

Rx-Tennessee

A Prescription for Healthcare Training in Tennessee

RX Tennessee Grant
Final Report

September 19, 2016

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Grant Structure and Focus

Overview

The RX Tennessee (RX TN) Grant was a Tennessee Board of Regents project titled *A Prescription for Healthcare Training in Tennessee* and was primarily designed to improve employment opportunities for Trade Act Adjustment-eligible (TAA) workers. These are workers who lost their jobs specifically as a result of the work they had been performing being moved off-shore, outside the United States, either by employer plan or as the result of a company acquisition. Secondly, other unemployed and underemployed workers across the state were also served by the efforts and opportunities of this grant. Additionally, the project significantly improved the availability of healthcare-related training to potential students in rural locations of the state which allowed employers in those areas to more readily acquire trained and capable staff.

Roane State Community College, on behalf of all the Tennessee Community Colleges and Colleges of Applied Technology, led the development grant program and submitted a proposal on May 22, 2012 to the United States Department of Labor. The RX TN Grant was selected in September of 2012 for implementation to begin on October 1, 2012. The initiatives outlined in the grant closely aligned with the Complete College Tennessee Act of 2010 and Lumina grant work already in place which was made possible through its development by a strong team of representatives from the Tennessee Community Colleges and Colleges of Applied Technology across the state. Roane State was awarded the grant on behalf of the Tennessee Board of Regents Community Colleges and Colleges of Applied Technology in the amount of \$12,600,000 and led the implementation of the project through September of 2016.

The project contained a strong **Student Support Prescription** component designed to serve all potential students to prepare for and make good decisions in selecting healthcare training as well as being successful once they start training to complete and obtain employment. This level of support included Completion Coaches, prior learning assessment tools, career aptitude analysis, career exploration strategies, academic planning processes, diagnostic skills assessment/college readiness testing (to include components to address deficiencies), learning support remediation and supplemental instruction, digital literacy, and more.

While the **Student Support Prescription** component was designed to serve students across the entire healthcare career training spectrum at the Tennessee Community Colleges and Colleges of Applied Technology, it also contained **Training Prescriptions** to address specific occupational training component shortcomings. Many of these training programs were not available prior to the grant or they needed substantial enhancement/expansion to meet the needs of employers and industry in specific regions across the state. The occupational training areas identified and impacted were Associate of Applied Science (AAS) Degrees in Surgery Technology, Allied Health, Occupational Therapy Assistant, Health Informatics, Licensed Practical Nurse (LPN) to Registered Nurse (RN) Mobility and short-term/non-credit certifications in Phlebotomy, ECG Technology, Patient Care and Intravenous Therapy.

During the three and a half years of program execution allowed, the RX TN Grant was expected to serve more than 3,900 students which would result in at least 1,500 of those students earning degrees or certificates in one of the nine program areas mentioned above. The last six months of the grant was reserved for a comprehensive evaluation component and tracking of students to learn of their employment outcomes as a result of the training they received through the grant.

All of Tennessee's 13 community colleges and 27 colleges of applied technology, led by the Tennessee Board of Regents, joined a dedicated grant staff of just under 50 people to execute *A Prescription for Healthcare Training in Tennessee* (RX TN). Our goal was to help ensure that high-quality healthcare training and critical support services, needed by students to successfully complete training and go to work, were available across the state. The core of the RX TN Grant were both the **Training Prescriptions** to build/enhance specific healthcare training programs where there were gaps in meeting industry-driven demand and **Student Support Prescriptions** to support all students in (or trying to gain access to) healthcare training at the 40 institutions to improve graduation/completion and employment outcomes.

Strategic Elements

The need for services to support students (Student Support Prescriptions) in training is common among all student populations but greater for non-traditional students that are not familiar with accessing services and navigating the postsecondary systems. The needs to ensure students are aware of and can access these services to ensure college completion and employment is demonstrated in the state's results of the Community College Survey of Student Engagement (CCSSE)*:

How important are the following services?	Very	Not at all	How often do you use the following services?	Rarely or Never
Academic advising/planning	62%	9.9%	Academic advising/planning	38.4%
Career Counseling	49%	20.6%	Career Counseling	54.5%
Peer or other tutoring	40%	26.9%	Peer or other tutoring	49.2%
Transfer credit assistance	50%	26.5%	Transfer credit assistance	38.2%

* www.ccsse.org (May 2, 2012) Data Source: 2009 CCSSE Cohort (Tennessee Consortium = all TN community colleges)

As part of the short-term training plan, individual certification programs were developed to provide students with an option to exit into employment after one course or to stack multiple courses in a career lattice of services (see the chart below). This strategy, built around the value of a nationally recognized certification testing process, allowed students to enter and exit based on their income needs and desire to grow their career aspirations to higher levels. The range of choice improved almost every potential students' chances of successful entry into an academic healthcare training program which benefitted them personally and then most likely resulted in graduation and employment. As mentioned previously, the Training Programs will specifically focus on training for Occupational Therapy Assistants, Surgery Technicians, and LPNs transitioning to RNs and enhancing their skills with the IV Therapy certification, Medical Informatics Technicians, Phlebotomists, ECG Technicians, Certified Clinical Medical Assistants, and Allied Health leadership (opportunities skilled healthcare workers to move into leadership/management positions).

In terms of training programs (Training Prescriptions) which result in viable employment opportunities for graduates, RX TN has strategically selected high-demand healthcare career paths and endeavored to enhance/expand/develop training based on local employer-driven needs. The Training Prescriptions originally focused on training for Occupational Therapy Assistants, Surgery Technicians, LPNs transitioning to RNs, Medical Informatics Technicians, Phlebotomists, ECG Technicians, Patient Care Technicians, Emergency Management Dispatch (EMD), and Allied Health leadership (to provide opportunities for skilled healthcare workers to move into leadership/management positions). In response to market shifts after the grant was written, the EMD program was replaced by Intravenous Therapy and the Patient Care course was expanded to encompass the responsibilities of the Certified Clinical Medical Assistant role to more accurately meet employer demand. Both of these adjustments came after a thorough review with USDOL and the receipt of their approval.

Occupation	Percent Change 2010 – 20	Annual Median Wage 2010
ECG Technologist/Technician	29%	\$49,410
Medical Records/Medical Info Technician	21%	\$32,350
Registered Nurse	26%	\$64,690
Occupational Therapy Assistant/Aide	41%	\$47,490
Medical/Clinical Laboratory Technologist Technician (including Phlebotomists)	13%	\$46,680
Surgical Technologists	19%	\$39,920

U.S. Bureau of Labor Statistics demonstrates the expected growth/need for the targeted careers

Milestones and Deliverables

The following items are taken directly from the grant Statement-of-Work (SOW) and were key deliverables over the four years of the project.

Evidence-Based Design of Student Support Services and Training Prescriptions

Strategy	Milestone Activities	Timing	Deliverables
Implement RX TN including Training and Student Support Prescriptions based on best of Round 1 TAACCCT grantees and other premier models.	<ul style="list-style-type: none"> - Plan/conduct benchmarking trips and virtual conferences to key programs in order to finalize RX TN implementation plan and to incorporate best of Round 1 TAACCCT grantees and others. - Debriefing meetings to incorporate knowledge into RX TN design. - Ongoing contact with identified “best” institutions. 	November 2012 to March 2013	<ul style="list-style-type: none"> - Implementation Plan developed to include detailed evidence-based strategies. - Design ongoing program improvement process.

Stacked Credentials to provide multiple options for Training

Strategy	Milestone Activities	Timing	Deliverables
Develop/enhance Training Prescriptions for delivery via internet-based virtual classrooms and shared labs at consortium institutions. Also identify opportunities for curriculum enhancement and delivery to additional consortium Institutions and others.	<ul style="list-style-type: none"> - Curriculum development/enhancement including changing delivery method to online/hybrid - Review and Approval of curriculum by Advisory Boards and Subject Matter Experts (SMEs). - Coordination with consortium institutions for setting up classrooms and Labs. - Schedule and deliver classes. - Set up and coordinate clinical experiences. - Regular meetings with consortium members to assess employer-driven needs. - Dissemination of results on website and other outlets to encourage additional participation. 	October 2012 to September 2015	<ul style="list-style-type: none"> - Final approved syllabi and curriculums and related products delivered to USDOL. - Final approved syllabi and curriculums and related products source for training. - Training delivered using new/enhanced curricula. - Recruit expansion of curriculum use at eight additional institutions.
Enhance the understanding of the Prior Learning Assessment (PLA) processes and implement more rigorous PLA components.	<ul style="list-style-type: none"> - Meet with state representatives to fully understand state level PLA work to determine optimization opportunities. - Select faculty for developing PLA resources and training components. - Implement training and resource delivery. 	October 2012 to September 2015	<ul style="list-style-type: none"> - PLA processes implemented for use with TAA and other eligible students.

Online and Technology-Enabled Learning

Strategy	Milestone Activities	Timing	Deliverables
Implement internet-based virtual technology.	<ul style="list-style-type: none"> - Selection made for technology vendor/ purchases completed. - Technology installed at RX TN institutions. - Training developed/scheduled/delivered involving use of technology. 	October 2012 to June 2013	<ul style="list-style-type: none"> - Technology regularly used within the scope of RX TN implementation.
Deliver Training Prescriptions via internet-based virtual applications.	<ul style="list-style-type: none"> - Curriculum development/enhancement including changing delivery method to online/hybrid. - Review and Approval of curriculum by Advisory Boards and Subject Matter Experts (SMEs). - Schedule and deliver classes. - Regular meetings with consortium members to assess employer-driven needs. - Dissemination of results on website and other outlets to encourage additional participation. 	July 2013 to June 2015	<ul style="list-style-type: none"> - Technology regularly used for training delivery to successfully meet RX TN outcomes.
Deliver Student Support Prescriptions with internet-based virtual applications.	<ul style="list-style-type: none"> - Support program development and ongoing enhancement, including changing delivery method to online/hybrid. - Career Coaching delivered via technology. - Portions of Healthcare career workshop delivered via technology. 	January 2013 to June 2015	<ul style="list-style-type: none"> - Use of technology for student coaching and other services.
Manage RX TN grant implementation with internet-based and other virtual applications.	<ul style="list-style-type: none"> - Hire staff and implement grant (appoint interim director to ensure a fast start-up). - Build reporting and communication systems (narrative and fiscal) for consortium institutions. - Develop schedule for regular meetings and training (many via technology). - Conduct consortium member meetings to ensure grant understanding, expectation of deliverables and outcomes, and performance reviews. - Participate in USDOL training. - Engage with Round 1 TAACCCT grantees for advice. - Hire evaluator and implement evaluation component. 	October 2012 to September 2016	<ul style="list-style-type: none"> - Technology consistently used for grant meetings and regular communications needs. - Implement grant training via technology. - Hold grant meetings via technology.

Strategic Alignment

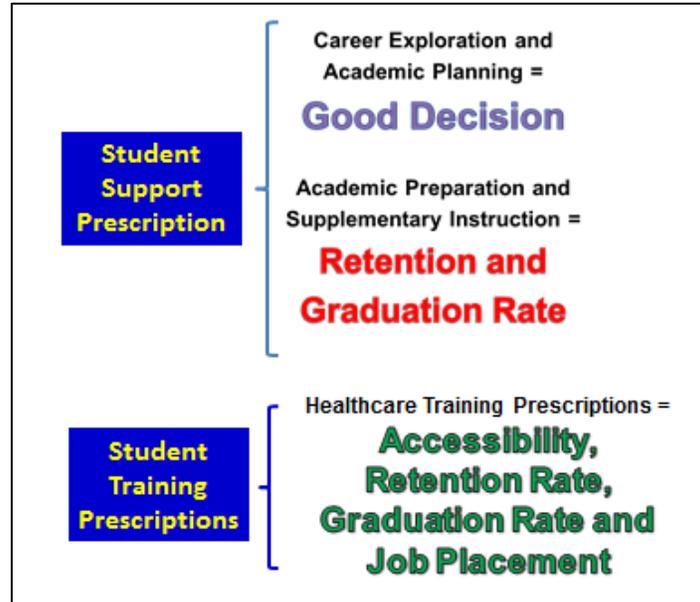
Strategy	Milestone Activities	Timing	Deliverables
Ensure RX TN continues to be strategically aligned with employers/industry, the Workforce Innovation and Opportunity Act offices and other stakeholders.	<ul style="list-style-type: none"> - Meet with individual employers to gain input on job requirements. - Meet with Advisory Boards to ensure linkages continue and are enhanced. - Meet with local Workforce Innovation and Opportunity Act offices to ensure systems are in place to meet TAA worker needs and gather employer-driven input. - Meet with State Workforce Board and Tennessee Department of Labor, and Workforce Development. 	April 2013 to September 2015	<ul style="list-style-type: none"> - Presentations available on website for use and customization by each RX TN school and others around the country.

Grant Management

Strategy	Milestone Activities	Timing	Deliverables
Ensure effective grant management.	<ul style="list-style-type: none"> - Hire staff and implement grant (appoint interim director to ensure a fast start-up). - Build reporting and communication systems (narrative and fiscal) for consortium institutions. - Develop schedule for regular meetings and training (many via technology). - Conduct consortium member meetings to ensure grant understanding, expectation of deliverables and outcomes, and performance reviews. - Participate in USDOL training. - Engage with Round 1 TAACCCT grantees for advice. - Hire evaluator and implement evaluation component. 	October 2012 to September 2016	<ul style="list-style-type: none"> - Meet all narrative and fiscal reporting deadlines. - Meet/exceed program outcomes.

Student Support Programs

RX TN is designed to improve the opportunities for the unemployed, under-employed, recent high school graduates and others with enhanced healthcare training and at the same time better meet the needs of local healthcare employers. The project contains strong Student Support Prescriptions to help all individuals prepare for and make good decisions about pursuing a healthcare career, in selecting the appropriate healthcare training and having success (once they start training) in completing training and obtain to employment.



Completion Coaches were guided to work within the design of their individual institution's advising and counseling departments to provide comprehensive and consistent review of the factors contributing to a potential-student's decision on a career. Given that the decision-making process to arrive at an accurate and realistic career goal involves a number of carefully weighted factors which are inherently unique to each potential-student, the RX TN Leadership Team continuously urged the co-grantees to adopt a process to identify these factors in a way that eliminated unintended bias or accidental exclusion. Simple checklists were introduced as examples at regular Adobe® Connect™ team meetings and during both annual and online training sessions to encourage a consistent, high-quality evaluation of each potential-student.

Many and varied pieces of information need to be identified and evaluated in the process of making a decision as important as a career path.

- Work Environment
- Work Culture
- Work Hours
- Training Time to Work
- Academic Rigor
- Compensation Needs/Desires
- Geographic Limitations (Educationally & Job)
- Disability Considerations
- Learning Style Considerations

The RX TN Student Support Prescriptions were designed to address general education competency discrepancies, channeling students to learning support, establishing stronger advisor/student relationships and components to prepare students for the rigor of health science course work. The Student Support Prescriptions will support potential students in making the best decision concerning healthcare programs overall and then specifically focus intensive support on successful completion for enrollees in Occupational Therapy, Surgical Technology, LPN-to-RN, Medical Informatics, Phlebotomy, Electrocardiography, Certified Clinical Medical Assisting, Intravenous Therapy, and Allied Health leadership.

Potential Students

Core Services provided prior to Enrollment/Acceptance

Diagnostic skills assessment and college readiness testing	Learning Support remediation	Prior Learning Assessment (PLA)	Career aptitude and interest assessment and facilitated career exploration	Healthcare Career Workshop	Academic Plan preparation	Innovative practices for enhanced learning and supplementary instruction
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Diagnostic skills assessment and college readiness testing.	All potential students will be assessed to determine their readiness for college-level work. Based upon the results, participants will be provided with self-paced competency curricula designed to improve their specific skill deficiencies. Improving COMPASS® test readiness will help students reduce the need for pre-college level classes, accelerating their time to begin pre-requisites for the targeted Nursing and Allied Health programs and ultimately to completion and employment.
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Several highly-regarded products were reviewed (and appropriately bid) to support the Completion Coaches in this critical first-step to evaluate a potential-student for their appropriate career choice and academic program. After a rigorous analysis it was determined that Pearson® Education would provide the most effective COMPASS® remediation results. Personalized instruction by a senior-level Pearson® Education representative was provided at the first annual training session with RX TN staff on June 4-6, 2013 at Roane State Community College. Over time, additional training resources and sessions were provided to RX TN staff through both face-to-face and online venues. It is important to note that Pearson® Education was very responsive to any implementation needs we discovered during our program execution and was eager to work with us to improve our effectiveness and accuracy throughout the grant. Student access codes were provided to all co-grantee Completion Coaches, which allowed them to efficiently utilize the program with the potential students they met with and make accurate decisions in time to meet registration deadlines.

Usage of Pearson® resources grew as the number of potential students advised by Completion Coaches grew along with the availability of the RX TN credit/degree programs (since COMPASS® testing is only required for non-traditional students enrolling in credit programs). Through use of the Pearson® materials for COMPASS® remediation we also discovered another application which was effective in helping a student prepare for and to be more successful in taking diagnostic tests to determine the level of remediation needed. This provided a more accurate assessment of the student's need and in many cases reduced the amount of time required for that remediation experience. Completion Coaches implemented "pre" and "post" tests with each student and recorded the results from Pearson® to determine the levels of improvement and accuracy obtained.

Learning Support remediation.	For potential students requiring remediation to raise their competency levels in math, reading, and/or writing, the consortium institutions will provide Learning Support systems based upon nationally recognized best practice.
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RX TN staffs were made aware at the June 2013 training session that they should use the established learning support activities and resources currently in use at their individual schools to assist their students. Completion Coaches and Program Coordinators were encouraged to meet with faculty involved in and leading the learning support programs at their schools. In many cases the RX TN staffs were instrumental in making their students more aware and engaged with available resources at their institution than other students who did not have the benefit of a relationship with a Completion Coach.

Prior Learning Assessment (PLA).	Other potential students will be assessed to determine if they have military/other work experience or non-credit training that could be applied toward college credit, thereby reducing the time to degree completion. The Center for Adult and Experiential Learning (CAEL) conducted a large-scale study of over 60,000 college students that revealed that students with PLA credit had higher degree-earning rates and needed less time to graduate.
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PLA was discussed at our initial annual training in June 2013. Information was shared about the State of Tennessee Task Force for PLA, which included lead administrators from each of the 13 state community colleges. The purpose of the task force was to develop a single process for assessing prior learning values that would replace the widely varying individual plans at each institution which created significant difficulties for transferring students. While making some progress during the period of the grant, the task force was hampered by a lack of curriculum alignment at each school and could not determine a specific plan to benefit us.

Without a consistent process across all institutions, the RX TN staffs were encouraged to seek out those individual administrators in charge of executing PLA at their schools and to become intimately aware of that process in order to best serve their students. It is important to note that the application of PLA credit toward healthcare programs is quite challenging due to the rigor of the coursework and the demands of testing and accreditation. Most prior learning and work experience brought by potential students is not sufficient to equate to credit for an entire course in any of the RX TN credit healthcare programs.

While significant work has been ongoing to create a standard process, the co-grantees had to use individualized systems to assess student credit over the life of the grant. As the Tennessee Board of Regents initiative to align courses within credit certificate and degree plans across all institutions, the ability to produce an effective standard assessment program will improve significantly.

Career aptitude and interest assessment and facilitated career exploration.

Potential students will be provided with computer-based and direct contact services to assist them in determining the appropriate training for the career field best suited to their skills, aptitude, and interests. The USDOL funded Virtual Career Network (www.vcn.org) will be one of the valuable tools students will be encouraged to use. This will help those who are undecided about a career direction to effectively and efficiently develop an academic plan that will set them on the most direct and timely road to completion. It will also help them develop a plan to continue training after employment in order to move up the career pathway. This career-exploration intervention will also be provided to participants "on hold" for limited-admission Nursing & Allied Health programs (whose academic performance will not qualify them for acceptance) to develop a "Plan B" that will direct them to a more viable career resulting in college completion and employment.

We chose the CareerScope® product from Vocational Research Institute (VRI) to be used for career assessment. Training was provided at the June 2013 annual training meeting by the VRI company president to make sure all staff was comfortable in using this product. Also the company provided demonstration applications to allow all Completion Coaches to take the assessment to become more familiar. We purchased 700 assessments and all schools were provided a login and password to use with their students. 106 assessments were used in the first year. The assessment report is very comprehensive and allows the Completion Coach a starting place for career discussion when working with an undecided student. Additionally, we identified possible target groups that may have a specific need, an example being candidates for the Registered Nursing program that were not selected into that program.

Each co-grantee institution continued to have assessment administrations assigned their school for use by their students. Within a year of implementation only 215 administrations had been used. When asked about the low usage, most RX TN staff indicated that students were very confident about their area of interest and in some cases had already completed the prerequisites for the program by the time the Completion Coach had their first contact.

We continued to use the VRI product and CareerScope® for career interest and aptitude throughout the life of the grant, however low usage trends continued. Given that most potential students are very committed to their career choices and the amount of time it takes for a potential-student to complete the form, contributed to the low use. In fact, many students who started the VRI assessment process failed to finish the complete assessment because the time investment did not their perceived value of the results. Overall, personal interviews with the Completion Coaches were the most widely used and effective career assessment practices used to help potential students decide on their career path.

<p>Healthcare Career Workshop</p>	<p>A special workshop for participants expressing interest in careers in Nursing and/or Allied Health will provide exposure to the real-world work environment as well as the academic rigor required for acceptance into these programs. Participation in this workshop will help to affirm students' true interest in pursuit of these fields and provide a preemptive wake-up call if alternative career options would be more appropriate.</p>
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Video vignettes featuring each RX TN program were produced to provide potential students with an up close and personal perspective on the career experience provided involved with each opportunity. The videos used candid commentary from interviews of seasoned professionals describing their daily lives and working conditions which also included the culture and working conditions associated with each career. This reality check provided potential students with a greater knowledge of the challenges, difficulties and advantages of each career.

These were designed so the videos could be accessed by students online or could be used in a workshop format or during a one-on-one interview with a potential-student. Each of the 9 curriculum areas have been created as individual videos to provide students with the choice to view only the ones that are pertinent to them. We have discovered through use that the value of the message from the real life participants discussing their actual jobs has a tremendous effect on getting the potential students to focus in more detail on the tangible aspects of their career decision.

The videos were used throughout the grant by all schools as both an online tool and as a key aspect of their workshop format. The workshop format is widely used and also has served as a way to reach dislocated workers as a group when coordinated with a layoff or function associated with a local workforce initiative. These videos will continue to serve potential students (by assisting them with career decisions) in our schools following the grant as part of the sustainability of the degrees and certifications made possible through RX TN.

Academic Plan preparation	Potential students will be assisted (an early intervention) in the development of an academic plan. This plan will provide a roadmap for the training needed for employment in the chosen field. Academic plans could include “stacked” credentials to move students into the workforce while continuing education and/or demonstrating the required next educational path to job advancement. Some participants may be directed to short-term, non-credit training; programs or alternative academic programs. The goal will be to develop a plan most appropriate to the educational and employment needs of the student.
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Academic plans were developed by the Completion Coaches for each student to help them know how to best schedule coursework in order to manage prerequisite requirements, academic rigor and the timely completion of their program. The Roane State Completion Coaches were provided with training through the institution’s Advising Resource Center to ensure the delivery of a consistent high-quality service and accurate information to each student. This tactical training and strategic partnership was shared with all of the co-grantee schools and their RX TN staff, who were strongly encouraged to work likewise through the advising centers at their institutions. For the Completion Coaches to insinuate themselves into the existing student support process was a critical early step in grant implementation because the advising and counseling processes differ significantly at each school (based on how those advising resources are staffed and operated).

Based on feedback from student surveys from our external evaluator (ICF), academic plan preparation was one of the most widely used and most impactful student support services. The academic plan is a road map for students to plan their entire academic career and is a major factor in retention success. The academic plan helps the student to be aware of when they will need to schedule classes, either to stay in sequential order or to stay on schedule when needing a class only offered in certain semesters.

This also helps the student to avoid a potential problem in maintaining Satisfactory Academic Progress (SAP). Completion Coaches have shared that failure to maintain SAP is a particular issue for Allied Health students where most programs are selective admission and require high GPA performance. Allied Health students will often take prerequisite courses (like Anatomy & Physiology) multiple times in order to pass or obtain a high grade. The academic plan, when combined with guidance from the Completion Coach to access tutoring and other student support resources, has made a significant impact on the student experience.

<p>Innovative practices for enhanced learning and supplementary instruction.</p>	<p>As part of state-wide efforts to comply with the Complete College TN Act (2010), and increase the number of college graduates in TN, all consortium institutions are designing mission-specific strategies to enhance student engagement, improve learning, and increase completion. Examples include learning communities; integrated courses in Nursing/Allied Health pre-requisites such as Anatomy & Physiology and English Composition; learning strategies/career planning courses; supplementary instruction in core courses, and numerous others. Students in RX TN will have access to these instructional strategies that are based on best practice for adult learners.</p>
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Completion Coaches have researched and utilized all student support resource strategies at their schools and made a practice of guiding students to the available and applicable solution before even the student became aware of the critical situation which was developing for them. Learning Centers at individual schools, even though established and functioning in unique ways, provided great services to our students which allowed many of them to improve their performance and avoid dropping courses or even dropping out of programs entirely.

The most widely used supplementary instruction were the study guides developed by the National Healthcareer Association (NHA) which was the third-party, nationally recognized certification testing organization for our Non-Credit Programs. Their study guides had an immediate and dramatic effect to increase the passage rate for the rigorous certification tests. Many of the co-grantee schools experienced a marked increase in passage rates once they began to make the guides available for their Non-Credit students to use.

The Math Module and the Medical Terminology Module included in the academic boot camp resources have had a profound effect in assisting our Nursing students to improve their passage rates, especially where the “gatekeeper” courses are involved. This of course has made an impact on retention for one of the most challenging programs in the grant. It is important to note that our Completion Coaches were attentive about sharing best practices with each other’s schools so that successful tactics could be scaled quickly throughout the grant.

The RX TN staff continued to collaborate with each other to discuss best practices and as a result be able to implement new and successful tactics quickly within the unique structure of their own institutions. At all of our annual June training sessions, the Completion Coaches participated in multiple interactive sessions to discuss and further enhance the most effective student support efforts and materials they felt should be sustained after the grant. As a result of these sessions, a study guide was also developed in support of the new Surgical Technology program in late 2015 through intensive interviews with faculty to learn from their recent experience with this degree. Adobe® Connect™ training sessions to assist healthcare students to improve their skills in Class Preparation, Note-Taking (at lecture sessions), Critical Thinking and Comprehensive Test-Taking Preparation were also produced as a result of faculty feedback and student survey input.

Enrolled Students

Intensive Services following Enrollment/Acceptance

<p>Academic “Boot Camps” for Nursing and Allied Health Students (includes Intensive Digital Literacy)</p>	<p>Institutional learning support resources</p>	<p>Supplementary instruction and tutoring in Nursing/Allied Health “gatekeeper” courses (RSCC only)</p>	<p>Online Supplementary instruction in Nursing/Allied Health “gatekeeper” courses (All other CC institutions)</p>	<p>CASE MANAGEMENT: High-touch advisement to support participants’ success from initial assessment through completion of appropriate education and training to job placement.</p>
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<p>Academic “Boot Camps” for students accepted into Nursing and Allied Health programs (includes digital literacy training).</p>	<p>These workshops will be designed to get students ready for the academically rigorous healthcare programs to which they have been admitted. Workshops to include “refresher” subjects such as math for health sciences, medical terminology and other identified academic needs as well as training in the use of campus-based software tools and learning strategies to sharpen study skills. These workshops will be designed to improve students’ ability to persist to completion, both through advanced preparation and increased awareness of academic support systems on their campuses. Training to enhance students’ ability to be effective online learners will be offered through the “Boot Camps” and through access to online self-paced modules. Since a primary instructional delivery mode for the programs within the scope of the grant will be online, it is essential that students have a solid foundation in basic computer literacy to succeed in the online didactic portion of the coursework.</p>
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The Academic Boot Camps were developed by several highly-respected faculty members at Roane State. Six modules were created by Dr. Mandy Sexton to include Time Management, Study Skills, Critical Thinking, Reading a Textbook Effectively, Conflict Management and Professional Communication. Ruth Palmer developed Medical Terminology and Math for Allied Health modules. The subject areas were determined after discussion with the Completion Coaches at each co-grantee institution. All materials were also reviewed by the grant instructional designer for development into an online format to allow greater access by students on each institution’s learning platform.

We also determined early on that the in-class workshop format originally designed would be difficult to accomplish productively given the significant travel involved for students, the timing of selective enrollment program decisions were not aligned, and limited access to the content of the workshops would not be in the best interest of the student. Making the workshops mandatory by incorporating them into the healthcare programs was also not advisable because it would create issues involving curriculum changes and how those were viewed by accrediting organizations overseeing these programs. However, the online format was designed in such a way as to provide the option for presentation at an in-person workshop environment when needed.

As we developed these modules and shared the content with our co-grantee institutions, we determined that two additional modules needed to be added. Learning Styles and Test-Taking Skills were created to fill gaps recognized by faculty and healthcare leadership as problem areas for their students. Additionally, Ruth Palmer, who is an experienced nursing faculty member, redeveloped the Math module and contextualized versions to support several Nursing courses to include the widely applicable Medical Terminology course. All modules were made available to the co-grantee institutions through grant dedicated content areas on a learning management system platform (Desire 2 Learn) which was housed on the Roane State website. These copyright-free modules also reside on SkillsCommons so that any individual or institution has access them.

These resources were so well received that we had requests from co-grantees to make some of the modules available in a more generic format so that they would be applicable to help students going through their prerequisite courses. The grant instructional designer reworked the material to make it suitable for any student beginning college and these resources are also available on D2L. The Completion Coaches started making these resources available to students early in their academic experience, which proved to be especially helpful to Non-Traditional Students (adult learners). The Tennessee Colleges of Applied Technology (TCAT) also showed interest in adopting these academic boot camp materials, especially the math for Nursing because they felt it would positively impact their Licensed Practical Nursing students who plan to bridge to a Registered Nursing program at a community college.

The Academic Boot Camp materials continue to be used by each school throughout the end of the grant programming period and beyond. The purpose of the materials, which is to help a student be more prepared for the rigors of college-level healthcare academics, proved to be effective in every market across the state serving both urban and rural students. In the summer of 2015, a new initiative was developed by the grant.

An eight session, in-person study skills class was created for incoming nursing students based on results from NCLEX exams and student surveys and interviews. The areas of focus for the short sessions covered Class Preparation, Note-Taking, Critical Thinking and Test Preparation (to include Comprehensive Tests which showed to be a particular hurdle for most students). The eight sessions were strategically intertwined within a single semester to coincide with a Nursing Skills Lab so students could easily attend without an additional trip to campus. Each student was provided with a reference workbook which also assisted them in preparing for the NCLEX test at the end of the Nursing program. The results were lauded by the Dean of Nursing at Roane State and the modules were made immediately available to all co-grantee institutions. Adobe® Connect™ recordings were also made of each session to make them even more accessible to students and cost-effective to implement beyond the grant.

<p>Institutional learning support resources.</p>	<p>Each of the consortium institutions offers a variety of resources for supplementary learning support, such as Learning Centers with peer and professional tutors, online tutoring services such as SmartThinking.com, etc. These have recently been enhanced with the state supported CCA and Lumina work discussed above.</p>
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We have discussed the importance of dovetailing grant activities with existing and permanent student support throughout the life of the grant. Especially in the first year, both face-to-face annual training and our regular team meetings dealt with building relationships and coordinating partnership with both counseling and advising resources at each co-grantee institution. The RX TN staff was also encouraged to meet with the “Learning Center” tutoring staff at their school and become familiar with what services are offered and how best for students to access them.

The Completion Coaches and Program Coordinators, acting as personal advocates for their students, used their knowledge to help students more easily find and take full advantage of available assistance. They also worked with students so closely as to advise them of when to seek the assistance, which was often sooner than the student would have realized the need to do so. In the last year of the grant we saw many of the co-grantee institutions create larger student support staff, even using the title Completion Coach and Success Coach for these new positions. Many schools have further developed tutoring opportunities well beyond general education courses at their Learning Centers or have hired (in the case of non-credit classes) tutors to conduct study sessions both during the course work and prior to certification exams.

<p>On-ground and Online Supplementary instruction and tutoring in Nursing and Allied Health “gatekeeper” courses.</p>	<p>As a means of reducing attrition, particularly during the first year of enrollment in Nursing, Surgical Technology and Occupational Therapy programs, tutoring will be provided for courses in which students have historically struggled. Because of the specialized nature of these courses, more generalized tutoring services would not be adequate to serve the academic needs of these students. RSCC, as the lead for these programs, will offer these services onsite and then develop online study guides.</p>
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In working with the Deans of Nursing regarding curriculum development and expanded student support initiatives to improve retention and successful program completion, we discovered trepidation from them over addressing the impact of “gatekeeper” courses. The anxiety came from a general belief that the “gatekeeper” courses may be serving a positive purpose in weeding out individuals who could potentially graduate the program but not be able to pass the NCLEX exam. Since pass rate on the NCLEX is a major measurement factor in the evaluation of an institution’s Nursing Program, the Nursing Deans were reluctant to explore changes in this area.

Our first step was to explore the validity and effectiveness of the selective admissions process which, in theory, should only identify students who were capable of successfully completing the coursework and (if they did complete the coursework) as a result be prepared (as a result of the learning experience in the program) to pass the NCLEX Test. If there was a flaw in the selective admissions process it was imperative that we correct it to prevent the acceptance of students into the Nursing program that would not be successful. Multiple meetings on this subject led to the Nursing Deans having a renewed confidence that their selection processes were sound and thus demystified the impact of the “gatekeeper” courses.

These analytical discussions, along with reviewing past student performance data, helped us to identify that many of the students derailed by these “gatekeeper” courses were highly intelligent and academically accomplished but lacked good study skills, critical thinking capabilities and long-term retention of learned content. The sheer intellect of these students was able to carry them successfully through prerequisite courses and acceptance into the Nursing program but at some point, as the rigor increased, they began to fail (usually in a “gatekeeper” course).

This led us to collaborate with the developers of a successful course named *COLS 1010 – Study, Organize, and Succeed* which was recently implemented at Roane State. The course was designed to teach skills that would help students become more efficient, proficient, and self-aware learners. It focused on instruction in research-based learning strategies which showed a capacity to improve student performance in all courses. Our goal was to create an enhanced version of this course, which addressed problems uncovered by our research, into the learning patterns of students served by RX TN. The material was, thus, contextualized to the Nursing Program (and its level of rigor) and concentrated so as not to add credit hours to that program and/or be viewed as a significant change to the curriculum plan. This redevelopment provided us with an intensive and targeted resource which could be imbedded into a single semester during the first-year of the Nursing Program.

As we did this, and with the full cooperation of the Nursing Deans, we moved forward with learning modules, study guides and supplementary tutoring efforts to improve student success in the “gatekeeper” courses which was the main retention problem. By addressing the root causes and preexisting unintended consequences of the current Nursing programs, we were able to improve both the dropout rate due to academic failure and improve the NCLEX Test pass rate. The Boot Camp resources and materials have also played a big part of this program by helping to identify struggling Nursing students early so we know who to focus on with more attention and support.

Much work has been accomplished in the Nursing area to address the dropout rate due to academic failure and most of these efforts have also been scalable to the other Allied Health Programs. As an example, tutoring resources were expanded for the Surgical Technology program to include a comprehensive study guide. The Surgical Tech faculty was engaged to provide the tutoring services and from their work we developed online resources that provide greater accessibility for the students and allow ease of adoption to sustain the program and prepare for its expansion to other institutions after the grant is over.

<p>CASE MANAGEMENT: High-touch advisement to support participants' success from initial assessment through completion of appropriate education and training to job placement.</p>	<p>Based upon strong evidence supporting the efficacy of coaching services the grant will provide participants with access to intensive support services. These activities at each consortium institution will ensure that enrolled students have a personalized academic plan for completion and are utilizing the academic, career-planning, and counseling services that will support their persistence. Coaching services will be provided in multiple modes to include one-on-one counseling, group advisement, and online access to coaches through synchronous and asynchronous technologies. Coaches will be provided training through models that have been successful in other TAACCCT grants and community colleges around that nation.</p>
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At our first annual RX TN grant staff training in June 2013 we brought in Dr. Jennifer Bloom as the keynote speaker to share her nationally recognized Appreciative Advising model. Dr. Bloom served as the 2007-08 President of the National Academic Advising Association (NACADA) and received the NACADA Outstanding Advising Administrator Award in 2005. She previously served as a Clinical Professor and Director of the Master's degree program in the Higher Education & Student Affairs Program housed in the Department of Educational Leadership and Policies at the University of South Carolina from August 2007 to August 2015. Following that role, she joined the Department of Educational Leadership and Research Methodology at Florida Atlantic University in August 2015 as an Associate Professor and Coordinator of the Higher Education Leadership Master's Degree Program.

This first training session served as the cornerstone of our entire intensive Student Support effort for enrolled RX TN grant students. In addition to the insight and guidance from Dr. Bloom, we conducted numerous sessions during the three-day event which prepared the Completion Coaches and the Program Coordinators to meld with their institution's existing advising and counseling services.

This was critically important since all 13 schools structured and staffed their departments differently due to the programs they offered and the needs of their constituencies. The challenge was especially great for Motlow State, Nashville State and Southwest Tennessee Community College because they were partnering with their local Tennessee Colleges of Applied Technology (TCAT) to deliver Non-Credit grant programs to students and therefore needed to coordinate well together to provide student support. One of the more comprehensive sessions delivered was a workshop on case management. In particular, this portion of the training created a bond between the staffs at each institution and set the foundation for a network between them that provided benchmarking and sharing throughout the grant.

A database was provided so that each student would be systematically supported and sustained across all of the co-grantee institutions. This database also established the framework for how a student would be monitored and interacted with (in the same vein as an early warning system) at the first sign of a problem or issue affecting their potential success. The Case Management process that was utilized by the Completion Coaches and the Program Coordinators proved to be one of the most valuable student support services because it provided an environment for individualized attention.

Academic Training Programs

The RX TN Grant is strategically designed to enhance/expand/develop training based on employer-driven needs while taking advantage of opportunities to develop/deliver training in cost-effective ways that utilize research, work from Round-1 TAACCCT proposals, and previously established successful models in its design. RX TN was executed to make available a variety of training opportunities designed to meet the education levels and needs of unemployed and underemployed workers. These training options varied from short-term certificates up to degree plans which could articulate to Bachelor degrees and beyond, while providing graduates the opportunity for ongoing career advancement and life-long learning.

Again as part of the short-term training plan, individual certification programs were developed to provide students with an option to exit into employment after one course or to stack multiple courses in a career lattice of services (see the chart below). This strategy, built around the value of a nationally recognized certification testing process, allowed students to enter and exit based on their income needs and desire to grow their career aspirations to higher levels. The range of choice improved the probability that almost every potential student would be able to successfully enter into an academic healthcare training program which benefitted them personally, and would most likely result in their graduation and employment.

As mentioned previously, the Training Programs specifically focused on training for Occupational Therapy Assistants, Surgery Technicians, LPNs transitioning to RNs and enhancing their skills with the IV Therapy certification, Medical Informatics Technicians, Phlebotomists, ECG Technicians, Certified Clinical Medical Assistants, and Allied Health leadership (opportunities skilled healthcare workers to move into leadership/management positions).

Occupation	Jobs 2008	Job Estimate 2018	Annual Openings Due to:			Annual Percent Change	Median Annual Salary
			Growth	Turnover	Total Jobs		
Medical Records and Medical Information Technicians	3,080	3,510	40	60	100	1.30%	\$28,407
Surgical Technologists	3,400	4,150	80	90	160	2.00%	\$36,573
Occupational Therapy Assistants	560	700	10	10	20	2.30%	\$45,902
Registered Nurses	61,610	71,750	1,020	1,080	2,090	1.50%	\$55,814
Phlebotomist	3,190	3,430	20	40	60	0.70%	\$27,467
ECG Technician	740	810	10	10	20	0.90%	\$42,848
Certified Clinical Medical Assistants	10,230	12,970	270	110	360	2.4%	\$30,679

U.S. Bureau of Labor Statistics

At the beginning of curriculum redevelopment for the grant training programs, a parallel initiative was introduced by the Tennessee Board of Regents (TBR) which required the 13 community colleges to align all courses and degree plans. This had a positive effect on our grant because it focused institutional resources on improving and enhancing curriculum overall. However, there was also a negative aspect because the grant timeline of execution was significantly shorter than the TBR plan for curriculum alignment.

Our challenge, because many wanted to wait and partner with the TBR initiative, was to motivate faculty to participate in curriculum development for the grant in advance of the schedule for TBR process of alignment. Once we helped everyone understand that deliverables to meet the grant curriculum goals were actually the same as the TBR desired outcomes, the negative became a positive and work moved forward efficiently.

Credit Training

LPN-to-RN Degree

Grant Strategy: Streamline, standardize and technology-enable to ensure effective articulation, the LPN-to-RN mobility classes currently available to allow working LPNs or LPNs just finishing training to acquire their RN AAS Degree. This will be a working partnership including community colleges in the consortium offering RN training as well as coordinating with the Technology Centers that offer LPN training.

Licensed Practical Nurses who qualify for admission and graduate from this program receive the same degree as traditional nursing students. Graduates are eligible to apply to take the licensing examination to become a Registered Nurse (NCLEX-RN). This program is designed to facilitate the achievement of a Registered Nurse level education by LPNs who qualify for admission. LPNs who wish to qualify for this program are required to pass a proficiency examination which fully covers the Fundamentals of Nursing course.

Examination scores are usually valid for three years. Candidates who do not enter the program within that time period will be required to repeat the proficiency examination process. Admission to the Career Mobility program is not automatic. Academic qualifications as well as test scores are considered in the selection process and admission is also contingent on available space in the program. Any other admission, progression, readmission, and retention policies are usually the same for LPNs as they are for the regular Nursing Program.

The Nursing Program can involve up to two years of intensive study in patient-centered nursing care. Upon successful completion of the program of study, graduates receive an Associate of Applied Science in the Nursing degree. The program and course of study includes both classrooms, online and clinical aspects of nursing. Only highly-qualified, professional nursing faculty instructs students, therefore LPN Mobility graduates from these Nursing Programs are able to provide highly-skilled nursing care to patients and families in a variety of health care settings.

During the first year of the Nursing Program, students usually spend six hours per week in a clinical setting as well as six hours per week in the nursing skills lab. During the second year, the clinical rotation typically requires twelve hours per week in a clinical setting. The sizes of the clinical groups allow students individualized attention and clinical instruction. Upon successful completion of the Nursing Program, the graduate is eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Successful completion of this exam is required to practice as a Registered Nurse. More detailed information about this process is available at the Tennessee Board of Nursing website, under the Board of Nursing Rules and Regulation.

Because we began curriculum redevelopment in advance of TBR, all six schools delivering an LPN-to-RN Program under the grant each had a unique curriculum plan, schedule and course configurations. However, because the learning outcomes were exactly the same for all programs, we knew the overall program content was exactly the same at each school. The only thing that made each school unique was the configuration of the courses and the timing in which they were delivered.

With this knowledge, we immediately focused the Nursing Deans and their faculty on redeveloping modules rather than courses. The modules encompassed critical subject matter such as Pediatrics, Mental Health, Nursing Transitions, Mother & Baby Care, Cardiac Resuscitation and Pharmacology. By breaking down courses into modules, we found common ground among the institutions which also allowed us to focus more effectively on individual learning outcomes. This modularized focus also allowed us to convert content to online delivery options more easily and with less resistance from academic leadership. The modules created by the grant could then be easily plugged into the wide-ranging course configurations and varied curriculum plans at the various institutions.

As expected during the program implementation period of the grant, nursing faculty across the state utilized the modules in a number of different ways. Some repurposed their in-class teaching periods to more effective interactive discussions with students, made possible by assigning the online module materials to their students to review before each class. By taking the online modules before each class, more learning was possible during the actual class sessions which certainly improved on the depth and value of the learning outcomes.

Surgical Technology Degree

Grant Strategy: Offer a new Surgical Technology AAS Degree in the multiple county service area through Roane, Walters and Cleveland State Community Colleges. This will be offered with technology-enabled components for a significant portion of the curriculum as well as on-ground lab and clinical participation. Once developed, the curriculum and program design will be available for use nationwide.

Surgical Technologists are allied health professionals who work under medical supervision to facilitate the safe and effective conduct of invasive surgical procedures. A surgical technologist possesses expertise in the theory and application of sterile and aseptic technique and combines the knowledge of human anatomy, surgical procedures, and implementation tools and technologies to facilitate a physician's performance of invasive therapeutic and diagnostic procedures.

The Surgical Technology program created under the RX TN Grant was originally co-sponsored by Walters State, Cleveland State and Roane State Community Colleges. The intent of this partnership was to combine resources and expertise at each institution in order to provide cost-effective access to the program to a more students than would normally be possible. Unfortunately, when the process for obtaining accreditation through the Commission on Accreditation of Allied Health Programs (CAAHEP) began, it was learned that only two community colleges could go through accreditation at one time. Due to this situation Cleveland State was removed from the initiative early in the grant but fortunately the economies of scale were still able to be maintained through a Walters State and Roane State partnership.

This program consists of five semesters of full-time study which includes lecture classes held at Roane State's Oak Ridge Campus via online distance delivery from Walters State's Sevierville Campus and supervised clinical coursework in an operating room. Labs are conducted at both institutions. The program is affiliated with several area hospitals and each student is also assigned to a variety of clinical sites during the two years of clinical coursework. Both the Roane State and Walters State programs are supervised by a single Program Director of Surgical Technology.

In addition to the restriction of having only two institutions go through accreditation at one time, we also discovered that enrollment would need to be limited to ten students per year per institution until accreditation was achieved. Our first site visit review by CAAHEP in January 2016 to both Walters State and Roane State was very favorable. The accrediting board will meet in September 2016 to determine accreditation status for the 2016 – 2017 academic year. We will be informed by letter of their decision soon after the completion of that meeting.

Medical Informatics Degree

Grant Strategy: Build off of the work Nashville State and Volunteer State have begun to fully develop a Medical Informatics AAS Degree that will be available primarily online through any TN Community College. Phase 1 will be to offer this program at Dyersburg, Columbia, Cleveland and Roane States and Phase 2 would take place beyond the life of the grant to add additional schools as needed.

Medical Informatics is an associate degree created to meet the projected employment demands of the growing electronic medical records requirements on healthcare related organizations. This academic training program is essentially a hybrid of skill sets involving computer science and medical records terminology. The requirements within the Affordable Care Act have doctors, hospitals, clinics, insurance companies and other medical related organizations looking for employees with the needed skills to create and maintain an accessible and secure electronic medical records system.

The two main job categories of employment for Medical Informatics are Developer and Technician. Training for both positions is the same during the first year due to the fact there is a common base of knowledge required for both disciplines. This also allows the student an opportunity to defer a decision about pursuing either a Developer or Technician career until the start of the second year of the program. Students completing this program have not only earned an Associate of Applied Science degree in Medical Informatics but have already met many prerequisites required to continue their education for a bachelor's degree. While professional certifications or credentials are not required to work in the Medical Informatics field, two highly regarded organizations (American Health Information Management Association and Healthcare Information and Management Systems Society) do offer a credentialing exam related to this profession which is gaining popularity with employers.

On this particular program we were also trying to train individuals in advance of employer demand. Given the training requires two years to complete, being able to accurately project employer need in advance allows a community college to provide training in a more timely manner. Efforts to grow Medical Informatics at the six schools participating did not meet expectations during the grant primarily due to the following reasons:

- The extension of the deadline for employers to meet the Affordable Care Act requirements for electronic medical records reduced the sense of urgency for many employers to staff those positions.
- Because electronic medical records is a new function in the marketplace, job responsibilities and job titles are not fully defined which has caused confusion in trying to match jobs or job titles accurately and consistently with learning outcomes from certificates, associate degrees, bachelor degrees and graduate degrees.
- Recruiting efforts had difficulty getting traction because electronic medical records jobs do not appear prevalent in online job boards like Monster™, Indeed™ and CareerBuilder™. This caused potential students (who were primarily interested in computer-related career) to be dubious of the job potential in Medical Informatics which was difficult to overcome, and most of them chose Computer Science for academic training.

Occupational Therapy Assistant Degree

Grant Strategy: Expand Roane State's (RSCC) OTA program in a unique model where students at consortium member colleges can take their general education at their "home" college, transfer to RSCC and access OTA classes online while still physically located at their home college, drive to RSCC for hands-on lab classes and then return to their "home" college territory (where the jobs are) to finish their clinical experiences. Phase 1 of this program will be with RSCC, Cleveland and Chattanooga States, Phase 2 would add Walters State and Phase 3 would take place beyond the life of the grant to expand further.

The Occupational Therapy Assistant (OTAs) program prepares individuals to use purposeful activities to help a person maintain or restore the highest level of independence possible in activities meaningful to that person. Occupational Therapy Assistants work in a variety of settings such as hospitals, outpatient centers, school systems, skilled nursing facilities, community programs, home health agencies, and mental health agencies. This is a robust program that has been limited in its expansion primarily due to the cost of materials and equipment to execute which would normally require high enrollment numbers to make it viable. For smaller market schools and schools in competitive markets (with alternative training resources already in place), it has been difficult to cost-effectively start this program given the budget limitations facing all post-secondary public institutions.

OTA is a two-year selective admissions program, following the successful completion of prerequisites and acceptance into the program. The RX TN Grant provided an opportunity, by using online synchronous and asynchronous teaching tools and strategies, to reconfigure the existing OTA curriculum into a blend of online and hybrid courses coupled with face-to-face labs. This allowed for an alliance between Chattanooga State, Cleveland State and Roane State Community Colleges to share resources and utilize them in a way to reduce implementation costs and allow for program expansion.

A Field Coordinator was hired by Roane State to liaison with the students in Chattanooga and Cleveland to insure the student experience was the same at all three institutions as required by the Accreditation Council for Occupational Therapy Education (ACOTE) who oversees OTA academic programs. Interactive classrooms with Adobe® Connect™ and practice labs with occupational therapy equipment were set up at both schools so students did not have to travel to Roane State except for face-to-face lab classes once per week. After taking prerequisites at their local school (Chattanooga State or Cleveland State) up to five qualified applicants from each school (total of ten) were admitted each year in the OTA program.

This program has performed as planned with a minimum of difficulty and will likely expand to other schools across the state after the grant has concluded.

Allied Health Management Degree

Grant Strategy: Enhance/share RSCC and Volunteer State's AH AAS Degree with consortium community colleges including a technology-enabled curriculum delivery and strong recruiting/articulation component from short-term healthcare training completers, the Technology Centers healthcare graduates, and other healthcare workers.

The Associate of Applied Science (AAS) degree program in Allied Health Sciences provides a pathway for students who are currently enrolled in or have completed a certificate-level program in an Allied Health Sciences discipline from any accredited community or technical college; or are currently credentialed as allied health/nursing practitioners who wish to continue their formal education and earn an Associate of Applied Sciences degree. Allied Health Sciences discipline-specific core credits may be earned by current enrollment in appropriate allied health sciences courses, or transferring credits earned in a health science-related program, or an allied health sciences certificate program from a community college, or portfolio assessment of college-level experiential learning related to an allied health discipline.

In addition to the fifteen credit hours of General Education core courses currently required for an A.A.S. degree, students complete two key leadership courses; *Management and Leadership for Allied Health Supervisors* (ALH 211) and *Medical Law and Ethics* (ALH 214). Two additional Allied Health courses, *Contemporary Issues in Healthcare* (ALH 212) and *Special Topics in Healthcare Management* (ALH 213) as well as general electives may be taken, depending on the number of credit hours earned from an allied health sciences certificate program, allied health science courses, or experiential portfolio evaluation.

This program provides a critical opportunity for upward mobility to LPN's who are not able to ascend to RN and a wide range of healthcare certificate completers aspiring to leadership positions within their chosen career. Even associate degree graduates in viable healthcare roles, such as OTA or Radiology Technician, can benefit from the leadership training provided by this degree if they have desires to pursue management positions. Since most of the potential students for this degree come with significant transfer credit rarely does it take more than two or three semesters to complete the program.

Approximately halfway through the grant programming period a contradiction was discovered between policy requirements from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Tennessee Board of Regents which affected this program. SACS is the accrediting body for all 13 Tennessee community colleges and their guidelines did not allow for awarding block credit for non-credit certifications. Credit could only be awarded course-by-course through a rigorous review that significantly reduced the amount credit previously awarded. This primarily affected completers of healthcare programs like LPN and other certifications coming from the Tennessee Colleges of Applied Technology (who were partners on the RX TN Grant).

For a period of time this issue caused a slight disruption and loss of momentum for the program. However, the decision also encouraged the development of more applicable and effective Prior Learning Assessment tools at all institutions which have benefitted more students than ever before. Portfolio assessment processes have been developed to more efficiently evaluate all candidates, especially the certificate students. This has also led to the development of Portfolio Assessment courses to guide students productively through the process.

Due to the leadership aspect of this program, it has been very successful following clarification of the SACS and TBR requirements. In fact, the Associate of Applied Science degree went through the TBR curriculum alignment process in the spring of 2016 and is expanding to more institutions, in part, due to the exposure this program received from the RX TN Grant.

Non-Credit

Training Strategy	Issues to Overcome	Benefits to the Student
Stacked/Latticed Credentials	<ul style="list-style-type: none"> • Documentation and Assistance to Students • Coordination across Training Institutions (i.e. training in East TN is not available in West TN) • Insufficient Short-Term Entry Level Options 	<ul style="list-style-type: none"> • Students do not take advantage of entry level or advanced training or spend too much time on healthcare training “waiting” lists • Employer/Industry-driven needs are not met

The concept of stacked non-credit credentials offered at ten of the thirteen consortium institutions was to provide short-term training options with multiple exit points for potential students needing to recover or supplement their income. Particularly attractive to unemployed workers, this concept was also ideal for traditional students with inviable income or no income at all following high school graduation. These stacked courses also allowed, through application of Prior Learning Assessment tools, the future opportunity for students to pursue healthcare degrees across several specific disciplines.

The following combination of courses was developed over several years based on regular and comprehensive input from employer-based Advisory Boards, employers/industry, and labor market analysis. Each course was created to shorten the time to completion as much as possible and to convert as much content to an online version making it available to more potential students in rural areas where time and travel expense prevented their participation. Also recognizing that most hospitals, doctors, laboratories and other employers for these jobs seek (and many require) a professional certification to ensure that a candidate has the skill-sets (and proficiency levels) to perform the role, we included a test from a nationally recognized third-party certification association as part of each program.

Phlebotomy Technician

Grant Strategy: Technology-enable and expand Roane State's short-term healthcare training for Phlebotomists and ECG Technicians to be offered via primarily online learning through consortium community colleges Volunteer, Columbia, (and Technology Centers across the state).

Phlebotomy Technicians are critical team members at hospitals, diagnostic laboratories and blood donor centers. As advancements in medical technology evolve and skill-sets change, it's an especially exciting time to begin a career in this thriving field. Earning your Phlebotomy Technician Certification (CPT) certification from NHA can give employers confidence in your skills and abilities. Set yourself up for success and reach your career goals in the rewarding healthcare industry.

A Phlebotomy Technician may perform some or all of the following tasks:

- Draw blood from patients and blood donors
- Evaluate patients' ability to withstand procedure
- Explain blood-drawing procedure to patients and answer questions
- Perform basic point of care testing, such as blood glucose levels
- Prepare blood, urine and other specimens for testing
- Verify patient/donor identity
- Maintain medical equipment such as needles, test tubes and blood vials

We partnered with National Healthcareer Association to deliver the certification test for the Phlebotomy Technician course.

Electrocardiogram Technician

Grant Strategy: Technology-enable and expand RSCC's short-term healthcare training for Phlebotomists and ECG Technicians to be offered via primarily online learning through consortium community colleges Volunteer, Columbia, (and Technology Centers across the state).

Electrocardiogram read-outs record heart rhythms which provide important data for the diagnosis of heart conditions. Certified ECG Technicians are used by healthcare employers to perform the critical tasks of executing ECGs, as well as administering Holter™ monitoring and stress testing. These tests can be performed in a wide variety of settings and as a part of numerous medical treatment procedures (such as during physical exams, when cardiovascular problems are suspected, or in preparation for surgery).

An ECG Technician may perform some or all of the following tasks:

- Set up and administer ECGs (electrocardiograms) and stress tests
- Prepare patients for Holter™ or ambulatory monitoring
- Edit and deliver final test results to physicians for analysis
- Schedule appointments
- Transcribe physicians' interpretations

We partnered with National Healthcareer Association to deliver the certification test for the Electrocardiogram Technician course.

Certified Clinical Medical Associate (combined Phlebotomy, ECG and Patient Care Training)

Grant Strategy: RSCC to develop a Certified Clinical Medical Associate program, including Phlebotomy and ECG training, for technology-enabled (primarily) at consortium community colleges and Technology Centers across the state.

A Certified Clinical Medical Associate's responsibilities can be categorized into three major groups of skill-sets. Phlebotomy and ECG which we have already introduced, and third group which focuses on how to care for a patients who may be dealing with any number of wide ranging medical issues. Doctors, nurses and other healthcare professionals rely on Certified Clinical Medical Associates to assist with the critical day-to-day care some patients require. More and more patients require special care, sometimes around-the-clock. These critical medical needs vary from patient to patient, making it vital that Certified Clinical Medical Associates have a diverse range of knowledge and skills.

A Certified Clinical Medical Associates may perform some or all of the following tasks:

- Provide basic patient care — bathing, feeding, catheter care, etc.
- Acquire, distribute and administer patient care supplies
- Perform safety checks and ensure cleanliness in patient rooms
- Accommodate the special needs of patients accordingly
- Obtain ECG readings and monitor vital signs
- Perform phlebotomy procedures
- Provide emotional support to patients and families, particularly coping with grief and death

As the elderly population increases, healthcare facilities, hospitals and nursing homes have a great demand for qualified Patient Care Technicians/Assistants. Since this profession is needed in many practices, you may have a variety of opportunities available to you. Earning your CPCT/A can help you launch a career in the healthcare path you choose.

We partnered with National Healthcareer Association to deliver the certification test for the Certified Clinical Medical Associate course.

Intravenous Therapy Specialist

Emergency Medical Dispatcher (EMD) was originally chosen as one of the RX TN Grant non-credit programs. At the time the grant was developed, training for EMDs was available only on a limited basis and required travel to specific training facilities for an extended time at a high cost. This presented a significant challenge to small market and rural emergency medical operations to efficiently and cost-effectively train their staff.

The grant plan was to redevelop an online version for this training which was both shorter and had a more flexible timeline of delivery, while still meeting the requirements of employers and the rigor of external certification testing. Less than six months into the execution of the RX TN Grant the leading provider of EMD training for the state of Tennessee introduced its own online version of their successful traditional course. This new training resource effectively addressed the availability, timing and cost concerns which were going to be our competitive advantage and reason for creating the Emergency Medical Dispatcher course as part of the grant.

In researching a replacement course, we determined that Intravenous Therapy Specialist training would be the best option to support the goals of the grant and link most productively to the career aspirations of the students targeted by the grant. Intravenous therapy has been expanding beyond traditional settings such as hospitals and major clinics, and now is commonplace in many doctor's offices and even becoming prevalent as part of in-home care services. When combined with the CCMA skill-set and as an adjunct skill for Licensed Practical Nurses (especially for those unable to pursue RN training), IV Therapy skills can improve salary rates and career options for the future. We even found it would be a valuable refresher for Registered Nurses whose skills were unpracticed due to past and current job responsibilities.

This training course provides an individual with the ability to do the following tasks involving IV therapy:

- Discuss indications for IV therapy
- Be knowledgeable about different types of IV devices
- Understand differences in fluids used for IV administration
- Identify and select appropriate veins commonly used for venipuncture
- Discuss IV therapy risks and complications
- Discuss and demonstrate IV therapy techniques for insertion
- Calculate IV flow rates
- Discuss trouble-shooting tips
- Establish or maintain a fluid or electrolyte balance
- Administer continuous or intermittent medication*
- Administer bolus medication*
- Administer fluid to keep vein open (KVO)*
- Administer blood or blood components
- Administer intravenous anesthetics*
- Maintain or correct a patient's nutritional state*
- Administer diagnostic reagents*
- Monitor hemodynamic functions*

**Assists the RN or Physician with administration*

We partnered with Becksford Health Services to deliver the certification test for the Intravenous Therapy Specialist course.

RX Tennessee Grant Student Success Stories

In touching over 7,000 lives with this grant, we encountered some amazing people who embodied the spirit of our work and exemplified the importance of the TAACCCT Grant Program. While the numbers of people we serve are critical to the success of any program, it will always be the stories of the individual people affected by our efforts which speak to a program's value.



Student: Alicia Harrison

College: Chattanooga State Community College

How RX Tennessee made a difference:

A persistent Completion Coach helped make sure Alicia finished an associate degree. That one small step made her the first person in her family to earn a college degree, gave her confidence, and helped her see a brighter future.

Alicia's Story

Alicia Harrison is a single parent of three children who worked part-time at Erlanger Medical Center as a Patient Care Tech while attending college full-time at Chattanooga State Community College in the Tennessee College of Applied Technology (TCAT) division. She was studying to become a Licensed Practical Nurse (LPN).

An RX TN Completion Coach advised Harrison that her transcript showed she could earn an associate of applied science in health sciences if she completed one course. Paying for the additional course was a challenge for Alicia, but the RX TN Completion Coach stayed in contact with her and presented options. The consistent contact from the Completion Coach helped make sure Alicia did not fall through the cracks.

Alicia was awarded the LPN diploma in August 2015. She began taking the additional course she needed for her associate degree during the Fall 2015 semester while parenting her three children, working, and studying for her licensing exam. Alicia passed the course during the Fall 2015 semester and was also awarded the health sciences A.A.S. degree in December 2015.

Since receiving the degree and becoming licensed, Alicia has gotten a full-time job working as an LPN with Continue Care at Erlanger Medical Center. Her Completion Coach contacted her, and Alicia thanked the coach for being persistent and believing in her when she wanted to quit. She stated that the degree has given her more confidence, enhanced her level of knowledge in leadership and management, and increased her current pay by 15%.

Ms. Harrison feels that receiving the degree has been a tremendous accomplishment for her and something for her children to look up to. She said she is the first person in her family to ever receive a college degree.

Alicia said her next goal is to become a registered nurse, and she is applying for the LPN to RN transition program at Chattanooga State.

Student: Alston

College: Chattanooga State Community College

How RX Tennessee made a difference:

Alston was faced with a tough situation. The path he thought he wanted to follow turned out not to be the right one for him. Through RX Tennessee, instead of falling through the cracks, Alston found a new path and new possibilities.

Alston's Story

Alston thought he had an education and career plan that was set. He had grown up in a family of healthcare professionals. The sciences were his best classes in high school, and he had been introduced to the medical world at an early age when he was diagnosed with Type 1 diabetes in elementary school. Nursing seemed to be a good fit.

He started Chattanooga State in 2009 and took all his gen education courses and pre-requisites for the nursing program. Alston applied and was accepted into the nursing program in fall 2012. His first semester went well, but he struggled academically and with his health during the second semester.

As per program protocol, Alston was asked to sit out for the fall semester of 2013 and retake his second semester in spring 2014. He completed his second attempt of the nursing program's second semester successfully but, he said, "I felt overwhelmed and felt that I was not fully grasping the concepts completely."

Alston returned in the fall of 2014 to start the program's third semester and quickly found himself overwhelmed. He was not passing and was asked to meet with his advisor, and he expressed that nursing was no longer the career path he wanted to pursue. The advisor referred Alston to RX TN.

An RX TN Completion Coach met with Alston and helped him identify healthcare career options that would be a better fit for him. During this exploration process, Alston met with Joann Miller, his previous instructor for medical terminology. Miller discussed with Alston the possibility of pursuing a degree in Health Information Management (HIM).

"I remembered Alston from medical terminology," Miller said. "I knew he had been very focused and diligent and felt those traits in combination with Alston's coursework, were a great fit for Health Information Management (HIM)."

Alston took the spring semester off but applied to the HIM program and was accepted to start fall 2015.

"Alston has been successful in completing his coursework as well as in making friends," HIM instructor Kellie Squire said. "He contributes to in-class discussions, interacts positively with his cohort, and been a valued member of his class. I enjoy Alston being in class because he offers different ideas and perceptions about the various aspects of the HIM field. He asks pertinent questions and is both thoughtful and respectful when rendering his opinion. Alston has contributed to the class as a whole and I look forward to seeing how he will progress during his second year of study."

The general consensus about Alston from all who have come in contact with him during his education and training journey is that he is not a quitter. No matter how tough it gets, he will persevere.

Student: April Henley

College: Jackson State Community College

How RX Tennessee made a difference:

April struggled with coursework near the end of her nursing program and was close to leaving college without a credential. Thanks to RX Tennessee, she found a new path and new possibilities.

April's Story

Jackson State nursing student April Henley was in her next-to-last nursing course when she became an at-risk student. The content areas in the course were tough and so were the tests. Her grades dropped, and it appeared she might receive a failing grade in the course. This was her second attempt at the class, so she knew she would be dismissed from the program if she got a D or F.

Fortunately, April is one of those people who wants to have a backup plan. Her mind started reeling with options. She had heard about the RX TN medical certificate courses at Jackson State. In fact, she knew the RX TN Completion Coach from nursing. The Completion Coach had previously served as the nursing program's success and retention coordinator, so she felt comfortable asking for help from her friend.

April dropped in to see the Completion Coach one day and started asking questions about the RX TN courses. She was hoping for the best, but preparing for the worst. April wanted to have a backup plan "just in case."

"I knew April, and I knew of her struggles in the nursing program, but I really wanted to see her make it in nursing," said Completion Coach Mary Pat Rowland. "I answered her questions while still telling her she could be successful in the class if she worked hard. I didn't want her to give up."

April didn't give up. She finished the class, but she had her second D and her dismissal from the program. April went straight to Mrs. Rowland's office after she got the news.

"In a lot of ways, April was relieved. She felt like a load had been lifted from her," Mrs. Rowland said. "And she was also excited about the possibility of getting into a career with a medical focus in only a few months. I remember her saying, 'I can do this!'"

April said her one disappointment was not to have "something" for her years of courses at Jackson State. Mrs. Rowland asked Dean Terri Messer to look at April's transcript and determine if she had enough hours for a general technology degree. Fortunately she did!

Instead of being sad about her unplanned departure from the nursing program, April left Jackson State that day happy in the knowledge she was going to get an associate degree and she was going to start courses that would help her get a job in the medical field. She started less than two weeks later.

April was at the top of all three classes she took in the RX TN program. She was a happy young woman the day she finished the Clinical Medical Assistant Certification Exam. She was engaged, moving to north Mississippi and going to look for a job in Memphis.

Today, she has a job working at Cardiology Associates with Tenet/St. Francis Healthcare in Memphis, a short drive from her home. She is married and loves her job! She has gained so much confidence from her success in the RX TN courses and her job that she says she may even go back to school to become a Licensed Practical Nurse. "I know now that I can do it!" she said happily.

Student: Bethany Ackerman

College: Dyersburg State Community College

How RX Tennessee made a difference:

Bethany was poised to complete her healthcare credential when she suffered a stroke. With the help of RX Tennessee, Bethany overcame obstacles and stayed on track toward a healthcare career.

Bethany's Story

Bethany Ackerman came to Dyersburg, Tennessee for a change. She had an education but there weren't any jobs available in her previous field.

After working odd jobs that paid very little, it was apparent she was not going to find a job in her previous field. After speaking with RX TN personnel, she chose to continue her education in the medical field. "I was given information regarding phlebotomy and that struck my curiosity," she said. "I've never been squeamish about bodily fluids, so I enrolled in the phlebotomy class."

Karin Featherston was the instructor, and Bethany was impressed with her teaching techniques. "She made learning fun, and I wanted to do more," Bethany said.

Bethany did well in phlebotomy. With encouragement from Karin, the RX TN team, and friends, Bethany went on and completed the ECG course with plans to become a Certified Clinical Medical Assistant (CCMA).

Bethany felt like she was on her way to a new career. Just before she was to start the CCMA portion of the course, she collapsed.

"I thought I was having a heart attack as the pain in my chest was so excruciating," she said. "As I came to in the ambulance I realized that something was seriously wrong."

Bethany had suffered a stroke as a result of a pulmonary embolism.

She knew there would be challenges to overcome as a result of some physical limitations but she had not come this far to quit. Bethany struggled with memory challenges but did great. "With continuing rehabilitation, encouragement, and the love of my medical staff (angels), friends and family, I was able to complete the class at the scheduled time," she said.

Dyersburg State Community College has clinical contracts for students to complete voluntary on-the-job training with local healthcare facilities. RX TN personnel encourage all students to take advantage of these hours.

Bethany chose CareRite in Dyersburg for Dr. Srivastava, Sandra Fowlkes, FNP, Debbie Nale, FNP and Jan Sims, FNP. "I fell in love with the amazing patients, the fast paced environment and all of the support staff," Bethany said. "I was hired full time January 5, 2015!"

Now Bethany is part of the travel team that works in the Ripley, Halls and Dyersburg offices. "I have worked hard and overcome my limitations, and I honestly feel that determination, a good education and amazing support I received from Dyersburg State put me on the road to an amazing career," Bethany said.

Students: Ginger Conner, Johnaca Templeton, Cadey Campbell, Teresa Fain, Sonya Mobley

College: Cleveland State in partnership with Roane State

How RX Tennessee made a difference:

A partnership between two colleges gave five students an opportunity they would not have had otherwise. All five graduated and are working in their field.

The Story

It was an exciting day on May 8 of 2016 as five students became the first graduating class of the East Tennessee Alliance for the Occupational Therapy Assistant Program, an RX TN supported partnership between Cleveland State Community College and Roane State Community College.

The Alliance allows students interested in Roane State's Occupational Therapy Assistant Program to take all pre-requisite courses at Cleveland State and apply to the program as a separate cohort group where five students are accepted per year.

Once accepted, students log in to their courses together from the Cleveland State campus at the same time students in the Roane State cohort, and only have to travel to Roane State once a week for labs.

Another advantage of the Alliance is that clinical experiences are set up in the Cleveland State service area, instead of the Knoxville/Oak Ridge area, significantly cutting travel costs to the individual student. Sonya Mobley, one of the graduates, was very thankful for the opportunity the Alliance provided.

"Being able to do all my course work at Cleveland State and only travel to Roane State once a week for labs was a great advantage, as well as being able to do my clinical experiences in my home area helped me to make connections to find employment after graduation," Mobley said.

Susan White, RX TN Completion Coach, said she could not be more proud of all these five students accomplished.

"These are the first students to go through this Alliance, and I have been with them from day one," White said. "This partnership was new for everyone involved, and I could not have asked for a better group to begin with. We are about to admit our fourth cohort of students to the program, but to me, there will always be something special about this original group and watching them all work hard and achieve their goals."

All five graduates passed their National Certification Exams on the first attempt and were employed as Occupational Therapy Assistants within the first quarter after graduation.

"I think that speaks volumes for how well this partnership is working and the potential for this model to bring other healthcare program alliances here to Cleveland State," White said.

Student: Cynthia Anderson

College: Jackson State Community College

How RX Tennessee made a difference:

Nearing age 50, Cynthia wanted to leave her career as a hair stylist and find a position in a medical field that would give her stability and benefits. Thanks to RX Tennessee, she accomplished her goal.

Cynthia's Story

Cynthia, approaching 50 years of age, had been a hair stylist most of her adult life. Although she had what some would describe as a steady business, her job did not provide benefits or consistency.

Cynthia was looking for something in a stable medical field that could offer some security and benefits. She contacted the RX TN Healthcare Training program at Jackson State Community College, Jackson, TN.

She started in Jackson State's first phlebotomy class and, although apprehensive, she was determined from Day 1 to be successful. Having not been a student for many years, the first couple of weeks were challenging for Cynthia, and she worked with the Completion Coach to become more comfortable with the use of eLearn and other software.

She was always on time, prepared, had her work completed in advance and did well in the course. On the day of the NHA CPT Certification, she successfully passed the exam and came out of the classroom with certificate in hand and tears in her eyes.

Within a short time, Cynthia was hired on an on-call basis at The Jackson Clinic (our largest clinic in this area). The HR representative said that they were impressed with Cynthia and hoped the position would increase to full time soon, as it did.

Cynthia exhibits professional appearance and behavior and has a warm personality that is well suited for a healthcare services role. She is very happy with her job and the feedback the college received from her employer and patients regarding her performance is excellent. She has found a job that will enable her to have job security and satisfaction until retirement and is very thankful that she was able to enroll in the RX TN healthcare training.

Student: Devan Selle

College: Columbia State Community College

How RX Tennessee made a difference:

After staying at home with her children, Devan was ready to re-enter the workforce, but there was a problem. To go back to work, she needed more training. The solution was RX Tennessee.

Devan's Story

Devan Selle enrolled in RX TN's non-credit program at Columbia State after a five-year break from working as a Medical Billing Clerk and Transcriptionist to stay at home with her two pre-school children.

Selle said her need for more education became apparent when she attempted re-entry into the workforce. She was being told by potential employers that if she wished to remain in healthcare, she would have to update her skills and consider getting a certification.

With the goal of staying in the medical field, but at a wage higher than \$10.00 per hour, Selle investigated several programs before settling on the Medical Certification programs offered at Columbia State Community College through RX TN. Living in Giles County, she said that staying close to home for her training was a big advantage for her. Because evening classes were close by in Columbia, she was able to take a third shift job to pay for her training.

She had attempted online training for medical billing but found that she needed classroom structure. Additionally, she became increasingly interested in direct patient care. "I am a hard worker," Selle said. "I wanted to certify in an area where there was room to grow."

After receiving stacked certifications for RX TN as an ECG Technician, Phlebotomy Technician and a Certified Clinical Medical Assistant, Selle began interviewing and started work one month later as an on-call Medical Assistant in the temporary pool for Vanderbilt Medical Center in Nashville.

She took the Vanderbilt position initially because of the reputation of Vanderbilt in the medical community. Her pay started at \$14.00 but lacked benefits. However, she proved to be a valuable asset at Vanderbilt. She explained that working different departments increased her knowledge of her newly chosen profession.

After seven months on the job, she was encouraged to apply for full-time position with Vanderbilt in Columbia, TN. She was told that the position paid less than what she was making but she was able to negotiate, keeping her \$14.00 per hour salary. Being hired full-time meant she received a comprehensive benefits package.

She said since her husband was recently laid off from work she is grateful for the insurance benefits. Selle will be working with Vanderbilt's local cardiac pacemaker patients. She said she has received free training from her employer to run function tests on pacemakers.

"The doctors I work with are always encouraging me to get more training," she said.

Since completing her certifications, Selle has been invited back to the Columbia State Clinical Medical Assisting class to speak to new students. When asked what advice she would offer other program students, she said, "Work hard and keep applying for positions. Remember what you are taught in class because it is the truth."

Selle also keeps in touch with former classmates and passes along information on job openings. She said she believes in the benefits of updating one's skills and education at any age. She said she was initially scared to go back to school at 35 years old. However, she explained, she has been motivated by her accomplishments in the RX TN program and hopes to get more training.

She is considering I.V. therapy training or possibly a nursing degree.

Student: JoEvelyn Eubanks

College: Southwest Tennessee Community College

How RX Tennessee made a difference:

Sometimes, what a student needs is some encouragement and support. RX Tennessee provided both to JoEvelyn, and they made all the difference.

JoEvelyn's Story

Memphis native JoEvelyn Eubanks became an LPN in 2011 through a Tennessee College of Applied Technology. She applied to Southwest Tennessee Community College in August of 2012 as a pre-nursing student and was accepted into the Southwest's Nursing, LPN Mobility Track Program the summer of 2014.

JoEvelyn anticipated achieving all that was necessary to become an efficient and productive registered nurse. She worked hard to maintain her grades while working full time as an LPN and raising three children and two grandchildren. JoEvelyn quickly learned that the demands of college gave her many experiences. Days ranged from elation to frustration. She soon began to visit the RX TN office three or four times a week to check out books, utilize the computer lab and to receive supplies.

She took full advantage of the tutorial services offered by RX TN and encouraged other students to sign up for RX TN services.

During her last semester in the nursing program, JoEvelyn and four other RX TN students failed the Adult Health Nursing II class by less than a point, and they were all devastated. Unsure if they would be able to attend and re-take the class that would not be offered again until the following semester, JoEvelyn and her classmates met with school officials to discuss the class.

After careful consideration, the students were allowed to re-take the class during the summer to fulfill their graduation requirements. Needless to say, all five students completed the class and successfully pass the HESI examination.

JoEvelyn stated, "I am so thankful to the staff of RX TN for encouraging me to stay focused, and stay the course. The moral support, wiping my tears when I cried, encouraging me to keep going when I wanted to give up, allowing me to use books when I could not afford to buy books, being an advocate for me with the teachers, and giving me supplies to complete course work has helped me more than I can express."

JoEvelyn participated in the Pining Ceremony in May 2015, and received her Associate of Applied Science (A.A.S.). After passing the NCLEX exam in February 2016, JoEvelyn is now working on-call with her current employer D & S Community Services.

In August 2016 she will be employed full-time with Shelby County Schools as a certified RN.

Student: Leslie Williams

College: Volunteer State Community College

How RX Tennessee made a difference:

RX Tennessee ECG training and academic support helped Leslie become a successful candidate for the college's competitive radiology program.

Leslie's Story

Enthusiastic, motivated, self-driven — all describe ECG graduate Leslie Williams. Leslie was a student in the pre-radiology program at Volunteer State Community College (VSCC) when she received a mass email from the RX TN Completion Coach. The email included information regarding short-term health care training options at Vol State.

One of the training options was the Electrocardiogram Technician (ECG) class, an 11-week program offered by the VSCC Health Sciences Continuing Education Center. She enrolled in the class beginning in March 2015.

Through a family member who worked in the field, Leslie had learned about radiology and was interested in someday working in an electrophysiology (EP) lab. Leslie knew that taking the ECG class would enhance her probability of getting into the radiology program at VSCC and move her one step closer to her goal.

For Leslie, the ECG class was in essence a bridge to the radiology program. Leslie explained that the class instructor, Kevin Alspaugh, was very helpful and knowledgeable. She was also very happy with the clear communication of expectations by VSCC RX TN faculty and staff. Mr. Alspaugh said Leslie was a “highly motivated and good student in the ECG class.”

As an enrollee in the RX TN grant program, Leslie was able to take advantage of resources such as academic boot camps, resume/interview review, and critical skills workshops (time management, learning style, study skills) conducted by RX TN Completion Coach Brenda Blankenship.

“From the moment I met her, Leslie possessed zeal and was extremely motivated to do her best in the ECG class,” said Blankenship. “She went the ‘extra mile,’ turning in her paperwork on time, responding to RX TN boot camp assignments and contributing opinions for the ECG class on how to learn and study.”

Leslie said, “The RX TN workshop on interviewing/job search actually helped me prepare for my radiology interview.”

She explained that she was very nervous about the panel interview format, but that the RX TN interview/resume workshop prepared her well and eased some of her anxiety about the selection process. Leslie found out the week after she passed the NHA Certified EKG Technician exam that she had been accepted into the VSCC radiology program.

Leslie is a single parent and sacrificing time with her child has been difficult. Not only does Leslie commute about an hour each way, she has juggled night classes with her work schedule in order to accommodate her training. Leslie knows that working hard toward her training goal will lead to a better position in her chosen field.

Student: Melinda Peery

College: Volunteer State Community College

How RX Tennessee made a difference:

Melinda was homeless, and her meal for the day was often a bag of rice. Through RX Tennessee, she now works at one of the nation's top hospitals, has a place to live, and is hopeful about her future.

Melinda's Story

Turning your life around can be complicated, especially when you're living out of bags, moving from location to location, and struggling to feed yourself each day. Melinda Peery, then 32, was homeless, jobless and frustrated, but she knew that she could find a way out if she could just get on the right path. For Peery, that path has led to a new career as a Certified Clinical Medical Assistant, working at one of the nation's top hospitals. It all started with the RX TN grant at Volunteer State Community College (VSCC). "When I lost my job ... I decided that I wouldn't live in fear anymore," Peery said. "I was going to have a skill or education so that I could support myself. I had lots of friends and cousins that would let me sleep on a couch. I would stay for one night or two nights. I would help by doing chores. I lived off bags of rice from Kroger. That was my meal for the day."

Peery received an email from VSCC about RX TN. The grant program provides quick and affordable classes, separate from the college degree programs, in very specific medical skills. Peery says that even though she was quite needle-phobic, she knew that phlebotomy, or drawing blood, is an in-demand skill. So, she enrolled in an RX TN phlebotomy course. "On the very first day of phlebotomy class I said that I have a fear of needles," she said. "In the first two hours the instructor had me in front of the class, and I had a needle in my arm. It took a lot to overcome my fear."

Even with the relatively low cost of the courses, compared to college degrees, it was still a struggle for the homeless Peery to come up with the money. "I had a women's group in Wilson County called Wilson One pay \$500 towards one class," said Peery. "I had a cousin who lent me a couple of hundred dollars. Workforce Essentials of Sumner County paid for the ECG program. I was blessed to have a few people believe in me." With this help and her hard work, Peery successfully completed the Phlebotomy, ECG, and Patient Care Tech courses (which are now offered together as a CCMA cohort program), then passed her Clinical Medical Assistant (CCMA) certification.

Shortly after becoming certified, Melinda received three job offers and accepted a job as a Certified Clinical Medical Assistant with Urology Associates in Franklin, where she enjoyed working for about five months. In June 2015, Melinda started a new job at Vanderbilt Ingram Campus as a CCMA in the GYN Oncology Department. Melinda says, "Working at Vanderbilt has been a dream come true for me. I work with some of the best people one could want [who] are some of the top in their fields. The providers and nurses that work beside me day in and out are so encouraging, supportive, and just down right amazing. We are always very busy, sadly. This not a place that you want to see such a need for but when we are needed, we are here and ready to go."

Melinda described her day-to-day responsibilities, "I help with all kinds of procedures and exams," she said. "I do patient work-ups and triage. It has even come about that I help with the stock/ordering for the clinic. Also, while being here another CCMA and I established and helped launch a new stocking system for the clinic. My job is work, and hard work for that matter, but it is a labor of love, humility, and excitement. Happiness does not even touch the description of feelings that I have when I put my badge on every morning and stand with my patients in the time of unknown and fear. Every day I get to be a part of a team that writes the Rx for hope, strength, health, and a big smile! Who could ask for more?"

In addition to her great job at Vanderbilt, Melinda was chosen as the 2015 "Customer of the Year" by Workforce Essentials of Sumner County. Bethany Sullivan, Director of Career Services at Workforce Essentials, said, "Melinda Peery came to Workforce Essentials for assistance with training after she made the decision to pursue higher education. She was unemployed and eligible for the WIA grant as a dislocated worker. She was homeless, living in her vehicle and staying between friends and families homes. This also made her priority to assist." Melinda was presented with her award in a ceremony at Volunteer State Community College on Feb. 4, 2016, where VSCC was also awarded the Partner of the Year award by Workforce Essentials of Sumner County. Melinda, now 33, is now back on her feet, renting a room and supporting herself fully. She plans to move into her own place this fall.

Student: Samantha Wallace

College: Roane State Community College

How RX Tennessee made a difference:

RX Tennessee helped Samantha Wallace find a bright future in healthcare, not to mention a 50% increase in her pay.

Samantha's Story

"I love Phlebotomy!" That's what Samantha Wallace said when asked about her experience at Roane State's phlebotomy night class in Knoxville.

Samantha had been working as a manager at McDonald's for the past four years making \$8.50 per hour. She was also attending Roane State Community College in the evenings, working toward a business degree. Then, along came macroeconomics, and she knew that business was not for her.

She discussed her dilemma with her sister who is an LPN with Summit Medical Group. She suggested that Samantha look into taking a phlebotomy class. Samantha was referred to a Completion Coach with the RX TN grant where she was given information about the phlebotomy class. She signed up for the evening class so that she could continue working while in training. In June 2015, she started on her journey toward a new career.

"She was awesome!" Samantha said of her phlebotomy instructor, Amy Kitts. "Everything she taught me was on my certification test. I felt so prepared!"

Samantha took and passed her NHA Certification Exam in August 2015 and applied for a phlebotomy position at Methodist Medical Center in Oak Ridge right after being certified. In her interview, she said the supervisor told her that she "had more knowledge of phlebotomy than most of the other candidates applying for the position."

By the end of August, Samantha was hired at Methodist Medical Center as a phlebotomist making \$12.18 per hour. After six months she was given a raise to \$12.75 per hour.

When contacted for employment follow-up, Samantha was happy to talk to the RX TN representative about her experience and wanted to let everyone know that she would recommend the phlebotomy class to anyone who is interested in working in healthcare.

"It helped me out a whole lot and has changed my work life so much for the better," Samantha said.

Samantha considers herself a success with her new career in healthcare. She plans to continue her education in the future and work toward being the best phlebotomist that she can be.

Student: Vivian Mitchell

College: Northeast State Community College

How RX Tennessee made a difference:

Vivian worked as an LPN for many years. She thought she was too old to become a registered nurse, but through RX Tennessee, she discovered that you are never too old to reach a goal.

Vivian's Story

Vivian Mitchell enjoyed her days as a Licensed Practical Nurse (LPN) working in the Labor and Delivery Department of Wellmont Holston Valley Medical Center. One day in 2014 she read a story about the RX TN grant and a new degree program at Northeast State Community College that helped LPNs become registered nurses (RN) in only three semesters after completing pre-courses.

The idea piqued her interest, but finding a way to get there proved challenging.

“Everyone kept urging me to go on and get my RN,” said Mitchell. “I thought I was too old.”

But she was not “too old” and made her own way to becoming a registered nurse. Mitchell enrolled in the LPN to RN Nursing Option at Northeast State in summer of 2015 and graduated as the second class of license practical nurses to earn an associate of applied science in nursing.

Like many nursing students with families, Mitchell continued working full-time while attending classes. The grueling schedule took its toll physically and mentally. Mitchell and 18 fellow students started the LPN to RN program in summer term of 2015. Of those 19 students who began the class, 14 graduated in May 2016.

“You have to be strong, you have to be determined,” said Mitchell, who continued working full-time while raising her children. “I’d tell any LPN entering this program to be prepared to study more than you can imagine.”

Although, the federal grant’s funding cycle ended on March 30, 2016, the college is continuing to fund the LPN to RN option. The summer 2016 term accepted 30 new students who started on May 23, 2016.

“We had a 100 percent pass rate for the NCLEX-RN exam for the first LPN to RN class of 2015; we were very proud of that,” said Laura Jones, LPN-to-RN Program coordinator for Northeast State Nursing.

For Mitchell and her colleagues being a nurse does not qualify as merely a job.

“Nursing is truly a calling,” said Mitchell. “You have to have that desire, heart, and empathy to be able to take care of people.”

Student: Vivian Mitchell

College: Northeast State Community College

How RX Tennessee made a difference:

Vivian worked as an LPN for many years. She thought she was too old to become a registered nurse, but through RX Tennessee, she discovered that you are never too old to reach a goal.

Katie's Story

Katie Styles graduated from high school in Lake City in 2012 and began to pursue her college career at Pellissippi State Community College in Knoxville. She started in business but changed to engineering.

Katie's dad became ill, and Katie knew that her family needed her to help. She found a job in a factory in Clinton and began to work. While she was happy that she had a job that provided her with benefits, she found that the job was not rewarding. She continued to work but knew that she wanted to do something different.

A friend told her that she needed to look for something in healthcare and suggested that Katie consider a phlebotomy class. Katie investigated the noncredit healthcare classes at Roane State Community College and learned that the phlebotomy class was starting soon. It was a reasonable cost, and she could take the class while she continued to work. Katie enjoyed the course, and after successfully completing the phlebotomy class, she registered for the ECG class.

Katie said that the certification test for ECG was very hard, but she passed. She then registered to take the certified clinical medical assistant (CCMA) course. As she continued in the classes, she realized she was enjoying this work and felt she was in the right field for her.

She completed all three classes in six months and earned all three certifications. She completed her coursework in August 2014 and began to look for a job as a CCMA. In October 2014, she was hired by Dr. John Carroll with Summit Medical Group. Katie has been so pleased with this position and commented about how patient Dr. Carroll is in training new employees and how much she is learning about patient care.

During the time Katie had been completing her healthcare classes, her dad had recovered and was doing well. Katie was able to purchase her first home in March 2015 and bought herself a new car. But she did not forget about her family. Recently, she surprised her mom with a new car!

Katie said that while working at a job she disliked and going to school at night was not easy, she depended on her faith to get her through the hard times. She is thankful that her parents are doing better financially, and she is glad she was able to help out. For her future plans, she wants to complete her degree and is thinking about the nursing field as her next step.

Grant Goals

Ten key goals were assigned to the RX TN Grant and were reported regularly via the USDOL Annual Performance Report (APR). The portion of the report where these measurements are recorded is shown in Exhibit 1 below. We have also included an example of the full report in the reference section at the end of this document. Following this exhibit we show a chart reflecting our performance and we have isolated each measurement in order to provide insight into the results achieved during the life of the grant. The results shown on the chart reflect our performance as of March 31, 2016 and will be reflected in the APR. As allowed by USDOL, we continued to do follow-up on students and graduates through the end of the grant in September 2016. These additional metrics are also included in the information below.

Exhibit 1

Performance Items	Year 1 (A) <small>(REPORT IF AVAILABLE)</small>	Year 2 (B)
B. CUMULATIVE PARTICIPANT OUTCOMES (ALL GRANT PARTICIPANTS)		
1. Unique Participants Served/Enrollees		
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study		
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers		
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)		
4. Total Number Retained in Other Education Program(s)		
5. Total Number of Credit Hours Completed (aggregate across all enrollees)		
5a. Total Number of Students Completing Credit Hours		
6. Total Number of Earned Credentials (aggregate across all enrollees)		
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)		
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)		
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)		
7. Total Number Pursuing Further Education After Program of Study Completion		
8. Total Number Employed After Program of Study Completion		
9. Total Number Retained in Employment After Program of Study Completion		
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment		

CUMULATIVE PARTICIPANT OUTCOMES (ALL GRANT PARTICIPANTS)	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
1. Unique Participants Served/Enrollees	3,939	2,398	61%	No students were enrolled after March 31, 2016.	NA
1. Unique Participants Served/Enrolled (Restated for Grant Intended Goal)	2,039	2,398	118%		NA
2. Total Number of Participants Who Have Completed a Grant-Funded Program of Study	1,500	1,446	96%	1,676	112%
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbant Workers	NA	939	NA	1,119	NA
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	1,011	1,354	134%	1,506	149%
4. Total Retained in Other Education Program(s)	NA	0	NA	0	NA
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	NA	17,156	NA	20,712	NA
5a. Total Number of Students Completing Credit Hours	1,835	1,473	80%	1,504	82%
5a. Total Number of Students Completing Credit Hours	1,019	1,473	145%	1,504	148%
6. Total Number of Earned Credentials (aggregate across all enrollees)	2,275	1,816	80%	2,087	92%
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	NA	1,108	NA	1,140	NA
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	NA	NA	NA	NA	NA
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	NA	449	NA	652	NA
7. Total Number Pursuing Further Education After Program of Study Completion	100	112	112%	123	123%
8. Total Number Employed After Program of Study Completion	1,300	136	10%	197	15%
9. Total Number of Retained in Employment After Program of Study Completion	1,170	102	9%	120	10%
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	49	424	865%	431	880%

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
1. Unique Participants Served/Enrollees	3,939	2,398	61%	No students were enrolled after March 31, 2016.	NA
1. Unique Participants Served/Enrolled (Restated for Grant Intended Goal)	2,039	2,398	118%		NA

You will note that there are two sets of measurements in the above section of the performance chart for Question 1. At the time the grant was written, there was limited information available regarding the specific definition of “Participants Served/Enrolled.” Upon making inquiries to USDOL, they had a concern about providing us with information that may not be available to all potential applicants regarding this definition. This left us in the position to clarify the definition for ourselves and to explain it thoroughly in the grant document. Therefore, in the grant we estimated we would need to provide basic Student Support Services to at least 3,939 students in order to achieve our RX TN Training Prescription enrollment goal number of 2,039. Throughout the grant we explained the need to provide extensive Support Services to a much larger number of participants than those that would be enrolled in training. In fact, we indicated that one of the strategies involved not enrolling every participant. This recognized the fact that participants would need Support Services to ensure they made wise training choices, based on their true career interests, skills, time availability and other barriers. The result of this type of counseling and guidance would, in many cases, lead to another of the healthcare training options not included in RX TN Training Prescriptions or even to non-healthcare training opportunities. In 2013, USDOL firmed up the definition of “Participants Served/Enrolled” to only include those individuals who were enrolled in one of the RX TN Training Prescriptions. At that point, we requested a modification to revise our served/enrolled goal to 2,039. This modification was not approved and our only option was to work as hard as we could to reach the more narrowly defined 3,939 served/enrolled goal while still ensuring we met the needs of the participants and employers.

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
2. Total Number of Participants Who Have Completed a Grant-Funded Program of Study	1,500	1,446	96%	1,676	112%
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbant Workers	NA	939	NA	1,119	NA

The Student Support Services components in the grant including the Completion Coaches, Program Coordinators, Digital Literacy Training, Academic Boot Camps, Class Preparation Training, Comprehensive Test Taking Modules and many other resources were directly designed to help ensure students wisely selected and completed their programs of study successfully. The achievement of 96% of this goal is a positive statement to these “RX TN best practices”. In many cases, these Student Support Services were continued (funded by institutions or self-sustaining) after March 31, 2016 and, as such, the completion of grant-funded programs of study continued resulting in a goal achievement of 111% by the end of the grant in September of 2016.

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	1,011	1,354	134%	1,506	149%

Due to the length of the Credit RX TN Training Prescriptions, many of the students represented in these numbers were enrolled in those degree programs. Once again our performance numbers benefitted from being able to count students still retained at the end of the Fall 2015 Semester in Year 4 of the grant. At the end of enrollment and programming activities for the grant on March 31, 2016 the number of active students retained in a grant-funded program of study was 435. These students continued to make progress towards completion following the conclusion of the Spring 2016 Semester with graduations from both Credit and Non-Credit Programs. Many of these programs have been sustained at our grant institutions and the enrollment of new students has continued.

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
4. Total Retained in Other Education Program(s)	NA	0	NA	0	NA

The RX TN Grant exclusively tracked enrollments involving RX TN Training Prescriptions. Given the way the grant was constructed and the unavailability of required information, it would have been a near impossible task to track these students thoroughly and accurately over time.

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	NA	17,156	NA	20,712	NA
5a. Total Number of Students Completing Credit Hours	1,835	1,473	80%	1,504	82%
5a. Total Number of Students Completing Credit Hours (Corrected for Grant Intended Goal)	1,019	1,473	145%	1,504	148%

Again you will note that there are two sets of measurements in the above section of the performance chart for Question 5a. The reason for the second measure is due to the original goal of 1,835 *Students Completing Credit Hours* including the 1,020 expected student enrollment goal in Non-Credit Training Prescriptions. The non-credit students were included because Continuing Education Units (CEUs) were considered as a part of the planned credit hours when the grant was created. After the grant was awarded, more specific definitions for each performance measure were provided and we were advised that CEUs could not be included as a part of credit hours in this measurement. As a result we unofficially and internally reconfigured the goal to 1,019 students for the purpose of managing the execution of the grant to a more accurate and accessible objective. We felt this was a fair target for the co-grantee institutions because the formula for the 1,835 goal was 90% of the total enrollment goal of 2,039. By using the goal of 1,019 in executing the grant programs, we decided to use 100% of the total enrollment goal for the grant Credit Training Prescriptions. The results show an accurate and significant impact on retention of students given the numbers we were able to obtain over the course of the grant. It is also important to note the positive impact of the six month programming extension (October 1, 2015 to March 31, 2016) provided by the USDOL on our performance numbers in this category.

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
6. Total Number of Earned Credentials (aggregate across all enrollees)	2,275	1,816	80%	2,087	92%
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	NA	1,108	NA	1,140	NA
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	NA	NA	NA	NA	NA
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	NA	449	NA	652	NA

The shortfall in earned credentials is primarily as a result of some schools who stacked all three Non-Credit Programs (Phlebotomy, ECG and CCMA) into a single training program to provide a Certified Clinical Medical Assistant outcome. In these cases it reduced earned credentials from three per student down to one since certification testing was deferred until the completion of all three courses.

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
7. Total Number Pursuing Further Education After Program of Study Completion	100	112	112%	123	123%

The performance in this measure is another example of the success of RX TN. Not only did the Completion Coaches and Program Coordinators work with students to ensure they were successful in their initial training, but they also worked to develop long-term training goals within the time frame of the grant that often included programs beyond that available through RX TN.

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
8. Total Number Employed After Program of Study Completion	1,300	136	10%	197	15%

The shortfall to this goal number is due to the grant anticipating a significantly higher number of students (1,839) who would be unemployed at the time of their enrollment versus the actual number which was 865. Said another way, we were expecting 90% of our enrolled students to be unemployed and only 36% of our students were actually unemployed at the time of enrollment. As a result, only 557 of our program completers were unemployed at enrollment and eligible for measurement in this question. The impact of this mix of students on performance results is made even clearer by the highly successful performance numbers detailed below in Question 10 which measured our success in serving incumbent workers.

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
9. Total Number of Retained in Employment After Program of Study Completion	1,170	102	9%	120	10%

The performance number for this question is a subset to the above Question 8, therefore the shortfall to these plan numbers is due to the unexpectedly low number of unemployed students enrolled in an RX TN Training Prescription. Once again, the performance in Question 10 further dramatizes the impact of the significant percentage of incumbent workers who participated in the grant.

	Goal	Performance through APR Reporting Period, ending 3/31/2016	Percentage of Goal Achieved	Performance through End of Grant, 9/30/2016	Percentage of Goal Achieved
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	49	424	865%	431	880%

At the end of enrollment/programming activities for the grant on March 31, 2016 the actual number of incumbent worker students who received a wage increase following their program completion was 424 (or 865% of goal). This number increased to 431 (or 880% of goal) as of September, 2016. As with questions 8 and 9, the numbers were affected by the tremendous number of incumbent workers who enrolled in RX TN Training Prescriptions. We feel this was a significant accomplishment for the grant as it not only increased the overall value of each of these students as an employee, it also provided for a potentially more stable employment future due to the added skills.

Individual Institution Overall Performance Overview

Each co-grantee institution chose a unique footprint of RX TN training programs to offer based on the needs of their operational areas and their goals of students-served were also based on the projected needs of their local employers. Below is a chart which represents the training programs which were active at each school during the course of the grant.

School	NON-CREDIT					CREDIT				
	Phlebotomy	ECG Tech	Patient Care	EMD Dispatch	IV Therapy	Medical Informatics	OTA	Surgical Tech	Allied Health	LPN-to-RN Bridge
Roane State	X	X	X	X	X	X		X	X	X
Vol State	X	X	X	X		X			X	
Cleveland State						X	X	X	X	X
Chattanooga State							X		X	
Columbia State	X	X	X			X			X	X
Dyersburg State	X	X	X	X	X	X				X
Jackson State	X	X	X		"X"					
Motlow State	X	X								X
McMinnville TCAT	x	x								
Murfreesboro TCAT	x	x								
Nashville State		X	X	X	X	X				
Nashville TCAT	"x"	x	x	x	x					
Northeast State	X	X	"X"	X	X					X
Pellissippi State										X
Southwest	X	X		X	X				X	X
Memphis TCAT	x	x		x	x					
Walters State		X	X	X	X			X	X	X

X Denotes program no longer being pursued **"X"** Denotes program has been adopted

Some changes occurred during the early stages of grant execution which deviated from the original training program plan for each school. The most significant change involved the Emergency Medical Dispatch training program discussed earlier, which was replaced by IV Therapy due to augmented programming being implemented by a training competitor after the grant was awarded. The other program variations were decisions specific to each school and are outlined in the performance reviews for each institution provided later in this document.

Charts on the following pages reflect each institution's enrollment and graduation performance over the entire life of the grant (through September 2016). In order to understand the full impact of the grant on students enrolled prior to March 31, 2016, we felt it was important to provide as much outcome information as was possible. Following these charts there is a historical review of each institution which highlights and analyzes their contribution to the grant.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
Roane State													
# Enrolled Goal	80	80	80		30	20		35	65	20			
# Undupe Enrolled Goal	53	51	0	104	30	20		35	65	20	274		
Actual at End of Grant	213	55	0	268	0	0		16	61	154		499	
% to Goal at End of Grant	403%	108%	NA*	258%	0%	0%		46%	94%	770%			182%
Vol State													
# Enrolled Goal	60	60	60		30	120			65				
# Undupe Enrolled Goal	40	39	0	79	30	120			65		294		
Actual at End of Grant	68	46	3	117	0	41			0			158	
% to Goal at End of Grant	172%	118%	NA*	149%	0%	34%			0%				54%
Cleveland State													
# Undupe Enrolled Goal					20	10	25	25	20		100		
Actual at End of Grant					0	15	0	1	128			144	
% to Goal at End of Grant					0%	150%	0%	4%	640%				144%
Chat State													
# Undupe Enrolled Goal							10		25		35		
Actual at End of Grant							15		101			116	
% to Goal at End of Grant							150%		404%				331%
Columbia State													
# Enrolled Goal	60	60	60			75			25	10			
# Undupe Enrolled Goal	40	39	0	79		75			25	10	189		
Actual at End of Grant	71	54	0	125		42			10	44		221	
% to Goal at End of Grant	179%	138%	NA*	159%		56%			40%	440%			117%
Dyersburg State													
# Enrolled Goal	60	60	60		30	50				20			
# Undupe Enrolled Goal	40	39	0	79	30	50				20	179		
Actual at End of Grant	115	15	53	183	0	2				106		291	
% to Goal at End of Grant	290%	38%	NA*	233%	0%	4%				530%			163%
Jackson State													
# Enrolled Goal	60	60	60		0								
# Undupe Enrolled Goal	40	39	0	79	0						79		
Actual at End of Grant	105	85	3	193	2							195	
% to Goal at End of Grant	265%	218%	NA*	246%	NA*								248%
Motlow State													
# Enrolled Goal	60	60								20			
# Undupe Enrolled Goal	40	39		79						20	99		
Actual at End of Grant	122	21		143						38		181	
% to Goal at End of Grant	305%	54%		181%						190%			183%
Nashville State													
# Enrolled Goal		60	60		30								
# Undupe Enrolled Goal		39	39	78	30	120					228		
Actual at End of Grant		58	13	71	0	21						92	
% to Goal at End of Grant		149%	33%	91%	0%	18%							40%
Northeast State													
# Enrolled Goal	60	60			30					20			
# Undupe Enrolled Goal	40	39		79	30					20	129		
Actual at End of Grant	81	8		89	0					40		129	
% to Goal at End of Grant	205%	21%		113%	0%					200%			100%
Mississippi State													
# Undupe Enrolled Goal										50	50		
Actual at End of Grant										94		94	
% to Goal at End of Grant										188%			188%
Southwest													
# Enrolled Goal	60	60			30				25	60			
# Undupe Enrolled Goal	40	39		79	30				25	60	194		
Actual at End of Grant	73	0		73	16				0	122		211	
% to Goal at End of Grant	184%	0%		93%	53%				0%	203%			109%
Walters State													
# Enrolled Goal		60	60		30			35	25	24			
# Undupe Enrolled Goal		39	39	78	30			35	25	24	192		
Actual at End of Grant		23	0	23	0			14	0	30		67	
% to Goal at End of Grant		59%	0%	25%	0%			40%	0%	125%			35%
											2039	2398	118%

Non-Credit Only

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
Roane State								
# Enrolled Goal	80	80	80		30			
# Undupe Enrolled Goal	53	51	0	104	30	134		
Actual at End of Grant	213	55	0	268	0		268	
% to Goal at End of Grant	403%	108%	NA*	258%	0%			200%
Vol State								
# Enrolled Goal	60	60	60		30			
# Undupe Enrolled Goal	40	39	0	79	30	109		
Actual at End of Grant	68	46	3	117	0		117	
% to Goal at End of Grant	172%	118%	NA*	149%	0%			108%
Cleveland State								
# Undupe Enrolled Goal								
Actual at End of Grant								
% to Goal at End of Grant								
Chat State								
# Undupe Enrolled Goal								
Actual at End of Grant								
% to Goal at End of Grant								
Columbia State								
# Enrolled Goal	60	60	60					
# Undupe Enrolled Goal	40	39	0	79		79		
Actual at End of Grant	71	54	0	125			125	
% to Goal at End of Grant	179%	138%	NA*	159%				159%
Dyersburg State								
# Enrolled Goal	60	60	60		30			
# Undupe Enrolled Goal	40	39	0	79	30	109		
Actual at End of Grant	115	15	53	183	0		183	
% to Goal at End of Grant	290%	38%	NA*	233%	0%			169%
Jackson State								
# Enrolled Goal	60	60	60		0			
# Undupe Enrolled Goal	40	39	0	79	0	79		
Actual at End of Grant	105	85	3	193	2		195	
% to Goal at End of Grant	265%	218%	NA*	246%	NA*			248%
Motlow State								
# Enrolled Goal	60	60						
# Undupe Enrolled Goal	40	39		79		79		
Actual at End of Grant	122	21		143			143	
% to Goal at End of Grant	305%	54%		181%				181%
Nashville State								
# Enrolled Goal		60	60		30			
# Undupe Enrolled Goal		39	39	78	30	108		
Actual at End of Grant		58	13	71	0		71	
% to Goal at End of Grant		149%	33%	91%	0%			66%
Northeast State								
# Enrolled Goal	60	60			30			
# Undupe Enrolled Goal	40	39		79	30	109		
Actual at End of Grant	81	8		89	0		89	
% to Goal at End of Grant	205%	21%		113%	0%			82%
Polissippi State								
# Undupe Enrolled Goal								
Actual at End of Grant								
% to Goal at End of Grant								
Southwest								
# Enrolled Goal	60	60			30			
# Undupe Enrolled Goal	40	39		79	30	109		
Actual at End of Grant	73	0		73	16		89	
% to Goal at End of Grant	184%	0%		93%	53%			82%
Walters State								
# Enrolled Goal		60	60		30			
# Undupe Enrolled Goal		39	39	78	30	108		
Actual at End of Grant		23	0	23	0		23	
% to Goal at End of Grant		59%	0%	25%	0%			21%
						1020	1303	128%

Credit Only

ENROLLMENT	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
Roane State								
# Enrolled Goal	20		35	65	20			
# Undupe Enrolled Goal	20		35	65	20	140		
Actual at End of Grant	0		16	61	154		231	
% to Goal at End of Grant	0%		46%	94%	770%			165%
Vol State								
# Enrolled Goal	120			65				
# Undupe Enrolled Goal	120			65		185		
Actual at End of Grant	41			0			41	
% to Goal at End of Grant	34%			0%				22%
Cleveland State								
# Undupe Enrolled Goal	20	10	25	25	20	100		
Actual at End of Grant	0	15	0	1	128		144	
% to Goal at End of Grant	0%	150%	0%	4%	640%			144%
Chat State								
# Undupe Enrolled Goal		10		25		35		
Actual at End of Grant		15		101			116	
% to Goal at End of Grant		150%		404%				331%
Columbia State								
# Enrolled Goal	75			25	10			
# Undupe Enrolled Goal	75			25	10	110		
Actual at End of Grant	42			10	44		96	
% to Goal at End of Grant	56%			40%	440%			87%
Dyersburg State								
# Enrolled Goal	50				20			
# Undupe Enrolled Goal	50				20	70		
Actual at End of Grant	2				106		108	
% to Goal at End of Grant	4%				530%			154%
Jackson State								
# Enrolled Goal								
# Undupe Enrolled Goal								
Actual at End of Grant								
% to Goal at End of Grant								
Motlow State								
# Enrolled Goal					20			
# Undupe Enrolled Goal					20	20		
Actual at End of Grant					38		38	
% to Goal at End of Grant					190%			190%
Nashville State								
# Enrolled Goal								
# Undupe Enrolled Goal	120					120		
Actual at End of Grant	21						21	
% to Goal at End of Grant	18%							18%
Northeast State								
# Enrolled Goal					20			
# Undupe Enrolled Goal					20	20		
Actual at End of Grant					40		40	
% to Goal at End of Grant					200%			200%
Polissippi State								
# Undupe Enrolled Goal					50	50		
Actual at End of Grant					94		94	
% to Goal at End of Grant					188%			188%
Southwest								
# Enrolled Goal				25	60			
# Undupe Enrolled Goal				25	60	85		
Actual at End of Grant				0	122		122	
% to Goal at End of Grant				0%	203%			144%
Walters State								
# Enrolled Goal			35	25	24			
# Undupe Enrolled Goal			35	25	24	84		
Actual at End of Grant			14	0	30		44	
% to Goal at End of Grant			40%	0%	125%			52%
						1019	1095	107%

GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
Roane State													
# Undupe Grad Goal	39	39	0	78	21	15		26	47	15	202		
Actual at End of Grant	196	30	9	235	0	0		5	22	67		329	
% to Goal at End of Grant	503%	77%	NA	301%	0%	0%		19%	47%	447%			163%
Vol State													
# Undupe Grad Goal	29	29	0	58	21	88			47		214		
Actual at End of Grant	60	17	3	80	0	12			0			92	
% to Goal at End of Grant	207%	59%	NA	138%	0%	14%			0%				43%
Cleveland State													
# Undupe Grad Goal						15	7	17	17	15	71		
Actual at End of Grant						0	13	0	1	123		137	
% to Goal at End of Grant						0%	186%	0%	6%	820%			193%
Chat State													
# Undupe Grad Goal							7		17		24		
Actual at End of Grant							4		72			76	
% to Goal at End of Grant							57%		424%				317%
Columbia State													
# Undupe Grad Goal	29	29	0	58		55			17	7	137		
Actual at End of Grant	61	49	0	110		6			3	33		152	
% to Goal at End of Grant	210%	169%	NA	190%		11%			18%	471%			111%
Dyersburg State													
# Undupe Grad Goal	30	30	0	60	23	37				15	135		
Actual at End of Grant	106	48	6	160	0	0				83		243	
% to Goal at End of Grant	353%	160%	NA	267%	0%	0%				553%			180%
Jackson State													
# Undupe Grad Goal	30	30	0	60	0						60		
Actual at End of Grant	84	81	2	167	1							168	
% to Goal at End of Grant	280%	270%	NA	278%	NA								280%
Motlow State													
# Undupe Grad Goal	29	29		58						17	75		
Actual at End of Grant	108	16		124						23		147	
% to Goal at End of Grant	372%	55%		214%						135%			196%
Nashville State													
# Undupe Grad Goal		30	30	60	23	88					171		
Actual at End of Grant		31	0	31	0	0						31	
% to Goal at End of Grant		103%	0%	52%	0%	0%							18%
Northeast State													
# Undupe Grad Goal	29	29		58	21					15	94		
Actual at End of Grant	74	7		81	0					30		111	
% to Goal at End of Grant	255%	24%		140%	0%					200%			118%
Pellissippi State													
# Undupe Grad Goal										37	37		
Actual at End of Grant										66		66	
% to Goal at End of Grant										178%			178%
Southwest													
# Undupe Grad Goal	29	29		58	21				17	44	140		
Actual at End of Grant	14	0		14	0				0	56		70	
% to Goal at End of Grant	48%	0%		24%	0%				0%	127%			50%
Walters State													
# Undupe Grad Goal		29	29	58	21			26	17	18	140		
Actual at End of Grant		22	0	22	0			9	0	23		54	
% to Goal at End of Grant		76%	0%	38%	0%			35%	0%	128%			39%
											1500	1676	112%

Non-Credit Only

GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
Roane State								
# Undupe Grad Goal	39	39	0	78	21	99		
Actual at End of Grant	196	30	9	235	0		235	
% to Goal at End of Grant	503%	77%	NA	301%	0%			237%
Vol State								
# Undupe Grad Goal	29	29	0	58	21	79		
Actual at End of Grant	60	17	3	80	0		80	
% to Goal at End of Grant	207%	59%	NA	138%	0%			101%
Cleveland State								
# Undupe Grad Goal								
Actual at End of Grant								
% to Goal at End of Grant								
Chat State								
# Undupe Grad Goal								
Actual at End of Grant								
% to Goal at End of Grant								
Columbia State								
# Undupe Grad Goal	29	29	0	58		58		
Actual at End of Grant	61	49	0	110			110	
% to Goal at End of Grant	210%	169%	NA	190%				190%
Dyersburg State								
# Undupe Grad Goal	30	30	0	60	23	83		
Actual at End of Grant	106	48	6	160	0		160	
% to Goal at End of Grant	353%	160%	NA	267%	0%			193%
Jackson State								
# Undupe Grad Goal	30	30	0	60	0	60		
Actual at End of Grant	84	81	2	167	1		168	
% to Goal at End of Grant	280%	270%	NA	278%	NA			280%
Motlow State								
# Undupe Grad Goal	29	29		58		58		
Actual at End of Grant	108	16		124			124	
% to Goal at End of Grant	372%	55%		214%				214%
Nashville State								
# Undupe Grad Goal		30	30	60	23	83		
Actual at End of Grant		31	0	31	0		31	
% to Goal at End of Grant		103%	0%	52%	0%			37%
Northeast State								
# Undupe Grad Goal	29	29		58	21	79		
Actual at End of Grant	74	7		81	0		81	
% to Goal at End of Grant	255%	24%		140%	0%			103%
Pellissippi State								
# Undupe Grad Goal								
Actual at End of Grant								
% to Goal at End of Grant								
Southwest								
# Undupe Grad Goal	29	29		58	21	79		
Actual at End of Grant	14	0		14	0		14	
% to Goal at End of Grant	48%	0%		24%	0%			18%
Walters State								
# Undupe Grad Goal		29	29	58	21	79		
Actual at End of Grant		22	0	22	0		22	
% to Goal at End of Grant		76%	0%	38%	0%			28%
						757	1025	135%

Credit Only

GRADUATES	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
Roane State								
# Undupe Grad Goal	15		26	47	15	103		
Actual at End of Grant	0		5	22	67		94	
% to Goal at End of Grant	0%		19%	47%	447%			91%
Vol State								
# Undupe Grad Goal	88			47		135		
Actual at End of Grant	12			0			12	
% to Goal at End of Grant	14%			0%				9%
Cleveland State								
# Undupe Grad Goal	15	7	17	17	15	71		
Actual at End of Grant	0	13	0	1	123		137	
% to Goal at End of Grant	0%	186%	0%	6%	820%			193%
Chat State								
# Undupe Grad Goal		7		17		24		
Actual at End of Grant		4		72			76	
% to Goal at End of Grant		57%		424%				317%
Columbia State								
# Undupe Grad Goal	55			17	7	79		
Actual at End of Grant	6			3	33		42	
% to Goal at End of Grant	11%			18%	471%			53%
Dyersburg State								
# Undupe Grad Goal	37				15	52		
Actual at End of Grant	0				83		83	
% to Goal at End of Grant	0%				553%			160%
Jackson State								
# Undupe Grad Goal								
Actual at End of Grant								
% to Goal at End of Grant								
Motlow State								
# Undupe Grad Goal					17	17		
Actual at End of Grant					23		23	
% to Goal at End of Grant					135%			135%
Nashville State								
# Undupe Grad Goal	88					88		
Actual at End of Grant	0						0	
% to Goal at End of Grant	0%							0%
Northeast State								
# Undupe Grad Goal					15	15		
Actual at End of Grant					30		30	
% to Goal at End of Grant					200%			200%
Pellissippi State								
# Undupe Grad Goal					37	37		
Actual at End of Grant					66		66	
% to Goal at End of Grant					178%			178%
Southwest								
# Undupe Grad Goal				17	44	61		
Actual at End of Grant				0	56		56	
% to Goal at End of Grant				0%	127%			92%
Walters State								
# Undupe Grad Goal			26	17	18	61		
Actual at End of Grant			9	0	23		32	
% to Goal at End of Grant			35%	0%	128%			52%
						743	651	88%

Review of Performance by Institution

Roane State

Being the lead school in the consortium, Roane State participated in all nine healthcare training programs developed and supported by the grant. They were also one of the first to hire staff, bringing aboard their Program Coordinator and two Completion Coaches in the early months of 2013. Given that they were able to hire experienced individuals at all three positions these people became tacit leaders for their peers at the other co-grantee institutions. Having a robust offering of healthcare training and academic programs provided an already established reputation in their operating area for superior training in this area. Because of this situation the Completion Coaches were able to begin immediately to assist a high number of potential students with an interest in health-related careers.

Roane State experienced significant success as it related to the number of potential students who were consulted and advised on their career choices and ideal training resource options. Having served 1,227 over the course of the grant, more than double the number that was anticipated, over a third of those helped (499) enrolled in an RX TN program. The stacked non-credit programs were very active and the unique students participating (268) accounted for just over half of the total enrollment. Nursing students provided the next largest group of enrollees with 154 followed by Allied Health with 61. Also successful was the implementation of Intravenous Therapy which actually turned out to be an additional stacked skill course to Phlebotomy, ECG and CCMA, and since all initial enrollments came from RX TN program completers the students-served numbers could not be counted by the grant.

The Surgical Technology Program, which was a new and collaborative partnership with Walters State, faced some limitations due to accreditation requirements which allowed only a small initial enrollment at both schools. This affected student totals negatively in that program, however just following the end of the grant it is anticipated that accreditation will be awarded and enrollment requests for Fall 2016 were exceeding expectations. Another new program, Medical Informatics, was delayed for a year (until Fall Semester 2014) due to changes in the new-program approval requirements by the Tennessee Board of Regents implemented after the beginning of the grant. This delay combined with an extension of the mandate to convert to electronic medical records as required by the Affordable Care Act, impacted recruiting opportunities at all RX TN schools and resulted in lower than anticipated enrollments.

Even though Roane State had no RX TN student-served goals in Occupational Therapy Program, they played a key role in providing the actual distance learning content and lab experience to RX TN students at both Chattanooga State and Cleveland State. Additionally, Roane State was responsible for supporting the learning process overall at both schools while providing oversight and leadership to their faculty and staff. The OTA Program was a critical grant experiment to determine how best to cost-effectively expand expensive healthcare training programs to smaller market schools. The key learnings from this program are scalable to other cooperative opportunities to make more programs available to more students at manageable costs.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal	80	80	80		30	20		35	65	20			
# Undupe Enrolled Goal	53	51	0	104	30	20		35	65	20	274		
Actual at End of Grant	213	55	0	268	0	0		16	61	154		499	
% to Goal at End of Grant	403%	108%	NA*	258%	0%	0%		46%	94%	770%			182%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal	39	39	0	78	21	15		26	47	15	202		
Actual at End of Grant	196	30	9	235	0	0		5	22	67		329	
% to Goal at End of Grant	503%	77%	NA	301%	0%	0%		19%	47%	447%			163%

Volunteer State

Vol State did an excellent job of staffing early for the grant and both their Program Coordinator and Completion Coach were high-quality contributors, especially early in the grant. Like Roane State, they benefitted from a strong offering of healthcare programs which provided rich potential for their talented grant staff. Vol State was involved with six grant programs and shouldered the second largest goal for enrollment on the grant behind Roane State. Being located in the extreme northeast corner of the Nashville Market, their outreach and recruiting efforts needed to be strong and targeted.

They served 437 potential students and enrolled 36% of them or 158 students, in RX TN programs. The stacked non-credit programs were extremely successful for Vol State as they were at many of the schools in the grant. Unduplicated enrollment in the Non-credit courses was at a healthy 149% to the grant goal with 117 students and the 79 graduates from this group represented 87% of their total graduates in the grant. Their credit degree programs, Medical Informatics and Allied Health, did not perform as well as expected for two distinct and separate reasons.

As mentioned earlier, Medical Informatics was delayed due to an overarching issue regarding new program approval processes at public post-secondary institutions across the state. Vol State was also the lead school for the curriculum development and implementation of this new program and, due to the anticipated demand for graduates with this degree due to the Affordable Care Act, the grant goal for them was a healthy 120 students enrolled. Their Medical Informatics student-served goal represented over 40% of their total enrollment commitment for the grant. Even with the issues regarding program approval and electronic medical records compliance timelines, Vol State managed to enroll 41 students which ranked second in the number enrolled by the grant at all participating schools.

Concern surrounded the Allied Health (Leadership) degree program just after execution began on the RX TN Grant. A potential inconsistency involving guidelines regarding transfer credits between non-credit and credit programs was discovered between the Tennessee Board of Regents (TBR) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). One of the key recruiting resources for the Allied Health (Leadership) degree were past graduates of certificate level healthcare training programs at the Tennessee Colleges of Applied Technology (TCAT), key partners on the RX TN Grant. Historically, block credit would be awarded to these TCAT graduates who enrolled in the Allied Health (Leadership) degree program. While this practice was in accordance with TBR guidelines it appeared to run counter to an interpretation of SACSCOC guidelines. Due to the potential implications of this situation on students, Vol State chose to take a conservative approach until the situation was resolved and therefore did not participate in this program for the grant.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal	60	60	60		30	120			65				
# Undupe Enrolled Goal	40	39	0	79	30	120			65		294		
Actual at End of Grant	68	46	3	117	0	41			0			158	
% to Goal at End of Grant	172%	118%	NA*	149%	0%	34%			0%				54%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal	29	29	0	58	21	88			47		214		
Actual at End of Grant	60	17	3	80	0	12			0			92	
% to Goal at End of Grant	207%	59%	NA	138%	0%	14%			0%				43%

Cleveland State

Cleveland State participated in all but one of the credit programs and as previously mentioned were a key partner in the Occupational Therapy Program expansion. They also hired their grant staff in a timely manner which included a talented Completion Coach who executed outreach and recruiting efforts to great effect. Cleveland State counseled and advised almost 400 potential students, over 100 more than was anticipated. This was an exceptional effort given that their compliment of healthcare programs is not as full as other schools and they operate in a small market area.

The Occupational Therapy Program performed well and students responded favorably to the Adobe® Connect™ synchronous lectures provided by Roane State. The Nursing curriculum developed by the grant was also widely used to include all nursing students, not just LPN students, and the faculty at Cleveland State contributed much to that content development. Both the OTA Program and the Nursing students benefitting from the grant curriculum and materials allowed Cleveland State to exceed their enrollments goals significantly and affect more students overall than originally planned.

In addition to the intrinsic issues affecting the Medical Informatics degree, this program was impacted negatively at Cleveland State by leadership turnover in this departmental area. As a result, Medical Informatics was established late in the grant schedule and no students were enrolled during the grant programming period. It is a part of the ongoing offering at Cleveland State post-grant and expected to be a viable alternative to students interested in healthcare but do not want to be involved directly with patient procedures. Surgical Technology was originally scheduled for Cleveland State with a goal of serving 25 students but after the start of the grant it was learned that only two schools could apply for accreditation at a time. After looking at employer demand potential at all three schools it was determined that Roane State and Walters State would pursue accreditation and Cleveland State would wait until the second phase.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Enrolled Goal						20	10	25	25	20	100		
Actual at End of Grant						0	15	0	1	128		144	
% to Goal at End of Grant						0%	150%	0%	4%	640%			144%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal						15	7	17	17	15	71		
Actual at End of Grant						0	13	0	1	123		137	
% to Goal at End of Grant						0%	186%	0%	6%	820%			193%

Chattanooga State

As with Cleveland State, Chattanooga State chose to work only with credit programs on the RX TN Grant. Chattanooga State hired early and well for both their Program Coordinator and Completion Coach positions, and they utilized their talents to advise and counsel over 270 potential students. Their outreach efforts were very strategic which resulted in an enrollment in RX TN programs of 116 students or over 42% of the potential students they served.

Particularly successful was their implementation of the Allied Health (Leadership) degree program where they enrolled 101 students against a goal of 25. The unique partnership which essentially links the Chattanooga Tennessee College of Applied Technology with Chattanooga State as one institution contributed greatly to the results of this program. Cooperation and communication was excellent between the administrators and faculty which greatly enhanced the potential for TCAT graduates to decide to train for management roles to increase their income potential. The Occupational Therapy partnership was also successful at Chattanooga State due both to the commitment of the institution and the large employer demand in the Chattanooga market.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Enrolled Goal							10		25		35		
Actual at End of Grant							15		101			116	
% to Goal at End of Grant							150%		404%				331%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal							7		17		24		
Actual at End of Grant							4		72			76	
% to Goal at End of Grant							57%		424%				317%

Columbia State

Turnover issues with grant staff were a significant issue but each time Columbia State responded quickly and with excellent replacement personnel. While we worked with three different Program Coordinators and two different Completion Coaches, each one provided valuable contributions to the six programs they were responsible to on the grant. It is also important to note that Columbia State had incredible leadership and participation from their Dean of Health Sciences who participated in a tremendous amount of meetings and played a very active role in their success with RX TN.

Columbia State thoroughly embraced the non-credit compliment of stacked courses and their exceptional non-credit department utilized the shortened versions of the coursework to their advantage in collectively recruiting with grant staff for these programs. Unduplicated enrollment for the stacked courses reached 125 which was 159% of their goal of 79, and retention to successful passage of the certification exams was 88% or 110 graduates. Columbia State was the most successful of all co-grantees in Medical Informatics with an enrollment of 42, just ahead of Vol State. As with the other schools, high expectations for an enrollment of 75 in this program mitigate some of the celebration but given the actual circumstances faced, the performance here was very good.

The Nursing Program also did very well as the curriculum created by the grant was widely incorporated, as was the case at all co-grantee institutions. Columbia State's 44 enrolled in that program more than made up for the shortfall in the Medical Informatics effort. The Allied Health (Leadership) degree program did not do as well as anticipated with an enrollment of 10 versus an expected 25 students. It appears that the short list of credit certificate programs at Columbia State and the small offering of health-related programs at the Hohenwald and Pulaski TCATs may have produced fewer opportunities for this program than was originally hoped.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal	60	60	60			75			25	10			
# Undupe Enrolled Goal	40	39	0	79		75			25	10	189		
Actual at End of Grant	71	54	0	125		42			10	44		221	
% to Goal at End of Grant	179%	138%	NA*	159%		56%			40%	440%			117%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal	29	29	0	58		55			17	7	137		
Actual at End of Grant	61	49	0	110		6			3	33		152	
% to Goal at End of Grant	210%	169%	NA	190%		11%			18%	471%			111%

Dyersburg State

They were an early and consistent top performer on the grant having a high goal of students-served for such a small market school. It was an advantage that Dyersburg State hired their staff early and maintained the same people in the Program Coordinator and Completion Coach positions for the entirety of the grant. Both individuals were very experienced in their roles and strongly supported by their institutional leadership which contributed to the excellent results overall. Dyersburg State participated in the full complement of non-credit courses as well as two of the credit programs.

Having a comprehensive offering of healthcare training and academic programs with a strong reputation for excellence within their operating area provided a fertile combination for outreach and recruiting efforts. Dyersburg State counseled and advised 555 potential students, more than double what was expected. In an equally amazing effort they enrolled over 52% of those potential students in grant programs for a total of 291. This enrollment number was 163% of their goal and was representative of a very strategic execution that also produced a high completion percentage of 84% or 243 graduates.

Dyersburg State had one of the best set of relationships with local employers and Local Workforce leadership of all co-grantees. They made a decision early to combine the three stacked credentials into one program based on advice and support from their LWIA who provided tuition support for enrolled students. They also used the online instructional materials developed by the grant to significant benefit which provided accessibility for students far from their main campus. This was incredibly important given the size of their operational area which is also less densely populated than most schools in Tennessee.

As with other co-grantees, the Nursing Program thoroughly adopted curriculum content produced by the grant and exposed their entire group of nursing students to the materials and equipment. In this manner over 100 nursing students benefitted from the enhanced curriculum content and study materials which aided a high graduation rate of 83 during the programming period of the grant. Only Medical Informatics performed below expectations for many of the same reasons which affected the other schools.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal	60	60	60		30	50				20			
# Undupe Enrolled Goal	40	39	0	79	30	50				20	179		
Actual at End of Grant	115	15	53	183	0	2				106		291	
% to Goal at End of Grant	290%	38%	NA*	233%	0%	4%				530%			163%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal	30	30	0	60	23	37				15	135		
Actual at End of Grant	106	48	6	160	0	0				83		243	
% to Goal at End of Grant	353%	160%	NA	267%	0%	0%				553%			180%

Jackson State

Jackson State, which borders Dyersburg State, shares much of the same story as it relates to the effectiveness of their hiring of staff. They too employed their people early in the grant and sustained the same Program Coordinator and Completion Coach throughout the grant. However, their focus was solely on the non-credit programs in the grant and where they performed in outstanding fashion due to engaged leadership at all levels of their institution. The grant staff also did an amazing job of building strong relationships with the non-credit program leadership at their school as well as the staff and faculty involved in credit healthcare training.

Having hired such talented and seasoned professionals, Jackson State benefitted greatly by how the Program Coordinator and Completion Coach embedded themselves into the counseling, advisement and training delivery processes at the school. Building trust and cooperation with these resources allowed the two grant staff to consult with over 1,125 potential students who were interested in pursuing a healthcare career. This exposure to so many student candidates allowed them to build their stacked non-credit programs to an unduplicated enrollment of 195 students and exceed their grant goal by 246%. A strong contributor of this growth came both from students in the Memphis market who wanted to become Certified Clinical Medical Assistants (where the program was not offered) and expansion of all programs to a Jackson State rural satellite campus, made possible by the online curriculum created by the grant.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal	60	60	60		0								
# Undupe Enrolled Goal	40	39	0	79	0						79		
Actual at End of Grant	105	85	3	193	2							195	
% to Goal at End of Grant	265%	218%	NA*	246%	NA*								248%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal	30	30	0	60	0						60		
Actual at End of Grant	84	81	2	167	1							168	
% to Goal at End of Grant	280%	270%	NA	278%	NA								280%

Motlow State

Being spread out over a significant geography which is primarily rural, Motlow State had challenges from the start which also included having one of the smallest offerings of healthcare training in the state. In addition they were also included as one of three community colleges in the grant who would partner with, in this case, two Tennessee Colleges of Applied Technology located in McMinnville and Murfreesboro for exclusive delivery of the non-credit programs. This relationship was further complicated by the fact that both TCAT locations were over a 45 minute drive from the Motlow State main campus, making communications and coordination a significant challenge.

While a significantly valuable experiment, the complexity of coordinating resources between a community college and a TCAT were numerous and had never been attempted to this level of intimacy in the past. Initially there were many details to work through especially where sharing the responsibility of the student's success came into play. Both organizations have comprehensive and independent processes for student support and programming delivery which needed to be melded together in order to function at a high level for the grant. Numerous meetings were held involving leadership and administrators from both parties which, especially in this particular relationship, turned out to be extremely productive.

Even with all of the challenges, the combined efforts of Motlow State and the McMinnville and Murfreesboro TCATs produced 143 unduplicated enrollments (over 179% of their goal) which resulted in 124 graduates who successfully passed their third-party certification tests. This result is even more amazing given the fact that they only offered the Phlebotomy and ECG programs, which we learned later in the grant was more of a detriment to growth due to the growing demand for CCMA's by employers across the state. While Phlebotomy was a solid exit point to obtain employment, the addition of the ECG skillset did not consistently add to the value or career growth to a Phlebotomist. Openness and cooperation was certainly achieved between Motlow State and the TCATs and many positives were learned which hopefully will benefit future partnership efforts in this area.

Motlow State also participated with the nursing curriculum which was creatively embraced by their faculty. Due to the comprehensive nature of the online materials provided by the grant, several nursing faculty who normally delivered in-class lectures assigned online material to students prior to each class so that more time in-class could be devoted to the strategic discussion of content versus the presentation of content. This strategy enhanced learning outcomes and success in courses, especially for those more rigorous subjects which contribute to a high percentage of the dropout rate. As a result Motlow State enrolled 38 nursing students, exceeding their goal in this category by 190%.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal	60	60								20			
# Undupe Enrolled Goal	40	39		79						20	99		
Actual at End of Grant	122	21		143						38		181	
% to Goal at End of Grant	305%	54%		181%						190%			183%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal	29	29		58						17	75		
Actual at End of Grant	108	16		124						23		147	
% to Goal at End of Grant	372%	55%		214%						135%			196%

Nashville State

Unfortunately, Nashville State was late in hiring their grant staff and in similar fashion to Columbia State, they suffered significant turnover at the Program Coordinator (three times) and Completion Coach (two times) positions during the programming portion of the grant. To exacerbate the situation Nashville State was one of the community colleges chosen to partner with the Nashville TCAT for delivery of the non-credit programs. The cooperation experienced by Motlow State from their TCATs was not in evidence with the Nashville TCAT and as a result there were significant delays to the implementation schedule.

Because the Nashville TCAT already had an existing Phlebotomy program they only agreed to deliver the ECG and CCMA coursework as part of their grant participation. While adopting portions of the curriculum for both programs, they did not take advantage of the reduced clock hours created by the grant course plan and decided to gang the stacked courses into a single program, not allowing for exit points after each one per the grant strategy. The total length of the original stacked course plan created by the grant to become a Certified Clinical Medical Assistant was 148 contact hours and could be completed in approximately 27 weeks. The Nashville TCAT implementation plan involved 1,296 contact hours and would take 52 weeks to complete. As a result, recruiting efforts were mitigated and only 71 students were enrolled in the non-credit CCMA program at the TCAT. Also due to the late start of program implementation and the extreme length of the course, only 31 students completed the program before the end of the grant period.

Nashville State had only one other program with the grant and that was on the credit side. Medical Informatics was expected to be a flagship program and Nashville State actually collaborated on the curriculum with Vol State at the outset of the grant. However, once implemented the interest from potential students (and therefore enrollment) was very slow to grow. Primarily due to issues outlined previously, the Nashville State Medical Informatics program never thrived but one other circumstance became clear as we worked with the institutions RX TN staff and academic leadership.

Being a new career path and still developing, the Medical Informatics curriculum was heavily built with information technology coursework but was relatively general in terms of learning outcomes. As employers, especially in large markets, were building job roles for their electronic medical records (EMR) departments these jobs became more unique (involving systems administration, database management, data security, and network design and maintenance) and the proficiency requirements for each one increased to a point where a single Medical Informatics associate degree could not deliver the depth of learning needed by most large employers. Nashville State already offered a well-known Computer Information Technology terminal degree with five degree concentrations to choose from which actually became a better fit to meet local employer needs for their EMR jobs. As a result, all 21 of Medical Informatics enrollees eventually changed their major to a Computer Information Technology degree with a chosen concentration or left the program entirely.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal		60	60		30								
# Undupe Enrolled Goal		39	39	78	30	120					228		
Actual at End of Grant		58	13	71	0	21						92	
% to Goal at End of Grant		149%	33%	91%	0%	18%							40%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal		30	30	60	23	88					171		
Actual at End of Grant		31	0	31	0	0						31	
% to Goal at End of Grant		103%	0%	52%	0%	0%							18%

Northeast State

Northeast State was an excellent partner on the grant from the outset, hiring early and well this team contributed significantly to curriculum development and grant learning. Both the Program Coordinator and Completion Coach were very active in outreach and recruiting efforts having assisted over 500 potential students and enrolling 129 into RX TN programs. Their work was aided by a sterling relationship with Local Workforce Investment leadership throughout the nine campus service area.

Originally Northeast State determined to only offer the Phlebotomy and ECG courses on the non-credit side. However, after experience and further consultation with employers and workforce experts in the area they determined, like Motlow State discovered, that not having the third course to complete a Certified Clinical Medical Assistant skillset was a detriment to growth. Even so, enrollment expectations for the non-credit students were exceeded by 113% of goal with 89 students served. A decision was made to expand the non-credit offering to be able to complete the CCMA certification but it came too late in the grant to affect enrollment.

Northeast State was able to create their LPN-to-RN program as a result of support from the grant and the launch of that degree plan has been an absolute success. They doubled their enrollment from the 20 expected students to 40 and plan to expand the program further and incorporate even more of the distance learning aspects of the degree plan.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal	60	60			30					20			
# Undupe Enrolled Goal	40	39		79	30					20	129		
Actual at End of Grant	81	8		89	0					40		129	
% to Goal at End of Grant	205%	21%		113%	0%					200%			100%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal	29	29		58	21					15	94		
Actual at End of Grant	74	7		81	0					30		111	
% to Goal at End of Grant	255%	24%		140%	0%					200%			118%

Pellissippi State

Although very late in hiring grant staff and suffering some early turnover, Pellissippi State responded well to their goals for the grant. Participating in only one grant program (Nursing) did allow for a more productive recovery than might have been the case with a more diverse portfolio. The talent of the remaining staff plus exceptional engagement from academic leadership contributed significantly to successful outcomes for them.

Pellissippi State was extremely active in outreach and recruiting, advising 359 potential students and enrolling 94 into their nursing program. The success achieved during the grant also caused them to expand the nursing program to another satellite campus to make this valuable program more accessible to the rural outskirts of their operational area.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Enrolled Goal										50	50		
Actual at End of Grant										94		94	
% to Goal at End of Grant										188%			188%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal										37	37		
Actual at End of Grant										66		66	
% to Goal at End of Grant										178%			178%

Southwest Tennessee

Southwest's performance was impacted by two significant circumstances; turnover both in grant staff and academic leadership at their institution and their partnership with the Memphis TCAT. Late in hiring a Program Coordinator the selection made was not ideal and after limited time on the grant the position was vacated. After a protracted search they were fortunate to find a very experienced Program Coordinator and Completion Coach but significant time was lost in the process. Also during this time, the Dean of Nursing position was vacated along with the Dean of Allied Health which affected both credit programs they were involved in with the grant.

Even with these issues, the grant staff worked very hard to make up for lost ground and through a supreme effort counseled almost 500 potential students considering healthcare as a career. Enrollment numbers in grant programs hit 211 primarily due to the Nursing program (122) but after a delayed start the Phlebotomy program at the Memphis TCAT enrolled 73. Unfortunately, a very high percentage of successful completers of the Phlebotomy program chose not to take the third party certification test due to cost which is reflected in the low number of graduates we were able to count for the grant. The Allied Health (Leadership) degree was to be a new program at Southwest but due to the departmental leadership change and the more comprehensive and time-consuming new program approval process through the Tennessee Board of Regents, this program was not able to enroll students before the end of the programming portion of the grant.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal	60	60			30				25	60			
# Undupe Enrolled Goal	40	39		79	30				25	60	194		
Actual at End of Grant	73	0		73	16				0	122		211	
% to Goal at End of Grant	184%	0%		93%	53%				0%	203%			109%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal	29	29		58	21				17	44	140		
Actual at End of Grant	14	0		14	0				0	56		70	
% to Goal at End of Grant	48%	0%		24%	0%				0%	127%			50%

Walters State

Walters State did an excellent job of hiring staff with experienced individuals and only suffered one instance of turnover which was with the Completion Coach in June of 2014. While it took a significant amount of time to find a replacement for the position they were able to locate a highly qualified individual who quickly engaged and continued their strong outreach and recruiting efforts. Showing some of the strongest numbers in serving potential students of any co-grantee they consulted with 983 people with interest in healthcare careers.

Ultimately their enrollment performance was beset by a number of leadership decisions which reduced their ability to meet grant goals. On the non-credit side Walters State originally made a commitment to only deliver the ECG and CCMA grant courses due to the fact that they had an existing contract with a private firm to deliver Phlebotomy at their school. Early in the programming period they also decided to retain the same private firm to continue delivery of the CCMA course which completes the three course plan to obtain a CCMA certification. This left only the ECG course utilizing grant curriculum and equipment to teach students. These decisions reduced the actual non-credit enrollment total to only 23 students which was well below the targeted goal of 80.

On the credit side, Walters State also decided not to pursue the Allied Health (Leadership) degree based on new learning regarding a decrease in demand for this program's skillset among their local employers. In addition the limitations for enrollment placed on the Surgical Technology Program by the accreditation process all combined to hurt Walters State's opportunities to meet their commitments. However, the Nursing Program exceeded expectations with an enrollment of 30 against a goal of 24.

ENROLLMENT	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Enrolled Goal		60	60		30			35	25	24			
# Undupe Enrolled Goal		39	39	78	30			35	25	24	192		
Actual at End of Grant		23	0	23	0			14	0	30		67	
% to Goal at End of Grant		59%	0%	25%	0%			40%	0%	125%			35%
GRADUATES	Phlebotomy	ECG Technician	Patient Care/CCMA	STACKED COURSES TOTAL	IV Infusion	Medical Info	OTA	Surgical Tech	Allied Health	LPN-to-RN	TOTAL GOAL	TOTAL End of Grant	Percent to Goal
# Undupe Grad Goal		29	29	58	21			26	17	18	140		
Actual at End of Grant		22	0	22	0			9	0	23		54	
% to Goal at End of Grant		76%	0%	38%	0%			35%	0%	128%			39%

Overall Review of Grant Performance

During the first quarter of the grant (October through December of 2012) Roane State successfully hired for the RX TN Director and Assistant Director positions and job descriptions were also developed for the positions of Program Coordinator, Accountant/Compliance Officer, Data Technician and Completion Coach. Job descriptions for the three functional positions to be filled at each co-grantee institution (Program Coordinator, Data Technician and Completion Coach) were distributed to the lead contacts at the other 12 community colleges so they could each begin their hiring process. Roane State also posted the three position descriptions to execute on their grant commitments and the hiring process was also initiated in earnest for an administrative assistant for the grant.

During this same time period Adobe® Connect™ was also reviewed and tested on several occasions as a candidate for the webinar/meeting format through which the majority of communications would be delivered to the co-grantees. All tests were successful and it was determined that the stability, user-friendly tools and the media sharing options were ideal both as a vehicle for team meetings and for curriculum delivery for the grant training and student support programs.

Curriculum teams on the various programs started working to review content development needs and conversion to online delivery of the nine training programs. These team efforts were consistently shared with the appropriate leadership at the co-grantee schools and many of whom were actually participating on teams to produce the deliverables. In the case of the LPN-to-RN Program, Pat Jenkins (Dean of Nursing at Roane State and the lead contributing curriculum developer) engaged her peer deans and their faculty for feedback and details on their existing programs to identify similarities and differences among the schools. This was an important step to determine “best practices” for the grant version of the LPN-to-RN Program due to the fact that each school had a unique configuration of their Registered Nursing Program.

Office facilities were also secured for the Roane State RX TN Grant Lead Team at the school’s new facility in Clinton which is only ten miles north of Roane State’s largest campus in Oak Ridge. This location put the grant staff in close proximity to key departments at Roane State who worked in partnership on the grant throughout the four years of the project. The Clinton location provided office space for all members of the staff to work collectively, and easily conduct communications and grant management activities successfully through college-controlled resources. This location also gave the RX TN staff close proximity to the staff participating on the school’s TAACCCT Round 1 grant (National STEM) which providing a convenient environment to share information and ideas to better serve the RX TN Grant.

As 2013 dawned, Roane State successfully hired the majority of its grant staff in the first few months which included two Completion Coaches, a Program Coordinator, a Data Technician, and an Administrative Coordinator. The search for Curriculum Designers and Curriculum Developers at both Roane State and Volunteer State was still ongoing and was tracking to be completed by mid-year. In January, the Grant Director conducted comprehensive reviews by conference call with each of the grant lead contacts at the twelve co-grantee institutions. This was done to establish critical relationships between the lead school and the co-grantees, to review and reconfirm the program structure and deliverables, go over the timeline of the performance plan, assess the status of hiring staff, and establish a formal schedule of communications. We also conducted our first Adobe® Connect™ meeting on January 10, 2013 with the co-grantee grant leads which set the tone for our regular team meetings which would be conducted through the end of the grant in September 2016.

In February of 2013, the entire Roane State RX TN Grant team was located into the new Roane State Clinton Higher Education and Workforce Training Facility and we became fully operational. This same month we also selected ICF as the third-party evaluator for the RX TN Grant. They immediately came down to meet with the Roane State Grant Team and key individuals at the college who were instrumental in the creation of the Statement of Work and formation of the consortium among the co-grantee schools. During those initial meetings we were able to establish a productive working relationship which produced a comprehensive list and schedule of deliverables, a communications plan and a strategy on the best way to obtain the information needed for their role on the grant.

Hiring efforts ramped up across the state as all institutions were encouraged to staff with a sense of urgency to the deliverable schedule set by the grant. Some schools such as Dyersburg State and Volunteer State became fully staffed very quickly as all of the other co-grantee schools continued to actively search for their staff members. During the first three months of 2013, multiple meetings were held with the Curriculum Leads for the various academic programs to be

enhanced by the grant. At this same time the Tennessee Board of Regents (TBR) announced an initiative to align all academic credit courses by degree over a period of several years. This affected our initial momentum on curriculum development until it could be clarified how those degree programs affected by the grant were going to be also affected by the TBR initiative. Very soon we were able to effectively coordinate with TBR to have the grant essentially partner in their alignment process, and their cooperation in doing so helped to mitigate the initial negative impact to our curriculum deliverable schedule.

In March 2013, we launched our dedicated RX TN Grant ShareFile® resource on Roane State's Desire2Learn platform and made it available to all co-grantee grant staff, as well as key co-grantee school grant leaders and curriculum development partners. Adobe® Connect™ proved itself to be a reliable and consistent resource for meetings and the sharing of information between co-grantees and curriculum development teams. This resource is very stable and allowed for an excellent recording of online sessions, which we did with all of our meetings and training sessions. The hotlinks to the recordings were all placed on the RX TN Grant website for easy access and reference by all staff and partners associated with the grant. This has proven to be very helpful in making sure everyone stays informed on all aspects of the project in a timely manner.

Direct access to our TAAACCT Round 1 grant staff on National STEM continued to be an advantage early in the grant as we consulted and benchmarked with them about curriculum material development and student support tools used by their grant. The Student Support Prescription tools continued in development with the review of multiple suppliers to provide diagnostic services, career exploration tools and readiness testing resources. The first in-person training session for co-grantee staff was in planning to be executed sometime in early June. Curriculum augmentation across all RX TN supported academic programs was also ready to begin by the end of March following the identification of curriculum designers and subject-matter experts.

In April 2013, concern developed that staffing at the co-grantee institutions was not being met in a timely manner. Roane State President, Chris Whaley, intervened with his co-grantee colleagues, enhancing the sense of urgency to increase hiring activity for each institution lagging behind schedule. Significant improvement was seen over the next several months. The grant third party evaluator ICF who came onboard in April, immediately started working with the RX TN leadership team on a survey plan to the control group students. Many planning meetings on data gathering and measurement were conducted, including a day long face-to-face session with the entire ICF team at RSCC the following month in May.

Also in April, the curriculum development activities included resolution of a disagreement between Volunteer State (curriculum developer for Medical Informatics) and partner school Nashville State regarding curriculum content and employer requirements. The Tennessee Board of Regents inadvertently created delays for the development of the new Medical Informatics and Surgical Technology programs due to an aggressive position on "common curriculum" degree plans which was partially resolved months later. An exceptional candidate was found to serve as the grant instructional designer working on distance education production in partnership with various subject-matter experts on all nine training prescriptions.

In May 2013, work on the Phlebotomy, ECG, Patient Care and Emergency Medical Dispatch components began with the development of an implementation schedule following the identification of qualified subject-matter experts for each discipline. Phlebotomy was determined to launch first and would be introduced to co-grantees on June 19 with a complete content outline, course structure, instructor requirements, supplies list and certification guidelines. Curriculum development on six courses within the LPN-to-RN Program continued with a roll-out launch expected to start in the Fall of 2013. Occupational Therapy, Surgical Technology and Allied Health also continued to progress in their curriculum work and those courses would roll-out in stair-step fashion based on their curriculum plans in 2013 and 2014.

Also in May, we launched the Desire2Learn ShareFile® site to provide access to grant reference materials, information and curriculum content on the Roane State website. The Student Support Prescription program was evaluated and analyzed for how it would be implemented across all schools. Resources used to execute Prescription elements were developed through individual and collective meetings and conference calls with the co-grantees as well as other Round 1 schools who have adopted one or more elements such as "Appreciative Advising". This culminated in a three-day intensive training session for the staff (Program Coordinators, Completion Coaches and Data Clerks) which was held at

the Roane State main campus in early June. The training covered every aspect of the grant, completely preparing co-grantees to execute on the grant deliverables.

In July 2013, individual strategic planning documents for each of the 13 institutions were created in Microsoft® Excel™. These were reviewed in individual meetings on Adobe® Connect™ with the RX TN staff and educational leadership at each institution. The plans included a full review of the measureable objectives and timeframes involved for the grant, along with an execution timeline for the courses involved in the RX TN programs. This was essential given the uniqueness of the program menus at each school.

Following the June training, Student Support Prescription activities began in earnest at all institutions in July who were staffed with Program Coordinators and Completion Coaches. Positive pressure was placed on co-grantees who had not yet hired their staff. These included Southwest, Pellissippi State, Columbia State and Nashville State. Appreciative Advising courses were attended by Completion Coaches across the state and internal meetings at all institutions involving prior learning assessment processes, advising and financial aid were conducted by RX TN staff.

Outreach and recruiting materials were created by all co-grantees and relationships with local Workforce Investment offices were developed. Several instances of cooperative efforts with institutional recruiting departments and career centers were documented. Roane State also developed career awareness video segments for each of the nine RX TN programs (which averaged five minutes in length) and posted them on a unique webpage which was shared and adopted by all of the institutions. These videos helped communicate both the advantages of each healthcare path while providing a "reality" check to potential students, helping them make the best decision for their career choice.

The first of a series of individual strategic meetings via Adobe® Connect™ were conducted with each co-grantee institution during the month of July and included an extensive review of their goals, deadlines and responsibilities. Issues inhibiting participation from four Tennessee Colleges of Applied Technology (TCAT) who were slated to deliver the Non-Credit Programs in partnership with Motlow State, Southwest and Nashville State surfaced during these meetings. Action was taken to communicate with leadership at each of the TCATs and with their leadership team at TBR. Specific agendas to discuss the issues at each co-grantee institution were developed for upcoming in-person Site Visits.

The Phlebotomy course was completed and the curriculum introduced in August 2013 via Adobe® Connect™. Roane State launched their first cohort of 13 students in a hybrid format and 23 students in a traditional format (supported by online materials and content) in early September. Vol State, Dyersburg State and Nashville State also launched Phlebotomy cohorts in September. Occupational Therapy started a cohort in September as did Vol State and Nashville State in Medical Informatics. Due to aforementioned hiring delays an abridged training session for RX TN Staff new hires was conducted at Roane State in late September.

Site Visits to all thirteen co-grantee schools began in late September and continued through October. Participation with Local Workforce and Employer partners proved to be consistently strong and productive at all schools. Late staffing issues were almost completely resolved and the few staff turnover events which occurred early were responded to quickly and effectively by the co-grantees. Data tracking and reporting guidelines initially had mixed adherence to the process from the co-grantee grant staff but consistent re-training during team Adobe® Connect™ meetings and individual sessions with co-grantees improved their compliance and performance.

The Electrocardiogram (ECG) Program and the Pharmacology course in the LPN-to-RN Program were launched in October. Our third-party evaluator ICF also conducted interviews with RX TN Staff across the state and reported on ways to improve communications with co-grantees, which were implemented immediately. One of these suggestions was to combine the weekly Completion Coach and the Program Coordinator Meetings into one, given that much of the information shared at this point in the grant was important to both groups. Also in October it became necessary to replace the Instructional Designer working with curriculum subject matter experts on LPN-to-RN, Surgical Technology, CCMA/Patient Care, Emergency Medical Dispatch and overall Creative Commons conversion. A very capable replacement was found within the month and very little momentum was lost on the continuing development of curriculum.

Medical Informatics coursework began with a roll-out process from Vol State in late November with three courses (INFS 160 - Microcomputer Database, INFS 161 - Advance Database Using Microsoft® SQL Server, HIT 115 - Introduction to Health Information Technology). A potential issue involving prior learning assessment practices regarding block credit awards was uncovered due to a conflict with Tennessee Board of Regents (TBR) and Southern Association of Colleges and Schools (SACS) policies. This impacted a key group of potential students (TCAT healthcare diploma graduates) who benefit most from the Allied Health AAS degree program. The resulting decision would extend the Allied Health AAS degree time to graduation due to a reduction in the credit hours awarded to TCAT graduates primarily targeted by this degree. Additionally, the four TCATs involved in Non-Credit course delivery for the grant (Memphis, Nashville, Murfreesboro and McMinnville) continued to be a performance issue and TBR was consulted to determine what steps needed to be taken to insure their participation.

By the end of December 2013 the grant's Completion Coaches had already advised 1,569 students. These students were exposed to various Student Support Prescription tools including Appreciative Advising, Pearson® Education COMPASS® Remediation, CareerScope® assessments, Prior Learning reviews and Academic Planning. Of the 1,569 students helped by Completion Coaches, 235 students enrolled in RX TN Programs. 11 of the 13 co-grantees reported enrolled students in various programs including Allied Health AAS, Phlebotomy, ECG, LPN-to-RN, Occupational Therapy and Medical Informatics.

2014 began strong as cooperation, partnership and participation with Local Workforce and Employer partners continued with funding support for several of the Non-Credit Programs coming from local LWIA offices confirmed. Late staffing issues improved when Vol State hired their Curriculum Specialist to complete the OER conversion of Medical Informatics coursework and Southwest finally hired their replacement Program Coordinator (although Southwest was still seeking their Completion Coach at this time). Initial data tracking and reporting errors were being reduced significantly and all co-grantees were consistently providing accurate information in a timely manner.

The size and complexity of the student survey process proved to be a challenge to the student response rate at all schools. Consultation with ICF (third party evaluator) and tactical sharing between co-grantees helped to improve results as we progressed in the first quarter of the new year. After much effort, the initial problems regarding the four TCAT's partnering to deliver Non-Credit Programs was resolved in a meeting at TBR in late March between the RX TN Grant Director, the Associate Vice-Chancellor of the TCATs and the Directors of all four participating TCATs. Communication between the three community colleges (Southwest, Nashville State and Motlow State) and the four TCATs was established soon after the TBR meeting and the RX TN Leadership Staff participated in numerous in-person and Adobe® Connect™ meetings to establish working relationships with the key individuals at each institution.

The third Non-Credit Program in the stacked credential series, Patient Care/CCMA (Certified Clinical Medical Assistant), was introduced in March. Work was still continuing on the curriculum and instructional materials for the fourth Non-Credit Program, Emergency Medical Dispatch. Our third-party evaluator ICF started a case study on our Phlebotomy Program in March, scheduling interviews with participating schools. Roane State's Instructional Designer began working with the Vol State Curriculum Specialist on Medical Informatics when it was determined they were having difficulty with the Open Educational Resource (OER) requirements while redeveloping their coursework. Medical Informatics and LPN-to-RN instructional materials continued in a roll-out process but were behind schedule due to slower than expected performance by faculty subject-matter experts.

Through the end of March 2014 the grant had advised 1,947 students and these students all benefitted from the continued application of career and academic consultation tools including Appreciative Advising, Pearson® Education COMPASS® Remediation, CareerScope®, Prior Learning reviews and Academic Planning. Of the 1,947 students helped by Completion Coaches, 465 students enrolled in RX TN Programs. Eleven of the thirteen co-grantees reported enrolling students in six of the nine RX TN programs. Walters State and Motlow State anticipated enrolling students in LPN-to-RN courses as well as several Non-Credit Programs in the next quarter.

In April 2014, we executed a second round of individual co-grantee strategic planning meetings (via Adobe® Connect™) to review status on the execution plans to achieve student goals. The three Non-Credit stackable programs showed very good early numbers along with LPN-to-RN, Allied Health AAS and Occupational Therapy at certain schools. Medical Informatics, with the exception of Vol State and Nashville State where the degree was already approved, faced challenges

in overall recruiting as the remaining schools committed to the program attempted to obtain TBR approval. The TBR initiative to align all academic credit courses by degree was delaying the approval process of all new degree programs during this time.

In May, we learned that the Surgical Technology program, due to accreditation requirements established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), would need to be reduced to two schools (eliminating Cleveland State) and that enrollment would be limited to 40 total students in the next two years (which was less than half of our program goal of 95). We also learned in May that Emergency Medical Dispatch was no longer a viable program for the grant due to the addition of a recently implemented online version of an EMD course by a state-approved provider and leading training resource in Tennessee. We immediately started research on a potential replacement course to serve the 210 students we had committed to enroll in the EMD program.

Also in May, individual meetings were held with the three co-grantees and their four partner TCATs delivering Non-Credit programming under the grant. This was made possible from Tennessee Board of Regents intercession in March. Execution schedules were developed to meet grant goals at those institutions within the timeframe of the grant, which was critical given the lost time while overcoming the issues affecting their participation. Fortunately the shorter timeframe of the Non-Credit courses provided us an opportunity to get on-track to meet our goals.

The remaining Student Support Prescription elements were completed prior to the end of May and each one was introduced and discussed at length during regular (every two weeks) Program Coordinator/Completion Coach Meetings. Our second annual training session was held June 4 - 6 and involved a wide range of subjects driven primarily by surveys of the co-grantees about subject areas they wanted to review and discuss. Data tracking and reporting issues with our original Microsoft® Excel™ based resource led us to switch our reporting platform to Microsoft® Access™ in May and co-grantees were trained on its use during the June session. Conversion of current data from Microsoft® Excel™ to Microsoft® Access™ was completed by July and reporting of student data smoothly transitioned into the new format.

As of the end of June 2014, the grant had advised 2,813 students. Of the 2,813 students helped by Completion Coaches, 639 students enrolled in RX TN Programs. All 13 co-grantees reported enrolling students in six of the nine RX TN programs. Participation and partnership with state Labor resources continued to grow and in late June we presented the details of the grant to the state TAA Educational Conference in Murfreesboro. Many local LWIA offices continued to provide funding support for the Non-Credit programs and assist in referring displaced workers to our Completion Coaches.

The switch to Microsoft® Access™ for both our Completion Coach and Program Coordinator databases became operational in July in sufficient time for use in the August reporting period. The more structured format proved to be very user-friendly and made reporting queries for performance analysis much more efficient. Our search for a replacement of the Emergency Medical Dispatch course was accomplished in July as well. After consultation with our Non-Credit Curriculum Lead and the co-grantee schools, we determined that the most effective replacement would be an Intravenous Therapy course. Individual Adobe® Connect™ meetings were held with each co-grantee involved in the decision to execute IV Therapy so that specific concerns and action plans could be discussed. IV Therapy was projected to be available in a March 2015 launch pending USDOL Mod approval.

Throughout the Summer of 2014 the three Non-Credit stacked credential programs (Phlebotomy, ECG and Patient Care/CCMA) continued to show strong growth and extremely good pass rates (95% plus) on the National Healthcareer Association (NHA) certification tests. During this same timeframe the four TCAT's (Memphis, McMinnville, Murfreesboro and Nashville) who were partnering with Motlow State, Southwest and Nashville State began the process to deliver coursework after several meetings to plan cooperative efforts regarding student support.

In September, we started working closely with the Completion Coaches to evaluate and map the Student Support Services provided to assist students in making career and academic decisions in order to understand what is driving the current conversion rate. All thirteen co-grantees reported enrolling students in eight of the nine RX TN programs. Additional OER-compliant curriculum was made available for the Medical Informatics and LPN-to-RN degree programs during the time. As of the end of September 2014, the grant had advised 4,042 students. Of the 4,042 students guided by Completion Coaches, 1,126 students enrolled in RX TN Programs. The grant goals projected a conversion of “students-served that

enrolled in an RX TN program” at approximately 52% (2039 from 3,939) but our actual experience at this point in the grant was a 29% conversion.

Curriculum development work on the IV Therapy course began in October 2014 so it could be offered in early Spring 2015, following USDOL approval. A major modification document was submitted to USDOL in mid-October that included significant budget adjustments and program offering changes, as well as a strategic redistribution of students-served goals. The RX TN Director and Assistant Director attended the National USDOL TAACCCT Conference in Washington, DC on November 3 through 5. The breakout sessions on data reporting, open educational resources and financial compliance were particularly productive. Benchmarking opportunities were significant and the advice received was exceptionally valuable. USDOL staff was available for training and advice, and we took advantage of benchmarking opportunities with grant staff from all three rounds.

Also in November, additional OER-compliant curriculum was made available for the Medical Informatics and LPN-to-RN degree programs and the Allied Health coursework underwent further development. We continued with our series of curriculum-specific Adobe® Connect™ presentation meetings with Medical Informatics (November 6), Non-Credit Programs (November 13), and LPN-to-RN (November 20). These meetings allowed us to explore the successes and key learnings from our collective experience executing each curriculum program, which ultimately contributed to our ability to continuously improve these degree programs. Following the November announcement of the six-month extension of the enrollment and graduation period of our grant through March 31, 2016, we started scheduling Strategic Planning Meetings with each individual co-grantee to reevaluate goals and discuss plans for meeting and exceeding their numbers.

The execution of these individual co-grantee Adobe® Connect™ meetings prepared us significantly for the individual Site Visits which were scheduled to begin in February. Each school was provided a comprehensive agenda prior to these meetings which formed the structure of the Site Visit goals at this point in the grant. Key points to be addressed were Compliance, File Maintenance, Goal Attainment, Sustainability and Transition at the end of the grant. All of the Adobe® Connect™ meetings were completed at least three weeks prior to the actual Site Visits which gave each school plenty of time to determine the agenda and the meeting participants which would most benefit from the visit.

On January 6, our third-party evaluator ICF presented their annual evaluation findings to the President of Roane State, Chris Whaley, along with several members of his staff. The IV Therapy course was completed on schedule in March and was introduced to the co-grantees on April 6 via Adobe® Connect™. Our major modification document, submitted to USDOL in mid-October, was also approved during this time period and implemented immediately at all co-grantee institutions. Co-grantee performance databases (updated on January 15, 2015) reported the grant has advised 5,150 students (130.7% of goal). Of the 5,150 students guided by Completion Coaches, 1,325 students (64.9% of goal) have enrolled in RX TN Programs. All 13 co-grantees have students in eight of the nine RX TN programs and all nine will be serving students in the next quarter.

All 13 Site Visits were completed before the end of April. During these visits there was significant representation of leadership including many presidents and chief academic officers. Sustainability of grant programs was very positive as each school expressed an interest to continue some or all of their programs for which they were actively engaged. Several schools, such as Northeast State determined they would expand their program offering either through delivery at satellite campuses or addition of new programs such as Patient Care/CCMA.

In April, our benchmarking with Dr. Eric Carver (St. Petersburg College) continued in earnest to find ways to improve the slow performance of the Medical Informatics programs across the state. Vol State and Columbia State, who had been most successful in this area also provided advice and counsel to the other schools. We also worked with each school to update projections on students-served and forecasted spending through the end of the grant based on the enrollment period extension (until March 31, 2016). Our financial procedures were reviewed by Andre Morris (USDOL) the week of March 9 and he found all of our processes in order.

Continuing in April, our benchmarking efforts expanded to include preparing students for job readiness following graduation. We reached out to eight Round Two Grant Lead Schools involved in healthcare programming to obtain advice and counsel. Pueblo Community College and Bellevue College responded with excellent information and examples of their efforts. This led to an Adobe® Connect™ meeting with the Director and Completion Coach from Bellevue College

and the entire RX TN Grant staff across the state. Bellevue provided significant assistance and opened their entire program to us. Following the initial job readiness meeting, several Program Coordinators followed-up directly with Pueblo Community College and then implemented versions of their strategies and materials.

In May, we worked to finalize the agenda and content for our Annual Training Conference which was held again in early June. All Co-Grantee institutions were represented at the Annual Training on June 4-5 at the Roane State Oak Ridge Campus. Key segments of the training involved data collection, follow-up activities with graduates, retention strategies and job placement activities. The Co-Grantees performance databases (updated on June 10) reported the grant had advised 6,196 students. Of the 6,196 students guided by Completion Coaches, 1,766 students (86.6% of goal) enrolled in RX TN Healthcare Programs. Another 1,706 enrolled in a Non-RX TN Healthcare Program and received Student Support Services-only which is 83.6% to our goal of serving 2,039 students in this category. All 13 co-grantees had students in all nine of the RX TN Credit and Non-Credit Programs by this time.

Also in May, Columbia State launched recruiting for Non-Credit classes at their satellite campus in rural Lawrence County with a planned starting date of July 6. Lawrence County had a large employer, Jones Warehouse, close due to their logistics program being moved overseas and Columbia State seized the opportunity to expand at that time. During the same month, Cleveland State graduated their first RX TN Occupational Therapy Assistants and all five students from the first year OTA cohort completed their Spring Semester successfully and went on to start their Second Year in Fall 2015. The IV Therapy course curriculum, which was introduced in early April, was first used by Roane State later that same month. IV Therapy was the ninth and final program to launch. At Northeast State their first RX TN LPN-to-RN class graduated on May 12.

In late Summer, Medical Informatics continued to be a challenge but success at Columbia State, which included a key partnership with a major employer, provided insight to jumpstart growth for the program at other institutions. Turnover, expected as we entered the last year of the grant, started to impact us early as we lost our Program Coordinator at Vol State and Completion Coaches at both Motlow State and Roane State. Adjustments to deal with these losses were productively dealt with at all institutions involved and the co-grantees were very responsive to grant needs overall at that time. Outreach and recruiting activity at all 13 institutions continued in earnest and it was expected that we would exceed our enrollment goals with the start of the Fall Semester 2015. The Co-Grantees performance databases (updated on September 30) reported the grant has advised 7,025 students. Of the 7,025 students guided by Completion Coaches, 2,171 students (106.4% of goal) had enrolled in RX TN Healthcare Programs which proved our earlier estimate as true.

Two programs which are execution partnerships between co-grantees (Occupational Therapy and Surgical Technology) thrived due to excellent resource sharing. The ability to combine resources at Roane State, Cleveland State and Chattanooga State successfully expanded access to the Occupational Therapy Assistant Program for two colleges serving 11 counties in the state. Collaborative work between RX TN and academic leadership at these institutions has resulted in a program which looked to be sustainable beyond the grant. Cleveland State has opted to place their OTA program on hold due to employer demand reductions but students in the Cleveland State operational area will attend Chattanooga State until their program reopens. A key accreditation visit in December, which was very successful, solidified the future of the Surgical Technology programs at Walters State and Roane State. Demand for that program was consistently high, both from students and employers, so increased enrollment is planned for the Fall Semester of 2016.

Cooperation and results are increasing with our other collaborative efforts involving Non-Credit programming between the community colleges (Motlow State, Nashville State and Southwest) and the Tennessee Colleges of Applied Technology (Memphis, Nashville, Murfreesboro and McMinnville). 235 students either have been or are currently being jointly served by RX TN programs delivered in partnership by these institutions. Another series of individual Strategic Planning Meetings with each co-grantee were conducted in late September which complemented the sites visits this Spring and the Annual Training Sessions in June. Future planning for program sustainability and transition from grant activities in student support (as of March 31, 2016) were the key points of those discussions.

To address a student support need with the Nursing Program we developed of a modular-based skills mini-course (named Nursing Study Skills) to improve learning performance in the classroom. Four subject areas were identified (Class Preparation, Note-Taking, Critical Thinking and Comprehensive Test Preparation) which most dramatically affect retention and success in the program. Students at Roane State were exposed to multiple one-hour sessions strategically

scheduled throughout the Fall Semester of 2015 to coincide with the content in their regular classes. Feedback from students and faculty (via survey at the end of the semester) generated very favorable responses. Students were identified to be tracked to determine the full impact of the project on retention and performance. Many of the training materials developed in this effort are scalable to other healthcare programs and beyond.

A repository librarian was brought onboard in October to shepherd the preparation of our curriculum programs to be loaded into SkillsCommons. Significant resources from Roane State are also contributing time, expertise and consultation to the effort. Continuous improvement activities also began in on our Non-Credit Programs (Phlebotomy, ECG, Patient Care - CCMA and IV Therapy) to update and enhance them based on learnings from delivering them over the last two and a half years in our schools across the state. While the overall performance, in terms of certification test pass-rates has been exceptional, through working closely with our co-grantees we have found many subtle but effective ways to make our materials even more effective for our students. This ongoing work, which was completed in mid-July, provided an exceptional and very comprehensive resource on SkillsCommons.

As a result of the Strategic Planning meetings held September, we made three special Site Visits to schools in October who needed additional support with regard to their student files and record keeping. These schools were Motlow State, Walters State and Columbia State. The results of the meetings were all very positive and their reporting processes are now in wonderful shape. We also attended the entire series of Workforce3One Training Webinars delivered during the quarter. Our annual grant review with President Whaley of Roane State occurred on December 3 where our results, especially the number of students served and enrolled in grant programs, were roundly celebrated. Staff turnover by the end of the calendar year 2015 was significant but each school worked with us to incorporate workable solutions so the grant could continue successfully. We were also proud to find out in December that the RX TN Grant had been chosen for a National Evaluation Site Visit which was later scheduled for February 2016.

As 2016 dawned, we focused our efforts to successfully transfer student support from the grant Completion Coaches to permanent student support resources at each co-grantee institution to coincide with the end of our programming period on March 31. Turnover at the Program Coordinator position (at Nashville State, Columbia State, and Roane State) impacted us but remaining staff stepped into those vacated responsibilities as we started the process of closing out the grant.

The Nursing Study Skills class sessions (involving Class Preparation, Note-Taking, Critical Thinking and Comprehensive Test Preparation) implemented in the Fall Semester of 2015 proved successful in improving retention and performance. Adobe® Connect™ recordings of these sessions were created in February and will be posted on SkillsCommons along with other course materials and program content. Our SkillsCommons repository team, led by the electronic librarian hired in December, accomplished significant work on the over 45 courses and student support program elements we will be placing on SkillsCommons.

Great care was being taken to ensure that formatting of the content was compatible with repository guidelines and structure. Over 20 subject-matter experts were used in the process of reviewing material for us. The aforementioned National Evaluation Site Visits occurred during the week of February 22 at Roane State and Northeast State. The visit included several RX TN Grant student focus groups and meetings with faculty, employer partners and administrative leadership at both campuses. Initial feedback from the visiting team was positive and we look forward to their final report sometime during the Summer of 2016.

The final Completion Coach database report at the end of programming period (March 31, 2016) showed that across the state of Tennessee we served 7,723 potential students and through our guidance well over 2,000 of them enrolled in an RX TN Program. An additional segment of those potential students (over 1,000 in total) enrolled in a healthcare training program other than RX TN and probably as important; the remaining potential students who had originally had an interest in healthcare found out that their true career interests lay elsewhere. We certainly feel that helping all of these people identify their true and accurate career goal should have an amazing impact on overall retention, graduation rate and time to graduation for everyone touched by the grant.

The last six months of the grant involved completion of follow-up work with graduates and program completers, preparation of course materials and student support resources for upload to SkillsCommons, and execution of the various steps to close out the grant.

Sustainability of RX TN Student Support Programs by Institution

The following report concerning the likelihood of Student Support Program sustainability at the co-grantee schools was prepared by ICF, our third-party evaluator. It is authored by the principal investigator on the RX Tennessee Grant, Keith Sturges.

The consortium consisting of 13 Co-Grantee Tennessee community colleges and 27 Tennessee Centers of Applied Technology (TCATs), led by Roane State Community College (RSCC), has continued to develop and strengthen pathways into healthcare employment through the RX TN program. This brief serves as an update on progress made toward accomplishing the objectives of the grant-funded RX TN program and provides details about contributions made by individual Co-Grantee institutions to the expected outcomes, particularly with a view toward program sustainability.

Method and Purpose—In March and April of 2016, the RX TN program evaluation team administered a questionnaire to RX TN program coordinators and Completion Coaches representing all 13 Co-Grantee colleges. The questionnaire, which consisted of a rating scale and open-ended questions, was designed to gauge which RX TN Training Prescriptions and Student Support Services are most likely to be sustained after the TAACCCT grant-funding period. The information in this brief is intended to summarize sustainability plans and strategies being implemented at each Co-Grantee college. This brief summarizes institutional plans to retain elements of RX TN beyond the funding period. It also offers insights that may help RX TN Co-Grantee colleges refine plans for program continuation.

RX TN Student Support Prescriptions

Table 3 summarizes the current status of planning for RX TN’s Student Support Prescriptions beyond the grant funding period. The table is followed by a summary of comments on the rationale for continuation or discontinuation plans. The services are organized from those rated as most to least likely to be sustained.

TABLE 3: RXTN STAFF RATINGS OF STUDENT SUPPORT PRESCRIPTION SUSTAINABILITY

Institution	Student Support Service						
	Coaching Services	Prior Learning Assessment	Academic Plans	COMPASS	Digital Literacy	Boot Camps	Career Scope
Chattanooga State	✓	✓	✓	✓			
Cleveland State	✓		✓				
Columbia State		✓	✓				
Dyersburg State	✓	✓		✓	✓	✓	
Jackson State	✓	✓			✓	✓	
Motlow State	✓	✓	✓	✓			
Nashville State	✓	✓	✓	✓			✓
Northeast State	✓	✓	✓		✓	✓	
Pellissippi State	✓		✓		✓		
Roane State	✓	✓	✓	✓	✓	✓	✓
Southwest Tennessee State	✓	✓	✓			✓	
Volunteer State	✓	✓	✓	✓	✓		✓
Walters State	✓	✓	✓	✓	✓		
TOTAL	12	11	11	7	7	5	3

Source: Final questionnaire – RxTN Staff, as of April 2016

Coaching Services—All but one college intends to sustain completion coaching services. However, the exact nature and level of support for the position is in varying stages of planning. Staff at several partner colleges said their college leadership planned to sustain the completion coach model. At the colleges where a decision has not yet been made about sustaining the completion coach model, staff commented that planning is still underway to determine whether and, if so, how coaching will be provided. In some instances, staff said that coaching services are not likely to be provided at the same level as during the grant period, and may only be accomplished if grant funds are secured from another source.

Prior Learning Assessment (PLA)—RX TN staff at most colleges said PLA will continue to be implemented. It must be noted that its sustainability is likely to vary. At most colleges, PLA was designed to serve specific RX TN training prescriptions, most notably ECG, Phlebotomy, and LPN-to-RN Mobility. In some colleges, the process of converting

prior learning to credit is still in the planning stage; some staff, for instance, said they are trying to balance PLA's usefulness to students with institutional and program quality perceptions.

Academic Plans—Most RX TN staff described Academic Plans as an essential component in achieving student success across the consortium, and said this service was likely to continue. Staff at most colleges noted that Academic Planning services have either already been or are slated to be adopted by their colleges overall. In most cases, staff indicated that academic and college advisors employed at each college will take responsibility for preparing and administering student Academic Plans (as opposed to new positions). At some colleges the importance of being able to meet with students one-on-one is seen as a priority, with other colleges leaving the implementation of Academic Plans open to interpretation for academic and college advisors.

COMPASS—RX TN staff indicated that COMPASS remediation testing is likely to be continued at seven colleges. The administrators of the test, either through the admissions office, testing center, or other entity of the college, viewed COMPASS as a valuable tool in determining a student's college readiness. At colleges where it is less likely to be sustained beyond the RX TN funding period, staff described the support service as tedious and redundant.

Digital Literacy—RX TN staff at seven colleges said that Digital Literacy was likely to be sustained. The means in which Digital Literacy will be administered will vary by college; however, the most commonly described approach was to have someone in a completion coach role oversee Digital Literacy. Other mechanisms described include administering the service on a case-by-case basis through instructors or delivering the service through separate online tutorials.

Boot Camps—Boot Camps were rated as likely to be continued at five colleges. RX TN staff indicating that it will be continued at their colleges described the caveat of funding as the most crucial determinant for the shape and magnitude of Boot Camps. Most said their colleges are currently or planning to use subsequent grant funding to support Boot Camps.

Career Scope—Career Scope was described as a useful tool and likely to be sustained at three colleges. Staff at colleges opting to forego this tool said their colleges had already adopted and were comfortable using other career aptitude exams, such as the Kuder Aptitude test and STRONGS.

Sustainability of RX TN Training Prescriptions by Institution

The following report concerning the likelihood of Training Prescription program sustainability at the co-grantee schools was prepared by ICF, our third-party evaluator. It is authored by the principal investigator on the RX Tennessee Grant, Keith Sturges.

The consortium consisting of 13 Co-Grantee Tennessee community colleges and 27 Tennessee Centers of Applied Technology (TCATs), led by Roane State Community College (RSCC), has continued to develop and strengthen pathways into healthcare employment through the RX TN program. This brief serves as an update on progress made toward accomplishing the objectives of the grant-funded RX TN program and provides details about contributions made by individual Co-Grantee institutions to the expected outcomes, particularly with a view toward program sustainability.

Method and Purpose—In March and April of 2016, the RX TN program evaluation team administered a questionnaire to RX TN program coordinators and Completion Coaches representing all 13 Co-Grantee colleges. The questionnaire, which consisted of a rating scale and open-ended questions, was designed to gauge which RX TN Training Prescriptions and Student Support Services are most likely to be sustained after the TAACCCT grant-funding period. The information in this brief is intended to summarize sustainability plans and strategies being implemented at each Co-Grantee college. This brief summarizes institutional plans to retain elements of RX TN beyond the funding period. It also offers insights that may help RX TN Co-Grantee colleges refine plans for program continuation.

RX TN Degree Training Prescriptions

Table 1 provides a summary of ratings indicating the likelihood of RX TN degree Training Prescriptions beyond the funding period. Shaded cells in the table represent programs that existed prior to the launch of RX TN. The table is followed by a summary of comments on the rationale for continuation or discontinuation plans.

TABLE 1: RXTN STAFF RATINGS OF LIKELIHOOD OF SUSTAINING DEGREE PROGRAMS

Institution	Degree Training Programs				
	Allied Health	LPN to RN Mobility	Medical Informatics	Occupational Therapy	Surgical Technology
Chattanooga State	Very likely			Very likely	
Cleveland State	Very likely	Very likely	Very likely	Very unlikely	
Columbia State	Unlikely	Very likely	Very likely		
Dyersburg State		Very likely	Very unlikely		
Motlow State		Very likely			
Nashville State			Discontinue		
Northeast State		Very likely			
Pellissippi State		Very likely			
Roane State	Very likely	Very likely	Likely	Very likely	Very likely
Southwest Tennessee State	Undecided	Likely			
Volunteer State			Very likely		
Walters State		Very likely			Very likely

Source: Final questionnaire – RX TN Staff, as of April 2016

Sustaining Existing Degree Programs—Not surprisingly, most of the degree programs that existed prior to the launch of RX TN were rated as very likely to be sustained by colleges beyond the RX TN grant’s funding period. Staff at most colleges indicated that RX TN helped to solidify and solicit those programs. One exception to the likely continuation of these programs is Columbia State Community College’s Allied Health Program, which may be eliminated because of cost-related reasons.

Sustaining New Degree Training Prescriptions—Staff at the Co-Grantee colleges rated several degree Training Prescriptions—about 10— as very likely or likely to be continued after the grant’s funding period. Among the degree programs that they rated most likely to be sustained are LPN-to-RN Mobility, Medical Informatics, and Allied Health (see Table 1). Additionally, they rated the one universally new degree program, Surgical Technology, as very likely to be sustained at the two colleges where it has been implemented.

- *LPN-to-RN Mobility*. This degree program was universally rated as likely to continue by participating institutions. Predating RX TN at six colleges and new to the remaining three, staff commented that the number of students has increased making this degree program viable. One staff member indicated that enrollment doubled since the beginning of the grant.
- *Medical Informatics*. Staff at four colleges, including Volunteer State Community College where this degree program predated RX TN, rated the program as likely to be sustained. Staff at two colleges, however, indicated that low enrollment has raised concerns about this degree program’s future. While Dyersburg State Community College and Nashville State Community College have launched this degree program in earnest, both have experienced a lack of student interest. Staff noted that the program is “confusing to students and employers” and attracts few of either.
- *Allied Health*. As noted above, although existing prior to RX TN, this degree program may not be sustained at one college. At two of the colleges where it was newly implemented, program staff rated it as very likely to be sustained, and staff at a third college indicated that this degree program was pending approval from the college for future implementation.
- *Occupational Therapy Assistant*. For those launching OTA as a new program, RX TN staff rated it as very likely to continue at one college and very unlikely at the other. The latter represents an inter-college partnership, which may not continue once the Completion Coach portion of the grant ends.

RX TN Certificate Training Prescriptions

Table 2 summarizes RX TN staff ratings of the likelihood of RX TN certificate Training Prescriptions beyond the grant’s funding period. Shaded cells in the table represent certificate programs that existed prior to the launch of RX TN. The table is followed by a summary of comments on the rationale for continuation or discontinuation plans.

TABLE 2: RXTN STAFF RATINGS OF LIKELIHOOD OF SUSTAINING CERTIFICATE PROGRAMS

Institution	Certificate Training Programs			
	ECG Technician	Phlebotomy Technician	Patient Care Technician	IV Infusion Therapy
Columbia State	Likely	Likely	Likely	
Dyersburg State	Very likely	Very likely	Very likely	Very unlikely
Jackson State	Very likely	Very likely	Very likely	
Motlow State	Discontinue	Undecided		
Nashville State	Undecided	Discontinue	Discontinue	Likely
Northeast State	Likely	Very likely	Very likely	
Roane State	Very likely	Very likely	Very likely	Very likely
Southwest Tennessee State	Discontinue	Discontinue		Discontinue
Volunteer State	Likely	Likely	Likely	Undecided
Walters State	Very likely			

Source: Final questionnaire – Program Coordinators, as of April 2016
Cells shaded light blue represent programs that existed prior to RX TN

Sustaining New RX TN Certificate Training Prescriptions— RX TN staff rated most noncredit certificate training prescriptions very likely or likely to be continued after the grant’s funding period. It is important to note that in RX TN staff responses to a previous questionnaire conducted with RX TN staff, they indicated at that time that they were undecided about sustaining many more certificate programs compared to this recent questionnaire. Thus, it appears that college decision-makers have reached measured conclusions about the future of certificate programs, whether they will be sustained or not.

- *ECG Technician*. RX TN staff indicated that this certificate program is likely or very likely to continue at seven of the nine colleges where it has been implemented. Staff at the colleges where this certificate program was planned to be discontinued described the costs of maintaining an individual certificate program as a major determinant. One college is in the process of evaluating this certificate program to determine whether it may be competitive and include clinical experience for students.

- *Phlebotomy Technician*. RX TN staff rated this certificate program as likely to continue at six of the 10 colleges where it has been implemented. At colleges where it is being discontinued, again, cost of maintaining an individual certificate program was described as a major factor in the decision. One college may continue this certificate program provided it is able to enroll enough students.
- *Patient Care*. RX TN staff rated Patient Care as likely to continue at six of the seven colleges offering that certificate program. It is being discontinued at the one college where it was planned, but never fully deployed or implemented.
- *IV Infusion Therapy*. RX TN staff described this certificate program as successful and likely to continue at Nashville State Community College as a new program and at RSCC where it existed prior to RX TN. Staff at the other three colleges, however, indicated less optimism than Roane State Community College its continuation. Dyersburg State Community College offered the certificate program once, with low enrollment and low student interest. Volunteer State Community College has not launched or offered the class; staff noted uncertainty about whether the college will garner enough interest among students to make a class prior to the end of the grant. The decision about whether or not to sustain it will be based on interest and Workforce Investment Agency (WIA) approval (which, as a staff member noted, may take up to 3 months). A decision has been made to discontinue it at Southwest Tennessee.

Bundling RX TN Certificate Training Prescriptions—According to RX TN staff, an important factor in the decision about whether or not to sustain a certificate program is its viability and ability to be fully integrated into a departmental unit or similar structure. As standalone professional certificate programs, Phlebotomy Technician and ECG Technician graduates were described as having little likelihood of leading to gainful employment and, for the few open positions, are likely to saturate local markets. This was factored into decision-making about whether to sustain these certificate programs; thus, colleges offering the individual courses as a packaged bundle were, overall, more confident about the future of the certificate programs. Where the programs were rated as very unlikely to continue, staff described poor fit with existing programs, lack of personnel, and low revenue projections as the main reasons. This helps explain some of the shift in colleges’ decisions to continue these certificate programs. For instance, while RX TN staff at some colleges where the certificate programs were offered individually previously noted that the college was unlikely to sustain ECG and Phlebotomy certificate programs, once the college decided to bundle the programs, they experienced, as one program coordinator noted, a “remarkable number of applications.” However, even at the colleges that have opted to adopt the certificate bundles in earnest, most staff described their college’s likely continual monitoring to determine the availability of staffing, enrollment in the program, and the certificate programs’ strategic benefits to the college.

Discontinuing RX TN Certificate Training Prescriptions—RX TN staff at three colleges indicated that they planned to discontinue certificate Training Prescriptions that were launched or that were planned but not fully implemented. Among these, the TCAT partnering with Southwest Tennessee will not sustain the ECG Technician, Phlebotomy Technician, or IV Infusion Therapy certificate programs because of low enrollment and local competition. Similar situations (i.e., TCAT partnership) and rationale (i.e., low enrollment and local competition) were described as underlying Motlow State Community College’s and Nashville State Community College’s decisions to discontinue certificate programs.

RX Tennessee Grant Reference Material

USDOL Annual Performance Report

Form ETA-9160		ROUNDS 2, 3 AND 4 ANNUAL PERFORMANCE REPORT TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS				OMB No. 1205-0489 Expires: 03/31/2015
A. GRANTEE IDENTIFYING INFORMATION						
1. Grantee Name:					2. Grant Number:	
3. Program/Project Name:						
4. Grantee Address:					5. Report Year End Date:	
City _____			State _____		Zip Code _____	
					6. Report Due Date:	
Performance Items				Year 1 (A)	Year 2 (B)	Year 3 (C)
				<small>(REPORT IF AVAILABLE)</small>		
B. CUMULATIVE PARTICIPANT OUTCOMES (ALL GRANT PARTICIPANTS)						
1. Unique Participants Served/Enrollees						
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study						
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers						
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)						
4. Total Number Retained in Other Education Program(s)						
5. Total Number of Credit Hours Completed (aggregate across all enrollees)						
5a. Total Number of Students Completing Credit Hours						
6. Total Number of Earned Credentials (aggregate across all enrollees)						
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)						
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)						
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)						
7. Total Number Pursuing Further Education After Program of Study Completion						
8. Total Number Employed After Program of Study Completion						
9. Total Number Retained in Employment After Program of Study Completion						
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment						
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION (ALL GRANT PARTICIPANTS)						
Gender	1a. Male					
	1b. Female					
Ethnicity / Race	2a. Hispanic/Latino					
	2b. American Indian or Alaskan Native					
	2c. Asian					
	2d. Black or African American					
	2e. Native Hawaiian or Other Pacific Islander					
	2f. White					
	2g. More Than One Race					
Degree	3a. Full-time Status					
	3b. Part-time Status					
Other Demographics	4. Incumbent Workers					
	5. Eligible Veterans					
	6. Participant Age (Mean)					
	7. Persons with a Disability					
	8. Pell-Grant Eligible					
	9. TAA Eligible					
	10. Other Demographic Measure (Optional - Entered by Applicant)					
D. ACHIEVEMENTS AND SUCCESSES						
1. Summarize your most innovative achievement or your greatest success story from the previous year.						
<i>Please limit your response to 700 characters.</i>						
F. SERVICES and OUTCOMES for TAA ELIGIBLE INDIVIDUALS						
1. Provide a description of how the program(s) have served TAA eligible individuals. Specifically, address: 1) the number of TAA Eligible individuals who participated in TAACCT funded programs, 2) how many TAA Eligible individuals enrolled and obtained credentials, certificates or degrees, 3) how many TAA Eligible Individuals enrolled and did not attain credentials, certificates or degrees, and 4) the average duration and whether the duration of education and training was longer or shorter for these individuals than for other non-TAA eligible participants. You may use observations or participant records to compile and summarize this information.						
<i>Please limit your response to 700 characters.</i>						
G. REPORT CERTIFICATION/ADDITIONAL COMMENTS						
1. Report Comments/Narrative:						
<i>Please describe any additional outcomes or information about your grant.</i>						
2. Name of Grantee Certifying Official/Title:			3. Telephone Number:		4. Email Address:	
<small>Persons are not required to respond unless this form displays a currently valid OMB number. Obligation to respond is required to obtain or retain benefits (Workforce Investment Act [Section 185(a)(2)]. Public reporting burden for this collection of information, which is to assist with planning and program management and to meet Congressional and statutory requirements, averages 16 hours per response, including time to review instructions, search existing data sources, gather and maintain the data needed, and complete and review the collection of information. Send comments regarding this burden estimate to the U.S. Department of Labor, ETA, Room N-4643, 200 Constitution Avenue, NW, Washington, DC 20210.</small>						