#### AGENDA ITEM 12: CONSIDERATION OF WHETHER TO DEVELOP A DEFINITION FOR ENVIRONMENTALLY AND/OR ECONOMICALLY DISADVANTAGED (EED)

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# **Today's Presentation**

- Discuss the purpose of defining disadvantaged background.
- Review relevant evaluation criteria.
- Review relevant statute.

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- Review stakeholder input.
- Review preliminary considerations.
  - Staff are presenting this item for discussion today.
  - Staff will present this item for action at the policy meeting.

# Song-Brown Criteria Guiding Principles

- 1. Keep it simple, yet impactful.
  - For the applicant
  - For staff
  - For validation
- 2. Promote transparency.
  - Evaluate one component at a time
  - Articulate clear expectations
  - Provide a comprehensive understanding of the program

## Song-Brown Goals

- Getting providers to *areas* where there is a shortage (areas of unmet need).
- Having providers serve *populations* in need (un/underserved populations).
- Providing primary care.
- Developing a diverse healthcare workforce.

### **Commission Direction**

- At the June 13-14, 2018, Song-Brown Policy meeting, staff presented a scoring analysis using economically disadvantaged criteria.
  - Increased interest in considering economically disadvantaged students along with underrepresented minorities.
  - Potential to improve quality of care by reaching out to underserved groups.
- The Commission directed staff to contact stakeholders to:
  - Provide specific recommendations to define EED.
  - Determine the appropriateness of using one EED definition for all Song-Brown funded disciplines.
  - Ensure that providing EED data is not burdensome to programs.

# **Staff Analysis**

- Reviewed previous Commission meeting materials.
- Reviewed relevant evaluation criteria and Song-Brown statute.
- Facilitated stakeholder workgroup meetings with PCR, FNP/PA, and RN representatives.
- Analyzed existing EED application questions used by:
  - Central Application System for Physician Assistants (CASPA)
  - A Song-Brown funded FNP program
  - Health and Resources Services Administration (HRSA) National Health Service Corps (NHSC) Loan Repayment and Scholarship programs

#### **Relevant Application Evaluation Criteria**

	Statutory evaluation criterion: Percent and number of underrepresented minority <i>graduates</i> and/or economically disadvantaged <i>graduates</i> .		Statutory evaluation criterion: Percent and number of underrepresented minority students and/or economically disadvantaged students.	
Application	Points	Percentage of Total Points	Points	Percentage of Total Points
PCR	20	17%	15	13%
FNP/PA	20	20%	15	15%
RN	20	20%	10	10%

## **Song-Brown Statute**

Health and Safety Code 128230:

When making recommendations to the Director of the Office of Statewide Health Planning and Development concerning the funding of primary care and family medicine programs or departments, primary care and family medicine residencies, and programs for the training of primary care physician assistants, primary care nurse practitioners, or registered nurses, the commission shall give priority to programs that have demonstrated success in the following areas:

(a) Actual placement of individuals in medically underserved areas.

(b) Success in attracting and admitting members of minority groups to the program.

(c) Success in attracting and admitting individuals who were former residents of medically underserved areas.

(d) Location of the program in a medically underserved area.

(e) The degree to which the program has agreed to accept individuals with an obligation to repay loans awarded pursuant to the Health Professions Education Fund.

#### U.S. Department of Health and Human Services HRSA NHSC Loan Repayment and Scholarship Programs Criteria for Disadvantaged Background Status

1. Come from an environment that has inhibited them from obtaining the knowledge, skills, and abilities required to enroll in and graduate from a health professions or nursing school (Environmentally Disadvantaged). The following are provided as examples of "Environmentally Disadvantaged" for guidance only and are not intended to be all-inclusive. Examples:

- Person from high school with low average SAT/ACT scores or below the average State test results.
- Person from a school district where 50 percent or less of graduates go to college.
- Person who has a diagnosed physical or mental impairment that substantially limits participation in educational experiences.
- Person for whom English is not his or her primary language and for whom language is still a barrier to academic performance.
- Person who is first generation to attend college.
- Person from a high school where at least 30 percent of enrolled students are eligible for free or reduced price lunches.
  OR

2. Come from a family with an annual income below a level based on low-income thresholds established by the U.S. Census Bureau, adjusted annually for changes in the Consumer Price Index (Economically Disadvantaged).

The Secretary defines a "low-income family" for various health professions and nursing programs included in Titles III, Vii and Viii of the Public Health Service Act as having an annual income that does not exceed 200 percent of the Department's poverty guidelines. A family is a group of two or more individuals related by birth, marriage, or adoption who live together or an individual who is not living with any relatives.

## PCR Stakeholder Recommendations

- Supports measuring environmentally/educationally disadvantaged data.
  - Consider a separate evaluation criterion for environmentally/educationally disadvantaged.
  - Score URM and environmentally/educationally disadvantaged separately.
  - Start environmentally/educationally disadvantaged data collection with students rather than graduates.
- Remove economic component.
  - Environmentally/educationally disadvantaged information may be more meaningful.
- Refer back to Song-Brown statute to consider awarding points to programs that recruit individuals who previously resided in rural areas.

#### **FNP/PA and RN Stakeholder Recommendations**

Support collecting information about environmentally disadvantaged status.

- PA programs collect this information via CASPA: <u>https://paeaonline.org/caspa</u>
  - Childhood residency
    - In what country/state/county/city did you spend the majority of your life from birth to age eighteen?
    - Open ended question: description of childhood residency.
    - What is the type of geographic area where you were raised?
    - Do you feel that the area where you grew up was medically underserved?
  - Family situation (U.S. applicants only)
    - Have you or members of your family ever used federal or state assistance programs?
    - Did you have paid employment prior to age eighteen?
    - Were you able to contribute to the overall family income (as opposed to working for your own money)?

#### FNP/PA and RN Stakeholder Recommendations (Continued)

- FNP programs can collect environmentally/educationally disadvantaged information.
- A Song-Brown funded FNP program asks applicants to self-identify their disadvantaged status as defined by the guidelines below:
  - I graduated from a high school from which a low percentage of seniors receive a high school diploma.
  - I graduated from a high school at which many of the enrolled students are eligible for free or reduced price lunches.
  - I am from a family that receives public assistance (e.g. Aid to Families with Dependent Children, food stamps, Medicaid, public housing) or I receive public assistance.
  - I am from a family that lives in an area designated as a Health Professional Shortage Area or a Medically Underserved Area.
  - I participated in an academic enrichment program funded in whole or in part by the Health Careers Opportunity Program.
  - I am a high-school drop-out who received a HS diploma or GED.
  - I am from a school district where 50% or less of graduates go to college or college education is not encouraged.
  - I am the first generation in my family to go to college (neither my mother or father attended college).
  - English is not my primary language.

#### **Preliminary Considerations**

- Consider aligning evaluation criteria with the Song-Brown statute:
  - Remove the term "economically disadvantaged" from the statutory evaluation criteria for all disciplines.
- Consider two years of data collection in order to observe trends, and identify appropriate scoring weight:
  - Collect student data from programs beginning with FY 2020-21 application cycle:
    - Address of the high school attended during the senior year.
    - Home address for those who received GEDs (home schooled).
  - Perform data analysis, and report back to the Commission at the FY 2022-23 policy meeting.
  - Consider adding the term "individuals who previously resided in medically underserved areas" to the statutory evaluation criteria.

#### **Next Steps**

- Staff will present formal recommendation for action at the June 2019 policy meeting.
- What additional information would you like to see?