AIT Leadership Program: Pathway to Administrator Success *Replication Toolkit*

A Guide for State Associations, Foundations, and Long-Term Care Leadership Organizations



Created by PositiveAge and LeadingAge Virginia

NAB National Association of Long Term Care Administrator Boards

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Introduction

The AIT Leadership Pathway to Administrative Success Toolkit was developed with a simple goal in mind: to strengthen the pipeline of future long-term care leaders by providing a clear, structured, and practical pathway for Administrator-in-Training (AIT) success. What started as an idea, we ran with it and through implementation, it has grown into a tested, adaptable model that has demonstrated strong outcomes in preparing confident, capable, and practice-ready administrators.

This toolkit reflects what we have learned through implementation, what works, what supports learners most effectively, and what helps programs move beyond theory into real-world leadership development. It is built on intentional mentorship, structured learning experiences, and consistent engagement between trainees, preceptors, faculty, and organizational leadership. The result has been improved readiness, stronger leadership identity among AITs, and a more seamless transition into administrative roles.

We are grateful for the support of the National Association of Long-Term Care Administrator Boards (NAB), whose grant funding made this work possible and helped bring this initiative from concept to practice. Their investment in workforce development and leadership innovation has been instrumental in allowing this model to be built, tested, and refined.

We share this work in the spirit of collaboration and continuous improvement. Our hope is that state partners, regulatory boards, and organizations across the country can take these materials and adapt them to fit their own communities, regulatory environments, and workforce needs. This is not presented as a single “correct” model, but as a proven framework that can be tailored, expanded, and strengthened through shared use.

We believe the future of long-term care leadership depends on building pathways that are accessible, intentional, and sustainable. If this toolkit can serve as a foundation or even just a spark or new ideas and stronger programs in other states and communities, then it has accomplished its purpose.

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How to Use This Toolkit

This toolkit is designed to help organizations plan, develop, and implement a Virtual AIT Leadership Program. It provides a recommended framework, sample curriculum, planning tools, and templates that can be adapted to fit the needs of each organization and state.

The toolkit is not intended to be a required or one-size-fits-all program. Organizations should use the materials as a starting point and adapt the program structure, curriculum, policies, and resources based on state licensure requirements, regulatory requirements, participant needs, available resources, and program goals.

Recommended Implementation Process

01. Review the Program Framework

Begin with the Program Goals and Structure to understand the recommended program format, deliverables, and intended outcomes.

02. Develop Your Curriculum

Review the Sample Curriculum and determine which topics and sessions best fit your participants and state requirements. Adapt the content as needed.

03. Plan and Prepare

Use the Implementation and Timeline Planning to guide program planning, participant and faculty recruitment, technology, marketing, and evaluation.

04. Adapt Program Materials

Customize the curriculum/session schedule, syllabus, evaluation tools, Participant Handbook, and other templates and resources to reflect your organization and state.

05. Launch and Deliver the Program

Recruit participants and faculty, complete final preparations, and deliver the program using the selected curriculum and program structure.

06. Evaluate and Refine

Collect participant and faculty feedback, review program outcomes, and use the findings to strengthen future cohorts and support long-term program sustainability.

Organizations do not need to follow every section of the toolkit in order. Use the sections and templates that are most relevant to your program, and adapt them as needed.

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1. Program Overview

The Virtual Administrator-in-Training (AIT) Leadership Program is designed to cultivate the next generation of leaders in aging services. This comprehensive program supplements the practical, state-required AIT experiences by providing structured, high-quality educational content focused on essential leadership, management, and regulatory competencies.

Purpose of the Program
To develop aspiring long-term care administrators into effective, ethical, and knowledgeable leaders who are well-prepared for licensure and the challenges of the profession. The program aims to create a robust leadership pipeline for aging services.

While state AIT requirements focus on hands-on, on-the-job training, this virtual program provides an educational and peer-learning component that reinforces the AIT experience. It focuses on AIT planning, preceptor relationships, professional support, common challenges, licensure preparation, care-setting leadership, and career development, delivered by experienced professionals.

Benefits to Aspiring Long-Term Care Administrators

- **Enhanced Preparedness** — Improved readiness for the licensure exam and the responsibilities of an administrator.
- **Expanded Network** — Opportunities to connect with experienced administrators, regulators, and aging services leaders.
- **Accessible Education** — High-quality learning opportunities regardless of geographic location.
- **Skill Development** — Acquisition of critical leadership and management skills necessary for success.
- **Career Advancement** — Increased confidence and competence, leading to better retention and career growth within the field.

This toolkit provides a framework that can be adapted and implemented by organizations in any state.

2. Program Goals

The Virtual AIT Leadership Program is built upon a foundation of key objectives designed to support AIT candidates and strengthen the aging services profession.
Core goals include:

- **Strengthening the Leadership Pipeline** — To actively cultivate and develop a robust pipeline of qualified and capable leaders for the aging services sector.
- **Supporting AIT Candidates** — To provide comprehensive guidance and educational resources that assist AIT candidates throughout their licensure journey, from initial preparation to final examination.
- **Increasing Access to Quality Education** — To democratize access to high-quality, expert-led training, ensuring that aspiring administrators can receive excellent education irrespective of their geographic location or the resources available in their immediate area.
- **Connecting AITs with Leaders** — To foster meaningful connections between AIT candidates and experienced administrators, regulatory bodies, and other key leaders within the aging services community, creating valuable networking and mentorship opportunities.
- **Improving Licensure Exam Preparedness** — To equip AITs with the specific knowledge and strategic approaches needed to confidently pass the NAB and state licensure examinations.
- **Enhancing Retention and Career Advancement** — To improve the long-term retention of skilled professionals within the aging services field by providing them with the tools, knowledge, and support necessary for sustained career growth and success.

3. Program Structure

Recommended Format

The structure below provides a **recommended framework** and may be adjusted based on the needs of the organization, participant cohort, available resources, state requirements, and program goals.

Component	Recommendation
Program Length	10–12 months
Number of Sessions	8–10 sessions
Session Duration	60–90 minutes
Delivery Method	Virtual (Zoom, Teams, Webex)
Participant Cohort Size	15–30 AITs
Faculty	Field experts, regulators, administrators, educators
Completion Certificate	Awarded upon successful completion

4. Implementation & Timeline Planning

A clear implementation plan helps ensure that the AIT Leadership Program is organized, consistent, and manageable from initial planning through program completion. The timeline below provides a recommended 12-month planning and implementation framework based on the development and delivery of a 10-session Virtual AIT Leadership Program.

The timeline is intended as a guide rather than a required schedule. Organizations may adjust the timing based on their launch date, funding cycle, staffing capacity, participant availability, and state-specific AIT requirements.

Objectives

- Engage 15–30 AITs in the Virtual AIT Leadership Program, with at least 80% of participants completing all 10 modules during the program.

- Collect formal feedback from AIT participants through a program evaluation survey, achieving an overall satisfaction rating of at least 80%.

Roles and Responsibilities

- **Project Lead:** Manages day-to-day communication and project coordination with AITs and faculty. Oversees session logistics, faculty preparation meetings, participant communication, and follow-up.

- **Project Admin:** Provides operational support and manages grant-related fiscal responsibilities.

- **Moderator:** Serves as a subject matter and industry expert and acts as a liaison among faculty, participants, and program staff.

- **Website Designers:** Develop the program webpage and publish approved program materials and resources.

High-Level Project Milestones

The milestones below provide a high-level roadmap for planning, launching, delivering, and evaluating the AIT Leadership Program. They are intended to help organizations understand the general sequence and timing of key activities. Specific timelines may be adjusted based on program structure, staffing, funding requirements, and organizational needs.

Milestone	Target Completion
Project Kickoff & Budget Confirmed	End of Month 2
Faculty Convening & Syllabus Finalization	End of Month 3
Participant Recruitment & Cohort Finalization	End of Month 3
Program Orientation & Session 1	End of Month 4
Mid-Program Check-In & Survey	Months 4–10
Program Completion	End of Month 7
Final Evaluation & Reporting	End of Month 10
Toolkit, Webpage & Recording Published	End of Month 12

Step 1: Recruitment & Faculty Preparation

Timeline: Month 2 through Month 3
Faculty preparation and participant recruitment should be completed by the end of Month 3, with the final cohort confirmed before the program begins.

Faculty Recruitment & Convening

- Confirm the faculty list, including experienced long-term care administrators, industry experts, and board staff.
- Schedule a one-hour faculty planning session to review program goals, syllabus, deliverables, session expectations, and roles.

Deliverable: Faculty agreement to participate.
Owner: Project Lead + Moderator

Curriculum Finalization & Session Outlines

- Develop module learning objectives, pre-work, post-work, and evaluation measures for each module.
- Finalize the sequence and format of each session.

Deliverable: Final syllabus and session plans.
Owner: Project Lead

Platform Selection & Technology Setup

- Select and configure the virtual platform, including Zoom or another meeting platform, recording storage, and an LMS or secure file storage system.
- Configure accounts and test breakout rooms, polling, recording, and other interactive features.

Deliverable: Platform configured and recording process tested and verified.
Owner: Project Lead

Recruitment Outreach

- Determine criteria to participate
- Develop a recruitment strategy using the suggested tools and frameworks provided in the toolkit.
- Use member lists, partner organizations, career centers, and other relevant networks to promote the program.

Deliverable: Registration form promoted and active.
Owner: All Team Members

Selection & Registration Close

- Confirm the final cohort of approximately 15–30 AITs.
- Distribute orientation information, program expectations, and any required pre-work to participants.

Deliverable: Final cohort roster.
Owner: All Team Members

Step 2: Launch & Core Delivery

Timeline: Month 4 through Month 10
Core program delivery and all 10 modules should be completed by the end of Month 10.

The communication and preparation process for each session should follow a consistent, repeatable standard operating procedure:

- **Two weeks before each session:** Send reminders, session information, and participant expectations.
- **One week before each session:** Conduct technology checks and collect faculty presentation materials, learning objectives, other required materials, and conduct a pre-session questions submissions survey, when applicable.
- **During each live session:** Include faculty-led discussion, Q&A, and breakout or other interactive opportunities as appropriate.
- **At the end of each live session:** Conduct a short 2-3 question session evaluation survey before participants disconnect.
- **Within 48 hours after each session:** Save the recording and presentation materials, and update attendance records and session evaluation measures.

Session Mapping & Sequencing

The following sequence provides an example of how the 10-session curriculum can be distributed across a multi-month program:

Month 4

- Session 1: Introduction to the AIT Program
- Session 2: Creating and Following an AIT Plan

Month 5

- Session 3: Building a Strong Preceptor–AIT Relationship
- Session 4: Creating a Support System for the AIT Experience

Month 6

- Session 5: Real Talk: Common AIT Challenges and How to Navigate Them

Month 7

- Session 6: Test Readiness: Strategies for NAB Exam Success

Month 8

- Session 7: Assisted Living Focus

Month 9

- Session 8: Live Q&A and Office Hours with Experts

Month 10

- Session 9: Nursing Home Focus: Clinical Oversight and Compliance
- Session 10: Building a Career in Long-Term Care

Curriculum Finalization & Session Outlines

- Develop module learning objectives, pre-work, post-work, and evaluation measures for each module.
- Finalize the sequence and format of each session.

Deliverable: Final syllabus and session plans.
Owner: Project Lead

Post-Session Activities

- Track attendance and participant engagement.
- Save session recordings and presentation materials.
- Collect post-session evaluations and document follow-up items or action steps.

Owner: Project Lead

Mid-Program Progress Check

- Conduct a mid-program survey following Session 5.
- Review participant satisfaction, barriers to participation, attendance, and completion metrics.
- If fewer than 80% of participants are on track for completion, initiate targeted outreach and coaching.

Deliverable: Mid-program summary and corrective action plan, if needed.
Owner: Project Lead + Project Admin

Step 3: Evaluation & Sustainability

Timeline: Month 10 through Month 12
All evaluation, reporting, and sustainability activities should be completed by the end of Month 12.

Final Participant Evaluation & Faculty Survey

- Conduct participant and faculty surveys addressing satisfaction, exam readiness, program effectiveness, and overall feedback.
- Collect self-reported exam outcomes, where applicable.

Deliverable: Completed participant and faculty survey datasets.
Owner: Project Lead

Program Evaluation Report

- Analyze completion rates, attendance, survey results, exam outcomes, lessons learned, and recommendations for future program delivery.

Deliverable: Final Program Evaluation Report.
Owner: Project Lead + Project Admin

Webpage, Recordings & NAB Deliverables

- Publish the toolkit resources, syllabus, recordings, and other approved program materials on the organization's website.
- Ensure all required permissions and privacy consents are documented before materials are published.

Deliverable: Live program webpage and access to recordings for NAB.
Owner: Website Designers + Project Admin

Final Closeout & Reporting

- Complete final financial and program reporting, including cohort information, participation data, and evaluation findings.

Deliverable: Final grant report submitted by the required deadline.
Owner: Project Admin

Deliverables

- Listing of AITs participating in the Virtual AIT Leadership Program.
- Number and percentage of AIT participants who successfully complete all 10 modules.
- Program Evaluation Report detailing participant and faculty feedback.
- Virtual AIT Leadership Program webpage and toolkit resources.
- Access for NAB to recorded training sessions.
- Final financial and program reports submitted by the required deadline.

Monitoring & Evaluation Plan

- **Baseline Survey:** Complete during orientation and collect participant demographics and current AIT progress stage.
- **Attendance Tracking:** Record attendance and participation after every session.
- **Session Completion:** Track completion through required reflections, quizzes, or other designated activities, with a goal of at least 80% completion.
- **Mid-Program Survey:** Conduct after Session 5 to identify barriers, assess participant satisfaction, and make program adjustments as needed.
- **Final Survey:** Measure participant satisfaction, program effectiveness, and confidence in exam readiness.
- **Exam Outcomes:** Collect self-reported pass/fail outcomes from participants during the grant period, where applicable.

5. Program Evaluation & Feedback Examples

Participant and faculty feedback is an important part of evaluating the AIT Leadership Program and identifying opportunities to strengthen future cohorts. The following surveys can be used throughout the program to collect input, encourage participant engagement, and assess the overall effectiveness of the program.

Pre-Program Survey

A brief survey administered before the program begins can establish a baseline and help identify participant needs, interests, and areas where additional support may be helpful.

Potential measures include:

- Leadership confidence
- Regulatory knowledge
- Understanding of long-term care operations
- Leadership preparedness
- Licensure readiness

Organizations may also use the pre-program survey to ask participants what topics they are most interested in exploring during the program. This information can help inform session planning and ensure the program addresses the needs and interests of the cohort.

Recommended use: Distribute the survey before the program begins and review the results during program planning and orientation.

Pre-Session Questions Survey

Example AIT Expert Session Question Submission Survey

This survey allows AIT participants to submit questions and topics in advance of expert-led sessions. Collecting questions ahead of time gives faculty an opportunity to review and prepare for topics that are most relevant to participants.

This process helps:

- Encourage participant engagement and active participation.
- Ensure faculty are prepared to address participants' questions and interests.
- Identify common topics or areas where participants may need additional guidance.
- Support more meaningful and focused discussion during the session.

Recommended use: When applicable, send the survey approximately one week before an expert session and provide faculty with the submitted questions in advance.

Final Participant Evaluation

Example AIT Program Final Participant Evaluation Survey

This survey collects final feedback from AIT participants about their overall experience with the program. Feedback should address areas such as program content, session delivery, engagement, confidence and preparedness, and overall satisfaction.

The results can be used to:

- Identify program strengths and areas for improvement.
- Understand participants' experiences and needs.
- Evaluate the effectiveness of program content and delivery.
- Inform changes and enhancements for future cohorts.
- Support continued development and growth of the AIT leadership program.

Recommended use: Distribute the survey at the conclusion of the program.

Faculty Feedback Survey

Example AIT Faculty Feedback Survey

This survey gathers feedback from faculty members about their experience participating in the AIT Leadership Program. The survey can provide insight into communication, session preparation, program structure, faculty support, participant engagement, and overall program effectiveness.

Faculty feedback can be used to:

- Identify opportunities to improve communication and session preparation.
- Strengthen the faculty experience and collaboration.
- Identify opportunities to improve program structure and delivery.
- Assess how effectively sessions met participant needs.
- Inform planning and improvements for future cohorts.

Recommended use: Distribute the survey following program completion or after faculty participation in the program.

Using Feedback to Improve the Program

Survey results should be reviewed by the program team and incorporated into the program evaluation process. Feedback can be used to identify trends, recognize successful elements of the program, address areas for improvement, and inform adjustments to future cohorts.

Tip: Keep copies of survey results and key findings with the program evaluation materials to help document lessons learned and support continuous program improvement.

6. Suggested Communications

Clear and consistent communication helps ensure that AIT participants, faculty, and other program partners understand the program, their roles, and what is expected of them. The following communication templates and examples can be adapted to fit the needs of each organization or state.

Communication Templates

The toolkit includes the following sample communications:

- **Press Release** – Sample announcement to promote the program and share information about the initiative.
- **AIT Participant Communications** – Sample communications for recruiting participants, providing program information, sharing reminders, and communicating expectations.
- **Student Eligibility Form** – Example form to confirm participant eligibility and collect required information.
- **Faculty Communications** – Sample communications for recruiting and preparing faculty, providing session information, and communicating expectations.
- **Faculty Honorarium Communication** – Example communication outlining honorarium information and expectations for participating faculty.
- **Moderator Outline** – Suggested guidance and talking points to help moderators prepare for and facilitate program sessions.

Programs may adapt these templates based on their organizational structure, communication practices, program requirements, and state-specific needs.

Customizable Communication Templates

All of the sample communications and forms above are compiled into one editable Word document to make it easier for organizations to customize the materials for their own program.

Download the Customizable Communication Templates – Word Document

Organizations should review and adapt each template to reflect their program structure, organizational policies, terminology, contact information, and state-specific requirements before use.

Syllabus Templates

The following syllabi were developed for both AIT cohort participants and faculty members. All individuals, whether serving in a participant or faculty role, were asked to carefully review the appropriate syllabus and confirm that they understood and agreed to follow the expectations and guidelines outlined in the document.

These syllabi are provided as examples and templates to assist organizations and other states in developing their own program materials. Programs are encouraged to customize the syllabi to reflect their specific program structure, expectations, requirements, and goals.

- **Example AIT Participant Syllabus**
- **Example Faculty Syllabus**

7. Sample Curriculum

This 10-session curriculum reflects the program framework used in the Virginia implementation and is provided as a starting point for replication. Sessions can be adapted to reflect each state's requirements, participant needs, and available faculty.

Session Title	Description	Suggested Speaker(s)
Session 1: Introduction to the AIT Program	Overview of the AIT process, including program structure, requirements, expectations, and key resources. Introduces participants to the AIT Leadership Program and how it can complement their state-required AIT experience.	NAB/Licensure Experts, State Licensing Boards, Associations
Session 2: Creating and Following an AIT Plan	Practical tools and strategies for developing and following a compliant AIT plan, including time management, documentation, tracking progress, and aligning the AIT experience with regulatory requirements.	Experienced Administrator, AIT Preceptor
Session 3: Building a Strong Preceptor–AIT Relationship	Best practices for developing a productive and supportive relationship between the AIT and preceptor. Focuses on communication, setting expectations, seeking feedback, and making the most of the AIT experience.	Experienced Administrator, AIT Preceptor
Session 4: Creating a Support System for Your AIT Experience	Strategies for building a strong professional support network throughout the AIT experience, including mentorship, peer connections, networking, and creative opportunities for learning and professional development.	Experienced Administrator, AIT Preceptor
Session 5: Real Talk: Common AIT Challenges and How to Navigate Them	Open discussion of common challenges AITs may encounter, including time pressures, difficult situations, workplace dynamics, and the demands of completing an AIT. Provides practical strategies for navigating challenges and staying on track.	Experienced Administrator, AIT Preceptor

Session Title	Description	Suggested Speaker(s)
Session 6: Test Readiness: Strategies for NAB Exam Success	Overview of the NAB examination format and content, along with study strategies, preparation timelines, test-taking tips, and resources to help participants prepare for licensure.	Recently Licensed Administrator, NAB/Licensure Experts, University Faculty
Session 7: Assisted Living Focus	Introduction to the unique regulatory and operational considerations of assisted living administration, including key differences between assisted living and nursing home settings.	Assisted Living Administrator, NAB/Licensure Experts, State Licensing Boards
Session 8: Live Q&A and Office Hours with Experts	Interactive opportunity for AITs to ask questions and receive guidance from experienced administrators, regulators, and other long-term care leaders. Topics may build on questions and areas of interest identified throughout the program.	Experienced Administrators, Regulators, Long-Term Care Leaders, University Faculty
Session 5: Real Talk: Common AIT Challenges and How to Navigate Them	Introduction to clinical oversight and compliance in nursing home settings, including clinical systems, survey readiness, quality care, and the administrator's role in supporting effective clinical operations.	Nursing Home Administrator, NAB/Licensure Experts, State Licensing Boards
Session 10: Building a Career in Long-Term Care	Focus on long-term career development and the transition from AIT to licensed administrator. Topics include protecting your license, continued professional growth, career pathways, and opportunities for leadership in aging services.	All Faculty

8. Speaker Recruitment Guide

When recruiting speakers, identify experienced administrators, regulators, educators, and other subject-matter experts. Provide speakers with the session objective, expected audience, time commitment, technology information, and any requested materials in advance.

Potential Faculty Sources

- **Associations:** State affiliates of LeadingAge often have member directories and can recommend experts.
- **NAB/Licensure Experts:** Individuals familiar with the exam content and process.
- **State Licensing Boards:** Regulators and board members can provide invaluable insights.
- **Colleges and Universities:** Faculty in gerontology, healthcare administration, and business programs.
- **Current Administrators:** Experienced leaders who have successfully navigated the AIT process and licensure.
- **Legal Counsel:** Attorneys specializing in healthcare law.

9. Participant Handbook Template

About This Template

The Participant Handbook is a customizable resource designed to help organizations communicate key information about their AIT Leadership Program. It provides participants with a clear overview of the program, what to expect, and how to successfully participate.

The handbook template includes sections addressing:

- Program Overview: Purpose, mission, and goals of the AIT Leadership Program.
- Program Structure: Program schedule, session topics, and learning experience.
- Participant Expectations: Attendance, participation, preparation, engagement, professionalism, and feedback.
- Program Requirements: Minimum attendance, completion requirements, and other expectations established by the program.
- Technology Requirements: Equipment, internet access, and virtual meeting platform information.
- Professional Conduct: Expectations for respectful and professional participation.
- State-Specific Information: Applicable AIT requirements, administrator licensure, regulatory agencies, examination information, and other state resources.

Organizations should customize the handbook to reflect their program structure, schedule, faculty, policies, requirements, and available participant resources.

The handbook can also be expanded or streamlined based on the needs of the program. Organizations may add information such as a program calendar, faculty biographies, contact information, technology instructions, evaluation procedures, or other resources that will help participants navigate the program.

Important: The sample handbook was originally developed for a Virginia-based program and has been generalized for replication. Before distributing the handbook, organizations should review and replace all state-specific information with the applicable requirements, terminology, agencies, and resources for their state.

Customizable Participant Handbook

The full Participant Handbook is provided as an editable Word document so organizations can easily adapt the content for their own program.

Download the Customizable Participant Handbook Template – Word Document

Organizations should review and customize the document before providing it to participants.

10. State Adaptation Guide

The AIT Leadership Program framework is designed to be replicated across states while allowing flexibility to reflect each state's unique administrator licensure process, regulatory structure, examination requirements, continuing education rules, and professional resources.

The original program materials were developed using the requirements, regulations, and resources applicable in Virginia. Organizations replicating the program in another state should use the framework and learning objectives as a foundation, while reviewing and customizing state-specific content to ensure accuracy and relevance.

Adapting the Program

When adapting the curriculum, review each session for content that may vary by state.

Depending on the topic, state-specific information may include:

- Administrator licensure and AIT requirements
- Licensing and regulatory agencies
- Applicable state statutes, regulations, and guidance
- Nursing home and assisted living requirements
- State survey and enforcement processes
- State-specific examination or licensure requirements
- Continuing education requirements
- State association and professional organization resources
- State-specific workforce, reimbursement, or operational issues
- State contacts and other resources available to AITs and administrators

Important: State-specific information should be reviewed and updated before each program offering to ensure that participants receive current and accurate information. State requirements should not be assumed to apply nationally.

Implementation Tip

Create a short State-Specific Resource Sheet for participants that includes:

- State administrator licensing authority
- AIT application and approval information
- Applicable nursing home and assisted living regulations
- State survey and regulatory agency contacts
- Examination and licensure information
- Continuing education requirements
- State association and professional organization contacts
- Links to relevant statutes, regulations, guidance, and regulatory resources
- Other state-specific resources that may be useful to AITs

When adapting the curriculum, review each session for content that may vary by state.

11. Lessons Learned & Best Practices

The following practices can help strengthen program engagement and effectiveness:

- **Keep sessions interactive and discussion-based.** Incorporate case studies, scenarios, panels, questions, and real-world examples.
- **Use experienced administrators as faculty.** Practicing administrators can help participants connect concepts to real-world leadership.
- **Include regulators and licensing professionals when appropriate.** Their participation can provide valuable insight into regulatory expectations and licensure processes.
- **Engage preceptors throughout the program.** Regular communication and discussion guides can help connect program content to the AIT's practical experience.
- **Build intentional networking opportunities.** Provide structured opportunities for participants to develop relationships with peers, mentors, faculty, and other leaders.
- **Balance licensure preparation with leadership development.** Examination preparation should be an important component without becoming the sole focus of the program.
- **Focus on practical application.** Encourage participants to connect each session to situations and experiences encountered during their AIT.
- **Use participant feedback to refine the program.** Regular evaluation can help identify content gaps, effective speakers, and opportunities for improvement.
- **Measure outcomes beyond participant satisfaction.** Where feasible, track changes in confidence, knowledge, licensure readiness, career progression, and workforce outcomes.
- **Develop an alumni network.** Continued engagement can create opportunities for mentorship, networking, and future faculty participation.
- **Keep content current.** Review regulatory, licensure, examination, and other related information regularly.
- **Align the curriculum appropriately.** Where applicable, consider alignment with NAB Domains of Practice, federal requirements, and the administrator licensure requirements of the applicable state.

12. Virginia Program Website and Additional Resources

The Virtual AIT Leadership Program: Virginia's Pathway to Administrator Success webpage provides additional information and resources developed as part of the program's implementation. Organizations interested in replicating or adapting the program can use the site as a reference for program structure, session content, participant resources, and other materials developed through the Virginia cohort.

Click on the following links to view the:

- Virtual AIT Leadership Program: Virginia's Pathway to Administrator Success webpage
- AIT Leadership Program Resource Guide

The website reflects the Virginia implementation of the program and should be used as a reference rather than a required model. Organizations replicating the program should adapt the information and resources to reflect their own state requirements, program structure, and participant needs.

13. Conclusion

A Virtual AIT Leadership Program can strengthen the administrator workforce pipeline by providing accessible leadership development, professional networking, practical learning, and licensure support alongside the required AIT experience.

The framework provided in this toolkit is intended to be adaptable. Organizations can use the core program structure while customizing curriculum, state-specific content, faculty, mentorship, evaluation, funding, and program delivery to meet the needs of their participants and communities.

Ultimately, the goal is to create more than a training program. A successful AIT Leadership Program can create a professional community that helps emerging administrators build the knowledge, confidence, relationships, and leadership skills needed to succeed in aging services.

14. Thank You

This work would not have been possible without the support and partnership of NAB, as well as the incredible faculty and program staff who contributed their time, expertise, and dedication throughout this process. The faculty served as an invaluable resource, generously sharing their extensive knowledge, insight, and experience in leadership development and long-term care. Their guidance and commitment helped shape this toolkit into a practical and meaningful resource.

A special thank you to the **Virginia Board of Long-Term Care Administrators** leadership team for supporting this work and generously serving as faculty for the program. Their partnership, expertise, and commitment were instrumental in helping make the program a success and in supporting the development of the next generation of long-term care leaders.

We also want to recognize the collaboration and passion of everyone involved in this initiative. Advancing leadership in long-term care requires innovation, mentorship, and a shared commitment to strengthening the future workforce. It is our hope that this toolkit will serve as a helpful guide for other states and programs as they develop and support emerging leaders in the field.

By sharing best practices, lessons learned, and resources, we can continue to build strong leadership pipelines and improve the quality of care across long-term care settings. We are grateful for the opportunity to contribute to this important work and hope this toolkit inspires continued growth, collaboration, and innovation within the profession.

Please feel free to contact us with any questions, feedback, or suggestions. We welcome continued collaboration and look forward to supporting ongoing efforts to advance leadership in long-term care.

NAB NATIONAL ASSOCIATION OF LONG TERM CARE ADMINISTRATOR BOARDS

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