

UNIVERSITY OF TENNESSEE  
COLLEGE OF EMERGING AND COLLABORATIVE STUDIES

RHCPE GRANT

**HEALTH: High School, Education, and Apprenticeship Programs Leading to  
Transformative Healthcare Careers**

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## Abstract

The **HEALTH Pathways Program (HEALTH)** will serve as a streamlined, scalable, and replicable model of **career pathway programs** and collaborative, meaningful, and structured **work-based learning (WBL) experiences** across the high school to graduate school continuum in the state of Tennessee. The overall goal of the program is to forge seamless healthcare career opportunities to students starting in high school by establishing affordable, streamlined career pathways in healthcare through strategic partnerships among K-12, community colleges, the University of Tennessee (UTK) Knoxville and the University of Tennessee Health Science Center— College of Medicine Knoxville (UTHSC-COMK). Through the innovative approach that integrates career readiness into curriculum, our proposed pathways will provide a cohort experience to students who share a common interest in healthcare careers, allowing them to gain credit for work-based learning (WBL) experiences, and expedite their successful achievement of the credentials they desire.

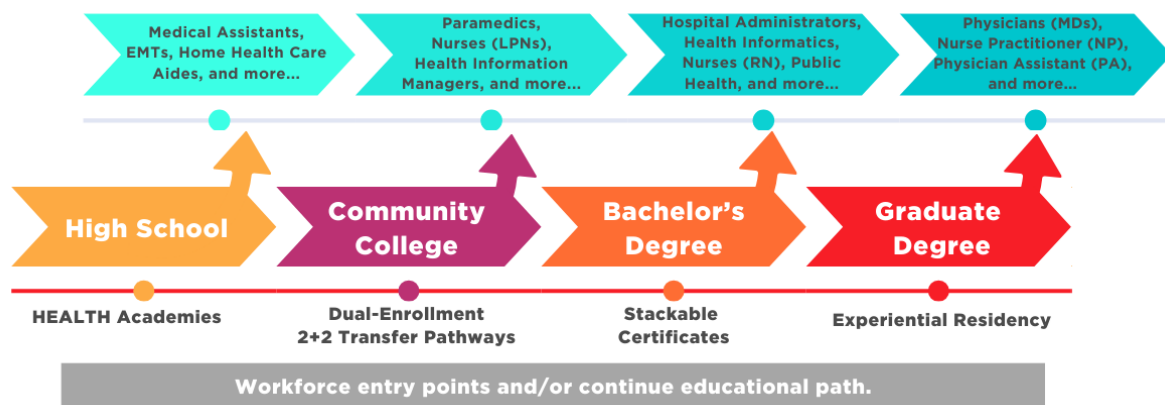
The goals of HEALTH are: (1) to adopt, expand and amplify impact of existing successful 865 Health Academy, (2) to forge seamless healthcare pathways through partnerships with community colleges and high schools, (3) build a thriving healthcare talent pipeline for the state of Tennessee with various exit and elevation points, (4) develop a rigorous curriculum, and (5) provide ongoing support to rural community partners, with the short-term goal of increasing the number of rural students interested in working in the healthcare field in their communities, and a long-term focus on generating competitive medical school applicants from the Tennessee's rural areas. Our proposed program uniquely leverages the strengths of existing structures and programs to ensure the students will achieve their goals while benefiting from peer mentorship and newly established work-based learning, mentorship, and placement opportunities with employers. This proposal includes:

- The flexible, career focused curriculum of the recently launched **College of Emerging and Collaborative Studies (CECS) at UTK** and its ongoing BS in Medical Sciences degree program initiative in partnership with all colleges at **UTK and UTHSC-COMK**.
- Dual enrollment programs with two local community colleges; **Roane State Community College** and **Walters State Community College**, enabling high school students to earn credit for their associate degree, and community college students to earn credit towards the CECS BS in Medical Sciences degree. Our community college partners will also be the bridge for TCAT certifications paving a path towards associate degree or college degree via CECS partnership.
- Knox County's 865 Academies model, which will serve as a basis for implementation at our seven K-12 partners, including five high schools in Roane County and two in Claiborne County. These partnerships will enable stackable credentialing and pathways to careers and degrees as students make progress.
- Partnerships for WBL experiences with two local medical centers (Roane and Claiborne) as well as UT's Medical Center.

## I. Program Narrative

The **HEALTH Pathways Program (HEALTH)** will establish **academic pathways** starting from 9<sup>th</sup> grade to the medical school and **career pathway programs** and **work-based learning (WBL) programming** starting in 11<sup>th</sup> grade, to introduce students to rural healthcare industries. HEALTH will offer additional learning opportunities that lead to **certifications through TCATS** or **college credit with community college partners through dual enrollment**. Further, HEALTH will provide college-prep and career planning support as well as real-world experiences working in the local healthcare industry. For students who seek to continue their educational journey with the program, HEALTH will work with partnering community colleges to ensure 2+2 transfer programs to the University of Tennessee's new **B.S. in Medical Sciences degree** being developed by the College of Emerging and Collaborative Studies (CECS) in partnership with the UT Graduate School of Medicine (UTHSC COMK). Students accepted by the CECS/UTHSC COMK pathway will participate in an experiential residency program that pairs them with academic physicians and medical student mentors, allows them a paid work experience while obtaining college credit toward their degree. HEALTH combines multiple resources to address Tennessee's rural healthcare workforce needs: local educational systems, state-funded community college access, established partnerships, UTK's proposed Medical Sciences curriculum, and expertise from the UTHSC COMK (*see Figure (1) below*).

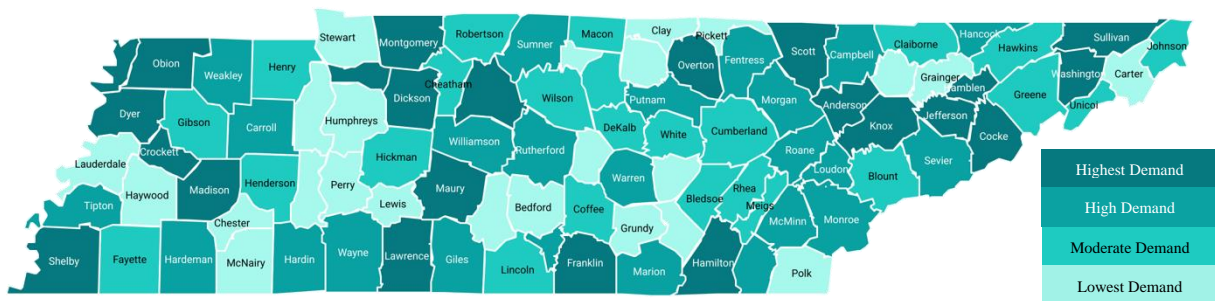
*Figure 1. Student's Learning Journey with HEALTH from High School to Medical School.*



## II. Demonstration of Need

Over the next five years, the **U.S. Bureau of Labor Statistics** estimates there will be 118,000 national openings for physicians and surgeons, with experts assessing that Tennessee will need nearly 6,000 of these positions (Zhang, 2020). The state is *not* on track to meet this demand. Projections indicate that the state will be meeting just over half (55%) of the demand for primary care providers (i.e., family medicine, internal medicine, med-peds, OB/GYN, pediatrics), by 2035 (HRSA, 2025). Last year, there were just 435 completions from *all* medical degree programs across the four participating institutions in the state (Lightcast Data for CIP 51.1201), with only a third of graduates remaining in Tennessee from the UTHSC—the state’s largest program (UTHSC, 2024). The need for primary care physicians, as well as for healthcare professionals across the care continuum, will be further exacerbated by the post-pandemic immigration of retirees and families, with Tennessee becoming the eleventh fastest growing state in the country in 2024 (TSDC, 2024). To provide a snapshot of the current need, Figure (2) below reveals the demand for primary care physicians in Tennessee by county using 2024 Lightcast Data on unique position postings per 10,000 residents.

*Figure 2. Tennessee’s Demand for Primary Care Physicians by County (2024)*



*Note:* Data on unique position postings come from 2024 Lightcast Data (Jan. 2024 through Dec. 2024) for SOC codes: 29-1229 Physicians, All Other; 29-1222; Emergency Medicine Physicians; 29-1215 Family Medicine Physicians; 29-1216 General Internal Medicine Physicians; and 29-1221 Pediatricians, General. The county-level population estimates come from the State of Tennessee’s most recent estimations for 2024, found here: [https://www.tn.gov/content/dam/tn/health/documents/population/CON-Population-Estimates-\(4%20reports\)-2024-2028.pdf](https://www.tn.gov/content/dam/tn/health/documents/population/CON-Population-Estimates-(4%20reports)-2024-2028.pdf), Retrieved 18 January 2025. Demand is measured using unique postings per 10,000 residents. For the legend, “Highest Demand” are counties in the top quartile in the state (demand>75% of other counties), “High Demand” are counties in the middle quartile in the state (demand>50% of other counties), “Moderate Demand” is the third quartile (demand>25% of other counties), and “Lowest Demand” is the bottom quartile (demand<25% of other counties).

The **THEC’s *Academic Supply and Occupational Demand Report*** indicates that in East Tennessee, “Healthcare Practitioners and Technical Occupations” (i.e., SOC codes 29) are in high demand, with a projected annual opening of 908 positions (THEC 2025). The **Jobs4TN** database estimates nearly half-a-million in annual employment in the health care and social assistance industry in East Tennessee alone (2025). The pressure to resolve this workforce challenge has led Tennessee to allow providers licensed in other states to practice in free clinic settings (TN Department of Health, 2009), permit physicians from other countries to practice in the state without a U.S. residency experience (TN General Assembly, 2023), employ two-times the national average of nurse practitioners (THA, 2022), and remove restrictions on the number of physicians assistants who can be supervised by a single licensed physician (AMA, 2018).

These may be successful short-term strategies, but the state needs to effectively grow and retain its own talent. This is especially the case in rural communities where there is an urgent need for both physicians and other healthcare professionals. Indeed, fifty-one of the state’s “non-metro” counties were identified as health professional shortage areas in the last year alone (HRSA, 2024). Yet most of the bright and eager students in these communities lack the necessary resources, pathways and networks to navigate the highly competitive journey to medical school even though research reveals they are more likely than their peers to want to return to medically underserved areas to serve in family practice settings (Talamantes et al., 2018). Table (1) uses the ***TNECD County Profile Tool*** shows the healthcare needs of the partnering counties.

*Table 1. TNECD County Profile Tool Data for Partner Counties (2025)*

<p><b>Claiborne</b>, 3.5% population growth by 2035 with ~11,000 residents reaching retirement age (+65)</p> <p><b>Partners:</b> Claiborne County Schools, Claiborne Medical Center, Walters State Community College</p> <p><b>Health Care and Social Assistance (NAICS):</b> 16% of total employment, 8th largest industry</p> <p><b>Employment Growth Across All Sectors (2018-2023):</b> 12% (health is 4th fastest growing), with Claiborne Medical Center (Covenant Health) one of the largest employers in the county</p> <p><b>Top Health-Related Employment Sectors:</b> 7 out of 10 employment sectors are in healthcare: Nursing (#1), Radiology (#4), Medical Ultrasonography (#5), Magnetic Resonance Imaging (#6), Mammography (#7), Nuclear Medicine (#8), and X-Ray Computed Tomography (#9)</p>	<p><b>Rhea</b>, 3.7% population growth by 2035, with ~12,000 residents reaching retirement age (+65), a rate much higher than U.S. average for similarly sized communities.</p> <p><b>Partners:</b> Rhea Medical Center</p> <p><b>Health Care and Social Assistance (NAICS):</b> 6% of total employment, 4th largest</p> <p><b>Employment Growth Across All Sectors (2018-2023):</b> 31%, with Rhea Medical Center one of the largest employers in the county</p> <p><b>Top Health-Related Employment Sectors:</b> across all employment sectors, Nursing (#2) is the second highest in-demand skill, far exceeding the national average</p>	<p><b>Roane</b>, 5.2% population growth by 2035, with ~22,000 residents reaching retirement age (65+), a rate much higher than the U.S. average for similarly sized communities.</p> <p><b>Partners:</b> Roane County Schools, Roane State Community College, Roane Medical Center</p> <p><b>Health Care and Social Assistance (NAICS):</b> 9% of total employment, 4th largest</p> <p><b>Employment Growth Across All Sectors (2018-2023):</b> 10%, nearly double the national average, with Roane Medical Center (Covenant Health) one of the largest employers in the county</p> <p><b>Top Health-Related Employment Sectors:</b> across all employment sectors, Nursing is #2 and Home Health Care (#6) are the most in-demand skills</p>
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Note: Data for each county is from the TNECD County Profile Tool, <https://tnecd.com/county-profiles/>, Retrieved 18 January 2025, and Lightcast.

Much of this workforce could originate from **rural to community college pathways**, with rural students in Tennessee’s much more likely to go to community college first and to utilize the Tennessee Promise program to do so (Dycus, 2023). Community colleges in the United States are an increasingly important and necessary means to obtain an undergraduate qualification for individuals from economically disadvantaged backgrounds (Juszkiewicz, 2020), but research shows that medical school applicants with a community-college background (~33%) are less likely to have used it as an accelerated degree pathway (Grbic et al., 2023; Talamantes et al., 2014). Furthermore, they are less likely to be admitted to medical school than similar candidates (ibid et al.). The key point is the rural students who need a community college pathway to financially access professional opportunities are the least likely to be competitive in the medical school application process but would be the ones most likely to seek a position in a medically underserved community after graduation (Talamantes et al., 2018). HEALTH will provide a

statewide and national model for career pathways and work-based learning education that utilizes the entire continuum of educational opportunities, from high school to community college to 4-year programs to graduate school, to support exceptional students from rural areas in matriculating to medical school, graduating, and returning to their home communities. **The program will also provide students who decide not to pursue medical school, or who are do not meet medical school requirements, to take off-ramps to rewarding careers in the healthcare industry in rural areas.** HEALTH will be informed by the Tennessee Department of Education’s Health Sciences Cluster Review report (TN DOE, 2024), resulting in pathways aligned with state guidance. Table (2) provides the related educational landscape from the THEC Academic Program Inventory. Table (3) provides the **CIP and SOCs Crosswalk** that could serve as an inflection point of a pathway between local high schools, work-based learning, community college, 4-year, and graduate school matriculation.

*Table 2. THEC Academic Program Inventory for Health Program Pathways Collaborative*

CIP Code 51: Health Professions and Related Programs					
Partnering Institution	TOTAL NUMBER OF ACADEMIC PROGRAMS				
	Certificate	Associate	Bachelor	Graduate	Total
Roane State Community College	8	13			21
Walters State Community College	8	7			15
University of Tennessee, Knoxville	9		4	4	17
University of Tennessee Health Science Center	17	1	6	19	43
<b>Total</b>	<b>42</b>	<b>21</b>	<b>10</b>	<b>23</b>	<b>96</b>

*Note:* Data on unique position postings come from THEC’s Academic Program Inventory found here: <https://thec.ppr.tn.gov/AcademicProgramInventorySearch>, Accessed 18 January 2025 for CIP Code 51: Health Professions and Related Programs, total number of programs by type.



Table 3. CIP and SOC Crosswalk for Health Program Pathways Collaborative

Health-Related Associate Degrees	Roane State	Walters State	Standard Occupation Codes (SOCS)
Dental Hygiene (51.0602.00)	X		29-1292 - Dental Hygienists; 31-9091 - Dental Assistants
Emergency Medical Services (51.0904.00)		X	29-2043 - Paramedics
Environmental Health Technology (51.2202.00)	X		19-4091 - Environmental Science and Protection Technicians, Including Health
Health Information Management (51.0707.00)	X	X	29-2072 - Medical Records Specialists; 11-9111 - Medical and Health Services Managers; 43-6013 - Medical Secretaries and Administrative Assistants
Health Sciences (51.9999.01)	X		29-9099 - Healthcare Practitioners and Technical Workers, All Other; 31-9099 - Healthcare Support Workers, All Other
Medical Informatics (31.51.2706.00)	X		15-1211 - Computer Systems Analysts; 15-1243 - Database Administrators and Architects
Medical Laboratory Technology (51.1004.00)	X		29-2012 - Medical and Clinical Laboratory Technicians; 29-2011 - Medical and Clinical Laboratory Technologists
Nursing (51.3801.00)	X	X	29-1171 - Nurse Practitioners (NPs); 29-1151 - Nurse Anesthetists; 29-1161 - Nurse Midwives; 31-1131 - Nursing Assistants; 29-1141 - Registered Nurses (RNs)
Occupational Therapy Assistant (51.0803.00)	X	X	31-2011 - Occupational Therapy Assistants; 31-2022 - Physical Therapist Aides; 29-1122 - Occupational Therapists
Physical Therapist Assistant (51.0806.00)	X	X	31-2021 - Physical Therapist Assistants; 31-2022 - Physical Therapist Aides; 29-1123 - Physical Therapists
Radiologic Technology (51.0907.00)	X		29-2034 - Radiologic Technologists and Technicians; 29-2035 - Magnetic Resonance Imaging (MRI) Technologists; 29-2033 - Nuclear Medicine Technologists; 29-2032 - Diagnostic Medical Sonographers
Respiratory Care (51.0908.00)	X	X	29-2054 - Respiratory Therapy Technicians
Surgical Technology (51.0909.00)	X	X	29-2055 - Surgical Technologists; 31-9093 - Medical Equipment Preparers
Vision Care Technology (51.1801.00)	X		29-2081 - Opticians, Dispensing; 29-1041 - Optometrists
<b>Total Programs</b>	<b>13</b>	<b>7</b>	



Note: Data on unique position postings come from THEC's Academic Program Inventory found here: <https://thec.ppr.tn.gov/AcademicProgramInventorySearch>, Accessed 18 January 2025 for CIP Code 51: Health Professions and Related Programs, total number of programs by type.


### III. Program Plan

HEALTH aims to achieve the following goals: **(1) adopt, expand, and amplify impact of evidence-based academic programming** by customizing, and scaling the Knox County School's successful 865 Academies model into HEALTH Academies (*as described below*) across Claiborne and Roane county high schools, **(2) develop and validate a rigorous curriculum** that equips students with knowledge and skills through mentored work-based learning opportunities, **(3) provide ongoing support** through academic, career counseling and

access to networks in the form of field trips, guest speaking engagement, medical student mentoring, effective mentorship through job shadowing, and paid work-based learning opportunities by trained mentors, **(4) forge seamless healthcare pathways** by establishing affordable, streamlined career pathways in healthcare for rural high school students by fostering strategic collaborations among high schools, community colleges, CECS, and UTHSC COM-K— integrating into CECS’s planned medical sciences bachelor’s degree program, UTHSC COM-K, and a guaranteed admission interview, and **(5) build a thriving healthcare talent pipeline** by increasing the quantity and quality of students who apply, enter, excel, and graduate from UTHSC-COM-K. **For those not pursuing medical school**, the program ensures **alternative pathways** into diverse, high-demand healthcare careers through CECS’s Medical Sciences program, providing robust structures for success. For those who are not motivated to pursue advanced educational pathways, we will build off-ramps for them to earn industry-recognized certificates through TCATS and community college programs and join the workforce in one of the medical facilities in the region (*see Table 4 below*).

*Table 4. HEALTH Pathways Program Structure*

High School Program (9-12)		Community College	
Career Pathways	Work-Based Learning	Career Pathways	Work-Based Learning
<i>Claiborne County Schools</i> <i>Roane County Schools</i> <ul style="list-style-type: none"> <li>core curriculum with healthcare focus</li> <li>medical terminology, anatomy, and healthcare fundamentals</li> <li>dual enrollment</li> <li>industry certifications through TCAT and community colleges</li> </ul>	<ul style="list-style-type: none"> <li>industry mentor campus visits</li> <li>local industry field trips</li> <li>career exploration and planning</li> <li>job shadowing at partner facilities</li> <li>extended internships with partner facilities</li> </ul> 	<i>Roane State, Walters State</i> <ul style="list-style-type: none"> <li>high school dual enrollment</li> <li>early exposure to college-level coursework</li> <li>accelerated degree programs</li> <li>2+2 transfer pathways to UTK</li> <li>industry certifications and associate degrees that allow immediate workforce entry</li> </ul> 	<ul style="list-style-type: none"> <li>industry mentor campus visits</li> <li>industry team mentorship</li> <li>pathway certificates developed with health care industry</li> <li>industry credentialing</li> <li>extended internships with partner facilities</li> </ul>
Career Readiness	Workforce Readiness	Career Readiness	Workforce Readiness
<ul style="list-style-type: none"> <li>industry awareness</li> <li>professional development</li> <li>industry mentoring</li> <li>college and career planning</li> </ul>	Medical Assistants, EMTs, Home Health Care Aides, Phlebotomists, Pharmacy Tech, and more...	<ul style="list-style-type: none"> <li>professional networking opportunities in rural communities</li> <li>focus on career readiness and academic preparation</li> </ul>	Licensed Practical Nurses (LPNs), Medical and Clinical Laboratory Technicians, Paramedics, and more...

Bachelor's Degree		Graduate School	
Career Pathways	Work-Based Learning	Career Pathways	Work-Based Learning
<b>UTK CECS</b> <b>B.S. in Medical Sciences Degree Program</b> for 2+2 from community college offering pre-requisites for many healthcare careers: Medical and Veterinary School Preparation, Physical/Occupational Therapy, Physician Assistant Studies, Hospital Administration, Health Analytics and Informatics, Healthcare IT, Bioinformatics, Public Health	<ul style="list-style-type: none"> <li>• industry mentor campus visits</li> <li>• industry team mentorship</li> <li>• curriculum developed in partnership with industry</li> <li>• career exploration and planning</li> <li>• industry credentialing and stackable certificates</li> <li>• extended internships, co-ops, capstone, and research projects with partner facilities</li> <li>• experiential residency program</li> <li>• gap-year support</li> </ul> 	<b>UTHSC COM-K</b> <ul style="list-style-type: none"> <li>• Guaranteed interview to UTHSC Medical School opportunity for qualified students</li> <li>• MCAT waiver consideration for students with 3.7+ science GPA</li> <li>• Special mentoring from practicing physicians</li> <li>• Research opportunities</li> <li>• Pre-med guidance and support</li> <li>• Alternative pathway advising if needed</li> <li>• Direct connection to medical school faculty and resources</li> </ul>	<ul style="list-style-type: none"> <li>• extended internships, co-ops, capstone, and research projects with partner facilities</li> <li>• gap-year support</li> <li>• placement in rural health care opportunities</li> </ul>
Career Readiness	Workforce Readiness	Career Readiness	Workforce Readiness
<ul style="list-style-type: none"> <li>• professional networking opportunities in rural communities</li> <li>• focus on career readiness and academic preparation</li> </ul>	Hospital Administrators, Health Informatics, Nurses (RN), Public Health Specialists, and more...	<ul style="list-style-type: none"> <li>• professional networking opportunities in rural communities</li> <li>• focus on career readiness and academic preparation</li> </ul>	Physicians (MDs), Veterinarians (DVM/VMD), Nurse Practitioners (NPs), Physicians Assistants (Pas), and more

**HEALTH Academies Concept.** Modeled after the 865 Academies developed by Knox County Schools and UTHSC COM-K, each high school participating in HEALTH will have a lead teacher working with their CTE director to coordinate project activities with community colleges, CECS, and industry partners. Ms. Shannon Jackson, KCS Executive Director of CTE and Workforce Development, will train these lead teachers for successful implementation of project activities. Participating students will progress through these academies by gaining relevant experiences that prepare them for success both in postsecondary education and the workforce.

Table 5. HEALTH Academies Activities and Assessment

9th Grade	10th Grade	11th Grade	12th Grade
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Career Interest Assessments.</li> <li>• Career exploration curriculum for either an advisory period or a class, including career pathway exploration (could be an 8th grade course implementation)</li> <li>• Industry guest speakers (4 minimum)</li> <li>• Industry exploration trip to UT Medical</li> <li>• Development of a student portfolio to track experiences and reflections.</li> <li>• Counseling session for the High School and Beyond Plan, including a confidence rating from the student on their postsecondary plans.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Career inventory completion rates</li> <li>• Student confidence rating on their postsecondary plans (collected during the High School and Beyond counseling session) Aggregate data can be reported.</li> <li>• Reflection survey on the guest speakers from the students.</li> <li>• Reflection survey on the industry experience at UT Medical and or district's local health care providers.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Postsecondary pathways visit to explore degree programs aligned with the CTE pathway (broad focus with faculty, hands-on, interactive)</li> <li>• School counseling session to explore dual enrollment opportunities as part of the High School and Beyond Plan AND confidence rating of postsecondary plans.</li> <li>• Teacher externships and identify opportunities to make connections between their content and the field of health sciences in the core content classrooms</li> <li>• Industry guest speakers in the CTE and core content classrooms</li> <li>• Students continue to build their portfolio.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Survey student experience at the postsecondary institution.</li> <li>• Track participation in healthcare dual enrollment courses (a list of aligned courses would be helpful)</li> <li>• Teacher feedback from teacher externships</li> <li>• Number of partner collaborations with content teachers to create relevance in the classroom.</li> <li>• Reflection survey on the guest speakers from the students</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Job Shadow experience for each student in the health science pathway</li> <li>• Dual enrollment opportunities and advanced academic coursework aligned with the health science pathway.</li> <li>• School counseling session to prepare for the senior application period.</li> <li>• Counseling session for the <i>High School and Beyond Plan</i>, with a confidence rating from the student on their postsecondary plans toolkit for counselors to intervene with students who have a low confidence rating.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Experience survey at the end of each activity and each year.</li> <li>• Skills assessments</li> <li>• Student confidence rating on their postsecondary plans (collected during the High School and Beyond counseling session) Aggregate data can be reported.</li> <li>• Track dual enrollment participation and success rate.</li> <li>• Track National Industry Credentials by tiers (goal each student has a Tier II or III and one other)</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Guest speaker engagements with regional employers.</li> <li>• Work-based learning/clinicals/ practicums through internships.</li> <li>• Field trips to UT Medical School and Regional Partners</li> <li>• Career mentorships from UT students and healthcare workers.</li> <li>• -Scheduled career and college admissions consulting.</li> <li>• TN Promise, FAFSA, and college application support</li> <li>• Seamless enrollment support during the summer to prevent summer melt.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Experience survey at the end of each activity and each year.</li> <li>• Skill Taxonomy endorsement for each career experience.</li> <li>• Ready Grad and CCR accountability metrics</li> <li>• Employer feedback on workforce readiness for internship students</li> <li>• TN Promise, FAFSA, college application, and seamless enrollment data</li> <li>• Continue to track persistence in the postsecondary programs.</li> <li>• Completion of industry-recognized certificates.</li> </ul>

**HEALTH Experiential Residency Program.** CECS will offer students the opportunity to earn college credit while gaining paid, hands-on experience in healthcare settings and medical research. This structured program pairs students with joint mentorship teams from UTK and UTHSC COM faculty, who provide direct guidance and professional development. Through these carefully designed work experiences, students develop practical skills, build professional networks, and gain deep insight into specialized healthcare fields. This immersive approach not only enhances their academic learning but also significantly improves their readiness for immediate workforce entry or advanced medical training.

**HEALTH Curriculum.** UTHSC COM-K will work with partners to help shape curriculum and experiences that align with current workforce needs— from entry-level positions to advanced practice roles. For students from rural areas who may lack traditional mentorship opportunities, UTHSC COM-K will identify and nurture talent early, providing the guidance, connections, and sustained support needed to transform academic potential into successful medical careers. This specialized attention helps bridge the gap between rural students' aspirations and the rigorous demands of medical education, creating clearer pathways to physician roles that might otherwise seem out of reach. The key point is that HEALTH emphasizes seamless transitions between each educational level, with coordinated support and mentorship throughout (*see Table 4 below*).

**Timeline and Overview.** HEALTH will be implemented in three stages, starting with planning in the first year, implementing the program fully in high schools and community colleges in the second year, expanding to the CECS medical sciences 4-year degree program in the third year, and finally, fully integrating the high school, community college, CECS medical sciences, and UTHSC COM-K pathways in the fourth year (*see Table 6 below*).

**Governance and Accountability Plan.** HEALTH will have an **Executive Leadership Team** (*Dr. Ozlem Kilic and Dr. Paige Johnson + leads*) and **Steering Committees** for work-based learning, curriculum, and industry. A designated program coordinator will manage activities between all stakeholders. The Executive Leadership Team will be responsible for coordinating efforts between focus groups and ensuring successful delivery of project objectives. The Steering Committees will provide essential guidance for timely implementation of proposed activities, supporting program participants, providing infrastructure and facilitating healthcare industry mentorship (*see Table 7 below*). HEALTH will also be guided by an **Advisory Board** of external industry and other healthcare experts who will be invited to provide oversight by the end of the first year.

**Counties Served and Benefits** (*see attached MOUS*). The pilot program includes the following Tennessee counties: Claiborne, Roane, and Rhea. Short-term benefits for this pilot include increases in the number of rural students from partnering counties expressing interest in healthcare careers, as evidenced by pre-and-post survey data, enrollment in preparatory programs and participation in healthcare-related work-based learning activities. Success will also be marked by the establishment of seamless healthcare pathways, demonstrated by higher retention and progression rates in these programs. Longer-term benefits past the pilot phase will track the growth of a robust healthcare talent pipeline, including higher workforce placement rates in Tennessee's rural healthcare settings and increases in the number of competitive medical school applicants from rural areas and the creation of sustainable support networks for rural community partners. **Program Evaluation.** Dr. Sondra LoRe, the lead program evaluator with STEM Program Evaluation, Assessment, & Research (SPEAR) consultants, will use a comprehensive evaluation framework to assess the effectiveness and outcomes of the HEALTH

Pathway Collaboration. Using both qualitative and quantitative methods, SPEAR will provide formative and summative feedback to support continuous project improvement. Dr. LoRe will provide regular feedback through monthly virtual meetings, ongoing data summary reports, and formal annual reports. A detailed evaluation plan is available below in Table (8) below.

*Table 6. HEALTH Pathways Program Implementation Timeline*

Year 1		Year 2	Year 3	Year 4
<b>Planning and Development</b> <b>Focus:</b> planning, resource coordination, and foundation building <b>Key Activities:</b> Biweekly partner meetings for curriculum design aligned with CTE master plan; Development of policies, processes, and collaborative structures; Creation of data sharing plans and support systems; Teacher professional development and externships; Field trips and recruitment events at feeder schools; Establishment of dual enrollment agreements; Development of credit-bearing and credential-aligned courses		<b>Pilot Launch:</b> implementation of HEALTH Academies program in partner high schools <b>Key Activities:</b> Launch of CECS B.S. Medical Sciences degree; Initiation of dual enrollment programs; Introduction of work-based learning experiences; Assessment and refinement of implementation strategies; Tier III industry credentials; portfolio development	<b>Expansion and Empowerment:</b> transition to K-12 partner-led curriculum planning <b>Key Activities:</b> Continued expert support from HEALTH Team; Focus on program sustainability and academic advising; Student field trips to healthcare providers; Career engagement through guest speakers; Work-based learning for high school and community college students; Stackable credentials; Tutoring, advising, and career planning	<b>Empowerment and Scale Up:</b> expansion of K-12 partner-led curriculum planning <b>Key Activities:</b> Continued expert support from HEALTH Team; Focus on program sustainability and academic advising; Student field trips to healthcare providers; Career engagement through guest speakers; Work-based learning for high school and community college students; Stackable credentials; Tutoring, advising, and career planning
<b>Expected Outcomes:</b>	200 high school graduates from HEALTH Pathway Program Academies per year, 50 community college program graduates, 60 students enrolled in B.S. Medical Sciences program, 500 healthcare professionals prepared for employment in partner and surrounding counties			

*Note:* Research and program evaluation will take place throughout to provide formative and summative feedback for improvement in program curriculum and effectiveness in fidelity of implementation.

*Table 7. Summary of Governance Structure*

<b>Executive Leadership:</b> Dr. Ozlem Kilic and Dr. Paige Johnson will serve as director and co-director.		
Focus Groups	Lead and Members	Responsibilities
Project Coordination	Dr. Mehmet Aydeniz ( <i>Lead</i> ), Professor of STEM Education.	Aligns focus groups across different project components.
Work-Based Learning (WBL)	Dr. Katie Cahill ( <i>Lead</i> ), Cindy Lockett (CTE Director, <i>Co-Lead</i> ), Danny Satterfield (CTE Director), Barry Mathis (Consulting Principal, PYA, PC), Jason Pilant (President/CAO, Roane Medical Center), Gordon Lintz (President/CAO, Claiborne Medical Center)	Develops curriculum for HEALTH and coordinates WBL experiences with community college, K-12 and industry partners.
Curriculum	Dr. Vandana Avasty ( <i>Lead</i> ), Dr. Diane Ward, Dr. Kim Bolton, Cindy Lockett (CTE Director, <i>Co-Lead</i> ), Danny Satterfield (CTE Director)	Works with community colleges and K-12 partners for course development, dual enrollment and 2+2 transfer process.
Industry	Caleb Knight ( <i>Lead</i> ), Dr. Craig Pickett, Barry Mathis (Consulting Principal, PYA, PC, <i>Co-Lead</i> ), Jason Pilant (President/CAO, Roane Medical Center), Gordon Lintz (President/CAO, Claiborne Medical Center)	Manages strategic planning for industry partners

*Table 8. Program Evaluation Plan*

People	Evaluation Questions	Data Sources/Timing
High School Students	<ul style="list-style-type: none"> <li>- To what extent are rural students aware of and participating in the program? (F, S)</li> <li>- How does participation affect students' readiness for healthcare careers? (F, S)</li> </ul>	<ul style="list-style-type: none"> <li>- Retrospective pre-post (RPT) surveys (biannually)</li> <li>- Student focus groups (bi-annually)</li> <li>- Academic records, mentorship logs (semi-annually)</li> </ul>
Community College & TCAT Students	<ul style="list-style-type: none"> <li>- To what extent do students benefit from dual enrollment opportunities in healthcare pathways? (F, S)</li> <li>- How do internships and work-based learning experiences enhance professional skills? (F, S)</li> </ul>	<ul style="list-style-type: none"> <li>- Enrollment data, academic records (annually)</li> <li>- RPT student surveys (bi-annually)</li> <li>- Internship feedback, RPT mentor surveys (bi-annually)</li> </ul>
School Counselors	<ul style="list-style-type: none"> <li>- How are counselors supporting students in health career pathways? (F, S)</li> <li>- How are misconceptions about healthcare careers being addressed? (F, S)</li> </ul>	<ul style="list-style-type: none"> <li>- RPT Counselor surveys and training feedback (bi-annually)</li> <li>- Document analysis of student-counselor records (ongoing)</li> </ul>
K-12 Teachers	<ul style="list-style-type: none"> <li>- How are teachers engaging in externships to enhance health-related curriculum? (F, S)</li> <li>- How do teachers perceive professional learning communities as a tool for collaboration? (F, S)</li> </ul>	<ul style="list-style-type: none"> <li>- Externship participation records</li> <li>- RPT surveys (bi-annually)</li> <li>- Teacher focus groups (bi-annually)</li> <li>- Document analysis of lesson plan reviews (annual)</li> </ul>
CC/TCAT Institutional Partners	<ul style="list-style-type: none"> <li>- How effective are community colleges in facilitating dual enrollment and transition programs? (F, S)</li> <li>- How do hands-on experiences like internships support student retention? (F, S)</li> </ul>	<ul style="list-style-type: none"> <li>- Enrollment reports (bi-annual)</li> <li>- RPT Surveys (bi-annually)</li> <li>- Internship and transition program evaluations (annually)</li> </ul>
Healthcare Partners	<ul style="list-style-type: none"> <li>- How effective are partnerships in providing meaningful work-based learning experiences? (F, S)</li> <li>- To what extent do partners support program sustainability through resources and mentorship? (F, S)</li> </ul>	<ul style="list-style-type: none"> <li>- Partner surveys,</li> <li>- Interviews</li> <li>- Document analysis of meeting records, Partnership agreements, resource allocation reports (quarterly)</li> </ul>
Advisory Board	<ul style="list-style-type: none"> <li>- How is the AB involved in iterative feedback and program improvement? (F, S)</li> <li>- What value does the AB perceive in the program for targeted groups? (F, S)</li> </ul>	<ul style="list-style-type: none"> <li>- AB meeting minutes (biannual)</li> <li>- Interviews (biannual)</li> <li>- Program goals surveys (annually)</li> </ul>
Leadership Team	<ul style="list-style-type: none"> <li>- To what extent is the project being implemented as intended? (F, S)</li> <li>- How is the LT fostering collaboration and supporting partners? (F, S)</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership meeting records, interviews (monthly and annually)</li> <li>- Participant observation of leadership meetings (ongoing)</li> </ul>

**Note:** This table outlines the evaluation questions and methods aligned with formative (F) and summative (S) assessments of the overall project objectives.

#### **IV. Strength of Partnerships**

The project brings together a team of motivated experts with complementary skills and experiences from the university (UTK's College of Emerging and Collaborative Studies and UTHSC College of Medicine Knoxville, community colleges (Roane State Community College and Walters State Community College), and K-12 schools (Claiborne County School District



and Roane County School District) to design, implement and evaluate rigorous healthcare programs to increase students' interest, academic success and successful entry into the healthcare job market in rural areas. **Collaborative programming** will be strengthened in year 1 to ensure the relevance of curriculum to the workforce needs of the region, tailored to students' interest and responsive to the resources of partnering schools. **Our team members** include an external Advisory Board with representation from each partnership category, who will guide us in adopting and implementing successful initiatives that align well with our proposed program. **The mandatory employer partners** who are engaged with the proposed WBL programs will establish a team of individuals from their organization to identify areas of need, project opportunities for students, and ensure that all students who participate in the program are compliant when hiring the students. Ms. Shannon Jackson led the co-design, implementation, and expansion of 865 Academies in Knox County Schools. Her leadership and expertise will be instrumental in the successful implementation of the HEALTH Academies. These processes will follow the best practices from the "Work-Based Learning (WBL) Personalized Learning Plan" from the **Tennessee Department of Education** and follow all policies from the WBL Policy Guide. These WBL opportunities could include job shadowing, internships, project-based learning, and hands-on experiences within the facility, exposing students to a range of healthcare careers. Individuals included in this proposal from the employer organizations will establish experiences for the three categories: K-12, community colleges, and the UTK, based on the relevant curriculum that is being taught in the classroom of each program. Student projects will be developed in collaboration with key personnel involved in managing the student programs at the facility. Additionally, funds awarded from the HEALTH program will be used

to subsidize the wage rate and help compensate the student workers to reduce the burden to the employers.

## **V. Budget**

Budget details are included in Appendix A. Budget and Budget Justification.

## **VI. Sustainability**

The partners are committed to maintaining and improving the proposed project activities. The overall goal of this project is to help K-12 partners connect with community colleges, health businesses where their students will have the opportunity to intern, and the University of Tennessee's newly established medical sciences degree. We will use a multi-pronged approach to ensure the sustainability of proposed project activities. **Institutionalizing** will take place in the form of turning TN HEALTH Pathways Program into a TN HEALTH Pathways Program Summer Institute (**THPSI**) in year 4 for the rest of state to replicate a validated, successful model for addressing the state's physician and healthcare workforce shortages. We will train a new cohort of school district leaders and teachers and make the curriculum and instructional materials developed with the first cohort of teachers accessible to the second cohort of teachers for free. We will hire two lead K-12 teachers and 2 community college leaders from the first cohort to serve as consultants for schools that will replicate the HEALTH pathways program in their districts and community colleges. Further, CECS and UTHSC-COMK will commit to a full-time program coordinator and share the cost to maintain the program. These costs will be covered by the tuition generated by enrollment in CECS' Medical Science degree program being jointly developed with UTHSC-COMK. Finally, the paid internships for students will be sustained by the continuous expansion of the employer network of CECS.

## Appendix A. Budget and Budget Justification

GRANT BUDGET				
Rural Health Care Pathways Expansion Grant				
APPLICABLE PERIOD: BEGIN: August 2025 END: August 2029				
POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY 1 (detail schedule(s) attached as applicable)	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1 & 2	Salaries and Benefits & Taxes	\$232,051.00		
4, 15	Professional Fee/ Grant & Award 2	\$1,405,505.00		
5, 6, 7, 8, 9, 10, 11 & 12	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications, and Travel/ Conferences & Meetings	\$176,850.00		
13	Interest 2	\$0.00		
14	Insurance	\$0.00		
16	Specific Assistance To Individuals	\$0.00		
17	Depreciation 2	\$0.00		
18	Other Non-Personnel 2	\$0.00		
20	Capital Purchase 2	\$0.00		
22	Indirect Cost	\$157,774.00		
24	In-Kind Expense	\$0.00		
25	<b>GRAND TOTAL</b>	\$1,972,180.00	\$0.00	\$1,972,180.00
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: <a href="http://www.state.tn.us/finance/rds/ocr/policy03.pdf">www.state.tn.us/finance/rds/ocr/policy03.pdf</a> ).				
2 Applicable detail attached if line-item is funded.				

### Budget Justification for

#### RHCPE GRANT

#### **HEALTH: High School, Education, and Apprenticeship Programs Leading to Transformative Healthcare Careers**

The HEALTH project is a collaborative project between University of Tennessee, Knoxville (UTK)'s College of Emerging and Collaborative Sciences (CECS), UT Health Sciences College of Medicine-Knoxville (UTHS-COM-K), Roane State Community College (Roane County), Walters State Community College (Claiborne County), Roane State School District and Claiborne County School District, Roane Medical Center and Claiborne Medical Center.

CECS will serve as the lead institution, UT Health Sciences College of Medicine-Knoxville (UTHSC-COM-K), Roane State Community College(RSCC) and Walters State Community College(WSCC), Roane Schools and Claiborne County Schools will serve as sub-contractors.

The summary of 4 year budget allocation has been provided in the following table.

<u>Partner</u>	<u>UTK</u>	<u>UTHSC-COM-K</u>	<u>RSCC</u>	<u>WSCC</u>	<u>Roane Schools</u>	<u>Claiborne Schools</u>	<u>Total per year</u>
<u>Year 1</u>	<u>\$125,852</u>	<u>\$112,511</u>	<u>\$23,706</u>	<u>\$22,896</u>	<u>\$72,944</u>	<u>\$ 31,676</u>	<u>\$389,585</u>
<u>Year 2</u>	<u>\$175,396</u>	<u>\$115,887</u>	<u>\$27,594</u>	<u>\$26,784</u>	<u>\$137,744</u>	<u>\$ 66,236</u>	<u>\$549,641</u>
<u>Year 3</u>	<u>\$174,902</u>	<u>\$80,636</u>	<u>\$31,482</u>	<u>\$30,672</u>	<u>\$124,244</u>	<u>\$ 62,132</u>	<u>\$504,068</u>
<u>Year 4</u>	<u>\$243,525</u>	<u>\$83,055</u>	<u>\$35,370</u>	<u>\$34,560</u>	<u>\$91,844</u>	<u>\$ 40,532</u>	<u>\$528,886</u>
<b><u>Total per partner</u></b>	<b><u>\$719,675</u></b>	<b><u>\$392,089</u></b>	<b><u>\$118,152</u></b>	<b><u>\$114,912</u></b>	<b><u>\$426,776</u></b>	<b><u>\$200,577</u></b>	<b><u>\$1,972,180</u></b>

The total requested budget is **\$1,972,180**. Out of this request, **\$1,252,505** is being distributed across 5 subcontractors who will provide on the ground support to the HEALTH Academy students and teachers at the community college and high school levels. We present detailed justifications for each collaborator in the next pages in the following order: We provide details of each partners' budget requests below in the following order:

1. **UTK,**
2. **Subcontractors**
  - 2.1. UT Health Sciences College of Medicine-Knoxville (UTHSC-COM-K),
  - 2.2. Roane State Community College,
  - 2.3. Roane County Schools
  - 2.4. Walters State Community College
  - 2.5. Claiborne School District.

# **1. University of Tennessee, Knoxville, College of Emerging and Collaborative Studies (CECS)-(Lead Institution) Budget.**

## **Senior Personnel**

**Dr. Ozlem Kilic**, Dean of College of Emerging and Collaborative Studies (CECS) will oversee the entire project and serve as the director and co-direct of the project. She is requesting a 5% effort on the project to achieve the successful implementation and evaluation of the project. The total request for Dr. Kilic for all 4 years is, **\$51,423**.

**Dr. Mehmet Aydeniz**, professor of STEM education at UTK is requesting 1.5 month of his salary in years 1 and 2 and 1.0 month in years 3 and 4 to help coordinate curriculum design and implementation, provide teacher professional development, achieve coordination between multiple stakeholders (K-12, community colleges, and UTK) and conduct educational research on student experiences and project outcomes to inform the program design and delivery. The total request for Dr. Aydeniz for all 4 years is, **\$63,018**.

**Dr. Katie Cahill**, Assistant Dean of Academic and Student affairs at CECS requests 5% salary recovery for all years. Dr. Cahill will lead design, development, implementation and coordination of work-based learning experiences, arrangement of guest speaking engagements, in coordination with community college and K-12 partners. The total request for Dr. Cahill for all years is **\$27,892**.

**Dr. Vandana Avasty** Assistant Dean of Faculty New Programs , requests 5% of her salary for for all years. Dr. Avasty will lead the coordination of dual enrollment, community college transition and curriculum alignment with our community college and k-12 partners. The total request for Dr. Avasty for all 4 years is **\$29,302**.

**Total salary requested for all personnel and all years is \$171,635**

### **Fringe Benefits**

Fringe Benefits for non-student personnel are specific to each employee based on the benefits they have selected, which include FICA, retirement, Worker's Compensation, unemployment insurance, health insurance, life insurance, terminal leave, and 401K matching. For named personnel, the fringe benefits are based on the actual fringe cost at time of proposal. Fringe benefits are included at the actual rate of 35.2 % for Dr. Kilic, Dr. Aydeniz, Dr. Cahill and Dr. Avasty for all years is **\$60,416**.

**Total personnel salary and fringe benefits requested for all personnel and all years is \$ 232,051 .**

### **Subcontractors**

We will have 5 subcontractors: UT Health Sciences College of Medicine-Knoxville (UTHS-COM-K), Roane State Community College, Walters State Community College, and 2 school districts, Roane County Schools and Claiborne County Schools who will help implement project activities.

UT Health Sciences College of Medicine-Knoxville (UTHS-COM-K) request is \$392,086 for all 4 years.

Total subcontractors budget of *Roane State Community College* is \$118,152 for 4 years.

Total subcontract budget of *Roane County School District* is: \$ 426,776 for all 4 years.

Total subcontractors budget of *Walters State Community College* is \$114,912 for 4 years.

Total subcontract budget of *Claiborne School District* is: \$200,576 for all 4 years.

Budget justification for each subcontractor is provided separately at the end of UTK's budget.

**Total requested budget of all subcontractors is \$1,252,505.**

### **Travel**

**Partner school leads travel:** We are requesting \$2000 travel support for core partners to attend two in-person meetings annually at UTK. We are asking \$50 ~gas, ~\$100 per diem, ~\$50 to cover breakfast and lunch for meetings. Total cost is \$150 ~per person/per trip. The total cost of project meetings is \$2,000 per year x 4 = **\$8,000 for all years**.

**PI travel:** We will budget for 3 PIs to attend K-12, Health education and College Health Education related conferences to disseminate our work at conferences. We budget each travel to cost \$2,650 per trip x 3 trips per year starting from year 2 and including years 3 and 4. The total cost of conference travel per year for all three travelers is **=\$7,950.**

The total cost of travel is **\$9,650** per year. The total cost of travel for the project for all years is **\$31,250**

**Participant Support Costs:**

**Paid Internship support:** We will support 50 program students through paid internships starting from year 2. The students will gain experience in the career of their dreams in health care and develop self-efficacy by gaining knowledge and skills to perform the job. Each intern will work for 10 hours for 6 weeks at a rate of \$10/hour. The cost of each intern is \$600 x 50 intern. The total cost in year 2 is \$30,000, year 3 \$30,000 and year 4 \$30,000. The total cost of paid internship is **\$90,000**

**Summer Institute participants:** We will recruit and train 50 school CTE Directors from across the state in year 4 for Tennessee Health Pathways Summer Institute to train them on TN HEALTH so they can develop knowledge, skills and insights to replicate the Health Academies. The institute will last for 2 days. To motivate them to participate in the summer institute we will offer participants a \$500 stipend, \$100 travel support/gas, and \$500 support towards hotel and meals to cover their expenses while at the institute. The total support for each participant is \$1,100. The total requested budget for Summer Institute participants is estimated as **\$55,000.**

**Consultants:**

**Program Evaluation: Dr. Sondra Lorè** will serve as the program evaluator for the project. Dr. Lorè is requesting \$25,000/per year for her services. The total cost to the project is **\$100,000** for all years.

**School lead trainer: Ms. Shannon Jackson**, *Executive Director of College and Career Readiness* at Knox County Schools and CoDesigner and lead of successful implementation of 865 Academies will help K-12 school CTE leaders to effectively implement the concept of Health Academies and provide guidance on curriculum crosswalks between K12 and community colleges. She will be available to answer any questions related to implementation and guide the K-12 leads on best practices. We are requesting \$5,000 per year for Ms. Jackson's consultation services in years 1, 2, 3 and 4. The total budget requested for Ms. Jackson is **\$20,000** for 4 years.

**Summer Institute Coaches:** We will recruit 2 successful K-12 leads and 2 community college leads from cohort 1 to help co-design the summer institute in collaboration with PIs, community college faculty, and teach for the summer institute. These lead teachers will commit to supporting the new cohort of schools throughout school year as they learn to implement Health Academies in their district. Each lead teacher will be compensated at a rate of additional \$2,500 in year 3, and \$5000 in year 4. 4 Lead teachers x \$2,500= \$10,000 in year 3, and 4 Lead teachers x \$5000=\$20,000  
The total costs of summer institute consultants is **30,000 for all years.**

The total consultation costs are 30,00 in year 1, 30,000 in year 2, and 40,000 in year 3 and 50,000 in year 4. Total cost of consultants is **\$150,000**

#### **Other Direct Costs**

Other: NA

#### **Indirect Costs**

The total cost of project is estimated to be **1,837,684** without F&A. The permitted indirect cost base is 8% and the requested amount for F&A is **\$ 159,798**. The total project cost with F&A is **\$ \$1,997,482**

### **Subcontractors Budget Justifications**

#### **2.1.Subcontractor 1: UT Health Sciences College of Medicine-Knoxville (UTHSC-COM-K). Budget Justification**

##### **Senior Personnel**

##### **Project Director: K. Paige Johnson, MD**

**Role and Responsibilities:** The Project Director will oversee the entire implementation of the RHCPE program. This includes coordinating activities related to workforce development in rural areas, liaising with key stakeholders, ensuring the program's alignment with grant objectives, and providing overall strategic direction and leadership.

**Effort:** The Project Director will dedicate 10% of their time to this project each year for all four years. We have included a 3% increase in the salary for each year of the grant.

##### **High School Experience Coordinator: TBD**

**Role and Responsibilities:** The High School Experience Coordinator will manage the planning and execution of the High School Health Career Pathway program relevant to the UTHSC COM-K. This includes collaborating with local schools, assisting with the development of pathways, coordinating internships or shadowing opportunities, and tracking participant progress.

**Effort:** We have included a 3% increase in the salary for each year of the grant.

- 100% effort for Year 1 and Year 2
- 50% effort for Year 3
- 25% effort for Year 4

##### **Grants Coordinator: Jennifer Parris-Horner**

**Role and Responsibilities:** The Grants Coordinator will be responsible for managing all aspects of grant compliance, reporting, and documentation. This includes ensuring proper financial tracking, submitting progress reports, and assisting in future funding applications.

Effort: The Grants Coordinator will work at 10% effort for all four years of the grant. We have included a 3% increase in the salary for each year of the grant.

**Access and Engagement Consultant: TBD**

Role and Responsibilities: The Diversity and Inclusion Consultant will provide expert guidance on ensuring the program's inclusivity and equitable access for rural and underserved populations. This includes consulting on program design, community engagement strategies, and training materials to promote diversity.

Effort: The Diversity and Inclusion Consultant will work 10 hours per week for all four years, providing expertise and support throughout the grant's duration.

Hourly Rate: The consultant's hourly rate is \$30.00 per hour. The total hours for each year are 10 hours/week \* 52 weeks = 520 hours annually. We have included a 3% increase in the hourly rate for each year of the grant.

**Fringe Rates:** The UTHSC COM-K uses an estimated 35.2% fringe rate for all individuals

**Indirect Costs**

Administrative and Overhead Support (8%) is requested: Indirect costs help to cover essential administrative services that are required to manage and support the RHCPE program. These services include but are not limited to: human Resources Management, processing payroll for project staff, ensuring compliance with labor laws, and maintaining employee records.

Financial Services: Managing financial systems for tracking expenditures, ensuring compliance with budgetary and grant requirements, and preparing financial reports.

Legal and Compliance Services: Ensuring the project complies with all federal, state, and local regulations, including procurement processes, contracting, and audit requirements.

Grant and Contract Management: Coordinating with grant offices to submit progress reports, ensuring fiscal integrity, and preparing for audits or site visits.

**UT Health Sciences College of Medicine-Knoxville (UTHS-COM-K. request is \$392,086 for all 4 years.**

**2.2.Subcontractor 2: Roane County Community College:**

Roane State Community College (RSCC) students will be provided with field trips to CECS and UTMC to learn about the admission process and the wide range of healthcare-related programs at UTK. RSCC is a multi-campus institution, so field trips will be planned for students from three (3) campuses per semester. We estimate 50 students will participate per year. Costs below are calculated for transportation (bus rental and estimate mileage = \$9,000 per year), meals, and t-shirts (\$12,00 per year for 50 students).

**1. Projected Costs for Experience(s) for Community College Students**

- a. Year 1 = \$2,250 for transportation + \$3,000 for meals & t-shirts
- b. Year 2 = \$2,250 for transportation + \$3,000 for meals & t-shirts



- c. Year 3 = \$2,250 for transportation + \$3,000 for meals & t-shirts
- d. Year 4 = \$2,250 for transportation + \$3,000 for meals & t-shirts
- e. **Total Costs for travel to UTMC/CECS = \$21,000**

**2. Projected Costs for Dual Enrollment Instruction to Roane County High Schools:**

The number of high schools offering ALHS 1300: Introduction to Health-Related Professions will increase incrementally over the course of the grant period

- a. Year 1 = ~\$600/credit hour X 3 credit hours X 2 faculty X 2 semesters = \$7,200 annually
- b. Year 2 = ~\$600/credit hour X 3 credit hours X 3 faculty X 2 semesters = \$10,800 annually
- c. Year 3 = ~\$600/credit hour X 3 credit hours X 4 faculty X 2 semesters = \$14,400 annually
- d. Year 4 = ~\$600/credit hour X 3 credit hours X 5 faculty X 2 semesters = \$18,000 annually
- e. **Total Costs for Dual Enrollment Instructors = \$50,400**

**3. Projected Costs for Project Coordinator/Liaison:** A project coordinator will be hired to implement the project and serve as liaison between the college, UTK, and the K-12 schools

- a. Year 1 = \$5,000 stipend
- b. Year 2 = \$5,000 stipend
- c. Year 3 = \$5,000 stipend
- d. Year 4 = \$5,000 stipend
- e. **Total Costs for Project Coordinator = \$20,000**

**4. Projected Costs for Funding Pool to Support Student Exam/Certification Fees:** A fund will be established to help students who cannot afford required licensure exam and/or certification fees.

- a. Year 1 = \$4,500
- b. Year 2 = \$4,500
- c. Year 3 = \$4,500
- d. Year 4 = \$4,500
- e. **Total Costs for Exam Fee Funding Pool = \$18,000**

**TOTAL RSCC BUDGET: \$109,400 +8%F&A (\$8,752.00)= \$118,152.00**

**2.3.Subcontractor 3: Roane County Schools Grant Budget Justification**

**Personnel**

**1. Projected Costs for Health Science Academy Leader**

Each high school will have a dedicated teacher coordinator, who will serve as a consultant for implementation and coordination of project activities.

Year 1 = \$5,000 stipend x5 high schools  
 Year 2 = \$5,000 stipend x5 high schools  
 Year 3 = \$5,000 stipendx5 high schools  
 Year 4 = \$5,000 stipend x5 high schools

**Total Costs for Health Science Academy Leaders for 4 years= \$100,000**

## **2. Participant support-Students**

### **Projected Costs for Field trip Expenses**

We anticipate each of the five high schools will have two field trips to medical facilities, hospitals per year starting in year 1. For each trip, at each of the 5 schools, there will be a bus cost, teacher substitute costs and meals:

Year 1: \$432 for transportation + \$1500 for meals + \$320 for substitutes x 5 high schools

Year 2: \$432 for transportation + \$1500 for meals + \$320 for substitutes x 5 high schools

Year 3: \$432 for transportation + \$1500 for meals + \$320 for substitutes x 5 high schools

Year 4: \$432 for transportation + \$1500 for meals + \$320 for substitutes x 5 high schools

**The total field trip costs for all 4 years for Roane Schools is=\$45,040**

## **3. Recruitment Event/Family Career Night**

We expect high schools will organize a health academies recruitment event every semester for families of 8<sup>th</sup> graders and 9<sup>th</sup> graders so they can learn about different careers, interact with health professionals and better guide their children. Each kid will get a Health Academy t-shirt, each t-shirt will cost \$15x50=\$750 -anticipating 50 students will attend each event at each high school. Food for participants will be provided.

Pizza and drink costs: 50 large pizzas x \$20X 2 events per year per high school =\$2000 + \$256.24 drinks and plates etc +tips= \$2256.24 x 5 high schools

Year 1: \$1,500 for t-shirts + \$2256.24 for meals x 5 high schools

Year 2: \$1,500 for t-shirts + \$2256.24 for meals x 5 high schools

Year 3: \$1,500 for t-shirts + \$2256.24 for meals x 5 high schools

Year 4: \$1,500 for t-shirts + \$2256.24 for meals x 5 high schools

**Total Cost for Career Fairs for all 4 years for Roane County Schools= \$75,124.80**

## **4. Participant Support-Teachers**

### **Teacher Professional Development**

We will provide teacher externships to 8 teachers from each school in years 1 and 2 to attend UTK Graduate School of Education's Teacher externship program to learn about various careers in health sciences, and visit CECS to learn about CEC's Medical Sciences Bachelor's degree program. Externships will take place during professional development days.

Year 1= 10 teachers x \$15 for meals x \$100 for travel stipend x 5 high schools=**\$12,500**

Year 2=10 teachers x \$15 for meals x \$100 for travel stipend x 5 high schools=**\$12,500**

Year 3= \$0.00 Complete

Year 4= \$0.00 Complete

**Total Cost for Teacher Externship for 2 years=\$25,000**

## **5. Teacher Professional Development**

We will select and send 15 teachers to a health education conference in years 2 and 3 for professional development. 15 teachers/trips each year x\$2,000/per trip=\$30,000 per year

Year 1= \$0.00

Year 2= 3 teachers x \$2,000 for travel x 5 high schools

Year 3= 3 teachers x \$2,000 for travel x 5 high schools

Year 4= \$0.00 Complete

**Total Cost for Teacher Professional Development for 2 years: \$60,000**

## **6. Supplies**

School supplies: Each high school will receive a class set of kits that kids can use for hands-on inquiry-based learning and a stipend teachers can use towards consumables starting in year 2 through year 4.

Year 1: \$0.00

**Year 2:** \$3,000 per teacherx2 teachers per high schoolx5 high schools=\$30,000

**Year 3:** \$3,000 per teacherx2 teachers per high schoolx5 high schools=\$30,000

**Year 4:** \$3,000 per teacherx2 teachers per high schoolx5 high schools=\$30,000

**Total cost of supplies for Roane High Schools for all years is = \$90,000**

The total cost of Roane Schools subcontract is \$395,164.8

**The total cost of Roane Schools subcontract with 8% F&A Rate is = \$395,164.8+ \$31613.184=\$426,777.9**

## **2.4.Subcontractor 4: Walters State Community College Budget Justification**

### **1. Personnel**

**Program coordinator (PC).** We will hire a project coordinator for each community college, who will serve as a liaison and be responsible for coordination of project implementation and coordination with UTK and k-12 partners. **PC will receive a \$5,000 compensation per yearx4years= \$20,000 for all 4 years.**

**Instructor costs:** Community college partners will need support to offer additional courses to accommodate new student enrollment. The projected costs of the instructor is as follows:

Year 1 = ~ \$600/credit hour X 3 Credit hours X 2 faculty X 2 semesters = \$7,200 annually

Year 2 = ~\$600/credit hour X 3 credit hours X 3 faculty X 2 semesters = \$10,800 annually

Year 3 = ~\$600/credit hour X 3 credit hours X 4 faculty X 2 semesters = \$14,400 annually

Year 4 = ~\$600/credit hour X 3 credit hours X 5 faculty X 2 semesters = \$18,000 annually

**Total expected expenses for faculty is = \$50,400 for all 4 years.**

### **2. Participant support-Students**

**Field trips:** Students will be taken to CECS and to UT Medical School to learn about the admission process and different programs offered at UTK, per year. We estimate 50 students will participate in each field trip. Bus~\$250, ~meals \$750, and ~t-shirt ~\$750, ~\$250 incidentals.

The total cost of field trip=\$2,000 per semesterx2 semester =\$4,000 per year.

**The total cost of Roane County Community College field trips is \$16,000 for all 4 years.**

- 3. Test/Fees Pool:** We will also allocate \$5,000 per year to help students who cannot afford for test fees, certification exams etc. =\$20,000 for all 4 years.

**Total cost of Walters State Community college partnership is =\$106,400 for 4 years.**

**The total costs of Walters State Community college partnership with an 8% F&A is \$114,912.00**

## **2.5. Subcontractor 5: Claiborne School District Budget Justification**

Claiborne School District will participate in the project with two high schools.

### **1. Personnel**

**Health Academy Leaders.** Each high school will have a dedicated teacher coordinator, who will serve as a consultant for implementation and coordination of project activities, \$5,000x2=10,000 in year 1, \$10,000 in year 2, 3 and 4. Total for lead teachers is estimated to total **\$40,000** for all years.

### **2. Participant support-Students**

**Field trip costs** We anticipate each school will have two field trips to a medical facilities, hospitals per year starting in year 1. For each trip, there will be a bus cost, teacher substitute costs and meals:

- Each bus trip costs \$250x2 high school 4 field trips total=**\$1,000**
- Each bus driver will charge 8hours\$15=\$120x2 trips per high school=**\$240, 2 high school=\$480.**
- We will need 4 teacher chaperones (2 per high school) per trip.
- Teacher substitute costs are estimated at \$100 per dayx2days per high schoolx2 high school=\$400 for each trip.x2 trips=**\$800**
- There will be 50 kids per trip \$15 per kid for each lunch =\$750 per tripx2 tripsx2 high schools=**\$3,000.**

The total costs of two field trips for 2 high schools per year = **\$5,280**

**The total field trip costs for all 4 years for Claiborne School District is=\$21,120**

### **3. Recruitment events/Family Career Nights:**

We expect high schools will organize a health academies recruitment event every semester for families of 8<sup>th</sup> graders and 9<sup>th</sup> graders so they can learn about different careers, interact with health professionals and better guide their children. Each kid will get a Health Academy t-shirt, each t-shirt will cost \$15x100,-anticipating 100 students will attend each event. T-shirt cost is \$1,500 per year. Each high school will have two events each yearx2years x2 events=\$6,000

Pizza and drink costs: 50 large pizzas x\$20X2 events per year per high school x 2 high schools=\$4000 + \$250 drinks and plates etc +tips= **\$4250 per year.**

**Food+ T-shirt costs**

Year 1:  $\$4250 + \$6,000 = \$10,250$  for 2 high schools

Year 2:  $\$4250 + \$6,000 = \$10,250$  for 2 high schools

Year 3:  $\$4250 + \$6,000 = \$10,250$  for 2 high schools

Year 4:  $\$4250 + \$6,000 = \$10,250$  for 2 high schools

**Total recruitment event costs=\$41,000**

**4. Participant support-Teachers**

**Teacher professional development costs:** Year 1 and Year 2 we will have teacher externships 20 teachers (10 per high school). \$15 lunch during trip for 20 x travel to UT Medical (\$100 each)x20 + a sub teacher ( at \$75)x20 teachers. **Total** =\$300~food+\$2,000-travel stipend+\$1500 substitute teacher costs=\$3,800/per year x 2 years=**\$7,600**

We will send health pathways teachers to a health education conference in years 2, and 3 for professional development, 10 teachers/trips each year x\$2,000/per tripx2 years=**\$40,000.**

**Total costs of teacher professional development for all 4 years is \$47,600**

- 5. School supplies:** Each high school will receive a class set of kits that students can use for hands-on inquiry-based learning and a stipend teachers can use towards consumables starting from year 2.

**Year 2:** \$3,000 per teacherx2 teachers per high schoolx2 high schools=\$12,000

**Year 3:** \$3,000 per teacherx2 teachers per high schoolx2 high schools=\$12,000

**Year 4:** \$3,000 per teacherx2 teachers per high schoolx2 high schools=\$12,000

**Total supplies for Claiborne High Schools for all years is = \$36,000**

**Total subcontract budget of Claiborne School District is: \$185,720 for all 4 years.**

**Total subcontract budget with F&A for Claiborne School District is \$185,720 + \$14,857.60= \$200,576**

## **Appendix B. Memorandums of Understanding & Subrecipient Commitment Forms**

HEALTH will collaborate with two school districts, two community colleges and three industry partners (medical centers). **Roane Schools** commit to implementing the proposed HEALTH Academies concepts in **five high schools**. **Claiborne County Schools** commit to implementing the proposed HEALTH Academies concepts in **two high schools**. Both school districts agree to collaborating with community colleges, College of Emerging and Collaborative Studies (CECS)-UTK and UT Medical Center, UTHC-COM-K to implement the proposed project activities with fidelity.

**Community Colleges** (Roane County Community College and Walters State Community College) commit to collaborating with school districts to coordinate the dual enrollment programs, and with UT to coordinate 2+2 transfer programs.

This collaboration requires Memorandum of Understandings (MOUs) and subrecipient forms. We present these documents in the following order.

### **Appendix B Memorandum of Understandings (MOUs)**

1. **K-12 Partners**
  - a. Roane County Schools Pg xiii
  - b. Claiborne County School Pg xvi
2. **Community College Partners**
  - a. Roane State Community College (Roane County) Pg xix
  - b. Walters State Community College (Claiborne County) Pg xxii
3. **Industry Partners**
  - a. Roane Medical Center Pg #xxv
  - b. Claiborne Medical Center Pg #xxvii
  - c. Rhea Medical Center Pg #xxx

### **Appendix # Subrecipient forms**

1. **K-12 Partners**
  - a. Roane County Schools Pg #xxxii
  - b. Claiborne County School Pg #xxxv
2. **Community College Partners**
  - a. Roane State Community College (Roane County) Pg #xxxvii
  - b. Walters State Community College (Claiborne County) Pg#xl

## **Memorandum of Understanding (MOU)**

### **Between**

University of Tennessee, Knoxville (UTK)

### **And**

Roane County Schools

This Memorandum of Understanding (MOU), effective on the dates signed below (Effective Date), for **Roane County Schools**, the public district for Roane County, TN, for the Rural Health Care Pathways Expansion Grant (RHCPE)

### **Purpose**

The purpose of this MOU is to establish a collaborative partnership between UTK and **Roane County Schools** to address the healthcare needs of rural communities in Tennessee. The partnership will focus on advancing educational initiatives, improving health outcomes, and providing support for rural healthcare professionals through resources and services offered by both parties.

### **Background**

The Tennessee Higher Education Commission (THEC) has a longstanding commitment to advancing higher education and health outcomes in Tennessee, with a special emphasis on rural and underserved areas. Through the **Bureau of Academic Affairs: Rural Health**, THEC works to enhance educational opportunities and address workforce shortages in rural health sectors, with an emphasis on increasing access to quality healthcare.

UTK shares a similar vision of improving healthcare in rural areas and has the necessary expertise, programs, or resources to contribute to the mutual goal of improving health equity, healthcare delivery, and the capacity of rural healthcare providers.

**Roane County Schools: 105 Bluff Road, Kingston, Tennessee 37763**

Roane County Schools, headquartered at 105 Bluff Road in Kingston, Tennessee, serves the educational needs of Roane County. The district encompasses 18 schools, including elementary, middle, and high schools, with a total enrollment of approximately 6,132 students. The student-teacher ratio stands at 15:1, allowing for personalized instruction and support. The district's mission is to provide a safe and effective learning environment that fosters academic excellence and prepares students for future success. Roane County Schools offer a variety of academic programs, extracurricular activities, and support services to meet the diverse needs of its student population. The district is committed to continuous improvement and community engagement, working collaboratively with parents, educators, and local organizations to enhance educational opportunities.

### **Scope of Collaboration**

This MOU sets forth the general framework for cooperation and outlines the roles, responsibilities, and goals of both Parties in addressing rural health challenges in Tennessee. The Parties agree to collaborate on the following areas:

## **Roles and Responsibilities**

### **1. University of Tennessee, Knoxville:**

- With the various partners, lead the development and implementation of collaborative, meaningful, and structured work-based learning (WBL) and mentorship experiences in the healthcare sector for students in rural communities.
- Serve as the lead and fiscal agent for the grant, if awarded, UTK will allocate funds as agreed to in the proposal to various partner institutions.

### **2. Roane County Schools**

- Coordination of project implementation and coordination with UTK, Community Colleges, and healthcare partners.
- Field trips: Students will be taken to the partner medical centers and other academic institutions to learn about the admission process and the different programs offered.
- Support the integration of this specific program into existing CTE programs.

## **Terms and Conditions**

### **1. Duration of MOU:**

This MOU will be effective as of the Effective Date and terminated at the end of the proposal period (48 months after awarded) unless terminated or extended by mutual written consent of the partners.

### **2. Modification:**

Any modifications to this MOU must be agreed upon by both Parties in writing.

### **3. Confidentiality:**

Both Parties agree to maintain confidentiality regarding sensitive data, information, and research findings shared in the course of this collaboration, unless otherwise specified.

### **4. Funding:**

Each Party will be responsible for its own expenses unless otherwise agreed upon in writing for specific projects or initiatives.

### **5. Termination:**

Either Party may terminate this MOU with a [90]-day written notice to the other Party, provided that all ongoing projects or activities will be completed or appropriately transitioned.

## **Governing Law**

This MOU shall be governed by and construed in accordance with the laws of the State of Tennessee.

## **Points of Contact**

For the UTK:

- Name: Caleb Knight
- Title: Director of Partnerships



- Email: caleb.knight@utk.edu
- Phone: 865.978.2095


For Roane County Schools:

- Name: Cindy Lockett
- Title: Career and Technical Education Director
- Email: cclockett@roaneschools.com
- Phone: [8653765592](tel:8653765592)

### Signatures

By signing below, the Parties agree to the terms outlined in this MOU.

For Roane County Schools:

Name: Russell Jenkins   
Title: Director of Schools  
Date: 1/23/25

## **Memorandum of Understanding (MOU)**

### **Between**

University of Tennessee, Knoxville (UTK)

### **And**

Claiborne County School District

This Memorandum of Understanding (MOU), effective on the dates signed below (Effective Date), for **Claiborne County Schools**, the public district for Claiborne County, TN, for the Rural Health Care Pathways Expansion Grant (RHCPE)

### **Purpose**

The purpose of this MOU is to establish a collaborative partnership between UTK and **Claiborne County School District** to address the healthcare needs of rural communities in Tennessee. The partnership will focus on advancing educational initiatives, improving health outcomes, and providing support for rural healthcare professionals through resources and services offered by both parties.

### **Background**

The Tennessee Higher Education Commission (THEC) has a longstanding commitment to advancing higher education and health outcomes in Tennessee, with a special emphasis on rural and underserved areas. Through the **Bureau of Academic Affairs: Rural Health**, THEC works to enhance educational opportunities and address workforce shortages in rural health sectors, with an emphasis on increasing access to quality healthcare.

UTK shares a similar vision of improving healthcare in rural areas and has the necessary expertise, programs, or resources to contribute to the mutual goal of improving health equity, healthcare delivery, and the capacity of rural healthcare providers.

**Claiborne County School District: 1403 Tazewell Rd, Tazewell, TN 37879**

Claiborne County School District, serves the K-12 educational needs of Claiborne County. The district comprises multiple schools, including elementary, middle, and high schools, with a total enrollment of approximately 4,070 students. The student-teacher ratio is 15:1, allowing for personalized instruction and support. The mission of Claiborne County Schools is to provide students with high-quality academic education and career and technical experience, enabling them to continue their education or enter employment upon graduation. The district is committed to fostering academic, social, and emotional growth for every student, ensuring they are college and/or career ready.

### **Scope of Collaboration**

This MOU sets forth the general framework for cooperation and outlines the roles, responsibilities, and goals of both Parties in addressing rural health challenges in Tennessee. The Parties agree to collaborate on the following areas:

### **Roles and Responsibilities**

**1. University of Tennessee, Knoxville:**

- With the various partners, lead the development and implementation of collaborative, meaningful, and structured work-based learning (WBL) and mentorship experiences in the healthcare sector for students in rural communities.
- Serve as the lead and fiscal agent for the grant, if awarded, UTK will allocate funds as agreed to in the proposal to various partner institutions.

**2. Claiborne County School District**

- Coordination of project implementation with UTK, Community Colleges, and healthcare partners.
- Field trips: Students will be taken to the partner medical centers and other academic institutions to learn about the admission process and the different programs offered.
- Support the integration of this specific program into existing CTE programs.

**Terms and Conditions**

**1. Duration of MOU:**

This MOU will be effective as of the Effective Date and terminated at the end of the proposal period (48 months after awarded) unless terminated or extended by mutual written consent of the partners.

**2. Modification:**

Any modifications to this MOU must be agreed upon by both Parties in writing.

**3. Confidentiality:**

Both Parties agree to maintain confidentiality regarding sensitive data, information, and research findings shared in the course of this collaboration, unless otherwise specified.

**4. Funding:**

Each Party will be responsible for its own expenses unless otherwise agreed upon in writing for specific projects or initiatives.

**5. Termination:**

Either Party may terminate this MOU with a [90]-day written notice to the other Party, provided that all ongoing projects or activities will be completed or appropriately transitioned.

**Governing Law**

This MOU shall be governed by and construed in accordance with the laws of the State of Tennessee.

**Points of Contact**

For the UTK:

- Name: Caleb Knight
- Title: Director of Partnerships
- Email: caleb.knight@utk.edu

- Phone: 865.978.2095

For Claiborne County School District:

- Name: Danny Satterfield
- Title: Career and Technical Education Supervisor
- Email: Daniel.Satterfield@claibornecsd.org
- Phone: 8653765592

### Signatures

By signing below, the Parties agree to the terms outlined in this MOU.

For Claiborne County School District:

Name: Danny Satterfield  
Title: CTE Director  
Date: 1-22-2025

## **Memorandum of Understanding (MOU)**

### **Between**

University of Tennessee, Knoxville (UTK)

### **And**

Roane State Community College

This Memorandum of Understanding (MOU), effective on the dates signed below (Effective Date), for **Roane State Community College**, a local community college located in Roane County, TN, for the Rural Health Care Pathways Expansion Grant (RHCPE)

### **Purpose**

The purpose of this MOU is to establish a collaborative partnership between UTK and **Roane State Community College** to address the healthcare needs of rural communities in Tennessee. The partnership will focus on advancing educational initiatives, improving health outcomes, and providing support for rural healthcare professionals through resources and services offered by both parties.

### **Background**

The Tennessee Higher Education Commission (THEC) has a longstanding commitment to advancing higher education and health outcomes in Tennessee, with a special emphasis on rural and underserved areas. Through the **Bureau of Academic Affairs: Rural Health**, THEC works to enhance educational opportunities and address workforce shortages in rural health sectors, with an emphasis on increasing access to quality healthcare.

UTK shares a similar vision of improving healthcare in rural areas and has the necessary expertise, programs, or resources to contribute to the mutual goal of improving health equity, healthcare delivery, and the capacity of rural healthcare providers.

**Roane State Community College:** 276 Patton Ln, Harriman, TN 37748

Roane State Community College, established in 1971, is a public two-year institution located in Harriman, Tennessee, approximately 40 miles west of Knoxville. Serving a nine-county area in East Tennessee, the college offers a variety of associate degree and certificate programs designed to prepare students for immediate employment or to transfer to four-year institutions. With a total enrollment of approximately 4,000+ students, Roane State maintains a student-to-faculty ratio of 17:1, fostering a personalized learning environment. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Committed to accessibility, Roane State operates multiple satellite campuses throughout the region, providing educational opportunities across its service area. The institution emphasizes workforce development and community engagement, offering programs tailored to meet the needs of local industries and contributing to the economic growth of the region.

### **Scope of Collaboration**

This MOU sets forth the general framework for cooperation and outlines the roles, responsibilities, and goals of both Parties in addressing rural health challenges in Tennessee. The Parties agree to collaborate on the following areas:

#### **Roles and Responsibilities**

**1. University of Tennessee, Knoxville:**

- With the various partners, lead the development and implementation of collaborative, meaningful, and structured work-based learning (WBL) and mentorship experiences in the healthcare sector for students in rural communities.
- Serve as the lead and fiscal agent for the grant, if awarded, UTK will allocate funds as agreed to in the proposal to various partner institutions.

**2. Roane State Community College**

- Hire a Program Coordinator (PC) who will serve as a liaison and be responsible for coordination of project implementation and coordination with UTK and K-12 partners.
- Community college partners will need support to offer additional courses to accommodate new student enrollment.
- Field trips: Students will be taken to CECS and to UT Medical School to learn about the admission process and the different programs offered at UTK, per year.
- Test/Fees support: The Community College will also allocate funds from the grant to help students who cannot afford for test fees, certification exams etc. for all 4 years.

#### **Terms and Conditions**

**1. Duration of MOU:**

This MOU will be effective as of the Effective Date and terminated at the end of the proposal period (48 months after awarded) unless terminated or extended by mutual written consent of the partners.

**2. Modification:**

Any modifications to this MOU must be agreed upon by both Parties in writing.

**3. Confidentiality:**

Both Parties agree to maintain confidentiality regarding sensitive data, information, and research findings shared in the course of this collaboration, unless otherwise specified.

**4. Funding:**

Each Party will be responsible for its own expenses unless otherwise agreed upon in writing for specific projects or initiatives.

**5. Termination:**

Either Party may terminate this MOU with a [90]-day written notice to the other Party, provided that all ongoing projects or activities will be completed or appropriately transitioned.

#### **Governing Law**

This MOU shall be governed by and construed in accordance with the laws of the State of Tennessee.

**Points of Contact**

For the UTK:

- Name: Caleb Knight
- Title: Director of Partnerships
- Email: caleb.knight@utk.edu
- Phone: 865.978.2095

For Roane State Community College:

- Name: Diane Ward
- Title: VP for Student Learning
- Email: wardd@roanestate.edu
- Phone: (865) 354-3000

**Signatures**

By signing below, the Parties agree to the terms outlined in this MOU.

**For Roane State Community College:**

Name: Dr. Chris Whaley /mm

Title: President

Date: 01/23/2025

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## **Memorandum of Understanding (MOU)**

### **Between**

University of Tennessee, Knoxville (UTK)

### **And**

Walters State Community College (Claiborne County)

This Memorandum of Understanding (MOU), effective on the dates signed below for **Walters State Community College**, a local community college serving a ten-county area in East and Northeast Tennessee, with a focus on Claiborne County, Tennessee for the Rural Health Care Pathways Expansion Grant (RHCPE)

### **Purpose**

The purpose of this MOU is to establish a collaborative partnership between UTK and **Walters State Community College (Claiborne County)** to address the healthcare needs of rural communities in Tennessee. The partnership will focus on advancing educational initiatives, improving health outcomes, and providing support for rural healthcare professionals through resources and services offered by both parties.

### **Background**

The Tennessee Higher Education Commission (THEC) has a longstanding commitment to advancing higher education and health outcomes in Tennessee, with a special emphasis on rural and underserved areas. Through the **Bureau of Academic Affairs: Rural Health**, THEC works to enhance educational opportunities and address workforce shortages in rural health sectors, with an emphasis on increasing access to quality healthcare.

UTK shares a similar vision of improving healthcare in rural areas and has the necessary expertise, programs, or resources to contribute to the mutual goal of improving health equity, healthcare delivery, and the capacity of rural healthcare providers.

**Walters State Community College (Claiborne County):** *1325 Claiborne St, Tazewell, TN 37879*

Walters State Community College, established in 1970, is a public two-year institution serving East Tennessee. The Claiborne County Campus, located at 1325 Claiborne Street in Tazewell, opened in 1995 to extend educational opportunities to the local community. The college's main campus is located in Morristown, with additional campuses in Greeneville, Sevierville, Tazewell, and Newport, providing accessible education across the region. Walters State offers a variety of associate degree and certificate programs designed to prepare students for immediate employment or to transfer to four-year institutions. The college emphasizes workforce development and community engagement, offering programs tailored to meet the needs of local industries and contributing to the economic growth of the region. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Committed to accessibility, Walters State operates multiple campuses throughout its service area, providing educational opportunities across East Tennessee. Through its commitment to quality education, community involvement, and student support,



Walters State Community College plays a vital role in enhancing the educational and economic landscape of East Tennessee.

### **Scope of Collaboration**

This MOU sets forth the general framework for cooperation and outlines the roles, responsibilities, and goals of both Parties in addressing rural health challenges in Tennessee. The Parties agree to collaborate on the following areas:

### **Roles and Responsibilities**

#### **1. University of Tennessee, Knoxville:**

- With the various partners, lead the development and implementation of collaborative, meaningful, and structured work-based learning (WBL) and mentorship experiences in the healthcare sector for students in rural communities.
- Serve as the lead and fiscal agent for the grant, if awarded, UTK will allocate funds as agreed to in the proposal to various partner institutions.

#### **2. Walters State Community College (Claiborne County):**

- Designate Program Coordinator (PC) who will serve as a liaison and be responsible for coordination of project implementation and coordination with UTK and K-12 partners.
- Community college partners will offer programs and activities, through academic and/or Workforce training (non-credit) to support the THEC RHCPE grant project.
- Field trips: Students will be taken to CECS and to UT Medical School to learn about the admission process and the different programs offered at UTK, per year.
- Test/Fees support: The Community College will also allocate funds from allocated subcontract to help offset test fees, certification exams etc. for all 4 years.

### **Terms and Conditions**

#### **1. Duration of MOU:**

This MOU will be effective as of the Effective Date and terminated at the end of the proposal period (48 months after awarded) unless terminated or extended by mutual written consent of the partners.

#### **2. Modification:**

Any modifications to this MOU must be agreed upon by both Parties in writing.

#### **3. Confidentiality:**

Both Parties agree to maintain confidentiality regarding sensitive data, information, and research findings shared in the course of this collaboration, unless otherwise specified.

#### **4. Funding:**

Each Party will be responsible for its own expenses unless otherwise agreed upon in writing for specific projects or initiatives.

**5. Termination:**

Either Party may terminate this MOU with a [90]-day written notice to the other Party, provided that all ongoing projects or activities will be completed or appropriately transitioned.

**Governing Law**

This MOU shall be governed by and construed in accordance with the laws of the State of Tennessee.

**Points of Contact**

For the UTK:

- Name: Caleb Knight
- Title: Director of Partnerships
- Email: caleb.knight@utk.edu
- Phone: 865.978.2095

For Walters State Community College (Claiborne County):

- Name: Dr. Kim Bolton
- Title: Dean, Claiborne County Campus, WSCC
- Email: Kim.Bolton@ws.edu
- Phone: [\(423\) 626-6200](tel:4236266200)

**Signatures**

By signing below, the Parties agree to the terms outlined in this MOU.

**For Walters State Community College (Claiborne County):**

Name: Tony Miksa  
Title: President, Walters State Community College  
Date: 1/23/2025

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## **Memorandum of Understanding (MOU)**

### **Between**

University of Tennessee, Knoxville (UTK)

### **And**

Roane Medical Center

This Memorandum of Understanding (MOU), effective on the dates signed below (Effective Date), for **Roane Medical Center** a hospital and medical services center, for the Rural Health Care Pathways Expansion Grant (RHCPE).

### **Purpose**

The purpose of this MOU is to establish a collaborative partnership between UTK and **Roane Medical Center** to address the healthcare needs of rural communities in Tennessee. The partnership will focus on advancing educational initiatives, improving health outcomes, and providing support for rural healthcare professionals through resources and services offered by both parties.

### **Background**

The Tennessee Higher Education Commission (THEC) has a longstanding commitment to advancing higher education and health outcomes in Tennessee, with a special emphasis on rural and underserved areas. Through the **Bureau of Academic Affairs: Rural Health**, THEC works to enhance educational opportunities and address workforce shortages in rural health sectors, with an emphasis on increasing access to quality healthcare.

UTK shares a similar vision of improving healthcare in rural areas and has the necessary expertise, programs, or resources to contribute to the mutual goal of improving health equity, healthcare delivery, and the capacity of rural healthcare providers.

**Roane Medical Center:** 8045 Roane Medical Center Drive in Harriman, Tennessee

Roane Medical Center is a not-for-profit medical facility accredited by The Joint Commission and a member of Covenant Health. The hospital offers a comprehensive range of services, including medical, surgical, emergency, and critical care, as well as diagnostic imaging and rehabilitation programs. It has been recognized for its commitment to quality, earning a 5-Star Overall Quality Rating from the Centers for Medicare and Medicaid Services and an 'A' Safety Grade from The Leapfrog Group. Additionally, Roane Medical Center has received Zero Harm awards from the Tennessee Hospital Association, reflecting its dedication to patient safety. The facility is equipped with modern technologies and staffed by expert healthcare professionals, ensuring exceptional patient care for the community.

### **Scope of Collaboration**

This MOU sets forth the general framework for cooperation and outlines the roles, responsibilities, and goals of both partners in addressing rural health challenges in Tennessee. The partner agrees to collaborate on the advancement of rural healthcare in Tennessee workforce opportunities, combining

### **Governing Law**

This MOU shall be governed by and construed in accordance with the laws of the State of Tennessee.

### **Points of Contact**

For the UTK:

- Name: Caleb Knight
- Title: Director of Partnerships
- Email: [caleb.knight@utk.edu](mailto:caleb.knight@utk.edu)
- Phone: 865.978.2095


For Claiborne Medical Center:

- Name: Jason Pilant
- Title: President and CAO
- Email: [jpilant@CovHlth.com](mailto:jpilant@CovHlth.com)
- Phone: (865) 316-1000

### **Signatures**

By signing below, the partner agrees to the terms outlined in this MOU.

**For Roane Medical Center:**

Name:   
Title: President / CAO  
Date: 1/13/2025

## **Memorandum of Understanding (MOU)**

### **Between**

University of Tennessee, Knoxville (UTK)

### **And**

Claiborne Medical Center

This Memorandum of Understanding (MOU), effective on the dates signed below (Effective Date), for **Claiborne Medical Center**, a hospital and medical services center, for the Rural Health Care Pathways Expansion Grant (RHCPE).

### **Purpose**

The purpose of this MOU is to establish a collaborative partnership between UTK and **Claiborne Medical Center** to address the healthcare needs of rural communities in Tennessee. The partnership will focus on advancing educational initiatives, improving health outcomes, and providing support for rural healthcare professionals through resources and services offered by both parties.

### **Background**

The Tennessee Higher Education Commission (THEC) has a longstanding commitment to advancing higher education and health outcomes in Tennessee, with a special emphasis on rural and underserved areas. Through the **Bureau of Academic Affairs: Rural Health**, THEC works to enhance educational opportunities and address workforce shortages in rural health sectors, with an emphasis on increasing access to quality healthcare.

UTK shares a similar vision of improving healthcare in rural areas and has the necessary expertise, programs, or resources to contribute to the mutual goal of improving health equity, healthcare delivery, and the capacity of rural healthcare providers.

### **Claiborne Medical Center: 1850 Old Knoxville Road in Tazewell, Tennessee**

Claiborne County Medical Center has been serving the tri-state community since 1959. As a member of Covenant Health, it offers a comprehensive range of medical services, including cardiology, general surgery, and specialized procedures in gastroenterology, gynecology, and urology. The facility is equipped with 85 licensed beds, 5 ICU beds, 9 emergency beds, and 3 operating room suites. In addition to hospital services, Claiborne Medical Center provides skilled and long-term care through its Health and Rehabilitation Center and operates its own ambulance service, Claiborne Emergency Medical Service, which has been serving the community since 1972. The medical staff comprises approximately 120 physicians and 350 employees dedicated to delivering high-quality patient care. The hospital is accredited by The Joint Commission, reflecting its commitment to maintaining high standards in healthcare delivery. Recent advancements include the introduction of new MRI technology, enhancing diagnostic capabilities for the region.

### **Scope of Collaboration**



This MOU sets forth the general framework for cooperation and outlines the roles, responsibilities, and goals of both partners in addressing rural health challenges in Tennessee. The partner agrees to collaborate on the advancement of rural healthcare in Tennessee workforce opportunities, combining their strengths to improve health outcomes and educational opportunities for healthcare professionals in underserved areas.

### **Roles and Responsibilities**

#### **1. University of Tennessee, Knoxville:**

- With the various partners, lead the development and implementation of collaborative, meaningful, and structured work-based learning (WBL) and mentorship experiences in the healthcare sector for students in rural communities.
- Serve as the lead and fiscal agent for the grant, if awarded, UTK will allocate funds as agreed to in the proposal to various partner institutions.

#### **2. Claiborne Medical Center:**

- Support the co-development of WBL programs by providing real world content for consideration and project-based learning opportunities.
- Work towards establishing a team of individuals from their organization to identify areas of need, project opportunities for students.
- Follow the best practices from the "Work-Based Learning (WBL) Personalized Learning Plan" from the Tennessee Department of Education (Examples - job shadowing, internships, project-based learning, and hands-on experiences within the facility, exposing students to a range of healthcare careers.)

### **Terms and Conditions**

#### **1. Duration of MOU:**

This MOU will be effective as of Effective Date and terminated at the end of the proposal period (48 months after awarded) unless terminated or extended by mutual written consent of the partners.

#### **2. Modification:**

Any modifications to this MOU must be agreed upon by the partners.

#### **3. Confidentiality:**

Partner institutions agree to maintain confidentiality regarding sensitive data, information, and research findings shared in the course of this collaboration, unless otherwise specified.

#### **4. Funding:**

Each partner institution will be responsible for its own expenses unless otherwise agreed upon in writing for specific projects or initiatives.

#### **5. Termination:**

Partner institute may terminate this MOU with a [90]-day written notice to the University of Tennessee, Knoxville, provided that all ongoing projects or activities will be completed or appropriately transitioned.

### Governing Law

This MOU shall be governed by and construed in accordance with the laws of the State of Tennessee.

### Points of Contact

For the UTK:

- Name: Caleb Knight
- Title: Director of Partnerships
- Email: [caleb.knight@utk.edu](mailto:caleb.knight@utk.edu)
- Phone: 865.978.2095

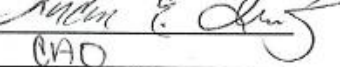
For Claiborne Medical Center:

- Name: Gordon Lintz
- Title: President and CAO
- Email: [glintz@covhlth.com](mailto:glintz@covhlth.com)
- Phone: ~~(423) 626-4211~~  
526 - 2200

### Signatures

By signing below, the partner agrees to the terms outlined in this MOU.

For Claiborne Medical Center:

Name:   
Title: CAO  
Date: 1/10/25

## **Memorandum of Understanding (MOU)**

### **Between**

University of Tennessee, Knoxville (UTK)

### **And**

Rhea Medical Center

This Memorandum of Understanding (MOU), effective on the dates signed below (Effective Date), for **Rhea Medical Center** a hospital and medical services center, for the Rural Health Care Pathways Expansion Grant (RHCPE).

### **Purpose**

The purpose of this MOU is to establish a collaborative partnership between UTK and **Rhea Medical Center** to address the healthcare needs of rural communities in Tennessee. The partnership will focus on advancing educational initiatives, improving health outcomes, and providing support for rural healthcare professionals through resources and services offered by both parties.

### **Background**

The Tennessee Higher Education Commission (THEC) has a longstanding commitment to advancing higher education and health outcomes in Tennessee, with a special emphasis on rural and underserved areas. Through the **Bureau of Academic Affairs: Rural Health**, THEC works to enhance educational opportunities and address workforce shortages in rural health sectors, with an emphasis on increasing access to quality healthcare.

UTK shares a similar vision of improving healthcare in rural areas and has the necessary expertise, programs, or resources to contribute to the mutual goal of improving health equity, healthcare delivery, and the capacity of rural healthcare providers.

**Rhea Medical Center:** 9400 Rhea County Highway, Dayton, Tennessee

Rhea Medical Center is a county-owned, non-profit organization dedicated to serving the healthcare needs of Rhea County residents. The hospital offers a comprehensive range of services, including cardiac care, diabetes management, emergency services, imaging, infusion therapy, laboratory services, medical oncology, and surgical procedures. The facility is accredited by DNV, utilizing annual surveys and ISO Quality Management principles to maintain high standards of care. In August 2007, Rhea Medical Center opened a new \$28 million facility equipped with state-of-the-art technology to better serve its patients. The hospital's commitment to providing quality healthcare close to home is evident through its continuous expansion of services and investment in modern medical equipment.

### **Scope of Collaboration**

This MOU sets forth the general framework for cooperation and outlines the roles, responsibilities, and goals of both partners in addressing rural health challenges in Tennessee. The partner agrees to collaborate on the advancement of rural healthcare in Tennessee workforce opportunities, combining



their strengths to improve health outcomes and educational opportunities for healthcare professionals in underserved areas.

### **Roles and Responsibilities**

#### **1. University of Tennessee, Knoxville:**

- With the various partners, lead the development and implementation of collaborative, meaningful, and structured work-based learning (WBL) and mentorship experiences in the healthcare sector for students in rural communities.
- Serve as the lead and fiscal agent for the grant, if awarded, UTK will allocate funds as agreed to in the proposal to various partner institutions.

#### **2. Rhea Medical Center:**

- Support the co-development of WBL programs by providing real world content for consideration and project-based learning opportunities.
- Work towards establishing a team of individuals from their organization to identify areas of need, project opportunities for students.
- Follow the best practices from the “Work-Based Learning (WBL) Personalized Learning Plan” from the Tennessee Department of Education (Examples - job shadowing, internships, project-based learning, and hands-on experiences within the facility, exposing students to a range of healthcare careers.)

### **Terms and Conditions**

#### **1. Duration of MOU:**

This MOU will be effective as of Effective Date and terminated at the end of the proposal period (48 months after awarded) unless terminated or extended by mutual written consent of the partners.

#### **2. Modification:**

Any modifications to this MOU must be agreed upon by the partners.

#### **3. Confidentiality:**

Partner institutions agree to maintain confidentiality regarding sensitive data, information, and research findings shared in the course of this collaboration, unless otherwise specified.

#### **4. Funding:**

Each partner institution will be responsible for its own expenses unless otherwise agreed upon in writing for specific projects or initiatives.

#### **5. Termination:**

Partner institute may terminate this MOU with a [90]-day written notice to the University of Tennessee, Knoxville, provided that all ongoing projects or activities will be completed or appropriately transitioned.

### **Governing Law**

This MOU shall be governed by and construed in accordance with the laws of the State of Tennessee.

### **Points of Contact**

For the UTK:

- Name: Caleb Knight
- Title: Director of Partnerships
- Email: [caleb.knight@utk.edu](mailto:caleb.knight@utk.edu)
- Phone: 865.978.2095


For Rhea Medical Center:

- Name: Hoss Whitt
- Title: Chief Executive Officer
- Email: [hwhitt@rheamedical.org](mailto:hwhitt@rheamedical.org)
- Phone: (423) 775-1121

### **Signatures**

By signing below, the partner agrees to the terms outlined in this MOU.

**For Rhea Medical Center:**

Name:   
Title: Hoss Whitt  
Date: 1-13-2025

## Subrecipient Information and Commitment Form

Subrecipients must complete this form when submitting a proposal to the University of Tennessee, Knoxville. Signature by an authorized organizational representative is required. This form provides a checklist of documents that must be provided by the subrecipient's Office of Research or equivalent. *FDP Subrecipient Clearinghouse members may complete the FDP LOI Template.*

### Subrecipient Information

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Subrecipient Institution: Roane County Schools	Congressional District: 3rd	Project Period: 08/01/2025-07/31/2029
PI Name: Cindy Lockett	Total Subaward Amount: \$426,777	Cost Share Amount:
Institution Address (Street, City, St, Zip+4) 105 Bluff Road Kingston, TN 37763	F&A Rate:	Fringe Benefit Rate(s):
Primary Performance Address (Street, City, St, Zip +4) 105 Bluff Road Kingston, TN 37763	UEI Number: UV61N48YZBZ4	TIN/EIN: 62-6000807

Does this application have a Conflict of Interest/Commitment review or compliance requirement? If yes, please select one of the following options:

☐ Subrecipient hereby certifies that it has an active and enforced conflict of interest policy that meets the requirement of the prime sponsor.

☒ Subrecipient does not have an active and/or enforced Conflict of Interest policy and hereby agrees to abide by UT's policy. [UT's policy is available online.](#) Disclosures should be submitted to the [Division of Research Integrity and Assurance](#).

### Project Specific Questions

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Proposal Title: HEALTH: High School, Education, and Apprentices	UT PI: Dr. Ozlem Kilic
Prime Sponsor: Tennessee Higher Education Commission	Export Control concerns (if yes, describe): No
UT Proposal #:	

Does this project involve:

Human Subjects Research?

No ☒ Yes ☐

Human Subjects Assurance #:

Animal Subjects Research?

No ☒ Yes ☐

Animal Subjects Assurance #

## Documentation

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Documents to be submitted by subrecipient Office of Research (or equivalent) with this form:

- |  |  |
|--|--|
| <input type="checkbox"/> Statement of Work               | <input type="checkbox"/> Biographical Sketch                     |
| <input checked="" type="checkbox"/> Budget               | <input type="checkbox"/> Current & Pending (other support forms) |
| <input checked="" type="checkbox"/> Budget Justification | <input type="checkbox"/> Facilities Statement                    |
| <input type="checkbox"/> Indirect Cost Rate Agreement    | <input type="checkbox"/> Other Sponsor Specific Files:           |
| <input type="checkbox"/> Letter of Commitment            |  |

## Sponsored Programs Contact

---

Sponsored Programs Contact: **Cindy Lockett**  
Sponsored Programs Phone: **865-399-6877**  
Sponsored Programs Email: **clockett@roaneschools.com**

## Certification

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I certify the above information, certifications, and representations have been read, are understood, and are accurate and true to the best of my knowledge. In signing below and offering to participate in this research program, the Subrecipient Institution certifies that neither they nor their principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from receiving funds from any federal department or agency and are not delinquent on any federal debt. The appropriate programmatic and administrative personnel involved in this application are aware of the prime awarding agency's regulations and policies and are prepared to establish a subaward agreement with the University of Tennessee that ensures compliance with such regulations and policies should this proposal be funded. Any terms or rates included in the proposal described herein are not binding upon the Pass-Through Entity. All terms and conditions between the parties will be outlined in a separate formal Agreement.

## Authorized Organizational Representative

---

Name and Title: **Russell K. Jenkins, Ed.S., Director of Schools**

Signature:



Date: **1/27/25**

## Subrecipient Information and Commitment Form

Subrecipients must complete this form when submitting a proposal to the University of Tennessee, Knoxville. Signature by an authorized organizational representative is required. This form provides a checklist of documents that must be provided by the subrecipient's Office of Research or equivalent. *FDP Subrecipient Clearinghouse members may complete the FDP LOI Template.*

### Subrecipient Information

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Subrecipient Institution:  
**Claiborne County Board of Education**

PI Name:  
**Claiborne County Schools**

Institution Address  
(Street, City, St, Zip+4)

**1403 Tazewell Rd**

Primary Performance Address  
(Street, City, St, Zip +4)

**Tazewell, TN 37879**

Congressional District:

**District 35**

Total Subaward Amount:

**\$200,577.60**

F&A Rate:

UEI Number:

**V4ARMUS55ED83/4EZ7**

Project Period:

**08/01/2025-07/31/2029**

Cost Share Amount:

Fringe Benefit Rate(s):

TIN/EIN:

**62-6000536**

Does this application have a Conflict of Interest/Commitment review or compliance requirement? If yes, please select one of the following options:

☐ Subrecipient hereby certifies that it has an active and enforced conflict of interest policy that meets the requirement of the prime sponsor.

☒ Subrecipient does not have an active and/or enforced Conflict of Interest policy and hereby agrees to abide by UT's policy. [UT's policy is available online.](#) Disclosures should be submitted to the [Division of Research Integrity and Assurance.](#)

### Project Specific Questions

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Proposal Title:

HEALTH: High School, Education, and Apprenticeship Programs Leading to Transformative Healthcare Careers

Prime Sponsor:

**Tennessee Higher Education Commission**

UT Proposal #:

UT PI:

**Dr. Ozlem Kilic**

Export Control concerns (if yes, describe):

**No**

Does this project involve:

Human Subjects Research?

No ☒ Yes ☐

Human Subjects Assurance #:

Animal Subjects Research?

No ☒ Yes ☐

Animal Subjects Assurance #

## Documentation

---

Documents to be submitted by subrecipient Office of Research (or equivalent) with this form:

- |  |  |
|--|--|
| <input type="checkbox"/> Statement of Work               | <input type="checkbox"/> Biographical Sketch                     |
| <input checked="" type="checkbox"/> Budget               | <input type="checkbox"/> Current & Pending (other support forms) |
| <input checked="" type="checkbox"/> Budget Justification | <input type="checkbox"/> Facilities Statement                    |
| <input type="checkbox"/> Indirect Cost Rate Agreement    | <input type="checkbox"/> Other Sponsor Specific Files:           |
| <input type="checkbox"/> Letter of Commitment            |  |

## Sponsored Programs Contact

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Sponsored Programs Contact:

Sponsored Programs Phone:

Sponsored Programs Email:

## Certification

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I certify the above information, certifications, and representations have been read, are understood, and are accurate and true to the best of my knowledge. In signing below and offering to participate in this research program, the Subrecipient Institution certifies that neither they nor their principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from receiving funds from any federal department or agency and are not delinquent on any federal debt. The appropriate programmatic and administrative personnel involved in this application are aware of the prime awarding agency's regulations and policies and are prepared to establish a subaward agreement with the University of Tennessee that ensures compliance with such regulations and policies should this proposal be funded. Any terms or rates included in the proposal described herein are not binding upon the Pass-Through Entity. All terms and conditions between the parties will be outlined in a separate formal Agreement.

## Authorized Organizational Representative

---

Name and Title: Daniel Satterfield CTE Director

Signature: 

Date: 1/27/20



## Subrecipient Information and Commitment Form

Subrecipients must complete this form when submitting a proposal to the University of Tennessee, Knoxville. Signature by an authorized organizational representative is required. This form provides a checklist of documents that must be provided by the subrecipient's Office of Research or equivalent. *FDP Subrecipient Clearinghouse members may complete the FDP LOI Template.*

### Subrecipient Information

Subrecipient Institution: <b>Roane State Community College</b>	Congressional District: <b>TN 3rd</b>	Project Period: <b>08/01/2025-07/31/2029</b>
PI Name: <b>Dr. Diane Ward</b>	Total Subaward Amount: <b>\$118,152</b>	Cost Share Amount:
Institution Address (Street, City, St, Zip+4) <b>276 Patton Lane, Harriman, 37748</b>	F&A Rate: <b>8%</b>	Fringe Benefit Rate(s):
Primary Performance Address (Street, City, St, Zip +4) <b>276 Patton Lane, Harriman, 37748</b>	UEI Number: <b>EHVRJ6G8DAF5</b>	TIN/EIN: <b>62-0819102</b>

Does this application have a Conflict of Interest/Commitment review or compliance requirement? If yes, please select one of the following options:

☒ Subrecipient hereby certifies that it has an active and enforced conflict of interest policy that meets the requirement of the prime sponsor.

☐ Subrecipient does not have an active and/or enforced Conflict of Interest policy and hereby agrees to abide by UT's policy. [UT's policy is available online.](#) Disclosures should be submitted to the [Division of Research Integrity and Assurance.](#)

### Project Specific Questions

Proposal Title: <small>HEALTH: High School, Education, &amp; Apprenticeship Program Leading to Transformative Healthcare Careers</small>	UT PI: <b>Dr. Ozlem Kilic</b>
Prime Sponsor: <b>UTK College of Emerging and Collaborative</b>	Export Control concerns (if yes, describe):
UT Proposal #:	

Does this project involve:

Human Subjects Research?

No ☒ Yes ☐

Human Subjects Assurance #:

Animal Subjects Research?

No ☒ Yes ☐

Animal Subjects Assurance #

## Documentation

---

Documents to be submitted by subrecipient Office of Research (or equivalent) with this form:

- |  |  |
|--|--|
| <input type="checkbox"/> Statement of Work               | <input checked="" type="checkbox"/> Biographical Sketch          |
| <input checked="" type="checkbox"/> Budget               | <input type="checkbox"/> Current & Pending (other support forms) |
| <input checked="" type="checkbox"/> Budget Justification | <input type="checkbox"/> Facilities Statement                    |
| <input type="checkbox"/> Indirect Cost Rate Agreement    | <input type="checkbox"/> Other Sponsor Specific Files:           |
| <input checked="" type="checkbox"/> Letter of Commitment |  |

## Sponsored Programs Contact

---

Sponsored Programs Contact: **Karen Brunner**  
Sponsored Programs Phone: **865-882-4606**  
Sponsored Programs Email: **brunnerkl@roanestate.edu**

## Certification

---

I certify the above information, certifications, and representations have been read, are understood, and are accurate and true to the best of my knowledge. In signing below and offering to participate in this research program, the Subrecipient Institution certifies that neither they nor their principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from receiving funds from any federal department or agency and are not delinquent on any federal debt. The appropriate programmatic and administrative personnel involved in this application are aware of the prime awarding agency's regulations and policies and are prepared to establish a subaward agreement with the University of Tennessee that ensures compliance with such regulations and policies should this proposal be funded. Any terms or rates included in the proposal described herein are not binding upon the Pass-Through Entity. All terms and conditions between the parties will be outlined in a separate formal Agreement.

## Authorized Organizational Representative

---

Name and Title: **Dr. Chris Whaley, President**

Signature: 

Date: **1/23/25**



## Subrecipient Information and Commitment Form

Subrecipients must complete this form when submitting a proposal to the University of Tennessee, Knoxville. Signature by an authorized organizational representative is required. This form provides a checklist of documents that must be provided by the subrecipient's Office of Research or equivalent. *FDP Subrecipient Clearinghouse members may complete the FDP LOI Template.*

### Subrecipient Information

---

Subrecipient Institution:	Congressional District:	Project Period:
<b>Walters State Community College</b>	<b>TN-01</b>	<b>08/01/2025-07/31/2029</b>
PI Name:	Total Subaward Amount:	Cost Share Amount:
<b>Dr. Kim Bolton</b>	<b>\$114,912</b>	<b>0</b>
Institution Address	F&A Rate:	Fringe Benefit Rate(s):
(Street, City, St, Zip+4)	<b>8% per grant requirements</b>	<b>n/a</b>
500 S. Davy Crockett Parkway, Morristown, TN 37814	UEI Number:	TIN/EIN:
Primary Performance Address	<b>L1M1ASTAGJ93</b>	<b>62-0807429</b>
(Street, City, St, Zip +4)		
<b>1325 Claiborne Street, Tazewell, TN 37879</b>		

Does this application have a Conflict of Interest/Commitment review or compliance requirement? If yes, please select one of the following options:

☐ Subrecipient hereby certifies that it has an active and enforced conflict of interest policy that meets the requirement of the prime sponsor.

☒ Subrecipient does not have an active and/or enforced Conflict of Interest policy and hereby agrees to abide by UT's policy. [UT's policy is available online.](#) Disclosures should be submitted to the [Division of Research Integrity and Assurance.](#)

### Project Specific Questions

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Proposal Title:	UT PI:
<small>HEALTH: High School, Education, and Apprenticeship Programs Leading to Transformative Healthcare Careers</small>	<b>Dr. Ozlem Kilic</b>
Prime Sponsor:	Export Control concerns (if yes, describe):
<b>Tennessee Higher Education Commission</b>	<b>No</b>
UT Proposal #:	

Does this project involve:

Human Subjects Research?

No ☒ Yes ☐

Human Subjects Assurance #:

Animal Subjects Research?

No ☒ Yes ☐

Animal Subjects Assurance #

## Documentation

---

Documents to be submitted by subrecipient Office of Research (or equivalent) with this form:

- |   |  |
|---|--|
| <input type="checkbox"/> Statement of Work            | <input type="checkbox"/> Biographical Sketch                     |
| <input checked="" type="checkbox"/> Budget            | <input type="checkbox"/> Current & Pending (other support forms) |
| <input type="checkbox"/> Budget Justification         | <input type="checkbox"/> Facilities Statement                    |
| <input type="checkbox"/> Indirect Cost Rate Agreement | <input type="checkbox"/> Other Sponsor Specific Files:           |
| <input type="checkbox"/> Letter of Commitment         |  |

## Sponsored Programs Contact

---

Sponsored Programs Contact:

Sponsored Programs Phone:

Sponsored Programs Email:

## Certification

---

I certify the above information, certifications, and representations have been read, are understood, and are accurate and true to the best of my knowledge. In signing below and offering to participate in this research program, the Subrecipient Institution certifies that neither they nor their principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from receiving funds from any federal department or agency and are not delinquent on any federal debt. The appropriate programmatic and administrative personnel involved in this application are aware of the prime awarding agency's regulations and policies and are prepared to establish a subaward agreement with the University of Tennessee that ensures compliance with such regulations and policies should this proposal be funded. Any terms or rates included in the proposal described herein are not binding upon the Pass-Through Entity. All terms and conditions between the parties will be outlined in a separate formal Agreement.

## Authorized Organizational Representative

---

Name and Title: **Tony Miksa, President**

Signature: *Tony Miksa*

Date: **1/27/25**

## Data and References

- American Medical Association (AMA). (2018). *State law chart: Physician assistant scope of practice*. Retrieved [insert date], from <https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/public/arc-public/state-law-physician-assistant-scope-practice.pdf>
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