

HEALTH CARE WORKFORCE DIVERSITY

Targeted Environmental Scan: Working Document

Prepared for the Governor's Interagency Council on Health Disparities

Updated August 2008

This document describes some known programs in Washington State that aim to increase the diversity of the health care workforce. Programs which seek to increase interest in the sciences or that promote the enrollment and graduation of students of color in secondary education, in general, as well as programs that seek to generally address the health workforce shortage are beyond the scope of this review.

ConneX

ConneX is a program of the Northwest Community Action Center, an affiliate of the Yakima Valley Farm Workers Clinic. ConneX offers programs to educationally and economically disadvantaged middle school, high school, and college students to help them succeed in health careers. ConneX conducts Saturday academies and a six-week summer program. Activities include a math and science camp, mentoring, internships, health career exploration, financial aid and scholarship information, and visits to university health career programs. From 2002-2006, ConneX enrolled 301 students into the program. A survey conducted of ConneX alumni showed that alumni perceived the program to be very helpful in reaching their goals, more than 90% went on to college, and over 40% went on to pursue a health career.

Project HOPE - Health Occupations Preparatory Experience

Project HOPE, which is funded through the Department of Health by the Higher Education Coordinating Board and administered by the Western and Eastern Washington Area Health Education Centers (AHEC), offers six-week paid internships at local health facilities for underrepresented high school students. Each year, 50 students are matched with paid internships under Project HOPE. In addition, the Western Washington AHEC offers a mini camp at the University of Washington to enable students to experience campus life while participating in a number of presentations on education financing and other relevant topics. Similarly the Eastern Washington AHEC provides a post-internship meeting at Washington State University to introduce students and their parents to college life. The meeting includes a number of hands-on activities sponsored by different health departments and a graduation ceremony. The programs estimate that 96% and 85% of students participating in the Western and Eastern Washington Project HOPE programs, respectively, go on to pursue health careers. In addition, the Eastern Washington AHEC estimates that 25% of its students are hired on at their internship sites.

Area Health Education Centers (AHEC)

Western Washington and Eastern Washington AHECs focus on health professions recruitment, retention, and education, particularly for rural and underserved communities. In addition to the Project HOPE program, the Eastern Washington AHEC implements the Sleep Over For Science program for 4th, 5th, and 6th graders. Students learn about various health programs on campus and participate in hands-on activities aimed at increasing interest in health care as a career. While the program is not targeted for students of color, underrepresented students, or disadvantaged students, staff estimates that approximately half of participants come from these groups. Similarly, in addition to its Project HOPE program, the Western Washington AHEC administers a number of programs to get students in grades K-12 interested in health careers, to provide

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students with professional training experiences, and to provide professional support. As examples, the Health Careers Ambassadors program recruits health professionals to serve as mentors for middle and high school students in rural and underserved communities, the Multidisciplinary Training program assists health professions students find clinical placements in rural and underserved communities, the Chicano/Latino Mentorship Network creates direct linkages between students and ethnic preceptors for mentoring, and the Rural Nursing Outreach Education (RONE) program assists nursing assistants and other health care workers obtain an Associates Degree in nursing while remaining on the job and in their home community.

University of Washington Programs

The Office of Multicultural Affairs (OMCA) at the University of Washington offers the U-Doc program and the Summer Medical and Dental Education Program (SMDEP) to encourage interest in health professions among underrepresented and disadvantaged high school students. Both programs provide students with experience and skills to help them succeed in applying for and completing health training. OMCA staff participates in a number of career recruitment fairs, attends minority conferences in the biomedical sciences, visits local and regional tribal colleges and other two-year community colleges, and participates in pre-med summits. The OMCA offers a summer Prematriculation Program to help entering medical students transition and succeed in medical school. The program offers a number of academic and financial support activities, as well as providing formal training in Histology so students can lighten their Fall course load. The program is targeted for students from economically and educationally disadvantaged backgrounds.

The Native American Center for Excellence attracts Native American and Alaska Native students into the medical field and improves the cultural proficiency of medical education. CC-PriME, or the Center for Cultural Proficiency in Medical Education, enhances the training of its medical students so they can provide culturally-responsive health care. CC-PriME aims to affect the institutional climate within the School of Medicine by celebrating diversity, equity, and inclusiveness in learning. The Indian Health and Hispanic Health Pathways are adjunct tracks that provide students with the knowledge, skills, and attitudes needed to provide culturally responsive care. A listing of programs to assist youth interested in health careers is attached.

Native American Recruitment and Retention Program

The Native American Recruitment and Retention Program (NARR), which is administered by the Washington State University Intercollegiate College of Nursing, addresses the Native American nursing shortage by recruiting Native American nursing students to the baccalaureate program. The NARR program provides scholarships (approximately seven per semester) to Native American students admitted into the Intercollegiate College of Nursing. The NARR program also administers the Na-ha-shnee Institute, a one-week summer camp for Native American high school students interested in nursing. Approximately 20-28 students attend the camp each summer. The NARR program anticipates that both the scholarships and the summer camp will expand beyond nursing to all health professions in the upcoming years.

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Washington's Community and Technical College Programs

With technical assistance and support from the State Board for Community & Technical Colleges, Washington's community and technical colleges promote the enrollment and graduation of students of color through targeted outreach and recruitment efforts, curriculum that aims to support students with diverse backgrounds, and retention efforts. Recruitment efforts consist of admission requirements that favor diversity and second language skills, partnering with ethnic and cultural organizations, outreach to ethnically diverse high schools, career fairs targeting diverse students, recruitment specialists, program literature in various languages, and recruitment of diverse faculty. Program curricula emphasize health issues unique to women and people of color through integrated technical and basic skills (see I-BEST below), clinical experiences, simulations, bilingual program offerings, community service projects, imbedded curriculum and representation on advisory committees. Efforts to retain female students and students of color include ESL tutoring, mentorship programs, retention specialists and graduate follow-up. In addition, some colleges have projects to serve health care workers educated in other countries and now residing in Washington who lack the requisite credentials and/or licensure to practice in Washington State. For example, Highline Community College is developing the Gateway International Healthcare Worker Re-Entry Assistance Center. The Gateway Center will provide career re-entry coursework, integrated ESL, and professional courses to close skills gaps for adult immigrants and refugees who have formal training in health care. These educational programs will be offered in a comprehensive service-center that offers credentials interpretation, Prior Learning Experience evaluation, licensure guidance, and academic advising.

I-BEST Programs

Integrated Basic Education and Skills Training (I-BEST) pairs English as a second language (ESL)/adult basic education (ABE) instructors and professional-technical instructors in the classroom to provide students with literacy education and workforce skills. I-BEST teaches students how to learn language and provides study skills within the context of workforce education in the student's chosen occupation. Currently, there are 21 approved I-BEST programs that provide training for health careers, such as medical assistant, medical office, and nursing assistant certified programs. Results from ten I-BEST demonstration projects showed that I-BEST students were five times more likely to earn college credits and 15 times more likely to complete workforce training than traditional ESL students during the same amount of time.

Pacific Northwest University of Health Sciences College of Osteopathic Medicine

The College of Osteopathic Medicine at the Pacific Northwest University, a private, nonprofit University in Yakima Washington, brought in its inaugural class of 75 students on August 4, 2008. The college will attract and train primary care physicians to serve in rural and low-income areas of Washington, Oregon, Idaho, Montana, and Alaska. The mission of the university is to train, educate, and encourage scientific research for health professionals who will provide quality care to all communities of the Pacific Northwest, particularly underserved populations. Seventy-six percent of the students in the inaugural class were from the Pacific Northwest; fifty-one percent were female. The program is set in a rural community with the intent that doctors who train in rural communities will stay and work in rural and low-income communities. In addition,

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the university is dedicated to offering more affordable tuition rates and developing community-based scholarship programs for students.

Opportunity Grant Program

The State Board for Community and Technical Colleges administers the Opportunity Grant Program, which provides tuition and mandatory fees for 45 credits and up to \$1,000 for books and supplies per year for low-income (family income at or below 200% of the federal poverty level) adult students. Students may use the Opportunity Grants to enroll in high-demand career pathway training programs, which include allied health, nursing, and medical assistant training programs. While the Opportunity Grant program is not necessarily targeted toward students of color, results from the 2006-2007 pilot programs showed that 47% of participants were students of color compared to 32% in the larger community and technical college population. In addition, the Opportunity Partnership Program, administered by the Workforce Training and Education Coordinating Board, is designed to enhance the effectiveness of the Opportunity Grant program by connecting students with industry mentors and relevant job experience. The goals are enhancing student retention, completion, and transition to work. The Workforce Board has contracted with the Seattle-King County and South Central workforce development council's to implement Opportunity Partnership Pilots at community colleges that have Opportunity Grant students in health programs.

Scholarship and Loan Repayment Programs

The Higher Education Coordinating Board offers loan repayment and scholarship programs, which aim to improve the number of health professionals working in underserved areas. The Washington Dental Service Foundation offers Dental Team Scholarships to students of color interested in dental careers.

Health Care Workforce Demographic Survey

The Washington State Department of Health in collaboration with the Workforce Training and Education Coordinating Board is surveying health care professionals in an effort to collect race/ethnicity and other demographic data. Such data is of critical importance in the development, implementation, and evaluation of programs to increase the diversity of the health care workforce. Surveys of RNs, LPNs, and dental hygienists have been completed and the survey of dentists is underway. Currently, the WWAMI Center for Health Workforce Studies is analyzing the RN data – this study is funded by the Washington Center for Nursing.

Health Care Personnel Shortage Task Force

The Task Force, which is staffed by the Workforce Training and Education Coordinating Board, includes in its strategic plan a goal of recruiting more underrepresented populations into health professions and promoting adequate preparation prior to entry. Currently the Task Force coordinates a workgroup to examine the health workforce demographic survey response rates and devise methods to improve rates, if necessary, and to explore data analysis options.

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Health Care Skill Panels

In 2003, the Workforce Training and Education Coordinating Board provided planning grants for health care skill panels in each of the state's 12 workforce development areas. Skill panels are industry partnerships to increase educational capacity in local areas and implement recruitment and retention strategies. Health care skill panels have conducted a number of past and current projects aimed at increasing the diversity in the health care workforce in their local communities. Because planning grants ended in 2006, some skill panels are no longer active, while others are still engaging in health care workforce initiatives. As examples, the Tacoma-Pierce County health skill panel, called the Pierce County Health Services Careers Council, had recruitment materials translated into three languages and conducted health care career recruitment workshops in multiple languages.

The NW Alliance is currently piloting a Nursing Assistant Certification program to provide training and support for long-term care facility employees with limited basic education and limited English language skills. The South Central health care skill panel initiated a whole array of programs aimed at increasing diversity. The Seattle King County Workforce Development Council and the Health Work Force Institute (HWFI) received funding to develop the Health Careers for Youth demonstration project, a career exploration and college preparation program for at-risk youth interested in health careers. The program started in 2006 and interim results indicate that all 18 students participating in the demonstration project graduated from high school, all completed their nursing assistant certification, and 15 are currently enrolled in college. Seventeen of the participants were students of color. The HWFI is also partnering with the Spokane and South Central Workforce Development Council's to implement the Youth Health Careers Academy Project modeled after the Health Careers for Youth project in King County. The Health Careers Academy will begin in Winter 2008.

Washington Center for Nursing (WCN)

WCN is the nursing workforce and resource center for Washington State. It is building the database on nursing and conducts studies on nursing workforce supply, demand, projections, and distribution in Washington, successful strategies for nurse recruitment and retention, and other nursing issues. WCN has recently published the Master Plan for Nursing Education, which includes a section on increasing the diversity of the nursing/nursing education workforce. WCN recently completed a study funded by grants from the Group Health Community Foundation and the Department of Health to identify retention rates among new RNs of color as well as strategies to support their success, which is available on the WCN Web site: www.wacenterfornursing.org. The WCN has also recently funded an analysis of demographic, education, and practice characteristics of registered nurses in Washington State. The analysis was completed by staff from the Center for Health Workforce Studies at the University of Washington School of Medicine.

Group Health Community Foundation

Since 2000, the Group Health Community Foundation has been committed to promoting the diversity of Washington's health care workforce. The Foundation promotes health careers to underrepresented students by funding programs such as the Na-ha-shnee and ConneX programs.

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It also has a career development program to support managers of color to compete for higher-level jobs.

MultiCare Nurse Camp

MultiCare Health System offers the Multicare Nurse Camp to provide high school students in Pierce and South King Counties with an opportunity to learn more about a nursing career. Nurse Camp offers four days of education, observation, and participation in the daily activities of professional nurses. Each year, a maximum of 100 students are chosen to participate in this free program.

Statewide Gaps and Sustainability

- The biggest impacts can be made by capturing and nurturing interested students from diverse backgrounds as early as possible. There is a need to develop the pipeline of future health care providers who accurately represent the communities most underserved by our current system. There is no shortage of talent and smarts in these groups.
- Many students are interested in health care careers, but the barriers to finishing school and attending college, especially for students without family or community members who have done these things, are overwhelming. College admissions processes continue to reward students for extracurricular activities when so many amazing, hard-working, focused students who would make excellent professionals are unable to participate in extracurricular activities because of the need to contribute to their family's income.
- There is a huge need to educate students and families about resources available to assist them. Funding higher education is perceived to be impossible for many low income families. At least 90% of the students in Project HOPE don't even know about the Free Application for Federal Student Aid (FAFSA) or programs that cover university tuition for low income students.
- Project HOPE is an excellent example of resources well spent; follow-up with students shows that it makes a huge difference in the student's perceived ability to pursue their career goals. Unfortunately, the program is very small (50 students statewide per year).
- There is a need to build capacity in health care occupation training programs. The biggest barriers are lack of clinical sites, lack of qualified faculty, shortage of classrooms and lab space, and availability of technology for distance learning and high-fidelity simulations.
- There is a need to identify individuals who are at high risk for not completing their programs.
- There is a need to provide "wrap-around" services (e.g., financial aid, help with the application process, mentoring, social support, child care, academic support, tutoring).
- There is a need improve recruitment and retention of minority faculty.

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- There is a need for data and assessment of the diversity in the health care professions.
- The state should provide permanent funding for programs that have shown success in recruiting and retaining Native American and other students of color at higher education institutions. Grant money is not an answer to achieving the goal of diversifying the health care workforce.
- The Council should collaborate with the Area Health Education Centers of Western and Eastern Washington and support their programs and research.
- The Council could support the research of “Addressing the Education Achievement Gap of Native American Students in Washington State”, which is out of the Governor’s Office of Indian Affairs.
- The Council should consider forming a commission to look at the root causes of why health disparities continue to persist, such as a “Truth and Reconciliation Council” around the United States Boarding School experience for Native Americans. This could be similar action to the Indian Residential Schools Truth and Reconciliation Commission in Canada. A Truth and Reconciliation Council could help the public understand the concept of “Historical Trauma” and how it has an intergenerational impact on communities.

High School Programs	Website
AWIS	www.seattleawis.org http://www.cdrewu.edu/research07/page.aspx?pageid=1087 and contact Felicity 206-616-5522
Charles Drew University/NIH STEP-UP Program at the UW	
Connex Program Yakima Valley Health Science Program	Email: YolandaG@ncactopp.org
DigiGirlz Tech Camp for Girls	http://www.microsoft.com/about/diversity/programs/camps.msp
Education Outreach Genome Sciences	http://chroma.gs.washington.edu/outreach
Environmental Health Science Center Community Outreach and Education Program	www.ehsc.orst.edu/outreach
Forum on Science Ethics and Policy	www.fosep.org
Mathematics Engineering Science Achievement (MESA)	http://washingtonmesa.org/
Mercer Slough Environmental Education Center	www.pacsci.org
Microsoft High School Intern Program	http://www.microsoft.com/college/highschool/default.msp
NA-HA-SHNEE (Native American Students interested in nursing)	http://nursing.wsu.edu/nahashnee/index.htm
National Cancer Institute (NCI) CURE program (Continuing Umbrella of Research Experience), Fred Hutchinson Cancer Research Center for 11th grade	http://www.fhcrc.org/science/education/hs/internship/
NOAA Science Camp	www.nwfsc.noaa.gov@sciencecamp.cfm
Oregon Health & Science University, Office of Science Education	http://seo.ohsu.edu
Oregon National Primate Research Center	http://onprc.ohsu.edu
Pacific Science Center	www.pacsci.org
Project Hope for 11-12 th graders	http://www.wwahec.org/WWAHEC_HOPE.htm
Salish Sea Expeditions Marine Science and Sailing programs	www.salish.org
Seattle Biomedical Research Institute High School Program for 11th grade	http://www.sbri.org
Shoreline Community College	http://success.shoreline.edu/biotech/
UW Genome Project for 11 th -12 th graders	http://depts.washington.edu/genomics/
UW Laboratory Experience for HS Students (LEHSS) and Science for Success	http://www.uweb.engr.washington.edu/education/k-12/index.html
UW Making Connections	http://depts.washington.edu/womenctr/programs/makingconnections.html
UW UDOC High School "Free" Summer Program 10 th -11 th graders	www.myomca.org
Young Executives of Color, UW Business School for 10-11th grade	http://www.foster.washington.edu/undergrad/UDS_highschool_YEOC.shtml

Youth Take Heart

<http://www.uweb.engr.washington.edu/education/k-12/index.html>

Pre College Resources

Website

NELA provides informational publications, resources and counseling services to help simplify complex student aid information for college.

<http://www.nela.net/>

UW Gear Up

<http://depts.washington.edu/gearup/>

UW Husky Promise

<http://www.washington.edu/huskypromise/index.html>

UW Office of Minority Affairs Pre-College Programs

<http://depts.washington.edu/reach/>

UW Office of Undergraduate Admissions

admit.washington.edu

UW Upward Bound

<http://depts.washington.edu/ub/web/index.html>

College Summer Opportunities

Website

Explore Health Careers

www.explorehealthcareers.org

Fred Hutchison Summer Intern Program

<http://www.fhrcr.org/science/education/undergraduates/>

Research Programs for High school to College

<http://depts.washington.edu/bridges4/HSMSP/star.html>

Summer Medical Dental Education Program (SMDEP)

www.smdep.org or www.myomca.org (click SMDEP)

Volunteer Opportunities

Website

American Diabetes Association

www.diabetes.org/expo

American Heart Association

<http://www.americanheart.org/>

American Lung Association

<http://www.alaw.org/>

AmeriCorps at Sea Mar Community Health Center

206-764-4700 ext. 6222

AmeriCorps Program Directory

<http://www.ofm.wa.gov/servewa/acdirectory.htm>

City Year

<http://www.cityyear.org/sites/seattle/>

Cross Cultural Solutions

www.crossculturalsolutions.org

Doctors Without Borders

<http://www.doctorswithoutborders.org/>

Earth Corps

www.earthcorps.org

Help Your Community

www.helpyourcommunity.org

Latino/a Educational Achievement Project

www.leapwa.org

Mama Maria Kenya

www.mamamaria.org

March of Dimes

<http://www.marchofdimes.com/>

Mercy Corps

<http://www.mercycorpsnw.org/>

Northwest Association for Biomedical Research

www.nwabr.org

Peace Corps

<http://www.peacecorps.gov/>

Summer Search, Seattle

www.summersearch.org

Swedish Medical Center has 5 campus to choose from Ballard, First Hill, Issaquah, Providence, and Home Care Services

<http://www.swedish.org/body.cfm?id=89>

Women in Science

<http://www.uwosh.edu/wis/programsforgirls.php>

Premedical Resources**Website**

American Indian Science of Engineering Society (AISES)	www.aises.org
American Indians and Alaska Natives in Health Careers Annual Biomedical Research Conference for Minority Students (ABRCMS)	http://aianhealthcareers.org/ http://www.abrcms.org/
Asian Pacific American Medical Student Association	www.apamsa.org
Aspiring Doctors	AspiringDocs.org
Association of American Indian Physicians	www.aaip.org
Association of American Medical Colleges	www.aamc.org
Changing the Face of Medicine	http://www.nlm.nih.gov/changingthefaceofmedicine/resources/beginnings.html
Dr. Ben Carson Scholar Fund	http://www.carsonscholars.org/index.php
Google "premed high school"	
Latino Medical Student Association	http://students.washington.edu/lmsa/
Medical Help Network: Pre-Med Preparation – High School	http://www.medicalhelpnet.com/content/view/23/41/
Medicine Wheel Society	http://faculty.washington.edu/dacosta/nacoe/mws.html
Premed of Color	http://premedofcolor.org/
Science for Advancement of Chicano and Native Americans (SACNAS)	www.sacnas.org
Student National Medical Association	http://students.washington.edu/snma
The Princeton Review: The Path to Med School: For High School Students	http://www.princetonreview.com/college/research/articles/prepare/hsPathMed.asp
The Three Doctors, Inc.	http://www.threedoctors.com/

Dental Resources**Website**

American Dental Association	http://www.hdassoc.org
American Dental Education Association	http://www.adea.org
UW School of Dentistry	http://www.dental.washington.edu

Scholarships**Website**

American Indian College Fund	http://www.collegefund.org/
Asian Pacific American Leadership Scholarship	http://www.capal.org/
Asian Reporter	http://www.asianreporter.com/Scholarships.htm
Hispanic Association of Colleges and Universities (Open to underrepresented minorities)	http://www.hacu.net
Hispanic Scholarship Fund (Open to underrepresented minorities)	www.hsf.net
Indian Health Service Scholarship Program	www.ihs.gov

OSPI, Denny Hurtado, director of Indian Education	(360) 725-6160 or e-mail him at denny.hurtado@k12.wa.us
Qwest Bridge	http://www.questbridge.org
Several listings of minority scholarships	http://www.house.gov/fattah/education/scholarships.htm
Several listings of Native American scholarships	http://www.phx.devry.edu/financial_info/native_american_scholarships.asp
United Negro College Fund	http://www.uncf.org/
UW Diversity Scholarship (admitted UW students)	http://admit.washington.edu/Paying/Freshman/Scholarships/Diversity
Washington Center for Nursing	http://www.wsna.org/nsws/documents/scholarships.pdf
Washington Dental Service Foundation	www.DeltaDentalWA.com (click on foundation)
Washington State Commission	Website
American Indian Commission for Washington State	http://www.aihc-wa.org/AIHCDP/aihcdp.htm
Washington State African American Commission	http://www.caa.wa.gov/health/health.shtml
Washington State Commission of Asian Pacific American Affairs	http://www.capaa.wa.gov/health.htm
Washington State Commission on Hispanic Affairs	http://www.cha.wa.gov/
UW Health Science Schools	Website
UW College of Engineering	http://www.engr.washington.edu/
UW Physical Therapy Professional School	http://depts.washington.edu/rehab/pt/
	http://www.uwmedicine.org/Education/GraduateProgram/BiomedicalSciencesGraduatePrograms/
UW School of Medicine, Biomedical Science	http://www.son.washington.edu/
UW School of Nursing	http://depts.washington.edu/pha/
UW School of Pharmacy	http://sphcm.washington.edu/
UW School of Public Health	http://depts.washington.edu/sswwweb/
UW School of Social Work	
Resources for Teachers	Website
BioQuest for students and teachers	www.sbrbioquest.org
Center for Inquiry Science	www.systemsbiology.org/Center_for_Inquiry_Science
Environmental Science Training for Teachers	www.OlympicParkInstitute.org
Everyday science & technology group	http://www.life-slc.org/
Facing the Future People and Planet	www.facingthefuture.org
K-12 Science Teachers	http://www.uweb.engr.washington.edu/education/k-12/lehss.html
Latino/a Educational Achievement Project	www.leapwa.org
Northwest Association for Biomedical Research	www.nwabr.org
Power of Hope	www.powerofhope.org
Tech Reach	www.pugetsoundcenter.org/techREACH
UW School of Oceanography	http://depts.washington.edu/oceanweb/outreach/

Healthcare Workforce Diversity Briefing Document
Presented to the Governor's Interagency Council on Health Disparities
September 20, 2007

Healthcare workforce diversity refers to a healthcare workforce that reflects the diversity of the population it serves.

CRITERION #1: MAGNITUDE

- In 2006, 76.8% of Washington residents were white, 8.9% were Hispanic, 6.8% were Asian/Pacific Islander, 3.4% were black, and 1.4% were American Indian/Alaska Native.
- While Hispanics make up 8.9% of Washington's population, preliminary estimates from a 2007 survey* of registered nurses (RNs), licensed practical nurses (LPNs), and dental hygienists revealed that only 1.9% of RNs, 3.3% of LPNs, and 2.1% of dental hygienists were Hispanic.
- Similarly, Asians and Pacific Islanders comprise 6.8% of Washington's population, yet make up only 4.0% of RNs, 4.3% of LPNs, and 3.5% of dental hygienists.
- While 3.4% of Washington residents are black, only 0.8% of RNs and 0.2%** of dental hygienists are black. Four percent of LPNs are black—this is the only example where the proportion of healthcare providers in a racial/ethnic group exceeded the proportion in the general population.
- American Indian and Alaska Native residents comprise 1.4% of Washington's population, yet make up only 0.4% of RNs, 1.0% of LPNs, and 0.1%** of dental hygienists.
- In 2005, 78% of medical school graduates in Washington were white, 13% Asian, 2% black, 2% Hispanic, and 1% Native American.

CRITERION #2: ASSOCIATION TO HEALTH OUTCOMES

- Racial and ethnic minority health care professionals are more likely to serve minority communities; therefore improving access to care for racial and ethnic minority patients.
- Health workforce diversity is associated with improved patient satisfaction, improved patient-provider communication, increased patient participation in care processes, greater adherence to treatment, and increased minority patient utilization of needed health services.
- Improving the diversity of the health professions is consistently recommended as a strategy for eliminating health and healthcare disparities among racial/ethnic minorities.

CRITERION #3: DISPARITY

- In order for the RN workforce to reflect the diversity of Washington State's population, the proportions of Hispanic, Asian and Pacific Islander, black, and American Indian and Alaska Native RNs would need to increase by 368%, 70%, 325%, and 250%, respectively.
- In order for the LPN workforce to reflect the diversity of Washington State's population, the proportions of Hispanic, Asian and Pacific Islander, and American Indian and Alaska Native LPNs would need to increase by 170%, 58%, and 40%, respectively.
- In order for the dental hygienist workforce to reflect the diversity of Washington's population, the proportions of Hispanic, Asian and Pacific Islander, black, and American Indian and Alaska Native RNs would need to increase by 324%, 94%, 1,600%** , and 1,300%** , respectively.
- Women made up 92.4% of RNs, 89.2% of LPNs, and 97.6% of dental hygienists in Washington.
- In 2006, only 28% of Washington nonfederal physicians were women.

*Response rates for the 2007 surveys of licensed RNs, LPNs, and dental hygienists were 29.3%, 20.5%, and 34.5%, respectively.

**Estimates should be interpreted with caution due to small numbers.

Sources: (1) Washington State Department of Health (2007). 2007 Health Professions Workforce Survey. Pre-release of public use datasets, obtained August 27, 2007. (2) Washington State Board of Health (2001). State Board of Health Priority: Health Disparities. Olympia, Washington. (3) Institute of Medicine (2004). In the Nation's Compelling Interest: Ensuring Diversity in the Health Care Workforce. National Academy of Science. National Academies Press: Washington, DC. (4) Kaiser Family Foundation. Distribution of Medical School Graduates by Race/Ethnicity, 2005. (5) Kaiser Family Foundation. Distribution of Nonfederal Physicians by Gender, 2006. (5) Office of Financial Management. Summary Tables of Population Estimates by Age, Gender, and Race/Ethnicity: State of Washington and Its Counties – 2000 & 2006. Accessed at: <http://www.ofm.wa.gov/pop/race/summarytables.asp> on 9/5/07.