

## Division of Apprenticeship Standards (DAS)

### Apprenticeship Program Summary Sheet

**To:** Adele Burnes, Chief  
**From:** Maria D. Silva Reyes  
**CC:** DAS, Program Planning & Review Unit  
**Date:** November 25, 2025

**Program Name:** The CHLA Healthcare Apprenticeship  
**Industry:** Healthcare  
**DAS File No.:** 101522  
**Grant Awardee:**  No  Yes COYA 2023

#### Action(s):

- Proposed new apprentice program
- Existing apprenticeship program adding new occupations
- Existing apprenticeship program expanding area of operations
- Existing apprenticeship program changing work processes on approved occupations

#### Request for Approval under Labor Code 3075:

The CHLA Healthcare Apprenticeship is not intended to train in the building and construction trades and is not eligible to dispatch apprentices to projects with public works, prevailing wage or skilled and trained workforce requirements within the meaning of Labor Code sections 1720 and 3075 and will not train or dispatch apprentices in the building and construction trades or firefighters occupations.

#### Comments:

The CHLA Healthcare Apprenticeship prepares apprentices with the skills and knowledge to become Community Health Workers. Apprentices will gain an understanding of the role of a community health worker in a hospital setting and in the community. This role involves assisting individuals with disabilities in accessing resources and connecting them to programs to enable them to reach their goals. Apprentices will share their lived experiences to respond to the needs of the individuals they are serving. In addition, apprentices will acquire competencies in interpersonal and relationship-building skills, providing culturally appropriate health education and information, care coordination, case management, and system navigation.

The CHLA Healthcare Apprenticeship will oversee the apprenticeship program herein and seeks approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following:

**Proposed Occupation, Wage Rate & O\*Net Code:**

- Community Health Worker O\*Net: 21-1094.00
  - Professional Worker Wage: \$23.00 per hour
  - Proposed Apprentice Wage: \$22.00 per hour
  - Proposed No. of Apprentices: 2

**Proposed Employers:**

- Ability First, 789 N Fair Oak Avenue, Pasadena, CA 91103
  - Occupation(s): Community Health Worker

# The CHLA Healthcare Apprenticeship Program Standards

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**Article I Purpose and Policy**

The parties hereto declare it to be their purpose and policy to establish an organized, planned system of apprenticeship, conducted as an education-sponsored, employer-based undertaking.

These standards have, therefore, been adopted and agreed upon under the Shelley-Maloney Apprentice Labor Standards Act of 1939, as amended, to govern the employment and training of apprentices in the trade, craft or occupation defined herein, to become effective upon their approval.

**Article II Craft, Trade or Occupation, Related and Supplemental Instruction, Term of Apprenticeship, Ratio, Wage Schedule and Work Training**

**Occupation:** Community Health Worker

**O\*Net Code:** 21-1094.00

**Attachment:** B

**Article III Organization**

There is hereby established the above-named master apprenticeship committee. The committee shall consist of five (5) members, who shall be selected by and represent the employer organization(s) signatory hereto. In addition, there shall be one (1) apprenticeship consultant representing the Division of Apprenticeship Standards and one (1) advisor from the Local Education Agency and such other advisors as the committee shall determine. Such advisors and the apprenticeship consultant shall act without vote.

**Article IV Jurisdiction**

These standards shall apply to the employer and employee organizations signatory hereto; their members, to other employers who subscribe hereto or who are party to a collective bargaining agreement with an employee organization(s) signatory hereto, and to all apprentice agreements hereunder.

Area Covered by Standards: Los Angeles County

**Article V Functions**

The functions of the apprenticeship committee shall be to:

- 1) develop an efficient program of apprenticeship through systematic on-the-job training with related and supplemental instruction and periodic evaluation of each apprentice;
- 2) serve in an advisory capacity with employers and employees in matters pertaining to these standards;
- 3) ensure the program's ability, including financial ability, and commitment to meet and carry out its responsibilities under federal and state law and regulations applicable to the apprenticeable occupation and for the welfare of the apprentice;
- 4) aid in the adjustment of apprenticeship disputes;
- 5) develop fair and impartial selection procedures and an affirmative action plan in accordance with existing laws and regulations and apply them uniformly in the selection of applicants for apprenticeship.

**Article VI Responsibilities**

The responsibilities of the apprenticeship committee shall be to:

- 1) supervise the administration and enforcement of these standards;
- 2) adopt such rules and regulations as are necessary to govern the program provided that the rules and regulations do not conflict with these standards;
- 3) conduct orientations, workshops or other educational sessions for employers to explain the apprenticeship program's standards and the operation of the apprenticeship program;
- 4) pass upon the qualification of employers and, when appropriate, to suspend or withdraw approval;
- 5) conduct on-going evaluation of the interest and capacity of employers to participate in the apprenticeship program and to train apprentices on the job;
- 6) make periodic evaluations of each apprentice's on-the-job training and related and supplemental instruction;
- 7) ensure safe work site facilities, skilled workers as trainers at the work site, and safe equipment sufficient to train apprentices;
- 8) determine the qualifications of apprentice applicants and ensure fair and impartial treatment of applicants for apprenticeship selected through uniform selection procedures;
- 9) file a signed copy, written or electronic, of each apprentice agreement with the Division of Apprenticeship Standards, within 30 days of execution, with copies to all parties to the agreement;
- 10) establish and utilize a procedure to record and maintain all records of the apprentice's worksite job progress and progress in related and supplemental instruction;

- 11) establish and utilize a system for the periodic review and evaluation of the apprentice's progress in job performance and related instruction;
- 12) discipline apprentices, up to and including termination, for failure to fulfill their obligations on-the-job or in related instruction, including provisions for fair hearings;
- 13) annually prepare and submit a Self-Assessment Review as well as a Program Improvement Plan to the Chief of the Division of Apprenticeship Standards;
- 14) ensure training and supervision, both on the job and in related instruction, in first aid, safe working practices and the recognition of occupational health and safety hazards;
- 15) ensure training in the recognition of illegal discrimination and sexual harassment;
- 16) establish an adequate mechanism to be used for the rotation of the apprentice from work process to work process to ensure the apprentice of complete training in the apprenticeable occupation including mobility between employers when essential to provide exposure and training in various work processes in the apprenticeable occupation;
- 17) establish an adequate mechanism that will be used to provide apprentices with reasonably continuous employment in the event of a lay-off or the inability of one employer to provide training in all work processes as outlined in the standards;
- 18) comply with meaningful representation requirements for the interests of apprentices in the management of the program where apprentices are at least equally represented on an advisory panel established by the apprenticeship committee responsible for the operation of the program;
- 19) adopt changes to these standards, as necessary, subject to the approval of the parties hereto and the Chief of the Division of Apprenticeship Standards.

#### **Article VII Definition of an Apprentice**

An apprentice is a person at least 18 years of age, who has met the requirements for selection under the selection procedures of a participating employer, who is engaged in learning a designated craft or trade and who has entered into a written apprentice agreement under the provisions of these standards.

#### **Article VIII Duties of an Apprentice**

Each apprentice shall satisfactorily perform all work and learning assignments both on the job and in related instruction and shall comply with the rules, regulations and decisions of the apprenticeship committee.

**Article IX Apprenticeship Agreement**

- 1) Each apprenticeship agreement shall conform to the State law governing apprenticeship agreements, and shall be signed by the employer, by the program sponsor, and by the apprentice and must be approved by the apprenticeship committee.
- 2) Each apprentice shall be furnished with a copy of or be given an opportunity to study these standards before registration. These standards shall be considered a part of the apprenticeship agreement as though expressly written therein.

**Article X Termination and Transfer of Agreements**

- 1) During the probationary period, an apprenticeship agreement shall be terminated by the apprenticeship committee at the request in writing of either party. After such probationary period, an apprenticeship agreement may be terminated by the Administrator by mutual agreement of all the parties thereto or cancelled by the Administrator for good and sufficient reason.
- 2) If an employer is unable to fulfill his/her obligations to train under any apprenticeship agreement or in the event of a layoff, the apprenticeship committee may, with the approval of the Administrator, transfer such agreement to any other employer if the apprentice consents, and such other employer agrees to assume the obligation of said apprenticeship agreement.

**Article XI Lay-off**

- 1) If for any reason a lay-off of an apprentice occurs, the apprenticeship agreement shall remain in effect unless cancelled by the Administrator. However, credit for related instruction shall be given when the apprentice continues such instruction during the lay-off.
- 2) There shall be no liability on the part of the employer, the program, or the committee for an injury sustained by an apprentice engaged in schoolwork at a time when the apprentice is unemployed.

**Article XII Controversies**

All controversies or differences concerning apprenticeship agreements that cannot be adjusted locally by the apprenticeship committee or otherwise shall be submitted to the Administrator for determination.

**Article XIII Certificate of Completion**

- 1) In addition to previous on-the-job training and related school instruction, which is of an approved nature, the Apprentice shall have completed not less than an additional six (6)

months as an apprentice under the laws of the State of California and demonstrated mastery of the skills and knowledge of the prescribed program.

- 2) In recognition of unusual ability and progress, the apprenticeship committee may decrease the term of apprenticeship for an individual apprentice not more than twelve and one-half percent (12½%).
- 3) Upon evidence of satisfactory completion of apprenticeship, and upon the recommendation of the apprenticeship committee, each apprentice will be issued a Certificate of Completion by the authority of the Chief of the Division of Apprenticeship Standards and the Interagency Advisory Committee on Apprenticeship.

#### **Article XIV Equal Opportunity in Apprenticeship**

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation or veteran or military status.

The CHLA Healthcare Apprenticeship will create selection procedures that meet objective standards and maintain a fair and equitable selection process for all applicants.

#### **Article XV Written Applications**

Applications for apprenticeship will be accepted:

Via email: [CHLACOYAApprenticeship@chla.usc.edu](mailto:CHLACOYAApprenticeship@chla.usc.edu)

#### **Article XVI Records**

All records will be maintained, in written or electronic form, for five (5) years and kept at:

The CHLA Healthcare Apprenticeship  
4650 Sunset Blvd.,  
Los Angeles, CA 90027

#### **Article XVII Annual Compliance**

The CHLA Healthcare Apprenticeship will submit an annual compliance report to the Division of Apprenticeship Standards as requested by the Division.

The CHLA Healthcare Apprenticeship agrees to accept electronic signatures for these Standards and all related Division of Apprenticeship Standards documents.

The foregoing standards are hereby agreed to and adopted by The CHLA Healthcare Apprenticeship on September 15, 2025 (Committee approval date).

**Employer/Organization**

Children’s Hospital Los Angeles  
4650 Sunset Blvd., MS #76, Los Angeles, CA 90027

\_\_\_\_\_  
Dr. Christine Mirzaian, Core Function Director

The foregoing apprenticeship standards, being in conformity with the applicable California Labor Code, California Code of Regulations and Federal Regulations, are hereby approved

\_\_\_\_\_  
(DAS approval date)

\_\_\_\_\_  
Adele Burnes, Chief  
Division of Apprenticeship Standards

\_\_\_\_\_  
Date

# **Attachment B**

## **Training Schedule and Working Conditions**

The CHLA Healthcare Apprenticeship

### **Occupation**

**Occupation:** Community Health Worker  
**O\*Net Code:** 21-1094.00

### **Article I Term of Apprenticeship and Probation**

The standard term of apprenticeship shall be a competency-based approach, with approximately 2000 on-the-job training (OJT) hours, 164 related and supplemental instruction (RSI) hours, and completed within approximately 12 months.

The period of probation shall be reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship, and in no event shall exceed the shorter of 25 percent of the length of the program or one year. The period of probation shall be three (3) months.

### **Article II Wage Schedule**

#### **Professional Worker Wage:**

\$ \$23 per hour effective 9/15/2025.

#### **Apprentice Wage and Advancement Schedule:**

In no case shall an Apprentice receive a starting wage that is less than the applicable federal, state or local entity (city or county) minimum wage, whichever is higher for the county or city where the apprentice is working. The applicable minimum wage law shall establish the effective date of the minimum wage.

To advance from one period to the next, the apprentice shall have met the following requirements:

1st period	0% - 50% competencies	\$ 22.00 /hour
2nd period	51% -100% competencies	\$ 23.00 /hour

\* All mention of previous wage periods reference the current appropriate rate for that period and not necessarily the rate reflected in these Standards at the time of approval.

**Hours of Work and Working Conditions and Overtime Provision:**

Eight hours of labor constitutes a day's work. Employment beyond eight hours in any workday or more than six days in any workweek requires the employee to be compensated for the overtime at not less than one and one-half times the employee's regular rate of pay for all hours worked in excess of eight hours, up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek; and double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. If employers utilize an alternative workweek schedule in accordance with the California Industrial Welfare Commission Orders, the overtime will be determined and paid in accordance with the applicable alternative workweek provisions.

The workday and workweek and all other conditions of employment for apprentices shall conform to all applicable laws and regulations and shall not be greater than for those of a professional worker.

Overtime shall not be allowed if it will interfere with or impair the training or be detrimental to the health and safety of the apprentice.

**Article III Work-Training**

- 1) The employer shall see that all apprentices are under the supervision of a qualified professional worker or instructor and shall provide the necessary diversified experience and training in order to develop the apprentice into a proficiently skilled worker, as outlined herein.
- 2) Each apprentice shall be trained in the use of new equipment, materials and processes as they come into use in the occupation.
- 3) The major categories in which apprentices will be trained (although not necessarily in the order listed) are as follows:

**Competency Check List**

**Demonstrates Fundamentals:** Apprentice can perform the task with some coaching.

**Proficient in Task:** Apprentice performs task properly and consistently.

**Completion Date:** Date apprentice completes final demonstration of competency

**Name of Competency Section** \_\_\_\_\_ **Initial/Date**

List competencies below

**Demonstrates ability to provide basic health care services**

Basic health services in the case of this apprenticeship will be assisting with medical case management, including identifying primary care provide and specialists, health insurance status, and assisting with transfer from pediatric to adult healthcare

**Demonstrates ability to maintain client records**

Maintain updated client records with plans, notes, appropriate forms, or related information.

**Demonstrates ability to advise clients or community groups on health issues**

Advise clients or community groups on issues related to improving general health, such as diet or exercise.

Advise clients or community groups on issues related to transfer of healthcare from pediatric to adult.

Advise clients or community groups on issues related to risk or prevention of conditions, such as annual physical exams

Advise clients or community groups on issues related to self-care, such as diabetes management.

Advise clients or community groups on issues related to sanitation or hygiene, such as flossing or hand washing.

Advise clients or community groups to ensure parental understanding of the importance of childhood immunizations and how to access immunization services.

**Demonstrate ability to assess individual or community needs for educational or social services**

Identify the particular health care needs of individuals in a community or target area.

**Demonstrate ability to help link clients to resources to assist with transport to appointments**

Transport or accompany clients to scheduled health appointments or referral sites.

**Demonstrate ability to provide educational materials to community members**

Distribute flyers, brochures, or other informational or educational documents to inform members of a targeted community.

Teach classes or otherwise disseminate medical or dental health information to school groups, community groups, or targeted families or individuals, in a manner consistent with cultural norms.

**Demonstrate ability to confer with clients to discuss treatment plans or progress**

Contact clients in person, by phone, or in writing to ensure they have completed required or recommended actions.

**Demonstrate ability to monitor clients to evaluate treatment progress**

Contact clients in person, by phone, or in writing to ensure they have completed required or recommended actions.

**Demonstrate ability to refer clients to community or social service programs**

Refer community members to needed health services.

**Demonstrate ability to advocate for individual or community needs**

Advocate for individual or community health needs with government agencies or health service providers.

**Demonstrate ability to recommend legal actions**

Report incidences of child or elder abuse, neglect, or threats of harm to authorities, as required.

**Demonstrate ability to collect information about community health needs**

Collect information from individuals to compile vital statistics about the general health of community members.

**Demonstrate ability to lead classes or community events**

Teach classes or otherwise disseminate medical or dental health information to school groups, community groups, or targeted families or individuals, in a manner consistent with cultural norms.

**Demonstrate ability to advise others on social or educational issues**

Advise clients or community groups on issues related to social or intellectual development, such as education, childcare, or problem solving.

**Demonstrate ability to help clients get needed services or resources**

Assist families to apply for social services, including Medicaid or Women, Infants, and Children (WIC).

**Demonstrate ability to develop working relationships with others to facilitate program activities**

Attend community meetings or health fairs to understand community issues or build relationships with community members.

**Demonstrate ability to interpret cultural or religious information for others**

Interpret, translate, or provide cultural mediation related to health services or information for community members.

**Demonstrate ability to monitor nutrition related activities of individuals or groups**

Monitor nutrition of children, elderly, or other high-risk groups.

**Demonstrate ability to plan programs to address community health issues**

Develop plans or formal contracts for individuals, families, or community groups to improve overall health.

**Article IV Related Instruction**

Related and supplemental instruction (RSI) will be provided and/or overseen by the Local Education Agencies (LEA) whose confirmation of such has been affixed to these Standards for this occupation.

Any significant difference in sample related and supplemental instruction (RSI) listed below, and the related and supplemental instruction (RSI) provided by the Local Education Agency (LEA) will be detailed and included with the Local Education Agency’s (LEA) confirmation letter and submitted to the Division of Apprenticeship Standards for review.

Time spent in related and supplemental instruction may not be compensated.

	<b>Hours</b>
CHLA Hospital Orientation	20
<b>Module 1:</b> Introduction: Understanding the Role of a Community Health Worker (CHW)	2
<ul style="list-style-type: none"> <li>• Understand what is a Community Health Worker</li> <li>• Identify the role(s) of a Community Health Worker</li> </ul>	
<b>Module 2:</b> Communication	6
<ul style="list-style-type: none"> <li>• Understand the importance of communication as a Community Health Worker</li> <li>• How to use the concept of active listening</li> <li>• How to use written, verbal, and non-verbal communication</li> <li>• Usable tips for effective communication</li> <li>• Usable tips to minimize miscommunication</li> </ul>	
<b>Module 3:</b> Motivational Interviewing	2
<ul style="list-style-type: none"> <li>• Learn the different techniques of motivational interviewing</li> <li>• Understand motivational interviewing for patient engagement</li> <li>• Identify the 5 questions of motivational interviewing</li> <li>• Learn about motivational interviewing strategies</li> </ul>	
<b>Module 4:</b> Interpersonal and Relationship Building Skills	4
<ul style="list-style-type: none"> <li>• Understand what are effective patient-doctor interpersonal skills and interactions</li> <li>• Gain understanding of the doctor-patient relationship</li> <li>• Learn essentials of positive relationships between patients and their doctors</li> </ul>	
<b>Module 5:</b> Introduction to Developmental Disabilities	2
<ul style="list-style-type: none"> <li>• Explain what developmental disabilities can make an individual eligible for Regional Center</li> <li>• Learn about how disability can influence how someone learns or communicates</li> <li>• Understand the diversity of abilities and differences of individuals with disabilities with any diagnosis</li> </ul>	

<b>Module 6: Introduction to Health Care Transition</b>	2
<ul style="list-style-type: none"><li>• Define what health care transition is in the Apprenticeship Program</li><li>• Know some of the agencies are to assist with different transitions</li><li>• Understand of steps to take should an agency not provide the service to an individual</li><li>• Be able to explain the difference between transfer of care and transition to adulthood</li></ul>	
<b>Module 7: Regional Centers</b>	2
<ul style="list-style-type: none"><li>• Have an understanding of Regional Centers and how they were formed</li><li>• Know what important information Regional Centers can provide and how to respond to a service denial</li><li>• Understand the parts of the Individual Program Plan (IPP)</li><li>• Learn what generic resources are and when to use them</li></ul>	
<b>Module 8: Education Supports</b>	2
<ul style="list-style-type: none"><li>• Have a basic understanding of what educational options are available after high school</li><li>• Information about what accommodations can be provided to individuals with disabilities</li><li>• Explain the difference between IEP and 504 accommodations and accommodations in postsecondary education settings</li><li>• How education can be used to advance larger goals</li></ul>	
<b>Module 9: Capacity Building</b>	2
<ul style="list-style-type: none"><li>• Understand the concept of capacity building</li><li>• Understand the different types of capacities</li><li>• Learn about self-compassion</li></ul>	
<b>Module 10: Advocacy</b>	4
<ul style="list-style-type: none"><li>• Understand the concept of self-advocacy</li><li>• Learn about disability and self-advocacy</li><li>• Identify how to advocate for your health</li></ul>	
<b>Module 11: Individual and Community Assessment</b>	2
<ul style="list-style-type: none"><li>• Learn how to set healthy goals and build healthy habits</li><li>• Explore finding the right doctor and access to healthcare</li></ul>	
<b>Module 12: Outreach Skills</b>	2
<ul style="list-style-type: none"><li>• Learn about outreach and engagement</li><li>• Learn the difference between phone conversations and messaging a patient</li></ul>	

<b>Module 13: Professional Skills and Conduct</b>	2
<ul style="list-style-type: none"><li>• Understand workplace behavior expectations</li><li>• Learn ways to clearly communicate with others</li><li>• Find out how to work on a team and improve the workplace</li><li>• Create a safe workplace for all team members</li></ul>	
<b>Module 14: Evaluation and Research Skills</b>	2
<ul style="list-style-type: none"><li>• Understand what is community-based research</li><li>• Identify the different types of research</li><li>• Understand research community engagement</li><li>• Define what is community-based participatory research (CBPR)</li></ul>	
<b>Module 15: Social Determinants of Health</b>	1
<ul style="list-style-type: none"><li>• Learn what is social determinants of health</li><li>• Think about the area you live in and identify questions based on social determinants of health</li><li>• Identify the non-medical factors of social determinants of health</li><li>• Identify the 5 Categories of Social Determinants of Health</li></ul>	
<b>Module 16: Basic Health Services</b>	1
<b>Module 17: Case Management</b>	6
<ul style="list-style-type: none"><li>• Understand how the U.S. health system works</li><li>• Introduce the different health coverages</li><li>• Identify the difference between a Primary Care Physician and Specialist</li><li>• Identify health insurance terms</li></ul>	
<b>Module 18: Advising on Health Issues</b>	4
<ul style="list-style-type: none"><li>• Learn about the importance of having annual physical exams</li><li>• Recognize the importance of vaccines</li><li>• Learn about preventative health care and screenings</li><li>• Understand about the importance of hygiene</li></ul>	
<b>Module 19: Community Health Worker Home Visits</b>	2
<ul style="list-style-type: none"><li>• Identify the role of a Community Health Worker (CHW) in a health care setting</li><li>• Understand what services and supports the CHW can provide to clients</li><li>• Explain and describe the purpose of CHW home visits</li></ul>	

<b>Module 20:</b> Transportation to Medical Appointments	4
<ul style="list-style-type: none"> <li>• Learn about the ACCESS Transportation process and how to qualify</li> <li>• Know what type of transportation ACCESS provides and where they take people</li> <li>• Understand public transportation accessibility</li> <li>• Identify other transportation alternatives to get to medical appointments</li> </ul>	
<b>Module 21:</b> Community & Social Service Programs	4
<ul style="list-style-type: none"> <li>• Recognize different government resources such as Cal Fresh that can assist individuals</li> <li>• Understand affordable housing for individuals with disabilities</li> <li>• Learn about In Home Supportive Services (IHSS)</li> </ul>	
<b>Module 22:</b> Guidelines for Reporting Child Abuse and Neglect as a Community Health Worker Mandated Reporter	4
<ul style="list-style-type: none"> <li>• Learn what is child abuse and neglect</li> <li>• Identify the types and symptoms of abuse</li> <li>• As a mandated reporter, identify what steps to take when suspecting abuse</li> </ul>	
<b>Module 23:</b> Peer & Parent Navigators	12
<ul style="list-style-type: none"> <li>• Learn about the roles and responsibilities of Peer and Parent Navigators</li> <li>• Gain an understanding about the Peer Navigator Training Program along with its goals and objectives</li> <li>• Hear about the role and responsibilities of Navigators from an actual Peer and Parent Navigator on their experience</li> <li>• Shadow Parent Navigators</li> </ul>	
<b>Module 24:</b> Applying Health Services and Supports for Services	4
<ul style="list-style-type: none"> <li>• Learn about and how to apply for services such as Medicaid/Medi-Cal, Women, Infants, and Children (WIC)</li> </ul>	
<b>Module 25:</b> Disability Awareness Events	4
<ul style="list-style-type: none"> <li>• Explore available disability-related community events</li> <li>• Recognize community advocacy events for individuals with disabilities</li> <li>• Learn about organizations that of interest</li> </ul>	
<b>Module 26:</b> Cultural Competency	2
<ul style="list-style-type: none"> <li>• Understand what culture is in terms of a community health worker</li> <li>• How to keep a non-judgmental outlook when working with people who may be different from you</li> <li>• Using understanding individual's preferences to inform what is important to them</li> </ul>	

- Understand the significance of an individual's culture as it pertains to the provision of Community Health Workers

**Module 27: Nutrition** 2

- You will learn about Registered Dietician Nutritionists (RDN)
- Identify some healthy adolescent nutrition eating habits and food intake
- Learn about nutrition and eating healthy with a disability

**Module 28: Addressing Community Health Issues** 4

- Identify ways to promote health equity for people with disabilities
- Explore CHLA UCEDD website and learn about its programs
- Learn about regional center self-determination program

**Practice Writing Emails** 4

- Apprentice will practice conducting emails, formatting, sending attachments, etc.
- Supervisor will review apprentice email and provide feedback

**Explore Resources** 10

- Identify and be familiar to the resource hub
- Research different resources that can potentially help patients in the future

**Roleplay** 8

- Apprentice and supervisor will act out scenarios to practice communicating phone conversations and follow-up calls

**Shadowing** 12

- Apprentice will shadow healthcare workers in the clinics

**Sample case** 20

- Apprentice and supervisor will go through a sample case as if apprentice is working with an actual patient that involves phone conversations, emails, finding resources, etc.

**Total 164**

**Article V Ratio**

The ratio of apprentices to professional workers shall be:

- 1) Ratio #1: Each professional worker may supervise two (2) apprentice(s)