



**RHODE
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RI HEALTH AND HUMAN SERVICES WORKFORCE Planning

Stakeholder Update Meeting

January 2024

Agenda

Welcome and Agenda Review

Rhode Ahead Budget Proposal Update

Latino Mental Health Workforce Pipeline Report

Updates on Current Health and Human Service Workforce Initiatives

Next Steps

Rhode Ahead Update

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State Budgeting Process

State staff develop budget proposals (called decision packages); agencies complete these by end of August



Phase I: State agencies develop and prioritize proposals

Agency leadership transmit proposed set of decision packages to Office of Mgt and Budget



Phase II: Governor's Office determines what will be in the proposed budget

Governor presents spending recommendations to the General Assembly no later than the third Thursday of January



Phase III: Budget Amendments and Approval By Legislature

Aug - Sep
State agencies review proposals internally, prioritize proposals across divisions, and vet informally with the Governor's Office

Oct - Dec
Governor's Office Reviews packages and decides what will be included in proposed budget

Late Jan - Jun
General Assembly holds hearings, review, and votes on the state budget and other legislative proposals.
General Assembly may increase, decrease, alter or strike out any item in the Governor's budget.

Late Jun
General Assembly passes the budget, and sends it to the Governor for signature

Public-Private Roles

State Staff Role	Private Partners Role
<ul style="list-style-type: none">● Convene cross-sector stakeholders● Share information and data● Develop statewide data analytic capacity to inform workforce planning● Facilitate regulatory changes● Develop legislative and budget proposals for state investment; advocate for inclusion in Governor's budget● Identify and leverage non-governmental grant opportunities to support priorities.	<ul style="list-style-type: none">● Participate in statewide stakeholder convenings● Share information and data● Provide input, direction, and expertise to inform priorities and solutions● Collaborate where possible around non-governmental grant opportunities to support priorities.● Lead and/or engage in private advocacy to support priorities

Latino Mental Health Pipeline Report

Latino Mental Health Network of RI
The Latino Policy Institute



“When we have a myopic view of what the problem is, we tend to come up with myopic solutions that don't resolve the issue and sustain the status quo.”

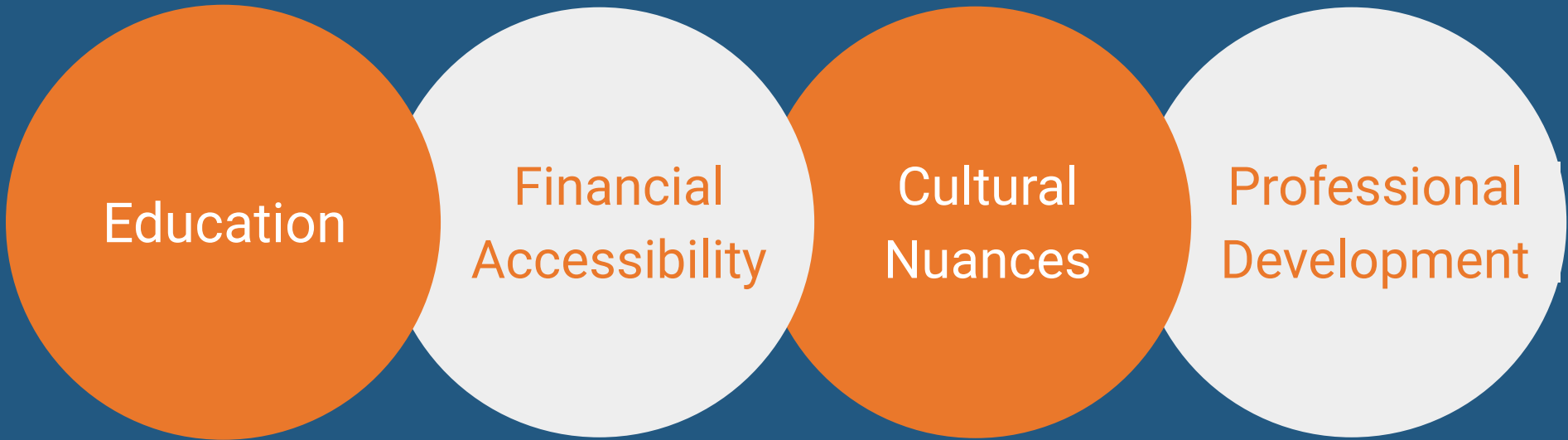
FINDINGS

- **Gaps** for Latinos and clinicians of color often begin in higher education.
- In the *Masters of Social Work program*, an **average of 21%** of graduates identified as Latino.
- Similarly, in the *Mental Health Counseling program*, **only less than 8%** of graduates were **Latino**.
- **Since 2020**, both programs have experienced high interest, however resource constraints impede the expansion of programs and services to meet the growing demand.
- Several recurring themes persistently emerged: **inequitable compensation, a notable lack of diversity within the workforce, and limited avenues for professional growth and development, resulting in burnout.**

Conversations and Focus Groups unveiled:

- **Workplace Diversity Challenges:**
 - Many Latinos and clinicians of color are the sole non-white providers in their workplaces.
- **Overwhelming Demand for Culturally Aligned Care:**
 - Resulting in high demand from clients seeking culturally aligned care.
- **Impact on Clinicians:**
 - Overburdens these clinicians, significantly contributing to stress levels and burnout.
- **Supervisory Support Deficiency:**
 - Clinicians lacking access to supervisors or mentors from similar cultural backgrounds face heightened stress and added burdens.
- **Educational Burden:**
 - Feel an additional obligation to educate supervisors about the unique needs of non-white clients, amplifying workload and job-related stress.

KEY THEMES



RECOMMENDATIONS & INVESTMENTS

EDUCATION INVESTMENTS

Mental and Behavioral Career Pathways in K-12

- Engage educators and school social workers in preparing students for mental and behavioral health careers to foster a diverse and well-equipped pipeline of future clinicians.
- States like *California, New York, and South Carolina* have already taken strides by launching programs to engage K-12 educators and social workers in preparing students for mental health careers.

Scholarship Programs for Student Clinicians

- Introduce flexibility in these scholarships, addressing living expenses like rent, food, health insurance, childcare, and other essentials.
- Higher education institutions, healthcare organizations, and government bodies must revamp their approach to awarding scholarships to graduating clinicians.

Tailored Educational Opportunities that Reflect Community Needs

- Educational opportunities that equip clinicians to effectively cater to its community's medical, cultural, and linguistic needs.
- Example: Masters of Arts in Mental Health Counseling (MHC) program at RIC centers student and community needs in education.

EDUCATION INVESTMENTS

Advancing Language Equity for Clinicians

- Allow students whose first language is not English to undergo licensure exams in their native language.
- Recognition and national implementation of the Culturally and Linguistically Appropriate Services (CLAS) by the Office of Minority Health under the United States Department of Health and Human Services.

Subsidized Fees for Certifications and Professional Development

- Invest in subsidized certifications and professional development fees.
- Offer financial incentives or grants to cover certification and ongoing training costs.

Expand Student Loan Forgiveness & Repayment Programs

- Expand State and National Loan Forgiveness and Repayment programs as an incentive to recruit and retain Latinos and other underserved communities.

PROFESSIONAL INVESTMENTS

Medicaid Reimbursement Rates

- Federal and state governments must increase Medicaid reimbursement rates and improve access for uninsured patients

Language Access & Equity

- Educational institutions to offer therapy modalities in various languages that reflect the diverse, multilingual communities locally and nationally.

Cultural Humility & Training Support

- Implement cultural humility training programs to enable clinicians to expand their therapeutic understanding, transitioning from a standardized approach to one that is culturally responsive.
- Expand the cultural education requirements across all mental health professions.

PROFESSIONAL INVESTMENTS

Supervisory Support

- Increase the diversity in leadership roles within the behavioral healthcare field.
- Foster an environment where mentorship and support are accessible across cultural and experiential lines, to ensure a more inclusive and supportive workplace for all clinicians, especially those starting their careers.

Facilitating Licensure Pathways

- Create accessible and equitable pathway programs for foreign-trained applicants, encompassing language support and fair compensation during academic or supervisory requirements.
- Develop holistic and fair pathways for case managers, community health workers, and peer recovery specialists in Rhode Island's mental and behavioral health pipeline.
- Create formal accreditation or recognition for the skills acquired through these roles and lived experiences within the field.

THANK YOU!

Marcela Betancur

Executive Director

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Updates on Current Health Workforce Initiatives

General Updates

Rick Brooks, EOHHS

- Rhode Island Data Ecosystem
 - MD and PA data added
 - Ongoing vetting and updates
 - [Warren Alpert Foundation RFI Response](#)
- Caring Careers - marketing & outreach
- Clinical Placement Employer Survey
- Regulatory review and reform

Career & Technical Education (CTE) Meetup Event

Michael Hobin, RI Department of Education

Executive Office of Health and Human Services (EOHHS) and the RI Department of Education (RIDE) are hosting a Health and Human Services (HHS) Industry Employer and CTE Health Educator “Meet-Up” Event.

April 3, 2024 from 3:30 - 5:30 pm, at the RI Nursing Education Center (RINEC); sponsored by Hospital Association of Rhode Island.

The goal of the event will be to connect health and human services employers with health and human services educators from RI’s public high schools that are interested in developing partnerships with employers.

Specifically, we hope to:

- Help employers learn about the state’s current CTE programs and the role they play in preparing students to pursue careers in health and human service.
- Share ways that employers can engage with CTE programs.
- Encourage mutually beneficial relationship building, which can lead to development of new, lasting partnerships between schools and employers, especially in the area of behavioral health.
- Cultivate spaces for employers to talk about what they need, and for schools and educators to learn from industry and talk about their needs and emerging trends, in a casual but informational setting .
- Introduce a CTE “playbook” designed to help employers understand the many ways they can get involved, such as providing speakers, tours, job shadowing opportunities, internships, serving on local partnership teams or as an advisor on a local CTE club, etc.

A save the date invitation will be going out shortly.

Bayada Apprenticeship Program

Rick Boschwitz, Bayada

What workforce challenge are you trying to address? What is your strategy for solving this issue?

- The shortage of nurses in the Home Care Industry is leaving many families without a nurse to care for their child or loved one.
- Created a **Nurse Residency Apprenticeship Program** for recent graduates from nursing school. This is a nationally accredited program that is 5-7 weeks long that includes, classroom instruction, time in the simulation lab with our Clinical Director in addition to precepting in the field with experience nurses.
- BAYADA also offers a **Aide to Nurse Scholarship** of \$5,000-\$10,000 to CNA's who are enrolled or want to enroll in nursing school with a one year commitment to the **Nurse Residency Apprenticeship Program** upon graduation.

What challenges and barriers have you found?

- Providing nurses a competitive wage in comparison to what hospitals, nursing homes and Skilled Nursing Facilities are able to provide.
- We emphasize the ability to work 1:1 with a client and to be able to work with pediatrics which is often difficult for a new nurse to break into.

What is your progress to date?

- We have hired 10 new nurse residents in the last 6 months and close to 20 nurse residents since the start of our apprenticeship program in September of 2022.
- Retention has been 85% and the average number of hours worked per nurse is over 35.

What are your next steps?

- Continue to focus on collaboration with local schools to promote the Nurse Residency Program and the Aide to Nurse Scholarship.

Case Manager Career Ladder

Doreen Maroney, CCRI Division of Workforce Partnerships

What workforce challenge are you trying to address? What is your strategy for solving this issue?

- A critical shortage of case managers in Rhode Island; recruitment and retention.
- CCRI Case Manager Certificate: free hybrid program includes two 10-week semesters and a 20-30 hour/week paid internship (\$15/hour)
- Recruits non-degree candidates from diverse backgrounds.
- Graduates earn 21-credits and a Certificate in Case Management (an industry-recognized credential).
- Access to employment as entry-level Case Managers (with BHDDH approval).

What is your progress to date?

- 20 Case Manager certificates issued; 7 more in the pipeline (graduating March).
- Two more DLT-funded cohorts in 2024.

What challenges and barriers have you found?

- Lack of mobility to switch employers without waiver or degree.
- Stagnant wages; lack of career ladder; barriers to higher education.

What are your next steps?

- Strengthen and scale our program.
- Work with stakeholders to make education pathways more accessible.
- Explore registered apprenticeship and support CTE efforts.
- Doreen Maroney at dmaroney@ccri.edu

Welcome Back Center

Manuela Raposo, Executive Director, Welcome Back Center

What is happening with the program now? How are students doing?

- Spent this past year planning for implementation, updating the ESL curriculum, and launching program with lots of support from partners and other stakeholders.
- First set of participants have been oriented; students with sufficient language skills to begin the credentialing process will be started a credential review process this month. Some participants have started internships or are seeking residency.

What are the next steps with the program?

- Renewed fund from RIF and RealJobs will allow us to hire the Director full-time and continue programming including providing services to undocumented professionals who are on a short-term path to residency.
- Plan to put in place some new systems (like a payment system for credential reviews) that will expedite the work.
- Planning new workshops and experiential/shadowing/tour opportunities.
- Identifying goals for 2024.

What policy implications or recommendations are emerging?

- We are developing recommendations for changing RI licensing regulations for foreign-trained dentists - recommendations will be modeled on the regulations in Massachusetts.
- We are looking at the work being done in Tennessee as regards foreign-trained physicians. We will be submitting recommendations soon on how we can get foreign-trained Physicians in RI into the local workforce faster.

How can people get involved?

- We have formed three subcommittees for our Advisory Council that will help us better serve our participants including the Policy and Advocacy Subcommittee and Experiential Learning and Alternative Pathways.

Next Steps

Next online stakeholder update will be in March