



Indiana
Department
of
Health



**HEALTH WORKFORCE
COUNCIL**

06/18/2025

OUR MISSION:

To promote, protect, and improve the health and safety of all Hoosiers.

OUR VISION:

Every Hoosier reaches optimal health regardless of where they live, learn, work, or play.



Health Workforce Council

Mission: *To create and lead an integrated and intentional framework for strengthening the health workforce capacity within our state.*

- Coordinate initiatives and leverage existing programs
- Continue to build upon and enhance workforce data and reporting
- Expand recruitment, training, placement, and retention into areas of need
- Identify and collaborate on incentive programs and strategies to target needs
- State Health Workforce Plan, Summer of 2025

Agenda

2:00 pm

- Welcome & Introduction
- Indiana Medical Education Board

2:30 pm

- Geriatric Workforce Enhancement Program

3:00 pm

- Subcommittee Report-Outs & Discussions
 - Mental & Behavioral Health
 - Family Medicine & Pediatrics

3:25 pm

- Closing & Next Steps

Overview of the Indiana Medical Education Board

RICHARD D. FELDMAN, M.D.; FAAFP

**PROGRAM DIRECTOR EMERITUS AND CO-DIRECTOR OF
MEDICAL EDUCATION**

**FRANCISCAN HEALTH INDIANAPOLIS FAMILY MEDICINE
RESIDENCY**

FORMER INDIANA STATE HEALTH COMMISSIONER

History, Intent, and Legislative Charge

- ▶ Created by Indiana Statute in 1967. Originally broader than support of family medicine residencies
 - [IC 21-44-5](#): To establish intern, residency, and graduate programs to assist in the education and retention of at least 100 family physicians per year. (Graduate approx. 120/year with approx. 62% retention rate)
 - Establishes a statewide medical education plan with participation of community hospitals administered and coordinated by IUSM.

History and Legislative Charge

- The IMEB distributes equitable supplemental funding allocated by the legislature... assisting with goal of retaining and attracting more primary care physicians for the state..... thereby increasing access.
- These supplemental funds are to be utilized by sponsoring hospitals to strengthen and maintain their family medicine residencies and to better serve medically underserved areas and populations.
- Funds only go to Indiana ACGME accredited family medicine residencies. No other specialties are eligible.

IMEB Structure and Function

- ▶ Board membership: @ ex officio members – Dean of IUSM and Indiana State Health Commissioner; 5 gubernatorial appointees – a DME, an Indiana physician, a physician practicing family medicine, a hospital administrator, a non-physician citizen of Indiana
- ▶ Provides financial support for maintaining, continuing, and expanding quality education in family medicine graduate training programs.
- ▶ Establishes policy, provides administration, and oversight of the state appropriation, and grant process.
- ▶ The Board monitors the quality of the programs and impact on primary care access for the state. Commissions a yearly exit survey of graduating residents.
- ▶ Board reports to the Commission on Higher Education, State Budget Agency, and State Auditor

IMEB Residency Funding

- ▶ Total allocation for FY 2025-6 is \$2,382,197. FY 2026-7 is \$2,382,197
- ▶ There are two funding programs:
- ▶ The “Grant in Aid” capitation grant based on the number of residents enrolled in the residency. These general funds go to the hospital for support of the residency program. For FY 2025-6 the amount is \$808,884.
- ▶ The Family Practice Residency non-competitive project grant fund. \$1 million minimum yearly (\$1.5 million for 2025-6 per IMEB discretion). Grant proposals are evaluated for institutional and local community impact, appropriateness, and overall effectiveness. (base of \$25,000 , then based on number of residents)
- ▶ Project grant funds may be used for capital expenditures, preceptor salaries, consultants, educational materials, special seminars, equipment, subscriptions, travel to academic and educational conferences, resident board exam fees, recruiting, lecturers, etc.

Statute Compliance

- ▶ Compliance with the charge of serving underserved populations and communities (project grants):
- ▶ Board encourages specific projects involving the underserved .
- ▶ Alternatively, the residency can demonstrate in the grant proposal that the residency generally serves the underserved.
- ▶ The clear majority of patients served by our FM residencies are from underserved geographic locations or are Medicaid, Medicaid eligible, underinsured or uninsured patients and families.

• FM Residency Locations

Residencies are located in urban, suburban, and rural communities:

- ▶ 5 in Indianapolis
- ▶ 1 in South Bend
- ▶ 1 in Terre Haute
- ▶ 1 in Muncie
- ▶ 1 in Richmond
- ▶ 1 in Ft. Wayne
- ▶ 1 in Jasper
- ▶ 1 in Marion
- ▶ 1 in Mishawaka
- ▶ 1 in Valparaiso
- ▶ 1 in Lafayette
- ▶ 1 in Evansville
- ▶ 2 to be started by 2027 in Gary and Ft Wayne

Evaluation

- ▶ One should remember, the function of board is for allocation of state grants; not directly responsible for the development and expansion of residency programs.
- ▶ Board tracks parameters of quality in the programs; resident satisfaction, attitudes, motivations; and graduate practice locations by yearly commissioned graduating resident exit surveys.
- ▶ Feedback of residency program directors and invited PD presentations to the board
- ▶ Board continually evaluates allocation policies in the grant approval process (expenses allowed, allocation policies).
- ▶ Board feels Indiana FM residencies are of excellent quality, performing well in quality education, and retention of graduates.
- ▶ Our residency programs promote primary care careers, attract Indiana and out- of-state medical students for their training in Indiana and place competent graduates throughout Indiana including medically underserved areas, both urban and rural. FM is almost pure primary care.



A Few Statistics

- ▶ **Retention: Over 10 years of data (2012 to 2021):**
 - ▶ An average of 66 percent of graduates remained in Indiana to practice.
 - ▶ 87 percent of graduates with Indiana hometowns remained after graduation in Indiana. 39 percent of out-of-state graduates remained in Indiana.



A few Statistics

- ▶ Of the total graduates who remained in Indiana, 69 percent were from Indiana and 31 percent were from out of state.
- ▶ An average of 28 percent practice in a rural zip code.
- ▶ An average of 55 percent practice in a federally designated underserved area (HPSA or MUA).

For 2024 graduates....

- ▶ Female: 53 percent
- ▶ Race: 80 percent white; 12 percent Asian; 5 percent Black; 5 percent Hispanic/Latino
- ▶ 74 percent had training in rural medicine; 98 percent training in the underserved
- ▶ 62 percent felt fully competent in rural medicine; 88 percent in the underserved
- ▶ 62 percent of graduates will practice in Indiana
- ▶ 51 percent graduates have Indiana hometowns
- ▶ MD 66 percent; 34 percent DO

The Difference Between the IMEB and the IGMEB Missions

- ▶ The IMEB provides supplemental funds to Indiana family medicine residencies and oversight of grant process to better assure strong quality educational programs.
- ▶ The IGMEB provides funds to encourage and support new residency programs and expansion of existing residencies in various specialties of need (primarily primary care).
- ▶ No formal collaboration or communication between the two boards

Geriatrics Workforce Enhancement Program (GWEP): Pre-Apprenticeship and Apprenticeship Model

Health Workforce Council

July 18, 2025

Katie Ehlman, PhD, HFA

Professor of Gerontology – Kinney College of Nursing and Health Professions
Director, Bronstein Center for Healthy Aging and Wellness
Director, USI Geriatrics Workforce Enhancement Program

Valerie Schmidt

Business Services Manager
Southwest Indiana Workforce Board

USI | Geriatrics Workforce
Enhancement Program

The University of Southern Indiana Geriatrics Workforce Enhancement Program is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$5 million with 0% percentage financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit [HRSA.gov](https://www.hrsa.gov).

Geriatrics Workforce Enhancement Program: Purpose

Funder: Health Resources Services Administration

Purpose: USI Geriatrics Workforce Enhancement Program (GWEP) is to educate and train the health care and supportive care workforces to care for older adults by collaborating with community partners. The GWEP will maximize patient and family engagement to address care gaps and improve health outcomes for older adults by integrating geriatrics with primary care and other appropriate specialties using the Age-Friendly Health Systems Framework.



GWEP Requirement: Registered Apprenticeship Program

A Registered Apprenticeship Program (RAP) is a proven model of apprenticeship that has been validated by the U.S. Department of Labor or a State Apprenticeship Agency.

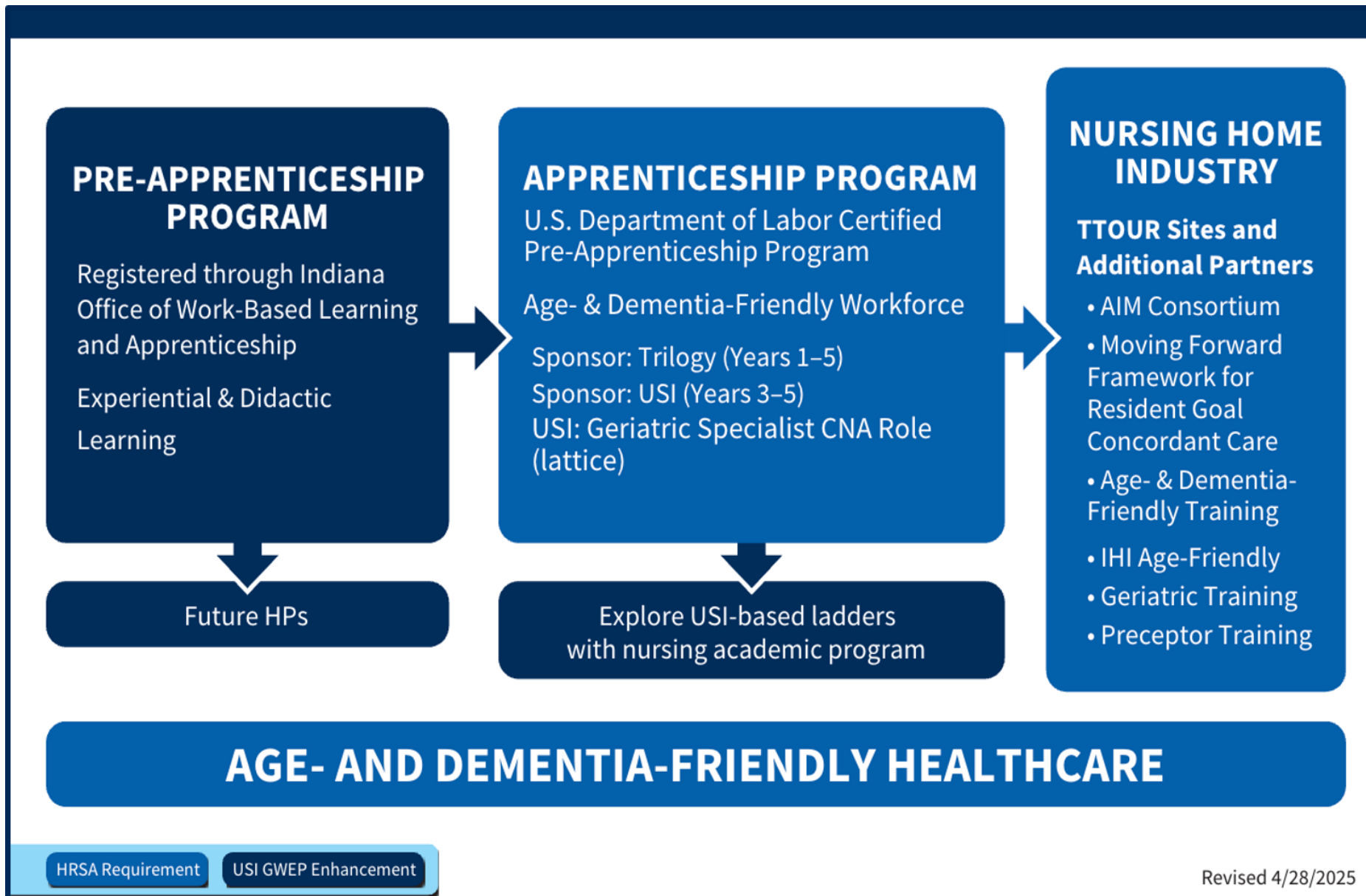


Workforce CHAMPS

Committee Member Organizations

- Trilogy Health Services - Employer Sponsor
- Area Health Education Center (AHEC)
- Southern Indiana Education Center (SIEC)
- Southwest Indiana Workforce Board
- Equus Workforce Solutions-DoL Intermediary
- Pike Central High School In Pike County, IN
- USI Nursing Program
- Indiana Health Care Association

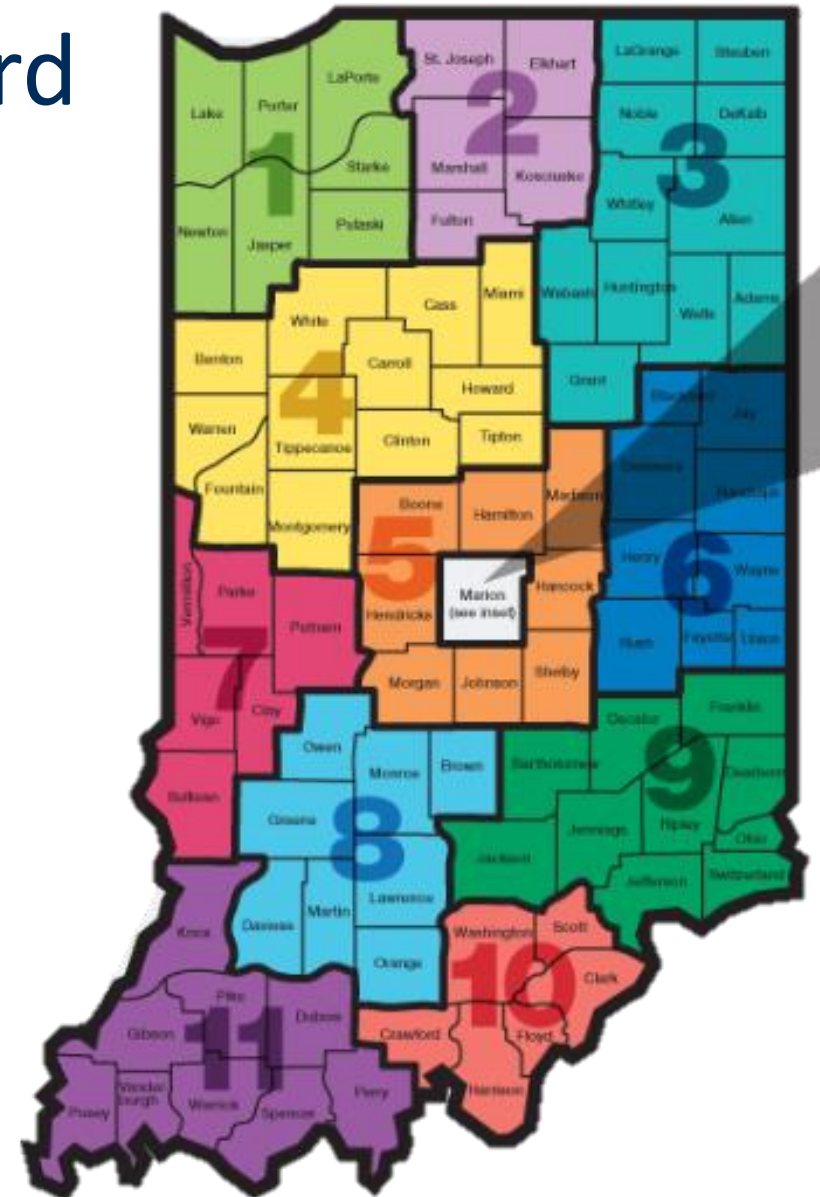
USI GWEP Pre-Apprenticeship and Apprenticeship Framework



Southwest Indiana Workforce Board

The Southwest Indiana Workforce is comprised of business and community organization representatives in Southwest Indiana. The Board oversees the workforce development initiatives and the WorkOne Southwest offices in region 11. We support and train job seekers to pursue careers with competitive wages that lead to self-sufficiency.

SOUTHWEST INDIANA
WORKFORCE
BOARD



Southwest Indiana Workforce Board

SOUTHWEST INDIANA
WORKFORCE
BOARD

Vision

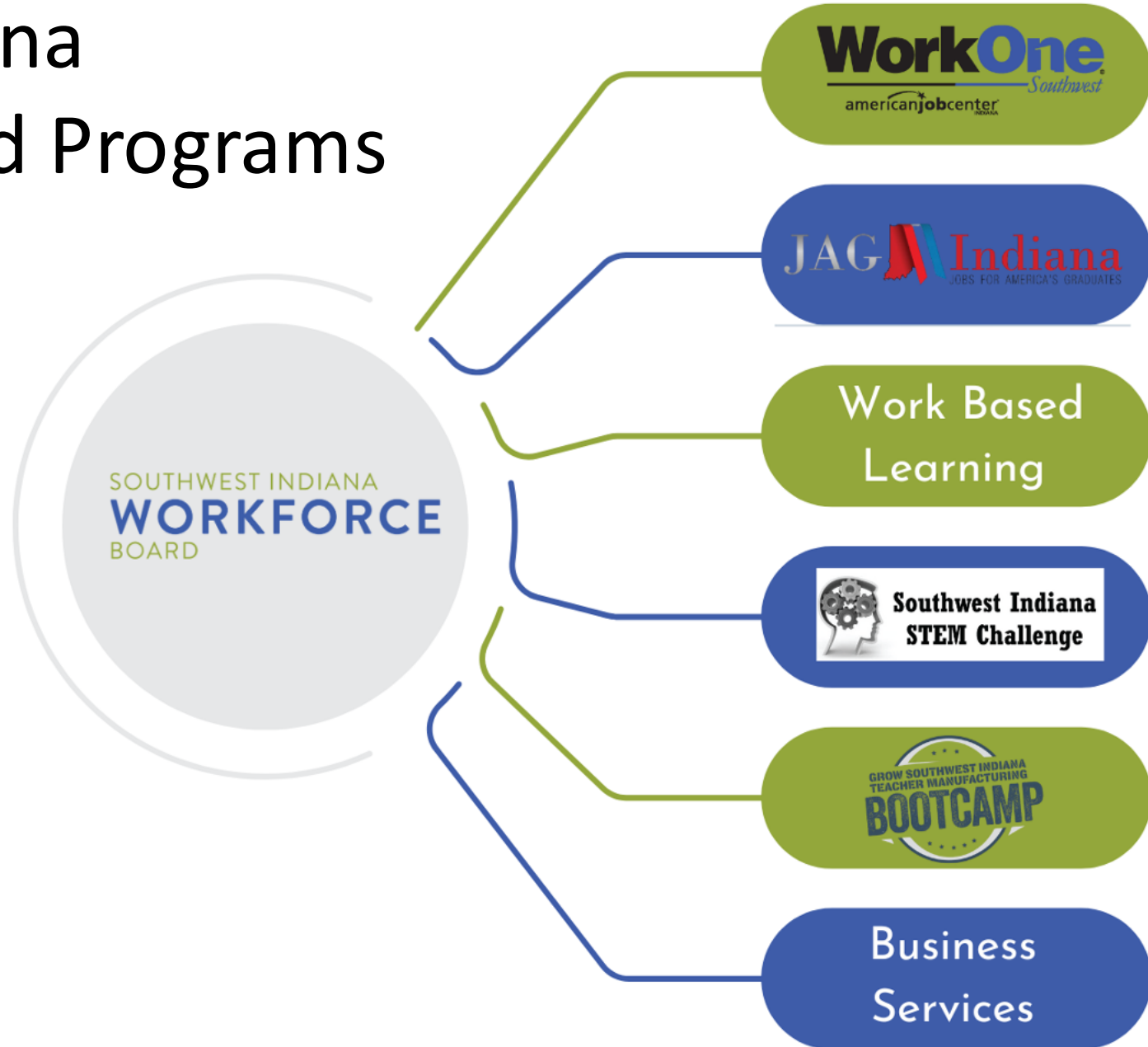
Southwest Indiana Workforce creates strategies to provide a skilled workforce in the Southwest Indiana region.

Mission

The Southwest Indiana Workforce develops Southwest Indiana's workforce.



Southwest Indiana Workforce Board Programs



Work based Learning

Modern Youth Apprenticeships

- 650 hours of paid on-the-job learning
- Receives 2+ Years of related academic instruction
- Aligned with post-secondary credit
- Industry Recognized credential earned
- High students
- Learning continues after graduation

Certified Pre-Apprenticeship

- On-the-job learning through lab simulations or onsite
- Classroom learning sometimes including college credits and industry recognized credential
- 6 months- 2 years
- Articulation Agreement to Registered Apprenticeship Program
- OJL Hours and/or RTI are counted towards a RAP
- Not limited to HS students ex. ABE

Registered Apprenticeship Programs

- At least 2000 hours of paid on-the-job learning
- Related Technical Instruction (can be paid or unpaid)
- Mentorship by Journeyman worker
- Progressive wage scale
- Offers a portable, nationally recognized credential
- Foster Loyalty
- Build Confidence and Comfort

GWEP Pilot Program

1. Collaboration
2. Pre-Apprenticeship
 - Trilogy Health Services
 - Pike Central High School
3. Pre-Apprenticeship Participants Move into Trilogy CNA Apprenticeship Program
4. CNA Apprenticeship Participants have ladder and lattice options
5. Data Collection



Pike Central High School Pre-Apprenticeship Flyer

Join this program for the opportunity to earn one of five Direct Admissions into USI's top-ranked Nursing program!

→ How Do I Qualify?

- Cumulative GPA of a 3.4 or above on a 4.0 scale
- Complete the HHA Pre-Apprenticeship
- Join Trilogy's CNA Apprenticeship Program

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Home Health Aide (HHA) Pre-Apprenticeship Program

A pre-apprenticeship is a program designed to help individuals gain skills and explore careers. Students earning their HHA as a pre-apprentice have the opportunity to move into the Trilogy CNA Apprenticeship Program.



April Gogel

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UNIVERSITY OF
SOUTHERN INDIANA
Bronstein Center for Healthy
Aging and Wellness

USI Geriatrics Workforce
Enhancement Program



TRILOGY
HEALTH SERVICES



CURRENT & FUTURE INDIANA DIPLOMA: COMPARISON

The new diploma structure includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are encouraged to seize this flexibility by personalizing their high school experience. The new seals provide additional intentionality to maximize readiness and are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Students who do not earn a readiness seal complete components 2 and 3 of Graduation Pathways.

	CURRENT INDIANA CORE40	FUTURE NEW INDIANA DIPLOMA
ENGLISH	8 CREDITS	8 CREDITS <ul style="list-style-type: none"> 2 credits: English 9 1 credit: Communications-focused course 5 additional English credits
MATH	6 CREDITS <ul style="list-style-type: none"> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II 	7 CREDITS <ul style="list-style-type: none"> 2 credits: Algebra I 1 credit: Personal Finance 4 additional math credits
SCIENCE, TECHNOLOGY, AND ENGINEERING	6 CREDITS <ul style="list-style-type: none"> 2 credits: Biology I 2 credits: Chemistry I, Physics I, or Integrated Physics 2 credits: Any Core 40 science course 	7 CREDITS <ul style="list-style-type: none"> 2 credits: Biology I 1 credit: Computer Science 2 additional science credits 2 STEM-focused credits
SOCIAL STUDIES	6 CREDITS <ul style="list-style-type: none"> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World 	5 CREDITS <ul style="list-style-type: none"> 2 credits: U.S. History 1 credit: U.S. Government 2 credits: World Perspectives (flexible options, including advanced world language or world-focused social studies courses)
PE/HEALTH	3 CREDITS <ul style="list-style-type: none"> 2 credits: Physical Education 1 credit: Health & Wellness 	2 CREDITS <ul style="list-style-type: none"> 1 credit: Physical Education 1 credit: Health & Wellness
DIRECTED ELECTIVES	5 CREDITS Any combination of World Languages, Fine Arts, and/or Career & Technical Education	N/A
PERSONALIZED ELECTIVES	6 CREDITS	12 CREDITS Students are encouraged to utilize the new readiness seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as CTE, Performing or Fine Arts, and World Languages.
COLLEGE & CAREERS	N/A	1 CREDIT
TOTAL	40 CREDITS	42 CREDITS

Hoosier high school students have the opportunity to earn approximately 60 credits.

Note: The federally required alternate diploma for students in special education with a significant cognitive disability is still available.



BLUEPRINT FOR SUCCESS: READINESS-SEALS

Readiness seals are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Although seals are optional, students are encouraged to utilize the blueprints below to focus their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathways requirements will be satisfied through completion of any seal.

	ENROLLMENT	EMPLOYMENT	ENLISTMENT & SERVICE
 HONORS SEAL	<ul style="list-style-type: none"> Complete at least 4 World Language and 6 Social Studies credits Complete at least 8 Math credits <ul style="list-style-type: none"> Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study Complete at least 6 Science credits <ul style="list-style-type: none"> Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study Earn a C or higher in all courses and earn a cumulative B average Complete one of the following: <ul style="list-style-type: none"> Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams Earn 6 college credits Score a 1250 on the SAT or a 26 on the ACT Complete two of the following: <ul style="list-style-type: none"> At least 3 college credits 2 credits in AP courses and take corresponding exams 2 credits in IB courses and take corresponding exams 2 credits in Cambridge courses and take corresponding exams 	<ul style="list-style-type: none"> Complete one of the following: <ul style="list-style-type: none"> A market-driven credential of value* aligned to a specific occupation 3 courses in a Career and Technology Education (CTE) pathway An approved career preparation experience aligned to Indiana CTEA program, or An approved, locally created pathway Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated) Demonstrate skill development in Communication, Collaboration, and Work Ethic Meet attendance goal 	<ul style="list-style-type: none"> Complete one of the following: <ul style="list-style-type: none"> Introduction to Public Service course or approved locally created equivalent Emphasis on developing an awareness of the physical standards and character required for service One year of ROTC in high school Achieve a score of 21 on the KIPP and complete one of the following: <ul style="list-style-type: none"> All three components of the Career Exploration Program A career exploration tool approved by KIPP Meet attendance goal Demonstrate skill development in Communication, Collaboration, and Work Ethic: <ul style="list-style-type: none"> Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals
 HONORS PLUS SEAL	<p>Earn the Honors Enrollment Seal, plus</p> <ul style="list-style-type: none"> Earn a credential of value* that may include, for example: <ul style="list-style-type: none"> Associate degree Technical Certificate Indiana College Care AP Scholar with Distinction Cambridge AICE Diploma, or IB Diploma Complete at least 15 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated) Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic 	<p>Earn the Honors Employment Seal, plus</p> <ul style="list-style-type: none"> Earn a market-driven credential of value* that may include, for example: <ul style="list-style-type: none"> Associate degree Technical Certificate Indiana College Care, or Advanced industry certificate Complete additional work-based learning (total of 225 hours in one or more experiences) that may include, for example: <ul style="list-style-type: none"> The Apprenticeship Student Youth Apprenticeship Demonstrate skill development in Communication, Collaboration, Work Ethic, and any additional skills determined locally 	<p>Earn the Honors Enlistment Seal, plus</p> <ul style="list-style-type: none"> Complete one of the following: <ul style="list-style-type: none"> Achieve a score of 30 or higher on the ACT Enlistment in ROTC at the college level Acceptance to a service academy Demonstrate excellence in leadership through one of the following: <ul style="list-style-type: none"> Completion of at least 100 hours of public service Holding a leadership role in a co/school/club activity Completion of two seasons of a team-based physical sport or activity

*Note: the credential of value levels are currently being determined by business and industry.

Continued Topics of Review and Consideration

- Number of participants recruited and anything known about age or other demographics
- Registration of the pre-apprenticeship program with State of Indiana
- What does the pre-apprenticeship program look like in terms of program frequency, length and duration
- Next steps for the committee after the pilot ends
- Integration into the USI AIM Nursing Home Consortium

Thank You & Questions



Mental & Behavioral Health Subcommittee



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Objectives & Key Activities

Increase Psychiatric Residencies

- Identify existing psychiatric programs & review capacity.
- Inventory past & current programs to see how we compare to other states.
- How/why have budgets have changed?
- Explore additional funding mechanisms.

Continuing Education

- Compare Indiana's requirements to contiguous states.
- Summarize findings & provide a report with recommendations.



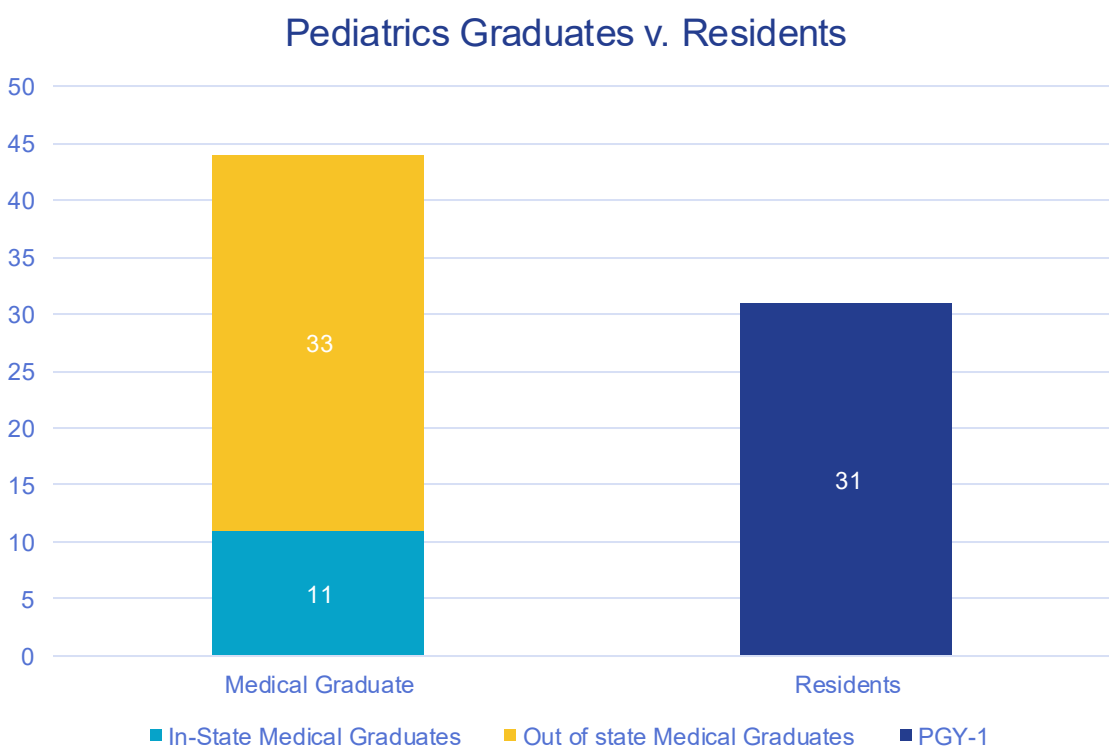
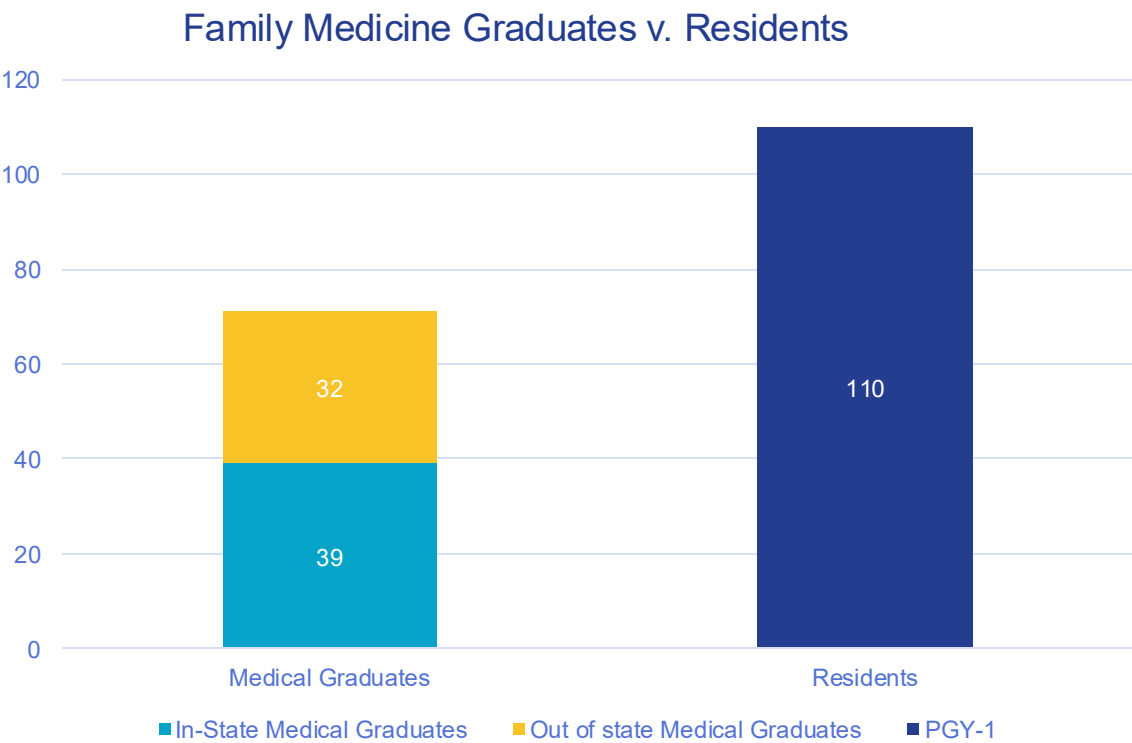
Family Med & Peds Subcommittee



Indiana
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Health

Objectives & Key Activities

Increase Residency Capacity



Objectives & Key Activities

Incentives to Increase Recruitment & Retention

- [National Health Service Corp SLRP](#)
- [IN-SLPRP](#)

HOW DO WE COMPARE?

PROGRAM	IN	IL	KY	MI	OH
Federal Match NHSC SLRP	Up to \$80,000 for a maximum for 4 years (\$20,000/year)	Up to \$100,000 max for 4 years (\$25,000/year)	Up to \$300,000 max for 6 years (\$50,000/year)	Up to \$300,000 maximum for 10 years (\$10,000/ year min)	—

Next Steps...

Informational Resources

- [Bowen Snapshot: Indiana's Physician Pipeline-to-Practice](#)
- [IN Med Ed Board: 2024 Graduate Medical Education Exit Survey Report](#)

[Health Workforce Council Website](#)

Upcoming Meetings

- Q3 '25 is TBD
- Review draft of State Health Workforce Plan

Subcommittees

Public Comment

Questions?

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