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**AGENDA**  
**LEGISLATIVE COMMITTEE**

Wednesday, April 26, 2023

10:40 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. 2023 Legislative Update
- IV. Legislative Study Reports Update
  - a. 2022 Health Works Commission Annual Report
  - b. Report regarding Senate Resolution 129 of the 2022 Regular Legislative Session
- V. Adjournment

Committee Members: Phillip R. May, Jr., Chair, Terrie Sterling, Vice Chair, David J. Aubrey, Blake David, Randy L. Ewing, Robert Levy, Catarena Lobre (Student Member), LCTC System Representative, LSU System Representative, SU System Representative, UL System Representative  
Staff: Uma Subramanian, Executive Counsel

Note: The Board of Regents and any committee thereof reserve the right to enter into Executive Session, if needed, in accordance with R.S. 42:11 *et seq.*

### **Agenda Item III.**

A Legislative Priorities Update and Other Bills of Interest Review will be shared for information purposes only.

### **Agenda Item IV.**

#### **LEGISLATIVE REPORT AND STUDIES UPDATE**

An overview of the Legislative Reports and Studies that involve the Board of Regents will be presented for informational purposes only.

#### **Legislative Reports:**

#### **2022 Health Works Commission Annual Report and Report regarding Senate Resolution 129 of the 2022 Regular Session of the Louisiana Legislature**

##### **Background Information**

The Louisiana Health Works Commission, a legislatively created Commission, serves as a collaborative working group charged with coordinating resources relative to health care workforce development within various state departments and key organizations. The Commission is comprised of postsecondary, legislative, and medical organizations. The Board of Regents provides the necessary staff to support the legislative charge and work of the Commission.

The Health Works Commission is required, pursuant to LA Revised Statute §17:2048.51, to submit an annual report. In Part 1 of the report, an overview is provided highlighting the work of the Commission and related councils in 2022. In Part 2 of the report, the Nursing Supply and Demand Council (NSDC), a subset of the Health Works Commission, responds to its charge to study all aspects of supply and demand of Advanced Practice Registered Nurses (APRNs), Registered Nurses (RNs), Licensed Practical Nurses (LPNs), and Nurse Aides. This report was approved by the Health Works Commission on December 13, 2022.

In addition, Senate Resolution 129 of the 2022 Legislative Session requested the Nursing Supply and Demand Council to study and make recommendations to improve statewide nurse retention in response to the nursing workforce shortage and to administer a survey to licensed nurses in Louisiana.

##### **Staff Summary**

#### **Health Works Commission Annual Report:**

- Part 1 of the annual report provides a description of work accomplished since the publication of the last annual report of the Health Works Commission. Highlights of this work include:
  - **Distribution of a Request for Applications (RFA) to Establish Regional Healthcare Innovation Partnership Grants:** To address healthcare workforce regional needs, a request for applications was distributed in November 2022. This RFA sought entities to establish regional healthcare innovation partnerships between higher education institutions and healthcare providers throughout Louisiana, with a goal of increasing the number of healthcare graduates in each identified regional labor market. Over twenty

applications have been submitted and we will share an update with the Board at our June 2023 meeting. Notification of award decisions will be made following the May 2023 Health Works Commission meeting.

- **Statewide Simulation Expo:** Hosted on April 29, 2022, at the University of Louisiana at Lafayette, with over 250 people in attendance, the Expo provided a free professional learning experience for simulation educators. This event featured national experts and presenters sharing best practices, all geared towards supporting healthcare simulation education in Louisiana.
- In part 2 of the report, the Nursing Supply and Demand Council provided its analysis of the supply and demand of nurses in Louisiana. Some of the key findings of this study include:
  - An overall 9% increase in the number of students enrolled in APRN programs as well as a 40% increase in the number of APRN graduates compared to the previous reporting year (2019-20).
  - A 24% increase over the last five years in the number of qualified applicants admitted to RN programs. There has also been a 7% decrease in the number of applicants since 2021. In addition, the number of graduates from Louisiana's pre-Registered Nursing (RN) licensure programs increased by 14% as compared to 2019-20.
  - An increase in admission to LPN programs of 7.6% in 2020-21 although there has been a general decline in the number of LPN graduates, totaling a 28% decrease since 2009-10.

**Report regarding Senate Resolution 129 of the 2022 Regular Legislative Session:**

- This study resolution charged the NSDC to expand its research focus, with specific attention to retention. To meet the charge, the NSDC distributed a statewide survey and received 1,209 total responses. Pages 5-10 of the report highlight the survey results.

**HEALTH WORKS COMMISSION  
2022 ANNUAL REPORT**

**January 2023**

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**Part 1: Health Works Commission Overview**

This report includes the annual report of the Nursing Supply and Demand Council, a subset of the Louisiana Health Works Commission. Table 1, below, indicates the objectives of each legislatively created healthcare-workforce-related Commission or Council staffed by the Louisiana Board of Regents.

Table 1

<b>Group</b>	<b>Charge</b>
Health Works Commission	Coordinate resources relative to healthcare workforce development within various state departments and key organizations.
Nursing Supply and Demand Council	Study all aspects of the supply of and demand for nurses in Louisiana, making annual reports to the Health Works Commission.
Simulation Medical Training and Education Council of Louisiana	Enhance the effective use of simulation training for students, faculty, residents, fellows and practitioners throughout the health professions statewide.

In 2022, all three healthcare-related Councils and Commissions advanced recommendations set forth in 2021. Tables 2-4 capture high-level accomplishments of each group.

Table 2: Health Works Commission

<b>Action Item</b>	<b>Description</b>
Established Nursing and Allied Health Capitation Programs	These programs are designed to expand the state’s nursing program capacity and reduce the waiting list for admission into nursing programs. As a result of the state appropriation in 2019, this program has promoted an increase in the number of students admitted to Practical Nursing, Associate of Science in Nursing, and Bachelor of Science in Nursing programs (see Appendix C).
Created the Louisiana Council of Administrators in Nursing (LACANE) Faculty Grant	The Faculty Grant was established with the goal of increasing the number of nursing faculty prepared at the doctoral level to meet programmatic accreditation standards. In 2019 this program received \$100,000 in funding from the Commission, which was increased to \$200,000 in 2020. In 2019, 40 new and current faculty members pursued an advanced degree through this program, and this increased in 2020 to 58 faculty.

Funded Nurse Aid Testing for Certification	Identified as one of the barriers to nurse aides becoming a Certified Nurse Aide (CNA) was the certification testing required by the Louisiana Department of Health. Wanting to increase the number of CNAs in Louisiana, the Commission began funding testing waivers for nurse aide students completing their programs in the Louisiana Community and Technical College System.
Issued a Request for Applications to Establish Regional Healthcare Innovation Partnership Grants	To meet healthcare workforce regional needs, a request for applications was distributed in November 2022. This RFA seeks entities to establish regional healthcare innovation partnerships throughout Louisiana to increase the number of healthcare graduates in each identified regional labor market. Selected applications will be announced in Spring 2023.

Table 3: Nursing Supply and Demand Council

Action Item	Description
Facilitated Work Groups Specific to Topics of the Council	The Council facilitated five workgroups specific to its priority topics and recommendations. These workgroups met to further refine the recommendations and next steps related to each topic.
Continued Research and Discussion Related to Nursing Supply and Demand in Louisiana	The Council reviewed reports from the Louisiana State Board of Nursing (LSBN), Louisiana Center for Nursing (LCN), Louisiana State Board of Practical Nurse Examiners (LSBPNE), and LDH Health Standards Division regarding the supply of APRNs, RNs, LPNs, and Nurse Aides and made appropriate recommendations based on findings in these reports.
Drafted the Response to Senate Resolution 129 of the 2022 Regular Legislative Session	This study resolution charged the Council to further expand upon its research, with specific attention to retention. To meet the charge, the Council distributed a statewide survey and will submit this report to the Louisiana Legislature by February 1, 2023.

Table 4: Simulation Medical Training and Education Council of Louisiana

Action Item	Description
Hosted a Statewide Simulation Expo	Hosted on April 29, 2022, at the University of Louisiana at Lafayette, this professional development opportunity for simulation educators provided a free learning experience for over 250 people in attendance. The expo featured national experts and presenters sharing best

	practices, all geared towards supporting healthcare simulation education in Louisiana.
Supported the Scaling of Simulation Certification Available Statewide	This program provided an avenue for educators to become certified as simulation educators or operation specialists.
Facilitated Camp Fast Forward, a Middle School Healthcare Career Exploration Camp	This free-of-charge camp was geared towards middle school students to promote healthcare professions through simulation learning. The facilitator of this program, Southwest Louisiana Area Health Education Center, hosted eight different summer camps throughout the state, with a total of 130 students participating.

Despite the advances of each one of the healthcare-related groups, significant progress must be made in order to meet the high level of need and demand for healthcare services in Louisiana. Shortages significantly contribute to these deficits and this report further highlights the significant progress that must be made in order to meet the state’s healthcare workforce needs.

**Part 2: Nursing Supply and Demand Council Annual Report**

**I. Key Takeaways**

According to the national Agency for Healthcare Research and Quality, Louisiana ranks in the bottom ten states for overall healthcare quality. Louisiana’s low ranking is driven largely by the limitations residents face in accessing different types of care. In effect, Louisiana has a high level of need, and the corresponding high demand for healthcare services in Louisiana is not being met. Labor shortages are a major contributor to this deficit.

Since its creation in legislation, the Nursing Supply and Demand Council has reported specifically on the supply and demand of Advanced Practice Registered Nurses (APRNs), Registered Nurses (RNs), Licensed Practical Nurses (LPNs) and Nurse Aides (NAs) in Louisiana. Through its work, the Council has provided recommendations related to this multifaceted issue, which is present both in Louisiana and nationwide.



Key findings from the 2022 annual report include:

### Advanced Practice Registered Nurses (APRN)



ADMISSION

↑ 9%

There was an overall 9% increase in the number of students enrolled in Louisiana's APRN programs during the 2021 reporting year.



GRADUATES

↑ 40%

There was a 40% increase in the number of graduates in 2021 when compared to the previous reporting year (2019-20).



DEMAND

419

Open Positions  
in November 2022

### Registered Nurses (RN)



ADMISSION

↑ 24%

Over the last five years, there has been a 24% increase in the number of qualified applicants admitted to RN programs. There has also been a 7% decrease in the number of applicants declined in 2021.



GRADUATES

↑ 14%

The number of graduates from Louisiana's Pre-RN licensure programs has increased by 14%.



DEMAND

7,369

Open Positions  
in November 2022

### Licensed Practical Nurses (LPN)



ADMISSION

↑ 7.6%

LPN programs admitted 77.6% of qualified applicants in 2020-21, compared to 70% in 2019-20 and 64% in 2018-19.



GRADUATES

28% ↓

There has been a general decline in the number of LPN graduates, totaling a 28% decrease since 2009-10.



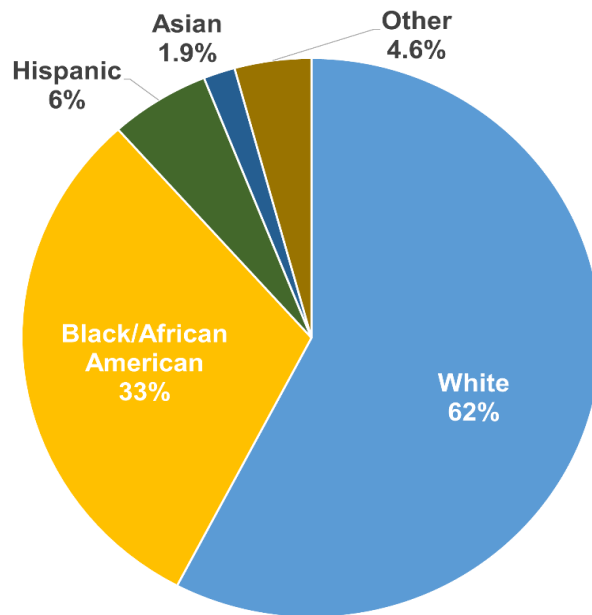
DEMAND

1,469

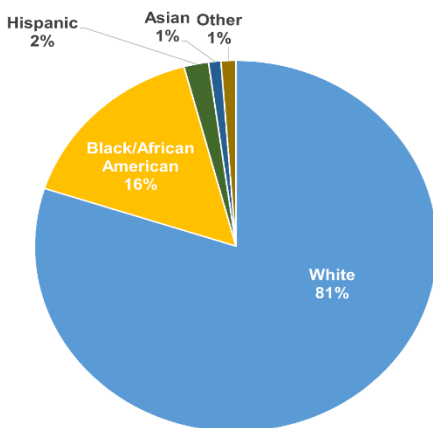
Open Positions  
in November 2022

In addition to analyzing data related to admission, graduates, and demand, the Council also reviewed data-based on ethnicity/race compared to the Louisiana population. As seen in Figure 4, in comparison with APRNs and RNs, LPNs are more reflective of Louisiana’s population by race/ethnicity. To effectively address health disparities and inequities and improve health outcomes for diverse and marginalized racial and ethnic minorities in Louisiana, the nursing workforce should mirror Louisiana’s population (Academy of Medicine 2020-2030 Future of Nursing Report).

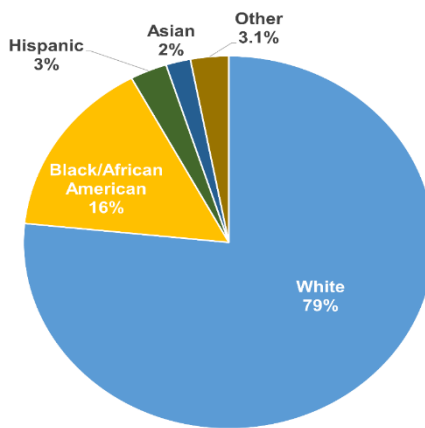
**Figure 1:** Louisiana Population by Race/Ethnicity



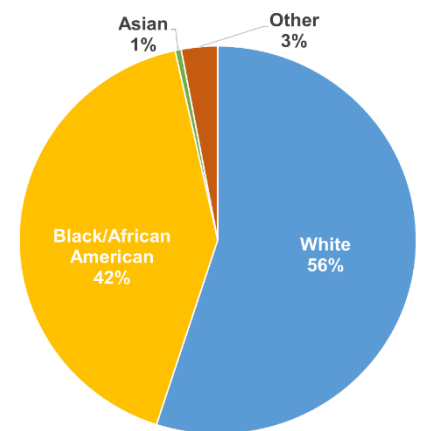
**Figure 2:** APRN



**Figure 3:** RN



**Figure 4:** LPN



This report provides additional data and further amplifies the need for statewide collaboration among education and healthcare providers to improve Louisiana’s health workforce and overall health outcomes.

## **II. Introduction**

The Nursing Supply and Demand Council (NSDC), a subset of the Louisiana Health Works Commission, is pleased to submit a report of its activities for 2022 and recommendations for 2023. The charge of the NSDC is to study all aspects of supply and demand for Advanced Practice Registered Nurses (APRNs), Registered Nurses (RNs), Licensed Practical Nurses (LPNs) and Nurse Aides (NAs) in Louisiana. Information in this report was obtained from data captured in the most recent reports on Nursing Education Capacity in Louisiana and Nurse Supply, as well as from the Louisiana State Board of Practical Nurse Examiners annual report (LSBPNE) and the Louisiana Department of Health (LDH).

In the face of the ongoing demand for nurses at all levels, the Council continues to have concerns about the following:

- shortage of faculty;
- number of qualified students not admitted;
- nurse faculty salaries well below national median data;
- insufficient funding for nursing education; and
- challenges related to increasing the diversity of Louisiana’s nursing workforce.

## **III. Key Findings Pertinent to the Council’s Charge**

### **A. Advanced Practice Registered Nurse (APRN)**

APRNs are registered nurses educated at the master’s or post-master’s level. APRNs include Certified Nurse Practitioners (CNP), Clinical Nurse Specialists (CNSs), Certified Registered Nurse Anesthetist (CRNAs) and Certified Nurse Midwives (CNMs).

#### **I. Demand**

- i. There were 340 open positions for Nurse Practitioners, 78 for Nurse Anesthetists, and 1 for Nurse Midwife listed on the Louisiana Workforce Commission website as of November 2022.

#### **II. Admission and Enrollment**

- i. In the 2020-21 report year, there was a 5% decrease in the number of students admitted to APRN programs in Louisiana, compared to an 8% decrease reported in the previous year.

- ii. Eighty-two percent (530) of the 647 newly admitted students enrolled in NP programs and 18% (117) enrolled in CRNA programs.
- iii. There was an overall 9% increase in the number of students enrolled in Louisiana's APRN programs during the current report year: 83% were enrolled in NP programs, 17% in CRNA programs, and no students in CNS programs. Presently, there are two new midwifery programs in the state; however, there are no graduates from these programs to date.
- iv. Diversity:
  - 1. In 2020-21, approximately 36% of the students enrolled in Louisiana's APRN programs were minorities compared to 29% in 2017.
  - 2. Since 2017, there has been a 57% increase in the number of Hispanic/Latino students, a 68% increase in the number of Black/African American students, and a 69% increase in the number of Asian students enrolled in Louisiana's APRN programs.
  - 3. In 2021, 16% of APRN students were male and 84% were female.

### III. Graduates

- i. In the 2020-21 report year, a total of 606 students graduated from Louisiana's APRN programs, which represents a 40% increase in number from the 434 graduates in the previous report year (2019-20).
- ii. In this report year, the majority of the graduates were from NP programs (90%), followed by CRNA programs (10%). There were no graduates from CNS programs in the current report year.
- iii. Diversity:
  - 1. Thirty-three percent (203) of the graduates from APRN programs in Louisiana were minorities, compared to 29% (127) in the previous report year.
  - 2. Males represented 89 of the graduates from Louisiana's APRN programs, compared to 77 in the previous report year. Fifty percent (31) of the CRNA graduates were males.

#### IV. Passage Rates

- i. In 2020-2021, 371 APRN candidates sat for their respective certification exams. Three hundred fifty (350) candidates successfully passed their certification exams, resulting in a 94.34% passage rate for the state.

#### V. Faculty

- i. There was a 7% increase in the number of graduate nurse faculty holding a doctorate in nursing, which is consistent with the previous report year.
- ii. There was a 7% increase in the number of faculty holding a DNP in 2020-2021, with a total 26% increase over the past five years. The number of PhDs decreased by nine, going from 44 in 2019-2020 to 35 in 2020-2021.
- iii. There were 182 filled full-time graduate nurse faculty positions reported statewide, which reflects an 40% increase in number (2020 had 130 filled full-time graduate nurse faculty positions). Only four vacant graduate nurse faculty positions were reported in 2020; in 2021 ten vacant graduate nurse faculty positions were reported.
- iv. Diversity:
  1. Nineteen percent (69) of the faculty teaching in graduate nursing programs in Louisiana were minorities in the current report year.
  2. There was a 9% decrease in the number of graduate nurse faculty who were males during the current report year.

#### VI. Current Workforce

- i. In 2021, there were 8,284 APRNs holding an active Louisiana APRN license, which represents a 9% increase over the previous year (7,630 in 2020) and a 28% increase over the last four years (6,480 in 2018). Eighty-five percent (7,072) of the APRNs reported residing in Louisiana.
- ii. Of the APRNs residing in Louisiana, 77% (5,226) were Nurse Practitioners (NPs), 20% (1,382) were Certified Registered Nurse Anesthetists (CRNAs), 2% (104) were Clinical Nurse Specialists (CNSs), and 1% (56) were Certified Nurse Midwives (CNMs).
- iii. Diversity:
  1. In 2021, the racial distribution of APRNs residing in Louisiana was 81% White (down from 83% in 2018), 16% Black/African American, 1% Asian, and less than 1% for each of the other races

(two or more races, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander and Other). Two percent of APRNs in Louisiana were of Hispanic origin.

2. In 2021, 36% (2,536) of the APRNs residing in Louisiana were between 30 and 39 years of age; 30% (2,132) were between 40 and 49 years old; 11% (747) were between the ages of 50 and 59; and 18% (1,275) were 60 years or older. These data are similar to last year's report.
3. The gender of APRNs residing in Louisiana is predominantly female: 80% female (5,658), 20% male (1,414).

#### Council Impressions of APRN Data:

- The COVID-19 pandemic caused increased salaries and wages for RNs practicing at the bedside. This, coupled with the unpredictable economy, may have resulted in more nurses staying in acute care positions in lieu of seeking additional education.
- The increase in faculty positions may be attributed to program expansion related to capitation funding and other initiatives.
- It was noted for future inclusion in the annual report to review APRNs by type and population.
- The Council discussed the need for more nurse midwives, citing the Louisiana Pregnancy Associated Mortality Review Report recommending expanded access to care. As state legislation to increase access to doulas and midwives for pregnancy-related care is adopted, it is noted that policies should also extend to women who are incarcerated.
- Attention was drawn to the need for PhD-degreed faculty, who are crucial to helping advance the science of nursing, but it was noted the reviewed data show numbers are decreasing. The Council will monitor in future reports.

#### **B. Registered Nurse (RN)**

RNs are licensed by the Louisiana State Board of Nursing upon passage of the NCLEX-RN exam and completion of a diploma program, an Associate of Science in Nursing program or Bachelor of Science in Nursing program.

##### I. Demand

- i. There were 7,369 open positions listed on the Louisiana Workforce Commission website in November 2022.

##### II. Admission and Enrollment

- i. LSBN approved 30 pre-RN licensure programs during the 2020-21 report year: one diploma program, 12 associate's degree (AD) programs, and 17

baccalaureate (BSN) programs. These programs prepare students to become candidates for initial RN licensure in Louisiana.

- ii. In 2020, 14,079 students enrolled in postsecondary education settings in Louisiana declared nursing as their major. This represents a 4% decrease in the number of enrolled students. Over the last five years (2017 through 2021) there has been a 14% increase in the number of students applying for admission to Louisiana’s pre-RN licensure programs.
- iii. In 2021, pre-RN licensure programs in Louisiana admitted 74% (3,717) of the 5,004 qualified applicants. Over the last five years, there has been a 24% increase in the number of qualified applicants admitted.

<b>Report Year</b>	<b>Total # of Qualified Applicants</b>	<b># and % of Qualified Applicants Admitted</b>	
2021	5,004	3,717	74%
2020	4,992	3,611	72%
2019	4,889	3,390	69%
2018	4,591	3,198	70%
2017	4,401	2,995	68%
1- and 5-year variance	▲ 0.2% / ▲ 14%	▲ 3% / ▲ 24%	

- iv. In 2021, the number of students enrolled in clinical nursing courses increased by 1%, compared to an 8% increase in 2019-20.
- v. In 2020-21, 62% of pre-RN students were enrolled in baccalaureate (BSN) programs, 37% in associate’s degree (ADN/ASN) programs, and one percent in the state’s only diploma program.
- vi. *Diversity:*
  - 1. In 2020-21, 43% of the students enrolled in pre-RN licensure programs in Louisiana were minorities. This reflects an 8% increase in the number of Black/African American students, a 6% increase in the number of Asian students, a 6% decrease in the number of Hispanic/Latino students, and a 6% increase in those reporting Other.
  - 2. Males continue to account for only 11% of the students enrolled in pre-RN licensure programs.

## VI. Graduates

- i. The number of graduates from Louisiana's Pre-RN licensure programs increased by 14%, as compared to 2019-20.
- ii. Of the 2,438 pre-RN graduates in 2020-21, 60% (1,474) completed BSN programs and 40% (964) completed AD programs.
- iii. There was a 49% increase in the number of graduates from LPN to AD programs (160 in 2020, 238 in 2021), a 42% decrease in the number of graduates from LPN to BSN programs (31 in 2020, 18 in 2021), and a less than one percent increase (109 in 2020, 110 in 2021) in the number graduating from accelerated programs.
- iv. The number of male graduates increased by 21% in 2020-21 (285) when compared to 2019-20 (235).
- v. *Diversity*: In 2020-21, 33% (802) of the graduates from pre-RN licensure programs in Louisiana were minorities, which reflects an 19% increase in the number of minority graduates when compared to 2019-20 (674). The largest numbers of African American/Black graduates (302), Hispanic graduates (59), and Asian graduates (30) were in BSN programs.

## VII. Passage Rate

- i. In 2021, there were 2,412 RN candidates (2,158 in 2020) from nursing education programs in Louisiana who took the NCLEX-RN examination for the first time, which represents a 12% increase in the number of examinees.
- ii. In 2021, the first-time passage rate on the NCLEX-RN exam for candidates from Louisiana was 88.93%, which exceeds the 82.48% national passage rate. The overall passage rate on the NCLEX-RN exam for Louisiana's graduates continues to exceed that of the nation.

## VIII. Faculty

- i. A lack of qualified faculty is the major contributing factor associated with the inability of Louisiana's pre-RN licensure programs to admit an additional 1,287 qualified students during the current report year.
- ii. There were 485 budgeted full-time nurse faculty positions reported by Louisiana's pre-RN licensure programs as of October 15, 2021, compared to 505 on October 15, 2020, reflecting a 4% decrease from the previous year.



- iii. There were 37 vacant nurse faculty positions reported by deans and directors in the current report year, compared to 23 in the previous report year, representing a 61% increase in the number of vacant nurse faculty positions across the state.
- iv. The Louisiana Council of Administrators in Nursing Education (LACANE) received a grant from the Health Works Commission to administer a tuition scholarship program with the goal of increasing the number of nursing faculty prepared at the doctoral level, to meet programmatic accreditation standards. This program received \$100,000 in funding from the Commission in 2019 (FY 20), which was doubled to \$200,000 in 2020 (FY 21). In 2019, 40 new and current faculty members pursued an advanced degree through this program, increasing to 58 faculty in 2020.
- v. In 2021, 48 faculty positions were funded from grants, capitation funds, additional appointments, and/or other funding sources, which is the same number as in 2020.
- vi. In 2020-21, 49% of the nurse faculty teaching in Louisiana's pre-RN licensure programs were 51+ years and 21% were 61+ years of age. Nursing programs cite a lack of qualified faculty and noncompetitive salaries for nursing faculty as the top reasons that Louisiana's pre-RN licensure programs cannot admit hundreds more qualified students.
- vii. *Diversity*: In 2020-21 approximately 34% (319) of the faculty teaching in Louisiana's pre-RN licensure programs were minorities, which represents a 12% increase in number compared to the previous report year.

## IX. Current Workforce

- i. In 2021, there were 65,131 RNs holding active licenses in Louisiana compared to 66,076 in 2020 and 69,647 in 2019. Of those licensed RNs, 93% were Louisiana residents and 7% resided outside of Louisiana.

Louisiana became a Nurse Licensure Compact (NLC) state in July 2019. Currently, there are 39 jurisdictions in the United States and its territories that are members of the NLC. The NLC increases access to care while maintaining public protection at the state level. Under the Compact, nurses can practice in other NLC states without having to obtain additional licenses. Because of this, nurses who are licensed in

other Compact states are not required to be endorsed by the LSBN but instead automatically have the privilege to practice (PTP) in Louisiana. All nurses who receive original licensure by examination in Louisiana and meet the qualifications of the NLC receive a multi-state license (MSL), which then authorizes them to practice in any of the 39 U.S. jurisdictions that are members of the NLC. Additionally, nurses who move to Louisiana from an NLC jurisdiction can transfer their MSL to Louisiana through the endorsement process. Louisiana currently has 18,082 licensees with Louisiana MSLs. Additionally, our sister states of Texas, Mississippi, and Alabama have 327,361, 47,390, and 19,886 RNs with MSLs, respectively, all of whom can practice in Louisiana with a PTP and provide our state with additional nursing workforce.

<b>Report Year</b>	<b>Total # of Nurses Holding an LA RN License</b>
2021	65,131
2020	66,076
2019	69,647
2018	67,428
1- and 4-year variance	▼1% / ▼3%

ii. Diversity:

1. In 2021, 16% (9,817) of licensed RNs living in Louisiana were 60 years or older and 19% (11,814) were between the ages of 50 and 59. These percentages do not reflect a significant change from 2020.
2. In 2021, the racial distribution of RNs residing in Louisiana was 79% White, 16% Black/African American, 2% Asian, and 1% or less for each of the other races (two or more races, Other, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander). In 2021 3% of RNs in Louisiana were of Hispanic origin, which was unchanged from 2020.
3. The gender of RNs residing in Louisiana continues to be predominantly female (88% female, 12% male).

Council Impressions of RN Data:

- Nurses who are licensed in another Compact state are no longer required to be licensed in Louisiana to practice in the state. Therefore, tracking the number of nurses practicing in Louisiana is more challenging. The LSBN is working on a way to register or track any nurse practicing in Louisiana.

### C. Licensed Practical Nurse (LPN)

LPNs are licensed by the Louisiana State Board of Practical Nurse Examiners (LSBPNE) upon passage of the NCLEX-PN exam and completion of an accredited practical nursing program.

#### I. Demand

- i. There are 1,496 open positions listed on the Louisiana Workforce Commission website.

#### II. Admission and Enrollment

- i. LPN programs admitted 77.6% (2,015 of 2,597) of qualified applicants in 2020-21, compared to 70% (1,649 of 2,342) in 2019-20 and 64% (1,735 of 2,704) in 2018-19.
- ii. In the 2020-21 academic year 1,565 students withdrew from LPN programs in Louisiana, compared to 1,210 in 2019-2020. Of the 1,565 withdrawals, 1,015 were African American, 510 were white, nine were Hispanic, nine were American Indian/Alaskan Native, six were Asian, two were Hawaiian/Pacific Islander, and 14 were Multiracial.
- iii. *Diversity*: Approximately 66% (1,726 of 2,597) of the students admitted (both first-time and readmits) to Louisiana's LPN programs in 2020-21 were minorities. Approximately 63.2% (1,641) of the new admits were Black/African American, 33.5% (871) were white, 0.8% (21) were Hispanic/Latino, and 2.5 % (64) were American Indian/Alaskan Native, Asian, Hawaiian/Pacific Islander, Multiracial, and Other.

#### III. Graduates

- i. In 2020-21, there were 984 graduates from Louisiana's LPN programs, compared to 875 in 2019-20. Graduate numbers have fluctuated, but there has been a general decline in the number of LPN graduates over the last ten years: 984 graduates in 2020-2021 compared to 1,370 in 2009-2010, which represents a 28% decrease in number.
- ii. *Diversity*: In 2020-21, of the 984 graduates from Louisiana's LPN programs, 525 of the graduates were Black/African American, 419 were white, 14 were Hispanic/Latino, 2 were American Indian/Alaskan Native, 9 were Asian, 12 were Multiracial, and 3 were Other.

#### IV. Passage Rate

- i. The 2020 NCLEX-PN national LPN passage rate for first-time, U.S.-educated graduates was 80.51%. Louisiana's LPN passage rate was 82.76%. The 2019 NCLEX-PN national LPN passage rate for first-time, U.S.-educated graduates was 83.7%. Louisiana's LPN passage rate was 84.7%. Louisiana's LPN programs have exceeded the national average in all of the past 27 years, except 2018.

#### V. Faculty

- i. In 2020-21, there were 195 budgeted full-time Practical Nurse faculty positions, which was an increase over 2019-20 (188). Of the budgeted positions, 84.6% (169) were filled in 2020-21, compared to 92.6% (174) in 2019-20.
- ii. *Diversity*: Data concerning the diversity of the LPN faculty were not available.

#### VI. Current Workforce

- i. In 2020-21, 21,481 nurses held a license to practice as an LPN in Louisiana, a decrease from the previous year (23,010).
- ii. *Diversity*: In 2020-21, 12,065 of the LPN workforce were white, 9,118 were Black/African American, 182 were American Indian/Alaska Native, 111 were Asian, 18 were Native Hawaiian/Pacific Islander, and 224 were Multiracial/Other.
- iii. In terms of gender, there were 983 male and 20,326 female LPNs in 2020-21.

#### Council Impressions of LPN Data:

- The Council noted that LPN programs have high rates of withdrawal/failure. Discussion of the reasons for this identified the following possible causes:
  - Admissions criteria set by each program and students entering programs may not be academically prepared for the rigor of the program.
  - Students in pre-requisite courses are counted in total enrollment numbers for LPN programs and many of those students do not persist and enter clinical courses.
- The diversity of LPNs in Louisiana more closely mirrors the Louisiana population as compared to RNs in Louisiana. The Council discussed the need for additional academic and financial support for LPNs, especially minorities, seeking RN education.

## **D. Nursing Aides (NA)**

NAs are regulated by the Louisiana Department of Health and become certified upon completion of an approved training program (four- to 12-week program) and passage of the certification exam.

### **I. Admission and Enrollment**

- i. In 2020-21, 122 Certified Nurse Aides (CNAs) applied for articulated credit for entry into practical nurse programs (compared to 169 in 2019-20; 189 in 2018-19; 226 in 2017-18; 213 in 2016-17; and 225 in 2015-16). Of those who applied in 2020-21, 86.9% (106) were granted credit.

### **II. Graduates**

- i. As of December 31, 2021, 168 active nurse aide training programs had been approved by the Louisiana Department of Health.

### **III. Current Workforce**

- i. Data on the supply of NAs are available only from the Louisiana Department of Health's CNA Registry. Once certified and employed, many NAs do not recertify and are therefore not represented in the data. These data also do not capture the number of Nurse Technicians, who are nursing students working in a capacity similar to NAs.
- ii. In 2021, there were 211,898 NAs, both certified and uncertified, in the registry, compared to 209,815 NAs in 2020 and 207,524 in 2019. In 2021, 41,112 certified NAs were in good standing on the CNA Registry, which is a decrease from 41,744 in 2020. There were 1,998 new CNAs in 2021, 2,347 new CNAs in 2020 and 4,756 in 2018. Every year, thousands of CNAs change in status from certified to not certified (4,903 in 2021, 4,530 in 2020, 7,671 in 2019, 4,400 in 2018, and 7,697 in 2017).

#### **Council Impressions of NA Data:**

- Monitoring the existing number of and the demand for nurse aides continues to be a challenge.
- Regulatory requirements as well as the cost and scheduling of certification exams are often barriers to certification.

## V. Recommendations

Based on the findings of this report and discussions of the Nursing Supply and Demand Council as well as the Health Works Commission, the following items are recommendations for 2023:

- **Advocate for funding of academic-practice partnerships to leverage public and private investments designed to encourage innovation, increase the capacity of healthcare programs, and address regional healthcare workforce needs.**
- **Align nurse faculty salaries with median national salary market data.**
- **Support funding opportunities (grants, scholarships, tuition reduction programs, etc.) to decrease tuition costs for nursing students, especially those from diverse backgrounds and including those with barriers related to social determinants of health.**
- **Reinstate the stipend program previously administered by the Board of Regents, which provided a maximum of \$40,000 to nurses who agreed to pursue an academic graduate degree (master's and/or doctorate) in nursing and committed to teach in a Louisiana RN program one year for each \$10,000 received in support.**
- **Standardize and streamline roles and regulatory requirements for healthcare occupations.**
- **Continue to support capitation funds, which provide support for postsecondary education institutions to increase the capacity of RN and LPN programs in Louisiana.**

### Data References:

Data used in this report were taken from reports completed by the Louisiana State Board of Nursing – Center for Nursing, available at the following links:

<https://nursingla.wpengine.com/wp-content/uploads/2022/11/2021NurseSupplyReport.pdf>

<https://nursingla.wpengine.com/wp-content/uploads/2022/11/2021NurseEdCapacity.pdf>

<https://nursingla.wpengine.com/wp-content/uploads/2022/02/NursingWorkforceDemandReport2019.pdf>

**Appendix A: Health Works Commission Membership**

<b>Member</b>	<b>Seat Information</b>
Claire Stevenson	Governor’s Office
Lynn Ansardi	Louisiana State Board of Practical Nurse Examiner (LSBPNE)
Kathy Baldrige	Louisiana Association of Nurse Practitioners
Sandra Brown	Southern University System
Susannah Craig	Board of Regents
Sharon Dunn	LSU Health Science Center Shreveport
Wes Hataway	Louisiana Nursing Home Association
Jawanda Givens	Occupational Forecasting Conference
James Henderson	University of Louisiana System
Tina Holland	Louisiana Association of Independent Colleges and Universities (LAICU)
Chaquetta Johnson	Department of Health
Ragan LeBlanc	Louisiana Academy of Family Physicians
Karen Lyon	Louisiana State Board of Nursing (LSBN)
Rep. Chris Turner	House Committee on Health and Welfare
Kristi Anderson	Senate Committee on Health and Welfare
Wendi Palermo	Louisiana Community and Technical College System
Demetrius Porche	LSU Health Science Center New Orleans
Kellie Taylor-White	Workforce Commission
Jeffery Williams	Louisiana State Medical Society
Ecoee Rooney	Louisiana State Nurses Association
Paul Salles	Louisiana Hospital Association
<b>Ad Hoc Members</b>	
Bronwyn Doyle	Nursing Supply and Demand Council
Daryl Lofaso	Simulation Medical Training and Education Council of Louisiana

**Appendix B: Nursing Supply and Demand Council Membership**

<b>Member</b>	<b>Seat Information</b>
Amiee Cloyd	Louisiana Hospital Association
Lynn Ansardi	Louisiana State Board of Practical Nurse Examiner (LSBPNE)
Jennifer Badeaux	Louisiana Association of Nurse Anesthetists
Sandra Brown	Louisiana Council of Administrators of Nursing Education (LACANE)
Kathy Baldrige	Louisiana Association of Nurse Practitioners (LANP)
Karen Lyon	Louisiana State Board of Nursing (LSBN)
Vacant	Louisiana School Nurses Organization
Staci Taylor	Southern University School of Nursing
Ahnyel Burkes	Louisiana State Nurse Association
Susannah Craig	Board of Regents
Bronwyn Doyle	Louisiana Association of Independent Colleges and Universities (LAICU)
Darmyra Perry	Office of Public Health
Wes Hataway	Louisiana Nursing Home Association
Laura Poole	Louisiana Organization of Nurse Executives (LONE)
Wendi Palermo	Louisiana Community and Technical College System
Mary Kelly	Louisiana State Black Nurses Organization New Orleans
Nathalie Walker	Louisiana Council of Preoperative Registered Nurses (LCPON)



**Appendix C: Nurse Capitation Funding Allocations**

<b>Louisiana State University System Nurse Capitation Allocations</b>					
<b>System Amount</b>	<b>Institution</b>	<b>Semester</b>	<b>Funding Amount</b>	<b>Program</b>	<b>Number of Students Past Baseline Enrollment</b>
\$ 80,500.00	LSUHSC-NO	Spring 2020	\$ 38,500.00	BSN	11
	LSUA	Spring 2020	\$ 42,000.00	ASN	12
\$ 70,000.00	LSUHSC-NO	Summer 2020	\$ 35,000.00	BSN	10
	LSUA	Summer 2020	\$ 35,000.00	ASN	10
\$ 24,500.00	LSUA	Fall 2020	\$ 24,500.00	ASN	7
\$ 115,500.00	LSUA	Spring 2021	\$ 94,500.00	ASN	27
	LSUHSC-NO	Spring 2021	\$ 21,000.00	BSN	6
\$ 101,500.00	LSUS	Fall 2021	\$ 38,500.00	ASN	11
	LSUHSC-NO	Fall 2021	\$ 63,000.00	BSN	18
\$ 66,500.00	LSUS	Spring 2022	\$ 38,500.00	ASN	11
	LSUHSC-NO	Spring 2022	\$ 28,000.00	BSN	8
\$ 31,500.00	LSUE	Summer 2022	\$ 31,500.00	ASN	9
\$ 21,000.00	LSUHSC-NO	Fall 2022	\$ 21,000.00	BSN	6

**Notes:**

ASN = Associate of Science in Nursing, BSN= Bachelor of Science in Nursing  
 The Nurse Capitation program is designed to increase the number of students admitted beyond the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average); therefore, the last column reflects the number of students enrolled past the baseline (average) and may include semester-to-semester duplicated headcount.

**Louisiana Community and Technical College System (LCTCS) Nurse Capitation Allocations**

System Amount	Institution	Semester	Funding Amount	Program (s)	Number of Students Past Baseline Enrollment
\$ 546,000.00	NLTCC	Spring 2020	\$ 56,000.00	PN	16
	NTCC	Spring 2020	\$ 262,500.00	PN	75
	SOWELA	Spring 2020	\$ 28,000.00	ASN & PN	8
	BRCC	Spring 2020	\$ 31,500.00	ASN	9
	BPCC	Spring 2020	\$ 70,000.00	ASN	20
	CLTCC	Spring 2020	\$ 98,000.00	PN	28
\$ 434,000.00	Delgado	Summer 2020	\$ 56,000.00	ASN	16
	NLTCC	Summer 2020	\$ 49,000.00	PN	14
	NTCC	Summer 2020	\$ 203,000.00	PN	58
	CLTCC	Summer 2020	\$ 98,000.00	PN	28
	SOWELA	Summer 2020	\$ 28,000.00	ASN & PN	8
\$ 147,000.00	Delgado	Fall 2020	\$ 56,000.00	ASN	16
	BRCC	Fall 2020	\$ 31,500.00	ASN	9
	BPCC	Fall 2020	\$ 59,500.00	ASN	17
\$ 532,000.00	BPCC	Fall 2020	\$ 66,500.00	ASN	19
	CLTCC	Fall 2020	\$ 87,500.00	PN	25
	Fletcher	Fall 2020	\$ 35,000.00	PN	10
	LDCC	Fall 2020	\$ 115,500.00	ASN & PN	33
	NTCC	Fall 2020	\$ 189,000.00	PN	54
	NLTCC	Fall 2020	\$ 38,500.00	PN	11
\$ 717,500.00	BRCC	Spring 2021	\$ 84,000.00	ASN	24
	CLTCC	Spring 2021	\$ 66,500.00	PN	19
	Delgado	Spring 2021	\$ 119,000.00	ASN	34
	Fletcher	Spring 2021	\$ 14,000.00	ASN	4
	LDCC	Spring 2021	\$ 105,000.00	ASN & PN	30
	NTCC	Spring 2021	\$ 112,000.00	PN	32
	NLTCC	Spring 2021	\$ 28,000.00	PN	8
	SOWELA	Spring 2021	\$ 28,000.00	PN	8
	BPCC	Spring 2021	\$ 161,000.00	ASN	46
\$ 581,000.00	BRCC	Fall 2021	\$ 122,500.00	ASN	35
	SOWELA	Fall 2021	\$ 52,500.00	PN	15
	NTCC	Fall 2021	\$ 178,500.00	PN	51
	LDCC	Fall 2021	\$ 56,000.00	PN	16
	Delgado	Fall 2021	\$ 45,500.00	ASN	13
	BPCC	Fall 2021	\$ 98,000.00	ASN	28
	Fletcher	Fall 2021	\$ 28,000.00	ASN	8
\$ 889,000.00	BPCC	Spring 2022	\$ 84,000.00	ASN	24
	BRCC	Spring 2022	\$ 189,000.00	ASN	54
	CLTCC	Spring 2022	\$ 189,000.00	PN	54
	Delgado	Spring 2022	\$ 21,000.00	ASN	6
	LDCC	Spring 2022	\$ 56,000.00	ASN	16
	Nunez	Spring 2022	\$ 14,000.00	PN	4
	RPCC	Spring 2022	\$ 14,000.00	PN	4
	SLCC	Spring 2022	\$ 87,500.00	PN	25
	SOWELA	Spring 2022	\$ 52,500.00	PN	15
	NTCC	Spring 2022	\$ 182,000.00	PN	52
	\$ 108,500.00	SLCC	Summer 2022	\$ 56,000.00	ASN
BRCC		Summer 2022	\$ 52,500.00	ASN	15

**Notes:**

PN = Practical Nursing, ASN = Associate of Science in Nursing, BSN= Bachelor of Science in Nursing

The Nurse Capitation program is designed to increase the number of students admitted beyond the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average); therefore, the last column reflects the number of students enrolled past the baseline (average) and may include semester-to-semester duplicated headcount.

### Southern System Nurse Capitation Allocations

System Amount	Institution	Semester	Funding Amount	Program	Number of Students Past Baseline Enrollment
\$ 105,000.00	SUBR	Spring 2020	\$ 56,000.00	BSN	16
	SUSLA	Spring 2020	\$ 49,000.00	ASN	14
\$ 112,000.00	SUBR	Fall 2021	\$ 56,000.00	BSN	16
	SUSLA	Fall 2021	\$ 56,000.00	ASN	16
\$ 112,000.00	SUBR	Spring 2021	\$ 56,000.00	BSN	16
	SUSLA	Spring 2021	\$ 56,000.00	ASN	16
\$ 98,000.00	SUBR	Fall 2021	\$ 56,000.00	BSN	16
	SUSLA	Fall 2021	\$ 42,000.00	ASN	12
\$ 84,000.00	SUBR	Spring 2022	\$ 56,000.00	BSN	16
	SUSLA	Spring 2022	\$ 28,000.00	ASN	8
\$ 56,000.00	SUBR	Fall 2022	\$ 56,000.00	BSN	16

**Notes:**

ASN = Associate of Science in Nursing, BSN= Bachelor of Science in Nursing  
 The Nurse Capitation program is designed to increase the number of students admitted beyond the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average); therefore, the last column reflects the number of students enrolled past the baseline (average) and may include semester-to-semester duplicated headcount.

### University of Louisiana System Nurse Capitation Allocations

System Amount	Institution	Semester	Funding Amount	Program (s)	Number of Students Past Baseline Enrollment
\$ 168,000.00	La Tech	Spring 2020	\$ 28,000.00	ASN	8
	ULM	Spring 2020	\$ 28,000.00	BSN	8
	NSU	Spring 2020	\$ 112,000.00	ASN & BSN	32
\$ 38,500.00	Southeastern	Summer 2020	\$ 38,500.00	BSN	11
\$ 196,000.00	La Tech	Fall 2020	\$ 28,000.00	ASN	8
	ULM	Fall 2020	\$ 28,000.00	BSN	8
	NSU	Fall 2020	\$ 101,500.00	ASN & BSN	29
	Southeastern	Fall 2020	\$ 38,500.00	BSN	11
\$ 196,000.00	La Tech	Spring 2021	\$ 28,000.00	ASN	8
	ULM	Spring 2021	\$28,000	BSN	8
	NSU	Spring 2021	\$ 101,500.00	ASN & BSN	29
	Southeastern	Spring 2021	\$ 38,500.00	BSN	11
\$ 150,500.00	La Tech	Fall 2021	\$ 10,500.00	ASN	3
	NSU	Fall 2021	\$ 70,000.00	ASN	20
	NSU	Fall 2021	\$ 70,000.00	BSN	20
\$ 224,000.00	La Tech	Spring 2022	\$ 63,000.00	ASN	18
	McNeese	Spring 2022	\$ 7,000.00	BSN	2
	NSU	Spring 2022	\$ 91,000.00	ASN	26
	NSU	Spring 2022	\$ 35,000.00	BSN	10
	Southeastern	Spring 2022	\$ 28,000.00	BSN	8
\$ 259,000.00	La Tech	Fall 2022	\$ 63,000.00	ASN	18
	NSU	Fall 2022	\$ 119,000.00	ASN	34
	NSU	Fall 2022	\$ 49,000.00	BSN	14
	Southeastern	Fall 2022	\$ 28,000.00	BSN	8

**Notes:**

ASN = Associate of Science in Nursing, BSN= Bachelor of Science in Nursing

The Nurse Capitation program is designed to increase the number of students admitted beyond the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average); therefore, the last column reflects the number of students enrolled past the baseline (average) and may include semester-to-semester duplicated headcount.

**Franciscan Missionaries of Our Lady University (FranU) Nurse Capitation Allocations**

<b>Institution</b>	<b>Semester</b>	<b>Funding Amount</b>	<b>Program</b>	<b>Number of Students Past Baseline Enrollment</b>
Fran U	Spring 2020	\$ 35,000.00	BSN	10
Fran U	Summer 2020	\$ 35,000.00	BSN	10
Fran U	Fall 2020	\$ 35,000.00	BSN	10
Fran U	Spring 2021	\$ 70,000.00	BSN	20
Fran U	Fall 2021	\$ 122,500.00	BSN	35
Fran U	Spring 2022	\$ 87,500.00	BSN	25
Fran U	Fall 2022	\$ 87,500.00	BSN	25

**Notes:**

BSN= Bachelor of Science in Nursing

The Nurse Capitation program is designed to increase the number of students admitted beyond the institutional baseline (average) enrollment. Institutions receive funding per student, per semester for enrolling beyond the established baseline (average); therefore, the last column reflects the number of students enrolled past the baseline (average) and may include semester-to-semester duplicated headcount.

**RESPONSE TO SENATE RESOLUTION 129 OF THE 2022  
REGULAR SESSION OF THE LOUISIANA LEGISLATURE**

**NURSING SUPPLY AND DEMAND COUNCIL**

**January 2023**

**Prepared by: Ahnyel Burkes, DNP, RN-BC, NEA-BC**

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## Study Description

**Study Title:** The Impacts of Healthy Work Environments on Retention and Well-being of the Nursing Workforce in Louisiana

**Research Team:** Ahnyel Jones-Burkes, DNP, RN-BC, NEA-BC (Principal Investigator), Benita N. Chatmon, PhD, MSN, RN, CNE (Co-Investigator), Alison H. Davis, PhD, RN, CNE, CHSE (Co-Investigator)

**IRB:** LSUHSC-NO #4740

## Study Purpose

Senate Resolution No. 129 (SR 129) of the 2022 Regular Session of the Louisiana Legislature charged the Nursing Supply and Demand Council (NSDC) to conduct a study in order to improve statewide nurse retention in response to the nursing workforce shortage (see Appendix A). To inform this study, all Licensed Practical and Registered Nurses in Louisiana were surveyed regarding factors impacting retention and well-being to determine contributing factors to the nursing workforce shortage. The goal is to explore factors contributing to retention and turnover so that actions can be better informed when implementing statewide retention strategies and creating meaningful ways to stabilize the nursing workforce shortage. In addition, this study also explores the well-being of nurses in Louisiana. Once the major barriers to statewide retention are identified, the public can be better informed of what resources and programs are needed to retain nurses in the state of Louisiana.

## Survey Demographics

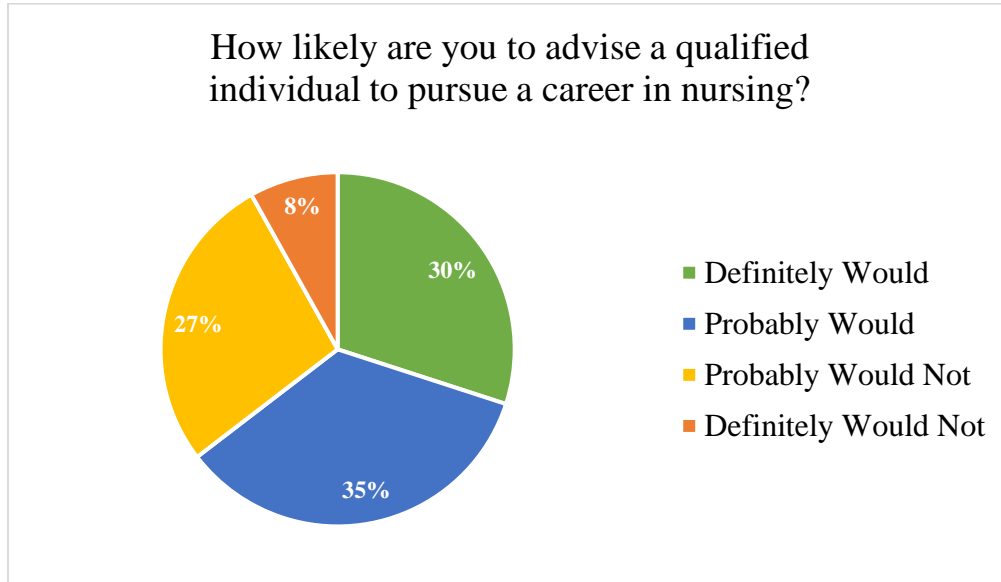
The survey to support the recommendations set forth in this study was administered statewide through distribution lists of both the Louisiana State Board of Practical Nurse Examiners and the Louisiana State Board of Nursing. This survey was sent out on October 27, 2022, with a closing date of November 27, 2022. The survey received 1,209 total responses across the following demographics:

- White (925, 77.2%), Black or African American (164, 13.7%), Native American or Alaskan Native (7, 0.6%), South Asian (0, 0.0%), Chinese (2, 0.2%), Korean (2, 0.2%), Japanese (0, 0.0%), Filipino (6, 0.5%), Arab/West Asian (0, 0.0%), Pacific Islander (1, 0.1%), Other Asian (2, 0.2%), More than one race (21, 1.8%), Some other race (8, 0.7%), Prefer not to answer (60, 5.0%), Missing (11, 0.9%)
- Identified as Hispanic, Latinx, or Spanish? Yes (23, 1.9%), No (1,129, 94.3%), Prefer not to answer (45, 3.8%) Missing (12, 1.0%)
- Female (1,025, 85.9%), Male (140, 11.7%), Non-binary (1, 0.1%), Prefer not to answer (27, 2.3%), Other (0, 0.0%), Missing (16, 1.3%)
- Registered Nurse (867, 72.6%), Licensed Practical Nurse (327, 27.4%) Missing 15 (1.2%)
- Acute care hospital (adult, pediatric, maternity, other) (458, 43.7%), Ambulatory (surgery, urgent care center) (128, 12.2%), Home/community care (82, 7.8%), Non-clinical (e.g., quality improvement, risk management, social services, insurance company, consulting) (49, 4.7%), Nursing school (15, 1.4%), School health/student health service (13, 1.2%), Specialty hospital (psychiatric, rehabilitation, other) (69, 6.6%), Subacute/long-term care (90, 8.6%), Telehealth (10, 1.0%), Temporary staffing agency (8, 0.8%), Other (127, 12.1%), Missing (160, 13.2%)

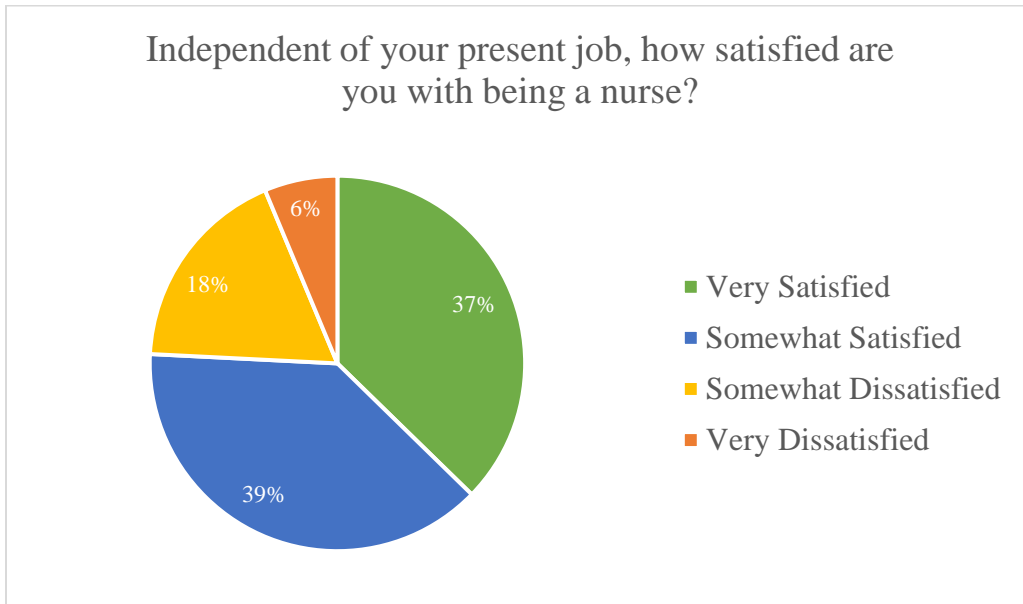
## Survey Results

The following captures highlighted results of the statewide survey. Appendix C details all questions included in the survey. The figures highlighted findings the NSDC wished to spotlight, to further inform the recommendations related to this response.

**Figure 1**

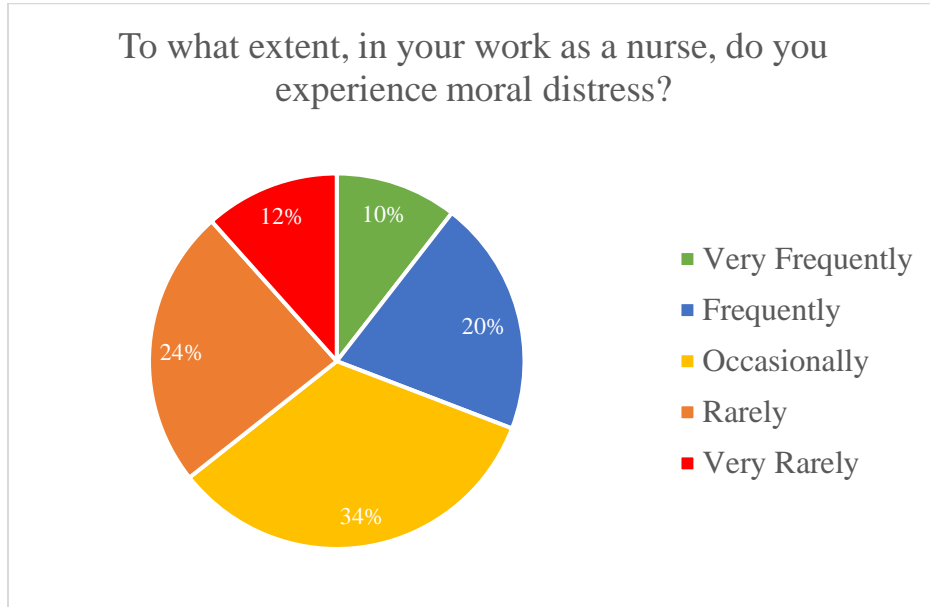


**Figure 2**

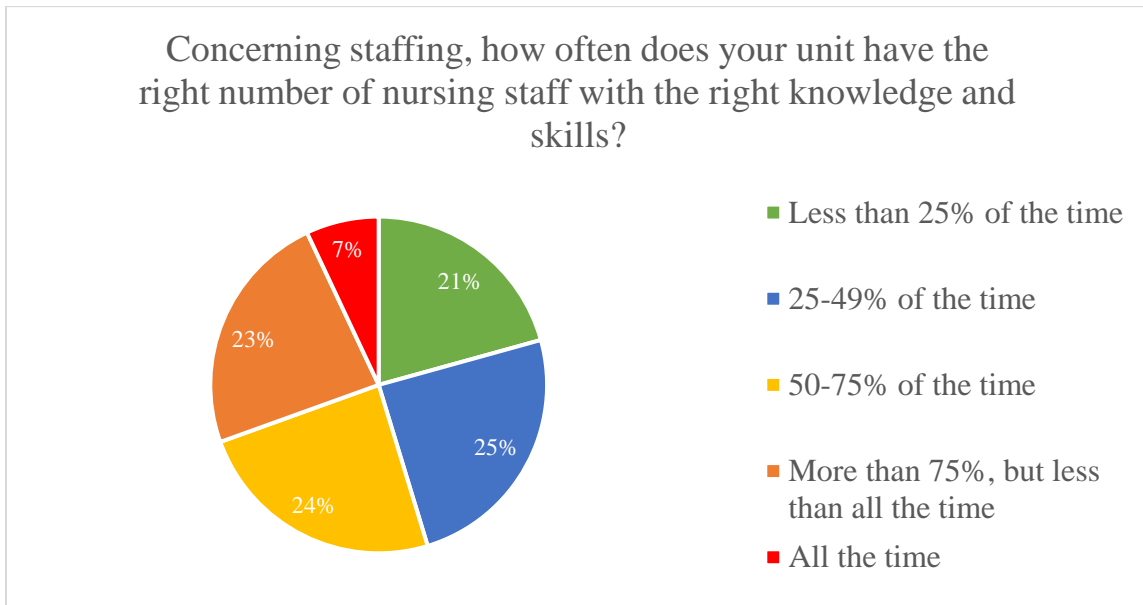


**Figure 3**

This question defined moral distress as occurring when you know the appropriate action to take but are unable to act upon it or you act in a manner contrary to your personal and professional values, which undermines your integrity and authenticity.



**Figure 4**



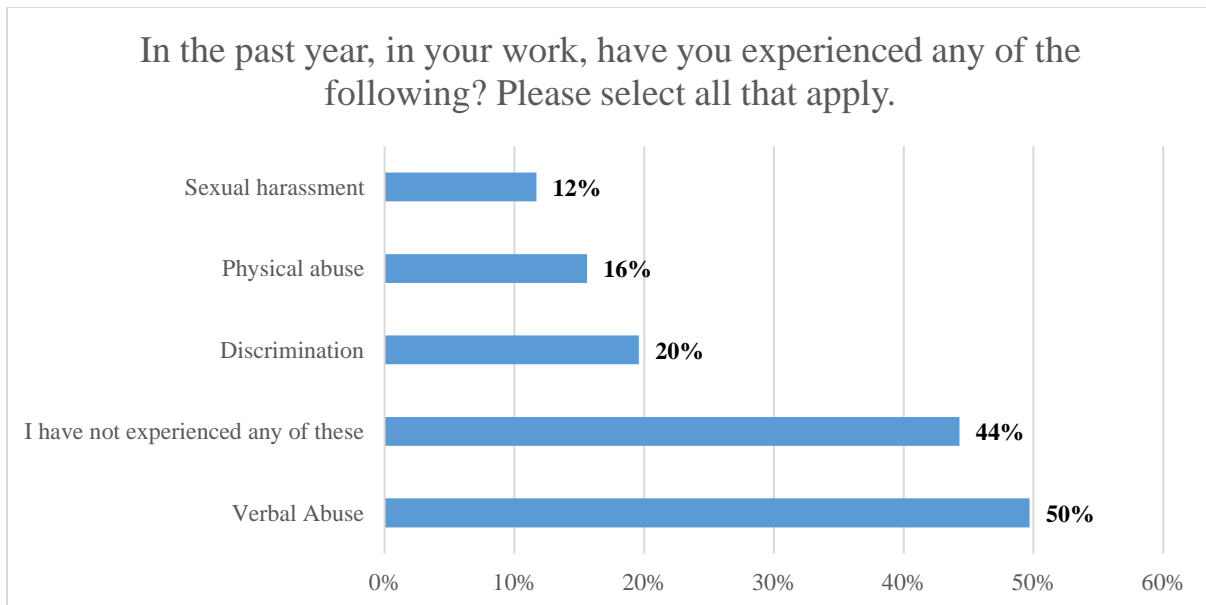
**Figure 5**

Respondents could select more than one factor.

What are the two main factors that keep you working in your current unit or organization?	Percentage
Patients I care for	38%
Work schedule	36%
People I work with	34%
Salary and benefits	27%
Location	26%
Work environment	9%
Leader of my work unit	7%
Reputation of the organization	4%
Opportunities for professional development	3%
Support for nurses	3%
Opportunities for advancement	3%
Level of staffing	2%
Meaningful recognition	2%

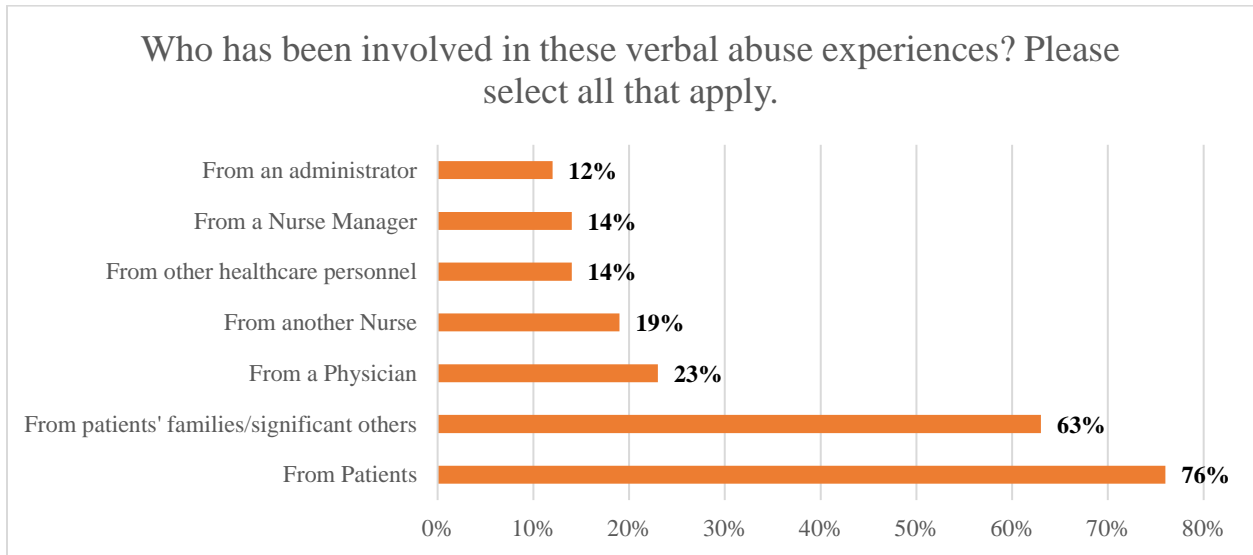
**Figure 6**

Respondents could select all that apply. Actions cited could be by patients, patients' families, colleagues, etc.



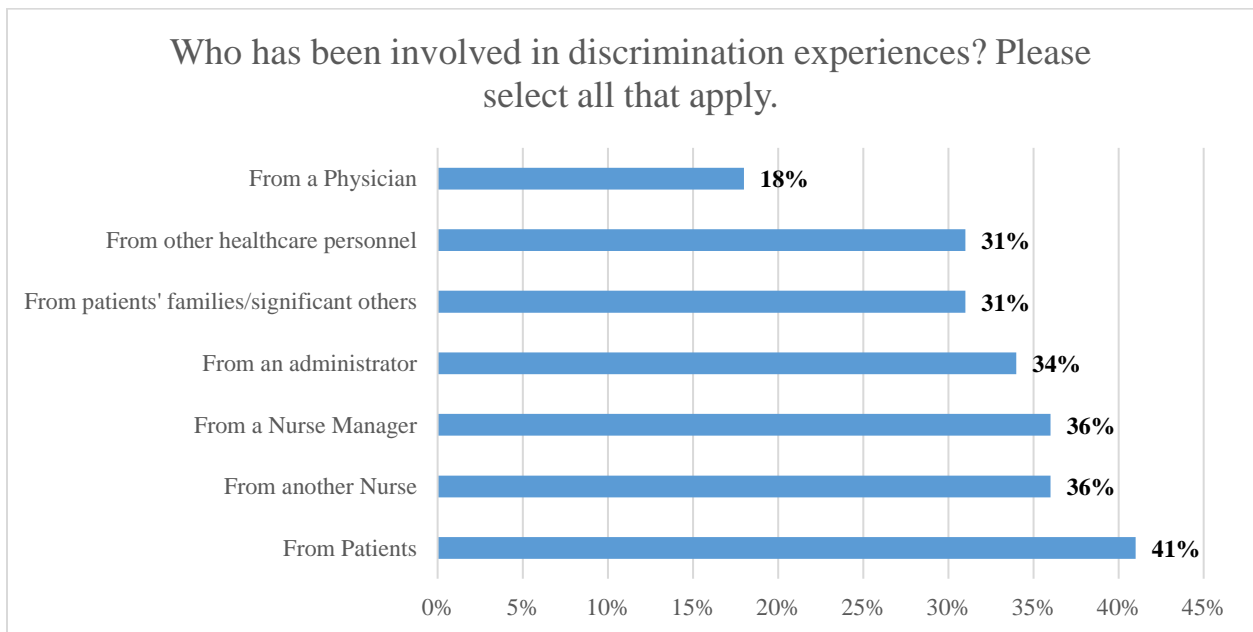
**Figure 7**

The following information was collected in response to the question in Figure 6. Respondents could select any categories that applied. A total of 540 respondents replied to this question.



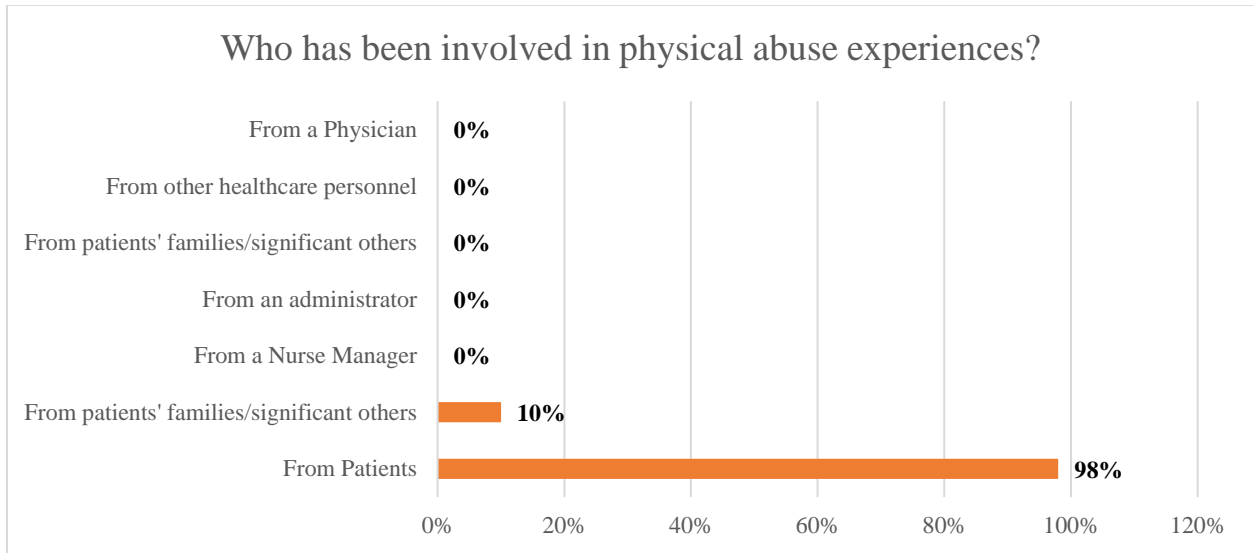
**Figure 8**

The following information was collected in response to the question in Figure 6. Respondents could select any categories that applied. A total of 208 respondents replied to this question.



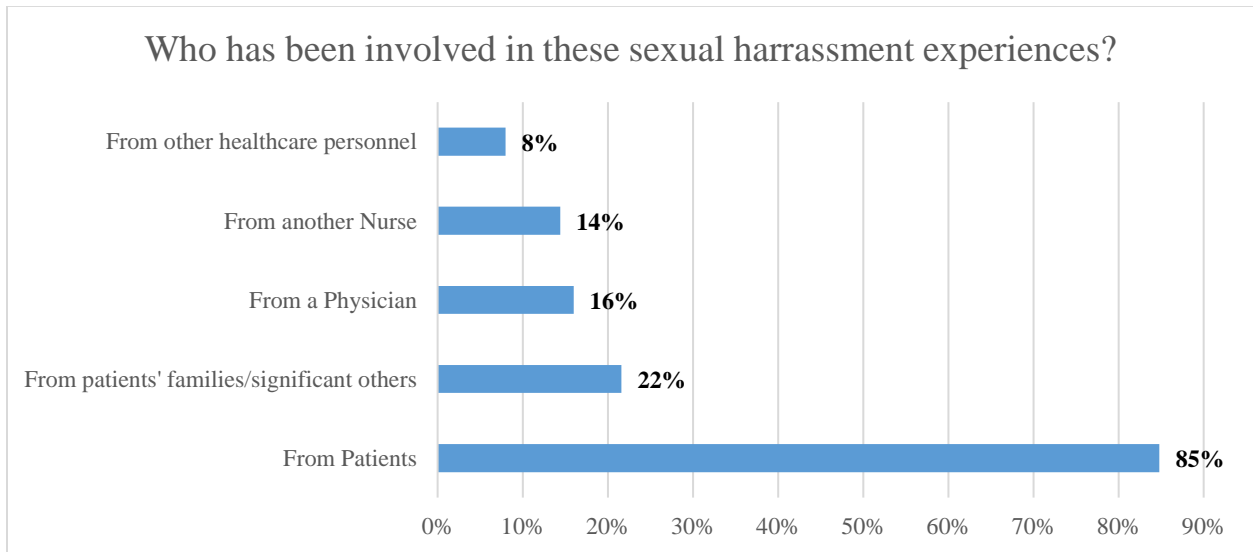
**Figure 9**

The following information was collected in response to the question in Figure 6. Respondents could select any categories that applied. A total of 171 respondents replied to this question.

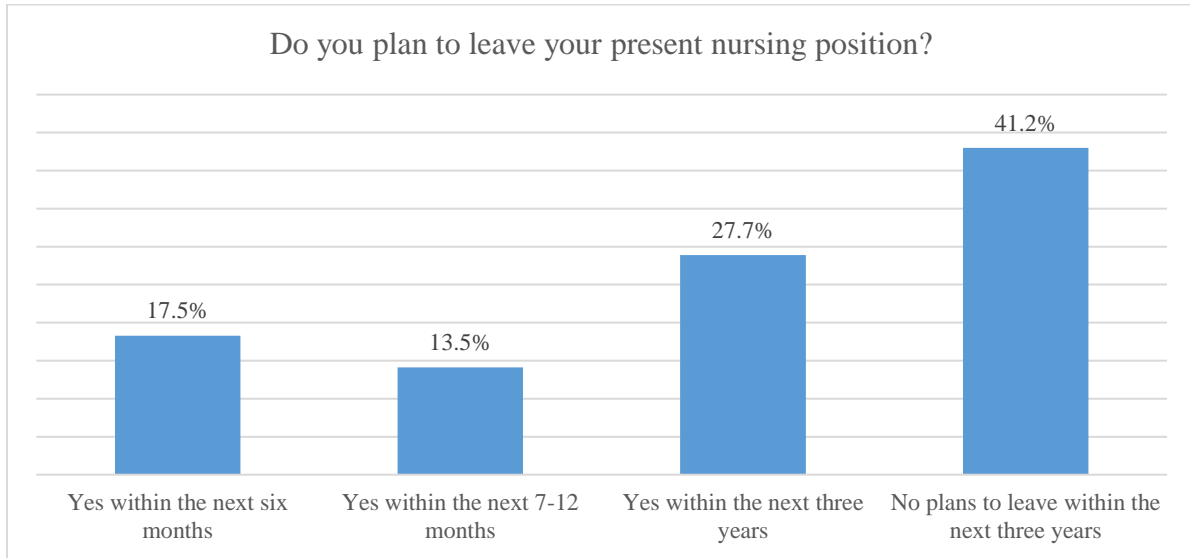


**Figure 10**

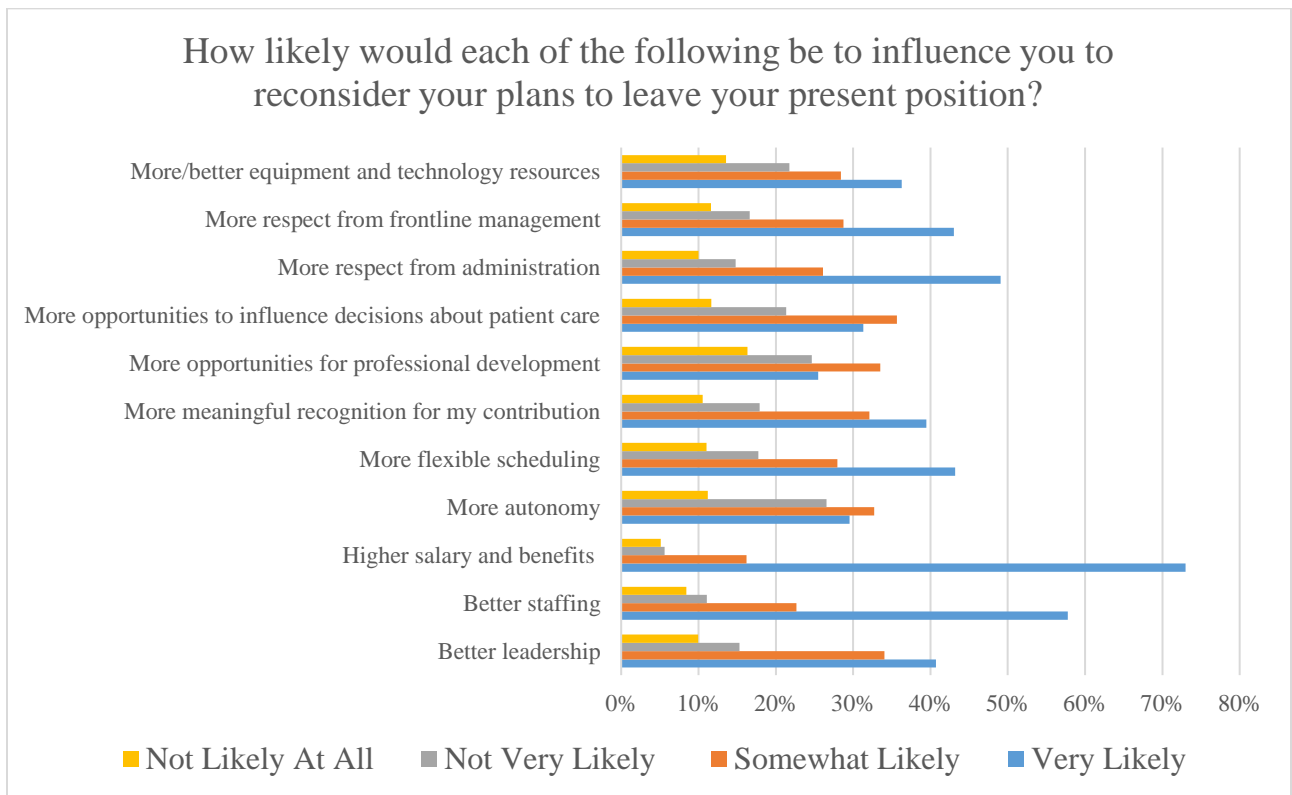
The following information was collected in response to the question in Figure 6. Respondents could select any categories that applied. A total of 125 respondents replied to this question.



**Figure 11**



**Figure 12**



## Post-Study Recommendations

Based on the results of the survey and the discussions of the NSDC meeting January 12, 2023, the Council offers the following recommendations:

- 1. Promote Transition to Practice (TTP) programs for Registered Nurses (RN) and Licensed Practical Nurses (LPN).**

Reflecting on the results of the survey, the NSDC encourages TTP programs as a key driver of improving retention for new graduate nurses. The Accreditation Commission for Education in Nursing indicates that TTP programs are a critical time in which nurses develop the skills and attitudes necessary for autonomous nursing practice within their level of licensure. The NSDC recommends TTP programs be available statewide for all nursing graduate students.

- 2. Support recommendations set forth in response to House Concurrent Resolution 36 (HCR 36) of the 2022 Regular Session.**

In the 2022 Regular Session, HCR 36 built upon a study conducted in 2021, forming a Task Force to identify and study policy options and practices through which workplace violence in healthcare settings can be addressed, mitigated or prevented. Several members of the NSDC also participate in this Task Force, which similarly is producing a report with recommendations, to be submitted by February 1, 2023. Reflecting on the survey results for SR 129, the NSDC emphasizes support for the HCR 36 Task Force recommendations specific to workplace violence and the creation of policies to eliminate further workplace violence impacting nurses in Louisiana.

- 3. Explore the feasibility of a statewide marketing campaign to promote nursing.**

One of the questions included in the survey conducted for SR 129 was, “how likely are you to advise a qualified individual to pursue a career in nursing?” Responses revealed that 65% definitely would or probably would advise an individual to pursue the profession, while 35% probably would not or definitely would not advise an individual to pursue a career in nursing. The NSDC discussed how promoting the profession with a statewide marketing campaign may further increase interest in nursing while lifting up those presently in the profession.

## Other States’ Initiatives

In addition to administering a statewide survey, this resolution researched national practices regarding statewide initiatives and nurse well-being. The following information highlights states with readily available information concerning statewide initiatives. States not listed in this study have been excluded due to information not being readily available during the research process.

- 1. Alabama**

Source: <https://www.uab.edu/nursing/news/home/sustainable-scholarship/item/2617-hrsa-grant-promotes-nurse-well-being>

The three-year grant is a part of HRSA’s Health Workforce Resiliency Award, a program aiming to establish a culture of wellness and resiliency among the healthcare workforce during the ongoing pandemic.



The grant will create the Workforce Engagement for Compassionate Advocacy, Resiliency and Empowerment, or WE CARE, program at UAB Hospital. The program will hire five nursing development specialists who will receive additional training in resilience and psychological first aid, through a program developed by Johns Hopkins University, to assist with selected hospital units. A mental health nurse practitioner will provide counseling support services exclusively to nurses. Additional funds will be allocated to support improvements and expansion efforts of oasis areas, or respite rooms, within the hospital.

*Source: <https://alabamaworks.com/alabama-office-of-apprenticeship-launches-program-to-help-meet-nursing-shortage/>*

The Alabama Office of Apprenticeship has partnered with the Alabama Board of Nursing and the Alabama Community College System to develop the state's first nursing registered apprenticeship program.

## **2. Alaska**

*Source: <https://gov.alaska.gov/newsroom/2021/12/21/governor-dunleavy-awards-2-1-million-to-uaa-for-recruiting-and-retaining-nursing-faculty/>*

\$2.1 million from the Governor's Emergency Education Relief Funds have been awarded to the University of Alaska Anchorage (UAA) College of Health to increase its capacity to train registered nurses.

The grant includes \$875,000 for hiring bonuses and relocation allowances for up to 23 new faculty members or current faculty relocating to areas of high need. The grant also includes \$900,000 for loan repayment for up to 15 new and 10 current faculty members. \$125,000 will be used for tuition assistance for up to five bachelor's-prepared clinical instructors to receive a master's degree required by the Board of Nursing to qualify for a full faculty appointment. The grant also includes \$200,000 to hire a firm with nursing faculty recruitment experience to facilitate the searches.

The grant is funded by the Governor's Emergency Education Relief Fund (GEER II), a component of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021.

## **3. Arizona**

*Source: <https://www.azleg.gov/legtext/55leg/2R/laws/0330.pdf>*

House Bill 2691, signed by Gov. Doug Ducey on June 29, 2022, appropriates \$15.5 million from the state General Fund (GF) to the Arizona Department of Health Services (ADHS) in fiscal years 2023 through 2025, and \$32 million from the state GF to the Arizona Health Care Cost Containment System (AHCCCS) over the same period.

The funding is to be used for healthcare workforce grant programs, placing special emphasis on the nursing profession. Provisions in the bill call for the establishing of the Arizona Nurse Education Investment Pilot Program, or the Nurse Program, within ADHS, for which \$15 million from the state GF is allocated between FYs 2023 and 2025.

#### 4. Arkansas

Source: <https://humanservices.arkansas.gov/news/112-million-in-funding-available-to-support-home-and-community-based-services-workforce-stabilization-incentive/>

\$112 million in funding is available to support home and community-based services workforce stabilization incentives.

#### 5. California

Source: [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB184](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB184)

California has set aside money to thank medical professionals who have worked through the COVID-19 pandemic. In addition to giving the hazard pay to doctors, nurses and other frontline healthcare workers, legislators expanded retention pay to onsite employees in departments such as clerical, dietary, environmental services, laundry, security, engineering, facilities management, administration, and billing. Managers and supervisors are ineligible for the payouts.

Full-time workers will receive the biggest potential payments, up to \$1,500, including \$1,000 from the state of California and \$500 in a match from their employers, according to the text of Assembly Bill 184. Part-time workers will get as much as \$1,250, a maximum of \$750 of which comes from the state and \$500 from their employers. Physicians will receive up to \$1,000 from the state.

The hazard pay will go not only to workers at general acute-care hospitals, government-operated hospitals, skilled nursing facilities and physician practice groups but also to employees at acute psychiatric hospitals, many nonprofit clinics, hospital outpatient clinics, and any health facility owned or operated by the state of California or any state department.

A total of \$1.3 billion in stipends will be provided to healthcare workers who have been most impacted by the pandemic.

#### 6. Connecticut

Source: <https://portal.ct.gov/Office-of-the-Governor/News/Press-Releases/2022/08-2022/Governor-Lamont-Announces-Launch-of-Program-To-Increase-Opportunities-for-Aspiring-Nurses>

A collaborative partnership among Connecticut State Colleges and Universities (CSCU), the Office of Workforce Strategy (OWS), multiple state agencies, the University of Connecticut (UConn), the Connecticut Conference of Independent Colleges (CCIC), and the Connecticut Hospital Association, this new program seeks to address the state's workforce shortage in critical healthcare areas through three strategic pillars:

- Tuition assistance to incentivize low-income and minority students to enter accelerated and cost-effective nursing and social work programs.
- Recruitment and retention of faculty to rapidly expand seat capacity and train the next generation of nursing and behavioral health workers.
- Innovative programs to promote partnerships between employers and institutes of higher education to build career pathways.

The \$35 million initiative, funded with federal American Rescue Plan Act money, was approved as part of the state budget bill that Governor Ned Lamont recently signed into law.

## 7. Delaware

Source: <https://governor.delaware.gov/rescue-plan/>

ARPA Funds: \$5 million to the Delaware Academy of Medicine to provide student financial aid for medical, dental, and nursing students.

## 8. Florida

Source: <https://flgov.com/2022/07/26/12-million-in-down-payment-assistance-awarded-to-hometown-heroes-since-june-1/>

Florida Housing received \$100 million from the state legislature in 2022 to establish the Hometown Heroes program, which assists individuals such as law enforcement officers, educators, healthcare professionals, and active military or veterans in purchasing their first home in Florida. Since the program's launch a total of \$12.1 million in assistance has been provided to 843 families throughout the state.

The Hometown Heroes program provides down payment and closing cost assistance to help Florida's frontline community workers in more than 100 eligible professions purchase a primary residence in the communities where they work. Eligible homebuyers will receive up to 5% of their first mortgage loan amount (up to a maximum of \$25,000) in down payment and closing cost assistance in the form of a 0%, non-amortizing, 30-year deferred second mortgage. To qualify for this program, homebuyers must connect with one of Florida Housing's participating loan officers, have a minimum credit score of 640, provide certification for one of the eligible occupations, and meet the income threshold for their county.

The Hometown Heroes Housing Program is available to Floridians including law enforcement officers, firefighters, educators, healthcare professionals, childcare employees, and active military or veterans. Including this \$100 million program, Governor Ron DeSantis approved \$363 million for affordable and workforce housing in the 2022-2023 budget, the highest total in 15 years.

Source: [https://floridajobs.org/news-center/DEO-Press/2022/05/19/governor-ron-desantis-approves-over-\\$125-million-for-nursing-education-to-provide-scholarships-and-expand-infrastructure-at-colleges-and-universities-for-clinical-training](https://floridajobs.org/news-center/DEO-Press/2022/05/19/governor-ron-desantis-approves-over-$125-million-for-nursing-education-to-provide-scholarships-and-expand-infrastructure-at-colleges-and-universities-for-clinical-training)

Governor DeSantis announced approval of over \$125 million for nursing education in the 2022-2023 Fiscal Year, bringing the total amount of investment in workforce education funding to more than \$5 billion since 2019. Additional funding for nurses in this year's budget will include student loan reimbursement and scholarships for nurses, expanding infrastructure at colleges and universities that provide nursing education, and salary and recruitment incentives for nurses within the Department of Veterans Affairs.

Funds will be distributed through two major programs, including:

- \$100 million to establish the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) program to financially reward colleges and universities for their nursing education programs, based on student success; and

- \$25 million to establish the Linking Industry to Nursing Education (LINE) fund for schools to recruit faculty and clinical preceptors for their nursing programs, to work toward combating the shortage of nursing instructors, with funds matched dollar-to-dollar by healthcare partners in their communities.

## 9. Georgia

Source: <https://www.legis.ga.gov/legislation/54921>

A Preceptor Tax Credit allows deletion of an income tax for certain physicians serving as community-based faculty physicians: to create a new income tax credit for taxpayers who are licensed physicians, advanced practice registered nurses, or physician assistants who provide uncompensated preceptorship training to medical students, advanced practice registered nurse students, or physician assistant students for certain periods of time.

Source: <https://www.brenau.edu/healthsciences/nursing/preceptor/>

The Preceptor Tax Incentive Program (PTIP) implements an incentive structure so a preceptor will earn a lesser amount for the first three rotations precepted, and the amount will increase for additional rotations. Physicians will receive a \$500 credit for each of the first three rotations and \$1,000 for each rotation from four to ten. A physician preceptor who provides ten rotations, then, would earn \$8,500 in tax credits for the calendar year. An APRN or PA preceptor would earn \$375 for each of the first three rotations, and \$750 for the fourth through tenth rotation, for a maximum of \$6,375 in a calendar year.

Source: <https://gov.georgia.gov/press-releases/2022-01-20/icymi-governor-kemp-outlined-plan-safer-stronger-georgia>

Governor Brian Kemp's budget proposals include an initial \$1 million for the University System of Georgia to expand nursing programs up to 500 students annually over five years and provide funding for Florida's Technical College System to grow its partnership with Allied Health to serve up to 700 additional students annually. One-time bonuses of \$1,000 are available for bus drivers, nurses, nutrition workers and part-time employees.

## 10. Hawaii

Source:

[https://www.capitol.hawaii.gov/session/measure\\_indiv.aspx?billtype=HB&billnumber=2437&year=2022](https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=2437&year=2022)

Hawaii legislation creating a Preceptor Tax Incentive Program (PTIP) allocates \$1.5 million per year to provide up to five \$1,000 tax credits per preceptor. The funding would cover preceptors for all of the state's students enrolled in programs of advanced practice nursing, medicine, and pharmacy, which are the health professions covered by the legislation.

## 11. Idaho

Source: <https://healthandwelfare.idaho.gov/providers/rural-health-and-underserved-areas/loan-repayment-and-grants#:~:text=SLRP%20is%20a%20multi%2Ddiscipline.provided%20through%20a%20federal%20grant.>

In October 2020, Healthcare Transformation Council of Idaho (HTCI), appointed by the Governor, approved a Task Force to develop a rural nurse loan repayment program to encourage

newly graduated registered nurses to seek employment in rural communities in Idaho. SLRP is a multi-discipline, state-based loan repayment program for nurses, clinicians, and physicians working in federally designated Health Professional Shortage Areas. Loan repayment is provided through a federal grant. Participating sites must implement a sliding fee scale for low-income and uninsured patients and accept Medicare and Medicaid. Recipients may receive loan repayment awards of up to \$25,000 per year. A service obligation is required, with full-time practitioners fulfilling a two-year term. Sites must submit annual reports during the funding period. Participants currently receiving loan repayment and fulfilling a service obligation are not eligible.

### **Rural Loan Repayment Expansion Bill (Failed)**

Source: <https://legislature.idaho.gov/sessioninfo/billbookmark/?yr=2022&bn=S1287>

## **12. Illinois**

Source: <https://www.illinois.gov/news/press-release.24784.html>

Illinois' FY 2023 budget includes several healthcare incentives, including:

- Waiving licensing fees for nearly 470,000 frontline healthcare workers;
- Setting aside \$180 million to preserve and expand the healthcare workforce through Medicaid providers, focusing on underserved and rural areas;
- Creating the \$25 million Pipeline for the Advancement of the Healthcare (PATH) workforce grant program through the Illinois Community College Board, to train and provide support to students entering high-demand healthcare professions; and
- Providing a \$7.8 million increase in state support to Nurse Scholarships and Grants in higher education institutions.

## **13. Indiana**

Source: <https://ic4n.org/strategic-initiatives/needs2b-program/>

The Indiana Center for Nursing is among 24 organizations throughout the nation that will receive significant federal funding for programming that addresses the role of nursing in building a culture of health and promoting health equity. The HRSA Diversity in Nursing grantees were selected based on submissions of replicable strategies to accomplish these goals, while highlighting the importance of collaboration with diverse stakeholders. Through this grant, the Indiana Center for Nursing (ICN) will receive \$2,189,646 over the next four years to support the Nursing Education and Engagement in Diversity Statewide 2B (NEEDS2B) Program.

The NEEDS2B Program includes subawards to eight schools of nursing in Indiana participating in the program: Anderson University, Goshen College, Indiana University East, Indiana Wesleyan University, Marian University, Purdue University, University of Saint Francis-Crown Point, and University of Southern Indiana. In addition, Community Health Network is involved in the Program.

Through the grant, each school will work collaboratively to achieve the following goals:

- Increase diversity and inclusion in the Indiana nursing workforce by implementing objectives that include: scholarships and stipends for students accepted into the program; holistic review and admissions to the school of nursing, mentoring programs; faculty recruitment and

- retention of diverse faculty; increased percentage of enrollment; retention and graduation of diverse students; and inclusion of cultural intelligence education;
- Expand implementation of the current mentoring programs of the schools; and
  - Address social determinants of health and education through a collaborative partnership representing academia, practice, and the community at large.

#### 14. Iowa

Source: <https://iowacollegeaid.gov/HealthCareAwardProgram>

The Health Care Award Program provides financial awards to nurse educators teaching full-time at eligible Iowa colleges and universities, as well as applicants who agree to practice as registered nurses, advanced registered nurse practitioners, or physician assistants in service commitment areas for five consecutive years, and who meet the requirements of the program. The maximum annual award is \$6,000 per year for up to five consecutive years of full-time employment.

#### 15. Kansas

Source: [http://www.kslegislature.org/li/b2021\\_22/measures/documents/hb2510\\_enrolled.pdf](http://www.kslegislature.org/li/b2021_22/measures/documents/hb2510_enrolled.pdf)

Wichita State Technical College was allocated \$1.84 million for smart manufacturing, industry training 4.0 and associate's degree nursing programs.

Source: [http://www.kslegislature.org/li/b2021\\_22/measures/documents/hb2510\\_enrolled.pdf](http://www.kslegislature.org/li/b2021_22/measures/documents/hb2510_enrolled.pdf)

Emporia State University received \$5 million for the nursing program relocation and staffing.

Source: <https://covid.ks.gov/wp-content/uploads/2021/10/SPARK-Frontline-Hospital-Employee-Retention-Plan-1.pdf>

The Iowa SPARK Committee approved up to \$50 million to help hospitals throughout the state retain front-line workers through strategies such as retention bonuses and premium pay.

#### 16. Kentucky

Source: <https://cpe.ky.gov/ourwork/kyhwc.html>

Kentucky's Healthcare Workforce Collaborative (HWC) is a \$10 million initiative funded by the legislature to bring together state leaders, policy experts, campus leadership and the healthcare industry to solve Kentucky's healthcare crisis.

The appropriation, designated in the 2022 budget bill and to be administered by the HWC, will serve several purposes:

- Providing direct grants to Kentucky's public institutions;
- Funding administrative, research, consulting, planning and analysis costs for an advisory group;
- Raising student awareness of and interest in healthcare occupations;
- Improving pathways between high school career and technical programs to college-level healthcare programs; and
- Helping healthcare organizations support career growth and development for their employees.

## 17. Maine

Source:

<http://legislature.maine.gov/legis/bills/getPDF.asp?paper=SP0577&item=16&snum=130>

\$1 million in FY 2022 ARPA funding provided one-time funds to the nursing education loan repayment program to enable it to begin making loan repayments and to accommodate the increased loan repayment amounts.

Source: <https://www.maine.gov/revenue/taxes/tax-relief-credits-programs/income-tax-credits/educational-opportunity-tax-credit>

The credit for educational opportunity provides an income tax credit for Maine resident taxpayers who are qualifying graduates (and employers of qualifying graduates) and who make eligible education loan payments on loans obtained to earn:

- An associate's or bachelor's degree from an accredited Maine college or university after 2007 and before 2016; or
- An associate's or bachelor's degree from an accredited Maine or non-Maine college or university after 2015; or
- A graduate degree from an accredited Maine college or university after 2015.

Eligible graduates must live, work, and pay taxes in Maine.

The credit is limited to tax, with the exception that for tax years beginning on or after January 1, 2013, the credit allowed to a program participant is refundable if the program participant obtains an associate's or a bachelor's degree in science, technology, engineering or mathematics (STEM). Unused portions of the nonrefundable credit may be carried forward for up to 10 years. Certain limitations apply.

An employer of a qualifying graduate may also qualify for the credit on eligible education loan payments made during the term of the qualified graduate's employment.

### **STEM Degrees - Definition applicable to degrees awarded on or after January 1, 2020**

For degrees awarded on or after January 1, 2020, a STEM degree means a degree in a program of study classified under one of the following Classification of Instructional Programs (CIP) codes according to the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES):

- CIP codes listed on the United States Department of Homeland Security, Immigration and Customs Enforcement STEM Designated Degree Program List as of the year in which the degree was awarded;
- Dental Hygiene/Hygienist (CIP code 51.0602);
- Kinesiology and Exercise Science (CIP code 31.0505);
- Marine Science/Merchant Marine Officer (CIP code 49.0309);
- Occupational Therapy/Therapist (CIP code 51.2306)
- Registered Nursing, Nursing Administration, Nursing Research, and Clinical Nursing (CIP codes 51.3801 through 51.3899); and



- Secondary Education and Teaching: STEM Concentrations (CIP code 13.1205 with a concentration in a field that would qualify as a STEM degree under subsections A through F if the degree were earned in that field directly).

## 18. Maryland

Source: <https://mhec.maryland.gov/Pages/6-3-20.aspx>

Maryland Higher Education Commission (MHEC) Secretary Dr. James D. Fielder, announced that \$29.3 million was awarded for 29 Competitive Institutional Grant proposals at fourteen Maryland nursing programs by MHEC's Nurse Support Program II (NSP II).

## 19. Massachusetts

Source: <https://www.mass.gov/doc/administrative-bulletin-22-01-101-cmr-20600-standard-payments-to-nursing-facilities-supplemental-payments-for-nursing-facilities-for-workforce-retention-and-recruitment-initiatives-effective-january-15-2022-0/download>

A \$25 million appropriation was provided to support nursing facility workforce retention and recruitment initiatives.

## 20. Mississippi

Source: <https://www.msbn.ms.gov/onw/nursing-student-retention-scholarship-program>

To address the shortage of nurses in Mississippi, the Office of Nursing Workforce established a new Nursing Student Retention Scholarship Program (NSRSP). The program provides scholarship opportunities to all nursing students and nurses in the state of Mississippi who are pursuing degrees in nursing, with the goal of attracting and retaining nurses in the state. The program targets students at all levels of nursing and the funds can be used to cover the cost of educated-related expenses, including tuition, fees, supplies, textbooks, and housing. Students selected as recipients of this award must complete their nursing degree and agree to practice nursing in the state of Mississippi for a certain period.

Source: <http://billstatus.ls.state.ms.us/documents/2022/pdf/HB/1500-1599/HB1521SG.pdf>

ARPA funds of \$6 million in FY 2022 were dedicated for the purpose of providing funding for the Nursing and Respiratory Therapy Education Incentive Program.

## 21. Missouri

Source: <https://governor.mo.gov/press-releases/archive/nearly-3-million-grants-approved-eleven-missouri-colleges-and-universities>

Nearly \$3 million in grant funding was approved for 11 Missouri colleges and universities to help enhance nursing education programs and develop solutions to alleviate staffing shortages felt nationwide.

These 11 competitive grants, totaling \$2,997,690, were part of a special appropriation to the Missouri State Board of Nursing. The approved grants include:

- \$298,016 to Avila University in Kansas City
- \$296,000 to Bolivar Technical College
- \$269,793 to Cox College in Springfield
- \$300,000 to Goldfarb School of Nursing in St. Louis



- \$275,900 to Jefferson College in Hillsboro
- \$230,044 to Missouri Western State University in St. Joseph
- \$300,000 to South Central Career Center in West Plains
- \$298,137 to St. Louis University
- \$300,000 to University of Missouri – Kansas City
- \$300,000 to University of Central Missouri in Warrensburg
- \$129,800 to William Jewell College in Liberty

The nursing programs that were awarded funds proposed innovative solutions to assist in alleviating the nursing shortage by increasing nursing faculty, developing career ladder programs that start in high school, leveraging virtual simulation and distance learning, and expanding earn-while-you-learn models through which students earn a wage while obtaining clinical education.

## 22. Montana

Source: <https://news.mt.gov/Governors-Office/Gov-Gianforte-Announces-Innovative-Program-to-Recruit-Health-Care-Workers-to-Montana>

Under Montana’s new program, participating employers can offer new employees reimbursement of up to \$12,500 for moving expenses, plus 35% of the total reimbursement amount to offset expected payroll tax deductions for actual qualifying moving and relocation expenses incurred by the employee. To qualify for the program, healthcare providers must commit to permanently relocate to Montana and remain employed for at least twelve consecutive months.

## 23. Nebraska

Source: [https://nebraskalegislature.gov/bills/view\\_bill.php?DocumentID=47196](https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=47196)

ARPA funds of \$5 million were provided in FY 2022 for scholarships to students (a) residing in Nebraska, (b) intending to enroll or enrolled in a nursing program, (c) intending to practice as a licensed practical nurse, licensed registered nurse, or nurse aide upon completion of the approved nursing program, and (d) agreeing in writing to work for two years in Nebraska as a licensed practical nurse, licensed registered nurse, or nurse aide upon completion of the approved nursing program. Each qualifying student receives a scholarship of up to \$2,500 per semester.

## 24. Nevada

Source: <https://www.leg.state.nv.us/App/InterimCommittee/REL/Document/26707>

\$20.7 million was allocated to the Division of Public and Behavioral Health for the Nurse Apprentice Program, to increase the pool of healthcare workers in Nevada.

## 25. New Mexico

Source:

<https://www.nmlegis.gov/Legislation/Legislation?Chamber=H&LegType=B&LegNo=2&year=21s2>

ARPA funding of \$15 million was provided to the Higher Education Program Development Enhancement fund for expanding enrollment in and graduation from nursing programs at state institutions of higher education.

Source: <https://www.nmhealth.org/about/phd/pchb/oprh/rhcptc/>

The New Mexico Rural Health Practitioner Tax Credit is available to licensed physicians practicing in a rural area, who are eligible for \$5,000 per year; and other licensed healthcare practitioners, including nurses, who are eligible for \$3,000 per year.

## 26. New York

Source: <https://www.governor.ny.gov/news/governor-hochul-announces-direct-payments-healthcare-workers-part-10-billion-healthcare-plan>

To grow New York’s healthcare workforce by 20% over the next 5 years, Governor Kathy Hochul plans a \$10 billion, multi-year investment in healthcare, including more than \$4 billion to support wages and bonuses for healthcare workers.

Key components of this multi-year investment are:

- \$2 billion to support healthcare wages
- \$2 billion to support healthcare and mental hygiene worker retention bonuses, with up to \$3,000 bonuses going to full-time workers who remain in their positions for one year, and pro-rated bonuses for those working fewer hours
- \$500 million for cost-of-living adjustments (COLAs) to help raise wages for human services workers
- \$2 billion for healthcare capital infrastructure and improved lab capacity
- Other investments in workforce and healthcare access and delivery

These efforts include:

- **Increasing the Training Capacity of Medical Institutions:** This initiative will cover the costs of new programs, provide compensation to allow workers to train full-time support staff (who help free up existing staff do more training), and the development of new training techniques.
- **Attracting Students into Healthcare by Relieving Their Financial Burdens:** Governor Hochul will provide direct financial support for the education of healthcare professionals, provided that they work in New York State for a specified period after obtaining their credentials. The plan will offer free tuition, cover instructional costs for high-demand health occupations and provide stipends to make up for lost income while in school. It will also provide for wraparound services such as childcare or transportation support to eliminate obstacles that stand in the way of New Yorkers training for healthcare professions.
- **Awarding Prior Learning Credit Across SUNY and CUNY:** As part of the Governor’s plan to make it easier for New Yorkers to move between college and career, the State University of New York (SUNY) and the City University of New York (CUNY) will adopt a consistent, statewide policy for crediting relevant prior learning and work experience, supporting credit accumulation, certifications, and post-secondary attainment.
- **Recruiting Medical Professionals to Work in Underserved Areas:** Governor Hochul recognizes the need to recruit medical professionals to work in underserved areas, particularly in rural parts of the state. To achieve this goal, New York State will:
  - Increase funding for the Doctors Across New York Program, providing loan forgiveness up to \$120,000 for doctors who work in underserved areas for three years;
  - Create a “Nurses Across NY” Program based on the successful Doctors Across NY program, placing nurses in underserved areas across the state; and
  - Expand the SUNY Pre-Medical Opportunity Program and the Diversity in Medicine Program, recruiting and training a diverse healthcare workforce that represents the

diversity of the patients in underserved communities to ensure health equity across the continuum of care.

- **Connect Immigrant New Yorkers to Direct Support Professions:** State agencies will work with external partners to develop an apprenticeship job training program that provides new and existing immigrant workers with a career pathway in the workforce — addressing the gap in immigrant employment while filling more urgently needed direct support professions.
- **Allow Doctors and Nurses to Easily Relocate to and Practice in New York:** Governor Hochul is proposing legislation for New York to join the Interstate Medical Licensure Compact and the Nurse Licensure Compact. Joining these compacts will enable doctors and nurses to relocate to New York and use their existing license to more quickly be able to practice in the state through telehealth or otherwise, attracting more healthcare workers at a time of great need.
- **Expand Workforce Development Partnerships to Build a Human Services Talent Pipeline:** To further strengthen the human services talent pipeline, Governor Hochul will use federal funds to:
  - Expand the Direct Support Professional Career and Technical Education Program to offer high school students the opportunity to become direct care workers; and
  - Expand the SUNY for All Partnership with OPWDD to all ten SUNY Educational Opportunity Centers statewide to offer a free training tool for direct support professionals to enhance their skills and help them enter, or advance, in the health and human services field.
- **Grow the Home and Community-Based Healthcare Workforce Through Benefits and Skills Development:** Under Governor Hochul’s leadership, New York State has applied to the Federal government to spend \$2.2 billion on 14 initiatives to strengthen its care workforce. These include:
  - **Home Care Workforce Initiative:** Enables home care agencies to implement evidence-based programs that help them to recruit, retain, train, and support their direct care workers.
  - **Workforce Transportation Incentive:** Solves transportation-related barriers related to home care worker recruitment and/or retention.
  - **Enhanced Wages for the Intellectual or Developmental Disabilities Workforce:** Provides longevity and retention incentives to direct support professionals.
  - **Direct Support Professional Workforce Development Grants:** Provides skills development for direct support professionals.
  - **Workforce Recruitment Initiative:** Implements data-driven strategies for effective recruitment of workers for OPWDD.
  - **Community Residence Program:** Increases funding for rising direct care staff costs.

## 27. North Carolina

*Source: <https://www.ednc.org/2021-11-16-senate-gives-initial-thumbs-up-to-budget-gov-cooper-says-he-will-sign-it/>*

The new state budget allocated \$1.31 billion to the North Carolina College System (NCCCS) for 2021-22 and \$1.34 billion for 2022-23. That budget did not specifically address nursing programs, but did provide a 5% salary increase over two years for community college personnel. It also included a one-time bonus, minimum wage increases, and, for the first time, over \$20 million to recruit and retain faculty in high-need areas.

## 28. Ohio

Source: <https://www.ohiochildrensalliance.org/post/ohiomhas-announces-bh-workforce-retention-initiative>

Following successful advocacy efforts on the FY 22-23 budget, OhioMHAS announced the Behavioral Health Workforce Retention Initiative, a \$5 million grant available for one-time awards of up to \$50,000 to OhioMHAS certified community behavioral health centers (CBHCs).

## 29. Oklahoma

Source: <https://oklahoma.gov/careertech/media-center/press-releases/2022/legislature-approves-8-8-million-for-oklahoma-careertech-to-mee.html>

The Oklahoma Legislature appropriated \$8.8 million in American Rescue Plan Act funds to expand Oklahoma CareerTech programs and address the state's nursing workforce shortage.

## 30. Oregon

Source: [https://oregon.public.law/statutes/ors\\_315.613](https://oregon.public.law/statutes/ors_315.613)

The Oregon Rural Health Tax Credit is a non-refundable tax credit of up to \$5,000 to physicians, physician's assistants, and nurse practitioners that practice in a rural setting. A 2015 survey conducted by the Oregon Office of Rural Health found that 78% of respondents indicated that the tax credit was "important" or "very important" in their decision to practice in rural Oregon.

## 31. Pennsylvania

Source: <https://www.legis.state.pa.us/cfdocs/billinfo/billinfo.cfm?year=2021&sind=0&body=H&type=B&bn=889>

Act 22 of 2022 allows Pennsylvania's State Board of Nursing to approve graduates of international professional nursing education programs to sit for the RN licensure examination provided such programs are determined to be equivalent to that which is required in Pennsylvania. Prior to this law's passage, the Professional Nursing Law allowed graduates of nursing programs in countries outside of the United States to sit for the RN licensure examination, but only if they had first been licensed, registered or duly recognized in their home country.

## 32. South Dakota

Source: <https://doh.sd.gov/providers/ruralhealth/recruitment/rap.aspx>

The Recruitment Assistance Program (RAP) provides qualifying physicians, dentists, physician assistants, certified nurse practitioners, certified nurse midwives, or certified registered nurse anesthetists incentive payments in return for three continuous years of practice in an eligible rural community. Requests for participation in this recruitment program are reviewed on a first-come, first-served basis. The amount of the incentive payment beginning July 1, 2022, for a qualifying physician or dentist is \$252,902. The amount of the incentive payment beginning July 1, 2022, for a qualifying physician assistant, certified nurse practitioner, certified nurse midwife, or certified registered nurse anesthetist is \$70,456.

Source: <https://doh.sd.gov/providers/ruralhealth/recruitment/SLRP.aspx>

South Dakota's State Loan Repayment Program (SLRP) is for primary care providers, mental health providers, and dental health providers practicing in rural and urban Health Professional Shortage Areas in South Dakota. The purpose of South Dakota's State Loan Repayment Program (SD SLRP) is to improve access to primary care by assisting underserved communities with recruitment and retention of primary care providers.

**Eligible Licensed Health Professionals:**

- Primary Care Physicians (MD or DO)
- Dentists
- Dental Hygienists
- Certified Nurse Midwives
- Nurse Practitioners
- Physician Assistants
- Health Service Psychologists
- Licensed Clinical Social Workers
- Licensed Professional Counselors
- Psychiatric Nurse Specialists
- Marriage and Family Therapists
- Registered Nurses
- Pharmacists
- Alcohol and Substance Abuse Counselors

### 33. Vermont

*Source:*

<https://legislature.vermont.gov/Documents/2022/Docs/ACTS/ACT183/ACT183%20As%20Enacted.pdf>

\$2 million in ARPA funding is allocated for the purpose of providing emergency interim grants to Vermont's nursing schools over three years to increase the compensation for their nurse faculty and staff.

*Source:*

<https://legislature.vermont.gov/Documents/2022/Docs/ACTS/ACT183/ACT183%20As%20Enacted.pdf>

\$2.5 million was allocated to the Agency of Human Services, to be carried forward, for the purpose of providing grants to healthcare employers to create nursing pipeline or apprenticeship programs, or both, that will train members of healthcare employers' existing staff.

*Source:*

<https://legislature.vermont.gov/Documents/2022/Docs/ACTS/ACT183/ACT183%20As%20Enacted.pdf>

\$400,000 was allocated to the Agency of Human Services to provide incentive grants to nurses employed by critical access hospitals in Vermont to serve as preceptors for students enrolled in Vermont nursing school programs.

Source:

<https://legislature.vermont.gov/Documents/2022/Docs/ACTS/ACT009/ACT009%20As%20Enacted.pdf>

\$1.4 million was provided to the Vermont State Colleges to open 40 to 45 seats in the Practical Nurse Program.

### **34. West Virginia**

Source: <https://governor.wv.gov/News/press-releases/2021/Pages/COVID-19-UPDATE-Governor-Justice-announces-program-to-improve-education-retention-and-recruitment-of-nurses.aspx>

West Virginia will invest \$48 million in a new program to improve and expand nursing education, retention, and recruitment in the state, tackling the issue on multiple fronts.

#### Education

The program will expand nursing programs and increase scholarship opportunities for both faculty and students at three West Virginia institutions – Concord University, Glenville State College, and BridgeValley Community and Technical College – while also continuing work to expand similar programs at other West Virginia institutions.

#### Retention

The program will incentivize retention of West Virginia’s current workforce of nurses as well as evaluate a scope of practice to alleviate burdens and provide new opportunities for skilled workers.

#### Recruitment

The program will expand the nursing workforce by recruiting healthcare professionals from surrounding states and major metropolitan areas to work in West Virginia.

**Appendix A: Senate Resolution 129**

2022 Regular Session

ENROLLED

SENATE RESOLUTION NO. 129

BY SENATOR HEWITT

A RESOLUTION

To urge and request the Nursing Supply and Demand Council to study and make recommendations to improve statewide nurse retention in response to the nursing workforce shortage.

WHEREAS, the United States is in the midst of a critical nurse shortage expected to continue through the year 2030 and its impact is far-reaching; and

WHEREAS, according to the Louisiana State Board of Nursing's 2020 annual report, over nine thousand three hundred registered nurses currently working and residing in Louisiana indicated that they were planning to leave their current nursing position; and

WHEREAS, according to a recent Louisiana Center for Nursing survey, in 2018 the median turnover rate for registered nurses employed by Louisiana hospitals was nineteen percent compared to a median turnover rate of almost fourteen percent in 2014 and seventeen percent in 2010; and

WHEREAS, according to the Louisiana Health Works Commission's 2021 annual report, in 2020 there were sixty-six thousand seventy-six registered nurses holding an active license in Louisiana compared to sixty-nine thousand six hundred forty-seven in 2019, which represents a five percent decrease in licensed registered nurses; and

WHEREAS, data on job postings for healthcare occupations in Louisiana during the past five years shows that registered nurses account for the greatest labor shortage, with an average of one hundred sixty-four unique job postings per month; and

WHEREAS, labor supply estimates for the year 2030 indicate that the nurse shortage will continue unabated if interventions are not undertaken and it is estimated that as many as forty-two percent of the total nursing positions will go unfilled; and

WHEREAS, the COVID-19 pandemic has left lasting impressions on the healthcare workforce, including an impact on nurse wellbeing which may negatively influence nurse

retention if not addressed; and

WHEREAS, pursuant to R.S. 37:1007, the Nursing Supply and Demand Council is charged with studying all aspects of the supply of and demand for nurses; and

WHEREAS, because Louisiana has a pronounced shortage of nurses which has been exacerbated by the COVID-19 pandemic, fostering a greater supply of nurses is a vital public health priority of this state.

THEREFORE, BE IT RESOLVED that the Senate of the Legislature of Louisiana does hereby urge and request the Nursing Supply and Demand Council to study and make recommendations to improve statewide nurse retention in response to the nursing workforce shortage.

BE IT FURTHER RESOLVED that the council may do any of the following:

- (1) Review pertinent statewide studies to identify actionable recommendations regarding the retention of nurses in Louisiana.
- (2) Research national practices regarding statewide nurse retention initiatives and nurse wellbeing.
- (3) Consult with other interested stakeholders who have experience in nurse retention initiatives or nurse wellbeing.
- (4) Conduct surveys of licensed nurses with the assistance of the Louisiana State Board of Nursing and the Louisiana State Board of Practical Nurse Examiners.

BE IT FURTHER RESOLVED that the council shall make a written report of its findings and recommendations to the Senate and House committees on health and welfare no later than February 1, 2023.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the Board of Regents.



**Appendix B: SR 129 Work Group Membership**

<b>Member</b>	<b>Organization and Role</b>
<b>Ahnyel Burkes</b> , DNP, RN-BC, NEA-BC, NSDC Vice Chair/ Workgroup Lead	Louisiana State Nurses Association- Director of Health Policy and Advocacy
<b>Aimee Cloyd</b> , BSN, RN	Louisiana Hospital Association- Vice President of Quality Improvement and Member Services
<b>Benita N. Chatmon</b> , PhD, MSN, RN, CNE	Louisiana State Nursing Association -President Elect
<b>Christina Costanza</b> , RN	LSBPNE-Associate Executive Director/Director of Education
<b>Ecoee Rooney</b> , DNP, RN, AFN-C, NPD-BC, SANE-A, DF-AFN	Louisiana State Nursing Association -President
<b>Jana Semere</b> , MSHSA, BSN, RN	Louisiana Organization of Nurse Executives / CNO Chabert Medical Center
<b>Jennifer Badeaux</b> , DNP, CRNA	Louisiana Association of Nurse Anesthetists
<b>Karen C. Lyon</b> , PhD, MBA, APRN-CNS, NEA	Louisiana State Board of Nursing - Chief Executive Officer
<b>Kathy Baldrige</b> , DNP, FNP-BC, FAANP	Louisiana Association of Nurse Practitioners- President
<b>Kelly D. Smith</b> , DNP, APRN, PHCNS-BC, CNE	Southern University of New Orleans - Chair/Associate Professor

# Louisiana Nurse Well-being and Statewide Retention

There are a few things to keep in mind as you complete the survey. Some questions will ask you to rate both "your organization" and your work unit." When responding to questions about "your organization," think of your organization as a whole (i.e., the entire facility). When answering about "your work unit," think of your specific work unit and/or department (for example, Surgical ICU East or Emergency Department). If you work at more than one job, please answer the survey questions thinking of your primary employer.

Please complete the survey by November 27, 2022 . Your responses are critical, and the survey should only take 20-25 minutes to complete.

---

Are you currently working as a nurse?

- Yes  
 No, I stopped within the past 12 months  
 No, I stopped more than 12 months ago

---

How likely are you to advise a qualified individual to pursue a career in nursing?

- Definitely would  
 Probably would  
 Probably would not  
 Definitely would not

---

Independent of your present job, how satisfied are you with being a nurse?

- Very satisfied  
 Somewhat satisfied  
 Somewhat dissatisfied  
 Very dissatisfied

---

How would you describe the quality of care for patients in your Organization?

- Excellent    Good    Fair  
 Poor    N/A

---

How would you describe the quality of care for patients in your Work unit?

- Excellent    Good    Fair  
 Poor    N/A

---

In the past year, how has the quality of patient care changed in your Organization?

- Much better  
 Somewhat better  
 About the same  
 Somewhat worse  
 Much worse  
 N/A

---

In the past year, how has the quality of patient care changed in your Work unit?

- Much better  
 Somewhat better  
 About the same  
 Somewhat worse  
 Much worse  
 N/A

---

Does your unit work on improving any work environment factors such as staffing, leadership, decision making, recognition, communication, or collaboration?

- Never  
 Rarely  
 Sometimes  
 Often  
 Always

---

In your work unit, Nurses are as proficient in communication skills as they are in clinical skills.

- Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

In your work unit, Nurses are relentless in pursuing and fostering true collaboration.

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

In your work unit, Nurses are valued and committed partners in making policy, directing and evaluating clinical care, and leading organizational operations.

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

In your work unit, Nurses are engaged in the selection, adaptation, and evaluation of technologies that increase the effectiveness of nursing care delivery.

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

In your work unit, Nurses have opportunities to influence decisions that affect the quality of patient care.

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

In your work unit, Nurse staffing ensures the effective match between patients needs and nurse competencies.

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree  
 N/A

In your work unit, nurse leaders (formal and informal) fully embrace the concept of a healthy work environment. (Healthy work environment- a place of "physical, mental, and social well-being," supporting optimal health and safety.)

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

In your work unit, nurse leaders (formal and informal) engage others in achieving a healthy work environment. (Healthy work environment- a place of "physical, mental, and social well-being," supporting optimal health and safety.)

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree
Nurses are recognized for the value each brings to the work of the organization, in your Organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Nurses are recognized for the value each brings to the work of the organization, in your Work unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------

	Strongly agree	Agree	Disagree	Strongly disagree
Nurses recognize others for the value they bring to the organization, in your Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Nurses recognize others for the value they bring to the organization, in your Work unit

How would you rate the quality of communication in your organization between...

	Excellent	Good	Fair	Poor
Nurses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurses and physicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurse staff and frontline nurse managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurses and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the quality of collaboration in your organization between...

	Excellent	Good	Fair	Poor
Nurses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurses and physicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurse staff and frontline nurse managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurses and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Moral distress is defined as occurring when you know the appropriate action to take but are unable to act upon it or you act in a manner contrary to your personal and professional values, which undermines your integrity and authenticity. To what extent, in your work as a nurse, do you experience moral distress?

- Very frequently
- Frequently
- Occasionally
- Rarely
- Very rarely

Concerning staffing, how often does your unit have the right number of nursing staff with the right knowledge and skills?

- Less than 25% of the time
- 25-49% of the time
- 50-75% of the time
- More than 75%, but less than all the time
- All the time

What are the two main factors that keep you working in your current unit or organization?

- Level of staffing
  - Location
  - Meaningful recognition
  - Opportunities for advancement
  - Opportunities for professional development
  - Patients I care for
  - Reputation of the organization
  - Salary and benefits
  - Support for Nurses
  - People I work with
  - Work environment
  - Work schedule
  - Leader of my work unit
- ( Please select only two.)

Please rate the skill of your manager in the following areas:

	Excellent	Good	Fair	Poor
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing staff resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing supplies, equipment, and other non-human resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of others' contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring the provision of high-quality patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting a professional practice environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past year, in your work, have you experienced any of the following (this could be by patients, patients' families, colleagues, etc.)?

- Sexual harassment
- Discrimination
- Verbal abuse
- Physical abuse
- I have not experienced any of these

Please select all that apply.

Please indicate the number of times you experienced Sexual harassment, in the past year.

\_\_\_\_\_

Please indicate the number of times you experienced Discrimination, in the past year.

\_\_\_\_\_

Please indicate the number of times you experienced Verbal abuse, in the past year

\_\_\_\_\_

Please indicate the number of times you experienced Physical abuse, in the past year

\_\_\_\_\_

Who has been involved in these experiences?

	From patients	From patients' families/ Significant others	From another Nurse	From a physician	From a nurse manager	From an administrator or	From other healthcare personnel
Sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your current emotional health.

- Very emotionally healthy
- Emotionally healthy
- Not emotionally healthy
- Not at all emotionally healthy

Recognition is most meaningful when it comes from (select one):

- Other Nurses
- Physicians
- Healthcare colleagues (other than Nurses and physicians)
- Frontline managers
- Administrators/executives
- Patients and families
- Other

To what degree do you agree with the statement, My organization values my health and safety?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

On the whole, how satisfied are you with your current job?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied.

Do you plan to leave your present nursing position?

- Yes within the next six months
- Yes within the next 7-12 months
- Yes within the next three years
- No plans to leave within the next three years

Do you plan to work in a different state?

- Yes
- No

What do you plan to do after leaving your present nursing position?

- Retire
- Take a different position in clinical/patient care nursing
- Take a different position in non-clinical/patient care nursing
- Return to school to pursue additional nursing education
- Pursue a job in another profession
- Take time out for family or other personal reasons
- Other

How likely would each of the following be to influence you to reconsider your plans to leave your present position?

	Very likely	Somewhat likely	Not very likely	Not likely at all
Better leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better staffing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher salary and benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More flexible scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More meaningful recognition for my contribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How likely would each of the following be to influence you to reconsider your plans to leave your present position?

	Very likely	Somewhat likely	Not very likely	Not likely at all
More opportunities for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More opportunities to influence decisions about patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More respect from administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More respect from frontline management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More/better equipment and technology resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How likely are you to recommend employment to a valued nurse colleague in your...?

	Definitely would	Probably would	Probably would not	Definitely would not
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As of August 31, 2022 , how many years of experience do you have working as a Nurse? The years do not have to be consecutive. If you have fewer than 12 months of experience, please enter 1.

Which area is your work setting located?

- rural  
 urban  
 suburban

Which of the following describes your current work setting?

- Acute care hospital (adult, pediatric, maternity, other)  
 Ambulatory (surgery, urgent care center)  
 Home/community care  
 Non-clinical (e.g., quality improvement, risk management, social services, insurance company, consulting)  
 Nursing school  
 School health/student health service  
 Specialty hospital (psychiatric, rehabilitation, other)  
 Subacute/long-term care  
 Telehealth  
 Temporary staffing agency  
 Other

Is the facility a Magnet designated facility? (If the acute care hospital is chosen )

- Yes  
 No

Which of these descriptions below best fits your work unit?

- Clinic/outpatient
- Dialysis
- Emergency department/trauma center
- General medical and/or surgical care (adult or pediatric)
- Intensive care unit (Med/Surg, Pediatric, Coronary Care, etc.)
- Labor & Delivery/OB
- Operating room
- Progressive care (intermediate care, step-down unit, telemetry unit, etc.)
- Psychiatry
- Recovery/PACU
- Subacute/long term care
- Tele-ICU
- Other

Which of the following best describes your current nursing position?

- Direct patient care nurse
- Academic faculty
- Clinical educator/staff development
- Clinical nurse specialist
- Director/executive/administrator
- Frontline or unit-level manager
- Nurse practitioner - Acute care
- Nurse practitioner - Family
- Other advanced practice role
- Other

Select if you are Licensed as a Practical Nurse or Registered Nurse

- Registered Nurse
- Licensed Practical Nurse

Since the start of the COVID pandemic, how often did you care for a patient who tested positive or was suspected of having COVID-19?

- Never
- Rarely less than 10% of the time
- Occasionally about 30% of the time
- Sometimes about 50% of the time
- Frequently about 70% of the time
- Usually about 90% of the time
- This whole time
- Not Applicable

After you stopped working as a nurse, did you...?

- Retire
- Pursue a job in another profession
- Take time out for family or other personal reasons
- Other

What is your year of birth?

\_\_\_\_\_

Age Cal

\_\_\_\_\_

Are you...?

- Female
- Male
- Non-binary
- Prefer not to answer
- Other

Do you identify as Hispanic, Latinx, or Spanish

- Yes
- No
- Prefer not to answer



Do you consider yourself...?

- White
- Black or African American
- Native American or Alaskan Native
- South Asian
- Chinese
- Korean
- Japanese
- Filipino
- Arab/West Asian
- Pacific Islander
- Other Asian
- More than one race
- Some other race
- Prefer not to answer

**Data Exports, Reports, and Stats**

**Number of results returned: 1209**

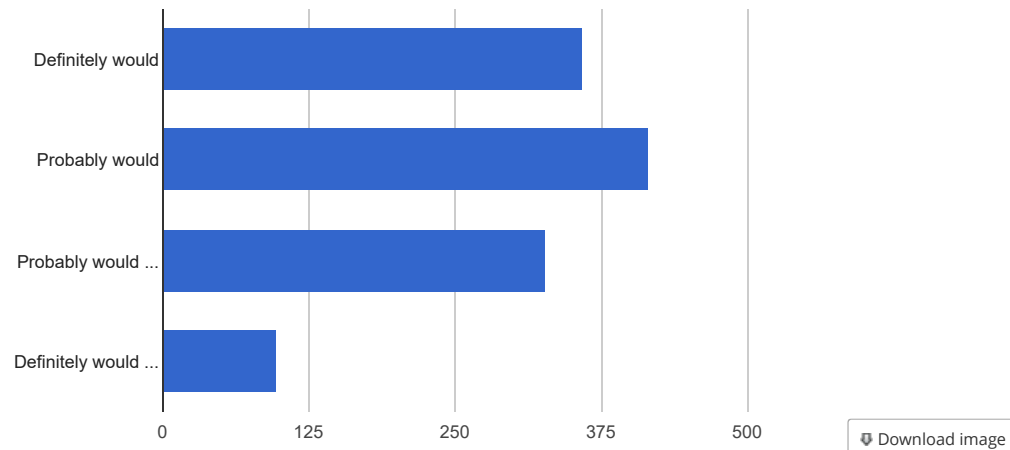
Total number of records queried: 1209

**SR 129 Responses**

**How likely are you to advise a qualified individual to pursue a career in nursing?** *(recruit)*

Total Count (N)	Missing*	Unique
1,195	14 (1.2%)	4

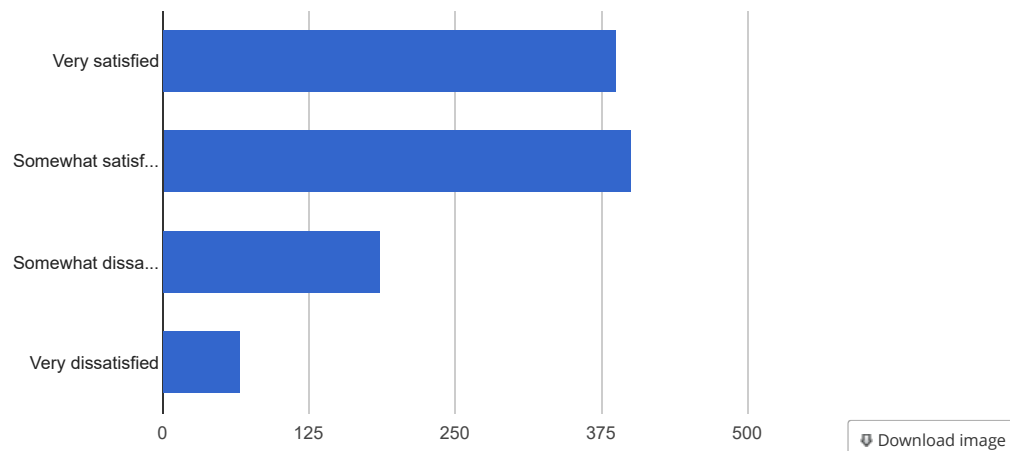
**Counts/frequency:** Definitely would (358, 30.0%), Probably would (414, 34.6%), Probably would not (326, 27.3%), Definitely would not (97, 8.1%)



**Independent of your present job, how satisfied are you with being a nurse?** *(nurse\_sat)*

Total Count (N)	Missing*	Unique
1,041	168 (13.9%)	4

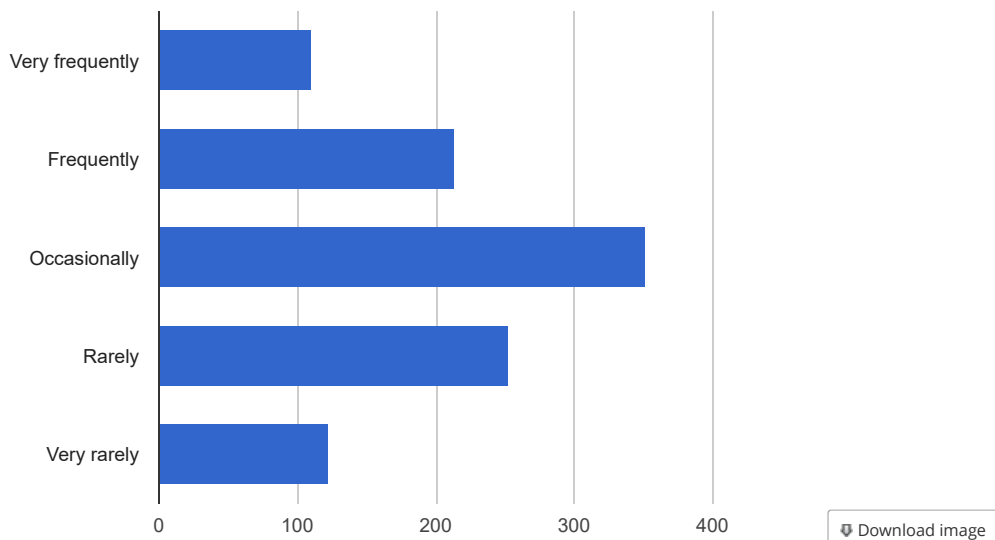
**Counts/frequency:** Very satisfied (388, 37.3%), Somewhat satisfied (401, 38.5%), Somewhat dissatisfied (186, 17.9%), Very dissatisfied (66, 6.3%)



**Moral distress is defined as occurring when you know the appropriate action to take but are unable to act upon it or you act in a manner contrary to your personal and professional values, which undermines your integrity and authenticity. To what extent, in your work as a nurse, do you experience moral distress?** *(moral\_distress\_is\_defined)*

Total Count (N)	Missing*	Unique
1,048	161 (13.3%)	5

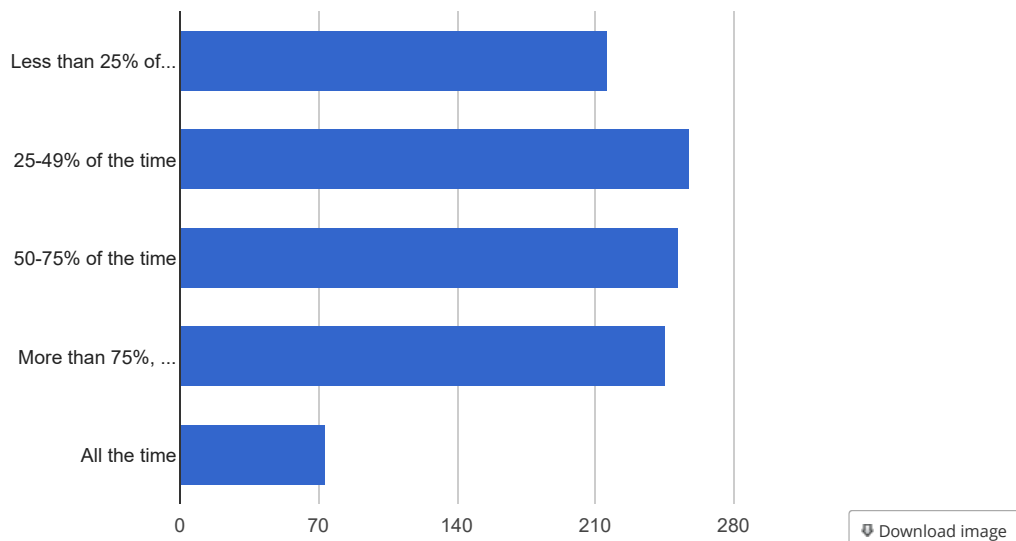
**Counts/frequency:** Very frequently (110, 10.5%), Frequently (213, 20.3%), Occasionally (351, 33.5%), Rarely (252, 24.0%), Very rarely (122, 11.6%)



**Concerning staffing, how often does your unit have the right number of nursing staff with the right knowledge and skills?** *(concerning\_staffing\_how\_of)*

Total Count (N)	Missing*	Unique
1,043	166 (13.7%)	5

**Counts/frequency:** Less than 25% of the time (216, 20.7%), 25-49% of the time (257, 24.6%), 50-75% of the time (252, 24.2%), More than 75%, but less than all the time (245, 23.5%), All the time (73, 7.0%)

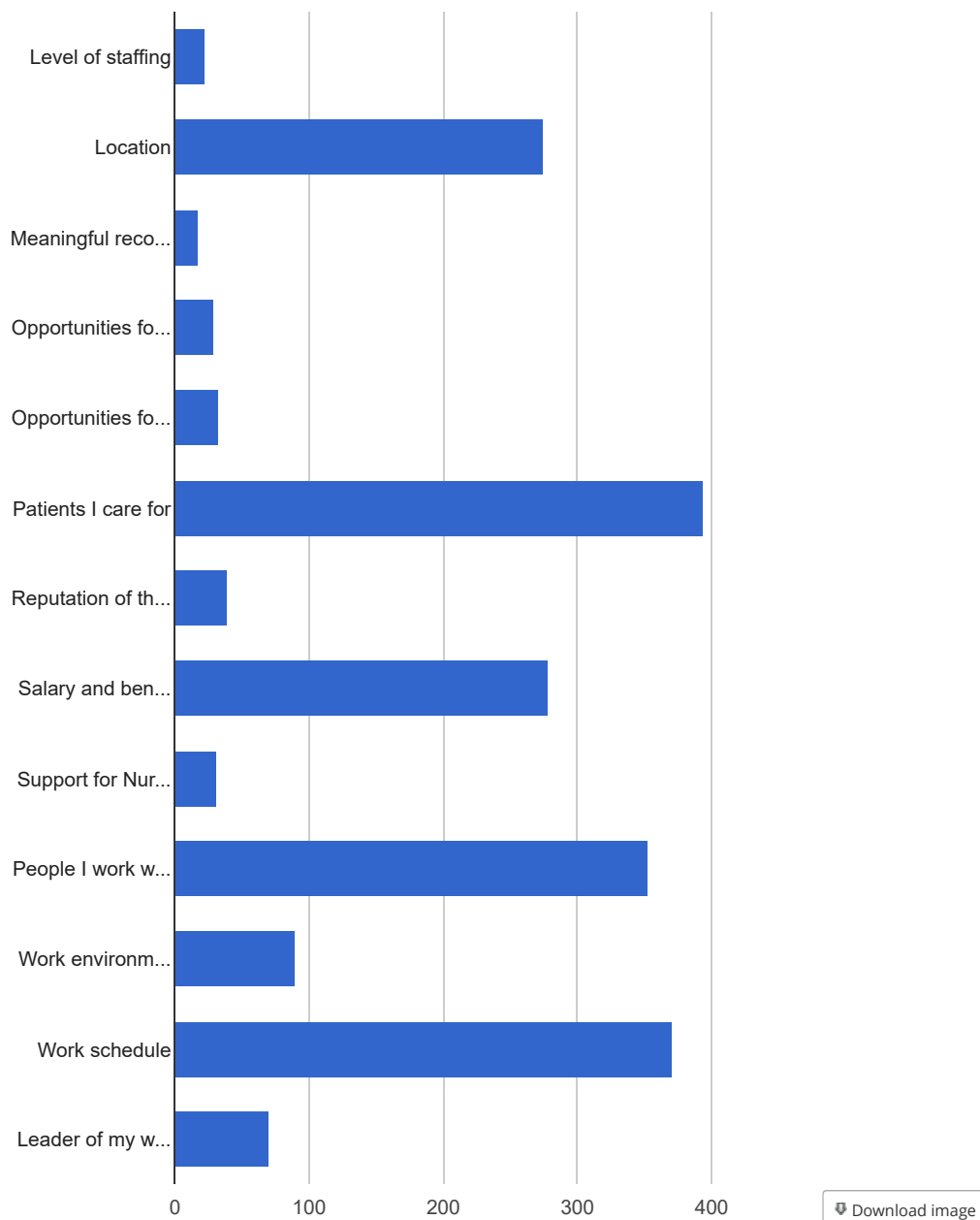


**What are the two main factors that keep you working in your current unit or organization?** *(what\_are\_the\_two\_main\_fact)*

Total Count (N)	Missing*	Unique

1,045	<a href="#">164 (13.6%)</a>	13
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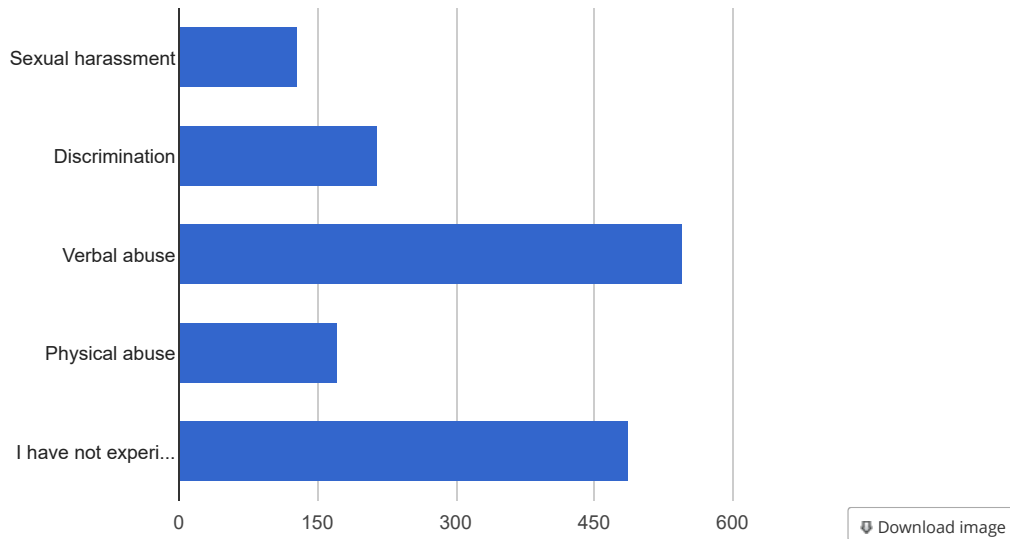
**Counts/frequency:** Level of staffing (23, 2.2%), Location (275, 26.3%), Meaningful recognition (17, 1.6%), Opportunities for advancement (29, 2.8%), Opportunities for professional development (32, 3.1%), Patients I care for (393, 37.6%), Reputation of the organization (39, 3.7%), Salary and benefits (278, 26.6%), Support for Nurses (31, 3.0%), People I work with (353, 33.8%), Work environment (89, 8.5%), Work schedule (371, 35.5%), Leader of my work unit (70, 6.7%)



**In the past year, in your work, have you experienced any of the following (this could be by patients, patients' families, colleagues, etc.)? Please select all that apply.** *(in\_the\_past\_year\_in\_your\_w)*

Total Count (N)	Missing*	Unique
1,096	<a href="#">113 (9.3%)</a>	5

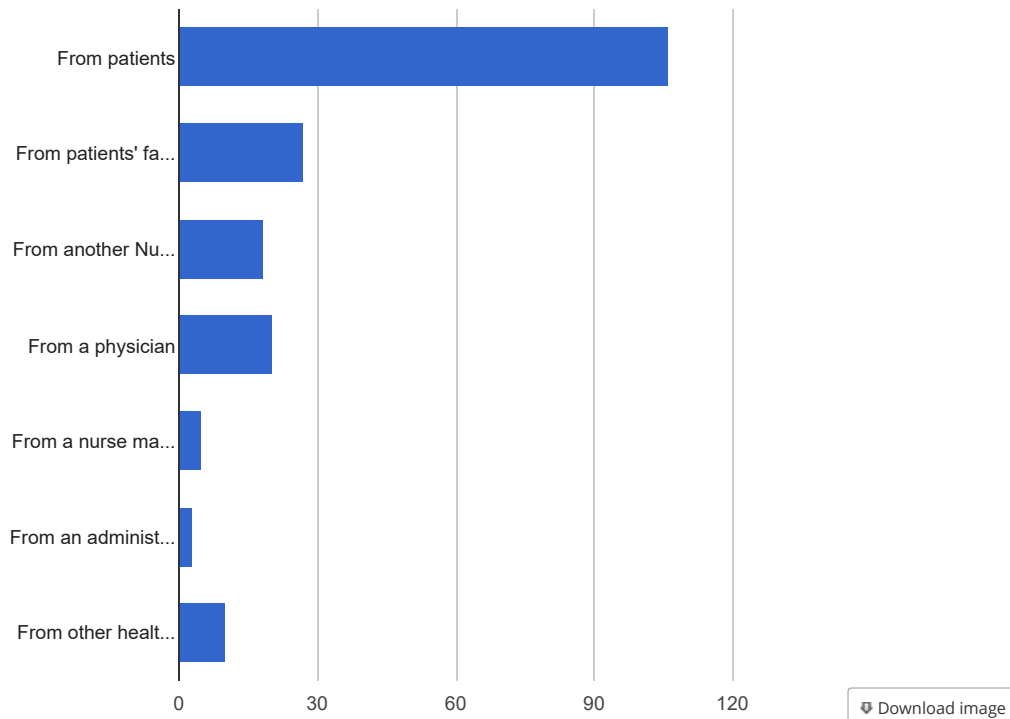
**Counts/frequency:** Sexual harassment (128, 11.7%), Discrimination (215, 19.6%), Verbal abuse (545, 49.7%), Physical abuse (171, 15.6%), I have not experienced any of these (486, 44.3%)



**Sexual harassment** (*sexual\_harassment*)

Total Count (N)	Missing*	Unique
125	1084 (89.7%)	7

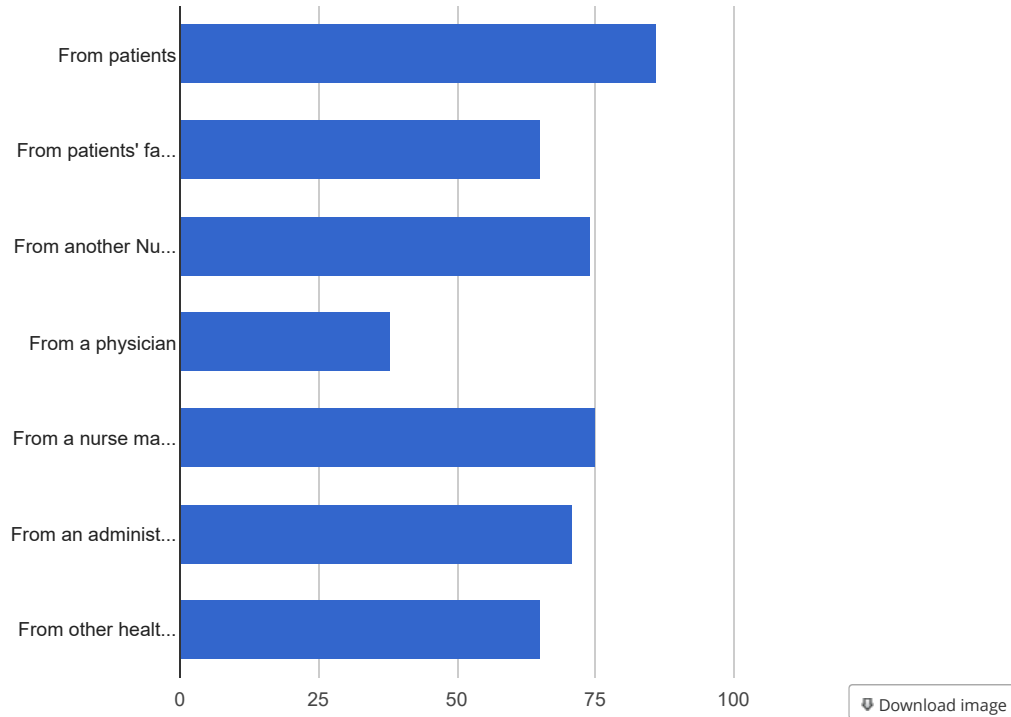
**Counts/frequency:** From patients (106, 84.8%), From patients' families/ Significant others (27, 21.6%), From another Nurse (18, 14.4%), From a physician (20, 16.0%), From a nurse manager (5, 4.0%), From an administrator (3, 2.4%), From other healthcare personnel (10, 8.0%)



**Discrimination** (*discrimination*)

Total Count (N)	Missing*	Unique
208	1001 (82.8%)	7

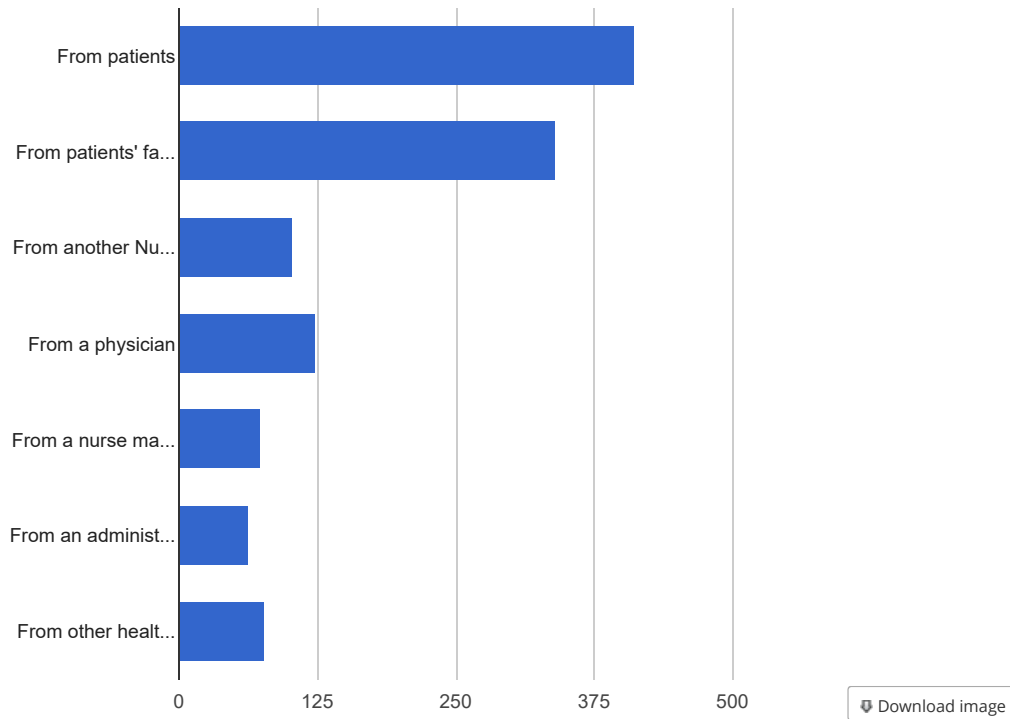
**Counts/frequency:** From patients (86, 41.3%), From patients' families/ Significant others (65, 31.3%), From another Nurse (74, 35.6%), From a physician (38, 18.3%), From a nurse manager (75, 36.1%), From an administrator (71, 34.1%), From other healthcare personnel (65, 31.3%)



**Verbal abuse** (*verbal\_abuse*)

Total Count (N)	Missing*	Unique
540	669 (55.3%)	7

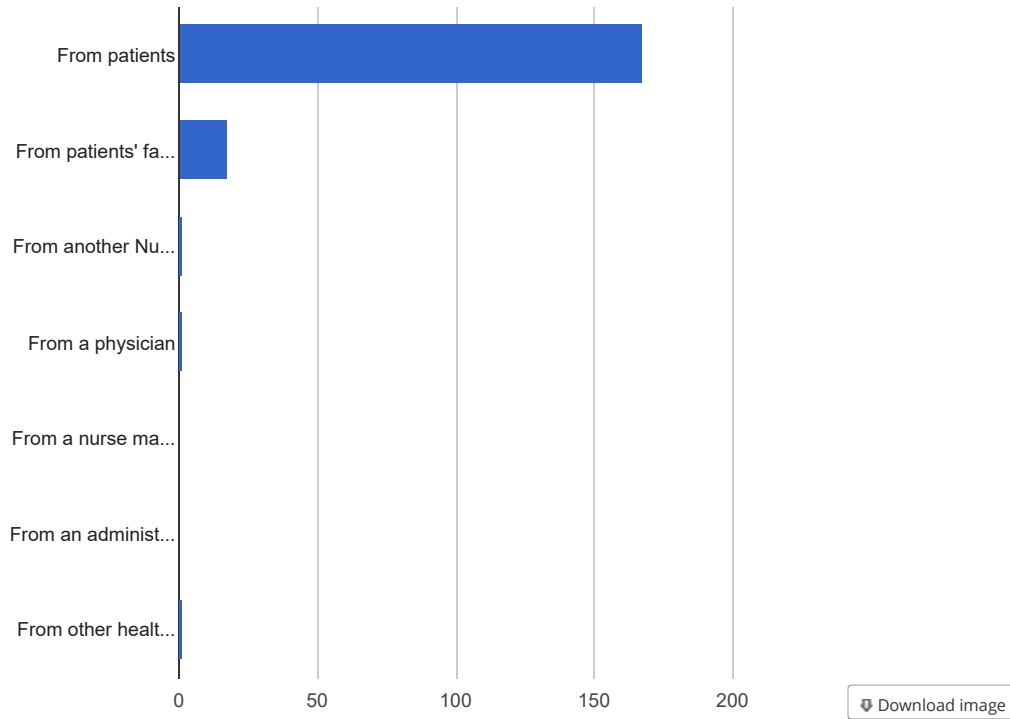
**Counts/frequency:** From patients (411, 76.1%), From patients' families/ Significant others (339, 62.8%), From another Nurse (102, 18.9%), From a physician (123, 22.8%), From a nurse manager (73, 13.5%), From an administrator (62, 11.5%), From other healthcare personnel (77, 14.3%)



**Physical abuse** (*physical\_abuse*)

Total Count (N)	Missing*	Unique
171	1038 (85.9%)	5

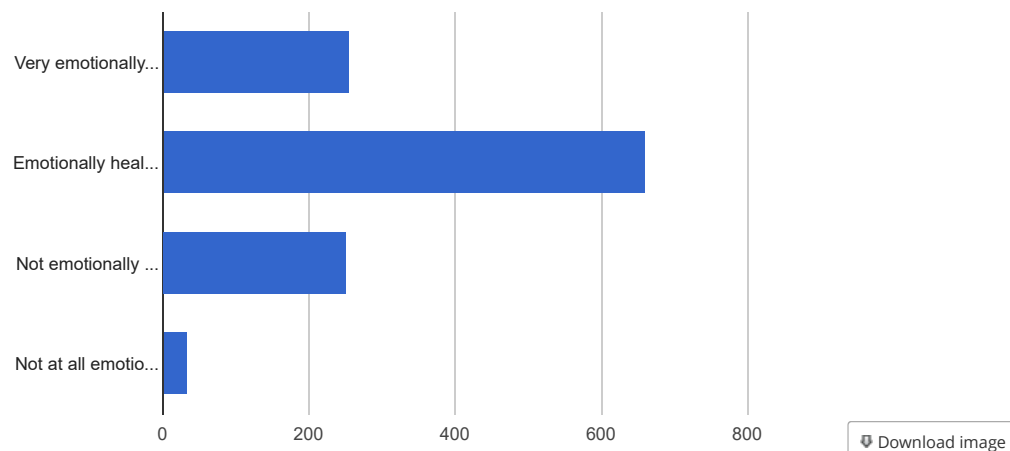
**Counts/frequency:** From patients (167, 97.7%), From patients' families/ Significant others (17, 9.9%), From another Nurse (1, 0.6%), From a physician (1, 0.6%), From a nurse manager (0, 0.0%), From an administrator (0, 0.0%), From other healthcare personnel (1, 0.6%)



**Please rate your current emotional health.** (*please\_rate\_your\_current\_e*)

Total Count (N)	Missing*	Unique
1,199	10 (0.8%)	4

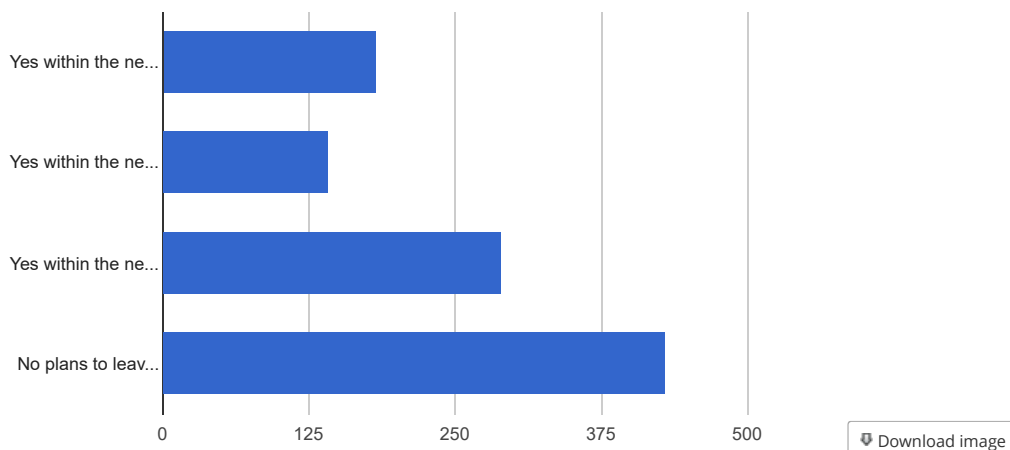
**Counts/frequency:** Very emotionally healthy (256, 21.4%), Emotionally healthy (660, 55.0%), Not emotionally healthy (251, 20.9%), Not at all emotionally healthy (32, 2.7%)



**Do you plan to leave your present nursing position?** *(do\_you\_plan\_to\_leave\_your)*

Total Count (N)	Missing*	Unique
1,043	166 (13.7%)	4

**Counts/frequency:** Yes within the next six months (183, 17.5%), Yes within the next 7-12 months (141, 13.5%), Yes within the next three years (289, 27.7%), No plans to leave within the next three years (430, 41.2%)

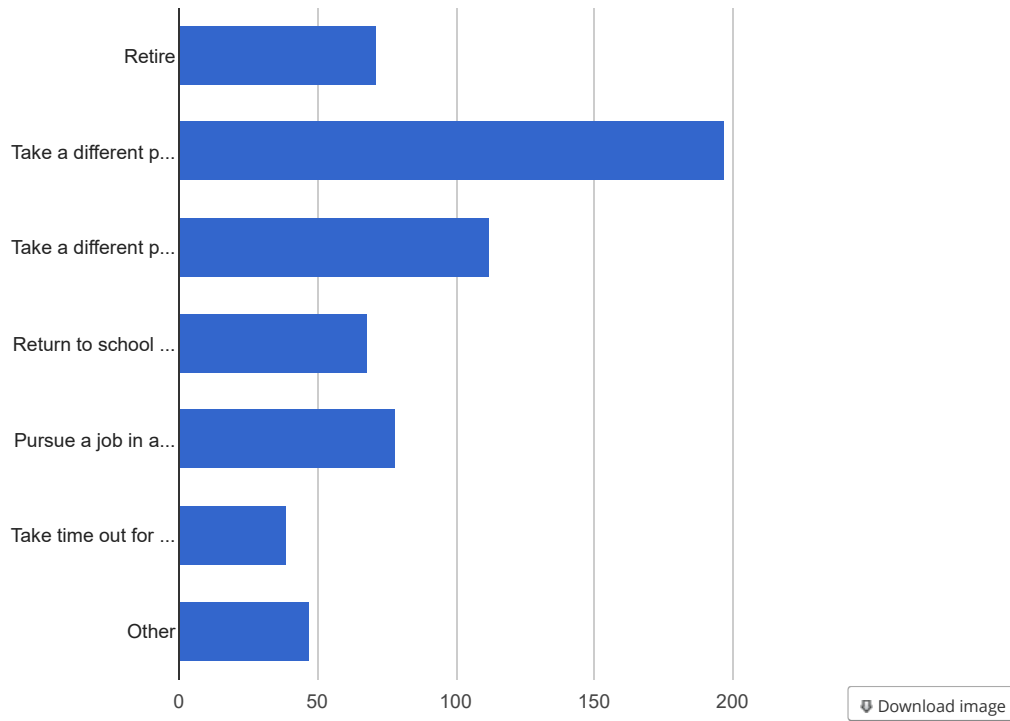


**What do you plan to do after leaving your present nursing position?** *(what\_do\_you\_plan\_to\_do\_aft)*

Total Count (N)	Missing*	Unique
612	597 (49.4%)	7

**Counts/frequency:** Retire (71, 11.6%), Take a different position in clinical/patient care nursing (197, 32.2%), Take a different position in non-clinical/patient care nursing (112, 18.3%), Return to school to pursue additional nursing education (68, 11.1%), Pursue a job in another profession (78, 12.7%), Take time out for family or other personal reasons (39, 6.4%), Other (47, 7.7%)

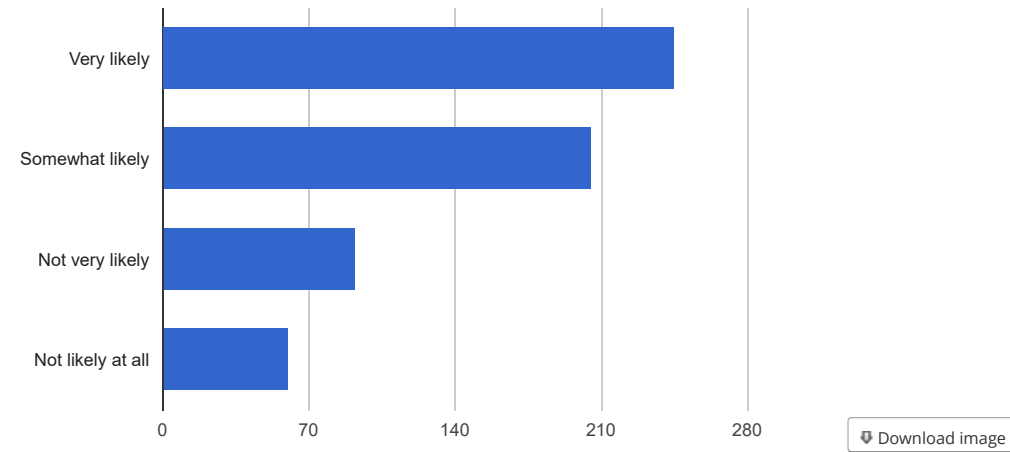




**Better leadership** (*better\_leadership*)

Total Count (N)	Missing*	Unique
602	607 (50.2%)	4

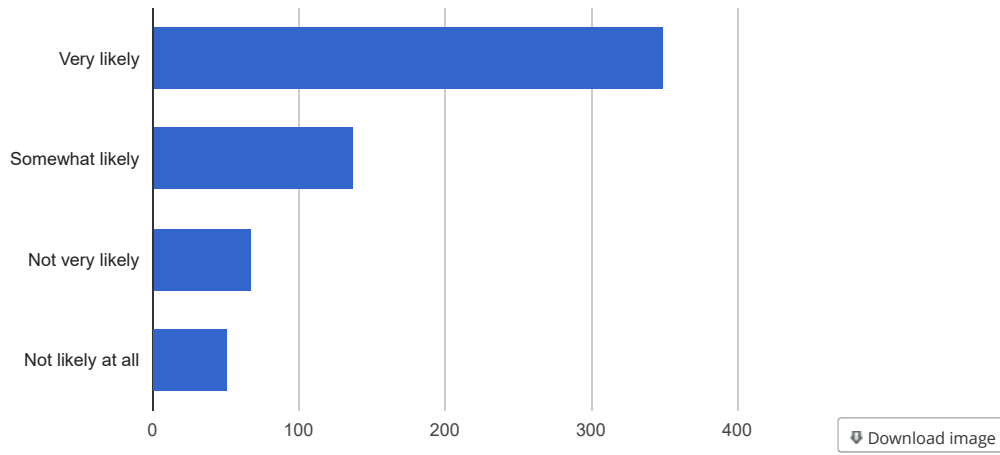
**Counts/frequency:** Very likely (245, 40.7%), Somewhat likely (205, 34.1%), Not very likely (92, 15.3%), Not likely at all (60, 10.0%)



**Better staffing** (*better\_staffing*)

Total Count (N)	Missing*	Unique
604	605 (50.0%)	4

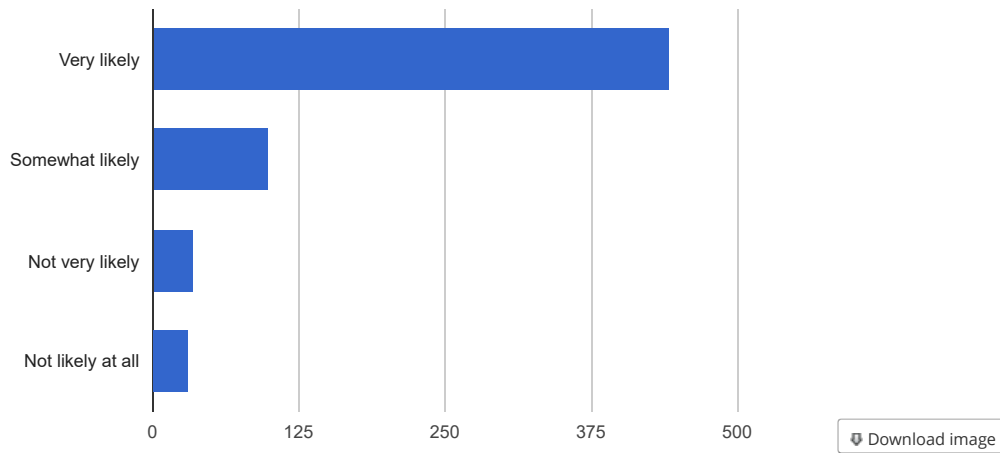
**Counts/frequency:** Very likely (349, 57.8%), Somewhat likely (137, 22.7%), Not very likely (67, 11.1%), Not likely at all (51, 8.4%)



**Higher salary and benefits** (*higher\_salary\_and\_benefits*)

Total Count (N)	Missing*	Unique
604	605 (50.0%)	4

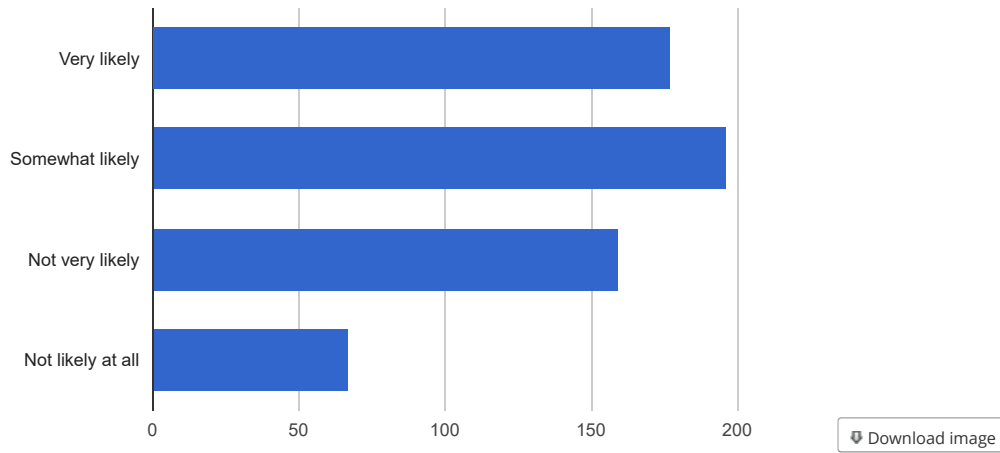
**Counts/frequency:** **Very likely** (441, 73.0%), **Somewhat likely** (98, 16.2%), **Not very likely** (34, 5.6%), **Not likely at all** (31, 5.1%)



**More autonomy** (*more\_autonomy*)

Total Count (N)	Missing*	Unique
599	610 (50.5%)	4

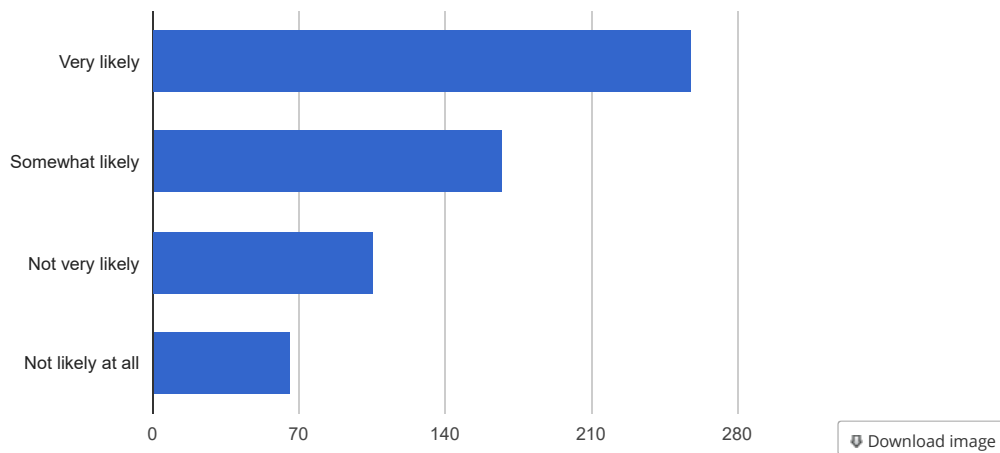
**Counts/frequency:** **Very likely** (177, 29.5%), **Somewhat likely** (196, 32.7%), **Not very likely** (159, 26.5%), **Not likely at all** (67, 11.2%)



**More flexible scheduling** (*more\_flexible\_scheduling*)

Total Count (N)	Missing*	Unique
597	612 (50.6%)	4

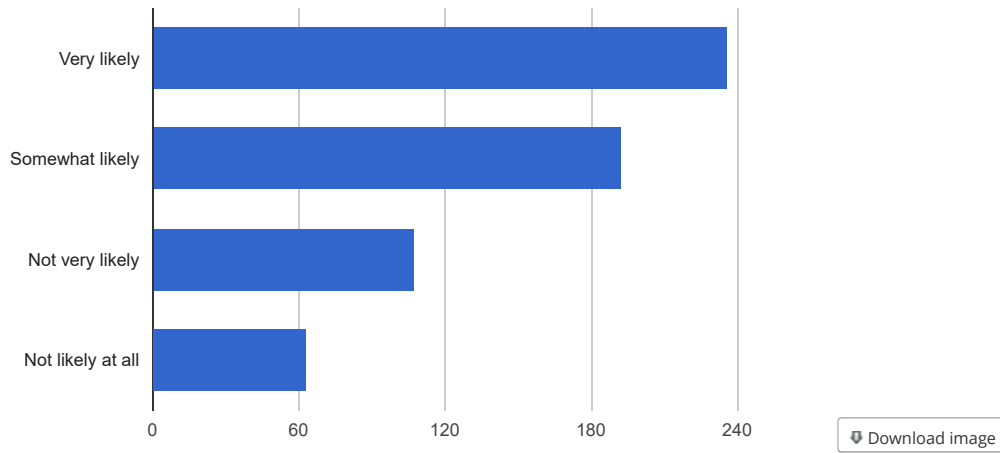
**Counts/frequency:** *Very likely* (258, 43.2%), *Somewhat likely* (167, 28.0%), *Not very likely* (106, 17.8%), *Not likely at all* (66, 11.1%)



**More meaningful recognition for my contribution** (*more\_meaningful\_recognitio*)

Total Count (N)	Missing*	Unique
598	611 (50.5%)	4

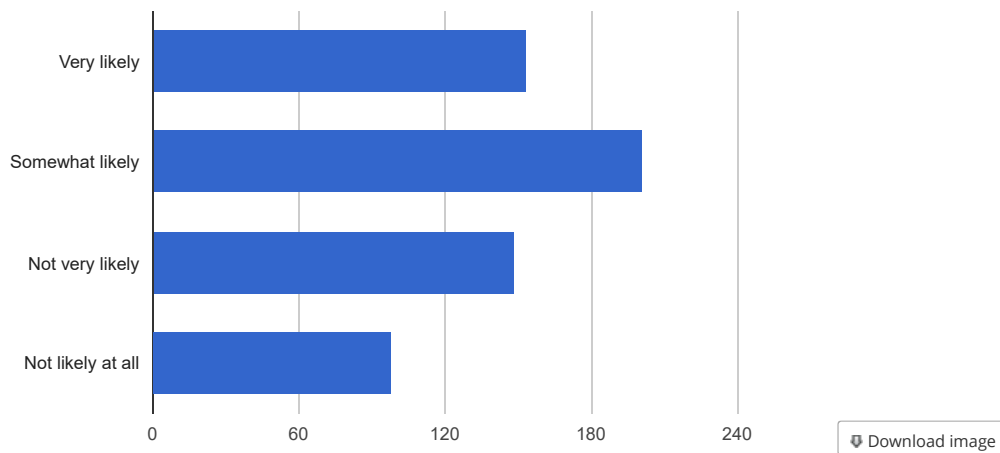
**Counts/frequency:** *Very likely* (236, 39.5%), *Somewhat likely* (192, 32.1%), *Not very likely* (107, 17.9%), *Not likely at all* (63, 10.5%)



**More opportunities for professional development** (*more\_opportunities\_for\_pro*)

Total Count (N)	Missing*	Unique
600	609 (50.4%)	4

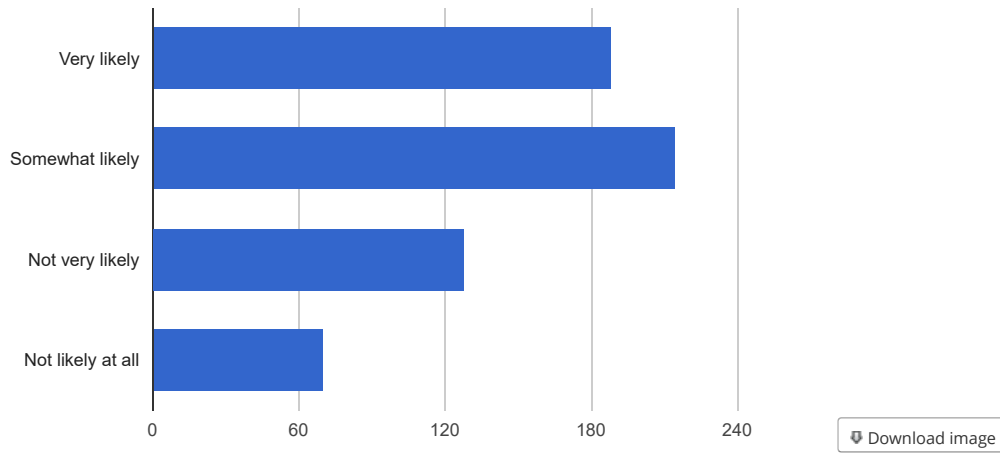
**Counts/frequency:** Very likely (153, 25.5%), Somewhat likely (201, 33.5%), Not very likely (148, 24.7%), Not likely at all (98, 16.3%)



**More opportunities to influence decisions about patient care** (*more\_opportunities\_to\_infl*)

Total Count (N)	Missing*	Unique
600	609 (50.4%)	4

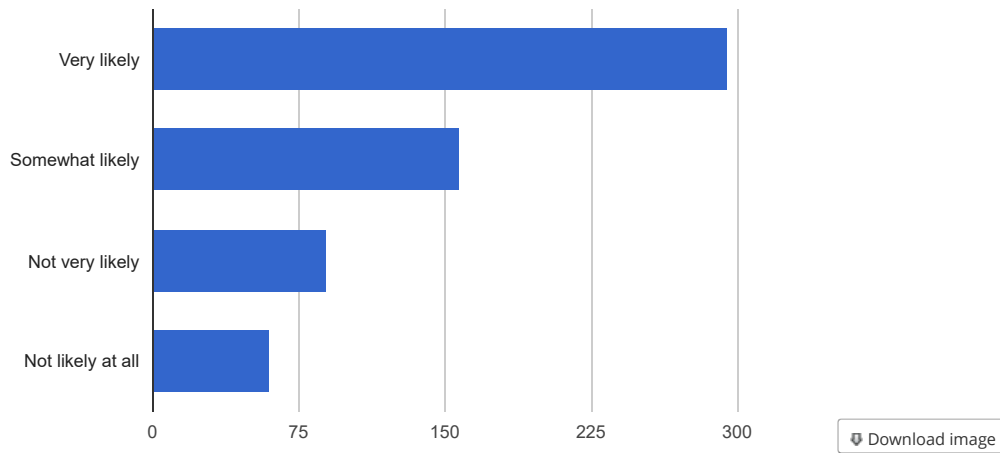
**Counts/frequency:** Very likely (188, 31.3%), Somewhat likely (214, 35.7%), Not very likely (128, 21.3%), Not likely at all (70, 11.7%)



**More respect from administration** (*more\_respect\_from\_administ*)

Total Count (N)	Missing*	Unique
601	608 (50.3%)	4

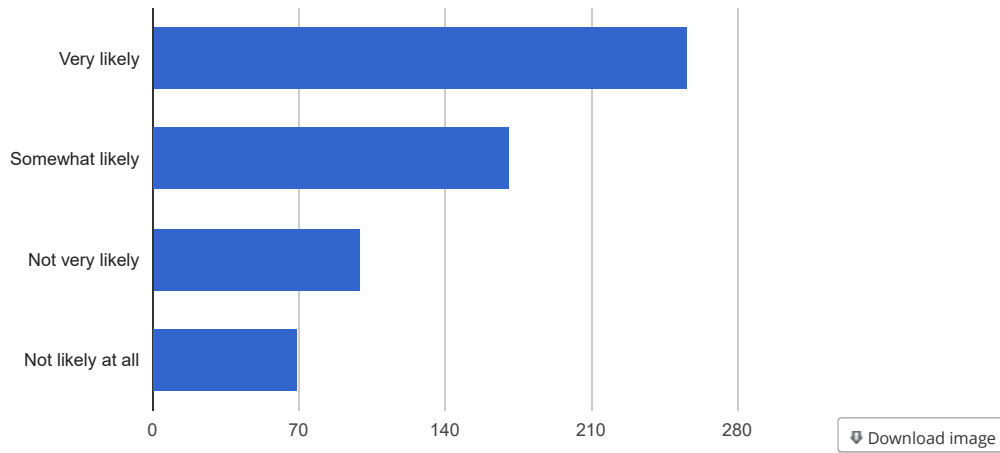
**Counts/frequency:** *Very likely* (295, 49.1%), *Somewhat likely* (157, 26.1%), *Not very likely* (89, 14.8%), *Not likely at all* (60, 10.0%)



**More respect from frontline management** (*more\_respect\_from\_frontlin*)

Total Count (N)	Missing*	Unique
595	614 (50.8%)	4

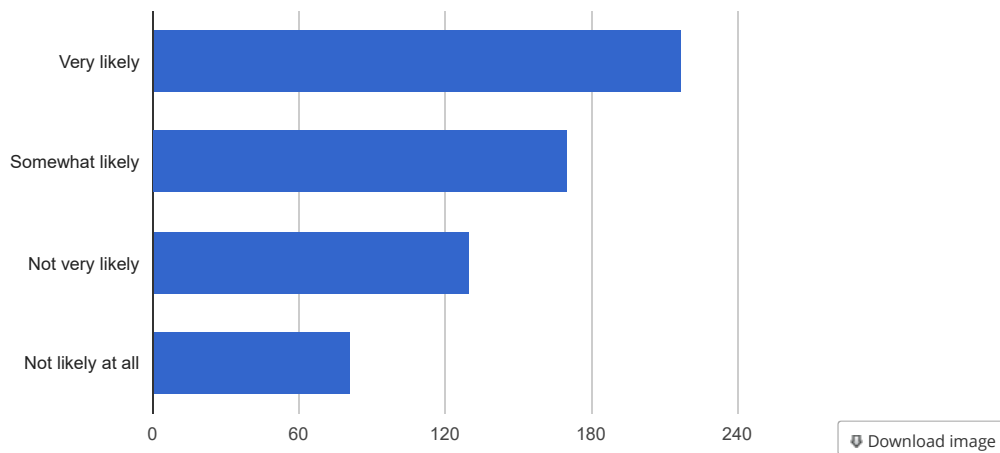
**Counts/frequency:** *Very likely* (256, 43.0%), *Somewhat likely* (171, 28.7%), *Not very likely* (99, 16.6%), *Not likely at all* (69, 11.6%)



**More/better equipment and technology resources** (*more\_better\_equipment\_and*)

Total Count (N)	Missing*	Unique
598	611 (50.5%)	4

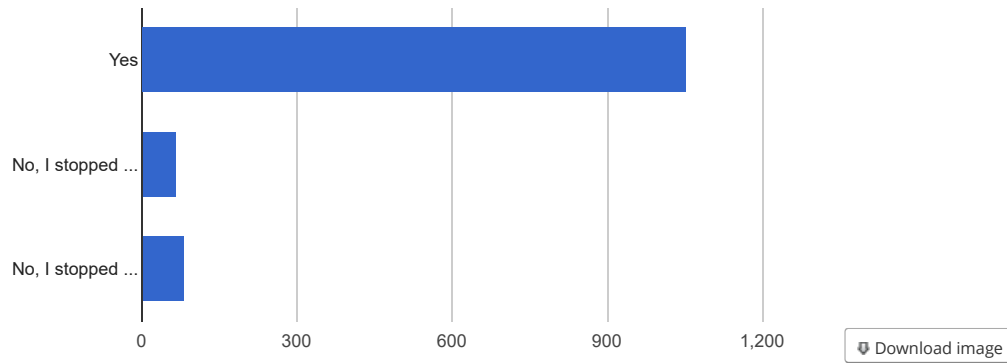
**Counts/frequency:** Very likely (217, 36.3%), Somewhat likely (170, 28.4%), Not very likely (130, 21.7%), Not likely at all (81, 13.5%)



**Are you currently working as a nurse?** (*nursing\_status*)

Total Count (N)	Missing*	Unique
1,202	7 (0.6%)	3

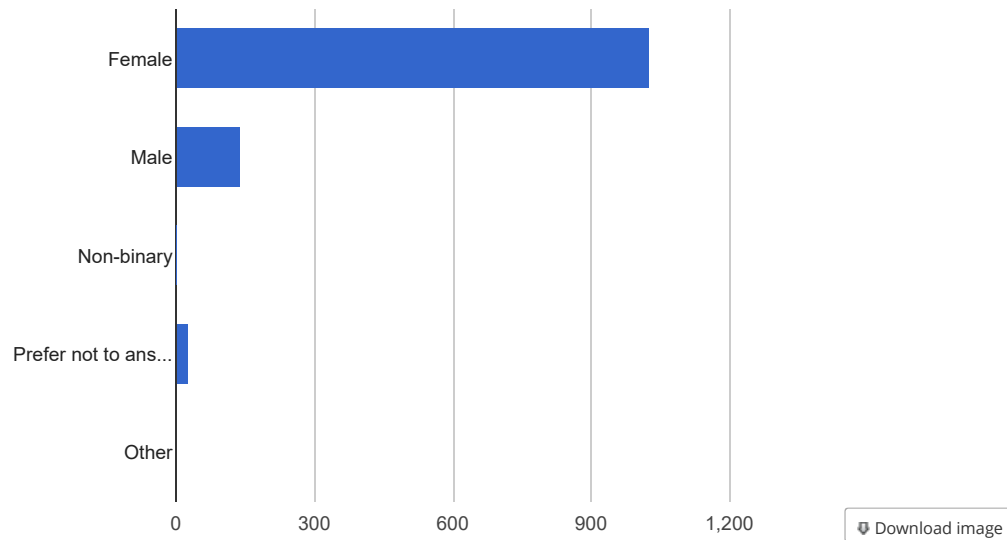
**Counts/frequency:** Yes (1054, 87.7%), No, I stopped within the past 12 months (67, 5.6%), No, I stopped more than 12 months ago (81, 6.7%)



**Are you...?** *(are\_you)*

Total Count (N)	Missing*	Unique
1,193	16 (1.3%)	4

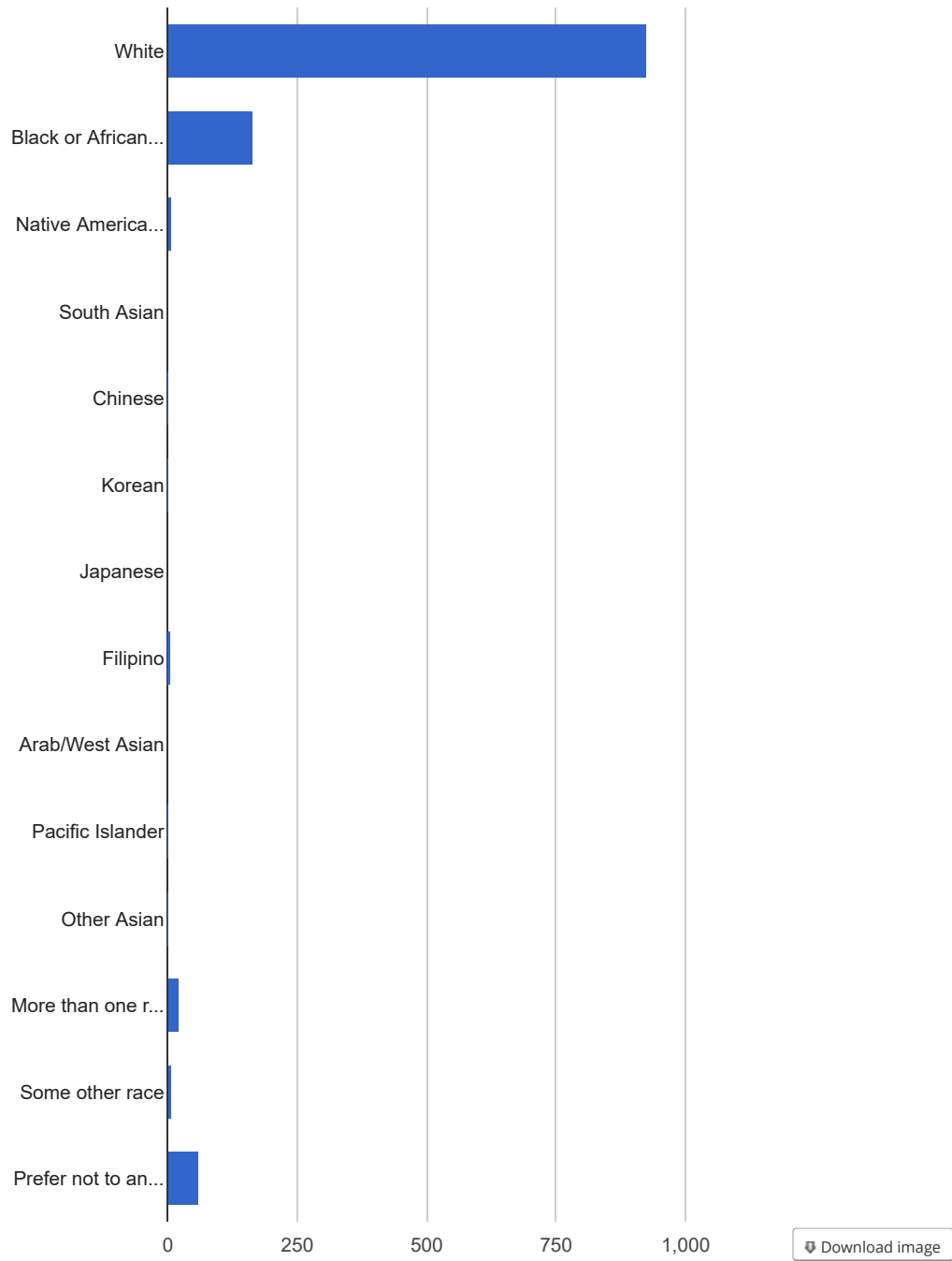
**Counts/frequency:** Female (1025, 85.9%), Male (140, 11.7%), Non-binary (1, 0.1%), Prefer not to answer (27, 2.3%), Other (0, 0.0%)



**Do you consider yourself...?** *(do\_you\_consider\_yourself)*

Total Count (N)	Missing*	Unique
1,198	11 (0.9%)	11

**Counts/frequency:** White (925, 77.2%), Black or African American (164, 13.7%), Native American or Alaskan Native (7, 0.6%), South Asian (0, 0.0%), Chinese (2, 0.2%), Korean (2, 0.2%), Japanese (0, 0.0%), Filipino (6, 0.5%), Arab/West Asian (0, 0.0%), Pacific Islander (1, 0.1%), Other Asian (2, 0.2%), More than one race (21, 1.8%), Some other race (8, 0.7%), Prefer not to answer (60, 5.0%)

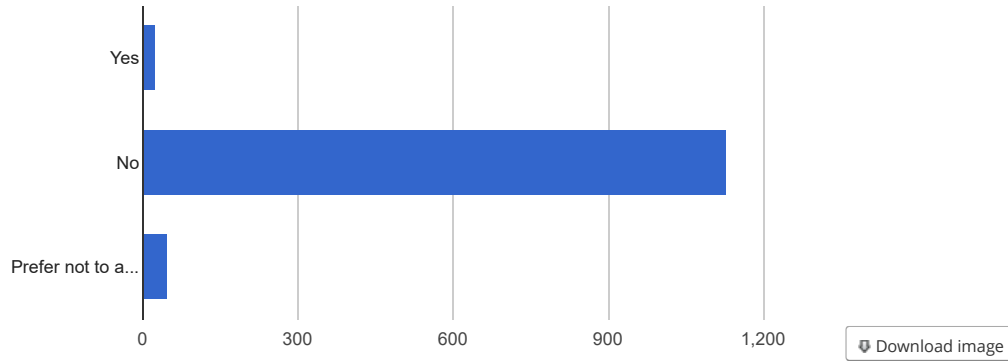


**Do you identify as Hispanic, Latinx, or Spanish** (*do\_you\_identify\_as\_hispani*)

Total Count (N)	Missing*	Unique
1,197	12 (1.0%)	3

Counts/frequency: Yes (23, 1.9%), No (1129, 94.3%), Prefer not to answer (45, 3.8%)

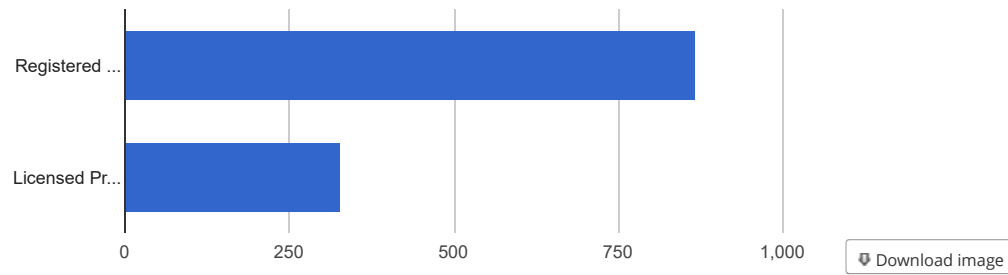




**Select if you are Licensed as a Practical Nurse or Registered Nurse** *(select\_if\_you\_are\_licensed)*

Total Count (N)	Missing*	Unique
1,194	15 (1.2%)	2

**Counts/frequency:** Registered Nurse (867, 72.6%), Licensed Practical Nurse (327, 27.4%)



\* Note: Values listed as 'Missing' may include records with a Missing Data Code (if Missing Data Codes are defined).