



## **New Careers in Nursing Scholarship Program**

### **2011-2012 Plans and Examples**

Sample Timeline for New Careers in Nursing (NCIN) Grant.....	1
Example from Nebraska Methodist	
Sample Leadership Development Plan.....	5
Example from University of Wyoming	
Sample Mentoring Plan.....	9
Example from University of Hawaii	

Below are example documents from 2011-2012 grantees. The first is a proposed timeline for satisfying all requirements of a New Careers in Nursing grant during the funding cycle, and the last two documents are examples of **2** of the **3** required plans that must be submitted during the grant year—Leadership Plan and Mentoring Plan.

As we identify more examples and recommendations, we will post them to the Web site for discussion.

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## Time Line for New Careers in Nursing (NCIN) Grant

The grant period is September 1, 2011 – August 31, 2012.

Scholarships funds may be awarded for Fall 2011, Spring 2012, and Summer 2012.

*Progress Reports:* January 2012 & May 2012

*Grant Ends:* August 31, 2012

*Reports Due to Foundation:* September 30, 2012

### First Quarter: September 2011 to November 2012

<i>Date</i>	<i>Event</i>	<i>Notes</i>
6/08/11	Program Overview web conference	Done
	Review 2009-2020 NCIN Annual Report	Done
	Enter Biography information into the NCIN website <a href="http://www.newcareersinnursing.org/user/login">http://www.newcareersinnursing.org/user/login</a> to create user name and password to access important information about the grant and expectations	Done
6/18/11	Review the Power Point from the initial meeting	Done
6/18/11	Check NCIN Scholarship Program Contact Sheet	Done
6/18/11-10/1/11	Create: <ol style="list-style-type: none"> <li>1. Timeline</li> <li>2. Tracking Spreadsheet</li> <li>3. Pre-entry Immersion Plan</li> <li>4. Leadership Development Tool Kit</li> <li>5. Learning Centered Mentoring Process</li> <li>6. Recipient Expectations</li> <li>7. Program Outcomes Sheet</li> </ol>	Done
	Press Release – linked website to NMC Face book	6/23/11
	Press release sent to Methodist Health Systems marketing department	6/23/11
	Press release is complete and posted on website <a href="http://www.methodistcollege.edu/">http://www.methodistcollege.edu/</a>	6/23/11
	Posted in the Omaha World Herald Midlands Business Journal	
	Press release posted in Campus Life section of the Omaha World Herald (see PDF)	
6/17/11	Registered for September Summit/Hotel/Airline Reservation	Done
6/17/11	Check School Profile	Done
7/18/11	Check PIP modules in the On line ACE orientation	Done
	Send Pre-Entry Immersion Program Award Contract Letter of Agreement	
7/21/11	Attend New Careers in Nursing: Models for Program Evaluation web meeting	Done

7/11/11 & 7/19/11	Meet with NMC's Student Services Leadership Coordinator about the Leadership Program	Done
7/11/11 & 7/19/11	Meet with NMC's Student Services Leadership Coordinator about the Leadership Luncheon Series	Done
7/11/11 & 7/19/11	Meet with NMC's Student Services Leadership Coordinator about Pre-Immersion Part II PIP Program	Done
	<a href="#">Award Scholarships (10 recipients) – see Ranking Matrix</a>	
8/24/11	Attend New Careers in Nursing: PIP web meeting	
9/13/11	Attend New Careers in Nursing: Grant Reporting web meeting	
10/6/11-10/8/11	Summit in Washington DC	
	<a href="#">Interview potential scholarship recipients</a>	
10/21/11 or 10/24/11  Out-of-town students will complete on 1/6/12	<p><b>Pre-entry Immersion Program (Jumpstart)</b></p> <ul style="list-style-type: none"> <li>• See Pre-Immersion Part I Agenda (Jumpstart)</li> <li>• Make 3 (original, program liaison, student) copies of each form (see Grant Recipient Expectations)</li> <li>• Send <b>ORIGINAL Letters of Commitment</b> within 2 weeks after class begin to: Jihanne Jeanty, Program Assistant, Robert Wood Johnson Foundation New Careers in Nursing Scholarship One Dupont Circle NW # 530 Washington, DC 20036</li> </ul> <p>1. Assign each student a month to enter the Essay Contest :</p> <ul style="list-style-type: none"> <li>• May 2012 -</li> <li>• June 2012 -</li> <li>• July 2012 -</li> <li>• August 2012 -</li> <li>• September 2012 -</li> <li>• October 2012 -</li> <li>• November 2012 -</li> <li>• December 2012 -</li> <li>• January 2013 -</li> <li>• February 2013 -</li> </ul>	
10/26/11	Send grant recipients electronic version of documents ( <i>Grant Recipient Expectations</i> and <i>Program Outcomes Sheet</i> )	
	See Pre-Immersion Part I Agenda (Jumpstart)	
October and November 2011	<ol style="list-style-type: none"> <li>1. Select Mentors</li> <li>2. Match Student Mentees and Mentors</li> <li>3. Send a letter and copies of items in the Mentoring Program Toolkit and Handbook to the Mentors</li> <li>4. Send the invitation out for the Student Mentee/Mentor Breakfast: 1/27/12 at</li> </ol>	

	7:00am in Clark 3214	
<b>October</b>	<b>Call for NCIN5 Grant Proposals</b>	

**Second Quarter: December 2011 to February 2012**

<i>Date</i>	<i>Event</i>	<i>Notes</i>
	NCIN Round 5 Webinar	
	<b>Submit NCIN5 Grant Application Due</b>	
December 19, 2011	<b>Pre-Immersion Part II Agenda (Orientation)</b> <ul style="list-style-type: none"> <li>• See Pre-Immersion Part II Agenda (Orientation)</li> <li>• Have Crystal Lush send me NCIN Scholar photos so I can submit to NCIN</li> <li>• Distribute the Test Success books</li> </ul>	
January 2012	<b>Interim Progress Report Due Student Progression Report Due</b>	
	Shared Communications <ul style="list-style-type: none"> <li>• Press release</li> <li>• Media Coverage</li> <li>• FastTrack Publication</li> <li>• Scholar Newsletter</li> </ul>	
Mentor breakfast on 1/27/12 at 7:00am in room 3218	<b>Pre-Immersion Part III Agenda (Day One of ACE Program)</b> <ul style="list-style-type: none"> <li>• See Pre-Immersion Part III Agenda (First Day of Class)</li> <li>• Initial Student Mentee/Mentor Breakfast Meeting (See Pre-Immersion Part III Agenda (First Day of Class) and NMC's Learning Centered Mentoring Program 2012-2013 agenda</li> </ul>	

### Third Quarter: March 2012 to May 2013

<i>Date</i>	<i>Event</i>	<i>Notes</i>
May 2012	<b>Interim Progress Report Due Student Progression Report Due</b>	
	Communication Updates <ul style="list-style-type: none"> <li>• Fast Track Publication</li> </ul>	

### Fourth Quarter: June 2012 to August 2013

<i>Date</i>	<i>Event</i>	<i>Notes</i>
August 2012	Have scholarship recipients go to NCIN website <a href="http://www.newcareersinnursing.org/">http://www.newcareersinnursing.org/</a> complete <b>Mid-Program Survey For Scholars – Resources - Student Forms</b>	
8/31/12	Grant Ends	
9/30/12	<b>Financial Report Annual Narrative Report Budget and Student Progression Report</b>	
	Submit call for Poster Form by end of July and make Poster for next year's Summit	

### Post Grant March 2012 to May 2013

<i>Date</i>	<i>Event</i>	<i>Notes</i>
February 22, 2013	NMC's Learning Centered Mentoring Program 2012-2013 (see agenda)	
March 8, 2013	Have scholarship recipients go to NCIN website <a href="http://www.newcareersinnursing.org/">http://www.newcareersinnursing.org/</a> to complete the <b>Post - Graduation Survey</b>	
	Send NCLEX Scores to NCIN	
	Make a chart tracking student employment	

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**Leadership Development Plan  
New Careers in Nursing Scholarship Program  
2011-2012 Grant Period**

<b>Submission Date:</b>	
Name of School of Nursing:	Fay W. Whitney School of Nursing, University of Wyoming
Number of scholarships awarded by RWJF:	10
Program Liaison name or contact for this request:	Carrie Deselms, MSN, APRN, FNP-BC
Email and phone:	<a href="mailto:ToCarrie@uwyo.edu">ToCarrie@uwyo.edu</a> 307-766-6755
Dean's name:	Mary E. Burman, PhD. Dean
If check must be made out to someone other than Dean, please list this name here:	

## Step One: Assessments

What are your organization's assets and challenges that may impact your leadership strategy (budget, staffing skills, resources, reputation, etc.)?

### **Assets:**

- **Budget**
- **Congenial faculty**
- **UW Outreach School technology**
- **Easy access to local and state policy makers**
- **Reputation of SON and BRAND Program**
- **Recent state board of nursing approval of curriculum**
- **High NCLEX pass rates**
- **Mentorship and leadership activities in progress**

### **Challenges:**

- **Relatively few face to face (FTF) classes**
- **Geographic distance across state**
- **Students located around state make it difficult to do some of the recommended leadership activities as a class FTF**
- **Must be more creative to develop leadership activities across the miles**
- **Post conference during clinical could be utilized in small groups**

**Culture of School:** What is already happening outside your organization that may impact your strategy; what works well in your organization and what may be challenges (e.g., timing of events, activities of other organizations in this space, barriers you may face, other potential obstacles or opportunities).

Identify supports available in school and community

### **Assets:**

- **Academic – clinical agency partnerships**
- **Faculty serve on clinical agency boards, e.g. QA, JACHO, safety**
- **WNA Leadership Institute for state nurse leaders**
- **Faculty are willing to embrace a culture change within SON**
- **SON Dean very supportive and visionary**
- **AmeriCorps Program at UW and many BRAND students participate**

### **Challenges:**

- **Distance faculty have challenge of truly understanding culture of SON and University**
- **On campus faculty have difficulty understanding challenges of off campus faculty**
- **Few BSN nurse leaders in practice are available to mentor students**
- **Lack of clinical sites in rural areas**
- **Heavy academic workload**



## Step Two: Planning

**Broad Goal:** What leadership goals do you want to achieve over the long term?

**The goal for BRAND graduates and NCIN scholars after graduation is to become emerging nurse leaders either in practice and/or in advancing their education in nursing.**

**Objective:** What are the measurable steps you need to accomplish to move toward your goal?

- **Personality assessment/leadership style assessment**
- **Encourage SNA participation**
- **Attendance at WNA Legislative Days (designed for student nurses)**
- **Leadership Forum ( at end of 3<sup>rd</sup> semester)**
- **Multiple exposures during program to nursing and healthcare policy makers during program's leadership courses , e.g Introduction to Professional Nursing, and Nursing Integration which is a leadership course with their capstone clinical**

After using the **Organizational Assessment Guide in the Toolkit**, enter your **organizational Assessment Score: \_\_\_ 13 \_\_\_**

### **Briefly Describe Planned Leadership Activity:**

Although the faculty average rank for our Organizational Assessment was 13, we feel like we should follow the Intermediate Level I plan. The majority of our challenges are related to having students and faculty spread over the entire state and coming together face to face as a cohort 1-2 times per semester while other times are by video or online. This poses a challenge when trying to provide some of the leadership activities listed in the Toolkit which are based on face to face classroom experiences. We are working to adapt some of these activities to the opportunities we have.

1. We will initiate a personality assessment during the students first semester when they are on campus most often.
2. In the second semester, clinical faculty will incorporate activities using the results of these assessments during post conference with their students. These post conference activities will continue to build with leadership styles incorporated as all clinical experiences are working with teams, e.g. nursing student teams, interdisciplinary teams, etc.
3. During the third semester, students are required to attend Legislative Days and interact with state policy makers. At the end of the third semester/beginning of the fourth semester, students are required to participate in a Leadership Forum. The panel members of this forum consist of: WNA nurse lobbyist, university healthcare policy expert, WY State Representative or Senator, Robert Wood Johnson Fellow, and ANA national officer. Students every year think this exercise is very beneficial and the highlight of the year.

## Step Three: Program Implementation

Decisions to Make	Activity A	Activity B	Activity C
<p><b>Which Leadership Development Option will be most successful?</b></p> <p>Basic Plan <input type="checkbox"/></p> <p>Intermediate Level I <input checked="" type="checkbox"/></p> <p>Intermediate Level II <input type="checkbox"/></p> <p>Advanced Leadership Plan <input type="checkbox"/></p> <p>Which activities do you plan?</p> <p>(There is room to describe three activities here. You may not have that many or you may have more.)</p>	<p>Personality assessment, True Colors, will be given to all students in a first semester course. Students will place their color in a sticker dot form on their name tags while in skills lab. This way they can operationalize their communication skills in working with each other in teams during the lab times by identifying each other's color and determining how best to work with them. The Introduction to Professional Nursing course also has a panel of speakers which includes a current CNO from practice, the WNA president and the Executive Nurse for Public Health Nursing from the WY Dept. of Health. This panel allows informal interaction between students and guest speakers on current topics and issues in nursing.</p>	<p>Students will be assigned to take the Personal Leadership Style Values Test and the Leadership Style Worksheet in their 2<sup>nd</sup> semester. Clinical faculty will work with the students and their results during post clinical time periods throughout the semester to identify the differences between leadership and management practices.</p>	<p>A Leadership Forum will be held near the end of the 3<sup>rd</sup> semester. The activities throughout this semester build up to this forum. Encouraged participation in SNA, attendance at Legislative Days, and the assignment of each writing a letter to the WY Legislature Healthcare sub committee on a healthcare issue will set the stage for the students' engagement in this Leadership Forum with the speakers. Stipend dollars will be used to pay mileage and honorariums to the speakers. This interaction with BRAND and NCIN students and the legislators who attend has helped reinforced the state's commitment to the BRAND student loan money that was fostered by publicity of the RWJF-NCIN grant awards.</p>

## Mentoring Plan New Careers in Nursing Scholarship Program 2011-2012 Grant Period

Submission Date:	
Name of School of Nursing:	University of Hawaii at Manoa
Number of scholarships awarded by RWJF:	5
Program Liaison name or contact for this request:	Allen D. Hanberg, Ph.D., RN
Email and phone:	<a href="mailto:ahanberg@hawaii.edu">ahanberg@hawaii.edu</a> 808.956.3883

Please email this Mentoring Plan to [jjeanty@aacn.nche.edu](mailto:jjeanty@aacn.nche.edu). If the NPO has questions regarding your submitted plan the specified contact/program liaison listed on this plan will be contacted directly by the NPO.

If you have any further questions please contact the NPO at 202-463-6930 extension 257. Also, if you have any questions regarding the incorporation of the Mentoring Toolkit please contact Dr. Vernell DeWitty, [vdewitty@aacn.nche.edu](mailto:vdewitty@aacn.nche.edu) or 202-463-6930 extension 224.

## Step One: Assessment

### **A. Mentoring Program Activities**

#### **What ongoing programmatic mentoring program currently exists in your organization?**

We have established a direct mentoring program with our five scholars, and Registered Nurses that are currently working within the specialty area of each of the scholars masters program track. The scholars meet with their mentors twice a month, one of those meetings is a face to face meeting. In April, the mentors and mentees met together for our April “Linger Longer” for a special mentor/mentee dinner with various mentoring activities included.

#### **Do you have a designated individual/individuals designated as a mentor program director?**

Dr. Allen Hanberg serves as the program director for the mentoring program.

#### **Do you have a specific model that you use?**

The literature identifies two primary needs of under-represented and disadvantaged students for (a) emotional support and (b) interpersonal communication. The mentoring arm offers skill building and role modeling from the perspective of cultural sensitivity and awareness, and will provide MEPN students with three types of mentors from which to select: (a) professional nurse mentors (nursing professionals who will work closely with the students in nursing practice); (b) peer mentors (pairs of advanced cohorts of the MEPN program will provide mentoring support to peers in the beginning levels); and (c) faculty mentors (faculty members act as mentors to provide emotional and informational support). The students were paired with a mentor at the beginning of the pre-licensure period and the mentors have agreed to support the student until the end of the pre-licensure period.

In addition to the individual mentorships, the program also includes the following activities throughout the NCIN Scholars MEPN program:

1. Dialog with Nursing Leaders: 4 symposia with leaders throughout the pre-licensure year.
2. Building competence and confidence for providing care to diverse populations through 8 hours/month of supplementary simulation lab time to focus on basic skills, medication administration, patient safety, and cultural competency.
3. Skill building for academic success: Participation in IKE AO PONO monthly “talk story” (group discussion) sessions facilitated by Nalani Minton.
4. Academic advising with the director of the MEPN program, Dr. Allen Hanberg.
5. Two meetings per month mentors at the program “Linger-Longers,” and/or one on one.

#### **Do you provide a time for mentors and mentees to meet?**

The mentors and mentees meet twice a month.

#### **How do you evaluate the program?**

The school monitoring and evaluation process includes electronic course evaluations, clinical site evaluations, simulation-based learning evaluations, and faculty evaluations, with results allowing for rapid revision. Annually, students complete an “experience” survey that gathers information related to their student experience. Information includes perceptions of school organization, faculty preparedness, adequacy of resources, etc. The Dean and Associate Dean meet regularly for “talk

story” sessions with students, and the scholars meet monthly with the program director in monthly “Linger-Longers.” SONDH uses this data for quality management at the program and school level. Further, the NCIN scholars complete surveys, interviews, and other activities as designated by the national program.

**Strengths:**

1. Monthly meetings with the program director and mentors by means of MEPN NCIN “Linger Longers.”
2. Monthly NCIN mentoring activities from the RWJF NCIN Mentoring Program Toolkit and Handbook.
3. Scholars meet twice each month with their mentors.

**Opportunity for Improvements:**

1. More time dedicated to mentor/mentee relationships.
2. Difficulties in coordinating schedules of all the mentors/mentees, program director, and graduate program directors.
3. Begin mentor selection process much earlier in the program.

***B. Mentoring Program Support***

**What is already happening outside your organization that may impact your mentoring program? Do you have supports in place for mentors and mentees?**

We do have an internal support structure in place that has had an impact on our program. Dr. Stephanie Marshall serves as the Department of Nursing community liaison. She works very closely with our community partners in identifying and selecting mentors for the mentees.

**Do you have a pool of mentors to draw from?**

Apart from the direct work Dr. Marshall does in cooperation with our community partners, we also have a list of adjunct faculty members that are currently working in the community. We have drawn on this list of faculty members as well for mentor selection.

**Do you have a closing process for the mentors and mentees once the program ends?**

Yes, once the program ends in August, 2012, the mentors and mentees will complete the Mentoring program closing session as outlined on page 33 of the mentoring toolkit. This will be done at the closing NCIN Linger Longer. They will complete the final component of the mentoring relationship in the MEPN summer celebration where they will be honored as NCIN scholars. They will also be asked to serve as incoming NCIN peer mentors.

**What works well in your organization and what may be challenges (e.g., timing of events, activities of other organizations in this space, barriers you may face, other potential obstacles or opportunities).**

The internal staff and faculty support of the mentoring program is clearly our greatest strength, this has truly facilitated our ability to connect mentors and mentees. Having the monthly Linger Longers schedule out far in advance has helped in scheduling so many people. The greatest obstacles we have faced are scheduling conflicts, and we have had one mentor that has been very difficult for the

scholar to connect with.

Identify supports available in school and community

1. Community partner liaison
2. MEPN/NCIN program coordinator
3. Designated NCIN mentoring program director.

**Assets:**

1. Monthly meetings with program director and mentors, "Linger Longers."
2. Dr. Stephanie Marshall as community Liaison.
3. Database of adjunct faculty members as some current and future potential mentors.
4. MEPN/NCIN program coordinator.
5. NCIN mentoring program director.
6. Funding to support mentoring activities.

**Challenges:**

1. Scheduling conflicts with mentors, mentees, and program directors.
2. Scholars study schedule is extremely busy. Finding time for them outside of class time is very challenging.
3. One mentee has had difficulty connecting with his mentor.

## Step Two: Mentoring Program Design

**Broad Goal:** What will be the learning goals for your program?

1. Provide opportunities for emotional support through the MEPN pre-licensure year.
2. Establish and maintain professional nurse mentors.
3. Establish and maintain peer mentors.
4. Establish and maintain faculty member mentors.

**2. Evaluation:** How will you evaluate and close the mentoring relationships?

The schools monitoring and evaluation process includes electronic course evaluations, clinical site evaluations, simulation-based learning evaluations, and faculty evaluations, with results allowing for rapid revision. Annually, students complete an “experience” survey that gathers information related to their student experience. Information includes perceptions of school organization, faculty preparedness, adequacy of resources, the mentoring program, etc. The Dean and Associate Dean meet regularly for “talk story” sessions with scholars, and the scholars meet monthly with the program director in monthly “Linger-Longers.” UHM Nursing uses this data for quality management at the program and school level. Further, NCIN students will complete surveys, interviews, and other activities as designated by the national program.

We will continue to evaluate the outcomes of the MEPN NCIN scholarship awards using two approaches. First, process indicators will track our post award participation in the *New Careers in Nursing* sponsored activities including peer-to-peer forums, online resources for leadership development and mentoring, and monitoring and follow-up of scholarship recipients. Dr. Hanberg, director of the MEPN program, is evaluating the current 5 NCIN scholars in collaboration with the Dean of the UHM Nursing; we expect this will provide quality assurance for this project. The evaluation will include both qualitative and quantitative methods including focus groups and surveys. Dr. Hanberg will be responsible for project activity, participating in the Annual Program Liaison Summit, and reporting to the *New Careers in Nursing* project. Second, the UHF fiscal office will report on the award, and allocation of funds and the project will be included in their internal audit process. UHM Nursing will report on student outcome criteria that will include retention, achievement during the pre-licensure year and MS in nursing program, student program satisfaction, and post-graduation data. Further, we will analyze the student experience survey from the scholar cohort and compare it with the findings for the entire class. Using these results, we will monitor the program and make necessary adjustments. At the completion of the first year, we will make further revisions to prepare for the coming year and revise the MEPN program, student

**4. Mentoring Process:** How do you plan to approach the mentoring process?

In addition to meeting the mentoring program objectives, the NCIN scholars will also participate in the following activities:

1. Dialog with Nursing Leaders: 4 symposia with leaders throughout the pre-licensure year.
2. Building competence and confidence for providing care to diverse populations through 8 hours/month of supplementary simulation lab time to focus on basic skills, medication administration, patient safety, and cultural competency.
3. Skill building for academic success: Participation in IKE AO PONO monthly “talk story” (group discussion) sessions facilitated by Nalani Minton.
4. Academic advising with the director of the MEPN program, Dr. Allen Hanberg.
5. Focused leadership development projects from the NCIN Leadership Development Toolkit.
6. Monthly meetings with mentors at the program “Linger-Longers.”

**How will you select mentors? How will you match mentors with mentees?**

Because of the rigor of the MEPN pre-licensure year, and since these scholars are not currently working in a health care related field, mentors for the NCIN scholars were selected for them. This was done with the mentoring program director, Dr. Allen Hanberg, and the Department of Nursing Community Liaison, Dr. Stephanie Marshal. Scholars and mentors were matched based on the specialty track of each of the five scholars and a professional nurse currently working within that specialty track.



## Step Three: Program Implementation

Decisions to Make	Mentor Recruitment	Introducing Mentoring Program	Evaluation and Closing the Program
<p>Activities:</p> <p>The mentoring program for the current cohort is currently active and coming to a close. The only activities we have yet to make are the concluding activities for the final 3 Linger Longers. Activities will be selected from the Mentoring Program Toolkit. The final Linger Longer will, held in August will involve the Mentoring Program Closing Session.</p> <p>Time Frames:</p> <p>Linger Longer with Mentors/Mentees:</p> <ul style="list-style-type: none"> <li>- 05/24/12</li> <li>- 06/14/12</li> <li>- 07/26/12</li> <li>- 08/23/12</li> </ul> <p>Summer Celebration – 08/10/12</p> <p>Resources:</p> <p>In addition to the generous support from the RWJF NCIN scholarship program we have been awarded an additional amount of funding to support the recognition of the NCIN scholars and MEPN students at our summer celebration. \$5000 has been awarded to our program from the University of Hawaii Student Fee's Activities board.</p>	<p>Recruitment for mentors for the 2011/12 academic year is complete. Beginning July, 2012 activities to recruit mentors for the 2012/13 year will begin.</p>	<p>Complete</p>	<p>Linger Longer with Mentors/Mentees:</p> <ul style="list-style-type: none"> <li>- 05/24/12</li> <li>- 06/14/12</li> <li>- 07/26/12</li> <li>- 08/23/12 – Closing Session</li> </ul> <p>*Mentor/Mentee evaluation forms will be completed.</p> <p>Summer Celebration – 08/10/12</p>