

California Healthcare Workforce Policy Commission (CHWPC)
 Courtyard Marriott – Sacramento Airport Natomas
 2101 River Plaza Drive
 Sacramento, CA 95833
 Thursday, November 1, 2012
 Start: 8:30 a.m.
 Adjournment: 5:09 p.m.

COMMISSION MEMBERS PRESENT	COMMISSION MEMBERS ABSENT
Roslynn S. Byous, DPA, PA-C Elizabeth Dolezal - Chair William W. Henning, DO Lauri Hoagland, FNP Laura Lopez Kathyann Marsh, RN, MSN Angie Millan RN, MSN, FAAN Tracey Norton, DO Andrea Renwanz-Boyle, Ph.D., RN-BC Deborah Rice, RN, MN, FNP-C Vice Chair Katherine Townsend, Ed.D., MSN Bonnie Wheatley, Ed.D., MPH, MA Ashby Wolfe, MD, MPP, MPH	Cathryn Nation, MD Mario San Bartolome, MD, MBA
	STAFF TO COMMISSION PRESENT
	Lupe Alonzo-Diaz, M.P.Aff Konder Chung Manuela Lachica Melissa Omand Barbara Zendejas Elena Takanikos-Corti
	ADDITIONAL OSHPD STAFF
	Robert P. David Debra Gonzalez

ITEM NUMBER	TOPIC	AGENDA ITEM	ACTION ITEM OR DISCUSSION
1.	Call to Order	Meeting called to order at 8:07 a.m.	
2.	Introduction of CHWPC Members and Statement of Recusal	CHWPC Members introduced themselves and indicated whom they represent and which government authority appointed them. Additionally, each Commissioner indicated for which Family Nurse Practitioner/Physician Assistant Training Program they would recuse themselves.	<u>Recusals</u> Byous – Moreno Valley College Dolezal – None Henning – None Hoagland – None Lopez – None Marsh – None Millan – None Norton – None Renwanz-Boyle – None Rice – UCLA Townsend – None Wheatley – None Wolfe – UC Davis
3.	Chair's Remarks	Chair Dolezal welcomed new Commissioner Laura E. Lopez to the CHWPC. <ul style="list-style-type: none"> Ms. Lopez is the newest consumer representative to the Commission and is the current Director of Street Level Health Project in Oakland. 	
4.	Approval of July 31, 2012 and August 1-2, 2012 Minutes	Approval of July 31, 2012 Policy Meeting and August 1-2, 2012 Family Practice Residency Program Meeting minutes.	Motion Made (Rice) and seconded (Townsend) to approve the July and August 2012 minutes as presented.

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5.	OSHPD Director's Report and Administration of Oath	<p>Director David administered the Oath of Office to Commissioner Laura E. Lopez.</p> <p>Director David stated the Office of Statewide Health Planning and Development (Office) is in the process of updating its strategic plan and developing a new vision, mission, and goals. The Office has done a lot of outreach to stakeholders, including the CHWPC, and the feedback received has been very helpful. Overall, the stakeholders identified several opportunities for the Office to focus on:</p> <ul style="list-style-type: none"> • Health Care Reform – The Office should maximize opportunities for health care reform and the rapid change that it will bring. • Health Care Data – The Office should prioritize release of health care data quicker. There's a tremendous need for focus on healthcare transparency and how we can use our data products to move that forward. • Efficiency – The Office needs to examine any processes for inefficiencies and streamline to provide better service. <p>In the specific area of workforce, we continue to build on the Healthcare Workforce Clearinghouse; with a soft release in June and a full press release in October. A lot of excitement and interest surrounds the Clearinghouse and data is continually added as it becomes available The Health Professions Education Foundation continues its work in the transfer of the Department of Mental Health and in particular developing a new five-year Mental Health Workforce plan.</p> <p>Governor Brown issued an Executive Order in May, creating a "Let's Get Healthy California" Taskforce. The goal is to submit a report by the end of November 2012 with a plan in place to make California the healthiest state in the</p>	

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5.	OSHPD Director's Report and Administration of Oath – Cont'd.	nation. Director David stated that in the coming week he will meet with Senator Ed Hernandez, Chair of the Senate Health Committee. Senator Hernandez is focused on workforce issues and the need to increase California's primary care capacity.	
6.	Executive Secretary's Report	<p>Ms. Lupe Alonzo-Diaz, M.P. Aff., Executive Director, Health Professions Education Foundation and Acting Deputy Director of the Healthcare Workforce Development Division (HWDD) reported on the following items in the Executive Secretary's Report.</p> <p><u>Fundraising</u> HWDD submitted a proposal to United Healthcare for \$1.5 million to fund Health Professions Education Scholarship and Loan Repayment programs, Song Brown, and Mini-Grants. If awarded, the portion of the funds allocated for Song-Brown will focus on special programs. The Office is expected to hear a response in December 2012.</p> <p><u>Clearinghouse</u> Intended to be the state repository of health professions information, providing information on supply, demand, and education. Fact sheets are available for:</p> <ul style="list-style-type: none"> • Medical Doctors, • Registered Nurses, • Physician Assistants, • Licensed Vocational Nurses, and • Osteopathic Physicians and Surgeons. <p>The next phase of The Clearinghouse will include two things: 1) receive more data, and strengthen existing data, and 2) continue to develop and update fact sheets based on the approximately 25 different</p>	

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6.	Executive Secretary's Report – Cont'd.	<p>professions that we have represented now.</p> <p><u>Healthcare Workforce Development Council</u> The Council met October 15, 2012 to review action plans previously submitted by different organizations with respect to some of their organizational priorities. The Office submitted an action plan specific to the Clearinghouse. An area of collaboration between OSHPD and the Council is: 1) Data Standardization – ensuring that data elements are being collected and displayed in a standard format; and 2) Longitudinal Studies – ensuring that data is collected in a way that can provide comparisons across years.</p> <p><u>Health Professions Education Foundation</u> CalREACH is the Office's opportunity to streamline the way we administer financial incentive programs by creating an e-application. CalREACH is scheduled for implementation by June of 2013.</p> <p>AB 589 (Perea) Steven M. Thompson Physician Medical Scholarship Program will provide a scholarship for those in medical school of up to \$105,000; in exchange recipients will commit to practice in an underserved area for three years. The bill comes with no funding support; therefore, any moneys used to implement the program would have to be raised by the Foundation.</p>	

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7.	Commission Policy Work Plan	<p>Lupe Alonzo-Diaz reviewed the CHWPC Work Plan; the objectives and deadlines for Song-Brown staff and Commissioners.</p> <p>Commission Policy Work Plan is hereby incorporated as Attachment A</p>	<p>Motion made to approve the Work Plan (Wolfe) and seconded by (Hoagland).</p>
8.	Physician Assistants Committee Presentation	<p>Steven Stumpf, EdD, a member of the Physician Assistant (PA) Committee gave a presentation titled, "How shall the Physician Assistant Committee address the California Physician Assistant workforce shortage?"</p> <p>During his presentation, Dr. Stumpf stated there aren't enough PAs or primary care providers in California. With the Affordable Care Act there are going to be 6 million newly insured Californians and 2 million newly insured under Medi-Cal.</p> <ul style="list-style-type: none"> • How are we going to fill this primary care gap? • Where are the primary care providers going to come from? <p>The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has proposed and passed a standard that all currently accredited programs confer graduate degrees to those students who matriculate into the program after 2020. Under this new standard, three of nine programs in CA will be affected. Along with the possible elimination of three programs, PAs have steadily been moving out of state since 2007.</p> <p>Dr. Stumpf further stated that with the passage of SB 1236, the PA Committee will become the PA Board, independent of the CA Medical Board. The PA Regulatory Board has the authority to approve new programs and license providers. The Board's next focus will be to create a Strategic Plan that outlines how to accomplish this task.</p>	<p>Director David asked if PA licensing boards in other states have expressed the same concerns over the new ARC-PA standard. Dr. Stumpf responded that there is only chatter, no one state has actually taken leadership and that is what the PA Board is proposing to do. Dr. Stumpf further stated there aren't that many 2-year programs in other states that would feel the impact like California. In California there would be a 1/3 reduction in programs and graduates.</p> <p>Commissioner Hoagland asked if Dr. Stumpf had any data on why PAs are moving out of State. Dr. Stumpf replied that he didn't have that data but acknowledges it would be good to know.</p> <p>Dr. Wolfe asked if there were statistics on the number of qualified applicants being turned away from PA schools because there weren't enough slots and would they be able to fill the slots of the new programs. Dr. Stumpf replied that his impression is there are many more applicants than available slots.</p>

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8.	Physician Assistants Committee Presentation – Cont'd.	<p>Dr. Stumpf's presentation is hereby incorporated as Attachment B</p> <p>Chair Dolezal opened the floor up to public comment.</p> <p>First comment - Will PAs licensed under the new board practice independently or would they still have to practice under the care of a physician?</p> <p>Second Comment – In creating this Master's level standard the ARC-PA followed other national organizations such as the American Academy of Physician Assistants and the PA Education Association who both said PA education should be at a Masters level. If the California PA Board starts approving new PA programs, none of the graduates of those programs can sit for the PA licensure exam (PANCE) because you have to be a graduate of an ARC-PA accredited program to be able to do that. Another thing for the Commission to think about is training sites; there aren't enough now for all the PA programs in California and adding new programs will only create a bigger issue. How do we increase the ability of clinics to take the students that already exist?</p> <p>Third Comment – Over the last 30 years the American Association of Medical Colleges has called for an increase in physicians which has resulted in a number of new medical schools. What hasn't changed though is the number of residency slots that are available across the nation, so as you increase the entrance but not the output you're going to have a great bottleneck.</p> <p>Fourth Comment – I would caution against going away from the trend. I believe in accreditation standards and while the certification process isn't perfect it works and is recognized in all 50 states.</p>	<p>Dr. Wheatley asked if Dr. Stumpf knew how many underrepresented minorities (URM) applied to these programs and the numbers that are admitted into these programs. Dr. Stumpf replied that he didn't know that but acknowledges it is needed.</p> <p>Dr. Byous noted that yes PAs would have to practice under a physician. This board isn't dissolving the PA/Physician relationship it's looking at realigning the educational process.</p>

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8.	Physician Assistants Committee Presentation – Cont.	Fifth Comment - I have been on several workgroups and workforces and have had my share of battles with the accrediting body, however I believe they are increasing their responsiveness. My concerns are the same as those stated by previous directors; we have many barriers to expanding the existing programs with successful track records. We have a challenge in getting more of our current licensed clinicians to participate in training the next generation. We also have a shortage of qualified faculty to train at these existing programs and to add 70 new programs into the mix is concerning when you think about where is the faculty going to come from to train these students.	
9.	Streamlining of Song-Brown Request for Application (RFA)	<p>Lupe Alonzo-Diaz provided an overview of the streamlining process prior to the review of the documents.</p> <p>Ms. Alonzo-Diaz stated the first phase of the process took place in the form of Task Force meetings in March and April of 2012. This Task Force was charged with the creation of the evaluation criteria for each discipline. This evaluation criteria is being used for the first time at this meeting. Once staff started working with the CALREACH vendor, it became evident that some further streamlining would need to take place; so the second phase involved looking at duplicative questions and those that could possibly be consolidated. For each question staff asked themselves three questions:</p> <ol style="list-style-type: none"> 1. Is the question a part of statute? 2. Is the question related to the new evaluation criteria? 3. Is the information used for trending/best practices purposes? <p>Staff recommendations were put forth to a second Task Force. The documents you have before you to vote on are the product of that Task Force.</p>	Motion made (Wheatley) and seconded (Byous) to adopt the streamline documents as amended.

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9.	Streamlining of Song-Brown Request for Application (RFA) – Cont'd.	Streamline documents for all Song-Brown funded disciplines are hereby incorporated as Attachment C	
10.	Patient Centered Medical Homes Presentation	Commissioner Wolfe presented a synopsis of Patient Centered Medical Homes (PCMH). PCMH: The Patient Centered Medical Home Model presentation is hereby incorporated as Attachment D	Commissioner Henning asked why SB 393 (Hernandez) was vetoed by the Governor of California. Commissioner Wolfe explained there was controversy over the bill originally sponsored by the Academy of Family Physicians.
11.	Medical Service Study Area (MSSA)	Debra Gonzales, GIS Specialist presented for Konder Chung, Chief, Access Care Section and respectively requested approval of MSSA reconfigurations for California's Central Counties and Central Coast with the exceptions of Monterey and Kern counties.	Motion made by (Byous) to approve the MSSA reconfigurations for California's Central counties and Central Coast with the exceptions of Monterey and Kern counties. Motion seconded by (Boyle).
12.	Family Nurse Practitioners and Physician Assistants - Presentations	Presentation of base funding requests by the following programs: <ol style="list-style-type: none"> 1. University of California, Los Angeles 2. California State University, Fresno 3. University of California, San Francisco 4. California State University, Long Beach 5. University of California, Davis 6. Stanford University 	

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12.	Family Nurse Practitioners and Physician Assistants - Presentations Cont'd.	Presentation of base funding requests by the following programs: 7. University of California, Los Angeles 8. California State University, Fresno 9. University of California, San Francisco 10. California State University, Long Beach 11. University of California, Davis 12. Stanford University 13. San Joaquin Valley College 14. Sonoma State University 15. Moreno Valley College 16. University of California, Irvine 17. USC – Keck School of Medicine 18. Western University of Health Sciences - Disqualified 19. Touro University	
13.	Funding Discussion/ Decision	Programs were ranked by the CHWPC in the following order: California State University, Long Beach 1 Sonoma State University 2 University of California, San Francisco 3 University of California, Davis 4 Stanford University 5 San Joaquin Valley College 6 University of California, Los Angeles 7 California State University, Fresno 8 USC – Keck School of Medicine 9 Moreno Valley College 10 Touro University 11 University of California, Irvine 12 Award Summary is hereby incorporated as Attachment E	Executive Secretary Lupe Alonzo-Diaz informed the Commission there was \$1,470,000 available for this cycle with a total amount of \$1,514,720.00 requested. Motion made by (Wheatley) and seconded by (Rice) to distribute base funding as follows: California State University, Long Beach \$170,000.00 Sonoma State University \$170,000.00 University of California, San Francisco \$100,000.00 University of California, Davis \$100,000.00 Stanford University \$135,000.00

**California Healthcare Workforce Policy Commission
Policy Work Plan 2012-2013**

Goal/Role	#	Objective	Contact	Deadline	Note
I. Fiscal Accountability, Transparency of SB Funds	1	Develop letter recommending that site visits re-commence as an opportunity to evaluate awardees	Dolezal	8/6/12	From 8/1/12 meeting Letter sent to Director David: staff presenting recommendations at 11/1/12 meeting
	2	Develop recommendations regarding special funding and post-evaluation	TBD	12/1/12	May need development of sub-committee
	3	Develop recommendations regarding funding direction 1. Formalize process on special programs 2. Work group to be formed 3. Report at 11/12 meeting	TBD	TBD	From 07/31/2012 meeting 1. Capitation v. minimum funding 2. \$65,000 balance 3. Breaking out "renewal" vs "new cycles" 4. Programs in which employability is an issue
	4	Develop recommendations regarding United Healthcare grant	Alonzo-Diaz, Aguilar	11/1/12	May want to survey program directors to get feedback on special projects
	5	Develop recommendations for use of graduate student assistant resources	Lachica	10/5/12 completed	From 07/31/12 meeting, Commissioners expressed interest in researching these issues: 1. Should Song-Brown capitation funding only be used for pre-licensure students? 2. Options for Commission regarding proposed master's level degree requirement by 2020 3. What impact will Affordable Care Act have on private physicians and delivery of care in underserved and rural areas that have historically relied on private physicians? 4. Others?
II. Aligning Statutory Priorities	1	Focus on recruitment of URMs to graduate and undergraduate of all SB funded programs 1. Update URM definition 2. Identify best strategies/practices for effective recruitment of URM through standing agenda item 3. Speakers at funding meetings	1. Sub-Cmte 2. Sub-Cmte 3. Lachica	TBD	1. Commission reviewed URM definition via a taskforce September 2007. Consider creating a taskforce. 2. Consider survey of program directors 3. Commissioner suggestions a. David Folsom, UCSD St. Vincent de Paul b. California Medical Association c. California Nurses Association (CAN)
	2	Evaluate new scoring criteria	All	11/2013	After a year of implementing new scoring criteria, assess impact

**California Healthcare Workforce Policy Commission
Policy Work Plan 2012-2013**

	3	Develop recommendations regarding PA masters level	Byous Stumpf	11/1/12	Stumpf with the Physician Assistant Committee will present his findings at the FNP/PA Commission meeting. Byous is working with him on this topic.
	4	Discuss patient centered homes and impact to SB	Wolfe	11/1/12	Timeline not determined at 7/31/12 meeting, consider CNA presentation
	5	Discuss employability of RNs and impact to SB	Townsend Rice	2/12/13	Timeline not determined at 7/31/12 meeting
III. Planning and Evaluation of Policy Direction	1	Develop process for addressing issues that were identified in 07/31/2012 meeting that weren't prioritized.			<p>Internal Policy</p> <ol style="list-style-type: none"> 1. Ranking of programs after funding meeting takes place 2. Explore special programs for recruitment of URM students in training programs (high school, or middle school) 3. Discussion of applicants prior to scoring at funding meetings 4. Options for funding based on geo spread <p>External Policy</p> <ol style="list-style-type: none"> 1. Bring in outside experts to speak with Commission (commissioner input) 2. Discussion on primary care practices being taken over by hospitals; becoming stewards of family practice (can we make a recommendation to the legislature) <p>Funding Policy</p> <ol style="list-style-type: none"> 1. Discuss role/relationship of "for-Profit" programs in SB program 2. Discuss changing needs of LVNs, AA RNs and their future roles. ADN programs funding-special projects to help graduates with employment; discuss role of LVNs and ADN nurses in CA hospitals especially related to magnet status changing role of ADNs 3. Potential use of SB funds to influence medical students and premedical students to invest in decreasing barriers through residency 4. Recognize FP/100,000 ratios as valid criteria

**California Healthcare Workforce Policy Commission
Policy Work Plan 2012-2013**

				for SB Funding	
IV. Opportunities for Collaboration on Statewide Policy Initiatives	1	Present information on legislative and budgetary initiatives that impact health workforce	Alonzo-Diaz	Each CHWPC meeting	Via executive secretary report
	2	Present information on status and activities of Healthcare Workforce Development Council	Alonzo-Diaz	Each CHWPC meeting	Via executive secretary report
V. Internal/ Administrative	1	Develop protocols for communication/information between and to Commissioners 1. Refresh of Bagley Keene 2. Identify additional communication sites (ie website link, FTP Site, etc.) 3. Type of meeting materials 4. Use of Clearinghouse data 5. Agenda setting for meetings 6. Adding policy discussion at each CHWPC meeting	1. Legal 2. Zendejas 3. All 4. Staff 5. Dolezal, Alonzo-Diaz 6. Dolezal, Alonzo-Diaz	1. 5/2/12 2. 11/1/12 3. Continuous 4. Continuous 5. Continuous 6. Continuous	Notes: 1. November meeting? 2. Barbara will meet with IT to research this issue 3. Staff will survey Commissioners after November meeting 4. Based on funding meeting needs 5. 6.
	2	Contract Review – update contract to reflect current program practices	Staff	TBD	Staff recommendation
	3	DGS Approval for Subvention Funds	Staff	TBD	Staff recommendation

AA = Associate of Arts

ADN = Associate of Arts Degree in Nursing

CHWPC = California Healthcare Workforce Policy Commission

FNP = Family Nurse Practitioner

LVN = Licensed Vocational Nurse

PA = Physician Assistant

RN = Registered Nurse

SB = Song Brown

URM = under-represented minority

HOW SHALL THE PHYSICIAN ASSISTANT COMMITTEE ADDRESS THE CALIFORNIA PHYSICIAN ASSISTANT WORKFORCE SHORTAGE?

Chair: Steven H. Stumpf, EdD
Member: Shaquawn D. Schasa
Public Volunteer: Tracy DelNero, PA-C, Tuoro College Physician Assistant Program

ARC-PA *Standards (4th Edition)* Degree Deadline Issue states... all currently accredited programs confer graduate degrees to those students who matriculate (register; enroll) into the program after 2020.

This policy will close 3 of 9 California PA training programs that typically admit students from under-represented backgrounds.

Attachment B

A policy that reduces the number of PA programs in an era when MORE PAs are needed to meet increased enrollments under the Affordable Care Act is going in the WRONG DIRECTION.



Attachment B

There are ~8,000 PAs in California today.

The ACA will enroll six million newly insured California citizens in 2014.

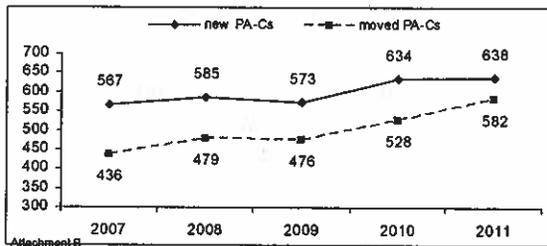
Nine PA programs graduate ~600 new PAs each year.

~40% (~250) will work in primary care.

~500 PAs licensed with the PAC moved out of state in 2011.

Attachment B

The number of PA-Cs moving out of state has steadily increased since 2007. Each year we are losing almost as many PAs as are being newly licensed.



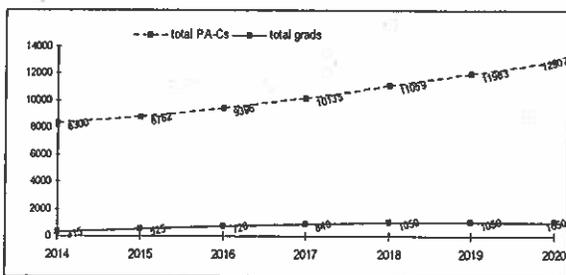
Attachment B

In 2014 there will be 13.4 million insured. Calculating with an average of 405 visits per one hundred patients in 2007 we can forecast a **55.2% increase** in the number of visits for 13.4 million beneficiaries. The subsequent number of additional PCPs is estimated to be 36,645, or an increase of 13,307 new PCP providers.

A 55% increase in the number of California PAs is ~4,000.

Attachment B

We need 12 new programs not 3 fewer.
We can prepare 4,000 new PAs by 2020.



Attachment B

Family Practice Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
1	Applicant information table		x		x	x		
2	Funding information table		x		x	x		
3	Contractor information table		x		x	x		
4	Program Director Assurance			x	x	x		
5	Administrative Authority Assurance							Proposing to delete as this signature is not needed until the contract needs to get signed
6	Executive Summary				x		x	These are not part of the criteria/trending or statute but commissioners use these summaries for overview of programs. (Form Design: up to 1/2 page)
7	History		x		x	x		Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
8	Program Statistics (TABLE 1)		x			x		
9	Program Statistics: How many Song-Brown funded residents will be trained in your program by year of residency on 7/1/13? For currently funded applicants this information can be found in your contracts						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
10	Program Statistics: What is the average number of patients seen by a PGY-1, PGY-2 and PGY-3 based on a class year of July – June and covering the family practice clinic?		x			x		Propose to consolidate into new Program Statistics table.
11	How many students/residents are fluent enough in a second language to conduct a patient history or exam?							Proposing to delete as question is subjective and isn't related to RFA evaluation criteria, trending data, or statute. CHWPC voted to keep, however in a different version.

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

Family Practice Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
12	Language Table (TABLE 2): Using the table below, provide a breakdown of languages spoken. Add other languages spoken when applicable.		x		x	x		Proposing to only include languages that are part of the MediCal Language threshold which include: American Sign Language, Arabic, Armenian, Cantonese, Farsi, Hmong, Khmer, Korean, Laotian, Mandarin, Other Chinese, Russian, Spanish, Tagalog, and Vietnamese. We are also proposing to eliminate the second year, and third year columns and instead have one column that captures all current students/residents.
13	Program Expenditures Table (TABLE 3)			x		x		Needed for Maintenance of Effort statutory requirement
14	Program Revenue Sources Table (TABLE 4)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
15	For programs based at a medical school, provide evidence that family medicine is recognized as a major independent specialty. What is the organizational status of family medicine in the medical school (e.g., department, division)? Provide information on the names and academic titles of family physician faculty at the medical school.			x		x		(Form Design: up to 1/2 page)

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

Family Practice Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
16	For programs not based at a medical school, indicate if an affiliation agreement exists with a medical school. If no affiliation exists, explain why. Provide a copy of the most recent affiliation agreement, if one has not previously been furnished to the Commission, or if there has been a change in the agreement since the last application cycle. Submit this affiliation agreement along with the application. (See page v for supporting document submission instructions).							
17	Program Graduates Table A (TABLE 5)	Section I Criteria 1		x		x		(Form Design: up to 1/2 page) Proposing to reduce the number of years requested from four to three to align with the length of the program.
18	Program Graduates Table B (TABLE 6)						x	Proposing to eliminate this table. This would mean that new programs without graduates would receive a zero on the program graduates criteria as they would not have any program graduates. This aligns with language from the Statute. (Song-Brown RFA Taskforce had an issue with eliminating this table because it would place new programs at a disadvantage as they would receive zero in this portion of the scoring criteria). CHWPC voted to eliminate Table B.
19	Describe the training program's counseling and placement program designed to encourage graduates to practice in areas of need.	Section I Criteria 1b		x	x	x		(Form Design: up to 1/2 page)
20	Describe what components of your training program expose residents to medically underserved multicultural communities, lower socioeconomic neighborhoods or rural communities.						x	Proposing to delete as this question is trying to get at components of cultural and linguistic competence in training.

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

Family Practice Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
21	Describe how your program incorporates cultural competency and responsive care training into the programs curriculum and how it furthers Song-Brown efforts of increasing the racial and ethnic diversity of California's healthcare workforce.	Section I Criteria 1a		x	x	x		This is a new question that was developed to align with statutory criteria. <i>(Form Design: up to 3/4 page)</i>
22	Describe how your program evaluates the impact of culturally competent/culturally responsive care training on the community.						x	Proposed deletion as information is not necessary for RFA criteria. There is a criteria on evaluation but it is not specific to culturally competent and responsive care training.
23	Underrepresented Minorities Table (TABLE 7)	Section I Criteria 2		x	x	x		Proposing to expand the race/ethnicity options based on Clearinghouse race/ethnicity categories. We are also proposing to consolidate the entering students portion of the table and only include one column for all current students, not breaking them out by program year.
24	For any graduate/student identified as "Other" describe their relevance to the population being served.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
25	Explain the program strategies developed to identify, recruit and admit trainees who possess characteristics that would suggest a predisposition to practice in areas of unmet priority need and express commitment to serve in those areas.	Section I Criteria 2a		x	x	x		<i>(Form Design: up to 1/2 page)</i>
26	How does your program encourage residents to help recruit and mentor underrepresented minorities and/or underrepresented groups?	Section I Criteria 2b				x		<i>(Form Design: up to 1/4 page)</i>
27	Training in Areas of Unmet Need Table (TABLE 8)	Section I Criteria 3		x	x	x		

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

Family Practice Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
28	Payer Mix (TABLE 9) - Describe the payer mix of the Family Practice Center using the table below; add additional forms of payment if necessary.	Section I Criteria 3b				x		
29	Explain how the residency program structures training to encourage graduates to practice as a health care team that includes inter-disciplinary providers? A) Provide letters from the inter-disciplinary providers that support your statement.B) Provide letters documenting an affiliation or relationship with an FNP and PA training program as well as other health professions	Section II Criteria 1					x	Proposing to consolidate this question with the other question on the same page. Elements of RFA Item# 30 was added to this question. This is now a two part question. (Form Design: up to 1/2 page) (Form Design: up to 3 letters) (Song-Brown RFA Taskforce had a concern that this should be a two-part question and that it be noted that zero points would be awarded if letters are not provided for part A and part B) CHWPC voted for clearer language regarding letters of support.
30	Provide letters documenting an affiliation or relationship with an FNP and PA training program as well as other health professions. a) See page v for supporting documents instructions.	Section II Criteria 2					x	Proposing to consolidate this question with the RFA Item# 29 on the same page as they are asking for similar information. This is now a two part question. CHWPC voted for clearer language regarding letters of support.
31	Explain how your programs faculty possesses the knowledge, skills and experience needed to deliver a primary care curriculum with an emphasis on health care disparities (for example: Indicate staff honors, awards, publication, and professional and/or research experience)	Section II Criteria 3				x		Proposing to add examples that were previously found on the faculty biographical sketches which we propose to delete in RFA Item# 32 (Form Design: up to 3/4 page)

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

Family Practice Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
32	Faculty biographical sketches				x		x	Proposed deletion as information is not necessary for RFA criteria and program accreditation certifies faculty competence
33	Describe how practicing family physicians from the local community are utilized in the training program.	Section II Criteria 4				x		(Form Design: up to 1/2 page)
34	Provide letters of support from community based organizations that demonstrate coherent ties with medically underserved multi-cultural communities in lower socioeconomic neighborhoods.	Section II Criteria 5			x	x		(Form Design: up to 3 letters)
35	Describe how your program integrate or includes different education modalities into the learning delivery models (e.g., technology assisted education tools, health information technology, simulation, etc.).	Section II Criteria 6				x		Proposing to consolidate this question and RFA Item# 36 on the same page. Examples will be added for this question. (Form Design: up to 1/2 page)
36	Describe how your program uses technology assisted educational tools or integrates health information technology into the programs training model.	Section II Criteria 7					x	Proposing to delete question and consolidating with RFA Item # 35 on the same page.
37	Describe the programs strategies used to promote training in ambulatory and community settings in underserved areas.	Section II Criteria 8				x		
38	If there have been any significant changes in your residency program since your last application for Song-Brown funding, please explain						x	Proposed deletion as information is not necessary for RFA criteria

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

Song-Brown
FNP/PA Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
1	Applicant information table		x		x	x		
2	Funding information table		x		x	x		
3	Contractor information table		x		x	x		
4	Program Director Assurance			x	x	x		
5	Administrative Authority Assurance				x		x	Proposing to delete as this signature is not needed until the contract needs to get signed
6	Executive Summary		x		x	x		These are not part of the criteria/trending or statute but commissioners use these summaries for overview of programs. (Form Design: up to 1/2 page)
7	History				x		x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
8	Program Statistics Table (TABLE 1)		x		x	x		Propose to standardize program statistics tables across all RFAs
9	Explain any differences between your total enrollment capacity and the number of students currently being trained.		x				x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
10	Approximately how many currently trained students are being supported by Song-Brown funds?		x			x		Add to program statistics table.
11	What is the minimum amount of time it takes a full-time student to complete your program?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
12	What is the average amount of time it takes a full-time student to complete your program?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
13	How much does it cost the student in tuition and/or fees to complete your entire program?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
14	For physician assistant programs, provide information for the Physician Assistant National Certifying Exam (PANCE) table (TABLE 2)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. (The RFA Taskforce had a concern with deleting this question as they felt PANCE scores were needed to look at program effectiveness and trending issues). CHWBC voted to keep this question

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question to all other RFAs	Keep	Delete	Notes
15	How many students/residents are fluent enough in a second language to conduct a patient history or exam?				x		x	Proposing to delete as question is subjective and isn't related to RFA evaluation criteria, trending data, or statute.
15a	Language Table (TABLE 3): Using the table below, provide a breakdown of languages spoken. Add other languages spoken when applicable.		x		x	x		Proposing to only include languages that are part of the MediCal Language threshold which include: American Sign Language, Arabic, Armenian, Cantonese, Farsi, Hmong, Khmer, Korean, Laotian, Mandarin, Other Chinese, Russian, Spanish, Tagalog, and Vietnamese. We are also proposing to Eliminate the second year, and third year columns and instead have one column that captures all current students/residents.
16	Provide the average number of patients seen by a 2nd year student during their clinical year.		x			x		
17	Provide a justification statement for expenditure of funds; include any in-kind or additional sources of financial support. Describe use of all requested Operating Expenses, major equipment, and other Costs.			x		x		Propose to add, this standardizes all budget documents across the disciplines. (Form Design: up to 1 page)
18	Describe the duties of all personnel relative to this proposal (faculty and staff), if using consultants provide their institutional affiliation.			x		x		Propose to standardize and place in table format
19	Complete the Budget Proposal Summary, rounding amounts to the nearest whole dollar. If providing any type of stipend provide the following explanations: a) Stipend Purpose b) Stipend payment method (how will the stipend be paid to the student)?			x		x		(Form Design: up to 1 page)
20	Complete a Budget Proposal Summary and line item detail for which funding is requested rounded to the nearest dollar. (TABLE 4)			x		x		
21	Personnel Line Item Detail (TABLE 5)			x		x		
22	Operating expense line item detail (TABLE 6)			x		x		
23	Major equipment line item detail (TABLE 7)			x		x		
24	Budget proposal –Other cost line item detail (TABLE 8)			x		x		

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
25	Program Graduates Table A (TABLE 9)	Section I Criteria 1		x	x	x		Proposing to change the way information is requested. Will now request by Academic Year instead of semester or quarter.
26	Program Graduates Table B (TABLE 10)						x	Proposing to eliminate this table. This would mean that new programs without graduates would receive a zero on the program graduates criteria as they would not have any program graduates. This aligns with language from the Statute. (Song-Brown RFA Taskforce had an issue with eliminating this table because it would place new programs at a disadvantage as they would receive zero in this portion of the scoring criteria). CHWPC voted to eliminate Table B.
27	Describe the counseling and placement program you use to encourage graduates to practice in areas of unmet need.	Section I Criteria 1a.		x	x	x		(Form Design: up to 1/2 page)
28	Describe how your program incorporates cultural competency and responsive care training into the programs curriculum and how it furthers Song-Brown efforts of increasing the racial and ethnic diversity of California's healthcare workforce.	Section I Criteria 1b.		x	x	x		This is a new question that was developed to align with statutory criteria. (Form Design: up to 3/4 page)
29	How does your culturally competent/culturally responsive care training advance the knowledge, attitudes, skills, and experience of graduates to effectively serve California's diverse communities				x		x	Proposed deletion as information is not necessary for RFA criteria and is repetitive to other cultural competence questions
30	How does the culturally competent/culturally responsive care training of your program further Song-Brown efforts of increasing the racial and ethnic diversity of California's healthcare workforce; and improving the geographic distribution of Family Nurse Practitioners/Physician Assistants, particularly in rural and underserved communities?						x	Elements of this question were added to proposed RFA Item# 28.
31	What components of the training program prepare graduates for the care of medically underserved populations? How many trainees participate in each training component and include the length of time spent in each.						x	Proposed deletion as information is not necessary for program criteria.

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RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
32	Underrepresented Minorities Table (TABLE 11)	Section I Criteria 2						Proposing to expand the race/ethnicity options based on Clearinghouse race/ethnicity categories. We are also proposing to consolidate the entering students portion of the table and only include one column for all current students, not breaking them out by program year.
33	For any graduate/student identified as "Other" describe their relevance to the population being served.							Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
34	Explain the program strategies developed to identify, recruit and admit trainees who possess characteristics that would suggest a predisposition to practice in areas of unmet priority need and express commitment to serve in those areas.	Section I Criteria 2a						Proposing a change to the language to align with other RFAs. <i>(Form Design: up to 1/2 page)</i>
35	Training in Areas of Unmet Need Table (TABLE 12)	Section I Criteria 3						
36	What is the total number of clinical hours that your program students are required to complete during all of their years in the program?							Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. Information for criteria will now be captured in RFA Item# 35.
37	Does the program have a required number of hours that must be spent in a clinical site located in an area of unmet priority need (according to OSHPD specifications)? If so, what is the required number of these hours?							Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
38	If so, what percent of the total number of clinical hours must be spent in OSHPD specified areas of unmet priority need							Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
39	What is the average (mean) number of hours spent by your program students in OSHPD specified areas of unmet priority need? Calculate this based upon the actual data from student clinical records							Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

Song-Brown
FNP/PA Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
40	What percent of your program's total clinical hours is the mean number of hours spent in areas of unmet need?	Section I Criteria 3a	x	x		x		Proposing change to wording of the question to align with the information needed for statutory criteria. (Further proposed change to wording - How many hours does each student spend in a clinical site located in an area designated as "area of unmet need") (CHWPG voted to use the same form of the question asked in the RFA Cap RFA)
41	Describe how your program utilizes inter-disciplinary and/or inter-professionals from the local community in the training program (*Provide letters of support)?	Section II Criteria 2					x	Propose delete as the elements of this question were consolidated into RFA Item# 43
42	Describe how your program structures its training to encourage graduates to practice as a health care team that includes family practice physicians as well as other health professions Provide letters of support from other health care professionals that support your statement.	Section II Criteria 7					x	Propose delete as the elements of this question were consolidated into RFA Item# 43
43	Explain how the FNP/PA program structures training to encourage graduates to practice as a health care team that includes inter-disciplinary providers? A) Provide letters from the inter-disciplinary providers that support your statement B) Provide letters documenting an affiliation or relationship with an Family Practice training program as well as other health professions	Section II Criteria 2 and 7		x		x		Proposing this new question that consolidates RFA Items# 41 & 42. (Form Design: up to 1/2 page) (Form Design: up to 4 letters)
44	Describe the resources available to the training program, including faculty, supporting staff, and facilities.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
45	Is your clinical faculty reflective of the student population in your program? Please explain						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
46	Is your didactic faculty reflective of the student population in your program? Please explain						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
47	Explain how your program's faculty possesses the knowledge, skills and experience needed to deliver a primary care curriculum with an emphasis on health care disparities (for example: Indicate staff honors, awards, publication, and professional and/or research experience)	Section II Criteria 1				x		Proposing to add examples that were previously found on the faculty biographical sketches which we propose to delete in RFA Item# 48. (Form Design: up to 3/4 page)

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

Song-Brown
FNP/PA Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
48	Faculty biographical sketches				x		x	Proposed deletion as information is not necessary for RFA criteria and program accreditation certifies faculty competence
49	How does your program evaluate the impact of its training program on the community?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
50	Describe how your program integrates or includes different education modalities into the learning delivery models (e.g., technology assisted education tools, health information technology, simulation, etc.).	Section II Criteria 3 and 4				x		Propose to add question to align with evaluation criteria. <i>(Form Design: up to 1/2 page)</i>
51	How does your program guarantee education effectiveness (e.g., external accreditation, etc.) and assess outcomes (e.g., certification examinations)?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. Elements of this question was rolled into RFA Item# 52 below.
52	Describe your evaluation process used to review program effectiveness, determine program outcomes, and address any deficiencies identified by accrediting bodies.	Section II Criteria 5					x	Proposing to add to the RFA as it is part of the criteria. Question 52 is a consolidation of RFA Items # 51 and 53. <i>(Form Design: up to 3/4 page)</i> This question has been revised by the Task Force. CHWPC voted to accept language proposed by Task Force.
53	Describe how your program is addressing the deficiencies identified by your accrediting bodies.	Section II Criteria 5a					x	Proposing to delete question which was consolidated into RFA Item# 52 above.
54	Provide letters of support from community based organizations/and or community partners that demonstrate coherent ties with medically underserved multi-cultural communities in lower socioeconomic neighborhoods.	Section II Criteria 8			x	x		<i>(Form Design: up to 3 letters)</i>
55	Please explain if there have been any significant changes in your program since your last application for Song-Brown funding.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.

*Notes - indicates changes to the original RFA question and proposed CALREACH page limits.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes*
1	Applicant information table		x		x	x		
2	Funding information table		x		x	x		
3	Contractor information table		x		x	x		
4	Program Director Assurance			x	x	x		
5	Administrative Authority Assurance			x	x		x	Proposing to delete as this signature is not needed until the contract needs to get signed
6	Executive Summary		x		x	x		These are not part of the criteria/trending or regs but commissioners use these summaries for overview of programs. (Form Design: up to 1/2 page)
7	History				x		x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
8	Program statistics (Table 1)		x			x		Propose to standardize program statistics tables across all RFAs.
9	Explain any differences between your total enrollment capacity and the number of students currently being trained.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes*
10	What is the minimum amount of time it takes a full-time student to complete your program?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
11	What is the average amount of time it takes a full-time student to complete your program?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
12	How much does it cost the student in tuition and/or fees to complete your entire program?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
13	For physician assistant programs, provide information for the Physician Assistant National Certifying Exam (PANCE) (Table 2)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. (The RFA Task Force had a concern with deleting this question as they felt PANCE scores were needed to look at program effectiveness and trending issues.) CHWPC voted to keep this question.
14	How many students/residents are fluent enough in a second language to conduct a patient history or exam?				x		x	Proposing to delete as question is subjective and isn't related to RFA evaluation criteria, trending data, or statute.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes*
15	Language Table: Using the table below, provide a breakdown of languages spoken. Add other languages spoken when applicable (Table 3).		x		x	x		Proposing to only include languages that are part of the MediCal Language threshold which include: American Sign Language, Arabic, Armenian, Cantonese, Farsi, Hmong, Khmer, Korean, Laotian, Mandarin, Other Chinese, Russian, Spanish, Tagalog, and Vietnamese. We are also proposing to Eliminate the second year, and third year columns and instead have one column that captures all current students/residents.
16	Provide the average number of patients seen by a 2 nd year student during their clinical year.		x			x		Propose to add to program statistics table. RFA Item 8.
17	Program Graduates Table A (Table 4)	Section I Criteria 1		x	x	x		Proposing to change the way information is requested. Will now request by Academic Year instead of semester or quarter.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes*
18	Program Graduates Table B (Table 5)						X	Proposing to eliminate this table. This would mean that new programs without graduates would receive a zero on the program graduates criteria as they would not have any program graduates. This aligns with language from the Statute. (Song-Brown RFA Taskforce had an issue with eliminating this table because it would place new programs at a disadvantage as they would receive zero in this portion of the scoring criteria). CHWPC voted to eliminate Table B
19	Describe the training program's counseling and placement program designed to encourage graduates to practice in areas where there is a shortage of public mental health providers.	Section I Criteria 1a		X	X	X		(Form Design: up to 1/2 page)
20	Describe how your program incorporates cultural competency and responsive care training into the programs curriculum and how it furthers Song-Brown efforts of increasing the racial and ethnic diversity of California's healthcare workforce.	Section I Criteria 1b		X	X	X		This is a new question that was developed to align with statutory criteria. (Form Design: up to 3/4 page)
21	How does your culturally competent/culturally responsive care training advance the knowledge, attitudes, skills, and experience of graduates to effectively serve California's diverse communities?						X	Proposed deletion as information is not necessary for RFA criteria and is repetitive to other cultural competence questions
22	How does the culturally competent/culturally responsive care training of your program further Song-Brown efforts of increasing the racial and ethnic diversity of California's healthcare workforce; and improving the geographic distribution of Family Nurse Practitioners/Physician Assistants, particularly in rural and underserved communities?						X	Elements of this question were added to RFA item #20.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
23	What components of the training program prepare graduates for the care of medically underserved populations? How many trainees participate in each training component and include the length of time spent in each.						x	Proposed deletion as information is not necessary for program criteria.
24	Underrepresented Minorities (Table 6)	Section I Criteria 2		x	x		x	Proposing to expand the race/ethnicity options based on Clearinghouse race/ethnicity categories. We are also proposing to consolidate the entering students portion of the table and only include one column for all current students, not breaking them about by program year.
25	For any graduate/student identified as "Other" describe their relevance to the population being served.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes*
26	Explain the program strategies developed to identify, recruit and admit trainees who possess characteristics that would suggest a predisposition to practice in areas of unmet priority need and express commitment to serve in those areas.	Section I Criteria 2a		x	x	x		(Form Design: up to 1/2 page)
27	Training in Areas of Unmet Need (Table 7)	Section I Criteria 3		x	x	x		
28	What is the total number of clinical hours that your program students are required to complete during all of their years in the program?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. Information needed for criteria is being captured in RFA Item 31
29	Does the program have a required number of hours that must be spent in a clinical site located in an area of unmet priority need (according to OSHPD specifications)? If so, what is the required number of these hours? If so, what percent of the total number of clinical hours must be spent in OSHPD specified areas of unmet priority need						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
30	What is the average (mean) number hours spent by your program students in OSHPD specified areas of unmet priority need? Calculate this based upon the actual data from student clinical records						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. RFA Item 32 captures information needed for criteria.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes*
31	What is the average (mean) percent of hours spent by your program students in OSHPD specified areas of unmet need?	Section I Criteria 3a		x		x		Proposing change to wording of the question to align with the information needed for statutory criteria. (Further proposed change to wording - How many hours does each student spend in a clinical site located in an area designated as "area of unmet need") CHWPC voted to use the same form of the question asked in the RN Cap RFA.
32	What is the average (mean) percent of hours spent by your program students in the community public mental health system?	Section II Criteria 1				x		Propose new. Changed wording of question RFA item 30 to align with the information needed for criteria. (Further proposed change to wording) - How many hours does each student spend in a clinical site in the community public mental health system? CHWPC voted to use the same form of the question asked in the RN Cap RFA adding mental health component.
33	Explain the program strategies to increase the delivery of public mental health services in specific areas of California where there is a recognized shortage of public mental health providers.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. This can be included in programs progress and/or final report.
34	How do you define client-driven and family-centered care (patient care)?						x	Proposed delete as this element was consolidated into RFA Item 35.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes*
35	How is your program incorporating the following elements into the programs training model? A) Client driven and family-centered care, B) community collaboration, C) Integrated service experience, D) wellness, recovery, and resilience.	Section II Criteria 2		x		x		Proposing to add elements to the question to consolidate with RFA Item 34. (Form Design: up to 1 page)
36	Provide a justification statement for expenditure of funds; include any in-kind or additional sources of financial support. Describe use of all requested Operating Expenses, major equipment, and other Costs.		x			x		(Form Design: up to 1 page)
37	Describe the duties of all personnel relative to this proposal (faculty and staff), if using consultants provide their institutional affiliation. (Table 8)		x			x		
38	If providing any type of stipend provide the following explanations: a) Stipend Purpose, b) Stipend payment method (how will the stipend be paid to the student)		x			x		(Form Design: up to 1/4 page)
39	Budget Proposal Summary (Table 9)		x			x		
40	Personnel Line Item Detail (Table 10)		x			x		
41	Operating expense line item detail (Table 11)		x			x		
42	Major equipment line item detail (Table 12)		x			x		
43	Other Cost Line Item Detail (Table 13)		x			x		
44	Provide a concise summary of no more than two pages of the proposed mental health special program for which you are seeking funding. Describe how the proposed special program is creating or enhancing your existing curriculum in accordance with the values and principles of the Mental Health Services Act. If you have received Mental Health Special Program funding in the past, explain how this proposal differs from or enhances current program objectives.	Section III Criteria 2				x		Added elements of RFA Item 48 to consolidate questions with similar elements. (Form Design: up to 2 pages)

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
45	Explain how you will enhance your existing Mental Health training program in the training of Physician Assistants to develop treatment plans, order and administer psychotropic medications in shortage areas in accordance with the values and principles of the Mental Health Services Act.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. This can be included in programs progress and/or final report.
46	Include your program's current and proposed mental health curriculum. A) Describe your current mental health training including but not limited to: the number of lecture hours the students receive in mental health; a description of the curriculum; and the number of practicum hours specifically devoted to mental health. B) Describe how the proposed program would enhance the current mental health training provided by your program. C) In the description, please differentiate between the program's current core mental health curriculum and the proposed mental health curriculum.		x	x		x		<i>(Form Design: up to 1 1/2 pages)</i> Proposed wording change - Describe how your Program addresses the need to educate PAs that are ready to care for the health care needs of the mental health population? I.e. curriculum enhancements, special projects, etc. Please substantiate the need for this type of program in your demographic area.
47	Describe program strategies to enhance the coordination between your PA program and the County Mental Health agencies and other community and service sites.		x			x		<i>(Form Design: up to 1/2 pages)</i>
48	If you have received Mental Health Special Program funding in the past, how does this proposal differ from or enhance the current program objectives? Health agencies and other community and service sites.						x	Proposing to delete question and add question elements into RFA Item 44 in an effort to consolidate.
49	Describe the timeline, scope of work, and resources (e.g., collaboration with other entities: state/local government, educational institutions, or clinical sites) for the proposed mental health special program.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. This can be captured in progress report for awarded applicants.
50	Describe how you would communicate the potential for program replication to other programs and your plan for dissemination?	Section III Criteria 3				x		Propose to consolidate with RFA item number 52. <i>(Form Design: up to 1/2 pages)</i>

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes*
51	Has this proposed mental health special program concept been tried by other physician assistant training programs?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
52	What is your plan for dissemination (e.g., best practices)?	Section III Criteria 4					X	Propose to delete and consolidate question with the RFA Item 50.
53	Explain what measures are in place to sustain your proposed mental health special program beyond the funding awarded by Song-Brown. *Provide institutional letters of support stating how the program will be sustained.	Section III Criteria 5				x		(Form Design: up to 1/4 pages) Up to 3 letters of support
54	Describe how your training program utilizes inter-disciplinary and/or inter-professionals from the local community? *Provide letters of support from other health care professionals that support your statement.	Section III Criteria 7					x	(Form Design: up to 1/2 pages) Up to 3 letters of support
55	Describe how your program integrate or includes different education modalities into the learning delivery models (e.g., technology assisted education tools, health information technology, simulation, etc.).	Section III Criteria 6 and 8					x	Propose to consolidate and add elements found in RFA item 56
56	Does the training program use technology assisted educational tools or integrate health information technology into the training model? Please explain.	Section III Criteria 8					x	Proposing to delete question and consolidate with RFA item 55.
57	Describe the resources available to the training program, including faculty, supporting staff, and facilities.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
58	Is your clinical faculty reflective of the student population in your program? Please explain						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes*
59	Is your didactic faculty reflective of the student population in your program? Please explain						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
60	Explain how your programs faculty possesses the knowledge, skills and experience needed to deliver a primary care curriculum with an emphasis on health care disparities (for example: Indicate staff honors, awards, publication, and professional and/or research experience)	Section III Criteria 9				x		Proposing to add examples that were previously found on the RFA item 61- faculty sheets which we propose to delete. <i>(Form Design: up to 3/4 pages)</i>
61	Faculty biographical sketches				x		x	Proposed deletion as information is not necessary for RFA criteria and program accreditation certifies faculty competence
62	How does your program evaluate the impact of its training program on the community?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
63	How does your program guarantee education effectiveness (e.g., external accreditation, etc.) and assess outcomes (e.g., certification examinations)?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. Elements of this question were rolled over into RFA Item 64.
64	Describe your evaluation process used to review program effectiveness; determine program outcomes; and address any deficiencies identified by accrediting bodies.	Section III Criteria 10				x		Proposing to add to the RFA as it is part of the criteria. Questions was a consolidation of RFA Item 63 and 65. <i>(Form Design: up to 3/4 pages)</i>
65	Describe how your program is addressing the deficiencies identified by your accrediting bodies.	Section III Criteria 10a					x	Proposing to delete question which was consolidated into RFA Item 64.

Physician Assistant Mental Health Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
66	Provide letters of support from County Mental Health Directors, and/or community based organizations providing mental health services (e.g. mental health clinics, primary care clinics, and juvenile halls) associated with your proposed mental health special program and that demonstrate coherent ties with medically underserved multi-cultural communities in lower socioeconomic neighborhoods.	Section III Criteria 11			x	x		(Form Design: Up to 3 letters)
67	Please explain if there have been any significant changes in your program since your last application for Song-Brown funding.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.

Approved

Song-Brown
RN Capitation Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
1	Applicant information table		x		x	x		
2	Funding information table		x		x	x		
3	Contractor information table		x		x	x		
4	Program Director Assurance			x	x	x		
5	Administrative Authority Assurance				x		x	Proposing to delete as this signature is not needed until the contract needs to get signed.
6	Executive Summary							These are not part of the criteria/trending or statutes but commissioners use these summaries for overview of programs. (Form Design: Up to 1/2 page)
7	History		x		x	x		Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.
8	How many nursing students were trained in the academic years (AY) indicated below? AY 2009/2010, AY 2010/11. Male and Female (TABLE 1)							Proposed add to programs statistics table RFA quest #12. Also propose delete male and female breakout. (Song-Brown RFA Taskforce had a concern with eliminating the male/female breakout because they feel it is important information we need to capture particularly due to the gender disparities in Nursing. CHWPG voted to keep question and add question for transparency.
9	How many cohorts do you accept per AY (TABLE 2)							Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.

Song-Brown
RN Capitation Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
10	How many students do you accept per cohort (TABLE 2)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.
11	What semester/s do you accept cohorts? (TABLE 2)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.
12	Program statistics table: (TABLE 3)		x			x		Proposing to standardize program statistics table across all RFAs. See example #1
13	Program statistics table:(TABLE 4)		x			x		Proposing to standardize program statistics table across all RFAs. See example #1
14	Program statistics table: (TABLE 5)	Section II Criteria 1				x		
15	National first time NCLEX pass rate percentages obtained from National Council of State Boards of Nursing.						X	Information is not needed on application.
16	What is the minimum amount of time it takes a full-time student to complete your program? (TABLE 6)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.
17	What is the average amount of time it takes a full-time student to complete your program? (TABLE 6)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.
18	How much does it cost the student in tuition and/or fees to complete your entire program? (TABLE 6)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.

Song-Brown
RN Capitation Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
19	Data for Graduating Classes of the Nursing Education Program Tables (TABLE 7 & TABLE 8 & TABLE 9)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes. Additionally applicants have expressed that this is a confusing table and it is difficult to fill out.
20	Language Table: Using the table below, provide a breakdown of languages spoken. Add other languages spoken when applicable.		x		x	x		Proposing to add to application to standardize across RFA's and only include languages that are part of the MediCal Language threshold which include: American Sign Language, Arabic, Armenian, Cantonese, Farsi, Hmong, Khmer, Korean, Laotian, Mandarin, Other Chinese, Russian, Spanish, Tagalog, and Vietnamese. We are also proposing to Eliminate the second year, and third year columns and instead have one column that captures all current students/residents. CHWPC voted to add this table back into future RFA's. Also add question about the number of students that can provide care in the patients native language
21	Program Expenditures table (TABLE 10)			x		x		Needed for Maintenance of Effort statutory requirement.
22	Program Graduates Table A (TABLE 11)	Section I Criteria 1		x	x	x		

*Notes indicate changes to the original RFA questions and proposed CalREACH page limits.

Song-Brown
RN Capitation Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
23	Program Graduates Table B (TABLE 12)						x	Proposing to eliminate this table. This would mean that new programs without graduates would receive a zero on the program graduates criteria as they would not have any program graduates. This aligns with language from the Statute. (Song-Brown RFA Taskforce had an issue with eliminating this table because it would place new programs at a disadvantage as they would receive zero in this portion of the scoring criteria). CHWPC voted to eliminate Table B
24	Describe the counseling and placement program you use to encourage graduates to practice in Registered Nurse Shortage Areas (RNSA), if applicable	Section I Criteria 1a.		x	x	x		(Form Design: Up to 1/2 page)
25	Describe how your program incorporates cultural competency and responsive care training into the programs curriculum and how it furthers Song-Brown efforts of increasing the racial and ethnic diversity of California's healthcare workforce.	Section I Criteria 1b.		x	x	x		This is a new question that was developed to align with statutory criteria. (Form Design: Up to 3/4 page)
26	How does your culturally competent/culturally responsive care training advance the knowledge, attitudes, skills, and experience of graduates to effectively serve California's diverse communities				x		x	Proposed deletion as information is not necessary for RFA criteria.

Song-Brown
RN Capitation Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
27	How does your program evaluate the impact of this training on the community served by your students						x	Proposed deletion as information is not necessary for RFA criteria. There is a criteria on evaluation but it is not specific to cultural competent and responsive care training.
28	Underrepresented Minorities Table- (TABLE 13)	Section I Criteria 2		x	x	x		Proposing to expand the race/ethnicity options based on Clearinghouse race/ethnicity categories. We are also proposing to consolidate the entering students portion of the table and only include one column for all current student, not breaking them out by program year.
29	For any graduate/student identified as "Other", describe their relevance to the population being served.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.
30	Explain the program strategies developed to identify, recruit and admit trainees who possess characteristics that would suggest a predisposition to practice in areas of unmet priority need and express commitment to serve in those areas.	Section I Criteria 2a		x	x	x		Proposing to change language to align with other RFAs. (Form Design: Up to 1/2 page)
31	Training in Areas of Unmet Need Table (TABLE 14)	Section I Criteria 3		x	x	x		
32	Explain the program strategies to increase the annual number of program enrollments and RN graduates utilizing the capitation funding requested						x	Proposing to delete as it is not part of the scoring criteria. This can be asked in the progress or final reports.

Song-Brown
RN Capitation Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
33	What components of the training program prepare graduates for the care of underserved populations? For each training component how many students participate and for what length of time?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.
34	Does the program have a required number of hours that must be spent in California Registered Nurse Shortage area sites? (Table 15)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes. Information for criteria is being captured in subsequent question.
35	What percent (average) of your program's total clinical hours is spent in areas of unmet need	Section I Criteria 3a		x		x		Proposed new question that directly asks the question related to the scoring criteria for RFA question #34.
36	Is your clinical and didactic faculty reflective of the student population in your program? Please explain						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.
37	Is your clinical and didactic faculty reflective of the population within your community	Section II Criteria 3a				x		(Form Design: Up to 1/2 page)
38	Explain how your program's faculty possesses the knowledge, skills and experience needed to deliver a curriculum with an emphasis on health care disparities (for example: Indicate staff honors, awards, publication, and professional and/or research experience)	Section II Criteria 3				x		Proposing to add examples that were previously found on the faculty biographical sketches which we propose to delete. (Form Design: Up to 3/4 page)
39	Faculty biographical sketches				x		x	Proposed deletion as information is not necessary for RFA criteria and program accreditation certification faculty competence.

Song-Brown
RN Capitation Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
40	How does your program guarantee education effectiveness (e.g., external accreditation, etc.) and assess outcomes (e.g., certification examinations)?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes. Elements of this question were rolled over into RFA question #41.
41	Describe your evaluation process used to review program effectiveness; determine program outcomes; and address any deficiencies identified by accrediting bodies.	Section II Criteria 4				x		Proposing new question that was a consolidation of other similar questions from RFA questions #40 & #42. (Form Design: Up to 3/4 page)
42	Describe how your program is addressing the deficiencies identified by your accrediting bodies.	Section II Criteria 4.a.					x	Proposing to consolidate this question into RFA question #41.
43	Attach the education effectiveness section included in your Program Evaluation Plan.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.
44	Explain what resources are available to support students throughout all stages of the pathway (for example, job placement assistance, programs for graduates, etc...)	Section II Criteria 5				x		Proposed consolidation by adding similar elements from RFA question #45. (Form Design: Up to 1/2 page)
45	Explain what job placement assistance and/or training programs are available for new graduates	Section II Criteria 6					x	Proposed deletion as elements were consolidated into RFA question #44.
46	Explain how the program participates in a collaborative model of nursing education that expands advancement in degree opportunities for students and/or graduates	Section II Criteria 7				x		(Form Design: Up to 1/2 page)
47	Provide letters of support from community based organizations/and or community partners that demonstrate coherent ties with medically underserved multi-cultural communities in lower socioeconomic neighborhoods.	Section II Criteria 8			x	x		(Form Design: Up to 3 letters)

*Notes indicate changes to the original RFA questions and proposed CalREACH page limits.

Song-Brown
RN Capitation Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
48	Please explain if there have been any significant changes in your program since your last application for Song-Brown funding.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statutes.

Song-Brown RFA Taskforce
Approved

Song-Brown
RN Special Program Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
1	Applicant information table		x		x	x		
2	Funding information table		x		x	x		
3	Contractor information table		x		x	x		
4	Program Director Assurance			x	x	x		
5	Administrative Authority Assurance				x		X	Proposing to delete as this signature is not needed until the contract needs to get signed.
6	Needs Statement							These are not part of the criteria/trending or statute but commissioners use these summaries for overview of programs. Propose to change the language to Executive Summary to align with other RFA's. (Form Design: Up to 1/2 page)
7	History		x		x	x		Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
8	How many nursing students were trained in the academic years (AY) indicated below? AY 2009/2010, AY 2010/11. Male and Female (TABLE 1)						X	Proposed add to programs statistics table RFA quest #12. Also propose delete male and female breakout. (Song-Brown RFA Taskforce had a concern with eliminating the male/female breakout because they feel it is important information we need to capture particularly due to the gender disparities in Nursing.) @HWEC voted to keep question and add question for transgenders
9	How many cohorts do you accept per AY (TABLE 2)						X	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
10	How many students do you accept per cohort (TABLE 2)						X	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.

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Song-Brown
RN Special Program Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
11	What semester/s do you accept cohorts? (TABLE 2)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
12	Program statistics table: (TABLE 3)		x			x		Proposing to standardize program statistics table across all RFAs.
13	Program statistics table: (TABLE 4)		x			x		Proposing to standardize program statistics table across all RFAs.
14	Program statistics table: What is the first time NCLEX pass rate for this AY 2011/12 (TABLE 5)	Section II Criteria 1				x		
15	National first time NCLEX pass rate percentages obtained from National Council of State Boards of Nursing.						X	Information is not needed on application.
16	What is the minimum amount of time it takes a full-time student to complete your program? (TABLE 6)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
17	What is the average amount of time it takes a full-time student to complete your program? (TABLE 6)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.

Song-Brown
RN Special Program Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
18	How much does it cost the student in tuition and/or fees to complete your entire program? (TABLE 6)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
19	If awarded, how many 1 st year students will be supported by Special Program funds?						x	Proposed deletion as information is consolidated in question #21.
20	If awarded, how many 2 nd year students will be supported by Special Program funds?						x	Proposed deletion as information is consolidated in question #21.
21	If awarded how many students will be supported by special program funds?		x			x		Proposed new question that is a consolidated from RFA questions #19 & #20.
22	Data for Graduating Classes of the Nursing Education Program Tables (TABLE 7, TABLE 8, & TABLE 9)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. Additionally applicants have expressed that this is a confusing table and it is difficult to fill out.
23	Language Table: Using the table below, provide a breakdown of languages spoken. Add other languages spoken when applicable.		x		x	x		Proposing to add to application to standardize across RFA's and only include languages that are part of the Medical Language threshold which include: American Sign Language, Arabic, Armenian, Cantonese, Farsi, Hmong, Khmer, Korean, Laotian, Mandarin, Other Chinese, Russian, Spanish, Tagalog, and Vietnamese. We are also proposing to Eliminate the second year, and third year columns and instead have one column that captures all current students/residents.

*Notes indicate changes to the original RFA questions and proposed CalREACH page limits.

Song-Brown
RN Special Program Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
24	Provide a justification statement for expenditure of funds; include any in-kind or additional sources of financial support. Describe use of all requested Operating Expenses, major equipment, and other Costs.		x			x		(Form Design: Up to 1 page)
25	Using the table provided, describe the duties of all personnel relative to this proposal (faculty and staff), if using consultants provide their institutional affiliation. (TABLE 10)		x			x		
26	If providing any type of stipend provide the following explanations: a) Stipend Purpose b) Stipend payment method (how will the stipend be paid to the student)?		x			x		(Form Design: Up to 1/4 page)
27	Budget Proposal Summary Table (TABLE 11)		x			x		
28	Expected Revenue Sources (TABLE 12)						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
29	Personnel Line Item Detail (TABLE 13)		x			x		
30	Operating expense line item detail (TABLE 14)		x			x		
31	Major equipment line item detail (TABLE 15)		x			x		
32	Budget proposal –Other cost line item detail (TABLE 16)		x			x		
33	Describe the resources available to the training program, including faculty, supporting staff, and facilities.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
34	Is your faculty reflective of the student population of your program?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
35	Is your faculty reflective of the student population of your school?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
36	Provide biographical sketches for full-time nursing faculty at the institution. Use the form provided on the next page.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
37	Faculty biographical sketches						x	Proposed deletion as information is not necessary for RFA criteria and program accreditation certifies faculty competence.
38	Program Graduates Table A (TABLE 17)	Section I Criteria 1		x	x	x		

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Song-Brown
RN Special Program Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
39	Program Graduates Table B (TABLE 1b)						x	Proposing to eliminate this table. This would mean that new programs without graduates would receive a zero on the program graduates criteria as they would not have any program graduates. This aligns with language from the Statute. (Song-Brown RFA Taskforce had an issue with eliminating this table because it would place new programs at a disadvantage as they would receive zero in this portion of the scoring criteria) GHWPC voted to eliminate Table B
40	Describe the counseling and placement program you use to encourage graduates to practice in Registered Nurse Shortage Areas (RNSA), if applicable	Section I Criteria 1a.		x	x	x		(Form Design: Up to 1/2 page)
41	Describe how your program incorporates cultural competency and responsive care training into the programs curriculum and how it furthers Song-Brown efforts of increasing the racial and ethnic diversity of California's healthcare workforce.	Section I Criteria 1b.		x	x	x		This is a new question that was developed to align with Statutory criteria. (Form Design: Up to 3/4 page)
42	How does your culturally competent/culturally responsive care training advance the knowledge, attitudes, skills, and experience of graduates to effectively serve California's diverse communities				x		x	Proposed deletion as information is not necessary for RFA criteria.
43	How does your program evaluate the impact of this training on the community served by your students						x	Proposed deletion as information is not necessary for RFA criteria. There is a criteria on evaluation but it is not specific to cultural competent and responsive care training.

*Notes indicate changes to the original RFA questions and proposed CalREACH page limits.

Song-Brown
RN Special Program Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending Data	Statute	Same Question in all other RFAs	Keep	Delete	Notes
44	Underrepresented Minorities Table- (TABLE 19)	Section I Criteria 2		x	x	x		Proposing to expand the race/ethnicity options based on Clearinghouse race/ethnicity categories. We are also proposing to consolidate the entering students portion of the table and only include one column for all current students, not breaking them out by program year.
45	For any graduate/student identified as "Other", describe their relevance to the population being served.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
46	Explain the program strategies developed to identify, recruit and admit trainees who possess characteristics that would suggest a predisposition to practice in areas of unmet priority need and express commitment to serve in those areas.	Section I Criteria 2a		x	x	x		Propose add as it is part of the criteria and was not included in the RFA. (Form Design: Up to 1/2 page)
47	Training in Areas of Unmet Need Table (TABLE 20)	Section I Criteria 3		x	x	x		
48	Provide a description of the proposed special program for which you are seeking funding. Describe the innovation of your special program in meeting Song-Brown's goals of increasing nurses practicing in California. If your program has received Song-Brown Special funding in the past, explain how the Special Program proposal is different from previous proposals.	Section II Criteria 2					x	Proposing to add endnote found on RFA. (Form Design: Up to 1 1/2 page)
49	Describe if your proposed special program will utilize interdisciplinary and/or inter-professionals from the local community in the training program. If yes, explain how.	Section II Criteria 3					x	(Form Design: Up to 1/2 page)
50	Describe the timeline, scope of work, and resources (e.g., collaboration with other entities: state/local government, educational institutions, or clinical sites) for the proposed special program.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
51	Describe how you would communicate the potential for program replication to other nurse education programs and your plan for dissemination?	Section II Criteria 4				x		Consolidated with RFA question #53. (Form Design: Up to 1/2 page)

*Notes indicate changes to the original RFA questions and proposed CalREACH page limits.

Song-Brown
RN Special Program Request for Application (RFA) Streamline

RFA Item #	RFA Question	Evaluation Criteria	Trending/ Data	Statute	Same Question in all other RFAs	Keep	Delete	*Notes
52	Has this proposed special program concept been tried by other nurse education programs?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
53	What is your plan for dissemination (e.g., best practices)?	Section II Criteria 4a					x	Propose to consolidate with RFA question #51. <i>(Form Design: Up to 1/4 page)</i>
54	Explain what measures are in place to sustain your proposed special program beyond the funding awarded by Song-Brown. If applicable, include institutional letters of support stating how the proposed special program will be sustained.	Section II Criteria 5				x		
55	How does your program guarantee education effectiveness (e.g., external accreditation, etc.) and assess outcomes (e.g., certification examinations)?						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute. Elements of this question were rolled over into a RFA question #56.
56	Describe your evaluation process used to review program effectiveness; determine program outcomes; and address any deficiencies identified by accrediting bodies.	Section II Criteria 6				x		Proposing a new question that was a consolidation of other similar questions from RFA questions #55 & #57. <i>(Form Design: Up to 3/4 page)</i>
57	Describe how your program is addressing the deficiencies identified by your accrediting bodies.	Section II Criteria 6a					x	Proposing to consolidate this question into the question above. <i>(Form Design: Up to 1/2 page)</i>
58	Describe how your program integrate or includes different education modalities into the learning delivery models (e.g., technology assisted education tools, health information technology, simulation, etc.).	Section II Criteria 7				x		
59	How does your proposed special program address any of the Institute of Medicine (IOM), Future of Nursing recommendations?	Section II Criteria 8				x		<i>(Form Design: Up to 3/4 page)</i>
60	Please explain if there have been any significant changes in your program since your last application for Song-Brown funding.						x	Proposed deletion as information is not necessary for RFA criteria/trending data, or statute.
61	Provide letters of support from community based organizations and/or community partners (e.g. clinics, schools, etc.) that demonstrate coherent ties with medically underserved multi-cultural communities in lower socio-economic neighborhoods.	Section II Criteria 9			x	x		<i>(Form Design: Up to 3 letters)</i>

*Notes indicate changes to the original RFA questions and proposed CalREACH page limits.

PCMH: The Patient-Centered Medical Home

Ashby Wolfe, MD, MPP, MPH
11.1.12
Presentation to the Healthcare Workforce Policy Commission

OBJECTIVES

- Define the PCMH
- Describe models of care and the goals of the patient care experience
- Clarify how it affects primary care workforce

DEFINING the PCMH

"All health care organizations, professional groups, and private and public purchasers should:

- adopt as their explicit purpose to continually reduce the burden of illness, injury, and disability, and to improve the health and functioning of the people of the United States.
- pursue six major aims; specifically, health care should be
 - Safe
 - Timely
 - Effective
 - Efficient
 - Patient-centered
 - Equitable"

ICM. 2001. Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, D.C.: National Academies Press.

DEFINING the PCMH

- Team Huddles
- Electronic Medical Records
- National Patient Safety Goals
- JCAHO and NCQA Accreditation
- Medical Home implementation projects (HRSA)

Medical Home – one definition

- A "continuous relationship with a personal physician coordinating care for both wellness and illness" – www.transformed.com

- Access
- Health IT
- Practice management
- Care coordination
- Team care

What should we do? What are we already doing?

- team meetings
- budget forecasting
- development of ACOs, Foundations
- registries
- medication reconciliation
- feedback surveys
- EMR
- planned visits
- prospective scheduling
- same day appointments
- non-clinic services (wellness fairs)

<http://www.aafp.org/online/en/home/membership/initiatives/pcmh.html>

Does this improve care? (Does this reduce costs?)

- 40% decrease in hospitalizations for asthma, with savings of \$135 million for NC Medicaid
- 39% decrease in ER visits in MN, with 8% budgetary savings state-wide
- 37% decrease in skilled nursing facility days in Maryland with \$1364 net savings per patient

Grumbach K et al. August 2009. Outcomes of Implementing Patient-Centered Medical Home Interventions. Patient Centered Primary Care Collaborative, UCSF.

Models of Care



Goals for Improving the "Care Experience"

- Bridges to Excellence
 - IHA
 - NCQA
 - National Quality Forum
 - Group Health
 - Geisinger Health System
 - Prometheus Payment Initiative
- Better workflow
 - Increase patient volume
 - Better reimbursement
 - Promote quality improvement
 - Patient-centered care

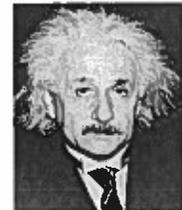
How do we do it?

- Who is responsible?
 - Doctor, nurse or patient
 - Primary or Specialist
- Do we reward improvement?
- Do we reward meeting a standard?
- Do we reward a % of improvement?
- Do we monitor individual or population improvement?



Effect on Workforce

- Quality issue
 - What do we value?
 - Process v Outcomes
 - Patient & Provider satisfaction
 - Short vs Long term
 - What is effective?
 - What do we want to pay for?



"Not everything that counts can be measured, and not everything that can be measured, counts"

What to Watch in 2013 - 2014

- 7 million uninsured Californians rely on safety-net
- 700 Community Clinics in California serve over 2.8 million people a year
- Affordable Care Act → demand for services will increase
 - Biggest issue = Capacity
 - Expanding coverage versus access
 - Specific needs (language, etc)
- PCMH model is being closely evaluated
 - Mechanism to address capacity issues
 - Improve the patient's care experience
 - Address retention of providers (job satisfaction)

→ TEAM BASED CARE ←

Elements of an Advanced Primary Care Practice:

- "Medical Home" type care model
- Includes the Medicare and Medicaid program as well as private payers in case mix
- Accreditation
- Use of health information technology
- Integrated public health and community services to emphasize wellness and prevention



**FAMILY NURSE PRACTITIONER AND
PHYSICIAN ASSISTANT TRAINING PROGRAMS
BASE FUNDING AWARDS
NOVEMBER 2012**

Attachment E

Program	Program Type	Award
California State University, Fresno	FNP	\$134,720.00
California State University, Long Beach	FNP	\$170,000.00
Moreno Valley College	PA	\$120,000.00
San Joaquin Valley College	PA	\$65,000.00
Sonoma State University	FNP	\$170,000.00
Stanford University	PA	\$135,000.00
Touro University	PA	\$155,000.00
University of California, Davis	FNP/PA	\$100,000.00
University of California, Irvine	FNP	\$50,000.00
University of California, Los Angeles	FNP	\$100,000.00
University of California, San Francisco	FNP	\$100,000.00
USC - Keck School of Medicine	PA	\$170,000.00
		\$1,469,720.00