarity of the information presented and effective persuasion on the reader.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☒ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Learn the fundamentals of resume writing, including its required component parts and recommended style and format.
- b. Identify knowledge, skills and experiences that are most effective when applying entry level health care positions.

7. Cover Letter (3 hours)

The training will include all necessary components for good cover letter for an entry level job.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☒ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Learn the fundamentals of cover letter writing, including its required component parts and recommended style and format.
- b. Identify specific knowledge, skills and experiences that are most persuasive and helpful in getting the participant noticed as a compelling candidate for an entry level health care position.

8. The Interview Process (3 hours)

As is often said – “You only have one chance to make a good first impression”. The interview is one of those chances, and effective preparation and practice is key to success in interviews.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☒ Employability skill development
- ☐ Industry/trade specific skills and knowledge

- a. Develop strategy to effectively research available positions in order to become familiar with the knowledge and skills required, the job/working environment, how this position may fit into a larger working team and the scale of the number of positions available
- b. Develop plan and strategy to present oneself in a professional manner and be an affective communicator during the interview.

9. Application and Online Portal (3 hours)

The vast majority of jobs and apprenticeships opportunities are only available through on-line portals that are either specific to the partnering organizations or employment websites (like Indeed, Monster, SimplyHired, etc.)

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☒ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a) Review and understand the recruiting and hiring processes for each health care partner and employment web site.
- b) Identify, and prepare for, any application process that requires/includes a skills assessment component. Assist with apprenticeship prequalifications
- c) Prepare all documents necessary to efficiently complete any and all on-line application systems.

10. BLS Certification (Basic Life Support Certification – 3 hours)

The program will prepare all participants to successfully take the hybrid WA state CPR/BLS training. Students take half of the class portion online and half in-person to learn, practice and be tested on live saving skills learned.

Curriculum Elements:

- ☒ Industry/occupation specific safety training and education
- ☐ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Develop the skill to perform CPR on adults and children.
- b. Develop the skill in the use of AED and ventilators in emergency response and therapeutic situations.

11. Mock Interviews (6 hours)

Mock interviews (or practice interviews) is a simulation of an actual job interview. Learning about interviewing and practicing interviewing skills provides the participants with an opportunity to evaluate and build their own skills, as well as, receive performance feedback from a professional.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☒ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Understand the job interview process and become familiar with the health care job specific interview questions and recommended responses.
- b. Provide an opportunity to practice job interview and receive feedback on performance.

12. What Fits in the Workplace (3 hours)

The healthcare workplace is a very specific one. You may find yourself working in a hospital, nursing home, therapeutic center or physician's office. Each of these workplaces can have its own working environment and collection of healthcare professionals who work on the team.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education
- ☒ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Identify the possible health care working environments open to the participants after they complete the program.
- b. Develop specific plans for preparing to work in each of the specific health care working environments.

13. Customer Service in Healthcare (3 hours)

In the healthcare environment, customer service refers to the customer support and care given to people by a healthcare facility. Though not often seen as customers, patients using the healthcare facility services require the same level, if not greater, of customer service they receive elsewhere.

Curriculum Elements:

- ☐ Industry/occupation specific safety training and education

- ☒ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Identify the emotional skills necessary to deliver good customer service in the health care environment (e.g. empathy)
- b. Identify the personal and professional skills necessary to deliver good customer service in the health care environment.
- c. Identify and use a communication plan to efficiently develop a positive relationship with the client that includes after care follow-up

14. Survey of Medical Centered Math & Terminology (3 hours)

Entry level health care positions and apprenticeships require math skills that include mastery of the basic math functions (addition, subtraction, division & multiplication), as well as, fractions, ratios and algebraic equations. Examples of where these math skills come into play are in relation to the delivery of medication, monitoring nutrition and patient vital signs.

Entry level health care positions and apprenticeships require a use of basic medical terminology.

Curriculum Elements:

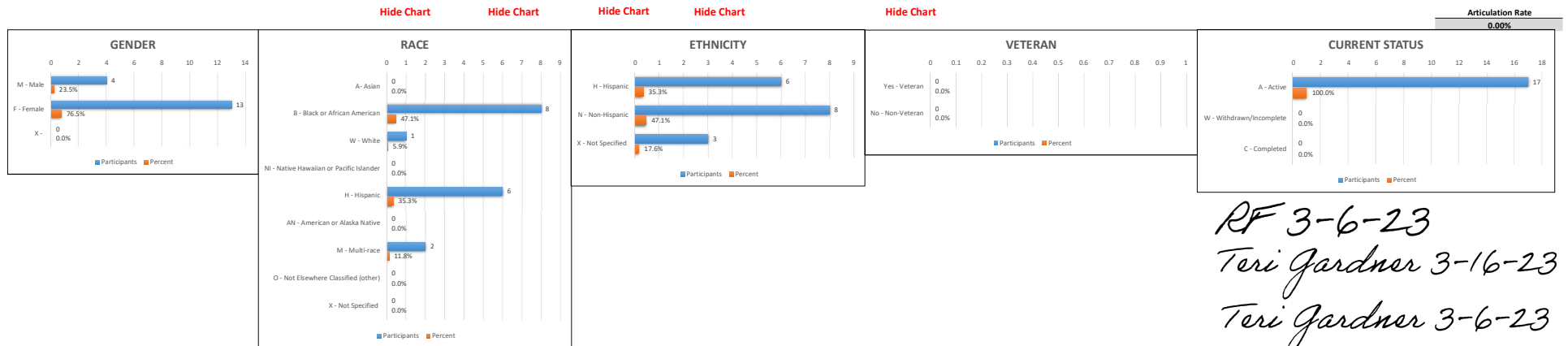
- ☐ Industry/occupation specific safety training and education
- ☒ Employability skill development
- ☒ Industry/trade specific skills and knowledge

- a. Become familiar with the math skills required for entry level healthcare positions by taking a sample NAC math skills test.
- b. Identify any math skills areas that need remedial training in order to be successful in the NAC math skills test.
- c. Become familiar with 40 basic health care terms.
- d. Identify terminology areas relevant to apprenticeships and health care positions targeted by the student.

Preparatory Program Name: Introduction to Healthcare Employment and Apprenticeship [IHAP Phase 1]	Total Number of Participants: 17	Washington State Department of Labor & Industries
	Total Participant Graduates: 0	
	Total Withdrawals/Incomplete: 0	
	Total Graduates Articulated into Registered Apprenticeship: 0	

*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 Name	First Name	YYYY/MM/DD Birth Date	M,F,X Gender	A,B,W,N,I,H,A,N,M,O,X Race	H,N,X Ethnicity	Yes,No Veteran	YYYY/MM/DD Cohort Start Date	A,W,C Current Status	YYYY/MM/DD Graduation Date	Registered Apprenticeship Name	Occupation	YYYY/MM/DD Date of Registration	Apprentice ID Number
17	17	17	17	17	17	17	17	17	17	0	0	0	0



RF 3-6-23
Teri Gardner 3-16-23
Teri Gardner 3-6-23

RF
RF 3-6-23Teri Gardner 3-6-23
Teri Gardner 3-16-23

March 6, 2022

Via email: apprentice@lni.wa.gov

Washington State Apprenticeship & Training Council
Attn: Program Manager, Apprenticeship Section
P.O. Box 44530
Olympia, WA 98504-4530

Re: Health Care Apprenticeship Consortium
Introduction to Health Care Employment and Apprenticeships Preparatory Application
Articulation Commitment Letter – Program #2169

Dear Council Members;

The Health Care Apprenticeship Consortium, sponsored by the SEIU Healthcare 1199NW Multi-Employer Education and Training Fund, a multi-employer and multi-union registered apprenticeship program sponsor (Program #2169), has apprenticeship programs in Medical Assisting, Pharmacy Technician, Central Sterile Processing Technician, Behavioral Health Technician, Peer Counselor, and Substance Use Disorder Professional occupations.

The Consortium hereby provides the articulation commitment that graduates of Introduction to Health Care Employment and Apprenticeships Preparatory Program (IHAP) as proposed by the Consortium, will at minimum have an opportunity to be interviewed for such apprenticeship openings as occur in their locales for apprenticeship openings in our Medical Assisting, Pharmacy Technician, Central Sterile Processing Technician, Behavioral Health Technician, Peer Counselor, and Substance Use Disorder Professional apprenticeships. The health care preparatory training of the IHAP program is a direct readiness set towards these occupations – both in terms of apprentice soft skill readiness, and prequalification crosscheck and completion.

Pursuant to WSATC Administrative Policy 2012-03, we affirm that this apprenticeship preparatory program provides quality education and related work preparation experience exceeding the minimum qualification standards for our referenced apprenticeship programs.

Please let us know if you have any questions regarding this commitment.

Very Truly Yours,
Health Care Apprenticeship Consortium/SEIU Healthcare 1199NW Training Fund

/s/ Mark S. Beaufait

by: Mark S. Beaufait, Director of Educational Programs

Cc via email: Rio Frame, frav235@lni.wa.gov