



RHODE
ISLAND

Health & Human Services Workforce Planning

December 5th, 2022 | *Combined 'HHS Partnerships w/
Higher Education' & 'HHS Career Pathways & Pipelines'
Workgroup*

Agenda

Project Updates

- Career Development Day - *Hannah Mellion, Skills RI & Aryana Huskey, EOHHS*
- Clinical Placements - *Sue Pearlmutter, Rhode Island College*
- Health Professional Loan Repayment Programming - *Zach Nieder, RI Foundation*
- NA Testing Issues - *Rick Brooks, EOHHS*
- Foreign-Educated Health Professionals - *Rachael Sardinha, RIDOH*
- CTE Partnerships - *Paul McConnell, RIDE Career & Technical Education*

Discussion: Career Ladders

Feasibility of Data Questions

2023 Workgroup Scheduling

Project Updates

Current Projects By Workgroup

-  Shorter-term initiatives
-  Short and longer-term initiatives
-  Longer-term initiatives

Career Pathways & Pipelines (Alyssa Alvarado/Howard Dulude)	Health-Higher Ed Partnerships (Amy Grzybowski/Sandra Victorino)	Data Collection and Analytics (Marti Rosenberg/Larry Warner)
<div data-bbox="583 308 1628 394"> <p>Troubleshoot Barriers to CNA Testing & Licensure</p> </div> <div data-bbox="583 419 1628 505"> <p>Plan and Implement Career Development Day</p> </div> <div data-bbox="583 531 1628 636"> <p>Promote and Increase Impact of Health Professional Loan Repayment Programs</p> </div> <div data-bbox="583 662 1628 768"> <p>Support Recredentialing of Foreign-Educated Health Professionals</p> </div> <div data-bbox="583 793 1628 885"> <p>Enhance Partnerships with CTE</p> </div> <div data-bbox="583 911 1628 1002"> <p>Expand Clinical Placements for Health Professional Students</p> </div> <div data-bbox="583 1028 1628 1119"> <p>Develop and Enhance Direct Care/Nursing Career Ladders</p> </div> <div data-bbox="583 1145 1628 1236"> <p>Develop and Enhance Behavioral Health Career Ladders</p> </div>		<div data-bbox="1816 348 2430 474"> <p>Inventory Existing Healthcare Training and Education Programs</p> </div> <div data-bbox="1816 502 2430 628"> <p>Inventory Existing Labor Market and Workforce Data</p> </div> <div data-bbox="1816 654 2430 779"> <p>Execute Health Professional Licensure Data Sharing Agreement</p> </div> <div data-bbox="1816 805 2430 931"> <p>Support workforce programs and policy with real-time data analytics</p> </div> <div data-bbox="1816 956 2430 1082"> <p>Expand Data Elements Collected Via Health Professional Licensure</p> </div> <div data-bbox="1816 1108 2430 1233"> <p>Identify and Collect New Sources of Workforce Data</p> </div>

Career Ladders

Career Ladders Committees

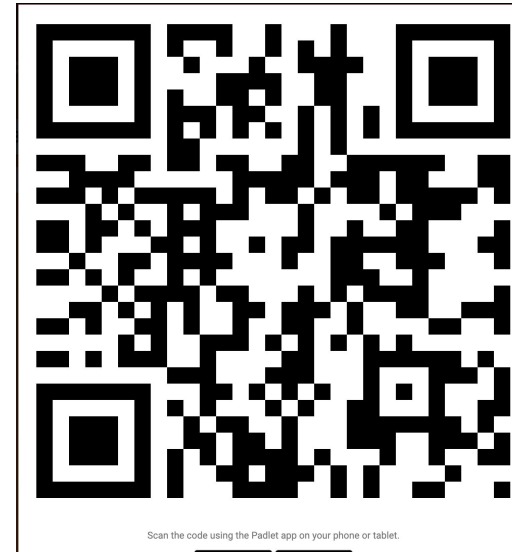
Charge: Review training requirements and resources for jobs and career advancement and will also identify and address system barriers that limit access to education, employment, and career advancement.

Among the many aspects of career ladders that will be considered for improvement will be:

- Education & training programs (career & tech, adult education, community-based training, workplace-based training, apprenticeships, and higher education - for-credit, not-for-credit, and continuing education)
- Regulations (licensure requirements, scope of work)
- Funding (tuition assistance, loan repayment, etc.)
- Supportive services (academic and career advising, tutoring, mentoring, etc.)
- Payment models (eligibility to bill insurance, tiered reimbursement based on credentials, etc.)
- Wages and working conditions

Discussion: DRAFT Visuals of Current State

- Is this a useful format?
- What are we missing?
- What would you add?

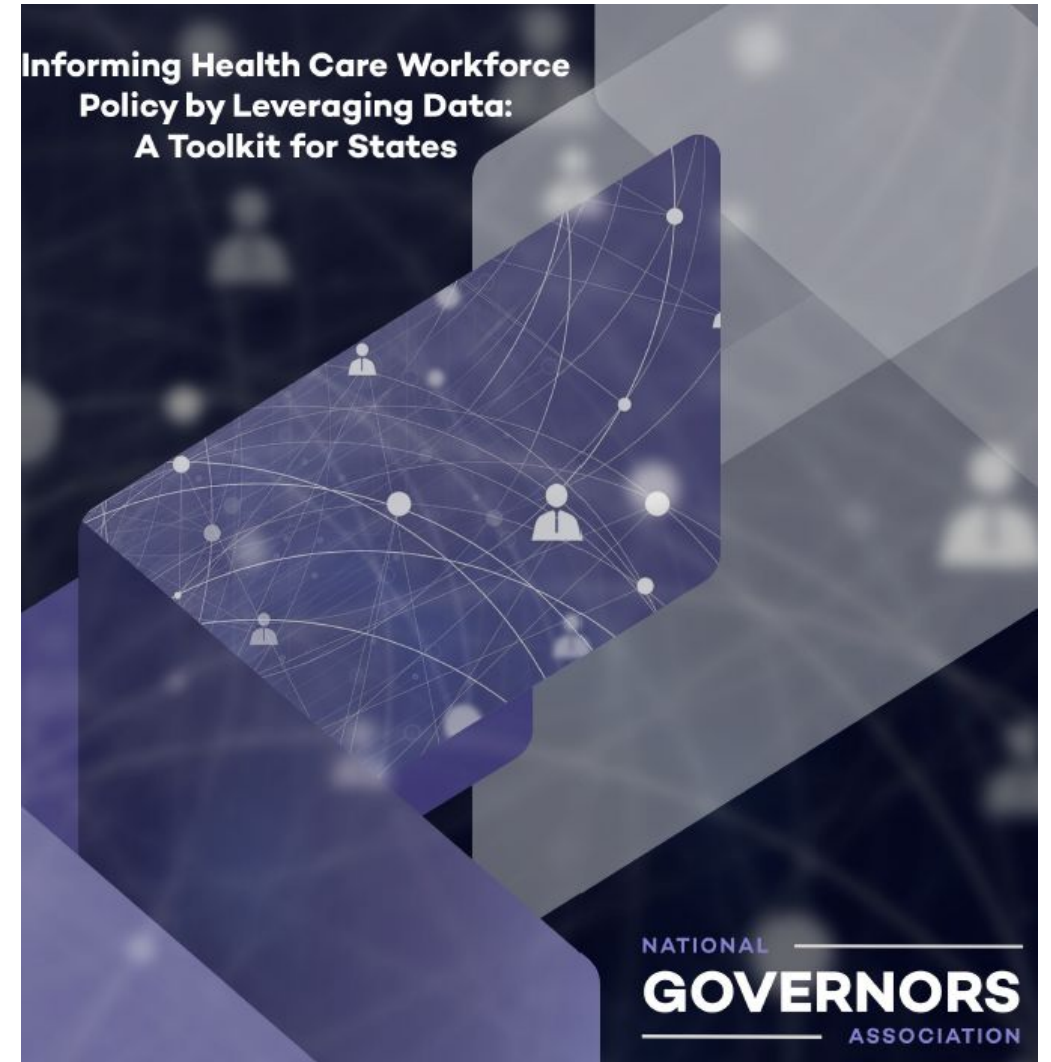




Key Data Questions: Feasibility Assessment

Process Recap

- Reviewed guidance/questions from NGA's healthcare workforce data toolkit.
- Met with 3 workgroups to develop initial set of questions concerning healthcare workforce supply, pipeline, demand, and worker challenges/barriers.
- RIDOH and EOHHS successfully executed DSA to secure licensure data for key occupations



Process Recap, Cont.

- Convened Data Subgroup including reps from EOHHS (Ecosystem), DataSpark, OPC, & DLT.
 - Reviewed available data sets at both Ecosystem and DataSpark and began process of workshopping questions to determine feasibility and refine inquiry given availability of data.
- Continue work to refine and prioritize questions to bring back to the Data Subgroup to validate and map next steps.

Types of Questions We Can Answer Now

Category	Example Questions (this is a sampling of our key questions)
Questions we can answer with available licensing data	<ul style="list-style-type: none"> • How many health and human services workers are licensed in Rhode Island by licensed occupation? • How many people obtain licenses each year by licensed occupation? What are annual trends in licensure by occupation? (point in time data - will take time to analyze trends)
Questions we can answer with currently available BLS/DLT occupational data	<ul style="list-style-type: none"> • What is the average, median, min, and max hourly wage by occupation? • How do wages compare to neighboring states by occupation? • What occupations, outside of health and human services, are expected to have high future demand? (to help us understand the competitive landscape)
Questions we can answer with currently available inventory of training and education programs	<ul style="list-style-type: none"> • What training and program offerings are available around the state?
Questions DataSpark can answer with their existing data set	<ul style="list-style-type: none"> • How many students have enrolled in RI health and human services education programs? • How many students are completing/graduating? • How many graduates of RI health and human services education and training programs are employed in the health and human services sector in Rhode Island? • How many health and human services CTE students are enrolling in a health and human services related higher ed program or setting?

Types of Questions That Could be Answered with Additional Data Collection/Integration

Category	Example Questions (this is a sampling of our key questions)
Questions we can answer once the current license data set is shared with the Ecosystem	<ul style="list-style-type: none">• How many licensed health and human services workers are working in health and human services settings in Rhode Island?• For those that are working, in what settings are they working?
Questions we could answer if we expanded the data we collect for licensing	<ul style="list-style-type: none">• Do public transportation routes make healthcare and human services places of employment accessible for workers?• Do health and human services workers have adequate transportation?• Are healthcare and human services places of employment safe places to work?• Can health and human services workers access safe and affordable housing?• Can health and human services workers access childcare?• What barriers are workers with prior involvement with the criminal justice system facing?
Questions we could answer if we could bring licensing, wage, and education data together	<ul style="list-style-type: none">• For licensed individuals, in what positions did they start and what was their educational pathway? What are the equity implications?• How many health and human services CTE students have become licensed in a health and human services occupation

Supply and Demand Projections

- Economist recommended a dynamic analysis of demand in partnership with industry:
 - Synthesize all available data
 - Convene industry partners to validate with what they are seeing
 - Synthesize trends and needs
 - Act on what is learned
 - Repeat regularly
- Meeting with Associations in December to share economist recommendations and assess viability and need for vacancy survey

Appendix



DataSpark and Ecosystem - Available Data Sets

DataSpark		Ecosystem	
Agency	Dataset	Agency	Dataset
RIDE	Enrollment, Career and Technical Education, National Student Clearinghouse, Adult Education, GED	DOH	Health Professional Licensure (projected availability Q2 2023)
OPC	Term Census, Completions, National Student Clearinghouse, Non-Degree Credentials	DOC	Incarcerations and Releases
DLT	Employment and Wage, Real Jobs RI, Unemployment Insurance, Pandemic Unemployment Insurance, Registered Apprenticeship, WIOA.	DLT	Employment and Wage, Real Jobs RI, Unemployment Insurance, TDI/TCI,
Both DataSpark and Ecosystem compile demographic data including race and ethnicity from across datasets where data is collected			

Data Considerations

- Data on licenses by occupation available now; trend information will take time to establish.
- Data on who is licensed and working requires matching of licensing data and wage records (possible around Q2 2023).
- Wage records do not capture occupational information (only setting) so we will be unable to aggregate wage records for unlicensed positions.
- Both available race and ethnicity data sets have limitations:
 - The completeness of race and ethnicity data in the licensing data is unknown.
 - The central race and ethnicity table in the Ecosystem is limited to people eligible for public benefits.
 - Could try to match against both tables.
- We do not have a current source for SDOH data.
- We do not have a current data set that brings together license, wage, and educational data.
- BLS/DLT data is available by SOC code
- We do not have wage data on people leaving the state