



**RHODE  
ISLAND**

# Health and Human Services Workforce Planning

## *Behavioral Health Career Ladder Advisory Committee*

February 2023

# Meeting Goals

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- Recap work to date:
  - Summary of identified barriers
  - Working outline of goals and priorities
  - Career Ladders Advisory Committee focus
- Begin to explore models or strategies that create incentives and programmatic opportunities for skill development and career advancement that help working adults in behavioral health roles, especially workers of color, progress through career pathways towards licensed behavioral health professions.

# Agenda

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Welcome/Meeting Goals (10 mins)

Recap of Work To Date and Looking Ahead (10 mins)

- Summary of identified barriers
- Looking ahead

Working outline of goals and priorities (20 minutes)

Strategy Spotlight and Discussion (45 mins)

Clear programmatic pathway and supports for working adults that support progression from entry-level behavioral health positions towards licensed behavioral health professions..

Next Steps (5 mins)

**Strategy spotlight:** *The Providence Center Three Tiered Case Manager Career Ladder Apprenticeship Program and pathways from non-credit training to academic credit and degrees. Tonya Glantz MSW, PhD, Interim Executive Director of the Institute for Education in Healthcare at Rhode Island College.*

**Discussion:**

- *What are opportunities for RI? What tactics are missing? Which ones are most important? What should be the focus?*
- *What can we learn or leverage from the strategic spotlight?*
- *What are other examples of how public-private partnerships in other states have established clear programmatic pathways and supports for working adults that allow workers to progress from entry-level behavioral health positions towards licensed behavioral health professions.*

# The Problem

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- The number of licensed behavioral health professionals is insufficient to meet current and future demand.
- The number of non-licensed behavioral health workers in Rhode Island does not meet current and future demand.
- The current behavioral health workforce does not reflect the racial, ethnic, linguistic, and cultural diversity of the population they serve.

# Summary of Barriers

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- Lack of structured career pathways supporting advancement in the field.
- Challenges for entry level workers who want to obtain licensure in the field.
  - Lack of financial incentives for advancement.
  - Higher education requirements, and the expense associated with earning a degree are formidable barriers.
  - Lack of paid internships for entry level workers.
  - Criminal records eliminate people from consideration.
- It is difficult for workers to build skills/participate in training when “on the clock.”
- Need for more skilled and culturally competent supervisors and mentors to support entry level and early career workers.
- Lack of awareness/understanding among prospective workers of BH roles and opportunities.
- High turnover and burnout
  - Reimbursement and wages
  - Workers have experienced trauma themselves.
- Systemic racism and implicit bias in the workplace and educational programs.

# Looking Ahead: Planning Process

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- 1) For each strategy:
  - a) Explore relevant models or approaches where we have them (1 per meeting).
  - b) Discuss need for additional strategies or tactics.
  - c) Discuss what can we learn or leverage from strategic spotlights highlighting promising practices.
- 2) Prioritize areas for implementation
- 3) Identify key partners
- 4) Form implementation groups

**Note:** *Do you have suggestions of system-level approaches or strategies being used elsewhere that we should consider or learn from? If so, put your suggestion in the chat or email Aryanna at [Aryana.Huskey.CTR@ohhs.ri.gov](mailto:Aryana.Huskey.CTR@ohhs.ri.gov)*

# Tentative Schedule of Topics

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

# 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 <b>access</b> to behavioral health education for BIPOC students.	<b>Aim #1:</b> Establish clear programmatic pathways and supports that allow progression from entry-level behavioral health positions towards licensed behavioral health professionals.	<b>Aim #1:</b> Reduce burnout among behavioral health workers/providers.
<b>Aim #2:</b> Improve educational <b>outcomes</b> for BIPOC behavioral health students	<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 behavioral health workers/providers in Rhode Island.
	<b>Aim #3:</b> Expand the capacity of RI's educational institutions to enroll and graduate behavioral health providers (clinical placements)	<b>Aim #3:</b> Retain behavioral health workers/providers in healthcare.

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

**Aim #1:** Improve **access** to behavioral health education for BIPOC students.

**Aim # 2:** Improve educational outcomes for BIPOC behavioral health students.

**Related/Aligned Strategy A:** Create incentives to obtain behavioral health education such as loan repayment and scholarships, prioritizing BIPOC students.

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

**Strategy B.** Examine and address implicit bias in admissions

## GOAL# 2: Adequate Pipeline

**Aim # 1:** Establish clear programmatic pathways and supports that allow progression from entry-level behavioral health positions towards licensed behavioral health professions..

**Strategy A.** Build incentives and program opportunities for skill development and career advancement that help working adults in behavioral health and related healthcare support roles, and especially workers of color, progress through career pathways towards licensed behavioral health professions.

**Strategy B.** Establish BH Career and Technical School, and other youth focused programming, to prepare H.S. students for behavioral health careers.

**Strategy C.** Train entry-level job seekers for behavioral health 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-education professionals.

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

**Related/Aligned Strategy C:** 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 1: Diversify the Workforce/Address Structural Racism

**Aim # 1: Improve ACCESS to behavioral health education for BIPOC students.**

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
A. Create incentives/reduce costs to obtain behavioral health related education, such as loan repayment and scholarships, prioritizing BIPOC students	Expand funding for loan repayment programs, and prioritizing aspiring BIPOC clinicians.	TBD	TBD
	Offer scholarships for BIPOC behavioral health students/workers.		
	Expand programs that provide free tuition and related academic, social, and financial supports for behavioral health roles to pursue a pathway leading to higher education credentials, degrees, and professional licensure.		
B. Examine and address implicit bias in admissions	TBD	TBD	TBD

# Goal 1: Diversify the Workforce/Address Structural Racism

**Aim # 2: Improve educational OUTCOMES for BIPOC behavioral health students.**

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<i>A. Provide supports to reduce barriers to program enrollment and completion.</i>	TBD	Redesign programs to increase students' success: <ul style="list-style-type: none"> <li>• Wrap around supports such as child care</li> <li>• Provide mentoring, tutoring, and linguistic, technology, and other supports for students.</li> <li>• Strong advisement</li> <li>• Opportunities to earn and learn.</li> </ul>	TBD

# Goal 2: Adequate Pipeline

**Aim #1: Establish clear programmatic pathways and supports that allow progression from entry-level behavioral health positions towards licensed behavioral health professions**

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<p><i>A. Build incentives and program opportunities for skill development and career advancement that help BIPOC working adults in behavioral health and related healthcare support roles move through career pathways towards licensed behavioral health professions.</i></p>	<p><b>Related/Aligned Initiative:</b> <a href="#">Promote behavioral health careers and job resources among students, job seekers, and incumbent workers.</a> (<a href="#">Caring Careers</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 discussions with employers to identify additional “rungs” on the ladder/lattice tied to compensation.</p> <p>Help formalize “Case Management” role to bridge workers from unlicensed to licensed behavioral health professionals</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 students.</li> <li>• Strong advisement</li> </ul>	<p>Support creation of apprenticeship programs.</p> <p>Create workplace policies that allow incumbent workers to obtain further education and training with compensation.</p> <p>Train and incentivize team leads, supervisors to support newer staff to build skills and acquire required hours for certification and licensure</p>



# Goal 2: Adequate Pipeline

**Aim # 1 (CONT'D):** Establish a clear programmatic pathway and supports that allow progression from entry-level behavioral health positions towards licensed behavioral health professions.

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<i>B. Establish behavioral health Career and Technical School and other youth focused programming to prepare H.S. students for behavioral health careers.</i>	Currently being worked on by Clinical Placements Committee		
<i>C. Train entry-level job seekers for behavioral health roles to meet demand and reduce barriers to licensing and employment.</i>	Continue to invest in pre-employment training for behavioral health roles.	Redesign training and education programs so that people can obtain training while working.  Provide wrap-around supports including child care.	

# 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: individuals with criminal backgrounds and foreign-educated professionals.**

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<i>A. Eliminate unnecessary occupational licensing requirements and focus on requirements that are needed for health and safety.</i>	Work with licensing boards to review occupational licensing requirements and identify requirements or practices that unnecessarily screen out qualified candidates (ie. Testing)		
<i>B. Improve methods for screening an applicant's criminal record in both employment and educational settings.</i>	TBD	TBD	TBD

# Questions/Comments?

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# Today's Strategy Discussion

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**FOCUS:** What are other examples of how public-private partnerships have established clear programmatic pathway and supports for working adults that allow workers, and especially BIPOC workers, to progress from non-licensed behavioral health positions towards licensed behavioral health professions.

**Strategy spotlight:** The Providence Center Three-Tiered Case Manager Career Ladder Apprenticeship Program and pathways from non-credit training to academic credit and degrees. *Presented by Tonya Glantz MSW, PhD, Interim Executive Director of the Institute for Education in Healthcare at Rhode Island College.*

**Discussion:** What are opportunities for RI? What are other examples of how states have used incentives and programmatic opportunities for workforce development?

# **Workplace-based & systemic approaches to creating career ladders**

Advancing careers & increasing and promotion in  
organizations

A presentation to the  
BH Career Ladders Advisory Committee

# Addressing Workforce Challenges

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- **Recruitment & Retention of Staff**

- Diversification of workforce
- Targeting retention & ongoing development/promotion of staff

- **Need to Respond to Evolving Knowledge & Skills**

- Organizational level
- Consumer level

- **Resources to Engage and Retain Staff**

- Capacity within Human Resources
- Availability of Intrinsic & Extrinsic Incentives
- Access to Relevant Professional Develop/Experiential Learning
- Internal & External Partnerships to Support Professional Development/Incentives



## Organizational Needs Assessment

### Innovative Training Programs

- Certificate Programs
- Higher Education Certificates/Credits

### Apprenticeship Programs & Career Ladder Programs

### Ongoing Monitoring, Modification & Sustainability

# Current Projects & Opportunities: Behavioral Health Examples

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## Traditional Apprenticeship Programs

- **Providence Center Multi-Tiered Career Ladder Apprenticeship**
  - DLT/EOHHS Funded
  - RIC college certification program
  
- **Behavioral Health Case Management**
  - HRSA Funded 60-hour Training and 12 month Apprenticeship
  - RIC Certificate Program with college credit pending)
  - Partners - **CAP agencies, Community Care Alliance, Gateway, ACOs**

# Current Projects & Opportunities: Behavioral Health Examples

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## Incentivized Training Workforce Programs

- **Thundermist** Behavioral Health Training with employer wage increase
  - DLT/EOHHS Funded
  - RIC BH Certificate Program
  
- RIC School of SW and **Thundermist** Behavioral Health Student Unit Training Partnership to support experiential learning, job readiness, diverse recruitment and pathway to post-graduation employment
  - DLT/EOHHS Funded.
  - RIC BH Certificate Program

# Current Projects & Opportunities: Health Care Examples

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## Traditional Apprenticeship Programs

- Community Health Worker - HRSA Funded - \*72-hr Core and 30-45 hours in Specialty Certification Trainings  
\*(RIC Certificate Program & seeking college credit) paired with a 12 month Apprenticeship
  - Partners - **CAP agencies, RIPIN, HEZ organizations, ACOs**

# Current Projects & Opportunities: Health Care Examples

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## Incentivized Training Workforce Programs

- 30-hour Behavioral Health Paraprofessional Home Care Training (RIC BH Certificate Program) - DLT/EOHHS Funded with Medicaid rate increase
  - Partners - **Multiple Homecare agencies**
- Homecare Based Service (ARPA) Specialty Older Adult Certificate Program (RIC Certificate Program) – DLT/EOHHS Funded with stipend for training completion increase
  - Partners - **Multiple Homecare agencies**

# A Case Study: The Providence Center (TPC) Career Ladder

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Originally created with RI DLT-RealJobs funds in 2018 to address staff retention.

## ■ Identifying the Challenge

- Difficulty attracting staff; high turnover of new staff
- Adverse affects on service delivery, organizational outcomes, and staffing

## ■ Exploring Solutions & Connecting with Resources

- Career Ladder Opportunities through training & multi-tiered apprenticeships
  - Internal curriculum development and training to support organizational goals, knowledge and skills
  - External higher education curriculum development and training to advance TPC staff competencies in support of wage increases and career ladder opportunities.
  - Program Funding
    - 2018-2019 RI DLT-RealJobs funds (Pilot)
    - 2019-2020 RI DLT-RealJobs funds.
    - 2021-2022 HSTP funds.

# TPC: Innovative Training Programs & Engagement of Resources

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Tier	TPC Training (# of trainings & total hours)	RIC Capstone Training (# of hours)	# of Skills/Knowledge required to demonstrate competence	TPC Self Study and Panel Presentation (# of hours)	Guaranteed Wage Increase
Case Manager 1	17 Trainings (46 hours)	60 hours	16 competencies	15 hours	8% increase;
Case Manager 2	11 Trainings (26.45 hours)	30 hours	7 competencies	15 hours	9% increase
Case Manager 2	11 Trainings (25.30 hours)	30 hours	6 competencies	15 hours	10% increase

# TPC: Ongoing Monitoring, Modification & Sustainability: Program Efficacy

## Career Ladder Participants

**127 Total Participants, Oct 2022**

Level 0: 49

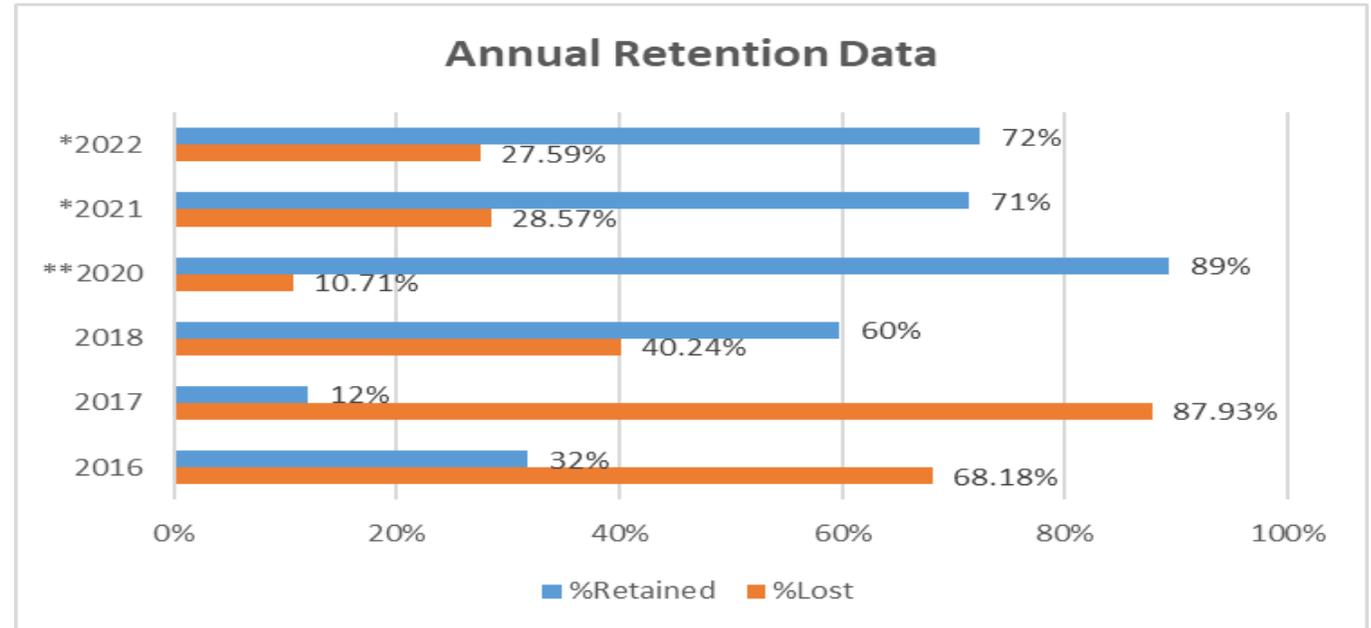
Level 1: 36

Level 2: 31

Level 3: 11

**78 total level Advancements and raises  
earned since the ladders inception in 2018**

## Retention Data



# TPC: Ongoing Monitoring, Modification & Sustainability: Program Efficacy

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- **Metrics to Measure Success**

- Recent Cohort's Demographics
- Recent Cohort's Employment Profile
- Staff Reasons for Participating in the Program and Impacts
- Staff & Sup/Manager Perceptions of the Program Benefits & Efficacy Impacts

- **Recommendations**

- What is working?
- What is not?
- Sustainability

# Lessons Learned & Questions

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Success requires

- **Organizational Needs Assessment**
- **Innovative Training Programs**
  - Certificate Programs
  - Higher Education Certificates/Credits
- **Apprenticeship Programs & Career Ladder Programs**
- **Ongoing Monitoring, Modification & Sustainability**

# Brief Q & A

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# Discussion

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- What can we learn or leverage from the strategic spotlight?
- What are opportunities for RI? What tactics are missing? Which ones are most important? What should be the focus?
- What are other examples of how public-private partnerships in other states have established clear programmatic pathways and supports for working adults that allow workers to progress from entry-level behavioral health positions towards licensed behavioral health professions?

# Next Meeting Date

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- March 13th @ 2:30 to 4:00. Location TBD

# APPENDIX

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Complete set of Priorities and  
Strategies for Reference

# Goal 1: Diversify the Workforce/Address Structural Racism

**Aim # 1: Improve access to behavioral health education for BIPOC students.**

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
A. Create incentives/reduce costs to obtain behavioral health related education, such as loan repayment and scholarships, prioritizing BIPOC students	<p>Expand funding for loan repayment programs, and prioritizing aspiring BIPOC clinicians.</p> <p>Offer scholarships for BIPOC behavioral health students/workers.</p> <p>Expand programs that provide free tuition and related academic, social, and financial supports for behavioral health roles to pursue a pathway leading to higher education credentials, degrees, and professional licensure.</p>	TBD	TBD
B. Examine and address implicit bias in admissions (?)			

# Goal 1: Diversify the Workforce/Address Structural Racism

## Aim # 2: Improve educational outcomes for BIPOC student social workers and mental health counselors

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<p>A. Provide supports to reduce barriers to program enrollment and completion.</p> <p>Etc.</p>	TBD	<p>Redesign programs to increase students' success:</p> <ul style="list-style-type: none"> <li>● Wrap around supports such as child care</li> <li>● Provide mentoring, tutoring, and linguistic, technology, and other supports for students.</li> <li>● Strong advisement</li> <li>● Opportunities to earn you learn.</li> </ul>	TBD

# Goal 2: Adequate Pipeline

**Aim #1 Establish a clear programmatic pathway and supports that allow progression from entry-level behavioral health positions towards licensed behavioral health clinicians (LICSW, LCSW, LMHC).**

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<p>A. <i>Build incentives and program opportunities for skill development and career advancement that help BIPOC <u>working adults</u> in behavioral health and related healthcare support roles move through career pathways towards licensed clinical social worker or licensed mental health counselor.</i></p>	<p><b>Related/Aligned Strategy:</b> <a href="#">Promote behavioral health careers and job resources among students, job seekers, and incumbent workers. Demonstrate pathways within the field.</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 discussions with employers to identify additional “rungs” on the ladder/lattice tied to compensation.</p> <p>Help formalize “Case Management” role to bridge workers from unlicensed to licensed behavioral health professionals</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 students.</li> <li>• Strong advisement</li> </ul>	<p>Support creation of apprenticeship programs.</p> <p>Create workplace policies that allow incumbent workers to obtain further education and training with compensation.</p> <p>Train and incentivize team leads, supervisors to support newer staff to build skills and acquire required hours for certification and licensure</p>

# Goal 2: Adequate Pipeline

**Aim # 1 (CONT'D):** Establish a clear programmatic pathway and supports that allow progression from entry-level behavioral health positions towards licensed behavioral health clinicians (LICSW, LCSW, LMHC).

Strategies	Tactics and Partners (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<i>B. Establish behavioral health Career and Technical School and other youth focused programming to prepare H.S. students for behavioral health careers.</i>			
<i>C. Train entry-level job seekers for behavioral health roles to meet demand and reduce barriers to licensing and employment.</i>	Continue to invest in pre-employment training for behavioral health roles.	Redesign training and education programs so that people can obtain training while working.  Provide wrap-around supports including child care.	

# 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 (to be developed by the Career Ladders Advisory Committees)		
	State	Education Partners	Employers
<i>A. Eliminate unnecessary occupational licensing requirements and focus on requirements that are needed for health and safety.</i>	Work with licensing boards to review occupational licensing requirements and identify requirements or practices that unnecessarily screen out qualified candidates (ie. Testing)		
<i>B. Improve methods for screening an applicant's criminal record in both employment and educational settings.</i>	TBD	TBD	TBD

# Goal 2: Adequate Pipeline

## Aim #3: Ensure the capacity of RI's educational institutions to enroll and graduate behavioral health providers

Strategies	Tactics and Partners		
	State	Education Partners	Employers
<i>A. Expand and enhance partnerships and collaboration between academic and clinical placements to achieve the necessary number of quality clinical sites</i>	Currently being worked on by Clinical Placements Committee		

# Goal 3: Increase Retention

**Aim #1: Reduce burnout among behavioral health workers and providers.**

Strategies	Tactics and Partners		
	State	Education Partners	Employers
A. Provide needed supports to incumbent behavioral health workers.	TBD	TBD	<p>Address trauma that has occurred within behavioral health workforce</p> <p>Provide assistance with child care</p>

# Goal 3: Increase Retention

## Aim # 2: Retain behavioral health workers/providers in Rhode Island

Strategies	Tactics and Partners		
	State	Education Partners	Employers
A. Create incentives for behavioral health workers/providers to remain in Rhode Island.	Require participants enrolled in state-funded education or loan repayment programs to work in RI for a defined period.	TBD	TBD

# Goal 3: Increase Retention

## Aim # 2: Retain behavioral health workers/providers in Rhode Island

Strategies	Tactics and Partners		
	State	Education Partners	Employers
A. Create incentives for behavioral health workers/providers to remain in Rhode Island.	Require participants enrolled in state-funded education or loan repayment programs to work in RI for a defined period.	TBD	TBD