

APPENDIX B: Budget

GRANT BUDGET				
GIVE Program Competitive Grant				
The grant budget line-item amounts below shall be applicable only to expenses incurred during the following				
Applicable Period: BEGIN: August 1, 2024 END: June 30, 2028				
POLICY 03 Object Line-Item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY ¹	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1, 2	Salaries, Benefits & Taxes	\$357,700.00	0.00	\$357,700.00
4, 15	Professional Fee, Grant & Award ²	\$50,000.00	0.00	\$50,000.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$155,767.00	0.00	\$155,767.00
11, 12	Travel, Conferences & Meetings	\$24,600.00	0.00	\$24,600.00
13	Interest ²	0.00	0.00	0.00
14	Insurance	0.00	0.00	0.00
16	Specific Assistance to Individuals	0.00	0.00	0.00
17	Depreciation ²	0.00	0.00	0.00
18	Other Non-Personnel ²	\$457,300.00	0.00	\$457,300.00
20	Capital Purchase ²	\$806,295.00	0.00	\$806,295.00
22	Indirect Cost	\$148,132.96	0.00	\$148,132.96
24	In-Kind Expense	0.00	0.00	0.00
25	GRAND TOTAL	\$1,999,794.96	0.00	\$1,999,794.96

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

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

	A	B	C	D	E	F	G	H
1	Detailed Budget							
2	GIVE 3.0 Budget	Item	Per Item	QTY	Total	Line		Explanation
4	Goal: Recruitment and Interest development/basic skills in Middle & High School students							
5	Robotics camps	Vex Robotics	\$ 14,000.00	2	\$ 28,000.00	5	Supplies	2 sets of kits & Supplies at \$14,000 per camp for 2 camps - 30 kids x 2 camps (each kit is approx \$2,000)
7	Robotics competition	Competition fees			\$ 600.00	12	Conference & Meetings	Entry for teams is \$200 per team; 1 team the first year and 2 the second year
8	Robotics competition	Competition Shirts/supplies			\$ 1,500.00	5	Supplies	Shirts and supplies for kids to attend 3 competitions (\$500 per team)
9	Robotics competition	Competition kits			\$ 2,387.00	5	Supplies	Each kit is approx \$2,000+ supplies need 1 per team per year (kit can be reused)
10	Robotics competition	Instructor training			\$ 2,500.00	18	Other Non-Personnel	One time training for instructor
12	Construction Kits	Paxton Patterson Kits			\$ 15,980.00	5	Supplies	Kits will be used for training, HS students and camps; kits include Home maintenance, energy and range from \$3,495 to \$4295 each
13	Construction Kits	Paxton Patterson Kits			\$ 6,295.00	20	Capital Purchases	Electrical kit for training, HS and camps is \$6295 per kit
14	Construction Kits	Paxton Patterson Kits			\$ 5,000.00	4	Professional Fees	Includes professions development, setup and assembly
15	Construction Kits	Paxton Patterson Kits			\$ 2,800.00	18	Other Non-Personnel	5yrs access to management system
17	VR Goggles	per year for 4 years	\$ 38,000.00	4	\$ 152,000.00	18	Other Non-Personnel	Annual Licensing - for \$1900 per goggle = license for 20 goggles per year for 4 years
19	Application Math	Math (3 yrs)			\$ 15,000.00	4	Professional Fees	Development and delivery of Industry Sector Math - Consultant fees for development
20	Application Math	Math (3 yrs)			\$ 60,000.00	18	Other Non-Personnel	Development and delivery of Industry Sector Math - Tuition = \$150 per student
22	Hammer Build	Hammer Builds	\$ 500.00	20	\$ 10,000.00	18	Other Non-Personnel	Fee is \$500 per build for 20 builds - this allows 2 schools per county over 4 year

24	Goal: High School/Employer Training for WBL and IRCs (Robotics, Welding, Flooring & NCCER)							
25	Robots	FANUC/collaborative	\$ 50,000.00	12	\$ 600,000.00	20	Capital Purchases	12 robots @ approx \$50,000 each = 1-2 types of robot per 5 campus + classroom set for Niswonger and Morrystown
27	Automation/Robotics Director	Full time salary	\$ 70,000.00	3.5	\$ 245,000.00	1	Salaries	Director = \$70,000 per year for 3.5 yrs
28	Automation/Robotics Director	Benefits	Benefits @ 46%		\$ 112,700.00	2	Benefits	Director = Benefits at 46%
30	Welding	Hand tools, tables, etc			\$ 10,000.00	5	Supplies	hand tools, , bender, tables, and welding supplies
31	Welding	Industrial Band Saw			\$ 20,000.00	20	Capital Purchases	Industrial Band Saw
32	Welding	AR Welders	\$ 30,000.00	4	\$ 120,000.00	20	Capital Purchases	4 AR Welders at \$30,000 each
33	Welding	Welders	\$ 7,500.00	8	\$ 60,000.00	20	Capital Purchases	8 welders at \$7,500 each
35	Flooring	Flooring kits	\$ 500.00	16	\$ 8,000.00	5	Supplies	16 units at \$500 each = materials for foldable base units for practicing floor covering skills Gloves, safety glasses, air hose/nailer, backer board, utility knives and blades, buckets, shop vacs, extention cords, knee kickers, zbar track metal, trowels, pliers, caulk guns, chisels, circular saws & blades, hammers, crescent wrench, compressor and cutters.
36	Flooring	Tools	\$ 10,000.00	1	\$ 10,000.00	5	Supplies	supplies for 4 campuses to include Grinders, nail gu, impact wrench, hydraulic jack, table saw, oscillating multi-tool, power nailer, calculators, scales, ropes, chains, eyebolts, clamps, hooks, fall arrest harnesses, miter saws and various other saws with multiple blades.
38	NCCER	per campus/center			\$ 52,300.00	5	Supplies	
40	Tuition for training	First year			\$ 30,000.00	18	Other Non-Personnel	Training Tuition for IRC for HS WBL students and/or companies
41	Tuition for training	reduced in 2nd year			\$ 20,000.00	18	Other Non-Personnel	Training Tuition for IRC for HS WBL students and/or companies - reduced for sustainability
42	Tuition for training	reduced 3rd year			\$ 10,000.00	18	Other Non-Personnel	Training Tuition for IRC for HS WBL students and/or companies - reduced for sustainability
44	WFTHS classes /camps	First year	6000	15	\$ 90,000.00	18	Other Non-Personnel	15 sessions at \$6,000 each = Tuition for students to take the NCCER, Robotics, flooring or Welding classes/camps.
45	WFTHS classes /camps	reduced in 2nd year	4500	10	\$ 45,000.00	18	Other Non-Personnel	10 session at \$4500 each - Tuition for students to take the NCCER, Robotics, flooring or Welding classes/camps. Reduced for sustainability
46	WFTHS classes /camps	reduced 3rd year	3500	10	\$ 35,000.00	18	Other Non-Personnel	10 sessions at \$3500 each - Tuition for students to take the NCCER, Robotics, flooring or Welding classes/camps Reduced for sustainability
48	Renovations	WFT Classrooms			\$ 10,000.00	5	Supplies	Materials to develop 2 WFT classrooms on Hamblen County campus: Need 2 HVAC systems, electrical and flooring
49	Renovations	WFT Classrooms			\$ 20,000.00	4	Professional Fees	Garage Door with Installation for one of the classrooms
51	Train the Trainer	Welding	2500	6	\$ 15,000.00	4	Professional Fees	6 participants at \$2500 each - Training for instructors and teachers
52	Train the Trainer	FANUC	3000	3	\$ 9,000.00	4	Professional Fees	3 participants at \$3000 each - Training for instructors and teachers
54	Goal: WBL and CTE HS Teacher Awareness of local Industry							
55	Professional Development Teacher Camp	stipends	\$ 200.00	120	\$ 24,000.00	12	Conferences & Meetings	120 participants @ \$200 each - 2 summers * 4 campuses *15 individuals per group for 2 days each = 120 individuals; Stipend for participants (HS teachers/staff
56	Professional Development Teacher Camp	lunches - 150 * 2 days	\$15	240	\$ 3,600.00	5	Supplies	15 individuals/camp = 120 total individuals at \$15 per lunch for 2 days
58	Subtotal				\$ 1,851,662.00			
59	Indirect			8%	\$ 148,132.96	27	Indirect Cost	Indirect cost at 8%
61	Total				\$ 1,999,794.96			

APPENDIX C: Table of Contents and GIVE 3.0 Application Components

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GIVE 3.0 proposal
Walters State Community College: GROWFIRST

MEMORANDA OF UNDERSTANDING XXXXXX

Attachment 7: MOU – Workforce Economic Development Agency 1: East Tennessee Human Resources Agency ETHRA

Attachment 8: MOU – K-12 School 1: Hamblen County School System

Attachment 9: MOU – Industry 1: Sonoco Inc.....

Attachment 10: MOU – K-12 School 2: Claiborne County School System

Attachment 11: MOU – Industry 2: Meco Inc.....

Attachment 12: MOU – Workforce Economic Development Agency 2: First Tennessee Development District FTDD

Attachment 13: MOU – K-12 School 3: Cocke County School System

Attachment 14: MOU K-12 School 2: Jefferson County School System

Attachment 15: MOU Workforce Economic Development Agency 3: Greene County Partnership

Attachment 16: MOU ECD 4 – Claiborne County ECD.....

Attachment 17: MOU Industry 3 – GILES –.....

DOCUMENTATION OF SUSTAINABILITY

Attachment 19: WSCC formal letter of commitment to sustainability.....

OPTIONAL CRITERIA DOCUMENTATION

Attachment 20: Walters State Community College Service Area Economic Status as designated by the Appalachian Regional Commission

Attachment 21: Census Tract: Persistent Poverty (Hamblen County)

Attachment 22: Hamblen County Board of Education (Unified) School District confirming service area of persistent poverty tract

ADDITIONAL SUPPORT DOCUMENTATION

Attachment 18: VR Goggles.....

Attachment 23: Job Description.....

GIVE GROW FIRST – Abstract

(Growing Regional Opportunities for Workforce – Funding Investment for Regional STEM)

The GIVE GROW FIRST program is designed to help our students and potential/current employees grow in their skill sets to provide a more well-trained workforce in East Tennessee. GROW FIRST will bring Construction, Robotics, Flooring and Welding opportunities to Walters State's ten-county region with emphasis on Hamblen and Cocke Counties. This program will specifically target these two counties by first renovating and furnishing two WFT Classrooms, allowing new options for counties surrounding the Morristown Campus, while furnishing all 4 campuses and the Newport Center (Cocke County) with supplies and equipment needed to provide training and camps. Also, all school systems will be offered training options within their schools and/or at nearby campus sites. These options will provide more EPSO opportunities for students and schools. Based on requests from the schools, WSCC will offer summer camp options to high school students that can transfer back to the high schools. All of these summer and in-school opportunities, with Industry Recognized Certificates, provide additional EPSOs.

Teachers will be invited to attend summer programs to strengthen their understanding and relationships in the community for developing WBL opportunities. Younger students will have opportunities in Robotics and Construction through camps to help recruit for these high needs fields. In addition, all students will have career exploration opportunities. The camps and courses proposed in this project will provide the training needed to supply areas of need with skilled workers from the Work Based Learning level on into future careers while recruiting younger students to these same fields.

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Section 1: Demonstration of Need

The G.I.V.E. 3.0 GROW FIRST project focuses on robotics, NCCER (National Center for Construction, Education and Research - construction) and welding (maintenance). These industries were selected based on our review of in-demand occupations, which support the need for all three areas. While “Robotics” is not a specific job title, we included occupations (per SOC/CIP Codes) that would have robotics incorporated as a skill set, as listed in the table below.

Table 1: Robotics Occupations with SOC codes and Demand

SOC Code/ CIP Code	Occupation Description	TN	East	NE
17-2071	Electrical Engineers	X	X	
17-3023 14.1001	Electrical and Electronic Engineering Technologists and Technicians	X	X	X
17-3029	Engineering Technologists and Technicians, Except Drafters, All Other	X	X	X
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equip	X		X

As shown above, all occupations are supported within the State of Tennessee and East or Northeast Regions (Source: TN ECD Supply and Demand Report) (**Attach 1**). Within in SOC 17-3023 and 17-3029, there is a greater focus on the technologies that supports robotics. The SOC’s listed in the table also request an AS or BS degree; WSCC does offer options in Engineering Technologies Associates Science (AS) degree as considered in the STEM category. The FANUC robotics certification supports the WSCC AS degree with PLA (Prior Learning Assessment) from WFT High School CTE (Career and Technical Education) Program. This certification can be used for an EPSO (Early Post-Secondary Opportunity credential) (**Attach 2**) which contributes to TN State Board of Education) Master Plan (**Attach 3**) to increase Ready Graduates by 4% points annually (Academic Supply for Occupational Demand Report) (**Attach 4**) In addition, all occupations are median to high demand with top wage starting pay at \$57,921 (TN.GOV Data BLS) (**Attach 5**) to \$65,000 (in report). Employees with an NCCER designation

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are qualified to enter the market with a high school diploma or equivalent. NCCER is currently on the State of Tennessee EPSO list for high schools. All NCCER occupations are in-demand in East and Northeast sectors with median in-demand with wages ranging from \$35,422 to \$53,134. In addition, BLS Data - projects construction jobs to grow 4% annually from 2022 to 2032.

<https://www.bls.gov/ooh/construction-and-extraction/construction-laborers-and-helpers.htm#tab-6> Some of the occupations reviewed include:

Table 2: NCCER Occupations with SOC codes and Demand

SOC Code /CIP Code	Occupation Description	TN	East	NE
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers		X	X
47-2031	Carpenters	X	X	X
47-2061	Construction Laborers		X	X
47-2111	Electricians		X	X
47-2152	Plumbers, Pipefitters, and Steamfitters	X	X	X
47-3013	Helpers--Electricians	X	X	X
47-3015	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	X	X	X

Our third area of review was welding-related jobs. Those are in-demand for East and in medium to high demand for Northeast Regions. Annual wages ranged from \$39,874 to \$44,739. All of these occupations mesh with another option to build upon NCCER credential and are employable job skills for construction or manufacturing (maintenance related, production welding).

Table 3: Welding-related Occupations with SOC codes and Demand

SOC Code /CIP Code	Occupation Description	TN	East	NE
49-9071	Maintenance and Repair Workers, General		X	X
49-9099	Installation, Maintenance, and Repair Workers, All Other		X	X
51-4121	Welders, Cutters, Solderers, and Brazers	X	X	X

With the local data provided by ETHRA from Econovue in Table 4 below, jobs in various sectors support our three-tiered approach to serving needs based upon job growth.

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Table 4: 5-year gain in employment

Industry Sector	Number of Jobs	GIVE 3.0 Strategy
Manufacturing	34903	Robotics, Welding, NCCER
Construction	23946	NCCER, Welding
Contractors: Building Equipment	6455	NCCER, Welding
Building Construction: Residential	5583	NCCER
Infrastructure Construction	3172 (*Sevier 807)	NCCER, Welding
Electrical Equipment Components	7004 (366 * Greeneville)	Robotics, NCCER
Furniture & related products	2969	NCCER, Robotics

The Improving the Pipeline for Tennessee’s Workforce: Academic Supply for Occupational Demand Report 2023 (refer **Attach 4**) shows demand for all three tracks. “As Tennessee expands its manufacturing investments, there are many occupations in-demand across the state, including first line supervisors of mechanics, installers, and repairers and production workers; general maintenance and repair workers; machinists; welders”. (p.2) “Engineering and related occupations play an instrumental role in Tennessee businesses. TNECD has several target industries connected to engineering, including automotive, aerospace and defense, chemical products, and electrical equipment and appliances. Tennessee has a low concentration of employees in these high-wage fields, relative to the national average. In 2021, the number of engineers in Tennessee, about 26,000, was 23 percent below the national average concentration. The occupations that are in-demand in the most regions of Tennessee are electrical and electronic engineering technologists and technicians, civil engineers, electrical engineers, and mechanical engineers.” **Unmet needs:** The high rates of employment and wages signal the potential for supply gaps as Tennessee expands its manufacturing base and medical and other scientific research fields. Thirteen programs including many of those listed above had placement rates of 60 percent or more and paid more than the median wage. In addition, the associate and bachelor’s degrees in engineering technologies and the associate degrees in welding technology

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met these criteria. (p.5) (refer **Attach 4**) “Several occupations in this group are in-demand statewide, including in residential, commercial, and industrial construction. Construction managers and cost estimators typically require four-year degrees, while most other occupations in this group acquire skills through a two-year degree, postsecondary certificate, apprenticeship, or on-the-job training. Construction workers in-demand in most areas of the state include: construction supervisors, electricians, carpenters, operating engineers, painters, plumbers, and heating, ventilation, and air conditioning (HVAC) personnel. **Unmet Needs:** Due to high regional demand and few training options, programs in basic skills for carpenters, operating engineers, painters, plumbers, and cost estimators are needed.” (refer **Attach 4**) Academic Supply for Occupational Demand Report 2023, p. 17-18) Additionally, Robotics is directly related to supply chain issues. The COVID-19 pandemic exposed vulnerabilities in global supply chains. While skills gaps existed before, the pandemic highlighted the need for professionals with expertise in areas like logistics management, data analytics, and cybersecurity to ensure the smooth flow of goods. Our proposal will assist with skills training in this area.

[\(https://www.weforum.org/agenda/2024/02/how-to-secure-the-modern-cyber-supply-chain-and-surge-in-third-party-risks-amid-ai-automation/\)](https://www.weforum.org/agenda/2024/02/how-to-secure-the-modern-cyber-supply-chain-and-surge-in-third-party-risks-amid-ai-automation/).

Section 2: Program Plan

The Bureau of Labor Statistics Job Outlook for 2022-2032 reports a 3% for plumbers and welders. While construction workers are reported at a 4% growth. The need to replace workers as a result of career changes and retirement are a result of the growth in these areas.

Jobs4TN.gov reports East Tennessee in Demand Occupations to 2026 include electricians, welders, plumbers, and construction professionals (**Attach 6**) Tennessee’s Drive to 55 is an

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initiative to educate either with a degree or certificate 55% of the population. Currently, in the ten counties served by Walters State Community College the average College Going Rate is 49.05% with the lowest College Going Rate reported at 39% in Cocke County. Through earlier focus on career planning with an emphasis in the Science, technology, engineering and Mathematics (STEM) areas, as well as opportunities for industry certificates in high school, the College Going Rate for these counties will improve.

Program Plan

The GIVE 3.0 **GrowFirst** program would provide learning pathways for Robotics, Welding, Flooring and NCCER Core, electrical and plumbing. The pathway would begin with middle school students exploring various careers using virtual reality goggles and career exploration software. These students will also have studies in STEM-related areas such as robotics through summer camps. Additionally, middle and high school students will also have opportunities to participate in Hammer Build and construction kit activities, including Application Math, in preparation for NCCER training and Work Based Learning (WBL) opportunities. Moving forward, high school students and adults will be offered opportunities to earn certifications. The State of Tennessee requires high school students with earning some type of Early Post-Secondary Opportunities (EPSO) through such areas as Industry Certifications, Dual Enrollment courses and state and local dual credit to meet graduation requirements. In addition to in-school opportunities, during the summer, high school students in the Walters State service area will be offered summer camp opportunities focused on EPSO or industry certifications. Upon successfully completing a high school level summer camp, secondary students will transfer these earned credentials to their respective high schools to fulfill state EPSO requirements for graduation. Equipment purchased for camps serve Cocke and Hamblen Counties, and be

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available to all five WS campuses. Companies in WSCC’s service area will be provided similar training opportunities for current and future employees. **GrowFirst** will renovate and equip two Workforce Training classrooms on the Morristown Campus - dedicated to teaching Robotics, Welding, Flooring and NCCER Core, electrical, and plumbing. Finally, professional development opportunities, i.e., 2-day camp with industry visits, will be offered to local CTE professionals and promoted to all counties served by Walters State Community College.

Table 5: Timeline and Action Plan

PROJECT GOALS: Recruit: Recruitment & Interest development/basic skills in Middle & High school Students. Train: High school/Employer Training (to include IRCs) for WBL and workforce; while building relationships for WBL. Partner: Professional Development for High School WBL/CTE teachers/staff to encourage partnerships within their counties.			
Dates	Goal	Actions & Activities	Determinant of success
Sept – Dec 2024	Recruit, Train, Develop, Prepare for programs	Hire Instructor/Prog Dir; VR Goggles to Middle schools ; 2 Hammer Builds; Vex Robotics competition research & recruit planning ; Research/ purchase Initial equipment/supplies; Pilot Robotics training ; Research Application Math; Begin Renovation for Morristown labs	PD hired; VR Goggles to 5 schools ; 2 Hammer Build; Vex Robotics camp & recruitment plan ; Initial equipment purchased; 1 HS robotics class/demo ; Plan developed for Math; Reno started with 1 lab usable
Jan – Mar 2025	Recruit, Train & Partner Develop and prepare for programs	Include Vex Robotics class in TAG and Recruit for Vex Robot Camps; VR Goggles & Hammer Builds ; Recruit/advertise/prepare for Construction, Robotics & welding camps and classes: Continue equipment purchases ; Develop Application Math; Recruit/advertise/plan Professional Development (PD) camps for Teachers/Staff ; Complete Lab renovations.	1 Vex Robotics TAG class & ads sent; 5 VR school visits & 2 Hammer Builds ; Have plan and ads for camps/classes; Equipment purchased ; Start Math Development; Complete Plan/ads for PD camps ; Lab Renovations complete
Apr – Jun 2025	Recruit, Train & Partner Develop and prepare for programs	Preparations/approvals for Vex Robotics competition entry; Vex Robotics Camp ; Recruit/advertise/prepare for Construction, Robotics & welding camps and classes: VR Goggles & Hammer Builds ; Continue development of Application Math: Conduct 2 PD camps	Complete required prep for Vex Robot competition; Conduct 1 Vex Robotics camp ; Complete Prep/ads for camps/classes; 5 VR school visits & 2 Hammer Builds ; Complete Math curriculum; Complete 2 PD camps

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Dates	Goal	Actions & Activities	Determinant of success
Jul – Sep 2025	Recruit, Train & Partner	Introduce Application Math to schools; Offer Construction, Flooring, Welding and Robotics training to schools & industry; Conduct 2 PD camps; Construction Camps: Welding camp in Hamblen Co with focus on Hamblen & Cocke	On-board middle/high schools for program; Offer/ conduct 3 trainings; Complete 2 PD camps; Offer 1 Construction Camps; Complete welding camp in Morristown
Oct – Dec 2025	Recruit & Train	Offer Construction, Flooring, Welding and Robotics training to schools & industry; Recruit for Vex Robotics competition	Offer/conduct 3 trainings; Identify team for competition
Jan – Mar 2026	Recruit, Train & Partner	Include Vex Robotics class in TAG and Recruit for Vex Robot Camps; VR Goggles & Hammer Builds; Compete in Vex Robotics competition; Recruit/advertise for PD camps; Offer Construction, Flooring, Welding and Robotics training to schools & industry	1 Vex Robotics TAG class & ads sent; 5 VR school visits & 2 Hammer Builds; Compete; ads send for PD camp; Offer/conduct 4 trainings;
Apr – Jun 2026	Recruit, Train & Partner	Offer Construction, Flooring, Welding and Robotics training to schools/ industry; Recruit/ advertise/ prepare for Const camps; Conduct 2 PD camps; Vex Robot Camp	Offer/conduct 4 trainings; ads sent for const camps; Complete 2 PD camps; Complete 1-2 Vex Robot Camp
Jul – Sep 2026	Recruit & Train	Offer Construction Camps; Introduce Application Math to schools; Offer Construction, Flooring, Welding and Robotics training to schools & industry	Complete 1-2 camps; On-board middle/high schools for program; Offer/conduct 4 trainings
Oct – Dec 2026	Recruit & Train	Recruit & practice for Vex Robot compet; Offer Construction, Flooring, Welding and Robotics training to schools & industry	Prepared for competition; Complete 2-3 trainings
Jan – Mar 2027	Recruit, Train & Partner	Include Vex Robotics class in TAG and Recruit for Vex Robot Camps; Compete in Vex Robotics competition; VR Goggles & Hammer Builds; Offer Construction, Flooring, Welding & Robotics training to schools /industry; Recruit/advertise/plan PD camps	1 TAG robotics TAG class and ads sent; Compete; 5 VR school visits & 2 Hammer Builds; Complete 2-3 trainings; PD participants identified
Jan – Mar 2027	Recruit, Train & Partner	Add Vex Robot class in TAG & Vex Robot camp recruit; Vex Robotics competition; Hammer Builds & VR Goggles; Offer Const, Floor, Welding and Robot training to K-12 & industry; Recruit/advertise/plan for PD camps	1 TAG robotics TAG class and ads sent; Compete; 5 VR school visits & 2 Hammer Builds; Complete 2-3 trainings; PD participants identified

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Dates	Goal	Actions & Activities	Determinant of success
Apr – Jun 2027	Recruit, Train & Partner	Vex Robotics Camp; Recruit prepare / advertise Construction camps; VR Goggles & Hammer Builds; Offer Const, Flooring, Welding and Robot training to K-12 & industry; Conduct 2 PD camps	1-2 Robotics camps; Id camp participants; 5 VR school visits & 2 Hammer Builds; Offer/conduct 2-3 trainings; 2 PD camps
Jul – Sep 2027	Recruit & Train	Construction Camps; Introduce Application Math to schools; Offer Construction, Flooring, Welding and Robotics training to schools/industry	1-2 Construction Camps; On-board schools; offer/conduct 2-3 trainings
Oct – Dec 2027	Train	Offer Construction, Flooring, Welding, Robotics training to schools & industry	Offer/conduct 2-3 trainings
Jan – Mar 2028	Recruit & Train	Include Vex Robotics class in TAG and Recruit for Vex Robot Camps; Recruit/advertise/prepare for camps; VR Goggles & Hammer Builds; Offer Construction, Flooring, Welding and Robotics training to schools & industry	1 TAG robotics TAG class and ads sent; Camp ads sent; 5 VR school visits & 2 Hammer Builds; Offer/conduct 2-3 trainings
Apr – Jun 2028	Recruit & Train	Vex Robotics Camp; VR Goggles & Hammer Builds; Offer Construction, Flooring, Welding and Robotics training to schools & industry	1 Camp; 5 VR school visits & 2 Hammer Builds; Offer conduct 2-3 trainings
Jul – Sep 2028	Recruit & Train	Construction Camps; Offer Construction, Flooring, Welding and Robotics training to schools & industry	1-2 construction camps; offer conduct 2-3 trainings
<p>Note: Walters States’ Workforce Training Department will be the Responsible Party for all activities. The Partners for all youth related programs and Teacher Professional Development will be school systems in the 10-county area with emphasis on Hamblen and Cocke County. Partners for Training will be all 10-county school systems (with emphasis on Hamblen and Cocke) and Industry partners. All project activities and actions align with GIVE; Drive to 55 and the creation of EPSOs.</p>			

Section 3: Strength of Partnership

Based on signed Memoranda of Understanding (MOUs) (Attachments 7 - 17) all parties agreed to the following activities to ensure goals are met; unless mutually revised and approved through THEC, will be continued throughout the grant. Each partner is fully capable of ensuring GIVE 3.0 GROW FIRST’s project success by bringing unique strengths and qualifications.

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Table 6: Partner activities as listed in MOUs

<p><u>K-12 Partners:</u> Hamblen County Claiborne County Greene County Jefferson County Schools Systems</p>	<p><u>K12:</u> Promote NCCER, Welding, Robotics programs to be offered in the high school or via Summer Camp sections. Promote middle school camps. Offer industry math as an option for in high school programs or summer camps. Participate in advisory councils. Explore pre apprenticeship options where appropriate. <u>WSCC:</u> Provide instructional support for NCCER, Welding or Robotics programs. Provide summer camps options at WSCC campus locations. Serve as sponsor for all apprenticeships and/or pre apprenticeships with those developed in the counties served. Provide WBL opportunities through VR Goggles to support career exploration.</p>
<p>Industry Partner 1: Mecor Industry Partner 2: Giles Industries Industry Partner 3: Sonoco</p>	<p><u>Industry:</u> Recognize the WSCC’s WFT robotics, NCCER and welding options for employee skills upgrade which may satisfy requirements for degree paths and/or apprenticeship paths, and promote capability to their own employees. Promote WBL hours completed for students w/ local manufacturing plants so it can be integrated into required OJT component of the registered Apprenticeship Program where appropriate. Work with Workforce Training staff to identify the VR options that would be beneficial to existing employees, new hires and/or middle/high school students in Career 2.0. Participate in one to two meetings per year where local manufacturing plants and educators come together to address skills gap solutions. Will promote the new FANUC robotics certification programs, NCCER for construction, or Welding as a path for development of company employees. Will promote apprenticeships and pre apprenticeships with school systems. Help promote and recruit students to a manufacturing career camp(s) at the Campus via social media and other press options. Company will provide a guest speaker for 1-2 camps and a help coordinate plant tour (subject to any safety to health that may arise) in Summer 25-28. Help promote and provide assistance for the vex robotics and/or robotics competition teams for middle and/or high school career awareness. <u>WSCC:</u> Serve as the sponsor for all apprenticeship occupations approved and utilized during this grant. all apprenticeship occupations including ensuring RAPIDS (Registered Apprenticeship Partners Information Management Data System) requirements are met. Provide Related Technical Instruction (RTI) training for students as specified in the GIVE GROW FIRST grant application as noted within approved apprenticeship occupations. This may include onsite instruction, online delivery via 180 skills®, and/or degree programs. Provide Robotics (FANUC), NCCER and Welding options for degree pathways will be offered for PLA – Prior Learning Assessment into WSCC Engineering Technologies degree and apprenticeship pathways. Provide VR goggles that can be checked out and/or we will provide hour long demos and experiences for employees. Attend manufacturing council meetings monthly/quarterly as hosted by company. Provide</p>

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<p>(CONTINUED) Industry Partner 1: Mecor Industry Partner 2: Giles Industries Industry Partner 3: Sonoco</p>	<p>facilities for meetings as appropriate. Serve as lead entity to develop, market and offer a manufacturing career awareness camps. Institution will provide administrative coordination from the division of workforce training. Assist with the utilization robotics and/or industrial maintenance crosswalk professional development training and usage of VR Goggles. The focus would be on career awareness for manufacturing and construction programs but institution does have automotive, and hospitality options with more development in process by the vendor. Provide the facilities and support services to enable Company to render performance.</p>
<p>ECD partner(s): East Tennessee Local Workforce Development Board (ETHRA) First Tennessee Development District (FTDD)</p>	<p>ECD: Participate actively in the Walters State GROW FIRST collaborative; Provide workforce development practitioners to participate in collaborative/roundtable activities; Work with partners to align and to map education/training program curriculum and credential requirements to industry standards; Assist with assessment or IRCs that strengthen reliability of student learning outcome measures; Identify high demand, industry-recognized certifications or credentials used for hiring and promotion; Participate in the develop and implementation of a career and workplace readiness certification/ acknowledgement program with participating schools; Participate in the planning and execution of GROW FIRST project evaluation and with the sustainability of successful project components; Assist with the development and implementation of GROW FIRST WBL continuum in areas of: career awareness, exploration, preparation and training including apprenticeships /pre apprenticeships. Share student/employee data with lead entity to be used for project evaluation and outcome dissemination of activities funded through the project; Provide supportive services to eligible customers; and Work with collaborative partners to develop and conduct outreach services and recruit students to higher education programs and appropriate disciplines. WSCC: Serve as lead entity and fiscal agent; Provide leadership for the planning, development, and implementation project, Staff the grant program; Provide leadership for developing a collaborative roundtable and/or advisory committee to plan activities and monitor achievement of measurable outcomes; Conduct/facilitate collaborative roundtable/ advisory committee meetings; Plan and organize a continuum of work-based learning experiences, including industry experiences, internships, co-ops, apprenticeships, and externships; Work with collaborative partners to: prepare students with academic and other workplace readiness skills, including time management training, reading and math skill development, individual and group tutoring, advising and career counseling, and job placement services; to develop, conduct outreach services and recruit students to higher educ. programs and appropriate disciplines; to align and map education/training program curriculum and credentialing requirements to industry standards and needs</p>

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Other: Greene County Partnership Claiborne County ECD	Partners: Assist in promotion of grant programs and training programs available. Use of social media, newsletters, etc. Promotion of apprenticeships and pre-apprenticeships. Assist in guest speakers and/or tours as appropriate including professional development for teachers. WSCC – host advisory council meetings, serve as sponsor for apprenticeships, provide career related exploration and summer camps.
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Section 4: Budget Plan

Appendix B outlines a detailed budget request for **\$1,999,794.96** with funds to conduct camps and trainings in Robotics, Construction, Flooring and Welding for middle/high school students and employee training. This training will help prepare a more skilled workforce while assisting high schools with preparing students for Work-based Learning (WBL). Modifications are required to create two WFT classrooms in Hamblen County to better serve our region. The budget also includes VR Goggles, Hammer Build, youth camps and competitions to recruit and build interest in these fields. Also, the budget includes funding to provide a camp for WBL/CTE instructors and staff to help introduce faculty/staff to local industries and build partnerships.

Table 7: Equipment – Capital Expenses Justification

Capital expenses (equipment exceeding \$5,000 - totaling \$806,295.00) – Item and Purpose	
Paxton Patterson Electrical Kit	For Construction camps and training
Robots (Fanuc and/or Collaborative style)	For Robotics camps and training
Welding Band Saw, AR Welder & Welders	For Welding camps and training

Table 8: Budget outline

Salaries, Benefits	\$357,700.00	Hire full-time staff/instructor
Professional Fee	\$50,000.00	Professional Development, Set up and assembly of Construction kits; Garage Door installation; Training in robotics/Welding;
Supplies	\$155,767.00	Supplies for Robotics, NCCER, Welding and Flooring courses/camps; Robotics competition; Renovations; Teacher PD Camps
Conferences & Mtgs	\$24,600.00	Robotics competition fees & Teacher stipends
Other Non-personnel	\$457,300.00	Instructor training; VR Goggles & Construction Kits licenses; Math Development & Delivery; Hammer builds; Training, classes, camps tuition
Capital Expenses	\$806,295.00	For camps and trainings
Indirect Costs	\$148,132.96	At 8% of direct costs
TOTAL	\$1,999,794.96	Direct and Indirect costs

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Indirect Cost Rate

The college's proposal identifies indirect costs associated with facilities and administration outlined in Code of Federal Regulations §200.414. The below represents some commonly used expense items: clerical administrative work performed by management, fiscal operations, general administration, and public relations; Postage, telephone, internet; General computer hardware and maintenance, copiers; utilities, insurance, and support of facilities management.

Section 5: Sustainability

The continued growth of the manufacturing sector in the East Tennessee region speaks to the need for WSCC's ever-growing expansion in this area. With a dedicated Workforce Training department, established industry partners, and an increasing pipeline of career pathway programs starting with pre-apprenticeships, Walters State Community College's manufacturing project will be sustained and broadened past this funding period. There are several factors which support our sustainability in this particular field of interest: **(1) Pre-Apprenticeships and Apprenticeships:** WSCC has been a sponsor for almost 4 years and has 16 occupations within multiple industry sectors approved by the Department of Labor, including one pre-apprenticeship with a manufacturing group. Maintenance programs include welding, robotics and construction related skills and our budget request will be aligned with those industry-partner apprenticeships. According to apprentice.gov (February 2024), the WSCC ten-county impact area has solid engagement in apprenticeship participation compared to other southeastern states with key industries as construction, manufacturing and services. As a direct result of our sponsorship, facilitation and promotion of pre-apprenticeship and apprenticeship programming, WSCC boasts 97 completers YTD that generated \$511,409.60 annually based upon start date/completion date for an average annual increase of \$5,272.26 in wage gain. The highest wage increase was from

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manufacturing with allied health in second. Companies are signed at a “corporate” level as it allows WSCC to serve as sponsor for any employee in East Tennessee. **(2) Assessments:** WFT aligns programs to match the competencies for credentials (IRCs). Within IRCs, we want to continue growth by offering the FANUC robotics certification to high school students at our campuses. This allows students PLA options to align with associate degree programs. **(3) Youth programs:** The college views youth programs and offerings provided as a recruitment tool. We track students who participant in a youth program to their dual enrollment status. **(4) Workforce Training Division:** WSCC WFT has a history of success with 2,581 WFT program students served with professional development and/or IRCs and 662 in youth programs during the year. WSCC’s WFT overall contact hours exceeded 325,000, which was approximately one-third of the entire state hours submitted in 2023-24 with an 80% growth rate in apprenticeships. **(5) Community benefits:** This program’s expansion and industry partnerships allow for overall betterment within our community by increasing the opportunities for retraining for adult learners and displaced workers to ultimately create a better trained workforce. **Overall goals:** This program forwards the goal for the “Drive to 55” Initiative by encouraging degree or certificate completion for adults and youth in Tennessee. By increasing the number of skilled workforce employees drives more businesses to this area or expands the capacity of existing ones. The resulting, improved community infrastructure from better paying jobs reduces tax burden, increases home ownership, and other factors.

Post-grant plan for communication and resources sharing among partners: To ensure that communication and resource-sharing extends beyond the grant cycle, WSCC’s Workforce Training (WFT) will maintain open communication with community partners through community organizations, advisory board meetings and outreach while continuously seeking

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funding to assist with future programs. The Industrial Development Board is a unique way that WSCC can receive ongoing feedback and provide additional information to our industry partners and other interested business and community members. The Board provides direct input to our technical education department so WSCC can better serve the skilled workforce needs in our community. Our Workforce Training staff is heavily engaged with manufacturing councils and local chamber groups, as well as statewide organizations to keep abreast of trends and community needs; that information is passed along to key administration, faculty, and staff to ensure WSCC's viability as a training hub for our region. In addition, the continued expansion of apprenticeships provides economic development for the counties we serve. **Availability of long-term resources to house, maintain, and/or repair equipment:** WSCC has campus locations in Morristown, Greeneville, Sevierville and Claiborne Counties and a center in Newport with options for housing grant purchases. Our annual budgeting process will include maintenance and repair of all equipment and supplies purchased after grant cycle. **Work-Based Learning programs' continuity:** Our offerings within the high school setting and career camps are packed with industry support and real-world examples of problem solving within the field of study. Based on the Memoranda of Understanding, our industry partners have already agreed to parlay the career awareness efforts of WSCC's WFT with K-12 schools into apprenticeships from pre-apprenticeships. Also, the WBL focus through Youth programs, camps and VR Goggles **(Attach 18)** allows for career exploration opportunities. WSCC will also continue to provide opportunities for WBL instructors and staff to create industry connections. With the WSCC's WFT's coordination, the project's supervision and regular contact with industry and school partners will be easy and direct. WSCC will address any challenges that arise to ensure

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sustainability and commit any necessary resources as documented by the formal letter of commitment (**Attach 19**).

Section 6: Optional Criteria

This proposal is eligible for the entire fifteen (15) optional points for high demand programs, economic status determination, and serving an area of persistent poverty. **High Demand**

Programs: All areas discussed in section 1 NEEDS are designated as an in-demand occupation according to THEC Academic Supply for Occupational Demand Report for the North East

Tennessee region (**refer Attach 1**) **County Economic Status Acknowledgement**: GROW

FIRST's three focus areas will serve the entirety of the Walters State Community College's ten-county service region in East and Northeast Tennessee. Of these, the Appalachian Regional

Commission defines these statuses: (**Attach 20**) Claiborne (at-risk), Cocke (distressed), Grainger

(at-risk), Greene (at-risk), Hamblen (transitional), Hancock (distressed), Hawkins (at-risk),

Jefferson (transitional), Sevier (transitional) and Union (at-risk) counties. **Census Tracts in**

Persistent Poverty: Apart from WSCC counties classified at-risk or distressed, of the remaining

three Transitional counties, Hamblen County with Census Tract 47063 (**Attach 21**) has an area

of persistent poverty documented by the Census bureau. This tract is served by the unified

Hamblen County School District (**Attach 22**).

IN-DEMAND OCCUPATIONS AND ALIGNED ACADEMIC PROGRAM HIGHLIGHTS

In this section, unmet need is determined in cases where there is high regional demand but few or no aligned training programs; and in cases where employment rates in aligned programs are 60 percent or higher and confer wages higher than the state median wage of \$37,700 in 2021, signaling greater labor force needs.

Agriculture, Food, and Natural Resources

Veterinarians are **in demand** in three regions in Tennessee. The University of Tennessee, Knoxville (UTK) is the sole provider of Doctor of Veterinary Medicine (DVM) degrees in the state. In 2020-21, 86 DVMs were granted. The estimated annual wages of DVMs in the first year were \$99,844, outpacing other graduates in the agriculture, food, and natural resources cluster. However, only 30 percent of DVM graduates were found in Tennessee's employment records, which may indicate that graduates are working out of state. Occupations in-demand in more than three regions include supervisors of landscaping workers, landscaping workers, and wastewater treatment operators. **Supply:** In this cluster, the highest employment rates of graduates found in the Tennessee records were associate degree programs in veterinary technician and assistant and biotechnology. The first-year wage outcomes for biotechnology graduates are the second highest in this cluster at \$40,065. Certificate completers and high school CTE concentrators in veterinary technician/assistant and food technology and processing had higher than average employment rates. **Unmet needs:** Biotechnology will likely continue to expand; training programs for landscaping supervisors and workers were few.

Architecture and Construction

Demand: Several occupations in this group are in-demand statewide, including in residential, commercial, and industrial construction. Construction managers and cost estimators typically require four-year degrees, while most other occupations in this group acquire skills through a two-year degree, postsecondary certificate, apprenticeship, or on-the-job training. Construction workers in-demand in most areas of the state include: construction supervisors, electricians, carpenters, operating engineers, painters, plumbers, and heating, ventilation, and air conditioning (HVAC) personnel. **Supply:** The bachelor's program in construction management had the highest share of graduates (of programs with 10 or more completers) found in the Tennessee job market (63 percent), with first-year wages of \$57,569. Less than one year certificate programs in plumbing place 60 percent of graduates in the Tennessee job market. Several high school CTE programs in this cluster have employment rates of 50 percent. In 2020-21, 32 electricians and 527 production machinery electricians completed apprenticeships. **Unmet Needs:** Due to high regional demand and few training options, programs in basic skills for carpenters, operating engineers, painters, plumbers, and cost estimators are needed.

Manufacturing

Demand: Tennessee has done an exceptional job of growing one of the strongest specialized manufacturing workforces in the country. As Tennessee expands its manufacturing investments, there are many occupations in-demand across the state, including first line supervisors of mechanics, installers, and repairers and production workers; general maintenance and repair workers; machinists; welders; inspectors, testers, sorters, samplers, and weighers; food batchmakers; and computer numerically controlled tool operators. **Supply:** Multiple certificate programs had employment rates of 60 percent or more among completers. High school CTE programs in the Manufacturing cluster including machine shop assistant, electromechanical technologies, mechatronics, and welding had employment rates of 56 percent or more, although salaries were low. Over 600 credentials in machine tool technology were awarded by TCATs and community colleges in 2020-21. Over 2,440 welding credentials were issued, including postsecondary certificates and CTE concentrators.

Transportation

Demand: Tennessee is a leading state in transportation, distribution, and logistics. The transportation cluster contains several occupations that are in-demand statewide and in every region of the state, including automotive service technicians and mechanics; bus and truck mechanics and diesel engine specialists; production, planning, and expediting clerks; heavy and tractor-trailer truck drivers; industrial truck and tractor operators; and mobile heavy equipment mechanics. **Supply:** Several TCAT programs train Tennesseans in this cluster who remain in Tennessee to work. The highest employment rates for certificate programs were logis-

Students in the 2019-20 cohort will automatically receive EPSO credit for SDC, AP, and IB upon course completion for the 2019-20 school year.

3.2.1 Industry Credentials

Industry credentials are awarded to students based on the mastery of a specific set of industry or job-related competencies. Industry credentials are usually developed in collaboration with employers and validated through a third-party vendor which uses an assessment to determine mastery. Industry credentials are typically awarded or valid for a limited time but may be renewed. Each industry credential is different, so the department has developed resources to aid in the implementation of each credential, which include criteria for obtaining the credential. More information on these resources may be found on the department's industry credential [webpage](#).

Industry Credential Credit

Only industry credentials included in the [department promoted list](#) will count toward the *Ready Graduate* indicator. A student must earn the industry credential, meaning they must complete all testing and/or licensing requirements (not just sit for the exam), for the credential to count. Some industry credentials may align to a Tennessee College of Applied Technology (TCAT) or other postsecondary institutions and convert to EPSO credit.

Industry Credentials and CTE Coursework

The department encourages interested students to pursue credentials aligned to coursework, as students who have progressed through the sequence of courses in a Career and Technical Education (CTE) program of study (POS) aligned to a specific industry credential will be more likely to earn a credential than students who sit for an exam without appropriate coursework and training. However, alignment to coursework is not a requirement for participation.

Students do not need to have a CTE program of study to earn industry credentials. The department believes students who possess documentation of their knowledge and skills are demonstrating readiness for postsecondary pathways. If a student feels confident sitting for an industry credential because of their experience outside the classroom, we encourage them to test. All students who earn a credential will be included, regardless of the courses they completed or their elective focus of study. Please note that students who have completed a CTE program of study are more likely to successfully earn the credential than students who have not had the experience of aligned coursework and training.

All EPSOs do not need to be within the same CTE program of study. If a student progresses through a program of study and earns an industry credential, the two EPSOs can come from within the CTE program of study or from general education courses. For example, a student could take courses within the Office Management program of study, earn the Microsoft Office Specialist certification, take Statewide Dual Credit Statistics to meet their fourth-year math requirement, and take a Dual Enrollment Spanish course to meet this indicator.

Strategic Focus: Postsecondary and Career

All students are prepared for success in high school, postsecondary and career.

Action Steps:

- The State Board will review data provided by the Department of Education on Ready Graduate outcomes at least annually.
- The State Board will publicly report progress toward expected college and career readiness outcomes through the production and publication of an annual report. The report will provide recommendations regarding the use of public funds and be presented to the Governor, general assembly, and the local districts.
- The State Board will update its relevant rules and policies based on outcomes, as needed.

Annual Goals:

- The percentage of all students demonstrating readiness for postsecondary and careers after high school will increase by 4 points annually; economically disadvantaged will increase by 5 points and students with disabilities and English learners will increase by 6 points.
- The percentage of students enrolling in a postsecondary institution following graduation will increase by 3 points annually.

Strategic Focus: Teachers and Leaders

All schools are staffed with qualified and effective educators.

Action Steps:

- The State Board will review data provided by the Department of Education on educator pipeline initiatives including Grow Your Own, and report on educator workforce shortages, effectiveness, diversity and compensation at least annually.
- The State Board will annually publish the Educator Preparation Report Card with data on high-demand endorsements, placement and retention, licensure exam pass rates, candidate satisfaction, teacher effectiveness, and candidate diversity.
- The State Board will publicly report progress toward expected teacher and leader outcomes through the production and publication of a yearly report. The report will provide recommendations regarding the use of public funds and be presented to the Governor, general assembly, and the local districts.
- The State Board will update its relevant rules and policies based on outcomes, as needed.

Annual Goals:

- The percentage of racially diverse teacher and leader candidates receiving initial licensure from Tennessee EPPs will increase by 1 point annually.
- 65% of the educators teaching on a permit will obtain a full and valid practitioner or professional license within three years.

Job Outlook - Construction Workers, Plumbers, Welders, HVAC

Job Outlook

Overall employment of construction laborers and helpers is projected to grow 4 percent from 2022 to 2032, about as fast as the average for all occupations.

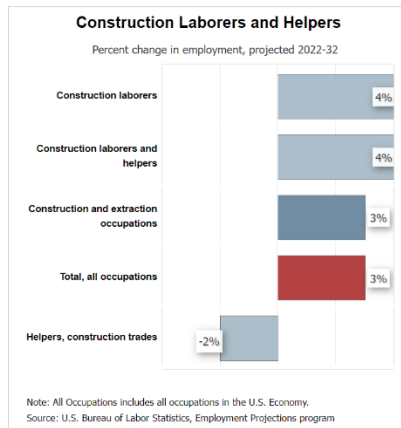
About 151,400 openings for construction laborers and helpers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Projected employment of construction laborers and helpers varies by occupation (see table). Construction laborers work in all fields of construction, and demand for laborers should mirror the level of overall construction activity. Repairing and replacing the nation's infrastructure, such as roads and water lines, may result in steady demand for laborers.

Employment growth for specific types of construction helpers is expected to be driven by the construction and renovation of homes and nonresidential structures. However, shifts in preference for materials, such as prefabricated components, will continue to reduce demand for helpers of [carpenters](#), of [electricians](#), and of other construction workers.

About this section



Plumbers, Pipefitters, and Steamfitters

PRINTER FRIENDLY

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

Job Outlook

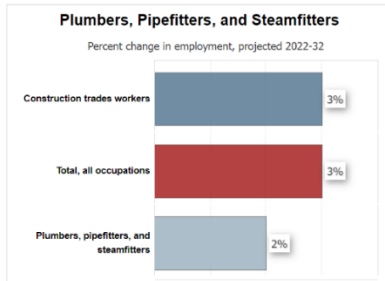
Employment of plumbers, pipefitters, and steamfitters is projected to grow 2 percent from 2022 to 2032, about as fast as the average for all occupations.

About 42,600 openings for plumbers, pipefitters, and steamfitters are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Demand for plumbers will stem from new construction and from the need to maintain and repair plumbing systems in existing residences and other buildings. Employment of sprinklerfitters is expected to increase as states continue to adopt changes to building codes that require the use of fire suppression systems.

About this section



Welders, Cutters, Solderers, and Brazers

PRINTER FRIENDLY

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

Job Outlook

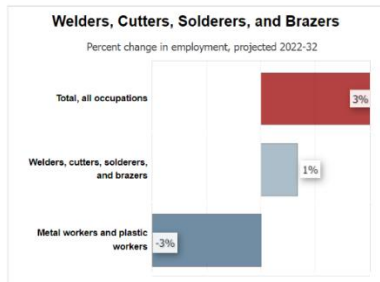
Employment of welders, cutters, solderers, and brazers is projected to show little or no change from 2022 to 2032.

Despite limited employment growth, about 42,600 openings for welders, cutters, solderers, and brazers are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

The nation's aging infrastructure will require the expertise of welders, cutters, solderers, and brazers to help rebuild bridges, highways, and buildings. These workers also will be needed in manufacturing plants, such as those that produce metal products and machinery. However, automation in manufacturing may limit overall demand for these workers.

About this section



Heating, Air Conditioning, and Refrigeration Mechanics and Installers

PRINTER FRIENDLY

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

Job Outlook

Employment of heating, air conditioning, and refrigeration mechanics and installers is projected to grow 6 percent from 2022 to 2032, faster than the average for all occupations.

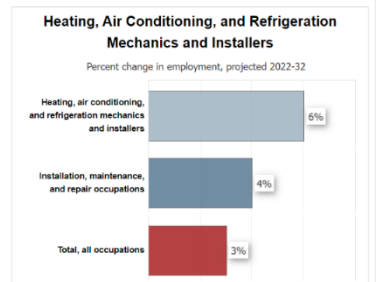
About 37,700 openings for heating, air conditioning, and refrigeration mechanics and installers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Commercial and residential building construction is expected to drive employment growth. The growing number of sophisticated climate-control systems is also expected to increase demand for qualified heating, air conditioning, and refrigeration (HVACR) technicians.

Repair and replacement of HVACR systems is a large part of what technicians do. The

About this section





WSCC Contract Number: 332.96- 24-260N



PR Number: NA

**WALTERS STATE COMMUNITY COLLEGE
CONTRACT SUMMARY SHEET**

If contract is submitted less than two (2) weeks before the effective date (2 months required for complex contracts), provide an explanation of the delayed submission: _____

1. Initiator: Anita Ricker Date received by contract office: 4/9/2024
2. Contractor: East Tennessee Human Resource Agency (ETHRA)
Contact person: E.L. Morton Phone: _____ Email: emorton@ethra.org
3. Purpose of contract: Workforce Training Apprenticeship Agreement
4. This contract is (check all that apply):
- | | |
|---|---|
| <input type="checkbox"/> Drafted by WSCC/not standard form | <input type="checkbox"/> Clinical Agreement N/A |
| <input checked="" type="checkbox"/> Standard Form Agreement | <input type="checkbox"/> Dual Service Agreement |
| <input type="checkbox"/> Renewal of an Existing Contract | <input type="checkbox"/> Amendment/Addendum |
| <input type="checkbox"/> Vendor Generated Agreement | <input type="checkbox"/> From Bid/RFP |
5. Contract Term:
Term: 8/1/2024 - 6/30/2028
6. Does this agreement meet TBR/WSCC Guidelines/Policies? Yes No
If no, explain: _____

7. Approvals

Please insert initials below	
Originator	 Anita Ricker
Contracts Office	<u>CW</u> Clint Williams
Departmental Approval	<u>KB</u> Kim Bolton
Departmental Approval	
Vice President for Business Affairs	 Mark Hurst
Please insert signature on subsequent pages	
President	Tony Miksa
Contractor/Vendor	East Tennessee Human Resource Agency (ETHRA)

Additional Comments:

**MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT
BETWEEN
WALTERS STATE COMMUNITY COLLEGE
AND
EAST TENNESSEE HUMAN RESOURCES AGENCY**

This Memorandum of Understanding (MOU) and Agreement, made as of this 15th day of March, 2024, by and between Walters State Community College, hereinafter referred to as the “Institution”, and East Tennessee Human Resources Agency or ETHRA, hereinafter referred to as the “Contractor”. ETHRA will serve as the Mandatory Partner as the *East Tennessee Local Workforce Development Board*.

Whereas, Walters State Community College (Walters State) and East Tennessee Local Workforce Development Board for the East Tennessee Local Workforce Development Area are interested in forming a long-term, regional Collaborative that includes higher education, area employers, economic development and workforce agencies, and local/regional K-12 systems.

Whereas, Walters State and East Tennessee Local Workforce Development Board are interested in working together to develop and to implement a GIVE grant Medical Laboratory Technician (GROW FIRST) program that will identify and address local/regional workforce needs and skills gaps in local workforce pools in the career cluster areas of Allied and Health Services.

Whereas, both Walters State and East Tennessee Local Workforce Development Board recognize that business engagement in the education and training of workers is key to successful labor market outcomes, and that long-term sustainability planning for successful initiatives and interventions is critical and will continue to serve the community beyond the grant period.

Whereas, seven of the counties in the East Tennessee Local Workforce Development Area are in the service area of Walters State; and

Whereas, Walters State and East Tennessee Local Workforce Development Board are interested in signing a memorandum of understanding outlining roles and responsibilities of each organization and partnering to demonstrate interest and capacity for GIVE GRANT GROW FIRST program participation in order to:

- 1) enhance, expand, and/or develop academic programs that create viable educational and career pathways that lead to industry-recognized credentials, self-sustaining employment, and career advancement;
- 2) develop and implement a collaborative, meaningful, and structured continuum of work-based learning (WBL) experiences, including development and/or expansion of internships, co-ops, apprenticeships, and externships;
- 3) develop/expand industry recognized certification preparation and attainment; and
- 4) align training and program goals with postsecondary credentials.

Now Therefore, each party agrees to the following:

Walters State Community College agrees to collaborate in the following ways:

- 1) Serve as lead entity and fiscal agent for the GIVE GRANT GROW FIRST project
- 2) Provide leadership for the planning, development, and implementation of the GIVE GRANT GROW FIRST project
- 3) Staff the grant program
- 4) Provide leadership for the development of a collaborative roundtable and/or advisory committee to plan activities and monitor achievement of measurable project outcomes
- 5) Conduct/facilitate collaborative roundtable/advisory committee meetings
- 6) Plan and organize a continuum of work-based learning experiences, including industry experiences, internships, co-ops, apprenticeships, and externships
- 7) Work with collaborative partners to prepare students with academic and other workplace readiness skills, including time management training, reading and math skill development, individual and group tutoring, advising and career counseling, and job placement services
- 8) Work with collaborative partners to develop and conduct outreach services and recruit students to higher education programs and appropriate disciplines
- 9) Work with collaborative partners to align and map education/training program curriculum and credentialing requirements to industry standards and needs
- 10) Provide a framework by which to support and mentor students that includes high school teachers, college faculty, college and high school staff, and employer partners
- 11) Work with local employers to setup apprenticeships and/or pre-apprenticeships where appropriate and
- 12) Provide a framework by which GIVE GRANT GROW FIRST initiatives will be evaluated and sustained.

East Tennessee Local Workforce Development Board (ETHRA) agrees to collaborate in the following ways:

- 1) Participate actively in the Walters State GIVE GRANT GROW FIRST collaborative by providing workforce development practitioners to participate in collaborative/roundtable activities;
- 2) Work with collaborative partners to align and to map education/training program curriculum and credentialing requirements to industry standards and needs;
- 3) Assist with the implementation of assessments or credentials that can significantly strengthen the reliability of student learning outcome measures e.g. National Career Readiness assessment/certification;
- 4) Identify high demand, industry-recognized certifications or credentials used for hiring and promotion;
- 5) Participate in the development and implementation of a career and workplace readiness certification/acknowledgement program with participating schools;
- 6) Participate in the planning and execution of GIVE GRANT GROW FIRST project evaluation and with the determination of sustainability of successful project components;
- 7) Assist with the development and implementation of the GIVE GRANT GROW FIRST work-based learning continuum in areas of:
 - i. career awareness: i.e., develop projects/activities that favorably depict career options in targeted fields;
 - ii. career exploration: i.e., provide labor market information addressing high demand occupations for the region and the state; and
 - iii. career preparation and training: i.e., underwrite project-based based learning activities and capstone work-based learning experiences such as OJT, internships, and pre- and Registered Apprenticeships for eligible customers.
- 8) Share student/employee data with lead entity to be used for project evaluation and dissemination of outcomes/results of activities funded through the project
- 9) Provide supportive services to eligible customers; and
- 10) Work with collaborative partners to develop and conduct outreach services and recruit students to higher education programs and appropriate disciplines.

In consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

- A. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. The term of this Agreement shall be from August 1, 2024 through June 30, 2028.
 2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Contractor shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
 3. If the Contractor fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Contractor shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Contractor shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Contractor.
 4. This Agreement may be modified only by written amendment executed by all parties hereto.
 5. The Contractor shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed sub-Contractor was or is currently ineligible to bid on the Contract.
 6. Unless the Contractor is a State of Tennessee Agency, the Contractor warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, sub-Contractor, or consultant to the Contractor in connection with any work contemplated or performed relative to this Agreement. If the Contractor is an individual, the Contractor warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.

7. The Contractor hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Contractor on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Contractor shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.
8. The Contractor, being an independent Contractor and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.
10. The Contractor shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Contractor, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Contractor attests that Contractor will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any sub-Contractor, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.

If Contractor is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Contractor shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Contractor may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.

12. As applicable, the Contractor shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
13. Subject to Funds Availability. This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Contractor. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Contractor shall cease all work associated with the Agreement. Should such an event occur, the Contractor shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Contractor shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
14. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
15. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et.seq., addressing contracting with persons with investment activities in Iran, shall be a material provision of this Contract. The Contractor agrees, under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.
16. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

East Tennessee Human Resources Agency

Walters State Community College

E.L. Morton
Signature

Tony Miksa
Tony Miksa

ETHRA Workforce Services Director
Title

President
Title

4/18/2024
Date

4/10/2024
Date

Mailing Address:

East Tennessee Human Resource Agency
Attn: E.L. Morton, Workforce Services Director
9111 Cross Park Dr, Bldg D-100
Knoxville, TN 37923

**MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT
BETWEEN
WALTERS STATE COMMUNITY COLLEGE
AND
HAMBLÉN COUNTY SCHOOL SYSTEM
FOR
GIVE 3.0 – GROW FIRST**

This Memorandum of Understanding (MOU) and Agreement, made as of this 27th day of March, 2024, by and between Walters State Community College, hereinafter referred to as the "Institution", and Hamblen County School System, hereinafter referred to as the "Contractor".

WITNESSETH

In consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

- A. The Contractor agrees to perform the following services:
1. Provide training documentation to Institution for any RTI (Related Technical Instruction) that has been provided by Contractor which could be used within an apprenticeship program. For example, a student who has completed OSHA 30 may be eligible for PLA (Prior Learning Assessment) review and/or satisfy requirements of RTI for apprenticeships.
 2. Help promote and recruit students to a manufacturing career camp summer camps for Robotics including middle school level as well as high school options. In addition, contractor will help recruit faculty members to serve as adjunct faculty.
 3. Help promote and recruit team for the underwater robotics and/or robot drone league competitions in Summer 2025 and subsequent Summers for middle and/or high school career awareness.
 4. Partner with institution on NCCER by either allowing institution to deliver classes via WFT for tuition and/or allowing institution to serve as sponsor.
 5. Will implement a Math curriculum in selected schools as appropriate and support the culminating project with a Construction Build at the Niswonger Campus.
 6. Recognize that the Institution retains a right to cancel this Agreement if the Institution perceives any action related to this activity as being harmful to or inconsistent with the normal practices and philosophy of the Institution and all applicable policies of the Tennessee Board of Regents.
- B. The Institution agrees to perform the following services:
1. Serve as the sponsor for all apprenticeship occupations approved and utilized during this grant.
 2. Provide Related Technical Instruction (RTI) training for students as specified in the GIVE 3.0 GROW First grant application as noted within approved apprenticeship occupations. This may include onsite instruction, online delivery via 180 skills, and/or degree programs.
 3. Develop additional industry partners and serve as sponsors for all apprenticeship occupations including ensuring RAPIDS (Registered Apprenticeship Partners Information Management Data System) requirements are met. This would include areas of robotics, NCCER construction, welding, and floor covering.
 4. Provide VR (Virtual Reality) goggles that can be checked out and/or we will provide hour long demos quarterly and experiences for both middle school and high schools.

5. Serve as lead entity to develop, market and offer a manufacturing career awareness camp entitled "Nuts and Bolts and Thing A Ma Jigs". Institution will provide administrative coordination from the division of workforce training youth programs. In addition, the institution will recruit and provide a minimum of two industry representatives that will participate by offering a guest speaker, plant tour or other sponsorships as appropriate.
 6. Provide crosswalk professional development training for usage of VR Goggles within the classroom (for up to 5 faculty). This would include the new Career 2.0 enhanced programming for simulations.
 7. Provide facilitation for the NCCER programs and/or serve as a sponsor. Provide alignment with apprenticeships were applicable.
 8. Provide facilitation for the floor covering partnership with TBR to offer classes in the high school or as summer enrichment programs. Provide alignment with apprenticeships were applicable.
 9. Provide Math curriculum options to selected schools and provide the Construction Build for participating elementary or high schools which includes a tour of the Niswonger Campus with various career path opportunities.
 10. Provide the facilities and support services to enable Contractor to render performance.
- C. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. The term of this Agreement shall be from March 27, 2024 through June 30, 2028.
 2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Contractor shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
 3. If the Contractor fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Contractor shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Contractor shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Contractor.
 4. This Agreement may be modified only by written amendment executed by all parties hereto.
 5. The Contractor shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed subcontractor was or is currently ineligible to bid on the Contract.
 6. Unless the Contractor is a State of Tennessee Agency, the Contractor warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, subcontractor, or consultant to the Contractor in connection with any work contemplated or performed relative to this Agreement. If the Contractor is an individual, the Contractor warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.
 7. The Contractor hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment

practices of the Contractor on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Contractor shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.

8. The Contractor, being an independent contractor and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.
10. The Contractor shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Contractor, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Contractor attests that Contractor will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any subcontractor, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.

If Contractor is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Contractor shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Contractor may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.

12. As applicable, the Contractor shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
13. Subject to Funds Availability. This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Contractor. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Contractor shall cease all work associated with the Agreement. Should such an event occur, the Contractor shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Contractor shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
14. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.

- 15. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et.seq., addressing contracting with persons with investment activities in Iran, shall be a material provision of this Contract. The Contractor agrees, under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.
- 16. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

HAMBLEN COUNTY SCHOOL SYSTEM

WALTERS STATE COMMUNITY COLLEGE

Daniel Aldridge
Signature

Tony Miksa
Tony Miksa

CTE Supervisor
Title

President
Title

4/15/2024
Date

4/10/2024
Date

Mailing Address:
Hamblen County School System
Attn: Daniel Aldridge, CTE Program Manager
210 East Morris Boulevard
Morristown, TN 37813

**MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT
BETWEEN
WALTERS STATE COMMUNITY COLLEGE
AND
SONOCO**

This Memorandum of Understanding (MOU) and Agreement, made as of this 31th day of March, 2024, by and between Walters State Community College, hereinafter referred to as the "Institution", and Sonoco, hereinafter referred to as the "Company".

WITNESSETH

In consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

- A. The Company agrees to perform the following services:
1. Recognize the Institution's office of Workforce Training robotics, NCCER and welding options for employee skills upgrade which may satisfy requirements for degree paths and/or apprenticeship paths. Furthermore, the company will promote capability to their own employees.
 2. Promote WBL (Work Based Learning) hours completed for CTE (Career and Technical Education) students within local manufacturing plants so it can be integrated into required On the Job Training (OJT) component of the registered Apprenticeship Program where appropriate.
 3. Work with Workforce Training staff to identify the VR (Virtual Reality) options that would be beneficial to existing employees, new hires and/or middle/high school students in Career 2.0. This may include introduction to various careers that are available at company location, safety options such as forklift safety, or training needs such shop math.
 4. Participate in one to two meetings per year where local manufacturing plants and educators come together to create solutions to the skills gaps crisis and to be ready for new industrial recruiting opportunities.
 5. Will promote the new FANUC robotics certification programs as a path for development of company employees.
 6. Help promote and recruit students to a manufacturing career camp(s) at the Niswonger Campus via social media and other press options. Company will provide a guest speaker for 1-2 camps and a help coordinate plant tour (subject to any safety to health that may arise) in Summer 25-28.
 7. Help promote and provide assistance for the vex robotics and/or robotics competition teams for middle and/or high school career awareness.
 8. Promote NCCER as a career options for construction and/or apprenticeships.
 9. Recognize that the Institution retains a right to cancel this Agreement if the Institution perceives any action related to this activity as being harmful to or inconsistent with the normal practices and philosophy of the Institution and all applicable policies of the Tennessee Board of Regents.
- B. The Institution agrees to perform the following services:
1. Serve as the sponsor for all apprenticeship occupations approved and utilized during this grant. all apprenticeship occupations including ensuring RAPIDS (Registered Apprenticeship Partners Information Management Data System) requirements are met.
 2. Provide Related Technical Instruction (RTI) training for students as specified in the GIVE GROW FIRST - Growing Regional Opportunities for Workforce - Funding Investment for STemgrant application as noted within approved apprenticeship occupations. This may include onsite instruction, online delivery via 180 skills®, and/or degree programs.

3. Provide Robotics (FANUC), NCCER and Welding options for degree pathways will be offered for PLA – Prior Learning Assessment into WSCC Engineering Technologies degree and apprenticeship pathways.
 4. Provide VR (Virtual Reality) goggles that can be checked out and/or we will provide hour long demos and experiences for employees.
 5. Attend manufacturing council meetings monthly/quarterly as hosted by company. Provide facilities for meetings as appropriate.
 6. Serve as lead entity to develop, market and offer a manufacturing career awareness camps. Institution will provide administrative coordination from the division of workforce training.
 7. Assist with the utilization robotics and/or industrial maintenance crosswalk professional development training and usage of VR Goggles. The focus would be on career awareness for manufacturing and construction programs but institution does have automotive, and hospitality options with more development in process by the vendor.
 8. Provide the facilities and support services to enable Company to render performance.
- C. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. The term of this Agreement shall be from April 1, 2024 through June 30, 2028.
 2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Company shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
 3. If the Company fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Company shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Company shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Company.
 4. This Agreement may be modified only by written amendment executed by all parties hereto.
 5. The Company shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed subcompany was or is currently ineligible to bid on the Contract.
 6. Unless the Company is a State of Tennessee Agency, the Company warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, subcompany, or consultant to the Company in connection with any work contemplated or performed relative to this Agreement. If the Company is an individual, the Company warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.
 7. The Company hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Company on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Company shall, upon

request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.

8. The Company, being an independent company and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.
10. The Company shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Company, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Company attests that Company will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any subcompany, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.

If Company is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Company shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Company may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.

12. As applicable, the Company shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
13. Subject to Funds Availability. This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Company. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Company shall cease all work associated with the Agreement. Should such an event occur, the Company shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Company shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
14. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
15. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et.seq., addressing contracting with persons with investment activities in Iran, shall be a material provision of this Contract. The Company agrees, under penalty of

perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.

- 16. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

SONOCO

Mickey Reaves

Signature
Operations Manager

Title
4/22/24

Date

WALTERS STATE COMMUNITY COLLEGE

Tony Miksa

Tony Miksa

President
Title
4/24/2024
Date

Mailing Address:
Sonoco
Attn: Mickey Reaves
5701 Superior Dr
Morristown, TN 37814

**MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT
BETWEEN
WALTERS STATE COMMUNITY COLLEGE
AND
CLAIBORNE COUNTY SCHOOL SYSTEM
FOR
GIVE 3.0 – GROW FIRST**

This Memorandum of Understanding (MOU) and Agreement, made as of this 29th day of April, 2024, by and between Walters State Community College, hereinafter referred to as the “Institution”, and Claiborne County School System, hereinafter referred to as the “Contractor”.

WITNESSETH

In consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

- A. The Contractor agrees to perform the following services:
1. Provide training documentation to Institution for any RTI (Related Technical Instruction) that has been provided by Contractor which could be used within an apprenticeship program. For example, a student who has completed OSHA 30 may be eligible for PLA (Prior Learning Assessment) review and/or satisfy requirements of RTI for apprenticeships.
 2. Help promote and recruit students to career summer camps for Robotics including middle school level as well as high school options. In addition, contractor will help recruit faculty members to serve as adjunct faculty.
 3. Help promote and recruit team for the underwater robotics and/or robot drone league competitions in Summer 2025 and subsequent Summers for middle and/or high school career awareness.
 4. Partner with institution on NCCER by either allowing institution to deliver classes via WFT for tuition and/or allowing institution to serve as sponsor.
 5. Recognize that the Institution retains a right to cancel this Agreement if the Institution perceives any action related to this activity as being harmful to or inconsistent with the normal practices and philosophy of the Institution and all applicable policies of the Tennessee Board of Regents.
- B. The Institution agrees to perform the following services:
1. Serve as the sponsor for all apprenticeship occupations approved and utilized during this grant.
 2. Provide Related Technical Instruction (RTI) training for students as specified in the GIVE 3.0 GROW First grant application as noted within approved apprenticeship occupations. This may include onsite instruction, online delivery via 180 skills, and/or degree programs.
 3. Develop additional industry partners and serve as sponsors for all apprenticeship occupations including ensuring RAPIDS (Registered Apprenticeship Partners Information Management Data System) requirements are met. This would include areas of robotics, NCCER construction, welding, and floor covering.
 4. Serve as lead entity to develop, market and offer a manufacturing career awareness camp. Institution will provide administrative coordination from the division of workforce training youth programs. In addition, the institution will recruit industry representatives that will participate by offering a guest speaker, plant tour or other sponsorships as appropriate.
 5. Provide crosswalk professional development training for usage of VR Goggles within the classroom (for up to 5 faculty). This would include the new Career 2.0 enhanced programming for simulations.

6. Provide facilitation for the NCCER programs and/or serve as a sponsor. Provide alignment with apprenticeships were applicable.
 7. Provide facilitation for the floor covering partnership with TBR to offer classes in the high school or as summer enrichment programs. Provide alignment with apprenticeships were applicable.
 8. Provide the facilities and support services to enable Contractor to render performance.
- C. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. The term of this Agreement shall be from April 29, 2024 through June 30, 2028.
 2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Contractor shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
 3. If the Contractor fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Contractor shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Contractor shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Contractor.
 4. This Agreement may be modified only by written amendment executed by all parties hereto.
 5. The Contractor shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed subcontractor was or is currently ineligible to bid on the Contract.
 6. Unless the Contractor is a State of Tennessee Agency, the Contractor warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, subcontractor, or consultant to the Contractor in connection with any work contemplated or performed relative to this Agreement. If the Contractor is an individual, the Contractor warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.
 7. The Contractor hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Contractor on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Contractor shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.
 8. The Contractor, being an independent contractor and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
 9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be


submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.

10. The Contractor shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Contractor, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Contractor attests that Contractor will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any subcontractor, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.

If Contractor is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Contractor shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Contractor may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.
12. As applicable, the Contractor shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
13. Subject to Funds Availability. This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Contractor. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Contractor shall cease all work associated with the Agreement. Should such an event occur, the Contractor shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Contractor shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
14. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
15. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et.seq., addressing contracting with persons with investment activities in Iran, shall be a material provision of this Contract. The Contractor agrees, under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.
16. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

CLAIBORNE COUNTY SCHOOL SYSTEM




Signature

__ Daniel Satterfield _____
Title

4/25/2024

Date

WALTERS STATE COMMUNITY COLLEGE



Tony Miksa

President _____
Title

4/25/2024

Date

Mailing Address:

Claiborne County School System
Attn: Daniel Satterfield
1403 Tazewell Road, P.O. Box 179
Tazewell, TN 37879

**MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT
BETWEEN
WALTERS STATE COMMUNITY COLLEGE
AND
MECO CORPORATION**

This Memorandum of Understanding (MOU) and Agreement, made as of this 31st day of March, 2024, by and between Walters State Community College, hereinafter referred to as the "Institution", and Mecor Corporation, hereinafter referred to as the "Company".

WITNESSETH

In consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

- A. The Company agrees to perform the following services:
1. Recognize the Institution's office of Workforce Training robotics, NCCER and welding options for employee skills upgrade which may satisfy requirements for degree paths and/or apprenticeship paths. Furthermore, the company will promote capability to their own employees.
 2. Promote WBL (Work Based Learning) hours completed for CTE (Career and Technical Education) students within local manufacturing plants so it can be integrated into required On the Job Training (OJT) component of the registered Apprenticeship Program where appropriate.
 3. Work with Workforce Training staff to identify the VR (Virtual Reality) options that would be beneficial to existing employees, new hires and/or middle/high school students in Career 2.0. This may include introduction to various careers that are available at company location, safety options such as forklift safety, or training needs such shop math.
 4. Participate in one to two meetings per year where local manufacturing plants and educators come together to create solutions to the skills gaps crisis and to be ready for new industrial recruiting opportunities.
 5. Will promote the new FANUC robotics certification programs as a path for development of company employees.
 6. Help promote and recruit students to a manufacturing career camp(s) at the Niswonger Campus via social media and other press options. Company will provide a guest speaker for 1-2 camps and a help coordinate plant tour (subject to any safety to health that may arise) in Summer 2025-2028.
 7. Help promote and provide assistance for the vex robotics and/or robotics competition teams for middle and/or high school career awareness.
 8. Promote NCCER as a career options for construction and/or apprenticeships.
 9. Recognize that the Institution retains a right to cancel this Agreement if the Institution perceives any action related to this activity as being harmful to or inconsistent with the normal practices and philosophy of the Institution and all applicable policies of the Tennessee Board of Regents.
- B. The Institution agrees to perform the following services:
1. Serve as the sponsor for all apprenticeship occupations approved and utilized during this grant. all apprenticeship occupations including ensuring RAPIDS (Registered Apprenticeship Partners Information Management Data System) requirements are met.
 2. Provide Related Technical Instruction (RTI) training for students as specified in the GIVE GROW FIRST - Growing Regional Opportunities for Workforce - Funding Investment for STEM grant application as noted within approved apprenticeship occupations. This may include onsite instruction, online delivery via 180 skills®, and/or degree programs.

3. Provide Robotics (FANUC), NCCER and Welding options for degree pathways will be offered for PLA – Prior Learning Assessment into WSCC Engineering Technologies degree and apprenticeship pathways.
 4. Provide VR (Virtual Reality) goggles that can be checked out and/or we will provide hour long demos and experiences for employees.
 5. Attend manufacturing council meetings monthly/quarterly as hosted by company. Provide facilities for meetings as appropriate.
 6. Serve as lead entity to develop, market and offer a manufacturing career awareness camps. Institution will provide administrative coordination from the division of workforce training.
 7. Assist with the utilization robotics and/or industrial maintenance crosswalk professional development training and usage of VR Goggles. The focus would be on career awareness for manufacturing and construction programs but institution does have automotive, and hospitality options with more development in process by the vendor.
 8. Provide the facilities and support services to enable Company to render performance.
- C. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. The term of this Agreement shall be from April 1, 2024 through June 30, 2028.
 2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Company shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
 3. If the Company fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Company shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Company shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Company.
 4. This Agreement may be modified only by written amendment executed by all parties hereto.
 5. The Company shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed subcompany was or is currently ineligible to bid on the Contract.
 6. Unless the Company is a State of Tennessee Agency, the Company warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, subcompany, or consultant to the Company in connection with any work contemplated or performed relative to this Agreement. If the Company is an individual, the Company warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.
 7. The Company hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Company on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Company shall, upon

request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.

8. The Company, being an independent company and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.
10. The Company shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Company, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Company attests that Company will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any subcompany, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.

If Company is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Company shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Company may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.
12. As applicable, the Company shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
13. Subject to Funds Availability. This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Company. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Company shall cease all work associated with the Agreement. Should such an event occur, the Company shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Company shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
14. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
15. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et seq., addressing contracting with persons with investment activities in Iran, shall be a material provision of this Contract. The Company agrees, under penalty of

perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.

- 16. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

MECO CORPORATION

WALTERS STATE COMMUNITY COLLEGE

Whitney Winter
Signature

Tony Miksa
Tony Miksa

President
Title

President
Title

4/4/2024
Date

4/4/2024
Date

Mailing Address:
Meco Corporation
Attn: Carolyn Fittz
1500 Industrial Road
Greeneville, TN 37745

**MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT
BETWEEN
WALTERS STATE COMMUNITY COLLEGE
AND
FIRST TENNESSEE DEVELOPMENT DISTRICT**

This Memorandum of Understanding (MOU) and Agreement, made as of this 15th day of March, 2024, by and between Walters State Community College, hereinafter referred to as the “Institution”, and First Tennessee Development District or FTDD, hereinafter referred to as the “Contractor”. FTDD will serve as the Mandatory Partner as the *Northeast Tennessee Local Workforce Development Board*.

Whereas, Walters State Community College (Walters State) and Northeast Tennessee Local Workforce Development Board for the Northeast Tennessee Local Workforce Development Area are interested in forming a long-term, regional Collaborative that includes higher education, area employers, economic development and workforce agencies, and local/regional K-12 systems.

Whereas, Walters State and Northeast Tennessee Local Workforce Development Board are interested in working together to develop and to implement a GIVE grant Robotics/NCCER/Welding (GROW FIRST) program that will identify and address local/regional workforce needs and skills gaps in local workforce pools in the career cluster areas of Manufacturing & Construction.

Whereas, both Walters State and Northeast Tennessee Local Workforce Development Board recognize that business engagement in the education and training of workers is key to successful labor market outcomes, and that long-term sustainability planning for successful initiatives and interventions is critical and will continue to serve the community beyond the grant period.

Whereas, seven of the counties in the Northeast Tennessee Local Workforce Development Area are in the service area of Walters State; and

Whereas, Walters State and Northeast Tennessee Local Workforce Development Board are interested in signing a memorandum of understanding outlining roles and responsibilities of each organization and partnering to demonstrate interest and capacity for GIVE GRANT GROW FIRST program participation in order to:

- 1) enhance, expand, and/or develop academic programs that create viable educational and career pathways that lead to industry-recognized credentials, self-sustaining employment, and career advancement;
- 2) develop and implement a collaborative, meaningful, and structured continuum of work-based learning (WBL) experiences, including development and/or expansion of internships, co-ops, apprenticeships, and externships;
- 3) develop/expand industry recognized certification preparation and attainment; and
- 4) align training and program goals with postsecondary credentials.

Now Therefore, each party agrees to the following:

Walters State Community College agrees to collaborate in the following ways:

- 1) Serve as lead entity and fiscal agent for the GIVE GRANT GROW FIRST project
- 2) Provide leadership for the planning, development, and implementation of the GIVE GRANT GROW FIRST project
- 3) Staff the grant program
- 4) Provide leadership for the development of a collaborative roundtable and/or advisory committee to plan activities and monitor achievement of measurable project outcomes
- 5) Conduct/facilitate collaborative roundtable/advisory committee meetings
- 6) Plan and organize a continuum of work-based learning experiences, including industry experiences, internships, co-ops, apprenticeships, and externships
- 7) Work with collaborative partners to prepare students with academic and other workplace readiness skills, including time management training, reading and math skill development, individual and group tutoring, advising and career counseling, and job placement services
- 8) Work with collaborative partners to develop and conduct outreach services and recruit students to higher education programs and appropriate disciplines
- 9) Work with collaborative partners to align and map education/training program curriculum and credentialing requirements to industry standards and needs
- 10) Provide a framework by which to support and mentor students that includes high school teachers, college faculty, college and high school staff, and employer partners
- 11) Work with local employers to setup apprenticeships and/or pre-apprenticeships where appropriate and
- 12) Provide a framework by which GIVE GRANT GROW FIRST initiatives will be evaluated and sustained.

Northeast Tennessee Local Workforce Development Board (FTDD) agrees to collaborate in the following ways:

- 1) Participate actively in the Walters State GIVE GRANT GROW FIRST collaborative by providing workforce development practitioners to participate in collaborative/roundtable activities;
- 2) Work with collaborative partners to align and to map education/training program curriculum and credentialing requirements to industry standards and needs;
- 3) Assist with the implementation of assessments or credentials that can significantly strengthen the reliability of student learning outcome measures.
- 4) Identify high demand, industry-recognized certifications or credentials used for hiring and promotion;
- 5) Participate in the development and implementation of a career and workplace readiness certification/acknowledgement program with participating schools;
- 6) Participate in the planning and execution of GIVE GRANT GROW FIRST project evaluation and with the determination of sustainability of successful project components;
- 7) Assist with the development and implementation of the GIVE GRANT GROW FIRST work-based learning continuum in areas of:
 - a. career awareness: i.e., develop projects/activities that favorably depict career options in targeted fields;
 - b. career exploration: i.e., provide labor market information addressing high demand occupations for the region and the state; and
 - c. career preparation and training: i.e., underwrite project-based based learning activities and capstone work-based learning experiences such as OJT, internships, and pre- and Registered Apprenticeships for eligible customers.
- 8) Share student/employee data with lead entity to be used for project evaluation and dissemination of outcomes/results of activities funded through the project
- 9) Provide supportive services to eligible customers; and
- 10) Work with collaborative partners to develop and conduct outreach services and recruit students to higher education programs and appropriate disciplines.

In consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

- A. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. The term of this Agreement shall be from August 1, 2024 through June 30, 2028.
 2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Contractor shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
 3. If the Contractor fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Contractor shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Contractor shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Contractor.
 4. This Agreement may be modified only by written amendment executed by all parties hereto.
 5. The Contractor shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed sub-Contractor was or is currently ineligible to bid on the Contract.
 6. Unless the Contractor is a State of Tennessee Agency, the Contractor warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, sub-Contractor, or consultant to the Contractor in connection with any work contemplated or performed relative to this Agreement. If the Contractor is an individual, the Contractor warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.
 7. The Contractor hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Contractor on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other

classification protected by Federal, or State constitutional or statutory law. The Contractor shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.

8. The Contractor, being an independent Contractor and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.
10. The Contractor shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Contractor, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Contractor attests that Contractor will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any sub-Contractor, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.

If Contractor is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Contractor shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Contractor

may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.

12. If applicable, Contractor shall have policies and procedures in place to detect relevant Red Flags that may arise in the performance of the Contractor's activities under the Agreement.
13. Data Privacy and Security.

Data Privacy. "Personal Information" means information provided to Contractor by or at the direction of Institution, or to which access was provided to Contractor by or at the direction of Institution, in the course of Contractor's performance under this Agreement that: (i) identifies or can be used to identify an individual (including, without limitation, names, signatures, addresses, telephone numbers, e-mail addresses and other unique identifiers); or (ii) can be used to authenticate an individual (including, without limitation, employee identification numbers, government-issued identification numbers, passwords or PINs, financial account numbers, credit report information, biometric or health data, answers to security questions and other personal identifiers).

Contractor represents and warrants that its collection, access, use, storage, disposal and disclosure of Personal Information complies with all applicable international, federal and state privacy and data protection laws, including without limitation, the Gramm-Leach-Bliley Act ("GLBA"); the Health Information Portability and Accountability Act ("HIPAA"); the Family Educational Rights and Privacy Act ("FERPA") of 1974 (20 U.S.C.1232g), the FTC's Red Flag Rules, as amended together, with regulations promulgated thereunder.

Some Personal Information provided by Institution to Contractor is subject to FERPA. Contractor acknowledges that its improper disclosure or re-disclosure of Personal Information covered by FERPA may, under certain circumstances, result in Contractor's exclusion from eligibility to contract with Customer for at least five (5) years and agrees to become a "school official" as defined in the applicable Federal Regulations for the purposes of this Agreement.

With respect to any processing of personal data of persons located in, or personal data obtained from within, the European Union (EU), Contractor certifies that it will comply with all applicable laws or regulations related to acceptance, transmission, and/or storage of such personal data as defined by and in accordance with the EU's General Data Protection Regulations ("GDPR"). Contractor will only act on the written instruction of the Institution

and will assist the Institution in compliance with GDPR in relation to the security of processing, the notification of personal data breaches, data protection impact assessments, answering data subjects' requests, and allowing data subjects to exercise their rights under the GDPR. Contractor consents to audits and inspections as necessary to ensure compliance with these provisions.

Data Security. Contractor represents and warrants that Contractor will maintain compliance with the SSAE 16 standard, and shall undertake any audits and risk assessments Contractor deems necessary to maintain compliance with SSAE16.

Incident Response. "Security Incident" means any reasonably suspected breach of information security, unauthorized access to any System, server or database, or any other unauthorized access, use, or disclosure of Personal Information or Highly-Sensitive Personal Information occurring on Systems under Contractor's control. Contractor shall: (i) provide Institution with the name and contact information for an employee of Contractor who shall serve as Customer's primary security contact and shall be available to assist Customer twenty-four (24) hours per day, seven (7) days per week as a contact in resolving obligations associated with a Security Incident; (ii) notify Institution of a Security Incident as soon as practicable, but no later than forty eight (48) hours after Contractor becomes aware of it, except where disclosure is prohibited by law; and (iii) notify Institution of any such Security Incident by email to Stephen.Annis@ws.edu with a copy by e-mail to Contractor's primary business contact at the Institution.

Contractor shall use best efforts to immediately mitigate or resolve any Security Incident, at Contractor's expense and in accordance with applicable privacy rights, laws, regulations and standards. Contractor shall reimburse Institution for actual costs incurred by Institution in responding to, and mitigating damages caused by, any Security Incident, including all costs of notice and/or remediation incurred under all applicable laws as a result of the Security Incident.

Return of Personal Information. At any time during the term of this Agreement, at the Institution's written request or upon the termination or expiration of this Agreement, Contractor shall return to the Institution all copies, whether in written, electronic or other form or media, of Confidential, Highly-Sensitive, or Personal Information in its possession, or at Customer's direction, securely dispose of all such copies.

14. **Contractor Commitment to Diversity.** The Contractor shall assist the Institution in monitoring the Contractor's performance of this commitment by providing, as requested, a quarterly report of participation in the performance of this Agreement by small business enterprises and businesses owned by minorities, women, and Tennessee service-disabled veterans. Such reports shall be provided to the Institution in form and substance as required by Institution.
15. **Service and Software Accessibility Standards.** The Contractor warrants and represents that the service and software, including any updates, provided to the Institution will meet the accessibility standards set forth in WCAG 2.0 AA (also known as ISO standard, ISO/IEC 40500:2012), EPub 3 and Section 508 of the Vocational Rehabilitation Act.
16. As applicable, the Contractor shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
17. **Subject to Funds Availability.** This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Contractor. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Contractor shall cease all work associated with the Agreement. Should such an event occur, the Contractor shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Contractor shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
18. If the other terms of this Grant Agreement allow reimbursement for the cost of goods, materials, supplies, equipment, motor vehicles, or contracted services, the procurement of these goods or services by the Grantee shall be competitive where practicable and all applicable regulations. For any procurement for which reimbursement is paid under this Grant Agreement, the Grantee shall document the competitive procurement method. In each instance where it is determined that use of a competitive procurement method is not practicable, supporting documentation shall include a written justification for the decision and for the use of a non-competitive procurement. If the Grantee is a subrecipient,

the Grantee shall comply with 2 C.F.R. §§ 200.318—200.326 when procuring property or services under a federal award.

19. Reimbursement for the cost of procuring goods, materials or services shall be subject to the contractor's compliance with applicable federal procurement requirements.
20. The Contractor shall cause to be performed, in accordance with auditing standards prescribed by the Comptroller of the Treasury of the State of Tennessee, an audit of all its program(s) funded by this contract; provided, however, that any contract for such audit shall be subject to prior approval of the Comptroller of the Treasury of the State of Tennessee, and must be submitted on the standard contract to audit accounts' form published by the Comptroller of the Treasury. The audit may include and be combined with an audit of other programs of the contractor, and the existence of more than one contract between the contractor and any agency of the State of Tennessee shall not necessitate more than one (1) audit of the contractor's programs to be performed every two years.
21. Inventory/Equipment Control. No equipment shall be purchased under this Agreement.
22. The Contractor shall be responsible for the correct use, maintenance, and protection of all articles of nonexpendable, tangible, personal property furnished by the Institution for the Contractor's temporary use under this Agreement. Upon termination of this Agreement, all property furnished shall be returned to the Institution in good order and condition as when received, reasonable use and wear thereof excepted. Should the property be destroyed, lost, or stolen, the Contractor shall be responsible to the Institution for the residual value of the property at the time of loss.
23. Political Activity Certification. Contractor, by signing this Agreement, certifies that no state property provided hereunder will be used for any political purpose prohibited by state or federal law and further that no funds provided hereunder have been paid, or will be paid, by or on behalf of the Contractor to any person or any agency for any political purpose prohibited by state or federal law or in connection with the awarding of this Agreement. The Contractor agrees to comply with all applicable disclosure laws relating to political contributions or lobbying activities.
24. Debarment and Suspension. The Contractor certifies, to the best of its knowledge and belief, that it and its principals:

- a. are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal or state department or agency;
 - b. have not within a three (3) year period preceding this Agreement been convicted of, or had a civil judgment rendered against them from commission of fraud, or a criminal offence in connection with obtaining attempting to obtain, or performing a public (Federal, State, or Local) transaction or grant under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification, or destruction of records, making false statements, or receiving stolen property;
 - c. are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or Local) with commission of any of the offenses listed in section b. of this certification; and
 - d. have not within a three (3) year period preceding this Agreement had one or more public transactions (Federal, State, or Local) terminated for cause or default.
25. The obligations of the parties to this Agreement are subject to prevention by causes beyond the parties' control that could not be avoided by the exercise of due care including, but not limited to, acts of God, riots, wars, epidemics or any other similar cause.
 26. The Contractor shall comply with all applicable State and Federal laws and regulations, including Institution policies and guidelines in the performance of this Agreement.
 27. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee. The Contractor agrees that it will be subject to the exclusive jurisdiction of the Tennessee Claims Commission in actions that may arise under this Agreement. The Contractor acknowledges and agrees that any rights or claims against the Institution or its employees hereunder, and any remedies arising therefrom, shall be subject to and limited to those rights and remedies, if any, available under Tennessee Code Annotated, Sections 9-8-101 through 9-8-407.
 28. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et.seq., addressing contracting with persons with investment activities in Iran, shall be a material provision of this Contract. The Contractor agrees,

under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.

- 29. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

First Tennessee Development District

Walters State Community College

Lisa Evans
Signature

Tony Miksa
Tony Miksa

WIOA Program Director
Title

President
Title

4/15/2024
Date

4/4/2024
Date

Mailing Address:

First Tennessee Development District
Attn: Mark Stevans
3211 N. Roan St.
Johnson City, TN 37601

**MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT
BETWEEN
WALTERS STATE COMMUNITY COLLEGE
AND
COCKE COUNTY SCHOOL SYSTEM
FOR
GIVE 3.0 – GROW FIRST**

This Memorandum of Understanding (MOU) and Agreement, made as of this 27th day of March, 2024, by and between Walters State Community College, hereinafter referred to as the “Institution”, and Cocke County School System, hereinafter referred to as the “Contractor”.

WITNESSETH

In consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

- A. The Contractor agrees to perform the following services:
1. Provide training documentation to Institution for any RTI (Related Technical Instruction) that has been provided by Contractor which could be used within an apprenticeship program. For example, a student who has completed OSHA 30 may be eligible for PLA (Prior Learning Assessment) review and/or satisfy requirements of RTI for apprenticeships.
 2. Help promote and recruit students to a manufacturing career camp summer camps for Robotics including middle school level as well as high school options. In addition, contractor will help recruit faculty members to serve as adjunct faculty.
 3. Help promote and recruit team for the underwater robotics and/or robot drone league competitions in Summer 2025 and subsequent Summers for middle and/or high school career awareness.
 4. Partner with institution on NCCER by either allowing institution to deliver classes via WFT for tuition and/or allowing institution to serve as sponsor.
 5. Recognize that the Institution retains a right to cancel this Agreement if the Institution perceives any action related to this activity as being harmful to or inconsistent with the normal practices and philosophy of the Institution and all applicable policies of the Tennessee Board of Regents.
- B. The Institution agrees to perform the following services:
1. Serve as the sponsor for all apprenticeship occupations approved and utilized during this grant.
 2. Provide Related Technical Instruction (RTI) training for students as specified in the GIVE 3.0 GROW First grant application as noted within approved apprenticeship occupations. This may include onsite instruction, online delivery via 180 skills, and/or degree programs.
 3. Develop additional industry partners and serve as sponsors for all apprenticeship occupations including ensuring RAPIDS (Registered Apprenticeship Partners Information Management Data System) requirements are met. This would include areas of robotics, NCCER construction, welding, and floor covering.
 4. Provide VR (Virtual Reality) goggles that can be checked out and/or we will provide hour long demos quarterly and experiences for both middle school and high schools.
 5. Serve as lead entity to develop, market and offer a manufacturing career awareness camp entitled “Nuts and Bolts and Thing A Ma Jigs”. Institution will provide administrative coordination from the division of workforce training youth programs. In addition, the institution will recruit and provide a minimum

- of two industry representatives that will participate by offering a guest speaker, plant tour or other sponsorships as appropriate.
6. Provide crosswalk professional development training for usage of VR Goggles within the classroom (for up to 5 faculty). This would include the new Career 2.0 enhanced programming for simulations.
 7. Provide facilitation for the NCCER programs and/or serve as a sponsor. Provide alignment with apprenticeships were applicable.
 8. Provide facilitation for the floor covering partnership with TBR to offer classes in the high school or as summer enrichment programs. Provide alignment with apprenticeships were applicable.
 9. Provide Math curriculum options to selected schools and provide the Construction Build for participating elementary or high schools which includes a tour of the Niswonger Campus with various career path opportunities.
 10. Provide the facilities and support services to enable Contractor to render performance.
- C. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. The term of this Agreement shall be from March 27, 2024 through June 30, 2028.
 2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Contractor shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
 3. If the Contractor fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Contractor shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Contractor shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Contractor.
 4. This Agreement may be modified only by written amendment executed by all parties hereto.
 5. The Contractor shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed subcontractor was or is currently ineligible to bid on the Contract.
 6. Unless the Contractor is a State of Tennessee Agency, the Contractor warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, subcontractor, or consultant to the Contractor in connection with any work contemplated or performed relative to this Agreement. If the Contractor is an individual, the Contractor warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.
 7. The Contractor hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Contractor on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Contractor shall, upon

request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.

8. The Contractor, being an independent contractor and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.
10. The Contractor shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Contractor, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Contractor attests that Contractor will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any subcontractor, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.

If Contractor is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Contractor shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Contractor may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.

12. As applicable, the Contractor shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
13. Subject to Funds Availability. This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Contractor. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Contractor shall cease all work associated with the Agreement. Should such an event occur, the Contractor shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Contractor shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
14. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
15. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et.seq., addressing contracting with persons with investment activities in Iran, shall be a

material provision of this Contract. The Contractor agrees, under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.

- 16. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

COCKE COUNTY SCHOOL SYSTEM

WALTERS STATE COMMUNITY COLLEGE

Manney Moore
Signature

Tony Miksa
Tony Miksa


Director
Title

President
Title

4/22/2024
Date

4/19/2024
Date

Mailing Address:

 Cocke County School System
Attn: Eric Ellison, CTE Director
305 Hedrick Drive
Newport, TN 37821

**MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT
BETWEEN
WALTERS STATE COMMUNITY COLLEGE
AND
JEFFERSON COUNTY SCHOOLS
FOR
GIVE 3.0 – GROW FIRST**

This Memorandum of Understanding (MOU) and Agreement, made as of this 27th day of March, 2024, by and between Walters State Community College, hereinafter referred to as the “Institution”, and Jefferson County Schools, hereinafter referred to as the “Contractor”.

WITNESSETH

In consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

- A. The Contractor agrees to perform the following services:
1. Provide the WBL (Work Based Learning) hours completed with local industry partners so it can be integrated into required On the Job Training (OJT) component of the registered Apprenticeship Program where appropriate.
 2. Help promote and recruit students to a manufacturing career camp summer camps for Robotics including middle school level as well as high school options. In addition, contractor will help recruit faculty members to serve as adjunct faculty.
 3. Help promote and recruit team for the underwater robotics and/or robot drone league competitions in Summer 2025 and subsequent Summers for middle and/or high school career awareness.
 4. Partner with institution on NCCER by either allowing institution to deliver classes via WFT for tuition and/or allowing institution to serve as sponsor.
 5. Recognize that the Institution retains a right to cancel this Agreement if the Institution perceives any action related to this activity as being harmful to or inconsistent with the normal practices and philosophy of the Institution and all applicable policies of the Tennessee Board of Regents.
- B. The Institution agrees to perform the following services:
1. Serve as the sponsor for all apprenticeship occupations approved and utilized during this grant.
 2. Provide Related Technical Instruction (RTI) training for students as specified in the GIVE 3.0 GROW First grant application as noted within approved apprenticeship occupations. This may include onsite instruction, online delivery via 180 skills, and/or degree programs.
 3. Develop additional industry partners and serve as sponsors for all apprenticeship occupations including ensuring RAPIDS (Registered Apprenticeship Partners Information Management Data System) requirements are met. This would include areas of robotics, NCCER construction, welding, and floor covering.
 4. Provide VR (Virtual Reality) goggles that can be checked out and/or we will provide hour long demos quarterly and experiences for both middle school and high schools.
 5. Serve as lead entity to develop, market and offer a manufacturing career awareness camp entitled “Nuts and Bolts and Thing A Ma Jigs”. Institution will provide administrative coordination from the division of workforce training youth programs. In addition, the institution will recruit and provide a minimum of two industry representatives that will participate by offering a guest speaker, plant tour or other sponsorships as appropriate.

6. Provide crosswalk professional development training for usage of VR Goggles within the classroom (for up to 5 faculty). This would include the new Career 2.0 enhanced programming for simulations.
 7. Provide facilitation for the NCCER programs and/or serve as a sponsor. Provide alignment with apprenticeships were applicable.
 8. Provide facilitation for the floor covering partnership with TBR to offer classes in the high school or as summer enrichment programs. Provide alignment with apprenticeships were applicable.
 9. Provide Math curriculum options to selected schools and provide the Construction Build for participating elementary or high schools which includes a tour of the Niswonger Campus with various career path opportunities.
 10. Provide the facilities and support services to enable Contractor to render performance.
- C. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. The term of this Agreement shall be from March 27, 2024 through June 30, 2028.
 2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Contractor shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
 3. If the Contractor fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Contractor shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Contractor shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Contractor.
 4. This Agreement may be modified only by written amendment executed by all parties hereto.
 5. The Contractor shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed subcontractor was or is currently ineligible to bid on the Contract.
 6. Unless the Contractor is a State of Tennessee Agency, the Contractor warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, subcontractor, or consultant to the Contractor in connection with any work contemplated or performed relative to this Agreement. If the Contractor is an individual, the Contractor warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.
 7. The Contractor hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Contractor on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Contractor shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.

8. The Contractor, being an independent contractor and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.
10. The Contractor shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Contractor, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Contractor attests that Contractor will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any subcontractor, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.

If Contractor is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Contractor shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Contractor may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.
12. As applicable, the Contractor shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
13. Subject to Funds Availability. This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Contractor. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Contractor shall cease all work associated with the Agreement. Should such an event occur, the Contractor shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Contractor shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
14. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
15. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et.seq., addressing contracting with persons with investment activities in Iran, shall be a material provision of this Contract. The Contractor agrees, under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.

- 16. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

JEFFERSON COUNTY SCHOOLS

WALTERS STATE COMMUNITY COLLEGE

Missy Hayes
Signature

Tony Miksa
Tony Miksa

Ms. Missy Hayes
Title

President
Title

4/24/2024
Date

4/18/2024
Date

Mailing Address:
Jefferson County Schools
Attn: Missy Hayes, CTE Director
P.O. Box 190
Dandridge, TN 37725

**MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT
BETWEEN
WALTERS STATE COMMUNITY COLLEGE
AND
GREENE COUNTY PARTNERSHIP**

This Memorandum of Understanding (MOU) and Agreement, made as of this 31st day of March, 2024, by and between Walters State Community College, hereinafter referred to as the "Institution", and Greene County Partnership, hereinafter referred to as the "Company".

WITNESSETH

In consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

- A. The Company agrees to perform the following services:
1. Recognize the Institution's office of Workforce Training robotics, NCCER and welding options for employee skills upgrade which may satisfy requirements for degree paths and/or apprenticeship paths. Furthermore, the company will promote capability to local industries.
 2. Promote WBL (Work Based Learning) hours completed for CTE (Career and Technical Education) students within local manufacturing plants so it can be integrated into required On the Job Training (OJT) component of the registered Apprenticeship Program where appropriate.
 3. Work with Workforce Training staff to identify the VR (Virtual Reality) options that would be beneficial to existing employees, new hires and/or middle/high school students in Career 2.0. This may include introduction to various careers that are available at company location, safety options such as forklift safety, or training needs such shop math.
 4. Host one to two meetings per year to bring local manufacturing plants and educators together to create solutions to the skills gaps crisis and to be ready for new industrial recruiting opportunities.
 5. Coordinate monthly or quarterly manufacturing council members to discuss needs and share those findings with the division of workforce training.
 6. Will promote the new FANUC robotics certification programs as a path for development of company employees.
 7. Help promote and recruit students to a manufacturing career camp(s) at the Niswonger Campus via social media and other press options. Company will provide a guest speaker for 1-2 camps and a help coordinate plant tour (subject to any safety to health that may arise) in Summer 2025-2028.
 8. Help promote and provide assistance for the vex robotics and/or robotics competition teams for middle and/or high school career awareness.
 9. Promote NCCER as a career options for construction and/or apprenticeships.
 10. Recognize that the Institution retains a right to cancel this Agreement if the Institution perceives any action related to this activity as being harmful to or inconsistent with the normal practices and philosophy of the Institution and all applicable policies of the Tennessee Board of Regents.
- B. The Institution agrees to perform the following services:
1. Serve as the sponsor for all apprenticeship occupations approved and utilized during this grant. all apprenticeship occupations including ensuring RAPIDS (Registered Apprenticeship Partners Information Management Data System) requirements are met.
 2. Provide Related Technical Instruction (RTI) training for students as specified in the GIVE GROW FIRST - Growing Regional Opportunities for Workforce - Funding

Investment for STemgrant application as noted within approved apprenticeship occupations. This may include onsite instruction, online delivery via 180 skills®, and/or degree programs.

3. Provide Robotics (FANUC), NCCER and Welding options for degree pathways will be offered for PLA – Prior Learning Assessment into WSCC Engineering Technologies degree and apprenticeship pathways.
 4. Provide VR (Virtual Reality) goggles that can be checked out and/or we will provide hour long demos and experiences for employees.
 5. Attend manufacturing council meetings monthly/quarterly as hosted by company. Provide facilities for meetings as appropriate.
 6. Serve as lead entity to develop, market and offer a manufacturing career awareness camps. Institution will provide administrative coordination from the division of workforce training.
 7. Assist with the utilization robotics and/or industrial maintenance crosswalk professional development training and usage of VR Goggles. The focus would be on career awareness for manufacturing and construction programs but institution does have automotive, and hospitality options with more development in process by the vendor.
 8. Provide the facilities and support services to enable Company to render performance.
- C. The parties further agree that the following shall be essential terms and conditions of this Agreement.
1. The term of this Agreement shall be from April 1, 2024 through June 30, 2028.
 2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Company shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
 3. If the Company fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Company shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Company shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Company.
 4. This Agreement may be modified only by written amendment executed by all parties hereto.
 5. The Company shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed subcompany was or is currently ineligible to bid on the Contract.
 6. Unless the Company is a State of Tennessee Agency, the Company warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, subcompany, or consultant to the Company in connection with any work contemplated or performed relative to this Agreement. If the Company is an individual, the Company warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.
 7. The Company hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment

practices of the Company on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Company shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.

8. The Company, being an independent company and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.
10. The Company shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Company, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Company attests that Company will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any subcompany, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement.

If Company is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Company shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Company may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.

12. As applicable, the Company shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
13. Subject to Funds Availability. This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Company. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Company shall cease all work associated with the Agreement. Should such an event occur, the Company shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Company shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
14. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.

- 15. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et.seq., addressing contracting with persons with investment activities in Iran, shall be a material provision of this Contract. The Company agrees, under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.
- 16. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.

IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

GREENE COUNTY PARTNERSHIP

WALTERS STATE COMMUNITY COLLEGE

Aly Collins
Signature

Tony Miksa
Tony Miksa

General Manager
Title

President
Title

4/4/2024
Date

4/4/2024
Date

Mailing Address:
Greene County Partnership
Attn: Aly Collins
115 Academy Street
Greeneville, TN 37743

**Memorandum of Understanding (MOU) and Agreement between
Walter State Community College and Claiborne County
Economic & Community Development Board**

This Memorandum of Understanding (MOU) and Agreement, made as of this 2nd day of April, 2024, by and between Walter State Community College, hereafter referred to as the "Institution", and Claiborne County Economic & Community Development Board, hereinafter referred to as the "Contractor".

WITNESSETH

In Consideration of the mutual promises herein contained, the parties have agreed and do hereby enter into this Agreement according to the provisions set out herein:

A. Contractor agrees to collaborate in the following ways:

1. Recognize the Institution's office of Workforce Training robotics, NCCER and welding options for employee skills upgrade which may satisfy requirements for degree paths and/or apprenticeship paths. Furthermore, the company will promote capability to local industries.
2. Promote WBL (Work Based Learning) hours completed for CTE (Career and Technical Education) students within local manufacturing plants so it can be integrated into required On the Job Training (OJT) component of the registered Apprenticeship Program where appropriate.
3. Work with Workforce Training staff to identify the VR (Virtual Reality) options that would be beneficial to existing employees, new hires and/or middle/high school students in Career 2.0. This may include introduction to various careers that are available at company location, safety options such as forklift safety, or training needs such shop math.
4. Host one to two meetings per year to bring local manufacturing plants and educators together to create solutions to the skills gaps crisis and to be ready for new industrial recruiting opportunities.
5. Coordinate monthly or quarterly manufacturing council members to discuss needs and share those findings with the division of workforce training.
6. Will promote the new FANUC robotics certification programs as a path for development of company employees.
7. Help promote and recruit students to a manufacturing career camp(s) at the Niswonger Campus via social media and other press options. Company will provide a guest speaker for 1-2 camps and a help coordinate plant tour (subject to any safety to health that may arise) in Summer 25-28.
8. Help promote and provide assistance for the vex robotics and/or robotics competition teams for middle and/or high school career awareness.
9. Promote NCCER as career options for construction and/or apprenticeships.
10. Recognize that the Institution retains a right to cancel this Agreement if the Institution perceives any action related to this activity as being harmful to or inconsistent with the

normal practices and philosophy of the Institution and all applicable policies of the Tennessee Board of Regents.

B. Institution agrees to collaborate in the following ways:

1. Provide training in Robotics classes and Construction areas including Plumbing, Electrical, flooring, and welding (Morristown Campus).
2. Provide Related Technical Instruction (RTI) training for students as specified in the GIVE GROW FIRST - Growing Regional Opportunities for Workforce – Funding

C. The parties further agree that the following shall be essential terms and conditions of this Agreement.

1. The term of this Agreement shall be from April 29, 2024 through June 30, 2028.
2. This Agreement may be terminated by either party by giving written notice to the other, at least 15 days before the effective date of termination. In that event, the Contractor shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.
3. If the Contractor fails to fulfill in a timely and proper manner its obligations under this Agreement, or if the Contractor shall violate any of the terms of this Agreement, the Institution shall have the right to immediately terminate this Agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Contractor shall not be relieved of liability to the Institution for damages sustained by virtue of any breach of this Agreement by the Contractor.
4. This Agreement may be modified only by written amendment executed by all parties hereto.
5. The Contractor shall not assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the proper written approval of the Institution or Board of Regents, as appropriate. Approval shall not be given if the proposed sub-Contractor was or is currently ineligible to bid on the Contract.
6. Unless the Contractor is a State of Tennessee Agency, the Contractor warrants that no part of the total contract amount provided herein shall be paid directly or indirectly to any officer or employee of the State of Tennessee as wages, compensation, or gifts in exchange for acting as officer, agent, employee, sub-Contractor, or consultant to the Contractor in connection with any work contemplated or performed relative to this Agreement. If the Contractor is an individual, the Contractor warrants that within the past six months he/she has not been and during the term of this Agreement will not become an employee of the State of Tennessee.
7. The Contractor hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Contractor on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Contractor shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.


8. The Contractor, being an independent Contractor and not an employee of this Institution, agrees to carry adequate public liability and other appropriate forms of insurance, to pay all taxes incident hereunto, and otherwise protect and hold the Institution harmless from any and all liability not specifically provided for in this Agreement.
9. Any and all claims against the Institution for personal injury and/or property damage resulting from the negligence of the Institution in performing any responsibility specifically required under the terms for this Agreement shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee. Damages recoverable against the Institution shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to Tennessee law.
10. The Contractor shall maintain documentation for all charges against the Institution under this Agreement. The books, records, and documents of the Contractor, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon reasonable notice, by the Institution or the state Comptroller of the Treasury, or their duly appointed representatives, or a licensed independent public accountant.
11. Tennessee Code Annotated §12-3-309, prohibits State entities from contracting to acquire goods and/or services from any person who knowingly utilizes the services of illegal immigrants in the performance of the contract and by signing this Agreement, Contractor attests that Contractor will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any sub-Contractor, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement. If Contractor is discovered to have breached the Attestation, the Commissioner of Finance and Administration shall declare that the Contractor shall be prohibited from contracting or submitting a bid to any Tennessee Board of Regents institution or any other state entity for a period of one (1) year from the date of discovery of the breach. Contractor may appeal the one (1) year by utilizing an appeals process in the Rules of Finance and Administration, Chapter 0620.
12. As applicable, the Contractor shall be registered or have received an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this Contract.
13. Subject to Funds Availability. This Agreement is subject to the appropriation and availability of State and/or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the Institution reserves the right to terminate the Agreement upon written notice to the Contractor. Termination under this Section C.13 shall not be deemed a breach of Contract by the Institution. Upon receipt of the written notice, the Contractor shall cease all work associated with the Agreement. Should such an event occur, the Contractor shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Contractor shall have no right to recover from the Institution any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.

- 14. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
- 15. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101 et.seq., addressing contracting with persons with investment activities in Iran, shall be a material provision of this Contract. The Contractor agrees, under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.
- 16. This Agreement shall not be binding upon the parties until it is approved by the president or his designee, or the Tennessee Board of Regents, as appropriate.


IN WITNESS WHEREOF, the parties have by their duly authorized representative set their signature.

Claiborne County Economic & Community Development Board

Walters State Community College



Signature



Tony Miksa

Rob Barger

Soc. Sec. Number/FEIN

President

Title

4/25/2024

Date

4/25/2024

Date

Mailing Address:

Claiborne County Economic & Community Development Board
Attn: Rob Barger
1740 Main St.
Tazewell, TN 37879

Client Name: Walters State Community College

How is Transfr Different?

Transfr Overview

Transfr is a virtual reality (VR) platform that provides immersive workforce training and access to various in-demand jobs. It creates seamless pathways from classrooms to careers, equipping the workforce of tomorrow with essential skills that lead to sustainable employment. Using VR headsets, trainees can enter digital worlds and interact with content that simulates diverse workplace scenarios, such as medical procedures, installing solar panels, or auto body/collision repair. These realistic simulations provide participants with hands-on training within a safe, flexible virtual environment accommodating diverse learning styles and abilities. As trainees interact with the content, a digital coach guides them through essential tasks, providing personalized instruction, constructive feedback, and performance assessments. Transfr incorporates challenges and exercises to maintain trainee engagement, providing real-time feedback within the virtual environment, thereby contributing to skill retention and increased engagement.

To enhance trainee learning, the platform offers the Instructor Dashboard, a robust tool for tracking progress at both individual and group levels. It records time spent in the headset and reports on trainees' mastery levels in each simulation and module. Instructors can review simulation performance in real time, offering prompt feedback. The dashboard provides trainees with customized scores, reinforcing skill-building through targeted actions and repetition. This approach allows continuous assessment and adaptation of learning paths based on individual performance, contributing to personalized support for trainees.

Transfr's platform ensures a standardized and immersive training experience utilizing identical simulations and assessments for every learner, minimizing variability in skill development and knowledge acquisition. Transfr's training accelerates the learning process by focusing on relevant job tasks and skills and reduces overall training time, facilitating job readiness. The risk-free environment empowers trainees to experiment with different career choices, learn from failures, and make confident, informed decisions about their future paths. Additionally, it enables trainees to learn from errors, improve decision-making abilities, and build confidence before facing real-world challenges.

Scope of Work

Transfr utilizes VR technology to recreate existing workplace environments in a detailed manner. This includes replicating all aspects, equipment, and possible scenarios that employees encounter in their daily tasks. These simulations serve various purposes, such as providing career exploration opportunities for both youth and adult jobseekers, facilitating onboarding for new employees, conducting regular assessments (e.g., annual skills training), and serving as a recruiting tool in local regions to enhance industry and occupation awareness. Transfr's curriculum



has two tracks: the Career Exploration Facility (CEF) and either the Virtual Training Facility (VTF) or Virtual Healthcare Clinic (VHC).

CEF showcases different career paths that allow students and job seekers to understand their career options, experience what it's like to work in different careers, and ultimately get on a path to a well-paying job. Trainees have access to 35 occupations in career clusters within the CEF, such as Manufacturing, Skilled Trades, Warehousing & Storage, Hospitality & Tourism, Public Safety, Automotive, and Healthcare, with each cluster denoting the simulation correlating to a specific occupation. For example, the Skilled Trades career cluster offers a simulation entitled Plant Safety-Welding Safety: Mig Welding Safety for prospective welders. Transfr recently released its Career Exploration 2.0 Facility which showcases 12 new occupations including:

1. Registered Nurse
2. Surgical Technologist
3. Semiconductor Manufacturing Technician
4. Broadband Tower Construction
5. Solar Technician
6. Broadband Utility Construction
7. Welder
8. Distribution Line Worker
9. Transmission Line Worker
10. Network Technician
11. Emergency Medical Technician
12. Electrician

In VTF, trainees master the skills they need to get hired for well-paying jobs in a supportive setting under the expert guidance of our digital coach who provides comprehensive training through over 300 simulations organized into training modules. Each training module includes multiple simulations that can be applied to multiple disciplines. For example, the Precision Measurement module has 21 simulations and can be applied to Manufacturing and Construction: The Skilled Trades, Automotive, Diesel Technology, and Aviation Maintenance disciplines. All skills taught in the VTF align with industry standards and national credentialing bodies, ensuring that all skills taught are relevant and aligned with the industry such as OSHA 10, OSHA 30, MSSC-CLT, MSSC-CFT, MSSC, CPT, MSSC-CLA, i-CAR, ASE, NCCER Core, NIMS, FAA, AAFCS, NATEF, SACA, and Siemens Mechatronic Systems Certification Program (SMSCP).

Transfr's VHC simulates the type of training that takes place in a healthcare facility, with the added benefit of one-to-one training from a virtual coach who adapts to learner performance. The simulations focus on developing a pipeline of healthcare professionals for unfilled jobs, working with educators, employers, and workforce development departments while reducing cost and risk for employers. Transfr's healthcare modules give current and future healthcare personnel the hands-on skills to begin and progress on a career pathway. Learners build the foundational knowledge and skills required to provide safe, effective care that meets patients' needs and improves health outcomes for communities and populations. VHC's robust curriculum has been designed and developed using best practices for teaching and learning, based upon market research, federally recognized guidelines, and industry-specific standards. Moreover, simulation content has been peer-reviewed by both internal subject matter experts and external stakeholders.

With its adaptable simulations, flexible learning paths, and personalized support, Transfr offers a safe and effective way to gain practical experience and skills in various industries and ensures participants are well-equipped for success in their respective fields.



How can Transfr help support learners with IEPs or students with learning differences or different abilities?

- **Entry-Level Access:** Learners can access Transfr's simulations, regardless of their level of background knowledge on the subject; they are suitable for entry-level learners. Transfr does not limit the number of times a student can go through a simulation. Therefore, allowing as much repetition as necessary for someone to master job skills and gain the confidence they need to perform them.
- **IEP Transition Goals:** For students on an IEP (Individualized Education Plan), Transfr can support a learner's post-secondary and/or vocational transition goals. Through the Career Exploration Facility, students can have time to explore and identify a career of interest or one that matches their aptitudes and abilities. Using the Virtual Training Facility, students can learn the skills aligned to the industry standards they would need to perform on the job. These simulation completions and the respective knowledge gained from them can be an important data point on an IEP, can help monitor a student's growth and achievements, or can contribute to a student's transition goals after middle or high school.
- **Excitement for Learning:** Transfr also helps create excitement around learning with its innovative and cutting-edge technology. Students are transported to and fully immersed in a virtual world from their classrooms and school buildings. Rather than PowerPoint presentations, speakers, or videos, virtual reality peaks students' interests and immerses them in learning in a way other methods of teaching students about careers simply cannot. In the virtual reality world, students can grab and use tools, work and interact with patients, see what hospital and facility spaces look like, and see all the parts of a machine or engine. In 30 minutes, students can sample 3-5 different careers and some of the skills required and tools used. One student who benefits from Transfr's VR headsets and simulations in a school in Ohio said, "If we can use the VR headsets, I'll come to school every day!" [Here](#) is one of many examples of student feedback about the VR simulations.

How Transfr can help support students experiencing learning loss or other impacts of COVID-19:

- **Learning Loss & Knowledge Retention:** Transfr has no cap on its licenses, meaning as many students as possible can get into the headsets and go through the simulations. Additionally, simulations are accessible as many times as students want or need. The simulations cause students to have a solid knowledge base to work off of, and with the ability to repeat, can also serve as a remediation tool for students with various types of learning abilities.
- **Staff/Instructor Shortages:** Transfr is deployable in any 10x10 space with a connection to Wi-Fi and a facilitator. The facilitator does not have to be an industry expert with special knowledge about the CTE field. Instead, it can be any adult/teacher/instructor/support person. Due to the digital coach inside the headsets, students will work at their own pace, receiving expert feedback from the coach in their headsets—the coach has the working knowledge of a subject matter expert in healthcare, automotive, construction, etc. This program eliminates burdens such as staff shortages and hiring experts and allows schools to build capacity around their programming with the staff they do have.
- **Creates an Equal Playing Field:** Transfr is deployable across different types of learners, expanding learning equity and accessibility in schools. Due to its mobility, it increases access to educational opportunities that may be unavailable or unattainable for schools—Transfr can give students learning experiences they may not otherwise get to have. Another barrier to access might be a lack of transportation or opportunity for on-site visits (or on-site visits no



longer offered after COVID-19). Transfr eliminates this barrier by providing portable VR headsets with built-in digital instructors. The instructors coach individually and provide standardized training to all students, turning any classroom/home with Wi-Fi into an industry training facility.

- **Building Learning Confidence Post-COVID-19:** Many students may not be as confident in their learning or the classroom as before COVID-19. Transfr can help students regain confidence and evaluate their skill alignment and interests in a safe and judgment-free environment. With the comfort of VR, students can safely evaluate their skills alignment without fear of ridicule or failure (e.g., a female student who could undergo a variety of simulations, perform best in construction, and then pursue information on pathways without external influence).

Transfr Efficacy Studies

National Center for Construction Education and Research (NCCER)

In 2022, the National Center for Construction Education and Research (NCCER) collaborated with Associated Builders and Contractors of Illinois (ABC Illinois) to conduct a pilot study on the effectiveness of incorporating Transfr VR simulations into construction training. The study compared two groups, one using traditional methods and another using VR simulations for circular saw and electric drill training. Both groups underwent instruction, practice in a lab (with one using VR), and assessment by an expert evaluator. Results showed that the VR group outperformed the traditional group in both evaluations, with higher test scores and NCCER assessment scores. Additionally, 100% of students opting for VR completed the NCCER evaluation and secured jobs post-training, compared to a 69% completion and job-placement rate for the non-VR group. The study emphasizes the improved comprehension of tasks that can be attained by combining hands-on VR simulations with real-world instruction. Learn more [here](#).

Charles Henderson High School

Transfr has forged a robust partnership with Lockheed Martin, Alabama Industrial Development Training (AIDT), and Charles Henderson High School, tackling recruitment and retention challenges at the Troy, Alabama, manufacturing plant. As part of the Charles Henderson MSSC program, Transfr contributes to teaching foundational employment skills. The collaboration secured WIOA funding, supported by compelling outcome-based metrics, including the training and placement of over 250 students at Lockheed Martin. Survey results show that 80% of participants found Transfr's VR training engaging, with 75% preferring it over traditional methods, and the average increase in the scores of these participants from pre-test (82.6%) to post-test (91.2%) was 8.6%. Noteworthy success stories include a female student who, guided by Transfr's simulations, discovered her passion for manufacturing, earning an industry credential and a \$50,000 annual salary at Lockheed Martin. Her journey from student to aerospace engineer is highlighted in a PBS broadcast linked [here](#).

West Alabama Works (WAW)

Following the success of the Charles Henderson MSSC Program, in January 2021, West Alabama Works (WAW) and Alabama Industrial Development Training (AIDT) collaborated with Transfr, securing state funding to support 20 high schools near major automotive plants. The Modern Manufacturing Program (MMP) aims to equip both youth and adult learners with the necessary credentials for a career in modern manufacturing post-graduation. Since August 2021, the program has yielded impressive results, with 394 youth learners and 175 adult apprentices participating, including



66 youth apprentices engaged with Mercedes-Benz. WAW's efforts to provide immersive career exploration for 8th and 9th-grade students through Transfr's Career Exploration Facility (CEF) saw resounding success. Over 1,100 individual students explored new career paths in just four weeks, leading to an 18% increase in CTE enrollment as school guidance counselors guided students toward well-paying careers. Learn more [here](#).

Anticipated Outcomes

Implementing a program with Transfr VR yields a range of positive outcomes. Firstly, participants are likely to experience enhanced engagement and retention through immersive learning experiences, as VR enables realistic simulations that mimic real-world scenarios. This can result in improved skill acquisition and knowledge retention. Additionally, the platform's data analytics capabilities provide valuable insights into individual and group performance, enabling organizations to tailor training programs for optimal effectiveness. The accessibility and scalability of Transfr further contribute to the cost-effective and widespread deployment of training initiatives. Ultimately, the anticipated outcomes encompass improved training outcomes, increased learner engagement, and more efficient knowledge transfer for diverse educational and professional development programs.

Potential Grant Metrics:

- # Simulations Completed by # Unduplicated Trainees
- # Simulations Mastered by # Unduplicated Trainees
- # Unduplicated Trainees Completed Simulations in # CTE Career Paths
- # Unduplicated Trainees Reached/Recruited/Explored a New Career
- # Unduplicated Trainees Reported Positive Sentiment Toward # Career Pathways
- Average Time Participating in Training Simulations (ex, 10-15 Minutes)

Data & Evaluation

Transfr ensures real-time feedback to individuals by sharing performance data as they progress through training modules, celebrating correct choices, and providing rationales. Detailed performance data is recorded as students interact with learning modules and are available to instructors or subject matter experts (SMEs). Each trainee's action in the headset is linked to a hierarchy of learning objectives, allowing tracking of performance and actions leading to specific outcomes. Instructors access live views for real-time learning assessment, measuring improvement, and understanding training impact on student skill proficiency. The Instructor Dashboard reports student mastery for each learning objective across skills and competencies, with options to group by cohort or class. This dashboard reviews measures like scenario duration and highlights areas of high performance or improvement. Transfr's dashboard updates in real-time, covering pre-test, learning experience, and post-test. Real-world test data from the student's analysis in the work environment is measured, enabling Transfr to provide a comprehensive trainee cohort feedback report, demonstrating training efficacy. Ongoing data analysis informs iterative improvements to the learning experience. After mastering VR tasks, students perform them for SME evaluation. Any performance deficiencies identified in VR lead to adjustments for the next cohort, enhancing overall performance. Explore an overview of the Instructor Dashboard [here](#).

Implementing Transfr

Transfr's implementation plan emphasizes a holistic approach to client services and support. The dedicated Customer Success Team from Transfr plays a crucial role in implementation, providing training, ongoing technical support, and monitoring success metrics at no additional cost. The team is committed to ensuring the proper use of VR hardware and software, monitoring outcomes, and facilitating the successful use of pre-employment training or career exploration software. The licensing extends access not only to students and instructors but also to parents or



guardians. Transfr's simulations have a low entry point for usage, making them accessible to a wide audience. Additionally, detailed documentation is provided to schools to explain the relevance of simulations to specific skills and learning modules. Instructors can seamlessly cast simulations to Chromecast, computers, and smart boards. The Customer Success Team provides detailed instructions on casting and offers technical support as needed, ensuring a comprehensive and user-friendly implementation of Transfr's training simulations.

Equitable Instruction

Transfr's model enhances equity and accessibility by addressing common barriers to educational opportunities. Challenges such as transportation limitations, lower per-trainee resources, and a smaller employer/industry base are eliminated through this program. Portable VR Headsets, equipped with a built-in digital instructor named Simon, facilitate standardized training for all trainees, transforming any classroom or home with wifi into an industry training facility. This approach negates the need for purchasing industry supplies/equipment, aligns with the academic Career and Technical Education (CTE) curriculum, and provides comprehensive support, including staff onboarding training, ongoing technical assistance, and tracking career placement and skills mastery. Additionally, the use of VR allows trainees to assess their skills comfortably, free from external judgment, enabling trainees to confidently make informed decisions about their career pathway.

Budget:

We are happy to supply specific service orders for pricing models based on the Transfr programming selected.

Transfr's licensing model provides unlimited access to training simulations for students, instructors, and trainees in the program. **The licensing offers flexibility as there is no user cap per license**, and the cost remains consistent even with additional users. Transfr offers the option to provide hardware preloaded with its software. Alternatively, Transfr can load its software onto customer-owned hardware. Once the headsets are obtained and connected to wifi, they are ready for use. To support the implementation phase, Transfr commits to providing a dedicated team that focuses on various aspects, including implementation, training, ongoing technical support, and monitoring success metrics. This comprehensive support is included in the licensing cost, ensuring a smooth and efficient implementation of Transfr's training simulations.

Persistent Poverty in Counties and Census Tracts

American Community Survey Reports

Craig Benson, Alemayehu Bishaw, and Brian Glassman

May 2023

ACS-51

INTRODUCTION¹

Research has suggested that people living in higher poverty areas experience more acute systemic problems than people in lower poverty areas (e.g., limited access to medical services, healthy and affordable food, quality education, and civic engagement opportunities).² Government agencies and researchers have previously identified counties with high rates of poverty over an extended period as targets for increased level of support. While definitions vary, counties are typically considered to be in persistent poverty if they maintained poverty rates of 20 percent or more for the past 30 years.

Persistent poverty is different from and should not be confused with chronic poverty. Chronic poverty identifies individuals and families that are consistently in poverty over time, whereas persistent poverty in this report focuses on geographic locations that have had high poverty rates for an extended time.

To identify counties in persistent poverty, this report incorporates poverty estimates from the 1990 and 2000 Censuses, the 2005–2009 American Community Survey (ACS), 5-year estimates, and the 2015–2019 ACS, 5-year estimates. Other governmental agencies have alternative definitions of persistent poverty for programmatic purposes. This has created a need

¹ The Census Bureau reviewed this data for unauthorized disclosure of confidential information and approved the disclosure avoidance practices applied to this release: CBDRB-FY22-SEHDD003-038. All comparative statements have undergone statistical testing and are statistically significant at the 90 percent confidence level, unless otherwise noted.

² Refer to <www.ers.usda.gov/amber-waves/2021/august/rural-poverty-has-distinct-regional-and-racial-patterns/>.

for more consistent methods that can be universally applied, and examples of such are described in this report.

This report expands upon the persistent poverty literature by examining subcounty geographies (specifically, census tracts) and comparing those results to county results. By using this smaller geography, additional populations that may benefit from targeted intervention are identifiable. In addition, census tracts are explored over a longer time than what has been typically done in other persistent poverty analyses, allowing for comparison with identified persistent poverty counties.

HIGHLIGHTS

- From 1989 to 2015–2019, there were 341 counties, 10.9 percent of the total, in persistent poverty.
- Approximately 6.1 percent of the U.S. population in 2019 lived in a persistent poverty county.
- From 1989 to 2015–2019, 8,238 tracts, 11.3 percent of the total, were in persistent poverty.
- Approximately 9.0 percent of the U.S. population in 2019 lived in a persistent poverty tract.
- Approximately 9.1 million more people lived in a persistent poverty tract than lived in a persistent poverty county. Census tracts were more geographically precise in identifying persistent poverty populations than counties.
- Over 74 percent of persistent poverty census tracts were not in a persistent poverty county.

BACKGROUND

The definition of persistent poverty has been shaped by federal interventions that attempted to target communities rather than individuals. The poverty rate of 20 percent as a threshold has been discussed in the literature as relevant for examining social characteristics of high versus low poverty areas (Dalaker, 2021). A U.S. Government Accountability Office report from May 2021 found that government agencies identified persistent poverty counties in many different ways, and therefore they may not have been targeting counties with the greatest need.³ The approaches developed for this report, described in detail in the Methods section, provide a comprehensive model for consistently examining persistent poverty geographies over time.

The “10-20-30” provision was first implemented in the American Recovery and Reinvestment Act (ARRA) of 2009.⁴ The act required the Secretary of Agriculture to allocate at least 10 percent of funds from three rural development program accounts to counties that maintained poverty rates of 20 percent or more for the past 30 years, as measured by the 1980, 1990, and 2000 Censuses.⁵ Since ARRA, Congress has applied the 10-20-30 provision to other programs. Since the decennial census stopped collecting income information after 2000, the definitions of persistent poverty have varied in subsequent appropriation bills and among various departments and agencies.

As shown in Table 1, there are a number of areas of methodological differences among researchers

³ Refer to <www.gao.gov/products/gao-21-470>.

⁴ Refer to <www.govinfo.gov/content/pkg/PLAW-111publ5/pdf/PLAW-111publ5.pdf>.

⁵ Refer to <<https://crsreports.congress.gov/product/pdf/R/R45100>>.

working on persistent poverty: number of datapoints used, datasets used, whether margins of error (MOE) were included, and whether census tracts were analyzed.

While most previous studies used three datapoints, this report uses four datapoints to more accurately count persistent poverty areas and to use roughly equal periods between readings. Conversely, this report follows the vast majority of previous studies in rounding to the nearest tenth of a percent, using a cutoff of 20.0 percent, without rounding to the nearest whole number, and without using margins of error to test whether poverty rates were statistically different from 20.0 percent. Finally, while most previous work has focused on counties, three studies in Table 1 also examined tract poverty. Each of these studies uses one ACS 5-year period. This report improves on this method by including four different datapoints to measure tract persistent poverty.

METHODS

How Poverty Is Determined

Poverty status is determined by comparing annual income to a set of dollar values (poverty thresholds) that vary by family size, the number of children in the household, and the age of the householder. If a family’s before-tax money income is less than the dollar value of their threshold, then that family and every individual in it are considered to be in poverty. For people not living in families, poverty status is determined by comparing the individual’s income to his or her poverty threshold.

The poverty thresholds are updated annually to account for changes in the cost of living using the Consumer Price Index for All

Urban Consumers (CPI-U). They do not vary geographically. As the ACS is continuously administered throughout the year and income is reported for the previous 12 months, the appropriate poverty threshold for each family is determined by multiplying the base year poverty threshold from 1982 by the average of monthly CPI values for the 12 months preceding the survey month.

The poverty universe excludes children under the age of 15 who are not related to the householder, people living in institutional group quarters (e.g., nursing homes or correctional facilities), and people living in college dormitories or military barracks. Population totals for the nation, states, and other geographic units in this report were computed using the poverty universe, the population for whom poverty status can be determined.

Data Sources

This report uses several data sources to generate a list of persistent poverty counties and census tracts. Data from the 1990 and 2000 Censuses provide information about the previous calendar years—1989 and 1999. After the 2000 Census, the long form, which provided the income information to generate poverty rates, was discontinued. Therefore, data to reflect more recent periods come from different sources. The 2005–2009 and 2015–2019 ACS, 5-year estimates are used with the earlier decennial estimates to determine persistent poverty in various periods. An additional analysis uses the 2009 and 2019 Small Area Income and Poverty Estimates (SAIPE) in place of the 2005–2009 and 2015–2019 ACS, 5-year estimates.⁶

⁶ Detailed descriptions of each data source used are in the appendix.

Table 1.

A Comparison of Persistent Poverty Methodologies

Persistent poverty project	Number of datapoints— (surveys used)	Number of counties in persistent poverty	Margin of error used?	Tracts
<i>Persistent Poverty in Counties and Census Tracts</i> —Benson, Bishaw, and Glassman, 2023	4—(1990 and 2000 Censuses; 2005–2009 and 2015–2019 ACS, 5-year estimates)	341	No	1990 and 2000 Censuses; 2005–2009 and 2015–2019 ACS, 5-year estimates
Housing Assistance Council, 2022	3—(2000 Census, 2006–2010 and 2016–2020 ACS, 5-year estimates)	377	No	No
U.S. Economic Development Administration, 2022 (EDA)	3—(1990 and 2000 Censuses; most recent SAIPE ¹ estimates); used 19.5% as cutoff	489	Yes	No
U.S. Department of Transportation, 2022	3—(1990 and 2000 Censuses; 2020 SAIPE)	354	No	2014–2018 ACS, 5-year estimates
Dalaker, 2021 (CRS 1)	3—(1990 and 2000 Censuses; 2015–2019 ACS, 5-year estimates)	375	No	No
Dalaker, 2021 (CRS 2)	3—(1990 and 2000 Censuses; 2015–2019 ACS, 5-year estimates); used 19.5% as cutoff	418	No	No
Dalaker, 2021 (CRS 3)	3—(1990 and 2000 Censuses; 2019 SAIPE)	361	No	No
Farrigan, 2021 (ERS 1)	4—(1980, 1990, and 2000 Censuses; average of 2007–2011 and 2015–2019 ACS, 5-year estimates)	310	No	No
Farrigan, 2021 (ERS 2)	4—(1980, 1990, and 2000 Censuses; 2007–2011 ACS, 5-year estimates)	353	No	No
Government Accountability Office, 2021	3—(1990 and 2000 Censuses; 2017 SAIPE)	409	Yes	2013–2017 ACS, 5-year estimates
Srinivasan and Kennedy, 2021	4—(1980, 1990, and 2000 Censuses; 2007–2011 ACS, 5-year estimates)	353	No	Yes
U.S. Department of The Treasury Community Development Financial Institutions Fund, 2020 (CDFI)	3—(1990 and 2000 Censuses; 2011–2015 ACS, 5-year estimates)	395	No	2011–2015 ACS, 5-year estimates
Miller and Weber, 2003	5—(1960–2000 Censuses)	382	No	No

¹ SAIPE refers to Small Area Income and Poverty Estimates Program. EDA uses the most recent SAIPE dataset (released December of every year, at which time the Persistent Poverty Counties [PPC] list for that fiscal year is updated). For more information, refer to the Small Area Income and Poverty Estimates Program at <www.census.gov/programs-surveys/saipe/about.html>.

Determining Persistent Poverty

In this report, counties and census tracts with poverty rates of 20.0 percent or greater are considered to have a high poverty rate. Margins of error (MOE) were not used to determine whether poverty rates were significantly different from 20.0 percent.⁷ This is consistent with the majority of examples of past persistent poverty calculations. If a county or census tract had a high poverty rate at all 4 datapoints from 1989 to 2015–2019 (i.e., a county or tract had a poverty rate of 20.0 percent or greater for the 1990 and 2000 Census data and the 2005–2009 and 2015–2019 ACS, 5-year estimates), then we include the geographic unit in the persistent poverty category. Unlike some previous studies, this report includes four datapoints to increase the accuracy of the county being in persistent poverty for the entire period and to use roughly equal periods between readings.

This definition of persistent poverty is a definition purely for this report and is one of several viable options. The U.S. Census Bureau takes no official position at this time on how persistent poverty should be defined.

⁷ For example, a county with a rate of 18 percent and a margin of error of 2 would be included if MOEs were used and would not be included if MOEs were not used.

Geography

Persistent poverty is analyzed at both the county- and census-tract levels of geography. The persistent poverty at these spatial levels is aggregated to provide state totals. In this report, estimates are provided for the the 50 states and the District of Columbia. Puerto Rico is excluded from this analysis. It should be noted that in addition to being a state equivalent, the District of Columbia is also considered a county equivalent for the purposes of data presentation.

Counties are relatively stable over time, but there are occasional name or boundary changes along with county creations and deletions. The set of counties used in this report includes all counties that existed in each of the four datasets used for analysis.

Census tracts are small, statistical subdivisions of a county or statistical equivalent entity.⁸ Since it is possible for census tract boundaries to change with each decennial census, the total number of census tracts varies during each 10-year period. To account for this, we use harmonized census-tract data from the Integrated Public Use Microdata Series (IPUMS) National

⁸ For more information on census tracts, refer to the Glossary at <<https://www.census.gov/glossary/>>.

Historical Geographic Information System (NHGIS).⁹

RESULTS¹⁰

Counties With High Poverty Rates

Before examining persistent poverty in counties, it is helpful to establish the number of counties that had a high poverty rate at each datapoint as a means of comparison.

Table 2 shows the number of counties with poverty rates equal to or greater than 20.0, 25.0, and 30.0 percent at individual years. The number of counties with poverty rates equal to or higher than 20.0 percent was highest in 1989. It decreased in 1999, increased in 2005–2009, and decreased to current 2015–2019 levels.

In 2015–2019, the most current period in this study, there were 590 counties with a poverty rate equal to or greater than 20.0 percent according to the ACS data. These 590 counties accounted for 18.8 percent of the nation's counties. Using SAIPE estimates, more

⁹ For more information on the IPUMS NHGIS and census-tract harmonization, refer to the IPUMS NHGIS, National Historical Geographic Information System, at <<https://www.nhgis.org/geographic-crosswalks/>>.

¹⁰ Population totals for this report are computed using the poverty universe, the population for whom poverty status is determined. The estimates presented here do not reflect the COVID-19 pandemic and its potential impact.

Table 2.

Number and Percentage of Counties With High Poverty Rates

Dataset	Poverty rate 20.0 percent or more		Poverty rate 25.0 percent or more		Poverty rate 30.0 percent or more	
	Number of counties	Percent of counties	Number of counties	Percent of counties	Number of counties	Percent of counties
1990 Decennial Census (1989)	858	27.3	429	13.7	199	6.3
2000 Decennial Census (1999)	500	15.9	203	6.5	85	2.7
2005–2009 ACS, 5-year estimates	639	20.3	246	7.8	91	2.9
2015–2019 ACS, 5-year estimates	590	18.8	222	7.1	87	2.8
2009 SAIPE estimates	748	23.8	290	9.2	112	3.6
2019 SAIPE estimates	478	15.2	169	5.4	67	2.1

Source: U.S. Census Bureau, 1990 and 2000 Censuses; 2005–2009 and 2015–2019 American Community Survey, 5-year estimates; and the 2009 and 2019 Small Area Income and Poverty Estimates (SAIPE).

counties had poverty rates equal to or greater than 20.0 percent in 2009, and fewer counties had poverty rates equal to or greater than 20.0 percent in 2019.¹¹

Counties in Persistent Poverty

Having a sense of the current number of counties with high poverty rates helps put into context the counties identified as being persistently in poverty. In the most recent period (2015–2019), 341 of the 590 high poverty counties were persistently in poverty, having a poverty rate of 20.0 percent or higher in 1989, 1999, 2005–2009, and 2015–2019. These 341 counties represent 10.9 percent of all the counties in the nation.

Table 3 breaks down the population living in persistent poverty by state and shows an alternate number of counties identified if 2009 and 2019 SAIPE estimates are used for the last two datapoints rather than 2005–2009 and 2015–2019 ACS, 5-year estimates.

In the 1989 to 2015–2019 period, 19.4 million people lived in counties identified as being persistently in poverty, or 6.1 percent of the population. More closely examining individual state totals, the states had a range of 0 to 44 counties in persistent poverty. Fifteen states and the District of Columbia had no counties identified and therefore had no population living in persistent poverty counties. An

¹¹ The SAIPE estimates are from a single year (2019), whereas the 2019 ACS, 5-year estimates are pooled 1-year estimates from 2015, 2016, 2017, 2018, and 2019.

additional eight states had less than 1 percent of their population living in persistent poverty counties. Ten states had 10 percent or more of their population living in persistent poverty counties.

Examination of the difference between the 1989 to 2015–2019 ACS and 1989 to 2019 SAIPE counts shows that there were fewer counties in persistent poverty with the ACS, though the ACS counties resulted in a larger population. Note that the 2015–2019 ACS, 5-year estimates reflect 5 individual years (2015, 2016, 2017, 2018, and 2019) pooled together, whereas SAIPE is solely based upon 2019 estimates. The two data sources also employ different methodologies in determining estimates.¹²

The percentage of the population living in persistent poverty may better reflect current economic conditions rather than the percentage of counties in persistent poverty. This is especially true in states with many counties with smaller

¹² One notable state difference between the ACS and SAIPE counts was in New York. The 2015–2019 ACS poverty estimate (20.0 percent) places Kings County into persistent poverty (in combination with its 1989, 1999, and 2005–2009 estimates), while its 2009 and 2019 SAIPE estimates of 21.7 percent and 17.7 percent do not. This places an additional 2.6 million people (the 2019 population of Kings County) into persistent poverty using the 1989 to 2015–2019 ACS. This county alone accounted for 50.6 percent of the difference between the total in persistent poverty population numbers.

populations.¹³ A list of all 341 counties in persistent poverty identified in the 1989 to 2015–2019 ACS, 5-year period by state accompanies this report.

Figure 1 spatially represents the percentage of each state's population living in counties that were in persistent poverty during the 1989 to 2015–2019 ACS period. The state population is based on the 2015–2019 ACS 5-year population for whom poverty status can be determined.¹⁴ This figure highlights the uneven distribution of persistent poverty observed at the nation level.

Overall, 278 of the 341 persistent poverty counties were in the South, making up 81.5 percent of the national total. Nearly 1 in 5 (19.5 percent) counties within the South region were in persistent poverty. No other region (West, Northeast, Midwest) had more than 5.8 percent of its counties in persistent poverty.¹⁵

¹³ For Mississippi in the 1989 to 2015–2019 ACS, 44 out of its 82 counties, or 53.7 percent, were identified as being in persistent poverty, whereas 34.8 of its total population lived in these counties. New York was an example of the opposite: there, a small number of total counties, but among the largest in population, were in persistent poverty. New York has just 3.2 percent of its 62 counties identified, yet that captured 20.8 percent of state population.

¹⁴ Poverty status is determined for individuals in housing units and noninstitutional group quarters. The poverty universe excludes children under the age of 15 who are not related to the householder, people living in institutional group quarters, and people living in college dormitories or military barracks.

¹⁵ For information on census regions and divisions of the United States, refer to <https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf>.

Table 3.

Number of Counties and Population in Persistent Poverty Within States

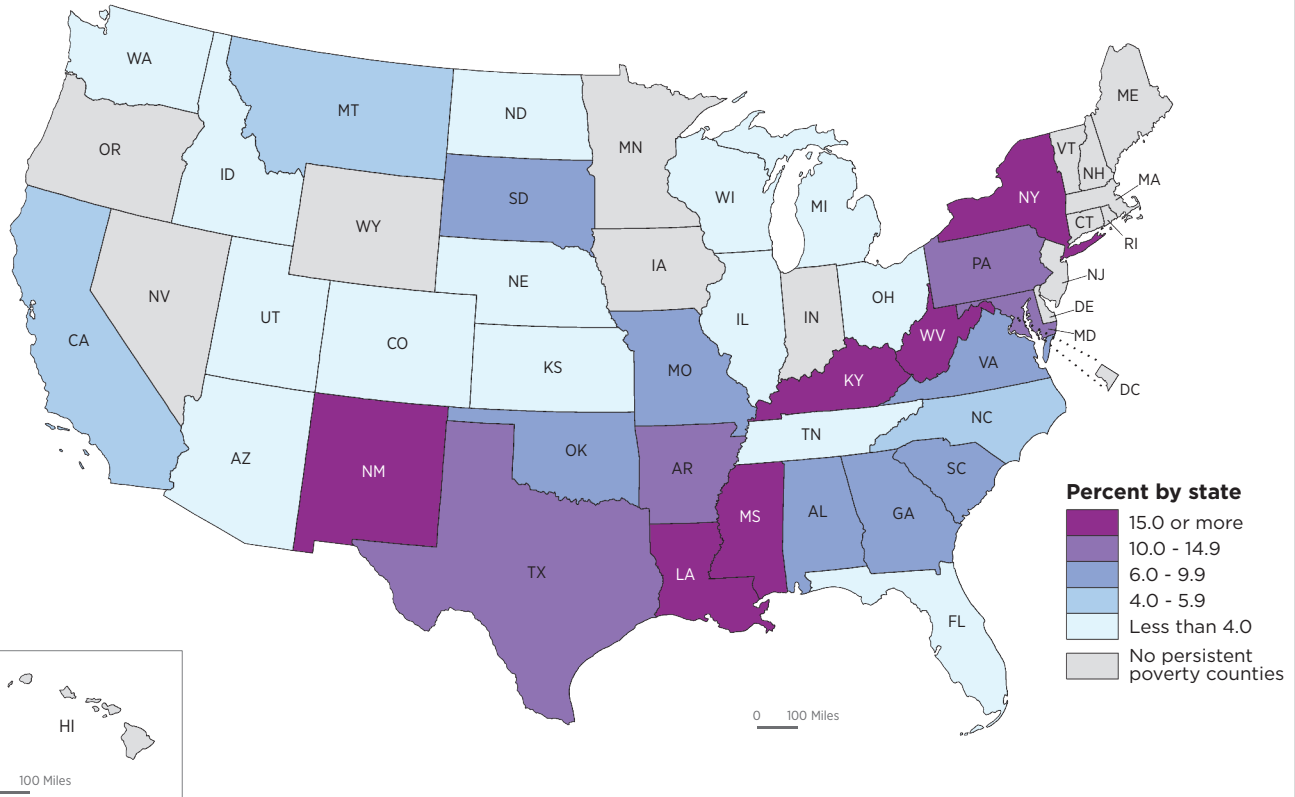
Area	Total counties (number)	1989 to 2015–2019 ACS ¹ persistent poverty counties			1989 to 2019 SAIPE ¹ persistent poverty counties		
		Number	Population (thousands)	Percent of population	Number	Population (thousands)	Percent of population
United States	3,142	341	19,420.0	6.1	348	14,350.0	4.5
Alabama	67	18	330.6	7.0	18	319.3	6.7
Alaska	29	2	13.5	1.9	2	23.0	3.2
Arizona	15	3	222.8	3.2	3	210.7	3.1
Arkansas	75	15	305.7	10.5	16	313.8	10.8
California	58	3	1,595.0	4.1	2	1,139.0	3.0
Colorado	64	2	18.7	0.3	2	10.3	0.2
Connecticut	8	0	0	0	0	0	0
Delaware	3	0	0	0	0	0	0
District of Columbia	1	0	0	0	0	0	0
Florida	67	4	364.3	1.8	4	124.3	0.6
Georgia	159	40	758.1	7.5	46	783.9	7.7
Hawaii	5	0	0	0	0	0	0
Idaho	44	1	38.7	2.3	1	38.7	2.3
Illinois	102	3	65.6	0.5	3	65.6	0.5
Indiana	92	0	0	0	0	0	0
Iowa	99	0	0	0	0	0	0
Kansas	105	1	65.2	2.3	1	65.2	2.3
Kentucky	120	40	678.3	15.7	42	741.8	17.2
Louisiana	64	27	1,545.0	34.1	21	1,110.0	24.5
Maine	16	0	0	0	0	0	0
Maryland	24	1	586.8	10.0	1	586.8	10.0
Massachusetts	14	0	0	0	0	0	0
Michigan	83	1	64.2	0.7	1	64.2	0.7
Minnesota	87	0	0	0	0	0	0
Mississippi	82	44	1,004.0	34.8	45	939.1	32.5
Missouri	115	12	483.3	8.2	12	468.6	7.9
Montana	56	4	44.1	4.3	4	44.1	4.3
Nebraska	93	1	7.1	0.4	1	7.1	0.4
Nevada	17	0	0	0	0	0	0
New Hampshire	10	0	0	0	0	0	0
New Jersey	21	0	0	0	0	0	0
New Mexico	33	9	434.6	21.2	11	397.7	19.4
New York	62	2	3,965.0	20.8	1	1,400.0	7.3
North Carolina	100	8	484.9	4.9	9	339.5	3.5
North Dakota	53	3	25.4	3.5	3	25.4	3.5
Ohio	88	1	56.2	0.5	1	56.2	0.5
Oklahoma	77	11	263.9	6.9	13	295.9	7.8
Oregon	36	0	0	0	0	0	0
Pennsylvania	67	1	1,535.0	12.4	1	1,535.0	12.4
Rhode Island	5	0	0	0	0	0	0
South Carolina	46	12	345.0	7.1	12	345.0	7.1
South Dakota	66	11	69.3	8.2	10	46.1	5.5
Tennessee	95	8	152.9	2.3	8	152.9	2.3
Texas	254	30	3,049.0	11.0	35	2,297.0	8.3
Utah	29	1	14.9	0.5	1	14.9	0.5
Vermont	14	0	0	0	0	0	0
Virginia	133	9	492.2	6.0	6	162.4	2.0
Washington	39	1	42.3	0.6	1	42.3	0.6
West Virginia	55	11	294.8	16.7	10	179.5	10.2
Wisconsin	72	1	4.5	0.1	1	4.5	0.1
Wyoming	23	0	0	0	0	0	0

¹ Data used for the 1989 to 2015–2019 ACS period include the 1990 and 2000 Censuses and the 2005–2009 and 2015–2019 American Community Survey, 5-year estimates. Data used for the 1989 to 2019 SAIPE period include the 1990 and 2000 Censuses, the 2009 SAIPE estimates, and the 2019 SAIPE estimates.

Source: U.S. Census Bureau, 1990 and 2000 Censuses; 2005–2009 and 2015–2019 American Community Survey, 5-year estimates; and the 2009 and 2019 Small Area Income and Poverty Estimates (SAIPE).



Figure 1.
Percentage of State Population Living in Persistent Poverty Counties: 1989 to 2015-2019



Source: U.S. Census Bureau, 1990 and 2000 Decennial Censuses; and 2005-2009 and 2015-2019 American Community Survey, 5-year estimates.

The majority of the persistent poverty population, 54.9 percent, lived in the South. However, a significant amount, 28.4 percent, lived in the Northeast region.

Figure 2 shows the specific locations of the 341 counties found to be in persistent poverty and shows the aforementioned spatial clustering.

Census Tracts With High Poverty

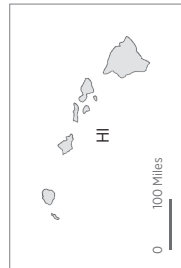
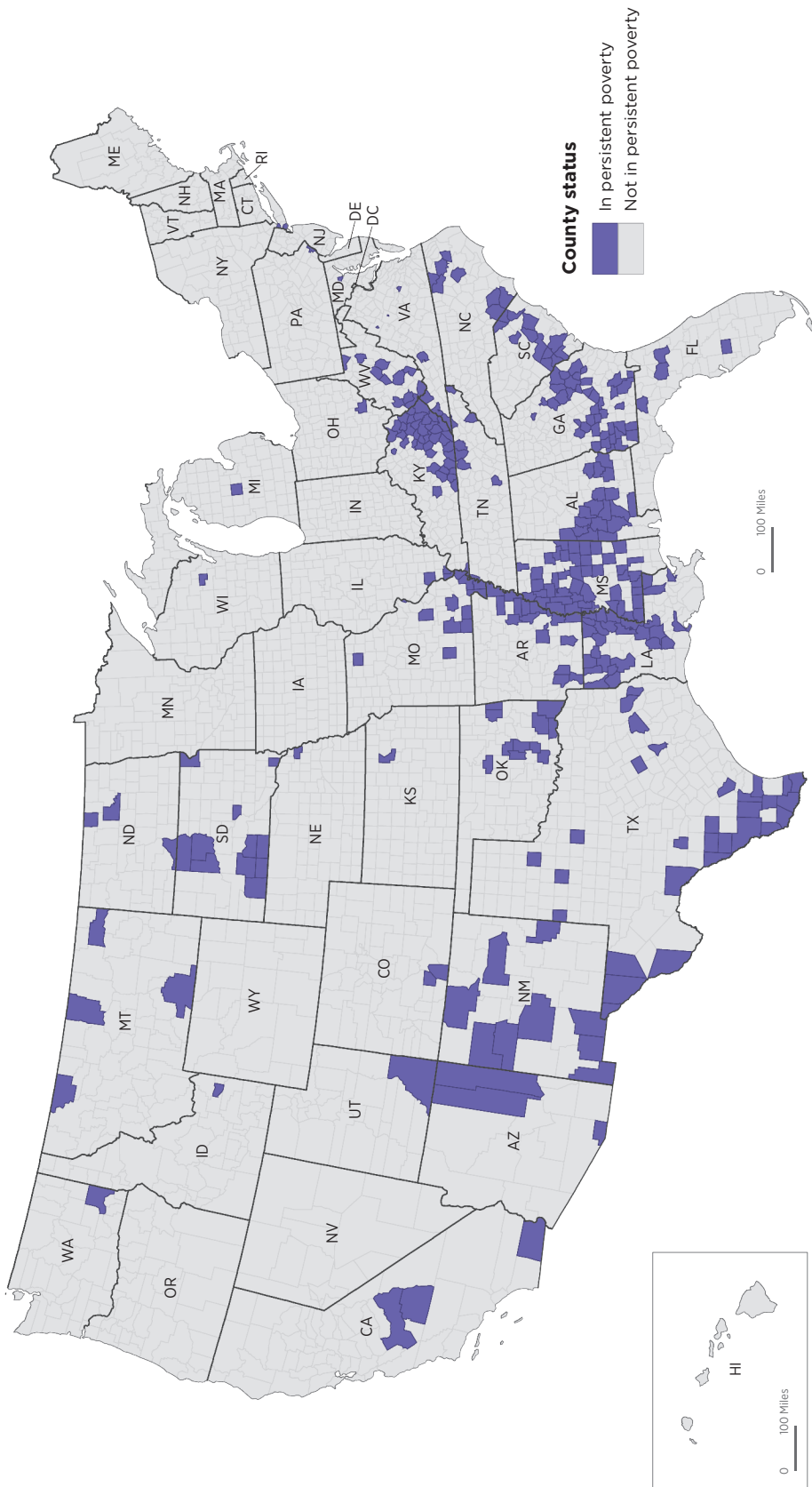
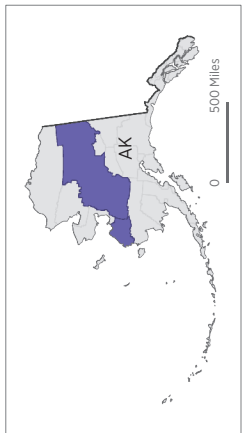
Unlike counties, census tracts are less stable over time. As tracts either increase or decrease in population, changes are made to boundaries. To accomplish this,

census tracts can be split into multiple tracts, or several tracts can be combined into one, depending on local population trends. This makes comparisons over longer periods more difficult and is likely why most previous research with tracts has spanned only one ACS 5-year period. In this report, harmonized census tracts from IPUMS NHGIS were used, and therefore this report provides longer periods of persistent poverty in census tracts that are more consistent with the persistent poverty counties. For the 2015-2019 ACS, 5-year estimates, there were more than 73,000 census tracts. Table 4

provides a baseline of the tracts identified as being equal or greater to a 20.0 percent poverty rate for data from the 1990 and 2000 Censuses and the 2005-2009 and 2015-2019 ACS, 5-year estimates.

In utilizing just the 2015-2019 ACS, 5-year estimates, over 17,000 census tracts, or 24.4 percent, had rates of 20.0 percent or higher. This number was higher in both number and percentage of census tracts than the three other datasets. However, as discussed in the next section, less than half of this total maintained this rate over a longer (persistent) time.

Figure 2.
Countries in Persistent Poverty: 1989 to 2019



Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Table 4.

Number and Percentage of Census Tracts With High Poverty Rates

Year	Census tracts with poverty rates of 20.0 percent or higher	
	Number	Percent
1990 Census	14,851	20.4
2000 Census	14,110	19.4
2005–2009 ACS, 5-year estimates	16,752	23.1
2015–2019 ACS, 5-year estimates	17,809	24.4

Source: U.S. Census Bureau, 1990 and 2000 Censuses and the 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Census Tracts in Persistent Poverty

To determine whether a census tract was in persistent poverty, this report uses the same four datasets that we used in the county-level analysis. As discussed in the background section, this is different from how most governmental agencies have determined persistent poverty census tracts in both the number of datasets and in the years covered. Our approach provides a comprehensive look at census tract poverty over the past 30 years and provides the ability to compare tracts to persistent poverty counties (by using the same datasets and time).

Of the 17,809 census tracts found to have poverty rates of greater than or equal to 20.0 percent in 2015–2019, 8,238 of them were in persistent poverty using the 1990 and 2000 Censuses and the 2005–2009 and 2015–2019 ACS, 5-year estimates. Table 5 breaks down the number of census tracts and the population living in those census tracts by state. A list of all census tracts in persistent poverty accompanies this report.

As with counties, there was variation in the percentage of census tracts and the population living in persistent poverty census tracts within states. Unlike counties, all states and the District of Columbia had at least one census tract in persistent poverty.

We find that 30 states had 10 percent or fewer of their census tracts in persistent poverty. Furthermore, 20 states had 5 percent or less of their population living in persistent poverty tracts. Three states had 20 percent or more of their population in persistent poverty tracts.

Figure 3 shows the percentage of each state’s population living in persistent poverty census tracts. There is a cluster of states with less than 5 percent of their population living in persistent poverty census tracts in the Midwest and West. States with 15 percent or more of their population living in these tracts were generally in the South (except for New Mexico in the West).

In the appendix of this report, there is a series of maps that show census tracts in persistent poverty by census division. In addition, there are maps of the locations of persistent poverty census tracts for the vicinity of the 25 most populous metro areas.

The 1989 to 2015–2019 period captured 28.5 million people living in persistent poverty census tracts. This is equal to 9 percent of the nation’s population in 2019. It is also more than the people found to be living in persistent poverty counties. Analyzing a smaller geography may be able to capture nuances that a county-level analysis cannot.

Measuring Persistent Poverty by County and Census Tract Differences

The level of geography used to define persistent poverty changes both the number of people living in areas classified as persistently poor as well as the geographic distribution of these areas throughout the country. Persistent poverty census tracts are more evenly spread throughout the country than persistent poverty counties.

Many census tracts that were in persistent poverty were not in a county that was persistently poor. Table 6 shows state and national differences in the population in persistent poverty when using either counties or census tracts for identifying areas.

A total of about 9.1 million more people were found to be living in persistent poverty census tracts than persistent poverty counties. There were more people living in persistent poverty tracts than in persistent poverty counties in 41 states and the District of Columbia. This was particularly evident in the 15 states and the District of Columbia where there were no persistent poverty counties.

Nine states had fewer people living in persistent poverty census tracts than persistent poverty counties.

Overall, 25.7 percent of persistent poverty census tracts were located within persistent poverty counties.

Table 5.

Number and Population of Census Tracts in Persistent Poverty

Area	1989 to 2015-2019 ¹				
	Total census tracts (number)	Persistent poverty census tracts			
		Number	Percent of total census tracts	Population ² (thousands)	Percent of total population
United States	73,060	8,238	11.3	28,490.0	9.0
Alabama	1,181	226	19.1	574.6	12.1
Alaska	167	4	2.4	20.7	2.9
Arizona	1,526	192	12.6	778.4	11.3
Arkansas	686	103	15.0	315.5	10.8
California	8,057	838	10.4	3,816.0	9.9
Colorado	1,249	71	5.7	247.6	4.5
Connecticut	833	66	7.9	188.1	5.4
Delaware	218	11	5.0	27.3	2.9
District of Columbia	179	37	20.7	129.4	19.6
Florida	4,245	330	7.8	1,355.0	6.6
Georgia	1,969	288	14.6	946.6	9.3
Hawaii	351	11	3.1	42.8	3.1
Idaho	298	11	3.7	54.0	3.2
Illinois	3,123	349	11.2	912.0	7.3
Indiana	1,511	136	9.0	328.8	5.1
Iowa	825	39	4.7	109.8	3.6
Kansas	770	58	7.5	157.5	5.6
Kentucky	1,115	238	21.3	755.0	17.5
Louisiana	1,148	306	26.7	948.3	20.9
Maine	358	15	4.2	39.7	3.1
Maryland	1,406	80	5.7	188.8	3.2
Massachusetts	1,478	129	8.7	453.8	6.9
Michigan	2,813	364	12.9	860.9	8.8
Minnesota	1,338	72	5.4	230.6	4.2
Mississippi	664	214	32.2	705.8	24.4
Missouri	1,393	168	12.1	465.2	7.9
Montana	271	27	10.0	92.5	9.0
Nebraska	532	35	6.6	93.9	5.0
Nevada	687	20	2.9	60.7	2.1
New Hampshire	295	5	1.7	10.9	0.8
New Jersey	2,010	130	6.5	445.2	5.1
New Mexico	499	107	21.4	436	21.3
New York	4,919	657	13.4	2,656.0	13.9
North Carolina	2,195	190	8.7	636.5	6.4
North Dakota	205	11	5.4	32.8	4.5
Ohio	2,952	427	14.5	1,001.0	8.8
Oklahoma	1,046	174	16.6	502.6	13.2
Oregon	834	44	5.3	174.2	4.3
Pennsylvania	3,218	320	9.9	963.5	7.8
Rhode Island	244	28	11.5	110.0	10.8
South Carolina	1,103	135	12.2	461.6	9.5
South Dakota	222	19	8.6	55.4	6.6
Tennessee	1,497	194	13.0	619.8	9.5
Texas	5,265	914	17.4	4,026.0	14.6
Utah	588	36	6.1	134.2	4.4
Vermont	184	4	2.2	15.0	2.5
Virginia	1,907	107	5.6	367.5	4.5
Washington	1,458	80	5.5	359.0	4.9
West Virginia	484	93	19.2	255.1	14.4
Wisconsin	1,409	121	8.6	319.4	5.7
Wyoming	132	4	3.0	9.3	1.6

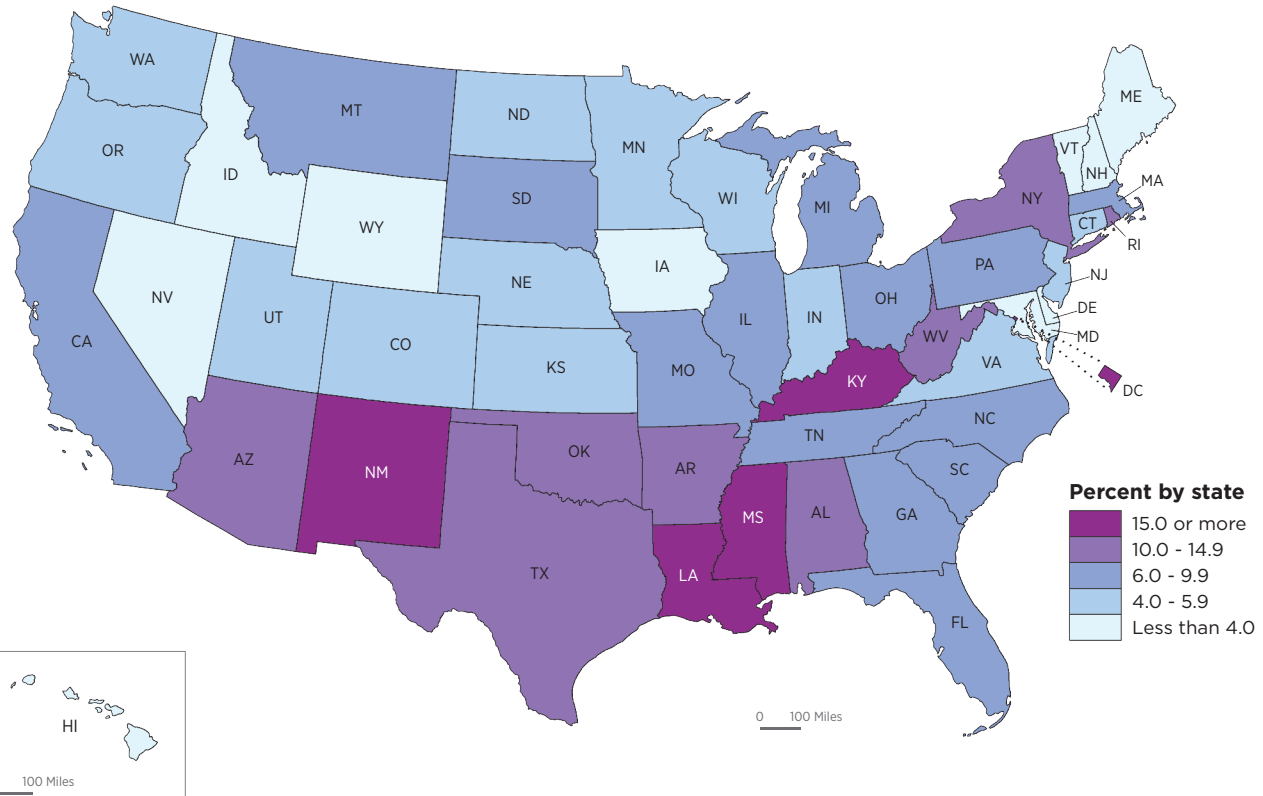
¹ Based on the 1990 and 2000 Censuses and the 2005-2009 and 2015-2019 ACS, 5-year estimates.

² Population for whom poverty status could be determined.

Source: U.S. Census Bureau, 1990 and 2000 Censuses and the 2005-2009 and 2015-2019 American Community Survey, 5-year estimates.



Figure 3.
**Percentage of State Population Living in Persistent Poverty
 Census Tracts: 1989 to 2015-2019**



Source: U.S. Census Bureau, 1990 and 2000 Decennial Censuses; and 2005-2009 and 2015-2019 American Community Survey, 5-year estimates.

Conversely, this means slightly less than three-quarters of all persistent poverty tracts were located outside persistently poor counties.

CONCLUSION

This report uses decennial census and ACS 5-year data to identify counties and census tracts in persistent poverty. For the 1989 to 2015-2019 period, 341 counties (10.9 percent) were persistently in poverty. These counties had a population of 19.4 million and accounted for 6.1 percent of the population for which poverty status could be determined. The South was home to 278 (81.5

percent) of the 341 counties in persistent poverty and 54.9 percent of the people identified nationally as living in persistent poverty counties.

For the 1989 to 2015-2019 period, 8,238 census tracts (11.3 percent) were persistently in poverty. There were 28.5 million people living within these tracts, which is 9.0 percent of the total population for whom poverty status could be determined in 2019. The South had 44.2 percent of all persistent poverty census tracts and 45.1 percent of the total population that lived in persistent poverty census tracts.

As with counties, there was variation among states, but all states and the District of Columbia had at least one persistently poor census tract.

Census tracts allow researchers to identify persistent poverty more precisely. We found many census tracts in persistent poverty that were not in persistently poor counties. In fact, slightly less than three-quarters of all persistent poverty tracts were not within a persistently poor county. Census tracts also identify the specific areas within a county that are in persistent poverty, thereby creating a

Table 6.

Population of People Living in Persistent Poverty Census Tracts and Counties

Area	1989 to 2015–2019 ¹					
	Census tract population		County population		Difference ³	
	Number (thousand)	Percent	Number ² (thousand)	Percent	Number (thousand)	Percentage point
United States	28,490.0	9.0	19,420.0	6.1	9,070.0	2.9
Alabama	574.6	12.1	330.6	7.0	243.9	5.1
Alaska	20.7	2.9	13,520.0	1.9	7.2	1.0
Arizona	778.4	11.3	222.8	3.2	555.5	7.6
Arkansas	315.5	10.8	305.7	10.5	9.8	0.3
California	3,816.0	9.9	1,595.0	4.1	2,221.0	5.7
Colorado	247.6	4.5	18.7	0.3	228.8	4.2
Connecticut	188.1	5.4	0	0	188.1	5.4
Delaware	27.3	2.9	0	0	27.3	2.9
District of Columbia	129.4	19.6	0	0	129.4	19.6
Florida	1,355.0	6.6	364.3	1.8	991	4.8
Georgia	946.6	9.3	758.1	7.5	188.5	1.9
Hawaii	42.8	3.1	0	0	42.8	3.1
Idaho	54.0	3.2	38.7	2.3	15.3	0.9
Illinois	912	7.3	65.6	0.5	846.5	6.8
Indiana	328.8	5.1	0	0	328.8	5.1
Iowa	109.8	3.6	0	0	109.8	3.6
Kansas	157.5	5.6	65.2	2.3	92.4	3.3
Kentucky	755	17.5	678.3	15.7	76.7	1.8
Louisiana	948.3	20.9	1,545.0	34.1	-596.7	-13.2
Maine	39.7	3.1	0	0	39.7	3.1
Maryland	188.8	3.2	586.8	10.0	-398.0	-6.8
Massachusetts	453.8	6.9	0	0	453.8	6.9
Michigan	860.9	8.8	64.2	0.7	796.7	8.1
Minnesota	230.6	4.2	0	0	230.6	4.2
Mississippi	705.8	24.4	1,004.0	34.8	-298.3	-10.4
Missouri	465.2	7.9	483.3	8.2	-18.1	-0.3
Montana	92.5	9.0	44.1	4.3	48.5	4.7
Nebraska	93.9	5.0	7.1	0.4	86.8	4.7
Nevada	60.7	2.1	0	0	60.7	2.1
New Hampshire	10.9	0.8	0	0	10.9	0.8
New Jersey	445.2	5.1	0	0	445.2	5.1
New Mexico	436.0	21.3	434.6	21.2	1.4	0.1
New York	2,656.0	13.9	3,965.0	20.8	-1,308.0	-6.9
North Carolina	636.5	6.4	484.9	4.9	151.6	1.5
North Dakota	32.8	4.5	25.4	3.5	7.4	1.0
Ohio	1,001.0	8.8	56.2	0.5	944.7	8.3
Oklahoma	502.6	13.2	263.9	6.9	238.7	6.3
Oregon	174.2	4.3	0	0	174.2	4.3
Pennsylvania	963.5	7.8	1,535.0	12.4	-571.7	-4.6
Rhode Island	110.0	10.8	0	0	110.0	10.8
South Carolina	461.6	9.5	345.0	7.1	116.5	2.4
South Dakota	55.4	6.6	69.3	8.2	-14.0	-1.7
Tennessee	619.8	9.5	152.9	2.3	467.0	7.1
Texas	4,026.0	14.6	3,049.0	11.0	976.9	3.5
Utah	134.2	4.4	14.9	0.5	119.3	3.9
Vermont	15.0	2.5	0	0	15.0	2.5
Virginia	367.5	4.5	492.2	6.0	-124.7	-1.5
Washington	359.0	4.9	42.3	0.6	316.7	4.4
West Virginia	255.1	14.4	294.7	16.7	-39.6	-2.2
Wisconsin	319.4	5.7	4.5	0.1	314.9	5.6
Wyoming	9.3	1.6	0	0	9.3	1.6

¹ Data used includes the 1990 and 2000 Censuses and the 2009 and 2019 ACS, 5-year estimates.² Population totals are based on the poverty universe, the population for whom poverty status could be determined.³ Differences may not sum to totals due to rounding.

Source: U.S. Census Bureau, 1990 and 2000 Censuses and the 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

more accurate and specific picture of where resources may need to be targeted.

Future work will focus on creating more precision with population totals that are in persistent poverty. This will be of value to agencies in determining where to target limited resources. Additional future work will further examine demographic and economic variables that are consistently shared among counties and census tracts in persistent poverty. Examination of the feasibility of using even smaller geographies, such as census blocks or block groups to even more precisely determine persistent poverty locations and populations would likely be a worthwhile endeavor.

SOURCE AND ACCURACY

The data presented in this report are based on the 1990 and 2000 Census long forms. The long form asked 52 questions of approximately 1 in 6 households. Additional data in this report are

from the 2005–2009 and 2015–2019 ACS, 5-year estimates. These data are based on the ACS sample interviewed from January 2005 through December 2009 and from January 2015 through December 2019. The estimates based on these samples describe the average values of person, household, and housing unit characteristics over this period of collection. In addition to sampling error, nonsampling error may be introduced during any of the operations used to collect and process survey data such as editing, reviewing, or keying data from questionnaires. For more information on sampling and estimation methods, confidentiality protection, and sampling and nonsampling errors, please refer to the 2019 ACS Accuracy of the Data document located at <www.census.gov/programs-surveys/acs/technical-documentation/code-lists.html>. This report also uses 2009 and 2019 SAIPE estimates. For more information on SAIPE methodology, refer to <www.census.gov/programs-surveys/saipe.html>.

HOW TO ACCESS ADDITIONAL ACS POVERTY DATA

All ACS data products are now released on data.census.gov, the U.S. Census Bureau's primary data dissemination and digital content platform located at <<https://data.census.gov>>. The centralized experience allows data users of all skill levels to search tables, visualize and download data, and create custom statistics. ACS data from 2010 forward are available. Estimates from Table S1701 were used to obtain the county and census tract poverty estimates in this report. An additional method for obtaining ACS data is through the Census Bureau's application programming interface (API) at <www.census.gov/data/developers.html>. This tool provides the public with maximum flexibility to query data directly from Census Bureau servers.

Additional poverty estimates, publications, working papers, visualizations, and data from other surveys can be found at <www.census.gov/topics/income-poverty/poverty.html>.

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APPENDIX

Data Source Information

The American Community Survey (ACS) is a nationwide survey designed to provide communities with reliable and timely demographic, social, economic, and housing data for the nation, states, congressional districts, counties, places, and other localities every year. It has an annual sample size of about 3.5 million addresses across the United States and includes both housing and group quarters (e.g., nursing facilities and prisons).¹⁶ The ACS is conducted in every county throughout the nation. Beginning in 2005, ACS 1-year data have been released annually for geographic areas with populations of 65,000 or greater. The Census Bureau combines 5 consecutive years of ACS data to produce multiyear estimates of geographic areas with fewer than 65,000 residents. These 5-year estimates represent data collected over a period of 60 months. For information on the ACS sample design and other topics, visit <www.census.gov/programs-surveys/acs>.

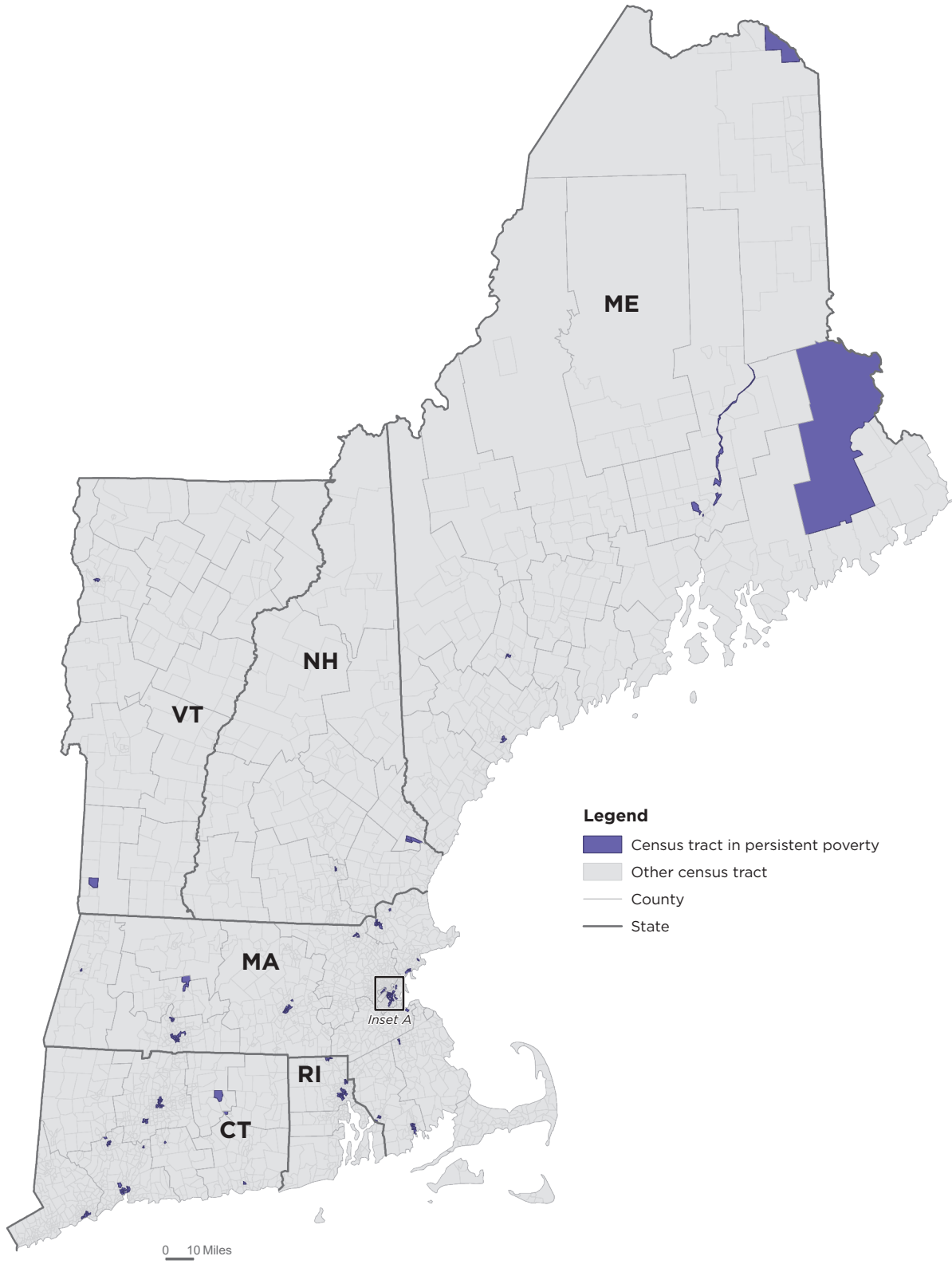
The decennial census is conducted every 10 years to determine the number of people living

¹⁶ While people living in group quarters are sampled in the ACS, those living in institutional group quarters (e.g., nursing homes or correctional facilities) are not included in the poverty universe. Puerto Rico, as a United States territory, is not included in the analysis in this report.

in the United States as required by Article I, Sections 2 and 9 of the Constitution of the United States. The data collected by the decennial census are used to apportion the number of seats each state has in the U.S. House of Representatives. In the 20th century, most addresses received a “short” form, while a portion of addresses received a more detailed “long” form. The short-form questionnaire was designed to collect basic demographic and housing information (such as age, race, sex, relationship, and tenure) to be used for apportionment and redistricting. The long-form questionnaire, sent to approximately 1 in 6 households, collected social, housing, and economic information (such as citizenship, educational attainment, disability status, employment status, income, and housing costs). Starting with the 2010 Census, only short-form information was collected, while long-form data was now collected annually by the ACS. Therefore, this project, which spans over 30 years, uses both long-form decennial census data from 1990 and 2000 and more recent ACS data. In this report, data from the 1990 Census are identified as 1989, and data from the 2000 Census are identified as 1999. For more information on the relationship between the decennial census and the ACS, visit <www.census.gov/programs-surveys/acs/about/acs-and-census.html>.

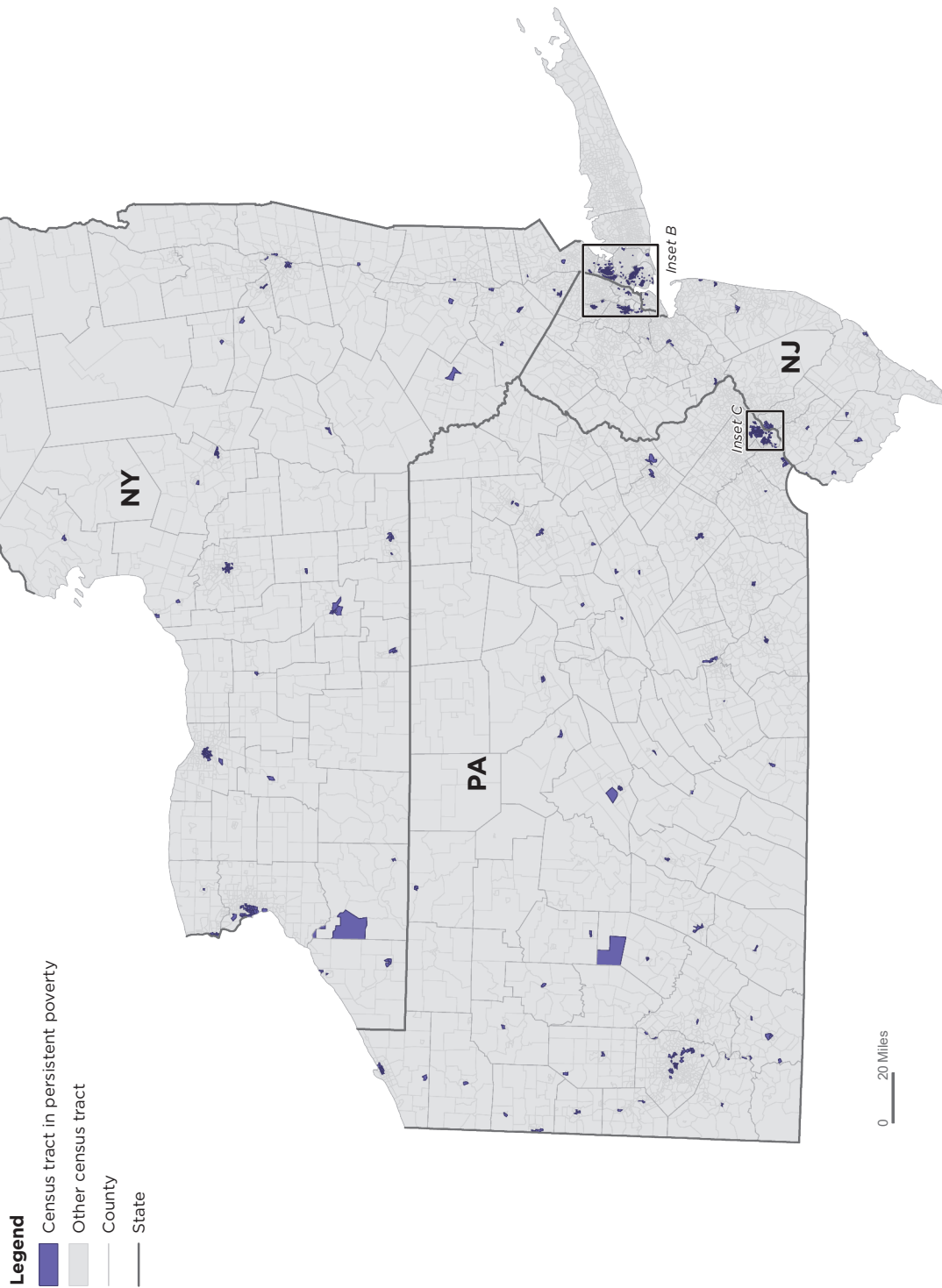
The U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) program provides annual estimates of income and poverty statistics for all school districts, counties, and states. The SAIPE program produces county and state estimates of the total number of people in poverty. The estimates are not direct counts from enumerations or administrative records, nor direct estimates from sample surveys. Instead, for counties and states, income and poverty estimates are modeled by combining 1-year ACS survey data with population estimates and administrative records. Beginning with the SAIPE program’s estimates for 2005, data from the ACS are used in the estimation procedure; all prior years used data from the Annual Social and Economic Supplements of the Current Population Survey. SAIPE estimates are available from 1989. In this project, 2009 SAIPE and 2019 estimates were used in combination with other data years to produce a set of persistent poverty counties. This is compared to the use of 2005–2009 and 2015–2019 ACS, 5-year estimates in producing a set of counties that meet the definition of being persistently in poverty. For more information on SAIPE and its methodology, refer to <www.census.gov/programs-surveys/saipe/about.html>.

Figure A-1.
Census Tracts in Persistent Poverty, 1989–2019: New England Division



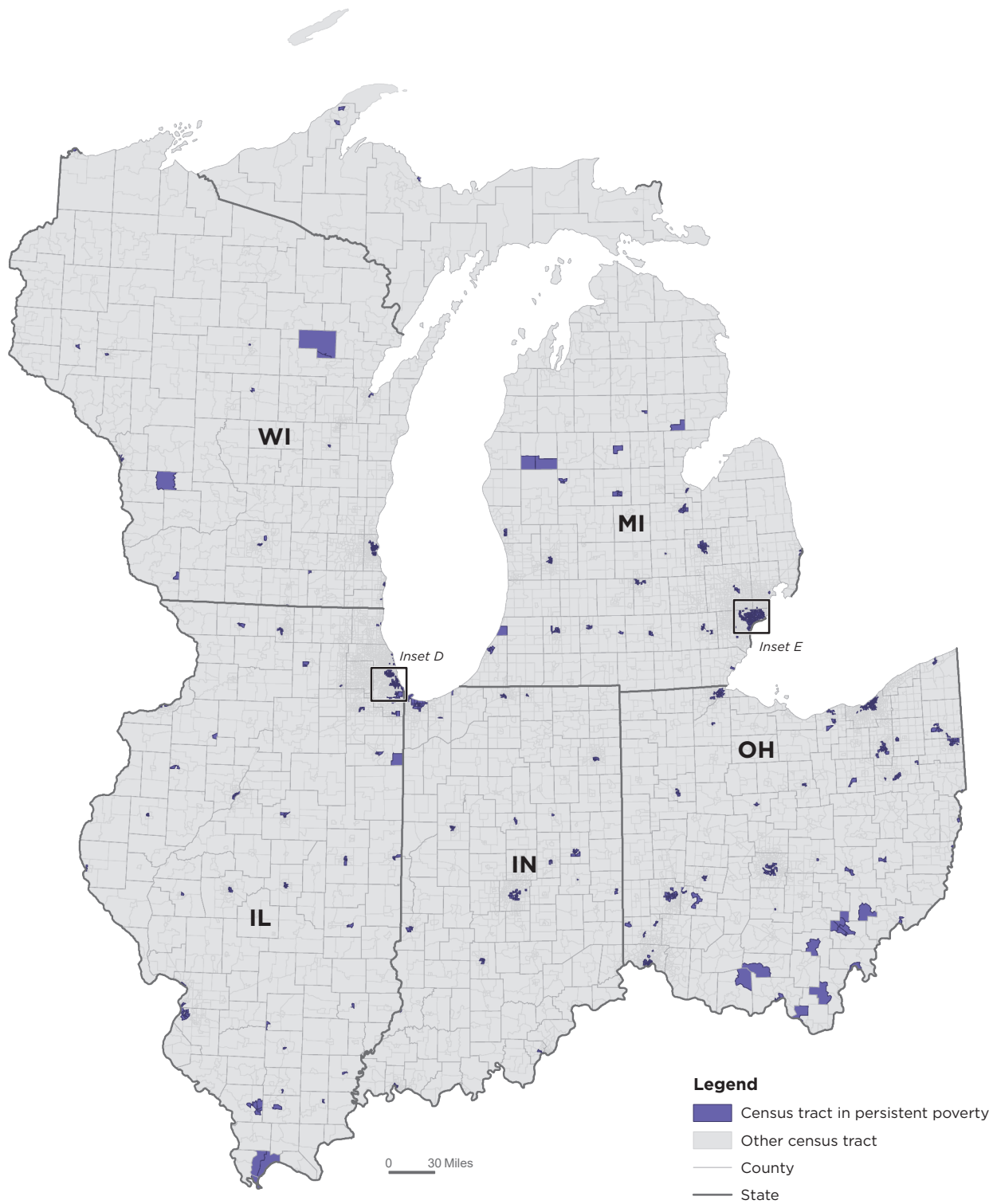
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-2.
Census Tracts in Persistent Poverty, 1989–2019: Middle Atlantic Division



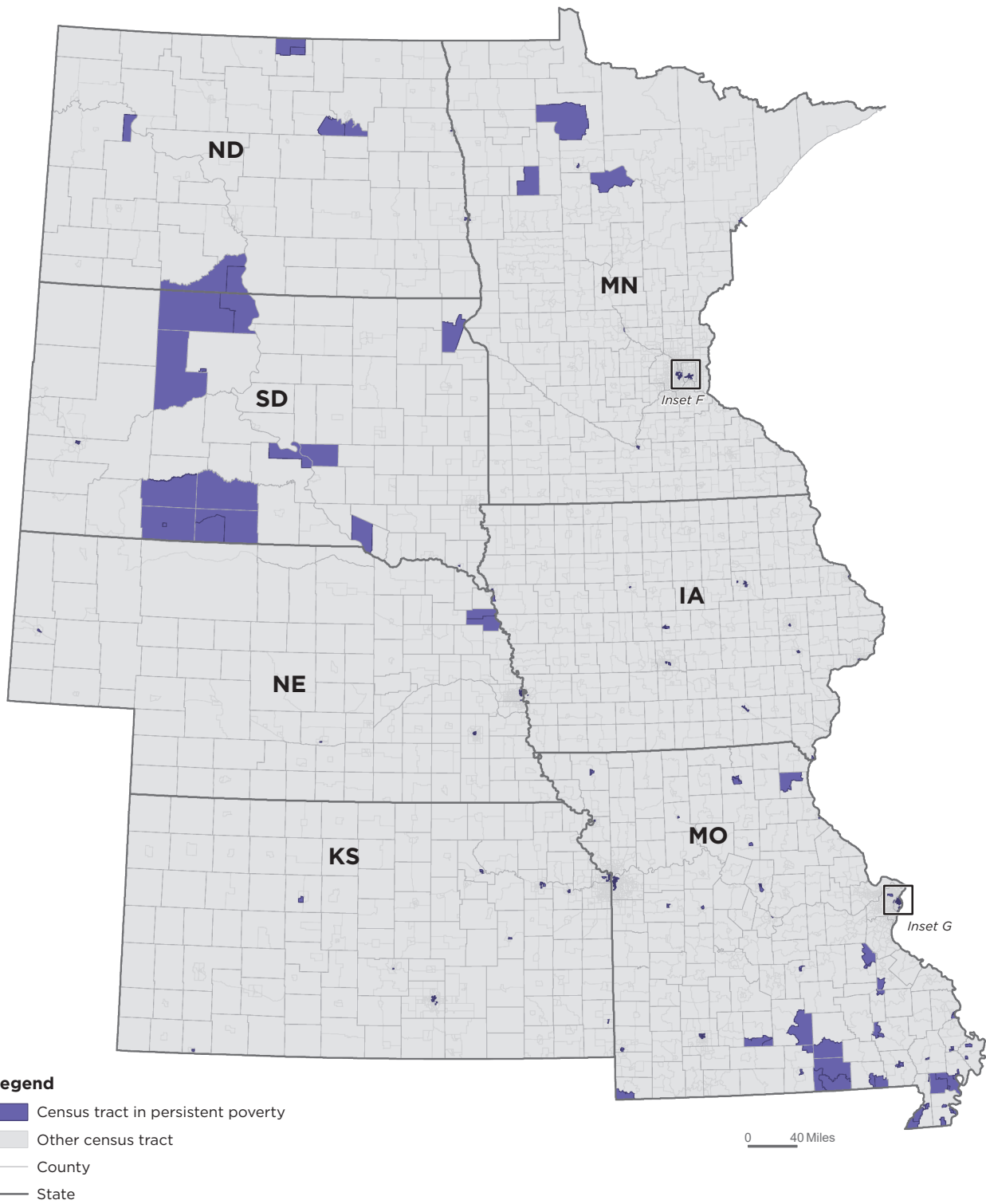
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-3.
Census Tracts in Persistent Poverty, 1989–2019: East North Central Division



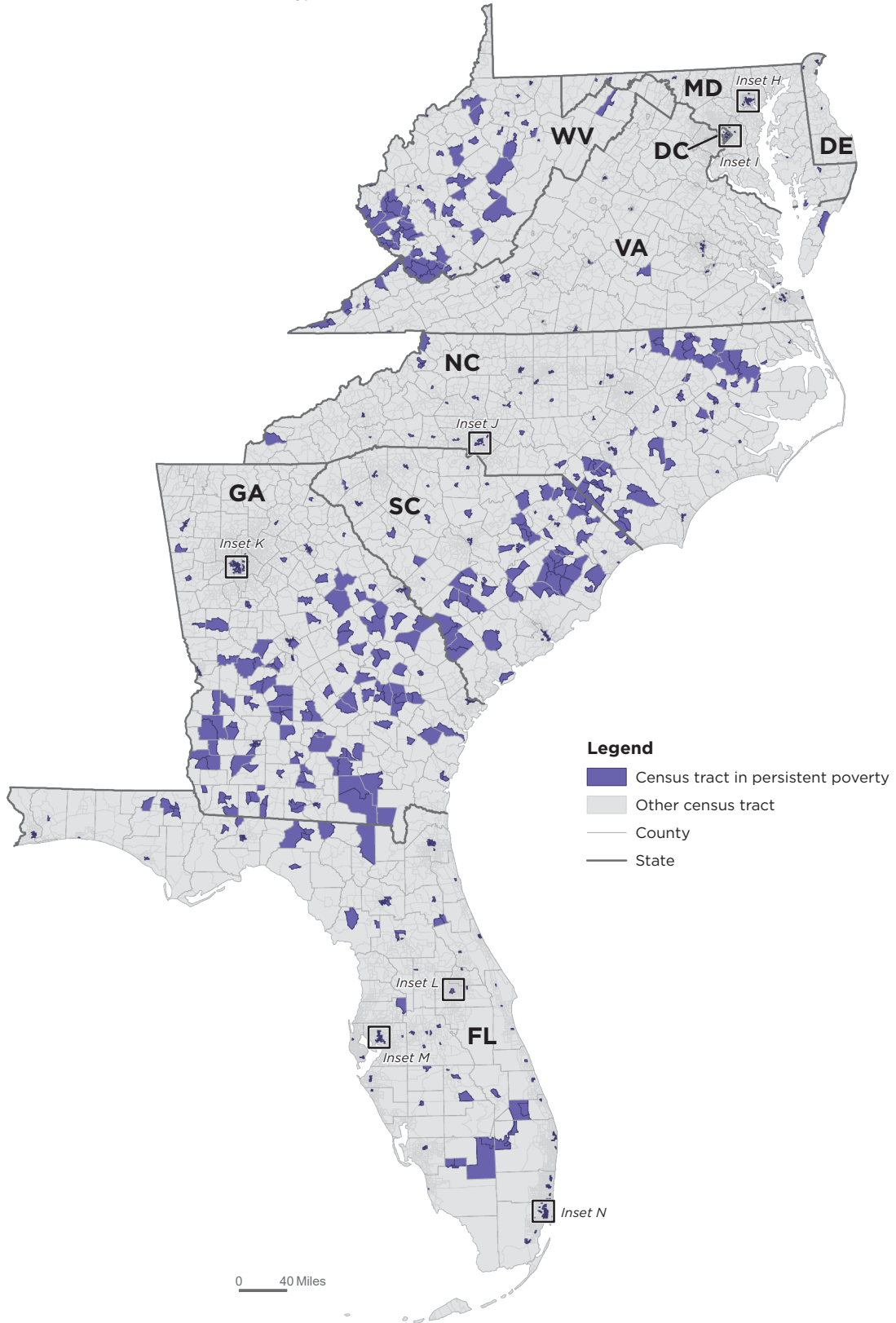
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-4.
Census Tracts in Persistent Poverty, 1989–2019: West North Central Division



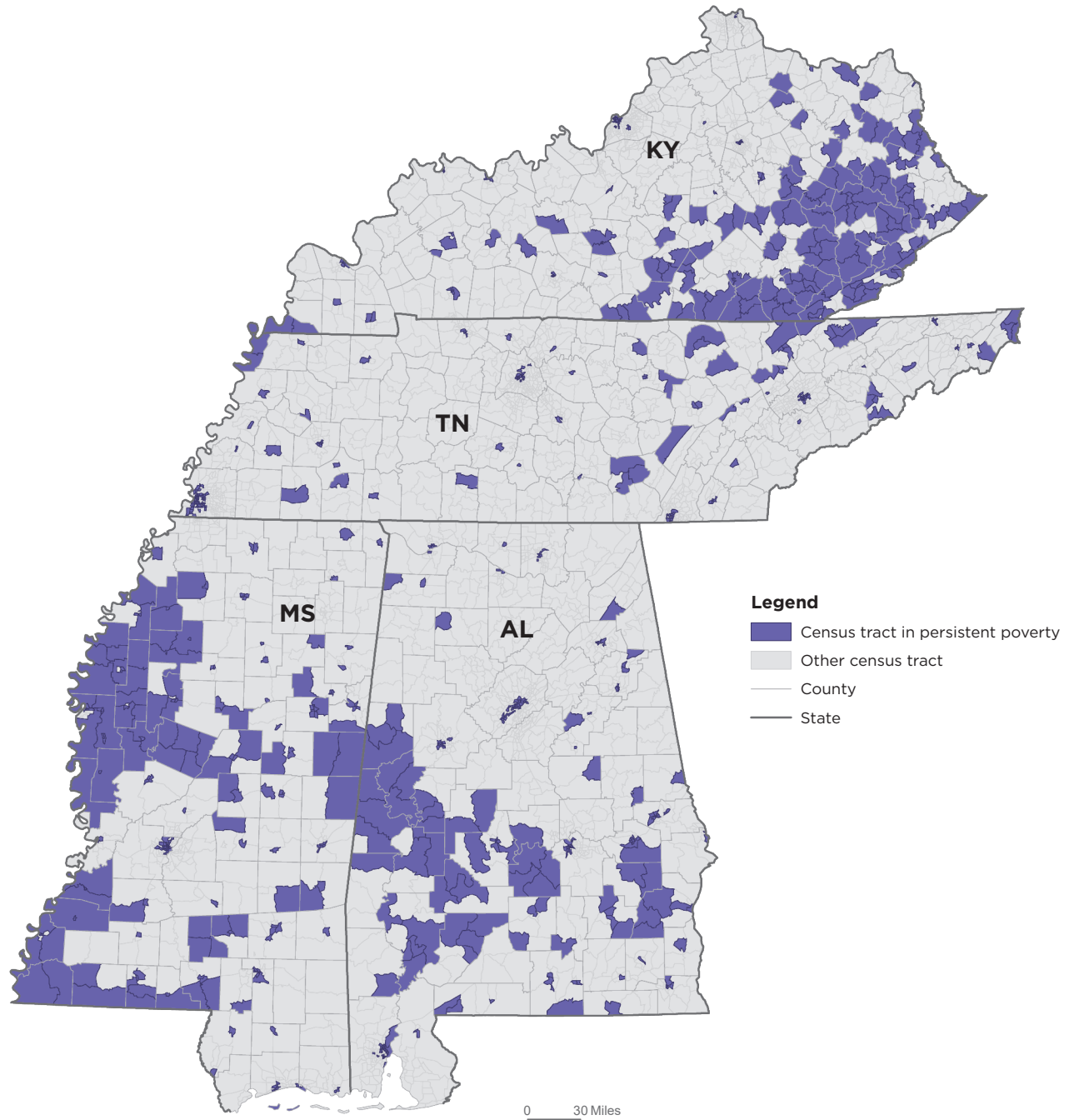
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-5.
Census Tracts in Persistent Poverty, 1989–2019: South Atlantic Division



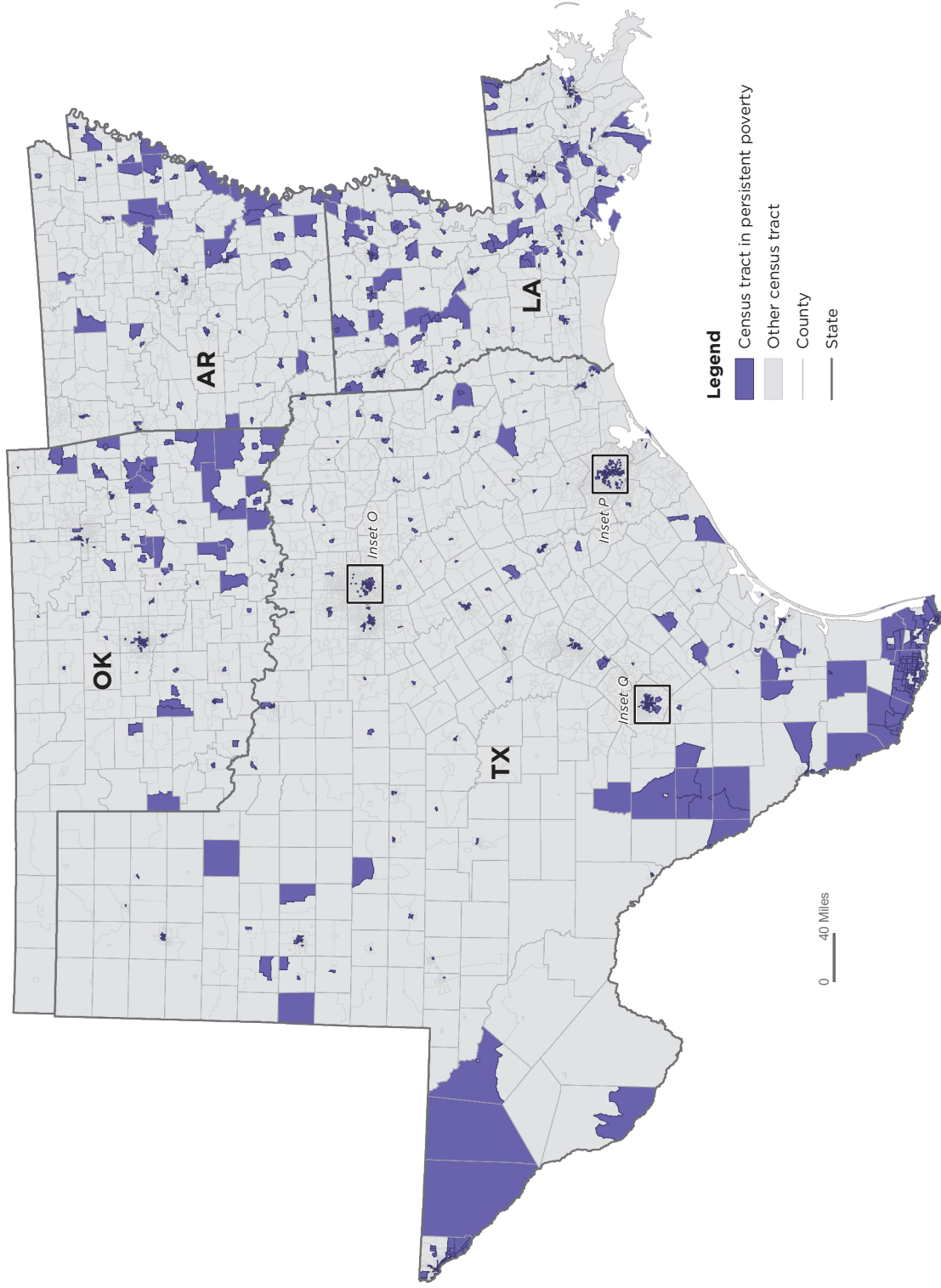
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-6.
Census Tracts in Persistent Poverty, 1989–2019: East South Central Division



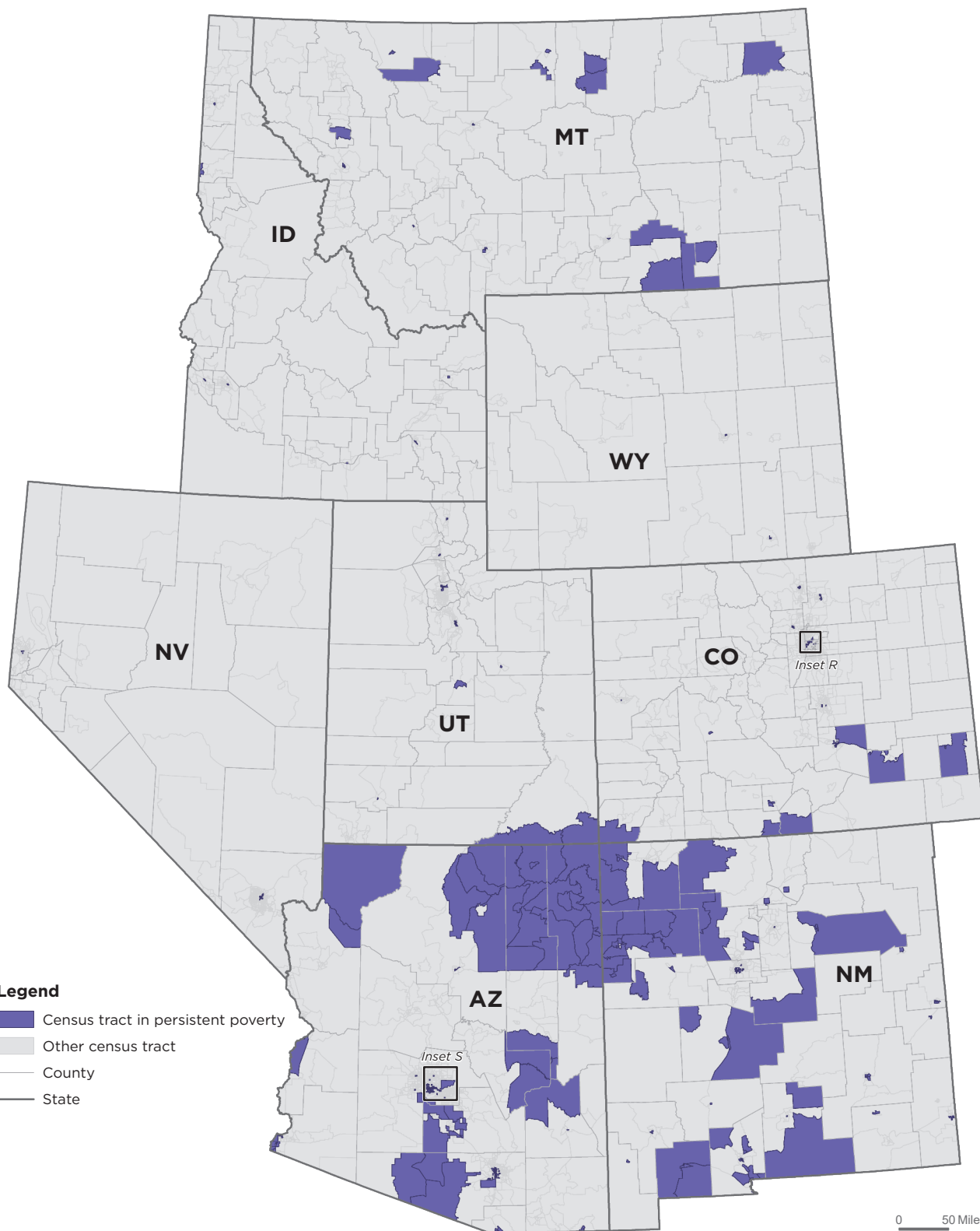
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-7.
Census Tracts in Persistent Poverty, 1989–2019: West South Central Division



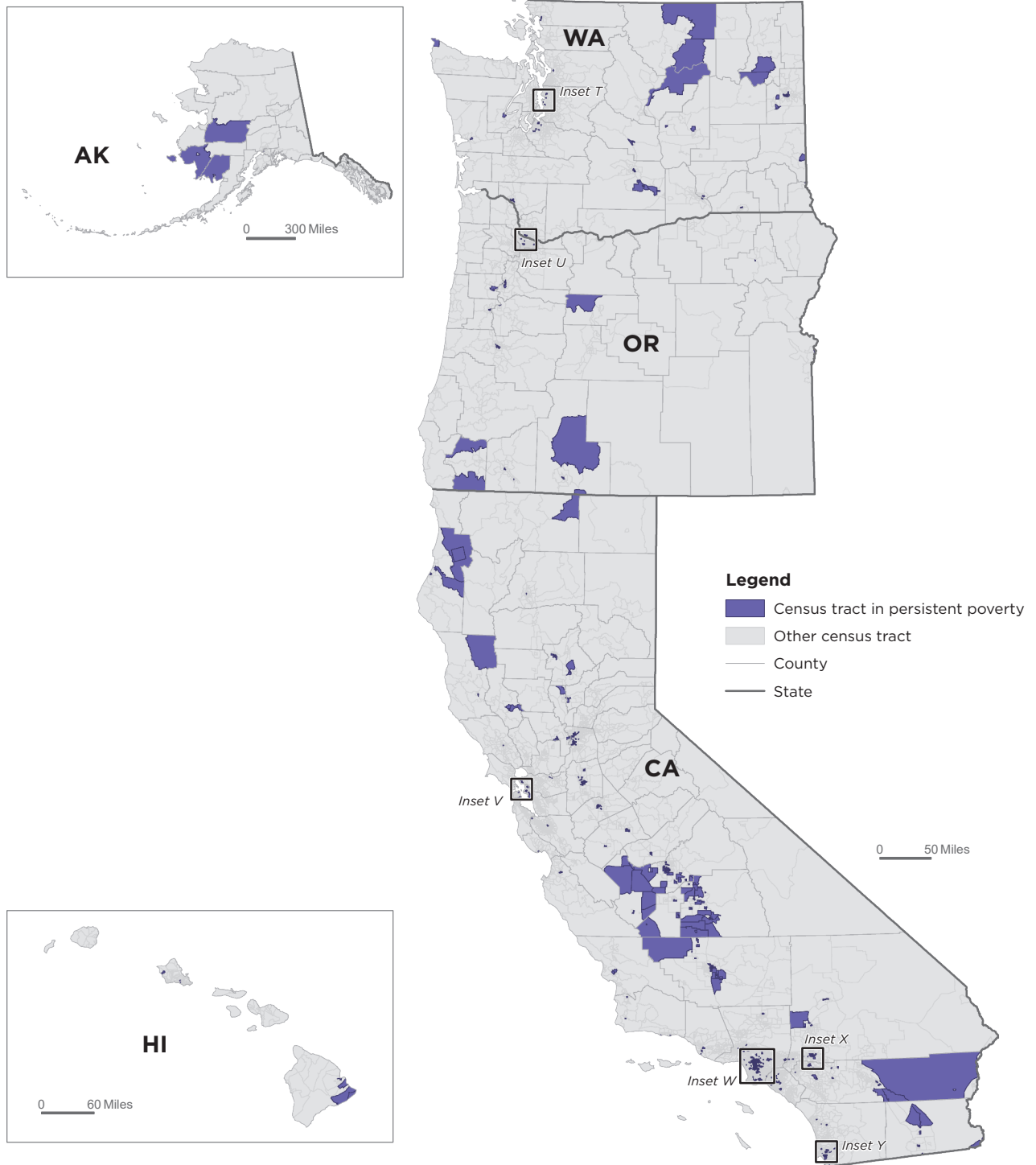
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-8.
Census Tracts in Persistent Poverty, 1989–2019: Mountain Division



Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-9.
Census Tracts in Persistent Poverty, 1989–2019: Pacific Division



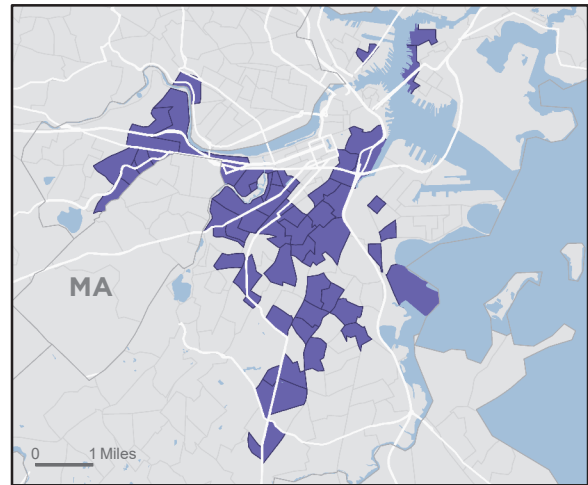
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-10.
Census Tracts in Persistent Poverty, 1989–2019: Inset Areas

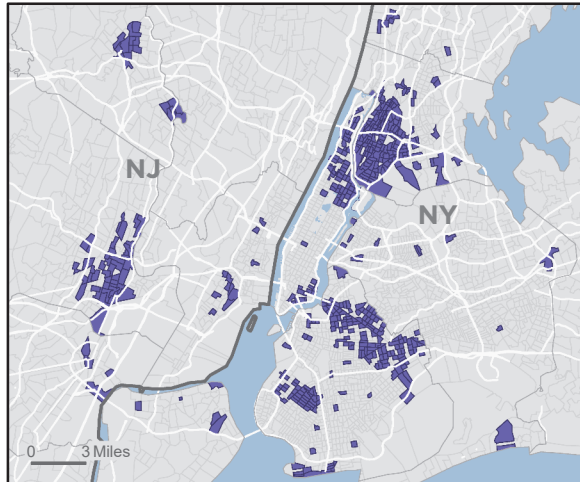
Inset Map Legend

- Census tract in persistent poverty
- Other census tract
- Primary and secondary roads
- County
- State

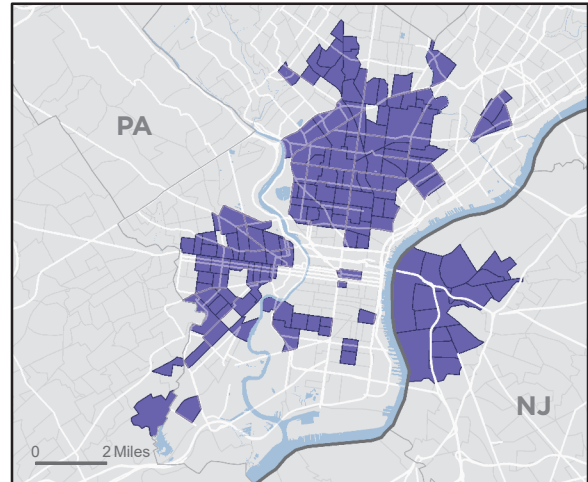
Inset A—Boston vicinity



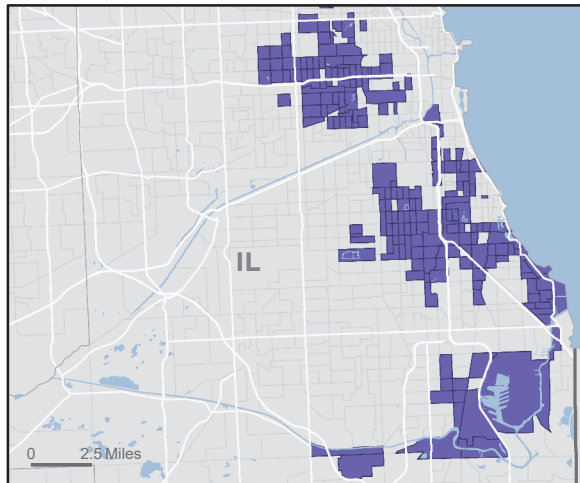
Inset B—New York City vicinity



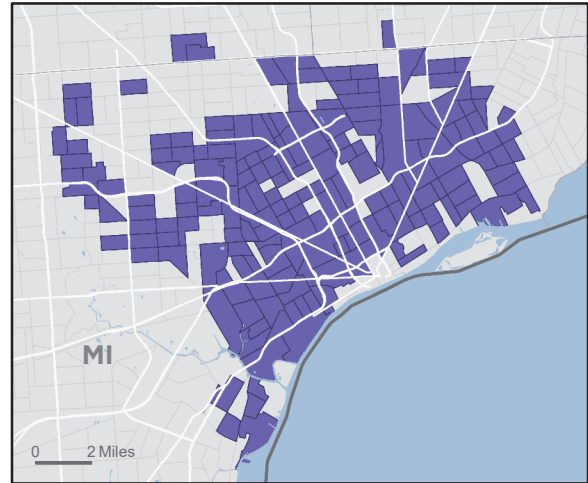
Inset C—Philadelphia and Camden vicinity



Inset D—Chicago vicinity



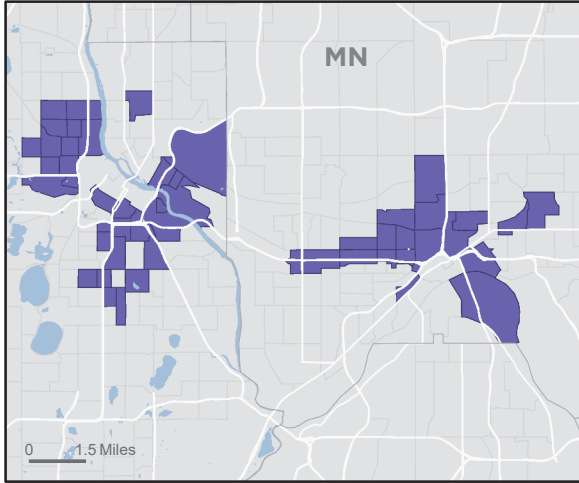
Inset E—Detroit vicinity



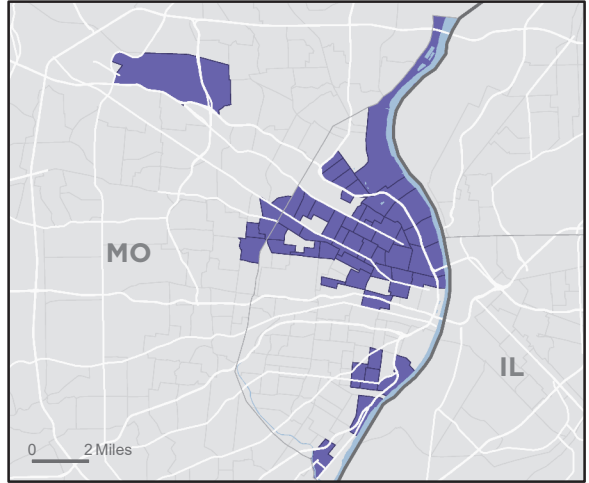
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-11.
Census Tracts in Persistent Poverty, 1989–2019: Inset Areas

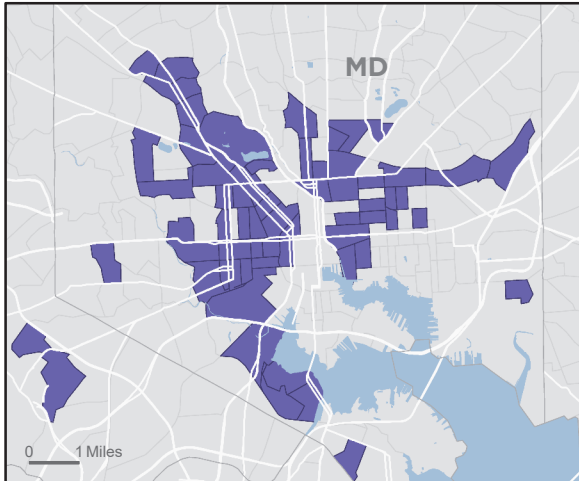
Inset F—Minneapolis and St. Paul vicinity



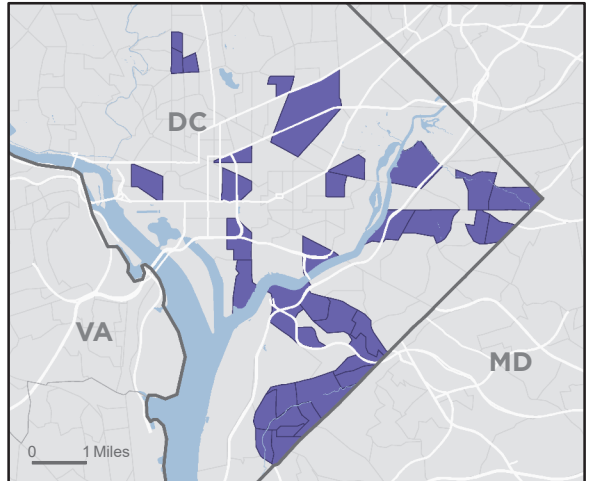
Inset G—St. Louis vicinity



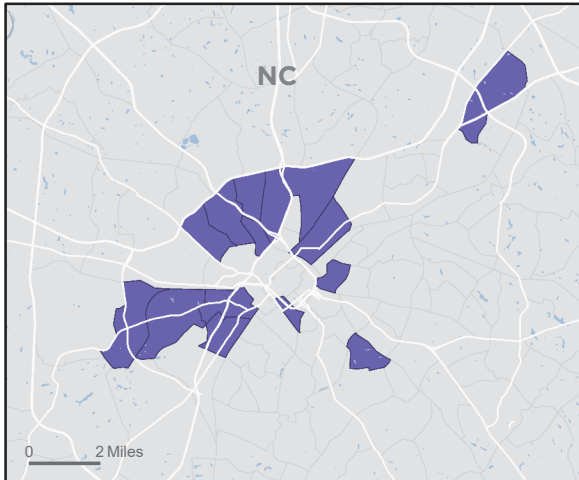
Inset H—Baltimore vicinity



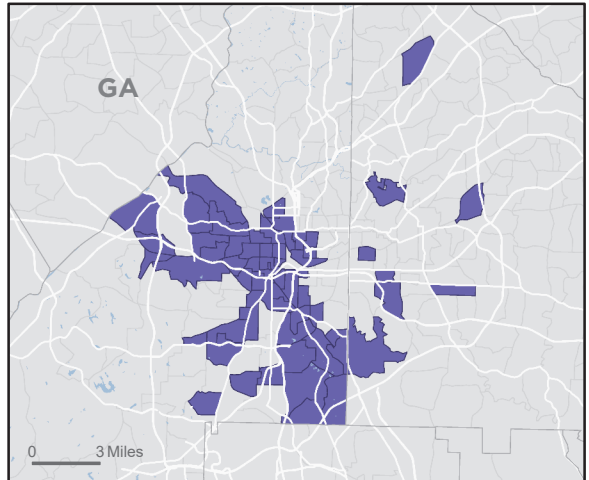
Inset I—District of Columbia vicinity



Inset J—Charlotte vicinity



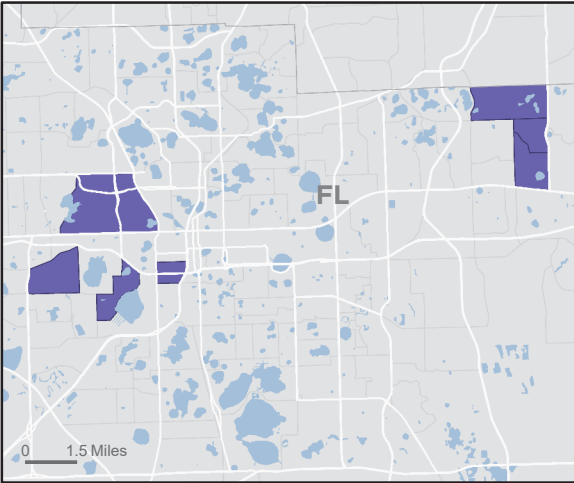
Inset K—Atlanta vicinity



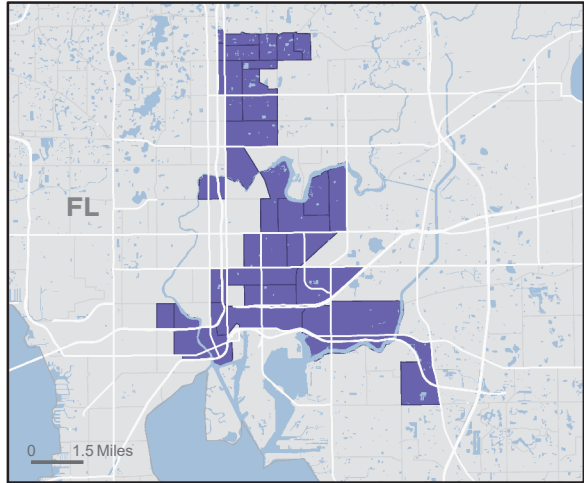
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-12.
Census Tracts in Persistent Poverty, 1989–2019: Inset Areas

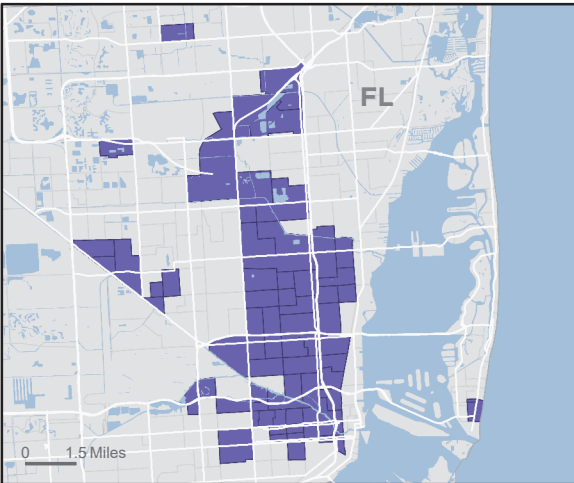
Inset L—Orlando vicinity



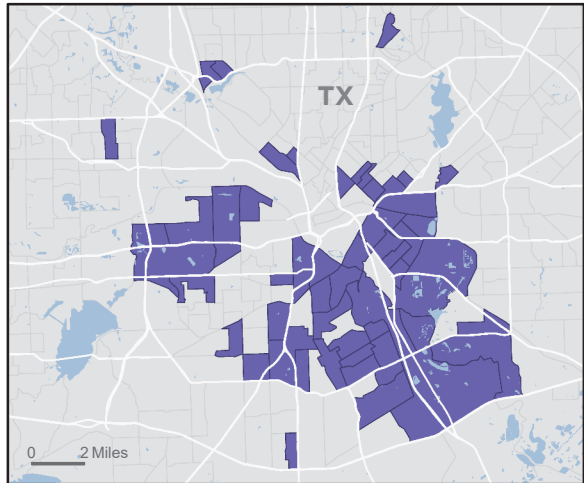
Inset M—Tampa vicinity



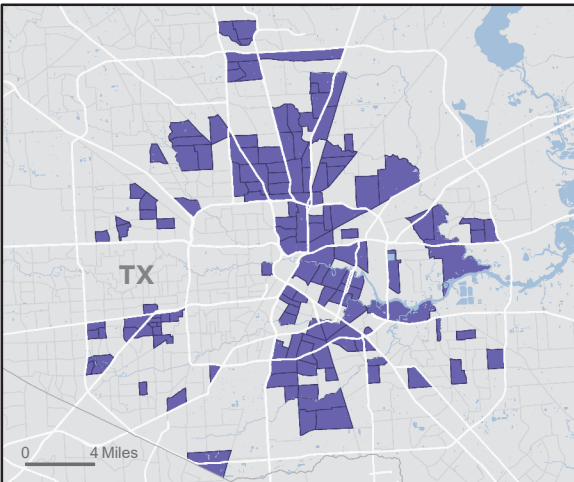
Inset N—Miami vicinity



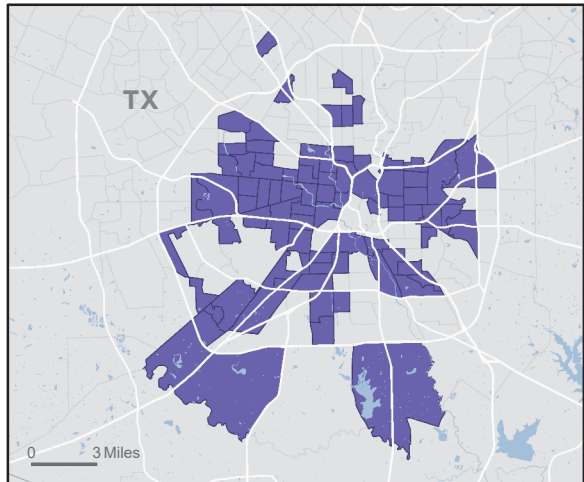
Inset O—Dallas vicinity



Inset P—Houston vicinity



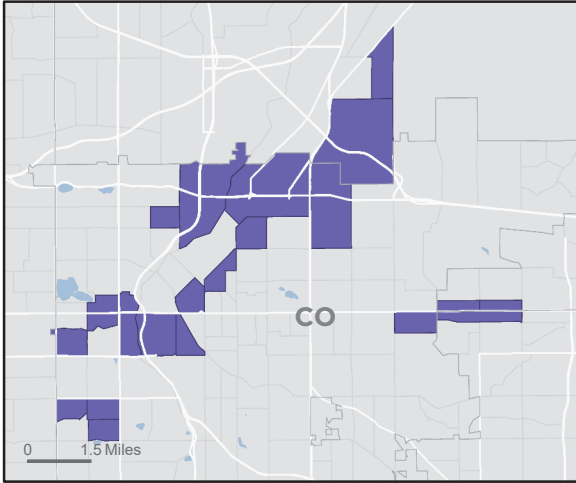
Inset Q—San Antonio vicinity



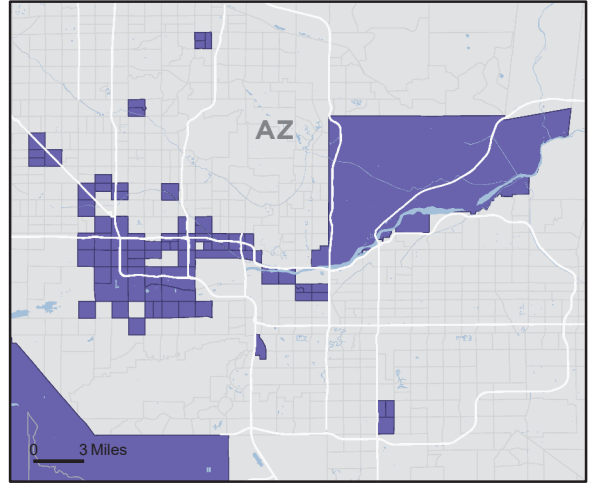
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-13.
Census Tracts in Persistent Poverty, 1989–2019: Inset Areas

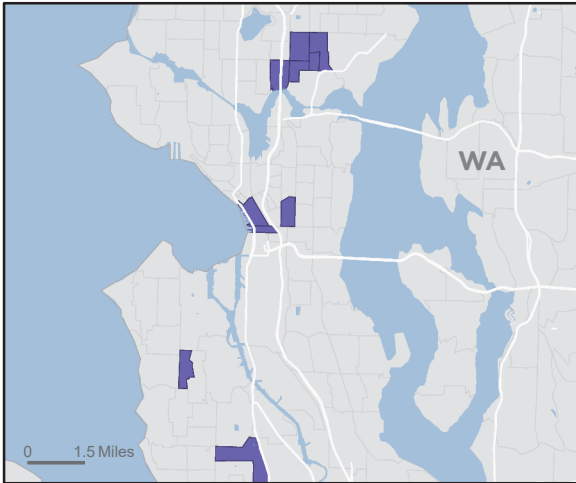
Inset R—Denver vicinity



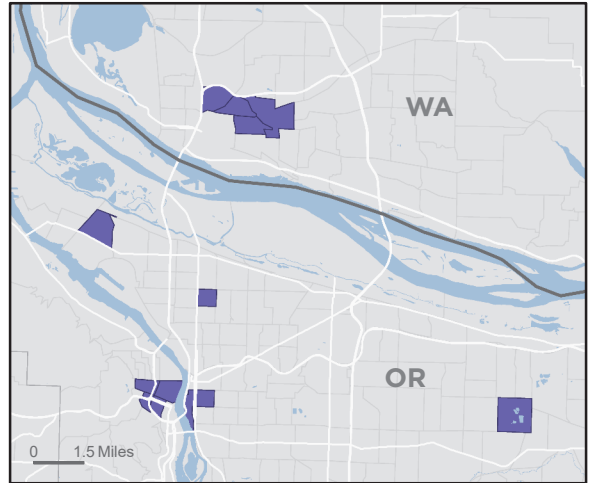
Inset S—Phoenix vicinity



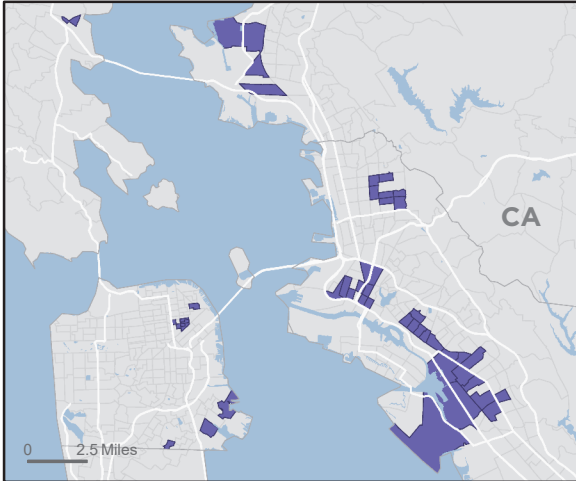
Inset T—Seattle vicinity



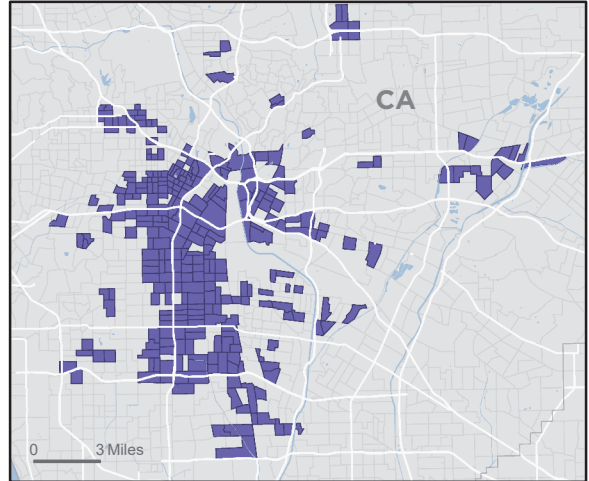
Inset U—Portland and Vancouver vicinity



Inset V—San Francisco and Oakland vicinity



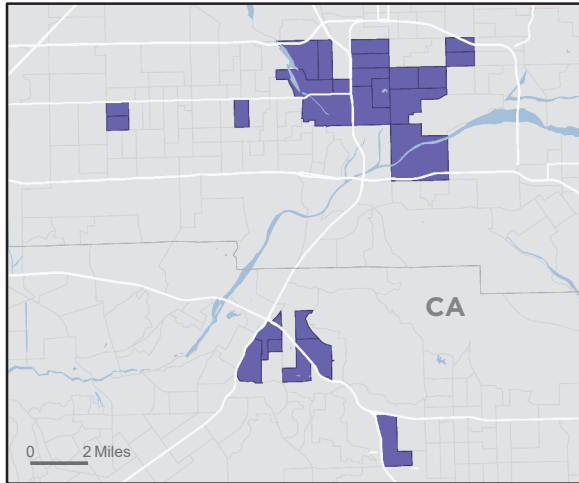
Inset W—Los Angeles vicinity



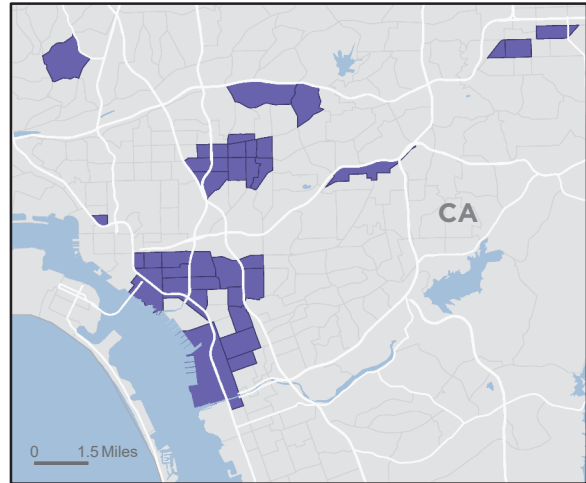
Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

Figure A-14.
Census Tracts in Persistent Poverty, 1989–2019: Inset Areas

Inset X—San Bernardino vicinity



Inset Y—San Diego vicinity

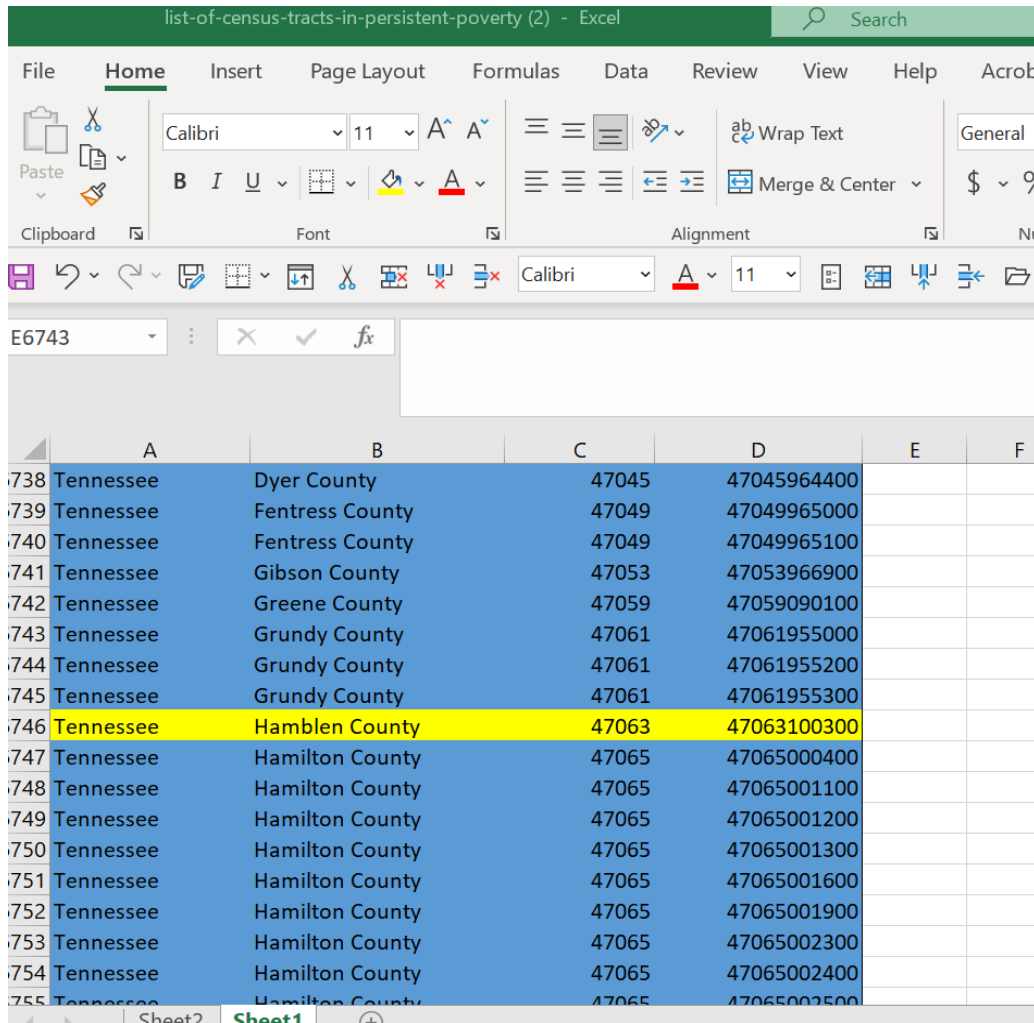


Source: U.S. Census Bureau, 1990 and 2000 Censuses; and 2005–2009 and 2015–2019 American Community Survey, 5-year estimates.

LEAID	NAME_LEA23	TRACT	COUNT	LANDAREA	WATERAREA
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4700001	Hamblen County School District	47063100200	12	2.808774017	0
4700001	Hamblen County School District	47063100300	12	1.612826391	0
4700001	Hamblen County School District	47063100400	12	3.006076862	0
4700001	Hamblen County School District	47063100500	12	12.23657137	4.355491608
4700001	Hamblen County School District	47063100600	12	11.64332267	1.057289455
4700001	Hamblen County School District	47063100700	12	34.67970392	1.175656412
4700001	Hamblen County School District	47063100800	12	14.58845331	0.0083305
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4700001	Hamblen County School District	47063101000	12	45.87485039	1.955593231
4700001	Hamblen County School District	47063101100	12	14.75054749	2.043577036
4700001	Hamblen County School District	47063101200	12	12.86424493	3.972794855

Source: <https://nces.ed.gov/programs/edge/geographic/relationshipfiles>

Retrieved March 26, 2024





JOB DESCRIPTION

<i>Job Title</i>	Director of Automation and Robotics for Workforce Training		<i>Department</i>	Workforce Training	
<i>Location (home)*</i>	Morristown		<i>EEOCategory</i>	Professionals	
<i>Reports to (title)</i>	Dean, Workforce Training			<input checked="" type="checkbox"/>	Exempt or <input type="checkbox"/> Nonexempt
<i>Created Date</i>	12/06/21	<i>Revision Date(s)</i>	4/30/2024	<i>Job Grade</i>	

*Employees are assigned to a "home" location but may occasionally or regularly be required to work at other WSCC locations.

JOB PURPOSE

The overall purpose of this job is to provide leadership, strategic planning, support and supervision to the division of workforce training automation and robotics programs with a focus on quality academic programming, student success, and collaboration with various other departments within the College and external stakeholders.

ESSENTIAL JOB FUNCTIONS

1. Administer instructional activities in the Division:
 - Provide leadership for the robotics training programs to meet the needs of local industries.
 - Develop and maintain continuous quality review and improvement of the robotics training programs.
 - Schedule and arrange appropriate facilities for specialized instruction ensuring instructional facilities, equipment and supplies are suitable for use.
 - Maintain comprehensive records and provide for periodic audit/reconciliation of equipment and supplies. 40%

2. Administer instructional activities:
 - Provide consultation to local industries relative to their special needs and problem resolutions.
 - Provide robotics related instruction for day, evening and/or onsite corporate customized programs.
 - Become a certified facilitator of FANUC (or other related IRCs)
 - Schedule and instruct robotics training and customized courses for apprenticeship occupations.
 - Schedule day and evening classes, assign classes to instructors and facilitate classes, as needed.
 - Review programs for sustainability to ensure revenue producing activities.
 - Organize and execute professional development programs including outreach to CTE programs with K-12 programs (camps, WFTHS, etc) 30%

3. Administer curriculum activities:
 - Recommend modification or discontinuance of courses or programs of study.
 - Develop and review college course syllabi and store copies of final examinations.
 - Attend pertinent regional and national professional organization meetings. 10%

4. Administer personnel activities:
 - Recommend needed positions by indicating qualifications and skills necessary for maintaining an adequate staff.
 - Participate in recruiting part-time faculty for robotics and recommend candidates to the Dean of Workforce Training
 - Administer periodic part-time faculty evaluations and conferences. 10%

5. Administer response to external stakeholders:
 - Develop external relationships to enhance student placement opportunities and apprenticeship opportunities, provide community outreach opportunities for students and faculty, maintain compliance with rules, regulations and standards.
 - Attend advisory board meetings, meetings with regional leaders and/or corporate visits. 5%

6. May perform other duties as needed. 5%

LEADERSHIP AND SUPERVISORY

- Manage the operations of a unit or major function performing activities.
- Plan and manage department projects.
- Track and report budget activity.

QUALIFYING JOB STANDARDS

Required

- Bachelor's Degree in Engineering, Robotics, Supply Chain and/or equivalent experience with documented industry certifications.
- 5+ years of related experience
- Working knowledge of the robotics field and previous training experience.
- Working knowledge of computer software and standard office equipment, ERP systems, Microsoft Office Suite and various academic software.

Preference

- Ability to instruct other options within industrial maintenance.
- FANUC or other equivalent Robotics certifications.
- Demonstrated problem solving ability related to an industrial maintenance environment.

- Demonstrated experience with apprentices.

BEHAVIORAL CORE COMPETENCIES - DIRECTOR

- Empowers and motivates team to maximize effectiveness.
- Listens effectively, encourages and is receptive to new ideas; invites response/dissent; verifies he/she has a clear understanding of what others are saying.
- Breaks down barriers and develops influential relationships across teams/functions/layers; challenges others to identify new ways to view existing situations.
- Empowers employees to adjust procedures to improve service quality and find creative solutions to problems. Recognizes and rewards achievement.
- Spends time with employees to learn about their capabilities, needs, and priorities. Manages team conflict appropriately, providing feedback and coaching to develop team members.
- Inspires improvement to advance the College’s mission while preserving institutional principles and character; recognizes and rewards people whose actions support organizational change efforts.
- Considers the impact and efficiency of decisions prior to deciding on a specific course of action in deference to WSCC’s benefactors and supporters.

ENVIRONMENT AND WORKING CONDITIONS

Frequently exposed to a noisy or hazardous working environment. Office environment is temperature controlled with occasional fluctuations. May be exposed to varying conditions when traveling to various work locations.

PHYSICAL DEMANDS (including requirements for travel or working nights/weekends/holidays)

- Ability to travel by motor vehicle.
- Standing, kneeling, running or sitting for long periods of time.
- Ability to work a flexible work schedule.
- Ability to endure vigorous physical exertion for moving equipment and/or other conditions relevant to training environment.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of this job.

Director Signature

Date

Employee Signature

Date

IN-DEMAND OCCUPATIONS AND ALIGNED ACADEMIC PROGRAM HIGHLIGHTS

In this section, unmet need is determined in cases where there is high regional demand but few or no aligned training programs; and in cases where employment rates in aligned programs are 60 percent or higher and confer wages higher than the state median wage of \$37,700 in 2021, signaling greater labor force needs.

Agriculture, Food, and Natural Resources

Veterinarians are **in demand** in three regions in Tennessee. The University of Tennessee, Knoxville (UTK) is the sole provider of Doctor of Veterinary Medicine (DVM) degrees in the state. In 2020-21, 86 DVMs were granted. The estimated annual wages of DVMs in the first year were \$99,844, outpacing other graduates in the agriculture, food, and natural resources cluster. However, only 30 percent of DVM graduates were found in Tennessee's employment records, which may indicate that graduates are working out of state. Occupations in-demand in more than three regions include supervisors of landscaping workers, landscaping workers, and wastewater treatment operators. **Supply:** In this cluster, the highest employment rates of graduates found in the Tennessee records were associate degree programs in veterinary technician and assistant and biotechnology. The first-year wage outcomes for biotechnology graduates are the second highest in this cluster at \$40,065. Certificate completers and high school CTE concentrators in veterinary technician/assistant and food technology and processing had higher than average employment rates. **Unmet needs:** Biotechnology will likely continue to expand; training programs for landscaping supervisors and workers were few.

Architecture and Construction

Demand: Several occupations in this group are in-demand statewide, including in residential, commercial, and industrial construction. Construction managers and cost estimators typically require four-year degrees, while most other occupations in this group acquire skills through a two-year degree, postsecondary certificate, apprenticeship, or on-the-job training. Construction workers in-demand in most areas of the state include: construction supervisors, electricians, carpenters, operating engineers, painters, plumbers, and heating, ventilation, and air conditioning (HVAC) personnel. **Supply:** The bachelor's program in construction management had the highest share of graduates (of programs with 10 or more completers) found in the Tennessee job market (63 percent), with first-year wages of \$57,569. Less than one year certificate programs in plumbing place 60 percent of graduates in the Tennessee job market. Several high school CTE programs in this cluster have employment rates of 50 percent. In 2020-21, 32 electricians and 527 production machinery electricians completed apprenticeships. **Unmet Needs:** Due to high regional demand and few training options, programs in basic skills for carpenters, operating engineers, painters, plumbers, and cost estimators are needed.

Manufacturing

Demand: Tennessee has done an exceptional job of growing one of the strongest specialized manufacturing workforces in the country. As Tennessee expands its manufacturing investments, there are many occupations in-demand across the state, including first line supervisors of mechanics, installers, and repairers and production workers; general maintenance and repair workers; machinists; welders; inspectors, testers, sorters, samplers, and weighers; food batchmakers; and computer numerically controlled tool operators. **Supply:** Multiple certificate programs had employment rates of 60 percent or more among completers. High school CTE programs in the Manufacturing cluster including machine shop assistant, electromechanical technologies, mechatronics, and welding had employment rates of 56 percent or more, although salaries were low. Over 600 credentials in machine tool technology were awarded by TCATs and community colleges in 2020-21. Over 2,440 welding credentials were issued, including postsecondary certificates and CTE concentrators.

Transportation

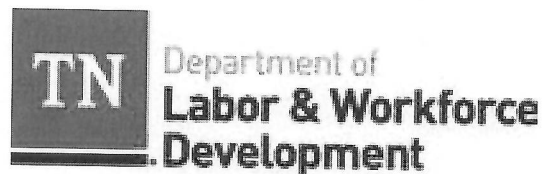
Demand: Tennessee is a leading state in transportation, distribution, and logistics. The transportation cluster contains several occupations that are in-demand statewide and in every region of the state, including automotive service technicians and mechanics; bus and truck mechanics and diesel engine specialists; production, planning, and expediting clerks; heavy and tractor-trailer truck drivers; industrial truck and tractor operators; and mobile heavy equipment mechanics. **Supply:** Several TCAT programs train Tennesseans in this cluster who remain in Tennessee to work. The highest employment rates for certificate programs were logis-



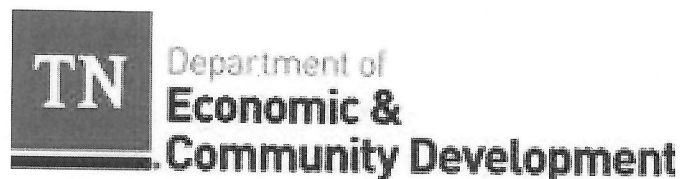
The Tennessee Department of Education's (TDOE) mission is to *set all students on a path to success*. As part of this vision, TDOE seeks to increase the number of students on-track to meet their postsecondary goals. 39.7 percent of the class of 2021 were Ready Graduates, which are the share of graduating students who demonstrate readiness for postsecondary education and/or a career after high school. There are several criteria to be a Ready Graduate, including a qualifying ACT score, participation in early postsecondary opportunities (EPSOs), among other criteria. The State Board of Education's (SBOE) Master Plan outlines the goal to **increase the share of Ready Graduates by 4 percentage points annually**.

THEC TSAC

The Tennessee Higher Education Commission (THEC) and Tennessee Student Assistance Corporation (TSAC) are *relentlessly focused on increasing the number of Tennesseans with a postsecondary credential*. **The goal is for 55 percent of Tennesseans to have a postsecondary credential by 2025**, which is informed by estimates of workforce need. To meet this goal, THEC/TSAC promotes college access, offers financial aid programs, approves academic programs offered by public colleges, funds colleges through an outcomes-based funding model, and guides local workforce alignment efforts through the Governor's Investment and Vocational Education Act (GIVE). To improve the pipeline to college, THEC/TSAC has established the Momentum Year to increase seamless college enrollment to 60 percent for the Class of 2023.



The mission of the Tennessee Department of Labor and Workforce Development (TDLWD) is to *work as a team to promote workforce and economic development and improve workplace safety and health throughout Tennessee*. TDLWD oversees several functions to promote training and employment for individuals to increase family-sustaining wages, meet employer demand, and enhance productivity and competitiveness in Tennessee. This is done through a high-quality workforce development system, aligning workforce investment, education, and economic development. TDLWD seeks to **increase the Labor Force Participation rate to 65 percent by 2025**. As of December 2022, Tennessee's Labor Force Participation rate was 58.5 percent.



The Tennessee Department of Economic and Community Development (TNECD)'s mission is to *enhance Tennessee's competitiveness by driving job creation, generating economic growth, and facilitating community development*. As part of this mission, TNECD seeks **to be the number one state in the southeast for high quality jobs** and supports the state's efforts to attract and grow business in the state for job growth and economic vitality. A core goal to their Strategic Plan is to support companies and education stakeholders in closing workforce gaps.

CLUSTER TWO: ARCHITECTURE AND CONSTRUCTION OCCUPATIONS

QUICK TAKEAWAYS

Demand: Several occupations in this group are in-demand statewide, including in residential, commercial, and industrial construction. Construction managers and cost estimators typically require four-year degrees, while most other occupations in this group acquire skills through a two-year degree, postsecondary certificate, apprenticeship, or on-the-job training. Construction workers in-demand in most areas of the state include: construction supervisors, electricians, carpenters, operating engineers, painters, plumbers, and heating, ventilation, and air conditioning (HVAC) personnel. **Supply:** The bachelor's program in construction management had the highest share of graduates (of programs with 10 or more completers) found in the Tennessee job market (63 percent), with first-year wages of \$57,569. Less than one year certificate programs in plumbing place 60 percent of graduates in the Tennessee job market. Several high school CTE programs in this cluster have employment rates of 50 percent. In 2020-21, 32 electricians and 527 production machinery electricians completed apprenticeships. **Unmet Needs:** Due to high regional demand and few training options, programs in basic skills for carpenters, operating engineers, painters, plumbers, and cost estimators are needed.

Jobs4TN Report

The screenshot shows the Jobs4TN website interface. At the top, there are browser tabs for 'Jobs4TN' and 'JOBS4TN.GOV - Job Seeker Servi'. The address bar contains a long URL. The header features the 'TN.GOV TENNESSEE GOVERNMENT' logo on the left and navigation icons for 'Dashboard', 'Alerts', 'Accessibility', 'Home', and 'Sign In' on the right.

We have found **110 jobs** using your keyword "**Plumbers**" in **Tennessee**.

The screenshot shows the Jobs4TN website interface. At the top, there are browser tabs for 'Jobs4TN' and 'JOBS4TN.GOV - Job Seeker Servi'. The address bar contains a long URL. The header features the 'TN.GOV TENNESSEE GOVERNMENT' logo on the left and navigation icons for 'Dashboard', 'Alerts', 'Accessibility', 'Home', and 'Sign In' on the right.

We have found **150 jobs** using your keyword "**Welders**" in **Tennessee**.

The screenshot shows the Jobs4TN website interface. At the top, there are browser tabs for 'Jobs4TN' and 'JOBS4TN.GOV - Job Seeker Servi'. The address bar contains a long URL. The header features the 'TN.GOV TENNESSEE GOVERNMENT' logo on the left and navigation icons for 'Dashboard', 'Alerts', 'Accessibility', 'Home', and 'Sign In' on the right.

We have found **242 jobs** using your keyword "**Electricians**" in **Tennessee**.

The screenshot shows the Jobs4TN website interface. At the top, there are browser tabs for 'Jobs4TN' and 'JOBS4TN.GOV - Job Seeker Servi'. The address bar contains a long URL. The header features the 'TN.GOV TENNESSEE GOVERNMENT' logo on the left and navigation icons for 'Dashboard', 'Alerts', 'Accessibility', 'Home', and 'Sign In' on the right.

We have found **435 jobs** using your keyword "**Construction**" in **Tennessee**. These results are within the **Installation, Maintenance, And Repair Occupations**.

January 29, 2024

Mr. Mitch Currey, Senior Director Workforce and Economic Development
Tennessee Higher Education Commission
312 Rosa Parks Avenue, 9th Floor
Nashville, Tennessee 37243

Dear Mr. Currey,

Please accept this letter of commitment from Walters State Community College (WSCC) in support of the Governor's Investment in Vocational Education (G.I.V.E.) 3.0 grant proposal. Walters State is proud of the exemplary training provided to Robotics, Constructions (NCCER), Flooring, and Welding professionals through its Division of Workforce Training. As educators, it is our intent to provide well-trained individuals to serve the East Tennessee region.

We respectfully request \$1,999,794.96 to help underwrite the purchase of equipment and personnel costs for Workforce Training in Robotics, Constructions (NCCER), Flooring and Welding. These resources will allow additional collaboration between Walters State Workforce Training and local schools/industries. The college will not need to commit any funding or in-kind contributions toward the project, although the budget requested includes informal investments in salary and training cost offsets to ensure sustainability of the program. This formal letter of commitment documents WSCC's willingness to establish, maintain and continue expansion of the Robotics, Construction, Flooring and Welding training programs in our East Tennessee ten-county region.

It is critical to have the newest technology on which to train our students and that meet Industry standards. The equipment requested will enable the Workforce Training and Academic divisions to build a pipeline of career ready professionals, based on quality classroom and hands-on training.

Thank you so much for your support in this process. We look forward to hearing from you in the near future.

Sincerely,



Tony Miksa
President

II

County Economic Status and Number of Distressed Areas in Appalachian Tennessee, Fiscal Year 2023

*Counties in **Bold** Contain Distressed Areas*

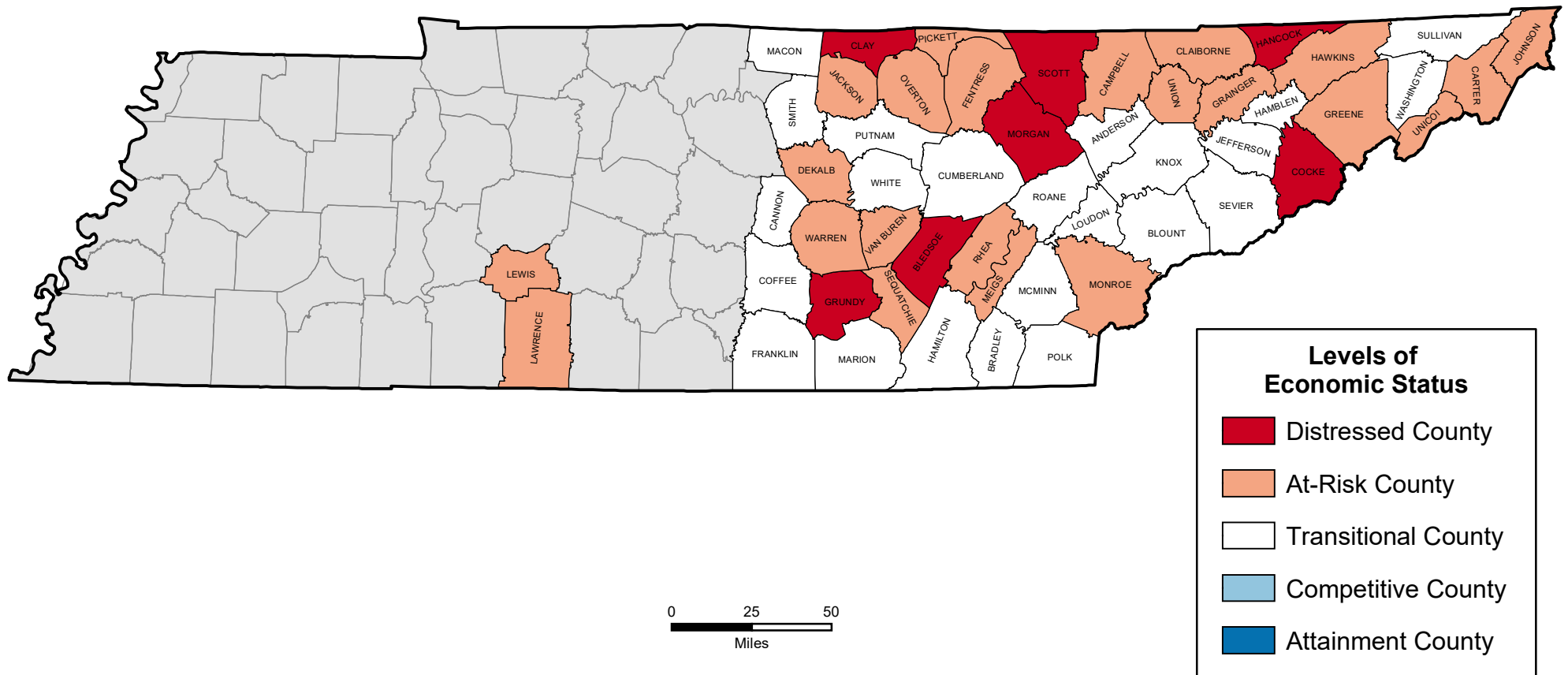
<i>County</i>	<i>Economic Status</i>	<i>Number of Distressed Areas</i>	<i>County</i>	<i>Economic Status</i>	<i>Number of Distressed Areas</i>
Anderson	Transitional	6	Macon	Transitional	2
Bledsoe	Distressed		Marion	Transitional	
Blount	Transitional	2	Meigs	At-Risk	
Bradley	Transitional	6	Monroe	At-Risk	1
Campbell	At-Risk	7	Morgan	Distressed	
Cannon	Transitional	1	Overton	At-Risk	2
Carter	At-Risk	7	Pickett	At-Risk	1
Claiborne	At-Risk	6	Polk	Transitional	
Clay	Distressed		Putnam	Transitional	4
Cocke	Distressed		Rhea	At-Risk	1
Coffee	Transitional	2	Roane	Transitional	2
Cumberland	Transitional	2	Scott	Distressed	
DeKalb	At-Risk	1	Sequatchie	At-Risk	1
Fentress	At-Risk	1	Sevier	Transitional	7
Franklin	Transitional	1	Smith	Transitional	
Grainger	At-Risk		Sullivan	Transitional	8
Greene	At-Risk	3	Unicoi	At-Risk	
Grundy	Distressed		Union	At-Risk	
Hamblen	Transitional	3	Van Buren	At-Risk	
Hamilton	Transitional	15	Warren	At-Risk	2
Hancock	Distressed		Washington	Transitional	8
Hawkins	At-Risk	4	White	Transitional	1
Jackson	At-Risk	1			
Jefferson	Transitional				
Johnson	At-Risk	2			
Knox	Transitional	18			
Lawrence	At-Risk	2			
Lewis	At-Risk				
Loudon	Transitional	1			
McMinn	Transitional	3			

Distressed Areas in Appalachian Tennessee, Fiscal Year 2023

<i>County</i>	<i>Census Tract ID Number</i>	<i>County</i>	<i>Census Tract ID Number</i>
Anderson	204	Coffee	9704.02
Anderson	205	Coffee	9709
Anderson	207	Cumberland	9704.01
Anderson	210.01	Cumberland	9705.02
Anderson	212.02	DeKalb	9202.01
Anderson	213.04	Fentress	9651
Blount	105	Franklin	9605
Blount	108	Greene	901
Bradley	102.01	Greene	910.01
Bradley	103	Greene	913
Bradley	104	Hamblen	1001
Bradley	105	Hamblen	1003
Bradley	107	Hamblen	1008
Bradley	108	Hamilton	4
Campbell	9501	Hamilton	11
Campbell	9502	Hamilton	12
Campbell	9503	Hamilton	13
Campbell	9506.01	Hamilton	16
Campbell	9506.02	Hamilton	19
Campbell	9507.02	Hamilton	23
Campbell	9510	Hamilton	24
Cannon	9602.01	Hamilton	25
Carter	701	Hamilton	26
Carter	704	Hamilton	34
Carter	706	Hamilton	114.44
Carter	710	Hamilton	116
Carter	711	Hamilton	122
Carter	712	Hamilton	123
Carter	716	Hawkins	501
Claiborne	9701	Hawkins	503.02
Claiborne	9703	Hawkins	505.01
Claiborne	9704	Hawkins	509
Claiborne	9705	Jackson	9601
Claiborne	9708	Johnson	9563
Claiborne	9709	Johnson	9564

<i>County</i>	<i>Census Tract ID Number</i>	<i>County</i>	<i>Census Tract ID Number</i>
Knox	8	Sevier	804.02
Knox	14	Sevier	806.01
Knox	15	Sevier	807.02
Knox	17	Sevier	808.01
Knox	19	Sevier	810.02
Knox	20	Sevier	811.01
Knox	21	Sevier	811.04
Knox	24	Sullivan	402
Knox	26	Sullivan	405
Knox	27	Sullivan	406
Knox	28	Sullivan	418
Knox	29	Sullivan	419
Knox	30	Sullivan	427.03
Knox	32	Sullivan	427.04
Knox	67	Sullivan	428.02
Knox	68	Warren	9305
Knox	69.03	Warren	9306
Knox	70	Washington	601
Lawrence	9604.01	Washington	605.01
Lawrence	9605.01	Washington	605.03
Loudon	602.03	Washington	608
McMinn	9702.01	Washington	609.01
McMinn	9702.02	Washington	609.02
McMinn	9703	Washington	612
Macon	9701	Washington	619.04
Macon	9703.01	White	9352
Monroe	9255.04		
Overton	9503.02		
Overton	9506		
Pickett	9251.02		
Putnam	2.02		
Putnam	3.04		
Putnam	7		
Putnam	8		
Rhea	9754.01		
Roane	305		
Roane	308.01		
Sequatchie	601.03		

County Economic Status in Appalachian Tennessee, Fiscal Year 2023



County Economic Status and Distressed Areas in Appalachian Tennessee, Fiscal Year 2023

