Proposed Solution:
Health Sciences Highway to Support Economic Development

The health sciences workforce highway enables continuous learning, beginning with early engagement in middle school and continuing throughout with professional education. It also facilitates on and off ramps as students transition between school and work for upskilling and career change, while contributing to the economic development in local communities.

Middle School
Early engagement of young learners and their parents/caregivers to educate and promote the opportunities available.

High School
Enrollment of students in health sciences CTE programs to earn dual enrollment credit and certificates/licenses as appropriate.

Certificate or License (potentially)
On/off ramps between work and education for career progression, upskilling, and retraining.

Associate Degree
Certificate or License (potentially)

Community College
Transition to community college to continue student’s education and build upon previously earned credit, working towards an associate degree or other license/certificate.

On/off ramps between work and education for career progression, upskilling, and retraining.

Bachelor’s Degree

4-year University
Transition to university to continue student’s education and build upon previously earned credit, working towards a bachelor’s degree.

On/off ramps between work and education for career progression, upskilling, and retraining.

Advanced Degree
Continuation of training to earn advanced degrees (such as a masters or doctorate) and specialize in their field of choice.

Destination:
- “Your community”
- Improved quality of life
- Stronger economy
- Better health
- Meaningful careers
The following lists the **needed components** for the success of the health sciences workforce highway, potential **solutions**, and the leading **stakeholder** or funder. These components are necessary for students to progress in their education and career pathway, beyond what support Claude Moore can provide. Overall, this model should be **state supervised and locally administered**.

<table>
<thead>
<tr>
<th>Needed Component</th>
<th>Potential Solutions</th>
<th>Lead Stakeholder</th>
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<tbody>
<tr>
<td>Innovation and investment fund</td>
<td>Health workforce innovation and investment fund to address priority needs in regional areas and create incentives for private sector investment</td>
<td>All</td>
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<tr>
<td>Statewide coordinating and governance body</td>
<td>Strengthen and increase capacity of the Virginia Health Workforce Development Authority (VHWDA) and AHECs</td>
<td>All</td>
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<td>Data analysis to inform decision making</td>
<td>Health workforce data hub to better understand occupational distributions / workforce needs and inform state and regional efforts</td>
<td>All</td>
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<td>Dual enrollment credit</td>
<td><strong>G3</strong> allocation, including G3 funding to pay for high school students (whether they are based to the college or taught by college faculty at the high school)</td>
<td>Government</td>
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<td><strong>Standardized state support</strong> for consistent and equitable dual enrollment funding (note: statewide dual-enrollment study in progress)</td>
<td>Government</td>
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<td><strong>Regulatory structure</strong> that enables professionals to provide instruction</td>
<td>Government</td>
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<td><strong>Consistency</strong> for what teaching credentials are recognized across the state</td>
<td>Govt, K-12, Higher Ed</td>
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<td><strong>Broadcast teaching to leverage and expand the impact of teachers</strong></td>
<td>K-12, Higher Ed</td>
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<td><strong>Third party support for teacher salaries or in-kind contributions</strong></td>
<td>Employers, Funders</td>
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<td>Educational pathways to advance through the highway</td>
<td>Clear regional articulation of student pathways in their education journey, including courses, curricula, training institutions, etc. (note: Accelerated RN pathway grant has been submitted)</td>
<td>K-12, Higher Ed</td>
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<td><strong>Credit</strong> for prior learning and appropriate course recognition so credentials are stackable and portable</td>
<td>K-12, Higher Ed</td>
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<td>Classroom infrastructure, equipment, and materials</td>
<td>Bolster state resources for classroom material with third party funding</td>
<td>Employers, Funders</td>
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<td>Identify and share high-cost virtual resources across remote environments (e.g., virtual human anatomy and dissection programs)</td>
<td>K-12, Higher Ed, Funders</td>
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<td>Early engagement of middle school students and their parents/caregivers</td>
<td>Third party support for <strong>career fairs</strong> and other convening events to support early exposure, especially for underrepresented and/or low-income students</td>
<td>Employers, Funders</td>
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<td>Leverage employer engagement for <strong>career shadowing opportunities</strong>, speaking engagements, onsite tours or field trips, etc</td>
<td>Employers, K-12, Funders</td>
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<td>Development and distribution of <strong>marketing materials</strong> to school counselors, coaches, parents, etc. with information on diversity of career opportunities available and pathways to those careers</td>
<td>Employers, K-12, Funders</td>
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<td>Counseling and &quot;wrap around&quot; services</td>
<td>Mentorship and career coaching from private sector and related nonprofits (career centers, United Way, etc.)</td>
<td>Employers, Funders</td>
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<td>Provide remedial support boot camps in areas needed (e.g., math, ESL, Anatomy and Physiology)</td>
<td>K-12, Higher Ed, Funders</td>
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<td>Internships and clinical experiences</td>
<td>Hire program coordinator or additional school counselor/college coach support</td>
<td>K-12, Higher Ed</td>
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<td>Increase collaborations &amp; capacity with employers for internships/clinicals</td>
<td>Employers</td>
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<td>Leverage virtual or simulation options for experiential learning</td>
<td>Employers, Higher Ed</td>
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<td>Jobs in the local communities</td>
<td>Connect students with training opportunities in their local regions to increase retention in those communities (especially important rural areas)</td>
<td>Employers, Higher Ed</td>
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One Page Summary:
Health Sciences Highway to Support Economic Development

There are health workforce shortages across Virginia that lead to barriers to accessing care, health disparities between populations, and worse health outcomes. In addition, there is a lack of support (e.g., training and awareness) for young people to pursue diverse and sustainable health careers in their local communities.

Proposed Solution

The proposed solution is to strengthen the health sciences workforce high school support a robust health workforce in each community. The highway supports continuous learning, beginning with early engagement in middle school and continuing throughout with professional education. It also facilitates on and off ramps as students transition between school and work to prepare for lifelong career change, while contributing to the economic development in local communities.

121,556 jobs

The healthcare and social assistance industry in Virginia is projected to require an additional 121,556 jobs from 2018 to 2028. This is the largest growth industry in the state, followed by professional scientific, and technical services.

Needed Components

1. Innovation and investment fund
2. Statewide coordinating body
3. Workforce data analysis to inform decision-making
4. Equitable, consistent dual enrollment credit
5. Credentialed, qualified teachers
6. Educational pathways for advancement
7. Classroom infrastructure, equipment, and materials
8. Early engagement of middle schoolers and their parents
9. Counseling and "wrap around" services
10. Internships and clinical experiences
11. Jobs in local communities

 Recommendations

State policy makers
1. $10M innovation fund
2. Coordinating and governance body
3. Health workforce data hub
4. G3 Initiative
5. Centralized career pathway roadmap
6. Behavioral health certification
7. Support existing initiatives (e.g., Virginia Ready, Network2Work)

Local/regional models
1. Match for public funding
2. Model regional bright spots
3. Local training opportunities in emerging fields (e.g., community health workers)
4. Guidebook for regional pathways

Claude Moore
1. Influence and represent at the state level
2. Catalyze and engage grantees by providing startup support
3. Develop a learning management system and a social platform
4. Fund workforce data analysis and program evaluation tools

Sources: 1) Kaiser Family Foundation, 2) Virginia’s Workforce Development Programs, 3) Virginia Employment Commission, 4) Projected to 2028, Virginia Job Center