

Training Strategy

Purpose:

As one of the prescribed workforce milestones, Bassett PPS LLC, d.ba. Leatherstocking Collaborative Health Partners (LCHP), was required to develop a Training Strategy. The purpose of this strategic planning exercise was threefold: 1) to designate responsibility for leading and coordinating the training efforts of the PPS; 2) to ensure LCHP evaluated the amount and type of training for specific audiences and to ensure training was delivered within the timeframe necessary for successful project implementation; and 3) to identify the means of delivering, tracking, and evaluating training across a wide network of partners. Health WorkForce New York (HWNY), the contracted workforce vendor for LCHP, worked with LCHP partners and staff to identify and analyze training needs and resources to this end. Information resulting from the Training Strategy served to inform LCHP's Transition Road Map.

Training Strategy Oversight:

By working with the core teams at partner organizations, LCHP determined the Workforce Lead shall be responsible for overseeing and coordinating the Training Strategy for the PPS. As such, the Workforce Lead works closely with the Project Management Office (PMO), the Cultural Competency/Health Literacy (CC/HL) team; the ITDAC (Information Technology and Data Analytics Committee); and Practitioner Engagement lead, as well as training partners and educational institutions toward this end. The Workforce Steering Committee, which serves as the Workforce Governing Board, is responsible for guiding and advising with respect to ongoing development and implementation of the Training Strategy. The Workforce Lead works with local, regional, and statewide partners to ensure training is developed and implemented in the most efficient and cost-effective manner possible.

Types of Training:

LCHP identified three major aspects of training for inclusion in the Training Strategy: 1) Project-specific training; 2) Organizational work-stream training; and 3) Occupation-specific training for those job titles identified as high priority in the Gap Analysis (also conducted by LCHP as part of the DSRIP workforce milestones).

1) *Project-specific training* - To identify training needs specific to the projects, the Workforce Training Workgroup analyzed each of the related implementation plans. This information was organized by project and summarized to identify those areas of training common to multiple projects. To verify the accuracy of the data collected, HWNY reviewed this information with the Project Managers, the Training sub-group and the Workforce Steering Committee. The resulting Training by Project document, including overall Training by Project Table, is attached herewith as **Exhibit A**. As part of this process, the Workforce Steering Committee, which represents a majority of contracted partners, with assistance from the Workforce Training Workgroup, identified which required trainings are currently available within their institutions. The process allowed LCHP to begin prioritizing the need for training content. Existing trainings will be evaluated for content/quality to determine if they meet DSRIP training needs and, if so, what existing resources might be expanded to other partners within the PPS who lack access. Training curriculums where none exist will be developed through area community based agencies and/or educational centers such as BOCES, colleges, and universities.

During the process of analyzing training needs, specific requirements including: type of training required, training audience, source document, partners involved, and timing of training were identified. With respect to audiences for project-specific training, the following job categories were identified as likely targets: Care Management/Care Coordination/Community Navigators; Behavioral Health Workers; Primary Care Physicians and Physician extenders; Clinical Support Staff/Nursing and Patient Education Staff; and Home Health Aides. Additional details outlining the implementation of project-specific training can be found within the implementation plans for each project.

2) *Organizational Work Stream Training* - Both Cultural Competency/Health Literacy (CC/HL) and Information Technology (IT) were identified as organizational work streams that have specific training requirements. Like the project-specific trainings, CC/HL and IT have identified the details of these trainings within their individual strategies/implementation plans.

The focus of CC/HL strategic plan training targets the following populations: serious illness patients, LGBTQ individuals, and those with substance use disorders (SUD). More information related to the CC/HL strategic plan can be found in the operational plan submitted DY2Q1.

IT training needs have primarily focused on assessing partners' ability to access and exchange Health Information (HIE), as well as linkages to the Regional Health Information Organizations



(RHIO's). A local RHIO, Health Information Exchange New York (HIXNY) provided an overview of their RHIO to LCHP partners in the spring of 2016. Additional training needs will be addressed as they are identified. Additional information related to the IT work stream can be found within the specific work plan.

At the present time, CC/HL and IT work streams operate independently of Workforce. As such, the Workforce Lead will need to coordinate efforts to bring project-specific trainings and organizational work stream deliverables under one umbrella. It is the responsibility of the LCHP Workforce Lead to ensure organizational work stream training is coordinated in concert with the LCHP PPS CC/HL and IT leads.

3) Occupational Training - The Workforce Gap Analysis that resulted from comparison of the projected Future State of the LCHP workforce with the Current State resulted in the identification of both training needs and workforce shortages. Training needs include: 1) standard training programs for care managers and care coordinators; 2) training for behavioral health workers; and 3) training for entry-level community health workers to ensure proper preparation for today's healthcare environment.

Workforce shortages were identified as follows: The five job titles with the highest number of positions vacancies are Staff Registered Nurses (217 vacancies), Personal Care Aides (209), Nursing Aides/Assistants (192), Licensed Practical Nurses (124), and Certified Home Health Aides (106). With the exception of Personal Care Aides, these job titles all have higher than average, double-digit vacancy rates.

The vacancy rate for Primary Care Physicians is extremely high at 44.1%, with 52 open positions, primarily in outpatient care settings.

Other Physician Specialties have 64 open positions with a 26.6% vacancy rate.

Nurse Practitioners in Primary Care have 27 position openings with a 30.0% vacancy rate.

To ensure access to these professionals, LCHP will need to partner with local educational institutions, SUNY Central/SUNY RP2, local Area Health Education Centers (AHECs), and other PPSs. In particular, LCHP will seek to work with SUNY RP2 to: 1) identify and fill options for certificate-based training modules to fill workforce gaps; and 2) identify gaps in locally available training options with those training options available statewide. This will allow LCHP to access other regional offerings by way of online coursework and, where possible, localized clinical placements. Locally, LCHP will continue to work with high schools to identify students who are



available to learn about and apply for available pipeline programs. High schools can identify individuals interested in health care positions and perhaps incentivize students to apply to existing nursing programs, such as SUNY Delhi and Hartwick College RN students through the provision of stipends/scholarships to complete their nursing program. Opportunities exist to expand on the New Visions Program that provides selected high school students with exposure to the medical field. THE PPS will work with local AHECs to expand and/or create connections between local youth/health professions students, educational institutions, and employers are initiated and maintained.

LCHP will work with other PPSs to review identified training programs and content at both the occupational and project/work stream level and ensure they are coordinated in a way that improves access and reduces costs for all concerned.

Access to Training and Reporting:

THE PPS has contracted with HWNY to provide access to the online platform known as HWapps throughout the partner network. HWapps provides the following: 1) A central point of training, communication, and reporting access for partners; 2) A fully featured Learning Management System to host online and live trainings; 3) Participant tracking and evaluation; and 4) Ability to enter data about in-person trainings to ensure one repository for training data and reporting.

Next steps in the LCHP Training Strategy:

DY2Q3/Q4:

- Complete thorough review of all project requirements including CC/HL and IT training programs and curriculums for uploading to HWapps platform.
- Train partner organizations to access and report training in HWapps.
- Explore partnerships with local colleges to develop needed programs to support workforce needs.
- Explore creation of a Workforce Needs Summary document based on compensation and benefits data for use with local Chambers of Commerce and county officials to show the already existing workforce shortages when looking at initiatives to “bring jobs” to the area.

DY3Q1/Q2:

- Work with PPS communities to determine how to recruit and maintain workers to our rural area.
- Expand opportunities to partner with local BOCES for development of additional job categories/job positions such as Medical Office Assistants. There are existing programs through BOCES for Housekeeping/Environmental Services Technician to model after.
- Community Colleges do not exist in every county within the PPS, so explore partnerships with community colleges and universities in adjacent counties to bring needed programs to areas where there is a need. An area community college has recently brought a Certified Home Health Aide program to Skilled Nursing Facilities.

Value indicates # of Metrics satisfied by each training	Project										
	2.a.ii - PCMH	2.b.vii - INTERACT	2.b.viii - HHCC	2.c.i - Navigation	2.d.i - PAM	3.a.iv - WM	3.d.iii - Asthma	3.g.i - Palliative Care	Cultural Competency & Health Literacy	IT Systems & Processes	Grand Total
Training Name											
Care connectivity training for Care Coordinators	1										1
Care connectivity training for Care Managers	1										1
Care management within SUD treatment training						2					2
Chronically-ill patient care pathway and clinical tool training		2	2								4
Connectivity to healthcare coverage training for Navigators					2						2
Cultural competency training: LGBTQ populations									1		1
Cultural competency training: serious illness populations									1		1
Cultural competency training: substance use disorder populations									1		1
HIE training for safety net Providers	2										2
Insurance and resource training for Navigators					4						4
INTERACT-like principles coaching training		2	2								4
INTERACT-like principles training		3	2								5
ITDAC HIE and RHIO training										1	1
NHLBI asthma management training							2				2
Palliative care clinical guidelines training								3			3
PAM training for Navigators					1						1
PAM training for Providers					3						3
PAM training for trainers					2						2
Patient/family INTERACT training		2	2								4
Preventative and chronic disease management training for home care staff			2								2
Preventative and chronic disease management training for project staff	3										3
Preventative care screening training	1										1
Resource guide training				2							2
Timely access training for Navigators					1						1
Withdrawal management protocol training						2					2
Grand Total	8	9	10	2	13	4	2	3	3	1	55

This table represents training needs that have been identified across projects as of 9/30/2016. Understanding DSRIP is an iterative demonstration project, LCHP will incorporate additional training opportunities and/or modify training needs as appropriate to meet the requirements of DSRIP projects and meet the needs of the PPS.