

## **FNP/PA Task Meeting Materials**

### **July 28, 2014**

1. [FNP PA Attachment A Agenda Item 4 Base RFA Changes](#)
2. [FNP PA Attachment B Agenda Item 4 Special Program RFA changes](#)
3. [FNP PA Attachment C-1 Agenda Item 5 Base Eval Criteria](#)
4. [FNP PA Attachment C-2 Agenda Item 5 Special Program Eval Criteria](#)
5. [FNP PA Attachment D-1 Agenda Item 6 Special Programs Awards](#)
6. [FNP PA Attachment D-2 Agenda Item 6 SP Priorities 7 18 14](#)
7. [FNP PA Attachment E-1 Agenda Item 7 DRAFT Base Final Report](#)
8. [FNP PA Attachment E-2 Agenda Item 7 DRAFT SP Progress Report](#)
9. [FNP PA Attachment E-3 Agenda Item 7 DRAFT SP Final Report](#)

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

Executive Summary:

Staff Recommendation:

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

To be in line with UCSF recommendations regarding Social Determinants of Health (SDH) in the Base application staff recommend the following addition to the executive summary.

Family Medicine 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?

Song-Brown's practice is to update the academic years for this statistics table, however this past year we received many complaints from the programs that they could not provide complete data for the 2012/13 program graduates because they were newly graduated and may not have found a job yet.

**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?

%\*

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

Staff Recommendation:

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

Similar to the request on the Statistics page, Staff recommends that there be no change to the graduate academic years. This past year we received many complaints from the programs that they could not provide complete data for the 2012/13, allowing the programs to provide graduate information for the same years will provide more complete data for each of the graduating classes 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 [OSHPD ID](#)

Address

City  State Zip  County

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	
<b>Total</b>	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
<b>American Indian, Native American or Alaska Native</b>				
<b>Asian</b>				
Asian Indian				
Cambodian				
Chinese				
Filipino				
Indonesian				
Japanese				
Korean				
Laotian/Hmong				
Malaysian				
Pakistani				
Thai				
Vietnamese				
<b>Black, African American or African</b>				
<b>Hispanic or Latino</b>				
<b>Native Hawaiian or Other Pacific Islander</b>				
<b>White/Caucasian, European/Middle Eastern</b>				
<b>Other</b>				

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 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. Changes will be provided in the instructions section below. Note: This table is also included in the FNP/PA special programs application.

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 relevant primary care health disparities** staff honors, awards, publications, and professional and/or related research experience).

Family Medicine Task Force added the words in red and strikethrough

**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. **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

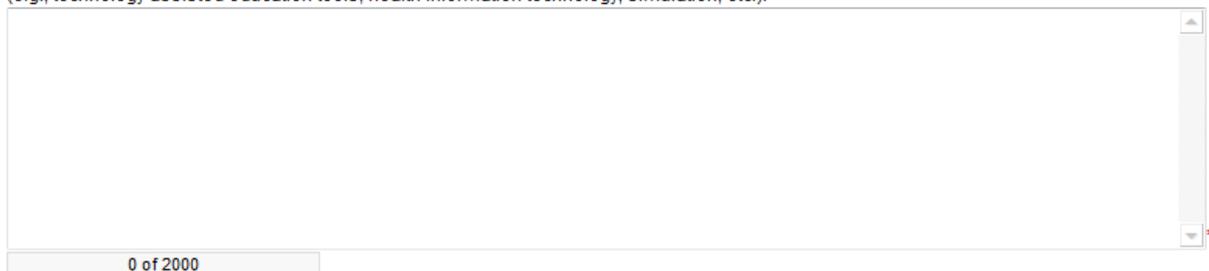
FNP/PA Student Training

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.

Describe how your program integrates or includes different education modalities into the learning delivery models (e.g., technology assisted education tools, health information technology, simulation, etc.).

A screenshot of a text input field. The field is empty and has a vertical scrollbar on the right side. Below the field, there is a small box containing the text "0 of 2000".

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.

**Task Force recommendation to CHWPC:**

1. Accept staff recommendation to remove parenthesis and all examples provided within

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.

<b>Statutory Priorities for Funding</b> (Priority for funding shall be given to programs that demonstrate success in these areas)			
Section I	Priority	Comments	Points Available
1	<b>Placement of graduates in medically underserved areas.</b>		<b>15</b>
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	<b>Attracting and admitting underrepresented minorities and/or economically disadvantaged groups to the program.</b>		<b>15</b>
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	<b>Location of the program and/or clinical training sites in medically underserved areas</b>		<b>15</b>
3.a.	Percent of clinical hours in areas of unmet need.		5
<b>Total points possible and awarded for Section I</b>			<b>70</b>

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

Evaluation Criteria

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.

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	
<b>Total points possible and awarded for Section II</b>			<b>30</b>	<b>0.00</b>
<b>Total points possible for Section I and II</b>			<b>100</b>	<b>0.00</b>

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

California Endowment Priorities

Staff Recommendations

- To be in line with UCSF recommendations regarding social determinants of health add the

1.	Does the proposed base application include one of the social determinants of health?	4
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following question within the California Endowment Priorities as question 1.

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 <u>and/or underrepresented groups</u> .		6	

- Add the additional question below as question 7.

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

2.	Does the FNP/PA Program include activities to increase primary care career pathways/pipelines?	3
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- Remove “and/or underrepresented groups” from question 5 - the Commission currently has no definition for underrepresented groups.

It is recommended that the two questions above be added to the FNP/PA Base evaluation criteria as a priority for TCE.

**Task Force recommendation to CHWPC:**

- Approve staff recommendation to remove: and/or underrepresented groups

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

Staff Recommendation

1. Add the following groups to the URM definition which are defined in the CHWPC's RACE/ETHNICITY Definitions: Black, African and Native American

**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 Family Nurse Practitioner/Physician Assistant (FNP/PA)  
Special Program 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? 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"/> *
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?

%\*

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

Graduates Information

Staff Recommendation:

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 [OSHPD ID](#)

Address

City State Zip County



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

Underrepresented Minorities

1. Graduates Years: 2010/11
2. Graduates Years: 2011/12
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	
<b>Total</b>	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)  
 Special Program Application

Underrepresented Minorities

Staff Recommendation

Proposed page redesign of URM table

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

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

Family Medicine 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)  
Special Program Application

Additional Considerations:

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

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.

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	8
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	5

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

	<b>Total points possible for Section I</b>	<b>70</b>
<b>Section II</b>	<b>Other Considerations</b>	
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 practice 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 2 points, two or more examples cited (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**

<b>Section II</b>	<b>Other Considerations</b>	<b>Total Points Available</b>
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 mention 1 point, program's curriculum addresses underserved communities 1 point, program has rotations in underserved areas 1 point, program works with students in a mentoring program	3
<b>Total points possible for Section II</b>		<b>30</b>
<b>Total points possible for Section I and II</b>		<b>100</b>
<b>Section III</b>	<b>California Endowment Priorities</b>	
1.	Does the proposed application include one of the social determinants of health?	4
2.	Does the FNP/PA program include activities to increase primary care career pathways/pipelines?	3
3.	Placement of graduates in one of the 14 Building Healthy Communities (BHC) identified by the California Endowment.	*See Footnote Below
4.	Placement of graduates in one of the Central Valley counties.	*See Footnote Below
5.	Location of the program and/or clinical training sites in one of the 14 Building Healthy Communities identified by the California Endowment.	*See Footnote Below
6.	Location of the program and/or clinical training sites in one of the Central Valley counties.	*See Footnote Below
7.	Program encourages students to help recruit and mentor underrepresented minorities <del>and/or underrepresented groups</del> . 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

\*For Section III, criteria 3-6 applicants will receive a score based on the table below:

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

Total Points Possible	Counts of Graduates <u>and</u> Training Sites in BHC Communities and Central Valley Counties
1 point	1 through 5
2 points	6 through 10
3 points	11 through 15
4 points	16 through 20
5 points	Above 21

Staff Recommendation:

1. Accept changes as presented to Sections I, II, and III of the Base Evaluation Criteria.

DRAFT

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

<b>Section I</b>	<b>Statutory Criteria</b>	<b>Total Points Available</b>
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
<b>Total points possible for Section I</b>		<b>70</b>
<b>Section II</b>	<b>Other Considerations</b>	
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
<b>Total points possible for Section II</b>		<b>50</b>
<b>Total Possible Score (Section I and II)</b>		<b>120</b>

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. <a href="http://www.calendow.org/communities/building-healthy-communities?">http://www.calendow.org/communities/building-healthy-communities?</a>	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	*See footnote below
6.	Placement of graduates in one of the Central Valley counties	*See footnote below
7.	Location of the program and/or clinical training sites in one of the 14 Building Healthy Communities identified by the California Endowment	*See footnote below
8.	Location of the program and/or clinical training sites in one of the Central Valley counties	*See footnote below
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

\*For

Section III, criteria 5-8 applicants will receive a score based on the table below:

Total Points Possible	Counts of Graduates <u>and</u> Training Sites in BHC Communities and Central Valley Counties
1 point	1 through 5
2 points	6 through 10
3 points	11 through 15
4 points	16 through 20
5 points	Above 21

Staff 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.

## **FNP/PA Special Programs Awards**

### 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**

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](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. 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.

### **Staff Recommendation**

1. **Use TCE priorities six through 14 to score evaluation criteria nine on the FNP/PA evaluation criteria.**
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

### 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.

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 400 R Street, Suite 330  
 Sacramento, California 95811-6213  
 (916) 326-3700  
 Fax (916) 322-2588  
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FNP/PA 7/28/14  
 Attachment E-1  
 Agenda Item 7

**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 <sup>st</sup> Y e a r	2 Y e a r	T o T a l	Date of most recent PANCE or FNP Certification	Graduate practice site (Name and complete address)

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Comments:

- 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 <sup>st</sup> Year	2 <sup>nd</sup> 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 any primary care pathways/pipeline activities the above referenced students participated in during training.
- Describe if your program increased the number of health professionals from racial/ethnic and other underserved communities.

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Song-Brown Funding Information

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

Budget Category	Description	Amount
<b>Personnel</b>		
<b>Operating Expenses</b>		
<b>Major Equipment</b>		
<b>Other Costs</b>		



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FNP/PA 7/28/14  
Attachment E-2  
Agenda Item 7

**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**

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

**Payment Year 2: 2015-2016**

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

<b>Contract Total</b>	
-----------------------	--

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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.

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FNP/PA 7/28/14  
 Attachment E-3  
 Agenda Item 7

**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 <sup>st</sup> Y E A R	2 <sup>nd</sup> 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:

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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 <sup>st</sup> 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.

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8. 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.

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
<b>Personnel</b>		
<b>Operating Expenses</b>		
<b>Major Equipment</b>		
<b>Other Costs</b>		

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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 Recommendation:

Accept Special Program Final Report template as presented.