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 the U.S. Department 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. 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. Nurses also receive graduate degrees that allow them to practice autonomously as Advanced Practice Registered Nurses (APRNs-including certified nurse-midwives, nurse practitioners, clinical nurse specialists, and certified registered nurse anesthetists); become 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 services.

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 healthcare system. Nurses are involved in every aspect of health care, but the present and looming demand for RNs and APRNs limits access to, and quality of, care. If the nursing workforce is not strengthened, the healthcare system will continue to suffer.

The Rising Demand for Nursing Care

According to the 2012 Bureau of Labor Statistics’ Employment Projections 2010-2020, the registered nursing workforce is one of the leading occupations that will add the most positions by 2020. It is expected that the number of practicing nurses will grow from 2.74 million in 2010 to 3.45 million in 2020, an increase of 712,000 or 26%. The projections further explain the need for 495,500 replacements in the nursing workforce bringing the total number of job opening for nurses due to growth and replacements to 1.2 million by 2020.1

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.2 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 necessitate the need for quality nursing care. Finally, as the Bureau of Labor Statistics’ Employment Projections 2010-2020 notes, “One-third of the projected fastest growing occupations are related to health care, reflecting expected increases in demand as the population ages and the health care and social assistance industry grows.”

Furthermore, in a report released by the Institute of Medicine 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.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.

PERCENTAGE OF PRACTICING NURSES BY AGE

(Data from the 2008 National Sample Survey of Registered Nurses)

- Less 25-34: 24%
- 35-44: 31%
- 45-54: 24%
- 55-over: 21%

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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.3

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.

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 solving the current national nursing demand. Between FY 2006 and 2010, the Title VIII programs supported over 400,000 nurses and nursing students as well as numerous academic nursing institutions and healthcare facilities.

Results from the American Association of Colleges of Nursing’s (AACN) 2011-2012 Title VIII Student Recipient Survey included responses from 1,660 students who noted that these programs played a critical role in funding their nursing education. The survey showed that 67.8% of the students receiving Title VIII funding are able to attend school full-time through this federal support.4 By supporting full-time education, the Title VIII programs are helping to ensure that students enter the workforce without delay.

Title VIII Recipients Aspire to High Demand Careers

Demand for Primary and Specialty Care Providers
Title VIII addresses the current demand for primary care providers. Over half of respondents to AACN’s survey reported that their career goal is to become a nurse practitioner.4 Approximately 80% of nurse practitioners provide primary care services throughout the United States. Moreover, 90% of visits to certified nurse midwives are for primary and preventive care. Additionally, certified registered nurse anesthetists are often the sole anesthesia providers in nearly all rural hospitals, affording patients access to trauma stabilization, pain care, and surgical services. The Title VIII program help prepare the advanced practice nursing workforce to meet the needs of our nation.

Demand for Care in Rural and Underserved Areas
Additionally, the respondents identified working in rural and underserved areas as future goals.4 Title VIII funding expands access to care for our nation’s most vulnerable populations. The Nursing Education Loan Repayment and Nursing Scholarship Programs, which provide loan forgiveness and scholarship aid in exchange for service in a critical shortage facility, link nurses to communities that struggle to retain healthcare providers. In FY 2011, the Nursing Education Loan Repayment Program committed to supporting 1,304 nurses working in these facilities. In addition, the Advanced Education Nursing Traineeship Program graduated 7,744 nursing students during the 2010-2011 academic cycle, of which 7,548 (97%) went on to practice in medically underserved areas.

Demand for Faculty to Educate the Next Generation of Nurses
Now more than ever, educating the next generation of nurse faculty is crucial. Faculty vacancy has been repeatedly identified as a primary factor hindering maximum student capacity in our nation’s nursing schools. In fact, according to AACN, nursing schools were

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forced to turn away 75,587 qualified applications from entry-level baccalaureate and graduate nursing programs in 2011. Title VIII provides a direct solution to this crisis. In FY 2010, the Title VIII Nurse Faculty Loan Program supported 271 students who graduated and went on to teach in our nation’s nursing schools. Yet this only fills a small portion of the nearly 1,100 vacant faculty positions reported by AACN member schools in academic year 2011-2012. While one-third of the respondents of the Title VIII Student Recipient Survey, identified being a nurse faculty member as their ultimate career goal, more must be invested in the future pool of nurse educators.

Top 5 Career Aspirations of Title VIII Recipients
1) Nurse Practitioner
2) Nurse Faculty Member
3) Nurse Researcher
4) Operate a Nursing Practice
5) Practice in a Rural Community

Investing in Nursing’s Future: Title VIII Funding in Action

Need for Federal Support
This year’s Title VIII Student Recipient Survey showed that federal support for nursing education is critically important. Of the students responding, 70% of undergraduate students, 67% of master’s students, and 45% of doctoral students rely on federal loans to pay for their education. When asked how much loans were required, the undergraduate student population averaged $33,119 and the master’s student population averaged $40,497. Some master’s and doctoral students reported as high as $175,000 in student loans.

Home State Advantage
According to AACN’s 2011-2012 Title VIII Student Recipient Survey, 80% of the respondents reported that they planned to work in their home state after graduation. By supporting Title VIII, new nurses stay in the communities where they were educated—a direct state investment.

Historical Support
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 1970s, Congress provided $160.61 million to the Title VIII programs in 1973. Adjusting for inflation to address the 39-year difference, $231.948 million (FY 2012 funding level) in 1973 dollars would be over one billion in current dollars.

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

How Nursing Students Pay for their Education

Monetary Support Levels Reported by Title VIII Recipients

- Doctoral, n=601
- Master’s, n=1081
- Undergraduate, n=1182

- Family Income
- Personal Income
- Private Loans
- Federal Loans

$50-$200: 3.7%, 6.1%, 3.7%
$201-$500: 6.1%, 14.5%, 14.5%
$501-$1,000: 12.5%, 32.5%, 28.5%
$1,001-$3,000: 6.5%, 6.4%, 4.9%
$3,001-$5,000: 6%, 5.1%, 5.1%
$5,001-$7,000: 4.9%, 4.9%, 4.9%
$7,001-$10,000: 4.1%, 4.1%, 4.1%
$10,001-$13,000: 3.7%, 3.7%, 3.7%
Over $13,000: 7.7%, 7.7%, 7.7%

- Other
- Federal Loans


Recipient of the Nursing Scholarship Program

Dashika Ellis
Bachelor of Science in Nursing Student
Emory School of Nursing, Atlanta, Georgia

“Without this funding, I would not be able to afford college in any way. I come from a single parent home, of which my mother works two jobs as a nursing assistant, and yet she still cannot successfully handle all of her financial obligations. It seems as if there is never a month when she is not battling over paying a bill or putting gas in her car. Being in college is truly a blessing for me as a first-generation student. This funding means the world to me and encourages me, every day, to continue towards achieving the goals I used to only imagine. I serve as a role model for many people in my situation and I promote improving the lives of those who need it the most. This funding has allowed me to transform my dreams into a reality, and I will not turn back. My peers and I are depended upon to make differences in our nation’s healthcare. This funding will provide us what is required to do so. Thank you.”

Recipient of the Advanced Education Nursing Traineeship

Brian Lawson
Nurse Practitioner Student
Indiana Wesleyan University, Indianapolis, Indiana

“My goal was to complete the graduate family nurse practitioner program without student loans. I saved personal funds for a few years prior to enrolling; however, it looked as if I would come up short. The federal grant monies that I received twice during the program were a Godsend and enabled me to continue the program. It will be a great feeling to begin working as a nurse practitioner following graduation; without the worry of repaying school loans. The federal grants offered much needed and appreciated financial assistance.”

Recipient of the Advanced Education Nursing Traineeship

Christina Martin
Family Nurse Practitioner Student
Saint Louis University, Saint Louis, Missouri

“My decision to become a family nurse practitioner was made during my years working as a nurse in underserved areas (both in inner-city St. Louis, rural Vermont, and internationally with the organization Medecins Sans Frontieres). It was while working in these underserved areas did I realize that access to quality health care was limited for millions of poor people around the world. My desire to become a family nurse practitioner is to work in areas where other practitioners might not choose to work so that I may offer disenfranchised populations the opportunities to access quality healthcare services. The Title VIII Nursing Workforce Development funding allowed me to choose to work in these areas with less pay/salaries/benefits (versus if I worked in urban areas or in more affluent societies) because my debt burden was kept to a minimum.”

Recipient of the Nurse Faculty Loan Program

Linda Ottley
Doctoral Nursing Student
University of New Mexico, Albuquerque, New Mexico

“As a single mother, I would not be able to pursue my PhD without the Nurse Faculty Loan. The federal aid has decreased my educational costs so that it is economically feasible for me to attend school. I enjoy being a preceptor and mentor to nursing students. The nationwide shortage of nursing faculty has a direct impact on our future nurses so I plan to teach nursing. It is also very important for nurses to obtain advanced degrees so that they may provide leadership in research, education, and health policy.”
Federal Funding for Title VIII Programs by State: Fiscal Year 2011

State | Total by Program |
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AL | $7,272,207.00 |
AK | $17,471.00 |
AZ | $2,020,707.00 |
AR | $148,106.00 |
CA | $9,736,859.00 |
CO | $1,995,795.00 |
CT | $1,935,893.00 |
DE | $161,530.00 |
DC | $598,373.00 |
FL | $5,168,384.00 |
GA | $4,863,524.00 |
HI | $761,335.00 |
ID | $321,044.00 |
IL | $5,264,883.00 |
IN | $2,701,629.00 |
IA | $1,646,612.00 |
KS | $955,983.00 |
KY | $2,067,040.00 |
LA | $2,667,217.00 |
ME | $1,437,864.00 |
MD | $2,306,663.00 |
MA | $5,286,708.00 |
MI | $6,723,896.00 |
MN | $1,485,501.00 |
MS | $1,352,353.00 |
MO | $2,247,951.00 |
MT | $1,732,720.00 |
NE | $2,622,111.00 |
NV | $710,207.00 |
NH | $29,846.00 |
NJ | $3,144,068.00 |
NM | $1,040,614.00 |
NY | $1,040,614.00 |
OH | $1,383,075.00 |
OK | $1,105,798.00 |
OR | $1,260,873.00 |
PA | $8,390,509.00 |
RI | $301,983.00 |
SC | $1,122,280.00 |
SD | $1,251,206.00 |
TN | $7,597,113.00 |
TX | $6,712,558.00 |
UT | $1,391,248.00 |
VT | $211,179.00 |
VA | $4,347,688.00 |
WA | $4,315,675.00 |
WI | $3,065,451.00 |
WV | $405,924.00 |
WY | $405,924.00 |

An Overview of the Title VIII Programs

**Advanced Nursing Education (ANE) 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 2010, these grants supported the education of 7,863 students.

**Advanced Education Nursing (AEN) Traineeships** assist graduate nursing students by providing full or partial reimbursement for the costs of tuition, books, program fees and reasonable living expenses. Funding for the AEN 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 AEN Traineeships, the NAT provides full or partial support for the costs of tuition, books, program fees, and reasonable living expenses.

In FY 2010, the AEN Traineehip and the NAT supported 12,325 nursing students.

**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 clinics, 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 2010, the program supported 10,361 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 clinics, state and local governments, and healthcare facilities strengthen programs that provide nursing education. In FY 2010, this program supported 4,860 undergraduate nursing students.

**Nursing Student Loan (NSL) Program** (Sec. 835), established in 1964, also 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 repayment period is 10 years. 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 2010 supported 1,304 recipients. The Loan Repayment program repays up to 85% of nursing student loans in return for at least three years of practice in a designated healthcare facility or teach in 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) increase the number of qualified nurse faculty by creating a student loan fund within individual schools of nursing and supporting individual students. Students must agree to teach at a school of nursing in exchange for cancellation of up to 85% of their educational loans, plus interest, over a four-year period. In FY 2010, these grants supported the education of 1,551 future nurse educators.

**Comprehensive Geriatric Education Grants** (Sec. 855) are awarded to individuals in geriatric education to better provide healthcare services for the elderly. These 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, geropsychiatric nursing or other nursing areas that specialize in the care of the elderly population.
The Nursing Community is a forum for national professional membership nursing organizations to collaborate on a wide spectrum of healthcare and nursing issues, including practice, education, and research. These 59 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), or 202-463-6930.