



TITLE VIII OF THE PUBLIC HEALTH SERVICE ACT

# *Nursing Workforce Development Programs*

"We cannot get significant improvements in the quality of health care or coverage unless nurses are front and center in the health care system — in leadership, in education and training, and in the design. . ."

~ **Donna Shalala, *University of Miami***  
***President and former Secretary of***  
***Health and Human Services***





## Who are Nurses?

Registered Nurses (RNs) comprise the largest group of health professionals with approximately 3.1 million licensed providers.<sup>1</sup> RNs offer essential care to patients in a variety of settings, including hospitals, long-term care facilities, community or public health areas, schools, workplaces, and home care. Some nurses with graduate level preparation serve as Advanced Practice Registered Nurses (APRNs, which include certified nurse-midwives, nurse practitioners, clinical nurse specialists, and certified registered nurse anesthetists), nurse faculty, nurse researchers, nurse administrators, and public health nurses. The services they

provide are linked directly to the availability, cost, and quality of healthcare.

Nurses represent the public interest, not a special interest. The contributions made by the practice and science of nursing are significant, and in collaboration with other healthcare professionals, improve the quality of America's health. With nurses involved in every aspect of the system, the present and looming demand for RNs and APRNs may limit access to quality care. If the nursing workforce is not strengthened, healthcare delivery will be compromised.

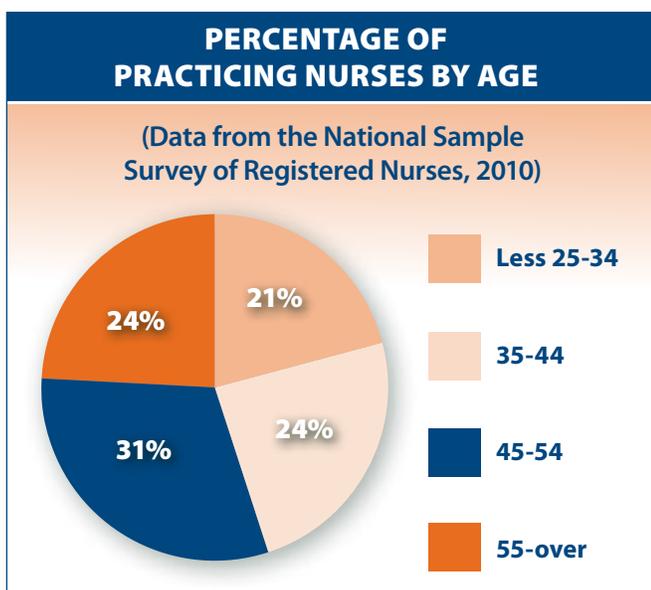
## The Rising Demand for Nursing Care

The nation is moving to create a healthcare system that will increase access to quality care, emphasize prevention, and decrease cost. Consequently, a substantial investment in our RN and APRN workforce is critical to meeting these goals. In December 2009, workforce analysts with the Bureau of Labor Statistics projected that more than 581,500 new RN positions will be created through 2018,

which would increase the size of the RN workforce by 22%.<sup>2</sup> Employment of RNs is expected to grow much faster than the average when compared to all other professions. Three major factors contribute to this growing demand for nursing care. First, over 275,000 practicing RNs are over the age of 60 according to the *2008 National Sample Survey of Registered Nurses*.<sup>1</sup> When the economy rebounds, many of these nurses will seek retirement. Second, America's population is aging. Older Americans will seek more healthcare services creating an influx of consumers and amplifying the need for quality nursing care. Finally, health reform will expand the number of individuals seeking care.

Furthermore, in a report released by the Institute of Medicine and Robert Wood Johnson Foundation titled *The Future of the Nursing: Leading Change, Advancing Health*, clear and evidence-based guidance was provided on how to shape nursing's role in healthcare delivery as the system undergoes considerable changes. The report's key messages include:

- Nurses should practice to the full extent of their education and training; scope of practice limitations should be removed.



<sup>1</sup> United States Department of Health and Human Services, Health Resources and Services Administration (HRSA). (2010). *The Registered Nurse Population. Findings from the 2008 National Sample Survey of Registered Nurse*. Rockville, MD.

<sup>2</sup> Bureau of Labor and Statistics. (2009). *Occupational Outlook Handbook, 2010-11 Edition: Registered Nurses*. Accessed June 16, 2011, <http://www.bls.gov/oco/ocos083.htm>



- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners with other healthcare professionals in redesigning health care in the United States.

- Effective workforce planning and policy making require better data collection and an improved information infrastructure.

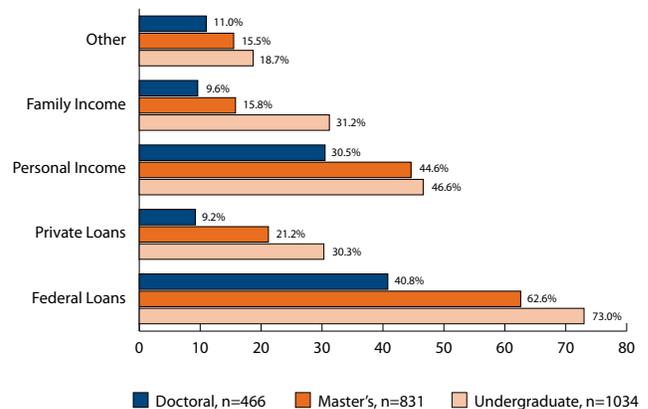
To achieve these goals and the larger national goals of access to high quality, cost effective care, support for programs that educate the next generation of nurses is vital.

## Federal Support for the Next Generation of Nurses

Nursing students depend on federal loans to pay for their education. According to the American Association of Colleges of Nursing (AACN), 73% of the undergraduate and 62.6% of the master's students responding to the question regarding funding for nursing education noted that they will pay for their education through federal loans.<sup>3</sup>

The average loan amount that students reported they would take (private/federal) to support their education was \$19,336 for undergraduate students and \$55,698 for master's students. These students also noted that the total amount they will pay for their education is \$32,307 for undergraduate and \$64,734 for master's degrees.<sup>3</sup>

### How Nursing Students Pay for their Education



## Nursing Workforce Development Programs: Demonstrating Success

The Nursing Workforce Development programs, authorized under Title VIII of the Public Health Service Act (42 U.S.C. 296 et seq.), have supported the supply and distribution of qualified nurses to meet our nation's healthcare needs since 1964. For nearly 50 years, these programs have addressed all aspects of nursing workforce demand—education, practice, retention, and recruitment. The Title VIII programs bolster nursing education at all levels, from entry-level preparation through graduate study, and provide support for institutions that educate nurses for practice in rural and medically underserved communities. Today, the Title VIII programs are essential to meeting the national demand for nurses. Between FY 2006 and 2009, the Title VIII programs supported over 347,000 nurses and nursing students as well as numerous academic nursing institutions and healthcare facilities.

In FY 2009, the Title VIII Nursing Workforce Development programs provided loans, scholarships, and programmatic support to over 77,000 nursing students and nurses. Congress has used the Title VIII authorities as a mechanism to address past nursing shortages. When the need for nurses was great, higher funding levels were appropriated. For example, during the nursing shortage in the 1970's, Congress provided \$160.61 million to the Title VIII programs in 1973. Adjusting for inflation, \$160.61 million in 1973 dollars would be equivalent to \$841.371 million in 2011 dollars. The FY2011 investment of \$242.387 million represents a 70% reduction in buying power for the Title VIII programs when our nation faces historic demands on our nursing workforce.

<sup>3</sup> AACN. (2011). *2010-2011 Title VIII Student Recipient Survey*. Washington, DC.

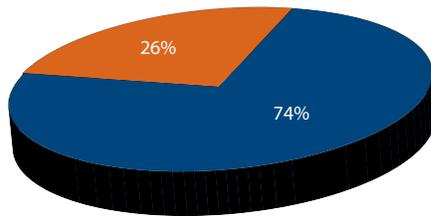


## Title VIII Recipients Aspire to High Demand Careers

Results from the AACNs 2010-2011 Title VIII Student Recipient Survey included responses from 1,459 students who noted that these programs played a critical role in funding their nursing education.<sup>3</sup> The survey showed that 80% of the students receiving Title VIII funding are attending school full-time. By supporting full-time students, the Title VIII programs are helping to ensure that students enter the workforce without delay. The programs also address the

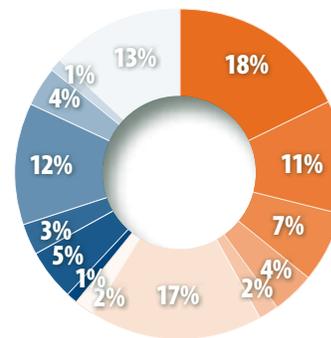
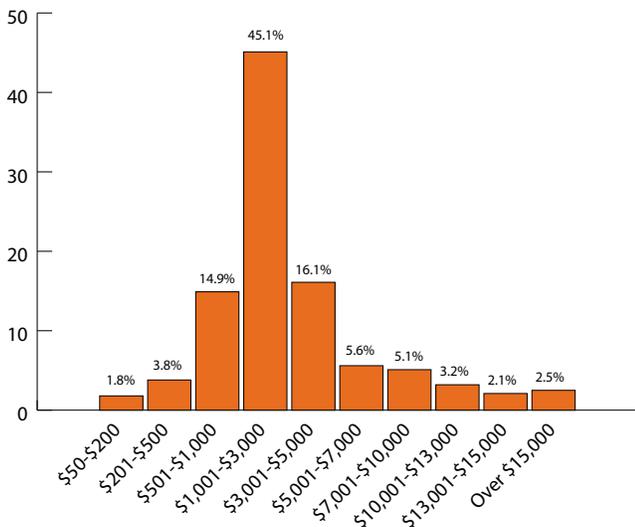
current demand for primary care providers. Nearly one third of respondents reported that their career goal is to become a nurse practitioner. Additionally, the respondents identified working in rural and underserved areas as future goals, with becoming a nurse faculty member, a nurse practitioner, or a certified registered nurse anesthetist as the top three nursing positions for their career aspirations.

**Part & Full Time Status of Title VIII Student Recipients**



■ Full-Time ■ Part-Time

**Monetary Support Levels Reported by Title VIII Recipients<sup>3</sup>**



**Top Career Plans of Title VIII Recipient After Graduation**

- Practice in a large urban hospital as an RN
- Practice in a rural and underserved area as an RN
- Practice as a school nurse
- Practice as a Clinical Nurse Specialist
- Practice as a Certified Registered Nurse Anesthetist
- Become a nurse faculty member at a college/university
- Pursue a military nursing career
- Practice in a community hospital as an RN
- Practice as a public health nurse
- Practice as a Nurse Practitioner
- Practice as a Certified Nurse Midwife
- Practice as a Clinical Nurse Leader
- Become a nurse researcher
- Continue my nursing education

The time is now to support the next generation of nurses like the Title VIII recipients highlighted here who will provide care in all settings with expert skills developed through their education, training, and practice.

## Title VIII Funding in Action: Investing in America's Health

### Recipient of the Nurse Anesthesia Traineeship



#### Sara Crowe

Master's Nursing Student,  
Samford University

Sara states that because her program is full-time and requires a heavy clinical commitment with rotating hours, working a job that can provide an adequate income with insurance or benefits is not a realistic expectation.

She is extremely appreciative of the financial aid provided through the Title VIII Nurse Anesthesia Traineeship, and she wants to ensure that other students can be provided the same opportunity. Upon graduation, Sara will be fully specialized in administering anesthesia medications, providing artificial airways, airway management, and monitoring patients in the surgical setting. The financial aid Sara received has allowed her to better concentrate on her education.

### Recipient of the Advanced Nursing Education (ANE) Traineeship



#### Sandra Perez

Master's Nursing Student,  
William Patterson University

Despite economic barriers, Sandra's father played an instrumental role in showing his children what was possible with hard work. Sandra has applied this philosophy to her nursing career. The financial aid she received through Title

VIII's ANE Traineeship impacted her decision to enroll in a nurse practitioner program. After receiving funds to assist her in financing for a semester of her schooling, Sandra felt the desire to give back to communities less fortunate by volunteering her nursing skills. The program's funding has fostered a sense of deep appreciation for what was given to her at a time of need. Sandra hopes to give back to her community through the nursing profession and feels she can inspire others to enter the field.

### Recipient of the Nursing Student Loan Program



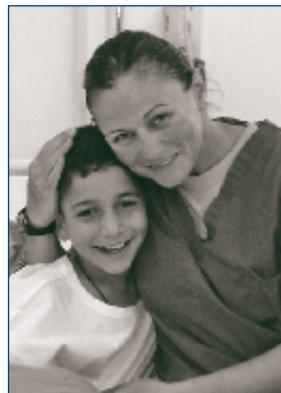
#### Conrad Gjovik

Bachelor of Science in Nursing  
(BSN) Student,  
University of North Dakota

Conrad is currently a junior in the BSN program at the University of North Dakota. Upon receipt of his Title VIII funding, Conrad was able to commit to pursuing this degree. Title VIII funding has

given Conrad the unique opportunity to attend school where he is learning to care for underserved populations. His ultimate goal is to provide quality nursing care in the rural community where he currently resides. Title VIII funding has given him hope that he will one day attend graduate nursing school. Conrad says he highly encourages other nursing students at his school to pursue financial aid provided by Title VIII.

### Recipient of the Nursing Student Loan Program



#### Kathleen Steele

RN-BSN Student,  
Washington State  
University-Vancouver

Kathleen says being able to continue her education will enable her to teach future nurses here in America and worldwide. She is employed in the military and strives to promote nursing education

throughout the world. The financial aid Kathleen received through Title VIII has made it possible for her to complete her BSN. She intends to one day pursue a graduate degree to become a nurse practitioner and nurse educator. She hopes to inspire other registered nurses to pursue their bachelor degree as well.

## Federal Funding for Title VIII Programs by State

State	FY 2008 Title VIII Grants	FY 2009 Title VIII Grants	FY 2010 Title VIII Grants
Alabama	\$8,629,401.00	\$7,551,191.00	\$7,426,872.00
Alaska	\$770,349.00	\$67,944.00	\$65,795.00
Arizona	\$2,954,283.00	\$3,168,466.00	\$2,878,879.00
Arkansas	\$426,327.00	\$123,992.00	\$133,732.00
California	\$6,949,199.00	\$6,930,170.00	\$7,889,997.00
Colorado	\$1,455,834.00	\$2,002,378.00	\$1,630,278.00
Connecticut	\$456,287.00	\$629,983.00	\$566,651.00
Delaware	\$142,877.00	\$136,884.00	\$156,671.00
District of Columbia	\$1,182,404.00	\$517,419.00	\$740,024.00
Florida	\$4,001,454.00	\$5,037,843.00	\$6,033,452.00
Georgia	\$3,308,926.00	\$3,458,986.00	\$3,887,379.00
Hawaii	\$2,156,946.00	\$1,531,319.00	\$1,085,023.00
Idaho	\$214,517.00	\$268,278.00	\$302,215.00
Illinois	\$4,752,194.00	\$5,398,216.00	\$6,643,434.00
Indiana	\$1,935,428.00	\$2,363,879.00	\$3,292,975.00
Iowa	\$309,056.00	\$712,489.00	\$706,901.00
Kansas	\$786,181.00	\$794,657.00	\$1,071,694.00
Kentucky	\$1,545,241.00	\$1,932,973.00	\$2,693,880.00
Louisiana	\$1,314,494.00	\$1,045,623.00	\$1,452,996.00
Maine	\$141,590.00	\$94,291.00	\$113,265.00
Maryland	\$2,251,522.00	\$2,601,268.00	\$1,603,992.00
Massachusetts	\$4,519,443.00	\$4,872,828.00	\$4,749,492.00
Michigan	\$4,421,107.00	\$4,918,390.00	\$4,696,914.00
Minnesota	\$1,405,526.00	\$1,692,261.00	\$1,722,151.00
Mississippi	\$2,699,748.00	\$1,743,838.00	\$1,797,047.00
Missouri	\$1,640,952.00	\$2,200,789.00	\$2,601,299.00
Montana	\$1,037,439.00	\$1,404,429.00	\$1,151,556.00
Nebraska	\$601,724.00	\$1,473,255.00	\$2,582,523.00
Nevada	\$748,922.00	\$820,207.00	\$505,398.00
New Hampshire	\$155,293.00	\$11,015.00	\$40,596.00
New Jersey	\$3,698,232.00	\$3,566,175.00	\$3,956,086.00
New Mexico	\$457,809.00	\$309,888.00	\$784,151.00
New York	\$6,902,771.00	\$8,174,837.00	\$10,479,359.00
North Carolina	\$5,361,178.00	\$6,672,371.00	\$6,542,081.00
North Dakota	\$1,060,810.00	\$867,475.00	\$86,233.00
Ohio	\$2,618,684.00	\$3,809,399.00	\$5,545,710.00
Oklahoma	\$1,493,771.00	\$1,569,982.00	\$1,696,490.00
Oregon	\$1,873,793.00	\$2,380,093.00	\$1,824,365.00
Pennsylvania	\$5,811,456.00	\$6,392,280.00	\$6,519,311.00
Rhode Island	\$63,895.00	\$67,350.00	\$59,401.00
South Carolina	\$2,442,504.00	\$1,944,518.00	\$786,113.00
South Dakota	\$617,068.00	\$574,867.00	\$535,349.00
Tennessee	\$4,147,212.00	\$6,155,394.00	\$8,036,116.00
Texas	\$6,015,369.00	\$5,321,456.00	\$8,216,425.00
Utah	\$1,398,869.00	\$665,432.00	\$661,975.00
Vermont	\$-	\$17,098.00	\$49,175.00
Virginia	\$2,140,720.00	\$3,834,779.00	\$5,495,201.00
Washington	\$4,813,267.00	\$3,821,724.00	\$3,305,569.00
West Virginia	\$739,370.00	\$642,133.00	\$595,769.00
Wisconsin	\$2,658,647.00	\$2,663,839.00	\$2,422,953.00
Wyoming	\$564,875.00	\$509,634.00	\$585,597.00

## *An Overview of the Title VIII Programs*

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**Advanced Nursing Education Grants** (Sec. 811) support projects that enhance advanced nursing education and practice in master's and doctoral programs. The ANE grants help to prepare our nation's nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists, nurse educators, nurse administrators, public health nurses, and other nurse specialists requiring advanced education. In FY 2009, these grants supported the education of 5,649 students.

**ANE Traineeships** assist graduate nursing students by providing full or partial reimbursement for the costs of tuition, books, program fees and reasonable living expenses. In FY 2009, this funding helped support 6,675 graduate nurses and APRNs. Funding for the ANE Traineeships supports the education of future nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists, nurse educators, nurse administrators, public health nurses, and other nurse specialists requiring advanced education.

**Nurse Anesthetist Traineeships (NAT)** support the education of students in nurse anesthetist programs. In some states, certified registered nurse anesthetists are the sole anesthesia providers in almost 100% of rural hospitals. Much like the ANE Traineeships, the NAT provides full or partial support for the costs of tuition, books, program fees, and reasonable living expenses. In FY 2009, the program supported 2,145 future nurse anesthetists.

**Workforce Diversity Grants** (Sec. 821) prepare disadvantaged students to become nurses. This program awards grants and contract opportunities to schools of nursing, nurse-managed health centers, academic health centers, state or local governments, and nonprofit entities looking to increase access to nursing education for disadvantaged students, including racial and ethnic minorities under-represented among RNs. In FY 2009, the program supported 11,638 students. The money may be used for educational progression support such as stipends for diploma or associate degree nurses to enter bridge or degree completion programs, scholarship or stipends for accelerated degree programs, pre-entry preparation, advanced education preparation, and retention activities.

**Nurse Education, Practice, Quality, and Retention Grants** (Sec. 831) help schools of nursing, academic health centers, nurse-managed health centers, state and

local governments, and healthcare facilities strengthen programs that provide nursing advancement. In FY 2009, the priority areas under this program supported 42,761 students with an additional 455 students supported by the Integrated Nurse Education Technology program.

**Nursing Student Loan (NSL) Program** (Sec. 835), established in 1964, addresses nursing workforce shortages. The revolving fund provides each accepted nursing student, undergraduate or graduate, a maximum of \$17,000 at 5% interest with a preference for those in financial need. The NSL program may provide \$3,300 in non-taxable loans to nursing students during each of their first two years of study and \$5,200 for their last two years. Funds are loaned out to new students as existing loans are repaid. This program has not received additional appropriations since 1983.

**Nurse Loan Repayment and Scholarship Programs** (Sec. 846) support current students and new graduates and in FY 2009 supported 765 nursing students. The Loan Repayment program repays up to 85 percent of nursing student loans in return for at least three years of practice in a designated healthcare facility or a teaching commitment at an accredited school of nursing. The Scholarship program offers individuals who are enrolled or accepted for enrollment as full-time nursing students the opportunity to apply for scholarship funds. Upon graduation, recipients are required to work in a healthcare facility with a critical shortage of nurses or teach in an accredited school of nursing for at least two years.

**Nurse Faculty Loan Program Grants** (Sec. 846A) increases the number of qualified nurse faculty by creating a student loan fund within individual schools of nursing and supporting individual students. Recipients must agree to teach at a school of nursing in exchange for cancellation of up to 85 percent of their educational loans, plus interest, over a four-year period. In FY 2009, these grants supported the education of 793 future nurse educators.

**Comprehensive Geriatric Education Grants** (Sec. 855) are awarded to better provide healthcare services for the elderly. The grants may be used to educate RNs who will provide direct care to older Americans, develop and disseminate geriatric curriculum, prepare faculty members, and provide continuing education. They may also provide traineeships for individuals who are preparing for advanced education nursing degrees in geriatric nursing, long-term care, gero-psychiatric nursing or other nursing areas that specialize in the care of the elderly population.



AMERICAN COLLEGE OF NURSE-MIDWIVES  
 AMERICAN NEPHROLOGY NURSES' ASSOCIATION

INTERNATIONAL SOCIETY OF PSYCHIATRIC NURSING  
 NURSES ORGANIZATION OF VETERANS AFFAIRS

The Nursing Community is a forum for professional nursing organizations to collaborate on a wide spectrum of healthcare and nursing issues, including practice, education, and research. These 57 organizations are committed to promoting America's health through nursing care. For more information about the Nursing Community or the Title VIII programs, contact Suzanne Miyamoto at [smiyamoto@aacn.nche.edu](mailto:smiyamoto@aacn.nche.edu), or 202-463-6930.