

PURPOSE

The following describes the minimum requirements needed of a Community Health Worker (CHW)/Community Health Representative (CHR) training program necessary to be approved by Michigan Community Health Worker Alliance (MiCHWA), serving as the MDHHS designated contractor. MiCHWA's review of submitted curriculums ensures they align with the National Core Competency Standards (C3) competencies & sub-skills listed, as directed by Michigan Medicaid policy MMP 23-74 .

How to Apply for Consideration as an Approved Training Program for CHW/CHRs in Michigan:

1. Complete application. All applicants must complete all sections of the application, if an area does not apply enter "N/A".
2. Provide course outlines or syllabus with learning objectives for each course or module included in the training program;
3. Provide a copy or sample of course completion documentation (i.e. certificate, transcript, etc.)
4. Applicant is able to provide any additional supporting documentation demonstrating alignment with each listed core competency. This item is optional but is highly recommended in support of the application review process.
5. Combine all documentation listed above into a **single PDF** and submit via email to mychwregistry@michwa.org. **Be sure to use the Subject Line:** "Application for MDHHS Approved CHW Training Program [PROGRAM NAME]"

Community Health Representative Training Programs Through the National Indian Health Service:

The National Indian Health Service Community Health Representative Training Program provided by the federal Centers for Disease Control shall be honored as an approved training program. This training is only accessible for tribal CHR programs.

Application Review & Determination Timeline (Anticipated)

We anticipate the CHW Training Program Review Committee will meet on a monthly basis. You can expect to receive an email confirming receipt of your training program application within 2 business days. However, a final determination can be expected within 60 business days.

APPLICANT PROGRAM INFORMATION

LEGAL ORGANIZATION NAME	
ADDRESS	
PRIMARY POINT OF CONTACT	
WEBSITE	
TRAINING PROGRAM / CURRICULUM NAME	
TRAINING PROGRAM ESTABLISHMENT DATE	
AVERAGE NUMBER OF CHWs TRAINED PER YEAR (Optional)	

APPLICANT PROGRAM SELF-REVIEW

As the applicant is reviewing their curriculum, ensure a brief description of each competency is included.

Example of Brief Description for C3 Project Competency: “Advocacy and outreach are foundational competency principles. These guiding principles include ethics, professional boundaries, self-awareness, the scope of practice, working as part of a multi-disciplinary team, and are common qualities and values of successful CHWs. This competency also focuses on persons new to the practice by providing the most essential concepts and professional conduct to guide the work of CHWs. Competency includes the ability to act decisively in complex circumstances but also to take full advantage of supervisor support and professional collaboration. CHWs are trusted members of their communities therefore, professional conduct is essential to help individuals, families, and communities enhance their health.”

Competency	Provide a brief description as to how each core competency was achieved in the training <i>(300 words or less)</i>	Sub-Skills & Description <i>(Check all the C3 sub-skills taught within the curriculum)</i>	
1. Communication Skills		<input type="checkbox"/>	Ability to use language confidently
		<input type="checkbox"/>	Ability to use language in ways that engage and motivate
		<input type="checkbox"/>	Ability to communicate using plain and clear language
		<input type="checkbox"/>	Ability to communicate with empathy
		<input type="checkbox"/>	Ability to listen actively
		<input type="checkbox"/>	Ability to prepare written communication including electronic communication (e.g., email, telecommunication device for the deaf)
		<input type="checkbox"/>	Ability to document work

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		<input type="checkbox"/>	Ability to communicate with the community served (may not be fluent in language of all communities served)
2. Interpersonal & Relationship-Building Skills		<input type="checkbox"/>	Ability to provide coaching and social support
		<input type="checkbox"/>	Ability to conduct self-management coaching
		<input type="checkbox"/>	Ability to use interviewing techniques (e.g. motivational interviewing)
		<input type="checkbox"/>	Ability to work as a team member
		<input type="checkbox"/>	Ability to manage conflict
		<input type="checkbox"/>	Ability to practice cultural humility
3. Service Coordination & Navigation Skills		<input type="checkbox"/>	Ability to coordinate care (including identifying and accessing resources and overcoming barriers)
		<input type="checkbox"/>	Ability to make appropriate referrals
		<input type="checkbox"/>	Ability to facilitate development of an individual and/or group action plan and goal attainment
		<input type="checkbox"/>	Ability to coordinate CHW activities with clinical and other community services
		<input type="checkbox"/>	Ability to follow-up and track care and referral outcomes

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4. Capacity Building Skills		<input type="checkbox"/>	Ability to help others identify goals and develop to their fullest potential
		<input type="checkbox"/>	Ability to work in ways that increase individual and community empowerment
		<input type="checkbox"/>	Ability to network, build community connections, and build coalitions
		<input type="checkbox"/>	Ability to teach self-advocacy skills
		<input type="checkbox"/>	Ability to conduct community organizing
5. Advocacy Skills		<input type="checkbox"/>	Ability to contribute to policy development
		<input type="checkbox"/>	Ability to advocate for policy change
		<input type="checkbox"/>	Ability to speak up for individuals and communities
6. Education & Facilitation Skills		<input type="checkbox"/>	Ability to use empowering and learner-centered teaching strategies
		<input type="checkbox"/>	Ability to use a range of appropriate and effective educational techniques
		<input type="checkbox"/>	Ability to facilitate group discussions and decision-making
		<input type="checkbox"/>	Ability to plan and conduct classes and presentations for a variety of groups

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		<input type="checkbox"/>	Ability to seek out appropriate information and respond to questions about pertinent topics
		<input type="checkbox"/>	Ability to find and share requested information
		<input type="checkbox"/>	Ability to collaborate with other educators
		<input type="checkbox"/>	Ability to collect and use information from and with community members
7. Individual & Community Assessment Skills		<input type="checkbox"/>	Ability to participate in individual assessment through observation and active inquiry
		<input type="checkbox"/>	Ability to participate in community assessment through observation and active inquiry
8. Outreach Skills		<input type="checkbox"/>	Ability to conduct case-finding, recruitment and follow-up
		<input type="checkbox"/>	Ability to prepare and disseminate materials
		<input type="checkbox"/>	Ability to build and maintain a current resource inventory
9. Professional Skills & Conduct		<input type="checkbox"/>	Ability to set goals and to develop and follow a work plan
		<input type="checkbox"/>	Ability to balance priorities and to manage time
		<input type="checkbox"/>	Ability to apply critical thinking techniques and problem solving

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		<input type="checkbox"/>	Ability to use pertinent technology
		<input type="checkbox"/>	Ability to pursue continuing education and lifelong learning opportunities
		<input type="checkbox"/>	Ability to maximize personal safety while working in community and/or clinical settings
		<input type="checkbox"/>	Ability to observe ethical and legal standards (e.g. CHW Code of Ethics, Americans with Disabilities Act [ADA], Health Insurance Portability and Accountability Act [HIPAA])
		<input type="checkbox"/>	Ability to identify situations calling for mandatory reporting and carry out mandatory reporting requirements
		<input type="checkbox"/>	Ability to participate in professional development of peer CHWs and in networking among CHW groups
		<input type="checkbox"/>	Ability to set boundaries and practice self-care
10. Evaluation & Research Skills		<input type="checkbox"/>	Ability to identify important concerns and conduct evaluation and research to better understand root causes
		<input type="checkbox"/>	Ability to apply the evidence-based practices of Community Based Participatory Research (CBPR) and Participatory Action Research (PAR)
		<input type="checkbox"/>	Ability to participate in evaluation and research processes including: <ul style="list-style-type: none"> a. Identifying priority issues and evaluation/ research questions; b. Developing evaluation/research design and methods;

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			c. Data collection and interpretation; d. Sharing results and findings; and e. Engaging stakeholders to take action on findings.
11. Knowledge Base		<input type="checkbox"/>	Knowledge about social determinants of health and related disparities
		<input type="checkbox"/>	Knowledge about pertinent health issues
		<input type="checkbox"/>	Knowledge about healthy lifestyles and self-care
		<input type="checkbox"/>	Knowledge about mental/behavioral health issues and their connection to physical health
		<input type="checkbox"/>	Knowledge about health behavior theories
		<input type="checkbox"/>	Knowledge of basic public health principles
		<input type="checkbox"/>	Knowledge about the community served
		<input type="checkbox"/>	Knowledge about United States health and social service systems

APPLICANT PROGRAM COMMENTS

If there are any areas your program is currently working towards improvement or that you were unable to address in the application above, please use this space to provide any additional comments or information.

(300 words or less)

SCORING

CURRICULUM CONTENT REVIEW – COMPETENCY & SUB-SKILL ALIGNMENT

The following sub-skills are scored on the scale of 1-3 based upon review of the course’s curriculum/syllabus outline, application description, and additional supporting documents.

Competency	Number of Identified Sub-Skills <i>(Each Sub-Skill Worth up to 3 points)</i>	Maximum Points Possible
Communication Skills	8	24
Interpersonal and Relationship-Building Skills	6	18
Service Coordination and Navigation Skills	5	15
Capacity Building Skills	5	15
Advocacy Skills	3	9
Education and Facilitation Skills	8	24
Individual and Community Assessment Skills	2	6
Outreach Skills	3	9
Professional Skills and Conduct	10	30
Evaluation and Research Skills	3	9
Knowledge Base	8	24

Total: 183/183

POINT VALUES

0 – None: No reference included in course’s curriculum/syllabus outline, application description, and additional supporting documents.

1 – Insufficient: No reference included in course’s curriculum/syllabus outline and limited reference within application description and/or additional supporting documents.

2 – Sufficient: Mentioned in course’s curriculum/syllabus outline and brief reference in other parts of curriculum, application description, and/or additional supporting documents.

3 – Comprehensive: Mentioned in course’s curriculum/syllabus outline, application description, and additional supporting documents.

CURRICULUM SCORING & DETERMINATION STATUS

146 - 183 (80% or higher): Full Approval

- Training programs will provide updates annually for renewal on the MDHHS - Approved CHW Training Program list.

128 - 145 (70% - 79%): Provisional Approval

- Training curricula demonstrated promising practices however, upon committee review has some deficiencies with National Core Competency Alignment.
- Training programs must receive full approval by December 31, 2025 in order to remain on the MDHHS - Approved CHW Training Program list.
- Provisional Approval is based upon the committee review per vendor discretion and is not explicitly outlined in the MMP 23-74 policy. Following December 31, 2025 all training programs

must receive full approval to be included on the MDHHS - Approved CHW Training Program list beginning January 1, 2026.

127 (69% or less): Declined

- Training curricula that do not meet this minimum scoring requirement will be declined as a training program for Michigan but will have the opportunity to revise their curriculum and resubmit for review at any time following original determination.