

| Recommendation (#) | Recommendation (Title)   | Recommendation (Description)  | Subcommittee Assignment (Primary) | Subcommittee Assignment (Secondary) | HECC Report Page Number | Time Frame      |
|--------------------|--|---|-----------------------------------|-------------------------------------|-------------------------|-----------------|
| 1                  | Academic pathway efficacy  | Evaluate the efficacy of academic pathways leading to employment in the BH sector. Conduct further investigations into successful practices and outcomes based on educational data tables (Table 9, 10, and 11) to determine and help inform initiatives to bolster enrollment, career guidance, and entry into the BH sector.  | Educational and Training Pathways |                                     | 52-53                   | Short to Medium |
| 2                  | Early career exploration, work-based learning experiences, career guidance | Craft a set of statewide initiatives to provide early career exploration, appropriate work-based learning experiences, and career guidance based on individual interest, skills, and career fit.  | Recruitment and retention         | Educational and Training Pathways   | 53                      | N/A             |
| 2A                 | Marketing campaign   | Design and disseminate a marketing campaign for a broad audience of stakeholders from high school students to legislators that answers a set of basic questions: (1) what is BH, (2) what skills are needed or preferred, and (3) what is the scope of roles from entry-level direct service to management to analysts?   | Educational and Training Pathways | Recruitment and retention           | 53                      | Short to Medium |
| 2B                 | Career guidance  | Establish and disseminate best practices in BH career guidance to better assess, inform, and encourage job fit (e.g., personality/skill inventories to inform career exploration, encourage a discursive process, information interviews)   | Educational and Training Pathways |                                     | 53                      | Short to Medium |
| 2C                 | High-school curriculum development   | Define and pilot high school-level curriculum unit(s) or electives that reflect authentic rewards and challenges in providing BH care services (e.g., virtual reality/experiential modules), including individual and group mentoring to explore and develop transferable skills. Support state initiatives to minimize the urban/rural divides in education about and access into the BH field | Educational and Training Pathways |                                     | 53                      | Medium to Long  |
| 2D                 | Career experiences   | Identify and pilot viable early BH career experiences such as partnering with social service agencies who address food and housing insecurities, job shadowing of nonclinical roles paired with informational interviews with clinicians, and wellness coaches/ambassadors in schools   | Educational and Training Pathways |                                     | 53-54                   | Short to Medium |
| 2E                 | BH technicians   | Promote BH technician roles as a pathway for younger demographics into the BH workforce as this is a position that pays well, serves as an entry point, and does not require lived experience   | Licensing and credentialing       | Educational and Training Pathways   | 54                      | Short to Medium |
| 3                  | Increase access to educational programs                                    | Increase access to and financial support for BH-related educational programs to address faculty shortages and regional gaps in access, opportunities, and number of BH professionals.   | Educational and Training Pathways | Recruitment and retention           | 54                      | N/A             |
| 3A                 | Faculty salaries   | Create pipelines for BH faculty with salaries that support the cost of living   | Educational and Training Pathways |                                     | 54                      | Long            |

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| 3B     | Degrees offered                        | Increase BH degrees offered (community college, bachelor's, and graduate degree levels) and slots within programs  | Educational and Training Pathways |                                   | 54 | Long            |
| 3B(i)  | Transferreable credits                 | Bolster Associate of Arts Oregon Transfer (A.A.O.T) and Associate of Science Oregon Transfer (A.S.O.T) degree pathways concentrated in psychology/social work so that students have complete transferrable credits in Oregon public universities | Educational and Training Pathways |                                   | 54 | Medium to Long  |
| 3B(ii) | Alternate Pathways                     | Communicate how Associate of Applied Science (A.A.S) degrees from BH workforce and allied professional Career and Technical Education (CTE) programs in community colleges are a viable pathway  | Licensing and credentialing       | Educational and Training Pathways | 54 | Short to Medium |
| 3C     | Community College Outcomes             | Investigate further the trend of declining number of students entering the BH field from community colleges (Table 10).  | Educational and Training Pathways |                                   | 54 | Short to Medium |
| 3D     | Mobile positions                       | Analyze which credentials offer limited career mobility and which provide broader opportunities to better inform investments intended to bolster the BH workforce  | Licensing and credentialing       |                                   | 54 | Short to Medium |
| 3E     | Education and training program funding | Recognize that state funding for educational/training programs needs to come with a 5 to 6 year timeline so that programming can be fully developed and sustainable; accreditation for programs can take up to three years                       | Educational and Training Pathways |                                   | 54 | Short to Medium |
| 3F     | Cost of education                      | Lower the cost of education to increase access, especially for community college and public universities   | Recruitment and retention         | Educational and Training Pathways | 54 | Medium to Long  |
| 3G     | Financial aid                          | Support financial aid, scholarships, tuition reimbursement, and loan forgiveness programs  | Recruitment and retention         | Educational and Training Pathways | 54 | N/A             |
| 3H     | Loan forgiveness                       | Explore alternative options to cumbersome and confusing loan forgiveness programs  | Recruitment and retention         | Educational and Training Pathways | 54 | Medium to Long  |

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| 3I       | Micro-credentials  | Provide funding for micro-credentials  | Licensing and credentialing       |  | 55 | Medium to Long  |
| 4        | Clearly communicate what behavioral health is to support people navigating BH pathways | Create clear language to define BH and manage publicly accessible resources to help guide and support those entering and working within the BH field.  | Educational and Training Pathways |  | 55 | N/A             |
| 4A       | Communication: Clear language  | Convene a working group of stakeholders to create clear language around BH (e.g., as well defined as physical health) to foster more cohesive and consistent vocabulary and structure  | Educational and Training Pathways |  | 55 | Short to Medium |
| 4B       | Career pathway mapping   | Create information for career pathways that outlines clear steps to obtain various BH careers (e.g., human services, social work, counseling) informed by BH professionals' experiences; offer comprehensive, publicly accessible career and credentialing information with no fee, membership, or registration required   | Educational and Training Pathways |  | 55 | Medium to Long  |
| 4C       | Streamline licensure and credentialing   | Streamline and standardize licensure process and requirements  | Licensing and credentialing       |  | 55 | Long            |
| 4C (i)   | Licensure process: Best practices  | Research best practices from other states and apply them to Oregon's situation while honoring and preserving a local and responsive quality of care. One example is how Washington State is approaching licensing reciprocity. Utah is working to reduce unnecessary barriers to workforce development and Massachusetts has created a state-level resource for SUD career development | Licensing and Credentialing       |  | 55 | N/A             |
| 4C(ii)   | Licensure process: Map requirements  | Work to create a crosswalk of BH credential and licensure requirements and standard coursework in relevant fields. Important partners might include the association of multidisciplinary education and research in substance use and addition  | Licensing and Credentialing       |  | 55 | N/A             |
| 4C (iii) | Licensure process: national initiatives  | Explore national initiatives such as the National Center for Interstate Compacts, the social work licensure compact, as well as the National Mental Health Workforce collaborative   | Licensing and Credentialing       |  | 55 | N/A             |
| 4D       | Grow your own  | Offer region-specific BH career roadmaps to encourage a grow-your-own approach for Tribal, rural, and frontier communities   | Recruitment and retention         |  | 56 | Short to Medium |

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| 4E    | Transparency about licensure requirements      | Be transparent about the time commitment and costs to get licensure or further degrees (e.g., supervision hours, costs associated with supervision) so students and newcomers to the field understand the full breadth of requirements  | Educational and Training Pathways | Licensing and credentialing | 56 | Short to Medium |
| 5     | Define and expand educational pathways         | Define and expand support for educational pathways from high school and across all postsecondary options.   | Educational and Training Pathways |                             | 56 | N/A             |
| 5A    | Pathways: pre-med                              | Create a curriculum akin to a "premed" path for BH careers that has a recognized value when applying to the next level of education. Work with the boards or education to include BH as a focus within health career pathways. The National Occupational Competency Testing Institute (NOCTI) could be contracted to work with a cohort of leaders to craft curricula and develop micro-credentials in BH | Educational and Training Pathways |                             | 56 | Medium to Long  |
| 5B    | Community College Funding                      | Expand support for community colleges as a step to a bachelor's and beyond: give additional funding to community colleges that have students going on to bachelor's programs.   | Educational and Training Pathways |                             | 56 | Medium to Long  |
| 5B(i) | Community College Collaboration                | Incentivize collaboration (i.e. articulation agreements) with community colleges to facilitate a viable career pathway  | Educational and Training Pathways |                             | 56 | Medium to Long  |
| 5C    | Completion rates                               | Work within bachelor's and graduate degree programs to support BH pathways to raise completion rates  | Educational and Training Pathways |                             | 56 | Medium to Long  |
| 6     | Compensation                                   | Address inequities between community-based and private practice providers.  | Recruitment and retention         |                             | 56 | N/A             |
| 6A    | Compensation: progressive reimbursement rates  | Develop progressive reimbursement rates and billable services, which currently undervalue community-based health care as well as client needs and outcomes and fail to support culturally responsive care   | Recruitment and retention         |                             | 56 | Medium to Long  |
| 6B    | Compensation: incentives for specialized roles | Explore and fund financial incentives for specialized workforce roles (e.g., position/job role, region, underserved communities) that align with union regulations and are equitable  | Recruitment and retention         |                             | 56 | Medium to Long  |

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| 6C      | Compensation: incentives for specialized roles          | Redefine and provide the resources to community mental health work as a sustainable career choice rather than a stepping stone to private practice                                | Recruitment and retention |                                   | 56 | Medium to Long |
| 7       | Increase access: education and professional development | Expand funding and resources for education and professional development   | Recruitment and retention | Educational and Training Pathways | 57 | N/A            |
| 7A      | Increase access: subsidize training and certification   | Expand tuition reimbursement programs; subsidize training opportunities and certification costs   | Recruitment and retention | Educational and Training Pathways | 57 | Medium to Long |
| 7B      | Increase access: other costs                            | Subsidize housing, relocation, and childcare costs, particularly in rural areas and within underserved communities  | Recruitment and retention |                                   | 57 | Medium to Long |
| 7C      | Support workers and supervisors                         | Establish best practices for supporting workers and supervisors   | Recruitment and retention |                                   | 57 | N/A            |
| 7C(i)   | Support workers and supervisors: clinical supervision   | Subsidize clinical supervision  | Recruitment and retention | Educational and Training Pathways | 57 | Medium to Long |
| 7C(ii)  | Support workers and supervisors: reduce admin burden    | Review and simplify administrative burdens placed on BH providers and supervisors to strike a balance between ensuring high-quality patient care without over-burdening providers | Recruitment and retention |                                   | 57 | Medium to Long |
| 7C(iii) | Support workers and supervisors: work based learning    | Fund work based learning experiences (internships, apprenticeships)   | Recruitment and retention | Educational and Training Pathways | 57 | Medium to Long |
| 7C(iv)  | Support workers and supervisors: acuity matching        | Pair acute clients with appropriately trained providers   | Recruitment and retention |                                   | 57 | Medium to Long |

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| 7C (v) | Support workers: reduce staff to client ratio | Reduce staff-to-client ratio  | Recruitment and retention         |  | 57 | Medium to Long  |
| 7D     | Collaboration                                 | Foster collaboration across agencies and stakeholders   | All subcommittees                 |  | 57 | N/A             |
| 7D(i)  | Collaboration: working groups                 | Centralize and create a statewide strategy for collaboration with representative working groups tasked with recommending innovative solutions based on needs from the field   | None (Full Council)               |  | 57 | Short to Medium |
| 7D(ii) | Administrative barriers                       | Address the administrative burden on care providers and supervisors; rethink, revise, and simplify reporting, billing, and current redundancies in process and protocols  | Recruitment and retention         |  | 57 | Medium to Long  |
| 7E     | Collaborations: Partnerships                  | Continue to create partnerships between employees and higher education  | Educational and Training Pathways |  | 57 | N/A             |
| 7E(i)  | Pathways                                      | Add tiered pathway into BH jobs that support education and employment together as one, not separately   | Licensing and credentialing       |  | 57 | Medium to Long  |
| 7E(ii) | Recruitment incentives                        | Fund students in predesignated areas/fields that are experiencing shortages and pair this with a two year working commitment (e.g., CA title IV-E program focused on child welfare)   | Recruitment and retention         |  | 58 | Medium to Long  |
| 8      | DEI   | Infuse principles of equity and inclusion to diversify and expand the talent pipeline   | All subcommittees                 |  | 58 | N/A             |
| 8A     | DEI: training leadership                      | Expand training towards culturally responsive workforce starting with leadership (e.g., training leaders and management to better set the tone for workplace culture, cultural responsiveness, inclusive practices, community engagement and voice) | Recruitment and Retention         |  | 58 | N/A             |

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| 8B     | DEI: barrier busting                                       | Identify and then reduce barriers for BIPOC individuals seeking a career in BH  | All subcommittees                 |                           | 58 | Medium to Long  |
| 8C     | Retention: Professional development                        | Increase opportunities for the workforce to learn evidence based practices, professional boundaries and safety, professional writing and digital literacy skills, resilience and self-care, cultural humility, and team based care skills | Educational and Training Pathways | Recruitment and Retention | 58 | Medium to Long  |
| 8D     | Retention: support staff                                   | Create programming within organizations that have supportive services, mentorship, and wraparound support built in for staff  | Recruitment and retention         |                           | 58 | Short to Medium |
| 8E     | Culturally responsive services                             | Focus on rural and culturally relevant services   | Educational and Training Pathways | Recruitment and retention | 58 | N/A             |
| 8E(i)  | Increase access: rural and culturally competent providers  | Increase access to in person and virtual BH resources in rural areas with culturally competent providers  | Recruitment and retention         |                           | 58 | Medium to Long  |
| 8E(ii) | Increase providers: multilingual and culturally responsive | Increase the share of providers who are multilingual and represent populations that are underserved, underrepresented and under-resourced   | All subcommittees                 |                           | 58 | Medium to Long  |
| 8F     | Retention: compensation                                    | Develop clear career pathways that are supported, well compensated, and sustainable to attract and retain a more diverse workforce  | All subcommittees                 |                           | 58 | Medium to Long  |
| 8G     | Diversity: data  | Use data to intentionally inform initiatives focused on increasing workforce diversity  | All subcommittees                 |                           | 58 | Medium to Long  |
| 9      | Data: data center  | Create a state data center overseen by a data methodologist   | Licensing and credentialing       |                           | 59 | N/A             |

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| 9A | Data: collection                  | Enhance IPEDS and BH data processes/protocols to consistently capture primary, relevant, and current data   | Licensing and credentialing |  | 59 | Medium to Long |
| 9B | Data: sharing                     | Make data readily available for others to access and analyze, for use across stakeholders   | Licensing and credentialing |  | 59 | Medium to Long |
| 9C | Data: benchmarks and ongoing eval | Fund a large, primary data collection initiative that leverages an annual longitudinal survey to establish benchmarks and assess where legislative and regulatory initiatives are effectively improving the workforce | Licensing and credentialing |  | 59 | Medium to Long |