1. **Statement of Need**

Registered Nursing tops the national list of occupations with the largest projected employment growth between 2010 and 2020.¹ In Washington State alone, it is anticipated that there will be a shortage of 12,000-20,000 RNs by the year 2031.² And standards for nurses are increasing; the 2010 Institute of Medicine Report stated that at least 80% of RNs should have a Bachelor of Science in Nursing (BSN) by the year 2020.³ Only 51% of RNs in Washington, however, currently hold a BSN.⁴

Bellingham Technical College’s *Building Nursing Pathways* project will provide essential RN training to TAA-impacted workers, veterans, and others seeking nursing careers in the medically underserved communities of Northwest Washington State. This project will address the critical need for a stronger nursing infrastructure in the target region that will address the needs of region’s aging and chronically ill population, and the growing number of individuals that will now have access to healthcare due to the National Healthcare Reform. These new RNs will need to be technologically savvy, able to work in a wide variety of care settings, be prepared for a broad range of job responsibilities, and be ready for continuation into a BSN program.

The *Building Nursing Pathways* program will:

<table>
<thead>
<tr>
<th>Create a new <strong>Associate Degree in Nursing (ADN)</strong>, which will produce qualified, licensed Registered Nurses. The program will include a certificate in Medication Assistant and a Licensed Practical Nursing to Registered Nursing (LPN-RN) degree option for incumbent Practical Nurses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a <strong>dual-admission, dual-enrollment 2 + 2 model</strong> with Western Washington University and other institutions, providing ADN students a Bachelor’s of Science in Nursing (BSN) pathway.</td>
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<tr>
<td>Work with employers to <strong>provide strong employment opportunities</strong> for ADN students as Medication Assistants</td>
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<thead>
<tr>
<th>Company Name (select list)</th>
<th>Certification</th>
<th>Date</th>
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<tbody>
<tr>
<td>Intermec Technologies</td>
<td>10/4/2012</td>
<td></td>
</tr>
<tr>
<td>Seattle-Snohomish Mill Co.</td>
<td>2/24/2012</td>
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<tr>
<td>PeaceHealth d/b/a Saint John Medical Center</td>
<td>01/06/2012</td>
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<td>Tri-County Trans</td>
<td>01/06/2012</td>
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<tr>
<td>Kimberly Clark Worldwide Inc.</td>
<td>12/2/2011</td>
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<td>Radix Inc. P.S.</td>
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<td>Fritch Forest Products Inc.</td>
<td>8/12/2011</td>
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Since 2007, there have been an estimated 10,733 potentially impacted workers in Washington State, of whom 7,976 (74%) became TAA enrollees. Of those participants in the Northwest Washington region, including Whatcom, Snohomish, San Juan, Skagit, and Island counties, 4,541 (42%) of these participants were enrolled in the TAA program. The remaining 6,192 people who were not TAA enrollees but were still potentially impacted, are also included in the analysis. The TAA program is designed to help workers who have lost their jobs or are at risk of losing their jobs to obtain skills and training that will enable them to find new employment.

Most impacted are returning veterans, long-term unemployed and underemployed workers without college degrees. Veterans face higher unemployment rates than civilians. A few groups soar above the 10% unemployment rate average, with young (ages 18-24) and female veterans facing unemployment rates of 20% and 17%, respectively. Since 2007, there have been an estimated 10,733 potentially impacted workers in Washington State, of whom 7,976 (74%) became TAA enrollees. Of those participants in the Northwest Washington region, including Whatcom, Snohomish, San Juan, Skagit, and Island counties, 4,541 (42%) of these participants were enrolled in the TAA program. The remaining 6,192 people who were not TAA enrollees but were still potentially impacted, are also included in the analysis. The TAA program is designed to help workers who have lost their jobs or are at risk of losing their jobs to obtain skills and training that will enable them to find new employment.

Impact of foreign trade have hit all population groups in Northwest Washington equally. Most impacted are returning veterans, long-term unemployed and underemployed workers without college degrees. Veterans face higher unemployment rates than civilians. A few groups soar above the 10% unemployment rate average, with young (ages 18-24) and female veterans facing unemployment rates of 20% and 17%, respectively. Since 2007, there have been an estimated 10,733 potentially impacted workers in Washington State, of whom 7,976 (74%) became TAA enrollees. Of those participants in the Northwest Washington region, including Whatcom, Snohomish, San Juan, Skagit, and Island counties, 4,541 (42%) of these participants were enrolled in the TAA program. The remaining 6,192 people who were not TAA enrollees but were still potentially impacted, are also included in the analysis. The TAA program is designed to help workers who have lost their jobs or are at risk of losing their jobs to obtain skills and training that will enable them to find new employment.

Table A4: Employment status of civilian population 25 years and older by educational attainment (May 2013); Bureau of Labor Statistics, US Department of Labor, Washington, D.C.

the past five years in Northwest Washington State have ranged from major mill closures to small company losses, and reflect the region’s struggles with TAA impacts across industry sectors, including heavy impacts on lumber and paper product manufacturing, food production, and other services. For example, the Kimberly Clark pulp mill, a primary employer in Snohomish County, had been in operation for over eighty years. The closure of the plant impacted nearly 760 workers, many of whom were long-term employees facing the need to retrain in their fifties, with their only formal schooling a high school diploma or GED.

**Partnerships with Cooperating State Agencies**

The Employment Security Department (ESD) serves as agent to the DOL in administering the Trade Adjustment Assistance program for Washington State. ESD representatives work as Trade Act Counselors in Northwest Washington’s WorkSource (One-Stop) Centers. Bellingham Technical College works closely with ESD staff housed in the Centers.

The Northwest Workforce Council, (local Workforce Investment Board [WIB]), is responsible for the oversight and management of Whatcom County’s One-Stop Center. College staff work directly with One-Stop counselors and case managers to identify, recruit, and assist those workers eligible for TAA benefits to access needed scholarship funds for their retraining. This local WIB and BTC have a long history of working together to identify industry needs, develop new programs and refine existing programs that meet workforce needs.

The College and its partners have been recognized with multiple workforce and excellence awards, including Governor’s Best Workforce Practice Awards: the most recent was awarded in 2011 for BTC’s partnership with its local WIB to provide pre-employment training to assist Heath Tecna, a local aircraft interior manufacturing company, add 400 jobs. The project’s WIB partner will provide at least $225,000 in leveraged funds to help support this project.
**Education and Training Needs of TAA-Eligible Workers in Communities to be Served**

<table>
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<tr>
<th>Regional TAA Data</th>
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<tr>
<td>TAA Potentially-Impacted Workers</td>
<td>TAA Enrolled Participants</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3138</strong></td>
<td><strong>950</strong></td>
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</table>

ESD regional TAA data show that the range of TAA certifications in the project region within the last five years are broad; a significant number are from the lumber and manufacturing industry, and the rest range from medical transcription firms to trucking companies.

These workers possess varying levels of skills, but regardless of their previous on-the-job training, their lack of formal post-secondary certificates and degrees will hamper their job searches. At least 15% of this population are veterans. The Northwest region is home to Whidbey Island Air Force Base and Naval Station Everett. The largest active duty installation for Army & Air Force on the West Coast (Joint Base Lewis-McChord [JBLM]) is located nearby, in Tacoma, Washington. The majority of TAA participants are interested in re-training, since many trainees face permanent displacement from long tenures in prior careers. Most enroll at two-year colleges and spend at least 13 months in training: health care support professional and technicians rank as top program choices.

Participant data and BTC student input reveal significant barriers TAA-impacted and other targeted student populations face in the educational environment:

<table>
<thead>
<tr>
<th>COMMON STUDENT BARRIERS FOR TARGETED POPULATIONS</th>
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<tr>
<td>Lack of knowledge of jobs in demand, their ability to “cross-walk” skills and lack of information about educational opportunities to pursue high-wage, high-demand jobs.</td>
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<tr>
<td>Intimidated by differences between military and civilian cultures and other cultural differences, language barriers.</td>
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<tr>
<td>Overwhelmed and unsure of admissions, registration, financial aid and TAA, VA and other benefits processes.</td>
</tr>
<tr>
<td>Uncertainty about lack of prior education, and fear of using online technology.</td>
</tr>
<tr>
<td>Competing demands on time (work, family, and education), financial necessity of working.</td>
</tr>
<tr>
<td>Financial issues paying for tuition, computer and Internet access, childcare, transportation.</td>
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This project will target build up and target student support services to answer these needs.

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ii. Evidence of Job Opportunities in the Targeted Industries and Occupations

This project will target the Healthcare and Social Assistance industry (NAICS code 62). Statewide, demand for RNs was estimated at 55,070 in 2011 but is projected to reach 89,186 in 2031. This projected increase is due to several factors. Healthcare and research professionals note that the State’s population is living longer, developing more chronic health conditions, and increasingly relying on in-home care. Healthcare reforms in the State and legislation, such as the Patient Protection & Affordable Care Act (PPACA), are focused on providing increased service levels for medically underserved and uninsured populations and providing care coordination models which emphasize preventative, proactive, consistent communication systems with patients on the part of assigned registered nurses. Even if the total State output of RNs increased by 10% in the next few years, supply will fall short of demand by 2017 or earlier.

Northwest Washington is already designated as a Primary Care Health Professional Shortage Area. Demand for RNs in Northwest Washington mirrors statewide demand, but is anticipated to rise even more rapidly with a high regional percentage of residents who are 65 or older, and increasing rates of retirement on the part of current RNs; approximately one-third of the target region’s RNs are over 55.

Nursing careers are one of the most viable routes to stable, high-wage occupations in the target region; hospitals and medical groups rank as the largest private sector employers in three of the region’s counties (Island, Whatcom and Skagit), and the second largest in another

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9 Ibid
10 *Designated Primary Care Health Professional Shortage Areas* (2011). Health Resources and Services Administration, US DSHS. Wash, D.C.
In 2013, San Juan County and PeaceHealth opened a new regional hospital, Peace Island Medical Center.

Local and regional employers have affirmed high numbers of currently vacant positions, reporting a total of 179 current job openings in the targeted region. In a June 2013 summit, Health Care’s Changing Workforce, workforce organizations and employers such as major long-term care facilities, regional hospitals and other health care consortiums and organizations discussed the increasing demands for RN positions in the region. These employers reported rising retirement rates on the part of current RNs and the passage of the Affordable Care Act as two primary factors. These and other employers such as PeaceHealth St. Joseph Medical Center, Christian Healthcare Center of Lynden, and Mt. Baker Care Center, have affirmed their intent to hire program participants.

Understanding of Skills Required in the Targeted Industries and Occupations

Federal and State healthcare reform efforts have led to a renewed, required emphasis on primary, preventative and affordable care for all members of our population. These factors, along with significant changes in healthcare technology systems and increased credentialing, licensure and knowledge expectations, are changing the nursing field. Increased RN involvement (in both the coordination and delivery of care), is critical for the implementation of healthcare system reforms. At the 2013 regional healthcare summit, industry representatives emphasized the growing role and responsibilities of RNs. These nurses are now expected to provide support for patient wellness and prevention for a wide variety of patients, including those with dementia and Traumatic Brain Injury (TBI is common in veterans). Additionally,
employers emphasized that RNs need to possess strong interpersonal and communications skills, be well-trained in current technology systems, and demonstrate project management skills.

The College will work closely with several State and Federal nursing and healthcare workforce organizations and industry groups, such as the Washington Center for Nursing, Northwest Healthcare Alliance, the local WIB, and Round 2 Grantees such as Washington State’s Health e-Workforce Consortium to maintain collaborations and foster conversations with employers through conferences, meetings, focus groups, advisory committee meetings, and skill panels. The College will be actively expanding and refining already-strong industry connections as BTC and employer partners develop job opportunity pathways and redesign clinical experiences. The College will form a Building Nursing Pathways advisory committee with heavy industry support to help shape curriculum for new students and incumbent workers. Employers and representative groups will continue to meet with the College and other partners to discuss ways to upgrade new and incumbent workers’ skill sets and increase the pool of individuals starting a pathway into these careers. All partners recognize that keeping this industry cluster healthy with a skilled nursing workforce is vital for Washington’s Northwest region.

iii. Gap Analyses

BTC needs to increase its production of nurses to help meet regional demand. However, attrition rates for BTC’s current Nursing programs have climbed as high as 34%, and are over 50% for minority students. Pass rates for BTC nursing students on the NCLEX exams (from the National Council for State Boards of Nursing) have recently dipped to nearly 60%, and employer satisfaction rates have been declining. Over the past two years, in order to more accurately assess the reasons for these problems and explore possible solutions, the College surveyed and spoke with current students, including retraining students and veterans, held internal meetings to
review program data and collect input, and talked with the Washington Center for Nursing (WCN) and regional healthcare alliances, regional peer education providers, labor organizations, the local WIB and industry partners to identify gaps and weaknesses in BTC’s current Nursing programming. Five primary gaps have been identified and align seamlessly with the categories identified in the grant solicitation: 1) **Limitations in the number of students successfully served or enrolled.** BTC’s current Nursing program structure does not facilitate the timely production of certified Registered Nurses who have a streamlined pathway to a BSN. Data show that though most students entering BTC’s current nursing pathway at the first levels indicate that becoming a Registered Nurse is their ultimate goal, it takes most students 5-8 years to progress through the College’s disjointed nursing program pathway structure and receive a degree. This structural problem, which contributes to high attrition rates for BTC nursing students, is aggravated by the issue of clinical space limitations. Because of State regulations limiting clinical student/faculty ratios and the high volume of work occurring in clinical locations, only a limited number of students can participate in clinicals during a given rotation.

In Northwest Washington, nursing degree programs consistently run at capacity, and the regional two-year nursing programs (with the exception of Bellingham Technical College), employ a competitive, selective admissions process, with an average of three qualified applicants for every opening. The selective process makes it unlikely that an adult trying to retrain in the Nursing field or a member of an at-risk population with minimal industry experience or limited academic background will have any chance of entering a Nursing degree program in the region.

The *Building Nursing Pathways* project will help address this gap by maintaining an open admissions process that prioritizes veterans and Trade Act-impacted workers. Development and implementation of this program will enable the College to increase output of new RNs (and
BSNs) through program expansion, clinical redesign, incorporation of a dedicated degree option for current LPNs, and implementation of a dual-admission, dual-enrollment option with Western Washington University - so that students can complete a BSN in four years.

2) Limitations in faculty expertise and facility infrastructure. Because of the demand and high wage potential for trained, highly educated nurses in the region, full or part-time nursing faculty can be recruited away for high-paying industry jobs; instructors who are hired and stay can sometimes lack in experience and/or instructional skills.

Nursing programs are expensive because of space requirements, limitations on class size and high-cost, increasingly sophisticated supply and equipment needs. BTC’s nursing department suffers from facility fragmentation, with labs and some faculty offices located in one building and classrooms and the remaining faculty offices in another. And, while the need for nursing program is increasing, State funding levels for the public two-year colleges continue to decrease.

The Building Nursing Pathways project will help address this gap by facilitating faculty professional development and mentoring program and by providing additional faculty and facility funding support, including the purchase of easily transported simulation equipment that can be housed near classrooms and offices and used to provide fast, flexible integration of equipment into the classroom learning environment.

3) Limitations in the content and quality of available coursework. As the Committee on the Robert Woods Johnson Foundation Initiative on the Future of Nursing noted, “The ways in which nurses were educated during the 20th century are no longer adequate for dealing with the realities of health care in the 21st century.”\(^\text{16}\) This change is reflected in employer feedback. Employers note that BTC graduates need stronger critical thinking and technology skills in addition to overall skills preparedness and greater confidence in their professional roles. At

regional healthcare summits, more than 80 health practitioners and educators identified the need for skills such as process management, collaboration, critical thinking, and the ability to contribute across the patient care continuum.\textsuperscript{17} Lack of faculty curriculum development funding has hampered extensive efforts to renovate program curriculum.

The \textit{Building Nursing Pathways} project will help address this gap by shifting ADN program curriculum to an employer-supported, concept-based model, by redesigning the clinical experiences of students, by creating hybrid learning opportunities for students, and by integrating more focus on patient growth and development across the lifespan.

\textbf{4) Program attrition, particularly for low-skilled students.} Bellingham Technical College struggles with preparing and retaining nursing students, including those who are retraining. The high rates of attrition for diverse and at-risk nursing students are of particular concern. Researchers note that ADN programs provide “the greatest number of minority RN’s.”\textsuperscript{18} BTC’s ADN program could help diversify the regional workforce. BTC is the only college in the target region (and one of only four statewide) that uses an open admissions process for nursing students who are selected on a lottery basis (once they have met minimum requirements). As a result, the College has a comparatively diverse nursing student population, which includes retraining workers and veterans; the challenge is to move more students, particularly diverse students, to completion.

The \textit{Building Nursing Pathways} project will help address attrition by enhancing the professional development of faculty with programs such as Reading Apprenticeship (to provide contextualized, infused critical reading support), enhancing student support services (e.g., coaching and tracking), and providing Supplemental Instruction and tutoring for students who

\textsuperscript{17} \textit{Healthcare Leadership Workforce Summit} (May 23, 2012). Whatcom Community College. Bellingham, WA.

\textsuperscript{18} \textit{A Data-Driven Examination of the Impact of Associate and Bachelor’s Degree Programs on the Nation’s Nursing Workforce} (2011). Policy brief. American Association of Community Colleges: Washington, DC.
need extra help with writing and computer skills. BTC will also develop a Prior Learning Assessment program to allow well-prepared students to place out of prerequisite coursework for the ADN program.

5) **Need for specialized equipment.** Based on regional feedback from educators, healthcare industry members, and other partners, BTC needs to train its students to coordinate patient care and resolve conflicting patient care demands. Employers and other partners have found that the current educational model is inadequate. Students need more opportunities to practice workplace scenarios. However, limitations in student clinical opportunities pose a challenge. In response, the Building Nursing Pathways project will use current grant funding to create a state-of-the-art nursing simulation lab. The Washington Center for Nursing emphasizes that “clinical education must be redesigned in order to prepare students adequately for their future practice.” BTC’s ADN program will utilize a new type of clinical experience structure, where 25% of the clinical time will be spent in the simulation lab practicing relevant scenarios. This structure will not only increase clinical capacity, but provide a structured and intentional approach to the student’s clinical experience.

2. **Methodology and Work Plan**

i. Evidence-Based Design

**Review of and Use of Evidence for Program Design**

BTC is addressing SGA option #4: **developing career pathways for adult workers**, in its program design. BTC will develop industry-driven credentials, certificates and degrees, including an Associate Degree in Nursing (ADN), Medication Assistant, and a hybrid, blended LPN-RN option for incumbent workers. Curriculum work and clinical redesign strategies will be

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developed from evidence-based standards and strategies that are being piloted and/or supported by organizations such as the Oregon Consortium for Nursing Education (OCNE), North Carolina’s Associate Degree Nursing: Curriculum Improvement Project model, the Institute of Medicine, the Center for Disease Control, Institute for Healthcare Improvement and the National Center for Health Statistics. While the movement from content-saturated curriculum to concept-based curriculum models is still underway, preliminary study results show high rates of student satisfaction with the model, and there are indications that concept-based curriculum may have a powerful impact on self-assessment of professional competence in clinical and work settings. Studies of the use of Designated Educational Units in clinical settings have also shown positive preliminary results, with studies indicating that the model increased the quality of student learning experiences, increased learning of quality and safety competencies and strengthened the education and practice partnership.

The shift to simulation and simulation scenarios, accompanied by industry-standard equipment, will require that students are actively engaged in problem solving, care coordination and decision-making – reflecting primary skills that employers have identified and are seeking in new RNs. The simulation environment offers a safe environment for students to practice their clinical skills. Studies show that “[c]ritical thinking ability and knowledge gain increase significantly using patient simulation; as well as increas[ing] the ability to transfer learning to the clinical setting and decrease anxiety.” The College will implement other technology-enhanced learning initiatives, including use of iPads, industry-standard systems and other tools in the classroom. Research shows that the use of these tools enhances learning, teamwork, course

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discussions, team projects, presentation skills, and student competence with informatics, critical thinking, and translating evidence to practice.\textsuperscript{24}

The proposed instructional strategies that will benefit the targeted student populations, including Reading Apprenticeship model, have strong data results from multiple studies. Research shows that the use of the RA model by Achieving the Dream colleges and others has resulted in substantially higher retention rates, higher GPAs, student engagement with faculty, and student reading comprehension levels.\textsuperscript{25,26} Results show that students participating in a Supplemental Instruction (SI) program earned higher final course grades and withdraw less often than non-SI participants. Data demonstrate higher reenrollment, GPA and graduation rates.\textsuperscript{27}

Research also points to the importance of robust PLA programming for veterans as well as other students, and the value of intensive student support services. Data show that prior learning assessment (PLA) substantially improved student graduation rates, regardless of student demographics, type of institution attended, degree of academic preparation, and whether or not student received financial aid. Students with PLA who pursued Associate of Applied Science degrees shortened their time to degree by 2-5 months.\textsuperscript{28} Targeted and wrap-around services for students, and particularly veterans, has been shown to have powerful positive effects. Study findings showed an approximately 9-12\% increase in student retention rates for coached vs. non-coached students in the first year of the intervention. Effects of coaching were also shown to be persistent, with a 15\% increase in retention over a two year period after conclusion of the

\textsuperscript{24} Incorporating iPad Technology to Enhance Practical Nursing Education at Yukon College (2012). Starks, Susan, and Claire Hills. 11th International Congress on Nursing Informatics. Yukon College, Whitehorse, Yukon, Canada.
\textsuperscript{25} Infusing Reading Apprenticeship in First Year Seminars: Talking to Text is Talking Success (2013). Schade, Trish and Nika Hogan. North Essex Community College and Pasadena City College.
\textsuperscript{26} Achieving the Dream: Community Colleges Count. Moving the Needle to Improve Student Success (2012). College Spark WA.
\textsuperscript{28} Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes (2010). The Council for Adult and Experiential Learning (CAEL).
Data show that “credit streamlining” (or PLA) on the part of an evaluator trained in PLA for veterans facilitates program completion for these students. Research also supports targeted assistance for veterans: critical support factors include streamlining and targeting programs and services for veterans, assigning advisors or counselors who are trained and experienced concerning veteran’s issues, including PTSD, and providing additional cultural assistance for veterans.  

ii. Stacked and Latticed Credentials

*Industry Engagement to Identify Credentials*

BTC will develop and award two different industry-recognized credentials: a Medication Assistant certificate and an Associate Degree in Nursing which will prepare students for licensure as Registered Nurses (through the two-year ADN program for new students and through a second-year hybrid LPN-RN option for incumbent LPNs).

BTC will create a Project Advisory Committee and Partner Communications Plan (both developed and implemented by the *Building Nursing Pathways* Project Manager), to continue building on existing industry organization and employer relations in an intentional and consistent way. This plan will facilitate continuous employer engagement during project development and implementation, particularly regarding development and assessment of industry-identified critical skills for ADN students. It will also foster these employers’ connections to our students – their incoming employees.

BTC will also join current regional healthcare improvement efforts through work with regional partners. These include local groups, such as the Northwest Alliance for Health Care Skills, the Clinical Redesign Advisory Board, local long-term care groups, the Northwest

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Nursing Clinical Placement Consortium, Washington State Centers of Excellence, WIBs and Round 1 and Round 2 projects such as Bellevue Community College’s Health e-Workforce Consortium, as well as national partners such as North Carolina’s Associate Degree Nursing: Curriculum Improvement Project, the Oregon Consortium for Nursing Education, and the National League for Nursing Accrediting Commission, to inform and improve its project.

**Plans to Stack and Lattice Credentials**

The new certificate and degree developed by the Building Nursing Pathways project are designed so that students can receive a certificate that will assist them in obtaining healthcare employment if they decide to exit the program prior to completion. The program structure will help students obtain work during the ADN program, exit prepared for RN licensure, and be able to continue on to an accelerated BSN at Western Washington University or at other universities. BTC has already worked to ensure that its ADN program will align with offerings across the State. A recent internal analysis of our current nursing curriculum concluded that its credits and content were inconsistent with the Institute of Medicine’s recommendation for seamless academic progression. Over the past year, BTC has worked with Washington Center for Nursing’s Academic Progression in Nursing project, funded by the Robert Woods Johnson Foundation, to develop an ADN pathway model that aligns with national licensure and accreditation standards, other ADN two-year educational programs, and State standards.

BTC’s new ADN degree will use Washington Community and Technical College Nursing Program’s standards for required prerequisite courses. BTC has worked closely with Western Washington University Nursing program faculty during development of their new RN to BSN program curriculum (starting Fall 2013), and will pursue development of a dual-admission and
enrollment model with WWU. BTC’s Medication Assistant program will be aligned with State and national standards.

The new certificate and degree represent skill sets strongly in demand by healthcare employers. Nursing Technician will not be a certificate, but currently enrolled ADN nursing students may register with the State and become employed as a Nursing Technician.

**Medication Assistant**

**Description:** Medication Assistants are certified to distribute medications in long-term care facilities, hospitals and other organizations under direct supervision. A student in the ADN program will be required to obtain basic certification as a Nursing Assistant (CNA) as part of the program pre-requisites. Typically, CNAs who have been working in a care facility for six months or longer can take 100 additional hours of study to become MA’s. BTC will develop a short Medication Assistant certificate option for current students that can be taken during the program and will enhance student employment opportunities while they are studying for their two-year degree.

**Nursing Technician**

**Description:** BTC ADN students who have completed the first year of the program may register and become employed as a Nursing Technician. A Nursing Technician is a current student employed for the purpose of giving patient care under the direction and supervision of an assigned registered nurse. This employment option will assist students in obtaining employment as they continue through the ADN program.

**Registered Nurse (RN)**

**Description:** Students who complete BTC’s ADN program may continue on after receiving their RN licensure through the 2+2 BSN model at Western Washington University or at other universities. They may also stop out and go to work and/or add complementary certifications or licensures. Registered nurses (RNs) provide and coordinate patient care, educate patients and the public about various health conditions, and provide advice and emotional support to patients and their family members.

**Registered Nurse (LPN-RN Option)**

**Description:** Incumbent LPNs can enter the second year of BTC’s ADN program and obtain RN licensure in one year. After receiving their RN, they may also proceed through the BSN two-year degree program at Western Washington University or other universities.

**Prior Learning Assessment (PLA)**

The College will implement a coherent PLA model. Through the grant award, the College will hire a Veterans Services and Prior Learning Assessment Coordinator to provide professional development in PLA for faculty and staff and to develop the PLA system for the targeted population. The Coordinator will work with faculty and staff to reinforce PLA as an effective strategy in serving adult learner and veterans, incorporation of PLA into the ADN program prerequisites, and development of college PLA procedures. This will ensure that PLA activities fit within the ADN program’s educational and accreditation plan. BTC will include an intensive orientation for targeted students to help them identify past experiences and acquired skills that
will transfer to ADN program prerequisites. This orientation will include a cross-walk of previous skills and experiences intended specifically for those students with military experience. Processes for awarding credit for prior learning will be determined using established standards. These standards have been developed by organizations such as the Council for Adult and Experiential Learning (CAEL), the American Council of Education (particularly their Guide to the Evaluation of Educational Experiences in the Armed Services), and the Washington State Board of Community and Technical Colleges. Using these standards, Prior Learning will be assessed in a variety of ways, including portfolio assessment and skills tests, which will incorporate information obtained through the intensive PLA orientation. Faculty will work closely with the Veteran’s Services & PLA Coordinator to develop standards and determine and award each candidate’s advanced placement, prerequisite or other course waivers.

**iii. Transferability and Articulation**

*Work with other colleges to strengthen programmatic transitions, develop articulation strategies*

Currently, BTC is working with the Washington Center for Nursing’s Academic Progression in Nursing project to align its proposed ADN program with State standards in terms of credit load and curriculum content. BTC will align its program with national standards, pursuing accreditation for the new degree through the Accreditation Commission for Education in Nursing (ACEN). The ADN program curriculum will be developed in collaboration with Western Washington University’s faculty and align with the university’s new BSN program.

Beginning in the first year of the project and on an on-going basis, the College will explore options for ADN program graduates to transfer to appropriate degrees offered by public and private universities such as Washington State’s online university (Western Governor’s
University of Washington – Bothell, Washington State University, Seattle Pacific University, Seattle University, and St. Martin’s University.

**iv. Online and Technology-Enabled Learning**

_Incorporation and Impact of Technology in Program Design and Delivery_

BTC will enhance ADN program instruction and content through innovative and effective use of technology to increase student learning and access. BTC will use online instructional technology to develop a new, hybrid LPN-RN option for incumbent LPNs that can be accessed by incumbent LPNs throughout the State after approval by the Washington State Nursing Care Quality Assurance Commission. This option would be modeled after and developed in consultation with the faculty from the LPN2RN program at Lower Colombia College. Their LPN2RN project was developed with State funds as part of the Rural Outreach Nursing Education project.

Faculty will implement technology-enhanced instructional strategies, including the classroom use of wireless tablet computers, and electronic textbooks and educational applications. Instructors will collaborate with industry partners to develop case study podcasts, asynchronous discussion board postings, game design simulations such as Second Life, and videotaped scenarios to enhance student learning outside the classroom.

In the simulation lab, faculty will use high-fidelity mannequins, microphones, cameras, a simulated phone system, and an electronic medical record (EHR) system in interactive clinical simulations developed in collaboration with industry partners. A video capture and playback system will be used to record faculty skill demonstrations and student rehearsal to allow for repeated viewing, self-evaluation, instructor feedback, remediation planning, and increased skill competence. The program will incorporate other tools that reflect standard technology systems.
in the healthcare industry, such as METI eDose, and a computerized medication management system. The increased competencies with technology that will come with participation in this enhanced program will positively influence student retention and learning, as well as increase employment outcomes: competence with informatics is a core nursing competency.

v. Strategic Alignment

*Governor’s Economic Development and WIA-WP integrated state workforce plan coordination*

The second goal in Washington State’s *Integrated Workforce Plan for Workforce Investment Act Title I and Wagner-Peyser Act Department of Labor Workforce Programs 2012-2017* is to provide “multiple pathways for employers and workers.” Objectives for this goal include expanding and supporting learning opportunities for workers at all stages of their education and career paths and increasing access to and acceleration through training programs. This goal and objectives align with the *Building Nursing Pathways* project’s focus on expanding learning opportunities and providing career and education guidance for its target population, focus on increasing ADN program capacity, and focus on providing effective PLA structures so that students can place out of prerequisite coursework.

The *Building Nursing Pathways* project includes participating members that represent major healthcare unions, hospitals, long-term care facilities, and other employers, community and technical colleges, four-year universities, and workforce agencies in the Northwest Washington region. Common interests on the part of all partners include increasing diversity of the healthcare workforce, enabling seamless career advancement through clearly defined pathway programs, and increasing education options and related career advancement opportunities for incumbent workers. Partners have met regularly throughout the past decade to devise local strategies to
address financial, scheduling, skill and life barriers that keep adults from retraining and advancing their education and careers.

BTC is engaged in significant initiatives that support College excellence and student success and will be leveraged to help ensure the success of the *Building Nursing Pathways* project, including the national *Achieving the Dream* initiative, the Department of Health and Human Services’ *Innovative Strategies to Increasing Self-Sufficiency* study project, Washington State’s *Student Achievement Initiative* (SAI), and the *Governance Institute for Student Success* (GISS) through the American Association of Community Colleges. BTC has reached out to previous TAACCCT grantees and industry associations for ideas on appropriate curriculum development, program design and student support.

The local WIB agency has successfully administered federally-funded employment and training programs for many years. The WIB operates the WIA Dislocated Worker, Adult and Youth programs and has been the facilitator for the Northwest Alliance of Healthcare, which includes all major healthcare providers in the target region. They are committed partners on the *Building Nursing Pathways* project, and will work closely with BTC to provide a critical role in tracking progress and outcomes. The local WIB will also provide intensive Career Navigator assistance and support, commit resources, advertise programs, recruit eligible adults for training and provide support services for students. This organization has extensive experience in overseeing student funding opportunities and tracking cohort data during training and after workforce entry utilizing the SKIES system.

<table>
<thead>
<tr>
<th>Collaborating Entity: Employers and Industry Associations</th>
<th>Proposed Role</th>
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</thead>
<tbody>
<tr>
<td>Contribute representatives for <em>Building Nursing Pathways</em> advisory committee, focus groups, skill panels and curriculum development processes. Provide BTC with regarding changing job competencies, credentialing and licensure needs of their workforce and information about anticipated job openings through growth and attrition. Provide clinical opportunities, including Designated Educational Unit model, provide feedback to the College regarding the efficacy of the training provided. Employ students and training completers.</td>
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<tr>
<td>Collaborating Entity: WIBs/ESD</td>
<td>Proposed Role</td>
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<tr>
<td>Help facilitate partnership, seek additional resources for expansion; assist with recruitment of unemployed, dislocated, incumbent and other targeted populations; fund individual training accounts; provide supportive services, including targeted Career Navigation services; help track participants and outcomes.</td>
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<thead>
<tr>
<th>Collaborating Entity: Educational Continuum</th>
<th>Proposed Role</th>
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</thead>
<tbody>
<tr>
<td>Share products, best practice strategies and experiences, align curriculum and develop further articulation agreements and strategies, including dual-admission, dual-enrollment programs. Provide industry connections, assist in the development and dissemination of relevant curricula.</td>
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<thead>
<tr>
<th>Collaborating Entity: Labor Organizations/Registered Apprenticeship programs</th>
<th>Proposed Role</th>
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</thead>
<tbody>
<tr>
<td>Serve on the Building Nursing Pathways advisory committee. Provide expertise in identifying employer and employee areas of need and in negotiating successful labor/management/education collaboration.</td>
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<thead>
<tr>
<th>Collaborating Entity: Community-Based Organizations/Non-Profit Orgs</th>
<th>Proposed Role</th>
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<tbody>
<tr>
<td>Facilitate economic development for special populations through education and support services. Provide leveraging and connections with current support and education projects and models, supply input into student support strategies and curricula.</td>
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<tbody>
<tr>
<td>Serve as consultants for curriculum development and student support training and design, facilitate connections and activities between the Colleges and industry partners.</td>
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</table>

vi. Alignment with Previously-Funded TAACCT Projects

*Provide a plan to reach out to grantees from Round 1 or 2*

The College has engaged State TAACCCT awardees and is planning to engage national TAACCCT Round 1 and 2 recipients to lay the groundwork for effective collaboration. Guidance has been received from awardees of multiple State, federal and private foundation awards, including the National Science Foundation, Robert Woods Johnson Foundation, Washington State Board for Community and Technical Colleges, and Northwest Health Foundation. This proposal has already been shaped and informed by their advice. If funded, the College will continue to pursue collaborations with entities such as the Council for Nursing Education in Washington State (CNEWS) to share information and best practices, collaborate on course and program content development and alignment, develop more articulation agreements, and continue to leverage existing efforts to achieve regional healthcare goals.
## vii. Project Work Plan: Building Nursing Pathways

<table>
<thead>
<tr>
<th>Activities</th>
<th>Implementers</th>
<th>Costs</th>
<th>Time</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#1. Develop new ADN with LPN-RN option and Medication Assistant Programs</strong></td>
<td>Lead: BTC Nursing Department</td>
<td>Total: $250,531&lt;br&gt;Equipment: $0&lt;br&gt;Year 1: $74,765&lt;br&gt;Year 2: $83,692&lt;br&gt;Year 3: $86,772&lt;br&gt;Year 4: $5,302</td>
<td>Start Date: November 2013&lt;br&gt;End Date: September 2016</td>
<td>Product: Curriculum Date Delivered: Medication Assistant - September 2015 Nursing Curriculum - December 2016</td>
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<tr>
<td>Develop &amp; implement programming, including clinical redesign</td>
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<tr>
<td><strong>#2. Develop articulation pathways</strong></td>
<td>Lead: BTC Student Services &amp; Nursing Department</td>
<td>Total: $240,065&lt;br&gt;Equipment: $0&lt;br&gt;Year 1: $65,479&lt;br&gt;Year 2: $82,602&lt;br&gt;Year 3: $86,682&lt;br&gt;Year 4: $5,302</td>
<td>Start Date: March 2014&lt;br&gt;End Date: June 2016</td>
<td>Product: Pathway Flow Chart Date Delivered: August 2016</td>
</tr>
<tr>
<td>Implement dual-admission, dual-enrollment model and expand opportunities</td>
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<tr>
<td><strong>#3. Initiate faculty professional development program</strong></td>
<td>Lead: BTC Nursing Department &amp; Project Staff</td>
<td>Total: $250,422&lt;br&gt;Equipment: $0&lt;br&gt;Year 1: $76,414&lt;br&gt;Year 2: $82,313&lt;br&gt;Year 3: $86,393&lt;br&gt;Year 4: $5,302</td>
<td>Start Date: January 2014&lt;br&gt;End Date: June 2016</td>
<td>Product: Training Materials Date Delivered: August 2016</td>
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<tr>
<td>Develop &amp; implement program to facilitate shift to concept-based curriculum</td>
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<tr>
<td><strong>#4. Create Simulation Lab</strong></td>
<td>Lead: BTC Nursing Department</td>
<td>Total: $428,808&lt;br&gt;Equipment: $89,055&lt;br&gt;Year 1: $190,232&lt;br&gt;Year 2: $114,597&lt;br&gt;Year 3: $118,677&lt;br&gt;Year 4: $5,302</td>
<td>Start Date: November 2013&lt;br&gt;End Date: December 2014</td>
<td>Product: Lab Set Up Manual Date Delivered:</td>
</tr>
<tr>
<td>Develop, purchase, install &amp; use new lab equipment</td>
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<tr>
<td><strong>#5. Create online and technology-enhanced learning environments</strong></td>
<td>Lead: BTC Nursing Department</td>
<td>Total: $631,627&lt;br&gt;Equipment: $0&lt;br&gt;Year 1: $79,252&lt;br&gt;Year 2: $189,297</td>
<td>Start Date: October 2014&lt;br&gt;End Date: June 2016</td>
<td>Product: Curriculum Date Delivered: September 2016</td>
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<tr>
<td>Develop, pilot &amp; bring to scale</td>
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</tbody>
</table>
| #6. Implement Student Support Program | Year 3: $357,776  
Year 4: $5,302 | 50% learning environments complete:  
September 2015  
100% complete: June 2016 |
|-------------------------------------|-----------------|------------------------------------------------------------------|
| Develop recruitment, retention, employment services | Total: $333,378  
Equipment: $0  
Year 1: $112,002  
Year 2: $105,997  
Year 3: $110,077  
Year 4: $5,302 | Start Date: January 2014  
End Date: September 2016  
Milestones:  
CRM functional: December, 2013  
Student satisfaction survey: June 2014  
Recruitment, Advisor, Navigator & Career Services department cross-training: July 2014  
Student satisfaction survey: June 2015  
Student satisfaction survey: June 2016 | Product: Best Practices Summary  
Date Delivered: December 2016 |
| #7. Provide targeted Veteran support and PLA model | Total: $252,565  
Equipment: $0  
Year 1: $70,480  
Year 2: $87,602  
Year 3: $89,181  
Year 4: $5,302 | Start Date: January 2014  
End Date: September 2016  
Milestones:  
Research current state & regional practices with Veterans and PLA: March 2014  
New policies and processes approved: June 2014  
Develop Baseline for Veterans & Student satisfaction survey: June 2015  
Create a 3-year plan for Veteran Support & PLA: June 2016 | Product: Best Practices Summary  
Date Delivered: December 2016 |
| #8. Provide continuous assessment | Total: $360,851  
Equipment: $0  
Year 1: $106,691  
Year 2: $107,899  
Year 3: $117,859  
Year 4: $28,402 | Start Date: November 2013  
End Date: September 2017  
Milestones:  
Year 1 Report: December 2014  
Year 2 Report: December 2015  
Year 3 Report: December 2016  
Compilation of all assessment/evaluation documents: October 2016  
Final Report: October 2017 | Product: Final Evaluation  
Date Delivered: October 2017 |
3. OUTCOMES AND OUTPUTS

Analysis of Outcome Projections

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Targets for all Participants</th>
</tr>
</thead>
</table>
| **1** Total Unique Participants Served | Year 1: 90  
Cumulative total number of individuals entering any of the grant-funded programs offered  
Year 2: 85  
Year 3: 60  
Total: 235 |
| **2** Total Number of Participants Completing a TAACCCT-Funded Program of Study | Year 1: 25  
Number of unique participants having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in any grant-funded program  
Year 2: 72  
Year 3: 60  
Total: 157 |
| **3** Total Number of Participants Still Retained in Their Program of Study or Other TAACCCT-Funded Program | Year 1: 55  
Number of unique participants enrolled who did not complete and are still enrolled in a grant-funded program of study  
Year 2: 55  
Year 3: 45  
Total: 155 |
| **4** Total Number of Participants Completing Credit Hours | Year 1: 90  
Total number of students enrolled that have completed any number of credit hours to date  
Year 2: 85  
Year 3: 60  
Total: 235 |
| **5** Total Number of Participants Earning Credentials | Year 1: 25  
Total number of participants completing degrees and certificates in grant-funded programs of study  
Year 2: 72  
Year 3: 60  
Total: 157 |
| **6** Total Number of Participants Enrolled in Further Education After TAACCCT-funded Program of Study Completion | Year 1: 5  
Total number of students who complete a grant-funded program of study and enter another program of study  
Year 2: 10  
Year 3: 15  
Total: 30 |
| **7** Total Number of Participants Employed After TAACCCT-funded Program of Study Completion | Year 1: 10  
Total number of students (non-incumbent workers only) who completed a grant-funded program of study entering employment in the quarter after the quarter of program exit  
Year 2: 45  
Year 3: 35  
Year 4 (follow-up only): 25  
Total: 115 |
| **8** Total Number of Participants Retained in Employment After Program of Study Completion | Year 1: 8  
Total number of students (non-incumbent workers only) who completed a grant-funded program of study and who entered employment in the quarter after the quarter of program exit who retain employment in the second and third quarters after program exit  
Year 2: 41  
Year 3: 32  
Year 4 (follow-up only): 20  
Total: 101 |
| **9** Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment | Year 1: 15  
Total number of students who are incumbent workers and who enrolled in a grant-funded program of study who received an increase in wages after enrollment  
Year 2: 20  
Year 3: 15  
Year 4 (follow-up only): 15  
Total: 90 |

i. Analysis of Outcome Projections

**Targets**

BTC will replace its existing nursing programs with a new Associate Degree in Nursing and new certificate in Medication Assistant. BTC has determined appropriate outcome targets based on analysis of student outcomes for the planned programs, and all outcome measures have been
reviewed for accuracy and for alignment with DOL’s specific outcome measure definitions. The targets fit into the overall timeline of grant implementation. Development of activities and outcomes will start immediately, with implementation for many activities beginning in the first, second or third quarter after the start of the grant period. BTC is committed to achieving these outcomes and ensuring that the annual targets are met.

**Balance of Deliverables and Outcomes**

A total of 235 participants are expected to benefit from services. Of these impacted students, over 150 are projected to complete their designated program. Deliverables are data-driven, complex, original and innovative, and are much-needed by the service area of five urban, suburban and rural counties and by the multiple educational, industry and workforce organization partners. Grant costs factor in necessary but expensive equipment needs to expand and provide new equipment for training labs and to provide clinical experiences for students. A variety of grant products including simulations scenarios and articulation agreements, will be developed. The project reflects a significant commitment of grant and leveraged resources to intensive student support, innovative training models and a strong commitment and willingness by partners to collaborate and share. The *Building Nursing Pathways* project will provide a new and innovative nursing education model for the region and the State.

**ii. System or Process for Tracking and Reporting Outcome Measures**

**Existing Tracking Procedures**

Bellingham Technical College and its partners currently track students’ demographic, socioeconomic, and employment characteristics using quantitative data from the college’s Student Management System (SMS), Washington Adult Basic Education Reporting System (WABERS), Washington State’s Student Achievement Initiative (SAI) and the Data Warehouse.
These systems track varied student metrics pertaining to demographics, enrollment, performance, and completion. Given the capability of the SMS to deliver data critical to project outcomes, BTC is primed to deliver critical information with minimal start-up effort. The Data Warehouse is integrated with Employment Security data and tracks employment. Release of participant SSN for tracking (past release rates are approximately 90%-95%) allow employment history to be tracked through the Washington State Employment Security Department.

Plan to Address Gaps in Tracking

The College has access to all data needed to fulfill DOL reporting requirements. Although BTC has systems to extract and present information from these data, these systems cannot be easily used by someone who does not know how to construct SQL queries. To help close this gap, the College will implement TracDat and Hobson’s Customer Relations Management (CRM) module (Retain), which will provide applications that can make data analysis and retrieval more transparent and accessible for all staff involved in the grant project. This implementation will assist the College in creating a “culture of evidence” around grant activities and outcomes. BTC is committed to synthesizing all resources to provide meaningful data for analysis and continuous project improvement.

iii. Using Data for Continuous Improvement

Plan for Formal Data Reviews

The College will utilize data captured during the course of quarterly and annual reporting as part of a cycle of continuous improvement, overseen by the Project Manager. The Project Manager will train all grant staff and partners regarding their roles in data collection, analysis and reporting, and ensure their easy access to data evaluation tools. At the end of every quarter, the Project Manager will send internal and appropriate partner staff formal reporting requests,
which will track grant-related items and activities such as expenses, accruals, leveraged resources, project activities, best practices, lessons learned, technical assistance needed, and student common measures data. The Manager will compile the data into a quarterly report format, review data to see if there are any issues or concerns, and contact staff as necessary.

<table>
<thead>
<tr>
<th></th>
<th>Monthly</th>
<th>Quarterly</th>
<th>Annually</th>
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<tbody>
<tr>
<td></td>
<td>Regular staff meetings</td>
<td>Advisory Committee review of all data measures against goals</td>
<td>All project participants, including external evaluation team, will review results of quarterly and annual outcome measures reporting</td>
</tr>
<tr>
<td></td>
<td>Review of program and fiscal measures against forecasts</td>
<td>Planning for next steps and improvement</td>
<td>Development and execution of mitigation strategies, if data indicates barriers to progress</td>
</tr>
<tr>
<td></td>
<td>Monthly review to ensure early identification of barriers and immediate opportunity for improvement</td>
<td>Development and execution of mitigation strategies, if data indicates barriers to progress</td>
<td>Development and execution of mitigation strategies, if data indicates barriers to progress</td>
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</table>

**Sustainability Plan**

Data collected for this project will serve BTC, nursing students, and employment partners beyond the project timeline and will provide an objective guide for long-term improvement and growth. The Project Manager will use best practices from BTC’s Achieving the Dream initiative (which has helped BTC establish data-driven, continuous improvement efforts), establish a regular reporting and assessment cycle, create data dashboards and conduct qualitative data collection and reporting schedules for ongoing checks to assess how grant strategies and activities are progressing. BTC will systematically integrate strategies that show strong outcomes to ensure continued success.

Grant funds will represent a significant, one-time investment in infrastructure improvements; subsequent changes will be sustained by Bellingham Technical College and its partner institutions during and after the grant period. In addition to implementing a strong professional development and student support model, this project will result in an ADN program model which will expand regional capacity for RN production. It will also lead to increased employer, labor, and workforce involvement in program development, implementation, and hiring, and increased
regional alignment of educational programs and courses. Embedded student support services will provide a model for intensive case management to smooth transitions between employment and education. Strategies requiring continued use of funds will be carefully compared with other cohorts to evaluate effectiveness, affordability, and sustainability.

4. **Organizational Profile & Project Management**

*Professional Qualities Required of Full-time Manager and other staff*

The full-time project manager position will require extensive experience in regional partnership building, program creation, alignment, implementation, and management. Qualifications will include an appropriate master’s degree, previous DOL grant management experience, excellent interpersonal and organizational skills, attention to detail, and proven record of project management, inter-organizational partnership building, and using innovative practices to meet performance outcomes. These qualifications will be sufficient to ensure that performance reporting, fiscal reporting, and procurement are conducted in accordance with grant requirements. This full-time project position will be hired within 4-5 weeks of grant award. For interim management needs, BTC’s Director of Grants and Special Projects, who has extensive experience writing and managing federal grant projects, will assist.

The fiscal, administrative management and marketing staff qualifications will include proven organizational skills, ability to put together and implement a comprehensive and effective marketing plan, the ability to set up fiscal and administrative systems that will work with multiple partners successfully, and an understanding of the ETA reporting and accountability requirements for administration of a DOL grant. Immediately upon award, current college positions will be expanded to include these grant assignments and new staff will be added to support critical areas as the grant is developed.
Management Structures

The *Building Nursing Pathways* project will build on strong, pre-existing organizations, partnerships, and agreements to facilitate efficient communication and management of all partners. Within the first quarter of project implementation, an internet site will be established to share all grant, program, and partner information. The project manager and support staff will serve as primary contact among partners, engaging in site visits, materials sharing, conference calling, emailing, and other communication methods to post reports, share updates, gather suggestions and provide ongoing feedback.

Systems and Processes

BTC will be the project’s fiscal agent. To ensure timely and accurate financial and performance reporting, BTC’s project manager will collect all data needed as each quarter ends. Student tracking will be included in a quarterly data request to appropriate partners. Quarterly reminders are also sent to all sources of leveraged funding. The financial and performance reports will be reviewed and certified by the College’s Vice President of Administrative Services and President. BTC’s Administrative Services division will facilitate all financial activities. The Vice President was the financial certifier for BTC’s recent DOL *Pipeline to Advanced Manufacturing Careers* grant project, and has overseen numerous federal, State and local grant funds. BTC ensures compliance with grant and contract fiscal and administrative requirements with professional staff, in the normal course of performing their assigned functions, preventing or detecting noncompliance on a timely basis. The Washington State Auditor audits State of Washington compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for a given year.
The College has an effective reporting system, which has enabled the College to submit all program and financial reporting for its most recent grants from ETA, DOE, USDA, and other sources on time. BTC employs expedient procurement processes. BTC utilizes all four procurement methods (Small Purchase, Sealed Bids, Competitive Proposals and Noncompetitive Proposals), depending on types of purchase and dollar thresholds as established by Washington State law.

BTC uses grant management practices that help ensure that grant activities are completed within the period of performance. The grant goals and outcomes act as a guide for all project activities, and will be laid out and revisited at initial and on-going staff and partner meetings. BTC will create a master timeline and tasklist, which will be reviewed and updated at meetings and as needed. The Manager will also review and use all materials submitted in partner quarterly reports to update these items.