

THE UNIVERSITY OF TENNESSEE AT MARTIN

HOPE for Rural Health: Expanding
Nursing Career Pathways for Northwest Tennessee Students

THE UNIVERSITY OF TENNESSEE AT MARTIN IN PARTNERSHIP WITH:

1. TENNESSEE COLLEGE OF APPLIED TECHNOLOGY CRUMP
2. TENNESSEE COLLEGE OF APPLIED TECHNOLOGY JACKSON-LEXINGTON
3. TENNESSEE COLLEGE OF APPLIED TECHNOLOGY NORTHWEST
4. DECATUR COUNTY SCHOOLS
5. FAYETTE COUNTY SCHOOLS
6. LAUDERDALE COUNTY SCHOOLS
7. MCNAIRY COUNTY SCHOOLS
8. TIPTON COUNTY SCHOOLS
9. HENDERSON COUNTY COMMUNITY HOSPITAL
10. LAUDERDALE COMMUNITY HOSPITAL
11. WEST TENNESSEE MEDICAL ASSOCIATES
12. WEST TENNESSEE MEDICAL GROUP, INC.
13. BOLIVAR GENERAL HOSPITAL, INC.

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Funding
requested:
\$1,992,885

X 

Senior Vice Chancellor of Finance and Administration (Fiscal Agent)

X 

Project Director (Lead Entity)

The University of Tennessee at Martin

HOPE for Rural Health: Expanding Nursing Career Pathways for Northwest TN Students

The *Healthcare Opportunities Powering Excellence (HOPE) for Rural Health: Expanding Nursing Career Pathways for Northwest TN Students* addresses critical healthcare workforce shortages in five rural Northwest Tennessee counties through an innovative educational pathway program. Led by the University of Tennessee at Martin (UTM), this collaborative effort creates seamless transitions for students from high school through Tennessee Colleges of Applied Technology (TCATs) and into UTM's Bachelor of Science in Nursing (BSN) program.

The program encompasses two primary strategies. First, it establishes documented articulation agreements between UTM and TCATs to support healthcare career pathways from high school through postsecondary education, including dual enrollment opportunities. Second, it implements structured work-based learning experiences for students in grades 8-12, incorporating mentorship, career exploration, and hands-on training.

HOPE's comprehensive approach includes the creation of two dedicated full-time positions, the HOPE Program Director and K-12 Partnership Coordinator, to ensure a strong connection between secondary and postsecondary partners in promoting high-demand, high-skilled careers in Tennessee. Beginning in 8th grade, students explore healthcare careers through family information sessions and targeted guidance. The program continues through high school with mentorship, site visits, and dual enrollment opportunities in either UTM's prerequisite courses or TCAT's pre-practical nursing pathway. The initiative will expand UTM's BSN program to regional centers in Ripley and Selmer to increase accessibility for rural students.

Key objectives include increasing high school health sciences pathway enrollment by 10%, ensuring clinical placements for all LPN/BSN students, achieving a 10% increase in health science postsecondary program enrollment by the end of the grant, increased understanding of healthcare careers and pathways, better student preparation for health science pathways, and the development of soft skills and foundational academic knowledge. The program serves Decatur, Fayette, Lauderdale, McNairy, and Tipton counties, targeting over 6,100 high school students.

The partnership includes five K-12 school districts, three TCATs (Crump, Jackson, and Northwest), five local healthcare providers, and UTM. Sustainability is ensured through institutional commitments and diverse funding streams, including tuition revenue, scholarships, and state grants. This initiative aims to build a robust healthcare workforce pipeline while retaining local talent and supporting regional economic development in rural Tennessee communities.

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Program Narrative

HOPE for Rural Health: Expanding Nursing Career Pathways for Northwest TN

Students requests funding to address the critical regional shortage of healthcare professionals.

This innovative program will create a seamless pathway for rural students in Decatur, Fayette, Lauderdale, McNairy, and Tipton counties to pursue rewarding careers in healthcare from high school into a Tennessee College of Applied Technology (TCAT) program and/or to the University of Tennessee at Martin (UTM). Strategy 1: Documented articulation agreements between UTM and TCATs will support the healthcare career pathway programs from HS to TCAT to UTM and include TCAT/UTM dual enrollment (DE) opportunities. Outcomes include a 10% increase of HS students enrolled in the health sciences pathway in participating school districts, 100% of students enrolled in LPN/BSN programs have clinical placements at industry partners, and 10% annual increase of health sciences pathway students enrolling in a health science postsecondary credential program including nondegree, TCAT, associate, and bachelor's programs. Strategy 2: Collaborative, meaningful, and structured work-based learning (WBL) experiences are incorporated for students in grades 8-12 in HOPE mentoring program. Outcomes include 100% of participating students will gain an understanding of healthcare careers and pathways; 100% of participating students will develop soft skills, foundational academic knowledge, and hands-on exposure; and 100% of participating students will be better prepared for health science pathways, including non-degree, TCAT, associate, and bachelor's programs.

Demonstration of Need

The 2024 THEC/TSAC Academic Supply for Occupational Demand Report lists licensed practical nurses (LPNs) 29-2061 as needed in every TN local workforce development area. The Bureau of Labor Statistics (2024) projects a 3% employment increase for LPNs from 2023 to

2033. Bachelor degreed nurses (51.3801, 51.3899) are in need with registered nursing employment expected to grow 6% in the same period. Jobs4TN lists 1,846 job openings for LPNs and 5,387 for registered nurses in TN (381 in SWTN and 223 in NWTN). In the target counties, healthcare organizations are main employers: Volunteer Home Care in Decatur, 120 employees; Decatur County Manor, 110 employees; Lauderdale Community Hospital, 163 employees; Adamsville Health Care, 105 employees; McNairy County Health Care Center, 105 employees; and Western Mental Health Institute, 500 employees.

SOC to CIP Crosswalk			
29-2061	LPNs and LVNs	51.3901	LPN/LVN Training
29-1141	Registered Nurses	51.3801	Registered Nursing/Registered Nurse.
29-1141	Registered Nurses	51.3899	Registered Nursing, Nursing Admin, Nursing Research and Clinical Nursing
31-1131	Nursing Assistants	51.3902	Nursing Assistant/Aide, Patient Care Assistant

The five participating counties have low percentages of HS students in health sciences pathways, with Decatur having only thirty-six students. The UTM Parsons Center currently offers the BSN program in Decatur, but there no defined pathway from HS and no organized healthcare course curriculum offered by DE. Fayette, Lauderdale, and McNairy have no healthcare coursework or program available in the county. Tipton has 18% of HS students enrolled in health science pathway and has traditional two-year degree programs available in Covington but needs more on- and off-ramps and a direct route from HS to a four-year degree within the county. Creating a local nursing program in each county provides students with a career pathway that reduces the number of healthcare workers traveling outside the county to study, retains local talent, and retains taxpayer dollars, all of which supports the community and regional economy. Regional recruiters report a need for graduates with hands-on experience and clinical judgment skills. UTM's signature three years of clinical rotations provides students with hundreds of hours of

bedside experience establishing a solid foundation for nursing practices. The proposed grant purchase of high-fidelity simulator equipment will also provide hands-on experience and opportunity to develop clinical judgment skills.

With the established need for increased numbers of nurses, an educational pathway will be created from high schools to TCATs and UTM for healthcare professional programs, strengthening healthcare education pipelines and promoting regional workforce development. UTM will offer a new zoology science sequence and a revised biology 200 (medical and science vocabulary) in an expansion of DE course curriculum to meet the needs of the allied health program of study. The healthcare careers educational pathway will begin in DE offerings, allowing students to seamlessly transition into their desired healthcare pathway upon completing the required prerequisite academic courses. Through a defined degree pathway, Career and Technical Education (CTE) students can complete a total of eight classes in 11th and 12th grades.

Beginning in eighth grade, students will explore potential healthcare career options through family informational sessions as they decide on a high school program of study. UTM and TCATs will work with 9th and 10th graders in a career and technical education (CTE) healthcare program of study at target high schools. The Healthcare Opportunities Powering Excellence (HOPE) mentorship program will inform eighth-12th students about healthcare career pathways, develop foundational knowledge and skills, and build confidence and interest in pursuing careers in healthcare through mentorship, hands-on experiences, and early academic preparation. Meaningful work-based learning (WBL) is included for 9th and 10th graders as mentorship engagement, career exploration workshops, healthcare site visits, foundational academic preparation, community service, leadership, and completion of a capstone project. In 11th and 12th grade, CTE students will have multiple pathway options with UTM/TCAT with DE

options. During this period, students will have WBL opportunities through HOPE: healthcare site visits, job shadowing, and demonstrations from healthcare professionals from different specialties illustrating the varied opportunities in healthcare.

In year two of the grant, UTM will conduct academic planning to establish a continuing pathway at the UTM regional centers in Ripley and Selmer. UTM institutional funds will be used to renovate existing space at these regional centers to provide the BSN program, incorporating WBL opportunities to meet the workforce demand of the region. Autoclaves and high-fidelity nursing simulators for Ripley and Selmer are included in the budget to provide students with access to medical tools and to ensure students have experience in managing real-life scenarios.

Program Plan

UTM leads this collaborative effort to expand, clearly define, and promote healthcare career pathways in underserved rural areas extending from high school WBL, DE, and TCAT PPN/LPN or other healthcare degree to a UTM BSN. Participating in these early postsecondary opportunities (EPSOs) allows students to earn postsecondary credit while in high school, become familiar with postsecondary rigor and expectations, develop confidence and skills for success in postsecondary learning, make informed postsecondary and career decisions, and decrease the time and cost of completing the program diploma.

The proposed program will launch with the Healthcare Opportunities Powering Excellence (HOPE), a six-component, WBL experience in target high schools for students pursuing a healthcare program of study. An essential component of HOPE is the connection between secondary and postsecondary partners in promoting high-demand, high-skilled careers in TN. UTM and TCATs will be continuously communicating with the participating school districts to partner on the HOPE activities. HOPE will expose students to healthcare career

pathways, develop foundational knowledge and skills, provide healthcare experts as guest presenters/speakers, and build confidence and interest in pursuing careers in healthcare through mentorship, hands-on experiences, and early academic preparation. The increased awareness of healthcare career opportunities at an earlier age will increase the number of students in a health sciences pathway leading to a professional credential in the served rural areas. The HOPE Program Director will be hired as a full-time grant-funded UTM employee to oversee the HOPE mentorship component. The HOPE Program Director will work directly with K-12 schools, industry partners, and postsecondary partners to recruit and train mentors, oversee site visit coordination, conduct school visits to assist with career exploration, coordinate student volunteer experiences, facilitate presentations and networking to highlight the variety of healthcare fields in the Health Science Career Cluster, and assist with assessment, evaluation, and reporting. A K-12 Partnership Coordinator will also be hired as a full-time, grant-funded employee to support the HOPE Program Director and the Project Director. Duties will include data collection and analysis, compliance, and reporting, tracking of grant activities with alignment to grant guidelines, and communication with K-12 partners. Both positions will report to the Project Director.

Beginning in eighth grade and utilizing a cohort model, students will begin to explore potential healthcare career options through *Lifesaving Lift-Off*, a student and family night of informational sessions hosted by UTM/TCATs to assist students with their selection of a HS program of study. Sessions will include faculty, current UTM/TCAT students, and local healthcare professionals. UTM will create a detailed education and career pathway guide, *Guide to HOPE*, to distribute to each cohort that defines various healthcare professions, explains

licensure, continuing education requirements, degree differentials, career outlook, growth, education pathways, career pathways, and descriptions of local programming.

HOPE will work with 9th and 10th graders in a career and technical education (CTE) healthcare program of study at target HSs. Meaningful WBL will include mentorship engagement, career exploration workshops, healthcare site visits, foundational academic preparation, community service, leadership, and completion of a capstone project. HOPE Mentorship consists of two components: professional mentorship in which students are paired with professionals from partnering healthcare facilities such as nurses, allied health workers, and hospital administrators; and academic mentorship in which students are paired with nursing student mentors from UTM/TCAT. Mentors share their career journeys, challenges, and successes while fostering open dialogue, encouraging questions, and guiding goal setting during monthly themed mentorship discussions. HOPE Career Exploration Workshops will be hosted by UTM, TCAT, and partner healthcare facilities. Topics will include Introduction to Healthcare Careers, Basic Health Skills, Simulated Medical Procedures, and Soft Skills Training. Career interest surveys will be available to participants with support from the UTM Office of Career Planning and Development. HOPE Site Visits will include opportunities such as touring local clinics, health departments, counseling centers, and hospitals in the rural counties served; shadowing LPNs, RNs, and allied health workers; and observing simulation labs at UTM and TCAT to experience real-world healthcare environments. These site visits will ensure the students are fully cognizant of the skills and training required to meet the needs of employers and industry partners.

In addition to the healthcare focus of the program, participants will also receive foundational academic preparation including an introduction to basic medical vocabulary to

prepare for the UTM DE Medical Vocabulary course in 11th/12th grades; exposure to biology concepts (aligned with future DE courses); ACT preparation workshops focused on test-taking strategies and reading comprehension; and sessions on effective study habits, test-taking skills, financial literacy, and balancing academics with extracurriculars. Community service and leadership will also be a focus as students will be expected to volunteer in healthcare-related activities such as health fairs and the creation of HS wellness campaigns as well as to collaborate on a healthcare community project (e.g., creating educational materials about healthcare careers). These activities will focus on developing foundational skills such as critical thinking, leadership, communication, and teamwork.

At the end of 10th grade, students will produce a capstone project reflecting their learning journey in the mentorship program, such as a poster presentation about a healthcare profession, a wellness plan for their school/community, or a report on their site visit experience. As they complete their capstone project, students will also begin the admission process for DE opportunities based on their desired pathway and career goal. Students will be asked to participate in focus groups and interviews for qualitative analysis and reporting for continuous improvement of the program.

In 11th and 12th grade, CTE students can choose from multiple pathway options with support from the post-secondary partners and the HOPE Program Director. During this period, students will have WBL opportunities through HOPE: healthcare site visits, job shadowing, and demonstrations from healthcare professionals from a variety of areas illustrating the different opportunities in healthcare. Students will enroll and begin coursework in their selected DE option from TCAT or UTM.

The first option is the UTM DE program, which offers a course rotation focused on general education classes and healthcare prerequisites. This pathway is specifically designed to prepare students for direct admission to UTM's healthcare programs. The program will be fully funded through the THEC DE Grant and the UTM Dual Advantage Grant, making this defined healthcare DE pathway accessible and affordable for rural students:

Junior, Fall	Nursing 281, Anatomy & Physiology I (NEW Allied Health sequence)
Junior, Spring	Psychology 101, Anatomy & Physiology II (NEW Allied Health sequence)
Senior, Fall	Math 140, English 111
Senior, Spring	Microbiology 251, English 112

UTM will expand healthcare pathway DE options by promoting the following two new courses:

Biology 185 Survey of Healthcare: Laboratory and Data Science designed to provide an overview of lab science, health informatics, information management, and how these professionals interact with the healthcare delivery system; and

Biology 200: Medical and Scientific Vocabulary to build proficiency in terminology essential for healthcare professionals.

A second option for students is TCAT DE for pre-practical nursing (PPN) or other allied health pathways in the Health Sciences Career Cluster. Ideally, high school students complete 216 clock hours in 11th and 12th grades fully funded by the DE Grant. After completion of the PPN pathway and graduation from high school, students enter TCAT as matriculated adult students in the second trimester of the LPN program. TCATs Crump, Jackson, and Northwest will continue their 12-month LPN programs resulting in students graduating as a Nurse Aide Certificate after completing 432 hours and/or a Diploma in Practical Nursing upon successful completion of 1,296 hours. Adult enrollment includes two trimesters or 864 clock hours to complete the LPN diploma program and qualify for the NCLEX PN exam. The Patient Care

Technology/Medical Assistant PCT program is also available at TCATs Jackson, Northwest, and Crump.

After completing one of the two options, students can enter the workforce or choose to seamlessly transfer into the UTM BSN program offered at the UTM main campus and UTM Regional Center at Parsons. Center renovations and equipment purchases are scheduled for years one and two of the grant. Beginning in grant year three, UTM will offer the BSN program as a cohort model at the regional centers at Ripley and Selmer to establish local WBL opportunities to meet the workforce demand of the region. Utilizing the regional centers serves students who may be timebound and/or place bound and thus previously unable to participate in training located at a distance. The centers will provide access to high-quality in-person and hybrid educational offerings as well as high-quality equipment including autoclaves, virtual reality headsets, and high-fidelity nursing simulators without leaving their rural community.

This career pathways program has seamless entry and exit points with stackable credentials. UTM will collaborate with TCAT partners offering Practical Nursing Programs designed to equip students with the competencies required for LPN on an LPN-to-BSN articulation pathway. HS students can transition to TCATs to complete their LPN program or other healthcare program, then transfer seamlessly to UTM to complete the BSN degree, a six-semester program that allows for an extra full year of clinical training or enter the workforce. Participants who complete the healthcare DE pathway can be admitted directly to the UTM BSN program and graduate within three years ready to enter the workforce in their underserved rural community.

Timeline	
Y1,Q1	Hire HOPE Program Director and K-12 Partnership Coordinator; begin development of the <i>Guide to Hope</i> ; mentor recruitment/training; procurement of supplies/equipment; Steering committee meets monthly

Y1,Q2	Launch HOPE for 9th and 10th-grade students; conduct initial mentor training sessions; schedule initial career exploration workshops; schedule initial site visits to industry partners; Steering Committee meets.
Y1,Q3	Implement the <i>HOPE</i> activities; disseminate the Guide to Hope to all target high schools; host <i>Lifesaving Liftoff</i> - eighth grade Student & Family Night with all target districts; Steering Committee meeting.
Y1,Q4	Continue HOPE activities for ninth-grade students; complete the HOPE for 10th-grade students; finalize DE course offerings and registration for next academic year; prepare for launch of DE courses in the following academic year; Steering Committee meeting
Y2,Q1	Launch HOPE for ninth-grade students; continuation of the HOPE for 10th-grade students; launch/Continue DE opportunities for 11 th /12 th grade students; begin planning for expansion of BSN to Ripley/Selmer; Steering Committee meeting
Y2,Q2	Continuation of the HOPE for ninth/10th-grade students; continuation of DE courses for 11 th /12th-grade students; conduct needs assessments and develop plans for expansion of BSN; Steering Committee meeting
Y2,Q3	Continuation of the HOPE for ninth/10th-grade students; continuation of DE courses for 11 th /12th-grade students; begin procurement process for necessary equipment for BSN program expansion; host <i>Lifesaving Liftoff</i> - eighth grade Student & Family Night with all target districts; Steering Committee meeting
Y2,Q4	Continuation of HOPE for 9 th grade students; complete HOPE for 10 th grade students; conduct focus group and surveys for 10 th grade students completing HOPE; completion of DE courses for 11 th -12 th grade students; finalize DE course offerings and registration for next academic year; prepare for the launch of DE courses in the following academic year; begin planning for the next cohort of HOPE. Finalize plans for BSN program expansion; Steering Committee meeting.
Y3,Q1	Launch HOPE for ninth-grade students; continuation of HOPE for 10th-grade students; launch/continue DE opportunities for 11 th /12 th grade students; begin implementation of BSN program expansion at Selmer/Ripley; recruit and hire faculty for the expanded BSN program sites; Steering Committee meeting.
Y3,Q2	Continuation of HOPE for ninth/10th-grade students; continuation of DE courses for 11 th /12th-grade students; continue implementation of the BSN program expansion at Selmer/Ripley; conduct mid-year program evaluation; Steering Committee meeting.
Y3,Q3	Continuation of HOPE for ninth/10th-grade students; continuation of DE courses for 11 th /12th-grade students; continue implementation of the BSN program expansion at Selmer/Ripley; host <i>Lifesaving Liftoff</i> - eighth grade Student & Family Night with all target districts; Steering Committee meeting.
Y3,Q4	Continuation of the HOPE for 9th-grade students; complete the HOPE for 10th-grade students; conduct focus group and surveys for 10 th grade students completing HOPE; completion of DE courses for 11 th /12th-grade students; Steering Committee meeting; finalize DE course offerings and registration for next academic year; prepare for the launch of DE courses in the following academic year; begin planning for the next cohort of HOPE; conduct end-of-year program evaluation; continue implementation of the BSN program expansion at Selmer/Ripley Centers.
Y4,Q1	Launch HOPE for ninth-grade students; continuation of HOPE for 10th-grade students; launch/continue DE opportunities for 11 th /12 th grade students; continue

	implementation of the BSN program expansion at Selmer/Ripley; Steering Committee meeting.
Y4,Q2	Continuation of HOPE for ninth/10th-grade students; continuation of DE courses for 11 th /12th-grade students; continue implementation of the BSN program expansion at Selmer/Ripley Centers; conduct mid-year program evaluation; Steering Committee meeting.
Y4,Q3	Continuation of HOPE for 9 th /10th-grade students; continuation of DE courses for 11 th /12th-grade students; UTM BSN or TCAT Program application for interested 12 th -grade students; continue implementation of the BSN program expansion at Selmer/Ripley; host <i>Lifesaving Liftoff</i> - 8th grade Student & Family Night with all target districts; Steering Committee meeting.
Y4,Q4	Continuation of HOPE for 9th-grade students; complete HOPE for 10th-grade students; conduct focus group and surveys for 10 th grade students completing HOPE; completion of DE courses for 11 th /12th-grade students; finalize DE course offerings and registration for next academic year; prepare for the launch of DE courses in the following academic year; begin planning for the next cohort of the HOPE; finalize implementation of the BSN program expansion at Selmer/Ripley; complete the HOPE for the first full cohort; conduct end-of-year program evaluation and final program evaluation/report; Steering Committee meeting.

Grant Key Objectives:

Objective 1: By the end of Y1Q1, UTM will employ a HOPE Program Director and K-12 Partnership Coordinator for the program. Metrics: Approved position descriptions outlining roles and responsibilities and employment verification.

Objective 2: By the end of Y1Q3, the Collaborative will develop and thoroughly distribute *Lifesaving Liftoff: Healthcare Career Pathway Guide* for HS students. Metrics: Finalized guide; documentation of meetings and collaboration with partners in the development process; surveys of students/families/educators as to guide's distribution and effectiveness.

Objective 3: By the end of Year 2, 100% of participating students will gain an understanding of healthcare careers and pathways because of HOPE. Metrics: Pre- and post-program surveys to assess knowledge of healthcare careers and pathways, focus groups and interviews to gather qualitative data on student understanding of healthcare careers; analysis of student project work, presentations, or portfolios for evidence of learning about healthcare careers.

Objective 4: By the end of Year 2, 100% of participating students will develop soft skills, foundational academic knowledge, and hands-on exposure as a result of HOPE. Metrics: Pre- and post-program assessments to measure student growth in soft and foundational academic knowledge; track student participation in experiential activities, such as lab simulations, hospital tours, and job shadowing experiences; collect teacher and mentor observations on student development of soft skills and academic knowledge.

Objective 5: By grant end, 100% of participating students will be better prepared for health science pathways, including nondegree, TCAT, associate, and bachelor's programs. Metrics: Track student-intended pathways in postsecondary health science programs; conduct surveys and interviews with program graduates to assess their perceived preparedness for postsecondary education.

Objective 6: By the end of the four-year grant, 10% increase of HS students enrolled in the health sciences pathway in participating school districts. Metrics: Annual reporting of health sciences pathway enrollment (baseline 2024-2025 enrollment).

Objective 7: By the end of the four-year grant, 100% of students from target HSs who enroll in the LPN/BSN programs will have clinical placements at industry partners. Metrics: Student placement verification records in clinical settings; survey data on student satisfaction and learning outcomes from clinical experiences.

Objective 8: By the end of the four-year grant, 10% annual increase of health sciences pathway students enrolling in a health science postsecondary credential program including nondegree, TCAT, two-year degrees, and four-year degrees. Metrics: Track student enrollment in postsecondary health science programs; data on student academic performance and persistence in postsecondary programs (baseline data from first year of grant).

Objective 9: By the end of the four-year grant, articulation agreements between academic partners will be developed, implemented, and updated as needed. Metrics: Updated articulation agreements between academic partners; documentation of meetings and communication-related to the review and update of articulation agreements.

Objective 10: The Applicant will review and update as needed clinical affiliation agreements with employer partners. Metrics: Copies of updated clinical affiliation agreements with employer partners; documentation of meetings and communication-related to the review and update of clinical affiliation agreements.

The Project Director (PD) is Ms. Erica Bell, UTM Executive Director of Regional Centers and Online Programs. The Co-Project Director (CPD) is Dr. Anita Rogers, faculty member at UTM Parsons Center, knowledgeable about TCAT and BSN programs. UTM will employ two full-time staff members, a HOPE Program Director and a K-12 Partnership Coordinator. Monthly meetings conducted by the PD will include the CPD, HOPE Program Director, and K-12 Partnership Coordinator to report and assess current performance, review financial status, and evaluate how program can be enhanced as well as address barriers. A representative from each partnering institution will serve on the Steering Committee with representatives from the UTM academic support areas and an Ayers Foundation counselor and/or guidance counselor from the school districts. The Steering Committee will meet monthly during the first quarter to ensure implementation of the mentorship program, DE classes, and adequate addressing of barriers, then move to a quarterly meeting schedule.

The collective population of the five counties served is 168,619. An average of 90.7 percent has a home computer and 84.1 percent have broadband in their homes. Target counties have six participating HSs with about 6,112 students with 1,040 students enrolled in a healthcare

science pathway. Student participants will benefit from increased awareness of healthcare career opportunities, pathways, development of soft skills, foundational academic knowledge, hands-on healthcare exposure; building relationships with local healthcare and educators through mentoring; and having a seamless transition from HS to LPN or BSN pathways. These counties will also benefit from academic planning to expand BSN programs in rural centers. Creating a local nursing program within each of these counties to provide students with a career pathway reduces the workforce traveling outside the county. Further, it helps retain local talent taxpayer dollars in the county, supporting the community and regional economy.

Strength of Partnership

K-12 Educational Partners: Decatur, Fayette, Lauderdale, McNairy, and Tipton: The K-12 Educational Partners are responsible for collaborating with UTM to establish mentorship groups; coordinating student participation; aligning mentorship activities with classroom learning; working closely with the HOPE Program Director and the postsecondary DE staff. They are experienced at managing DE processes through UTM and/or TCATs.

Industry Partners: W. T. Medical Associates (Halls), West TN Medical Group, Inc. (Lexington), Bolivar General Hospital, Inc., and Lauderdale Community Hospital. The Industry Partners are responsible for providing communications to encourage individuals to serve as mentors in the HOPE program; hosting/facilitating hands-on workshops in HOPE; and providing site visit tours and shadowing/networking opportunities to participating students.

TCATs: Crump, Jackson (Lexington), Northwest. The TCATs are responsible for collaborating with UTM in developing LPN-to-BSN Articulation Pathway; continuing to provide the nursing programs; providing nursing faculty and students to serve as mentors in the HOPE; and hosting/facilitating hands-on workshops in the HOPE.

UTM (Lead Applicant). UTM will provide overall leadership and direction, including management, oversight, subaward issuance, and reporting responsibilities; manage program finances and ensure compliance; provide nursing faculty and students to serve as mentors in HOPE program; host and facilitate hands-on workshops in HOPE; and expand DE opportunities for healthcare pathways. UTM has extensive grant management and dual enrollment experience.

A copy of the Partnership Agreement signed by all parties is attached.

Sustainability

This program is a direct response to the significant and unmet workforce needs in our rural counties and its success is predicated on strong institutional commitment from our post-secondary partners. Each partner has pledged to integrate the program into their regular budgeting cycle, ensuring its continuation and growth beyond the 48-month grant period. This commitment is not merely aspirational; it is a concrete plan supported by diverse funding streams such as tuition revenue, Hope Scholarships, UTM Dual Advantage Scholarship, TN/UT Promise, district scholarships, and TN DE Grants. These diversified funding sources will provide a stable foundation for the program's long-term financial health, enabling us to expand course offerings, reach more students in our rural counties, and address the critical workforce shortages in healthcare. Crucially, the clinical rotations, a vital component of the program, will continue seamlessly, providing students with essential hands-on experience and ensuring a robust pipeline of qualified professionals for our rural communities.

GRANT BUDGET				
UTM HOPE for Rural Health: Expanding Nursing Career Pathways for Northwest TN Students				
The grant budget line-item amounts below shall be applicable only to expense incurred during the following				
Applicable Period: BEGIN: END:				
POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY ¹	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1. 2	Salaries, Benefits & Taxes	704,420.81	0.00	0.00
4, 15	Professional Fee, Grant & Award ²	10,000.00	0.00	0.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	486,235.00	0.00	0.00
11. 12	Travel, Conferences & Meetings	96,000.00	0.00	0.00
13	Interest ²	0.00	0.00	0.00
14	Insurance	0.00	0.00	0.00
16	Specific Assistance To Individuals	40,000.00	0.00	0.00
17	Depreciation ²	0.00	0.00	0.00
18	Other Non-Personnel ²	0.00	0.00	0.00
20	Capital Purchase ²	508,608.00	0.00	0.00
22	Indirect Cost	147,621.11	0.00	0.00
24	In-Kind Expense	0.00	0.00	0.00
25	GRAND TOTAL	1,992,884.92	0.00	0.00

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 Subrecipients of Federal and State Grant Monies, Appendix A.* (posted on the Internet at: <https://www.tn.gov/finance/looking-for/policies.html>).

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

GRANT BUDGET LINE – ITEM DETAIL

Line 1 Salaries and Wages

The Project Director will commit 1.0 month of effort as a 12-month employee to the grant annually with a total of \$11,126 for year 1 with 3% annual cost of living budgeted for remaining years. Total salary budget for the Project Director is \$46,548.

The Co-Project Director will commit 0.6 month of effort as a 9-month faculty to the grant annually for a total of \$4,773 for year 1 with 3% annual cost of living budgeted for remaining years. Total salary budget for the Co-Project Director is \$19,968.

The HOPE Program Director is a fulltime, 12-month employee with 100% effort on the grant with annual salary of \$60,000 with 3% annual cost of living budgeted for remaining years. Total salary budget for the HOPE Program Director is \$251,018.

The K-12 Partnership Coordinator is a fulltime, 12-month employee with 100% effort on the grant with annual salary of \$45,000 with 3% annual cost of living budgeted for remaining years. Total salary budget for the K-12 Partnership Coordinator is \$188,263.

Adjunct instructor Alex Beene will provide onsite ACT course work budgeted at \$3,000 salary annually for a total salary budget of \$12,000.

UTM nursing students will receive a stipend for presentations and programming for the HOPE program with a budget of \$1,000 annually.

Total salaries and wages for the four-year grant are \$521,796.

Line 2 Employee Benefits & Payroll Taxes

UTM has a federally approved fringe rate of 35.2% which is applied to all salaries and wages for regular employees and a federally approved fringe rate of 1.5% for all student payments. Total fringe is \$16,385 for Project Director; \$7,029 for Co-Project Director; \$88,358 for HOPE Program Director; \$66,269 for K-12 Partnership Coordinator; \$4,224 for Alex Beene; and \$360 for UTM nursing students. Total fringe for the four-year grant is \$182,624.

Line 4 Professional Fees

The HOPE mentorship program will utilize leaders in healthcare training and industry and community healthcare professionals as presenters. \$2,500 is budgeted annually for \$500 honorariums to be paid to five speakers for a total budget of \$10,000 over the four-year grant period. Total professional fees for the four-year grant are \$10,000.

Line 5 Supplies

A refrigerator (\$700/each) and an incubator (\$4000/each) will be purchased for each of the three UTM regional centers to provide healthcare curriculum for a total cost of \$14,100.

Fifteen UBI Simulation for Nursing MetaQuest 3 Virtual Reality headsets (\$569/each including student license) will be purchased to provide five headsets for each of the three UTM regional

centers for a total cost of \$10,035.

Twelve tabletop microscopes (\$1500/each, \$18,000/center) will be purchased for both Ripley and Selmer regional centers for a total cost of \$36,000.

Four headwalls for O2 and suctioning (\$4500/each, \$18,000/center) will be purchased for both Ripley and Selmer regional centers for a total cost of \$36,000.

Four overbed tables and sidetable sets (\$650/set, \$2,600/center) will be purchased for both Ripley and Selmer regional centers for a total cost of \$5,200.

A total of \$70,000 is budgeted for mentorship educational supplies such as workbooks, pencils, paper (Y1 \$25,000; Y2 \$15,000; Y3 \$15,000; Y4 \$15,000).

Nursing kits are budgeted at \$25,000 annually for all four years for a total of \$100,000.

Healthcare supplies including medical kits, workbooks, stethoscopes, and IDs are budgeted at \$20,000 annually for a total of \$80,000.

Tee shirts for student participants to wear on site visits and trips are budgeted at \$7,500 annually for a total of \$30,000.

A total of \$1,600 is budgeted for premade media and expendable supplies for the microbiology and anatomy & physiology coursework over the four-year grant.

An attached schedule itemizes the \$41,000 requested for slides, models, and tools necessary for the anatomy and physiology courses and the \$42,300 requested for supplies and tools necessary for the nursing courses.

Line 10 Printing and Publications

An annual budget line of \$5,000 will pay for the printing of 15,000 copies of the *Guide to HOPE*, the education and career pathway guide distributed through the HOPE mentorship program to 8th grade students. Total budget line is \$20,000 for the four-year grant.

Line 11 Travel

Transportation for students to travel from high schools to industry sites for shadowing, clinicals, and informational sessions is budgeted at \$5,000/year for four years for a total of \$20,000. Transportation for students to travel from high schools to educational sites is budgeted at \$5,000/year for four years for a total of \$20,000.

Local mileage for UTM nursing students to travel for presentations and mentorship events is budgeted at \$3,000/year for a total of \$12,000. Local mileage for UTM adjuncts to travel for clinicals is budgeted at \$3,000/year for a total of \$12,000. Local mileage for UTM instructors to travel for classes is budgeted at \$3,000/year for a total of \$12,000. Local mileage for the HOPE Program Director to travel to K-12 schools for mentorship events is budgeted at \$5,000/year for a total of \$20,000. All mileage reimbursement will be paid at the current GSA approved standard mileage rate.

Line 15 Specific Assistance to Individuals

\$10,000 per year is allocated to pay exam fees for participating students for a total budget of \$40,000 for the four-year grant period.

Line 19 Capital Purchases

Three autoclaves will be purchased for the three UTM Regional Centers at Ripley, Parsons, and Selmer at an individual cost of \$15,000 and a total budget line expense of \$45,000. The autoclaves are necessary in conducting the microbiology coursework essential to the BSN degree program. An adult high-fidelity simulator SIM Man (\$89,500/each) and a child high-fidelity simulator SIM Baby (\$45,000) will be purchased for each of Ripley and Selmer regional centers with a total budget line expense of \$269,000. The associated annual leases for the simulators total \$97,304 (\$29,700/year for each SIM Man and \$18,952/year for each SIM Baby) for years three and four. The high-fidelity simulators are required for the BSN nursing program to prepare students with training for real-life scenarios.

Line 22 Indirect Costs

UTM has a federally approved indirect rate of 54% of salaries and wages. The budgeted indirect rate is limited to the 8% of the total budget as specified in the RFP. Total indirect cost for the grant is \$147,525.

Line 25 Total Expenses

The sum of the total direct and indirect costs for the budget is \$1,992,885.

Nursing Supplies				
Description	Item Cost	Quantity per Site	Number of Sites	Total Cost
Wall mounted sharps container and glove system	250	2	2	\$1,000
Utility baskets	175	2	2	\$700
Crash cart	2000	1	2	\$4,000
IV poles	350	4	2	\$2,800
IV pumps	1000	4	2	\$8,000
IV arms/trainers	1000	2	2	\$4,000
Task trainers/models	1600	1	2	\$3,200
BP/Otoscope/Ophthalmoscope wall mounts	750	4	2	\$6,000
Moulage kit	2300	1	2	\$4,600
Injection pads and sim meds original stock	1000	4	2	\$8,000
Total Cost for Two Sites				\$42,300

Anatomy and Physiology Slides, Models, and Supplies					
Source	Description	Per Site	Cost	Cost	Two Sites
Flinn Scientific	Slide, Human Blood -- Normal, Giesma Stain	1	\$10	\$10	\$20
Flinn Scientific	Slide, Ovary, Primary Follicles, sec.	1	\$10	\$10	\$20
Flinn Scientific	Slide, Kidney, c.s.	1	\$10	\$10	\$20
Flinn Scientific	Slide, Trachea, c.s.	1	\$10	\$10	\$20
Flinn Scientific	Slide, Stomach, c.s.	1	\$10	\$10	\$20
Flinn Scientific	Slide, Small Intestine, Composite, c.s.	1	\$15	\$15	\$30
Flinn Scientific	Slide, Pancreas, sec.	1	\$10	\$10	\$20
Flinn Scientific	Slide, Liver -- Human, sec.	1	\$12	\$12	\$24
Flinn Scientific	Slide, Motor Nerve Cells, Smear	1	\$12	\$12	\$24
Flinn Scientific	Slide, Spinal Cord, Human, c.s.	1	\$12	\$12	\$24
Flinn Scientific	Slide, Stratified Squamous Epithelium, Esophagus, sec.	1	\$10	\$10	\$20
Flinn Scientific	Slide, Artery and Vein with Attached Nerve, c.s.	1	\$12	\$12	\$24
Flinn Scientific	Slide, Skin -- Pigmented and Non-pigmented, sec.	1	\$20	\$20	\$40
Flinn Scientific	Slide, Testis, sec.	1	\$12	\$12	\$24
Carolina	Human Adipose	1	\$12	\$12	\$24
Carolina	Mammal Areolar	1	\$12	\$12	\$24
Carolina	Discovering Connective Tissue, Self Study Unit (bone, tendon, elastic & hyaline)	1	\$35	\$35	\$70
Carolina	Discovering Muscle Types Self-Study Unit, Microscope Slide Set	1	\$25	\$25	\$50
Carolina	Discovering Epithelial Types Self-Study Unit, Microscope Slide Set	1	\$110	\$110	\$220
Carolina	Human Thyroid, Sec. 7, H & E	1	\$11	\$11	\$22
Carolina	Human Lung Slide, H & E	1	\$11	\$11	\$22
Carolina	Mammal Cochlea, I.s., H & E	1	\$20	\$20	\$40
Triarch	Thymus Prepared, Microscope Slide HH1-5	1	\$10	\$10	\$20
Triarch	Adrenal Gland Prepared, Microscope Slide HO3-1	1	\$10	\$10	\$20
Triarch	Pituitary Prepared, Microscope Slide HO1-1	1	\$11	\$11	\$22
Triarch	Reticular Tissue Prepared, Microscope Slide HB6-5	1	\$10	\$10	\$20
Triarch	Lymph Node Pig Prepared, Microscope Slide HB6-5	1	\$10	\$10	\$20
Triarch	Palatine Tonsil Prepared, Microscope Slide HH1-2	1	\$10	\$10	\$20
Triarch	Uterus Mature Prepared, Microscope Slide HN2-32	1	\$10	\$10	\$20
Triarch	Retina Prepared Microscope Slide HF5-1	1	\$10	\$10	\$20
Triarch	Liver Kupffer Cells Prepared Microscope Slide HK10-114	1	\$12	\$12	\$24
Carolina	C Scale, 512 Hz Tuning Fork	5	\$20	\$100	\$200
Carolina	Taylor Reflex Percussion Hammer	5	\$10	\$50	\$100
Amazon	3M Littmann Lightweight II S.E. Stethoscope, 28" Black Tube	5	\$50	\$150	\$300
Amazon	Manual BP Cuff with Zipper Case, Adult Size (10-16"), Black	5	\$20	\$100	\$200
Flinn Scientific	Hydrometer Jar	5	\$25	\$125	\$250
Flinn Scientific	Urine Hydrometer	5	\$25	\$125	\$250
Vernier	Spirometer	5	\$250	\$1,250	\$2,500
Walmart	Mueller Adjustable Back Brace, Black, One Size Fits Most	5	\$20	\$100	\$200
Carolina	Tissue Forceps, Stainless Steel, 2X3 Teeth, Straight, 5 1/2 in*	5	\$10	\$50	\$100
Carolina	Mall Probe and Seeker, All Steel, Angular Semi-Blunt Tip, 6"*	5	\$5	\$25	\$50
Carolina	Dissecting Pan, Aluminum, With Vinyl Dissecting Pad*	5	\$30	\$150	\$300
Carolina	Objective Lenses*	5	\$945	\$4,725	\$9,450
Flinn Scientific	Scissors, Dissecting, Stainless Steel*	5	\$10	\$50	\$100
Flinn Scientific	Scalpel, Student Quality*	5	\$10	\$50	\$100
Vernier	EKG Sensor	5	\$200	\$1,000	\$2,000
Vernier	Vernier LabQuest 3	5	\$400	\$2,000	\$4,000
3B Scientific	Human Skin Section Model, 40-times Full Size, 3B Smart	1	\$150	\$150	\$300
Carolina	3B Bone Microanatomy Model	1	\$260	\$260	\$520
Carolina	3B Human Limb Models Set (arm and leg)	1	\$2,200	\$2,200	\$4,400
Carolina	3B Skeletal Muscle Microanatomy Model	1	\$500	\$500	\$1,000
Carolina	Altay Fetal Skull	1	\$70	\$70	\$140
Carolina	Altay Human Ear Model	1	\$175	\$175	\$350
Carolina	Altay Human Eye Model	1	\$160	\$160	\$320
Carolina	Altay Human Head and Neck Model	1	\$400	\$400	\$800
Carolina	Altay Desktop Miniature Skeleton	1	\$300	\$300	\$600
Carolina	Altay Miniature Human Muscular Figure	1	\$200	\$200	\$400
Carolina	Carolina Disarticulated Human Skeleton	1	\$500	\$500	\$1,000
Carolina	Somso Functional Knee Joint	1	\$420	\$420	\$840
Carolina	Somso Human Neuron Model	1	\$600	\$600	\$1,200
Carolina	Three-part colored Human Skull	1	\$350	\$350	\$700
Carolina	Somso Human Spinal Cord Section Model	1	\$600	\$600	\$1,200
Carolina	3B Human Circulatory System Model	1	\$515	\$515	\$1,030
Carolina	Altay Human Endocrine Organs Model	1	\$306	\$306	\$612
Carolina	Altay Human Heart Model	1	\$100	\$100	\$200
Carolina	Altay Human Male and Female Urogenital Systems Model	1	\$250	\$250	\$500
Carolina	Altay Human Respiratory System Model, 2 Parts	1	\$260	\$260	\$520
Carolina	Somso Human Larynx Model	1	\$650	\$650	\$1,300
Science Lab Supplies	Digestive System Model Activity Set	1	\$140	\$140	\$280
Amazon	Eisco Labs Human Model of Functional Brain	1	\$50	\$50	\$100
Carolina	Altay Delux Human Sexless Torso Model	1	\$800	\$800	\$1,600
	Total Cost for One Site and Two Sites			\$20,500	\$41,000

THEC Rural Health Grant Partnership Agreement

This Partnership Agreement is dated _____ (effective date), and is between The University of Tennessee, Martin, an instrumentality of the state of Tennessee (“University”), and West Tennessee Medical Group, Inc. dba West Tennessee Medical Group Lexington, WT Medical Associates dba West Tennessee Medical Group Primary Care Halls, Bolivar General Hospital, Inc. dba West Tennessee Healthcare Bolivar Hospital, Lauderdale Community Hospital, Decatur County Schools, Lauderdale County Schools, McNairy County School District, Tennessee College of Applied Technology Crump, Tennessee College of Applied Technology Jackson, and Tennessee College of Applied Technology Northwest (each, a “partner”; collectively, the “partners”). The purpose of this Partnership Agreement is to establish each of the above partner’s respective benefits, roles, and responsibilities with respect to their participation in the THEC Rural Health Grant.

A. **Term and Termination:**

1. **Term:** The term of this agreement begins on the date of the last signature below and ends on August 29, 2029.
2. **Termination:** Any partner may with withdraw from the collaborative for any reason by giving the University at least 30 days’ prior notice. A partner’s withdrawal will not impact the terms of this Agreement with respect to the other partners.

B. **Benefits, Roles and Responsibilities:**

1. **K-12 Partners: Decatur County Schools, Lauderdale County Schools, and McNairy County Schools**
 - i. Benefits: Experiential learning opportunities and career development opportunities for students
 - ii. Roles: K-12 Educational Partners
 - iii. Responsibilities: Collaborate with Lead Applicant to establish mentorship groups; coordinate student participation and align mentorship activities with classroom learning
2. **Industry Partners: W. T. Medical Associates (Halls), West TN Medical Group, Inc. (Lexington), Bolivar General Hospital, Inc., and Lauderdale Community Hospital.**
 - i. Benefits: Increased awareness of healthcare employment opportunities; expanded employee recruitment pool
 - ii. Roles: Industry Partners
 - iii. Responsibilities: Provide communications to encourage individuals to serve as mentors in the healthcare discovery mentorship program; host and facilitate hands-on workshops in the healthcare discovery mentorship program; provide site visit tours and shadowing opportunities to participating student

3. TCATs: Crump, Jackson (Lexington), Northwest

- i. Benefits: Increased awareness of and enrollment in nursing programs; improved pathways for students to move into community college/university coursework
- ii. Roles: Post-secondary Educational Partners
- iii. Responsibilities: Collaborate with Lead Applicant in developing LPN-to-BSN Articulation Pathway; continue to provide the Practical Nursing Program; provide nursing faculty/students to serve as mentors in the healthcare discovery mentorship program; host and facilitate hands-on workshops in the healthcare discovery mentorship program

4. University

- i. Benefits: Increased quantity and quality of dual enrollment offerings; improved pathways for students entering with TCAT/community college coursework
- ii. Role: Lead Applicant
- iii. Responsibilities: Provide overall leadership and direction, including overall management, oversight, subaward issuance, and reporting responsibilities; manage program finances and ensure compliance with applicable requirements, laws, and regulations; provide nursing faculty/students to serve as mentors in the healthcare discovery mentorship program; host and facilitate hands-on workshops in the healthcare discovery mentorship program; expand dual enrollment opportunities for healthcare pathways

C. General:

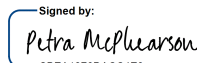
1. Liability: No partner shall be responsible for personal injury or property damage or loss except that resulting from its own negligence or the negligence of its employees or others for whom the partner is legally responsible.
2. Relationship between the parties: This Agreement shall in no way be interpreted as creating an agency or employment relationship between the partners. Nothing contained in this Agreement will be deemed to create any joint and several liability between the partners.
3. Assignment: This agreement is personal to each partner. Accordingly, no partner may assign any rights or delegate any duties under this agreement.
4. Governing Law: The laws of the state of Tennessee, without giving effect to its principles of conflicts of law, govern this agreement. The University's liability will be governed by the Tennessee Claims Commission Act.

5. Self-Insurance: The University is self-insured under the Tennessee Claims Commission Act, Tenn. Code Ann. §§ 9-8-301 et seq., which covers certain tort liability for actual damages of up to \$300,000 per claimant and \$1,000,000 per occurrence.
6. Compliance:
 - i. General: Each partner shall comply with all federal, state, and municipal laws, advice, rules and regulations which are applicable to the performance of this agreement.
 - ii. Non-discrimination: Each partner and its subcontractors are required to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503/504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Executive Order 11,246, and 38 USC Section 4212, along with the related regulations and reporting requirements of each. No partner shall discriminate against any individual including, but not limited to, employees or applicants for employment and/or students because of race, religion, creed, color, sex, age, disability, national origin, or status as a disabled or Vietnam era veteran. Further, the partners agree to take affirmative action to ensure that applicants are employed and that employees are treated during their employment without regard to their race, religion, creed, color, sex, age, disability, national origin, or status as a disabled or Vietnam Era veteran. Such action includes, but shall not be limited to, the following: employment, promotion, upgrading, demotion or transfer, recruitment, advertising, layoff or terminations, rates of pay or other forms of compensation, and selection for training, including apprenticeship.
 - iii. Export Control: The partners agree that they shall comply with all U.S. export laws and regulations. The partners agree not to export or re-export any products, materials, items and/or technical data, or the product(s) thereof, received from the other partners unless the receiving partner has obtained in advance all required licenses, agreements or other authorizations from the U.S. Government after first obtaining the written consent of the disclosing party prior to submitting any request for authority to export. Exports include, without limitation, the sending or taking of any technical data out of the United States in any manner; disclosing or transferring technical data to a Foreign Person (i.e. any person who is not a U.S. citizen, a lawful permanent resident of the U.S., or a protected individual as defined by 8 U.S.C. sections 1101 and 1324) whether in the United States or abroad; or performing services for a foreign person or entity, whether in the United States or abroad. Each partner represents that it is not on the Denied Persons List, Entity List, Specially Designated Nationals List, or Debarred List and is not otherwise debarred or restricted from participating in the transactions contemplated by this Partnership Agreement.

7. Use of University Intellectual Property: Except as allowed in this section, the partners shall not use the University's name, marks, logos, or any other University-owned intellectual property for any reason, without the written consent of an authorized official of the University.
 8. Third-Party Beneficiaries: There are no third-party beneficiaries to this agreement.
 9. Severability: The partners intend as follows:
 - i. that if any provision of this agreement is held to be unenforceable, then that provision will be modified to the minimum extent necessary to make it enforceable, unless that modification is not permitted by law, in which case that provision will be disregarded;
 - ii. that if an unenforceable provision is modified or disregarded in accordance with this section, then the rest of the agreement will remain in effect as written; and
 - iii. that any unenforceable provision will remain as written in any circumstances other than those in which the provision is held to be unenforceable.
 10. Modification; Waiver: No amendment of this agreement will be effective unless it is in writing and signed by authorized officials of the partners. No waiver of satisfaction of a condition or failure to comply with an obligation under this agreement will be effective unless it is in writing and signed by an authorized official of the party granting the waiver, and no such waiver will constitute a waiver of satisfaction of any other condition or failure to comply with any other obligation.
 11. Counterparts: If the partners sign this agreement in several counterparts, each will be deemed an original but all counterparts together will constitute one instrument.
 12. Force Majeure: No partner's delay or failure to perform any provision of this agreement, as result of circumstances beyond its control (including, without limitation, war, strikes, floods, governmental restrictions, power, telecommunications or Internet failures, or damage to or destruction of any network facilities) will be deemed a breach of this agreement.
- D. Entire Agreement: This agreement constitutes the entire understanding between the partners with respect to the subject matter of this agreement and supersedes all other agreements, whether written or oral, between the parties.

Agreed: The partners are signing this agreement on the effective date listed in the introductory clause of this agreement.

The University of Tennessee

Signed by:
Signature: 
CBEA1328DACC4E9

Name: Petra McPhearson

Title: Senior Vice Chancellor, Finance & Administration

Date: 1/28/2025 | 10:21:08 PST

West Tennessee Medical Group Lexington

Signature: _____

Name: _____

Title: _____

Date: _____

**West Tennessee Medical Group Primary
Care Halls**

Signature: _____

Name: _____

Title: _____

Date: _____

West Tennessee Healthcare Bolivar Hospital

Signature: _____

Name: _____

Title: _____

Date: _____

Decatur County Schools

Signature: _____

Name: _____

Title: _____

Date: _____

Agreed: The partners are signing this agreement on the effective date listed in the introductory clause of this agreement.

The University of Tennessee

Signature: _____

Name: _____

Title: _____

Date: _____

West Tennessee Medical Group Lexington

Signature: [Signature]

Name: Darrell King

Title: System Vice President /
Physician & Ambulatory Services

Date: 11/29/2025

**West Tennessee Medical Group Primary
Care Halls**

Signature: [Signature]

Name: Darrell King

Title: System Vice President /
Physician & Ambulatory Services

Date: 11/29/2025

West Tennessee Healthcare Bolivar Hospital

Signature: [Signature]

Name: Tina Prescott

Title: President & CEO

Date: 11/29/2025

Decatur County Schools

Signature: _____

Name: _____

Title: _____

Date: _____

Agreed: The partners are signing this agreement on the effective date listed in the introductory clause of this agreement.

The University of Tennessee

Signature: _____

Name: _____

Title: _____

Date: _____

West Tennessee Medical Group Lexington

Signature: _____

Name: _____

Title: _____

Date: _____

**West Tennessee Medical Group Primary
Care Halls**

Signature: _____

Name: _____

Title: _____

Date: _____

West Tennessee Healthcare Bolivar Hospital

Signature: _____

Name: _____

Title: _____

Date: _____

Decatur County Schools

Signature: Chris Villator

Name: Chris Villator

Title: Director of Schools

Date: 1/29/25

Lauderdale Community Hospital

Signature: 

Name: Tracy Byers

Title: CEO, Lauderdale Community Hospital

Date: 1-28-25

Lauderdale County Schools

Signature: _____

Name: _____

Title: _____

Date: _____

McNairy County School District

Signature: _____

Name: _____

Title: _____

Date: _____

TCAT Crump

Signature: _____

Name: _____

Title: _____

Date: _____

TCAT Jackson

Signature: _____

Name: _____

Title: _____

Date: _____

TCAT Northwest

Signature: _____

Name: _____

Title: _____

Date: _____

Lauderdale Community Hospital

Signature: _____

Name: _____

Title: _____

Date: _____

Lauderdale County Schools

Signature: Shawn Kimble

Name: Shawn Kimble

Title: Superintendent

Date: 1-28-25

McNairy County School District

Signature: _____

Name: _____

Title: _____

Date: _____

TCAT Crump

Signature: _____

Name: _____

Title: _____

Date: _____

TCAT Jackson

Signature: _____

Name: _____

Title: _____

Date: _____

TCAT Northwest

Signature: _____

Name: _____

Title: _____

Date: _____

Lauderdale Community Hospital

Signature: _____

Name: _____

Title: _____

Date: _____

Lauderdale County Schools

Signature: _____

Name: _____

Title: _____

Date: _____

McNairy County School District

Signature:  _____

Name: GREG MARTIN

Title: DIRECTOR OF SCHOOLS

Date: 1-28-25

TCAT Crump

Signature: _____

Name: _____

Title: _____

Date: _____

TCAT Jackson

Signature: _____

Name: _____

Title: _____

Date: _____

TCAT Northwest

Signature: _____

Name: _____

Title: _____

Date: _____

Lauderdale Community Hospital

Signature: _____

Name: _____

Title: _____

Date: _____

Lauderdale County Schools

Signature: _____

Name: _____

Title: _____

Date: _____

McNairy County School District

Signature: _____

Name: _____

Title: _____

Date: _____

TCAT Crump

DocuSigned by:

Signature: Stephen Milligan
BA4BB0FEE41B498...

Name: Stephen Milligan

Title: President

Date: 2025-01-28 | 8:34 AM PST

TCAT Jackson

Signed by:

Signature: Jacquene Rainey
4EDA7143CBD3490...

Name: Dr. JacQuene Rainey

Title: President

Date: 2025-01-28 | 10:32 AM CST

TCAT Northwest

Signed by:

Signature: Youlanda Jones
9618DE9038C4497...

Name: Dr. Youlanda Jones

Title: President

Date: 2025-01-28 | 10:42 AM CST