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Introduction

██████████ proposes to take an innovative approach to nursing education (Track III Nursing) by being the proactive and responsive partner to the displaced worker and working adult while meeting the employment needs of the healthcare industry. Track III's **innovative** approach elongates the traditional semester, provides two options in degree completion, and reduces the number of hours in the classroom and clinical settings. Combined with evening/weekend course scheduling and the "Bridge into Nursing" for degreed workers, Track III provides the opportunity for career transition and advancement.

Needs Assessment

According to the U. S. Bureau of Labor Statistics, unemployment rates have increased from 4.6 percent in June 2007 to a two-decade high of 9.5 percent in June 2009. During this period of rising unemployment, the need for registered nurses is still expected to grow 23 percent from 2006 to 2016. "On March 6, 2009, the U. S. Bureau of Labor Statistics reported that the healthcare sector of the American economy is continuing to grow, despite steep job losses in nearly all major industries. Hospitals, long-term care facilities, and other ambulatory care settings added 27,000 new jobs in February 2009, a month when 681,000 jobs were eliminated nationwide. As the largest segment of the healthcare workforce, nurses will likely be recruited to fill a large portion of these new positions (Rosseter, 2009)."

The current response to the need to produce more registered nurses is with capacity expansion of traditional nursing and online LPN to RN programs. Though successful in producing more registered nurses, it is however, the same curriculum, offered in the same sequence and to the same student populations. Traditional nursing programs whether partially online or face-to-face require students to enter a sixteen-week semester, progress through nursing courses sequenced to graduate the learner within two years of program admission.

With rising unemployment rates, the demand for training in high-growth, high-demand occupations will continue to increase. ██████████ seeks this opportunity to be proactive, innovative, and responsive to the displaced worker and working adult by offering an evening/weekend nursing program delivered in hybrid (online/face-to-face) format that allows the non-traditional student to attend class, study, review and remediate at times conducive to their learning opportunities.

██████████ is the only nursing Associate of Applied Science (AAS) Degree Program in ██████████. With the some of the highest NCLEX pass rates in the state, retention rates exceeding 90 percent, and student support services to meet diverse student populations, ██████████ can meet the needs of working adults and displaced workers through nursing education.

Methodology

In August 2003, the National League for Nursing Board of Governors in their position statement made a call to reform nursing education through innovation. The Board of Governors wrote "... many schools have sought to implement innovative programs. Yet a closer look reveals that

much of this “innovation” has focused on the addition or re-arrangement of content within curriculum, rather than on significant, “paradigm shift”-type changes. Furthermore, despite significant changes in the healthcare system and in nursing practice, many nurse educators continue to teach as they were taught (Diekelmann, 2002) and for a healthcare system that no longer exists (Oesterle & O’Callaghan, 1996; Porter- OGrady, 2003).” Recognizing the need for innovation in education and that traditional nursing education programs either under serve or exclude working adults and displaced workers, [REDACTED] proposes to create an innovative pathway into nursing that can be replicated, modified, and promoted on a regional and national basis.

Traditional nursing programs whether face to face or partially online do not address the need for course sequencing that accommodates work and family commitments. Students in need of evening/weekend and online learning opportunities, academic remediation, tutoring counseling, and other student support services will have these needs met through Track III nursing. Track III’s **innovative** approach moves the traditional sixteen-week semester to a maximum of 25 weeks, increases the time to complete the AAS nursing program from two to three years and reduces the number of hours in the clinical setting by 25 percent using simulation labs. In addition, the evening/weekend and hybrid online component reduces obstacles created by full-time employment. Reduced classroom schedules, the ability to study review and remediate online and at times advantageous to the student, Track III nursing gives working adults and displaced workers an opportunity for career transition and advancement.

The ease of entry, exit, and re-entry into the nursing program recognizes traditional course schedules and sequencing, though unintentional, can eliminate or pose obstacles in obtaining training in a high-growth, high-demand occupation. Track III’s courses are sequenced to reduce these obstacles and allow the learner to enter a nursing pathway conducive to success. For example, a learner could take one course per elongated semester after the first nursing year and at the end of the second nursing year be eligible to sit for the NCLEX-PN exam. This allows the learner that needs to increase their earning capacity in a shorter period of time, the opportunity to do so, while still maintaining progress toward the Associate of Applied Science and eligibility to sit for the registered nurse portion of the NCLEX exam.

Electronic health records (EHR) are the current standard of practice in all the hospitals and many physicians’ offices in [REDACTED]. According to a study published in the March 26, 2009 online edition of the *New England Journal of Medicine* ...”a very low number of hospitals had adopted EHRs” ... “6 percent of U.S. hospitals had a comprehensive EHR, and an additional 8.0 percent had a basic EHR (e.g., one that included physician and nursing notes available in at least one clinical unit).” With hospitals in Northwest Arkansas having committed valuable resources to embrace the EHR as their primary tool for medical documentation, [REDACTED] is strategically positioned to **lead the education** and training of emerging healthcare professionals in its’ use. Track III nursing students will pilot and evaluate an **Electronic Health Record** course that provides nursing students the knowledge, skills and abilities necessary for success in today’s healthcare environment. Track III partners, [REDACTED] and [REDACTED] are committed to and an integral part of the development and soon to be implementation of the **Electronic Health Record (EHR)** course. Representatives from [REDACTED]’s Health Professions Division, Business and Computer Information Division, and the aforementioned program partners serve on the **EHR**

Development Team. Through access to program partners' electronic health record, the EHR Course Develop Team can ensure course content provides the education and training applicable to today's standard of practice in medical documentation. Ready to be piloted, and evaluated by faculty, students and healthcare employers this course could serve as a **regional and national model in nursing education.**

Track III nursing allows for two points of entry, those new to healthcare and those that possess a degree in healthcare or its' equivalent. Track III's innovative **Bridge into Nursing course** expands the transition to nursing from LPN to RN to include other healthcare professionals such as paramedics, respiratory therapists, Associate of Applied Science or Bachelor level prepared professionals working in science, education, or other fields that meet the minimum entry requirements for admission into nursing. A study reported in the January/February 2009 issue of the *Journal of Professional Nursing* finds "second-degree students are usually older and more motivated. Because they have more work experience, they have coping advantages over newer, younger nursing graduates during the period immediately after leaving school and entering the workforce. This finding is significant, since some new registered nurses have left their first jobs in frustration from a lack of coping skills or the knowledge to do their jobs. New nurses who only had (a) nursing degree generally did not like their work setting, were less satisfied in their jobs and more likely to leave them. Second-degree new nurses, however, were more likely to stay in their jobs and to be better able to cope with stress and frustration in the workplace (ScienceDaily Jan. 23, 2009)." As more displaced workers with degrees seek employment in high-growth high-demand occupations, are aware of the rigors associated with healthcare employment, and possess the patient-care skills needed to excel as a healthcare provider, employers and educational institutions will benefit by allocating training resources to a population that is conscious of the demands of healthcare employment. To enable degree completion and eligibility to take the NCLEX exam, credit for the first year nursing courses are awarded upon successful completion of the Bridge into Nursing course.

Work Plan

Funding of \$495,000 from the Service Focused Special Congressional Initiative will develop and transition current nursing curriculum to an innovative nursing educational opportunity (Track III nursing), pilot the Electronic Health Record course, and begin the nursing program. [REDACTED] will sustain Track III nursing in the second and third years will continue the pilot-test to program completion with students graduating and eligible to sit for the NCLEX exam.

Track III nursing curriculum is based on the current 72 credit-hour AAS program, which consists of 34 general education and 38 nursing credit hours. Track III nursing sequences and schedules the nursing curriculum to allow adults working full-time a two or three year option in earning an Associate Degree in nursing. Accommodating to the working adult is the hybrid (face-to-face/online) evening/weekend nursing program that transitions the traditional fall, spring, and summer semesters to two elongated spring and fall semesters of 21 to 25 weeks. In addition, the course sequencing is designed to allow easy entry, exit and re-entry into the nursing program while maintaining sufficient progress and knowledge retention to progress toward obtaining an AAS Degree and success in passing the NCLEX exam. Course sequencing and program progression is demonstrated below.

Track III Nursing Curriculum and Course Sequencing					
Course	Description	Option 1	Option 2	Schedule	
NURS 9108	Fundamentals of Nursing	Year 1		spring	2011
NURS 9203	Older Adult	Year 1		fall	2011
NURS 9206	Adult I	Year 1		fall	2011
NURS 9305	Adult II	Year 2		spring	2012
NURS 9306	OB/Pediatrics	Year 2		spring	2012
NURS 9404	Psychosocial Stressors	Year 2		fall	2012
NURS 9406	Adult III	Year 2		fall	2012
NURS 9108	Fundamentals of Nursing		Year 1	spring	2011
NURS 9203	Older Adult - Online		Year 1	fall	2011
NURS 9206	Adult I		Year 1	fall	2011
NURS 9306	OB/Pediatrics		Year 2	spring	2012
NURS 9404	Psychosocial Stressors		Year 2	fall	2012
NURS 9305	Adult II		Year 3	spring	2013
NURS 9406	Adult III		Year 3	fall	2013
Bridge	Bridge into Nursing	Year 1		fall	2011
NURS 9305	Adult II	Year 2		spring	2012
NURS 9306	OB/Pediatrics	Year 2		spring	2012
NURS 9404	Psychosocial Stressors	Year 2		fall	2012
NURS 9406	Adult III	Year 2		fall	2012

In January 2011, a pilot-test class of twenty students will begin Fundamentals of Nursing with the option to graduate in December 2012 or December 2013. A pilot-test class of fifteen students will enter the Bridge into Nursing course in June 2011 and upon successful completion join the first class of Track III nursing students in January 2012.

Track III nursing will begin the pilot-test with two full-time nursing educators and two part-time clinical instructors. One of the full-time educators will serve as the Project Director and recruiting for this position will begin upon notification of grant award to transition courses or components of courses to an online offering. A **Track III Development Team** consisting of educators from nursing's traditional and accelerated tracks, representatives from [REDACTED]'s student support services and [REDACTED]'s Director of Nursing Education will serve as advisors in developing the hybrid evening/weekend nursing program. In addition, the Track III Development Team will aid in evaluating student performance; measure satisfaction and retention; and review staff evaluations of orientation and program processes.

Track III Nursing Timeline					
Goals	Objectives	Project Outcomes	Implementation Strategies	End Dates	Accountability
To increase access to nursing a high-growth, high-demand occupation, for working adults and displaced workers through innovation in curriculum design, presentation, course sequencing and modification of traditional semesters.	By January 2014, Track III Nursing will be in place to graduate 35 Registered Nurses annually	By June 2011 , At least 95% of first year curriculum designed, developed, and approved and ready for pilot-test.	Recruit, select, and orient Track III full-time Project Director/Lead Faculty Member for program development, online course development and pilot-test.	10/01/10	Human Resources Director of Nursing Education
		All staff in place for pilot-test 2010-2013	Recruit, select, and orient Track III Faculty Team of 1 full time instructor and 2 part-time clinical instructors for course development and pilot-test.	10/31/10	Human Resources Project Director Director of Nursing Education
			Develop student recruiting strategies and materials including publicity materials for local media	12/31/10	Project Director Track III Development Team
			Using DACUM process, and existing [REDACTED] nursing curriculum, design, develop online instructional materials, project staff orientation, and evaluation materials and processes for first year Track III nursing instruction.	03/31/11	Track III Development Team Project Director

Track III Nursing Timeline					
Goals	Objectives	Project Outcomes	Implementation Strategies	End Dates	Accountability
			Submit curriculum plan to [REDACTED] Dept. of Higher Education, State Board of Nursing, and [REDACTED] Nursing Advisory Board for review.	03/31/11	Project Director Director of Nursing Education
			Revise materials as necessary following reviews.	05/15/11	Project Director, Track III Development Team
		20 students enrolled in nursing program by January 2011 , with admission priority given to working adults and displaced workers.	Implement recruitment activities	10/31/10	Project Director
			Ass st interested students in completing program (and financial aid if appropriate) applications.	11/30/10	Project Director [REDACTED] Student Support Services
			Select and screen students based full-time employment, work displacement, GPA, prior healthcare experience.	12/31/10	Director of Nursing Education, Project Director, [REDACTED] Nursing Admission Team
		15 students enrolled in Bridge to Nursing program by June 2011. Admission priority given to working adults in healthcare fields.	Design and develop Bridge into Nursing curriculum, instructional materials and student evaluation materials using existing Transition curriculum, and in collaboration with [REDACTED] Health Professions Chairs.	02/28/11	Project Director Bridge into Nursing Development Team Track III Development Team

Track III Nursing Timeline

Goals	Objectives	Project Outcomes	Implementation Strategies	End Dates	Accountability
			Submit curriculum plan to [REDACTED] Dept. of Higher Education, State Board of Nursing, and [REDACTED] Nursing Advisory Board for review.	03/01/11	Project Director Director of Nursing Education
			Implement recruitment activities.	03/01/11	Project Director
			Assist interested students in completing program (and financial aid if appropriate) applications.	05/01/11	Project Director [REDACTED] Student Support Services
			Select and screen students based full-time employment, work displacement, GPA, healthcare experience and educational background.	05/15/11	Director of Nursing Education, Project Director, [REDACTED] Nursing Admission Team
			Following each term (fall, spring), evaluate student performance; measure satisfaction and retention, and review staff evaluations of orientation and program processes.	12-31-11	
		By June 2011 Electronic Health Record available for	Modification made to curriculum, instructional materials, and evaluation	06-01-11	EHR Development Team

Track III Nursing Timeline

Goals	Objectives	Project Outcomes	Implementation Strategies	End Dates	Accountability
		pilot-test by Bridge to Nursing studentz	materials in collaboration with ██████ Health Professions, Business and Computer Information and hospital program partners.		Director of Nursing Education Project Director
			Submit any changes in curriculum plan to ██████ Dept. of Higher Education	06-01-11	Project Director Director of Nursing Education
		First year of program fully pilot-tested, evaluated, modified if necessary by January 2012, with at least 32 students (90%) advancing to the second year.	Del ver instruction and supervise practica for pilot-test students.	01/01/12	Instructors
			Following each term (fall, spring, evaluate student performance; measure satisfaction and retention, and review staff evaluations of orientation and program processes.	12/31/12	Project Director Instructors Track III Development Team
			Modify materials or processes if necessary per evaluation.	Month following each term	Project Director Track III Development Team
		Second class of 20 students enrolled in Track III nursing program by January	Recruit, select, screen, and support applicants for second class.	12/31/12	Director of Nursing Education, Project Director, ██████ Nursing Admission

Track III Nursing Timeline					
Goals	Objectives	Project Outcomes	Implementation Strategies	End Dates	Accountability
		2012 with admission priority given to working adults and displaced workers. Retain at least 18 students (90%) advancing to the second year by June, 2012			Team Education, Student Support Services
			Deliver first year of instruction and supervise practica for second class of students.	05/31/12	Instructors
			Following each term (fall, spring), evaluate student performance, measure satisfaction and retention; review staff evaluations of orientation and program processes.	Week following each term	Project Director Track III Development Team
		Second class of 15 students enrolled in Bridge into Nursing course by June 2012. Admission priority to working adults in healthcare fields. Retain at least 90% of students advancing to the second year by December, 2012	Recruit, select, screen, and support applicants for second class.	05/15/12	Director of Nursing Education, Project Director, Nursing Admission Team Education, Student Support Services
			Deliver first year of instruction and supervise practica for second class of students.	12/31/12	Instructors
			Following each term evaluate student performance, measure satisfaction and retention; review staff evaluations of program processes.	Week following each term	Project Director Track III Development Team

Track III Nursing Timeline					
Goals	Objectives	Project Outcomes	Implementation Strategies	End Dates	Accountability
	By January 2013, and June 2013 respectively, at least 35 students will be enrolled in program annually, retaining at least 90% of admitted students. 90% of graduates passing NCLEX board exams.	20 students enrolled in program by January 2013, and every January thereafter.	Publicize program and conduct recruitment activities.	Annually in April and November of each subsequent year	Project Director Track III Development Team
		15 students enrolled in program by June 2013 and every June thereafter.	Assist interested students in completing program and financial aid applications	Annually in March and October of each subsequent year	Project Director Track III Development Team ██████ Student Support Services
			Select and screen students based work displacement, GPA, employment, healthcare experience and educational background.	April and November of each subsequent year	Director of Nursing Project Director, ██████ Nursing Admission Team, Student Support Services
			At least 28 students graduated by June 2012 and every June thereafter; at least 90% pass NCLEX board exam on first attempt.	Conduct program annually including formative and summative program evaluations, collecting and analyzing qualitative and quantitative data to measure program success. Continuously improve program per evaluation results.	Annually in June and January, throughout year through monthly meetings and end-of-semester reviews.

The primary objective of Track III Nursing is to increase access to high-growth, high-demand occupations, specifically nursing, for working adults and displaced workers through **innovation** of the traditional curriculum in design, presentation and course sequencing. Track III nursing will admit a minimum of twenty students annually into Fundamentals of Nursing and fifteen students annually in the Bridge into Nursing course. The combined student population of 35 will be used to measure student retention, graduation, and first attempt NCLEX pass rates.

A standard measurement of 90 percent is established for student retention and first attempt NCLEX pass rates of nursing graduates. The standard measurement for successfully recruiting and admitting working adults and displaced workers is 50 percent in Fundamental of Nursing and 60 percent in the Bridge into Nursing course. These measures will evaluate student performance, hybrid curriculum presentation, the Bridge into Nursing course and the demand for innovation in nursing.

Current nursing assessment tools will be used in conjunction with Track III's development of pre and post admission surveys to track and verify applicant employment or job displacement and to assess student performance and satisfaction. In addition, survey tools will be developed to assess areas of concern to students and faculty as Track III nursing is developed and implemented.

██████████ has the technological capability (BANNER) and support staff to track, collect and analyze project data to ensure timely accurate information is available to all stakeholders. The college's Department of Grants and Institutional Research is responsible for the collection, documentation and reporting of data to the ██████████ Department of Higher Education and assists in the fulfillment of the tracking and reporting requirements of grant funding agencies.

Track III Nursing Outcomes, Measures and Standards

Program Activities	Outcomes	Measures	Standards																																
Track III Nursing - Associate Degree RN Licensure	<p>At least 95% of first year curriculum designed, developed, and approved by June 2011 to begin pilot-test. 100% of second year curriculum designed, developed and approved by January 2012.</p> <table border="1" data-bbox="359 524 1121 865"> <thead> <tr> <th>Nursing Course</th> <th>Delivery Method</th> <th>Online Component</th> <th>Implementation Date</th> </tr> </thead> <tbody> <tr> <td>9108</td> <td>Hybrid</td> <td>50%</td> <td>January 2011</td> </tr> <tr> <td>9206</td> <td>Hybrid</td> <td>30%</td> <td>June 2011</td> </tr> <tr> <td>9203</td> <td>Online</td> <td>100%</td> <td>June 2011</td> </tr> <tr> <td>9305</td> <td>Hybrid</td> <td>30%</td> <td>January 2012</td> </tr> <tr> <td>9306</td> <td>Face-to-Face</td> <td>N/A</td> <td>January 2012</td> </tr> <tr> <td>9404</td> <td>Hybrid</td> <td>50%</td> <td>June 2012</td> </tr> <tr> <td>9406</td> <td>Hybrid</td> <td>30%</td> <td>June 2012</td> </tr> </tbody> </table>	Nursing Course	Delivery Method	Online Component	Implementation Date	9108	Hybrid	50%	January 2011	9206	Hybrid	30%	June 2011	9203	Online	100%	June 2011	9305	Hybrid	30%	January 2012	9306	Face-to-Face	N/A	January 2012	9404	Hybrid	50%	June 2012	9406	Hybrid	30%	June 2012	Review online course content against defined objectives, syllabi, and lesson plans	<p>Department of Higher Education, State Board of Nursing, and Advisory Board Standards</p>
Nursing Course	Delivery Method	Online Component	Implementation Date																																
9108	Hybrid	50%	January 2011																																
9206	Hybrid	30%	June 2011																																
9203	Online	100%	June 2011																																
9305	Hybrid	30%	January 2012																																
9306	Face-to-Face	N/A	January 2012																																
9404	Hybrid	50%	June 2012																																
9406	Hybrid	30%	June 2012																																
	Staff in place for pilot test 2010-2012	Employment Memorandums	Human Resources																																
	By January 2011, 20 students enrolled in pilot-test of Track III nursing program of which a minimum of 50% will be working adults or displaced workers. Priority admission to working adults and displaced workers.	Count of participants, survey of student employment	Full-time employment verification and/or displaced worker verification.																																
	By June 2011, 15 students enrolled in pilot-test of Bridge into Nursing course. Priority admission awarded to those practicing in healthcare institutions or emergency services.	Count of participants, survey of student employment	Employment verification																																
	First year of program fully pilot-tested, evaluated, modified if necessary by October 2012. At least 32 (90%) of combined class of 35 advancing to the second year of instruction.	Count of participants, Student performance, student/staff evaluations	Nursing Program assessment standards																																

Track III Nursing Outcomes, Measures and Standards

Program Activities	Outcomes	Measures	Standards
	By January 2012, a second class of 20 students enrolled in Track III nursing program with working adults and displaced workers given priority admission. At least 18 (90%) advancing to the second year.	Count of participants, survey of student employment Student performance, student/staff evaluations	Full-time employment verification and/or displaced worker verification. [REDACTED] Nursing Program assessment standards
	By June 2012, 15 students enrolled in Bridge into Nursing course. Priority admission awarded to those practicing in healthcare institutions or emergency services. At least 14 (90%) advancing to second term of instruction.	Count of participants, survey of student employment	Employment verification
	A minimum of 20 students enrolled in Track III's Fundamentals of Nursing by January 2013 and each year thereafter	Count of participants, survey of student employment	Full-time employment verification
	By December 2012 at least 90% of Option 1 (2 year) nursing students graduating with 90% of these graduates passing the NCLEX exam on the first attempt	Count of graduates; NCLEX pass rate	[REDACTED] program assessment standards
	15 students enrolled in Track III's Bridge into Nursing by June 2013 and each year thereafter	Count of participants, survey of student employment	Employment verification
	At least 90% of Option 1 and Option 2 (3-year) nursing students graduating with 90% of these graduates passing the NCLEX exam on the first attempt	Count of participants, survey of student employment	Employment verification

Resolution of Challenges

Challenges specific to nursing faculty include recruiting faculty experienced in on-line instruction, providing best practices training in on-line instruction to faculty without on-line experience, and providing mentoring during design, development and implementation of Track III nursing. Nursing faculty will attend a one-year faculty development program offered by ██████████'s Organizational Development Department. In addition, to ensure best practices in on-line instruction, faculty will be encouraged to enroll in a Master's level course "Instructional Strategies to Facilitate Learning through Franklin University.

Understanding that working adults and displaced workers have unique challenges in obtaining training in high-growth, high-demand occupations due to work, family, financial and personal obstacles, Track III nursing alleviates these challenges through its' innovative design in content presentation, course sequencing, evening/weekend scheduling while introducing advanced educational opportunities (EHR) in tomorrow's nursing standards. Technologically advanced students can substitute the Electronic Health Record for the basic Introduction to Computer Information course now required. Students in need of basic computer skills will take the Introduction to Computer Information course as a co-requisite to Fundamentals of Nursing or in conjunction with the Bridge into Nursing course.

Mitigating the challenges of Track III students, many of which will be working adults and displaced workers, program partners' ██████████ of ██████████ and the ██████████ counties will provide eligible students financial support with tuition, textbooks, childcare and other college related expenses. These partners are actively engaged in providing these resources to current traditional and accelerated nursing students and are expressly committed to meeting the unique financial needs of the working adult and displaced worker. Scholarship opportunities funded by program partner ██████████ donations to ██████████'s Foundation, auxiliary organizations, and ██████████, are available to Track III nursing students.

Track III Nursing involves the strategic partnerships of ██████████

██████████ Each partner's distinctive role culminates to provide working adults and displaced workers' the single best opportunity for academic, professional, and personal success and the ability of Track III Nursing to meet project objectives and outcomes.

To ensure graduates are equipped with the knowledge, practical application skills, and the confidence required for the successful transition from student to practitioner, area healthcare partners serve as members of the Nursing Advisory Board. In their advisory capacity, they provide current standard of practice information, evaluate proposed changes in nursing curriculum, and provide feedback on students in clinical practica. Dedicated to the success of the nursing program, they have committed to supply evening/weekend clinical education and

learning opportunities conducive to the schedules of working adults. In addition to advisory and clinical practica, these program partners commit to providing employment opportunities for nursing students. They offer the new graduate financial assistance with NCLEX review, NCLEX testing, and licensing fees in return for an employment commitment. By utilizing existing strategies for success and referencing lessons learned in the traditional and accelerated nursing tracks, program partners are capable of expanding and translating these successes to working adults and displaced workers ready for nursing opportunities.

Evaluation and Technical Support Capacity

The years of experience and success in developing and implementing new education and training programs is most recently evidenced by the success of Project [REDACTED]. Project [REDACTED] is an accelerated 15 months from admission to graduation nursing program. The accelerated nursing program admitted its' first class in May 2006 and will graduate its' fourth class in August 2010. Through the collective efforts and expertise of [REDACTED] administration, faculty, and staff, program partners and dedicated nursing students, all grant objectives were exceeded. To date, the accelerated AAS nursing program has increased the nursing admission capacity of [REDACTED] by 75 percent, retained 94.15 percent of admitted students, and holding a first attempt NCLEX pass rate of 94.7 percent exceeds the 2008 National NCLEX first attempt pass rate of 86.2 percent. By utilizing existing strategies for success and referencing lessons learned in the traditional and accelerated nursing tracks, program partners are capable of expanding and translating these successes to working adults and displaced workers ready for nursing opportunities.

Instrumental to the success of the "Service Focused Special Congressional Initiative" are the Director of Nursing Education, [REDACTED], Assistant Director of Nursing Education, [REDACTED], and the Interim Dean of Health Professions, [REDACTED]. The Director and Assistant Director of Nursing Education worked diligently to ensure the success of Project [REDACTED] and are committed to expanding the nursing program by developing an innovative and responsive learning opportunity for displaced workers and working adults with an evening/weekend AAS degree nursing track. [REDACTED] and [REDACTED] have served as faculty and mentors to and in existing nursing Tracks, faculty and students. Their expertise in curriculum design and management will prove vital as traditional face-to-face instruction is transitioned to hybrid and on-line formats. The Interim Dean of Health Professions previously served as the Project Director of the Community Based Job Training Grant, Project [REDACTED]. Having led the development and expansion of the accelerated nursing program, curriculum design, approval and implementation of associated certificate programs, [REDACTED] will bring her expertise and administrative capabilities to this project by leading, training and mentoring the Track III Project Director and faculty to facilitate project success.

[REDACTED] Director of Distance Education, is a highly trained specialist in on-line curriculum design and subscribes to best practices methodology. She will provide individual and group training in utilizing Blackboard, for on-line instruction. In addition, she and her team have designed pre-test that will be utilized to assess the technological readiness of students for on-line instruction. Students in need of training or remediation can enroll in the free "Blackboard Bootcamp" either face-to-face or in an online environment.

In developing and implementing the **Bridge into Nursing course**, the Director of Nursing Education, Track III Nursing Project Director, Program Directors of [REDACTED]'s Respiratory Therapy Program, [REDACTED], and Paramedic Program, [REDACTED] and other key healthcare partners will serve as the **Bridge into Nursing Development Team**. This team will identify the breadth and scope of the knowledge and skills possessed by the targeted healthcare professionals and correlate these findings with the breadth and scope of the knowledge gained in core content and the practical application skills acquired in the first year nursing curriculum. Through this collaboration and curriculum evaluation by these healthcare educators, students will receive credit for what is already known and receive the necessary instruction to bridge their knowledge to include the fundamental nursing concepts vital for success in upper level nursing courses.

Organizational Information

Under the direction of the Project Director/Lead Faculty Track III Nursing will meet the needs of working adults and displaced workers through innovative delivery systems and course scheduling. Available to advise and assist the Project Director in grant administration and nursing program development are the personnel that ensured the success of the \$1.89 million DOL, Community Based Job Training grant for nursing expansion, [REDACTED] Director of Nursing, [REDACTED], Assistant Director of Nursing, and [REDACTED] Interim Dean of Health Professions. In addition, the personnel of the \$1.1 million Department of Education Upward Bound grant for disadvantaged high school students and the nearly \$1 million grant from the Department of Homeland Security for emergency preparedness are prepared to collaborate and assist as issues arise. The staff of Grants and Institutional Research will assist in data collection and offers their resources to ensure reporting compliance.

Ensuring project goals for student retention, graduation, certification, and licensure is accomplished the collaborating partners of [REDACTED]'s student support services offer their expertise and support. The Learning Lab offers instructional, individualized, supplemental and technological assistance outside the classroom, free tutoring by CRLA-certified tutors in areas of science, math, and basic computer information. Career Pathways provides academic and career counseling. In addition, financial aid for childcare, transportation, books and tuition is available to disadvantaged adult learners. The Learner Development Center offers online advising and online self-help, staffs an office for Veterans with Saturday appointments available, houses the Office of DisAbility Services, which ensures accommodations to promote student success. The Writing Center provides free instruction and guidance to the student needing remediation, feedback or help with citations.

The culmination of dedicated program partners, student support services, exemplary nursing faculty, and experience in serving unique student populations strategically positions [REDACTED] [REDACTED] to take an innovative approach to nursing education and offer training in this high-growth, high-demand occupation to working adults and displaced workers.