

Education, Pipeline, and Training Task Force

May 25th, 2016

WELCOME

REVIEW & APPROVE MEETING MINUTES

Middle Skills Workforce & Graduate Medical Education

REPORT UPDATE ON PREVIOUSLY DISCUSSED TOPICS

Middle Skills Workforce

- Definition:

“Middle-skills jobs—those that require more education and training than a high school diploma but less than a four-year college degree.”¹

- Harvard Business Journal

- Role:

- Supporting comprehensive and coordinated healthcare delivery and public health services

- Priority: Workforce development (1 million jobs), support population health, and improve access to high quality, efficient healthcare

1. Accenture, Burning Glass. "Harvard Business School.(2014)." *Bridge the Gap: Rebuilding America's Middle Skills.*

Middle Skills: Priorities from Last Meeting

- Value Matrix
 - Identifying data to support the “return on investment” for occupations from multiple/systems perspective
 - Demand
 - Training (length and cost)
 - Income
- Pathways
 - Identifying existing occupational pathways resources

Middle Skills: Value Matrix

- **Demand Data Sources**

- Federal projections

- Limitation: do not take into account:

- Emerging models for delivery
- State environment: scope of practice, reimbursement, etc.

- Employer perspective:

- Limitation: No current employer surveys to report
- Turnover rates for Long Term Care Nursing Facilities identified

Middle Skills: Value Matrix

- Market Entry Requirements/Resources Data Sources
 - Training Programs:
 - Career Technical Education
 - Department of Workforce Development
 - Higher Education
 - Commission for Higher Education
 - Licensure and Certification
 - Professional Licensing Agency

Middle Skills: Career Pathways

- Please find career pathways document from Indiana Center for Nursing within your folder.

Transitioning Military Experience to College Credentials

**MULTISTATE COLLABORATIVE ON
MILITARY CREDIT**

Multi-state Collaborative on Military Credit (MCMC)

- Project overview provided by:
 - Dr. Ken Sauer, Senior Associate Commissioner and Chief Academic Officer, Indiana Commission for Higher Education

CASE STUDY: LONG TERM CARE AND THE WORKFORCE CRISIS

Case Study: Long Term Care

Level-setting: the demand for long term care services is expected to increase

- Aging population
- Increased chronic disease

Defining long term care:

A continuum of medical and social services designed to support the needs of people living with chronic health problems that affect their ability to perform everyday activities.¹

1. McCall, N. (2001). Long term care: Definition, demand, cost, and financing. *Who will pay for long term care*, 3-31.

Case Study: Long Term Care Workforce Crisis

- The workforce crisis: high turnover rates
 - Certified Nursing Assistant (CNA): 91.6%
 - Licensed Practical Nurse (LPN)/Registered Nurse (RN): 59.2%
 - Qualified Medication Aide
- Turnover rate contributors
 - Wages
 - Demand of the job
 - Shortages
 - Regulatory structure

Case Study: Registered Nurses in Long-term Care

- Indiana Nursing Workforce in Long Term Care:
 - In 2015, 7.45% (3,740) RNs that reported working in a Long Term Care setting.
 - Of those, 2,426 (64.9%) reported an Associated Degree or lower as their highest level of training
 - However, Associate Degree or lower-trained nurses only account for 39.8% of the overall RN workforce
 - Of those nurses who reported an Associate degree or lower as their highest level of training, 12.6% work in Long Term Care

REPORT UPDATE ON GRADUATE MEDICAL EDUCATION

Graduate Medical Education

- Definition:
 - *Residents have graduated from medical school and then go on to complete several years of supervised, hands-on training in a particular area of expertise, such as primary care or surgery. This phase of their training is called "graduate medical education" (GME).¹*
- Role: prepare physician workforce to deliver medical care to meet Hoosier health needs
- Priority: HB 1323; Examine ways in which the task force may be able to support the GME Board.

1. Association of American Medical Colleges. (2015).

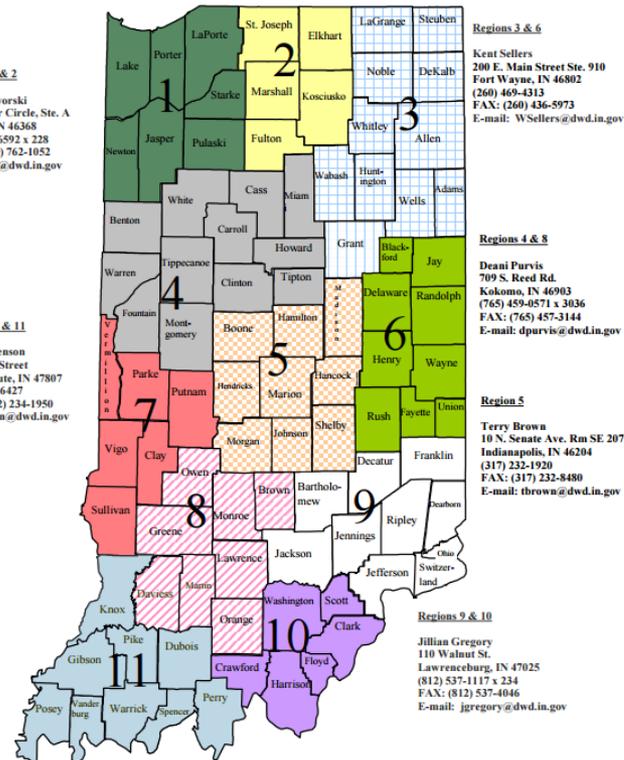
https://www.aamc.org/advocacy/gme/71152/gme_gme0001.html

Graduate Medical Education: Workforce Implications of GME Expansion



Indiana Economic Growth Regions

Regional Market Analysts



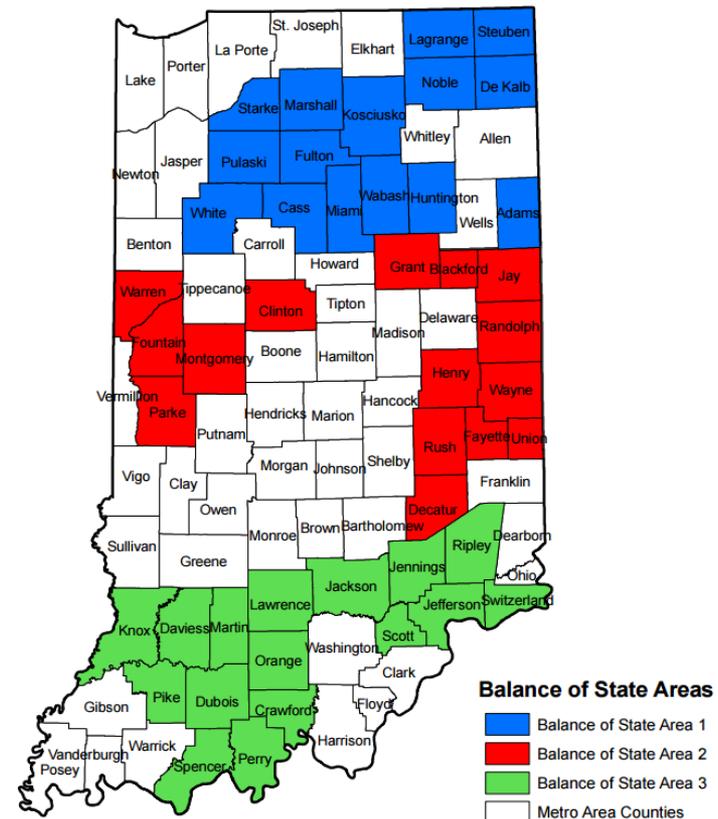
Count of Unique SOC Codes	
areaname	Total
Economic Growth Region 1	45
Economic Growth Region 10	17
Economic Growth Region 11	31
Economic Growth Region 2	41
Economic Growth Region 3	37
Economic Growth Region 4	26
Economic Growth Region 5	78
Economic Growth Region 6	18
Economic Growth Region 7	11
Economic Growth Region 8	17
Economic Growth Region 9	17
Grand Total	338

Graduate Medical Education: Workforce Implications of GME Expansion

Count of Unique SOC Codes	
areaname	Total
Balance of State 1	14
Balance of State 2	11
Balance of State 3	17
Grand Total	42

Balance of State Areas

(Beginning with 2005:2 OES Report)



PRIORITIZE ISSUES AND DISCUSS PLAN
MOVING FORWARD

Next Task Force Meeting

- To Be Determined
 - Doodle polls will be sent