

**RHODE  
ISLAND**

# Health and Human Services Workforce Planning

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## *Direct Care and Nursing Career Ladder Advisory Committee*

March 2023

# Agenda

Welcome/Introductions/Meeting Goals

Recap

- Committee Charge and Focus
- Process To Date

Review of Potential Tactics for building incentives and program opportunities for skill development and career advancement for working adults.

Prioritization Exercise: Where should we prioritize our implementation efforts?

Next Steps

Feb	Creating Pathways for Working Adults Part I
<b>Mar</b>	<b>Creating Pathways for Working Adults Part II</b>
Apr	Career and Technical Education/Youth Strategies
May	Pre-Employment Training
Jun	Occupational licensing requirements

Today's Focus



# Charge: Career Ladders Advisory Committees

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Review requirements and resources for jobs and career advancement and identify and address system barriers that limit access to education, employment, and career advancement.

# Recap Planning Process

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- 1) Validate the problem/identified barriers (Jan mtg)
- 2) Validated core strategies (Feb mtg)
- 3) For each core strategy - identify potential tactics
  - During the Feb/Mar meeting, we are focusing on Pathways for Working Adults
- 4) Prioritize areas for implementation
- 5) Identify key partners
- 6) Form implementation groups

# Potential Tactics Identified To Date

#	Potential Tactic
1.	Increase financial support for clinical placements to achieve the necessary number of quality clinical sites.
2.	Redesign training and education programs to create more opportunities for people to obtain further education or training while working to increase students' success: <ul style="list-style-type: none"><li data-bbox="183 491 898 529">● Flexible schedules/shorter programs</li><li data-bbox="183 535 608 573">● Earn while you learn</li><li data-bbox="183 578 647 616">● Completion incentives</li><li data-bbox="183 622 966 660">● Wrap around supports such as child care</li><li data-bbox="183 666 1671 704">● Mentoring, tutoring, linguistic, technology and other support for nursing students.</li><li data-bbox="183 709 589 748">● Strong advisement</li></ul>
3.	Expand the number of nursing faculty by exploring academic–practice partnerships and rethinking who can serve as faculty and how clinicians and faculty might work together.

# Potential Tactics Identified To Date

#	Potential Tactic
4.	<p>Expand financial supports to help people obtain nursing education and enter the field of nursing, such as:</p> <ul style="list-style-type: none"><li>● Expand RI Reconnect/Health Professional Equity Initiative (tuition and wraparound supports for health and human service paraprofessionals)</li><li>● Create a health and human service professionals higher education fund (tuition support for targeted occupations with commitment/incentives to work in RI)</li></ul>
5.	<p>Expand financial incentives to help retain people in nursing roles, such as expanded student loan repayment programs</p>
6.	<p>Expand public-private outreach and marketing to promote nursing and direct care careers.</p>
7.	<p>Develop approaches to awarding academic credit for prior learning, credentials, experience, and competency development (could start by convening IHE to compare practices)</p>

# Potential Tactics Identified To Date

#	Potential Tactic
8.	Provide resources for housing and childcare to frontline workers (through grants to health and human services organizations)
9.	Support the creation of apprenticeship programs that include additional rungs, with corresponding wage increases, on the career ladder
10.	Incentives or financial support for health and human service organizations to provide paid education release time.

# Brief Check In: Any Glaring Omissions?

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When you consider the tactics identified to date, do you think we are missing anything that could effectively build incentives and program opportunities for skill development and career advancement to help working adults in Direct Care and Nursing, and especially workers of color, progress through career pathways towards licensed nursing and related professions?

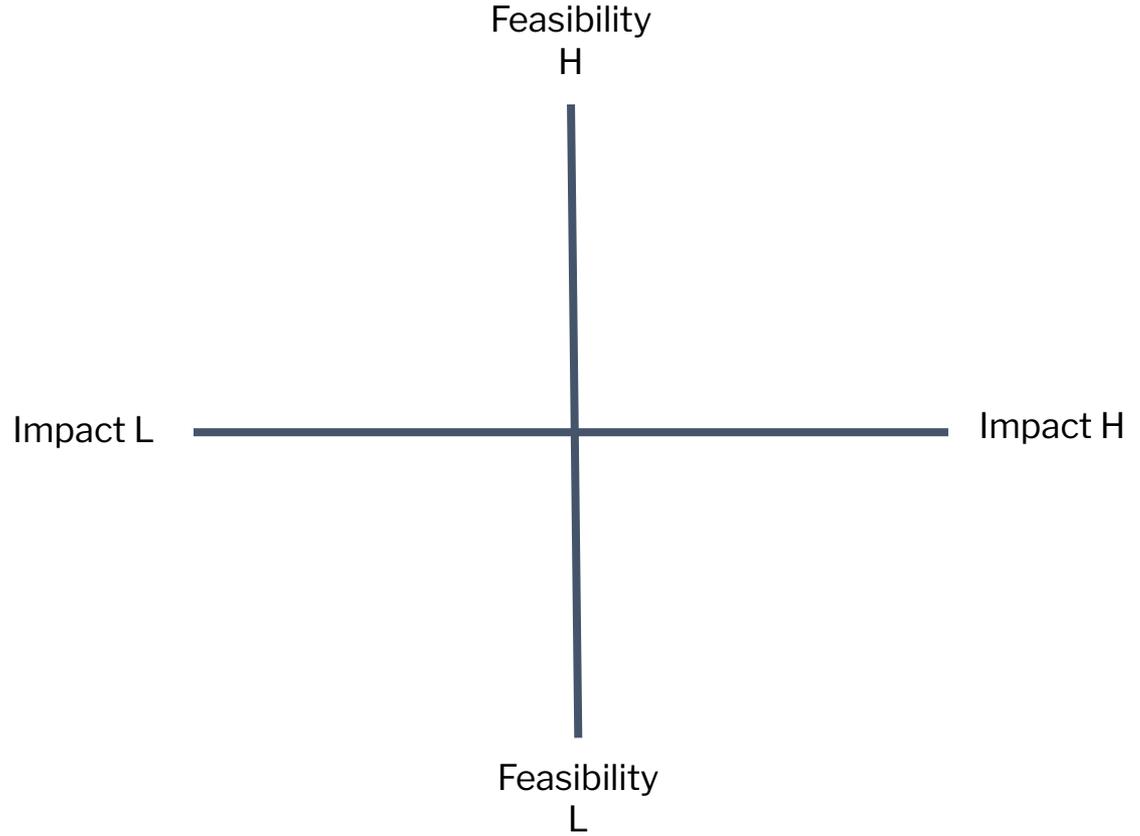
# Prioritization Group Exercise

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# Where should we prioritize our implementation efforts?

Impact = “To have a strong effect” on the problem.

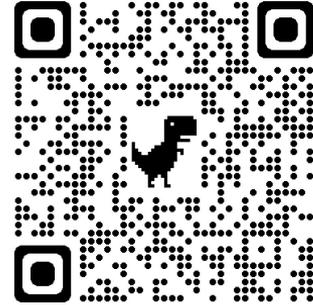
Feasibility = “The possibility, capability or likelihood of something being done or accomplished”



# Thank You and Next Meeting Date

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- Next Meeting: Monday April 24, 2:30 to 4:00 Virks Training Room
  
- Reminder: Health and Human Services Career Day Saturday April 1, 9:00 - 4:00 @ RI Nursing Education Center



# Appendix



# Apprenticeship vs Internship

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**Length of Time:** Internships are usually short term (1-3 months) and apprenticeships are longer term (1-3 years).

**Structure:** Apprenticeships include a structured training plan, with a focus on mastering specific skills an employer needs to fill an occupation within their organization. Internships aren't structured and often focus on entry-level general work experience.

**Mentorship:** Apprentices receive individualized training with an experienced mentor who walks them through their entire process. Internships do not always include mentorship.

**Pay:** Apprenticeships are paid experiences that often lead to full-time employment. Internships are often unpaid and may not lead to a full-time job.

**Credential:** Apprenticeships lead to an industry-recognized credential. Internships typically do not lead to a credential.

# Appendix-Summary of Barriers

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## **Nursing Roles**

- Heavy workloads
- High turnover and burnout
- Systemic racism and implicit bias in the workplace and educational programs
- Lack of nursing educators

## **Entry-level Direct Care Roles**

- Low wages and low access to benefits
- Difficult and unreliable hours
- High turnover
- Minimal respect and recognition
- Systemic racism and implicit bias in the workplace and educational programs
- Limited career advancement options
- Structural obstacles and barriers to pursuing higher education and professional licensure.

# For Reference: Other Aligned/Related Tactics

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- Career and Technical Education (**Focus of April Meeting**)
- Invest in pre-employment training for behavioral health roles (**Focus of May meeting**)
- Review occupational licensing requirements and identify and address requirements or practices that unnecessarily screen out qualified candidates, such as testing (**Focus of June meeting**)
- Provide loan forgiveness to BIPOC students who agree to work in Rhode Island. (**Aligned Initiative**)
- Incentivize organizations to increase their capacity to provide clinical supervision to students and new graduates. (**Aligned Initiative**)

# Health Workforce Planning Initiative Goals and Aims

\*note: the Career Ladders Advisory Committee's scope is in green

<b>GOAL #1: Diversify the Workforce/Address Structural Racism</b>	<b>GOAL #2: Adequate Pipeline</b>	<b>GOAL #3: Increase Retention</b>
<b>Aim #1:</b> Improve access to nursing education for BIPOC student nurses.	<b>Aim #1:</b> Establish a clear programmatic pathway and supports that allows progression from entry-level health support positions towards licensed nursing.	<b>Aim #1:</b> Reduce burnout among direct care workers and nurses.
<b>Aim #2:</b> Improve nursing program educational outcomes for BIPOC student nurses.	<b>Aim #2:</b> Reduce barriers to entry to licensing and employment while maintaining healthcare quality and public safety and address the unique barriers faced by certain populations including but not limited to: individuals with criminal backgrounds and foreign-educated professionals.	<b>Aim #2:</b> Retain nurses in Rhode Island.
	<b>Aim #3:</b> Expand the capacity of RI's educational institutions to enroll and graduate nurses.	<b>Aim #3:</b> Retain direct care workers in healthcare.

# Focusing in: Career Ladder Advisory Committee Aims and Strategies

## GOAL#1: Diversify the Workforce/Address Structural Racism

**Aim 1:** Improve access to nursing education for BIPOC students.

**Aim 2:** Improve nursing program educational outcomes for BIPOC student nurses.

**Related/Aligned Strategy A.** Create incentives to obtain nursing education, such as loan repayment and scholarships, prioritizing BIPOC student nurses and ADN nurses.

**Strategy B.** Eliminate implicit bias in admissions to nursing programs.

**Strategy A.** Provide supports to reduce barriers to program enrollment and completion.

## GOAL# 2: Adequate Pipeline

**Aim 1:** Establish a clear programmatic pathway and supports that allows progression from entry-level health support positions towards licensed nursing.

**Strategy A.** Build incentives and programmatic opportunities for skill development and career advancement that help working adults in direct care/health care support roles, especially workers of color, move through career pathways to licensed nursing.

**Strategy B.** Placeholder - CTE/Youth Strategies

**Strategy C.** Train entry-level job seekers for direct care/health care support roles to meet demand and reduce barriers to licensing and employment.

**Aim 2:** Reduce barriers to entry to licensing and employment while maintaining healthcare quality and public safety and address the unique barriers faced by certain populations including but not limited: individuals with criminal backgrounds and foreign-educated professionals.

**Strategy A.** Eliminate unnecessary occupational licensing requirements and focus on requirements that are needed for health and safety and address the unique barriers faced by individuals with criminal backgrounds and foreign-educated professionals.

**Strategy B.** Improve methods for screening an applicant's criminal record in both employment and educational settings.

**Related/Aligned Strategy:** Provide training and career counseling, as well as financial support for books, classes, exams, and other wraparound social services to support re-credentialing of foreign-educated health professionals.

# Goal 2: Adequate Pipeline

**Aim 1: Establish a clear programmatic pathway and supports that allows progression from entry-level health support positions towards licensed nursing.**

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<p><i>A. Build incentives and programmatic opportunities for skill development and career advancement that help <u>working adults</u> in direct care/health care support roles, especially workers of color, move through career pathways to licensed nursing.</i></p>	<p><b>Related/Aligned Strategy:</b> <a href="#">Promote healthcare careers and job resources among students, job seekers, and incumbent workers.</a></p> <p>Invest in programs that create more opportunities for people to obtain further education or training, increase student success, and recognize prior learning.</p> <p>Facilitate the development of industry-wide core credentials for direct care health workers with standardized modular professional development opportunities.</p> <p>Facilitate discussions with employers to identify additional “rungs” on the ladder.</p>	<p>Redesign training and education programs create more opportunities for people to obtain further education or training while working:</p> <ul style="list-style-type: none"> <li>• Flexible schedules/Shorter programs</li> <li>• Earn while you learn</li> <li>• Completion incentives</li> </ul> <p>Redesign programs to increase students' success by providing:</p> <ul style="list-style-type: none"> <li>• Wrap around supports such as child care,</li> <li>• Mentoring, tutoring, linguistic, technology and other support for nursing students.</li> <li>• Strong advisement</li> </ul>	<p>Create apprenticeship programs.</p> <p>Create workplace policies that allow incumbent workers to obtain further education and training with compensation.</p>



# Goal 2: Adequate Pipeline

**Aim 1 (CONT'D): Establish a clear programmatic pathway and supports that allows progression from entry-level health support positions towards licensed nursing.**

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<i>B.Placeholder - CTE Strategies</i>			
<i>C.Train entry-level job seekers for direct care/health care support roles to meet demand and reduce barriers to licensing and employment.</i>	<p>Continue to invest in pre-employment training for direct care/health care support roles.</p> <p><b>Related/Aligned Strategy:</b> Address current impediments to timely training, testing and licensure of Nursing Assistants.</p>	<p>Redesign training and education programs so that people can obtain training while working.</p> <p>Provide wrap-around supports including child care, earn while you learning, and 4-6 months of post-graduation support.</p>	

# Goal 2: Adequate Pipeline

**Aim 2: Reduce barriers to entry to licensing and employment while maintaining healthcare quality and public safety and address the unique barriers faced by certain populations, including but not limited to: individuals with criminal backgrounds and foreign-educated professionals.**

Strategies	Tactics and Partners		
	State	Education Partners	Employers
<i>A. Eliminate unnecessary occupational licensing requirements and focus on requirements that are needed for health and safety.</i>	Review occupational licensing requirements and identify unnecessary requirements.	Review and revise admissions protocols to align with revised licensing requirements.	Improve methods for applicant screening and hiring to align with revised licensing requirements.
<i>B. Improve methods for screening an applicant's criminal record in both employment and educational settings.</i>	TBD	TBD	TBD