



Appendix A
Cover Sheet

**Motlow State Community College (MSCC)
RHCPE Grant: Promoting Access to Healthcare Training (PATH)
Lead Entity and Fiscal Agent: MSCC**

- 1. IHE – Motlow State Community College**
- 2. K-12s – Fayetteville City Schools & Franklin County Schools**
- 3. Employers: Southern Tennessee Regional Health Care and
HH Health Systems – Lincoln, Inc.**

**Project Director: Dr. Amy Holder, MSCC
6015 Ledford Mill Road, Tullahoma, TN 37388
931-205-0051
aholder@mscc.edu**

Requested: \$2,000,000.00

**President,
Motlow State**

**Project Director
Motlow State**

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Abstract

Promoting Access to Healthcare Training (PATH)

Motlow State Community College and our partners, Fayetteville City and Franklin County Schools along with Southern Tennessee Regional Health Care and HH Health Systems – Lincoln, Inc., are collaborating on the Promoting Access to Healthcare Training (PATH) grant project proposal to create pathways from secondary to postsecondary education that culminate in certificates, diplomas, and/or degrees aligned with rural healthcare workforce needs. The PATH project focuses on developing one new program in Massage Therapy and expanding Motlow’s current Medical Lab Technology (MLT) and Emergency Medical Technician (EMT) programs to additional rural counties through dual enrollment courses and work-based learning (WBL) opportunities.

The PATH healthcare programs will create pathways between secondary and postsecondary education, thus ensuring a smooth transition for students into healthcare careers in rural middle Tennessee. Goals will be achieved through dual enrollment pathways at the Motlow State Community College Fayetteville Campus, with a focus on certifications/credentials, associate degrees, and practical work-based learning experiences. Multiple data sources, including the THEC Academic Supply and Occupational Demand Report, Jobs4TN database, O*NET, and the Bureau of Labor Statistics (BLS), among others, indicate that each of the healthcare areas addressed through this proposal help fulfill existing critical skills gaps in the rural healthcare workforce landscape across southern Middle Tennessee and beyond.

Section 1: Program Narrative

Southern Middle Tennessee faces critical challenges in meeting the healthcare workforce needs of its rural communities. Limited access to trained professionals is a challenge for healthcare employers, especially in rural areas. To assist local healthcare employers in meeting their staffing shortage needs, Motlow State Community College (MSCC) and its partners propose the Promoting Access to Healthcare Training (PATH) grant project. PATH seeks to address healthcare workforce shortages by establishing a new massage therapy program and expanding the existing Emergency Medical Technician (EMT) and Medical Laboratory Technician (MLT) programs at Motlow. These initiatives align with the priorities outlined in the Rural Health Care Pathways Expansion Grant Request for Proposals and respond to demonstrated regional and local workforce demands as demonstrated by multiple data sources.

The PATH proposal directly addresses the RHCPE Grant's focus on developing and expanding healthcare pathways in rural Tennessee by:

- Leveraging localized data to identify high-demand occupations and align educational initiatives with workforce needs.
- Engaging regional healthcare employers and K-12 systems as partners to provide work-based learning opportunities and clinical placements.
- Addressing barriers to healthcare career entry by providing student stipends, reducing costs associated with licensure and certification.

The healthcare workforce gaps in southern Middle Tennessee directly impact access to and quality of care in the region's underserved rural communities. These shortages contribute to longer wait times, higher patient loads for existing providers, and an over-reliance on urban healthcare systems. By creating the healthcare programs through the PATH project, MSCC will:

- Increase secondary and postsecondary student access to healthcare career pathways through dual enrollment, stackable credentials, and flexible program options.
- Address the workforce needs of rural healthcare employers by producing credentialed professionals ready to fill critical roles.
- Enhance the overall quality of healthcare services available to residents in rural communities.

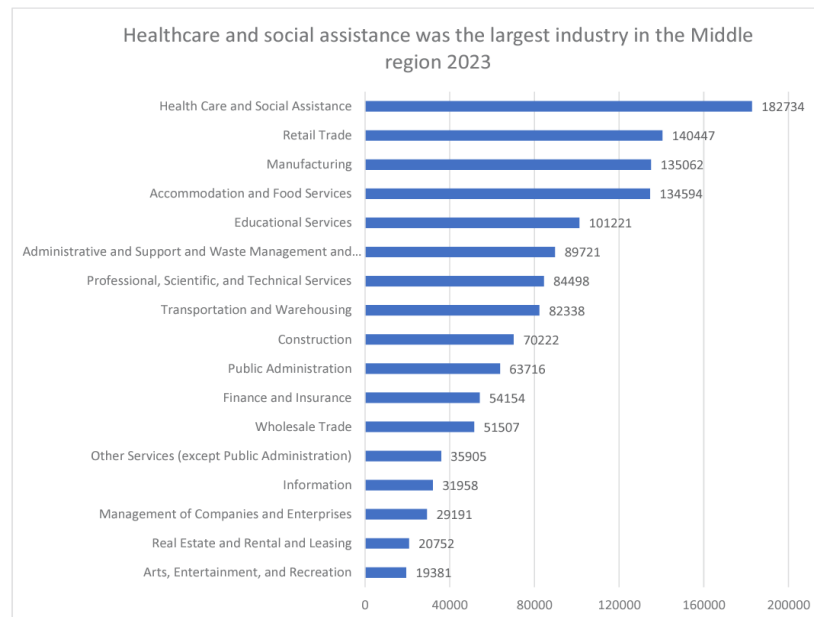
The PATH programming, development of massage therapy and expansion of EMT and MLT, represents an evidence-based solution to the critical healthcare workforce shortages in southern Middle Tennessee. These initiatives will not only meet the immediate needs of rural healthcare employers but also help establish sustainable pathways for students to enter and advance within the healthcare field. This proposal, supported by robust labor market data and regional partnerships, aligns with the THEC's vision for improving healthcare access and outcomes in its rural communities.

Section 2: Demonstration of Need

The PATH initiative emphasizes dual enrollment and work-based learning to address the growing demand for healthcare practitioners and support workers, as reported in the *Improving the Pipeline for Tennessee Workforce: Academic Supply for Occupational Demand Report 2023*. According to this report, healthcare is projected to be the largest industry in Tennessee by 2030, with a significant supply gap. Projections indicate Massage Therapists (SOC Code 39-9011) will have 535 projected job openings, MLTs (SOC Code 29-2012) 386 jobs projected in Tennessee over the next decade¹, and EMTs (SOC Code 29-2042) 560 anticipated job openings² estimated in 2030.

Multiple data sources indicate both current and future healthcare employment needs are in high demand. These projections are the result of several factors including an aging population

and population growth in the region. The Tennessee Department of Labor and Workforce Development's Tennessee Economy Report for 2023-2024 indicates the healthcare industry represents the largest industry sector in middle Tennessee with 1.8 people³ employed in these jobs, far outpacing all other sectors.



Source: TN Department of Labor and Workforce Development, WIRED Division, QCEW July 2024

Figure 19

Additionally, the University of Tennessee's Boyd Center for Business and Economic Research projects the state's population to increase by approximately 900,000 people in the next fifteen years⁴. An aging population, along with increasing population projections coupled with workforce shortages points to a critical need for improving healthcare career pathways.

Some of the key challenges for students in our region include limited access to postsecondary education, minimal early postsecondary opportunities, and logistical barriers such as transportation. For example, students must travel significant distances to access existing programs, and economically disadvantaged students often lack resources such as transportation

and equipment. Furthermore, data from the Comprehensive Local Needs Assessments indicate that these students participate in early postsecondary opportunities at lower rates and are less likely to achieve Ready Graduate status. The PATH project seeks to eliminate these barriers by offering local dual enrollment options and providing necessary equipment and technology to participating students.

Currently, only one participating high school, Fayetteville High School, offers a dual enrollment health science course, with limited participation. Collaborative efforts through the PATH project would allow smaller high schools to pool resources, creating sustainable programs of study that benefit all participating K-12 systems. Additionally, this program aligns with regional goals to increase college enrollment and employment readiness in healthcare fields, as evidenced by declining enrollment at the Fayetteville Campus and the lower college-going rate in Lincoln County despite high high school graduation rates.

The healthcare industry continues to experience rapid growth across the United States, with an increasing demand for qualified professionals. According to the Bureau of Labor Statistics⁵ (BLS), employment in healthcare occupations is projected to grow by 13% from 2021 to 2031, much faster than the average for all occupations. This growth is expected to add about 2 million new jobs over the decade, driven by an aging population, increased demand for healthcare services, and advancements in medical technologies.

Massage therapy, classified under Healthcare Support Occupations, is a key area of growth. The BLS projects that employment for massage therapists will grow by 18% from 2021 to 2031⁶, significantly outpacing the average growth rate of 5% across all occupations. This demand reflects an increased recognition of massage therapy as an essential healthcare service

for pain management, rehabilitation, and wellness. In Tennessee, Jobs4TN⁷ data highlights that there are an estimated 535 job openings for massage therapists projected over the next decade, indicating sustained demand within the state.

The Tennessee Department of Economic and Community Development (TNECD)⁸ indicates the healthcare industry contributes an overall economic benefit greater than \$46.B in middle Tennessee alone. The Academic Supply and Occupational Demand Report from the Tennessee Higher Education Commission (THEC)⁹ underscores the urgent need for healthcare practitioners and support workers, stating that "healthcare and social assistance is expected to be the largest industry in Tennessee by 2030, with employment in these fields increasing by more than 64,000 positions." Furthermore, massage therapy aligns with these trends, providing a viable career path that meets both state and regional needs.

In addition to labor market projections, local challenges exacerbate the need for targeted educational programs. Rural communities like Lincoln and Franklin Counties face unique barriers to accessing postsecondary education, including limited program availability and transportation challenges. Data from the Comprehensive Local Needs Assessments of high schools in Franklin County and Fayetteville City reveal that economically disadvantaged students are underrepresented in early postsecondary opportunities (EPSOs). These students often lack access to necessary equipment and technology, further widening the opportunity gap.

The PATH project seeks to address these barriers by establishing a locally accessible Massage Therapy program and expanding Motlow's current EMT and MLT programs. This initiative will enable students to gain industry-recognized certifications, stackable credentials, and hands-on experience, creating direct pathways to employment in high-demand fields. By

bridging the gap between secondary and postsecondary education, this program will empower students in underserved communities to secure stable, living-wage careers in healthcare.

Motlow State Community College's Fayetteville Campus has also experienced declining enrollment since 2019¹⁰, reflecting a regional need for innovative programs to attract and retain students. Local high schools report a college-going rate 8% lower than the state average, despite higher-than-average graduation rates. The proposed PATH program is uniquely positioned to address these gaps, creating sustainable opportunities for students while meeting workforce demands. By leveraging partnerships with local employers and educational institutions, this program will serve as a model for addressing healthcare workforce shortages and fostering economic growth in Tennessee.

Section 3: Program Plan

The PATH project proposes the creation and expansion of multiple healthcare-focused programs with demonstrated workforce demand from multiple data sources. Massage Therapy, a new program, will be offered at the Motlow Fayetteville Campus, beginning in the second year of the grant term. Medical Lab Technology (MLT) which is currently only taught at Motlow's Smyrna Campus, will be expanded to offer programming to students at the Fayetteville Campus. Emergency Medical Technician program enrollment has increased substantially over the last few years and will be expanded to provide training to students in Franklin and Lincoln County. Expanding EMT programming will accomplish Motlow's goal of providing this certificate program to all counties within our service area. Furthermore, these programs are designed to provide dual enrollment opportunities and stackable credentials. The PATH project will enable students to complete foundational courses leading to certification and employment while offering

pathways to advanced healthcare certifications or degrees such as Advanced EMT, Paramedic, or even RN training, each of which Motlow currently offers.

The proposed PATH program will include foundational coursework such as anatomy and physiology, therapeutic techniques, and professional ethics, culminating in eligibility for state licensure. Students will engage in hands-on training through work-based learning opportunities and practicums, ensuring real-world experience. The program structure will allow high school students to dual enroll while also being open to postgraduates. Coursework will integrate seamlessly into Associate of Applied Science (AAS) degrees, offering long-term career development opportunities.

Specialized equipment, including ambulance simulators, centrifuges, microscopes, massage tables, anatomical models, a washer/dryer with necessary plumbing, and consumables will be purchased to create a professional learning environment for students. Work-based learning components will involve partnerships with local healthcare providers, allowing students to participate in mock interviews, receive industry professional evaluations, and gain hands-on experience in therapeutic settings. Additionally, PATH funds will be used to hire the following positions:

- One (1) Massage Therapy instructor/program manager in year two of PATH
- One (1) EMT instructor in year one of PATH
- One (1) MLT instructor in year two of PATH
 - Each position will be funded by Motlow post grant term.
- One (1) part-time grant coordinator upon contract execution
 - This position is temporary through the grant close-out period.

The PATH project timeline is laid out below and indicates the anticipated delivery of activities that culminate in successful implementation.

Year 1 (Quarters 1–4): Planning and Initial Implementation

- **Quarter 1:**
 - Establish project governance structure, including formation of a steering committee.
 - Advertise, interview, and hire faculty and grant coordinator positions.
 - Begin securing equipment for programs.
- **Quarter 2:**
 - Launch marketing and recruitment campaigns targeting rural high school students, adult learners, and industry professionals.
 - Onboard program faculty and staff.
 - Procure initial equipment and materials.
- **Quarter 3:**
 - Begin student recruitment and enrollment for cohorts.
 - Conduct faculty and staff training on new equipment and curricula.
- **Quarter 4:**
 - Enroll the first cohort of students into the massage therapy program and expanded EMT and MLT programs.
 - Launch dual enrollment courses at partner high schools.
 - Begin initial clinical and work-based learning experiences for students.

Year 2 (Quarters 5–8): Full Implementation

- **Quarter 5–6:**
 - Continue recruitment and enrollment activities, focusing on underserved populations.
 - Evaluate program effectiveness through student feedback and employer surveys.
 - Host career fairs to connect students with healthcare employers.
- **Quarter 7–8:**
 - Analyze the first cohort’s performance, including completion rates, licensure pass rates, and employment outcomes.
 - Adjust curricula and teaching methods based on feedback.
 - Expand dual enrollment offerings and community outreach initiatives.

Year 3–4 (Quarters 9–16): Program Expansion and Sustainability

- **Quarter 9–12:**
 - Scale up enrollment capacity and partnerships with additional rural high schools and healthcare employers.
 - Begin planning for long-term sustainability, including transitioning grant-funded staff to institutional funding.
- **Quarter 13–16:**
 - Begin project close-out.
 - Conduct a program evaluation, including feedback from industry and K-12 partners.

The methodology for determining the success of the PATH grant project include the following indicators: key objectives, measurement, and accountability, and are described in the table below.

Key Objectives	Measurement	Accountability
Create pathways from secondary to postsecondary culminating into certificates/degrees filling local & healthcare workforce needs.	Increased number of dual enrollment programs at the Fayetteville Motlow campus site.	Goal - Three dual enrollment postsecondary programs will be created at the Fayetteville Motlow campus.
Acquire equipment and resources to create academic programs which creates pathways from secondary to postsecondary.	Industry appropriate equipment, supplies and materials for dual enrollment programs will be purchased	Goal - Accurate and detailed inventory lists will be created, maintained, and monitored quarterly by the Administrative Team
Develop and implement collaborative, meaningful, and structured work-based learning experiences	Students in dual enrollment participate in mock interviews & potentially enroll in WBL for HS credit and/or will participate in Practicum (WBL) as included in AAS Degree coursework.	Enrollment numbers in practicums and secondary WBL in Massage Therapy, MLT, and EMT monitored quarterly by the Admin. team and annually by the Advisory committee Participation Goal 1,084 participants by Year 4
Provide industry recognized certifications to meet identified regional healthcare work force needs	Number of attempted certifications and number of successfully earned certifications	Goal – 1,084 attempted certifications/degrees by end of year four, 997 earned certifications/degrees by the end of year 4 (92% success rate)

The governance plan for this project includes a structured decision-making and accountability framework that engages both K-12 and industry partners throughout every phase of the project and maintains the integrity of the Memorandum of Understanding. In addition to project staff hired through the grant, Dr. Amy Holder, Dean of Allied Health for Motlow, will serve as the PATH project director. Assistance will be provided to Dr. Holder by co-director Mr. Houston Austin, the Director of EMS Programming at Motlow.

1. Steering Committee:

- **Members:** Representatives from MSCC (project director, faculty, administrators), K-12 educators, and industry partners.
- **Responsibilities:**
 - Meet quarterly to review progress, address challenges, and align activities with project objectives.
 - Provide oversight for curriculum development, student recruitment, and program evaluation.

2. K-12 Partners:

- **Roles:**
 - Collaborate on dual enrollment course development.
 - Coordinate recruitment efforts to engage high school students in healthcare pathways.
 - Provide facilities and staff for outreach events.

3. Industry Partners:

- **Roles:**
 - Serve on advisory boards to ensure programs meet workforce needs.
 - Provide clinical and internship placements.
 - Co-sponsor program costs, such as equipment and student stipends.

4. Program Director:

- **Role:** Oversees day-to-day operations, manages budgets, coordinates stakeholder activities, and ensures compliance with grant requirements.

5. Advisory Subcommittees:

- **Curriculum Subcommittee:** Focuses on ensuring the alignment of curricula with industry standards and licensure requirements.
- **Outreach and Recruitment Subcommittee:** Coordinates marketing efforts, focusing on rural student populations.
- **Evaluation Subcommittee:** Monitors progress and analyzes data to ensure the program meets its objectives.

The counties served through the PATH project specifically impact Lincoln and Franklin counties due to participation of K-12 and employer partner locations. However, programming

created through this work will be available to students throughout Motlow's 11-county service area.

Section 4: Strength of Partnerships

Strong partnerships are critical to the success of the PATH project. Collaborators include Fayetteville City Schools, Franklin County Schools, HH Health Systems Lincoln, Inc. and Southern Regional Health Care. These stakeholders will play key roles in providing resources, facilitating student recruitment, and integrating work-based learning opportunities into the curriculum. Memorandums of Understanding (MOUs) outlining specific responsibilities are included in Appendix C.

Section 5: Budget Plan

Clear alignment exists between the PATH grant activities and the proposed \$2M budget. This includes hiring three full-time instructors and a part-time grant coordinator, equipment costs, supplies, travel, and marketing expenses. Instructors will teach courses associated with the programs developed, equipment and supplies will be used for hands-on student training. Funds from the PATH budget will also be used to provide student stipends for certification costs. A detailed budget is provided in Appendix B.

Section 6: Sustainability

Motlow is committed to ensuring the long-term success and sustainability of the proposed massage therapy program and the expanded EMT and MLT programs beyond the grant period. The plan below outlines the steps that will be taken to sustain these programs:

Institutional Commitment

- Program Integration: PATH programs will become permanent offerings with funding incorporated into the college's operating budget.
- Faculty/Staff Support: Institutionalization of grant-funded faculty/staff costs.
- Curriculum Maintenance and Accreditation: Maintain accreditation and licensure requirements for programs, ensuring continued alignment with industry standards.

Employer Partnerships

- Clinical Site and Work-Based Learning Agreements: Employer partners will continue to provide clinical rotations, internships, and apprenticeships, creating ongoing experiential learning opportunities for students.
- Employer-Driven Program Refinement: Regular advisory board meetings with employer partners will ensure the curriculum remains relevant to evolving industry needs.

Long-Term Equipment Maintenance

- Establish a Maintenance Fund: A portion of tuition revenue and employer contributions will be allocated to maintaining and upgrading equipment.
- Leverage Employer Resources: Employer partners will assist in providing access to up-to-date equipment and technology through donations or shared resources.

The success and sustainability of the PATH program relies on partnerships, student recruitment, and the establishment of solid program foundations. While initial expenses will be supported by the PATH grant, ongoing funding will come from dual enrollment programs, Tennessee Promise, student tuition, and industry contributions. Motlow's Fayetteville Campus will ensure the program's longevity by maintaining equipment, updating curriculum, and fostering collaboration with local employers.

Appendix B

Budget

These budget line items shall be applicable only to expenses incurred during the following:

Begin Date: Aug-25 End Date: Aug-29

			Grantee Participation	
Line Item Reference Number	Expense Object Line Item Category	Grant Contract	Total Project	
1, 2	Salaries, Benefits, & Taxes	\$1,000,000.00	0	\$1,000,000.00
4, 15	Professional Fee, Grant & Award	\$100,760	0	\$100,760
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$4,800.00	0	\$4,800.00
	Travel, Conferences & Meetings	\$12,000.00	0	\$12,000.00
13	Interest	0	0	\$0.00
14	Insurance	0	0	\$0.00
16	Specific Assistance to Individuals	\$130,000.00	0	\$130,000.00
17	Depreciation	0	0	\$0.00
18	Other Non-Personnel	\$30,000	0	\$30,000
20	Capitol Purchase	\$575,000	0	\$575,000
22	Indirect Cost	\$147,440	0	\$147,440
24	In-Kind Expense	0	\$86,160	\$86,160
25	Grand Total	\$2,000,000.00		\$2,086,160.00

Budget Detail:

Line item 1 - Includes the salary and benefits for three full-time instructors. One EMT instructor that will be hired upon grant contract initiation in Fall 2025. One MLT instructor and one MT instructor, both of which will be hired in year two of the project to allow for procurement, delivery, and installation of program equipment, anticipated hire date of Fall 2026.

Line item 2 - Includes the hire of a Grant Coordinator (contractor) at a rate of \$30/hour plus FICA for 15 hours per week for the period of 8/2025 – 6/2029 not to exceed 39 weeks per year.

Line item 5, 6, 7, 8 – Includes office supplies, telephone, postage, and shipping costs and is based on historical average of \$100 per month for the duration of the grant from Fall 2025 through Fall 2029 and supplies and consumables for MT program calculated at \$25,000, see attached detail.

Line item 11- Travel, meals lodging and per diem for travel between partner sites, meetings with secondary programs, and necessary activities.

Line item 18- Includes student assistance for testing and certification fees, financial assistance for books and/or supplies, and financial assistance for transportation costs, etc.

Line 20- Capital Purchases please see detailed list for each program below.

Line 22- Indirect costs calculated at .07372%

Line 24- Dr. Amy Holder, Grant Director calculated at 10% \$900/month x 48 months \$43,200

Houston Austin, Grant Co-Director calculated at 5% \$625/month x 48 months \$30,000

Tammy ODell, MSCC Grant Director calculated at 5% \$270/month x 48 months \$12,960

Massage Therapy Program Start-Up Cost

Item	Vendor	Price per unit	Quantity	Total cost
Basic Stationary Massage Table	DiaMedical	\$ 385.00	8	\$ 3,080.00
Towel Warmer 18x11x14	Amazon	\$ 119.00	8	\$ 952.00
Stand for towel warmer	Amazon	\$ 92.65	8	\$ 741.20
Linen (3 piece set)	Amazon	\$ 21.95	24	\$ 526.80
Towels (12pk)	Amazon	\$ 20.60	8	\$ 164.80
Chair for dressing	Amazon	\$ 99.99	8	\$ 799.92
Small side table	Amazon	\$ 29.99	8	\$ 239.92
Floor lamp	Amazon	\$ 59.99	8	\$ 479.92
Blankets	Amazon	\$ 29.99	24	\$ 719.76
Stool for therapy student	Amazon	\$ 45.99	8	\$ 367.92
Plumbing		\$ 8,000.00	1	\$ 8,000.00
Curtains and track		\$ 500.00	8	\$ 4,000.00
Washer/Dryer		\$ 1,600.00	1	\$ 1,600.00
Storage Cabinets		\$ 500.00	3	\$ 1,500.00
Armless chair	Amazon	\$ 128.00	2	\$ 256.00
Intake desk	Amazon	\$ 619.00	1	\$ 619.00
Desk chair	Amazon	\$ 129.00	1	\$ 129.00
				\$ 24,176.24

MLT Program Startup Equipment & Supply List

GENERAL SUPPLIES

Vendor	Cat. #	Description	Unit	Qty.	Bid Price	Total
Fisher	19-130-1597B	SMALL --Powder-free Nitrile Gloves	case	1	\$56.60	\$56.60
Fisher	19-130-1597C	MEDIUM --Powder-free Nitrile Gloves	case	1	\$56.80	\$56.80
Fisher	19-130-1597D	LARGE --Powder-free Nitrile Gloves	case	1	\$56.80	\$56.80
Fisher	19-130-1597E	X-LARGE --Powder-free Nitrile Gloves	case	1	\$56.40	\$56.40
Fisher	17-100-873A	SMALL --Disposable Medical Lab Coats	case	1	\$31.50	\$31.50
Fisher	17-100-874A	MEDIUM --Disposable Medical Lab Coats	case	1	\$31.50	\$31.50
Fisher	17-100-875A	LARGE --Disposable Medical Lab Coats	case	1	\$31.50	\$31.50
Fisher	17-100-876A	X-LARGE --Disposable Medical Lab Coats	case	1	\$31.50	\$31.50
Fisher	17-100-879A	5XL --Disposable Medical Lab Coats	case	1	\$31.50	\$31.50
Fisher	19-181-503	Chemical Splash and Impact Goggles	case	1	\$35.64	\$35.64
Fisher	14-827-104	Sharps Containers	case	1	\$90.00	\$90.00
Fisher	11-394-310	biohazard bag holder kit	each	10	\$33.01	\$330.10
SUPPLIES SUBTOTAL						\$839.84

EQUIPMENT

Vendor	Cat. #	Description	Unit	Qty.	Bid Price	Total
Fisher	13-650-2C	2 ml Volumetric pipets	case	1	\$69.60	\$69.60
Fisher	13-650-2F	5 ml Volumetric pipets	case	2	\$65.43	\$130.86
Fisher	13-650-2L	10 ml Volumetric pipets	case	1	\$64.21	\$64.21
Belart	H17122-0000	Pipette Rinsing System	each	1	\$521.75	\$521.75
Belart	F17130-0024	Pipette Jar	each	2	\$123.75	\$247.50
Fisher	22-363-560	Agglutination Viewers	each	14	\$441.16	\$6,176.24
Fisher	02-215-414	Fisherbrand Vortex Mixer	each	6	\$157.19	\$943.14
Fisher	L4978051	BD Card Rotator	each	6	\$1,113.11	\$6,678.66
Fisher	14-285-904	Eppendorf Pipette Pick-A-Pack Set (4)	pk	12	\$1,064.38	\$12,772.56
Market Lab	ML5900	Veni-Dot Training Arm	each	14	\$126.00	\$1,764.00
Fisher	23-769-528	Slide Heater	each	1	\$832.38	\$832.38
Fisher	02-671-51B	Hausser Scientific Bright-Line Counting Chamber	each	14	\$117.81	\$1,649.34
?	?	Zebra GX420D Label Printer (exact model)	each	1	\$695.00	\$695.00
Fisher	88-860-023	FS Isotemp Drybath/Block Heater	each	2	\$380.21	\$760.42
Fisher	88-860-105	FS Block for Block Heater	each	4	\$66.73	\$266.92

Fisher	88-860-102	FS Block for Block Heater	each	4	\$64.66	\$258.64
Fisher	12-815-3Q	Thermo Scientific Test Tube Rocker	each	1	\$618.32	\$618.32
Fisher	07-905-6	Fisherbrand Tally Hand Counter	each	14	\$8.09	\$113.26
Fisher	13-684-141	Fisherbrand Manual Differential Counter	each	14	\$73.62	\$1,030.68
Fisher	06-662-3	FS Traceable Triple-Display Timer	each	14	\$23.38	\$327.32
EQUIPMENT SUBTOTAL						\$35,920.80

INSTRUMENTATION

Vendor	Cat. #	Description	Unit	Qty.	Bid Price	Total
Fisher	75-400-102	Fisher accuSpin 24C Clinical Centrifuge	each	1	\$4,057.63	\$4,057.63
Fisher	75-008-821	Fisher accuSpin 8C Benchtop Centrifuge	each	2	\$1,204.63	\$2,409.26
Fisher	OK6904630	Ortho Clinical Diagnostics Ortho Workstation	each	2	\$5,056.79	\$10,113.58
Fisher	05-100-3	BD Sero-Fuge 2002	each	13	\$2,839.29	\$36,910.77
Fisher	14-386-519	Genesys 10S Vis Spectrophotometer	each	6	\$3,658.12	\$21,948.72
Fisher	13-975-117	Reichert Total Solids Refractometer	each	14	\$358.31	\$5,016.34
Fisher	09-529-370	Siemens Clinitek Advantus	each	1	\$10,195.11	\$10,195.11
Fisher	13-636-AE153	Fisherbrand Benchtop pH Meter	each	1	\$302.02	\$302.02
Fisher	23-550-100	HemataSTAT II Microhematocrit Centrifuge	each	2	\$1,965.30	\$3,930.60

INSTRUMENTATION SUBTOTAL **\$94,884.03**

TOTAL based on 2018 pricing information **\$131,644.67**

Projected 25% increase for current pricing estimate **\$0.25** **\$32,910.00**

\$164,554.67

Appendix C
Memorandums of Understanding

AGREEMENT
BETWEEN
Motlow State Community College
AND
HH Health System Lincoln, Inc. & Southern Tennessee Regional Health System
AND
Fayetteville City Schools & Franklin County Schools

This Agreement entered into this ____ day of January, 2025 by and between Motlow State Community College (hereinafter referred to as the "College"), HH Health System – Lincoln Inc., Southern Tennessee Regional Health System (hereinafter collectively referred to as the "Employer Participants") and Fayetteville City Schools, and Franklin County Schools, (hereinafter collectively referred to as the "Educational Participant"), 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
- Expand an Emergency Medical Technician (EMT) program in a rural county
- Expand a Medical Lab Technology (MLT) program in a rural county

2. EMPLOYER PARTICIPANTS:

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

- Alerting the College of job openings
- Development of youth interest in health careers
- 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:

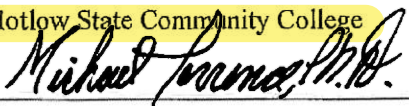
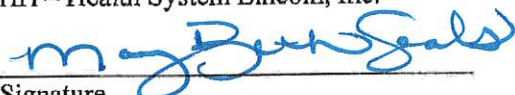
- Recruiting students to enroll in Health Career Pathways
- Providing students with WBL (Work-Based Learning) opportunities by engaging students and employers in meaningful activities
- Managing dual enrollment/dual credit with the College
- Providing students the opportunity to obtain industry credentials, 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 (or upon grant contract execution) through August 2029 (or upon grant contract end.)
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: Motlow State Community College  Signature Dr. Michael Torrence, President Name and Title 1/31/2025 Date	EMPLOYER PARTICIPANT: HH – Health System Lincoln, Inc.  Signature Mary Beth Seals, President Name and Title 1/27/25 Date
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EDUCATIONAL PARTICIPANT: Fayetteville City Schools _____ Signature _____ Name and Title _____ Date	EMPLOYER PARTICIPANT: Southern Tennessee Regional Health System _____ Signature _____ Name and Title _____ Date
EDUCATIONAL PARTICIPANT: Franklin County Schools _____ Signature _____ Name and Title _____ Date	

AGREEMENT
BETWEEN
Motlow State Community College
AND
HH Health System Lincoln, Inc. & Southern Tennessee Regional Health System
AND
Fayetteville City Schools & Franklin County Schools

This Agreement entered into this ____ day of January, 2025 by and between Motlow State Community College (hereinafter referred to as the “College”), HH Health System – Lincoln Inc., Southern Tennessee Regional Health System (hereinafter collectively referred to as the “Employer Participants”) and Fayetteville City Schools, and Franklin County Schools, (hereinafter collectively referred to as the “Educational Participant”), 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
- Expand an Emergency Medical Technician (EMT) program in a rural county
- Expand a Medical Lab Technology (MLT) program in a rural county

2. EMPLOYER PARTICIPANTS:

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

- Alerting the College of job openings
- Development of youth interest in health careers
- 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:

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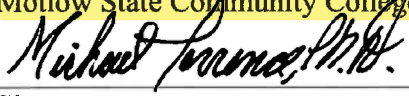
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COLLEGE: Motlow State Community College  _____ Signature Dr. Michael Torrence, President _____ Name and Title 1/31/2025 _____ Date	EMPLOYER PARTICIPANT: HH – Health System Lincoln, Inc. _____ Signature _____ Name and Title _____ Date
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<p>EDUCATIONAL PARTICIPANT: Franklin County Schools</p> <p> Signature</p> <p><i>Dr. Cary Holman Director of Schools</i> Name and Title</p> <p><i>1.30.25</i> Date</p>	

Memorandum of Understanding
between:
Motlow State Community College and
Southern Tennessee Regional Health System Winchester/Sewanee
THEC Rural Healthcare Pathways Expansion Grant

This document verifies Southern Tennessee Regional Health System Winchester/Sewanee support of and participation in Motlow State's 2025 Rural Healthcare Pathways Expansion Grant, Promoting Access to Healthcare Training (PATH) project implementation. The parties agree to the following:

Partner name: Motlow State Community College
Partner representative: Dr. Michael Torrence
Position: President
Address: 6015 Ledford Mill Road, Lynchburg, TN 37352
Telephone: 931-393-1682
E-mail: mtorrence@mscc.edu

Partner name: Southern Tennessee Regional Health Care
Partner representative: Adam Martin
Position: Chief Executive Officer
Address: 185 Hospital Rd Winchester, TN 37398
Telephone: 931-967-8200
E-mail: adam.martin@lpnt.net

Purpose

The purpose of this MOU is to establish an agreement between the above, mentioned parties concerning their respective roles and responsibilities for implementation of the Governor's Investment in Vocational Education (GIVE 3.0). This agreement is to establish and coordinate joint processes and procedures for the provisions of the GIVE 3.0 grant program for grant implementation, students, staff development, supervision, and program evaluation.

Duties of Parties

In this section, the responsibilities and agreements of each party are described separately.

For the lead agency, MSCC, the responsibilities and agreements include:

- Serve as fiscal agent for the grant and be responsible for purchasing necessary materials/supplies/equipment for designated components in accordance with the GIVE 3.0 budget
- Hire and train personnel in accordance with the GIVE 3.0 budget
- Facilitate the procurement, and implementation of appropriate, high quality curriculum

- Provide needed support including office space, telephone use, and computer use to carry out the administrative duties of the GIVE grant;
- Provide classroom space and other appropriate space to accommodate the GIVE program components in accordance with the GIVE budget
- Support staff in trainings and professional development
- Complete required documentation associated with the program
- Provide access to assessment and data for the purposes of program evaluation
- Assist the program in developing, implementing and creation of sustainability plan
- Recruit and refer students to the GIVE 3.0 work
- Provide student registration assistance in collaboration with secondary partners
- Facilitate and participate in Advisory team activities

For the industry partner, the following may apply:

- Offer student opportunities for work-based learning including but not limited to job shadowing, and internships
- Establish a collaborative relationship with MSCC and other collaborative partners
- Participate on the advisory team
- Participate in the evaluation of the PATH program and this specific project
- Participate in the Mock Interviews conducted at each school
- Collaborate with faculty and staff on the development and implementation of curriculum and instruction
- Serve in the role of guest speaker and or mentor if available

Meetings

All major administrative decisions concerning the PATH program shall be brought to the Administrative Team. The Administrative team consists of Amy Holder, Houston Austin, Renee Austin, and Tammy O'Dell. Decisions will be reached by group consensus whenever possible and appropriate. The Administrative team will meet at least quarterly. The Program Director will oversee and make all day-to-day decisions in consultation with the program staff, when appropriate, for the operation of the program. If partners cannot come to a mutual agreement, the lead agency MSCC will have final decision-making authority.

In addition, an Advisory Committee will meet twice per year to assess program success and provide input for program improvement. The Advisory Committee will consist of the following members:

Dr. Amy Holder, Project Director - Motlow State Community College
Houston Austin, Co-Director – Motlow State Community College
Industry Partner
K-12 Partner

Renee Austin, EVP of Finance – Motlow State Community College
Tammy ODell, Director of Grants – Motlow State Community College

Grant Coordinator (TBD)
Others?

Funding

Grant funding is designed to provide salaries of Instructors and Grant Coordinator; necessary equipment to create and implement Path programming, student assistance, office supplies, marketing, and other grant-specific expenses.

Duration

The agreement is 48 months beginning with the execution of grant contract and a preference to maintain a long-term alliance to provide skills training and meet industry workforce needs.

Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator for approval
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partner's participation in the GIVE grant program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature



(signature)

Dr. Michael Torrence
President

Motlow State Community College

Date: 1/31/2025



(signature)

Shaun Adams
Chief Financial Officer
Southern Tennessee Regional Health
System Winchester/Sewanee

Date: 1/30/25

AGREEMENT
BETWEEN
Motlow State Community College
AND
HH Health System Lincoln, Inc. & Southern Tennessee Regional Health System
AND
Fayetteville City Schools & Franklin County Schools

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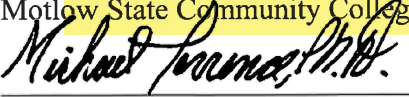
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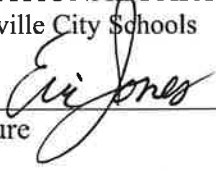
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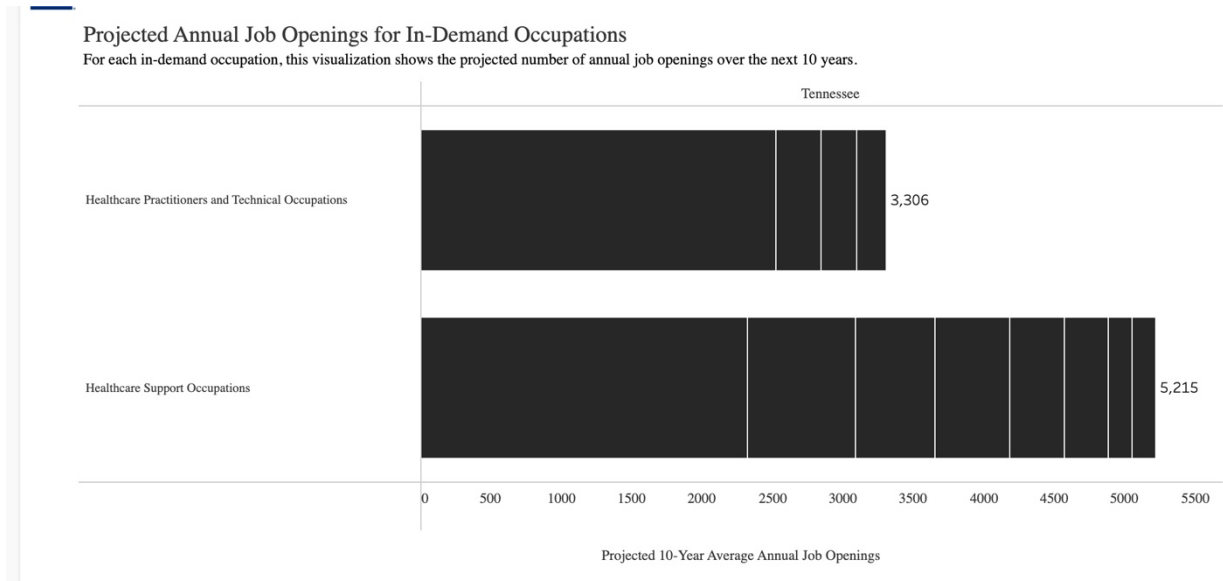
COLLEGE: Motlow State Community College  _____ Signature Dr. Michael Torrence, President _____ Name and Title 1/31/2025 _____ Date	EMPLOYER PARTICIPANT: HH – Health System Lincoln, Inc. _____ Signature _____ Name and Title _____ Date

<p>EDUCATIONAL PARTICIPANT: Fayetteville City Schools</p> <p> _____ Signature</p> <p><i>Eric Jones, Director FCS</i> _____ Name and Title</p> <p><i>1-31-25</i> _____ Date</p>	<p>EMPLOYER PARTICIPANT: Southern Tennessee Regional Health System</p> <p>_____ Signature</p> <p>_____ Name and Title</p> <p>_____ Date</p>
<p>EDUCATIONAL PARTICIPANT: Franklin County Schools</p> <p>_____ Signature</p> <p>_____ Name and Title</p> <p>_____ Date</p>	

Appendix D Data Sources

References/Data

1. THEC



2. ONET

<https://www.onetonline.org/link/localtrends/29-2042.00?st=TN>

View trends for state: Tennessee Go

In Tennessee:

Employment data for **Emergency Medical Technicians and Paramedics**.

Employment (2020)	6,810 employees
Projected employment (2030)	7,720 employees
Projected growth (2020-2030)	13%
Projected annual job openings (2020-2030)	560

In the United States:

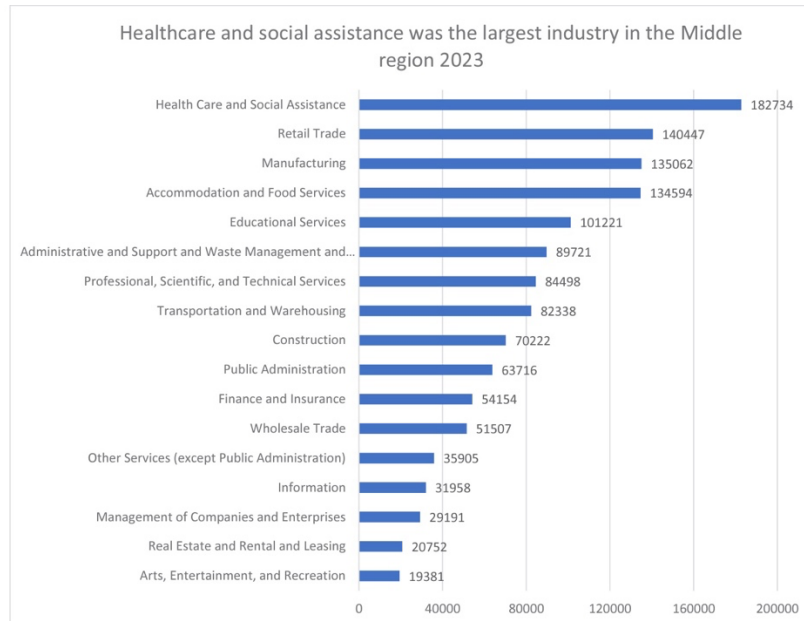
Employment data for **Emergency Medical Technicians**.

Employment (2023)	169,700 employees
Projected employment (2033)	180,000 employees
Projected growth (2023-2033)	6% Faster than average
Projected annual job openings (2023-2033)	13,900

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.

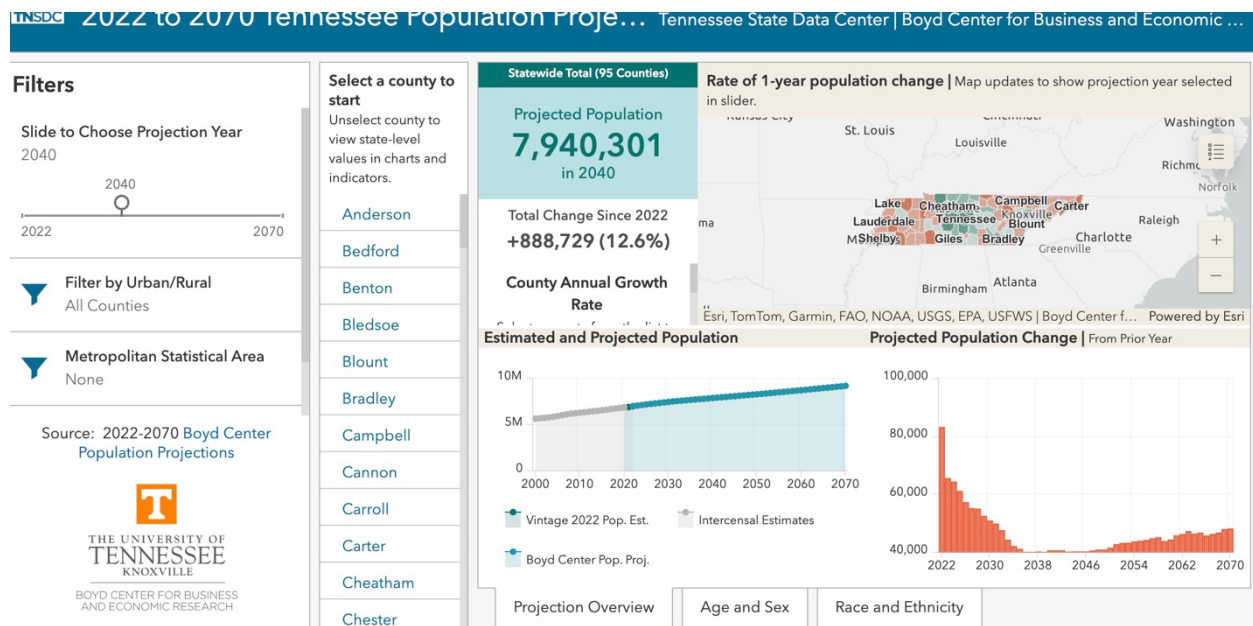
3. Tennessee Department of Labor and Workforce Development's Tennessee Economy Report for 2023-2024

<https://efaidnbmnnnibpcajpcgiclfndmkaj/https://www.tn.gov/content/dam/tn/workforce/documents/majorpublications/reports-02/Tennessee-Economy-2023-2024.pdf>



4. University of Tennessee's Boyd Center for Business and Economic Research

<https://myutk.maps.arcgis.com/apps/dashboards/e394a78a6c754af7b6da1a771acc3b26>



5. BLS

<https://www.bls.gov/ooh/healthcare/>

6. BLS

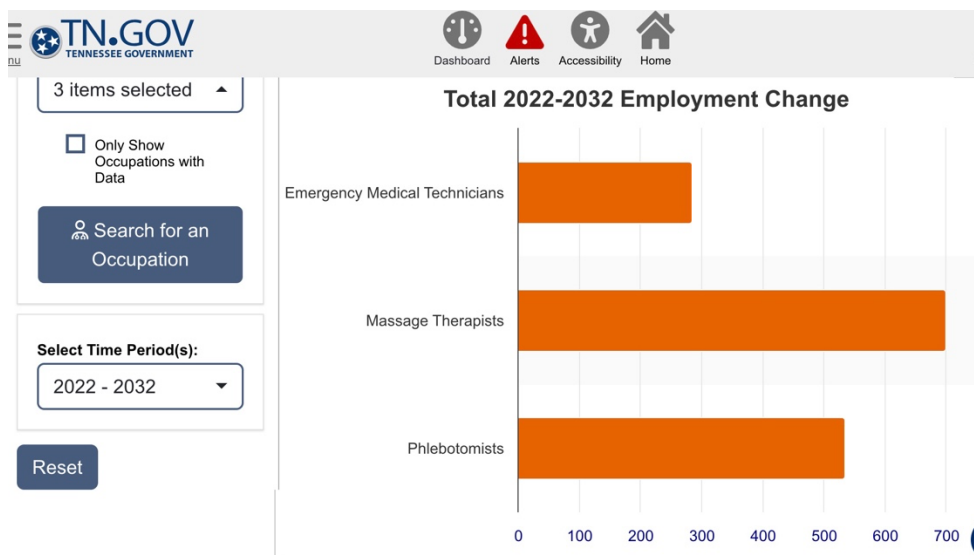
<https://www.bls.gov/ooh/healthcare/massage-therapists.htm>

Summary

Quick Facts: Massage Therapists	
2023 Median Pay ?	\$55,310 per year \$26.59 per hour
Typical Entry-Level Education ?	Postsecondary nondegree award
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2023 ?	147,100
Job Outlook, 2023-33 ?	18% (Much faster than average)
Employment Change, 2023-33 ?	26,000

7. JOBS4TN

<https://jobs4tnwfs.tn.gov/vosnet/analyzer/resultsNew.aspx?enc=EPXWjEv0SO+8zdwCS+6+IQ==>



8. TNECD

<https://tnecd.com/industries/healthcare-and-life-sciences/>

9. THEC

<https://www.tn.gov/thec/data-research-reports/reports-studies-pub/supply-and-demand-report.html>

10. <https://app.powerbi.com/view?r=eyJrIjoiNmYzMtKzNDgtZmI0MC00NjFkLTliOWQtZTE3Yzk0MGQ3MDVjIiwidCI6IjAwNDZhNTMzLTQwMDUtdNFjOS1hNmNILTEsNWI4OGY5N2M5MiIsImMiOiN9&pageName=ReportSectionaba6a2428aef69c9c30d%20>

