

Tennessee College of Applied Technology (TCAT) Upper Cumberland



Rural Health Ready: Small Towns, Big Futures: Expanding Rural Healthcare Opportunities

TCAT Upper Cumberland Rural Healthcare Initiative for Bledsoe, Clay, Jackson, Pickett, Overton, Cumberland & White County

Lead Entity: Tennessee College of Applied Technology Upper Cumberland
Fiscal Agent: Tennessee College of Applied Technology Upper Cumberland

IN PARTNERSHIP WITH:

1. Bledsoe, Clay, Pickett & Jackson, Overton, Cumberland & White County Schools
2. First Choice Family Care, PLLC
3. Pikeville Clinic, LLC
4. Waters of Gainesboro (Jackson County)
5. Clay County Nursing Home

Project Director Name(s), Mailing Address(es)

Clifford Wightman - President
Tennessee College of Applied Technology Upper Cumberland
910 Miller Avenue
Crossville, TN 38555
Clifford.Wightman@tcatuppercumberland.edu

Stacy Johnson – VP of Organizational Effectiveness
TCAT Upper Cumberland at Livingston
740 Hi Tech Drive
Livingston, TN 38570
Stacy.Johnson@tcatlivingston.edu

Funding Requested: \$1,505,234.00



**President of Higher Education Institution
(Fiscal Agent)**



Project Director (Lead Entity)

Abstract/Project Summary

The Rural Health Care Pathways Expansion grant will build on the strong partnerships of the K12 in Bledsoe, Clay, Pickett, Jackson, Overton, Cumberland, and White Counties to address critical healthcare workforce shortages in rural Tennessee by enhancing training capacity and outreach for Practical Nursing (PN) and CNA programs at the Bledsoe campus of TCAT Upper Cumberland. This initiative will support the purchase of state-of-the-art equipment to provide hands-on, technology-driven training to aspiring healthcare professionals.

To further expand access and awareness, the project will establish a mobile outreach program designed to engage students and community members in underserved areas. By leveraging VR technology, participants can experience immersive, interactive simulations of healthcare tasks, fostering interest in healthcare careers. Additionally, the program will host a regional healthcare career fair, targeting Pickett, Clay, Overton, Jackson, Cumberland, and White counties secondary students. The career fair will connect residents with education and training opportunities, local employers, and resources to pursue healthcare professions.

This initiative directly addresses the pressing need for skilled healthcare workers in rural Tennessee while providing equitable access to career pathways. By integrating cutting-edge technology and strategic outreach, the Rural Healthcare Pathways Expansion Grant will inspire and equip the next generation of healthcare professionals to serve their communities effectively.

Our efforts will focus on underserved populations through our secondary/post-secondary partnership providing EPSOs, in the form of dual enrollment, local dual credit, and nationally recognized industry certifications, for high school students, early and capstone work-based learning experiences for students in grades K-12, and opportunities for parent and community involvement. The support from the school district, administration of TCAT Upper Cumberland, industry partners, and our local workforce development agencies will ensure the sustainability of this program as long as there is a continued workforce need.

Table of Contents

Section 1. Demonstration of Need	4
Alignment with Tennessee's Drive to 55 Goals:.....	4
Localized Data Demonstrating the Need for Action:	5
Clear Linkages Between Grant Activities and Local Needs:.....	6
Section 2. Program Plan.....	7
Detailed Project Timeline and Overview:.....	7
Clear Alignment of Workforce Data and Drive to 55 Goals:	11
Measurable Objectives for Each Phase of Project:	12
Recruitment of Underrepresented Student Groups:.....	12
Project Governance and Accountability Plan:	13
Structure of Work-Based Learning Program:.....	14
Role of Proposed Equipment Request:	14
Section 3. Strength of Partnership	15
Detailed Description of Each Partner's Role and Capabilities of Each Mandatory	15
Partner:.....	15
Section 4. Budget Plan.....	15
Clear Alignment Between Funding Request and Grant Activities:.....	15
Section 5. Sustainability.....	15
Plan for Sustaining the Program Beyond the 30-month Funding Period:	17
Plan for Maintaining Communication and Sharing Resources Among Program Partners:.....	18
Availability of Long-term Resources to House, Maintain, Repair Equipment:	178
Commitment/Strategy to Maintain a GIVE-developed WBL Program:.....	179
Appendices.....	20
Appendix A - Tennessee's In-Demand Occupations to 2026 found at Jobs4TN.gov	20
Appendix B: Timeline	21
Appendix C: WBL continuum framework.....	223
Appendix D – Partner Roles, Tasks, and Capabilities.....	234
Appendix F - Budget.....	245
Appendix G - MOU (employer & K12)	

Section I. Demonstration of Need

Alignment with Rural Healthcare Pathways Expansion Goals:

Partnering to form the Rural Healthcare Collaborative TCAT Upper Cumberland, Bledsoe, Clay, Jackson, Pickett, Overton, Cumberland, and White County Schools and multiple employer partners in the healthcare sector are committed to achieving Tennessee's rural healthcare goals. As projected by the Upper Cumberland LWDA healthcare and social assistance is projected to be the dominant industry by 2030, with an estimated 168,145 jobs. The industry is expected to continue its prominence, reflecting its importance in providing essential services and meeting the healthcare needs of the region's population. Within healthcare and social assistance, the availability of additional funds for treatment is driving the expansion of residential facilities catering to substance abuse, mental health, and intellectual disability. Furthermore, the aging population is fueling the development of more assisted living facilities. The Upper Cumberland LWDA reported the lowest rate of educational attainment in 2021, with 43.2 percent of the population aged 25 years or more having some college or additional education. To reach the rural healthcare initiatives, Upper Cumberland needs to produce an additional 375 credentials annually across the seven counties to close the gap and post-secondary credentials per year to increase the county's college-going rate by 5%, 52 additional students must enroll in college each year. The 2017 [Complete Tennessee Room to Grow](#) report states, "If a child born into poverty does not get a college degree, he or she is ten times more likely to be poor than rich." The report highlights the continued need for post-secondary pathways and student support if the Drive to 55 is achieved. The highest poverty rate in the region was in the Upper Cumberland LWDA at 16.7 percent. Upper Cumberland LWDA was the only LWDA in the Middle Region that had poverty rates higher than the state's average. Addressing the needs of these populations will require regional, tailored strategies to ensure inclusive and effective workforce development. TCAT Upper Cumberland's rural healthcare initiative for Bledsoe, Clay, Jackson, Pickett, Overton, Cumberland, and White County Rural Healthcare initiative will address some of the most pressing workforce-related needs in the Upper Cumberland region by decreasing barriers to

education/training access through increasing understanding and awareness of viable career choices and training options for high-demand fields; providing increased early post-secondary education and training opportunities (EPSO); providing additional student support services; and aligning education and workforce needs.

Localized Data Demonstrating the Need for Action:

Change in the landscape of jobs, skills, and training in Upper Cumberland means that innovation and proactive collaboration are more essential than ever. Discussions over the past several years between the regional higher education, K-12 systems, and employers have concluded that growth and upskilling of the healthcare workforce numbers are critical to Bledsoe, Clay, Jackson, Pickett, Overton, Cumberland, and White County's future. *See Appendix A* for Upper Cumberland In-Demand Occupations to 2026 found at Jobs4TN.gov, which includes this occupation documenting labor market trends and specific local workforce needs. The chart below shows particular demand for occupations directly affected by TCAT Upper Cumberland's Rural Healthcare partnership with Bledsoe, Clay, Jackson, Pickett, Overton, Cumberland, and White Counties Rural Healthcare Initiative.

Occupation Title Links: Online (tn.gov/online)	Related Technical Training Program	Annual Openings to 2026 in Upper Cumberland	2020 Median Salary in TN	Openings as of 1-14-2025	Occupation Growth Projection for Tennessee
Licensed Practical Nurse	LPN	130	<u>\$48,220</u>	55	17%
Nurses Aid	CNA	100	<u>\$28,600</u>	51	15%
Patient Care Technician	Patient Care Tech/Medical Assistants	50	<u>\$30,340</u>	16	21%
Pharmacy Technician	Pharmacy Technology	45	<u>\$32,800</u>	32	7%
Surgical Technician	Surgical Technology	30	<u>\$53,975</u>	15	6-8%

According to the Tennessee Health Care Campaign, March 2024 "Training people here, giving them the experience and broader opportunity, offers rural areas a much higher likelihood of keeping that person who is motivated to provide high-level, very diverse care. This statement bodes well for all skilled trade

training opportunities within this Rural Healthcare Initiative. The MIT Living Wage Calculator indicates that for Bledsoe, Clay, Pickett, Overton, Jackson, Cumberland, and White County, Tennessee, the annual living wage would equal \$38,272.00. This is for a single adult sole provider working full-time (2080 hours per year) at \$18.40 per hour.

Labor and Education Alignment Program (LEAP) is a component of the Drive to 55, Tennessee's goal of equipping 55 percent of working-age Tennesseans with a degree or certificate by 2025. As we move towards reaching this goal, the state must ensure that new credentials produced towards the Drive to 55 are aligned with the local workforce needs in our communities. The LEAP program develops training pipelines that give students the specific skills needed to fill in-demand and open occupations and create a pool of qualified workers for local industries. An analysis completed by the Tennessee Department of Economic Development and workforce data for the Upper Cumberland region highlights a growing demand for healthcare professionals, driven by population increases and evolving labor market trends. Healthcare and social assistance are identified as one of the largest and fastest-growing sectors in the region, expected to add over 4,000 jobs by 2030. This demand is partially fueled by the aging population and rural community healthcare needs. Certified Nursing Assistants (CNAs), Licensed Practical Nurses (LPNs), Pharmacy technicians, and Patient Care Technicians are among the most critical roles identified to address this gap. To support workforce development, the Upper Cumberland Local Workforce Development Board (UCLWDB) has emphasized partnerships and training programs, including direct hire events, apprenticeships, and certification-focused initiatives. These programs aim to ensure compliance with industry standards and address skills shortages, particularly in soft skills and technical expertise needed in healthcare settings

Clear Linkages Between Grant Activities and Local Needs:

The Rural Healthcare Pathways Expansion initiative will have a direct and positive impact on the region's workforce's needs. The Rural Healthcare partners agree that the most pressing workforce-related needs in the area include those being addressed through this initiative: 1) barriers to access,

including understanding and awareness of viable career choices within high-demand fields; 2) insufficient early post-secondary education and training opportunities; 3) inadequate student support services, and 4) misalignment between education and workforce needs. With the addition of critical human resources, expanded access to a variety of post-secondary opportunities, expanded industry-recognized certification options, intentional outreach, and awareness activities, and essential student support services, the Rural Healthcare Pathways Expansion initiative will increase enrollment in and completion of related technical diplomas and certifications, to meet the needs of employers.

Employers, especially those serving on the current TCAT Upper Cumberland advisory committee boards, have repeatedly emphasized the difficulty of finding local area workers with the technical skills needed to meet their workforce needs. Additionally, they highlight a lack of interpersonal skills, such as work ethics and soft skills, including collaboration, communication, creativity, and critical thinking. These skills are heavily emphasized in our high-quality work-based learning continuum.

The labor market in the Upper Cumberland region of Tennessee indicates strong demand for healthcare roles such as Certified Nursing Assistants (CNAs), Licensed Practical Nurses (LPNs), Pharmacy Technicians, and Patient Care Technicians. According to the Upper Cumberland Development District and local workforce data, healthcare occupations consistently rank among the top job openings in the region due to a growing aging population and an increasing need for skilled healthcare workers. This number of job openings demonstrates the need for the highly skilled related jobs needed in our area for our Rural Healthcare Pathways Expansion initiative proposal efforts. These efforts will allow students to have the opportunity to complete programs and gain certifications needed for the workforce.

Section 2. Program Plan

Detailed Project Timeline and Overview:

Three significant strategies/measurable objectives will be utilized as a part of the Rural Healthcare Pathways Expansion initiative: 1. Enhance Training Capacity with Advanced Technology through the purchase and integration of cutting-edge simulation manikins and virtual reality (VR) goggles into the

Practical Nursing (PN), CNA and dual enrolled Pre-Practical Nursing (Pre-PN) programs at the Bledsoe campus. By the end of Year 1, ensure 100% of PN, CNA, and Pre-PN students have access to and complete at least 10 hours of hands-on training using manikins and/or VR simulations. 2. Expand Outreach to Underserved Communities Through Mobile Programming by developing a mobile outreach program utilizing VR technology to engage prospective students in Pickett, Clay, Overton, Jackson, Cumberland, and White counties. These would be incorporated into the Pre-PN, and CAN classes to allow students to think critically under real-life pressure and promote other healthcare pathways. 3. Strengthen Community Awareness and Workforce Connections Through a Regional Career Fair, host a regional healthcare career fair to connect students, job seekers, and community members with training programs and local healthcare employers. Achieve participation of at least 200 attendees and 15 healthcare-related organizations/employers at the career fair within the program's first year.

Objective:

The Rural Health Care Pathways Expansion grant will build on the strong partnerships of the K12 in Bledsoe, Clay, Pickett, Jackson, Overton, Cumberland, and White Counties to address critical healthcare workforce shortages in rural Tennessee. . This initiative will support the purchase of state-of-the-art equipment to provide hands-on, technology-driven training to aspiring healthcare professionals. To further expand access and awareness, the project will establish a mobile outreach program designed to engage students and community members in underserved areas. This initiative aims to address healthcare workforce shortages, improve patient care quality, create sustainable career pathways in rural communities, and expand rural healthcare potential by recruiting and retaining qualified staff.

Program Components**1. Partnership Framework****• Collaborative Partners:**

- TCAT Upper Cumberland
- K12 Partners (Bledsoe, Clay, Jackson, Overton, Pickett, Cumberland and White)

- Local Employers (First Choice Family Care, PLLC; Pikeville Clinic, LLC; Waters of Gainesboro; Celina Heath and Rehabilitation Center)
- **Roles and Responsibilities:**
 - College: Serve as the fiscal agent, coordinate dual enrollment and/or dual credit, deliver health career educational opportunities to employees and students, coordinate work-based learning opportunities required by employers for students to work for employer participants upon completion of the respective program, and create a Practical Nursing program in Bledsoe and mobile outreach and/or career fairs for Pickett, Bledsoe, Clay, Jackson, Overton, Cumberland, and White counties.
 - Employers: Alerting College of job openings, developing youth interest in health careers, hosting tours, participating in school career exploration events, considering graduates for employment, and serving on the occupational advisory board upon request
 - Technical college: Provide instructional content, coordinate program logistics, and certify students.
 - K12 Partnerships: Promote Dual Enrollment opportunities by recruiting students to enroll in Health Career Pathways, providing students with WBL opportunities, managing dual enrollment/dual credit with the College, providing students with the opportunity to obtain industry credentials, including underrepresented groups of students as well as non-traditional and monitor employer participant engagement.

2. Curriculum Structure

- **CNA Program:**
 - Duration: 6-8 weeks
 - Modules: Basic nursing skills, infection control, patient care, and clinical training.
- **LPN Program:**
 - Duration: 12 months
 - Modules: Anatomy, pharmacology, patient care, advanced clinical practice, etc.
- **Patient Care Technician Program:**
 - Duration: 12 months
 - Modules: Vital signs monitoring, bedside care, and EKG/phlebotomy training.

3. Work-Based Learning Opportunities

- Clinical rotations at partner employers.
 - On-the-job training with mentors.
-

Timeline

Activity	Timeframe	Details
Phase 1: Planning	Month 1	Finalize project team and roles. Confirm equipment specifications for simulation manikins, equipment, and VR goggles. Initiate partnerships with local schools, employers, and community organizations for outreach and career fair planning.
Phase 2: Recruitment	Month 2-3	Order and procure VR goggle and training materials. Begin development of marketing and recruitment materials for the mobile outreach program. Secure venue and date for regional healthcare career fair.
Phase 3: Training Launch	Month 4-6	Develop VR training modules for PN, CNA, and Pre-PN students. Establish a preliminary career fair exhibitor list. Finalize logistics for mobile outreach events. Receive and install training equipment at the Bledsoe campus . Conduct faculty and staff training on VR simulation integration . Pilot test VR simulations with a small group of students. Integrate VR and simulation-based training into PN, CNA and Pre-PN curriculum. Develop training guides and best practices for instructors. Begin outreach to high schools and rural communities about upcoming mobile events and career fair.
Phase 4: Expansion	Month 7-12	Order and procure simulation manikins, and training materials for PN and CNA at Bledsoe. Deploy mobile outreach program to Pickett, Bledsoe, Clay, Overton, Jackson, Cumberland, and White counties. Host VR demonstration sessions at high schools, libraries, and community centers. Gather participant feedback to refine outreach efforts. Continue mobile outreach efforts and expand engagement with local healthcare providers. Conduct a mid-point evaluation of program impact. Increase student enrollment in PN, CNA, Pre-PN, Patient Care Tech, Pharmacy Tech, and Surgical Tech programs as a result of outreach. Finalize logistics for the healthcare career fair, including employer commitments. Host Regional Healthcare Career Fair with industry partners, employers, and training programs.
Phase 5: Evaluation	Month 12+	Collect feedback, adjust curriculum, plan for next cohort.

Strategy to Address Workforce Needs

1. Data-Driven Decision Making:

- Use local labor market data to project demand and tailor training.

2. Participant Support:

- Financial aid and flexible class schedules.

3. Retention Efforts:

- Career counseling, employer engagement, and incentives for rural job commitments.

4. Outcome Metrics:

- Graduation rates, job placement rates, and retention in rural healthcare roles.
-

Expected Outcomes**1. Immediate:**

- Training of 50+ CNAs, LPN, Pharmacy Tech, Surgical Tech and Patient Care Technicians in the first year.
- Establishment of robust employer partnerships.

2. Mid-Term:

- Expand LPN and Pharmacy Technician programs.
- Increase regional healthcare employment rates by 20%.

3. Long-Term:

- Build sustainable rural healthcare pipelines.
- Enhance healthcare, access and quality in underserved areas.

Clear Alignment of Workforce, Drive to 55 Goals, and Talent Retention:

The Rural Healthcare Pathways Expansion initiative supports Tennessee's *Drive to 55* initiatives by addressing the significant workforce gaps in healthcare professions and equipping rural communities with the training and educational attainment required for economic and workforce vitality. This project's activities will move Bledsoe, Clay, Pickett, Jackson, Overton, Cumberland, and White counties closer to achieving the Drive to 55 goals. The Rural Healthcare Pathways Expansion Collaborative will align its work with the activities proposed in this application to ensure that high school students will attain both stackable credentials and the necessary skills to meet industry needs. High school graduates will

graduate with the skills required to enter the workforce in entry-level to mid-level positions. The pathway from K-12 to the TCAT will enable high school students to obtain dual enrollment credit and post-secondary certificates and continue seamlessly into the LPN, or Patient Care Technology program, where they can complete a diploma. By serving high school students, the grant activities will support adding more employees to the pipeline with industry-needed credentials in these occupational areas.

Measurable Objectives for Each Phase of the Project:

Phase 1 = Planning/Development Phase Objectives:
<ol style="list-style-type: none"> 1. Establish a project team with defined roles and responsibilities. 2. Order VR Equipment for TCAT training sites 3. Develop and distribute materials for mobile outreach at rural schools 4. Establish teacher externships 5. Promote Dual Enrollment opportunities to high school students 6. Secure a venue and employer commitments for regional healthcare career fair
Phase 2 = Full Implementation Phase Objectives:
<ol style="list-style-type: none"> 1. Successfully distribute the VR goggles for Pickett, Clay, Overton, Jackson, Cumberland, and White Counties. 2. Train faculty members on VR goggles. 3. Integrate VR training in the Pre-PN, Patient Care Technology, CAN 4. Conduct mobile outreach events in Bledsoe, Pickett, Clay, Overton, Jackson, Cumberland and White counties in 5-8 grades
Phase 3 = Post-Grant Funding Phase Objectives:
<ol style="list-style-type: none"> 1. Continue mobile outreach events. 2. Order equipment for the Bledsoe campus for PN, and CNA 3. Collect and analyze feedback from outreach participants 4. Successfully host Regional Healthcare Fair with at least 100 attendees and 15 employer partners. 5. Conduct post-event surveys of attendees providing feedback on career fair effectiveness. 6. Develop and present sustainability recommendations for continued rural healthcare training initiatives beyond the grant period.

Recruitment of Underrepresented Student Groups:

Recruitment of underrepresented student groups (gender, race/ethnicity, economically disadvantaged students, English Language Learners, and students with disabilities) will be an essential focus for the Rural Healthcare Pathways Expansion initiative. The United States Census Data Report for Bledsoe, Clay, Pickett, Overton, Jackson, Cumberland and White counties reveals a large percentage of White alone in each area. In the Upper Cumberland, this demographic is 93.8%, and for Bledsoe County, it is

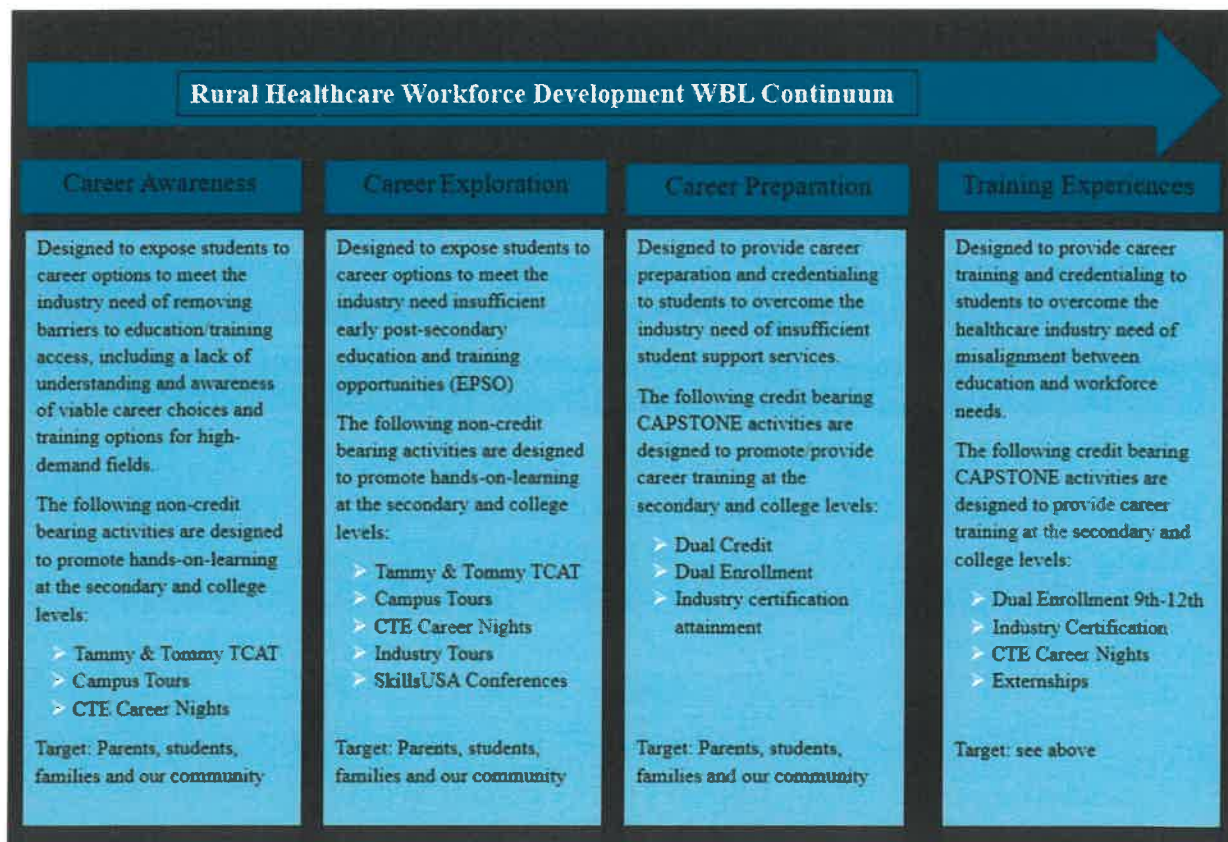
88.5% which provides minimal opportunities to recruit students from minority groups. The Rural Healthcare Workforce Development will utilize the Student Services and TCAT Upper Cumberland's Dual Enrollment Recruiter(s) to focus their recruiting efforts for the Rural Healthcare Development-related programs on opportunities to recruit economically disadvantaged students in Bledsoe, Clay, Pickett, Jackson, Overton, Cumberland and White Counties and prioritize their activities to attract a greater male population in our student body in those historically non-traditional fields of study which include all related programs within this proposal.

Project Governance and Accountability Plan:

TCAT Upper Cumberland is the lead entity and fiscal agent for the proposed Rural Healthcare Pathways Expansion initiative and will maintain oversight throughout the project. The college will be responsible for the governance, meeting schedule and facilitation, and the decision-making structure for the project. The college's Grant Specialist will serve as the co-project director and the College President to ensure that communication, processes, and progress data are accurately and timely reported to the Rural Healthcare Pathways Expansion Collaborative.

Structure of Work-Based Learning Program:

With the goal of students being better prepared for college and careers, K12 partners along with TCAT's Dual Enrollment Coordinators and the VP of Instruction and Academics will implement a WBL system that broadens student access, deepens learning experiences, and engages the community in a proactive approach to bridging the gap between high school and/or post-secondary education and high demand, high-skill careers. They will utilize the state's WBL Framework to develop a quality program that includes career awareness, exploration, preparation, and training experiences. The Rural Healthcare Pathways Expansion WBL program will be designed to guide participants through sequenced experiences that ensure preparation for the next steps. The program will meet the state's expectations for structure, coordination, supervision of students, development of personalized learning plans, student assessment, and program evaluation.



Role of Proposed Equipment Request:

Funds within this Rural Healthcare Pathways Expansion grant proposal will allow TCAT Upper

Cumberland to enhance training and expand access and awareness at Bledsoe, Clay, Pickett, Jackson,

Overton, Cumberland, and White counties. The equipment needed will align with industry standards and needs. This initiative will support the purchase of state-of-the-art equipment, including virtual reality (VR) goggles and advanced simulation manikins, to provide hands-on, technology-driven training to aspiring healthcare professionals. Please see the complete list of equipment in our proposed budget. **See**

Appendix F

Section 3. Strength of Partnership

TCAT Upper Cumberland, Bledsoe, Clay, Pickett, Jackson, Overton, Cumberland, and White County Schools, and the employer partners have longstanding relationships, working together for years to identify and address regional workforce needs and skills gaps. The Rural Healthcare Pathways Expansion initiative brings new focus to expanding career pathways and implementing a structured continuum of WBL experiences to our efforts.

Detailed Description of Each Partner's Role and Capabilities of Each Mandatory Partner:

Each Rural Healthcare Pathways Expansion partner is committed to the goals outlined in this proposal and will be actively involved in all phases of our Rural Healthcare proposal. Specific project roles, assigned tasks, and related personnel and capabilities of each partner are included in **Appendix D**.

Section 4. Budget Plan

Clear Alignment Between Funding Request and Grant Activities:

All budget requests are closely aligned with the needs and activities outlined in the project narrative. **See**
Appendix F for complete budget request details.

Section 5. Sustainability

The Tennessee College of Applied Technology Upper Cumberland has provided 58 years of workforce training to the Upper Cumberland region. The mission of the College is to be the premier supplier of workforce development, and the proposed programs and work-based activities will allow the College to continue to achieve its mission. The College maintains high enrollment, completion, and placement rates and dual enrollment classes have been an integral part of the training offered by the TCAT Upper

Cumberland. The grant will allow TCAT Upper Cumberland to expand dual enrollment programs in Bledsoe and enhance programs currently being offered in all other counties. The College and the seven-county school systems are committed to sustaining these programs after the 48 months of the grant and continuing to offer programs that align with the needs of employers in our region. The TCAT Upper Cumberland will continue to offer the programs implemented in this grant as long as a need exists in our region. The TCAT Upper Cumberland will maintain the equipment and support the work-based activities to ensure the needs of the employers are met through the training created and implemented through the Rural Healthcare Pathways Expansion grant.

The employer partners of this grant are the leading employers in Upper Cumberland and continue to employ many of the citizens in the counties being served by this grant. Each employer has shown in the past through their commitment to our region that preparing the workforce is a necessity for the economic development of our region. They continue to give of their time and expertise by serving on workforce development committees, grant committees, and educational advisory boards; giving facilities tours and being guest speakers to classes; and mentoring students through clinical rotations and work-based activities. The building of a strong workforce would not be possible without the commitment of these partners. TCAT Upper Cumberland will continue to seek the involvement of other employers in our region and will involve employer partners in the program advisory committee after the grant period. Communication between the partners will continue after the grant program through several different avenues. The TCAT Institutional Advisory Committee and the TCAT Program Advisory Committee will continue to seek the input and expertise of the partners when sustaining current programs and implementing new programs. The partners will communicate through the local workforce development board, the Highlands Workforce and Education Committee, and the local CTE advisory boards. The many different partners representing community leaders, government leaders, educational leaders, and employers believe the continued success of our region depends on our partnerships, communication, and

collaboration—all partners working together as a team for the good of our region, our businesses and industries, and our citizens.

Plan for Sustaining the Program Beyond the 12-month Funding Period:

As enrollment dictates, TCAT Upper Cumberland will sustain this initiative through the following:

- We will continue to support the technology, equipment, maintenance, and consumables for the secondary and post-secondary programs
- Providing professional development opportunities for post-secondary staff members
- Pursuing additional grant opportunities that align with this initiative

Based on enrollment demand, nursing facilities will sustain the initiative through the following:

- Providing classroom and lab space, utilities, and internet connectivity
- Providing other funding sources for equipment, maintenance, and consumables
- Providing opportunities for teacher professional development

Both educational institutions, employers, and K12 partners will continue to participate in advisory committee meetings held annually. The training program and equipment needs will be modified based on industry feedback and labor market demands. Industry partners will continue to support the program through equipment/supply donations and work-based learning opportunities as long as the labor market needs constant.

Plan for Maintaining Communication and Sharing Resources Among Program Partners:

Communication and sharing of resources among program partners will continue beyond the grant period. The partners have a longstanding history of working together to identify and address local workforce needs and skills gaps, and they will continue to do so.

Availability of Long-term Resources to House, Maintain, and Repair Equipment:

Upkeep of equipment will be the responsibility of each partner who receives it. The equipment will be housed in nursing facilities, and they will be responsible for including the equipment in the facilities' regular maintenance and inspection schedules.

Commitment/Strategy to Maintain a Rural Healthcare Workforce-developed WBL Program:

The college and project partners are committed to maintaining the Rural Healthcare Pathways

Expansion WBL program beyond the 12-month funding period. Once implemented, the WBL activities

will become a regular part of the calendars for our employer partners, college faculty and staff, and the High School's EPSO emphasis. Our WBL program will be continued because all partners will see the value it adds to our community and workforce.

Appendices

Appendix A – Upper Cumberland's In-Demand Occupations to 2026 found at Jobs4TN.gov

Upper Cumberland Tennessee

(Cannon, Clay, Cumberland, DeKalb, Fentress, Jackson, Macon, Overton, Pickett, Putnam, Smith, Van Buren, Warren, and White Counties)

In Demand Occupations to 2026

Personal Skills and Abilities

- advanced skills required
- moderate skills required
- A artistic/creative ability required

Job Title	2018-2026 Average Annual Openings	2018 Median Salary	Personal Skills: Reading (English)	Math Skills	Service Orientation	Persuasion Skills	Science Skills	Computer Programming Skills	Repairing Skills	Artistic/Creative Ability
Bachelor's degree continued										
Human Resources Specialists	25	\$45,265	●	○	●	○				A
Construction Managers	20	\$69,597	●	●	●	●	○			
Industrial Engineers	20	\$61,778	●	●	○	○				
Special Education Teachers, Kindergarten and Elementary School	20	\$47,517	●	○	●	●				A
Administrative Services Managers	15	\$68,379	●	○	●	●				
Kindergarten Teachers, Except Special Education	15	\$43,360	●	○	●	●				A
Sales Managers	15	\$94,713	●	●	●	●				
Market Research Analysts & Marketing Specialists	10	\$46,791	●	●	○	●	○	○		
Computer and Information Systems Managers	10	\$87,686	●	●	○	●		○		
Purchasing Managers	10	\$88,296	●	●	●	●				
Social and Community Service Managers	10	\$54,611	●	○	●	●	○			A
Software Developers, Applications	10		●	○	○	○	○	●		A
Mechanical Engineers	10	\$73,380	●	●	●	●	●	○		A
Training and Development Specialists	10	\$46,200	●	○	●	●				A
Graphic Designers	10	\$42,201	●	○	○	○				A
Associate's degree										
Physical Therapist Assistants	30	n/a	●	○	●	○	○			
Respiratory Therapists	15	\$53,332	●	○	○	○	○		○	
Radiologic Technologists	15	\$46,883	●	○	●	○	○			
Civil Engineering Technicians	10	\$36,322	●	●	○	○	○			A
Electrical and Electronics Engineering Technicians	10	\$48,363	●	●	○	○	○	○	●	
Postsecondary non-degree award										
Licensed Practical and Licensed Vocational Nurses	130	\$36,619	●	○	●	●	○			
Dental Assistants	30	\$38,351	●	○	●	○	○			
Telecommunications Equipment Installers and Repairers, Except Line Installers	30	\$60,908	●	○	○	○	○	○	●	

/ Jobs in Demand / Positive Job Growth / At least 10 expected annual job openings

Appendix B: Work Timeline

Timeline for Rural Healthcare Pathways Expansion Grant

Project Period: September 2025 – July 2027

This timeline outlines the key phases, deliverables, and milestones for the **Rural Healthcare Pathways Expansion Grant** to enhance healthcare workforce development through advanced simulation training, virtual reality (VR) integration, and expanded outreach in rural communities.

Phase 1: Planning & Procurement (September 2025 – December 2025)

September 2025:

- Establish project leadership team and assign roles.
- Develop detailed equipment procurement list (VR goggles, trailer).
- Engage with local high schools, healthcare facilities, and employers for partnerships.

October 2025:

- Issue **Requests for Proposals (RFPs)** and purchase orders for simulation equipment and VR technology.
- Begin curriculum integration planning for **VR-enhanced training modules**.
- Initiate marketing and recruitment strategies for prospective students.

November 2025:

- Finalize equipment purchases and secure vendor agreements.
- Plan logistics for **mobile outreach program** and schedule visits to rural communities.
- Identify a venue and secure employer commitments for a **regional healthcare career fair**.

December 2025:

- Receive and inspect training equipment; prepare for installation.
 - Launch promotional campaign targeting students, schools, and community members.
 - Confirm participation of at least **10 local healthcare employers** for future career fairs.
-

Phase 2: Equipment Installation & Training (January 2026 – June 2026)

January 2026:

- Install and test **VR systems** designated training sites.
- Conduct faculty and instructor training on new simulation technology.

February 2026:

- Pilot test VR-based healthcare training with a **small group of PN and CNA students**.
- Gather initial feedback and make curriculum adjustments.

March 2026:

- Fully integrate **VR and simulation-based learning** into PN and CNA programs.
- Develop detailed equipment procurement list (PN and CNA equipment).
- Begin **data collection** on student engagement and skill proficiency improvements.

April – May 2026:

- Expand VR and simulation training to **100% of PN and CNA students**.
- Finalize equipment purchases and secure vendor agreements.
- Conduct mid-term program assessment to evaluate effectiveness.
- Continue outreach efforts, targeting **at least 300 high school students** in rural communities.

June 2026:

- Develop reports on simulation effectiveness and student learning outcomes.

- Prepare for the launch of **mobile outreach events** across six counties.
-

Phase 3: Mobile Outreach & Program Expansion (July 2026 – December 2026)

July – August 2026:

- Deploy **mobile healthcare training units** to high schools and community centers in **Pickett, Clay, Overton, Jackson, Cumberland, and White counties**.
- Engage at least **500 community members** in healthcare career exploration activities.

September – October 2026:

- Continue outreach efforts, introducing VR-based training to more **rural schools and adult learners**.
- Receive and inspect training equipment; prepare for installation.
- Install and test **PN and CNA trainers**.
- Collect participant feedback and analyze impact on career interest in healthcare fields.

November – December 2026:

- Plan and coordinate logistics for the **first regional healthcare career fair**.
 - Conduct an evaluation of **student enrollment increases** due to outreach efforts.
 - Submit a **mid-point progress report** to stakeholders and grant agencies.
-

Phase 4: Regional Career Fair & Program Evaluation (January 2027 – July 2027)

January – March 2027:

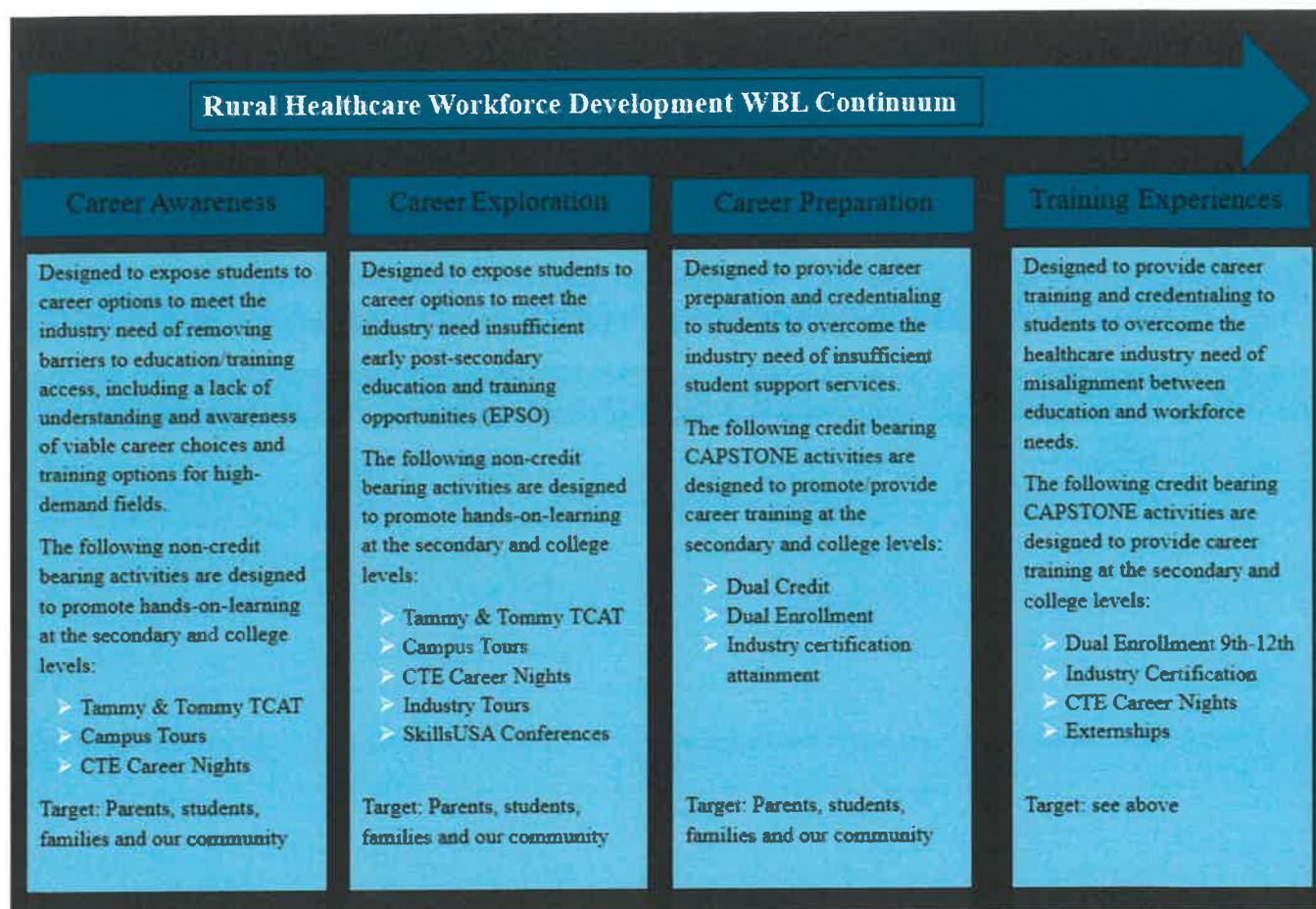
- Finalize employer and partner participation for the career fair.
- Host **Regional Healthcare Career Fair** with at least **200 attendees and 15 employer partners**.
- Connect students with **internship, apprenticeship, and employment opportunities**.

April – May 2027:

- Conduct follow-up surveys with students, employers, and faculty.
- Assess program effectiveness based on **enrollment growth, job placement rates, and student performance**.

June – July 2027:

- Compile and submit **final impact report** outlining successes, challenges, and recommendations for sustainability.
- Develop a proposal for continued funding or institutional support for **long-term program sustainability**.

Appendix C: WBL continuum framework

Appendix D – Partner Roles, Tasks, and Capabilities

Partner and Role in Carrying Out the Project and Unique Strengths and Qualifications	Assigned Tasks
<p>Tennessee College of Applied Technology (TCAT)-Upper Cumberland Higher education partner Lead Entity and Fiscal Agent</p> <p>Strengths and Qualifications: TCAT Upper Cumberland in partnership with employers and K12 partners will expand rural healthcare potential through the recruitment</p> <p>CNA, LPN, Pharmacy Technology, Surgical Technology, and Patient Care Technology</p>	<p>Provide leadership for the planning and implementation of the Rural Healthcare Pathways Expansion grant; Assign an administrative personnel lead; Provide leadership for the development of the Rural Healthcare Pathways Expansion grant and conduct/facilitate regular meetings; Plan and organize a continuum of WBL experiences; Work with Collaborative partners to prepare students with academic and other workplace readiness skills; Work with Collaborative partners to develop and conduct outreach services and recruit students to higher education programs; Work with Collaborative partners to align and map education/training program curriculum and credentialing requirements to industry standards and needs and to enhance/expand career pathways; Deliver training; Provide a framework by which grant project initiatives will be evaluated and sustained.</p>
Partner and Role in Carrying Out the Project and Unique Strengths and Qualifications	Assigned Tasks
<p>Employer Partners First Choice Family Care, LLC, Pikeville Clinic, PLLC; Celina Health and Rehab, and Waters of Gainesboro</p> <p>Strengths and Qualifications: Combined, these partners employ approximately 300 employees and represent small, medium, and large businesses. Employers are active in the community and have documented needs for additional skilled workers</p>	<p>Active participation in the Rural Healthcare Pathways Expansion; Assist with the identification of local workforce needs and related skillset deficits; Assist with the design of program components that address the youth interest in health careers; Host tours for youth and adult program participants; Participate in school career exploration events; Provide career exploration and other work-based learning opportunities for students; Work with high school and college staff to establish expectations and criteria for capstone WBL experiences and host/provide capstone WBL experiences for high school and college students, as possible and appropriate; Support student projects; Enlist the support of colleagues to provide classroom speakers and service on program advisory boards.</p>

Partner and Role in Carrying Out the Project and Unique Strengths and Qualifications	Assigned Tasks
<p>Bledsoe, Clay, Pickett, and Jackson County Schools K-12 Partner</p> <p>Strengths and Qualifications: The Bledsoe, Clay, Pickett, Overton, Jackson, Cumberland, White County K12 Partner graduated approximately 310 students in 2023. They work with Tennessee Pathways Certifications by enhancing coursework that includes early post-secondary opportunities, and a series of work-based learning experiences with at least one employer partner. They are Pathways certified in Allied Health</p>	<p>Active participation in the Rural Healthcare Pathways Expansion; recruiting students to enroll in health career pathways, provide students with WBL opportunities, managing dual enrollment/dual credit, provide students with the opportunity to obtain industry credentials, monitor employer participant engagement</p>

Appendix F - Budget

Budget for Rural Healthcare Pathways Expansion Grant

GRANT BUDGET	
LEAP Program Competitive Grant	
The grant budget line-item amounts below shall be applicable only to expenses incurred during the following.	
Applicable Period: BEGIN: August 2025 END: August 2029	

POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1,2	Salaries, Benefits & Taxes	0	0	0
4, 15	Professional Fee, Grant & Award			
5,6,7,8, 9,10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$386,394.00		\$386,394.00

11, 12	Travel, Conferences & Meetings	\$75,000.00		\$75,000.00
18	Other Non-Personnel			
20	Capital Purchase	\$932,342.00		\$932,342.00
22	Indirect Cost	\$111,498.00		\$111,498.00
24	In-Kind Expense			
25	GRAND TOTAL	\$1,505,234.00	\$	\$1,505,234.00

Equipment and Supplies: \$1,318,736.00 for equipment purchased by grant--\$38,447 for CNA (Bledsoe), \$498,289 for Practical Nursing (Bledsoe), and \$210,000.00 for VR Googles (set of 20 (\$1500) for each location that can be used for all healthcare fields) for Bledsoe, Clay, Pickett, Overton, Jackson, Cumberland, and White counties, \$432,000.00 for 3D Anatomage virtual tables (6 @\$72,000) for Clay, Pickett, Overton, Jackson, Cumberland and White counties. \$125,000 for supplies for LPN and CNA medical supplies, \$15,000 for mobile trailer.

Certified Nursing Assistant: (Bledsoe)	Hospital Beds each \$3,000 (3):	TOTAL	\$9,000
	Advanced GERI Manikin each \$5,250	TOTAL	5,250
	Koken Aged Simulation Set \$3,000	TOTAL	3,000
	Basic KERI Manikin \$1,600	TOTAL	1,600
	3B Scientific Patient Care Manikin \$3,187	TOTAL	3,187
	Curtains, Bed Stands, Overbed Stands, Call Lights		
	And Supplies \$5,000 per bed x 3 beds	TOTAL	15,000
	Medical Charts 10 x @ \$21	TOTAL	210
	Skeletons 1 @ \$1,200	TOTAL	1,200
	GRAND TOTAL:		\$38,447

Practical Nursing (Bledsoe):	Hospital Beds each \$3,000 (3):	TOTAL	\$9,000
	Advanced GERI Manikin each \$5,250	TOTAL	5,250
	Koken Aged Simulation Set \$3,000	TOTAL	3,000
	Basic KERI Manikin \$1,600	TOTAL	1,600
	3B Scientific Patient Care Manikin \$3,187	TOTAL	3,187
	Curtains, Bed Stands, Overbed Stands, Call Lights		
	And Supplies \$5,000 per bed x 3 beds	TOTAL	15,000
	Medical Charts 10 x @ \$21	TOTAL	210
	Skeletons 1 @ \$1,200	TOTAL	1,200
	3D Anatomage Table	TOTAL	72,000
	Birthing, Newborn & Pediatric Mankin	TOTAL	287,842
	Advanced Med Surg. Mankin	TOTAL	100,000
	GRAND TOTAL:		\$498,289

AGREEMENT
BETWEEN
TENNESSEE COLLEGE OF APPLIED TECHNOLOGY – UPPER CUMBERLAND
AND
EMPLOYER PARTICIPANTS(S)
AND
EDUCATIONAL PARTICIPANT(S)

This Agreement entered into this 17 day of January 2025 by and between Tennessee College of Applied Technology – Upper Cumberland (hereinafter referred to as the “College”) and First Choice Family Care; Pikeville Clinic, LLC; Waters of Gainesboro; Celina Health and Rehabilitation Center, (hereinafter collectively referred to as the “Employer Participants”) and Bledsoe County, Pickett County, Jackson County, Clay County, Cumberland County, Overton County, and White County, (hereinafter collectively referred to as the “Educational Participants”), is for the purpose of implementing the Rural Health Care Pathways Expansion Grant (RHCPE) Proposal, as further defined below.

PURPOSE

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

I. ROLES

1. COLLEGE ROLE:

The College agrees to the following responsibilities:

- Serve as the fiscal agent of the grant
- Coordinate dual enrollment and/or dual credit with identified Educational Participants
- Deliver health career educational opportunities to employees and students of the Educational Participants
- Coordinate work-based learning opportunities required by employers for students to work for Employer Participants upon completion of the respective program
- Create a Practical Nursing program in a rural county (Bledsoe) and mobile outreach and/or career fairs in Pickett, Clay, Jackson, Overton, Cumberland and White counties.

2. EMPLOYER PARTICIPANTS:

The Employer Participants are responsible for supporting the mission of the RHCPE. Employer participant(s) agree to the following responsibilities:

- Alerting the College of job openings
- Development of youth interest in health careers.
- Host tours for youth and adult program participants (no more than one per year per participant)
- Participate in school career exploration events (no more than one per year per participant)
- Consider graduates for employment
- Serve on occupational advisory boards upon request, and attend requested meetings

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

3. EDUCATION PARTICIPANTS:

Education Participants agree to the following responsibilities:

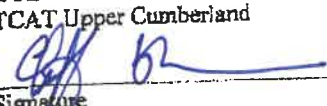
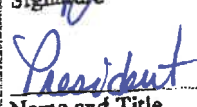


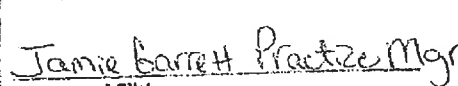
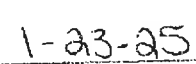
- Recruiting students to enroll in Health Career Pathways
- Providing students with WBL (Work-Based Learning) opportunities by engaging students and employers in meaningful activities
- Managing dual enrollment/dual credit with the College
- Providing students with the opportunity to obtain industry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

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

income for the rural communities they serve and providing increased access to quality health care.

II. MISCELLANEOUS:

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

COLLEGE: TCAT Upper Cumberland  Signature  Name and Title  Date	EMPLOYER PARTICIPANT: First Choice Family Care, PLLC  Signature  Name and Title  Date
--	--

EDUCATIONAL PARTICIPANT:

Blades County

Steve Paul
Signature

Steve Paul CTE Director
Name and Title

1-23-25
Date

EMPLOYER PARTICIPANT:

Pineville Clinic LLC

Amie Rainey
Signature

Amie Rainey Co-owner
Name and Title

1/29/25
Date

EDUCATIONAL PARTICIPANT:

Pickett County

Kevin Thomas
Signature

Kevin Thomas CTE Director
Name and Title

1-23-25
Date

EMPLOYER PARTICIPANT:

Waters of Greensboro

Rita F. Crabtree
Signature

Rita F. Crabtree
Administrators
Name and Title

1/28/2025
Date

EDUCATIONAL PARTICIPANT:

Jackson County

Anne Thaxton
Signature

Anne Thaxton, CTE Director,
Jackson County Schools
Name and Title

January 27, 2025
Date

EMPLOYER PARTICIPANT:

Colina Health and Rehabilitation Center

Rebecca Tandy
Signature

Rebecca Tandy, Admin
Name and Title

1/28/2025
Date

EDUCATIONAL PARTICIPANT:
Clay County

Kimberly F. Upton
Signature

CTE

Kimberly F. Upton Director
Name and Title

1-27-25

Date

EDUCATIONAL PARTICIPANT:
Cumberland County

Leslie Eldridge
Signature

Leslie Eldridge - CTE Director
Name and Title

1-23-25

Date

EDUCATIONAL PARTICIPANT:
Overton County

Lesley S. Riddle
Signature

CTE

Lesley S. Riddle Director
Name and Title

1-27-25

Date

EDUCATIONAL PARTICIPANT:
White County

Edward L. Ward
Signature

Edward L. Ward - CTE Director
Name and Title

1/24/25

Date



O*NET OnLine

Tennessee Employment Trends

29-2061.00 - Licensed Practical and Licensed Vocational Nurses

View trends for state: Tennessee

Go

In Tennessee:

Employment 25,620 employees
(2020)

Projected employment 29,860 employees
(2030)

Projected growth 17%
(2020-2030)

Projected annual job openings 2,520
(2020-2030)



In the United States:

Employment 657,800 employees
(2023)

**Projected employment
(2033)** 674,700 employees

**Projected growth
(2023-2033)**  3%
Average

**Projected annual
job openings
(2023-2033)** 54,000

Tennessee source: Projections Central [2020-2030 long-term projections](#) . United States source: Bureau of Labor Statistics [2023-2033 employment projections](#) . "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.



Tennessee Employment Trends

31-1131.00 - Nursing Assistants 🌟 **Bright Outlook**

View trends for state: Tennessee

Go

In Tennessee:

Employment 29,570 employees
(2020)

**Projected
employment** 34,090 employees
(2030)

Projected growth 15%
(2020-2030)

**Projected annual
job openings** 4,290
(2020-2030)

In the United States:



Employment 1,419,400 employees
(2023)

**Projected
employment** 1,481,800 employees

(2033)

Projected growth  4%
(2023-2033) Average

**Projected annual
job openings** 208,600
(2023-2033)

Tennessee source: Projections Central [2020-2030 long-term projections](#) . United States source: Bureau of Labor Statistics [2023-2033 employment projections](#) . "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

Search Transparent Tei



HURRICANE HELENE

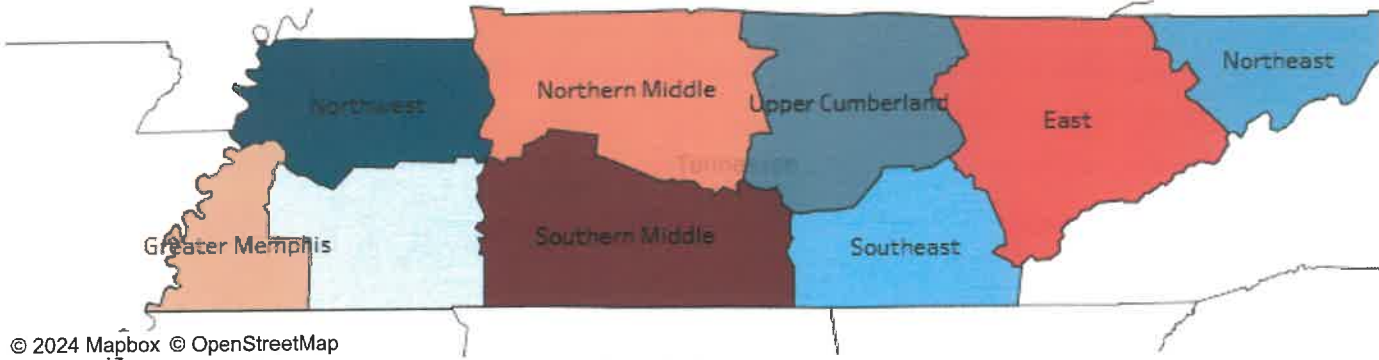
Improving the Pipeline for Tennessee's Workforce: Academic Supply for Occupational Demand

Pursuant to the Skills for Jobs Act (2021), the *Improving the Pipeline for Tennessee's Workforce: Academic Supply for Occupational Demand* report and accompanying materials identify in-demand occupations and aligned academic programs in Tennessee. This report was developed as a partnership between the Tennessee Higher Education Commission (THEC), Tennessee Department of Economic and Community Development (TNECD), Tennessee Department of Labor and Workforce Development (TDLWD), and Tennessee Department of Education (TDOE). The report's intent is to assist in the alignment of education, training, and employment in Tennessee.

The dashboard presents occupations throughout the state that are in-demand among Tennessee's business community. The analysis was conducted for the state of Tennessee as a whole, and for each of the state's nine regions. For each of these geographies, the in-demand occupations are defined as having a high number of job postings, hires, and/or projected openings relative to the total number of individuals employed in an occupation. This dashboard and accompanying materials are tools to aid in local, regional, and state policy decision-making regarding alignment of workforce, education, and industry.

Using the filters below the map, **select a region** to view in-demand occupations. The dashboard can be further filtered to view in-demand jobs within broad occupational groups, to view in-demand jobs within STEM fields, or to view in-demand jobs that support TNECD's target industry sectors. Explore additional details for each position such as wages, educational and training requirements, and indicators of demand.

More information is available in the full report. Questions about the report or accompany materials can be directed to Supply.and.Demand@tn.gov.



Region

(Multiple values)

Occupational Group (by SOC Sy...

(Multiple values)

STEM

(All)

Supports TNECD Indus'

Null

Typical Entry Level Education

(All)

Typical On-The-Job Training

(All)

Work

None

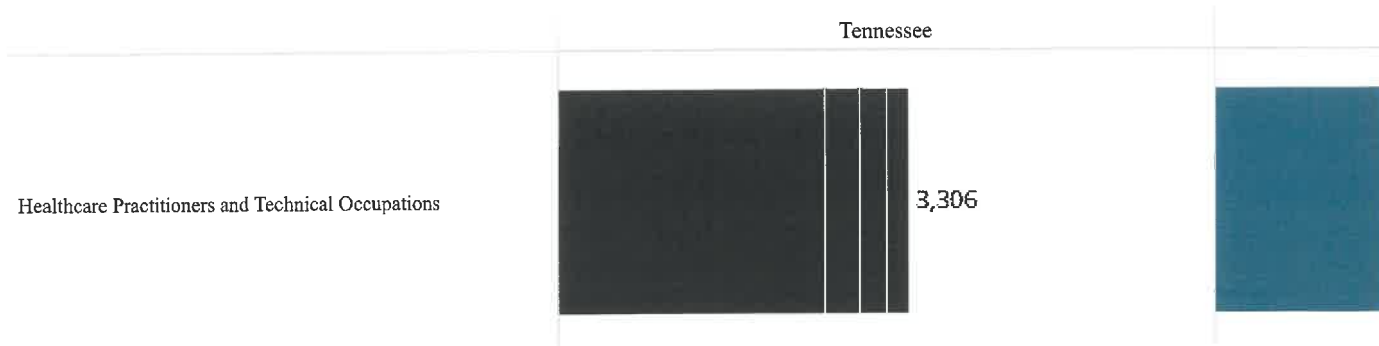
Wages of In-Demand Jobs

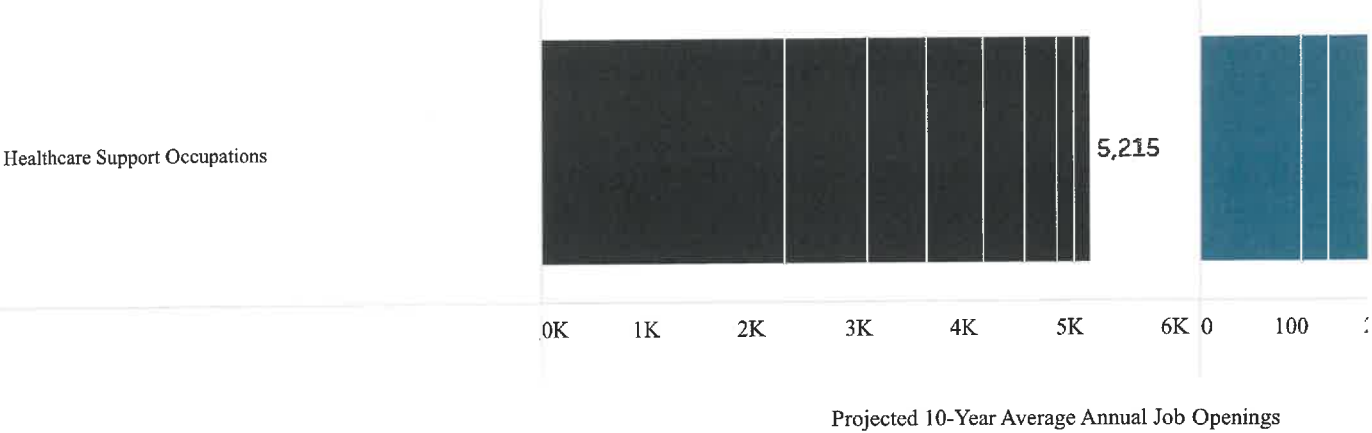
For each in-demand occupation, this visualization shows the range of wages for major occupation groups, including wages for entry-level,



Projected Annual Job Openings for In-Demand Occupations

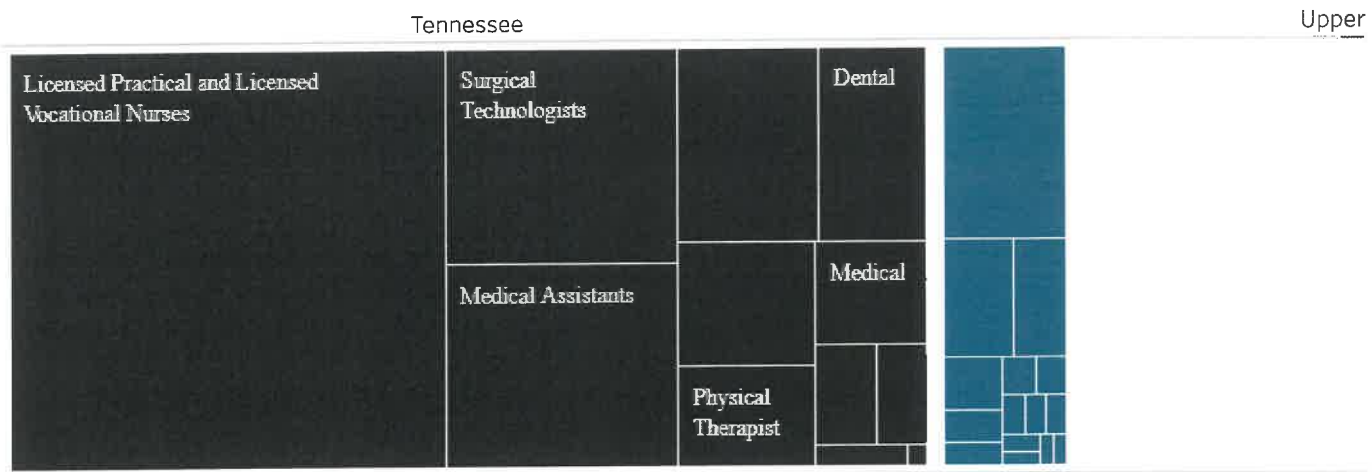
For each in-demand occupation, this visualization shows the projected number of annual job openings over the next 10 years.





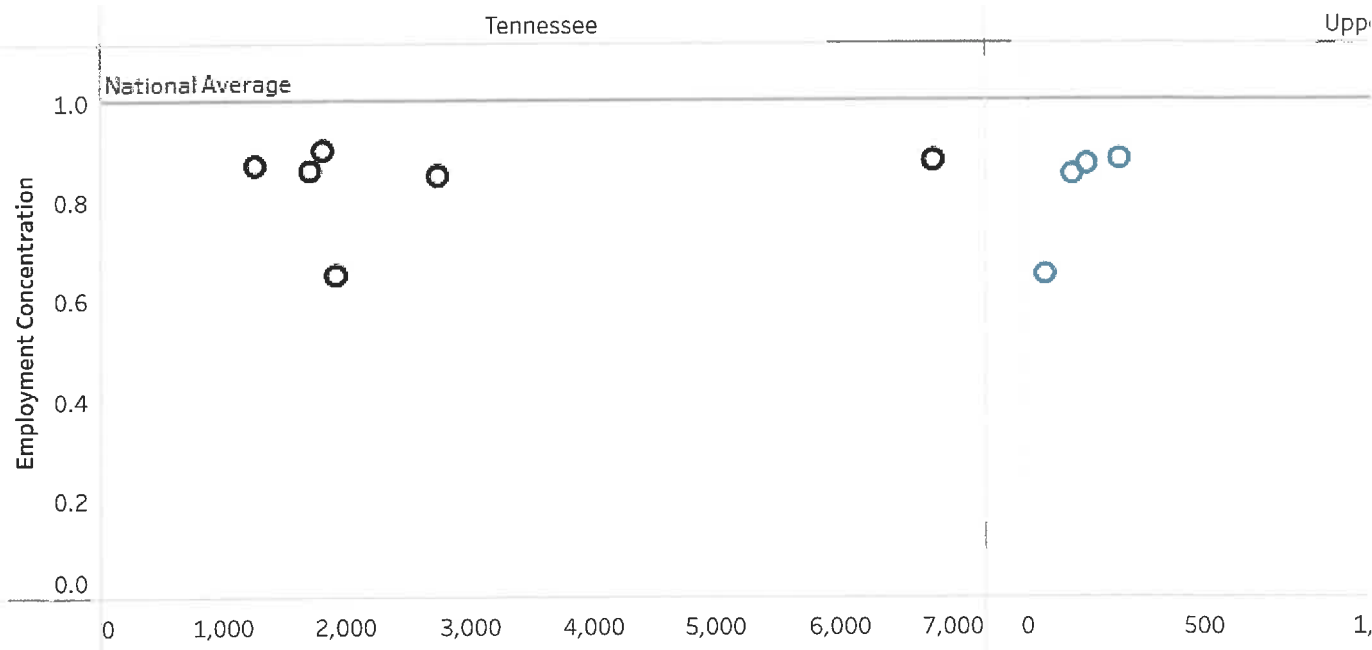
Job Postings and Hires for In-Demand Jobs

This visualization shows the number of unique job postings and number of hires for each in-demand occupation. The size of the rectangle



In-Demand Jobs with Regional Employment Concentration Below the National Average

The following in-demand occupations have low employment concentration in the region relative to the national average concentration. They compare a position's share of employment in the region to the position's share of employment in the nation. Employers may have a particular interest in these in-demand positions. Focusing workforce initiatives on these positions may improve a region's competitiveness in attracting businesses




Sources: Tennessee Department of Labor and Workforce Development; EMSI

Search Labor and Worl



HURRICANE HELENE

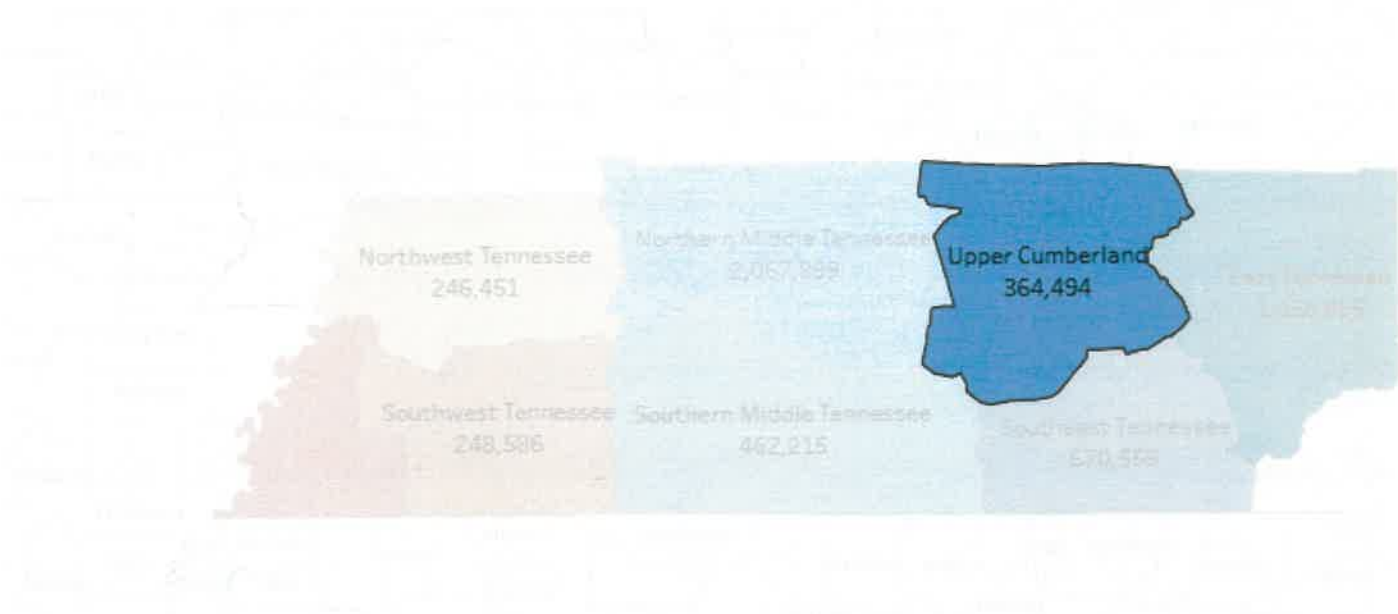
 IF YOUR JOB WAS IMPACTED BY RECENT FLOODING, PLEASE APPLY FOR UNEMPLOYMENT NOW. CLICK THIS BANNER FOR MORE DETAILS.

Demographics LWDA

Year Parameter

2020

2020 Details for LWDA Regions



© 2024 Mapbox © OpenStreetMap

Cannon Clay Cumberland DeKalb Fentress Jackson Macon Overton Pickett Putnam Smith Van Buren Warren White

2020 Summary

Population

Female

Male

Race / Ethnicity: African American

Race / Ethnicity: Hispanic

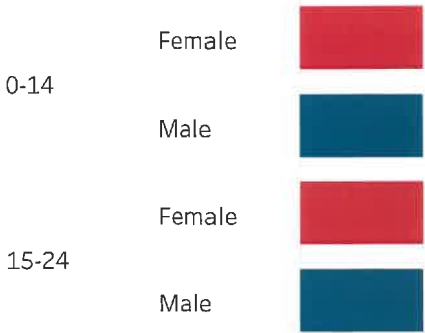
Race / Ethnicity: Other Non-Hispanic

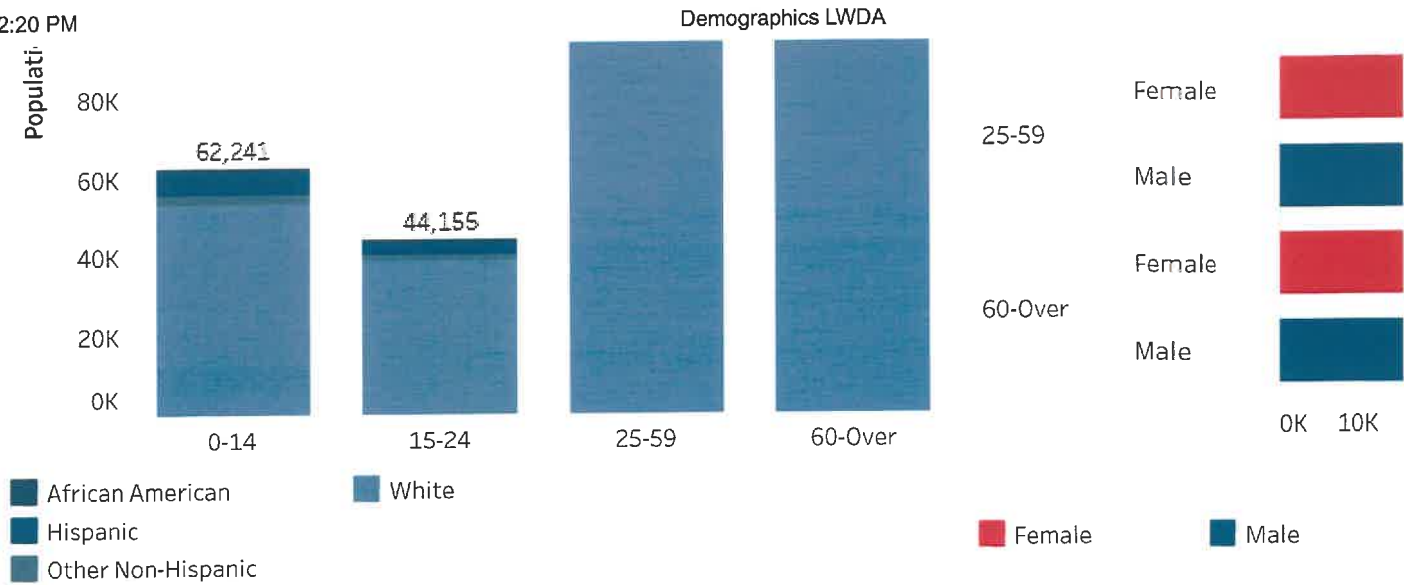
Race / Ethnicity: White

2020 Population by Age & Race / Ethnicity



2020 Population by Age & Gender





Source: Released : March 2022, Base Year: 2020 Data – US Census Bureau.
Projections for 2021 forward supplied by UT Knoxville – Boyd Center

[Visit WIRED's Tennessee Economic Data main page](#) | [Demographics](#)