



Healthcare Workforce Development Division
 400 R Street, Suite 330
 Sacramento, California 95811-6213
 (916) 326-3700
 Fax (916) 322-2588
 www.oshpd.ca.gov

Members of the Commission

William W. Henning, DO, **Vice Chair**
 Rossllynn S. Byous, DPA, PA-C
 Elizabeth Dolezal
 Michael Farrell, MD
 Katherine Flores, MD
 Carol Jong, PhD, RD
 Karyn Karp, CRNA, MS
 Catherine Kennedy, RN
 Laura Lopez
 Ann MacKenzie, NP
 Kathyann Marsh, PhD
 Angelica Millan, RN, MSN, RNP, FAAN
 Cathryn Nation, MD
 Joseph Provenzano, DO
 V. Katherine Townsend, PhD, MSN

**Revised
 July 10, 2014
 Meeting Minutes**

**CALIFORNIA HEALTHCARE WORKFORCE
 POLICY COMMISSION (CHWPC)**

**Family Medicine Task Force Meeting
 Teleconference**

400 R Street
 Sacramento, CA 95814

OSHPD Director
 Robert P. David

Executive Secretary
 Lupe Alonzo-Diaz, MPAff

*Action may be taken on any
 item listed on the agenda*

Task Force Members Present:

Katherine Flores, MD
 Rossllynn Byous, DPA, PA-C
 William Henning, DO
 Karyn Karp, CRNA, MS
 Joseph Provenzano, DO
 Cathryn Nation, MD

Staff to Commission:

Lupe Alonzo-Diaz, MPAff, Deputy Director
 Senita Robinson, MS, Section Chief
 Manuela Lachica, Senior Program Administrator
 Melissa Omand, Program Administrator
 Barbara Zendejas, Program Analyst
 Tyfany Frazier, Program Coordinator

Agenda Item 1: Call to Order

Lupe Alonzo-Diaz called the meeting to order.

Agenda Items 2: Introduction of CHWPC Members

Task Force members and OSHPD Staff introduced themselves.

Agenda Item 3: Purpose of Task Force and Meeting

Lupe Alonzo-Diaz explained that the Task Force would be reviewing and making recommendations on the Family Medicine (FM) Request for Applications (RFA) and that these recommendations would be reviewed by the CHWPC at the Policy Meeting on July 24, 2014.

**Agenda Item 4: Review and approve staff recommended modifications to the 2014
 Capitation and Special Programs Request for Applications for Family Medicine Residency
 Programs**

Manuela Lachica led the discussion of Proposed Changes to the 2014 FM Capitation Application. The public did not provide any comments.

Capitation

ACTION ITEMS:

- **Program Information Page 1:**
Motion to add a Capitation Expansion only box and to require applicants to submit an Accreditation Council for Graduate Medical Education (ACGME) approval letter (Henning), Seconded (Nation). Motion Adopted.
- **Executive Summary Page 2:**
Motion to add Social Determinants of Health as a question and additional evaluation criteria valued at four points (Henning), Seconded (Byous). Motion Adopted.
- **Statistics Page 3:**
Motion to add question regarding clinical hours spent in areas of unmet need and to give all applicants 3 points for the first year while data is collected. Task Force directed Song-Brown staff to research possible alternatives to collecting data and avoid giving a pass (Flores), Seconded (Nation). Motion Adopted.
- **Underrepresented Minorities Page 5 and 6:**
Motion to adopt re-designed Underrepresented Minorities (URM) table (Flores), Seconded (Nation). Motion Adopted.
- **Faculty Qualifications Page 7:**
Motion to use a table to collect faculty qualifications and add 'relevant primary care health care disparities' to types of examples (Nation), Seconded (Byous). Motion Adopted.
- **Residency Training Page 8:**
Motion to remove examples (Flores), Seconded (Byous). Motion Adopted.
- **Proposed Changes to Section I – Statutory Priorities for Funding Page 9:**
Motion to remove underrepresented groups (Nation), Seconded (Byous). Motion Adopted. Task Force Members requested a discussion with the full Commission on the current underrepresented minority definition at the next Policy Meeting
- **Proposed Changes to Section II – Other Considerations Page 10:**
Motion to remove the discretionary points currently scored at three points and spread the points to the criteria currently scored at two points (Byous), Seconded (Provenzano). Motion Adopted.
- **Proposed Changes to Section III – California Endowment Priorities Page 11:**
Motion to remove underrepresented groups and to add question regarding primary care pathways/pipelines with an added evaluation criteria to be scored at a maximum of 5 points and to increase text limits to 3000 characters (Flores), Seconded (Nation). Motion Adopted.

Proposed Changes to the 2014 FM Capitation Application is hereby incorporated as Attachment A

Special Programs

ACTION ITEMS:

- **Statistics Page 1**
Motion to replace student with resident and to add question regarding hours spent in unmet need (Byous), Seconded (Flores). Motion Adopted.

Proposed Changes to the 2014 FM Special Programs Application is hereby incorporated as Attachment B

Agenda Item 5: Discuss and approve Family Practice Special Programs parameters

Manuela Lachica led a discussion on Special Program priorities. There are currently 14 priorities that The California Endowment requested the Commission consider when funding Special Programs.

Public Comment

A member of the public highlighted the importance of the Patient-Centered Medical Home (PCMH) model and the issue of retention, recruitment and improving the quality of primary care training of faculty throughout the Central Valley in addressing The California Endowment priorities.

ACTION ITEM:

- Motion to add two Special Program priorities; PCMH training models, and development, recruitment, and retention of faculty in underserved communities (Flores) seconded (Nation). Motion Adopted.

The California Endowment Priorities for funding are hereby incorporated as Attachment C

Agenda Item 6: Discuss staff recommended content for Family Practice Capitation and Special Program Progress and Final Reports

Programs that are awarded Song-Brown funds are required to submit a progress and final report. These are the staff recommended reports. The public did not provide any comments.

ACTION ITEM:

- Motion to approve Capitation Final Report with changes to question seven and ten (Flores) seconded (Nation). Motion Adopted.

Family Medicine Capitation Final Report is hereby incorporated as Attachment D

- Motion to approve Special Programs Progress Reports and the Special Programs Final Report with changes to questions four and seven and the addition of a question regarding dissemination of information to (Flores) seconded (Byous). Motion Adopted.

Task Force members recommended that a discussion regarding Programs that do not fully meet their objectives take place at a future meeting.

Family Medicine Special Programs Progress Report and Final Report is hereby incorporated as Attachment E

Agenda Item 7: Future Agenda Items

None

Agenda Item 8: Adjourn Meeting

The meeting adjourned at 12:24pm

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**July 24, 2014
 Meeting Minutes**

**CALIFORNIA HEALTHCARE WORKFORCE
 POLICY COMMISSION (CHWPC)**

**Family Medicine Policy Meeting
 Teleconference/Webinar**

400 R Street
 Sacramento, CA 95811

OSHPD Director
 Robert P. David

Executive Secretary
 Lupe Alonzo-Diaz, MPAff

*Action may be taken on any
 item listed on the agenda*

Commission Members Present:

William Henning, DO - Chair
 Roslynn Byous, DPA, PA-C
 Elizabeth Dolezal
 Michael Farrell, DO
 Katherine Flores, MD
 Karyn Karp, CRNA, MS
 Laura Lopez
 Cathryn Nation, MD
 Joseph Provenzano, DO
 Katherine Townsend, EdD, MSN

Commission Members Not in Attendance:

Carol Jong, PhD, RD
 Catherine Kennedy, RN
 Ann MacKenzie, NP
 Kathyann Marsh, PhD, RN
 Angelica Millan, RN, MSN, RNP, FAAN

Staff to Commission:

Lupe Alonzo-Diaz, MPAff, Deputy Director
 Senita Robinson, MS, Section Chief
 Manuela Lachica, Senior Program Administrator
 Melissa Omand, Program Administrator
 Barbara Zendejas, Program Analyst
 Tyfany Frazier, Program Coordinator

Agenda Item 1: Call to Order

Lupe Alonzo-Diaz called the meeting to order.

Agenda Items 2: Introduction

Commissioners introduced themselves.

Agenda Item 3: Approval of June 18-19 Minutes

Commissioners reviewed and approved the meeting minutes as submitted.

ACTION ITEMS:

- Motion to approve June 18-19, 2014 Registered Nurse Funding Meeting Minutes (Flores), Seconded (Dolezal), Abstain (Lopez). Motion Adopted.

The June 18-19, 2014 Minutes are hereby incorporated as Attachment A

Agenda Item 4: Purpose of Task Force (7/10/2014) and Meeting

Lupe Alonzo Diaz explained that the Family Medicine Task Force was held on July 10, 2014 to recommend changes to the Family Medicine (FM) Request for Applications (RFA). The CHWPC would be reviewing and voting on these recommendations today.

Agenda Item 5: Review and approval of Family Medicine Task Force recommended modifications to the 2014 Capitation and Special Programs Request for Applications (RFA) for Family Medicine Program

Manuela Lachica led the discussion of Task Force recommended changes to the 2014 FM Capitation Application.

Capitation

- **Program Information Page 1:**
Add a Capitation Expansion only box and require applicants to submit an Accreditation Council for Graduate Medical Education (ACGME) or American Osteopathic Association (AOA) approval letter.
- **Proposed Changes to Section I – Statutory Priorities for Funding Page 9:**
Underrepresented groups will not be removed as the term underrepresented groups is referenced in the Statute that governs Song-Brown, Health and Safety Code Section 128200-128241.

Agenda Item 6: Public Comment on above

None

Agenda Item 7: CHWPC Approval of Family Medicine Task Force's Modifications to the Family Medicine RFAs

ACTION ITEMS:

Motion to accept Task Force Recommendations as presented with minor edits and the changes recorded above (Henning), Seconded (Nation). Motion Adopted

Proposed Changes to the 2014 FM Capitation Application is hereby incorporated as Attachment B

Special Programs

ACTION ITEMS:

- Motion to accept Task Force Recommendations as presented (Henning), Seconded (Dolezal). Motion Adopted.

Proposed Changes to the 2014 FM Special Programs Application is hereby incorporated as Attachment C

Agenda Item 8: Review and approval of Family Medicine Task Force recommended parameters for Special Programs

Manuela Lachica led a discussion on Special Program priorities. There are currently 16 priorities that the Task Force would like the Commission to consider when funding programs.

The Task Force recommended adding two Special Program priorities: Patient-Centered Medical Home (PCMH) training models and development, and recruitment, and retention of faculty in underserved communities.

Agenda Item 9: Public Comment on above

None

Agenda Item 10: CHWPC Approval of Family Medicine Task Force's Recommended Priorities for funding

ACTION ITEM:

- Motion to adopt funding priorities as presented (Henning) seconded (Dolezal)

The Song-Brown Priorities for Funding are hereby incorporated as Attachment D

Agenda Item 11: Review and approval of templates for Family Medicine Capitation and Special Programs Progress and Final Reports

Melissa Omand led the discussion on new templates for Capitation and Special Programs. She explained that the Task Force had several recommendations for the Commission

The Task Force recommended changes to the Capitation Final Report questions seven and ten. Changes were also recommended to the Special Programs final report questions four and seven and the addition of a question regarding the dissemination of information about the Special Program.

Any references to underserved communities will be changed to underrepresented groups to be consistent with the Song-Brown statute.

Agenda Item 12: Public Comment on above

None

Agenda Item 13: CHWPC Approval of Family Medicine Task Force's Recommend Progress and Final Report Templates

ACTION ITEMS:

- Motion to approve Capitation Final Report with changes to question seven and ten (Provenzano) seconded (Nation). Motion Adopted.
- Motion to approve Special Programs progress report (Provenzano) seconded (Henning). Motion Adopted.
- Motion to approve Special Programs final report with changes (Dolezal) seconded (Lopez). Motion Adopted.

Commission members recommended that a discussion regarding Programs that do not fully meet their Special Program objectives as specified in their application and subsequent contract take place at a future meeting.

Family Medicine Capitation Final Report, Special Programs Progress Report and Special Programs Final Report are hereby incorporated as Attachment E-1, E-2, and E-3.

Agenda Item 14: Discussion of CHWPC'S Current Underrepresented Minority (URM) definition to determine if it needs to be updated in the future.

Commissioners requested that Staff research current ethnicities currently in the URM definition to ensure that it is up to date.

Action Item:

- Motion to adopt updated URM definition and to continue the discussion at a later date.

Agenda Item 15: General Public Comment

None

Agenda Item 16: Future Agenda Items

- Discuss updating the URM definition
- Discuss future funding for programs that don't meet their stated Special Program objectives.

Agenda Item 17: Adjourn Meeting

The meeting adjourned at 2:48pm

All the attachments mentioned in these minutes can be found at: http://oshpd.ca.gov/General_Info/Pub_Mtng_Notc_Agendas/CHWPC/2014/Task-Force-Meeting-Materials-July-10.pdf

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 V. Katherine Townsend, PhD, MSN

Revised
July 28, 2014
Meeting Minutes

**CALIFORNIA HEALTHCARE WORKFORCE
 POLICY COMMISSION (CHWPC)**

**Family Nurse Practitioner (FNP) /
 Physician Assistant (PA)
 Task Force Meeting
 Teleconference/Webinar**

400 R Street
 Sacramento, CA 95811

OSHPD Director
 Robert P. David

Executive Secretary
 Lupe Alonzo-Diaz, MPAff

*Action may be taken on any
 item listed on the agenda*

Task Force Members Present:

William Henning, DO
 Ann MacKenzie, NP
 Angelica Millan, RN, MSN, RNP, FAAN

Staff to Commission:

Lupe Alonzo-Diaz, MPAff, Deputy Director
 Senita Robinson, MS, Section Chief
 Manuela Lachica, Senior Program Administrator
 Melissa Omand, Program Administrator
 Barbara Zendejas, Program Analyst
 Tyfany Frazier, Program Coordinator

Agenda Item 1: Call to Order

William Henning-Chair called the meeting to order.

Agenda Items 2: Introduction of the FNP/PA Task Force Members

Task Force members introduced themselves.

Agenda Item 3: Purpose of Task Force and Meeting

Manuela Lachica explained that the Task Force would be reviewing and making recommendations on the FNP/PA Request for Applications (RFA) and that these recommendations would be reviewed by the CHWPC at the Policy Meeting on August 11, 2014. Ms. Lachica further explained that many modifications were similar to what was presented to the CHWPC for Family Medicine.

Agenda Item 4: Review and Approval of Staff Recommended Modifications to the 2014 Base and Special Programs Request for Applications (RFA) for FNP/PA Programs

Manuela Lachica led the discussion of Proposed Changes to the 2014 FNP/PA Base Application. There was no Public Comment offered. The public did not provide any comments.

Capitation

ACTION ITEMS:

- Motion to accept changes to FNP/PA Base Application (Millan) seconded (Henning). Motion adopted

Proposed Changes to the 2014 FNP/PA Base Application is hereby incorporated as Attachment A

Special Programs

ACTION ITEMS:

- Motion to accept changes to FNP/PA Special Program Application (Millan) seconded (Henning). Motion adopted

Proposed Changes to the 2014 FNP/PA Special Programs Application is hereby incorporated as Attachment B

Agenda Item 5: Review and Approval of Staff Recommended FNP/PA Evaluation Criteria used to score Base and Special Programs applications for funding

Manuela Lachica led the discussion of FNP/PA Base and Special Programs Evaluation Criteria. The language will be updated to match the Family Medicine RFA. The public did not provide any comments.

ACTION ITEM:

- Motion to add criteria to Section III, question 9, regarding TCE priorities with total points available of five.

FNP/PA Evaluation Criteria are hereby incorporated as Attachments C1 and C2

Agenda Item 6: Discussion on the types of Special Programs the CHWPC should consider for funding

Manuela Lachica led a discussion on Special Program priorities. There are currently 14 priorities that The California Endowment requested the Commission consider when funding Special Programs. Staff recommended the addition of two more priorities for a total of 16. The Task Force recommended adding a question to the applicants about which of the Song-Brown priorities the Special Program Application target. There was no Public Comment offered.

ACTION ITEM:

- Motion to add two Special Program priorities; Patient-Centered Medical Home (PCMH) training models and development, recruitment, and retention of faculty in underserved communities (Henning) seconded (MacKenzie). Motion Adopted.

The California Endowment Priorities for funding are hereby incorporated as Attachment D

Agenda Item 7: Review and Approval of Staff recommended templates for FNP/PA Base and Special Programs Progress and Final Reports

Programs that are awarded Song-Brown funds are required to submit a progress and final report. These are the staff recommended reports. The public did not provide any comments

ACTION ITEM:

- Motion to approve Base Funding Final Report as presented (Millan) seconded (Henning). Motion Adopted.

FNP/PA Base Funding Final Report is hereby incorporated as Attachment E

- Motion to approve Special Programs Progress Reports and Final Report with changes (Henning) seconded (Millan). Motion Adopted.

FNP/PA Special Programs Progress Report and Final Report are hereby incorporated as Attachment F-1 and F-2

Agenda Item 8: General Public Comment

None

Agenda Item 9: Agenda Items for Next Meeting

Agenda Item 10: Adjournment

The meeting adjourned at 12:24pm

All the attachments mentioned in these minutes can be found at: <http://oshpd.ca.gov/hwdd/2014/Song-Brown/FNP-PA-Meeting-Materials-July-28.pdf>

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Office of Statewide Health Planning and Development

**Healthcare Workforce Development Division**

400 R Street, Suite 330
Sacramento, California 95811-6213
(916) 326-3700
Fax (916) 322-2588
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Cathryn Nation, MD
Joseph Provenzano, DO
V. Katherine Townsend, PhD, MSN

**Revised
August 25, 2014
Meeting Minutes****CALIFORNIA HEALTHCARE WORKFORCE
POLICY COMMISSION (CHWPC)****Registered Nurse (RN) Education Programs
Task Force Teleconference/Webinar Meeting**

400 R Street
Sacramento, CA 95814

Task Force Members Present:

Catherine Kennedy, RN
Katherine Townsend, EdD, MSN

Staff to Commission:

Lupe Alonzo Diaz, MPAff, Deputy Director
Manuela Lachica, Senior Program Administrator
Barbara Zendejas, Program Analyst

Agenda Item 1: Call to Order

Katherine Townsend (Chair) called the meeting to order.

Agenda Items 2: Introduction of the RN Task Force Members

Task force members and staff introduced themselves.

Agenda Item 3: Purpose of Task Force and Meeting

Lupe Alonzo-Diaz explained that the purpose of this Task force meeting was to review and approve the RN Request for Applications (RFA), the Capitation and Special Programs progress and final reports. The approved draft documents would then be finalized by the CHWPC at the FNP/PA and RN Policy Teleconference scheduled for September 15, 2014.

Agenda Item 4: Review and Approve the 2014 Capitation and Special Programs Requests for Application (RFA)

Manuela Lachica led the discussion of Proposed Changes to the 2014 Capitation and Special Programs Application. The public did not provide any comments.

ACTION ITEMS:

- Motion to accept the recommended changes to the RN Capitation application as provided by staff and the recommended changes to the Faculty Qualifications page (Kennedy), Seconded (Townsend). Motion Adopted.
- Motion to accept the recommended changes to the RN Special Programs application as provided by staff and the recommended changes to the Faculty Qualifications page (Townsend), Seconded (Kennedy). Motion Adopted.

The Capitation and Special Programs RFA's are hereby incorporated as Attachments A and B

Agenda Item 5: Review and Approve Revised RN Capitation and Special Programs Progress Reports and Final Reports

Manuela Lachica led the discussion on the progress and final reports. She explained that the Associates Degree, Bachelor's Degree and Master's Degree were typically the same with some minor changes. The public did not provide any comments.

- Motion to accept the Capitation progress and final reports as presented (Townsend), Seconded (Kennedy). Motion Adopted.

The RN Capitation Progress Reports and Final Reports are hereby incorporated as Attachments C-1 – C-4

- Motion to accept the Special Programs progress and final reports as presented (Kennedy), Seconded (Townsend). Motion Adopted.

The Special Programs Progress Reports and Final Reports are hereby incorporated as Attachments D-1 – D-4

Agenda Item 6: General Public Comment

None

Agenda Item 7: Agenda and Follow-up Items for Next Meeting

- Staff will post Special Programs progress reports to the CHWPC Resources folder on the Song-Brown Website.
- Staff will create a short analysis of the progress of the previous round of Special Programs funding for all disciplines to present to the Commissioners.

Agenda Item 8: Adjourn Meeting

The meeting adjourned at 11:00am

All the attachments mentioned in these minutes can be found at: http://oshpd.ca.gov/General_Info/Pub_Mtng_Notc_Agendas/CHWPC/2014/RN-Task-Force-Agenda-August-25-8-14-14.pdf

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Executive Summary:

To be in line with UCSF recommendations regarding Social Determinants of Health (SDH), staff recommendation are as follows:

Staff Recommendation:

1. Add Social Determinants of Health as a separate question in the application.
2. Add Social Determinants of Health as an evaluation criteria to the California Endowment Priorities Section III – criteria to be worth 4 points.

FNP/PA Task Force recommendation to CHWPC:

1. Approve staff recommendation that applicants discuss Social Determinants of Health for their patient population.
2. Add Social Determinants of Health as a separate question in the application
3. Add Social Determinants of Health as evaluation criteria to the California Endowment Priorities Section III – criteria to be worth 4 points.

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Statistics Information

Staff Recommendation:

1. Academic Years: No Change, 2012/13
2. Academic Years: No Change, 2011/12
3. Add question 2a: What is the total number of second year slots available?
4. Revise question 6: Of the second year students enrolled how many graduated?

STATISTICS

Instructions:

Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.

Academic Year (AY)	2012/13	2011/12
1. What is the total enrollment capacity for your program based on your accrediting body or college?	<input type="text"/> *	<input type="text"/> *
2. What is the total number of first year slots available?	<input type="text"/> *	<input type="text"/> *
3. How many qualified students applied to your program?	<input type="text"/> *	<input type="text"/> *
4. How many students were accepted?	<input type="text"/> *	<input type="text"/> *
5. Of those students accepted how many were enrolled?	<input type="text"/> *	<input type="text"/> *
6. Of those students enrolled how many graduated?	<input type="text"/> *	<input type="text"/> *
7. Of those trained how many students were Male?	<input type="text"/> *	<input type="text"/> *
8. Of those trained how many students were Female?	<input type="text"/> *	<input type="text"/> *
9. Of those trained how many students were transgender?	<input type="text"/> *	<input type="text"/> *
10. What is the average number of patients seen by a 1st year student?	<input type="text"/> *	<input type="text"/> *
11. What is the average number of patients seen by a 2nd year student?	<input type="text"/> *	<input type="text"/> *
12. What is your program's Physician Assistant National Certifying Exam (PANCE) 1st time pass rate?	<input type="text"/> %* <input type="checkbox"/> N/A	<input type="text"/> %* <input type="checkbox"/> N/A
13. What is your program's average PANCE aggregate pass rate (PA graduating class pass rate after retaking the PANCE)?	<input type="text"/> %* <input type="checkbox"/> N/A	<input type="text"/> %* <input type="checkbox"/> N/A

What percent (average) of your program's total clinical hours is spent in areas of unmet need?

%*

FNP/PA Task Force Recommendations to CHWPC

1. Accept staff recommendations

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Graduates Information

The graduate years change every year, however since this application was due in November 2013 it did not allow applicants the ability to provide complete data for their 2012/13 graduates. Allowing applicants to provide graduate information for the same years will provide more complete data for each of the graduating classes.

Staff Recommendation:

1. Graduate Years: No Change, 2011/12
2. Graduate Years: No Change, 2012/13

GRADUATES INFORMATION

Instructions:

Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.
Click ADD to create additional pages for entering more graduates.

This is a new program with no graduates to report.

Grad Year

Graduate Last Name Graduate First Name HPEF Scholar NHSC Recipient

Practice Specialty

Practice Site

After saving the page, click the Add/Edit link below to add your site.
If Practice site is not listed, please use the section below.

Please save the page before adding an address.

Practice Site [OSHPD ID](#)

Address

City State Zip County

FNP/PA Task Force Recommendation to CHWPC

1. No changes to graduate years years

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Underrepresented Minorities

Staff Recommendation:

1. Graduate Years: No Change, 2010/11
2. Graduate Years: No Change, 2012/13
3. No Changes to this URM Table, it is being replaced

Current URM page

Category	Graduates 2010/11	Graduates 2011/12	Total	Current Students 2013/14
African American/Black/African			0	
American Indian/Native American/Alaskan Native			0	
Cambodian			0	
Caucasian/White/European/Middle Eastern			0	
Central American			0	
Chinese			0	
Cuban			0	
Fijian			0	
Filipino			0	
Guamanian			0	
Hawaiian			0	
Indian			0	
Indonesian			0	
Japanese			0	
Korean			0	
Laotian/Hmong			0	
Mexican			0	
Pakistani			0	
Puerto Rican			0	
Samoan			0	
South American			0	
Thai			0	
Tongan			0	
Vietnamese			0	
Other			0	
Other Asian			0	
Other Hispanic			0	
Other Pacific Islander			0	
Total	0	0	0	0

Defined as underrepresented by the California Healthcare Workforce Policy Commission

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Underrepresented Minorities

Staff Recommendation

Proposed page redesign of URM table

Category	Graduates 2011/12	Graduates 2012/13	Total	Current Students 2014/15
American Indian, Native American or Alaska Native				
Asian				
Asian Indian				
Cambodian				
Chinese				
Filipino				
Indonesian				
Japanese				
Korean				
Laotian/Hmong				
Malaysian				
Pakistani				
Thai				
Vietnamese				
Black, African American or African Hispanic or Latino				
Native Hawaiian or Other Pacific Islander				
White/Caucasian, European/Middle Eastern				
Other				

Yellow highlight defines underrepresented minority by the California Healthcare Workforce Policy Commission (CHWPC)

FNP/PA Task Force recommendation to CHWPC:

1. Accept staff recommendation to re-design the URM table as proposed

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Faculty Qualifications

Staff Recommendation:

This table was added to the Family Medicine capitation application and it is recommended that it be added to the FNP/PA Base application to streamline the applications when possible across all disciplines.

New instructions would read: Using the table provided, describe 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. (Examples should include honors, awards, publications, and professional and/or related research experience relevant to primary care health disparities).

Family Medicine Task Force added the words in red and strikeout

FACULTY QUALIFICATIONS

Instructions:
Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.

Using the table provided, describe the duties of all personnel (faculty and staff) that will contribute 25% or more of their time to your proposed special program. List all personnel regardless of whether you are requesting Song-Brown funding support.

Job Title/Position	Project Role

Faculty Member Name/Position
Qualifications

FNP/PA Task Force recommendation to CHWPC:

1. Accept staff recommendation to use the table above for Faculty Qualifications
2. Examples should include relevant primary care health disparities honors, awards, publications and professional and/or related research experience.

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Team Training and Delivery Models

Staff Recommendation

1. To remove the parenthesis and all examples within the question below. Staff will provide better instruction in the Instructions and Guidance document.

During the scoring process applicants tended to focus on only the examples provided in the parenthesis when describing their different education modalities. It is anticipated that applicants will provide different examples of education modalities used by the program.

2. To increase character limit for all texts limits to from 2,000 to 3,000.
Many complaints were received regarding the character limit for text boxes from applicants this past year. This recommendation was also made for Family Medicine applications.

FNP/PA Task Force recommendation to CHWPC:

1. Accept staff recommendation to remove parenthesis and all examples provided within.
2. Accept staff recommendation to increase character limit for all texts limits from 2,000 to 3,000.

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Evaluation Criteria

There are no changes for Section I of the Evaluation Criteria.

Statutory Priorities for Funding (Priority for funding shall be given to programs that demonstrate success in these areas)			
Section I	Priority	Comments	Points Available
1	Placement of graduates in medically underserved areas.		15
1.a.	Counseling and placement program to encourage graduate placement in areas of unmet need.		5
1.b.	Cultural competency/culturally responsive care incorporated into the program curriculum.		5
2	Attracting and admitting underrepresented minorities and/or economically disadvantaged groups to the program.		15
2.a.	Procedures implemented to identify, recruit and admit residents, students and trainees who possess characteristics which would suggest a predisposition to practice in areas of unmet need.		10
3	Location of the program and/or clinical training sites in medically underserved areas		15
3.a.	Percent of clinical hours in areas of unmet need.		5
Total points possible and awarded for Section I			70

DRAFT

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Evaluation Criteria –Section II

Staff Recommendation

Discuss the merits of Question 7:

“Has the program increased the number of new clinical training sites meeting Song-Brown criteria?”

Not all programs are able to add new clinical training sites because they are in a closed system. Should this question remain, be removed or be revised?

Other Considerations				
Section II	Priority	Comments	Points Available	Points Awarded
1	Does the program faculty possess the knowledge, skills and experience to deliver a primary care curriculum with an emphasis on health care disparities?		3	
2	Does the program utilize interdisciplinary and/or interprofessionals from the local community in the training program?		6	
3	Does the program structure its training to encourage graduates to practice as a health care team that includes family practice physicians as well as other health professions as evidenced by letters from the disciplines?		3	
4	Does the program integrate different educational modalities into learning delivery models?		3	
5	Does the program use technology assisted educational tools or integrate health information technology into the training model?		3	
6	Does the program have an evaluation process to review the program's effectiveness and deficiencies such as those required by accrediting bodies?		3	
6a	How is the program addressing the deficiencies identified by the accrediting bodies?		3	
7	Has the program increased the number of new clinical training sites meeting Song-Brown criteria?		3	
8	Has the program developed coherent ties with medically underserved multi-cultural communities in lower socioeconomic neighborhoods as evidenced by letters of support?		3	
Total points possible and awarded for Section II			30	0.00
Total points possible for Section I and II			100	0.00

FNP/PA Task Force Recommendation to CHWPC

1. No revisions made to question seven.

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

California Endowment Priorities

Staff Recommendations

1. To be in line with UCSF recommendations regarding social determinants of health add the following question within the California Endowment Priorities as question 6.

6.	Does the proposed base application include one of the social determinants of health?	4
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California Endowment Priorities				
Section III	California Endowment Priorities	Comment	Points Available	Points Awarded
1.	Placement of graduates in one of the 14 Building Healthy Communities identified by the California Endowment.	▶	*	
2.	Placement of graduates in one of the Central Valley counties	▶	*	
3.	Location of the program and/or clinical training sites in one of the 14 Building healthy Communities identified by the California Endowment	▶	**	
4.	Location of the program and/or clinical training sites in one of the Central Valley counties	▶	**	
5.	Program encourages students to help recruit and mentor underrepresented minorities and/or underrepresented groups.	▶	6	

2. Add the additional question below as question 7.

Does the FNP/PA Program include activities to increase primary care career pathways/pipelines?

7.	Does the FNP/PA Program include activities to increase primary care career pathways/pipelines?	3
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FNP/PA Task Force recommendation to CHWPC:

1. Add Social determinants of Health question to the evaluation criteria as question six.
2. Add the primary care career pathways/pipeline question to the evaluation criteria as question seven.

Proposed Changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA) Base Application

Staff Recommendation

1. Add the following groups: Black, African and Native American to the URM definition as defined by the 2010 U.S. Census.

2010 UNITED STATES CENSUS DEFINITIONS

RACE/ETHNICITY DEFINITIONS

American Indian, Native American or Alaska Native means persons having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community.

Asian means persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, Indonesia, Japan, Korea, Laos, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam .

Black, African American or African means persons having origins in any of the black racial groups of Africa.

Hispanic or Latino means persons of Cuban, Mexican, Puerto Rican, Central or South American or other Spanish culture or origin regardless of race.

Native Hawaiian or Other Pacific Islander means persons having origins in any of the original peoples of Hawaii, Fiji, Guam, Samoa, Tonga or other Pacific Islands.

White/ Caucasian, European/Middle Eastern means persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Other means persons of any race or ethnicity not identified as American Indian, Native American or Alaska Native, Asian, Black, African American or African, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and White, Caucasian, European/Middle Eastern.

UNDERREPRESENTED MINORITY DEFINITION

Underrepresented Minority (URM) refers to racial and ethnic populations that are underrepresented in the health professions relative to their numbers in the total population under consideration. In most instances this will include Black, African – American or African, Hispanics or Latinos, American Indians, Native American or Alaskan Natives, Native Hawaiians or other Pacific Islanders, and Asians **other than: Chinese, Filipinos, Japanese, Koreans, Malaysians, Pakistanis, Asian Indian, and Thai.**

FNP/PA Task Force Recommendation

1. Add Black, African and Native American to the CHWPC's URM Definition
2. Complete an annual review of the URM definition against the California Medical Board self ethnicity declaration to determine if the definition is accurate.

Proposed changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA)

Statistics Information

Staff's Recommendations:

1. Academic Years: No Change 2012/13
2. Academic Years: No Change 2011/12
3. Add question 2a: What is the total number of second year slots available?
4. Revise question 6: Of the second year students enrolled how many graduated?

This will allow FNP/PA Programs to provide a more complete picture of each graduating class for both academic years.

STATISTICS

Instructions:

Please fill in the appropriate fields.
 Required fields are marked with an *.
 When done, click the SAVE button.

Academic Year (AY)		2012/13	2011/12
1.	What is the total enrollment capacity for your program based on your accrediting body or college?	<input type="text"/> *	<input type="text"/> *
2.	What is the total number of first year slots available?	<input type="text"/> *	<input type="text"/> *
3.	How many qualified students applied to your program?	<input type="text"/> *	<input type="text"/> *
4.	How many students were accepted?	<input type="text"/> *	<input type="text"/> *
5.	Of those students accepted how many were enrolled?	<input type="text"/> *	<input type="text"/> *
6.	Of those students enrolled how many graduated?	<input type="text"/> *	<input type="text"/> *
7.	Of those trained how many students were Male?	<input type="text"/> *	<input type="text"/> *
8.	Of those trained how many students were Female?	<input type="text"/> *	<input type="text"/> *
9.	Of those trained how many students were transgender?	<input type="text"/> *	<input type="text"/> *

Task Force Recommendations to CHWPC:

1. Accept staff's recommendation leave academic years as 2011/12 and 2012/13.
2. Add question to 2a. to clarify the total number of second year slots available.
3. Revises question 6 to read: "Of the second year students enrolled how many graduated"?

Proposed changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA)

Graduates Information

Staff Recommendation:

Changes to Drop Down List (DDL)

1. Academic Years: No Change 2011/12
2. Academic Years: No Change 2012/13

Similar to our request on the Statistics page, staff recommends that there be no change to the graduate academic years. This will allow FNP/PA Programs to provide a more complete picture of each graduating class for both academic years.

GRADUATES INFORMATION

Instructions:

Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.
Click ADD to create additional pages for entering more graduates.

This is a new program with no graduates to report.

Grad Year

Graduate Last Name Graduate First Name HPEF Scholar NHSC Recipient

Practice Specialty

Practice Site

After saving the page, click the Add/Edit link below to add your site.
If Practice site is not listed, please use the section below.

Please save the page before adding an address.

Practice Site [OSHDP ID](#)

Address

City State Zip County

Task Force Recommendations to CHWPC:

1. Accept staff's recommendation to leave academic years as 2011/12 and 2012/13 in the DDL.

Proposed changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA)

Underrepresented Minorities

Staff Recommendation

Proposed page redesign of URM table

Category	Graduates 2011/12	Graduates 2012/13	Total	Current Students 2014/15
American Indian, Native American or Alaska Native				
Asian				
Asian Indian				
Cambodian				
Chinese				
Filipino				
Indonesian				
Japanese				
Korean				
Laotian/Hmong				
Malaysian				
Pakistani				
Thai				
Vietnamese				
Black, African American or African Hispanic or Latino				
Native Hawaiian or Other Pacific Islander				
White/Caucasian, European/Middle Eastern				
Other				

Yellow highlight defines underrepresented minority by the California Healthcare Workforce Policy Commission (CHWPC)

Task Force Recommendation to CHWPC:

1. Accept staff recommendations to re-design the URM table as proposed.

Proposed changes to the 2014 Family Nurse Practitioner/Physician Assistant (FNP/PA)

Additional Considerations:

1. Increase character limit for all texts limits to from 2,000 to 3,000 in the Special Programs applications.

Task Force Recommendation to CHWPC:

1. Accept staff recommendations to increase character texts limits from 2,000 to 3,000 characters for the Special Program applications.

DRAFT

**SONG-BROWN PROGRAM
Family Nurse Practitioner/Physician Assistant Training Programs
Base Funding Evaluation Criteria**

Section I	Statutory Criteria	Total Points Available
1.	Placement of graduates in medically underserved areas. (% and # of graduates in areas of UMN)	15
1a.	Counseling and placement program to encourage graduate placement in areas of unmet need. 0 points, no mention 2 points, program has an active counseling program 2 points, program has an active placement program 1 point, program has a recruitment program	5
1b.	Cultural competency/culturally responsive care incorporated into the program curriculum 0 points, no mention 1-2 points, well defined description of culture competency/culturally responsive care 1 additional point, for each example cited up to 3 points maximum (e.g., Integration of culture in curriculum, not just one course, examples of how culture integrated and content taught; specific strategies used to incorporate and apply cultural concepts)	5
2.	Attracting and admitting underrepresented minorities and/or economically disadvantaged groups to the program (% and # of URM students and graduates)	15
2a.	Procedures implemented to identify, recruit and admit residents, students and trainees who possess characteristics which would suggest a predisposition to practice in areas of unmet need. 0 points, no mention 1-3 points, program shows interests in recruiting students speaking a second language, coming from an underserved community, NHSC scholars 1-3 points, program engaged in clinics that contain student rotations in underserved areas and/or underserved populations, 1-2 points, program participating in pipeline program with underserved school and engages students in that process 1-2 points, program has an active recruitment program	10
3.	Location of the program and/or clinical training sites in medically underserved areas. (% and # training sites in areas of UMN)	15
3a.	Percent of clinical hours in areas of unmet need (AUN) 1. 0 points, 0% in AUN 2. 1 points, 1% - 20% - in AUN 3. 2 points, 21% - 40% in AUN 4. 3 points, 41% – 60% in AUN 5. 4 points, 61% – 80% in AUN 6. 5 points, 81% - 100% location of program and/or training sites in AUN	
Total points possible for Section I		70

**SONG-BROWN PROGRAM
Family Nurse Practitioner/Physician Assistant Training Programs
Base Funding Evaluation Criteria**

Section II	Other Considerations	Total Points Available
1.	Does the program faculty possess the knowledge, skills and experience to deliver a comprehensive primary health care curriculum with an emphasis on health care disparities? 0 points, no mention 1-3 points, for each example per unique faculty member	3
2.	Does the program utilize interdisciplinary and/or inter-professionals from the local community in the training program? 0 points, no mention 1-3 points, program focus on interdisciplinary training in hospital or clinic settings; 1 point for each example of inter-professional collaboration from the local community in the training program	6
3.	Does the program structure its training to encourage graduates to practice as a health care team that includes family medicine physicians as well as other health professions as evidenced by letters from the disciplines? 0 points, no mention of health care team including family physicians or other health professions 1 point, some inter-professional core competency training 2 points, regular focus on inter-professional core competency training, 3 points, attached letters from other health care professionals that support your statement.	3
4.	Does the program integrate different educational modalities into learning delivery models? 0 points, no mention 1 point, for example cited up to 3 points (e.g. possible examples include problem based learning, group sessions, and simulation)	3
5.	Does the program use technology assisted educational tools or integrate health information technology into the training model? 0 points, no mention 1 point, for each example listed of educational tools or integrated health information technology use by the program	3
6.	Does the program have an evaluation process to review the program's effectiveness and deficiencies such as those required by accrediting bodies? 0 points, no mention 3 points, evaluation plan identified.	3
6a.	How is the program addressing the deficiencies identified by the accrediting bodies? 0 points, no deficiency plan identified 3 points, no deficiencies identified or evaluation plan addresses deficiencies	3

**SONG-BROWN PROGRAM
Family Nurse Practitioner/Physician Assistant Training Programs
Base Funding Evaluation Criteria**

Section II	Other Considerations	Total Points Available
7.	Has the program increased the number of new clinical training sites meeting Song-Brown criteria? Question: Some FNP/PA programs are committed to one large training facility, how do we revise this question so that it is fair to all training programs?	3
8.	Has the program developed coherent ties with medically underserved multi-cultural communities in lower socioeconomic neighborhoods as evidenced by letters of support? 0 points, no letters attached. 1 point per letter 2 points for 2 letters 3 points, for quality letters (not form letters) that describe the relationship between the program and the community organization.	3
Total points possible for Section II		30
Total points possible for Section I and II		100
Section III	California Endowment Priorities	
1.	Placement of graduates in one of the 14 Building Healthy Communities (BHC) identified by the California Endowment.	
2.	Placement of graduates in one of the Central Valley counties.	
3.	Location of the program and/or clinical training sites in one of the 14 Building Healthy Communities identified by the California Endowment.	
4.	Location of the program and/or clinical training sites in one of the Central Valley counties.	5
5.	Program encourages students to help recruit and mentor underrepresented minorities and/or underrepresented groups. 0 points, no mention 1-2 points, pipeline/recruitment program in development 1-2 points, rotation based in junior high/high school focused around health education and/or career fair 1-2 points, requirement that students regularly participate in mentoring activities	6
6.	Does the proposed application include one of the social determinants of health? 1 point for each example cited up to 4	4
7.	Does the FNP/PA program include activities to increase primary care career pathways/pipelines? If yes, 3 points	3

Task Force Recommendation to CHWPC:

1. Accept changes as presented for Sections II and III of the Base Evaluation Criteria.

Proposed Changes to the 2014 FNP/PA Special Program Application
Special Program Evaluation Criteria

Section I	Statutory Criteria	Total Points Available
1.	Placement of graduates in medically underserved areas. (% and # of graduates in areas of UMN)	15
1. a.	Counseling and placement program to encourage graduate placement in areas of unmet need.	5
1. b.	Cultural competency/culturally responsive care incorporated into the program curriculum	5
2.	Attracting and admitting underrepresented minorities and/or economically disadvantaged groups to the program (% and # of URM students and graduates)	15
2. a.	Procedures implemented to identify, recruit and admit residents, students and trainees who possess characteristics which would suggest a predisposition to practice in areas of unmet need.	10
3.	Location of the program and/or clinical training sites in medically underserved areas. (% and # training sites in areas of UMN)	15
3. a.	Percent of clinical hours in areas of unmet need	5
Total points possible for Section I		70
Section II	Other Considerations	
5.	Is the proposed special program innovative and meet Song-Brown's goals of increasing FNP/PA's practicing in California?	9
6.	Does the proposed special program include interdisciplinary training as part of their training model?	9
7.	Does the training program have an evaluation process to review the proposed special program's successes and outcomes?	9
Total points possible for Section II		50
Total Possible Score (Section I and II)		120

Proposed Changes to the 2014 FNP/PA Special Program Application
Special Program Evaluation Criteria

Section III	The California Endowment Priorities	Total Points Available
1.	Does the proposed special program include one of the social determinants of health?	4
2.	Does the proposed special program focus on increasing the number of health professionals from racial/ethnic and other underserved communities?	4
3.	Is the proposed special program targeting any of the 14 Building Healthy Communities identified by The California Endowment? As evidenced by letters of support from community partners. http://www.calendow.org/communities/building-healthy-communities?	3
4.	Does the proposed special program include activities to increase primary care career pathways/pipelines	3
5.	Placement of graduates in one of the 14 Building Health Communities identified by the California Endowment	
6.	Placement of graduates in one of the Central Valley counties	
7.	Location of the program and/or clinical training sites in one of the 14 Building Healthy Communities identified by the California Endowment	
8.	Location of the program and/or clinical training sites in one of the Central Valley counties	
9.	Is the proposed special program targeting any of The California Endowment Priorities (TCE) six through 14? 1 point for every two TCE priorities for criteria 6-14. See RFA Special Program Instructions for TCE priorities.	5

FNP/PA Task Force Recommendations

1. Add criteria to Section III, question 9, regarding TCE priorities six through 14.
2. Add 1 point for every two TCE priorities

Based on discussion from the Family Medicine Task Force on July 10, 2014, criteria nine was added to capture the training programs activities in meeting TCE priorities six through 14.

Listing of FNP/PA Special Programs Awards
TCE Priorities Address

Betty Irene Moore School of Nursing/UC Davis

Award Amount: \$150,000.00

Project Location: Sacramento County

TCE priorities addressed: Priorities 2, 3, 4

In an effort to develop underserved health care rotations in rural and underserved communities, grant funds will be used for student travel to and from approved rural or underserved clinical sites. Additionally, funds would be used to cover housing costs for the length of the rotation up to the limit allowed by the state and the university and cover administrative costs for the program and reimburse faculty/staff travel costs for site development and visitation. Priority would be given to sites in the Building Healthy Communities and underserved counties in the Central Valley and in Northern California.

Board of Trustees of the Leland Stanford Junior University

Award Amount: \$150,000.00

Project Location: Santa Clara County

TCE priorities addressed: Priorities 2, 3

Grant funds will be used to expand the role of their Primary Care Associate Program, Regional Coordinator in each Building Healthy Community (BHC) site to provide services and sponsor activities to promote diversity in the PA professions; increase under-represented and minority recruitment efforts in BHC communities by offering additional on-site admission presentations at clinics, colleges, and community centers; address social determinants of health by augmenting educational resources in each community; and expand the educational health professions pipeline to low-income, and under-resourced educational resources.

California State University, Fresno

Award Amount: \$148,924.00

Project Location: Fresno County

TCE priorities addressed: Priorities 7, 11

Grant funds will be used to support implementing a clinical site at the treatment facility, Spirit of Woman. The project has three goals: 1) provide care to an underserved population with limited access to health care; 2) provide a clinical training site for Fresno State nurse practitioner students; and 3) provide an interdisciplinary collaboration approach to provide care to a vulnerable population. Funding of this project will allow clinical placement for multiple Fresno State students across health disciplines. It will serve to foster collaboration amongst other health disciplines which is essential to meeting the needs of the women participating in the recovery program.

CSU Long Beach School of Nursing

Award Amount: \$150,000.00

Project Location: Los Angeles County

TCE priorities addressed: Priorities 5, 11

Grant funds will be used to admit more FNP students from underserved areas and increase the number of culturally competent FNPs by training them at Health on Wheels (HOW). The proposed program will enable the children of nine elementary schools and one Head Start Preschool to receive special intervention by specially trained FNP's to reduce childhood obesity and to provide oral care to reduce dental caries. The interventions will be done by means of a mobile, school-based clinic called HOW that will be brought on-site to the schools.

Moreno Valley College

Award Amount: \$135,946.00

Project Location: Riverside County

TCE priorities addressed: Priorities 6

Grant funds will be used to support faculty and staff development activities that are critical for the retention, education and clinical training of primary care physician assistants by providing them with the knowledge, skills and abilities that are needed to provide comprehensive quality education to academically, socially, and economically disadvantaged students. This will result in increased student retention and improved student learning outcomes.

Sonoma State University

Award Amount: \$144,630.00

Project Location: Sonoma County

TCE priorities addressed: Priorities 6, 5

Grant funds will be used to develop a 4 unit Post-Master's Certificate program that would allow students and other interested NPs to return for an additional semester and earn an education certificate that meets the requirements set forth by the BRN. This would contribute by increasing the number of prepared faculty which would lessen the current faculty shortage of faculty for Advance Practice nurses.

Touro University California

Award Amount: \$149,688.00

Project Location: Solano County

TCE priorities addressed: Priorities 4, 11

Grant funds will be used to support and develop the following: 1) Central Valley clinical site and preceptor recruitment to recruit preceptors and coordinate student placements within clinic systems. Geographic clinical coordinator to develop primary care clinical sites in the Central Valley and site visit students; 2) Site development and preceptor recruitment for public health training sites to develop public health sites in the Central Valley, site visit students at public health sites and recruit and reward 15 public health preceptors with membership to the American Public Health Association; 3) Provide eight stipends (Year 1) for interdisciplinary teams of PA and MPH students doing their public health field study in the Central Valley and in Year 2, increase stipends for an additional two students in each geographic area; and 4) provide a 1-day training for 20 preceptors in public health facilities.

UC Regents – UCLA School of Nursing

Award Amount: \$150,000.00

Project Location: Los Angeles County

TCE priorities addressed: Priorities 3, 11

Grants funds will be used to prepare six family nurse practitioner (FNP) students who upon graduation will practice in one of the 14 Building Healthy Communities. In collaboration with the Kaiser Family Residency Program, Community Clinic Association of Los Angeles County, South Central Family Center, St John's Well Child and Family Center and the Children's Clinic, two students per health center will be precepted by physicians or FNPs who are members of the medical home team starting the summer prior to their 2nd year of the program. FNP students will complete a 10 week (6 Unit) course "N450 Advanced Practice Nursing: Clinical Practicum". This clinical practicum adds an extra 160 hours of direct patient care to the program and 80 hours of indirect learning. At the end of the program students will have a total of 1170 hours of clinical education.

UCSF FNP Program

Award Amount: \$148,837.00

Project Location: San Francisco County

TCE priorities addressed: Priorities 3, 4

Grant funds will be used to support FNP faculty to lead focused site development and preceptor recruitment in selected communities from the 14 Healthy Communities and the Central Valley; facilitate and supervise student capacity-building and community empowerment project activities; and provide information sessions and support for site employees interested in continuing their education and training as health professionals. Funding would also support an 80% clinical site placement coordinator to assist faculty with site exploration and outreach, perform administrative activities necessary to develop new clinical training site, support development of the clinical intensives, manage logistics for site-based outreach activities and develop tracking systems for evaluation. The focus is to prepare FNP's to work with underserved, high-risk populations.

University of Southern California

Award Amount: \$150,000.00

Project Location: Los Angeles County

TCE priorities addressed: Priorities 3, 5, 6

Grant funds will be used to positively impact the number of underrepresented applicants into the PA program through comprehensive outreach programs into South Los Angeles, Boyle Heights and surrounding colleges and institutions that have a history of success in recruiting, educating and graduating these students from underserved communities. The program will use funds to hire a Pipeline Recruitment Coordinator who will work on developing new partnerships and strengthening current partnerships. Program efforts will go towards informational sessions and workshops in these communities to help prospective applicants and their families understand the benefits of the PA professional and USC.

Proposed Changes to the 2014 FNP/PA Special Program Application

Competitive proposals will meet the Song-Brown Program evaluation criteria, demonstrate a commitment to Song-Brown goals, and may incorporate California Endowment priorities as follows:

The California Endowment Priorities for Base and Special Programs (1-5)

1. Address one of the social determinants of health
2. Focus on increasing the number of health professionals from racial/ethnic and/or other underserved communities
3. Target one of the 14 Building Health Communities <http://www.calendow.org/>
4. Target a Central Valley county http://oshpd.ca.gov/HWDD/Song_Brown_Prog.html
5. Include activities to increase primary care career pathways/pipelines.

Preference for Special Programs funding will be given to programs that focus on one or more of the following in their proposals (6-14):

6. Bolster the impact of health professionals through community capacity building for health literacy, health consumer empowerment, preparedness and resilience training and community health improvements through environmental and policy change;
7. Coordinate and link strategies with programs that aim to develop career pathways for underrepresented groups in health profession and allied health professions;
8. Expand service capacity of health professionals through practice at the top of licensure and multi-disciplinary team care;
9. Expand capacity of health professionals through innovated technology such as e-referrals, telehealth, electronic medical records, mobile health and video medical interpreting;
10. Provide support, technical assistance for practice redesign (including HER support and training, operations redesign and online curriculum for medical assistant and other team members;
11. Support linkages and collaboration between public health and clinical professionals;
12. Support model expansion and innovations in training multi-professional teams that deepen language and cultural competence, expand practice, prioritize equity and prevention, and prepare trainees for practice in underserved urban, rural and geographically isolated places;
13. Support school based health center models and the teams needed to staff them and;
14. Test workforce practice design models that support evidence based expansion of roles and autonomy of license health professionals (e.g. nurse practitioners, pharmacists, dentists, optometrists, mid-wives, dental hygienists) to provide prevention services, diagnosis and treatment within their respective professional competence.

1. Social determinants of health as defined by the World Health Organization are the circumstances in which people are born; grow up, live, work and age, and the systems put in place to deal with illness. These circumstances are in turn shaped by a wider set of forces; economics, social policies and politics.
2. Career pathways/pipelines are defined as linked education and training services that enable students to progress to the next level of employment and education.

Proposed Changes to the 2014 FNP/PA Special Program Application
FNP/PA Task Force Recommendations to CHWPC:

1. Use TCE priorities six through 14 to score evaluation criteria nine on the FNP/PA Special Program evaluation criteria. Add 1 point for every two TCE priority captured in the special program.

Family Medicine Task Force Recommendations

1. Add criteria 15 and 16 to the listing of priorities for Family Medicine Special Programs
15. Engage in patient centered medical home transformation through the development of curricula and training of residents in team-based care, population health management, chronic care management, and registry use or registry-type function of an electronic health record.
16. Recruit and retain primary care faculty in rural and underserved communities.

1. Social determinants of health as defined by the World Health Organization are the circumstances in which people are born; grow up, live, work and age, and the systems put in place to deal with illness. These circumstances are in turn shaped by a wider set of forces; economics, social policies and politics.
2. Career pathways/pipelines are defined as linked education and training services that enable students to progress to the next level of employment and education.

OSHPD Office of Statewide Health Planning and Development



Healthcare Workforce Development Division
 400 R Street, Suite 330
 Sacramento, California 95811-6213
 (916) 326-3700
 Fax (916) 322-2588
www.oshpd.ca.gov

FNP/PA Policy
 Attachment E-1
 Agenda Item 8

**Song Brown Contract: XX-XXXX
 Family Nurse Practitioner and Physician Assistant Base Final Report**

As stated in your contract, Section D, a final report is due at the end of the contract period.

1. In 1-2 sentences, describe the objectives stated in your capitation application.
2. In 1-2 sentences, describe the successes and/or challenges you faced in meeting those objectives.
3. If this is your program’s first time receiving funding for Base funding address how this additional funding benefited the students of your program.
4. Using the table below provide the names of all students trained during the term of this contract. Indicate N/A if information requested doesn’t apply.
 (Add additional rows if necessary)

Student Name	1 st Y E A R	2 nd Y E A R	T O T A L	Date of most recent PANCE or FNP Certification	Graduate practice site (Name and complete address)

Comments:

5. Using the table below identify training sites used by the students during the term of this contract. (Add additional rows if necessary)

OSHPD Office of Statewide Health Planning and Development



Healthcare Workforce Development Division
 400 R Street, Suite 330
 Sacramento, California 95811-6213
 (916) 326-3700
 Fax (916) 322-2588
www.oshpd.ca.gov

Training Site Name	Training Site Address	Is this a non-hospital, outpatient setting?	Number of hours spent at site		
			1 st Year	2 nd Year	Total

Comments:

6. Describe any activities the above referenced students participated in during training that address one or more of the Social Determinants of Health for your patient population.

7. Describe any primary care pathways/pipeline activities the above referenced students participated in during training.

8. Describe if your program increased the number of health professionals from racial/ethnic and other underserved communities.

Song-Brown Funding Information

Provide an account of how the Song-Brown Base funds were spent for this contract period.

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 400 R Street, Suite 330
 Sacramento, California 95811-6213
 (916) 326-3700
 Fax (916) 322-2588
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Add additional budget categories if applicable.

Budget Category	Description	Amount
Personnel		
Operating Expenses		
Major Equipment		
Other Costs		

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 400 R Street, Suite 330
 Sacramento, California 95811-6213
 (916) 326-3700
 Fax (916) 322-2588
www.oshpd.ca.gov

9. Please provide the following information:

Program Director Name	Degrees	Title of Position
-----------------------	---------	-------------------

Mailing Address (Organization, Street, City, State, Zip Code)

E-Mail Address	Telephone No.	FAX Number
----------------	---------------	------------

CERTIFICATION AND ACCEPTANCE (Please sign report in blue ink):
 I, the undersigned, certify that the statements herein are true and complete to the best of my knowledge:

Program Director	Date
------------------	------

Staff Recommendations:

1. Add Question 4 table to capture students trained during the term of the contract.
2. Add Question 5 table to capture clinical training sites used during the term of the contract.

Task Force Recommendations to CHWPC:

Accept staff recommendations 1 and 2.

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FNP/PA Policy
Attachment E-2
Agenda Item 8

**Song Brown Contract: XX-XXXX
Family Nurse Practitioner and Physician Assistant
Special Programs Progress Report**

As stated in your contract, Section D, a progress report is due at the end of payment Year 1.

1. In 1-2 sentences, describe your special program's objectives.
2. In 1-2 sentences, describe the progress you have made for each objective during Year 1 of the contract.
3. Have you encountered unexpected successes and/or challenges in implementing your Special Program? If so, what is or has been the source of these successes and/or challenges?
4. Describe any activities the students participated in during Year 1 of the contract that address one or more of the Social Determinants of Health for your patient population.
5. Describe any progress made by the program in Year 1 in increasing the number of health professionals from racial/ethnic and other underserved communities.

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6. Describe any primary care pathways/pipeline activities the students participated in during Year 1 of the contract.

DRAFT

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Budget Information

Included is a budget schedule from your Contract. Note any adjustments in your line item expenditures for Payment Year 1. Explain any differences from your submitted budget schedule.

Payment Year 1: 2014-2015

PERSONNEL SERVICES:	TOTAL REIMBURSEMENT NOT TO EXCEED	ADJUSTMENT
OPERATING EXPENSES:		
Other Costs:		
Indirect costs		
Payment Year 2014-2015 Sub-Total		

Payment Year 2: 2015-2016

PERSONNEL SERVICES:	TOTAL REIMBURSEMENT NOT TO EXCEED	ADJUSTMENT
OPERATING EXPENSES:		
Other Costs:		
Indirect costs		
Payment Year 2015 -2016 Sub-Total		

Contract Total	
-----------------------	--

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Healthcare Workforce Development Division
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 Sacramento, California 95811-6213
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 Fax (916) 322-2588
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Do you anticipate a need to amend your budget for Fiscal Year 2015/2016? Yes No

Explanation:

Program Information

Please provide the following information:

Program Director Name	Degrees	Title of Position
Mailing Address (Organization, Street, City, State, Zip Code)		
E-Mail Address	Telephone No.	FAX Number

CERTIFICATION AND ACCEPTANCE (Please sign report in blue ink):

I, the undersigned, certify that the statements herein are true and complete to the best of my knowledge:

Program Director	Date
------------------	------

Staff Recommendation:

Accept Special Program Progress report template as presented.

Task Force recommendation to CHWPC::

1. Accept the FNP/PA Special Programs Progress Report as presented

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 (916) 326-3700
 Fax (916) 322-2588
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FNP/PA 7/28/14
 Attachment E-3
 Agenda Item 8

Song Brown Contract: XX-XXXX
Family Nurse Practitioner and Physician Assistant
Special Programs Final Report

As stated in your contract, Section D, a final report is due at the end of the contract period.

1. In 1-2 sentences, describe each of your special program’s objectives.

2. In 1-2 sentences, describe the successes and/or challenges you faced in meeting these objectives.

3. Using the table below provide the names of all students trained during the term of this contract. Indicate N/A if information requested doesn’t apply.
 (Add additional rows if necessary)

For contract period June 30, 2014 thru August 15, 2016					
Student Names	1 st Y E A R	2 nd Y E A R	T O T A L	Date of most recent PANCE or FNP Certification	Graduate practice site (Name and complete address)

Comments:

OSHDPD Office of Statewide Health Planning and Development



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 Sacramento, California 95811-6213
 (916) 326-3700
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- Using the table below identify training sites used by the students during the term of this contract. (Add additional rows if necessary)

Training Site Name	Training Site Address	Is this a non-hospital, outpatient setting	Number of hours spent at site		
			1 st YEAR	2nd YEAR	TOTAL

Comments:

- Describe any activities the above referenced students participated in during training that address one or more of the Social Determinants of Health for your patient population.
- Describe how your special program increased the primary care pathway/pipeline for underrepresented groups in the health and allied health professions.
- Describe how your special program increased the number of health professionals from racial/ethnic and other underserved communities.
- Describe the extent to which your program has increased the number of health professionals from racial/ethnic and other underserved communities.

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9. Explain what measures are in place to sustain your special program beyond the Song-Brown award funds. If applicable, include institutional letters of support stating how the program will be sustained.

10. What is your plan for dissemination (e.g. best practices) to other FNP/PA programs?

Song-Brown Funding Information

Provide an account of how the Song-Brown special program funds were spent for this contract period. Add additional budget categories if applicable.

Budget Category	Description	Amount
Personnel		
Operating Expenses		
Major Equipment		
Other Costs		

OSHPD Office of Statewide Health Planning and Development



Healthcare Workforce Development Division

400 R Street, Suite 330
 Sacramento, California 95811-6213
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11. Please provide the following information:

Program Director Name	Degrees	Title of Position
Mailing Address (Organization, Street, City, State, Zip Code)		
E-Mail Address	Telephone No.	FAX Number

CERTIFICATION AND ACCEPTANCE (Please sign report in blue ink):

I, the undersigned, certify that the statements herein are true and complete to the best of my knowledge:

Program Director	Date
------------------	------

Staff Recommendation:

Accept Special Program Final Report template as presented.

Task Force recommendation to CHWPC:

1. Accept the FNP/PA Special Programs Final Report as presented with the following changes:
 - Question 4 - Add training site type
 - Question 7 – Change to read: Describe the extent to which your program has increased the number of health professionals from racial/ethnic and other underserved communities.
 - Add an additional question about dissemination of information about the special program to other health care leaders.

Staff Recommendations:

1. Add Question 3 table to capture students trained during the term of the contract.
2. Add Question 4 table to capture clinical training sites used during the term of the contract.

Task Force Recommendations to CHWPC:

Accept staff recommendations 1 and 2.

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation Application

Executive Summary:

Staff Recommendation:

Adopt the Increase of character length for all text fields to 3000 characters each for both capitation and special program applications that was approved at the Family Medicine Policy Meeting and FNP/PA Task Force Meeting.

Task Force recommendation to CHWPC:

Increase the character length for all text fields to 3000 characters each for both capitation and special program applications

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation Application

Statistics Information:

Staff Recommendations:

1. Academic Years: Change to 12/13
2. Academic Years: Change to 11/12
3. Questions 6 thru 8: Of those that trained (use graduated instead of trained)

STATISTICS

Instructions:
Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.

	Academic Year (AY)	2011/12	2010/11
1.	What is the total enrollment capacity for your program based on your accrediting body or college?	24 *	42 *
2.	How many qualified students applied to your program?	129 *	138 *
3.	How many students were accepted?	31 *	46 *
4.	Of those students accepted how many were enrolled?	31 *	46 *
5.	Of those students enrolled how many graduated?	24 *	36 *
6.	Of those trained how many students were Male?	4 *	4 *
7.	Of those trained how many students were Female?	20 *	32 *
8.	Of those trained how many students were transgender?	0 *	0 *
9.	What is your program's attrition rate?	23 %* <input type="checkbox"/> N/A	22 %* <input type="checkbox"/> N/A
10.	What is your program's first time NCLEX pass rate?	88 %* <input type="checkbox"/> N/A	97 %* <input type="checkbox"/> N/A

What percent (average) of your program's total clinical hours is spent in areas of unmet need?
 %*

Task Force recommendation to CHWPC:

1. Accept staff recommendation for Questions 6, 7, & 8 to replace trained with graduated.

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation Application

Graduate Information

Changes to Grad Year ddl

1. Academic Years: add 2013/14
2. Academic Years: Remove 2010/11

GRADUATES INFORMATION

Instructions:

Please fill in the appropriate fields.

Required fields are marked with an *.

When done, click the SAVE button.

Click ADD to create additional pages for entering more graduates.

This is a new program with no graduates to report.

Grad Year

Graduate Last Name

Graduate First Name

 HPEF Scholar

 NHSC Recipient

Practice Specialty

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation Application

Underrepresented Minorities

Changes to Graduate Years:

1. Graduate Years: Add 2013/14
2. Graduate Years: Remove 2010/11

Change to Current Students

1. Current students: 2014/15

Current URM page

UNDERREPRESENTED MINORITIES

Instructions:
Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.

Category	Graduates 2011/12	Graduates 2010/11	Total	Current Students/Residents 2013/14
African American/Black/African	1	0	1	3
American Indian/Native American/Alaskan Native	0	0	0	1
Cambodian	0	0	0	0
Caucasian/White/European/Middle Eastern	12	25	37	39
Central American	0	0	0	0
Chinese	0	0	0	0
Cuban	0	0	0	0
Fijian	0	0	0	0
Filipino	3	1	4	7
Guamanian	0	0	0	0
Hawaiian	0	0	0	0
Indian	0	0	0	0
Indonesian	0	0	0	0
Japanese	0	0	0	0
Korean	0	0	0	0
Laotian/Hmong	0	0	0	0
Mexican	0	0	0	0
Pakistani	0	0	0	0
Puerto Rican	0	0	0	0
Samoan	0	0	0	0
South American	0	0	0	0
Thai	0	0	0	0
Tongan	0	0	0	0
Vietnamese	0	0	0	0
Other	0	0	0	1
Other Asian	3	5	8	1
Other Hispanic	5	5	10	7
Other Pacific Islander			0	
Total	24	36	60	59

Defined as underrepresented by the California Healthcare Workforce Policy Commission

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation Application

Proposed page redesign of URM Table

Staff Recommendation:

Adopt the proposed page redesign of URM Table that was approved at the Family Medicine Policy Meeting and FNP/PA Task Force Meeting.

Category	Graduates 2011/12	Graduates 2012/13	Total	Current Students 2014/15
American Indian, Native American or Alaska Native				
Asian				
Asian Indian				
Cambodian				
Chinese				
Filipino				
Indonesian				
Japanese				
Korean				
Laotian/Hmong				
Malaysian				
Pakistani				
Thai				
Vietnamese				
Black, African American or African				
Hispanic or Latino				
Native Hawaiian or Other Pacific Islander				
White/Caucasian, European/Middle Eastern				
Other				

Yellow highlight defines underrepresented minority by the California Healthcare Workforce Policy Commission (CHWPC)

Task Force recommendation to CHWPC:

1. Accept staff recommendation to re-design the URM table as proposed

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation Application

Staff Recommendation:

Adopt the clean-up language in that was approved at the Family Medicine Policy Meeting and FNP/PA Task Force Meeting.

CALIFORNIA HEALTHCARE WORKFORCE POLICY COMMISSION'S
RACE/ETHNICITY DEFINITIONS

American Indian, Native American or Alaska Native means persons having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community.

Asian means persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, Indonesia, Japan, Korea, Laos, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam .

Black, African American or African means persons having origins in any of the black racial groups of Africa.

Hispanic or Latino means persons of Cuban, Mexican, Puerto Rican, Central or South American or other Spanish culture or origin regardless of race.

Native Hawaiian or Other Pacific Islander means persons having origins in any of the original peoples of Hawaii, Fiji, Guam, Samoa, Tonga or other Pacific Islands.

White/ Caucasian, European/Middle Eastern means persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Other means persons of any race or ethnicity not identified as American Indian, Native American or Alaska Native, Asian, Black, African American or African, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and White, Caucasian, European/Middle Eastern.

UNDERREPRESENTED MINORITY DEFINITION

Underrepresented Minority (URM) refers to racial and ethnic populations that are underrepresented in the health professions relative to their numbers in the total population under consideration. In most instances this will include **Black, African – American or African, Hispanics or Latinos, American Indians, Native American or Alaskan natives, Native Hawaiians or other Pacific Islanders, and Asians other than: Chinese, Filipinos, Japanese, Koreans, Malaysians, Pakistanis, Asian Indian, and Thai.**

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation Application

Faculty Qualifications

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, publications, and professional and/or research experience).

Staff Recommendation:

Use the same table approved at the Family Medicine Policy Meeting and FNP/PA Task Force Meeting with changes to the instruction below.

New instruction would read: Using the table provided, describe how your programs faculty possesses the knowledge, skills and experience needed to deliver a **primary care curriculum** with an emphasis on health care disparities (Examples should include relevant **primary care** health disparities honors, awards, publications and professional and/or related research experience)

FACULTY QUALIFICATIONS

Instructions:
Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.

Using the table provided, describe the duties of all personnel (faculty and staff) that will contribute 25% or more of their time to your proposed special program. List all personnel regardless of whether you are requesting Song-Brown funding support.

Job Title/Position	Project Role

Faculty Member Name/Position

Qualifications

Task Force recommendation to CHWPC:

1. Accept staff recommendation to use the table above for Faculty Qualifications
2. Replace primary care with community based.

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation Application

Scoring and Scoring Comments

Section II – Other Considerations

1. Does the program have an attrition rate less than 10.3% (ADNs); 10.2% (BSNs) or 19.1% (ELMs) based on the most recent BRN Annual School Report?

Staff Recommendation:

Based on the 2012-2013 BRN Annual School Report, update the question to read:

2. Does the program have an attrition rate less than 14% (ADNs); 10.3% (BSNs) or 4.9% (ELMs) based on the most recent BRN Annual School Report?

Other Considerations			
Section II	Priority	Comments	Points Available
1	Does the program have an 85% or better 1st time pass rate on licensing exams?		3
2	Does the program have an attrition rate less than 10.3% (ADNs); 10.2% (BSNs) or 19.1% (ELMs) based on the most recent BRN Annual School Report?		3
6	Does the program faculty possess the knowledge, skills and experience to deliver a primary care curriculum with an emphasis on health care disparities?		3
10	Does the faculty URM diversity and/or gender diversity reflect the community it serves?		2
12	Does the program have an evaluation process to review the program's effectiveness and deficiencies such as those required by a national and/or regional accrediting body?		3
14	How is the program addressing the deficiencies identified by the accrediting bodies?		2
19	Does the program have academic advising that supports students throughout all stages of the pathway?		3
19.a.	Does the program provide assistance in job placement and/or training programs for new graduates?		5
20	Is the program a part of a collaborative model of nursing education that expands advancement in degree opportunities for students/graduates?		3
21	Has the program developed coherent ties with medically underserved multi-cultural communities in lower socioeconomic neighborhoods as evidenced by letters of support?		4
Total points possible and awarded for Section II			31
Total points possible and awarded for Sections I and II			100

Task Force recommendation to CHWPC:

1. Accept staff recommendation to update Question 2 based on the 2012-2013 BRN Annual School Report.

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs
Application

Executive Summary:

Staff Recommendation:

Adopt the Increase of character length for all text fields to 3000 characters each for both capitation and special program applications that was approved at the Family Medicine Policy Meeting and FNP/PA Task Force Meeting.

Task Force recommendation to CHWPC:

1. Increase the character length for all text fields to 3000 characters each for both capitation and special program applications

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs Application

Statistics Information:

Staff Recommendations:

1. Academic Years: Change to 12/13
2. Academic Years: Change to 11/12
3. Questions 6 thru 8: Of those trained (use graduated instead of trained)

		Academic Year (AY)	2011/12	2010/11
1.	What is the total enrollment capacity for your program based on your accrediting body or college?		440	440
2.	How many qualified students applied to your program?		242	186
3.	How many students were accepted?		424	257
4.	Of those students accepted how many were enrolled?		244	230
5.	Of the students enrolled how many graduated?		408	211
6.	Of those trained how many students were Male?		102	106
7.	Of those trained how many students were Female?		465	505
8.	Of those trained how many students were transgender?		0	0
9.	How many students will be supported through these Song-Brown funds if an award is made as a result of this application?			
10.	What is your programs attrition rate?		5% N/A	3% N/A
11.	What is your programs first time NCLEX pass rate?		82.61% N/A	81.11% N/A

What percent (average) of your program's total clinical hours is spent in areas of unmet need?
100%

How many current students will be supported through these Song-Brown funds if an award is made as a result of this application?
20

Task Force recommendation to CHWPC:

1. Accept staff recommendation for Questions 6, 7, & 8 to replace trained with graduated.

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs
Application

Graduate Information

Changes to Grad Year ddl

1. Academic Years: add 2013/14
2. Academic Years: Remove 2010/11

GRADUATES INFORMATION

Instructions:

Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.
Click ADD to create additional pages for entering more graduates.

This is a new program with no graduates to report.

Grad Year

Graduate Last Name Graduate First Name

 HPEF Scholar  NHSC Recipient

Practice Specialty

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs Application

Underrepresented Minorities

Changes to Graduate Years:

1. Graduate Years: Add 2013/14
2. Graduate Years: Remove 2010/11

Change to Current Students

1. Current students: 2014/15

Current URM

UNDERREPRESENTED MINORITIES

Instructions:

Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.

Category	Graduates 2011/12	Graduates 2010/11	Total	Current Students/Residents 2013/14
African American/Black/African	1	0	1	3
American Indian/Native American/Alaskan Native	0	0	0	1
Cambodian	0	0	0	0
Caucasian/White/European/Middle Eastern	12	25	37	39
Central American	0	0	0	0
Chinese	0	0	0	0
Cuban	0	0	0	0
Fijian	0	0	0	0
Filipino	3	1	4	7
Guamanian	0	0	0	0
Hawaiian	0	0	0	0
Indian	0	0	0	0
Indonesian	0	0	0	0
Japanese	0	0	0	0
Korean	0	0	0	0
Laotian/Hmong	0	0	0	0
Mexican	0	0	0	0
Pakistani	0	0	0	0
Puerto Rican	0	0	0	0
Samoan	0	0	0	0
South American	0	0	0	0
Thai	0	0	0	0
Tongan	0	0	0	0
Vietnamese	0	0	0	0
Other	0	0	0	1
Other Asian	3	5	8	1
Other Hispanic	5	5	10	7
Other Pacific Islander			0	
Total	24	36	60	59

Defined as underrepresented by the California Healthcare Workforce Policy Commission

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs Application

Staff Recommendation:

Adopt the proposed page redesign of URM Table that was approved at the Family Medicine Policy Meeting and FNP/PA Task Force Meeting.

Proposed page redesign of URM Table

Category	Graduates 2011/12	Graduates 2012/13	Total	Current Students 2014/15
American Indian, Native American or Alaska Native				
Asian				
Asian Indian				
Cambodian				
Chinese				
Filipino				
Indonesian				
Japanese				
Korean				
Laotian/Hmong				
Malaysian				
Pakistani				
Thai				
Vietnamese				
Black, African American or African Hispanic or Latino				
Native Hawaiian or Other Pacific Islander				
White/Caucasian, European/Middle Eastern				
Other				

Yellow highlight defines underrepresented minority by the California Healthcare Workforce Policy Commission (CHWPC)

Task Force recommendation to CHWPC:

1. Accept staff recommendation to re-design the URM table as proposed

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs Application

Staff Recommendation:

Adopt the clean-up language in red that was approved at the Family Medicine Policy Meeting and FNP/PA Task Force Meeting.

CALIFORNIA HEALTHCARE WORKFORCE POLICY COMMISSION'S

RACE/ETHNICITY DEFINITIONS

American Indian, Native American or Alaska Native means persons having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community.

Asian means persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, Indonesia, Japan, Korea, Laos, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam .

Black, African American or African means persons having origins in any of the black racial groups of Africa.

Hispanic or Latino means persons of Cuban, Mexican, Puerto Rican, Central or South American or other Spanish culture or origin regardless of race.

Native Hawaiian or Other Pacific Islander means persons having origins in any of the original peoples of Hawaii, Fiji, Guam, Samoa, Tonga or other Pacific Islands.

White/ Caucasian, European/Middle Eastern means persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Other means persons of any race or ethnicity not identified as American Indian, Native American or Alaska Native, Asian, Black, African American or African, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and White, Caucasian, European/Middle Eastern.

UNDERREPRESENTED MINORITY DEFINITION

Underrepresented Minority (URM) refers to racial and ethnic populations that are underrepresented in the health professions relative to their numbers in the total population under consideration. In most instances this will include **Black**, African – American **or African**, Hispanics or Latinos, American Indians, **Native American** or Alaskan natives, Native Hawaiians or other Pacific Islanders, and Asians **other than: Chinese, Filipinos, Japanese, Koreans, Malaysians, Pakistanis, Asian Indian, and Thai.**

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs Application

Faculty Qualifications

Faculty Qualifications question “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, publications, and professional and/or research experience)” is not asked in the Special Programs application.

Staff Recommendation:

Add and use the same table approved at the Family Medicine Policy Meeting and FNP/PA Task Force with changes to the instruction below.

New instruction would read: Using the table provided, describe how your program’s *personnel (faculty and staff) will contribute 25% or more of their time to your proposed special program* possesses the knowledge, skills and experience needed to deliver a **primary care curriculum** with an emphasis on health care disparities (Examples should include relevant primary care health disparities, honors, awards, publications and professional and/or related research experience)

FACULTY QUALIFICATIONS

Instructions:
Please fill in the appropriate fields.
Required fields are marked with an *.
When done, click the SAVE button.

Using the table provided, describe the duties of all personnel (faculty and staff) that will contribute 25% or more of their time to your proposed special program. List all personnel regardless of whether you are requesting Song-Brown funding support.

Job Title/Position	Project Role

Faculty/Staff Member Name/Position

Qualifications

Task Force recommendation to CHWPC:

1. Accept staff recommendation to add Faculty Qualifications to the RN Special Programs Application along with the table above to the Special Programs application. (Currently asked only in the RN Capitation Application)
2. Replace primary care with community based.

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs Application

Special Program Description

How does your special program integrate or include different educational modalities into learning delivery models such as health information technology, simulation, etc.?

Applicants tended to focus on only the examples when describing their different education modalities.

Staff Recommendation:

Adopt the following that was approved at the Family Medicine Policy Meeting and FNP/PA Task Force Meeting.

1. Change the question to read “How does your special program integrate or include different educational modalities into learning delivery models?”
2. Staff will provide better instruction in the Instructions and Guidance document.

Task Force recommendation to CHWPC:

1. Accept staff recommendation to remove all examples provided within

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation -
Evaluation Criteria

Proposed Changes to the Evaluation Criteria

1. Does the program have an 85% or better first-time pass rate on licensing exams?

Action Item: Award applicants three points for 75% or better pass rate.

Staff Recommendation:

Based on the 2012-2013 BRN Annual School Report, update the evaluation criteria to reflect a sliding scale for a competitive application. Score as:

85% or better pass rate = 3 points

75% - 84% = 2 points

Below 75% = 0 point

2. Does the program have an attrition rate less than 10.3% (ADNs); 10.2% (BSNs) or 19.1% (ELMs) based on the most recent BRN Annual School Report?

Staff Recommendation:

Based on the 2012-2013 BRN Annual School Report, update the question to read:

Does the program have an attrition rate less than 14% (ADNs); 10.3% (BSNs) or 4.9% (ELMs) based on the most recent BRN Annual School Report?

Yes = 3

No = 0

Task Force recommendation to CHWPC:

1. Accept staff recommendation to update the evaluation criteria (above) to reflect a sliding scale for a competitive application.
2. Accept staff recommendation to update Question 2 based on the 2012-2013 BRN Annual School Report and score accordingly. (Applicants received a Pass on the last application.)

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation -
Evaluation Criteria

Section I	Statutory Criteria	Total Points Available
1.	Placement of graduates in Registered Nurse Shortage Areas (RNSA). (% and # of graduates in RNSAs) Cal REACH to populate.	15
1. a.	Counseling and placement program to encourage graduate placement in RNSAs 1. No description = 0 point 2. Brief description of program = 1 point 3. 1 additional point for each example cited up to 4 points maximum (e.g., specific strategies, job fairs, guest speakers, online resources)	5
1. b.	Cultural competency/culturally responsive care incorporated into the program curriculum 1. No description = 0 point 2. Well defined description of culture competency/culturally responsive care = 1-3 points 3. 1 additional point for each example cited up to 4 points maximum (e.g., Integration of culture in curriculum; not just one course; examples of how culture integrated and content taught; specific strategies used to incorporate and apply cultural concepts)	7
2.	Attracting and admitting underrepresented minorities and/or economically disadvantaged groups to the program (% and # of URM students and graduates) Cal REACH to populate.	15

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation -
Evaluation Criteria

Section I	Statutory Criteria	Total Points Available
2. a.	<p>Procedures implemented to identify, recruit and admit residents, students and trainees who possess characteristics which would suggest a predisposition to practice in RNSAs</p> <ol style="list-style-type: none"> 1. Every Applicant = 4 points 2. 1 additional point for each activity cited up to 3 points maximum <p>(e.g. Special grant project for recruiting/admitting; specific identification of characteristics suggesting predisposition to practice in RNSAs and support of how they predispose practice. Identification of a pipeline; mentoring of potential applicants as well as applicants admitted; possibly a workshop/summer class for potential applicants in identified pipeline.)</p>	7
3.	<p>Location of the program and/or clinical training sites in RNSAs. (% and # of training sites in RNSAs)</p> <p>Cal REACH to populate</p>	15
3. a.	<p>Percent of clinical hours in RNSAs</p> <ol style="list-style-type: none"> 1. 0% - in RNSA = 0 point 2. 1% - 20% - in RNSA = 1 point 3. 21% - 40% in RNSA = 2 points 4. 41% – 60% in RNSA = 3 points 5. 61% – 80% in RNSA = 4 points 6. 81% - 100% location of program and/or training sites in RNSA = 5 points <p>5 pts = 100%</p>	5
Total points possible for Section I		69
Section II	Other Considerations	Total Points Available
1.	<p>Does the program have an 85% or better first-time pass rate on licensing exams?</p> <ol style="list-style-type: none"> 1. Below 75% = 0 point 2. 75% and above = 3 point <p>(2 yr average)</p>	3

Staff Recommendation:

85% or better pass rate = 3 points
75% - 84% = 2 points
Below 75% = 0 point

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation -
Evaluation Criteria

Section II	Other Considerations	Total Points Available
2.	<p>Does the program have an attrition rate less than 10.3% (ADNs); 10.2% (BSNs) or 19.1% (ELMs) Based on the most recent BRN Annual School Report?</p> <p>1. Every applicant = 3 points (PASS)</p> <p>Staff Recommendation: Based on the 2012-2013 BRN Annual School Report, update the question to read: Does the program have an attrition rate less than 14% (ADNs); 10.3% (BSNs) or 4.9% (ELMs) based on the most recent BRN Annual School Report?</p> <p>Yes = 3 No = 0</p>	3
3.	<p>Does the programs faculty possess the knowledge, skills and experience to deliver a primary care curriculum with an emphasis on health care disparities?</p> <p>1. 1 point for each unique faculty member up to 3 points maximum</p>	3
4.	<p>Does the faculty URM diversity and/or gender diversity reflect the community it serves?</p> <p>1. No diversity = 0 point 2. Any diversity present in faculty = 2 points</p>	2
5.	<p>Does the program have an evaluation process to review the program's effectiveness and deficiencies such as those required by a national and/or regional accrediting body? (i.e. NLNAC, CCNE, WASC, etc.)</p> <p>ACEN</p> <p>1. No evaluation plan identified = 0 point 2. Evaluation plan identified = 3 points</p> <p>(All universities have WASC accreditation; however not all ADN programs have the additional accreditation from a national accrediting body; if so it will be ACEN. Also NLNAC no longer exists, it is now ACEN; CCNE only accredits BSN and higher degree programs. Note – All programs accredited by these agencies have evaluation plan)</p>	3

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation -
Evaluation Criteria

Section II	Other Considerations	Total Points Available
6.	<p>How is the program addressing the deficiencies identified by the accrediting bodies?</p> <ol style="list-style-type: none"> 1. No deficiency evaluation plan identified = 0 point 2. No deficiencies or evaluation plan addresses deficiencies = 2 points <p>For the ADN programs there may not be any deficiencies from a regional accrediting body (WASC) for ADN; however there will be some recommendations from a BRN site visit. And we should know how they are addressing these (have to submit a progress report to BRN.) There will be deficiencies or recommendations from an ACEN or CCNE accreditation visit.</p> <p>(Note – All programs accredited by these agencies have evaluation plans)</p>	2
7.	<p>Does the program have academic advising that supports students throughout all stages of the pathway?</p> <ol style="list-style-type: none"> 1. No description of academic advising = 0 point 2. Brief description of academic advising = 1 point 3. 1 additional point for each example cited up to 2 points maximum <p>(e.g., A specific advisor that works with nursing students; not just an advisor that sometimes works with nursing students; specifically assigned to nursing students (works with them from entry to graduation.)</p>	3
7a.	<p>Does the program provide assistance in job placement and/or training programs for new graduates?</p> <ol style="list-style-type: none"> 1. No description = 0 point 2. New graduate training program and/or job placement assistance comprehensively described =1 points 3. Employer Workshops = 2 points 4. Job Placement Centers = 2 points <p>(e.g., Job placement center available. Workshops where employers come to college and presents to graduates)</p>	5

Proposed changes to the 2014 Registered Nurse (RN) Education Capitation -
Evaluation Criteria

Section II	Other Considerations	Total Points Available
8.	<p>Is the program a part of a collaborative model of nursing education that expands advancement in degree opportunities for students/graduates?</p> <ol style="list-style-type: none"> 1. No description of any collaborative efforts = 0 point 2. Description of collaborations (example ADN to BSN; MSN to DNP) between educational programs = 3 points <p>(This occurs with the CSU and Community College nursing programs; Private universities sometimes have partnerships with CCs; so far UCs do not.)</p>	3
9.	<p>Has the program developed coherent ties with medically underserved multi-cultural communities in lower socioeconomic neighborhoods as evidenced by letters of support?</p> <ol style="list-style-type: none"> 1. 0 letters = 0 point 2. 1 letter of support (adequate) = 1 point 3. 2-4 letters of support (adequate) = 2-3 points 4. 2-4 strong letters of support describing the relationship = 4 points <p>(Specific letters addressing how they collaborate. Nursing programs are all looking for these types of collaborations)</p>	4
Total points possible for Section II		31
Total Possible Score (Section I and II)		100

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs -
Evaluation Criteria

Proposed Changes to the Evaluation Criteria

Section 2 – Other Considerations

1. Does the program have an 85% or better first-time pass rate on licensing exams?

Action Item: Award applicants three points for 75% or better pass rate.

Staff Recommendation:

Based on the 2012-2013 BRN Annual School Report, update the evaluation criteria to reflect a sliding scale for a competitive application. Score as:

85% or better pass rate = 3 points

75% - 84% = 2 points

Below 75% = 0 point

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs -
Evaluation Criteria

Section I	Statutory Criteria	Total Points Available
1.	Placement of graduates in Registered Nurse Shortage Areas (RNSA). (% and # of graduates in RNSAs) (*For new programs: # and % of entering students from medically underserved areas**)	15
1. a.	Counseling and placement program to encourage graduate placement in RNSAs	5
1. b.	Cultural competency/culturally responsive care incorporated into the program curriculum	7
2.	Attracting and admitting underrepresented minorities and/or economically disadvantaged groups to the program (% and # of URM students and graduates)	15
2. a.	Procedures implemented to identify, recruit and admit residents, students and trainees who possess characteristics which would suggest a predisposition to practice in RNSAs	7
3.	Location of the program and/or clinical training sites in RNSAs. (% and # of training sites in RNSAs)	15
Total points possible for Section I		64
Section II	Other Considerations	
1.	Does the program have an 85% or better 1 st time pass rate on licensing exams? (if applicable) <div style="border: 1px solid black; padding: 5px; color: red; text-align: center;">Adopt the same evaluation criteria used in the Capitation</div>	3
2.	Is the proposed special program innovative and meet Song-Brown's goals of increasing nurses practicing in California RNSAs?	5
3.	Does the proposed special program include interdisciplinary training as part of their training model?	3
4.	Can the proposed special program be replicated?	3
4. a.	Does the program have a dissemination plan?	2
5.	Has the program provided adequate information as to the sustainability of the proposed special program?	3
5. a.	Are letters of support included to demonstrate sustainability?	2

Proposed changes to the 2014 Registered Nurse (RN) Education Special Programs -
Evaluation Criteria

Section II	Other Considerations	Total Points Available
6	Does the program have an evaluation process to review the program's effectiveness and deficiencies such as those required by a national and/or regional accrediting body? (i.e. NLNAC, CCNE, WASC, etc.)	3
6 a.	How is the program addressing the deficiencies identified by the accrediting bodies?	2
7	Does the program integrate or include different educational modalities into learning delivery models such as health information technology, simulation, etc.?	3
*8. T h i s	Does the proposed program support successful implementation of at least one of the Institute of Medicine/Robert Wood Johnson Foundation Future of Nursing recommendations?	3
9. w i	Has the program developed coherent ties with medically underserved multi-cultural communities in lower socioeconomic neighborhoods as evidenced by letters of support?	4
Total points possible for Section II		36
Total Possible Score (Section I and II)		100

Task Force recommendation to CHWPC:

1. Accept staff recommendation to approve the Progress and Final Reports for:
 - a. Attachment J-1: RNC Progress Report
 - b. Attachment J-2: RNC ADN Final Report
 - c. Attachment J-3: RNC BSN Final Report
 - d. Attachment J-4: RNC MSN Final Report
 - e. Attachment K-1: RNSP Progress Report
 - f. Attachment K-2: RNSP ADN Final Report
 - g. Attachment K-3: RNSP BSN Final Report
 - h. Attachment K-4: RNSP MSN Final Report

2. Task Force recommends that the Progress and Final Reports be scanned and available for Commissioners to review.

- Provide a brief justification as to how the monies spent in Payment Year 1 were used to effectively advance the education of your nursing students?

Accounting of Funds Awarded

Provide an accounting of the funds provided to your program in Payment Year 1. Use the table provided, add additional budget categories if necessary.

Budget Category	Description	Amount
Personnel		
Student Support		
Equipment		
Supplies		
Other		

OSHPD Office of Statewide Health Planning and Development



Healthcare Workforce Development Division

400 R Street, Suite 330
 Sacramento, California 95811-6213
 (916) 326-3700
 Fax (916) 322-2588
www.oshpd.ca.gov

**Attachment J-2
 Agenda Item 11**

20XX-20XX Song-Brown RN Contract

ADN Capitation Final Report

Contract XX-XXXX– Program

For contract period July 1, 20XX through June 30, 20XX

Song-Brown Supported Students Information

How many students were admitted to your nursing education program?	
How many students graduated from the nursing education program?	
What was the NCLEX pass rate for these students?	
If there were students that did not graduate during this period, how many are currently enrolled?	
How many students withdrew from the program during this period?	

1. For the students that did not complete the program, what challenges did they face? If applicable, what services are offered to the students still enrolled to help them overcome these challenges and complete your program?

2. What, if any, difficulties are your graduates having in finding employment in California? Are any of your graduates leaving California?

3. Are any of your graduates continuing their education to obtain BSN level degrees?

Song-Brown Training Program Statute Requirements

Section 128230 of the Song-Brown Act requires that:

“...the commission shall give priority to programs that have demonstrated success in the following areas:

- a) Actual placement of individuals in medically underserved areas.
 - b) Success in attracting and admitting members of minority groups to the program.
 - c) Success in attracting and admitting individuals who were former residents of medically underserved areas.
 - d) Location of the program in a medically underserved area.
 - e) The degree to which the program has agreed to accept individuals with an obligation to repay loans awarded pursuant to the Health Professions Education Funds.
1. What accomplishments in your program demonstrate success in further advancement of the statute requirements cited in Section 128230 of the Song-Brown Act?

2. Provide a brief overview of your programs challenges during the contract period.

Song-Brown Funding Information

1. Provide an account of how the Song-Brown capitation funds were spent for this contract period. Add additional budget categories if applicable.

Budget Category	Description	Amount
Personnel		
Student Support		
Equipment		
Supplies		
Other		



Program Information

Please provide the following information:

Program Director Name	Degrees	Title of Position
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Mailing Address (Organization, Street, City, State, Zip Code)

E-Mail Address Number	Telephone No.	FAX
--------------------------	---------------	-----

CERTIFICATION AND ACCEPTANCE (Please sign report in blue ink):

I, the undersigned, certify that the statements herein are true and complete to the best of my knowledge:

Program Director

Date



OSHPD Office of Statewide Health Planning and Development



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400 R Street, Suite 330
Sacramento, California 95811-6213
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**Attachment J-3
Agenda Item 11**

20XX-20XX Song-Brown RN Contract

BSN Capitation Final Report

Contract XX-XXXX - Program

For contract period July 1, 20XX through June 30, 20XX

Song-Brown Supported Students Information

How many students were admitted to your nursing education program?	
How many students graduated from the nursing education program?	
What was the NCLEX pass rate for these students?	
If there were students that did not graduate during this period, how many are currently enrolled?	
How many students withdrew from the program during this period?	

1. For the students that did not complete the program, what challenges did they face? If applicable, what services are offered to the students still enrolled to help them overcome these challenges and complete your program?

2. What, if any, difficulties are your graduates having in finding employment in California? Are any of your graduates leaving California?

3. Are any of your graduates continuing their education to obtain MSN level degrees?

Song-Brown Training Program Statute Requirements

Section 128230 of the Song-Brown Act requires that:

“...the commission shall give priority to programs that have demonstrated success in the following areas:

- a) Actual placement of individuals in medically underserved areas.
 - b) Success in attracting and admitting members of minority groups to the program.
 - c) Success in attracting and admitting individuals who were former residents of medically underserved areas.
 - d) Location of the program in a medically underserved area.
 - e) The degree to which the program has agreed to accept individuals with an obligation to repay loans awarded pursuant to the Health Professions Education Funds.
1. What accomplishments in your program demonstrate success in further advancement of the statute requirements cited in Section 128230 of the Song-Brown Act?

2. Provide a brief overview of your programs challenges during the contract period.

Song-Brown Funding Information

Provide an account of how the Song-Brown capitation funds were spent for this contract period.
Add additional budget categories if applicable.

Budget Category	Description	Amount
Personnel		
Student Support		
Equipment		
Supplies		
Other		

Program Information

Please provide the following information:

Program Director Name	Degrees	Title of Position
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Mailing Address (Organization, Street, City, State, Zip Code)

E-Mail Address Number	Telephone No.	FAX
--------------------------	---------------	-----

CERTIFICATION AND ACCEPTANCE (Please sign report in blue ink):
I, the undersigned, certify that the statements herein are true and complete to the best of my knowledge:

Program Director

Date

OSHDP Office of Statewide Health Planning and Development



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**Attachment J-4
Agenda Item 11**

20XX-20XX Song-Brown RN Contract

MSN Capitation Final Report

Contract # XX-XXXX Program

For contract period July 1, 20XX through June 30, 20XX

Song-Brown Supported Students Information

How many students were admitted to your nursing education program?	
How many students graduated from the nursing education program?	
If there were students that did not graduate during this period, how many are currently enrolled?	
How many students withdrew from the program during this period?	

1. For the students that did not complete the program, what challenges did they face? If applicable, what services are offered to those students still enrolled to help them overcome these challenges and complete your program?

2. What, if any, difficulties are your graduates having in finding employment in California? Are any of your graduates leaving California?

3. What type of positions are your graduates accepting? Administrative, Clinical, or Faculty?

4. Are any of your graduates continuing their education to obtain a Doctorate in Nursing? If so how many?

Song-Brown Training Program Statute Requirements

Section 128230 of the Song-Brown Act requires that:

“...the commission shall give priority to programs that have demonstrated success in the following areas:

- a) Actual placement of individuals in medically underserved areas.
 - b) Success in attracting and admitting members of minority groups to the program.
 - c) Success in attracting and admitting individuals who were former residents of medically underserved areas.
 - d) Location of the program in a medically underserved area.
 - e) The degree to which the program has agreed to accept individuals with an obligation to repay loans awarded pursuant to the Health Professions Education Funds.
-
1. What accomplishments in your program demonstrate success in further advancement of the statute requirements cited in Section 128230 of the Song-Brown Act?

2. Provide a brief overview of your programs challenges during the contract period.



Song-Brown Funding Information

1. Provide an account of how the Song-Brown capitation funds were spent for this contract period. Add additional budget categories if applicable.

Budget Category	Description	Amount
Personnel		
Student Support		
Equipment		
Supplies		
Other		



Program Information

Please provide the following information:

Program Director Name	Degrees	Title of Position
-----------------------	---------	-------------------

Mailing Address (Organization, Street, City, State, Zip Code)

E-Mail Address	Telephone No.	FAX No.
----------------	---------------	---------

CERTIFICATION AND ACCEPTANCE (Please sign report in blue ink):
I, the undersigned, certify that the statements herein are true and complete to the best of my knowledge:

Program Director	Date
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3. Based on your experience to date, do you anticipate successful completion of the award?
Please explain.

4. Provide a brief justification as to how the monies spent in Payment Year 1 were used to effectively advance the education of your nursing students?

5. Please provide information on any organizational or programmatic changes, including changes in key leadership

Budget Information

Included is a budget schedule from your contract. Please note any adjustments in your line item expenditures for FY 20XX/XX. Please explain any differences from your submitted budget schedule.

Fiscal Year 20XX-20XX

PERSONNEL SERVICES:	TOTAL REIMBURSEMENT NOT TO EXCEED	ADJUSTMENT
OPERATING EXPENSES:		
MAJOR EQUIPMENT:		
OTHER COSTS:		
Indirect costs		
Contract Year 20XX -20XX Sub-Total		

Fiscal Year 20XX-20XX

PERSONNEL SERVICES:	TOTAL REIMBURSEMENT NOT TO EXCEED	ADJUSTMENT
OPERATING EXPENSES:		
MAJOR EQUIPMENT:		
OTHER COSTS:		
Indirect costs		
Contract Year 20XX -20XX Sub-Total		

Contract Total	\$
-----------------------	----

Do you anticipate a need to amend your budget for the 20XX/XX fiscal year? Yes No

Explanation:

Program Information

Please provide the following information:

Program Director Name

Degrees

Title of Position

Mailing Address (Organization, Street, City, State, Zip Code)

E-Mail Address

Telephone No.

FAX Number

CERTIFICATION AND ACCEPTANCE (Please sign report in blue ink):

I, the undersigned, certify that the statements herein are true and complete to the best of my knowledge:

Program Director

Date

3. Provide a brief overview of your programs successes and/or challenges in meeting the objectives of your special program.

Song-Brown Funding Information

1. Provide an account of how the Song-Brown capitation funds were spent for this contract period. Add additional budget categories if applicable.

Budget Category	Description	Amount
Personnel		
Other		

Program Information

Please provide the following information:

Program Director Name	Degrees	Title of Position
-----------------------	---------	-------------------

Mailing Address (Organization, Street, City, State, Zip Code)

E-Mail Address	Telephone No.	FAX Number
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CERTIFICATION AND ACCEPTANCE (Please sign report in blue ink):

I, the undersigned, certify that the statements herein are true and complete to the best of my knowledge:

Program Director	Date
------------------	------



Song-Brown Funding Information

1. Provide an account of how the Song-Brown capitation funds were spent for this contract period. Add additional budget categories if applicable.

Budget Category	Description	Amount
Personnel		
Other		

Program Information





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**Attachment K-4
 Agenda Item 11**

20XX-20XX Song Brown RN Contract

MSN Special Program Final Report

Contract: #XX-XXXX Program Name

For contract period January 1, 20XX thru December 31, 20XX

Program Data

How many students were admitted into your nursing education program?	
How many students graduated from your nursing education program?	
How many graduates have taken positions in a Registered Nurse Shortage Area? RNSA information website: http://www.oshpd.ca.gov/General_Info/MSSA/RNSA_Report.pdf	
Please provide an additional sheet listing the graduate names and current practice site address.	
How many students did not graduate during this contract period? How many of those students are currently enrolled?	
How many students withdrew from your program during this contract period?	

1. If there were student(s) that withdrew from the program, please cite the reason(s) for withdrawal.

2. What, if any, difficulties are your graduates having in finding employment in California?

3. What type of positions are your graduates accepting? Administrative, Clinical or Faculty?

4. Are any of your graduates continuing their education to obtain a Doctorate in Nursing? If so how many?

Song Brown Program Requirements

Section 128230 of the Song-Brown Act requires that:

“...the commission shall give priority to programs that have demonstrated success in the following areas:

- (a) Actual placement of individuals in medically underserved areas.
- (b) Success in attracting and admitting members of minority groups to the program.
- (c) Success in attracting and admitting individuals who were former residents of medically underserved areas.
- (d) Location of the program in a medically underserved area.
- (e) The degree to which the program has agreed to accept individuals with an obligation to repay loans awarded pursuant to the Health Professions Education Fund.”

1. What accomplishments in your special program demonstrate success in further advancement of the statute requirements cited in Section 128230 of the Song-Brown Act?

2. Explain what measures are in place to sustain your special program beyond the Song-Brown award funds. If applicable, include institutional letters of support stating how the program will be sustained.

3. Provide a brief overview of your programs successes and/or challenges in meeting the objectives of your special program.

Program Information

Please provide the following information:

Program Director Name	Degrees	Title of Position
-----------------------	---------	-------------------

Mailing Address (Organization, Street, City, State, Zip Code)

E-Mail Address	Telephone No.	FAX Number
----------------	---------------	------------

CERTIFICATION AND ACCEPTANCE (Please sign report in blue ink):

I, the undersigned, certify that the statements herein are true and complete to the best of my knowledge:

Program Director	Date
------------------	------