



A Toolkit for

Registered Apprenticeship in Healthcare

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Apprenticeship**USA**[™]

March 8, 2017

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Registered Apprenticeship is a relatively new training model in the healthcare industry. To assist healthcare employers and other workforce development stakeholders register and implement healthcare apprenticeship programs, the Healthcare Career Advancement Program (H-CAP) through a contract with the United States Department of Labor, Office of Apprenticeship, offers this series of documents to help accelerate the adoption of registered apprenticeship as a workforce solution for the healthcare industry. These documents reflect what we have learned through our work with healthcare employers and workforce stakeholder partners in regions across the United States.

The toolkit has two sections:

1. Core apprenticeship information

What you need for registration and implementation including the forms you need and information to share with apprentices, intermediaries, sponsors, and other participating agencies. This section has reference to document templates and other information available on www.hcapinc.org

2. Guidance documents

These are reflections on topics that have emerged in the implementation phase of healthcare apprenticeships. They include guidance on addressing competency based assessments, granting of credit for prior learning, building a mentorship (journeyworker) component of on the job learning, and ways to address the completion of related technical instruction. This section references documents that have been put to use and/or adapted by apprenticeship partners, which are available on the H-CAP website at www.hcapinc.org.

We are committed to learning from experience and from apprenticeship sponsors and partners around the country. We welcome your feedback on these documents. As this workforce solution grows in healthcare, with your help and input this toolkit will also expand.

Sincerely,



Daniel Bustillo,
Director



Neelam Gupta,
Project Manager

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Implementing Your Apprenticeship Program

Congratulations on starting your apprenticeship program. This document will provide guidance as you implement your program. The Standards of Apprenticeship that registered and outlines your program with the U.S. Department of Labor and/or State Apprenticeship Agency should be reviewed regularly.

The following is a summary of key apprenticeship components, addressed in the Standards, which your local program will need to address and adapt to local needs. H-CAP is available to provide technical assistance for your program, including examples and tools that can be customized.

1 Point of Contact to Oversee Apprenticeship

- a. Establish your local apprenticeship committee infrastructure.
- b. Ensure there is a local representative to oversee the local apprenticeship program and ensure it meets the requirements of the Standards of Apprenticeship and connection to the registration agency (U.S. Department of Labor and/or State Apprenticeship agency).

2 Apprentice Recruitment Plan

- a. Establish an outreach plan to ensure apprentices are selected from a diverse pool of qualified candidates.
- b. Some things to think about include:
 - Will recruitment focus on incumbent workers, new hires, or both?
 - Can collaborators such as local Workforce Centers (American Job Centers), worker centers, unions, and/or human resource departments help with screening to ensure that applicants meet the minimum qualifications listed in the standards and as agreed to by local employers and other stakeholders?

3 Candidate Screening and Selection

- a. Create a transparent application process that is publicized appropriately to provide your recruitment pool with an opportunity to apply.
- b. Consider minimum qualifications and process for screening that could include testing, interviews, other assessments, and seniority.
- c. For candidates in similar or related jobs, consider shortening the apprenticeship term on the basis of competency assessments, prior learning assessments, or time on related tasks.
- d. Transparency and consistency are critical through the screening and selection process.

4 Apprenticeship Registration

- a. Create and hold an Apprenticeship Orientation for the selected apprentice(s) to review their apprentice role, responsibilities and expectations of the program and to receive a copy of the Apprenticeship Standards.
- b. Fill out the federal and/or state apprenticeship agreement form by the apprentice and local apprenticeship sponsor, with signed copies sent to the registration agency.

5 On-the-Job Learning (OJL)

- a. Decide the order and sequence of the On-the-Job Learning, which is a local decision.
- b. Create a plan for Preceptors/Mentors and Supervisors to play a critical role in this part of training.
- c. Decide on your apprentice evaluation process.
- d. Consider training for Preceptors/Mentors and Supervisors, and determine how they will support and implement evaluation.
- e. The time of an apprenticeship can be shortened (but must last a minimum of 6 months) if the local program determines that the apprentice has relevant prior experience.
- f. Have an Employer Participation Agreement (EPA) form signed by the employer agreeing to train their apprentices to the competencies and work processes within the Standards.

6 Related Technical Instruction (RTI)

- a. Identify a training provider willing and able to implement the RTI as described in the Standards and customized to local employer needs.
- b. Apprenticeship Instructor requirements:
 - Meet the State Department of Education's requirements for a vocational technical instructor in the state of registration OR
 - Be a subject matter expert, which is an individual determined by the employer who is recognized as having expertise in the healthcare industry AND
 - Have training in teaching techniques and adult learning styles, which may occur before or after the Apprenticeship instructor has started to provide the RTI.
- c. Identify training facilities, (i.e., on employer site, onsite at the training provider, at another convenient location, or online).
- d. Work with local colleges to determine if post-secondary credit is available and/or if training can be translated into credit.
- e. Work with training providers to ensure that instructors understand the core aspects of apprenticeship and its relationship to the workplace.
- f. Determine Related Technical Instruction policies including attendance requirements, comparable course credit, passing grades, hours of instruction on or off work time, and who is responsible for the cost of training (i.e. training funds, grants, employer, apprentice, etc.).
- g. Apprentices who have completed related instructional programs or demonstrate related knowledge may receive credit for prior learning.

7 Support for Apprentices

- a. Develop a structure and process for Preceptors/Mentors and Supervisors for training, and conducting and evaluating On-the-Job Learning.
- b. Consider education support such as tutoring, career counseling, basic skills, remedial classes
- c. Financial and other resources may be available, if eligible, through the workforce development system (American Job Centers) or community-based organizations.

8 Program Operation and Administration

- a. Coordinate the apprenticeship program including coordination of the apprentices' learning plan and the coordination of partners, and maintain contact with the registering agency.
- b. Maintain a file on each apprentice with required documents:
 - Application or selection for Apprenticeship; Registration Form
 - On-the-Job Learning and Related Technical Instruction progress
 - Wage Increase; Evaluation Progress
 - Credit for Prior Learning (if applicable)
 - Completion or Cancellation Form
- c. Maintain a file on each employer participant by having a copy of the signed and approved Employer Participation Agreement Form and any notes on employer training issues, concerns, resolutions, best practices, etc.

9 Sustainability and Continuous Improvement

- a. Develop a sustainability plan, evaluating the efficacy and progress of the program.
- b. Make corrections as needed, share success broadly, and showcase the value of apprenticeship.

About Pre-Apprenticeship

Registered Apprenticeship is an effective “earn and learn” model with a long history of providing career ladders and pathways to the middle class, and is increasingly being used in healthcare.

Pre-apprenticeship is a program that addresses barriers to individuals entering and succeeding in a Registered Apprenticeship program.

A quality pre-apprenticeship program provides a career pathway for the incumbent worker, who has shown a good attitude and work ethic, but may not have the skills, experience or education to qualify for a higher skilled, higher wage position. Or it can help un/underemployed be prepared for the workplace. Pre-apprenticeship participants can obtain education, technical skills and understanding of the work, and become a quality apprentice candidate. Once selected for apprenticeship, they will be positioned to succeed. Support is built in to assist the individual with barriers to success. This seamless career pathway results in mastering skills and education while gaining experience needed to provide the best quality of care and work, all while earning a living.

This training model benefits the worker, patient/client, business, workforce development system, and the community by developing a diverse and skilled workforce.

Key components of a pre-apprenticeship program include:

- **Established partnership** with at least one Registered Apprenticeship program. This may include facilitated entry of pre-apprenticeship graduates into Registered Apprenticeship, possibly with credit for prior experience, skills, or education.
- **Approved training and curriculum** based on industry standards and partner(s) to ensure that this training will prepare individuals with the skills and competencies needed to enter and succeed in Apprenticeships.
- **Increased outreach and opportunities** for underrepresented, disadvantaged and/or low-skilled new or incumbent workers such that, upon pre-apprenticeship completion, they will meet entry requirements.
- **Educational and pre-vocational training and services** that prepare individuals to understand the work and meet entry requirements.
- **Assistance to participants for the application and selection process into the apprenticeship program.**
- **Intensive wraparound services and personalized support** that builds on participant assets and life experiences.

- **Meaningful hands-on training that strengthens the working environment for existing employees and provides** pre-apprentices with exposure to industry and occupational conditions, while observing supervision and safety protocols.
- **Promotes greater use of Registered Apprenticeship to increase future opportunities** and ongoing sustainability of the partnership between pre-apprenticeship providers and Registered Apprenticeships, promoting Apprenticeship as a preferred means for employers to develop a skilled workforce and to create career opportunities
- **Supports expanded partnerships, collaboration and sharing of resources among:** Registered Apprenticeship sponsors, such as: Workforce development agencies; Economic development agencies; Business and industry partners; Labor and management organizations; Community colleges and other education partners; Government; Community and faith-based organizations; Youth Build and Job Corps, for young people to create the best career pathway.
- **The U.S. Department of Labor, Office of Apprenticeship does not register or certify pre-apprenticeship** programs. However, if your apprenticeship program is also registered with your State Apprenticeship Agency, then check with your state contact as they may have an approval process of pre-apprenticeship programs.

Apprenticeship Orientation Form

PROGRAM SPONSOR: The documents below are important to share with each new apprentice. Use this form to ensure that all apprentices are introduced to each of these documents and are familiar with the program expectations. This form is to be signed by the apprentice and filed in their apprentice records folder.

- Standards of Apprenticeship
- Wage Progression Policies
- Related Instruction Requirements
- Work Experience Requirements
- Recordkeeping Responsibilities
- Apprentice Responsibilities
- Employer / Sponsor Responsibilities
- Employer / Union Program Policies (e.g. RTI time, time for paperwork)
- Complaint Procedures

Print Apprentice Name _____

Signature of Apprentice _____ *Date* _____

Program Representative _____

Application for Certification of Completion of Apprenticeship^I

DATE: _____

TO: U.S. Department of Labor, Office of Apprenticeship

FROM: Sponsor Name _____
Number _____
Address _____

RE: Certificate of Apprenticeship Completion Request

On behalf of the above named sponsor, I hereby certify that the apprentices named in this application as listed below have satisfactorily completed their Apprenticeship and are working at the Journey worker/Professional Level of his/her apprenticeship program as registered with the Office of Apprenticeship and hereby recommend the issuance of the **Certificate of Completion of Apprenticeship**.

Completion Wage	Date of Completion	Occupation	Registration#	Apprentice Name

Sponsor's Signature: _____ Date: _____

SPONSOR CONTACT _____

ORGANIZATION NAME _____

ADDRESS _____

¹ A Sponsor may use this form to request a Certificate of Completion from the U.S. Department of Labor, Office of Apprenticeship for a cohort of apprentices who have completed their apprenticeship. This form is an alternative to submitting an Application Completion Form for each apprentice registered with the U.S. Department of Labor. For apprenticeships registered with a State Apprenticeship Agency, the Sponsor will need to inquire whether a similar option exists.

(Insert Sponsor Name in each of the blanks) _____

Process for Requests for Certificate of Completion of Apprenticeship

This request for Certification of Completion of Apprenticeship, upon the apprentice's satisfactory completion of their program, as established in these Standards is to be filled out by _____ and submitted to the apprenticeship registration agency, the U.S. Department of Labor Office of Apprenticeship, using this form. Either _____ or their designated person will also enter the completion information into the RAPIDS system.

Local Sponsors/committees that train under the _____ Standards will fill out this form, forward it to the _____ for final approval and submission to the apprenticeship registration agency. Information will be entered into RAPIDS either by the local committee or the _____.

This form states that all apprentices listed have successfully completed the requirements of the apprenticeship and the Sponsor and/or local committees have kept records to show the apprentice's progress through completion of the program in their apprentice file, and will be maintained for 5 years.

The occupation identified, must be the occupation title as listed in the most current List of Officially Recognized Apprenticeship Occupations. For sponsors who use a slightly different occupational title, OA staff may use the sponsor's title as long as the officially recognized occupational title is included in parentheses under the sponsor's occupational title. Example: For sponsors using titles such as Community Outreach Worker for the Community Health Worker Registered Apprenticeship, the Completion Certificate would state their occupation is Community Outreach Worker (Community Health Worker) to associate the Official title with the title used by the sponsor. The program sponsor may utilize that terminology if it is consistently used within their organization and training materials.

The sponsor's name on the Certificate of Completion of Apprenticeship shall be as it is registered and approved in their apprenticeship standards. The date completed shall be the date of completion as indicated on the request form.

Guidance on Competency-Based Assessments in Healthcare

Competency-based Registered Apprenticeships require workplace assessments that speak to the competencies for every job title as addressed in the Standards of Apprenticeship (Appendix A). Registered Apprenticeship offers an opportunity to adapt assessment systems in ways that can be supportive to employers and their workforce. Following are some examples of the ways that Registered Apprenticeship assessments can support workforce development goals.

Clarity and transparency on employer standards for excellence in job performance supports a common understanding for mentors/preceptors/journeyworkers and supervisors as they guide the development of apprentices.

1. Having a clear and transparent method for assessment helps apprentices strive for excellence.
2. Awareness of assessment goals fosters reflective practice – which in turn supports adult learning and critical thinking skills.
3. Competency based assessments support workforce quality through the engagement of employers in the evaluation of apprentices.
4. Developing a concrete method of apprentice evaluation can support quality control across departments in large institutions, particularly where apprentices may be deployed in different departments.
5. There are numerous ways to develop and implement competency-based assessments. We have found rubrics particularly helpful as a core component of assessment. Rubrics can be tied directly to the work processes outlined in the registration documents and can use a rating system to track apprentices' mastery of competencies over time. For standards that cover multiple employers, the rubric can be adapted and customized for the needs of specific employers, with emphasis on the most relevant competencies as well as the addition of employer specific competencies required for apprenticeship completion.

In addition to the core rubric, supplemental processes, documents, and forms can be useful for supervisors, mentors/preceptors/journeyworkers, and apprentices.

These include:

- Self-reflective forms to be filled out by apprentices and used during mentoring and supervision
- Observation forms
- Journaling structures (forms) that support reflection on progress over time
- Forms that link OJL and RTI that are geared towards tying together both kinds of learning
- Process portfolios – that are a collection of workplace and instructional achievement
- Systems for 360 degree reviews and evaluations

Examples of rubrics and supplemental forms are available on H-CAP's website at www.hcapinc.org.

An explanation of how to develop a process portfolio can also be found there.

Guidance on Healthcare Registered Apprenticeship Mentorship/Preceptorship

Registered Apprenticeship traditionally has used the terminology of *journeyworker* to describe someone who has completed an apprenticeship and plays a role in training new apprentices on the job in work processes. The healthcare industry does not generally use this term and often distinguishes between those who have completed training (through an apprenticeship or otherwise) and those who are on-the-job trainers. Terms most frequently used in the industry are: *preceptor*, *mentor*, or *trainer* (referred to as **mentor** in this guidance).

Some employers use the term preceptor to denote a role which receives hourly wage increases during the time they function in a training capacity.

In the healthcare industry, depending on the occupation, there can be an expectation that the mentor will not be as productive in their regular classification as someone without that role. These industry practices create challenges for registered apprenticeship adoption in healthcare, including:

- The cost of mentorship
 - a. If there is an expectation or tradition of bonus pay for the role
 - b. If the worker is less productive and there is a cost for backfill
- The ROI calculation for Registered Apprenticeship must take into consideration mentorship costs to the employer, in addition to the other costs of apprenticeship

Several States and Sponsors are working on ways to address these issues of cost and the potential impact on quality care if a mentor reduces time on patient care or other critical services, such as;

- The Alaska Department of Labor and Workforce Development has developed a guidance for reimbursing part of the employer cost of mentorship available at www.hcapinc.org.
- Grant funding has supported mentorship costs, in New York funding the cost of the increased hourly wage for experienced workers while they are functioning as mentors and in California providing a mentors a stipend payment
- A sponsor in Rhode Island has agreed (at least temporarily) to assign the title of preceptor to those staff mentoring apprentices to allow for bonus pay

An expectation of mentorship cost is that it will pay ultimately for itself, based on the following assumptions:

- Mentors will contribute to an improvement in workforce training, which will increase the quality care and retention of personnel resulting in cost saving on both accounts.
- Mentors will train for their roles in ways that contribute to departmental leadership and internal career pathways, valued by employers and their workforce.

To maximize mentors' value, training that includes both the mentors and frontline supervisors is a best practice. Incorporating the mentors and supervisors into the initial stage of the training aligns their work on assessment and builds a team that supports the apprentices. H-CAP has prepared a generic outline of a mentorship training as a resource that can be found at www.hcapinc.org.

Guidance on Providing Credit for Prior Learning

Sponsors have the option to provide credit for prior learning to apprentices under competency, time-based, and hybrid apprenticeship standards. Credit may be granted based on demonstration and documentation of previous relevant experience and didactic learning, which will shorten the time an apprentice will need for apprenticeship completion. This flexible system saves cost and effort for both the employer and the apprentice, where relevant and applicable. Regardless of the amount of credit granted, apprentices must be registered for a minimum of six (6) months before a certificate of apprenticeship completion will be awarded.

The local Sponsor evaluates the apprentice request for credit and makes a determination, having established a protocol that is shared with and applied uniformly to all apprentices. Sponsors may choose one of the following methods to provide credit for an approved request or develop their own process:

- Physical demonstration of mastery of competencies and/or work processes that are required in the Standards
- Documentation of previous work experience and competency that are comparable to the work competencies required in the Standards previously learned and performed (whether paid or unpaid work experience) by the apprentice
- Transcripts, certificates, CEUs, or other proof of comparable classes or training that the apprentice successfully completed and are comparable to those required in the Standards.

Apprentice applicants seeking credit for previous experience must submit the request at the time of application or within the timeframe determined by the local apprenticeship committee. They are also responsible for furnishing such records, affidavits, or other documents to substantiate their claim. An applicant who is a veteran and who wishes to receive consideration for military training and/or experience may submit a DD-214.

H-CAP has developed several sample documents that are available to be adapted by local Sponsors or intermediaries at www.hcapinc.org.

Advice on Completion of Related Technical Instruction

One of the issues that comes up is the relationship of Related Technical Instruction to the completion of the Registered Apprenticeship program. Apprenticeship promotes learning both on-the-job and in the classroom with excellence in job competency and knowledge being the overall goal. The issue of completion and certification of Related Technical Instruction can be addressed in a variety of ways with this overall goal in mind. Ultimately, it is up to the sponsor to certify completion.

1. Related Technical Instruction may be provided by a variety of different educational providers and can include the any of the following:

- A college
- A qualified training organization
- A trainer of the employer
- A contracted instructor
- A labor/management training fund instructor
- A union instructor
- Other appropriate and qualified education and training providers

2. The training provider should certify that the apprentice has completed the coursework successfully or not

3. If the training provider(s) certifies successful completion of the Related Technical Instruction with a passing grade – this result will allow the sponsor to sign off on the completion of this part of the apprenticeship

4. If an apprentice does not successfully complete all parts of the Related Technical Instruction, the sponsor can address this issue in a variety of ways:

- a. Provide access to additional training by the original training provider or another training provider to address the learning needed by the apprentice
- b. Extend the apprenticeship to allow the apprentice to retake a course
- c. Provide special training to support gaps in the apprentice's Related Technical Instruction
- d. If the sponsor deems that the apprentice has met the Related Technical Instruction requirements through other related training and certifies that they can receive credit for prior or alternate learning

5. The ultimate decision on the completion of the apprenticeship lies with the Sponsor and by their apprenticeship committee, where applicable, or their designated local point of contact.

Acknowledgements

We would like to thank the following individuals for their contributions to the Toolkit:
Laura Chenven and Anne Wetmore, primary authors of the Toolkit and Subject Matter Experts on H-CAP's National Industry Partner contract from the U.S. Department of Labor Office of Apprenticeship.

About Healthcare Career Advancement Program

The Healthcare Career Advancement Program (H-CAP) is a national labor/management organization that promotes innovation and quality in healthcare career education. Its board includes Service Employees International Union (SEIU) locals and healthcare employers across all sectors of healthcare located in 14 states and Washington, D.C.

This project has been funded, either wholly or in part, with Federal funds from the Department of Labor, Employment and Training Administration under contract Number DOL-ETA-16-C-0095. The contents of this publication do not necessarily reflect the views or policies of the Department of Labor, nor does mention of trade names, commercial products or organizations, imply endorsement of same by the U.S. Government.



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