Welcome

CO CHAIRS

Kristin Driscoll
Workforce Development Manager, Human Resources
Boston Children’s Hospital

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Partners HealthCare System
Agenda

Boston Builds Credit
Allison Kroner, Director, Boston Builds Credit at United Way of MA

Partner Spotlight
Linda Thompson, Dean, College of Nursing and Health Sciences at UMass Boston

Regional Planning Update
Joseph McLaughlin, Director of Research and Evaluation, Boston Private Industry Council

HCC 2020 Planning Discussion

Member sharing
Linda S. Thompson, MPH, DrPH, RN, FAAN

*Pathways to Careers In Nursing and Health Sciences*

College of Nursing & Health Sciences
University of Massachusetts Boston
UMass Boston

- Boston’s Urban Public Research University
- 204 Undergraduate, Graduate, & Certificate Programs
- 11 Colleges & Graduate Schools, Serves 17,000+ students
- Research Funding for Fiscal 2015 Hit a Record $63.2 Million
- UMB Students Come from 149 Countries
- 55% of Undergraduate Student Body from Minority Groups
Mission of UMass Boston

The University of Massachusetts Boston is a public research university with a dynamic culture of teaching & learning, & a special commitment to urban & global engagement. Our vibrant, multicultural educational environment encourages our broadly diverse campus community to thrive & succeed. Our distinguished scholarship, dedicated teaching, & engaged public service are mutually reinforcing, creating new knowledge while serving the public good of our city, our commonwealth, our nation, & our world.
Values of UMass Boston

• Inquiry, Creativity, & Discovery
• Transformation
• Diversity & Inclusion
• Engagement
• Economic & Cultural Development
• An Urban Commitment
College of Nursing & Health Sciences

- Fastest Growing College on UMass Boston’s Campus
- Known for Academic Rigor, Rich Clinical Experiences, Research & Development in Best Practices in Health & Clinical Care
- Only Publicly-Supported Programs in Nursing & EHS in Greater Boston Area
- Focus on Health Equity, Social Justice, Population-Based Health
Mission of CNHS

Our mission is to provide an intellectually rich & inclusive environment that fosters innovation in teaching, research, & service, for students, faculty, & staff, advancing systemic solutions for health across the lifespan & equity across populations.
Vision of CNHS

Our vision is to be the premier leader in the education of health innovators committed to achieving optimal population health & equity in local & global urban communities.
CNHS Academic Programs: Nursing

**Undergraduate**
- Nursing, Traditional, BS
- Nursing, Accelerated, BS
- Nursing, RN-BS

**Graduate**
- Nursing, MS
- Nursing, MS-DNP (Online)
- Nursing, PhD
  - BS-to- PhD Health Policy
  - MS-to-PhD Health Policy
  - BS-to PhD Population Health
  - MS-to-PhD Population Health
- Nursing, BS-to-DNP

**Post-Master’s Certificate**
- Family Nurse Practitioner
- Adult Gerontological Nurse Practitioner

**Students (Undergraduate)**
- **BSN 575** (83.3% Female, 44.5% Minority Students)
- **Accelerated 38** (79.9% Female, 32.4% Minority Students)
- **RN-BSN 397** (86.6% Female, 33.1% Minority Students)
CNHS Academic Programs: Exercise Health Sciences

**Undergraduate**
- Exercise & Health Sciences, BS

**Graduate**
- Exercise & Health Sciences, MS
- Exercise & Health Sciences, PhD

**Students**
- 687 Total
  - 62.4% Female
  - 55.3% Minority Students
CNHS Community Health Initiatives:
Through pioneering strategies, research evidence-based planning, coursework, clinical placements of Nursing & Exercise & Health Science (EHS) students, & in partnering with Boston Public Schools, Community Health Centers, & Boys & Girls Clubs, CNHS works to improve the health of Boston communities.

• Boston Public School– Turnaround Model
• Investing in the Mattapan Community
• GoKids Boston
• Boys & Girls Clubs
Educational Program Design

• Learning continuum that enables learners to move in a seamless fashion along an integrated career path
• Competency-based curriculum with multiple points of entry
• Technology facilitated education
• Case-based assessment
• Learning modules for teachers & trainers on use of technology-assisted education
Nested Nursing Education Model

- MSN
- BSN
- ADN
- LPN-LVN
- CNA - CHW
The need for more health care professionals provides opportunities to focus on new strategies to develop the future workforce.
Best Practice Recommendations

• Key strategies to address the increase need for healthcare workers resulting from new legislation should include:
  • Providing Career Paths
  • Workplace Transformation
  • Investing in Barrier Reduction
  • Collaborative Delivery Model
  • Local Design and Accountability
  • Badges and Certificates of Interest instead of classes
Examples of Workforce development Programs

• Workforce Development Programs

Medical Office Assistant
Certified Nurses Aide
Patient Care Technician
Emergency Medical Technician (future)
Accelerated Second Degree Licensed Practical Nursing (LPN)
Workforce Development Programs

Healthcare Career Training Steps

**Customer Assessment**
Administer Health Occupations Basic Entrance Exam
1) identify training needs
2) skill development plan

**Career Training**
Link customer to Career Track
Curriculum Delivery
Student Testing and Evaluation
Program Graduation

**Remediation**
Life skills
Workforce readiness
Academic competencies

**Career Preparation**
Individual learning accounts
Technology-based learning labs

**Job Placement**
Clinical internship
Job placement
On-the-job training
Job coaching: transition, orientation and supervision
Key Lessons from the Workforce Development Field

Partnerships
Employer Development
Comprehensive, Integrated and Flexible
Promoting Self-Sufficiency
Any Questions?

Thank you!
Greater Boston Regional Workforce Planning

Regional Plan Update: Healthcare postsecondary goal setting & employer discussion; Heatmapping project
Regional workforce planning initiative

- Governor Baker’s Workforce Skills Cabinet (WSC), comprised of the Secretaries of Education, Labor and Workforce Development, and Housing and Economic Development, initiated a planning process in 2017 that convened regional workforce, education, and economic development entities.

- Created 7 regions from a system of 16 workforce development areas.

- Boston, Metro North, and Metro South/West form the Greater Boston region

- Each region used labor market and education data to identify critical labor supply gaps, particularly in high-growth and high-wage occupations.
State-regional structure

**Workforce Skills Cabinet**
- Labor and Workforce Development
- Housing and Economic Development
- Education

**Regional Planning Team**
- Workforce Boards
- Economic Development (MAPC, 495/MetroWest Partnership)
- Education K-12, Voc Tech, Public Higher Education leaders

**State Sector Initiatives:**
- Healthcare Collaborative Manufacturing
- Manufacturing
Priority occupations

Sub-BA level healthcare occupations
- Healthcare technologists and technicians, such as:
  - Medical and clinical laboratory technicians
  - Radiologic technologists
  - MRI technologists
  - Licensed practical and licensed vocational nurses
- Nursing assistants*
- Medical assistants*

Computer and math occupational groups
- Computer and information analysts
- Software developers and programmers
- Database administrators and network architects
- Computer support specialists

*Included as a part of a potential career pathway, not as a top priority because occupations do not meet Greater Boston Planning Initiative’s wage criteria.
Regional planning year 1: Resources

• **Increased funding to align postsecondary education with labor market demand**
  – Greater Boston public colleges and universities have applied for and been awarded a total of **$33 million** in grants over the course of FY2017 through FY2022.
  – These grants fund equipment and laboratory upgrades, trainings, job placement, and renovations to connect students to priority healthcare and math / computer occupations.

• **Focusing Resources**
  – Adult training vouchers
  – Skills Capital Grants
  – Connecting Activities and YouthWorks
  – DESE Innovation and CTE Pathways
Updates on systems alignment and employer engagement

• **Heat mapping:**
  – MAPC will map concentrations of occupations and industries and demographic detail in Greater Boston
  – facilitate 3 working sessions on the intersection of job access, housing, and transportation.

• **Postsecondary goal setting**
  – Healthcare (1/30/20)
  – Computer/ IT
Goal: Better align education with workforce, focus on alignment in priority occupations

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Year</th>
<th>Lead</th>
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<tbody>
<tr>
<td><strong>Health care occupations</strong></td>
<td>Establish growth goals following completion of dashboard and capacity analysis by end of 2018.</td>
<td>2022</td>
<td>Education</td>
</tr>
<tr>
<td>3. Increase certificate and Associate degree completers in region by XX%</td>
<td></td>
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<tr>
<td><strong>Computer/ IT Occupations</strong></td>
<td>The blueprint strategies should increase the number of students entering and completing programs.</td>
<td>2023</td>
<td>Education</td>
</tr>
</tbody>
</table>
**How do we calculate demand and supply?**

**Demand:** How many potential job openings do we expect for a given occupation?

*New Demand Measure, or the average of total number of jobs for each occupation across three data sets:*

- 2020 projections from openings and replacement (OES)
- 2026 projections from openings and replacement (OES)
- Burning Glass 12-month job postings (2019)

**Supply:** How many qualified individuals do we potentially have available to fill a relevant job opening?

*Sum of available workers or graduates related to an occupation from multiple data sets:*

- Unique UI claims, 2018 (DUA)
- Relevant completer data
  - Voc-Tech completers, 2015-2017 average (DESE), 50% available*
  - Community College completers, 2015-2017 average (DHE), 90% available
  - State University completers, 2015-2017 average (DHE), 71% available
  - Private University completers, 2015-2017 average (iPEDS), 55% available
More Openings than Qualified: **Regional** Sub-BA Occupations, 4+ Stars

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Supply Gap Ratio</th>
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<tr>
<td>Cardiovascular technologists and technicians</td>
<td>0.03</td>
</tr>
<tr>
<td>Magnetic resonance imaging technologists</td>
<td>0.04</td>
</tr>
<tr>
<td>Diagnostic medical sonographers</td>
<td>0.05</td>
</tr>
<tr>
<td>Respiratory therapists</td>
<td>0.07</td>
</tr>
<tr>
<td>Web Developers</td>
<td>0.09</td>
</tr>
<tr>
<td>Medical and clinical laboratory technicians</td>
<td>0.14</td>
</tr>
<tr>
<td>Computer user support specialists</td>
<td>0.17</td>
</tr>
<tr>
<td>Radiologic technologists</td>
<td>0.19</td>
</tr>
<tr>
<td>Medical records and health information technicians</td>
<td>0.19</td>
</tr>
<tr>
<td>Physical therapist assistants</td>
<td>0.2</td>
</tr>
<tr>
<td>Medical assistants</td>
<td>0.27</td>
</tr>
<tr>
<td>Licensed practical and licensed vocational nurses</td>
<td>0.28</td>
</tr>
<tr>
<td>Computer network support specialists</td>
<td>0.67</td>
</tr>
<tr>
<td>Surgical technologists</td>
<td>0.69</td>
</tr>
</tbody>
</table>

Source: OES Projections 2016-2026, OES Projections 2018-2020, Burning Glass 2019, iPEDS, Massachusetts Department of Higher Education, Department of Unemployment Assistance 4- and 5-star occupations requiring a postsecondary non-degree award, some college, or an Associate’s degree. Demand Index 20+ only.
January 30th meeting recap

College deans and health care employers discussed current and projected enrollment and completion data for priority fields. Participants included:

**Colleges**: BHCC, Middlesex, Mass Bay, RCC, UMass Boston, Framingham State

**Employers**: Partners, Beth Israel, Children’s, Hallmark Health, East Boston Neighborhood Health Center, Mount Auburn, Spaulding
Key topics for future collaboration

• Credentialing
  – Medical Assisting: labor market value of certificate vs. Assoc. degree
  – Surgical Technologist: Associate degree required in future
  – Health Studies: value of an Associate degree in this field

• Challenges with increasing the # of completers
  – Declining enrollment at community colleges
  – Recruiting and retaining faculty
  – Clinical placements capacity

• Opportunities
  – Employer surveys on demand for priority occupations
  – Competency-based models for fast tracking AA nurses to attain BA
  – Prioritize areas for expanding clinical opportunities
  – Share simulation areas
  – Standardization of clinical contracts and immunization requirements
Next steps

• Healthcare Careers Consortium update

• **Postsecondary goal setting:** Computer/ IT fields

• **Heat mapping:** 2nd working session on the intersection of job access, housing, and transportation in April

• **Reconvene:** May meeting of Greater Boston Regional Plan Work Group
Thank you
HCC Group Discussion:

In the early days of HCC the group worked on several projects

- **2011**
  - Critical Collaboration
  - Profile of Current Education and Training Opportunities for Boston Healthcare Workforce

- **2014**
  - From Classroom to Employment

**2018-2019 Review**

- Hiring Skilled Immigrants
- Hiring returning citizens
- Hiring persons with disabilities
- Apprenticeships in healthcare
- Occupational segregation
- Careers in Substance use disorders
Member Sharing: WFCTF Recipients

The Workforce Competitiveness Trust Fund (WCTF) was established through economic stimulus legislation passed by the Massachusetts Legislature in 2006. The Massachusetts Legislature established the WCTF with two goals in mind:

1. To improve the competitive stature of Massachusetts businesses by improving the skills of current and future workers, and
2. To improve access to well-paying jobs and long-term career success for all Massachusetts residents, especially those who experience structural, social, and educational barriers to employment success.

The Workforce Competitiveness Trust Fund invests in demand-driven programs designed by industry sector partnerships that train and place unemployed and underemployed workers.

The purpose of the Fund is to support the development and implementation of employer and worker-responsive programs to enhance worker skills, incomes, productivity, and retention, and to increase the quality and competitiveness of Massachusetts businesses.
Next Meeting: June 3rd

Tufts Medical Center – New location!