CHATTANOOGA STATE COMMUNITY COLLEGE

RHCPE GRANT-RISE (RURAL INITIATIVES FOR STUDENT EXCELLENCE) IN HEALTHCARE PATHWAYS

CHATTANOOGA STATE COMMUNITY COLLEGE-LEAD ENTITY & FISCAL AGENT

IN PARTNERSHIP WITH:

Grundy County Schools Marion County Schools Polk County Schools Sequatchie County Schools

Parkridge West Hospital NHC Healthcare

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Amount Requested: \$2,000,000

President of Higher Education Institution

(Fiscal Agent)

Project Director (Lead Entity)

RURAL HEALTHCARE PATHWAYS EXPANSION GRANT REQUEST

RISE (RURAL INITIATIVES FOR STUDENT EXCELLENCE) IN HEALTHCARE PATHWAYS

CHATTANOOGA STATE COMMUNITY COLLEGE

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Abstract: RISE (Rural Initiatives for Student Excellence) in Healthcare Pathways Grant

Project Overview: Rural Tennessee faces a persistent shortage of qualified healthcare professionals, particularly in critical fields such as pharmacy technology and nursing. Within ChSCC's catchment area, rural counties such as Grundy, Marion, Sequatchie, and Polk experience significant challenges, including intergenerational poverty, low educational attainment, and limited access to healthcare. These barriers result in underserved communities, overburdened healthcare systems, and a critical need for a sustainable pipeline of healthcare professionals.

Economic distress is prevalent in these counties, with an average poverty rate of 17% compared to 14% statewide. Educational attainment also lags significantly. According to the most recent Census estimates, an average of 17.6% of residents in these counties have not graduated from high school, and only 15.6% hold a bachelor's degree, compared to 30.4% statewide. Healthcare disparities are compounded by the fact that 13.4% of residents under 65 lack health insurance, compared to 11.1% statewide. According to TN.Gov, many rural hospitals have closed or are at risk of closing, and residents must travel long distances for care. These counties are designated as Healthcare Professional Shortage Areas, underscoring the urgent need for primary care, dental, mental health, and entry-level professionals, such as registered nursing and pharmacy technicians.

To help meet these needs, Chattanooga State Community College (ChSCC) has designed a comprehensive Rural Health Care Pathways Expansion Grant (RHCPE)—RISE (Rural Initiatives for Student Excellence)—to address the academic and economic barriers that impact rural students. The purpose of *RISE* is to expand healthcare career access in rural Tennessee by targeting Grundy, Sequatchie, Polk, and Marion county school districts. Key industry partners will include HCA Parkridge West Hospital and NHC Healthcare. The program employs key strategies to establish early exposure opportunities, ensuring a seamless transition from high school to postsecondary education and careers in healthcare.

Measurable Objectives: *RISE* will increase middle and high school student's exposure to healthcare careers, expand dual enrollment pathways in Pharmacy Tech and Pre-Nursing, develop work-based learning (WBL) partnerships, including apprenticeships and preapprenticeships, and expand the accelerated LPN/Paramedic transition program.

Measurable Outcomes in the Next 4 Years: 1) Expose 800 middle and high school students to careers in healthcare, 2) Expand dual enrollment in Pharmacy Tech by at least 20 students, 3) creating a dual enrollment Pre-Nursing pathway involving at least 40 students, 4) Developing ten WBL partnerships with healthcare providers, 5) Implementing immersive learning experiences, such as Saturday, monthly skill-building workshops, 6) Recruiting and enrolling 20 LPN/Paramedic students into the Marion County accelerated RN transition program, 7) Training faculty and healthcare partners in poverty simulation workshops to enhance student support.

Additionally, the students' clinical rotations and classroom instruction will be conducted within these rural counties to ensure accessibility and direct engagement with the communities. By addressing rural Tennessee's critical healthcare workforce shortages, *RISE* will create a sustainable pipeline of trained professionals prepared to meet the region's growing demand.

RISE: Rural Initiatives for Student Excellence in Healthcare Pathways Section 1. Program Narrative

Chattanooga State Community College (ChSCC) will develop and implement a transformative 48-month initiative aimed at expanding access to healthcare career pathways with articulation agreements, develop/implement collaborative, meaningful, and structured work-based learning experiences, provide student stipends for education-related costs, and develop outreach programs targeted toward recruiting Tennesseans into rural healthcare jobs in Grundy, Marion, Sequatchie, and Polk County's rural communities. The RISE (*Rural Initiatives for Student Excellence*) in Healthcare Pathways project is grounded in strategies and interventions designed to create a learning community for students interested in healthcare careers. The purpose of the *RISE* grant is to (1) expose middle and high school students to health careers; (2) increase the number of students who participate in pharmacy technician and registered nursing dual enrollment pathways; (3) develop work-based learning partnerships with providers in rural communities; (4) implement monthly immersive learning experiences; (5) expand the accelerated LPN/Paramedic transition program into Marion County and (6) provide poverty simulation training.

This project will create an innovative academic partnership between Chattanooga State's Nursing & Allied Health Division (N&AH), HCA Parkridge West Hospital, NHC Healthcare, Grundy, Marion, Sequatchie, and Polk County high schools. Through clinical agency partnerships, students will gain real-world clinical exposure, mentorship, and career pathways in nursing. Additionally, the *RISE* project will partner with Preferred Pharmacy, Tallent Drug, and The Drug Store, all located in Polk County, to provide learning opportunities and apprenticeships for dual enrollment pharmacy tech students.

Outcomes over the next four years will include: 1) Exposing 800 middle and high school students to healthcare careers, 2) Expanding dual enrollment in Pharmacy Tech by at least 20 students, 3) creating a dual enrollment Pre-Nursing pathway involving at least 40 students, 4) Developing ten WBL partnerships with healthcare providers, 5) Implementing monthly immersive learning experiences/skill-building workshops, 6) Recruiting and enrolling 20 LPN/Paramedic students into the Marion County accelerated RN transition program, 7) Training faculty and healthcare partners in poverty simulation workshops to enhance student support.

RISE will build on the success of previous grant projects, including Governor Lee's GIVE Grant, which successfully launched the RN Program at ChSCC's Marion County site and graduated its first cohort of registered nurses in May 2024, demonstrating the effectiveness of targeted rural healthcare education initiatives. RISE will expand into new counties and further strengthen healthcare education in rural Tennessee by creating a sustainable, "homegrown" pipeline of healthcare professionals prepared to meet the region's needs.

Section 2. Demonstration of Need

Rural Tennessee faces a persistent shortage of qualified healthcare professionals, particularly in critical fields such as pharmacy technology and nursing. Within ChSCC's catchment area, rural counties, such as Grundy, Marion, Sequatchie, and Polk experience significant challenges, including intergenerational poverty, low educational attainment, and limited access to healthcare. These barriers result in underserved communities, overburdened healthcare systems, and a critical need for a sustainable pipeline of healthcare professionals.

Economic distress is prevalent in these counties, with an average poverty rate of 17% (22.8% in Grundy County) compared to 14% statewide. Educational attainment also lags significantly.

According to the most recent Census estimates (see chart in appendices), an average of 17.6% of

residents in these counties have not graduated from high school, and only 15.6% hold a bachelor's degree, compared to 30.4% statewide. Healthcare disparities are compounded by the fact that 13.4% of residents under 65 lack health insurance, compared to 11.1% statewide. According to TN.Gov, many rural hospitals have closed or are at risk of closing, and residents must travel long distances for care. These counties are designated as Healthcare Professional Shortage Areas, underscoring the urgent need for primary care, dental, mental health, and entry-level professionals such as registered nursing and pharmacy technicians.

High school students in these areas face limited exposure to healthcare careers and lack access to critical resources, such as dual enrollment programs and work-based learning (WBL) opportunities. These systemic gaps hinder their ability to transition from classroom learning to real-world applications and ultimately contribute to the workforce shortage.

Through nursing and pharmacy technology, the *RISE* in Healthcare Pathways project seeks to bridge these gaps by focusing on preparation, recruitment, and retention to support students, particularly those from disadvantaged backgrounds (all of the involved schools are under the Community Eligibility Provision for schools in low-income areas as identified by the US Department of Agriculture), with the expectation that they will remain in the region to address unmet healthcare needs.

>Recruitment: *RISE* will actively recruit students from underserved rural counties to participate in healthcare-focused dual enrollment and WBL programs, addressing the demonstrated need for a skilled workforce in registered nursing (crosswalking CIP 51.3801 to SOC 29-1141.00) and pharmacy technology (crosswalking CIP 51.0805 to SOC 29-2052.00) while fostering early career commitment in these critical healthcare fields.

>Instruction: By integrating rigorous academic instruction with hands-on clinical training and industry-recognized certifications, *RISE* ensures that students acquire the necessary competencies for entry-level employment.

>Support: The program will provide structured, hands-on learning opportunities, academic coaching, and financial support for textbooks and program fees, helping to mitigate challenges associated with intergenerational poverty and low educational attainment that disproportionately impact rural populations in this project's counties.

>Employment Pathways: Through strong partnerships with key healthcare employers, such as HCA Parkridge West Hospital, NHC Healthcare, The Drug Company and Tallent Pharmacy, *RISE* will facilitate clinical placements and apprenticeships that directly address the shortage of registered nurses and pharmacy technicians, ensuring a sustainable pipeline of trained professionals dedicated to serving rural Tennessee.

Healthcare and social assistance is projected to become Tennessee's largest industry by 2030, with over 63,500 additional healthcare practitioners and support workers needed [TN Department of Labor and Workforce Development, 2024 Academic Supply for Occupational Demand Report]. In Tennessee, roles such as licensed practical nurses (LPNs), registered nurses (RNs), and pharmacy technicians are in high demand, with pharmacy technicians needed in 8 regions and nurses in 9 regions of the state. RNs earn a median pay of \$86,070 annually, with a faster-than-average job growth rate of 6%. Pharmacy Technicians earn \$40,300 annually, with 7% job growth. These roles represent a vital opportunity to lift participants out of poverty and improve socioeconomic outcomes.

Nationally, employment in the healthcare sector is projected to climb to 1.8 million job openings annually from 2022 to 2032 [U.S. Bureau of Labor Statistics, Occupational Outlook

Handbook, Healthcare Occupations]. Tennessee is 26th nationwide and fifth in the southeast for its proportion of residents aged 65 and older. This aging is indicative of broader trends pointing to increased healthcare services [Consumer Affairs, Elderly Population in U.S. by State, 2023]. According to the Bureau of Labor Statistics, job demand for certified pharmacy technicians is expected to grow 12% from 2016-2026, faster than average for all occupations. The demand stems from caring for the aging population in addition to numerous new drug therapies. Statewide, there is a notable demand for mid-level technically skilled practitioners, specifically for licensed practical and registered nurses, as well as pharmacy technicians. These roles are key to patient care provision and require specialized training, typically obtained through postsecondary non-degree or associate degrees. Locally, in this project's counties, in the last 6 months, the Southeast Tennessee Local Workforce Development Board reported 9 pharmacy tech and 42 nursing job postings, most of which are not posted in the Jobs4tn system. A recent letter from the Marion County Chamber of Commerce indicated a need for at least 200 more healthcare professionals, particularly in nursing and pharmacy tech, to their and connecting counties.

Statewide, in 2021-22, over 2,400 high school Career Technical Education (CTE) concentrators graduated in the nursing pathway, with more than half finding employment within the state. The Health Science pathway remains the most popular among high school students, with 18,000 enrolled across various healthcare-focused programs. However, these numbers must increase to meet regional demand. For example, a January 20, 2025 search on jobs4tn.gov showed over 260 LPN/LVN, 1,337 RN, and 109 pharmacy technician openings within 50 miles of Chattanooga. According to the TNECD County Profile Tool, healthcare institutions are among the top employers in this project's participant counties, such as The Bridge at Monteagle in

Grundy County, HCA Parkridge West Hospital in Marion County, NHC Healthcare in Sequatchie County, and Lifecare Center of America in Polk County. All of these are major healthcare providers that rely on skilled professionals to meet local needs.

The *RISE* in Healthcare Pathways project will expand dual enrollment opportunities in Pre-Nursing and Pharmacy Tech by creating structured pathways that provide rural high school students in this project's counties with early access to foundational healthcare education, ensuring a seamless transition into postsecondary programs and careers. As part of this initiative, students participating in dual enrollment will have access to BlendFlex Technology, a specialized, multi-way audio/video conferencing system, installed in their high schools. While most of the instruction will be in-person, this technology will allow a specialized instructor in one rural county to reach all of the participating schools at once and interact with all of the students at the same time, imparting the same instruction in a timely way to all of the students. Additionally, ten work-based learning (WBL) partnerships, including apprenticeships and preapprenticeships with HCA Parkridge West and NHC Healthcare, will be developed to provide students with hands-on clinical experiences, reinforcing their skills in real-world settings.

Section 3. Program Plan (including Goals, Objectives, & Outcomes)

The purpose of the *RISE* project is to strengthen and build healthcare education pathways in Pharmacy Tech and Registered Nursing in four rural Tennessee Counties—Grundy, Sequatchie, Polk, and Marion by: (1) exposing middle and high school students to health careers; (2) increasing the number of students who participate in dual enrollment pharmacy tech, as well as dual enrollment pre-registered nursing pathways; (3) develop work-based learning partnerships with providers in rural communities; (4) implement monthly immersive learning experiences; (5)

expand the accelerated LPN/Paramedic transition program into Marion County and (6) provide poverty simulation training.

>Project Goals and Objectives

Goal # 1: Increase opportunities for middle and high school students to learn about and consider a career in healthcare Objective # 1: In the next 4 years, introduce and expose 800 middle and high school students to careers in Nursing & Allied Health. Objective # 2:

Coordinate and conduct 2 meetings per semester with CTE Directors to discuss the expansion of dual enrollment options for eligible high school students.

Goal # 2: Establish Pharmacy Tech Dual Enrollment Opportunities Objective # 1: Launch dual enrollment program in four rural high schools for students to earn entry level certification in Pharmacy Tech. Objective # 2: Hold at least (3) RISE Information sessions for parents and students to discuss pre-entry preparation activities for high school dual enrollment program. Objective # 3: Enroll and support ten (10) high school students in Entry Level Pharmacy Tech dual enrollment program. Objective # 4: 80% of the students who complete the Entry Level Pharmacy Tech program will pass the PTCB certification on 1st attempt.

Goal #3: Implement Dual Enrollment Nursing/Health Science Pathway in four (4) rural high schools Objective #1: Establish a structured curriculum that aligns with both high school graduation requirements and ChSCC's RN program to ensure seamless transition into post-secondary education. Objective #2: Annually enroll and support a cohort of 30 high school students in a pre-nursing pathway, providing them with dual enrollment courses such as Human Anatomy and Physiology, Microbiology, and Intro to Statistics. Objective #3: Partner with local healthcare providers to create hands-on learning experiences, including clinical site visits, mentorship programs, and early exposure to careers in nursing, allied health, and medical

technology, showcasing interprofessional collaboration. Objective # 4: Hold at least (3) information sessions for parents/students to discuss pre-entry preparation activities for Dual Enrollment Nursing Pathway program.

<u>Goal # 4</u>: Create work-based learning (WBL) partnerships Objective # 1: Establish new collaborative partners for WBL opportunities Objective # 2: Create 5 WBL clinical rotations for enrolled dual enrollment Pharmacy Tech students. Objective # 3: Create 5 WBL opportunities for students enrolled in pre-nursing pathway. Objective # 4: Develop a mentorship program within WBL partnerships, pairing students with experienced healthcare professionals to provide guidance and career insights.

Goal #5: Create Immersive Learning Experiences Objective #1: Establish monthly Saturday Immersion Camp that provides intensive hands-on healthcare training, focusing on foundational nursing skills, medical simulations, and career exploration. Objective #2: Engage 30 rural high school students annually in Saturday Immersion interactive workshops to be held at ChSCC's Kimball site. Objective #3: Ensure 100% of students in the Saturday Immersion workshops successfully complete CPR certification, equipping them with essential lifesaving skills.

Goal #6: Establish LPN/Paramedic Accelerated Transition Program Objective #1: Recruit and

enroll 20 LPN/Paramedic students in the transition program. Objective # 2: 80% of students in the Marion County RN Transition Program will graduate within 3 semesters Objective # 3: 80% of students who complete the Marion County nursing transition program, will pass the NCLEX-RN licensing exam on first attempt. Objective # 4: Hold monthly information sessions for interested LPNs/Paramedics to gain information on ChSCC RN Transition Program.

<u>Goal #7</u>: Equip Grant Staff and Partners with Training on the Poverty Simulation Toolkit to Enhance Student Support and Program Effectiveness Objective #1: RISE Grant Staff will attend comprehensive training sessions on the Poverty Simulation Toolkit, ensuring they understand the socioeconomic barriers students face and can implement effective support strategies. The toolkit includes all of the necessary materials to simulate family dynamics of those living in poverty. Objective #2: A certified simulation educator will facilitate two poverty simulation workshops, lasting 2-4 hours annually for faculty, healthcare partners, and high school educators to enhance their ability to support students from disadvantaged backgrounds. Objective #3: A certified simulation educator will conduct a separate poverty simulation workshop for *RISE* program students, providing a deeper understanding of socioeconomic challenges/strategies for overcoming barriers in healthcare education and career pathways.

Work Plan: (See full Work Plan Table in appendices) The approach to achieve each project goal and objective with outcomes of activities by responsible persons is specified in the Work Plan Table, organized according to a comprehensive timeline, by quarters for each project year: Y1: 2025-2026, Y2: 2026-2027, Y3: 2027-2028, and Y4: 2028-2029 respectively. Quarters start with the potential award date of this proposal: Quarter 1 (Q1) July-September, Quarter 2 (Q2) October-December, Quarter 3 (Q3) January-March and Quarter 4 (Q4) April-June for each year. The evaluation plan table (also in appendices) will assess the effectiveness of the *RISE* work plan in increasing healthcare career awareness, dual enrollment participation, WBL opportunities, and student success in Pharmacy Tech and Nursing Pathways. The evaluation framework will utilize both qualitative and quantitative data to measure program outcomes and impact while allowing the team to carefully monitor progress toward goals and objectives, as well as rapidly modify the work plan in order to stay on course to meet the project's objectives. The evaluation plan table identifies the staff responsible for each activity.

As of this academic year, there are 906 students across the 4 counties taking Career Technical Education (CTE) healthcare path courses. This program is expected to serve more than 3,600 by 2029. According to ChSCC's Institutional Effectiveness, Research, and Planning Office, first-time freshmen from CTE Dual Enrollment programs are almost three times more likely to graduate from Chattanooga State than those who do not take dual enrollment. It is for this reason that, through this project, Chattanooga State is working to embed dual enrollment into the healthcare CTE programs of study (POS) (POS specifics in appendices).

A Steering Committee of representatives from each represented high school, Chattanooga State, as well as industry partners, will further plan and implement the program enhancements just mentioned. The Committee will meet monthly during the Planning Phase (the project's first ten months) and quarterly during the three-year Pilot phase. Decisions will be made by majority vote.

Chattanooga State's Nursing Director, Lindsey O'Hagan, as well as Nursing and Allied Health Division Dean Dr. Martina Harris, will serve as this grant's project directors. They will manage/oversee all the project's details. The College will hire additional partnership leads and staff for this new program. The project directors will meet with all strategic partners at least quarterly during the grant term and twice annually following the grant to discuss progress, address concerns, obtain answers for project course direction, and provide professional development.

Section 4: Strength of Partnership

Community support and partnership for the project is significant. Each partner will provide a representative to serve on the Steering Committee to help design and evaluate the WBL

components. Following is a detailed description of each partner and their roles in this program's implementation (MOUs are in the grant appendices):

Lead Entity, Fiscal Agent and Higher Education Partner: Chattanooga State Community
College—Authorizing Agent: Rebecca Ashford, President—Grant Role &
Capabilities/Qualifications: Chattanooga State will serve as lead entity, fiscal agent, and the
postsecondary education provider for this project. For the educational and work-based learning
grant components, three program leads will oversee the activities and reporting—one from Dual
Enrollment/Early College, one from Nursing, and one from Pharmacy Tech at Chattanooga
State. The College will obtain and install the necessary equipment for this project, as well as
employ the faculty to teach the postsecondary courses, along with necessary high school
elements. The College will prepare the various reports for this grant. Chattanooga State has
served in a similar role on several grants including National Science Foundation, Department of
Labor, Department of Education (Strengthening Institutions-SIP), as well as Tennessee's GIVE

1.0 & 2.0, along with LEAP 2.0 projects.

K-12 Partners: Grundy, Marion, Sequatchie, and Polk County Schools—CTE Directors: Deidre Helton (Grundy), Sherry Prince (Marion), Robbie Somerville (Sequatchie), and Ryan Goodman (Polk)—Grant Role & Capabilities/Qualifications: The CTE Directors will work with ChSCC Dual Enrollment Coordinator, Lewis Jackson, to market the CTE healthcare courses to prospective students and parents. They will collaborate to identify eligible students and integrate dual enrollment courses into high school programs. The CTE Directors and school districts of this project have regularly partnered with Chattanooga State on several grants and other projects, including most of them participating in the LEAP 1.0 and 2.0 grant initiatives, as well as GIVE 1.0 and 2.0.

Industry Partners [and Primary Contact]: HCA Parkridge West Hospital [Deborah Deal, Director of Nursing], NHC Healthcare [Kristy Long, Assistant Director of Nursing]—Grant Role & Capabilities/Qualifications: The grant's industry partners will provide a variety of work-based learning/clinical opportunities/sites, internships, job shadowing opportunities, mentorship, inthe-field career exploration days for the high school students, and classroom visits for career exploration at elementary and middle schools in the counties participating in this grant project. They will support outreach efforts and provide additional resources for student success, including financial aid and career readiness workshops. These industry partners have closely worked with Chattanooga State's Nursing and Allied Health division on existing WBL programs and previous grant projects, such as a Nursing Workforce Diversity grant to help attract students from underserved backgrounds into healthcare fields, and GIVE 1.0. These employers are very supportive of this proposed project, as a steady supply of professionals is needed in the region.

Section 5: Budget Plan

The *RISE* Healthcare Pathways Grant budget is designed to support the successful implementation, management, and execution of program objectives aimed at expanding healthcare pathways for students in rural areas. The budget plan includes funding allocations for key personnel, equipment, materials, travel, and participant support costs, ensuring the efficient and effective achievement of the program's goals. Indirect costs include use allowances, operations and maintenance expenses, general and administrative expenses, departmental administration expenses, sponsored projects administration, library expenses, and student services administration. The project personnel plan ensures dedicated resources for the successful implementation and management of the *RISE* Healthcare Pathways Grant. The following roles and responsibilities will be funded under the grant:

- 1. *RISE* Grant Coordinator (1.0 FTE): A new position located at the Marion County/Kimball Site. This individual will oversee day-to-day project activities, including budget management, compliance, and coordination with partners, ensuring smooth execution of the grant objectives.
- 2. *RISE* Grant Administrative Assistant (1.0 FTE): This new position will provide essential administrative support to facilitate partnerships, communication, and documentation for *RISE* Grant.
- 3. **Nursing Faculty** (1.0 FTE): A full-time, 12-month nursing instructor will be hired to teach the LPN/Paramedic to RN transition program exclusively at the Kimball Site located in Marion County.
- 4. Faculty Advisor/Mentors/Saturday Faculty: Registered Nurses will be hired to facilitate learning, mentoring, and hands-on learning experiences for students on monthly Saturday sessions.
- 5. Computer Technology for Rural High Schools: Four rural high schools will receive computer technology to support BlendFlex learning for dual enrollment students.
- 6. **Pre-Nursing Pathway Textbooks**: Stipends for Anatomy & Physiology textbooks and manuals for up to 50 students annually.
- 7. **Pharmacy Technician Textbooks**: Stipends for textbooks for up to 50 pharmacy technician students.
- 8. LPN/Paramedic Transition Textbooks and Lab Kits: Stipends for textbook sets and lab kits for 20 students annually.

Justification of Equipment Purchases: The computer BlendFlex learning technology will bridge the digital divide in rural communities, providing students with tools essential for healthcare education and preparation. This investment aligns with regional labor market demands

for digitally competent healthcare professionals. By equipping students with access to modern technology, the program ensures graduates are workforce-ready, meeting the growing needs of local and regional healthcare employers.

This budget plan aligns with project objectives to enhance healthcare pathways, address rural workforce needs, and provide equitable access to high-quality education and training for underserved students.

Section 6: Sustainability

This project's partners are committed to sustaining this initiative, including all work-based learning components, long after the grant concludes. The roles and resources that each partner brings to this project will continue, following the grant's initial 48 months. Post-grant, each partner will continue to work collaboratively as part of the Steering Committee to share resources, outcomes, and other relevant programmatic information, meeting twice annually to discuss program direction, address concerns, and make plans to further build the program that this grant helped to launch. As need warrants and resources are available, Chattanooga State will budget for teaching, project coordination, and administrative staff in its ordinary, annual budgeting process. This project's industry partners are committed to continuing their assistance, WBL, and clinical experiences well beyond this grant project. The healthcare organizations will continue to offer clinical placements, internships, and preceptorships to ensure students gain hands-on experience. Partners will also participate in advisory boards to guide curriculum updates and program improvements, ensuring alignment with workforce demands. The dual enrollment elements will also continue well beyond the grant's performance period.

Combined, the continued commitments of all of this project's participants will further provide foundational support for sustainability, especially along with the new equipment (which

Chattanooga State will maintain until no longer relevant for training). Educator partners will ensure continuation of instruction and all partners will continue to make workforce development decisions that are both industry- and data-driven, introducing state-of-the-art technologies within curricula as needed. Another important sustainability component is the on-going commitment by all parties involved with this grant to maintain and grow the strong partnerships and long-term relationships between employers, primary and secondary education, community colleges and TCATs in order to increase the skilled workforce pipeline for nurses and pharmacy techs.

Partners will collaborate on workforce development strategies, focusing on creating a skilled pipeline for Nursing, Pharmacy Tech, and Allied Health careers. They will continue to cosponsor job fairs, workshops, and career exploration events for students. As the program grows, the collaborative will pursue other private, state, and federal grants to enhance and expand offerings. By leveraging all of these strategies, the *RISE* initiative will continue to thrive as a cornerstone of workforce development in the rural region, ensuring its impact extends far beyond the initial grant period.

GRANT BUDGET

THEC Rural Healthcare Pathways Expansion Grant

The grant budget line-item amounts below shall be applicable only to expenses incurred during the following Applicable Period: BEGIN: August 2025 END: August 2029

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POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY 1	GRANT CONTRACT		GRANTEE PARTICIPATION		TOTAL PROJECT	
1, 2	Salaries, Benefits & Taxes	\$	1,409,067.00	\$	-	\$	1,409,067.00
4, 15	Professional Fee, Grant & Award 2	\$	-	\$	-	\$	-
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$	151,985.00	\$	-	\$	151,985.00
11, 12	Travel, Conferences & Meetings	\$	69,400.00	\$	1	\$	69,400.00
13	Interest 2	\$	-	\$	-	\$	-
14	Insurance	\$	-	\$	-	\$	-
16	Specific Assistance To Individuals	\$	221,400.00	\$	-	\$	221,400.00
17	Depreciation 2	\$	-	\$	-	\$	-
18	Other Non-Personnel 2	\$	-	\$	-	\$	-
20	Capital Purchase 2	\$	-	\$	-	\$	-
22	Indirect Cost	\$	148,148.00	\$	-	\$	148,148.00
24	In-Kind Expense	\$	-	\$	-	\$	
25	GRAND TOTAL	\$	2,000,000.00	\$	-	\$	2,000,000.00

¹ Each expense object line-item shall be defined by the Department of Finance and Administration Policy 03, Uniform Reporting Requirements and Cost Allocation Plans for Sub recipients of Federal and State Grant Monies, Appendix A. (posted on the Internet at: www.state.tn.us/finance/act/documents/policy3.pdf).

² Applicable detail follows this page if line-item is funded.

GRANT BUDGET LINE-ITEM DETAIL:

Salaries, Benefits & Taxes Project Director-Ms. Lindsey O'Hagan, MSN, RN (\$86,640 current annual salary x 17% effort x 4 calendar years;		
3% raise assumed annually)	\$	63,475
Fringe benefits and payroll taxes (27% of wages)	\$	17,265
Co-Project Director/Work-based Learning Coordinator Dr. Martina Harris, EdD, MSN, CNE (\$129,780 current annual salary x 10% effort x 4 calendar years; 3% raise assumed annually)	\$	55,928
Fringe benefits and payroll taxes (32% of wages)	\$	17,918
Dual Enrollment Coordinator-Mr. Lewis Jackson (\$67,737 current annual salary x 10% effort x 4 calendar years; 3% raise assumed annually) Fringe benefits and payroll taxes (29% of wages)	\$ \$	29,193 8,584
Rural Grant Coordinator-TBD (\$48,000 current annual salary x 4 calendar years; 3% raise assumed annually) Fringe benefits and payroll taxes (65% of wages)	\$ \$	200,816 130,530
Nursing Faculty-TBD (\$65,000 current annual salary x 4 academic years; 3% raise assumed annually) Fringe benefits and payroll taxes (65% of wages)	\$ \$	271,937 176,759
Rural Grant Administrative Assistant-TBD (\$44,000 current annual salary x 4 calendar years; 3% raise assumed annually) Fringe benefits and payroll taxes (65% of wages)	\$ \$	184,081 119,653
Certified Simulation Educator-Ms. Marie Loisy, MSN, RN (\$91,500 current annual salary x 10% effort x 4 calendar years; 3% raise assumed annually) Fringe benefits and payroll taxes (36% of wages)	\$ \$	38,283 13,973
Faculty Advisor/Mentor-Ms. Jodi Seibert \$4,000 (\$2,000 Fall & \$2,000 Spring semester) x 4 academic years Fringe benefits and payroll taxes (17% of wages)	\$ \$	16,000 2,664
Saturday Immersion Instructors – 4 RN's TBD Temp RN Instructors paid \$50/hour x 8 hours per Saturday session x 9 sessions x 4 calendar years Payroll taxes only (7.65% of wages)	\$ <u>\$</u> \$ 1	57,600 4,408 1, 409,067

Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental		
& Maintenance, Printing & Publications		
Community Action Poverty Simulation Kits (3 kits at \$3,500 each)	\$	10,500
Outreach and Recruitment materials, displays & brochures	\$	8,000
Rural classroom sensitive technology (non-capital equipment under \$5,000)		126,782
Operating Supplies		6,703
	\$	151,985
Travel, Conference & Meetings	Φ	5 400
Food for Saturday Session and in person recruitment events	\$	5,400
Poverty Simulation Training Program Conference Travel for 4 Project	Φ	10.000
employees to attend in person training - \$2,500 per person x 1 year	\$	10,000
Professional Development Conference Travel for 4 project employees-	\$	40,000
\$2,500 per person x 4 years Local Travel-mileage reimbursement to rural high schools and clinical sites	Ф	40,000
\$.70 per mile x 5,000 miles per year x 4 years	\$	14,000
5.70 per fille x 5,000 filles per year x 4 years	<u>\$</u>	69,400
	Ф	02,400
Specific Assistance to Individuals		
Pre-Nursing Pathway Textbooks (\$270) & Manuals (\$70)-		
50 students x \$340 x 4 years	\$	68,000
Pharmacy Technician Textbooks (\$475)-	Ψ	00,000
50 students x \$475 x 4 years	\$	95,000
LPN/Paramedic to RN Transition Program Textbook (\$600) and	Ψ	,,,,,,,,,
Lab Kits (\$130) – 20 students x \$730 x 4 years	\$	58,400
(\psi = \psi = \p		221,400
	•	,
Indirect Cost		
Chattanooga State Community College (8% of Total Direct Costs)	\$	148,148
Costs include use allowances, operations and maintenance expenses,		
general and administrative expenses, departmental administration		
expenses, sponsored projects administration, library expenses, and		
student services administration. Our federally negotiated rate with the		
Department of Health and Human Services for Off-Campus facilities is		
17.4% of Direct Salaries and Wages excluding all fringe benefits.		
Attached is our exement note component for years reference		
Attached is our current rate agreement for your reference.		

GRAND TOTAL

\$2,000,000

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 62-0725362

ORGANIZATION:

Chattanooga State Community College

4501 Amnicola Highway Chattanooga, TN 37406Date: 02/15/2024

FILING REF.: The preceding

agreement was dated

04/06/2020

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

	EFFECTIVE PERIOD					
TYPE	<u>FROM</u>	IO	RATE(%)	LOCATION	APPLICABLE TO	
PRED.	07/01/2023	06/30/2027	50.00	On-Campus	All Programs	
PRED.	07/01/2023	06/30/2027	17.40	Off-Campus	All Programs	
PROV.	07/01/2027	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2027.	

*BASE

Direct salaries and wages excluding all fringe benefits.

ORGANIZATION: Chattanooga State Community College

AGREEMENT DATE: 02/15/2024

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES:

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Fringe Benefits include: FICA, Workers' Compensation, Retirement and Health Insurance.

Equipment means an article of nonexpendable tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more.

Your next proposal based on actual costs for the fiscal year ending 06/30/26 is due in our office by 12/31/26.

ORGANIZATION: Chattanooga State Community College

AGREEMENT DATE: 02/15/2024

SECTION III: GENERAL

A. <u>LIMITATIONS:</u>

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

the appropriate base to identify the proper amount of facilities and a	dministrative costs allocable to these programs.
BY THE INSTITUTION:	ON BEHALF OF THE GOVERNMENT:
Chattanooga State Community College	DEPARTMENT OF HEALTH AND HUMAN SERVICES
(INSTITUTION)	(AGENCY) Darryl W. Mayes -S Date: 2024.03.01 08:47:13 -05'00'
(SIGNATURE)	(SIGNATURE)
Jugar Joseph	Darryl W. Mayes
(NAME)	(NAME)
IP FOR BusiNess & FININCE	Deputy Director, Cost Allocation Services
(TITLE)	(TITLE)
3/4/24	02/15/2024
(DATE)	(DATE)
	HHS REPRESENTATIVE: Wheatford Ashby
	TELEPHONE: (301) 492–4855

ATTACHMENT ONE: PROJECT TIMELINE/WORK PLAN/EVALUATION PLAN

RISE (Rural Initiatives for Student Excellence) in Healthcare: 4-Year Timeline/Work Plan

Year 1 (2025-2026)

Goal #1: Increase opportunities for middle and high school students to consider a healthcare career

- Q1-Q2: Develop and implement outreach strategy to introduce 500 middle and high school students to Nursing & Allied Health careers. (Lead: RISE Grant Coordinator, Support: School Liaisons, CTE Directors)
- Q1-Q4: Schedule and conduct two CTE Director meetings per semester to discuss dual enrollment expansion. (Lead: Grant Coordinator, Support: Project Directors, and CTE Coordinators)

Goal #2: Establish Pharmacy Tech Dual Enrollment Opportunities

- **Q1:** Develop curriculum and identify participating high schools. (*Lead: Pharmacy Tech Faculty, Support: Grant Coordinator*)
- **Q2:** Host three RISE information sessions for students and parents. (Lead: Grant Coordinator, Support: Dual Enrollment Coordinator, High School Counselors)
- Q3: Enroll and support 10 students in Pharmacy Tech program. (Lead: ChSCC Academic Advisor, Pharmacy Tech Faculty, Support: High School Counselors)
- Q4: Begin PTCB exam preparation workshops. (Lead: Pharmacy Tech Faculty, Support: Grant Coordinator)

Goal #3: Implement Early College Nursing Health Science Pathway

- Q1-Q2: Align curriculum with high school and ChSCC requirements. (Lead: ChSCC Nursing Program Director, Support: Dual Enrollment Coordinator, Grant Coordinator)
- Q3: Enroll 30 students in pre-health science pathway. (Lead: Project Director/Nursing Program Director, Support: High School Counselors)
- Q4: Develop healthcare provider partnerships for clinical experiences. (Lead: Workbased learning Coordinator, Support: Healthcare Provider Liaisons)

Goal #4: Create Work-Based Learning (WBL) Partnerships

- Q1-Q2: Establish partnerships with local healthcare providers. (Lead: Work-based Learning Coordinator/Project Director, Support: Grant Coordinator)
- Q3-Q4: Implement 2 clinical rotations for Pharmacy Tech and Nursing students. (Lead: WBL Coordinator, Support: Pharmacy Tech Faculty, Nursing Program Faculty)

Goal #5: Establish LPN/Paramedic Accelerated Transition Program

• Q1: Develop recruitment strategy for 20 students. (Lead: Grant Coordinator, Support: Nursing Program Director, Nursing Faculty)

- Q1-Q3: Begin monthly information sessions for interested students. (Lead: Grant Coordinator, Project Director (Nursing Program Director) Support: Administrative Assistant)
- Q4: Enroll 20 LPN/Paramedic to RN students into the Accelerated Transition Program (Lead: Project Director/Nursing Program Director, Support: Nursing Faculty)

Goal #6: Expand Hands-On Immersive Learning Experiences

- Q1-Q2: Plan and promote Saturday Immersion Sessions. (Lead: Grant Coordinator, Project Director, Support: Nursing and Allied Health Faculty)
- Q3-Q4: Develop and launch monthly Saturday Immersion Sessions. (Lead: Grant Coordinator, Support: Nursing Instructors)

Goal #7: Equip Grant Staff with Poverty Simulation Training

- **Q1:** Identify certified simulation educator. (Lead: Grant Coordinator, Support: Project Director)
- **Q2:** Conduct first faculty and partner workshop. (Lead: Certified Simulation Educator, Support: Project Director, Nursing Program Faculty)
- **Q3:** Conduct first student poverty simulation workshop. (*Lead: Grant Coordinator, Support: CTE Coordinators, High School Counselors*)

Year 2 (2026-2027)

Goal #1:

• **Q1-Q4:** Expand outreach to 600 students; maintain CTE meetings. (Lead: Grant Coordinator, Support: CTE Directors)

Goal #2:

- Q1: Enroll 15 new students, increasing previous enrollment. (Lead: Grant Coordinator, Support: Dual Enrollment Coordinator, High School Counselors)
- **Q2:** Conduct three (3) RISE info sessions. (Lead: Grant Coordinator, Support: Dual Enrollment Coordinator, High School Counselors)
- Q2-Q4: Strengthen PTCB exam prep; aim for 80% pass rate. (Lead: Pharmacy Tech Faculty, Support: Grant Coordinator)

Goal #3:

- Q1-Q2: Expand enrollment to 40 new students. (Lead: Admissions Coordinator, Support: High School Counselors)
- Q3-Q4: Increase hands-on learning experiences. (Lead: Clinical Placement Coordinator, Support: Industry Mentors)

Goal #4:

• **Q1-Q4:** Establish additional WBL partnerships and rotations. (*Lead: WBL Coordinator, Support: Healthcare Site Supervisors*)

Goal #5:

- **Q1-Q2:** Enroll next cohort of 20 students. (Lead: Transition Program Manager, Support: Admissions Counselors)
- Q3-Q4: Provide academic and career support to transition students. (*Lead: Student Success Coach, Support: Nursing Faculty*)
- Q4: Provide live NCLEX review for first cohort (Lead: Project Director/Nursing Program Director, Support: Nursing Faculty)

Goal #6:

• Q1-Q4: Expand Saturday Immersion participation. (Lead: Immersion Program Coordinator, Support: Lab Instructors)

Goal #7:

• Q1-Q4: Continue faculty, partner, and student poverty simulation workshops. (Lead: Training Coordinator, Support: Certified Educators)

Year 3 (2027-2028)

Goal #1:

• Q1-Q4: Increase outreach to 700 students. (Lead: Outreach Coordinator, Support: School Liaisons)

Goal #2:

- Q1-Q2: Increase pharmacy technician dual enrollment to 20 students enrolled. (Lead: Pharmacy Tech Coordinator, Support: Curriculum Specialists)
- Q3-Q4: Monitor student performance; maintain 80% PTCB pass rate. (Lead: Pharmacy Tech Faculty, Support: Academic Coaches)

Goal #3:

• Q1-Q4: Increase pre-nursing pathway enrollment to 50 students. (Lead: Admissions Coordinator, Support: High School Counselors)

Goal #4:

• Q1-Q4: Continue growing WBL opportunities. (Lead: WBL Coordinator, Support: Industry Partners)

Goal #5:

• Q1-Q4: Continue to recruit and support transition students through completion and NCLEX prep. (Lead: Student Success Coach, Support: Nursing Faculty)

Goal #6:

• **Q1-Q4:** Expand immersion programs. (Lead: Immersion Program Coordinator, Support: Lab Instructors)

Goal #7:

• **Q1-Q4:** Institutionalize poverty simulation training as annual requirement. (*Lead: Training Coordinator, Support: Certified Educators*)

Year 4 (2028-2029)

• Continue program implementation, refine processes, and sustain partnerships.

Evaluation & Reporting

- Quarterly and Annual Reports will document progress. (Lead: Grant Coordinator, Support: Program Admin Staff)
- Adjustments will be made as necessary to achieve program success.

RISE Evaluation Methods & Metrics

Year 1 (2025-2026) – Foundation Building & Initial Implementation

Key Evaluation Questions:

- How effective is outreach in introducing students to healthcare careers?
- Are the pharmacy technician and nursing pathway enrollments meeting projected targets?
- Are partnerships with healthcare providers successfully developed?
- Are work-based learning opportunities aligned with industry needs?

Evaluation Strategies:

1. Program Participation & Engagement

- o Track student participation in outreach events (target: 800 students over 4 year period- 200 per year of grant).
- Conduct pre- and post-surveys with middle and high school students on healthcare career interest.
- o Measure dual enrollment applications and Pharmacy Tech enrollments
- o Measure dual enrollment pre-nursing pathway applications.
- o Record attendance and feedback from CTE Director meetings (two per semester).

2. Curriculum & Instruction

- o Document curriculum alignment efforts between high schools and ChSCC.
- o Track number of schools offering Pharmacy Tech and pre-RN dual enrollment programs.
- Conduct information sessions with high school faculty to assess curriculum effectiveness.

3. Workforce Partnerships & Industry Alignment

- o Track new healthcare provider partnerships (goal: 10 partners over 4 year period).
- o Document the number and type of work-based learning placements.

4. Early Program Impact & Adjustments

- o Gather feedback from students and parents via RISE information session surveys.
- o Identify early barriers to enrollment and implement corrective measures.
- Develop baseline data for poverty simulation effectiveness through participant feedback.

Year 2 (2026-2027) – Expansion & Impact Measurement

Key Evaluation Questions:

- Are more students enrolling in healthcare-focused dual enrollment programs?
- Are early interventions improving student preparedness and persistence?
- Is there an increase in successful PTCB exam completion and workforce placement?

Evaluation Strategies:

1. Program Growth & Outreach

- o Track expansion of outreach efforts to middle and high school students (target: 200 students to be engaged).
- o Measure dual enrollment growth in Pharmacy Tech and pre-nursing pathways
- o Conduct student evaluations on dual enrollment program satisfaction.

2. Student Outcomes & Academic Progress

- o Monitor student retention and completion in dual enrollment programs.
- o Track PTCB exam pass rates for Pharmacy Tech completers
- Assess learning outcomes through coursework performance and faculty evaluations.

3. Industry & Employment Readiness

- o Evaluate the effectiveness of WBL partnerships through employer surveys.
- o Conduct exit interviews with students participating in work-based learning.
- o Assess how clinical rotations are improving student preparedness.

4. Poverty Simulation & Support Initiatives

o Assess faculty and student feedback on poverty simulation effectiveness.

Year 3 (2027-2028) – Scaling & Outcome Assessment

Key Evaluation Questions:

- Are students successfully transitioning into healthcare careers?
- Are work-based learning experiences leading to employment or further education?
- How are partnerships sustaining the pipeline of healthcare professionals?

Evaluation Strategies:

1. Program Expansion & Outcomes

- o Measure high school and middle school student interest- engagement growth
- o Increase Pharmacy Tech dual enrollment participation.
- o Expand pre-nursing pathway enrollment.
- o Assess the effectiveness of Saturday immersion experiences.

2. Student Success Indicators

- o Track completion rates of pharmacy technician and pre-nursing students.
- o Measure job placements or further education; postsecondary enrollments.
- o Assess impact of career mentoring and academic support on student retention.

3. Workforce Readiness & Industry Impact

- o Survey healthcare providers to assess the impact of WBL programs.
- Evaluate NCLEX exam pass rates among Marion County transition program participants.
- o Expand healthcare employer partnerships for sustained program engagement.

Year 4 (2028-2029) – Sustainability & Institutionalization

Key Evaluation Questions:

- What long-term impact has the program had on healthcare workforce development?
- How can RISE be sustained beyond grant funding?
- What best practices and lessons learned can be institutionalized?

Evaluation Strategies:

1. Longitudinal Impact Assessment

- o Track RISE graduates' employment and postsecondary education outcomes.
- o Evaluate the effectiveness of the LPN/Paramedic Accelerated Transition Program.

2. Institutional Sustainability

- o Develop a sustainability plan for funding and program continuation.
- o Institutionalize poverty simulation training as an annual requirement.
- Document best practices for dual enrollment and work-based learning partnerships.

3. Final Program Review & Dissemination

- o Compile a final report with recommendations for future expansion.
- Present findings to stakeholders, including school administrators and healthcare partners.
- Share results with state agencies and workforce development boards to support policy changes.

Reporting & Continuous Improvement

- **Quarterly Reports:** Each quarter, program leads will submit reports summarizing progress, challenges, and next steps.
- **Annual Review Meetings:** At the end of each program year, an annual evaluation meeting will be held to discuss findings and strategic adjustments.
- **Stakeholder Feedback:** Regular input from students, faculty, healthcare partners, and employers will inform ongoing refinements to the R.I.S.E. program.

This **Evaluation Plan** ensures that **RISE** remains data-driven, continuously improving, and aligned with regional workforce needs in healthcare.

ATTACHMENT TWO: PROGRAMS OF STUDY

Pharmacy Tech Program Of Study Outline

The Entry Level Pharmacy Technology Program includes didactic, simulation, and experiential coursework. Students achieve skills, behaviors, and abilities required in contemporary pharmacy practice.

Chattanooga State's Pharmacy Technology programs are Pharmacy Technician Certification Board approved and is accredited by the Pharmacy Technician Accreditation Commission.

PHRX 1030- Pharmacy Calculations: This course will include mathematical computations essential to pharmacy technicians in a variety of settings. Basic skills involving Roman numerals; addition, subtraction, multiplication, and division of whole numbers and fractions including the use of pharmacy measurement systems (Metric, Apothecary, Avoirdupois); interpretation of numeric symbols and Latin abbreviations; medical terms, symbols, and abbreviations used in pharmacy practice. This course is offered virtual, asynchronously for students to complete the course on their own time.

PHRX 1050- Pharmacy Law and Ethics: The course will discuss Tennessee state and federal laws which govern the practice of pharmacy. Students will understand the roles of a licensed pharmacist and of pharmacy technicians in various practice settings, laws pertaining to medication safety, distribution, and patient confidentiality. This course is offered "Hy-Flex" and allows students to join virtually on Mondays and Wednesdays from 10:30a-11:50a.

PHRX 1010- Pharmacy Practice: This course is an introduction to pharmacy practice and the healthcare systems with emphasis on the role of pharmacy technicians and the relationship with pharmacists. Importance of written and oral communication skills to deal with other health care professionals and patients, automation, computer use, and technology used in pharmacy practice, managed and health care organizations, generic and brand names of top 200 drugs. This course includes the required Lab section that meets in person on Fridays from 9:00a-3:00p.

PHRX 2010- Pharmacology and Therapeutics: A course that provides a practical knowledge of the general therapeutic classes of drugs and their interactions with the human body. Emphasis on drug classifications, dosages and routes of administration as well as some of the major side effects of medications. The course provides an overview of the anatomy, physiology, and function of the human body as it relates to pharmacology topics. Master of the brand, generic, and indications of the Top 200 prescription drugs.

PHRX 1060- Entry- Level Pharmacy Experience: This course provides Entry-level experience in pharmacy practice sites. Clinic sites must have a current affiliation agreement with Chattanooga State to be eligible as a rotation site. Clinic hours: 130

Course	Semester
PHRX 1030 Pharmacy Calculations (4 credits)	11 th Grade – Fall semester
PHRX 1050 Pharmacy Ethics (3 credits)	11 th Grade – Spring Semester
PHRX 1010 Introduction to Pharmacy Practice	12 th Grade – Fall Semester
(3 credits)	
PHRX 2010 Pharmacology and Therapeutics	12 th Grade Spring Semester
(4 credits)	
PHRX 1060 Entry Level Pharmacy Experience	12 th Grade Full year, but credit awarded in spring.
(2 credits)	

Program of Study Outline for:

Dual Enrollment Pre-Health Nursing Science Pathway

As part of the *RISE* Grant, Chattanooga State Community College is proposing the creation and implementation of a dual enrollment Pre-Nursing Pathway program in partnership with Grundy, Marion, Polk and Sequatchie County Schools. Students from the four schools will enroll as a cohort in a handcrafted program of study which will provide students with:

A set curriculum that aligns Department of Education graduation requirements with program requirements for a variety of allied health and health science programs at Chattanooga State, thus providing students with an opportunity to get a head start on the post-secondary education required to obtain a career within the field of nursing.

Program of Study

The program of study for participants in the Dual Enrollment Pre-Nursing pathway is centered on providing students with an opportunity to get a head start on the courses required in the registered nursing pathway.

Program of Study: Pre-Nursing

Semester	Course	Credit hours	Location
Spring 10 th Grade	CSHS 1000 College Success	3	High School
Fall 11 th Grade	ENGL 1010 Composition 1	3	High School
Fall 11 th Grade	MATH 1530 Intro to Statistics	3	High School
Spring 11 th Grade	Humanities Elective	3	College Campus/Site
Spring 11 th Grade	PSYC 1030 Intro to Psychology	3	College Campus/Site
Fall 12 th Grade	BIOL 2010 Human A&P 1	4	College Campus/Site
Fall 12 th Grade	PSYC 2130 Lifespan Development Psychology	3	College Campus/Site
Spring 12 th Grade	BIOL 2020 Human A&P 2	4	College Campus/Site
Spring 12 th Grade	BIOL 2230 Microbiology	4	College Campus/Site
	30		

College and High School Course Alignment

College and high school course alignment has been determined after reviewing and comparing Chattanooga State course curriculum and standards to Tennessee Department of Education curriculum and Standards.

High School Course	Chattanooga State Course
Health Science Education	CSHS 1000 College Success
Statistics	MATH 1530 Introduction to Statistics
English	ENGL 1010 Composition I
Human Anatomy and Physiology	BIOL 2010 Human Anatomy and Physiology I
Human Anatomy and Physiology	BIOL 2020 Human Anatomy and Physiology II
Psychology	PSYC 1030 Introduction to Psychology
N/A	BIOL 2230 Microbiology

^{***}Course equivalencies determined after reviewing and comparing Chattanooga State curriculum and standards, and Tennessee Department of Education curriculum and standards.

Course Summaries

CSHS 1000 College Success for Health Sciences, 3 Credit Hours

A course focused on providing students with the skills essential to succeeding in the college setting. This course will prepare students for college life by offering critical information and providing an ongoing support system, as needed throughout the first semester. This course will also focus on career exploration in health sciences, potentially including a *Ready for Industry certification*.

No prerequisite courses required.

ENGL 1010 Composition I, 3 Credit Hours

ENGL 1010 Composition I is the general writing class that all Chattanooga State students take during their academic careers. The course focuses on exposition and argument; process and development using various rhetorical patterns. This course is required on all pre-health science pathways.

College ready as determined by GPA or ACT scores required.

MATH 1530 Introduction to Statistics, 3 Credit Hours

This course provides students with the basics of statistics, including but not limited to; sampling, data organization, probability, distributions and confidence intervals, hypothesis testing, and inference and regression. This course is the required math course for students on the pre-nursing pathway.

College ready as determined by GPA or ACT scores required.

BIOL 2010 Human Anatomy & Physiology 1, 4 Credit Hours

This course focuses on providing students with an in-depth study of the human body, through an examination of its structure and function, while also focusing on the interrelationships and homeostasis of body organ systems. Biochemical, cytological and histological studies integrate dissection, experimentation, 3D visualization, and computer application or the integumentary, skeletal, muscular and nervous systems. This course places a heavy emphasis on critical thinking, and a clinical application of course material.

Both human anatomy and physiology courses are a huge challenge for students. During the Fall 2021 semester, the on-ground, 15-week BIOL 2010 course had a 33% pass rate, and a 53% pass rate during the Fall 2022 semester for on-ground, 15-week sections. Final grades in both human anatomy and physiology classes are often weighted on program specific applications, so it is necessary for students to perform well in these classes. While BIOL 1050 and HIMT 1300 are not required prerequisite courses, students are **strongly** recommended to complete these classes before enrolling in BIOL 2010, as they provide the foundational knowledge required to be successful in BIOL 2010.

College ready as determined by GPA or ACT scores required.

BIOL 2020 Human Anatomy & Physiology 2, 4 Credit Hours

This course is a continuation of BIOL 2010. Systems studied include endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Immunity, metabolism, fluid-electrolyte dynamics and genetics also included. Both human anatomy and physiology courses are a huge challenge for students.

During the spring 2022 semester, the course had a 72% pass rate, and a 63% pass rate during the spring 2023 semester for on-ground, 15-week sections. Final grades in both human anatomy and physiology classes are often weighted on program specific applications, so it is necessary for students to perform well in these classes. While BIOL 1050 and HIMT 1300 are not required prerequisite courses for either human anatomy and physiology course, students are **strongly** recommended to complete these classes before enrolling in BIOL 2010, as they provide the foundational knowledge required to be successful in BIOL 2010.

Successful completion of BIOL 2010 with a grade of C or better is the required prerequisite for this course.

BIOL 1010 General Biology I, 4 Credit Hours

This biology course is the intended entry level biology course for students intending to major in biology, including pre-health sciences students. This course provides students with a study of the elementary chemical concepts as related to the biological sciences. Topics covered include cell structure and function, photosynthesis and cellular respiration, cell division, cellular control, Mendelian and molecular genetics, and population genetics and evolution. This course is the prerequisite course for BIOL 2230 Microbiology.

College ready as determined by GPA or ACT scores required.

BIOL 2230 Microbiology, 4 Credit Hours

This biology course is required on a variety of health science pathways. It provides students with an in depth study of microbial morphology and physiology by covering topics such as; focus on energy relationships, genetics, microbial control, immune responses and human pathogens using portal of entry approach.

Successful completion of BIOL 1010 or BIOL 2010 with a grade of C or better is a required prerequisite for this course.

PSYC 1030 Introduction to Psychology, 3 Credit Hours

An introductory survey course; study of mental processes and human behavior to better understand ourselves and anticipate and predict the behavior of others. Topics covered include, but are not limited to: history and methods of psychology, principles of human development, motivation, emotion, stress, learning and remembering, and abnormal psychology. This course is a prerequisite for PSYC 2130 Lifespan Developmental Psychology.

College ready as determined by GPA or ACT scores required.

ATTACHMENT THREE: DATA LIST

County Demographics

	Grundy County	Marion County	Sequatchie County	Polk County	Tennessee
High school graduate or higher, percent of persons age 25 years+, 2019-2023	80%	82.3%	81.7%	85.7%	89.6%
Bachelor's degree or higher, percent of persons age 25 years+, 2019-2023	12.4%	16.5%	18.9%	14.7%	30.4%
Persons in poverty, percent	22.8%	15.1%	15.1%	15.0%	14.0%
Persons without health insurance, under age 65 years, percent	13.7%	11.9%	14.9%	12.9%	11.1%

Source: US Census Quick Facts, https://www.census.gov/quickfacts/table/PST045216/47,00

ACADEMIC SUPPLY FOR OCCUPATIONAL DEMAND REPORT 2024











Sales and Marketing

16 In-Demand Occupations | **11** Aligned Academic Programs

There are five occupations **in-demand** in seven or more LWDAs and only one, sales managers and technical sales representatives, requires a bachelor's degree; the others typically require a high school degree only. Eight postsecondary, two high school CTE programs, and one new apprenticeship program provided **training** for these occupations. Notably, high school CTE concentrators found in Tennessee employment data were earning first-year wages comparable to the state median.

The bachelor's degree in marketing/marketing management which provides training for sales managers and the e-commerce master's degree program met **unmet need** criteria with high Tennessee employment rates and wages above the state median.



Health Sciences

28 In-Demand Occupations | **81** Aligned Academic Programs

Healthcare and social assistance is expected to be the largest industry in Tennessee by 2030, with employment of healthcare practitioners and support workers expected to increase by more than 63,500.² Of the 28 **in-demand** occupations in Tennessee's LWDAs, six were in demand in eight or more areas. There are significant shortages of registered nurses, as measured by job openings, though there is not in evidence across all LWDAs which may be a limitation of our methodologies. Typical training levels for in-demand occupations in the Health Sciences cluster include bachelor's and higher, postsecondary nondegree awards, and associate or high school degrees.

There are many aligned academic programs **supplying** in-demand health sciences occupations. Completers in the health sciences have some of the highest employment rates

² Tennessee Department of Labor and Workforce Development. Tennessee's Economy, 2022-2023, p. 15.

of any career cluster. Licensed practical nurses (LPNs) graduated from 1-2-year certificate programs with employment rates of 77 percent and median wages of \$47,280; physical therapist assistants in associate degree programs had employment rates of 81 percent and median wages of \$42,700. LPNs and physical therapy assistants are **needed** in all LWDAs. There are several programs that meet unmet need criteria and more information can be found in the aligned academic supply tables.



Human Services

11 In-Demand Occupations | **62** Aligned Academic Programs

In Tennessee, employment in community and social service occupations is projected to grow by nearly 8,000 jobs from 2020 to 2030 and personal service jobs are expected to grow by nearly 25,000.³ The pandemic shed new light on the need to expand behavioral health for adults and children. Social and human services assistants, requiring a high school degree, are **in-demand** in seven of the nine regions of Tennessee. Healthcare social workers and educational, guidance, and career counselors and advisors are in-demand in six regions.

A total of 62 postsecondary programs **provide training** related to in-demand occupations in the human services cluster, including the high school CTE program in human development and family studies and the certificate program in substance abuse and addiction counseling. Few postsecondary programs in this cluster have high placement and wages above the state median. The cosmetology certificate programs have employment just over 50 percent, but median wages are low; high school CTE median wages for cosmetology are nearly twice as high as those of the certificate programs.

Education and career counselors' programs meet the **unmet need** threshold and are available at the master's (69 percent employed, \$48,510 annual median wage) and education specialist (77 percent employed, \$46,295 median wage) degree levels. Social workers have master's degree and post-baccalaureate certificate programs available, with employment rates of 62 percent or more and wages above the state median. The family and community services post-baccalaureate certificate program has the highest employment rate of all aligned academic programs in the cluster.

³ Tennessee Department of Labor and Workforce Development. Tennessee's Economy, 2022-2023, p. 15.

Cluster Seven: Health Sciences Occupations

Nationally, employment in the healthcare sector is projected to experience 1.8 million job openings annually from 2022 to 2032, attributable to the aging demographics. Tennessee is 26th nationwide and fifth in the southeast for its proportion of residents aged 65 and older. This aging is indicative of broader trends necessitating increased healthcare services. As the Baby Boomer cohort transitions into retirement and population growth decelerates, the difficulty of replenishing the workforce is compounded. 49

A comparison of new business applications shows that Tennessee's healthcare sector business applications are up relative to the national average. The state's health sciences occupations demonstrate a concentration within local service providers, including hospitals, outpatient clinics, and long-term care facilities. These roles commonly necessitate formal qualifications, such as degrees or certificates, and often a license for practice. Tennessee's demand for allied health professionals is on an upward trend, highlighting a sector comprising healthcare workers who support primary care providers.

TNECD's targeted life sciences industry sector encapsulates critical segments like biosciences logistics and distribution, medical devices and equipment, pharmaceuticals, and research and testing laboratories. Despite the exclusion of local healthcare services, there is a symbiotic relationship between these targeted segments and the broader healthcare industry, with each benefiting from shared regional assets. These assets include a network of tertiary institutions, premier research facilities, and a skilled workforce, which collectively underpin the state's life sciences infrastructure.

Statewide, there is a notable demand for mid-level technically skilled practitioners, specifically for licensed practical and licensed vocational nurses, physical therapist assistants, dental assistants, medical assistants, and phlebotomists. These roles are critical in the provision of patient care and functioning of healthcare facilities. They require specialized training, typically obtained through postsecondary nondegree awards or associate degrees. These professionals support the medical infrastructure by providing essential services to maintain patient health, aid in the management of chronic conditions, and contribute to the preventative care imperative in an era of demographic transition.

⁴⁶ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Healthcare Occupations

⁴⁷ Much of the state's population increase is driven by domestic net migration gains—more people moving into the state than moving out. -- Tennessee State Data Center <u>TN 2022 Population Gains Pushed by Record Domestic Net Migration</u>

⁴⁸ Consumer Affairs, Elderly Population in U.S. by State, 2023

⁴⁹ Boyd Center for Business and Economic Research, *An Economic Report to the Governor of the State of Tennessee*, 2023

⁵⁰ Boyd Center for Business and Economic Research, *An Economic Report to the Governor of the State of Tennessee*, 2024

		De	In- mand	de	ntry- ation	ECD 'y	
SOC Code	Occupation	NL	Total # Regions	Statewide Entry-Leve Wage	Typical Entry- Level Education	Key to TNECD Industry	STEM
19-5011	Occupational Health and Safety Specialists		7	\$50,877	Bachelor's degree	*	
29-1031	Dietitians and Nutritionists		2	\$39,276	Bachelor's degree		
29-1071	Physician Assistants		6	\$80,670	Master's degree		
29-1122	Occupational Therapists		2	\$69,832	Master's degree		
					Doctoral or		
29-1123	Physical Therapists		3 5	\$70,626	professional degree		
29-1126	Respiratory Therapists		5	\$48,462	Associate degree		
29-1127	Speech-Language Pathologists	Х	7	\$52,259	Master's degree		
29-1141	Registered Nurses		4	\$54,486	Bachelor's degree		
29-1151	Nurse Anesthetists		1	\$135,887	Master's degree		
29-1171	Nurse Practitioners		6	\$62,741	Master's degree		
29-1292	Dental Hygienists		1	\$47,693	Associate degree		
29-2031	Cardiovascular Technologists and Technicians		1	\$33,216	Associate degree		
29-2032	Diagnostic Medical Sonographers		6	\$54,196	Associate degree		
29-2042	Emergency Medical Technicians		2	\$27,833	Postsecondary nondegree award		
29-2052	Pharmacy Technicians		8	\$28,760	High school diploma or equivalent		
29-2055	Surgical Technologists	Х	6	\$40,456	Postsecondary nondegree award		
29-2057	Ophthalmic Medical Technicians		1	\$30,187	Postsecondary nondegree award		
29-2061	Licensed Practical and Licensed Vocational Nurses	Х	9	\$36,873	Postsecondary nondegree award		
29-2081	Opticians, Dispensing		1	\$29,024	High school diploma or equivalent		
31-1131	Nursing Assistants		3	\$26,850	Postsecondary nondegree award		
31-2011	Occupational Therapy Assistants		3	\$47,282	Associate degree		
31-2021	Physical Therapist Assistants	Х	9	\$46,871	Associate degree		
31-9011	Massage Therapists	Χ	3	\$32,572	Postsecondary nondegree award		

		De	In- mand	de vel	ntry- ation	ECD ry	
SOC Code	Occupation	Z	Total # Regions	Statewide Entry-Leve Wage	Typical Entry- Level Education	Key to TNECD Industry	STEM
31-9091	Dental Assistants	Х	9	\$32,692	Postsecondary nondegree award		
31-9092	Medical Assistants	Х	9	\$28,974	Postsecondary nondegree award		
31-9093	Medical Equipment Preparers	Х	1	\$26,101	High school diploma or equivalent		
31-9097	Phlebotomists	Х	8	\$29,229	Postsecondary nondegree award		
31-9099	Healthcare Support Workers, All Other		5	\$26,002	High school diploma or equivalent		

Health Sciences Aligned Academic Programs

Postsecondary Health Sciences Degrees, 2021-22

CIP Code	Program Title	Educ. Award Level	Number of Grads	% Employed in TN	Estimated First Year Annual Wage
19.0501	Foods, Nutrition, and Wellness Studies, General.	BA	24	71%	\$34,290
19.0504	Human Nutrition.	CPBA	*	*	*
30.1901	Nutrition Sciences.	BA	*	*	*
30.1901	Nutrition Sciences.	CPBA	*	*	*
30.1901	Nutrition Sciences.	MA	19	53%	\$50,252
30.1901	Nutrition Sciences.	D	*	*	*
51.0202	Audiology/Audiologist.	D	38	21%	\$74,319
51.0203	Speech-Language Pathology/Pathologist.	MA	47	55%	\$55,912
51.0204	Audiology/Audiologist and Speech-Language Pathology/Pathologist.	MA	88	50%	\$51,899
51.0204	Audiology/Audiologist and Speech-Language Pathology/Pathologist.	D	*	*	*
51.0299	Communication Disorders Sciences and Services, Other.	СРВА	12	42%	\$59,631

CIP Code	Program Title	Educ. Award Level	Number of Grads	% Employed in TN	Estimated First Year Annual Wage
51.0601	Dental Assisting/Assistant.	C < 1 YR	*	*	*
51.0601	Dental Assisting/Assistant.	C 1-2 YR	122	81%	\$29,788
51.0601	Dental Assisting/Assistant.	AA	17	82%	\$29,017
51.0602	Dental Hygiene/Hygienist.	AA	45	82%	\$54,350
51.0602	Dental Hygiene/Hygienist.	BA	73	70%	\$57,539
51.0707	Health Information/Medical Records Technology/Technician.	C < 1 YR	29	52%	\$24,045
51.0707	Health Information/Medical Records Technology/Technician.	C 1-2 YR	105	76%	\$31,590
51.0801	Medical/Clinical Assistant.	C < 1 YR	27	74%	\$28,046
51.0801	Medical/Clinical Assistant.	C 1-2 YR	85	69%	\$30,979
51.0801	Medical/Clinical Assistant.	AA	*	*	*
51.0803	Occupational Therapist Assistant.	AA	59	76%	\$33,482
51.0805	Pharmacy Technician/Assistant.	C < 1 YR	15	87%	\$29,472
51.0805	Pharmacy Technician/Assistant.	C 1-2 YR	82	65%	\$30,313
51.0806			79	81%	\$42,688
51.0809	Anesthesiologist Assistant.	AA	*	*	*
51.0901	Cardiovascular Technology/Technologist.	AA	12	92%	\$50,786
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	C < 1 YR	474	84%	\$46,534
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	C 1-2 YR	149	84%	\$61,942
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	AA	44	93%	\$67,358
51.0905	Nuclear Medical Technology/Technologist.	C < 1 YR	*	*	*
51.0905	Nuclear Medical Technology/Technologist.	C 1-2 YR	10	40%	\$65,484
51.0908	Respiratory Care Therapy/Therapist.	AA	77	84%	\$59,695
51.0908	Respiratory Care Therapy/Therapist.	BA	41	63%	\$57,801
51.0909	Surgical Technology/Technologist.	C 1-2 YR	95	73%	\$48,405
51.0909	Surgical Technology/Technologist.	AA	42	83%	\$44,677
51.0910	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician.	C 1-2 YR	19	89%	\$65,493
51.0910	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician.	ВА	*	*	*
51.0912	Physician Associate/Assistant.	MA	222	27%	\$87,321
51.1001	Blood Bank Technology Specialist.	C < 1 YR	18	83%	\$32,153
51.1009	Phlebotomy Technician/Phlebotomist.	C < 1 YR	33	67%	\$24,651
51.1012	Sterile Processing Technology/Technician.	C < 1 YR	13	100%	\$46,194
51.1012	Sterile Processing Technology/Technician.	C 1-2 YR	*	*	*

CIP Code	Program Title	Educ. Award Level	Number of Grads	% Employed in TN	Estimated First Year Annual Wage
51.1801	Opticianry/Ophthalmic Dispensing Optician.	AA	17	88%	\$34,770
51.1803	Ophthalmic Technician/Technologist.	AA	*	*	*
51.2202	Environmental Health	AA	*	*	*
51.2202	Environmental Health	BA	*	*	*
51.2202	Environmental Health	D	*	*	*
51.2306	Occupational Therapy/Therapist.	MA	128	50%	\$59,335
51.2306	Occupational Therapy/Therapist.	D	23	61%	\$60,650
51.2308	Physical Therapy/Therapist.	D	163	63%	\$69,146
51.3101	Dietetics/Dietitian.	BA	14	21%	*
51.3101	Dietetics/Dietitian.	CPBA	13	23%	*
51.3102	Clinical Nutrition/Nutritionist.	MA	34	53%	\$44,607
51.3203	Nursing Education.	CPBA	*	*	*
51.3501	Massage Therapy/Therapeutic Massage.	C < 1 YR	21	48%	\$29,987
51.3501	Massage Therapy/Therapeutic Massage.	C 1-2 YR	*	*	*
51.3801	Registered Nursing/Registered Nurse.	AA	923	89%	\$65,179
51.3801	Registered Nursing/Registered Nurse.	BA	2457	68%	\$68,386
51.3801	Registered Nursing/Registered Nurse.	CPBA	10	50%	\$88,744
51.3801	Registered Nursing/Registered Nurse.	MA	368	69%	\$84,905
51.3804	Nurse Anesthetist.	D	25	8%	*
51.3805	Family Practice Nurse/Nursing.	СРВА	12	50%	\$109,872
51.3805	Family Practice Nurse/Nursing.	MA	164	50%	\$85,751
51.3805	Family Practice Nurse/Nursing.	EDS	20	10%	*
51.3805	Family Practice Nurse/Nursing.	D	43	65%	\$100,835
51.3808	Nursing Science.	D	*	*	*
51.3809	Pediatric Nurse/Nursing.	СРВА	*	*	*
51.3809	Pediatric Nurse/Nursing.	MA	*	*	*
51.3810	Psychiatric/Mental Health Nurse/Nursing.	СРВА	19	37%	\$111,350
51.3810	Psychiatric/Mental Health Nurse/Nursing.	MA	13	77%	\$91,234
51.3810	Psychiatric/Mental Health Nurse/Nursing.	EDS	*	*	*
51.3810	Psychiatric/Mental Health Nurse/Nursing.	D	*	*	*
51.3818	Nursing Practice.	BA	35	66%	\$46,244
51.3818	Nursing Practice.	D	147	56%	\$104,036
51.3899	Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other.	BA	*	*	*
51.3901	Licensed Practical/Vocational Nurse Training.	C < 1 YR	114	61%	\$30,354
51.3901	Licensed Practical/Vocational Nurse Training.	C 1-2 YR	1107	77%	\$47,280
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide.	C < 1 YR	51	71%	\$25,824

Tennessee colleges and universities offer a myriad of academic programs to support the growing demand for skilled professionals in the Health Sciences Cluster. Like most states in the country, Health Sciences careers are a growing part of the Tennessee economy, but demand continues to run ahead of supply. Public and private institutions continue to expand their capacity to train more students to enter these needed occupations.

Beyond increasing individual capacity, institutions are also working strategically to create partnerships to meet the needs of Tennessee. The University of Tennessee Southern (UTS) and the University of Tennessee Health Sciences Center have a newly approved joint Bachelor of Science in Nursing (BSN) program that builds on the existing strengths of the BSNs at both schools to share resources more effectively across UT campuses. The partnership will strengthen UTS's program, which serves the Southern Middle region and provides nurses for rural and underserved populations.

High School CTE Health Sciences Concentrators, 2021-22

CIP Code	Program Title	Educ. Award Level	Number of Grads	% Employed in TN	Estimated First Year Annual Wage
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide.	CTE HS	2,424	52%	\$38,783

Over 2,400 high school CTE concentrators graduated in the nursing pathway in 2021-22 with over half found employed in Tennessee's workforce. This program offers high school students the opportunity to earn their CNA and LPN certifications in high school. The Health Science pathway is the most popular among high school students with 18,000 students enrolled across Diagnostic Services, Therapeutic Services, Emergency Services, Nursing Services, and Sport and Human Performance programs. In 2024-25, schools will have the option to offer a new program, Behavioral Health, to prepare for the growing mental health medicine needs. Elizabethton High School offers students opportunities in clinical settings as well as the opportunity to earn industry credentials as a Certified Nursing Assistant (CNA).

Health Sciences Apprenticeship Completers, 2022

CIP Code	Program Title	Number of Completers 2022
51.0707	Health Information/Medical Records Technology/Technician.	*
51.0801	Medical/Clinical Assistant.	22
51.0909	Surgical Technology/Technologist.	*
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide.	26





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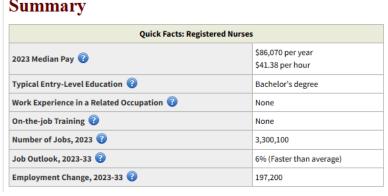
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Registered Nurses

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Pharmacy Technicians

PRINTER-FRIENDLY

More Info

Summary What They Do Work Environment How to Become One Job Outlook State & Area Data Similar Occupations

Summary

Quick Facts: Pharmacy Technicians			
2023 Median Pay 😨	\$40,300 per year \$19.37 per hour		
Typical Entry-Level Education 🕡	High school diploma or equivalent		
Work Experience in a Related Occupation 🕡	None		
On-the-job Training 🕜	Moderate-term on-the-job training		
Number of Jobs, 2023 🕡	463,900		
Job Outlook, 2023-33 🕡	7% (Faster than average)		
Employment Change, 2023-33 🕡	33,300		



From: Michele Holt <Michele@sedev.org> Sent: Tuesday, January 28, 2025 4:23 PM

To: Jeff Lemon < Jeff.Lemon@ChattanoogaState.EDU>

Subject: RE: Local Stats?

This sender is trusted.

Jeff,

Our business services person was able to run a few reports and pull the information below. We do not have any other local-level information that has been collected as a workforce board.

Data from external postings. Most of these jobs are not posted in the Jobs4tn system.

Grundy (last 180 days)

• 1 position for a Caregiver/Home Health Aide

Marion (last 180 days)

- 29 job orders for Registered Nurses
- 4 job orders for Pharmacy Technicians
- 8 job orders for Licensed practical and Licensed Vocational Nurses

Sequatchie (last 180 days)

- 1 job order for Registered Nurses
- 3 job orders for Pharmacy Technicians
- 4 job orders for Licensed Practical and Licensed Vocational Nurses

Polk (last 180 days)

• 2 job orders for Pharmacy Technicians

All of these are from External Job Orders. There were no Internal Job Orders that are still "Open and Available" for these positions in these counties.

Best,



Michele Holt

Executive Director
Southeast Tennessee Local Workforce Development Board
Workforce Director
Southeast Tennessee Development District
P. O. Box 4757
Chattanooga, TN 37405
o 423.424.4210 | m 423.240.2180
mholt@sedev.org





January 30, 2025

Dr. Martina Harris, Dean, Nursing & Allied Health Chattanooga State Community College 4501 Amnicola Highway Chattanooga, TN 37406

Dear Dr. Harris,

My name is Erik McDaniel. I am the President of the Marion County Chamber of Commerce. The Chamber is extremely thankful for Chattanooga State's work in our community.

As our surrounding counties have reviewed the medical care situation in the region, each time we do a feasibility study for a regional center or clinic, we continually face the issue of personnel shortages. This grant could help bring as many as 200 more healthcare professionals, particularly for nursing and pharmacy tech, to our county and the connecting counties that this grant project reaches. Please consider assisting us as we build a stronger community for today and tomorrow.

We are thrilled that you are building pathways for potential talent in our community, beginning in our elementary, middle, and high schools. We are elated that you offer our students inroads to achieve their dreams through two-year degree programs at Chattanooga State, and then, if the students choose to do so, they may continue their education and receive a bachelor's degree at area four-year schools. Thank you for doing all you can to build a pipeline of healthcare talent that is desperately needed in our rural counties.

You'll Never Walk Alone.

Rev. Dr. Erik McDaniel, President

Chamber of Commerce

GRUNDY COUNTY

Population & Demographics ▼

INDUSTRIES

INDUSTRY	EMPLOYMENT	ESTABLISHMENTS	AVG. ANNUAL WAGES
Crop and Animal Production	38	3	\$20,936
Mining, Quarrying, and Oil and Gas Extraction	26	1	\$37,694
Construction	43	11	\$43,216
Manufacturing	224	13	\$41,916
Wholesale Trade	34	12	\$85,413
Retail Trade	278	39	\$24,286
Transportation and Warehousing	32	12	\$38,891
Information	18	6	\$53,475
Finance and Insurance	53	12	\$36,639
Real Estate and Rental and Leasing	36	6	\$40,698
Professional, Scientific, and Technical Services	28	11	\$51,104
Administrative, Support, Waste Management and Remediation	129	12	\$58,518
Health Care and Social Assistance	182	19	\$36,759
Arts, Entertainment, and Recreation	19	3	\$25,098

TOP COUNTY EMPLOYERS	ESTIMATED EMPLOYEES	СІТУ
Grundy County School District	306	Altamont
The Bridge at Monteagle	108	Monteagle
Grundy County Government	100	Altamont
Toyota Seat USA	100	Pelham
Exceptional Enterprises, Inc.	73	Coalmont

INDUSTRIES

INDUSTRY	EMPLOYMENT	ESTABLISHMENTS	AVG. ANNUAL WAGES
Mining, Quarrying, and Oil and Gas Extraction	34	4	\$44,744
Utilities	32	1	\$90,810
Construction	272	32	\$83,908
Manufacturing	2,094	35	\$58,860
Wholesale Trade	258	24	\$72,587
Retail Trade	1,276	94	\$30,818
Transportation and Warehousing	254	21	\$53,589
Information	60	7	\$86,138
Finance and Insurance	113	25	\$55,708
Real Estate and Rental and Leasing	41	12	\$52,678
Professional, Scientific, and Technical Services	81	40	\$77,254
Administrative, Support, Waste Management and Remediation	82	15	\$31,740
Educational Services	15	4	\$43,302
Health Care and Social Assistance	618	49	\$35,971

TOP COUNTY EMPLOYERS	ESTIMATED EMPLOYEES	СІТУ
Lodge Manufacturing Company	554	South Pittsburg
Marion County School District	507	Jasper
Shaw Industries Group, Inc.	250	South Pittsburg
Mueller Water Products	246	Kimball
Valmont Industries, Inc.	240	Jasper
Walmart Stores, Inc.	233	Kimball
Variform, Inc.	230	Jasper
Parkridge West Hospital	200	Kimball
Marion County Government	167	Jasper
Colonial Chemical, Inc	130	South Pittsburg

INDUSTRIES

INDUSTRY	EMPLOYMENT	ESTABLISHMENTS	AVG. ANNUAL WAGES
Mining, Quarrying, and Oil and Gas Extraction	35	1	\$37,327
Construction	120	21	\$42,264
Manufacturing	205	18	\$39,317
Wholesale Trade	84	9	\$70,649
Retail Trade	295	45	\$32,132
Transportation and Warehousing	30	4	\$58,282
Finance and Insurance	62	13	\$52,073
Real Estate and Rental and Leasing	67	6	\$45,435
Professional, Scientific, and Technical Services	50	24	\$79,588
Administrative, Support, Waste Management and Remediation	62	5	\$41,274
Health Care and Social Assistance	252	36	\$47,397
Arts, Entertainment, and Recreation	217	21	\$16,622
Accommodation and Food Services	300	25	\$17,467
Other Services (except Public Administration)	54	13	\$25,053

TOP COUNTY EMPLOYERS	ESTIMATED EMPLOYEES	СІТУ
Polk County Board of Education	322	Benton
Polk Conty Government	117	Benton
Life Care Centers of American, Inc.	103	Ducktown
CG Roxane Water	45	Benton
Polymer Components	30	Benton

INDUSTRIES

INDUSTRY	EMPLOYMENT	ESTABLISHMENTS	AVG. ANNUAL WAGES
Mining, Quarrying, and Oil and Gas Extraction	82	4	\$74,984
Construction	75	14	\$47,028
Manufacturing	521	18	\$50,396
Wholesale Trade	110	20	\$43,476
Retail Trade	444	40	\$29,904
Transportation and Warehousing	28	9	\$50,990
Finance and Insurance	224	18	\$47,896
Real Estate and Rental and Leasing	30	8	\$33,187
Professional, Scientific, and Technical Services	68	28	\$75,791
Management of Companies and Enterprises	13	2	\$34,270
Administrative, Support, Waste Management and Remediation	203	20	\$39,041
Health Care and Social Assistance	359	24	\$32,916
Accommodation and Food Services	333	20	\$16,512
Other Services (except Public Administration)	36	12	\$27,081

TOP COUNTY EMPLOYERS	ESTIMATED EMPLOYEES	СІТУ
Mann + Hummel Usa, Inc.	401	Dunlap
Sequatchie County Board of Education	350	Dunlap
Southeast Tennessee Human Resource Agency	200	Dunlap
Walmart Inc.	175	Dunlap
National Healthcare Corporation	123	Dunlap



Federal Health Professional Shortage Areas Underserved Areas (MUAs)/Medically Underserved Populations (MUPs) May 2020



Whole County MUA

Partial County MUA

Whole County MUP

Data Source: Health Resources and Services Administration, U.S. Department of Health and Human Services, 2019

Note: Partial county shortage designations are comprised of the select urban census tracts which met eligibility criteria

ATTACHMENT FOUR: MEMORANDUM OF UNDERSTANDING

AGREEMENT BETWEEN

CHATTANOOGA STATE COMMUNITY COLLEGE AND

PARKRIDGE WEST HOSPITAL, NHC HEALTHCARE AND

GRUNDY, MARION, SEQUATCHIE, AND POLK COUNTY SCHOOLS

This Agreement entered into this 30th day of January, 2025 by and between Chattanooga State Community College (hereinafter referred to as the "College") and Parkridge West Hospital and NHC HealthCare, (hereinafter collectively referred to as the "Employer Participants") and Grundy County Schools, Marion County Schools, Sequatchie County Schools, and Polk County Schools, (hereinafter collectively referred to as the "Educational Participants"), is for the purpose of implementing the Rural Health Care Pathways Expansion Grant (RHCPE) Proposal, as further defined below.

PURPOSE

The purpose of this Agreement is to clearly identify the roles and responsibilities of each party as they relate to the Tennessee Higher Education Commission's (THEC) Rural Health Care Pathways Expansion Grant (RHCPE) proposal to implement the RHCPE program in the College's rural service areas. In particular, the Agreement is intended to establish expectations between the designated employer participants and the education participants to provide youth the opportunity to gain valuable vocational skills to address the labor shortage and skill deficits in the rural health care sector.

I. ROLES

1. COLLEGE ROLE:

The College agrees to the following responsibilities:

- Serve as the fiscal agent of the grant
- Coordinate dual enrollment and/or dual credit with identified Educational Participants
- Deliver health career educational opportunities to employees and students of the Educational Participants
- Coordinate work-based learning opportunities required by employers for students to work for Employer Participants upon completion of the respective program
- Create/strengthen a Nursing program/career pathway in participant rural counties
- Create/strengthen a Pharmacy Technology program/career pathway in participant rural counties

2. EMPLOYER PARTICIPANTS:

The Employer Participants are responsible for supporting the mission of the RHCPE. Employer participants agree to the following responsibilities:

- Alerting the College of job openings
- Development of youth interest in health careers, especially those pathways outlined in this project
- Host tours for youth and adult program participants (no more than one per year per participant)
- Where applicable and possible, host job shadowing opportunities for students
- On request, provide healthcare professionals to assist with mock skills stations, along with sharing best practices and industry needs to inform project activities
- Participate in school career exploration events (no more than one per year per participant)
- Consider graduates for employment
- Serve on occupational advisory boards upon request, and attend requested meetings
- Where applicable, provide Chattanooga State with the data and grantrelated activities necessary in the preparation of this grant's reports.

The Employer Participants agree that there is a need for these programs in their rural communities because of a lack of qualified candidates in health careers in their local geographic area. The benefits include an increased skilled pipeline to their organization and an overall benefit to the rural communities they serve by providing increased access to quality health care.

3. EDUCATION PARTICIPANTS:

Education Participants agree to the following responsibilities:

- Recruiting students to enroll in Health Career Pathways
- Providing students with WBL (Work-Based Learning) opportunities by engaging students and employers in meaningful activities
- Managing dual enrollment/dual credit with the College
- Providing students the opportunity to obtain industry credentials, including underrepresented groups of students (economically disadvantaged, students with disabilities, students in foster care; and students with parents that are in the armed forces or on active

duty) as well as non-traditional

- Monitor Employer Participant engagement
- Where possible, assist with needed participant statistics for grant reporting purposes

The Education Participants agree that there is a need for these programs in their rural communities because of a lack of overall awareness and access in secondary students regarding health careers in their local geographic area. The benefits include a potentially increased employment rate and income for the rural communities they serve and providing increased access to quality health care.

II. MISCELLANEOUS:

- 1. Modification of roles/responsibilities and the sustainability of the program are collectively decided by the parties.
- 2. An Employer Participant or Educational Participant may terminate its relationship with the program at the end of an academic term with a 30-day written notice to the College.
- 3. Employer Participants and Educational Participants may be added through written Amendment to this Agreement.
- 4. <u>Term</u>. The term of this Agreement shall be August 1, 2025 through July 31, 2029.
- 5. Counterparts. This Agreement may be executed in any number of counterparts, each of which together shall be deemed to be original, but all of which together shall constitute one and the same instrument. In the event that any signature is delivered by facsimile transmission or by e-mail delivery of a ".pdf' format data file, such signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such a facsimile or ".pdf' signature page was an original thereof.

COLLEGE: Chattanooga State Community College	EMPLOYER PARTICIPANT: Parkridge West Hospital
Signature Chypal	Signature
Rebecca Ashford, President	Deborah Deal, CNO, Parkridge Health System
_01/28/2025 Date	Date
EDUCATIONAL PARTICIPANT: Grundy County Schools	EMPLOYER PARTICIPANT: NHC HealthCare
Signature	Signature
Dr. Clint Durley, Director of Schools Name and Title	Name and Title
Date	Date
EDUCATIONAL PARTICIPANT: Marian County Schools	EDUCATIONAL PARTICIPANT: Polk County Schools
Signature	Signature
Diane Gullett, Superintendent of Schools Name and Title	James Jones, Director of Schools
Date	Date
EDUCATIONAL PARTICIPANT:	

Sequatchie County Schools	
Signature	
Sarai Pierce, Director of Schools Name and Title	
Traine and Title	
Date	

Chattanooga State Community College	Parkridge West Hospital
Signatura	Signature Signature
Signature	Signature
Rebecca Ashford, President	Deborah Deal, CNO, Parkridge Health System
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Signature	Signature
Diane Gullett, Superintendent of Schools Name and Title	James Jones, Director of Schools
Date	Date
EDUCATIONAL PARTICIPANT: Sequatchie County Schools	

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Chattanooga State Community College	Parkridge West Hospital
Signature	Signature
Rebecca Ashford, President	Deborah Deal, CNO, Parkridge Health System
Date	Date
EDUCATIONAL PARTICIPANT: Grundy County Schools	EMPLOYER PARTICIPANT: NHC HealthCare
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Dr. Clint Durley, Director of Schools Name and Title	Name and Title
Date	Date
EDUCATIONAL PARTICIPANT:	EDUCATIONAL PARTICIPANT:
Marian County Schools	Polk County Schools
Signature	Signature
Diane Gullett, Superintendent of Schools Name and Title	James Jones, Director of Schools
Date	Date
EDUCATIONAL PARTICIPANT:	

Signature	Signature
Rebecca Ashford, President	Deborah Deal, CNO, Parkridge Health System
Date	Date
EDUCATIONAL PARTICIPANT: Grundy County Schools	EMPLOYER PARTICIPANT: NHC HealthCare
Signature	Signature Signature
Dr. Clint Durley, Director of Schools Name and Title	Kristy Long, RN, ADON Name and Title
Date	1-24-2025 Date
EDUCATIONAL PARTICIPANT: Marian County Schools	EDUCATIONAL PARTICIPANT: Polk County Schools
Signature	Signature
Diane Gullett, Superintendent of Schools Name and Title	James Jones, Director of Schools
Date	Date
EDUCATIONAL PARTICIPANT: Sequatchie County Schools	
Signature	

COLLEGE:	EMPLOYER PARTICIPANT:
Chattanooga State Community College	Parkridge West Hospital
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Signature	Signature
Rebecca Ashford, President	Deborah Deal, CNO, Parkridge Health
	System
Date	Date
	Date
EDUCATIONAL PARTICIPANT:	EMPLOYER PARTICIPANT:
Grundy County Schools	NHC HealthCare
Signature	Signature
Signature	Signature
Dr. Clint Durley, Director of Schools	
Name and Title	Name and Title
Date	Date
EDUCATIONAL PARTICIPANT:	EDUCATIONAL PARTICIPANT:
Marian County Schools	Polk County Schools
	Tom county concern
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Signature	Signature
Dr. Mark Griffith, Director of Schools	James Jones, Director of Schools
Name and Title	bulles volles, Birector of Schools
1.24-25	
Date	Date
Duiv	Date
EDUCATIONAL PARTICIPANT:	

Signature	Signature
Rebecca Ashford, President	Deborah Deal, CNO, Parkridge Health System
Date	Date
EDUCATIONAL PARTICIPANT: Grundy County Schools	EMPLOYER PARTICIPANT: NHC HealthCare
Signature	Signature
Dr. Clint Durley, Director of Schools Name and Title	Name and Title
Date	Date
EDUCATIONAL PARTICIPANT:	EDUCATIONAL PARTICIPANT:
Marian County Schools	Polk County Schools
Signature	Signature
Diane Gullett, Superintendent of Schools Name and Title	James Jones, Director of Schools
Date	1-24-2025 Date
EDUCATIONAL PARTICIPANT: Sequatchie County Schools	

EDUCATIONAL PARTICIPANT: Sequatohie County Schools Signature	
Sarai Pierce, Director of Schools Name and Title	
1/28/25 Date	