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1 Part I

1.1SF 424 "Application for Federal Assistance"

1.2Budget Information Form

Eric Brown has offered to handle writing this portion of the grant. This is my understanding of what the budget is shaping up to look like. If you see your organization's name with "\$???", please ascribe a dollar amount. If you think of any other ways in which you contribute either cash or in-kind toward the GAIN program, please let me know.

Activity	\$\$ from grant	\$\$ match	Entity receiving grant funds or contributing matching funds
Implementing GAIN and GAIN scholarships for nursing students			
New GAIN staff for CATF to assist in coordination of activities, scholarship aps and processing, reporting grant data, collecting and reporting other data desired by GAIN partnership. Cost of salary, benefits, CATF support and overhead.	\$60,000		CATF
Professional staff time to participate in the planning and coordination of GAIN activities, to recruit students for GAIN, to recruit nurses to participate in as nursing faculty or in MSN training, to follow up and collect data regarding GAIN students.	\$10,000 \$10,000 \$10,000	\$20,000 \$20,000 \$20,000	Seton SDHP ACC UTSON
Mentor Program - to include workshops, professional development, sessions for mentors and their GAIN students	\$100,000		Seton SDHP
Development of a GAIN web site which will be linked to each partner. Will provide downloadable GAIN Skills Check Lists, contact information, etc. Development of GAIN brochures.	\$50,000		CATF - pass through to media org through bid process Why have CATF act as the pass through?
GAIN scholarships - 75 1 st sem, 100 2 nd sem, 125 3 rd sem, 150 4 th sem. Estimate that one-third will be for \$1,000, one-third for \$1,500 and one-third for \$2,000.	\$675,000		UT SON ACC Any
Pay GAIN students receive for on-the-job training		\$150,000 \$???,???	SDHP Seton
Nursing School Expansions to meet increased demand		\$127,000 \$???,??? \$???,???	Seton and SDHP ACC UT SON
Capital IDEA - Outreach and Support to Targeted Communities			

Training Costs: Tuition, Fees, and Books for College-level training for LVN students	\$430,801		Capital IDEA
Direct Costs: Personnel, Travel, Supplies, Occupancy, Overhead	\$319,620	\$122,320	Capital IDEA
Support Services: Child Care, Emergency Assistance	0	\$253,810	Capital IDEA
Capital IDEA TOTAL	\$750,421	\$376,130	Capital IDEA
Increasing the supply of Nursing Faculty			
Reimbursement for release time of MSN nurses who will teach nursing classes for ACC and UT. 2 FTE's = 6 to 8 nurses who are released from one-quarter to one-half time to teach. Stipends to nurses who teach - \$2,500 - \$5,000/semester depending on number of hours spent teaching.	\$200,000 \$80,000 = (2 x \$10,000 x 2 years) + (4 x \$5,000 x 2 years)		Seton SDHP Stipend payments to Nurses - will CAWDB cut these checks???
Special 5 - 10 hour courses for MSN nurses who have agreed to teach (nurses will receive CEU credits for this professional development)	\$4,000		UT? or ACC HPI?
Scholarships of \$4,000/year (\$2,000/sem) for nurses in MSN teaching track (3 schol 1 st yr and 6 in 2 nd yr)	\$36,000		UT SON
Pay for nurses in GAIN Faculty Track students to work part-time in academic settings (est. \$10,000/year x 3 in first year and 6 in second year) UT and ACC...is \$10,000 per year a reasonable estimate of how much you would pay?		\$90,000 = (\$30,000 in year one and \$60,000 in year two)	ACC Does this feel balanced enough? Can we accommodate on this time line? UT SON

1.3 Budget Narrative

2 Part II - The Technical Proposal

2.1 Executive Summary

The two employer partners participating in this grant currently have openings for over 500 RN's and 200 LVN's in their medical centers and other healthcare facilities. One employer has, in the last year, traveled to the Philippines, Canada, and England in search of nurses to fill these

vacancies. The other is currently considering an international recruitment effort. Both facilities have been forced to pay above-market prices for "traveling nurses" and other emergency nursing staff. This proposal is designed to help address these shortages.

The St. David's HealthCare Partnership (SDHP) and the SETON Healthcare Network (Seton) are the two largest healthcare employers in the Greater Austin area. Three years ago, they decided to work together in partnership with educators and community organizations to form the Health Industry Steering Committee (HISC) for the purpose of developing strategies to address the critical shortages in the healthcare workforce. [Since it's inception the HISC has grown to encompass more than 50 participating partners. The work of the HISC has been widely recognized first by the Texas Workforce Commission in awarding HISC co-chairs SDHP and Seton with its highest honor as Texas' Employers of the Year and most recently by the National Association of Workforce Boards with its highest honor, the Theodore E. Small Grand Prize for progressive work in workforce development.](#)

This Project will implement three strategies for increasing the nursing workforce in Central Texas: (1) GAIN "Get Ahead In Nursing," an innovative work/study agreement between these employers, the University of Texas at Austin School of Nursing (UT SON), and Austin Community College Health Sciences (ACC), (2) Recruiting and training of minority and low income workers through Capital IDEA, a community-based non-profit organization, and (3) Employer participation in increasing nursing faculty.

The GAIN Program is designed for students in the Licensed Vocational Nursing (LVN) and Associate Degree of Nursing (ADN) program at Austin Community College (ACC), and for pre-nursing and nursing students in the Bachelor of Science in Nursing (BSN) program the University of Texas at Austin School of Nursing (UT SON). Once these students have

completed a Basic Nursing Skills course that encompasses the nursing skills required by local healthcare systems for entry-level patient care positions, the students are eligible to apply to GAIN employers for part-time employment as Unlicensed Assistive Personnel. This grant will provide scholarships for GAIN students. The GAIN work experience compliments the training nursing students receive and gives nursing students an opportunity to learn more about the profession as they earn the certificates and degrees required for licensure. SDHP, Seton, ACC and UT SON will work together to offer GAIN students the support they need to be successful both as students, as entry-level patient care workers, and as professional nurses.

The participation of Capital IDEA in this partnership will improve access to LVN and RN programs for low income and minority persons in Central Texas. Capital IDEA will prepare participants for college level work before they enter this Project and support them in nursing school. Capital IDEA will mentor, monitor, counsel, case manage, and support students throughout their nursing training. Capital IDEA will use other funding to provide childcare and transportation assistance. Capital IDEA is a non-profit, community-based organization that works as a joint venture between local high-skill employers and Austin Interfaith, a federation of 30 congregations and neighborhood schools. It has developed innovative strategies of recruiting historically disadvantaged persons from minority and rural communities, and providing the support they need to earn the skills and training necessary to access high-wage, high-skill careers. Eighty five percent of Capital IDEA's college-level participants are enrolled in health care careers.

A significant barrier to expanding the community's capacity to train new nurses is the shortage of nursing faculty. This grant will help address this problem in two ways. First, the GAIN employers will work to identify masters prepared nurses within their healthcare systems

who are interested in serving as part-time Faculty for either the ACC or UT Nursing Programs. This grant will fund training for these MSN nurses to help prepare them for the teaching task. The healthcare systems from which the MSN nurses are recruited will be reimbursed for releasing the nurses from their jobs for training and teaching responsibilities. These nurses will receive a teaching stipend as an extra incentive to teach. The second way in which this grant will help address the shortage of nursing faculty is through a masters-level GAIN work/study experience in which nurses with at least three years professional experience will receive scholarships to attend the Master of Science in Nursing (MSN) Program at UT School of Nursing. Like their GAIN counterparts in the undergraduate nursing programs, these students will work part-time in the environment for which they are being trained, in this case, in the labs and classrooms of the ACC and/or UT nursing programs.

2.2 Timeline

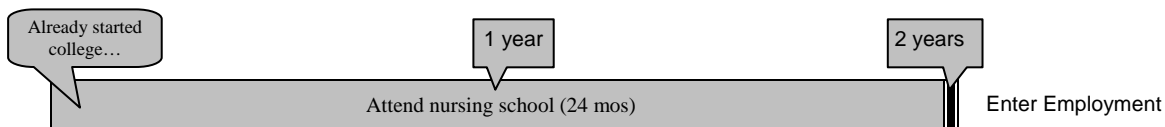
2.2.1 Timeline for GAIN and Nursing Faculty Initiatives

	GAIN	Nursing Faculty
1 st Q 2002 Jan - Mar	<ul style="list-style-type: none"> • Create GAIN Scholarship Committee, approve criteria and applications • Distribute scholarship applications to schools • Publicize scholarships • Develop and print GAIN brochures with scholarship information • Develop GAIN web site • Recruit GAIN mentors, match mentors with GAIN students • Provide training for mentors 	<ul style="list-style-type: none"> • Recruit MSN nurses to teach • Publicize scholarships for MSN GAIN Faculty Track • Review GAIN Faculty Track scholarship applications and award scholarships for Spring 2002 semester
2 nd Q 2002 Apr - June	<ul style="list-style-type: none"> • Collect and report output data from previous quarter • Review scholarship applications and award scholarships for Spring 2002 semester • Host event for GAIN students and mentors • Publicize GAIN scholarships for fall 2002 semester 	<ul style="list-style-type: none"> • Collect and report output data from previous quarter • Provide CEU training for MSN nurses who wish to teach • Publicize GAIN Faculty Track scholarships for fall 2002 semester •

	<ul style="list-style-type: none"> Highlight May GAIN graduates in media and at grad ceremonies 	
3 rd Q 2002 July - Sept	<ul style="list-style-type: none"> Collect and report output data from previous quarter Host summer GAIN Skills Course for UT Pre-nursing students Review scholarship applications and make awards for fall 2002 	<ul style="list-style-type: none"> Collect and report output data from previous quarter MSN nurses begin teaching UT and ACC nursing classes fall 2002 semester Review scholarship applications and make awards for fall 2002
4 th Q 2002 Oct - Dec	<ul style="list-style-type: none"> Collect and report output data from previous quarter Host event for GAIN students and mentors 	<ul style="list-style-type: none"> Collect and report output data from previous quarter Internal news articles of MSN nurses who are teaching and receiving stipends CEU training for MSN nurses who wish to teach in Spring 2003 Publicize GAIN Faculty Track scholarships Review scholarship applications and make awards for spring 2003
1 st Q 2003 Jan - Mar	<ul style="list-style-type: none"> Collect and report output data from previous quarter 	<ul style="list-style-type: none"> Collect and report output data from previous quarter MSN nurses teach at ACC or UT
2 nd Q 2003 Apr - June	<ul style="list-style-type: none"> Collect and report output data from previous quarter Highlight GAIN graduates in media, on web site and internal press 	<ul style="list-style-type: none"> Collect and report output data from previous quarter
3 rd Q 2003 July - Sept	<ul style="list-style-type: none"> Collect and report output data from previous quarter New ACC Health Science Center opens 	<ul style="list-style-type: none"> Collect and report output data from previous quarter
4 th Q 2003 Oct - Dec	<ul style="list-style-type: none"> Collect and report output data from previous quarter 	<ul style="list-style-type: none"> Collect and report output data from previous quarter
1 st Q 2004 Jan - Mar	<ul style="list-style-type: none"> Grant close-out and final reports 	<ul style="list-style-type: none"> Grant close-out and final reports

2.2.2 Timeline for Capital IDEA

Participants will graduate from Healthcare, TASP, GED, and ESL training each academic semester throughout the program.



Life and study skills are taught to each participant every week during peer counseling "VIP" meetings throughout all levels of training. Outreach and enrollment is conducted at the beginning of each semester. Some participants will enroll with Capital IDEA who have already completed some of the required coursework.

2.3 Statement of Need

2.3.1 Nursing Shortage at National, State and Local Levels

The current nursing shortage is unparalleled in recent history. The aging of the post-World War II generation, technological advancements in the field of medicine, the aging of the current nursing workforce, and decreasing enrollments in nursing schools have combined to produce a workforce shortage that, if not addressed, could impact the quality of our nation's health care delivery system. The problem is expected to get worse before it gets better. The Bureau of Labor Statistics reports that jobs for RNs will grow 23% by 2008. Even though the demand for new nurses is increasing, the supply of nurses is on the decline. In fall 1999, entry-level BSN enrollment fell by 4.6%, dropping for the fifth year in a row, according to the American Association of Colleges of Nursing.ⁱ

The problem is even more severe in Texas where the rate of RNs per 100,000 population is well below the national average. Texas has the third lowest rate of employed RNs per 100,000 population in the nation. The Texas rate of 606 RNs per 100,000 population compares to a national rate of 782 per 100,000.ⁱⁱ Texas would need to add nearly 37,000 nurses to its current total of 126,436 to reach the national rate. To begin to address this shortage, Texas will need to double the number of RN graduates by 2007 to produce 10,000 graduates per year instead of the current 5,000.ⁱⁱⁱ However, the numbers of applicants, enrollees and graduates in Texas nursing education programs have declined steadily since 1994. There has been a 37% decline in applicants, a 17% decline in enrollees, and a 14% decline in graduates.^{iv}

These national and state statistics hold true for Central Texas as well. While local healthcare employers are experiencing workforce shortages in a number of skill areas, nursing is the most predominant area of shortage. In August 2001, the two major healthcare systems, which have

partnered with local schools of nursing to develop this Project, had vacancies for 500 RNs. In addition, these two healthcare systems had vacancies for 100 LVNs. The Project was conceived and designed by representatives of SDHP and Seton in partnership with the University of Texas School of Nursing, Austin Community College Health Sciences, and Capital IDEA to recruit, encourage, and support students of nursing and to ease their transition into the workforce as licensed nurses.

2.3.2 Target Populations are Under-represented in Nursing

The nurses who serve patients in hospitals, nursing homes, and other health care facilities do not reflect the diversity of the patient populations. As shown in the table below, while 12% of the US population is Hispanic, only 2% of US nurses are Hispanic. Language and cultural barriers between patients and their caregivers can complicate diagnosis and treatment.

Healthcare employers, nursing schools and community organizations would like to address this discrepancy. The participation of Capital IDEA in this partnership will help address this issue. Capital IDEA has served and will continue to serve a diverse population, providing the support, both financial and otherwise, that is needed to prepare for and succeed in community college training and employment upon graduation. The table below compares the ethnicity of Capital IDEA clients currently enrolled in ACC with ACC's Associate Degree of Nursing enrollment, UT nursing enrollment, the Travis County population, the US population, and nurses in the US.

	Capital IDEA Participants enrolled at ACC	ACC Assoc Degree of Nursing 2000 Enrollment	UT SON Fall 2001 Enrollment	Travis County Population	US RN Population	US Population
Hispanic	45.9%	13%	16%	28.2%	2%	12%
African American	27.6%	4%	5%	9.3%	4.9%	12.3%
Asian origin	1.1%	3%	10%	4.5%	3.7%	3.6%
Anglo/Other	20.7%	74.5%	68%	56.4%	87.1%	75.1%

2.3.3 Shortage of Nursing Faculty Limits Training Capacity

Both ACC and UT SON have made efforts in recent years to increase their capacity to admit nursing students. However, both institutions report the shortage of nursing faculty threatens their ability to continue this expansion. The current shortage of faculty is exacerbated by the fact that many people currently qualified to teach at the collegiate level are nearing retirement age. According to the American Association of Colleges of Nursing's 1998 Issue Bulletin, nursing school associate professors and assistant professors are an average age of 52.1 and 48.5 years of age, respectively. If accepted, this grant will enable the GAIN partners to encourage more nurses to consider careers as nursing faculty or to combine a career in nursing with a part-time faculty position.

2.4 Service Delivery Strategy

The HISC is Co-Chaired by [Vice-President of Human Resources](#) for the St. David's HealthCare Partnership (SDHP), and Vice President of Human Resources, Organizational Development and Education for the Seton Healthcare Network (Seton). Together, these organizations operate 10 medical facilities, 5 surgery centers, and many other health-related businesses and employ a majority of the Austin area's healthcare workers. UT School of Nursing, ACC Health Sciences, Capital IDEA and the WorkSource - Greater Austin Area Workforce Board, the other key partners in this proposal, also participate in the HISC. Capital Area Training Foundation, a non-profit organization that serves as the workforce development

arm of the Greater Austin Chamber of Commerce, provides staff support for the HISC. (See Attachment XX for a listing of HISC member organizations.)

The Health Industry Steering Committee (HISC) was formed in March 1999 after six months of research and discussions with healthcare employers and educators at the secondary and post-secondary level. The express purpose for creating the HISC was to address the workforce shortages in the healthcare industry in the Greater Austin area. Through a series of work sessions and meetings the HISC identified several collaborative workforce development strategies. Among these was GAIN, Get Ahead In Nursing. This proposal for an H-1B Technical Skills Training Grant will greatly enhance the ability of the HISC to implement this innovative Project to increase the number of nurses in the Greater Austin area.

There are three components to our Service Delivery Strategy. The central focus is on GAIN "Get Ahead In Nursing." The second major component of this proposal involves reaching out to and assisting ethnically diverse and financially disadvantaged individuals and providing the support and training needed to qualify and succeed in an LVN or RN program at ACC . Capital IDEA will provide outreach, assessment, training, counseling and financial support for disadvantaged persons. Finally, this proposal addresses the shortage of nursing faculty, one of the major barriers to expanding the ADN and BSN nursing programs. Two initiatives - one providing short-term relief and the other providing a longer-term approach - will be funded with this grant.

2.4.1 GAIN "Get Ahead In Nursing"

While the need for healthcare workers spans all areas of healthcare, the greatest need lies in Nursing. To respond to this need, the HISC has developed a collaborative work/study initiative

known as GAIN "Get Ahead In Nursing." Through this program, pre-nursing and nursing students work part-time in participating hospitals while attending nursing school or pre-requisite classes. The expectation is that the work experiences provided through GAIN will improve students' ability to absorb their nursing training; produce better prepared nurses upon graduation; encourage local students to remain in the Austin area to work and go to nursing school; and increase the level of communication and cooperation between local hospitals and nursing programs. GAIN was introduced to students in December 2000 and the first GAIN students were hired in January 2001. About 52 nursing and pre-nursing students are currently participating in GAIN. These nursing students are supplementing their academic coursework with practical work experience in a patient care setting. GAIN students are beginning to graduate from nursing school and are advancing into jobs as nurses in the hospital departments in which they were employed as GAIN students. This grant will provide an additional incentive of scholarships to GAIN students. The combination of the employer/educator GAIN partnership and scholarships for students participating in GAIN will encourage even more students to consider nursing careers and will help these students better prepare for this career.

2.4.1.1 Employer-Identified Skills

To prepare for GAIN implementation, Seton and SDHP cross-referenced the skills required for Unlicensed Assistive Personnel in each of their healthcare systems. UT SON and ACC designed new courses or expanded existing courses to encompass these Basic Nursing Skills (see Attachment XX "GAIN Skills"). UT now offers this course to pre-nursing students as well as nursing students. Once students complete the GAIN skills course, they are eligible to apply to Seton and SDHP for employment as a GAIN work/study student. GAIN students will be

employed as Unlicensed Assistive Personnel or at levels of employment appropriate to their licensure and skills. Through the GAIN program, these nursing students will gain practical knowledge and skills that will assist them in being successful as a student and in securing a job as a nurse after they graduate and complete state licensure.

2.4.1.2 GAIN: Work/Study & Mentoring

Flexible hours and scheduling for orientations and employment make working more feasible for GAIN students. With this grant, the HISC will introduce a new mentoring component to the GAIN Program. GAIN students will be assigned a mentor, a professional nurse who works with the same GAIN employer that the student works for. The mentors will remain with the students at least one year post-graduation and will provide support and encouragement as GAIN participants transition from student to professional nurse. This grant will allow the GAIN partnership to provide professional development for mentors and opportunities for mentors and their GAIN students to meet as a group. Mentors become a part of the team working toward each student's success. The HISC will periodically host forums for GAIN students and for nurse mentors to gain feedback and suggestions for improving the program and making it more accessible to students. **What is the rationale for needing mentors? Is there a serious drop out rate at this time? Trouble retaining nurses right after they start work?**

2.4.1.3 Scholarships for GAIN Students

With the support of this grant, the HISC will award scholarships of up to \$2,000 per semester to GAIN students. Students who are accepted into the ACC or UT Nursing Programs or who are pre-nursing candidates at UT and who are employed as a GAIN student by a participating Travis County employer may apply to the HISC for a GAIN scholarship of up to \$2,000/semester for tuition, books and fees, paid directly to the educational institution. The HISC will develop a

Scholarship Review Committee comprised of HISC members, including employers and representatives from the UT and ACC Nursing Schools. Scholarship selection will be based on a candidate's commitment to nursing, desire to work in patient care while attending nursing school, and dedication to academic studies. **Is there no financial need requirement?** As long as students remain enrolled in nursing school and employed with a GAIN employer, they are eligible to renew their scholarship application in subsequent semesters. Applications must be supported with recommendations from the students' GAIN employer and their nursing school. GAIN Scholarships will serve as an incentive for local students to augment their nurses training with practical on-the-job experiences with GAIN employers. The grant will support 75 student nurses in the first semester and an additional 25 students during each of the subsequent semesters during the two-year grant.

2.4.2 Capital IDEA: Helping Targeted Populations Realize Health Career Goals

Capital IDEA is currently providing outreach, assessment, training, placement, and support for participants who wish to pursue a career as a nurse, but who will need assistance in preparing for and succeeding in this project. This grant will provide support for Capital IDEA participants once they enter ACC's Licensed Vocational Nurse (LVN) and Associate Degree of Nursing (ADN) programs. Once enrolled in nursing school, Capital IDEA participants will be encouraged to participate in GAIN and to apply to apply for GAIN scholarships. Capital IDEA will provide wrap around services and support to Project participants throughout their education and into successful employment. (For more information about this non-profit, community-based organization, see Attachment XX: About Capital IDEA.)

2.4.2.1 Preparing Participants to Enter the H1-B Project.

Prior to the start of this project, Capital IDEA and Austin Community College will provide a College Preparation Academy to individuals who are interested in nursing school, but who need assistance in passing the Texas Academic Skills Program (TASP) prior to enrollment in degree-credit courses at ACC. The role of this test as a barrier to new health care workers, especially minorities, cannot be overstated. While the State of Texas requires all students at publicly-funded institutions to pass the TASP before they can continue in more than 9 hours of degree credit courses, the overwhelming majority cannot pass it on their own. For the period September 1998 - August 1999, 71 percent of applicants to two-year institutions failed to pass all three portions of the test, according to the Texas Higher Education Coordinating Board (THECB). Capital IDEA has so far enrolled 249 participants. 224 have completed the course and/or enrolled in degree credit courses.

Capital IDEA is currently preparing persons for this Project by providing other training. Some participants will participate in classes to prepare them to take the General Equivalency Diploma Exam. Others are enrolled in English as a Second Language classes.

2.4.2.2 Capital IDEA Recruitment and Orientation.

Capital IDEA conducts extensive outreach through formal and informal channels. Every trimester, staff and participants of Capital IDEA, leaders of Austin Interfaith (a broad-based federation of congregations and neighborhood schools), and staff and volunteers of social service agencies, churches, public schools and other community partners distribute approximately 40,000 fliers. This outreach focuses on communities with concentrations of underemployed incumbent workers, unemployed workers, recipients of public assistance, and other persons from historically disadvantaged communities, including minorities, women, and rural community residents. Staff, participants, and community leaders conduct open Orientations during two-week periods at schools, faith-based institutions, community centers, and other public locales. They

explain the program to the interested persons, with an emphasis on the need to make a commitment to long-term training and to give back to the community. Orientations are usually attended by 450 to 550 persons.

2.4.2.3 Determination of Training for Capital IDEA Participants

Career Fairs. Employer partners, Capital IDEA staff, currently enrolled participants and others sponsor Career Information Fairs every trimester for persons who have attended Orientations and decided to explore their options. Employer representatives explain demands, training, and opportunities for Capital IDEA's occupations.

Assessment. Capital IDEA counselors assess potential applicants with the System for Assessment and Group Evaluation (SAGE) career profile instrument and the Tests of Adult Basic Education (TABE) to develop an understanding of their career interests, personal strengths, learning styles, achievement level in basic skills, and other factors. (See Appendix XX: Testing Instruments)

Planning, Intake, and Enrollment. Capital IDEA staff assist applicants to complete applications. The Capital IDEA staff work with applicants to prepare Individual Service Strategies that outline the training and support services needed to enter chosen occupations. Applicants are asked to make a commitment to finish a program and demonstrate a willingness to volunteer to help others once they have completed their training and entered employment. Applicants are asked about their willingness to volunteer as mentors, tutors, or in some other capacity. Upon demonstration of adequate understanding of the dual commitments, Capital IDEA staff enrolls applicants as participants in the appropriate beginning level of training.

2.4.2.4 Capital IDEA Innovative Training Services.

Capital IDEA will apply several existing innovations in service delivery:

Peer Support and Technical Skills Training. Participants meet weekly with other participants in their occupational track in a one to two hour “Vision, Initiative, Perseverance” (VIP) peer support session guided by Capital IDEA staff. The sessions are centered on topics relevant to their training at any particular moment, including preparation for exams, study habits, interview skills, conflict resolution, and critical thinking. Employer partners participate periodically to brief participants on industry trends and occupational futures. These VIP sessions help participants create a peer support network important during their training and initial employment. It facilitates the formation of study groups, peer tutoring, mentoring by more experienced students and newly-employed participants, networking for career opportunities, and preparation for employment interviews. Participants meet additionally with Counselors for one-on-one assistance with study skills and life skills.

Wrap Around Services. Capital IDEA assists adults with family responsibilities and provides other services to its participants that allow and encourage participants to focus on their training and their careers. Participants have access to childcare, transportation and emergency assistance through other, non H-1B funding, particularly local matching funds.

Mentoring. Austin Interfaith leaders, Capital IDEA graduates, and others serve as mentors and a supplementary support system for the Capital IDEA’s participants. Capital IDEA staff works with Austin Interfaith staff and leaders to recruit and prepare volunteers who work intensively one-on-one with participants needing sometimes daily encouragement and support to maintain progress in studies or employment.

Placement and Follow-up. Capital IDEA staff works with completers to plan an individualized strategy to secure career employment. Staff assists participants to schedule interviews with prospective employers. Staff and already-employed participants coach

interviewees to prepare them for job interviews. Staff will assist participants with the evaluation of the initial employment experience and helps with planning the next career steps, including hiring negotiations.

Capital IDEA staff works intensively with newly employed participants to ensure that they have adequate support services and to monitor employment performance. As participants accumulate workplace experience, staff help them make further career advances toward reaching self-sufficiency. Austin Interfaith leaders serve as a support system and as mentors. Capital IDEA follows up with graduates and completers after 30 days, 90 days, six months, one year, and two years on the job to determine retention, wage levels, and involvement in the alumni association.

2.4.3 Addressing the Faculty Shortage

HISC employers who have also assisted ACC in expanding its training capacity. Seton and SDHP signed a Memorandum of Understanding to enable ACC to add 20 additional RN students in the Fall 2000 semester and 20 additional LVN students in the Spring 2001 semester. Further expansion will occur in the Fall of 2003 when ACC's new multi-million dollar Health Science Center opens on ACC's Eastview Campus. UT SON has also expanded its capacity to provide BSN training. In the past two years, enrollment has increased by 10% each year.

However, local employer demand and national and state projections suggest that further expansion of training capacity is required. The two major impediments to expanding the nursing programs at ACC and UT are lack of clinical space and lack of nursing faculty. The hospitals have committed to work with both UT School of Nursing and the ACC Nursing programs to address these issues. The hospitals and colleges are exploring ways to expand clinical rotation availability through centralized identification and monitoring of clinical rotation spaces and

through expanding the number of clinical rotations offered during the evening and weekend hours. The shortage of nursing faculty will be addressed through two innovative initiatives that will be supported with this grant.

2.4.3.1 Part-time Faculty

To address the immediate needs for nursing faculty, the healthcare systems have agreed to help recruit Masters-prepared nurses within their organizations who are interested in serving as faculty in the nursing schools. Grant funds would be used to reimburse the hospitals for the release time given to the MSN nurses who agree to teach. In addition to their regular employment compensation, the MSN nurses will receive a teaching stipend of \$2,500 to \$5,000 per semester, depending on the number of hours they teach, as an extra incentive to serve as faculty. It is estimated that these nurses would be released from one-fourth to one-half of their regular duties to devote time to being a clinical and/or classroom educator. The grant will fund 2 Full-Time-Equivalent MSN positions. This will allow six to eight MSN nurses to devote part of their time to teaching ACC or UT nursing courses. Professional development in the form of Continuing Education Units (CEUs) will be provided that are focused on classroom and teaching skills. This aspect of the grant will increase sustainability in several ways. First, increased faculty will support college efforts to increase enrollment. Second, the linkages between nursing training and local healthcare employers will be strengthened and students will become more familiar with the local healthcare systems.

2.4.3.2 Scholarships for MSN GAIN Faculty Track Students

The other way in which this grant will support the need to meet faculty needs is with an MSN GAIN work/study program that supports practicing nurses who wish to earn Master of Science in Nursing degrees so that they can teach in nursing school. RNs with BSN degrees and at least

three years' experience as practicing nurses will be able to apply to the HISC for up to \$2,000/semester in GAIN scholarships while they participate in the UT MSN program and work part-time in an educational setting at either UTSON or the ACC Nursing Programs. These students will also have a requirement to participate in the HISC Speaker's Bureau to encourage high school and middle school students to consider careers as nursing and future participation in the GAIN program. The grant will provide scholarships for three GAIN MSN Faculty Track students in the first year and for six in the second year.

2.4.4 Access to the Nursing Career Ladder

This Project will support nursing students at many levels of the nursing career ladder. It will provide flexible entry points that accommodate new high school graduates who are entering UT as pre-nursing candidates, Capital IDEA Participants who have been prepared for college-level training, re-careering adults with bachelors degrees in other areas who now want to become nurses, as well as the traditional nursing students at both the community college and university level.

ACC GAIN students include: students enrolled in ACC's Vocational Nursing certificate program who are preparing for state licensure as a Licensed Vocational Nurse (LVN); Associate Degree of Nursing (ADN) students preparing for state licensure as a Registered Nurse (RN); and Mobility Track students who are currently licensed LVNs or Paramedics working to earn an ADN in preparation for RN licensure.

UT School of Nursing GAIN students include pre-nursing students as well as students already enrolled in the Bachelor of Science in Nursing (BSN) program. Participation in GAIN is also open to UTSON Alternate Entry students who hold degrees in other areas and are working to earn an MSN.

2.5 Target Population

2.5.1 Community-wide Recruitment

The target population for GAIN includes current nursing and pre-nursing students, as well as new high school graduates and re-careering adults who might be encouraged to enroll in local nursing programs. UT and ACC will advertise the GAIN Scholarships on their web sites, bulletin boards, course catalogues, and in orientation sessions. Grant funds will be used to develop a central GAIN web site, which will be linked to each of the partners' web sites. The GAIN web site will include information, contacts, downloadable Skills Checklists, GAIN scholarship applications, and other information regarding GAIN and nursing careers in general. Brochures developed by the HISC to advertise the GAIN program will be distributed through One Stop Centers, nursing schools, career offices at the Community College, and high schools. Professional Development for high school Health Science Technology instructors, sponsored by the HISC, will feature information about the GAIN program and scholarships so that teachers can make their students aware of this opportunity. Capital IDEA will continue to publicize the GAIN program to its participants. GAIN employers will help spread the word about the GAIN Program and opportunities in nursing at Career Fairs sponsored by Capital IDEA, Capital Area Training Foundation, and the WorkSource - Greater Austin Area Workforce Board's One Stop Career Centers.

A GAIN student is defined as someone who is enrolled in the UT or ACC Nursing Programs, or as a Pre-nursing candidate at UT, who is successful in securing employment in a patient care position with a GAIN employer. This definition, in itself, limits the selection field for GAIN scholarships. GAIN students who apply for GAIN scholarships will be evaluated by a HISC GAIN Scholarship Committee which take factors such as career goals and commitment to the

nursing profession, desire to remain in the Austin area, scholastic performance and employment performance. GAIN students who apply to renew their GAIN scholarships must do so with recommendations from their School of Nursing and their GAIN employer. Meeting the requirements to become a GAIN student are difficult, especially for targeted populations. This is why the participation of Capital IDEA in this partnership is critical to increasing its accessibility to larger segments of the population.

2.5.2 Recruitment of Ethnically-Diverse and Low-Income Individuals.

Capital IDEA's participation in the HISC and the Project will increase the accessibility of nursing careers among minority and low income individuals. Capital IDEA participants are drawn from historically disadvantaged groups in Central Texas. In March 2001 61% of Capital IDEA's participants were Hispanic, 16% were African American, and 6% were from other ethnic groups. Women constituted 72% of the active enrollment. Capital IDEA, Austin Interfaith, social service agencies, congregations, schools, and other community partners will reach out to communities with concentrations of underemployed incumbent workers, unemployed workers, recipients of public assistance, and other persons from historically disadvantaged communities.

Capital IDEA assesses each individual's skills and abilities and provides the unique training and service each person requires to be prepared for college-level training. Pre-college training is supplemental to this project. Once students are enrolled in college, Capital IDEA will maintain contact and support with counseling, financial assistance and peer guidance. Capital IDEA's participation in the partnership will help even the playing field, enabling people from historically under-represented communities and populations to enter healthcare employment in Central Texas.

2.6 Sustainability

2.6.1 Continuing Collaboration: Health Industry Steering Committee

The Health Industry Steering Committee (HISC) brings together competing healthcare systems, college programs, high schools, community organizations, associations representing doctors, and other healthcare employers to focus on developing collaborative strategies to address the specific needs of the local healthcare workforce. The HISC has been recognized, both locally and statewide, as a leader in industry-led workforce development partnerships. The HISC is staffed and coordinated by the Capital Area Training Foundation. However, the goals, strategies and work of the HISC are identified and accomplished by the individual members of the HISC. The strategies funded under this grant will continue to be monitored and supported by the HISC.

The HISC receives community support and encouragement through the Greater Austin @ Work Partnership, which is comprised of the WorkSource – Greater Austin Area Workforce Board, the Greater Austin Chamber of Commerce, the City of Austin, Travis County, and the Rural Capital Area Workforce Development Board. The Sustainability of the HISC and its initiatives is greatly enhanced by this community-wide network of political, business, and community leaders.

The Project outlined in this grant was conceived and developed by HISC partners during the Fall 2000 and was launched in December 2000. The first GAIN students were hired in January 2001. It was developed by employer, educational and community partners who have a demonstrated history of commitment to working together to address the shortage of nurses and other healthcare professionals in the Austin area.

2.6.2 Financial Commitment of Key Partners

All key partners will continue to contribute human, in-kind, and financial resources to the success of the initiatives outlined in this grant. SDHP and Seton, the employer partners, provide executive direction and leadership to the initiative. Professionals from each institution will continue to work directly with the GAIN program providing executive leadership and direction, outreach and recruitment, and oversight and management of GAIN students under their employment. These employers will also contribute wages to GAIN students. ACC and UT also contribute extensive planning, oversight, and support to the GAIN initiative and to increasing the awareness of this opportunity among students. Deans and Program Directors from ACC and UT have been and will continue to be instrumental in the management and oversight of the GAIN program. Capital IDEA will contribute wrap around support services to minority and low-income Project participants. Both ACC and UT SON have expanded their nursing training and will continue to do so to respond to employer and student demand. In addition, the nursing schools participate in outreach to the community and to their student body. These institutions will also contribute the wages paid to MSN-GAIN students who are preparing for the Faculty Track. Capital Area Training Foundation will provide organizational and staff support to the HISC. This includes not only the GAIN Task Group, but the Scholarship Task Group and the many other HISC Task Groups that support the HISC objective of closing the gap between workforce demand and labor supply. Capital IDEA will contribute childcare, transportation, and pre-college training using other funding sources.

2.7 Linkages With Key Partners

2.7.1 HISC a Leader in Industry-Led Workforce Initiatives

WorkSource - Greater Austin Area Workforce Board partnered with the Greater Austin Chamber of Commerce, the City of Austin, the Rural Capital Area Workforce Development Board and Travis County to host "Greater Austin @ Work 2001," a regional workforce summit. 500 business, education and community leaders participated in the June 6, 2001 summit. The purpose of this event was to encourage business and educational institutions to organize themselves around industry clusters for the purpose of identifying workforce challenges and to develop targeted initiatives to address those challenges. One of the three industry cluster groups highlighted at the summit, as an example to be emulated by other industries, was the Health Industry Steering Committee (HISC). The HISC developed the programs outlined in this Grant Application and will oversee their implementation. The HISC represents the major healthcare employers, community organizations, the schools of nursing, and high schools included within Travis County, the jurisdictional area of WorkSource.

Other activities of the HISC will support awareness of this Project in the community. These include media and marketing outreach to publicize the opportunities in nursing and health careers and the GAIN program on television, in newspapers and on partners' web sites. HISC initiatives provide classroom speakers through a Speaker's Bureau to area school districts to help students understand opportunities in healthcare careers. Professional Development for high school Health Science Technology instructors will continue to make teachers and students aware of GAIN. Continued efforts in articulating high school Health Science Technology courses with the ACC Basic Nursing Skills (GAIN) course will encourage students to pursue nursing degrees and participate in the GAIN program.

All key partners in the GAIN program have been working together to develop and launch this Project through the HISC. SDHP, Seton, UT School of Nursing, ACC Health Sciences, Capital

IDEA, Capital Area Training Foundation and WorkSource have demonstrated a commitment to continued partnership in this and other workforce development initiatives.

2.7.2 Role of Key Partners

2.7.2.1 St. David's HealthCare Partnership and Seton Healthcare Network

The Texas Workforce Commission recently awarded the statewide "Employer of the Year Award" to SDHP and Seton, the HISC Co-Chairs and primary GAIN employers, in recognition of their commitment and leadership in workforce development. Each of these healthcare systems could have competed for this recognition independently, but the true strength of what they have accomplished lies in the fact that they have accomplished it together. The two fierce competitors recognize that they share one workforce and that by working together, in partnership with others, they can best address their workforce needs.

Both SDHP and Seton have provided executive leadership on the HISC since it was formed in March 1999. Together they have funded and provided staff support to a number of initiatives that increase community awareness of health careers and support the HISC goal to provide a coordinated approach to close the gap between employer demand and the preparedness of workers in the Greater-Austin area healthcare industry. These include:

- Development and implementation of the GAIN Program
- Supporting ACC in the expansion of its LVN and ADN programs
- Participation and leadership in other HISC initiatives such as
 - Financial and human resources to support a Video/Puppet/Coloring book presentation on health careers to over 1200 Pre-K through 1st graders

- Financing an insert on health careers with a nursing focus and introduction of GAIN in the local newspaper that was distributed to 230,000 homes and to high schools in the three-county region.
- Participating in professional development for high school science teachers and health science teachers.
- Providing Clinical Rotations for 250 high school Health Science Technology students in the Austin area each year.

In addition to these HISC activities, both SDHP and Seton participate regularly in Career Fairs at the One Stop Career Centers operated by the WorkSource - Greater Austin Area Workforce Board and in Career Fairs offered by Capital IDEA.

2.7.2.2 University of Texas at Austin School of Nursing

The idea for the GAIN Program originated with the UT School of Nursing. UT SON has contributed many hours of professional staff time to working with other key partners to develop the GAIN Program. Once SDHP and Seton developed a common list of skills required for Unlicensed Assistive Personnel positions, UT SON adapted its Basic Skills Nursing course to include these skills. UT SON has also, for the first time, opened enrollment in this course to all Pre-Nursing students. In the past, these freshmen and sophomore students were only able to take the course after completing their pre-requisites and being accepted to the School of Nursing as juniors. UT SON has provided professional staff support to the GAIN initiative and other initiatives of the HISC.

2.7.2.3 Austin Community College Health Sciences

When the GAIN employers identified the skills required for Unlicensed Patient Care positions, ACC responded by creating a new course to address those skills. A significant re-

working of the school's curriculum was required to meet this request. The ACC Health Sciences Dean, the Associate Vice President for Workforce Education, and the LVN and ADN Program Directors have been critical to the work of the HISC and to the development and implementation of the GAIN Program. ACC also worked with SDHP and Seton to implement an expansion of its LVN and ADN program. Currently, ACC is building a new, multi-million dollar Health Science facility in East Austin that will greatly expand the college's capacity to train future nurses and other healthcare professionals. **(What will our expansion cover? How does that jive with limitations for clinical?)**

2.7.2.4 Capital IDEA

As a HISC member, Capital IDEA provides a critical link to the larger Austin community, especially the segments of the community that are historically under-represented in the nursing professions. Capital IDEA was a critical partner in the early development and initiation of the GAIN Program. Capital IDEA's clients in the nursing programs provided practical information to the kinds of barriers and problems students may face. Capital IDEA counselors continue to provide valuable feedback to the HISC employers and colleges. The recently retired Dean of Health Sciences for ACC commented at a HISC meeting that Capital IDEA students were among the best students in ACC's nursing programs because of the support and encouragement they receive from Capital IDEA. **(There need to be some more citations throughout, don't you think?)**

2.7.2.5 WorkSource – Greater Austin Area Workforce Board

WorkSource – Greater Austin Area Workforce Board was a leading partner in the 2001 GreaterAustin@Work Summit. The summit brought together 500 business, education and community leaders to develop plans for creating industry cluster approaches to addressing workforce development issues. WorkSource *Insert info about what you do and how you will support this proposal.*

2.8 Outcomes

There are two categories of Outcomes that will be measured under this grant.

2.8.1 Progress Report Outcomes

The first will consist of the Progress Report activities that must be submitted to the Grant Officer's Technical Representative within thirty days after each quarter. These are:

1. Occupational areas for which skills training is being provided.
 - a. # LVN GAIN students in training
 - b. # ADN GAIN students in training
 - c. # Mobility Track GAIN students in training
 - d. # pre-BSN nursing GAIN students in training
 - e. # BSN GAIN students in training
 - f. # MSN GAIN students in training (future faculty)
2. Graduation/completion
 - a. # Graduating from BSN training
 - b.# Graduating from MSN training
 - c. # Graduating from RN training (10 from Capital IDEA)

- d.# Graduating from LVN training (90 from Capital IDEA)
- 3. Wage increases of both employed and unemployed persons.
 - a. Pre GAIN wages compared to Post GAIN wages.
 - b. Post GAIN wages for those who were previously unemployed.
- 4. Number of promotions by participants who have completed the skills training program.
 - a. # obtaining state LVN licensure (90 from Capital IDEA)
 - b. # obtaining state RN licensure (10 from Capital IDEA)
 - c. # hired into positions as LVNs (90 from Capital IDEA)
 - d. # hired into positions as RNs (10 from Capital IDEA)
- 5. Indication of problems and proposed corrective action.

2.8.2 GAIN Partnership Outcomes

The second set of Outcomes to be measured includes those that the HISC deems crucial to evaluating the success of HISC in meeting its stated goals. These include:

- 1. nursing school enrollment rates for Project and non-Project students
- 2. nursing school completion rates for Project and non-Project students
- 3. number of Project students
- 4. number of Project students hired after graduation
- 5. job performance of new graduate nurses who participated in the GAIN Program as compared to those who did not participate in the GAIN Program.

These measures will provide valuable information about whether these programs impact successful completion of nursing school and in subsequent job performance.

2.9 Cost Effectiveness

2.9.1 Cost Effectiveness of the GAIN Program and Nursing Faculty Initiatives.

GAIN scholarships of \$2,000/ year will achieve several things:

- ✓ Students going into nursing will be encouraged to remain in the Austin area to attend nursing school.
- ✓ Student nurses will be encouraged to work part-time while attending college, which will increase their proficiency and abilities as a patient care provider.
- ✓ Student nurses will develop working relationships with local healthcare employers that will encourage more graduate nurses to remain in Austin for employment after graduation.
- ✓ Mentors
- ✓ Recruiting MSN nurses from healthcare systems to teach in nursing school will increase the number of faculty in the community and will infuse the courses with practical professional nursing expertise and experience.
- ✓ MSN scholarships will identify Austin area nurses with an interest in teaching. It will provide a financial incentive to prepare for this career goal.

2.9.1.1 Cost Effectiveness of Capital IDEA

Capital IDEA predicts substantial gains in participant earnings that will far outweigh projected costs. Nursing graduates can expect to earn a starting annualized wage of a minimum of \$27,036. Given that the average annualized wages of participants eligible for Capital IDEA's Travis County funded training was \$11,520/year when they enrolled, the projected increase in average annualized wages for newly trained nursing graduates is \$15,516. Total costs include \$15,188

average cost of training over two years and \$11,520 of foregone wages (most Capital IDEA participants reduce to half-time work while in full-time training), for a total of \$26,708. Thus, in this admittedly crude methodology, participant's gains will offset total costs in less than two years of employment. A more refined cost-benefit analysis would take many other factors into account (including gains in employee benefits), but would certainly yield strongly positive results.

Evaluation plan? Outside evaluator?

ⁱ *Facts About the Nursing Shortage*. Sigma Theta Tau International Honor Society of Nursing, October 2000.)

ⁱⁱ The Registered Nurses Population, National Sample Survey of Registered Nurses, February 2001, US Department of Health and Human Services, Health Resources and Services Administration.

ⁱⁱⁱ *The Supply of Registered Nurses: First Look at Available Data*. A report of the Texas Nurse Workforce Data System program, an initiative of the Texas Nurses Foundation in partnership with the Texas Institute for Health Policy Research and the Center for Health Economic and Policy, the University of Texas at San Antonio, April 2000.

^{iv} Texas Nurses Association, "Status of Nurse Supply in Texas," October 2000.