

## MEETING MINUTES

### Education, Pipeline, and Training Task Force Wednesday, May 25<sup>th</sup>, 2016, 9:00am-11:00am IUPUI Campus Center, Room # 305

#### Members Present:

Michael Barnes, Department of Workforce Development, Co-Chair  
Marie Mackintosh, Department of Workforce Development, Co-Chair

Jim Ballard, Indiana Area Health Education Centers  
Deborah Frye, Indiana Professional Licensing Agency  
Jennifer Gappa, Miller's Health Systems  
Kim Harper, Indiana Center for Nursing  
Sue Henry, Indiana Department of Education  
Mike Rinebold, Indiana State Medical Association  
Ken Sauer, Indiana Commission for Higher Education  
Calvin Thomas, Ivy Tech  
Terry Whitson, Indiana State Department of Health

#### Members Absent:

Kiara Bembry, Affiliated Service Providers of Indiana  
Andrea Pfeifle, Indiana University Interprofessional Education Center  
Yonda Snyder, Family and Social Services Administration Division of Aging

#### 1. Welcome

Marie Mackintosh welcomes everyone and thanks the tasks force members for joining the meeting.  
Michael Barnes calls the meeting to order at 9:10am.

#### 2. Approval of Minutes from Previous Meeting

Motion to approve minutes moved by Calvin Thomas, seconded by Jim Ballard. Motion approved.

#### 3. Report Update on Middle Skills Occupations

Marie Mackintosh provides an overview of middle skills jobs, those that require more education and training than a high school diploma but less than a four-year college degree. She revisits the missions of the organizations within the partnership. She identifies priorities of the previous task force meeting, including a "Value Matrix" and the creation of career pathways.

- Calvin Thomas asks if there is a way to show a pathway for the students in order to get to the next level up in their career. He states if we could find a way to marry the education process and the time that is dedicated to move up the ladder.
- Ken Sauer comments on the career pathways example from the Indiana Center for Nursing. He states that his work dovetails with the career pathways and within military training.
- Jim Ballard asks how much flexibility in school do students have to take courses to move up, starting at the high school level.

- Sue Henry says guidance counselors are helping students in high schools along with the career technical education. She states that adult learners that are already out of high school need a chance to advance in their fields. The adult learners have missed out on the career technical class cycles, compared to high school students now.
- Jim Ballard states that this document is important for once you get into the field, but he states that it is important to describe the pathway to get into that field in the first place. Marie asks the task force if there are any occupations in particular of interest.

Hannah Maxey discusses updates on research regarding a “value matrix.” In identifying sources of demand data, federal projections were reviewed from the Department of Workforce Development data. This data is important but it is also important that we look specifically at Indiana data. In other sectors, employer surveys were completed to determine employer demand. No employer surveys were identified. The Indiana Center for Nursing may have some data on licensed and non-licensed professions. It might be good to investigate what other states are doing to monitor employer need. Additionally, part of the value matrix is looking into the training programs for these middle skills occupations. A document was presented that demonstrates the match between training programs (Classification of Instructional Programs code) and occupations (standard occupation code). This information informs discussion on the pipeline for these occupations.

- Ken Sauer states that he has an inventory of certificate programs for public and non-for-profit institutions. They are looking into ways to obtain information on the for-profit sector as well, but do have historical data from the non-profit sector.

The Indiana Professional Licensing Agency also gathered a document which describes which middle skills occupations require licensure and which agency licenses those occupations. The Professional Licensing Agency does house many licenses, but the Indiana State Department of Health houses many as well. Additionally, there are many occupations where a national certification may be available, but without input from employers, we are unsure whether that certification is valued to the employer.

- Ken Sauer states it would be helpful to identify major employer organizations and to have some sense of what the employers will require for people to get an entry level job, have a better sense of what 3<sup>rd</sup> party certification is, and how they can move forward.
  - o Jim Ballard agrees and asks a question about knowing whether or not employers will want to know what type of certification they will need, but does it matter what type of certification?
  - o Ken Sauer states that the dialogue needs to be clear because we will get different reviews based on if we are asking chief executive officers (CEOs) compared to floor managers.
- Sue Henry states there is a database of industry recognized, state-approved certifications which when earned by a career and technical education (CTE) student, are part of the qualifications necessary for them to earn a technical honors diploma; she states this information is on the CTE division’s website. Department of Education (DOE) and Commission for Higher Education (CHE) has created a crosswalk between a course and the equivalent course taught at a degree institution and the degree to which that course applies.
- Ken Sauer states that it would be great to add third party certifications.

- Kim Harper states that it is important that the advisory board contains both academic representation and employer or operational perspective.
- Calvin Thomas states that many careers can have multiple roles and certifications, but some are very clear on the fact that the required licensure is only for one role.
- Ken Sauer presents on the Multi-State Collaborative on Military Credit. This effort seeks to give veterans college credit for military training. Thirteen states are working on this initiative. Training and credits for multiple middle skills occupations are included in this effort. Greater than 50% of veterans in public institutions are enrolled in programs at an Associate level or lower.
- Mike Barnes states that at one point, the veterans were required to go through the WorkOne program to get GI bill funding.
- Jennifer Gappa states that at their long term care facility, they do on-the-job training for the ancillary staff. It takes up to 45 days to fill a nursing position. They lose ~50% of trainees during the length of the training program. On-the-job training cannot be done for nurses other than during clinicals; they appreciate that Ivy Tech does clinicals in their facilities. Passing a drug test has also been a difficulty in market entry. She states that she believes that those individuals who have worked as Certified Nurse Assistants for many years and who have gone on to complete the training as a Qualified Medication Aide, should be able to test out of some courses if they decide to go on to complete licensed practice nurse (LPN) courses.

Hannah Maxey discusses the percentage of Registered Nurses (RNs) that work in long term care and the education level of the nurses working in long term care.

- 7.45% of RNs report of working in long term settings
- 64.9% of RNs in long term care are associate trained nurses

Hannah Maxey discusses the capacity of matching the following information/presenting in map.

- Turnover rates for certified nursing assistants (CNAs) and LPN/RNs (bundled together) by Economic Growth Region
- Training programs for these occupations
- % of population >65 years old by region

Marie Mackintosh states that from discussion, there is a recognized need for understanding employer needs and what is happening in the occupational mix, particularly in the middle skill occupations where we have less information.

#### **4. Report Update on Graduate Medical Education**

Hannah discusses how the task force might be able to support the Graduate Medical Education (GME) board: how we can look into the skills mix at physician offices across the state of Indiana. These would help describe the workforce implications of GME expansion. Hannah Maxey presents on information for the different types of occupations that are working within physician offices in the economic growth regions. The rural regions have less unique occupations within the physician offices than in more urban regions. Urban physician offices employ significantly more skill mix than rural settings.

- Eugene Johnson mentions that the GME board would like be able to tap into task force resources for data support, if it aligns with the task force's mission and priorities.

- Marie Mackintosh mentions that she and Mike Barnes can be the point source for any needs that the GME board has. It is important that this should be an area of focus and bringing it up to the council members for consideration.
- Calvin Thomas states that he would like to see the rounding out of the value matrix and the data required to support it. He believes there is also a need for apprenticeships. He states that it may be important to work with CHE to discuss transitioning some programs to be more apprenticeship-style programs, such as CNAs. He believes there is a way that the education providers can be more flexible to provide needs in the middle skills professions, needs to be more internship like styles of learning.
- Ken Sauer states he would like to look at accreditors and licensing boards, because there are times where the licensing process can be a rate-limiting step in getting the workforce into employers.
- Mike Rinebold states that the Multi-State Collaborative on Military Care (MCMC) seems to be short term goals where efforts can be made.

## **5. Prioritize Issues and Discuss Plan Moving Forward**

Marie Mackintosh summarizes discussion. The task force is in agreement that determining employer need is a high priority. A survey will be sent to all task force members to solicit input regarding directions for task force priorities and next steps.

- 6.** Meeting was adjourned at 11:00am.