

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY - HARTSVILLE

2024 Governor’s Investment in Technical Education (GIVE 3.0)

**Expanding CTE and WBL Pathways for Student Success through Automation, Healthcare
and Transportation**

Lead Entity/Fiscal Agent: Tennessee College of Applied Technology - Hartsville

IN PARTNERSHIP WITH:

Workforce/Economic Development Agencies:

Greater Nashville Regional Council

Tennessee Central Economic Authority

Wilson Works, a program of the Joint Economic & Community Development Board of Wilson County

LEA/School Districts:

Smith County Schools

Trousdale County Schools

Macon County Schools

Employer Partners:

Oral Health Associates

NIC Global

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Funding Requested:

\$2,000,000

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ABSTRACT/PROJECT SUMMARY

Expanding CTE and WBL Pathways for Student Success through Automation, Healthcare, and Transportation (“Expanding Pathways” or “Project”) seeks to fill key industry roles by expanding proven programs as well as by offering new pathways. The Project will provide high-quality competency-based training both in classrooms and through work-based learning (WBL). Expanding Pathways will build on the existing Collaborative of dedicated employers, community leaders, and educators that is led by the Tennessee College of Applied Technology – Hartsville (TCAT-H). The Project will expand TCAT-H’s successful Passport Program, which rewards students with a guaranteed interview in participating industries for completing WBL activities at the TCAT-H facility and area employers. Programs included are as follows:

Expansion of Industrial Maintenance/Mechatronics – Expansion of existing programs previously served by LEAP/GIVE grants to offer dual enrollment in Smith County Schools.

Creation of Industrial Maintenance IMS programs – Creation of new programs for dual enrollment and post-secondary students at the Main and Tri-County Extension Campuses of TCAT-H.

Creation of a Dental Assisting program – Creation of a new program for post-secondary students at TCAT-H’s Main Campus

Creation of a Diesel Technology program – Creation of a new program for dual enrollment and post-secondary students at TCAT-H’s Main Campus.

TCAT-H will govern the actions surrounding the grant and all activities. The Collaborative will guide curriculum and goals to build a sustainable partnership program for its students to create a steady pipeline of qualified workers who can excel in their future career endeavors.

PROJECT PROPOSAL

Section 1: Demonstration of Need

Expanding Pathways will expand and develop programs that qualify students for in-demand occupations with livable wages. Livable wage is defined as at least 75% of the median wage for the region. The [*Tennessee Higher Education Commission \(THEC\) 2024 Academic Supply for Occupational Demand*](#) report (“THEC Report”) provides 80% of the regions’ median wage; this has been annualized based on 52 40-hour work weeks to determine the approximate livable wage in each region: Northern Middle - \$31,241.60; and Upper Cumberland - \$28,412.80.

[*Consumer Affairs’s Population Over 65 by State*](#) reports that Tennessee’s population above age 65 has increased by 34.1% in 10 years (2012-2022). The THEC Report states that the increase in workers transitioning into retirement and deceleration of population growth are expected to result in challenges replenishing the workforce, intensifying existing workforce demands.

Industrial Maintenance. The Project will include the expansion of [*Industrial Maintenance/ Mechatronics*](#) programs to offer dual enrollment in Smith County Schools (Upper Cumberland) and the creation of [*Industrial Maintenance IMS*](#) programs for dual enrollment and post-secondary students at TCAT-H’s Main Campus (“Main”) in Trousdale County (Northern Middle) and Tri-County Extension Campus (“Tri-County”) in Macon County (Upper Cumberland).

According to the THEC Report, 61-77% of graduates of these programs were employed in TN, and the average first year wages for these graduated exceeded the regions’ living wages:

Degree Type	% Employed in Tennessee	Est. Annual Wage – 1 st Year	% of Living Wage	
			Northern Middle	Upper Cumberland
<1-year certificate	61%	\$40,031	128%	141%
1-2-year certificate	77%	\$57,663*	185%	203%

**Identified by the THEC Report as a high wage*

Graduates of either program may qualify for a variety of in-demand occupations (as defined in

the THEC Report) in the manufacturing industry. The [Tennessee Department of Economic and Community Development \(TNECD\) County Profile Tool](#) (“TNECD Tool”) shows the number of manufacturing establishments by county: Macon County - 37, Smith County - 14, and Trousdale County - 11. In-demand occupations for graduates of these programs include the following:

- Electrical and Electronic Engineering Technologists and Technicians*†
- Electrical and Electronics Repairers, Commercial and Industrial Equipment†
- Industrial Machinery Mechanics†
- Maintenance and Repair Workers, General*†
- Helpers--Installation, Maintenance, and Repair Workers*†
- Installation, Maintenance, and Repair Workers, All Other*†

**Denotes occupation with high employer demand in the Northern Middle TN region*

†Denotes occupation with high employer demand in the Upper Cumberland TN region

As of April 23, 2024, [Jobs4TN](#) shows a total of 283 openings in these occupations in the Middle region of TN. The THEC Report reports an above-average employment concentration in both regions (up to 1.55) and projects that the demand for these occupations will continue to grow:

Region	2021 Employment Concentration*	2021 Jobs†	Projected Annual Growth (2018-2028)
Northern Middle	1.02	10,760	15%
Upper Cumberland	1.08	1,620	13%

**Average among the high-employer-demand occupations for the region, as listed above. The national average employment concentration is 1.00.*

†Total jobs in high-employer-demand occupations identified for each region above.

The Tennessee Board of Regents (TBR) Industry Profile (*Appendix F*) provides data on enrollment and graduates of the Industrial Maintenance/Mechatronics program for Middle Tennessee. For the 2022-23 academic year, 1018 students were enrolled in this program at a technical or community college, and 423 students graduated. The THEC Report projects the annual growth for the identified occupations to amount to over 2,000 for the regions combined, demonstrating a need for program expansion to meet industry demand.

Dental Assisting. The Project will include the creation of a new [Dental Assisting](#) program for post-secondary students at Main in Trousdale County (Northern Middle). Upon completing the

program, students will be eligible to become a Registered Dental Assistant in Tennessee as well as sit for the Dental Assisting National Board (DANB) to become a Certified Dental Assistant.

The [2022 Dental Assistants Salary and Satisfaction Survey](#) conducted by DANB found that Certified Dental Assistants had wages 20-30% higher and reported a higher job satisfaction rating than those without certifications. Non-certified Dental Assistants were also more likely to change jobs. This demonstrates that a path to certification will help meet industry demand. The THEC Report identifies Dental Assistant as an in-demand occupation.

According to the THEC Report, 81% of graduates of these programs were employed in Tennessee and annualized wages are equal to or higher than the living wage for the region:

Degree Type	Annualized Wage	% of Living Wage
Entry Level	\$31,554	101%
Median	\$38,064	122%

The TNECD Tool shows 19 health care and social assistance establishments in Trousdale County and 981 in neighboring counties (Macon, Smith, Sumner, Wilson). As of April 23, 2024, [Jobs4TN](#) shows 132 openings for Dental Assistants in the Middle region of TN. While the THEC Report reports a near-average employment concentration in the region of 0.90 for 2021, it shows 2,190 Dental Assistant jobs in Northern Middle TN in 2021 and projects that the demand in the region will continue to grow by 18% annually.

Diesel Technology. The Project will include the creation of a new Diesel Technology program for dual enrollment and post-secondary students at Main in Trousdale County (Northern Middle).

This program equips students with the skills needed to enter the workforce in the in-demand occupation of bus and truck mechanics and diesel engine specialists.

According to the THEC Report, 66-71% of graduates of Diesel Technology programs were employed in TN and the average first year wages exceeded the regions' living wages:

Degree Type	% Employed in Tennessee	Est. Annual Wage – First Year	% of Living Wage – Northern Middle
<1-year certificate*	61%	\$34,542	111%
1-2-year certificate	77%	\$43,130	138%

**Identified in the THEC Report as meeting an unmet need*

The TNECD Tool shows 7 transportation and warehousing establishments in Trousdale County and 340 in neighboring counties (Macon, Smith, Sumner, Wilson). As of April 23, 2024, [Jobs4TN](#) shows 199 openings for bus and truck mechanics and diesel engine specialists in the Middle region. While the THEC Report reports an employment concentration in the Northern Middle region of 0.83 for 2021, it shows an above-average employment concentration of 1.16 in the neighboring Upper Cumberland region. The THEC Report shows 1,520 bus and truck mechanics and diesel engine specialist jobs in Northern Middle TN in 2021 and projects that the demand in the region will continue to grow by 15% annually.

Summary. Expanding Pathways will qualify students for in-demand occupations for which a current and growing need has been identified in the regions and state. With projected occupation growth and an aging workforce transitioning into retirement, the demand for highly skilled workers in these occupations will continue to grow. By providing more options for training in these fields, Expanding Pathways will help industry employers meet their labor shortages and create opportunities for a higher quality of life for the region’s residents.

The goal of the Collaborative is to ensure highly skilled and credentialed employees are entering the workforce to meet the industry needs outlined above by developing standards for curricula that ensures highly skilled graduates and continually evaluate conformity to those standards; by continually evaluating and improving the curriculum to meet the needs of industry and educational partners; by participating in activities that advance career awareness in the community; and by promoting the Project through partnerships with educational institutions,

industry, government, and the community. In addition, the expansion and addition of programs will offer new opportunities to more residents to increase the overall higher education attainment in the region.

Section 2: Program Plan

Expanding Pathways seeks to empower students and fill key industry roles by expanding proven programs as well as by offering new pathways in new industries, providing high-quality competency-based training both in classrooms and through Work-based Learning (WBL). The Project will build on the existing Collaborative of dedicated employers, community leaders, and educators that is led by the TCAT-H. In recent years, the Collaborative has trained hundreds of students in high-demand manufacturing careers using grant funds from LEAP, GIVE 1.0, and GIVE 2.0. The Project will also expand TCAT-H's successful Passport Program, which rewards high school students with a guaranteed interview for completing WBL activities.

Early Post-Secondary Opportunities (EPSOs) will be offered through the Project; K-12 students who are dually enrolled in these programs will earn credit toward post-secondary certificates and diplomas in Diesel Technology, Industrial Maintenance/Mechatronics, and Industrial Maintenance IMS which may be further articulated to advanced post-secondary degrees. TCAT-H has articulation agreements in place with each local education agency (LEA) it serves, including Smith County Schools, Macon County Schools, Jackson County Schools, and Trousdale County Schools. Currently, only post-secondary students may enroll in Dental Assisting; however, there may be future opportunities to leverage similar health sciences credit toward this program.

To offer high-quality hands-on experiences to students, essential training equipment will be purchased for all locations at which instruction will be provided; further information about this equipment and its benefits is provided in *Appendix B*.

As part of the Project, the Collaborative will conduct activities to raise awareness of these career pathways and promote dual enrollment, including TCAT-H’s Annual Summer Applied Technology Camp for middle school students; industry partner presentations to K-12 students; and program highlights at TCAT-H’s annual Signing Day Event and Awards Day Ceremony. The programs included in Expanding Pathways, described below, have been selected to train future workers to fill the needs of regional employers for in-demand occupations that offer a livable wage.

Industrial Maintenance/Mechatronics. The Project will include an expansion of the Industrial Maintenance/Mechatronics (“IMM”) program to offer dual enrollment in Smith County Schools. This program consists of training and hands-on experience in electronics, electrical, pneumatics, hydraulics, motor controls, programmable controllers, robotics, machine shop, and related math. The program produces highly skilled workers in mechanical and electrical industrial machinery repair and offers four exit points: IMM 1/Mechanical Certificate; IMM 2/Electrical Certificate; IMM 3/PLC Diploma; and Industrial Maintenance Technician Diploma.

TCAT-H received support through past LEAP and GIVE grants to expand similar programming, but previous grants did not include expansion of the IMM program to Smith County. Through TCAT-H’s existing relationship with Smith County Schools CTE, dual enrollment classes will be offered to Smith County High School and Gordonsville High School students at Smith County Middle School in Carthage, TN, until the completion of the Smith County Schools’ new CTE building (expected Fall 2025). This expansion will offer Smith County students additional credentials and experience to use in the workforce.

Industrial Maintenance IMS. The Project will include creation of Industrial Maintenance IMS (“IMS”) programs for dual enrollment and post-secondary students at Main in Trousdale County

and for dual enrollment students at Tri-County in Macon County. Students will be trained in all key areas of the Industrial Maintenance field, including set up, programming, troubleshooting, and repair of industrial equipment. IMS includes expanded hands-on automation and robotics training that will evolve to keep pace with technological advancements. Students who complete qualifying areas of either IMM or IMS curriculums may take the Certified Production Technician Exam and Siemens Level 1 Certification exam and may seek certification as a FANUC Certified Robot Operator 1. IMS offers four exit points: IMS 1/Preventative Maintenance Certificate; IMS 2/ Mechanical Maintenance Certificate; IMS 3/Industrial Maintenance Diploma; and Automation and Controls Technician Diploma.

The addition of the IMS program will offer new skillsets and exit points for the TCAT-H campuses. High school students from Trousdale County, Macon County, and Jackson County may enroll in IMS classes through TCAT-H's partnerships with these CTE programs. Students will gain hands-on experience with robotics equipment not currently available at either campus, furthering the skills and experience brought into the workforce and expanding their opportunities.

Dental Assisting. The Project will include the creation of a Dental Assisting program for post-secondary students at Main in Trousdale County. Students will receive classroom instruction, demonstrations, and supervised experience performing procedures using simulated methods. This program is accredited by the Commission on Dental Accreditation and overseen by the TN State Board of Dentistry. Training on OSHA standards, CDC guidelines, infection control procedures, anatomy and physiology, radiographs, and teaching patients oral hygiene and nutrition information as well as 12 weeks of external rotation in general dentist offices, clinics, and special practices will be provided to prepare graduates to enter the workforce. Upon

completion of this program, students will be eligible to become a Registered Dental Assistant in Tennessee as well as sit for the DANB exam to become a Certified Dental Assistant. The program offers two exit points: Dental Sterilization Technician; Dental Assistant.

Diesel Technology. The Project will include the creation of a new Diesel Technology program for dual enrollment (Trousdale County High School) and post-secondary students at Main in Trousdale County. This program will provide hands-on practical experience and technical instruction in repair and maintenance of diesel-powered equipment, including training in troubleshooting, engine analysis, disassembling engines, replacing defective parts, reassembling, and more. Training includes diesel engines, brakes, electrical/electronics, suspension and steering, drive trains, preventative maintenance, and HVAC to develop highly skilled workers in truck, construction, agricultural equipment, and other related fields as technicians. This program offers three exit points: Diesel Technician Assistant Certificate; Diesel Technician Certificate; and Master Diesel Technician.

Work-Based Learning (Passport Program). The project includes a WBL model based on the successful TN Central Manufacturing Passport Program previously developed by TCAT-H faculty and staff; this will be expanded to include all programs offered through Expanding Pathways. The Passport Program allows high school and post-secondary students to get WBL experiences, certificates of achievement, and capstone opportunities at TCAT-H facilities and area employers and incentivizes completion of these experiences. Students enrolled in one of the Expanding Pathways programs will be given a passport with specific WBL activities, including certification attainment, career exploration and durable skills training, to accomplish and document. Students must complete eight of these to be awarded a certificate at an awards ceremony. Upon receiving this certificate, each student will be guaranteed an interview with a

participating industry employer located in Middle Tennessee. These companies will be accessible to students by participating in career fairs, presenting career information at schools, and hosting facility tours for students, teachers, and administrators. WBL clinical and lab learning is credit bearing and will be reflected on student transcripts.

The Collaborative will finalize specific WBL activities to align with industry needs. These activities will include: attend a career fair; tour TCAT-H Campuses; attend industry tours; participate in live or virtual job shadowing; attend a resume/application/interview workshop; complete worker ethics training; earn industry certifications (FANUC, SMSCP, OSHA 10, ASE Diesel); complete a class project; attend TCAT Signing Day; complete TN Promise Application.

Project Timeline, Objectives, and Metrics

Expanding Pathways has a two-phase approach to training tomorrow’s workforce to meet the needs of regional employers: 1) purchase essential training equipment and finalize curricula; and 2) begin instruction and implement work-based learning opportunities. Objectives and metrics that will measure success of each phase and steer future activities are below. Critical convenings, activities, and actions per quarter are also below.

Phase I: Foundation and Implementation (Oct 2024 – Jun 2025)

Objective	Phase I Metric: Goal	Phase I Goal
Develop standards for curricula that ensure student satisfaction and highly skilled graduates	Number of industry partners that participate in the development of curriculum	At least one partner per industry
Establish effective WBL opportunities to be included in the Passport Program	Number of industry partners that participate in the development of Passport Program activities	At least one partner per industry
Raise awareness of CTE and WBL opportunities for K-12	Number of executed activities to raise awareness	3 Activities
Successfully implement IMM and IMS programs	Number of students that enroll in the first terms of IMM and IMS programs	25 dual-enrollment students
		10 post-secondary students

Academic Year 1 (2024-25)	
Quarter 1 Oct-Dec	Collaborative meets to review equipment to be purchased, to determine curriculum qualities, and to begin to identify WBL opportunities and potential future partners
	Order IMM and IMS training equipment.
Quarter 2 Jan-Mar	Collaborative meets to plan for industry partner presentations to K-12 students
	Begin equipping Smith Co. HS and TCAT-H campuses with IMM and IMS trainers.
	IMS begins at Main and Tri-County; IMM begins in Smith County
	Procure Passports for dually enrolled and post-secondary students.
Quarter 3 Apr-Jun	Collaborative meets to finalize 2025-26 curricula and plan WBL activities.
	Annual middle school summer camp at TCAT-H showcasing CTE programs.
	Annual TCAT Signing Day Event incorporates WBL activities (tours, guest speakers)
	Expanding Pathways Tour Day for K-12 teachers and administrators.
	Annual Awards Day Ceremony highlights 2025-26 Expanding Pathways programs.

Phase II: Full Implementation (Jul 2025 – Sep 2028)

Objective	Phase II Metric	Phase II Goal (annually)
Maintain standards for curricula that ensure student satisfaction and highly skilled graduates	Results of the THEC Industry Survey	90% Industry Satisfaction
	Results of the TCAT-H student satisfaction surveys	90% Student Satisfaction
Establish effective and engaging WBL opportunities for the Passport Program	Number of students that complete the Passport Program and attend the Awards Ceremony	15 students
Raise awareness of CTE and WBL among K-12 students	Number of executed activities to raise awareness	4 activities
Raise awareness of IMM and IMS programs	Number of students that enroll in IMM in Smith County Schools	20 dual-enrollment students
	Number of students that enroll in IMS at Main	5 dual-enrollment students
		15 post-secondary students
Number of students that enroll in IMS at Tri-County	10 dual-enrollment students	
	Successfully implement and raise awareness of Dental Assisting and Diesel Technology Programs.	15 post-secondary students
		Number of students that enroll in the Diesel Technology program
Produce highly skilled workers to meet industry demands	Number of students that receive certificates/diplomas from each program	25 post-secondary students
		20 IMM graduates
		15 IMS graduates
		12 Dental Assisting graduates
		20 Diesel Technology graduates

Recurring Annual Actions/Activities (ALL YEARS)	
Quarter 1	<i>No annual actions/activities</i>
Quarter 2	<i>No annual actions/activities</i>
Quarter 3	Annual middle school summer camp at TCAT-H showcasing CTE programs.
	Annual Signing Day Event incorporates WBL activities (tours, guest speakers)
	Expanding Pathways Tour Day for K-12 teachers and administrators.
Quarter 4	Execute CTE and WBL awareness events (career fairs, presentations, tours).
	Expanding Pathways Day at area high schools promoting EPSO/WBL
	Presentations by industry partners to K-12 students to raise career awareness and increase CTE enrollment.
Academic Year 1 (2024-25)	
Quarter 4 Jul-Sep	Collaborative meets to coordinate and prepare for the 2025-26 academic year and WBL opportunities, including program promotion.
Academic Year 2 (2025-26)	
Quarter 1 Oct-Dec	Collaborative meets to review Project metrics and to evaluate curricula and WBL activity effectiveness.
Quarter 2 Jan-Mar	Collaborative meets to plan for industry partner presentations and to discuss new program implementation for fall 2026.
	Order Dental Assisting and Diesel Technology training equipment.
	Begin hiring process for Dental Assisting and Diesel Technology programs.
Quarter 3 Apr-Jun	Collaborative meets to finalize 2026-27 curricula, plan for annual WBL activities, and review the hiring process for Dental Assisting and Diesel Technology.
	Annual Awards Day Ceremony highlights the 2025-26 accomplishments and the upcoming 2026-27 opportunities for the Expanding Pathways programs.
Quarter 4 Jul-Sep	Collaborative meets to prepare for 2025-26 and WBL, including promotion.
	Hire and orient new faculty for Dental Assisting and Diesel Technology.
	Equip TCAT-H with Dental Assisting and Diesel Technology training equipment. Dental Assisting and Diesel Technology programs begin at TCAT-H.
Academic Year 3 (2026-27)	
Quarter 1 Oct-Dec	Collaborative meets to review Project metrics and to evaluate curricula and WBL activity effectiveness.
Quarter 2 Jan-Mar	Collaborative meets to plan for industry partner presentations to K-12 students to raise career awareness and increase CTE course enrollment
Quarter 3 Apr-Jun	Collaborative meets to finalize curricula for 2026-27 and plan for WBL activities
	Annual Awards Day Ceremony highlights the 2026-27 accomplishments and the upcoming 2027-28 opportunities for the Expanding Pathways programs.
Quarter 4 Jul-Sep	Collaborative meets to coordinate and prepare for the 2027-28 academic year and WBL opportunities, including program promotion.
Academic Year 4 (2027-28)	
Quarter 1 Oct-Dec	Collaborative meets to review Project metrics and to evaluate curricula and WBL activity effectiveness.
Quarter 2 Jan-Mar	Collaborative meets to plan for industry partner presentations to K-12 students to raise career awareness and increase CTE course enrollment
Quarter 3 Apr-Jun	Collaborative meets to finalize 2028-29 curricula, plan WBL, and discuss future.
	Annual Awards Day Ceremony highlights Expanding Pathways accomplishments.
Quarter 4 Jul-Sep	Collaborative meets to coordinate and prepare for the 2027-28 academic year and WBL opportunities and to review overall Project metrics and successes.

Governance and Accountability Plan

The Collaborative Committee will meet quarterly and is wholly responsible for the successful implementation of the program. The detailed Accountability Plan that is agreed to by all members of the Collaborative, as documented in the MOU, is provided as *Appendix C*.

Section 3: Strength of Partnerships

To ensure a strong emphasis on quality curriculum and growing work-based learning opportunities, each partner will provide key input on the design of learning experiences offered through the Program by participating on the Collaborative Committee; each partner will be represented on this Committee by a designated Committee Member. Committee roles are assigned to leads for each sector of partner (K-12, local workforce, and industry). Below is an outline of all partners in the Collaborative as well as their assigned tasks in the Program and representative individuals on the Collaborative Committee. The Memorandum of Understanding (MOU) detailing each partners' benefits, roles, and responsibilities is included in *Appendix E*.

Lead Entity/Fiscal Agent. With over 50 years' experience as the premier provider for workforce development in the region, TCAT-H will serve as the Lead Entity and Fiscal Agent for the Project. TCAT-H enrolled students from six counties in 2020-21: Macon (28%), Wilson (20%), Trousdale (17%), Smith (14%), Sumner (12%), and Jackson (5%). Dual-enrolled high school students made up 60% of all enrolled students. Assigned tasks for TCAT-H include:

- Procure all essential training equipment
- Hire quality program staff and faculty
- Execute all programs identified in the Project
- Lead conversations on project goals and curriculum
- Maintain high standards for program implementation
- Ensure alignment of education and industry
- Ensure participation of the Collaborative
- Carry out all duties related to the grant

Partner	Committee Member	Committee Role
Tennessee College of Applied Technology - Hartsville	Jonathan Smallwood, Vice President	Project Director
	Macey Hawkins, Dual Enrollment Programs Coordinator	Dual Enrollment K-12 Liaison

LEA (K-12) Partners. The LEA partners are key members of the Collaborative that connect the Project to K-12 students who may participate in dual enrollment opportunities or enroll in post-secondary opportunities after high school graduation. Assigned tasks for LEA partners include:

- Provide input on project goals and curriculum
- Assist with execution of programs at CTE sites and in schools
- Assist with raising awareness of programs and WBL opportunities among K-12 students

Partner	Committee Member	Committee Role
Smith County Schools	Tim Towns, Supervisor of Instruction/CTE Director	Chair for LEA Partners
Trousdale County High School	Jennifer Cothron, CTE Supervisor	LEA Partner
Macon County Schools	Tony Boles, CTE Director	LEA Partner

Local Workforce Partners. The local workforce partners actively engage established industries by monitoring their workforce needs, helping with their expansion plans, and providing them with beneficial resources. Assigned tasks for local workforce partners include:

- Provide input on project goals and curriculum
- Assist with execution of programs at CTE sites and in schools
- Align education and industry to ensure the availability of a skilled workforce

Partner	Committee Member	Committee Role
Greater Nashville Regional Council (GNRC)*	Michael Skipper, Executive Director	Project Administrator
Tennessee Central Economic Authority	Charly Lyons, Executive Director	Workforce Development Advisor
Wilson Works, a program of the Joint Economic & Community Development Board of Wilson County (JECDB) †	Corey Johns, Executive Director	Workforce Development Advisor

*GNRC will serve as the administrator for the Project, overseeing activities and ensuring adherence to the meeting schedule and participation levels. GNRC was established by the

Tennessee General Assembly in 1965 as a state development district to provide a mechanism for regional cooperation and technical support for planning and economic development initiatives.

†Wilson Works, a partner on previous related projects, is now incorporated into JECDB.

Industry Partners. Industry partners are vital; their input and participation ensure that students learn key skills needed for the workplace and that curriculum is aligned with tomorrow’s jobs.

Industry partner staff involved on the Collaborative Committee are human resources and job training specialists who are keenly aware of the skills students need to help their companies and the state’s economy grow. These partners are seeking to employ credentialed graduates from the programs. Assigned tasks for industry partners include:

- Guide project goals and curriculum
- Provide input on and support for WBL activities
- Report on industry training needs and skill gaps
- Provide recommendations to remedy skill gaps and improve Program efficacy
- Provide insight into forecasted hiring needs

Partner	Committee Member	Committee Role
Oral Health Associates	Stephanie Allen	Industry Advisor
NIC Global	Pam Patrick	Lead Industry Advisor

Section 4: Budget Plan

The requested budget, provided as *Appendix A*, and line-item detail sheet with equipment purchase justification, provided as *Appendix B*, show how GIVE funds will support the Project.

A total of \$2,000,000 is being requested for all programs included in the Project. Approximately 74% of the funds are to be used for equipment purchasing that will allow students to obtain advanced certificates to advance and jumpstart their careers. To provide quality instruction for new programs, 15% of the funds will be used for new faculty in the Dental Assisting and Diesel Technology programs. Other funds will be used for WBL activities, including the Passport Program awards and ceremony; and general materials and classroom needs. Funding will also be

used to cover the grant administration responsibilities carried out by GNRC as well as JECDB's coordination of Expanding Pathways events. No indirect costs are requested.

Section 5: Sustainability

The Collaborative is dedicated to sustaining programming beyond the grant period. TCAT-H will ensure that WBL activities and regular Collaborative meetings take place to maintain the participation of industry partners as program or institutional advisory members. In addition, TCAT-H and its LEA partners will continue to maintain articulating agreements to offer these and other dual enrollment activities. The detailed Sustainability Plan that is agreed to by all members of the Collaborative, as documented in the MOU, is provided as *Appendix D*.

The primary obstacle to expanding programming is the availability of the funds required to purchase the necessary training equipment. Purchasing all required equipment through the Project allows TCAT-H and its LEA partners to continue to offer these programs. TCAT-H and its partners will work with external agencies and further partnerships to produce additional funding sources to cover the maintenance needs of the purchased equipment.

Section 6: Optional Criteria

High Demand Programs. As described in *Section I*, all programs included in Expanding Pathways are responsive to in-demand occupations identified in the THEC Report.

County Economic Status. The Project includes the addition of the IMS program to Tri-County in Macon County, which is designated as at-risk by the Appalachian Regional Commission.

Census Tracts in Persistent Poverty. TCAT-H has an articulation agreement with Jackson County Schools to make all programming at Tri-County available to Jackson County students. Census tract 47087960400 in Jackson (map in *Appendix F*), is identified by the [U.S. Census Bureau](#) as in persistent poverty. In 2022-23, 10% of Tri-County enrollment was Jackson County students.

APPENDIX A – PROPOSED 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: 10/01/2024 END: 9/30/2028				
POLICY 03	EXPENSE OBJECT LINE-ITEM CATEGORY	SUB-GRANT AGREEMENT	GRANTEE PARTICIPATION	TOTAL PROJECT
Object				
Line-Item Reference				
1, 2	Salaries, Benefits & Taxes	\$300,000	\$205,000	\$505,000
4, 105	Professional Fee, Grant & Award **	\$50,000	\$0.00	\$50,000
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$35,000	\$30,000	\$65,000
11, 12	Travel, Conferences & Meetings	\$80,000	\$15,000	\$95,000
13	Interest **	\$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 **	\$0.00	\$0.00	\$0.00
18	Other Non-Personnel **	\$50,000	\$0.00	\$50,000
20	Capital Purchase **	\$1,485,000	\$150,000	\$1,635,000
22	Indirect Cost	\$0.00	\$0.00	\$0.00
24	In-Kind Expense	\$0.00	\$0.00	\$0.00
25	GRAND TOTAL	\$2,000,000	\$400,000	\$2,400,000

APPENDIX B – BUDGET LINE-ITEM DETAIL

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Salaries, Benefits & Taxes

Dental Assisting Faculty	\$ 75,000.00	2 \$	150,000.00
Diesel Technology Faculty	\$ 75,000.00	2 \$	150,000.00
Total		\$	<u>300,000.00</u>

Professional Fees

GNRC Project Administration	\$ 7,500.00	4 \$	30,000.00
JECDB WBL Awards Coordination	\$ 5,000.00	4 \$	20,000.00
Total		\$	<u>50,000.00</u>

Supplies; Telephone; Postage & Shipping; Printing & Publications

Noncapitalized Equipment (Classroom & Labs)	\$ 35,000.00	1 \$	35,000.00
Total		\$	<u>35,000.00</u>

Travel, Conferences, & Meetings

Bussing Students for WBL Activities	\$ 5,000.00	4 \$	20,000.00
Food for Awards Ceremonies	\$ 5,000.00	4 \$	20,000.00
Space Rental for Awards Ceremonies	\$ 2,500.00	4 \$	10,000.00
Ceremony Awards (annual)	\$ 7,500.00	4 \$	30,000.00
Total		\$	<u>80,000.00</u>

Other Non-Personnel

Printing Program Materials	\$ 25,000.00	1 \$	25,000.00
Marketing Costs	\$ 25,000.00	1 \$	25,000.00
Total		\$	<u>50,000.00</u>

Capital Purchases**Mechatronics - Smith County**

Amatrol 850-CD2 Basic Fluid Pwr	\$ 38,000.00	1 \$	38,000.00
Amatrol 97-ME2 Mech Drives 2 LS	\$ 10,000.00	1 \$	10,000.00
Amatrol 970-ME1 Mech Drives LS	\$ 20,000.00	1 \$	20,000.00
Amatrol 950-MES1 Msrment Tools	\$ 10,000.00	1 \$	10,000.00
Amatrol 950-MPF1 Metal Fab LS	\$ 12,000.00	1 \$	12,000.00
Amatrol MECH 87-MS1 AB Cart	\$ 20,000.00	1 \$	20,000.00
Amatrol MECH 87-MS2 AB Cart	\$ 20,000.00	1 \$	20,000.00
Amatrol MECH 87-MS3 AB Cart	\$ 22,000.00	1 \$	22,000.00
Amatrol MECH 87-MS4 AB Cart	\$ 18,000.00	1 \$	18,000.00
Amatrol MECH 87-MS5 AB Cart FANUC	\$ 90,000.00	1 \$	90,000.00
Amatrol MECH 87-MS6 AB Cart	\$ 20,000.00	1 \$	20,000.00

Industrial Maintenance IMS - TCAT Hartsville/Tri-County Extension Camapus

FANUC - APT AM CERT Cell M20iD/25 ROBOT MFG Cell	\$ 195,000.00	1 \$	195,000.00
FANUC CRX-10iA Collaborative Industrial CERT Robot	\$ 92,500.00	2 \$	185,000.00
FANUC CRX-5iA Collaborative Industrial CERT Robot	\$ 48,500.00	4 \$	194,000.00

Dental Assisting - TCAT Hartsville

AD802566232012 Dental Chair Package	\$ 70,000.00	7 \$	490,000.00
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Diesel Technology - TCAT Hartsville

Diesel Engine Performance Trainer (ATech Model 650D)	\$ 12,000.00	1 \$	12,000.00
Tractor Air Brake System Trainer (ATech Model 6410)	\$ 12,000.00	1 \$	12,000.00
Cummins Diesel Trainer (Megatech Model MEG550DCR6)	\$ 35,000.00	1 \$	35,000.00
Diesel Exhaust Aftertreatment Demo (Megatach Model MEGART10630)	\$ 35,000.00	1 \$	35,000.00
MEG690BT Benchtop Starting and Charging Trainer	\$ 12,000.00	1 \$	12,000.00
MEGART6080 6 Cylinder Truck Diesel Engine Cutaway	\$ 35,000.00	1 \$	35,000.00

Total		\$	<u>1,485,000.00</u>
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Total		\$	<u>2,000,000.00</u>
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Budget Line-item Detail – Justification of Equipment Purchases

The requested training equipment is essential to the programs outlined in the Project. Procured equipment will provide clinical, workplace-simulated (i.e., work-based learning activities) under prescriptive instruction from TCAT-H faculty. A detailed list of all equipment as well as the associated program and the location at which it will be housed is in the line-item detail.

Industrial Maintenance Programs. The proposed robotics equipment allows for creation and expansion of capacity for training in automation and robotics. Specifically, the FANUC robotics training equipment for Industrial Maintenance/Mechatronics and Industrial Maintenance IMS is a requirement of high-skill industry certification opportunities from the NOCTI FANUC suite of industry certifications. FANUC offers the only National Certifications for Robot Operations, Programming, Integrated Vision, and industry 4.0 Connected Smart Manufacturing; Certified Robot Technicians 1 and 2, Collaborative, and I-R Vision certifications will be available for attainment.

Dental Assisting. Dental Assisting training equipment is required to provide a simulated dental practice; students will receive supervised experience performing procedures using study models, mannequins, and other simulated methods. Upon completion of this Commission on Dental Accreditation-accredited program, students will earn a diploma in Dental Assisting and be eligible to sit for the Dental Assisting National Board (DANB) exam.

Diesel Technology. Diesel Technology training equipment provides practical experience in the repair and maintenance of diesel-powered equipment. This program provides instruction in troubleshooting, engine analysis, disassembling engines, replacing defective parts, reassembling, and more in order to enable students to enter employment in truck, construction, agricultural

equipment, and other related fields as technicians. Training equipment will aid in students' attainment of ASE industry certifications.

As outlined in *Section 1: Demonstration of Need*, all four programs offered through Expanding Pathways result in workers who can meet industry needs for in-demand occupations. The experience, practical and related theory, provided by this equipment can transform students from low technical ability and skills to highly able, highly skilled, and in-demand entrants into our area's workforce.

APPENDIX C – ACCOUNTABILITY PLAN

Governance

This Collaborative Committee will meet quarterly, semi-annually at minimum, in-person or virtually and is wholly responsible for the successful implementation of the program. The Committee is comprised of representatives from each of the partners from the Collaborative. If the designated representative is not available to participate in a meeting of the Collaborative, they may designate a proxy to attend in their place by notifying the Project Director or Project Administrator. Any changes to the original scope of work for the program laid out in the grant proposal must be approved by a majority vote of those in the Collaborative with support from at least one member of each sector of partners (K-12, local workforce, and industry). Below is an outline of each Committee Role:

The **Project Director**, Jonathan Smallwood of TCAT-H, will:

- help set project goals and determine curriculum;
- report on performance metrics and equipment maintenance;
- manage WBL Passport program;
- lead the committee and be responsible for adhering to the program’s meeting schedule;
- set the dates, times, and locations of the collaborative meetings as well as furnish the agenda;
- field any concerns expressed by industry or CTE members with any post-secondary WBL activities or curriculum as well as staffing;
- add other individuals to the committee at their discretion;
- monitor program finances throughout the purchasing process;
- locate and track funds for proper equipment maintenance;

- report on dual enrollment figures; and
- report on performance metrics and equipment maintenance.

The **Chair for LEA Partners**, Tim Towns of Smith County Schools, will:

- help set project goals and determine curriculum;
- report on dual enrollment and secondary to post-secondary pipeline issues;
- ensure all high schools are providing enough WBL opportunities;
- ensure promotion of the program to students in order to hold them accountable to the program's goals; and
- communicate any issues being experienced by the K-12 school systems related to scheduling WBL opportunities or dual enrollment options to the Project Director.

The **Lead Industry Advisor**, Pam Patrick of NIC Global, will:

- help set project goals and determine curriculum;
- report on industry training needs and skill gaps;
- promote WBL opportunities;
- share best practices related to WBL and the program;
- communicate any issues related to students undertaking WBL tasks at their facilities to the Chair for LEA Partners or Project Director.

The **Workforce Development Advisors**, Charly Lyons of Tennessee Central Economic Authority and Corey Johns of Joint Economic & Community Development Board of Wilson County, will:

- help set project goals and determine curriculum;
- monitor workforce data and reports on regional trends; and
- work with industry partners to promote WBL activities.

The **Project Administrator**, GNRC staff, will support the Project Director with their duties related to meeting planning, data aggregation, and THEC reporting.

Accountability

If any member of the Collaborative finds another member not adhering to the roles and responsibilities laid out in the Memorandum of Understanding (MOU), they will first notify the representative in writing or during a collaborative meeting. If this reminder does not result in action, the Project Director will develop a corrective action plan to bring the organization back into compliance. If this fails, the Project Director will inform the noncompliant member that they will take joint control over their role or remove them from the Collaborative.

APPENDIX D – SUSTAINABILITY PLAN

TCAT-H and the Collaborative are dedicated to sustaining programming beyond the grant period. TCAT-H will ensure that work-based learning activities and regular Collaborative meetings take place to maintain the participation from industry partners as program or institutional advisory members. In addition, TCAT-H and its LEA partners will continue to maintain articulating agreements to offer these and other dual enrollment activities.

Equipment Procedures

Inventory

TCAT-H adheres to the Tennessee Board of Regents' guideline for Fixed Assets and Sensitive Minor Equipment: B-110. B-110's purpose is to outline significant provisions for consistent capitalization procedures for fixed assets. TCAT-H and each individual CTE director will decide when and which equipment needs replacement or repair and will utilize TBR purchasing policies or the appropriate school system policies while also ensuring funds are budgeted for replacement/repair through long-term planning. Equipment should be replaced/repared in order of priority provided that funds are available. When capitalizable equipment is added, it is added to the equipment inventory and properly depreciated over the life of the asset.

There will be an inventory check annually, performed by the Program Director or appropriate CTE Director and maintenance personnel who will then verify whether a piece of equipment: (a) is still on campus; (b) should be transferred to surplus property to be sold at auction; (c) has been transferred to another institution; or (d) disposed of due to poor condition and irreparable.

The instructors will also conduct an annual inventory check to determine if equipment is still in usable condition or in need of repair or replacement and will budget funds appropriately to provide for the maintenance and/or replacement and emergency purchase of equipment items.

Maintenance/Upkeep

When repairs on equipment become necessary, the item is diagnosed by the instructor and students from the most applicable shop at TCAT-H to determine what is needed and whether school personnel or students can perform the repairs. If the repairs can be done by the school as a training activity, students will make the necessary repairs or perform maintenance under the guidance of their instructor. If the job cannot be done locally, outside repair services will be contracted with local institutional funds used for repair services. Materials, parts, and services are obtained through normal purchasing procedures, and the annual Operations and Maintenance budget includes funds for potential equipment repairs.

Documentation of maintenance and upkeep of equipment will be coded by account code into the accounting system. These invoices, purchase orders, and statements identify the equipment and show what actions were taken. During the annual inventory check, the condition of equipment will be checked. Should a piece of equipment be deemed in need of repair, it will be reflected on the equipment listing. The condition of that piece of equipment will then be updated on the inventory list.

Preventive Maintenance

Instructors and maintenance personnel are responsible for the development and implementation of routine preventive maintenance procedures for each piece of equipment of machinery listed in their inventories. Routine preventive maintenance is necessary for effective training programs and for the prevention of injuries and costly breakdowns of equipment and machinery.

Furthermore, routine maintenance may identify unsafe conditions overlooked during other inspection processes. Failure to maintain equipment or to anticipate, report, or correct equipment defects could promote hazardous conditions, exposing students and personnel to injuries.

Program Future Beyond Grant Funding

All members of the collaborative anticipate the *Expanding CTE and WBL Pathways for Student Success through Automation, Healthcare and Transportation* project (“Expanding Pathways” or the “Project”) to continue beyond the initial 48 months by maintaining and building upon the partnerships leveraged throughout the collaborative meetings. At the second to last meeting of the Collaborative before the end of the grant contract term, each member will give a report on the program’s success and reveal their funding needs to the entire collaborative. The Chair for LEA Partners and Lead Industry Advisor will then work with the Project Director prior to the end of the grant to develop a plan for the partners to meet the funding needs. Any funding for new programs will be produced by a mix of local, institutional and Dual Enrollment grant (Lottery) funding for programs not already in place.

The Collaborative is committed to sustaining WBL activities available through the Passport Program. TCAT-H will be seeking to connect with additional employers in the industries included in the Project during the four-year grant period in order to sustain the Passport Program should any current industry partner be unable to continue beyond the grant period.

Smith County Schools will contract annually with TCAT-H for an Industrial Maintenance/Mechatronics instructor and will provide consumables, supplies, and space for the Industrial Maintenance/Mechatronics program for Gordonsville and Smith County High School dually enrolled students; the budget will include grantee participation of at least \$100,000 for one faculty position’s salaries and benefits. The district also commits to long-term sustainability through using local, Innovative Schools Grant and/or Perkins Grant funding on this program beyond the GIVE 3.0 grant while TCAT-H will use dual enrollment grant funding as needed to enhance the program and will ensure training equipment aligns to current industry expectations.

APPENDIX E – MEMORANDUM OF UNDERSTANDING

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MEMORANDUM OF UNDERSTANDING BETWEEN

TCAT HARTSVILLE
GREATER NASHVILLE REGIONAL COUNCIL
TENNESSEE CENTRAL ECONOMIC AUTHORITY
JOINT ECONOMIC & COMMUNITY DEVELOPMENT BOARD OF WILSON COUNTY
SMITH COUNTY SCHOOLS
TROUSDALE COUNTY SCHOOLS
MACON COUNTY SCHOOLS
ORAL HEALTH ASSOCIATES
NIC GLOBAL

Parties- The Memorandum of Understanding (hereinafter referred to as MOU) is made and entered into by and between Tennessee College of Applied Technology – Hartsville, Greater Nashville Regional Council, Tennessee Central Economic Authority, Joint Economic & Community Development Board of Wilson County, Smith County Schools, Trousdale County Schools, Macon County Schools, Oral Health Associates, and NIC Global.

1. Purpose- The purpose of this MOU is to define the benefits received, roles, and responsibilities of each of the above-mentioned parties in the Expanding CTE and WBL Pathways for Student Success through Automation, Healthcare and Transportation program with funding provided by the GIVE 3.0 Grant.
2. Terms of MOU- The MOU is effective upon the date last signed and executed by the representatives of the parties to this MOU and shall remain in full force and effect for at least 48 months following this date with an option to extend at that time.
3. Need- All Parties understand that Expanding CTE and WBL Pathways for Student Success through Automation, Healthcare and Transportation program aims to train and develop the workforce for occupations with high employer demand in order to address industry needs.
4. Benefits, Roles, and Responsibilities

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a. TCAT HARTSVILLE

i. Benefits

1. Increased visibility in the community with the opportunity to better market programs available to potential students
2. Potential to increase enrollment in academic programs
3. Opportunity to award more certifications to students

ii. Roles

1. Serve as the fiscal agent and lead entity for the GIVE 3.0 Grant
2. Provide early post-secondary opportunities to students in the program
3. Offer Work-Based Learning opportunities to students and oversee the WBL Passport program
4. Provide clinical and lab instruction for credit bearing WBL learning activities within the Expanding Pathways programs.
5. Provide options for certifications
6. Provide support services to students enrolled in the program
7. Provide transportation to Work-Based Learning events and training opportunities when necessary
8. Actively work to recruit historically underserved populations to enter the program

iii. Responsibilities

1. Provide all necessary financial information related to the grant program to THEC
2. Share data with other parties on enrollment and certifications
3. Adherence to Accountability Plan
4. Adherence to Sustainability Plan
5. Attend semi-annual meetings of all parties
6. Designation of Jonathan Smallwood
as the central point of contact

Printed Name Mae Wright Signature  Date 4/30/24

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b. Smith County Schools

i. Benefits

1. Increased visibility in the community
2. Provide new educational opportunities for students
3. New training equipment for CTE students

ii. Roles

1. Provide high school credits for student enrolled in the program
2. Offer Work-Based Learning opportunities within the WBL Passport program
3. Provide teachers and administration the opportunity to tour manufacturing facilities
4. Provide instructors and training staff when available
5. Provide options for certifications
6. Provide support services to students enrolled in the program
7. Provide transportation to Work-Based Learning events and training opportunities when necessary
8. Provide a Work Ethic program for students
9. Actively work to recruit historically underserved populations to enter the program

iii. Responsibilities

1. Promotion of program to students
2. Share data with other parties on enrollment and certifications
3. Adherence to Accountability Plan
4. Adherence to Sustainability Plan including proper maintenance of any training equipment received
5. Attend semi-annual meetings of all parties
6. Designation of ___Tim Towns, CTE Director___ as the central point of contact

Printed Name__Tim Towns_____ Signature _____ Date_4-26-2024___

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c. d. Macon County Schools

i. Benefits

1. Increased visibility in the community
2. Provide new educational opportunities for students
3. New training equipment for CTE students

ii. Roles

1. Provide high school credits for student enrolled in the program
2. Offer Work-Based Learning opportunities within the WBL Passport program
3. Provide teachers and administration the opportunity to tour manufacturing facilities
4. Provide instructors and training staff when available
5. Provide options for certifications
6. Provide support services to students enrolled in the program
7. Provide transportation to Work-Based Learning events and training opportunities when necessary
8. Provide a Work Ethic program for students
9. Actively work to recruit historically underserved populations to enter the program

iii. Responsibilities

1. Promotion of program to students
2. Share data with other parties on enrollment and certifications
3. Adherence to Accountability Plan
4. Adherence to Sustainability Plan including proper maintenance of any training equipment received
5. Attend semi-annual meetings of all parties
6. Designation of Tony Boles as the central point of contact

Printed Name

Tony Boles

Signature

Tony Boles

Date

4/26/24

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d. Trousdale County Schools

i. Benefits

1. Increased visibility in the community
2. Provide new educational opportunities for students
3. New training equipment for CTE students

ii. Roles

1. Provide high school credits for student enrolled in the program
2. Offer Work-Based Learning opportunities within the WBL Passport program
3. Provide teachers and administration the opportunity to tour manufacturing facilities
4. Provide instructors and training staff when available
5. Provide options for certifications
6. Provide support services to students enrolled in the program
7. Provide transportation to Work-Based Learning events and training opportunities when necessary
8. Provide a Work Ethic program for students
9. Actively work to recruit historically underserved populations to enter the program

iii. Responsibilities

1. Promotion of program to students
2. Share data with other parties on enrollment and certifications
3. Adherence to Accountability Plan
4. Adherence to Sustainability Plan including proper maintenance of any training equipment received
5. Attend semi-annual meetings of all parties
6. Designation of Jennifer Cathron as the central point of contact

Printed Name Jennifer Cathron Signature J. Cathron Date 4-26-2024

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e. Industry Partner Rodney Runyon, DDS

i. Benefits

1. Increased visibility in the community
2. Improved talent-base and educated workforce population to serve as potential employees

ii. Roles

3. Offer Work-Based Learning opportunities within the WBL Passport Program to students at least four times a year including
 - a. Attending high school career fairs and presenting career information to dually enrolled and post-secondary students at the school
 - b. Hosting facility tours for students, dual enrollment and post-secondary teachers, and administrators
 - c. Providing opportunities for job shadowing, internships, interviews or co-ops for high school and adult post-secondary students
4. Actively work to recruit historically underserved populations to enter the program

iii. Responsibilities

1. Share data with other parties on enrollment and certifications
2. Adherence to Accountability Plan by joining collaborative committee and meeting semi-annually
3. Adherence to Sustainability Plan by participating for the initial 24 to 48 months and working to continue growing the relationships and program beyond that timeframe
4. Attend semi-annual meetings of all parties
5. Designation of Stephanie Allen as the central point of contact

Printed Name Rodney Runyon, DDS Signature Rodney Runyon Date 9-5-24

f. Industry Partner NIC Global

i. Benefits

1. Increased visibility in the community
2. Improved talent-base and educated workforce population to serve as potential employees

ii. Roles

3. Offer Work-Based Learning opportunities within the WBL Passport Program to students at least four times a year including
 - a. Attending high school career fairs and presenting career information to dually enrolled and post-secondary students at the school
 - b. Hosting facility tours for students, dual enrollment and post-secondary teachers, and administrators
 - c. Providing opportunities for job shadowing, internships, interviews or co-ops for high school and adult post-secondary students
4. Actively work to recruit historically underserved populations to enter the program

iii. Responsibilities

1. Share data with other parties on enrollment and certifications
2. Adherence to Accountability Plan by joining collaborative committee and meeting semi-annually
3. Adherence to Sustainability Plan by participating for the initial 24 to 48 months and working to continue growing the relationships and program beyond that timeframe
4. Attend semi-annual meetings of all parties
5. Designation of Pam Patrick as the central point of contact

Printed Name Pam Patrick Signature Pam Patrick Date 7/9/24

g. Tennessee Central Economic Authority

i. Benefits

1. Increased visibility in the community
2. Support existing industry with their workforce needs
3. Provide new educational opportunities for the area residents

ii. Roles

1. Serve as the lead entity for the GIVE Grant
2. Work with local industry to ensure their workforce needs are met by the program
3. Actively work to recruit historically underserved populations to enter the program
4. Utilize the WBL Toolbox to recruit employers to provide Work-Based Learning opportunities to students in the program

iii. Responsibilities

1. Communication with THEC staff regarding grant activities
2. Host semi-annual meetings of all parties
3. Share data with other parties on enrollment and certifications
4. Adherence to Accountability Plan
5. Adherence to Sustainability Plan
6. Attend semi-annual meetings of all parties
7. Designation of KEESEY DANSBY as the central point of contact

Printed Name

CHARLY LYONS

Signature

Charly Lyons

Date

4/26/2024

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h. Greater Nashville Regional Council

i. Benefits


1. Increased visibility in the community
2. Support existing industry with their workforce needs
3. Provide new educational opportunities for the area residents

ii. Roles

1. Serve as partner and administrator for the GIVE Grant
2. Oversee activities of the grant
3. Ensure adherence to meeting schedule and participation levels

iii. Responsibilities

1. Adherence to Accountability Plan
2. Adherence to Sustainability Plan
3. Assist with and attend quarterly meetings of all parties
4. Support TCAT-H with meeting planning, data aggregation, and THEC reporting
5. Designation of Michael Skipper, Executive Director as the central point of contact

Printed Name Michael Skipper Signature  Date 4/30/2024

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i. e. Wilson Works, a program of the Joint Economic & Community Development Board of Wilson County

i. Benefits

1. Increased visibility in the community
2. Support existing industry with their workforce needs
3. Provide new educational opportunities for the area residents

ii. Roles

1. Serve as partner for the GIVE Grant
2. Work with local industry to ensure their workforce needs are met by the program
3. Actively work to recruit historically underserved populations to enter the program
4. Utilize the WBL Toolbox to recruit employers to provide Work-Based Learning opportunities to students in the program
5. Coordinate WBL Passport Awards Day and Ceremony Activities

iii. Responsibilities

1. Promotion of program to industry
2. Share data with other parties on enrollment and certifications
3. Adherence to Accountability Plan
4. Adherence to Sustainability Plan
5. Attend semi-annual meetings of all parties
6. Designation of: Mr. Jeremy Tudor, Talent & Workforce Development Manager, Wilson Works, Joint Economic & Community Development Board of Wilson County, Jeremy.Tudor@doingbiz.org, 615-443-1210 as the central point of contact

Printed Name: Corey Johns, Executive Director, JECDB Signature



Date

4/30/24

APPENDIX F – ADDITIONAL DOCUMENTATION

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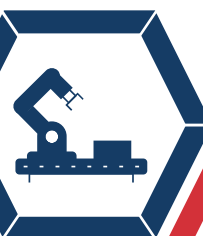
Advanced Manufacturing

Electrical/ Electromechanical Engineering

Programs at 3 TCATs
and 8 community
colleges



**Advanced
Manufacturing**
Programs at
12 TCATs and
3 community
colleges



**Industrial
Maintenance/
Mechanics**
Programs at
19 TCATs and
9 community
colleges

Machine Tool

Programs at
23 TCATs and
3 community
colleges



Welding
Programs at
24 TCATs and
1 community
college

5,728

Students in 2022-2023
in Advanced Manufacturing
programs at TCATs and
Community Colleges.

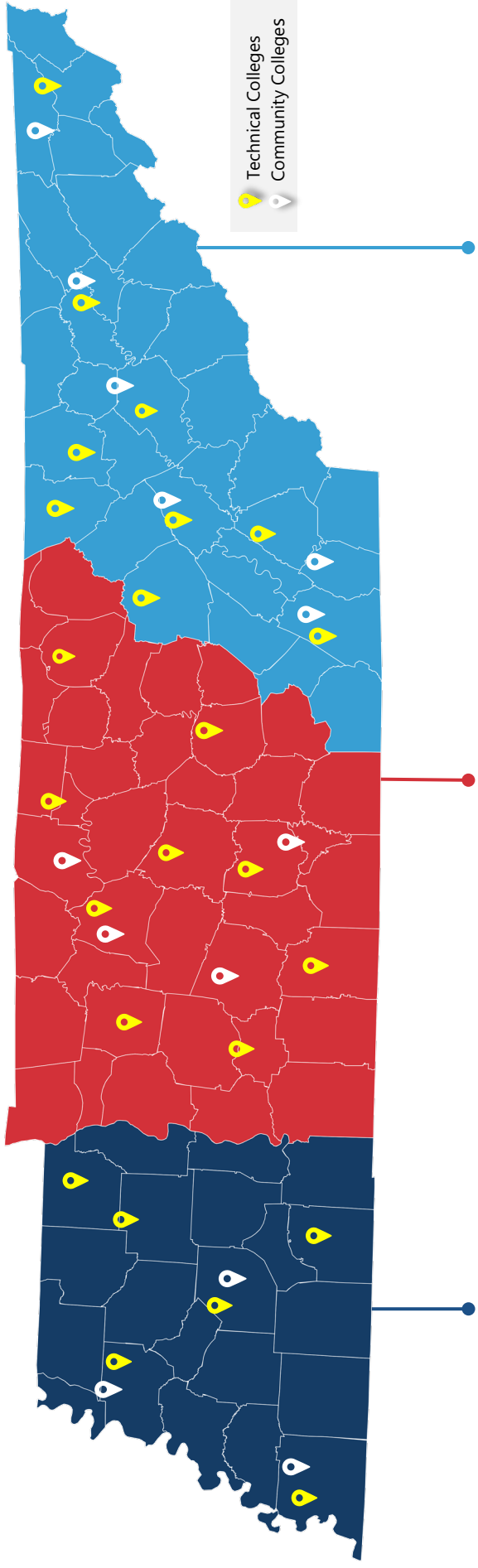
2,534

Graduates in 2022-2023
from Advanced Manufacturing
programs at TCATs and
Community Colleges.

16,356

Projected job openings
in Tennessee
over the next 10 years
in Advanced Manufacturing.

Advanced Manufacturing



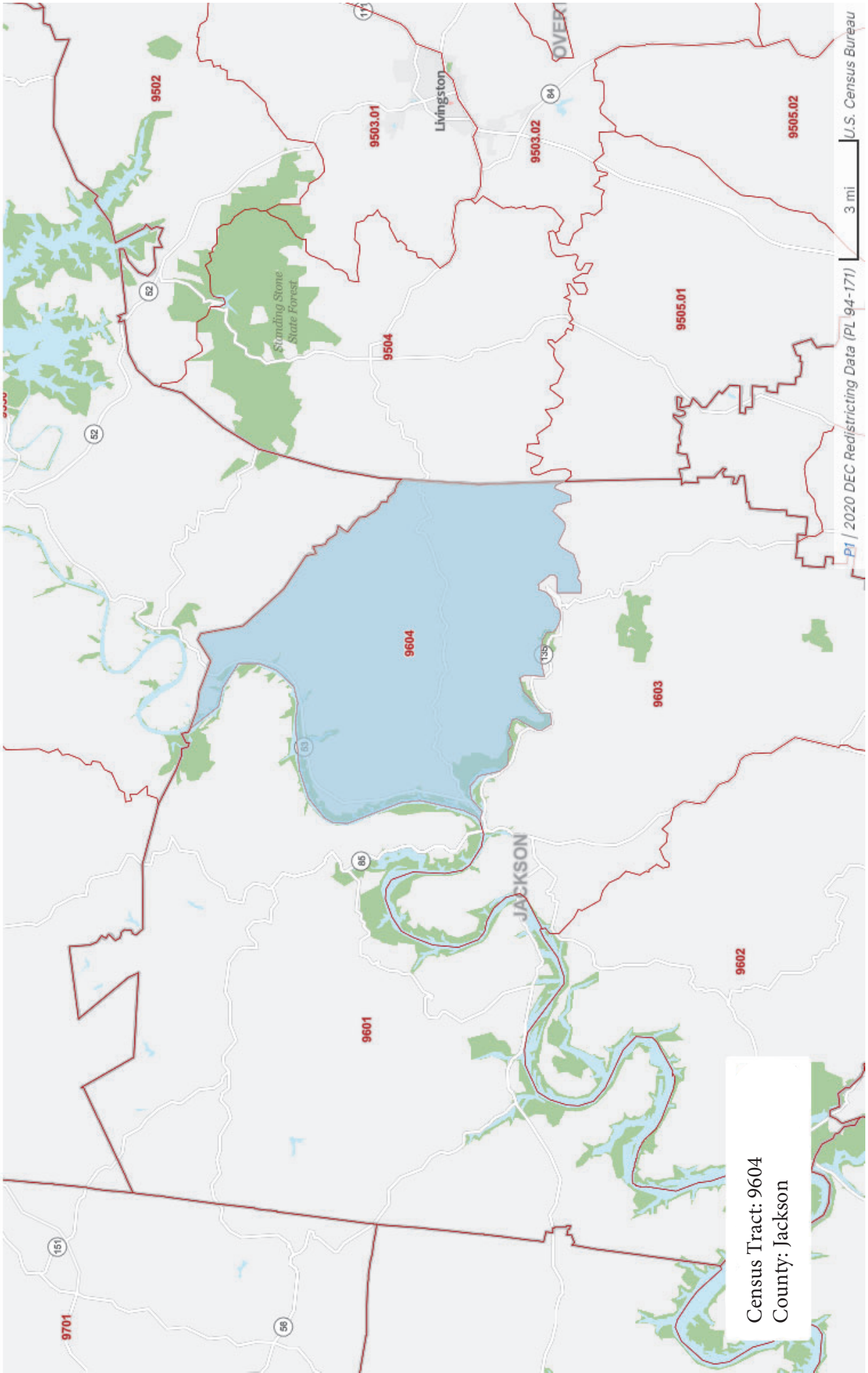
📍 Technical Colleges
📍 Community Colleges

West Tennessee			
Program Type	Enrollment in 2022-23	Graduates in 2022-23	
Advanced Manufacturing	12	0	
Electrical/ Electromechanical Engineering	69	24	
Industrial Maintenance/ Mechatronics	312	121	
Machine Tool	129	57	
Welding	356	236	
Projected annual job openings over the next 10 years in Advanced Manufacturing			3,585

Middle Tennessee			
Program Type	Enrollment in 2022-23	Graduates in 2022-23	
Advanced Manufacturing	40	13	
Electrical/ Electromechanical Engineering	90	20	
Industrial Maintenance/ Mechatronics	1,018	423	
Machine Tool	253	88	
Welding	746	318	
Projected annual job openings over the next 10 years in Advanced Manufacturing			6,527

East Tennessee			
Program Type	Enrollment in 2022-23	Graduates in 2022-23	
Advanced Manufacturing	23	30	
Electrical/ Electromechanical Engineering	394	147	
Industrial Maintenance/ Mechatronics	631	229	
Machine Tool	169	82	
Welding	866	415	
Projected annual job openings over the next 10 years in Advanced Manufacturing			6,424

Data sources: Enrollment and graduates based on TBR data; job openings based on the Supply & Demand report, a joint effort of THEC, TNECD, TDLWD, and TDOE.



Census Tract: 9604
County: Jackson