# **ADVANCE CTE EXCELLENCE IN ACTION AWARD**

**PROGRAM SUMMARY**

Advance CTE is pleased to announce a call for applications for the fifth annual Excellence in Action awards, through which we recognize and honor superior Career Technical Education (CTE) programs of study from across the nation.   
  
**CRITERIA FOR JUDGING**

Selected programs will exemplify excellence in:

* Implementing Career Cluster®-based [programs of study](https://careertech.org/programs-study);
* Maintaining effective employer and business partnerships;
* Demonstrating alignment to rigorous and relevant college- and career-ready expectations;
* Demonstrating a clear progression of knowledge and skills and student transitions across secondary and postsecondary systems;
* Integrating successful career guidance and advisement;
* Integrating high-quality work-based learning experiences;
* Highlighting alignment to workforce and employer needs in the community; and
* Providing concrete data on the program of study’s impact on student achievement and success at both the secondary and postsecondary levels.

**ELIGIBILITY**

* This award is open to any secondary or postsecondary schools or colleges in the United States. Your school or institution may submit one application per [Career Cluster](http://careertech.org/career-clusters);
* The program of study must have at least one full graduating class;
* Your program must be eligible to receive funding from the Carl D. Perkins Career and Technical Education Act;
* Applications that do not include data to demonstrate positive impact on student achievement will not be eligible for consideration.
* If your program has received in an award in the past, you may not apply for that same Career Cluster. However, your school or institution may apply in a different Career Cluster.

**AWARD SUBMISSION REQUIREMENTS**

Complete applications will contain the following:

* A completed application including supplemental materials by the application deadline of **November 15, 2017 at 5 p.m. ET.**
* At least one letter of support from an employer or business partner supporting the program of study; and
* At least one additional letter of support from a partner (education, community or business) of your choosing.
* *Optional:* Supplemental materials including photos, videos, news articles, etc., are welcome but not required.

The application must be submitted using [this form](https://careertech.org/2018-excellence-action-application). The application must be submitted in a Microsoft Word format. Supplemental materials, including the letters of recommendation, must be combined and submitted as **one** PDF document.

*Please note:*

* Submissions should **not** include any personally identifiable student.
* The application does not have a page limit, however, many questions do have a word limit. Please do not submit responses that go beyond this limit. Also, submissions that do not contain all the required materials (a completed application, two letters of support and supplemental materials in the correct formats) will not be advanced for consideration.

**WINNERS WILL RECEIVE**

* A banner to hang in their school or institution;
* A digital banner to use in email and print materials as they so choose; and
* Travel and one hotel room for one night in Washington, DC for a representative to be recognized at an awards ceremony to be held the week of April 4-6, 2018.

**WINNERS WILL ALSO BE FEATURED IN**

* A national press release, which will be distributed to national media.
* A winner-specific press release to distribute to local media;
* A standalone one-pager;
* A standalone blog on the [Learning that Works blog](http://blog.careertech.org/);
* Representation on the Advance CTE [website](http://www.careertech.org).
* Many past winners have been featured in national conferences, in briefs and reports, on webinars and in the media.

**HOW TO APPLY**

* Fill out the following application.
* Once you have finished, complete [this form](https://careertech.org/2018-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

# **BACKGROUND INFORMATION**

1. Program of study name: Nursing Transition
2. Point of Contact  
    Name: Tony Pivec

Email Address: [tony.pivec@ictctech.com](mailto:tony.pivec@ictctech.com)

Phone Number: 918-348-7983   
Address: 2403 N. 41st Street East, Muskogee, OK 74403

1. Applicant’s School/College: Indian Capital Technology Center
2. State: Oklahoma
3. Type of institution (click the box to check)

Area technical center

Career academy

Comprehensive high school

Community college

Technical college

Other (please specify)

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| --- |
|  |

1. Career Cluster in which your program of study should be considered (Follow this link for a further explanation of each Career Cluster [careertech.org/career-clusters](http://careertech.org/career-clusters)) **(Select only ONE):**

Agriculture, Food & Natural Resources Career Cluster

Architecture & Construction Career Cluster

Arts, A/V Technology & Communications Career Cluster

Business Management & Administration Career Cluster

Education & Training Career Cluster

Finance Career Cluster

Government & Public Administration Career Cluster

Health Sciences Career Cluster

Hospitality & Tourism Career Cluster

Human Services Career Cluster

Information Technology Career Cluster

Law, Public Safety, Corrections & Security Career Cluster

Manufacturing Career Cluster

Marketing Career Cluster

Science, Technology, Engineering & Mathematics Career Cluster

Transportation, Distribution & Logistics Career Cluster

In three sentences or less, describe your program of study, including the secondary and postsecondary components and how long the program of study has been in place.

The Nursing Transition program enables qualified high school seniors, who have successfully completed one year of Health Careers Certification, to enroll in the Practical Nursing program, graduate within six months following high school graduation, and be ready to attend college in January. After high school graduation in May, students continue in the Practical Nursing program as full-time, post-secondary students, and upon graduation in December, are eligible to take the NCLEX-PN for licensure as Practical Nurses and begin college in January if they desire.  This successful program has had positive student outcomes including retention, licensure, and job placement since its inception in August 2011.

1. Please check the geographical and demographic setting for your program of study and describe the geographic and economic conditions of the region served by the school.

Urban

Suburban

Rural

Other   
  
Indian Capital Technology Center is comprised of four (4) campuses located in the far eastern part of rural Oklahoma. Our district serves 7 counties and approximately 50 school districts with a district population of 229,053 based on 2010 census data. Approximately 59.2% of our student population is Caucasian, 24.2% is American Indian, 6.1% is African American, 6% is Hispanic, 4.3% is two or more races, and 0.3% is Asian. 68.4% of our secondary student population is economically disadvantaged.

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# **STUDENT POPULATION & DATA**

1. Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on student achievement will not be eligible for consideration. (100 word limit)  
     
   This program serves qualified high school seniors (male and female) who have successfully completed one year of Health Careers Certification, and allows them to enroll in the PN program, graduate within six months following high school graduation, and be ready to attend college in January. After graduating in May, students continue in the PN program as full-time, post-secondary students, and upon graduation in December, are eligible to take the NCLEX-PN for licensure as Practical Nurses and begin college in January.  This program has had positive student outcomes including retention, licensure, and job placement since its inception in August 2011.

**NOTE**: Please specify if and when you are using a percentage with a different denominator (e.g., seniors) than the one listed.

**When completing the data section, please only use percentages and include data that is from your program of study, not the entire school/institution. Additionally, only include data where students are eligible to participate (e.g., only seniors in high school will be eligible for the section asking for percent of seniors who graduated high school, so only seniors should be included in that data; if your work-based learning only occurs within a specific grade level, only include them in your data for that category.)**

|  |  |  |  |
| --- | --- | --- | --- |
| SCHOOL YEAR | 2014-15 | 2015-16 | 2016-17 |
| **SECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** |  |  |  |
| % male students | 14% | 0% | 25% |
| % female students | 86% | 100% | 75% |
| % minority students | % | 50% | 50% |
| % low-income students | 50% | 58% | 50% |
| % students with disabilities | 0% | 0% | 0% |
| % English language learners | 0% | 0% | 0% |
| Other relevant *demographic* data |  |  |  |
| % of students who earned postsecondary credit (dual enrollment, AP, etc.) | 100% | 100% | 100% |
| % of students who earned an industry-recognized credential | 100% | 100% | 100% |
| % of students who participated in work-based learning | 100% | 100% | 100% |
| % of seniors who graduated high school (who were eligible/seniors) | 100% | 100% | 100% |
| % of graduates who enrolled in postsecondary education (who were eligible/seniors) | 86.6% | 91.6% | 75% |
| % of graduates who entered the workplace and/or military (who were eligible/seniors) | N/A | N/A | N/A |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **Total number of students served by your program of study** |  |  |  |
| % male students | 12.5% | 8% | 0% |
| % female students | 87.5% | 92% | 100% |
| % minority students | 29% | 33% | 50% |
| % low-income students | 75% | 54% | 58% |
| % students with disabilities | 0% | 0% | 0% |
| % English language learners | 0% | 0% | 0% |
| Other relevant *demographic* data |  |  |  |
| % of students who completed postsecondary/earned a degree or certificate (who were eligible) | 83.3% | 92.8% | 83.3% |
| % of students who earned an industry-recognized credential (who were eligible) | 100% | 100% | 90% |
| % of graduates who entered the workplace and/or military (who were eligible) | 100% | 83.3% | 100% |
| % of graduates who transitioned to further postsecondary education (who were eligible) | N/A | N/A | N/A |

1. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data.

The data provided in the graph above came from student demographics reports within ICTC’s student information system – PowerSchool. This can be accessed at: <https://ictctech.powerschool.com/admin/pw.html> Other data relating to enrollment, completion/retention, and job placement was retrieved from the Oklahoma Department of Career and Technology Education state follow-up reports for the years listed.

1. How does your school or institution ensure equitable access and outcomes for students with diverse backgrounds? (150 word limit)

In addition to meeting all regulatory compliance issues such as Non-Discrimination Statements and Disclosures ICTC has philosophy that every student is trainable and believes that if a student is employable then it is our responsibility to give them the opportunity to attend classes. ICTC has a very effective selection and enrollment process which eliminates the chance for discrimination against students from special populations. The enrollment system includes multiple criteria that results in students from all populations being spread throughout the CT programs offered.

Once students from special populations are accepted it becomes the responsibility of the Special Needs Specialist to identify individual needs and educate the instructors of requirements and accommodations needed**.**

All publications videos and marketing materials are targeted to all populations. ICTC programs are not identified as gender or ethnicity specific and no group is discouraged to enroll based on a perceived traditional or non-traditional field.

1. If applicable, what strategies or technologies do you use to close access gaps? (e.g. integrated digital learning, virtual work based learning.)

Indian Capital Technology Center uses “Canvas” as its Learning Management System. This digital system allows students and instructors access to tutorials and learning modules that will assist with closing access gaps. Some of these modules will be specifically designed to address barriers to success that Non-Traditional students can expect to face upon completion of a career major and seeking employment. Indian Capital Technology Center also utilizes the services of a Carl Perkins funded Co-Op Educator to work as a specialist in the Full-Time Day Programs. This individual will help train our students in utilizing the OKCareer Guide website. This website has invaluable resources to assist with preparation for entering the workforce and or gaining access to college.

1. What activities does your school or institution do to recruit elementary, middle, high school students and/or adult learners into the program of study? Please provide examples. (150 word limit)

ICTC hosts summer camps for middle school aged students during June and July highlighting specific career programs to targeted audiences. This has included health, manufacturing, construction, bio-med, and welding. We also host TechFests for 8th and 10th graders in addition to other student tours showcasing all full-time day programs including Nursing Transition. ICTC Counselors visit elementary, middle school, and high school students in all our partner schools throughout the district advising them of our program offerings. In addition, we promote all programs of study through printed materials such as program flyer and brochures as well as through social media and our web site.

Finally, Nursing Transition instructors visit all ICTC Health Careers classes during the early Fall semester and regularly communicate with High School Counselors to provide information and answer questions regarding program requirements and application deadlines.

1. Is your program of study associated with a Career Technical Student Organization (CTSO)? If so, which one(s) and in what way(s)? (Check the [approved list](http://www.ctsos.org/ctsos/) of CTSOs) (50 word limit)

The ICTC Nursing Transition program is associated with the HOSA CTSO where our students are active participants in student leadership conferences and competitive events at the state and national levels. They also participate in various community service projects which benefit specific causes.

1. Describe how career guidance/advisement is integrated into your program of study to support students’ completion of the program of study and entry into additional education/training and/or a successful career. Where applicable, describe the tools (individual career and academic plans, career exploration websites, etc.) that are provided to learners and how they are used. (200 word limit)

ICTC has a dedicated Student Services and Instructional Services department at the district level as well as staff at the campus levels to provide the necessary support for all students to be able to utilize the educational opportunities available to them. Student Services staff are equipped to help students focus on what they should know and be able to do within their educational domain in order to develop into contributing members of our society through academic development, personal/social growth, and career development. We do this through career exploration, individual plans of study, pre-employment training, career portfolios, etc.

The Student Services staff is involved in various aspects of a student’s educational career beginning with recruitment, enrollment, and financial aid, and continuing with remediation, individual planning, and responsive services. The career guidance and counseling program follows guidelines issued by the Oklahoma Department of Career and Technology Education, adapted from the National Career Development Guidelines.

ICTC utilizes a comprehensive guidance program vital to successful advisement, completion of training, and the ultimate job placement of our students. Our Student Services department provides a guidance staff that includes Counselors, Career Placement Specialists, Financial Aid Specialists, a Special Needs Instructor, Integrated Academic Instructors, and support staff.

# **COLLEGE- AND CAREER-READY STANDARDS/EXPECTATIONS**

1. Please describe how your program of study was developed and how it ensures students are academically and technically prepared for postsecondary education and careers. Please also address the following:
   1. How were employers involved in the development and/or maintenance of your program of study?
   2. How does this program of study meet the economic needs of your community?
   3. How does this program prepare students for postsecondary education? (if applicable)
   4. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

Administrators of health programs simply wanted to find ways to better benefit both adult and high school students, as well as the community by providing an increased number of practical nurses in the workforce. Another inspiration was a desire to give Indian Capital students optimal opportunities to streamline their education by articulation from high school to post-secondary education.  After brainstorming several ideas, “Nursing Transition” was developed and presented to instructors and the superintendent of Indian Capital Technology Center. The program was also presented to and received full approval by the Oklahoma Board of Nursing.

“Nursing Transition”, would allow students to receive limited credit from their secondary Health Careers Certification program, begin the practical nursing program during their senior year, and graduate six months following their high school graduation.  Should students desire to continue their education in a higher level of nursing or other area, completion of the program in December would allow them to enroll and begin in January.

a. Employers are annually surveyed regarding needs in their respective facilities. The potential in growth for employment for LPN’s was evident, as was positive feedback regarding Indian Capital graduates in the nursing field. The input and feedback from employers and members of the advisory committees supported the proposed program.

b. The program helps to meet the economic needs of the community by providing an increased number of licensed practical nurses.  It also provided an alternate “pool” of new employees with graduates complete the program in December, as opposed to the other LPN programs at ICTC which exit graduates in May.

c. Nursing Transition’s strength is preparing students for post-secondary education.  High school seniors are earning credit for a post-secondary program. When students complete the program in six months following high school graduation, they are ready to take the NCLEX-PN licensure exam and gain employment as practical nurses. Should they desire immediately or at a later time to attend college, the program is a stepping stone for continuing their education. Graduates wishing to become registered nurses may take advantage of RN bridge programs offered by area colleges. Another unique factor is that just within the ICTC geographic district, there are educational institutions that provide opportunities for continuing nursing education at the associate, bachelor, and master levels. An additional advantage for graduates is the ability to work as an LPN and earn good wages while continuing their education.

d. Both secondary and post-secondary educators were involved in the development of the program, and remain as key components in the maintenance of its success. The concept was conceived by health program administrators with previous experience as post-secondary educators in the practical nursing classroom. The idea was presented to and discussed with secondary educators in Health Careers Certification programs. Indian Capital was fortunate in that the current HCC instructor had previously taught Practical Nursing; this provided valuable insight from experience with both the abilities and knowledge of HCC students as well as the expectations of the PN curriculum and program rigor. This instructor was ideal to instruct the program due to her knowledge and experience in both programs.

As the program was started and continued to evolve, it was vital that the HCC instructors play key roles in promoting the program and preparing potential students for the program. Communication and positive relationships between the Nursing Transition instructor and the HCC instructors of utmost importance. Also critical, was development of communication and relationships with other practical nursing faculty, as the Nursing Transition instructor became part of that group.

As the program evolved, improvements and adjustments were implemented. One of those adjustments was the combining of the Nursing Transition students with the adult practical nursing students for Anatomy & Physiology. This adjustment was made for various reasons, but one of the outcomes was that the adult program instructors developed relationships with the Transition students, and the combination of both classes brought cohesion among students and faculty.

Another factor related to cohesion and collaboration involves administration. Because secondary students are enrolled in the program, secondary and post-secondary administrators work collaboratively to oversee students, curriculum, instruction and outcomes of the program.

1. Which technical, academic and/or employability skill standards does your program of study incorporate at the secondary and/or postsecondary level and how? (Please list the standards you use and be specific regarding how your program uses industry, national, state and/or locally-developed standards) (250 word limit)

|  |  |
| --- | --- |
| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | The academic standards for students are set forth by the following:   * Oklahoma Department of Education for high school graduation. * Grading and progression standards set forth by the sending high school * Grading and progression standards set forth for high school students enrolled in Health Careers Certification at Indian Capital Technology Center * Grading and progression standards set for post-secondary student/Adult Health Careers/Practical Nursing at Indian Capital Technology Center |
| Career Cluster or Technical Standards | * Oklahoma Department of Career and Technology Education state wide PN curriculum standards * Oklahoma Board of Nursing curriculum standards * National Council State Boards of Nursing curriculum/and practice standards for candidates taking the NCLEX-PN |
| Employability Standards | * Oklahoma Board of Nursing Licensure standards |
| Other |  |

The student plan of study outlines courses required for high school graduation in the state of Oklahoma. This ensures a foundation of science, math, literacy & communication skills required of professionals entering health professions. Indian Capital Technology Center’s Heath Careers Certification curriculum further develops that foundation with emphasis being placed on health professions. The Nursing Transition (Practical Nursing) curriculum employs academic standards that align with nursing programs and allied health professions across the state and nation to ensure graduates are prepared for practice. Students graduating from Indian Capital Technology Center must ensure 80% competency in all course work once enrolled in the Nursing Transition (Practical Nursing) curriculum their senior year. Technical standards taught in the program have been cross-walked at the local and state level to ensure curriculum/technical standards align with the National Council for State Boards of Nursing’s NCLEX-PN test plan. The test plan is regularly examined by NCSBN, aligned with industry standards and expectations, and adjusted. This process ensures certification exam meets minimum levels of safe practice for graduate taking and passing the exam. The exam is endorsed by all state boards of nursing/regulatory agencies, including Oklahoma. Graduates must pass this national exam before they are issued a state license to practice as a Practical Nurse. Graduates may not be employed as an LPN unless they have passed the exam and area issued a license by the state board of nursing.

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

1. Please fill out the chart below, and describe your program of study’s course sequence by grade level, including the relevant or required academic and technical courses, as well as other required activities.   
     
   Make sure to highlight the course sequence that bridges secondary and postsecondary education, and explain how your program of study ensures students gain the broader Career Cluster-level knowledge/skills and, over time, gain the more specific occupation-level knowledge/skills as they progress through the program of study. You can also include graphics or [plans of study](http://careertech.org/sites/default/files/PlanStudy-CareerCluster-AG_0.pdf) of the course sequence in lieu of filling out the chart below.

Students begin the state of Oklahoma plan for high school graduation beginning their freshman year of high school. During the junior year of high school students enroll in Indian Capital Technology Center’s Health Careers Certification Class (HCC). During this year they complete core curriculum that provides an overview of health profession. The curriculum also includes Medical Terminology, First Aid/CPR and certification Nursing Assistant. The sending high school may also give a high school science credit for basic anatomy and physiology, and issues elective credit for the remainder of the HCC curriculum (2 credits). Students wishing to pursue a profession as a nurse/Licenses Practical Nurse may apply to the Nursing Transition program during the senior year as well. Those admitted will begin course work listed in the practical nursing curriculum plan. They will receive credit for Medical Terminology, First Aid/CPR and Certified Nursing Assistant course work completed during the junior year. Additionally during the senior year students will enroll in advanced Anatomy/Physiology, Introduction to Nursing, Fundamentals of Nursing, Pharmacology & Intravenous Skills, & Medical Surgical Nursing I. Upon high school graduation, the student immediately is classified as an adult student (Year 13) and completes the reminder of the courses listed in the practical nursing curriculum plan by December immediately following their senior year (6 months following high school graduation).

Graduates are immediately eligible to sit for the NCLEX-PN. Upon successful completion graduates are eligible to license to work as Licensed Practical Nurse.

In addition to employment as and L.P.N., students may choose to further their education by taking advantage of the career ladder option at Connors State College or other areas two or four year universities.

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| --- | --- | --- | --- | --- | --- | --- |
| Grade/Year | English/Language Arts | Math | Science | Social Studies/ Sciences | Other Required Courses/Other Electives/Learner Activities | CTE Courses and/or Degree Major Courses |
| **9** | 1 credit  English I | 1 credit  (Algebra I and above) | 1 credit  (Physical Science) | 1 credit  (Oklahoma History/  Government) | 1 credit  Foreign Language/or computer technology  1-2 credits of additional electives |  |
| **10** | 1 credit  English II | 1 credit  (Algebra I and above) | 1 credit  (Biology) | 1 credit  (US History) | 1 credit  Foreign Language (same as above)/or computer  1 credit  Fine Arts  1 credit of additional electives |  |
| **11** | 1 credit  English III | 1 credit  (Algebra I and above) | 1 credit  (Rigor above Biology or Physical Science) | 1 credit  (World History) |  | Health Careers Certification  2 credits (elective)  Includes Medical Terminology and Certified Nursing Assistant.  \*\* See Attached PN Curriculum Plan  1 science credit for Anatomy /Physiology  (Sending high School transcripts as a science credit) |
| **12** | 1 credit  English IV |  |  |  | Additional electives or concurrent college enrollment  (2-3credits) | Nursing Transition 1  Practical Nursing Curriculum  (3 credits)  \*\* See PN Curriculum Plan (shown below) |
| **13** |  |  |  |  |  | Completion of the Practical Nursing Curriculum  \*\* See PN Curriculum Plan (shown below) |
| **14** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Plan – Practical Nursing**  **1463 Hours** | | | **Nursing Transition** |
| **Course** | **Hours** | | **Year** |
| Long Term Care Nurse Aid | 59 | 16 | High School Junior  Year 11 |
| Medical Terminology | 45 |  | High School Junior  Year 11 |
| Anatomy and Physiology For Practical Nursing (Advanced) | 120 |  | High School  Senior  Year 12 |
| Introduction into Nursing | 40 |  | High School  Senior  Year 12 |
| Fundamentals of Nursing | 160 |  | High School  Senior  Year 12 |
| Pharmacology and IV Therapy Skills | 66 |  | High School  Senior  Year 12 |
| Clinical Nursing I |  | 80 | High School  Senior  Year 12 |
| Medical Surgical Nursing I | 78 |  | High School  Senior  Year 12 &13 |
| Maternal Newborn Nursing | 45 |  | Post-Secondary  Year 13 |
| Pediatric Nursing | 45 |  | Post-Secondary  Year 13 |
| Medical Surgical Nursing II | 78 |  | Post-Secondary  Year 13 |
| Clinical Nursing II |  | 224 | Post-Secondary  Year 13 |
| Mental Health | 40 |  | Post-Secondary  Year 13 |
| Clinical Nursing III |  | 232 | Post-Secondary  Year 13 |
| Transition into Practice | 15 |  | Post-Secondary  Year 13 |
| Clinical Nursing IV |  | 120 | Post-Secondary  Year 13 |
|  | **791**  **Theory/Lab** | **672**  **Clinical** |  |

1. How do you ensure that CTE instruction and coursework is integrated with core academics?

Pre-requisites for the Nursing Transition program include completion of the Health Careers Certification (HCC) program as a high school Junior, which includes successful completion of Anatomy and Physiology, Long-Term Care Nurse Aid curriculum and certification, and the completion of a 45 hour Medical Terminology course. At the completion of this program the students receive high school credit for Anatomy and Physiology as a lab science. Before beginning the Nursing Transition course as seniors, all sending school counselors for each student are contacted and required credits for graduation are carefully examined to ensure that all core academic requirements are met. Indian Capital Adult Health Careers campus also has a counselor who assists with student needs and advisement. Core courses, such as reading, English and math, are integrated and relevant throughout the Nursing Transition curriculum.

1. List the opportunities for students to earn articulate and/or transcript dual enrollment credit across K-12 and postsecondary, such as AP/IB, dual and concurrent enrollment, capstone experiences and/or transcripted credit articulation agreements. (250 word limit)

During the senior year of high school (Year 12), students are transcripting credit in the post-secondary Practical Nursing program. This credit is equivalent to a total of 525 clock hours. Additional students are given credit for 120 clock hours completed during their junior of high school (Year 11).

1. Please provide information on **at least three partnerships** with *education institutions and groups* your program of study has, and describe how these partnerships have been built, maintained and sustained over time. Use this space to specifically address the secondary and postsecondary partners that contribute to and maintain this program of study.

|  |  |  |
| --- | --- | --- |
| **Education Partnership Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Connors State College | Connors State College (CSC) offers a career ladder program which allows for applying for advanced standing for LPN’s pursing an associate degree in nursing.  The Muskogee, Oklahoma area has benefited from the Muskogee Area Education Consortium for many years. It was through this group that the long-standing relationship resulting in partnerships between ICTC and CSC developed. The two entities have also partnered in offering degrees in other health programs such as OTA and PTA.  Within the past five years, both schools have completed construction of Health Science Buildings located in the educational complex of ICTC and CSC, and are directly across the street from each other. This close proximity allows for sharing of resources such as labs and library, as well as convenience for academic advising and other services. | This partnership has been active since the early 1990’s and increasing grew with the formation of the Muskogee Area Education Consortium. |
| City of Muskogee Foundation | Proceeds from the foundation supports the program of study by helping to fund scholarships to high school seniors across the area. ICTC students have been recipients of these scholarships. In addition, the foundation formed an alliance with adult health programs to provide scholarships specifically for health care. | This was developed in 2007.  The city of Muskogee completed several community assessments to identify need gaps for the community. One of the gaps identified was shortage of health care professionals. Exploring ways of addressing this need led to the current partnerships. |
| Northeastern State University | The bachelor of science in nursing program has worked closely with both ICTC and CSC to create bridging opportunities for nurses in Northeastern Oklahoma. As the number of associate degree level nurses has grown, so has the need for career ladders to both the BSN and MSN levels. NSU now offers the MSN, which further expands opportunities for seamless nursing education in our area. Because of the increasing numbers of students that attend these three entities (ICTC, CSC, and NSU), collaboration on curriculum and industry needs have been ongoing.  In addition, their faculty play active roles on the advisory board for the Nursing Transition program. | NSU began the BSN program in the mid 1990’s. The partnership began to grow with the development of the program through the Muskogee Area Education Consortium. |
| Area High Schools | Indian Capital Technology Center districts serves approximately 51 area high schools. Relationships and collaboration is vital for the success of students. High schools grant credit as appropriate for students attending and completing specific courses at Indian Capital.  Instructors, counselors, and administrators from ICTC and the high schools communicate and work closely together to ensure that academic and other needs of students are met. They work cooperatively to ensure that students are directed toward areas of education and training that afford them the best opportunities for success. | Indian Capital has experienced long-standing, positive relationships with high schools in the district since it opened its doors for classes on the Muskogee campus in 1970.  The Nursing Transition program did not begin until 2011, but benefited from the rich history of the collaboration between area high schools and ICTC. |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. Please describe how your program of study is aligned with the needs of the workforce and industry in your community. Make sure to include information on how the program of study helps meet workforce demand identified by business and industry. If applicable, what labor market data does your program of study use to align to workforce needs? (250 word limit)

The program of study is aligned with workforce and industry needs by addressing the shortage of nurses and nursing assistants.  Emphasis for the Nursing Transition (Practical Nurse) program is place on the shortage of LPN’s.

The shortage of nurses and allied health professionals has been recognized nationally, but is especially notable in rural areas of our country.  This is true in rural Oklahoma where Indian Capital Technology Center trains individuals for the workplace.

Following the completion of the junior year of high school and completion of nurse aid certification, students my work as nursing assistants.  Students can work in this job area through completion of the Nursing Transition (Practical Nursing) program which occurs six months after high school graduation. At that time individuals are eligible to license and obtain entry level employment as a practical nurse with a starting salary ranging from $18-$20 per hour.  Additionally graduates may continue to peruse their degree as a Registered Nurse by taking advantage of career adder programs located in area colleges and universities.  This option further facilitates the transition of individuals to a degree as a registered nurse which is another high demand occupation.

Members of the workforce representing area health care agencies participate in advisory committees for the program.  These individuals update faculty and administration on workforce needs and use of LPN’s in their respective facilities and the community.

1. Are ALL students in the program of study required to participate in a work-based learning opportunity? YES or NO.

Yes, all students must participate in clinical practice and preceptorships.  These hours are integrated into the program of study curriculum.

1. Please describe the work-based learning opportunities available to students who participate in this program of study. (250 word limit)

Several work-based opportunities are available as the students’ knowledge expands. The students are required to enter the course with their long-term care nurse aid certification, many of the students are working part-time or have worked in long term care facilities. In the spring semester of the program, students participate in a long term care experience and transition to acute care settings in congruence with the progression of the curriculum. Students are assigned to patients and are expected to provide a high level of care with support from instructor and facility staff. Additionally, students may take the Certified Medication Aide exam after they have successfully completed Pharmacology. In the final course of the program, students complete 120 hours with a preceptor who is must be an approved, experienced license nurse, which provides the opportunity to work one-on-one with the preceptor during his or her normal work schedule. The instructor also provides consistent monitoring and communication related to students’ progress. In total, students complete a minimum of 672 hours of work-based learning opportunities at various types of health care facilities.

1. Please list the industry-recognized credentials/certifications/licenses offered/required. If your program of study does not include industry-based credentials/certifications, please explain why. (200 word limit)

|  |  |
| --- | --- |
| **Offered** | **Required** |
| Licensed Practical Nurse | Long Term Care Nurse Aid |
|  |  |
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Long-Term Care Nurse Aid: Students must have a current certification as a Long-Term Care Nurse Aid to be qualified for entry into the program. This training is provided in the Health Careers Certification program during the students’ junior year, which is also a prerequisite for Nursing Transition. Certification ensures that students have mastered the required skills and theory information prior to entering the nursing courses.

Licensed Practical Nurse: Licensure as a practical nurse is the goal and purpose of the Nursing Transition program. Students are eligible to take the NCLEX-PN after successful completion of the program and apply for state licensure.

1. Please describe how you ensure the instructors teaching this program of study keep up-to-date on advancements in the workplace, such as participating in externships and/or requirements to have current industry credentials. (100 word limit)

Program instructor must meet all requirements for RN licensure in the state of Oklahoma and all requirements for nursing educators as defined in the Oklahoma Nurse Practice Act, as well as secondary teacher certification in Oklahoma. In addition, the current instructor is pursuing a Masters in Nursing Education. Multiple continuing education opportunities are made available thru the Oklahoma Department of Career and Technology Education and professional affiliations such as the Oklahoma Nurses Association. Indian Capital Technology Center provides the funding to attend these classes. Indian Capital also provides required and other additional professional development opportunities through District In-services as well as through department-specific training. Indian Capital utilizes the Teacher Leader Effectiveness evaluation system which creates many opportunities for training in relation to best practices in instruction. Community partners and advisory committee members are also invited into the classroom to provide additional expertise in specialty areas.

1. Please provide information on **at least three** *business, industry and/or labor* partnerships your program of study has, and describe how these partnerships have been built, maintained and sustained over time.

|  |  |  |
| --- | --- | --- |
| **Business/Industry Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| St. Francis Hospital - Muskogee | St. Francis Muskogee is a 300 bed acute care hospital that serves as a regional medical hub. Students in the Nursing Transition program spend extensive hours on the medical and surgical floors. In addition, they rotate for short periods through other special areas.  Staff and administrators from St. Francis serve as members of the program’s advisory committee, and employee a many graduates. | The partnership is one that is very long-standing. The practical nursing program originated under the administration of the hospital, which at that time was Muskogee General Hospital. In 1970, administration of the program changed to Indian Capital, and moved to the Muskogee campus of ICTC in 1985. The hospital, now St. Francis continues to full support the programs at ICTC. |
| Northeastern Health System | NEHS provides clinical opportunities for students both in the hospital and in clinics. This allows experiences in med-surg, special areas, and various other practices.  Staff and administrators serve as members of the program’s advisory committee, and employee many graduates. | This is also a long-standing partnership. The hospital, formerly known Tahlequah City Hospital, has served as a clinical site for practical nursing students since before ICTC acquired administrative control of the Bill Willis School of Practical Nursing in 1994. The partnership has continued to flourish. |
| Broadway Manor Nursing Home | Broadway Manor is a local long term care facility that is approved by the State Certifying agencies for Certified Nursing Assistant. It is utilized by both the HCC programs and the Nursing Transition program.  At this facility, students are provided their first clinical experience following their Nursing Fundamentals course.  The administrator of the facility also serves on the program advisory committee and also employs graduates. | This partnership has existed approximately 15 years  The partnership was begun out of a need for quality clinical opportunities in long-term care for students. Many of the facility’s staff, both CNA and LPN, have received their education at ICTC, thus strengthening the relationship. |
| Children’s Clinic of Muskogee | This 2 physicians/one nurse practitioner pediatric clinic serves a large population in the Muskogee area. Students do a several week rotation in this facility to gain experience in pediatric care.  The clinic manager serves on the program advisory committee. | This partnership has existed approximately 16 years  The increased need for varied pediatric experiences, as well as collaborative relationships among faculty and clinic staff initiated the partnership which has remained strong due to the quality of ICTC students. |
| Muskogee County Emergency Medical Services | This organization is a model in the state of Oklahoma for providing emergency services. Students are allowed the opportunity to ride as part of their emergency care training. One of their team members comes to the Transition Program to provide instruction on reading rhythm strips because of his diverse expertise in this area. Students also serve as participants in emergency preparation drills provided by the organization.  Muskogee County EMS has been an integral part of contributing to student learning of the importance of multidisciplinary relations and roles in patient care deliver.  The organization’s Professional Development Coordinator is a member of the program’s advisory committee. | This partnership has existed approximately 10 years |

1. Please feel free to use the space below to share any other information or evidence of success of your program of study and the students who participate. (Optional)

The Nursing Transition has continued to grow in popularity and has experienced success in every area since its inception. A current trend is the increase in number of students applying for the Health Careers Certification course whose goal is being accepted into the Nursing Transition program. The number of applicants has steadily increased, and positive retention, NCLEX-PN pass rates, and job placement have remained consistently positive. The program has received outstanding feedback from clinical facilities, preceptors, employers, and advisory committee members.

An additional advantage for Nursing Transition is in regard to the financial benefit for students. Indian Capital does not charge tuition for high school students, therefore, there is very little cost for the program until after the student graduates from high school, at which they become responsible for the cost of the remainder of the program. Because students complete approximately 44% of the program while enrolled in high school, the cost is dramatically decreased in comparison with what it would be should they enroll as adults.

Other technology centers in the state have inquired about the program. In 2015, ICTC health program administrators presented an information session for representatives from several schools across the state.

One example of the many of student success stories includes a student in the first graduating class who had a child while a junior in high school. The student, whose family experienced great financial difficulty, was very concerned about how she would be able to care for the child. Through her dedication to her daughter and her determination to be successful in the Nursing Transition program, the student graduated, passed her licensure exam on the initial attempt, and promptly gained employment as an LPN. Through her success and dedication, she was able to secure consistent, reliable provision for herself and her daughter.

A second example is a student who was determined to go to college following the Nursing Transition program. This student strategically planned; she completed 12 hours of concurrent college enrollment while in high school, and then continued with online classes while completing the program following high school. By the time she completed the Nursing Transition program, she had completed 27 hours of college credit, which were also prerequisites for the RN program. She passed her licensure exam, enrolled in full-time college classes in January, and worked as an LPN while completing her degree.

The table below contains the overall data for the program:

**Nursing Transition Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Retention** | **NCLEX-PN**  **Pass Rate** | **Job Placement** |
| **2012-2016** | **60 of 71**  **82.19%** | **51/57 (first attempt)**  **89.4%** | **97.2%** |
| **\*Data from 2017 pending** | | | |

1. If applicable, please provide more detail on any partnerships your program of study has that have not been mentioned already. This includes community groups, non-profits, volunteer organizations, etc. Describe how these partnerships have been built, maintained and sustained over time. (Optional)

|  |  |  |
| --- | --- | --- |
| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Oklahoma Medical Reserve Corp | Students sign up to become volunteers, and through the regional MRC, have participated in several community projects including drives for hurricane victims, immunization efforts, and others. The local regional coordinator is invited periodically to identify potential projects and community needs. | The partnership has been in existence for approximately 5 years. |
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# **SUBMIT YOUR APPLICATION**

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* Fill out this application.
* Once you have finished, complete [this form](https://careertech.org/2018-excellence-action-application) and upload the following:
* Your full application saved as a Word document (.docx)
* All of your supplemental documents or evidence consolidated as one PDF document.

**THANK YOU!**

Thank you for completing this application! The selection committee will convene in December 2017 to review the applications and make final decisions. You will know the status of your application by January 25, 2018. The programs of study will be evaluated based on their effective leveraging of partnerships, alignment to rigorous and relevant college- and career-ready expectations, clear progression of knowledge and skills across secondary and postsecondary systems, integration of successful career guidance/advisement, and key indicators of student success.

Don’t forget to use the Excellence in Action award submission checklist to make sure you’ve completed your application in its entirety.

We look forward to learning more about your program!

For questions, concerns please contact [awards@careertech.org](mailto:awards@careertech.org).