



Office of Governor
TINA KOTEK

Behavioral Health Talent Council

Education and Training

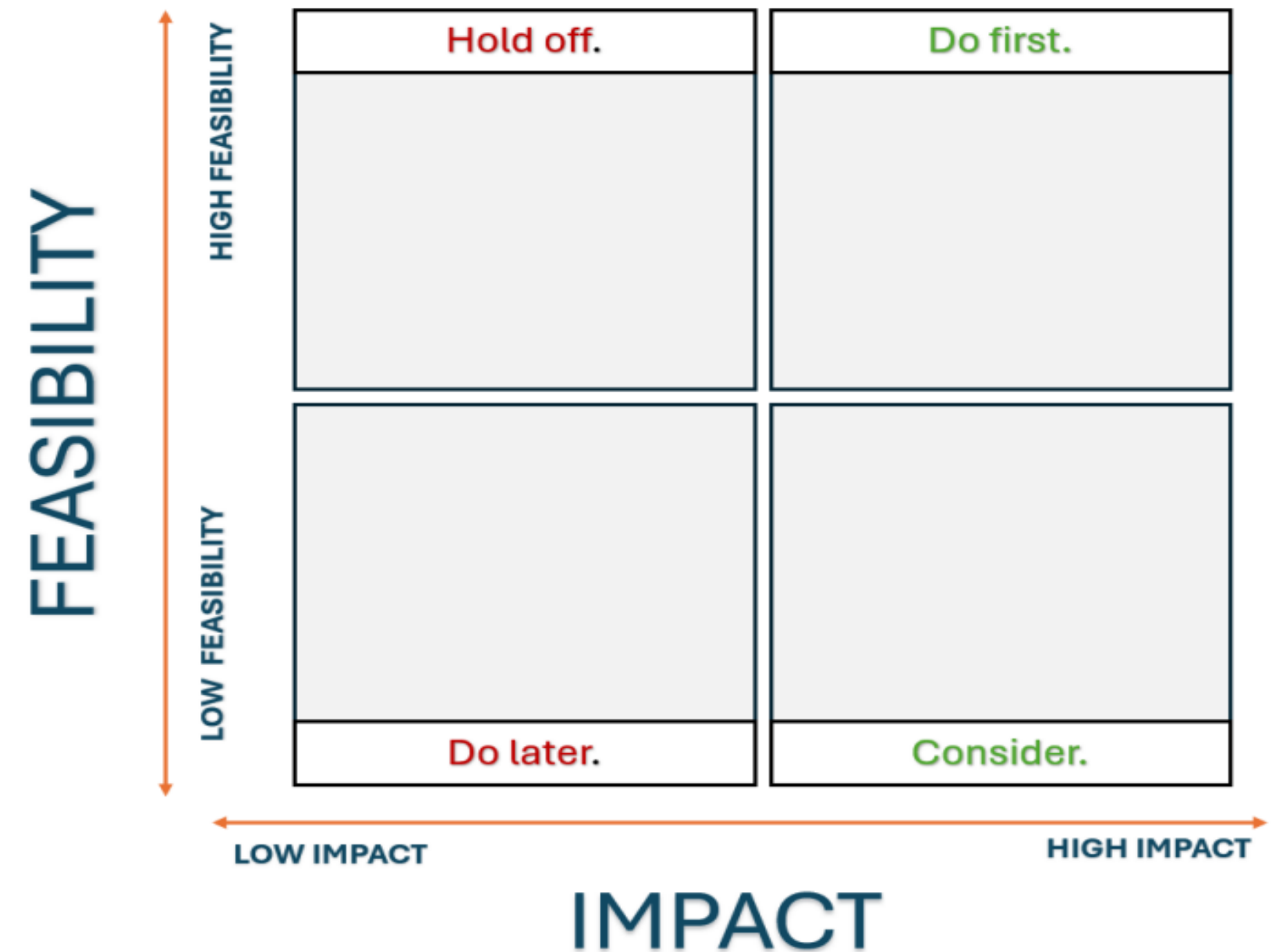
Prioritization Framework Approach



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• Prioritization Framework

- High Impact
 - Do first: high feasibility/ high impact
 - Consider: low feasibility/ high impact
- Low Impact
 - Hold off: high feasibility/ low impact
 - Do later: low feasibility/ low impact



Do First Recommendations



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Rec #	Description	Justification for Priority
1	Academic Pathway Efficacy: Evaluate the efficacy of academic pathways leading to employment in the BH sector	Further assessment would be high feasibility/medium impact; curriculum and program would be medium feasibility/high impact
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.	High feasibility/high impact.
2B	Career Guidance: Establish and disseminate best practices in BH career guidance to better assess, inform and encourage job fit.	High feasibility/high impact. Could be coupled with marketing campaign
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.	High feasibility/high impact. This may be an expansion of existing work but need to verify with ODE.
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 on nonclinical roles paired with informational interviews.	High feasibility/high impact. Likely expansion of existing work.
3B(i)	Transferable Credits: Bolster AAOT and ASOT degree pathways concentrated in psychology/social work so that students have complete transferrable credits in Oregon public universities.	High feasibility/high impact. Work underway by Transfer Council.
4	Clearly Communicate: Create clear language to define BH and manage publicly accessible resources to help guide and support those entering and working in the BH field.	High feasibility/high impact. Could be coupled with marketing campaign

Do First Recommendations (cont.)



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Rec #	Description	Justification for Priority
4A	Communication; Clear Language: Convene a working group of stakeholders to create clear language around BH to foster more cohesive and consistent vocabulary and structure.	High feasibility/high impact. Could be coupled with marketing campaign (Rec 2A). The working group could inform the marketing campaign process.
4B	Career Pathway Mapping: Create information for career pathways that outlines clear steps to obtain various BH careers.	High feasibility/high impact. Some of this work was already accomplished in the talent assessment, and work that is underway in the Future Ready Healthcare Industry Consortium.
4E	Transparency about Licensure Requirements: Be transparent about the time commitment and cost to get licensure or further degrees so students and newcomers to the field understand the full breadth of requirements.	High feasibility/high impact. Incorporate in marketing campaign (Rec 2A).
5	Define & Expand Educational Pathways: Define and expand support for educational pathways from high school and across all postsecondary options.	High feasibility/high impact. Would require additional coordination between ODE and HECC outside of the existing CTE partnership.
7E	Collaboration – Partnerships: Continue to create partnerships between employees and higher education	High feasibility/high impact. Likely expansion of existing work.
8E	Culturally Responsive Services: Focus on rural and culturally relevant services.	If this is referring to culturally relevant and culturally responsive education supports, then medium feasibility/high impact. Proven practices in culturally responsive curriculum development and comprehensive supports require resource and partnerships.

Do Next Recommendations



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Rec #	Description	Justification for Priority
3	Increase Access to Educational Programs: Increase access to financial support for BH-related educational programs to address faculty shortages and regional gaps in access, opportunities, and number of BH professionals.	Low feasibility/high impact. Resource constraints are a barrier.
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.	Low feasibility/high impact. In particular, the value of stackable micro-credentials.
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.	Low feasibility/high impact. Resource constraints are a barrier, and this would require the legislature to establish a fund that is outcomes based for transfer programs.
5C	Completion Rates: Work within bachelor’s and graduate degree programs to support BH pathways to raise completion rates.	Medium feasibility/high impact. Resource constraints. Proven practices to support student retention and degree completion require resources.
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.	Medium feasibility/high impact. Academic freedom. This work could be coupled with Rec 1 (Academic pathway efficacy).

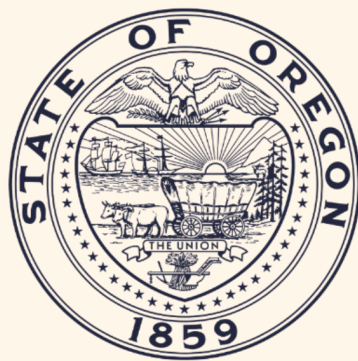
Do third (Hold Off) Recommendations



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Rec #	Description	Justification for Priority
3C	Community Collage Outcomes: Investigate further the trend of declining number of students entering the BH field from community colleges.	High feasibility/low impact. Staff capacity to conduct the investigation could be a constraint. Depending on the outcome of the investigation, the impact rating may need to be adjusted.
5B(i)	Community College Collaboration: Incentivize collaboration with community colleges to facilitate a viable career pathway.	High feasibility/low impact. Work is underway to explore collaborative statewide degree and certificate pathways in BH.

Do Later Recommendations



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Rec #	Description	Justification for Priority
3A	Faculty Salaries: Create pipelines for BH faculty with salaries that support the cost of living.	Low feasibility/low impact. Resources and collective bargaining agreements are barriers.
3B	Degrees Offered: Increase BH degrees offered (CC, Bachelor’s, and Graduate degree levels) and slots within programs.	Low feasibility/low impact. The breadth and availability of degree programs are not a constraint at this time, but would need to reconsider prioritization if demand increases.
3E	Education & Training Program Funding: Recognize that state funding for education/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.	Low feasibility/low impact. Given the biennial budget cycle, this could have a high impact but is unrealistic.



Questions for Discussion



Q&A



Stakeholder Engagement Plan Overview

Purpose: Subcommittees will create a proactive outreach plan to gather feedback from stakeholders. Identify the highest priority communities and stakeholder groups for targeted outreach during the council process. The engagement plan must ensure that interactions are meaningful and have a tangible impact on the council's work. Additionally, the plan should be realistic and feasible within the council's timeline.

Stakeholder Engagement Prompts:

Needs and Expectations: What are your primary concerns and priorities? How would you define the success of this subcommittee?

Communication: How will the subcommittee inform stakeholders about the impact of their feedback and engagement?

Challenges: What obstacles do you anticipate?

Impact and Outcomes: How do you envision this project affecting your community?

Decision Making/Influence: What role do you see yourself playing in shaping the outcomes?



Stakeholder Engagement Plan Update

Committee has pulled together an extensive list of stakeholders to potentially engage. General categories include:

- Oregon Department of Education and BH High School CTE Programs
- Marketing and Communications Experts
- Education and Training providers, colleges, universities, apprenticeship programs, and others
- Tribal Health and Education Programs
- Learners, Students, Career Changers, Adult Learners
- Mental and Behavioral Health Centers and Providers
- Boards, Councils, and Commissions

Work will continue to refine and narrow as action plans develop for identified priorities



Questions for Discussion



Q&A



Next Steps

- Continue to narrow prioritization
- Identify and match up stakeholder engagement with refined priorities
- Engage subject matter experts to inform decisions
- Create and implement timeline for stakeholder engagement