



## Healthcare Workforce Steering Committee

**Date:** November 13, 2018 • 8:30 to 10:30 a.m.

**Location:** RCC / SOU – Higher Education Center – Room HEC - 221 (2<sup>nd</sup> floor)  
101 S. Bartlett St. • Medford

### A. Welcome & Introductions (5m)

*Brent Kell*

### B. Action Plan Coordination

#### 1) Action Plan v 2.0 Review (15m)

*Jim & All*

#### 2) Career Pathways / Work-Based Learning Work Group

##### Program Development & Coordination

- **Caregivers School of Learning - Update & Coordination (30m)**
  - ↳ \$72,000 State Workforce & Talent Development Board Grant 

*Marla Ipsen, Jim Fong*

- **Employability Skills (15-20m)** 

*Dana Shumate*

- **Providence Healthcare Training Program (5m)**
  - ↳ Update on Rollout

*Dana & Jessica Wynant*

##### Communications & Engagement Plan

- **Update Healthcare Occupations Handout & Careers NW Website (2-5m)** *Jim*


#### 3) Legislative & State/Federal Policy Alignment (10-15m)

*Jim*

- Nurse Educator Incentive, etc.

### F. Medical Assistants Coordination (30-40m)

*Brent, Jim & All*

- Aligning Training Capacity & Throughput to Labor Market Demand 
- New Medical Assistant Apprenticeship program in Southwest Oregon

### G. Next Steps (5m)

*Brent, Tami & All*

- Summarize Agreements, Assignments & Next Steps
- Next meeting date & agenda items



## Healthcare Workforce Steering Committee Notes

**Date:** August 14, 2008 ♦ 8:30 to 10:30 a.m.

**Location:** Rogue Community College ♦ Table Rock Campus – Room 184 ♦ 7800 Pacific Avenue  
♦ White City

### Attendance:

<i>Terri Smith, Lisa Parks, Linda Wagner, Julie Toledo</i>	Rogue Community College
<i>Brent Kell, Stephen Johnson</i>	Valley Immediate Care
<i>Joanne Noone</i>	OHSU
<i>Hal Jones</i>	Medford School District
<i>Cynthia Anderson</i>	WorkSource Rogue Valley
<i>Dana Shumate, Aurora King, Tami Allison, Jim Fong</i>	Rogue Workforce Partnership

### Welcome & Introductions

The group did introductions.

### Action Plan

#### Input & Updates

Aurora presented the workgroup work plan as well as the RAMP action plan as an example of what a Healthcare action plan could look like. The purpose of the work plan is to be able to share information with colleagues. The group indicated that they like the action plan idea and think it will be helpful.

Aurora went on to explain that workgroup members are identified for different priorities, and there is an option to include a sponsor for each priority.

Aurora showed a draft of the start of an action plan that was developed. The following feedback was given:

- Are goals and purposes still in alignment?
- Educator shortage and policy alignment should be the same
- Linda clarified that she is very supportive of regulatory requirements, unlike what is listed on the table.
- Goals need to be “crisp” for an action plan
- Revise goal 4 to indicate “communicate with legislators around workforce issues and demands.”

Members of the group clarified the legislative and policy alignment along with the regulatory issues indicating that they are not supporting a reduction in regulations; but, need to be cognizant of what we are asking, and to have specific asks. Actions should be communicating, advocating and educating. “What’s missing from the state boards is the communication loop.” Another member voiced that the solution with the nursing educator shortage is not the regulatory requirements, but the salary.

#### Issues:

- Salary needs to be competitive with industry
- Average salary is \$85,000 with benefits
- Nurse practitioners make much more
- Depends on educational background and what they've been doing
- Salary gap between nurse and nurse educators is \$20,000-25,000 per year
- Can't work part time for each agency and retain benefits
- Union Requirements (Community Colleges)

Teri indicated that there were MOU's in place previously with Asante/Providence/OHSU and she is trying to resurrect them. Joanne has been in conversations with Asante leaders as well.

#### Next Steps:

- Revise and combine items 4 and 5 of the action plan
- Revisit items 1,2,3 and reach out to workgroup members to revise language

### Nurse Educator Incentive Tax Credit

Linda Wagner reported that people are in support of the tax credit; however, she cannot lobby. She has placed this initiative in front of President's council, and they have agreed to bring it to the legislative session. The reality is that unless they engage the nurse directors/educators, they won't have any information to give the legislators. Linda will continue to communicate with the current chair of the Oregon President's Council and stress the urgency of the topic. The group feels that it would be worth engaging legislators as well as candidates as this is a nationwide issue.

- Clackamas Community College has talked about closing their nursing program
- community colleges have reduced intake of students
- Portland Community College has decreased from 82 to 32 students

Jim suggested connecting with Elana in the Governor's office to ask for help in coordinating.

#### Next Steps:

- Reach out to make sure people and groups are contacted and aware
- Engage Governor's Office (Alex Campbell?)
- Sense of urgency – declaring a state of emergency for nursing education
- Convene a smaller group meeting (Linda, Joanne, Terri, Brent)
- Jim will take his notes and put together a framework
- Reach out to Jessica at Providence and Paul at Asante
- Jim to reach out to JRHA to make sure they are aware of the nurse educator shortage
  - Would be beneficial to have a joint meeting with JRHA in the future

### Career Pathways

#### **Providence Healthcare Training Program**

Dana reported that despite the transition in leadership at Providence, they are moving forward with discussions and the next step will be to crosswalk what is taking place in high schools. Small steps need to be taken to see how to replicate the model and the hope is to begin some of the implementation with juniors in the second semester.

Hal Jones added that a breakthrough strategy from Beaverton School District is forming a consolidated two year program, articulated with PCC to emphasize getting juniors and seniors in touch with real, personalized experience, and clarifying what the profession requires and screening people to refine the skills of the kids at the high school level. “They have created the connection between school and patient care”, Hal stated.

Teri added that a posting will go out today for a full time MA instructor which will allow two day-time cohorts to be added to start by the spring term. Day-time and evening MA cohorts will be available. Teri will keep us updated as things progress.

### **Caregivers School of Learning**

Joan Eberling and Jim Fong updated the group in Marla Ipsen’s absence. A good conversation took place with the administrators, and the agreement was made to continue meeting to work towards a caregiver’s school of learning. The big takeaway was “retention”, retaining quality people. Joan feels that it will be a challenge to get caregivers to work for minimum wage. The suggestion was made to pilot the caregivers school of learning with Phoenix-Talent School District – if a program of study can be developed, there is a lot of Perkins money available.

Julie Toledo reported that she had a good conversation with Marla and that a number of SOHOPE students are interviewing with her. It was suggested to invite Julie to future Caregivers School of Learning meetings.

### **Careers NW Website**

Jim and Tami had a conversation and confirmed that the Careers NW website is exportable to RWP – the technical feasibility is there. This stemmed from the conversation with Jessica Wynant regarding the flyer and linking to a website.

#### **Next Steps:**

- Convene a small workgroup to customize
- Joanne volunteered to participate in the workgroup

### **Updated Health Occupations Handout**

- The audience is high schools, career centers, career fairs, etc.
- Other positions were identified for the levels
- The handout is a teaser – it is not meant to give all information about everything
- Make sure the website will match up and is up and ready to be used
- Possibly add some educational pre-requisites
- List an estimated time for completing a certification or degree

#### **Next Steps:**

- A workgroup consisting of Joann, Jessica, Joan, Lisa, and Dana will meet

### **Future Ready Summit**

Jim reminded the group that there is a meeting on September 11, 2018 with the Governor’s Office and the Future Ready Oregon initiative.

The next meeting will be held on October 9, 2018.



## **Workforce & Talent Development Board Grant Proposal**

### **Caregivers School of Learning**

#### **Project Synopsis**

This grant will address two issues simultaneously: First, the urgent need to fill Caregiver position in Long-Term Care (*nursing homes, skilled nursing facilities, and assisted living facilities, as well as home care, foster homes and home health*); and second, creating more opportunity paths for Caregivers to learn, grow and progress in Long-Term Care Facilities or the broader healthcare career field.

This grant will kick-start a new training program that will result initially in 15 to 25 participants completing paid internships. Participants will learn about Caregiving and other career occupations in Long-Term Care (LTC), and also learn about other high-demand, higher-wage career pathway opportunities in the healthcare field. This training program would target specific populations of individuals who potentially see Caregiving as a more appropriate entry point into the healthcare field than other occupations that require more intensive training (*e.g., Certified Nurse Assistant or Medical Assistant*). The grant will also fund the curriculum development/coordination to be used in the training.

The service population will be drawn from transitioning and emerging workers. Industry leaders in Long-Term Care will be approached to consider contributing matching funds. Our goal is to create an ongoing revolving scholarship fund with these private-sector co-investments, putting these dollars into the pool, along with other training funds, that would be available to cover wage and/or other cost for future trainees.

#### **Background / Overview**

As part of its WTDB approved Local Strategic Plan, the Rogue Workforce Partnership (RWP) identified Healthcare as a key targeted industry sector. Since 2012, the RWP been regularly convening Healthcare industry leaders in the Rogue Valley to identify their workforce priorities and align our region's training and education investments to meet these needs. This industry sector group is named the Healthcare Workforce Steering Committee (HWSC).<sup>1</sup>

One of the top priorities of the HWSC is to create more Work-Based Learning and Career Exploration opportunities to help fill the talent pipeline with greater numbers of skilled and compassionate workers.

With support from the Oregon Employment Department, HWSV leaders have affirmed what they already knew to be the case: that one of the greatest Healthcare workforce needs lies in filling entry-level positions such as Caregivers, Certified Nurse Assistants and Medical Assistants. There are major shortages for employers in being able to fill these positions. With Caregivers and CNA's, turnover rates can be extremely high in some facilities. Local survey data shows a 60% turnover rate, and a 2016 State of the Industry report shows a 45% turnover rate for all senior care careers (Senior Living Works - SLW). In addition, for Caregivers especially, there is significant information gaps for entry-level workers about the career opportunities in LTC, as well as other healthcare career pathways.

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<sup>1</sup> See: <http://rogueworkforce.org/our-strategies/sector-partnerships/healthcare/>

To provide some sense of numerical scale, OED projections estimated 112 annual openings for Caregiver and Home Health Aides in the Rogue Valley, with 868 total openings from 2014 to 2024. Nationally, there will be a need of 1.2 million senior living jobs to fill by 2025 (SLW).

The Caregiver School of Learning is seen by HWSC and Long-Term Care Facilities leaders as a vital next step in attracting critically needed new workers into jobs as Caregivers. The shortage of compassionate, reliable, and committed Caregivers has become overwhelming to consumers and providers. Whether it be an in-home care worker, a caregiver in Assisted Living, or a CNA, the turnover numbers can be horrendous in many of these work environments. We must do something different to change these numbers.

Studies show that the more opportunity employers give staff to learn and grow within the environment, the longer they will stay. Efforts to increase the number of people that may be interested in a Caregiving field must be a top priority for providers. Joint efforts by those in the LTC / Healthcare industry and those in education are needed for us to be successful creating pathways to different healthcare careers for those Caregivers seeking greater opportunities. We may be able to collaborate our efforts and change this ever-present shortcoming. One of the collaborations would be to combine efforts with the Oregon Home Care Commission<sup>2</sup> and The Rogue Workforce Partnership's Healthcare Workforce Steering Committee.

The Oregon Home Care Commission (OHCC) has an established program for future and existing employees to become certified. This certification program is for those interested in becoming a Home Care Worker (HCW) or a Personal Support Worker (PSW) for the state of Oregon's registry program. They also have educational pathways to become an Enhanced or Exceptional Worker, which allows them the opportunity to earn more money. As part of our innovation pilot, we will engage with OHCC to explore partnering with them in our efforts.

Regional leaders recognize that we must try something different to solve this vexing dilemma that faces our community. We are in the midst of a crisis in Caregiving for our most vulnerable senior population. And the crisis will only continue to grow as more and more baby boomers retire, age, and grow in their need for care.

### **Caregiver School of Learning Program - Key Elements**

#### **❖ Program Description**

This will be a paid internship training. A curriculum would be developed in partnership with Joan Eberling of Pacific Healthcare Training<sup>3</sup> and Marla Ipsen of Woollard Ipsen Management<sup>4</sup>. This worksite-based training experience would provide participants with an overview of the world of Long-Term Care Facilities, with job rotations to different areas and potential career pathways for the Caregiver. These pathways may include: Behavior Support Worker, Home Care Worker, Community Health Worker, Activity Director, or Case Management Opportunities. Many of these pathways already exist, but may need to be experienced and packaged in a different way for the worker to clearly see the opportunities available.

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<sup>2</sup> See: <https://www.oregon.gov/DHS/SENIORS-DISABILITIES/HCC/Pages/index.aspx>

<sup>3</sup> See: <http://pacifichealthcaretraining.com/>

<sup>4</sup> See: <http://woollardipsenmanagementllc.com/about/>

❖ **Grant Funds** - Will be used for the following:

- Paid Internship Wages & Supplies (uniforms, tools, books) for the Work-Based Learning in this training model.
- Curriculum Development / Coordination - curriculum that would be delivered in conjunction with worksite based learning.
- Individual Training Accounts - Participants who successfully complete the internship, and either become employed or commit to seeking employment in Caregiving, will receive a contribution to an Individual Training Account for future training tuitions, etc.
- Transportation – Pay for transportation, if needed. A recent PSU survey indicated that 66% of unplanned absences are due to lack of transportation.

❖ **Numbers Served** – One to two cohorts and up to 15 to 25 total trainees will be trained by June 30, 2019.

❖ **Populations Served** -- The training will serve transitioning and emerging workers.

▸ Transitioning Workers

LTC industry leaders report that many of their best Caregiver employees are workers who have gone through just enough young-adult life experiences to where they are now ready to “buckle down” and get serious with finding an occupation they can do and enjoy to support themselves and their family.

In addition, some transitioning workers find it daunting to consider more intensive training, such as Certified Nursing Assistant or Medical Assistant. They would prefer a simpler path of just finding a job they think they can do, but perhaps with some hope for learning, growth, and advancement.

Our goal is to target this profile of transitioning worker. We will seek them out through our partners at WorkSource Rogue Valley, Oregon Department of Human Services and with other partners. Job/Career Seekers coming through WorkSource Rogue Valley will be provided the opportunity to participate in this Caregiver School of Learning Internship Program. This offering will be part of a comprehensive array of entry-level career pathway or pre-apprenticeship trainings in Advanced Manufacturing, Trades & Apprenticeships, and Healthcare.

▸ Emerging Workers

High School students and recent graduates will also be provided an opportunity to participate in this Caregiver School of Learning Internship Program. For this pilot effort, we will seek to partner initially with Central Medford High School to offer this after-school or weekend paid internship opportunity to students. We'll also offer it to WIOA Out-of-School Youth, as well as other at-risk youth.

Outreach efforts to promote this Caregiver internship will be instituted throughout WorkSource Rogue Valley, High Schools and associated partners. As with transitioning workers, we will target job/career seekers who might prefer a simpler path of just finding a job they think they can do, but perhaps with some hope for learning, growth, and advancement.

▸ *Special Target Populations*

The following special populations will also be targeted for enhanced outreach, promotion, and enrollment:

- Participants who are low-income as defined by the US Department of Labor, including recipients of Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).
- Participants who are traditionally underserved including, but not limited to, communities of color.
- Participants from rural areas in the region.

Strategies to engage these special target populations and expected outcomes include:

- Outreach efforts will be coordinated between WorkSource Rogue Valley partners (*particularly Oregon Department of Human Services*), High Schools and other community partners. The result will be a prioritization of focus on serving these target populations (*communities of color, rural communities and those experiencing generational or continual poverty*).
- Coordination and referral from the WIOA Out-of-School Youth Program, housed at WorkSource Rogue Valley, Oregon Youth Development Council Opportunity Youth grantees, and other at-risk youth providers.
- We hope to receive many referrals from partners, and to enroll special target population candidates into the Caregiver Internship Program that will result in anywhere from 30% to 80% of the Transitioning and Emerging Workers enrollees.

- ❖ **Essential Employability Skills** – The Caregiver Internship Program will also provide a special focus on developing Essential Employability (*soft*) Skills for Transitioning and Emerging Workers. This will be done in concert with the region’s Business-Education Partnership and the RWP’s broader efforts with K-12 education and workforce partners to implement an Essential Skills program throughout the region. An initial Essential Skills rubric has recently been developed by K-12 and industry partners, and is being implemented by interested school districts and teachers this school year. We will also be exploring using this rubric in the Foundational Skills Workshop at WorkSource Rogue Valley. These efforts will be assessed for effectiveness and validated through employer assessments, feedback and data-gathering.
- ❖ **Life Skills** – The curriculum will also spend some time developing life skills, such as cooking, cleaning, shopping, personal safety, and basic recordkeeping. These skills will not only help them in becoming better Caregivers, but also provide them with some necessary skills for their own personal life.
- ❖ **Leveraged Private-Sector Funds** - For each incumbent worker trained under this grant, LTC industry leaders will also be asked to contribute matching funds equivalent to the paid internship per trainee. Our goal is to create a perpetual revolving tuition scholarship fund for on-going Caregiver Internship training.
- ❖ **Leveraged Public-Sector, Non-Profit & Other Capacities** - We will leverage the capacities of many other regional partners, including:



- WorkSource Rogue Valley Partners - Will be contributing in-kind staff time, resources and capacities to make the Caregiver Internship program successful. This program will be strongly promoted in the WSRV Centers, and by all partners (*especially DHS*). This training offering will be a natural extension to current Foundational Skills and other career services offered.

WSRV Business Services staff will also add the Caregiver Internship program to their portfolio of offerings available to industry leaders, as part of ongoing business engagement with LTC facilities.

- Southern Oregon Success Partners (cradle-to-career) - We will work with our cradle-to-career Southern Oregon Success and College & Career for All partners (*K-20 education, social services, juvenile justice, healthcare/CCOs, etc.*) to promote the availability of the Caregiver Internship program as an entry point to high-demand, high-wage career opportunities, especially for special target populations.

- ❖ **Part of Building a Comprehensive Career Pathway System/Network** - The Caregiver Internship is part of a regional effort to create, scale, and sustain a targeted array of in-demand incumbent worker trainings that will then be closely linked/latticed to a similar targeted array of entry-level career pathway trainings. The goal is to build a comprehensive Career Pathway system/network, and fill in the missing “stepping stones or bridges” needed to span the ravines and gaps that are currently blocking career-seekers from successfully traversing these pathways.

### **Performance Metrics**

The following performance metrics will be applied to measure the Caregiver Internship program success:

- a. Number of participants recruited, enrolled, and successfully completing the internship training.
- b. Number of participants from special target populations recruited, enrolled, and successfully completing the training the internship training.
- c. Number of Transitioning and Emerging workers who apply for and get a job in a LTC or related healthcare occupation.
- d. Number of Transitioning and Emerging workers who continue on with additional post-secondary training in healthcare.
- e. Employer Satisfaction Data – obtained through surveys and in-person feedback. Both core skills, as well as Essential Employability Skills, feedback will be gathered.
- f. Long-term Longitudinal Success – we will track all participants over time, longitudinally, to determine what differences in wage progression (*and career occupations, as anecdotal information is available*) these participants experience versus other workers trained.
- g. Conduct a Pre- and Post-Test with the students for quality improvement strategies.

## **Budget**

Item	Amount	
	15 Interns	25 Interns
<b><u>Grant Expenses</u></b>		
<b>Paid Internship Wages</b> 12 hrs./week X 12 weeks = 144 hours X \$10.75/hr. = \$1548/intern X 15 to 25 intern	\$23,220	\$38,700
<b>Supplies</b> ( <i>uniforms, tools, books</i> )	\$1,780	\$2,500
<b>Individual Training Account Contribution</b> ~ \$500/intern	\$8,000	\$12,500
<b>Curriculum Development / Coordination</b>	\$12,000	\$12,000
<b>Administration</b>	\$5,000	\$6,300
<b>Total</b>	<b>\$50,000</b>	<b>\$72,000</b>
<b><u>Program Revenues</u></b>		
Leveraged Private-Sector Funds - Contributions to Ongoing Revolving Tuition Fund	To Be Determined	To Be Determined

Funding can be provided at the \$50,000 or \$72,000 level. We will scale the program accordingly.

## ROGUE VALLEY EMPLOYABILITY SKILLS RUBRIC

	<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Progressing (3)</b>	<b>Advanced (4)</b>
<b>Reliability</b>	Regularly misses class and/or deadlines. He/she cannot be relied upon to follow through on commitments.	He/she is inconsistently reliable. Attendance can be sporadic. At times, he/she shows potential and initiative.	Attendance and follow-through is consistent. He/she is self-motivated and can be relied upon regularly.	Contributes substantially to learning process both by "showing up" and by encouraging and challenging others to fully participate.
<b>Collaboration</b>	Rarely exhibits a cooperative, interested attitude towards teamwork.	Is a cooperative team member but requires motivation to collaborate and function at a higher level.	Actively participates well in a team environment. He/she shows initiative and develops win-win solutions.	Functions at a very high level as a team player. Is very skilled as team leader in collaboration and handling team conflict/ disagreement.
<b>Communication</b>	Does not listen and or is not able to summarize key elements of verbal and nonverbal communication. Does not clearly express thoughts verbally and nonverbally.	Offers "safe" answers to simple questions and occasionally volunteers a response. Student is beginning to develop organized and appropriate verbal and nonverbal responses.	Communicates effectively (both verbally and nonverbally). Actively listens to others without interruption. Student contributes to class discussion by offering thoughts, opinions and asking appropriate questions.	Skilled at creating an open environment that encourages the flow of information. Verbal and nonverbal communication conveys both substance and intent with high accuracy.
<b>Respect</b>	Does not respect other's rights, ideas, opinions, and diversity of others.	Developing respect of other's rights, ideas, opinions and diversity of others.	Demonstrates respect of other's rights, ideas, opinions and diversity of others.	Respects the rights, ideas, opinions and diversity of others. Encourages others to express viewpoint without judgement.

## ROGUE VALLEY EMPLOYABILITY SKILLS RUBRIC

	<b>Beginning (1)</b>	<b>Developing (2)</b>	<b>Progressing (3)</b>	<b>Advanced (4)</b>
<b>Professionalism</b>	Student does not take personal responsibility for appearance, behavior, actions, or verbal communication.	Shows inconsistent ability to manage their behavior or actions, appearance, or verbal communication.	Student takes personal responsibility for their appearance, verbal communication, behavior or actions.	Accepts full responsibility for own appearance, behavior and actions. Student is a leader and role model in helping classmates monitor and progress in their behavior, communication, and behavior skills.
<b>Attitude</b>	Regularly displays a negative attitude. Is often perceived as pessimistic, self-centered and/or discouraging.	Attitude fluctuates between positive/encouraging to negative/pessimistic.	Makes a positive impression to those around them. Creates and sustains an attitude that encourages others to do their best.	Demonstrates a positive and encouraging attitude even in the face of adversity. Leads as a role model and shows empathy and compassion towards others.
<b>Problem Solving</b>	Does not attempt to identify, describe, or solve the problem	Student primarily depends on others to solve problems and identify possible solutions.	Finds multiple ways to solve a problem and share the strengths and weaknesses of a solution with a variety of audiences.	Student is a leader that can plan and organize work; reason and make objective judgments; and keep their mind on several parts of their job.