

ACT Now: Apprenticeships in Careers and Trades

Cleveland State Community College

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

ACT Now: Apprenticeships in Careers and Trades

IN PARTNERSHIP WITH

1. **Workforce/Economic Development Agency:** Southeast Tennessee Development District (SETD), ETHRA, CSCC Workforce Development Division
2. **Local Education Agencies:** Bradley County Schools, Cleveland City Schools, McMinn County Schools, Meigs County Schools, Polk County Schools
3. **Employer Partners:** Adient Athens, Hiller, Ironcraft, Polymer Components, Servestar


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Funding Requested: \$1,997,000



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Jason Taylor, Instructor (HVAC)

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Program Abstract

Cleveland State Community College (CSCC) aims to establish a comprehensive career pipeline program spanning from career and technical education (CTE) to pre-apprenticeships and finally apprenticeships. This rural partnership will bridge the gap between the business and education sectors, creating experiential work-based learning (WBL) opportunities for students who would otherwise not receive exposure to local employers. Cleveland State's collaboration with economic development agencies (EDAs), local education agencies (LEAs), and local employers will bolster the workforce needs in Southeast Tennessee.

Building upon the success of its GIVE 2.0 Mechanical, Electrical, and Plumbing (MEP) training programs, CSCC plans to expand its offerings into new counties within the service area. This expansion will provide a seamless pathway from secondary to post-secondary education, enriching students' learning experiences with practical WBL opportunities such as pre-apprenticeships and apprenticeships.

The proposed program will prioritize technical training and industry certifications, aligning with job sectors projected for significant growth in the next decade, including electricians, plumbers, HVAC technicians, among others. CSCC will serve as the intermediary between secondary and post-secondary education and local employer partners, coordinating apprenticeships and establishing a clear linkage between the proposed grant activities and the specific workforce needs of each county.

The partners in this collaborative are committed to building sustainable programs that will create a strong pipeline of workers within the community; ultimately contributing to economic growth and stability within the region and state of Tennessee.

Section 1. Demonstration of Need

Local/Regional data demonstrating the need for action

The demand for skilled technicians in mechanical, electrical, and plumbing trades is steadily rising, driven by evolving technologies, infrastructure expansion, and a retiring workforce. However, a critical gap exists between the skills possessed by graduates of secondary and postsecondary education institutions and the requirements of employers within the region. Evidence of these needs can be found in the THEC Supply and Occupational Demand Report, which states that due to high regional demand and few training options, programs in basic skills for carpenters, operating engineers, painters, plumbers, and cost estimators are needed. 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 (THEC Report, 2024).

The Living Wage Calculator from the Massachusetts Institute of Technology (MIT) reveals the living wages for single adults with no children in Bradley (\$19.30/hour), McMinn (\$18.46/hour), Meigs (\$18.30/hour), and Polk (\$18.23/hour). The annual income after taxes for this same population group is as follows: Bradley (\$35,115), McMinn (\$33,648), Meigs (\$33,371), and Polk (\$33,258). Table 1 illustrates that the annual median wages for occupations closely aligned with the proposed grant project surpass the living wage benchmarks established by the MIT calculator. The occupations listed below are in demand statewide, and skilled workers are needed in every region or nearly every region across the state of Tennessee.

Table 1: TN In-Demand Construction Occupations		
Occupation	Employed in TN	Annual Median Wage
Electricians	73%	\$38,893
Plumbers, Pipefitters, and Steamfitters	71%	\$40,166
HVAC and Refrigeration Mechanics and Installers	75%	\$35,517

Secondary schools often lack the resources necessary to provide comprehensive training in MEP trades, leaving graduates ill-equipped to enter the workforce. Post-secondary institutions often struggle with the best way to align their curriculum with ever-evolving industry demands. To address each of these unique challenges, Cleveland State Community College (CSCC) proposes the ACT Now: Apprenticeships in Careers and Trades program which focuses on helping bridge the gap between secondary, postsecondary, and employers by training students for jobs projected to experience dramatic growth over the next decade. By partnering with five secondary school districts, CSCC will be able to curate curriculum and workforce development training opportunities to meet the needs of each partner school.

It is estimated that long-term employment in Southeast Tennessee for construction is projected to have an 11.56% growth rate from 2020-2030 (Jobs4TN, 2024). According to the TNECD County Profile Tool, the population aged 25-64 with an Associate’s Degree or higher is as follows for the counties represented in this proposal: Bradley (32.10%), McMinn (24.90%), Meigs (17.40%), Polk (19.70%). This puts all counties below the state average of 36.70%. Additionally, construction ranks in the top four (4) industries for Bradley, McMinn, Meigs, and Polk counties (TNECD, 2024). Through targeted initiatives that promote alignment between

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education and industry, such as apprenticeship programs, work-study arrangements, and curriculum development partnerships, project ACT Now can bridge the gap between classroom learning and on-the-job requirements.

Clear linkages between grant activities and local/regional needs

The need for skilled workers within the CSCC service region is great, and through the expansion of work-based learning (WBL) opportunities, career and technical education (CTE) will be enhanced statewide. The TSBA Data Dashboard displays the average number of job openings projected for each year in the following occupation clusters: Electricians (1,768), Heating, Air Conditioning, and Refrigeration Mechanics and Installers (1,026), Plumbers, Pipefitters, and Steamfitters (846). Each of the aforementioned occupations falls within the top ten construction occupations statewide (TSBA, 2024).

The proposed ACT Now program will increase overall higher education attainment in the region and provide clear linkages between postsecondary credentials offered through the grant and the needs of employers by the following:

1. Stakeholder Engagement: Project partners including secondary schools, local manufacturers, industries, local workforce development organizations, and other relevant stakeholders will provide input on how to tailor grant activities to address specific local or regional needs.
2. Addressing Skills Gap: Create workforce development initiatives and work-based learning opportunities to meet the needs of employers and engage students beyond basic classroom skills.

Section 2. Program Plan

Detailed summary of the proposed program

In 2019, CSCC received GIVE 1.0 funding for the Advanced Technologies Institute, allowing students to participate in a classroom setting while supplementing instruction with real-world training, all while getting paid. The two GIVE 2.0 MEP programs carried the momentum from ATI by engaging with K-8 students and parents, increasing recruitment of high school students, providing externships for instructors, and expanding community and industry connections that promote technical career exploration.

The ACT Now: Apprenticeships in Careers and Trades program will be a natural progression of the preceding grants – expanding MEP to new counties, offering new training programs to select secondary schools, partnering with CSCC’s workforce development division offering new, work-based learning opportunities, and lastly, working with employers offering pre-apprenticeships and apprenticeships in high-demand occupations. ACT Now will close the gap between education and employment by providing training in high-demand areas, creating WBL opportunities, and strengthening relationships with industry partners.

As noted in the Demonstration of Need section, the programs offered through ACT Now are in direct response to the local/regional workforce needs of CSCC and its five-county service area. Examples of three early postsecondary opportunities within the program include dual enrollment programs, certificate degrees, and industry certifications. Dual enrollment programs allow high school students to earn college credits while still in high school, giving them a head start on their postsecondary education and reducing the time and cost required to obtain a credential. CSCC offers dual enrollment courses in HVAC II: Refrigeration Applications,

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Commercial Refrigeration Systems, Principles of Plumbing, and several other applicable courses at various locations within CSCC's service area. These courses create pathways into CSCC Associate of Applied Science degree programs and certificate programs such as electrical maintenance, construction technology, plumbing, and others, providing students with specialized skills that are immediately applicable in the workforce while enhancing students' employability and earning potential. Participating students will be able to complete certification programs while adding stackable credentials in the form of nationally recognized industry certifications. Examples of those certifications are as follows: NC3, NCCER, OSHA, and PMI. This will afford students multiple entry and exit points to both post-secondary and industry.

Furthermore, the credentials earned within ACT Now are designed to be stackable, meaning that they can be combined with other existing credentials and even with CSCC's non-credit workforce training and industry boot camps which can help build a comprehensive skill set. For a comprehensive list of the degrees and certifications offered at CSCC that pertain to the occupations targeted in project ACT Now, please refer to Appendix D.

Leadership teams from CSCC and all five secondary school districts met several times during the pre-planning phase to develop the program plan and timeline for project ACT Now. The local education agencies also met with the employer partners to discuss the vision for this program to ensure the ownership and overall success of the program. This program plan is broken down quarterly with activities and milestones that will take place in each period. An overview of the activities in each phase are listed in the project timeline below, along with measurable objectives.

Detailed project timeline and overview

Grant Period	Convenings, Activities & Actions
Year1 Q1	Meet with the ACT Now advisory council to discuss program implementation. Begin recruitment activities and advising of students.
Year1 Q2	Purchase equipment & begin the hiring process for grant-funded positions at secondary and post-secondary schools.
Year1 Q3	Students are enrolled in courses and have set up an initial meeting with a WBL coordinator to discuss potential placements.
Year1 Q4	Labs and classrooms in the secondary schools will be equipped to meet the growing need of students enrolling in MEP/construction courses.
Year2 Q1	Teachers will register for training and conferences highlighting certifications and work-based learning experiences.
Year2 Q2	CSCC WBL Coordinator will work with secondary schools and employer partners to begin matching students with WBL opportunities.
Year2 Q3	The first cohort of students participating in pre-apprenticeships and apprenticeships will be placed.
Year2 Q4	At the halfway point of the grant, the ACT Now advisory council will evaluate successes and develop a plan for the next two years.
Year3 Q1	Post-secondary and industry tours for K-12 will take place to promote career awareness.
Year3 Q2	Students will begin preparing for certification testing and end-of-course surveys will be distributed.
Year3 Q3	Courses added to high school guides and master schedule for the following academic year.
Year3 Q4	Summative report provided to grant partners and advisory members. An end-of-semester feedback survey will also be distributed.
Year4 Q1	Begin capstone WBL experiences for secondary and post-secondary students.
Year4 Q2	Industry and employer tours will be organized for students planning to further their careers.
Year4 Q3 & Q4	Compile final grant summary report and distribute to partners. Begin implementing a sustainability plan.

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Identify key objectives for each phase of the project

Objective 1: Student Engagement and Participation

Increase student enrollment in MEP courses by **30%** within the first two years of the grant. This will be measured using data dashboards created by CSCC's Institutional Research and Effectiveness (IRE) office.

Objective 2: Pre-apprenticeships & Apprenticeships

A total of **50** students will be enrolled in a pre-apprenticeship or apprenticeship program by the end of the four-year grant. This will be measured by CSCC's hired WBL Coordinator.

Objective 3: Work-Based Learning Opportunities

Increase work-based learning opportunities for secondary school students by **50%** by the end of the four-year grant. This will be measured by CSCC's hired WBL Coordinator.

Objective 4: Certifications/Certificates

A total of **200** students will test for an industry-recognized certification such as HVAC Technician Certification, Electrician Certification, and industry plumbing credentials by the end of the four-year grant. This will be measured by CSCC's hired WBL Coordinator.

Objective 5 Dual Enrollment Attained:

A total of **150** students will earn six (6) or more dual enrollment credit hours. This will be measured by CSCC's IRE office.

Objective 6 Industry and Community Partners:

Fifteen (**15**) new community and industry partners will be engaged with the ACT Now program through career exploration events. These community and industry partners will be diverse and specialize in services that promote technical career exploration.

Project governance and accountability plan

As indicated in the objectives and detailed timeline above, an advisory committee will be developed between educational institutions, business partners, chambers of commerce, and community organizations. A project director has already been named from CSCC. Mr. Jason Taylor currently oversees both GIVE 2.0 grants and has a proven track record for collaborating well with partners and stakeholders and successfully seeing projects through to completion. The advisory committee will be thoroughly involved in the decision-making process, providing governance and oversight of grant activities to ensure the project operates per the grant objectives and timeline. Additionally, CSCC will be responsible for data collection, analysis, and reporting, ensuring the accuracy and reliability of the information.

Overview and structure of the optional WBL program

Work-based learning (WBL), as defined by the TN Dept of Education, is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee (TN DOE, 2024). With no intention of “recreating the wheel”, CSCC plans to utilize existing WBL resources and expand as needed.

For example, Polk and Meigs County Schools currently have an established work-based learning program. The districts have thirteen out of twenty-four CTE staff members who are certified as work-based learning coordinators with the Tennessee Department of Education. The CTE Director in Polk County has previously served as the Tennessee Department of Education work-based learning facilitator, providing instruction to teachers across the state. The districts have a general work-based learning program, along with career practicum and clinical internship options. The American Jobs Center (AJC) currently pays some secondary students for WBL

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opportunities. Meigs County Schools currently partners with IronCraft, and Polk County Schools with Polymer Components to enroll students in WBL. AJC pays up to \$3,200 per student (\$16/hr up to 200 hours) with a dollar amount per student rather than a time limit. CSCC plans to expand WBL opportunities beyond just MEP programs, allowing for secondary schools to provide opportunities for any CTE students to expand their knowledge base and put classroom theories into practice.

The structure of the WBL program will align directly with the TN Department of Education's WBL framework found in Appendix D. CSCC has an existing relationship with the TN Apprenticeship Deputy State Director who provided the college with pre-apprenticeship applications, MOUs, and various other helpful resources to begin discussions of what the grant-funded WBL coordinator will be responsible for overseeing in the years ahead. The WBL coordinator will also utilize the TN Youth Employment Program (TYEP) as a resource for project ACT Now. Further examples of these materials can be found in Appendix D.

Section 3. Strength of Partnerships

The foundation of the proposed ACT Now program will be the ongoing, comprehensive partnerships between regional industry, economic agencies, local education agencies, and Cleveland State. For a comprehensive list of the full scope of services each partner will provide, please refer to the MOUs in Appendix C.

Detailed description of each partner's role & capabilities

CSCC will utilize grant funds exclusively for the development, implementation, and administration of WBL and apprenticeship programs. Providing quality faculty and staff to deliver the program, CSCC will collaborate with each of the LEA's on curriculum development

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and program evaluation. Lastly, the hired WBL CSCC Coordinator will facilitate internships, apprenticeships, and job placements for students served by project ACT Now. Cleveland State also provides several dual enrollment opportunities to both Bradley, Cleveland, McMinn, Meigs, and Polk School Districts. CSCC and the secondary schools will collaborate to schedule classes and schedules. Please see Appendix D for the Tennessee Board of Regents (TBR) Dual Credit conditions and agreements between each school district for the 2023-2024 academic year.

Local Education Agencies (LEAs) support the ACT Now program by working with CSCC to expand work-based learning and dual enrollment opportunities for their students. In addition to providing advisement to ACT Now students, counselors at participating high schools will work with leadership to support the recruitment of underserved students in CTE programs. The partnerships between CSCC and secondary schools are critical to ACT Now's success, as dual enrollment students from the partner LEAs will make up a large percentage of students who enroll in the plumbing, electrical, and HVAC programs.

Industry Partners in the ACT Now program will provide work-based learning opportunities to students accepted into the program. Employers will interview and select students to fill their WBL positions. CSCC's WBL Coordinator will work closely with each industry partner to align job-related skills to the program curricula and provide feedback to ACT Now leadership to best support student success. This WBL Coordinator will also work closely with the secondary school's career coaches and with anything related to WBL and postsecondary preparation.

Economic Agencies will actively participate in ACT Now by assisting with the identification of local industry needs. Two economic agencies in the CSCC's service region will

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work with ACT Now leadership to communicate the benefits and outcomes of the program to the industry and citizens in the service region to attract new industry partners and program participants. Additionally, they will facilitate existing partner connections in the AJC that help support this work.

The roles listed above for each partner are well-defined and have been discussed in advance with leaders of the organizations and companies. Each of the partners has expressed a commitment to scaling the ACT Now program and working with CSCC to ensure its success.

MOUs outlining the partnership agreement between employers and postsecondary

MOUs and letters of support from economic agencies and industry partners have been received, and signed by CSCC and each of the partners. Please see Appendix C.

Section 4. Budget Plan

Clear alignment between funding requests and grant activities

Lines 1 & 2: Salaries, Benefits and Taxes

- CSCC work-based learning (WBL) coordinator at a rate of \$20,000 in Y1 and \$50,000/yr in Y2-Y4. The WBL coordinator will most likely not be able to be hired at the start of the grant contract which is the reason for a lower salary rate in Y1.
- CSCC work-based learning (WBL) coordinator benefits & taxes will be offered at 30% of base salary (e.g. \$50,000 base salary x 30% benefits = \$65,000/year)
- A \$12,000/yr stipend Y1-Y4 for the Give 3.0 Project Director who will be responsible for carrying out the duties and responsibilities of the grant.

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- CSCC adjunct pool of \$20,000/yr Y1-Y4 to teach the program-specific courses outlined in GIVE 3.0.

Lines 4 & 15: Professional Fees

- (CSCC) WBL fees to pay (5) students at a rate of \$4,000 in Y1 and Y2 and (9) students in Y3 and Y4. (Bradley) employee at \$45,000/year in Y1-Y4 and WBL fees to pay (3) students at a rate of \$4,000 in Y3 and Y4. (Cleveland) WBL fees to pay (5) students at a rate of \$4,000 Y1-Y4. (McMinn) employee at \$70,000/year Y1-Y4 and WBL fees to pay (5) students in Y3 and Y4. (Meigs) part-time employee at \$20,000/year Y1-Y4 and WBL for (4-5) students at a rate of \$4,000 in Y1-Y4. (Polk) part-time employee at \$20,000/year Y1-Y4 and WBL fees to pay (4-5) students at a rate of \$4,000 in Y1-Y4.

Lines 5, 6, 7, 8, 9 & 10: Supplies, Telephone, Maintenance, Printing & Publications

- The following amounts are included in the budget Y1-Y4 for each partner to have sufficient supplies, telephone, printing, etc funds. (CSCC) \$100,000, (Bradley) \$62,000, (Cleveland) \$40,000, (McMinn) \$65,000, (Meigs) \$49,000, and (Polk) \$40,000.

Lines 11 & 12: Travel, Conferences, and Meetings

- The following amounts are included in the budget Y1-Y4 for each partner to have sufficient travel funds to attend conferences and meetings. (CSCC) \$20,000, (Bradley) \$10,000, (Cleveland) \$10,000, (McMinn) \$7,000, (Meigs) \$4,000, and (Polk) \$8,000.

Line 18: Other Non-personnel expenses

- A total of \$41,000 is budgeted for other non-personnel expenses to go towards advertising and membership dues for associations and professional societies.

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Line 19: Capital Purchases

- Bradley County is requesting a total of \$50,000 in necessary equipment to teach construction classes and CSCC requires a total of \$66,000 in plumbing equipment.

Line 22: Indirect Costs

- Set at 5%

Line 25: Total Expenses

- \$1,997,000.00

Role of proposed equipment request

The requested equipment for project ACT Now is not as high as one might expect to carry out programs within five (5) different school districts. This is because CSCC outfitted and equipped two (Meigs & Polk) of the five counties with MEP equipment in the GIVE 2.0 grant. McMinn does not need any additional equipment for the purposes of this grant, and Cleveland is just requesting WBL funding since there is currently no available space for HVAC or plumbing equipment. Bradley County is requesting necessary equipment to teach construction classes and CSCC requires plumbing equipment.

Explanation of anticipated indirect costs

CSCC is choosing to apply a 5% indirect cost rate for functions relating to administrative duties, project reporting, purchasing, financial management, and data evaluation.

Section 5. Sustainability

Detailed plan for sustaining the program beyond 48 months

The ACT Now project is fully sustainable because CSCC leadership is committed to the full-scale implementation of the program and the continued expansion of work-based learning opportunities beyond the grant period. The successful outcomes of the ACT Now project will lead to increased enrollment at the college, which will lead to additional revenue to sustain the CSCC WBL Coordinator position.

Bradley, Cleveland, McMinn, Meigs, and Polk County School Districts will sustain the program by providing classroom space and curriculum materials beyond the grant period. With GIVE 3.0 funds, each school district should be set up to continue operations for at least five (5) years without needing additional funds. ACT Now partners will continue to pursue other funding opportunities that align with this program to show the long-term impact and commitment to scaling this program across multiple districts. Furthermore, CSCC is committed to the continued scaling of dual credit and dual enrollment opportunities so that more secondary students will have a choice to pursue a pathway in a desired MEP program of study.

Section 6. Economic Status Acknowledgement

High demand programs

The THEC Academic Supply for Occupational Demand Report identifies the following occupations as “in-demand” at the statewide and regional levels: Plumbers, Pipefitters, and Steamfitters. In Fall 2023, the curriculum was written and approved by the Tennessee Board of Regents (TBR) for CSCC to offer a 21-credit hour Plumbing Technical Certificate. Principles of

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Plumbing is also offered as an elective course in two other CSCC programs of study. Please find the programs of study in Appendix D which align to the needs of industry within the region.

County economic status acknowledgment

Located within the Cleveland State Community College (CSCC) service region, Meigs and Polk counties have a higher percentage of their citizens living in poverty than the statewide average of 13.3 percent. Both counties fall below the statewide average of 36.70 percent educational attainment of the population aged 25-64 with an Associate's Degree or higher, with Meigs at 17.40 percent, and Polk at 19.70 percent (THEC, 2023). According to the Appalachian Regional Commission (ARC) FY 2024 economic classification, Meigs County is considered At-Risk, while Bradley, McMinn, and Polk counties are categorized as Transitional with Distressed Areas (ARC, 2024). Please see Appendix D for county economic status maps.

Census tracts in persistent poverty

Project ACT Now has five (5) census tracts identified as being in persistent poverty (Bradley County 103, 104, 107, 108, and McMinn County 702). Central HS, McMinn County HS, Bradley Central HS, and Walker Valley HS serve individuals who live within these specific census tracts. Please see Appendix D for census tract maps.

Appendix A: Budget

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Appendix A: 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: 9/2024 END: 9/2028				
POLICY 03 Object Line-Item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY 1	Grant Contract	Grantee Participation	TOTAL PROJECT
1,2	Salaries, Benefits & Taxes	\$353,000	-	\$353,000
4,15	Professional Fee, Grant & Award 2	\$992,000	-	\$992,000
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$356,000	-	\$356,000
11, 12	Travel, Conferences & Meetings	\$59,000	-	\$59,000
13	Interest 2	-	-	-
14	Insurance	-	-	-
16	Specific Assistance to Individuals	-	-	-
17	Depreciation 2	-	-	-
18	Other Non-Personnel 2	\$41,000	-	\$41,000
20	Capital Purchase 2	\$116,000	-	\$116,000
22	Indirect Cost	\$80,000	-	\$80,000
24	In-Kind Expense	-	-	-
25	Grand Total	\$1,997,000.00	-	\$1,997,000.00

Appendix B: Bibliography

Appendix B: Bibliography

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Appendix C: MOUs

Memorandum of Understanding (MOU)

Between

Southeast Tennessee Development District

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and the Southeast Tennessee Development District.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Responsibilities of Parties

The Southeast Tennessee Development District agrees to:

- Collaborate with Cleveland State Community College on curriculum development and program evaluation to ensure the grant program meets industry requirements and standards.
- Assist in identifying internship, apprenticeship, and job placement opportunities for students.
- Serve on the CSCC Advisory Council and attend meetings.

Cleveland State Community College agrees to:

- Utilize grant funds exclusively for the development, implementation, and administration of work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.
- Provide quality faculty and staff to deliver the program.
- Collaborate with the Southeast Tennessee Development District on curriculum development and program evaluation.
- Facilitate internships, apprenticeships, and job placements for students enrolled in the grant program.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

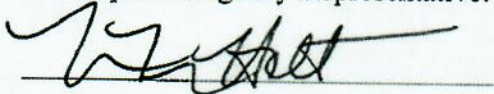
VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Development Agency Representative:



Michele Holt

Executive Director

Southeast TN Local Workforce Board

Date: 04/17/2024

Post-Secondary College Representative:



Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

East Tennessee Human Resources Agency (ETHRA) Workforce Services

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and ETHRA Workforce Services.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Responsibilities of Parties

ETHRA Workforce Services agrees to:

- Collaborate with Cleveland State Community College on curriculum development and program evaluation to ensure the grant program meets industry requirements and standards.
- Assist in identifying internship, apprenticeship, and job placement opportunities for students.
- Serve on the CSCC Advisory Council and attend meetings

Cleveland State Community College agrees to:

- Utilize grant funds exclusively for the development, implementation, and administration of work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.
- Provide quality faculty and staff to deliver the program.
- Collaborate with ETHRA Workforce Services on curriculum development and program evaluation.
- Facilitate internships, apprenticeships, and job placements for students enrolled in the grant program.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Development Agency Representative:

E.L. Morton

Name- E.L. Morton

Title-Director, ETHRA Workforce Services

Date: April 5, 2024

Post-Secondary College Representative:

Jason Taylor

Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

Workforce & Economic Development Cleveland State Community College

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and Workforce & Economic Development Cleveland State Community College.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Responsibilities of Parties

Workforce & Economic Development Cleveland State Community College agrees to:

- Collaborate with Cleveland State Community College on curriculum development and program evaluation to ensure the grant program meets industry requirements and standards.
- Assist in identifying internship, apprenticeship, and job placement opportunities for students.
- Serve on the CSCC Advisory Council and attend meetings

Cleveland State Community College agrees to:

- Utilize grant funds exclusively for the development, implementation, and administration of work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.
- Provide quality faculty and staff to deliver the program.
- Collaborate with Workforce & Economic Development Cleveland State Community College on curriculum development and program evaluation.
- Facilitate internships, apprenticeships, and job placements for students enrolled in the grant program.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

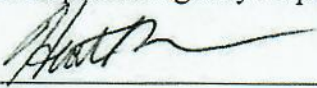
VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Development Agency Representative:



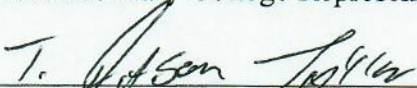
Heather Brown

Director – Workforce Development

Cleveland State Community College

Date: 4/9/24

Post-Secondary College Representative:



Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

Bradley County Schools

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and Bradley County Schools.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Scope of Collaboration:

Development of Curriculum:

a. The Secondary School will collaborate with the Post-Secondary College to develop curriculum frameworks for work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

b. The Post-Secondary College will provide expertise and guidance in aligning the curriculum with industry standards and best practices.

Resource Sharing:

a. The Parties agree to share resources, including but not limited to facilities, equipment, and instructional materials, to support the implementation of the programs.

b. The Secondary School will provide access to its facilities for practical training sessions, workshops, and demonstrations, as needed.

Student Transition:

a. The Secondary School will facilitate the transition of interested students to the Post-Secondary College upon completion of their secondary education.

b. The Post-Secondary College will provide guidance and support to secondary students interested in pursuing further education or apprenticeships in the construction trades.

Program Promotion:

a. The Parties will collaborate on promoting the work-based learning and apprenticeship programs to students, parents, employers, and other stakeholders.

b. Marketing materials, including brochures, website content, and social media posts, will be developed jointly to highlight the benefits and opportunities available through the programs.

Evaluation and Assessment:

a. The Parties will conduct periodic evaluations to assess the effectiveness of the programs in meeting the needs of students and industry stakeholders.

b. Feedback from students, employers, and other stakeholders will be collected and used to make improvements to the programs as necessary.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Secondary School Representative:

Linda Cash

Name: Dr. Linda Cash

Title: Director of Schools

Schools: Bradley Central High School
PIE Innovation Center, Walker Valley
High School

Date: 4-24-24

Post-Secondary College Representative

T. Jason Taylor

Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

Cleveland City Schools

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and Cleveland City Schools.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Responsibilities of Parties

Cleveland City Schools agrees to:

- Collaborate with Cleveland State Community College on curriculum development and program evaluation to ensure the grant program meets industry requirements and standards.
- Assist in the purchasing of equipment.
- Serve on the CSCC Advisory Council and attend meetings.
- Support the work-based learning continuum and provide apprenticeship opportunities.

Cleveland State Community College agrees to:

- Utilize grant funds exclusively for the development, implementation, and administration of work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.
- Provide quality faculty and staff to deliver the program.
- Collaborate with Cleveland City Schools on curriculum development and program evaluation.
- Facilitate internships, apprenticeships, and job placements for students enrolled in the grant program.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

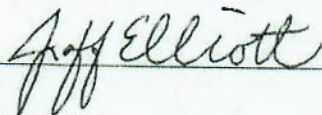
VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Employer Representative




Jeff Elliott

Chief of Staff

Cleveland City Schools

Date: 4/11/24

Post-Secondary College Representative



Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-24-24

Memorandum of Understanding (MOU)

Between

McMinn County Schools

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and **McMinn County High School**.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Scope of Collaboration:

Development of Curriculum:

a. The Secondary School will collaborate with the Post-Secondary College to develop curriculum frameworks for work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

b. The Post-Secondary College will provide expertise and guidance in aligning the curriculum with industry standards and best practices.

Resource Sharing:

a. The Parties agree to share resources, including but not limited to facilities, equipment, and instructional materials, to support the implementation of the programs.

b. The Secondary School will provide access to its facilities for practical training sessions, workshops, and demonstrations, as needed.

Student Transition:

a. The Secondary School will facilitate the transition of interested students to the Post-Secondary College upon completion of their secondary education.

b. The Post-Secondary College will provide guidance and support to secondary students interested in pursuing further education or apprenticeships in the construction trades.

Program Promotion:

a. The Parties will collaborate on promoting the work-based learning and apprenticeship programs to students, parents, employers, and other stakeholders.

b. Marketing materials, including brochures, website content, and social media posts, will be developed jointly to highlight the benefits and opportunities available through the programs.

Evaluation and Assessment:

a. The Parties will conduct periodic evaluations to assess the effectiveness of the programs in meeting the needs of students and industry stakeholders.

b. Feedback from students, employers, and other stakeholders will be collected and used to make improvements to the programs as necessary.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Secondary School Representative:

Carmen Choat

Carmen Choat

Assistant Director/Secondary Supervisor

Meigs County Schools

Date: 4-18-24

Post-Secondary College Representative

T. Jason Taylor

Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

Meigs County Schools

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and Meigs County Schools.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Scope of Collaboration:

Development of Curriculum:

a. The Secondary School will collaborate with the Post-Secondary College to develop curriculum frameworks for work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

b. The Post-Secondary College will provide expertise and guidance in aligning the curriculum with industry standards and best practices.

Resource Sharing:

a. The Parties agree to share resources, including but not limited to facilities, equipment, and instructional materials, to support the implementation of the programs.

b. The Secondary School will provide access to its facilities for practical training sessions, workshops, and demonstrations, as needed.

Student Transition:

a. The Secondary School will facilitate the transition of interested students to the Post-Secondary College upon completion of their secondary education.

b. The Post-Secondary College will provide guidance and support to secondary students interested in pursuing further education or apprenticeships in the construction trades.

Program Promotion:

a. The Parties will collaborate on promoting the work-based learning and apprenticeship programs to students, parents, employers, and other stakeholders.

b. Marketing materials, including brochures, website content, and social media posts, will be developed jointly to highlight the benefits and opportunities available through the programs.

Evaluation and Assessment:

a. The Parties will conduct periodic evaluations to assess the effectiveness of the programs in meeting the needs of students and industry stakeholders.

b. Feedback from students, employers, and other stakeholders will be collected and used to make improvements to the programs as necessary.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Secondary School Representative:

Lee Parkison

Lee Parkison

Director of McMinn County Schools

McMinn County High School

Date: April 30, 2024

Post-Secondary College Representative

T. Jason Taylor

Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

Polk County Schools

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and Polk County Schools.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Scope of Collaboration:

Development of Curriculum:

a. The Secondary School will collaborate with the Post-Secondary College to develop curriculum frameworks for work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

b. The Post-Secondary College will provide expertise and guidance in aligning the curriculum with industry standards and best practices.

Resource Sharing:

a. The Parties agree to share resources, including but not limited to facilities, equipment, and instructional materials, to support the implementation of the programs.

b. The Secondary School will provide access to its facilities for practical training sessions, workshops, and demonstrations, as needed.

Student Transition:

a. The Secondary School will facilitate the transition of interested students to the Post-Secondary College upon completion of their secondary education.

b. The Post-Secondary College will provide guidance and support to secondary students interested in pursuing further education or apprenticeships in the construction trades.

Program Promotion:

a. The Parties will collaborate on promoting the work-based learning and apprenticeship programs to students, parents, employers, and other stakeholders.

b. Marketing materials, including brochures, website content, and social media posts, will be developed jointly to highlight the benefits and opportunities available through the programs.

Evaluation and Assessment:

a. The Parties will conduct periodic evaluations to assess the effectiveness of the programs in meeting the needs of students and industry stakeholders.

b. Feedback from students, employers, and other stakeholders will be collected and used to make improvements to the programs as necessary.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

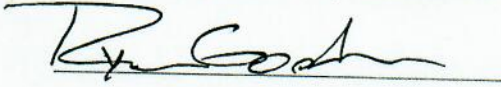
VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Secondary School Representative:



Ryan Goodman

CTE Director

Polk County Schools

Date: 4/24/24

Post-Secondary College Representative



Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

Adient LLC

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and Adient LLC.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Responsibilities of Parties

Adient LLC agrees to:

- Collaborate with Cleveland State Community College on curriculum development and program evaluation to ensure the grant program meets industry requirements and standards.
- Assist in the purchasing of equipment.
- Serve on the CSCC Advisory Council and attend meetings.
- Support the work-based learning continuum and provide apprenticeship opportunities.

Cleveland State Community College agrees to:

- Utilize grant funds exclusively for the development, implementation, and administration of work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.
- Provide quality faculty and staff to deliver the program.
- Collaborate with Adient LLC on curriculum development and program evaluation.
- Facilitate internships, apprenticeships, and job placements for students enrolled in the grant program.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Employer Representative

Post-Secondary College Representative

Anita Brackett


Jason Taylor

Anita Brackett

Jason Taylor

HR Manager

ATI Assistant Professor

Adient LLC

Cleveland State Community College

Date: 04/23/2024

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

Hiller Plumbing, Heating, Cooling and Electrical

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and Hiller Plumbing, Heating, Cooling and Electrical.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Responsibilities of Parties

Hiller Plumbing, Heating, Cooling and Electrical agrees to:

- Collaborate with Cleveland State Community College on curriculum development and program evaluation to ensure the grant program meets industry requirements and standards.
- Assist in the purchasing of equipment.
- Serve on the CSCC Advisory Council and attend meetings.
- Support the work-based learning continuum and provide apprenticeship opportunities.

Cleveland State Community College agrees to:

- Utilize grant funds exclusively for the development, implementation, and administration of work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.
- Provide quality faculty and staff to deliver the program.
- Collaborate with Hiller Plumbing, Heating, Cooling and Electrical on curriculum development and program evaluation.
- Facilitate internships, apprenticeships, and job placements for students enrolled in the grant program.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

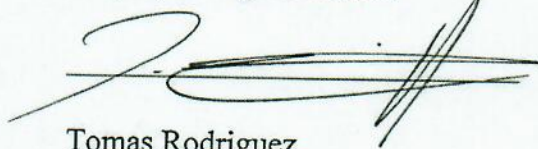
VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Employer Representative



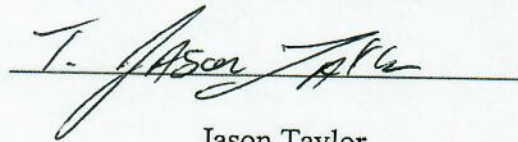
Tomas Rodriguez

Recruiter

Cleveland State Community College

Date: 4/23/2024

Post-Secondary College Representative



Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

IronCraft

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and IronCraft.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Responsibilities of Parties

IronCraft agrees to:

- Collaborate with Cleveland State Community College on curriculum development and program evaluation to ensure the grant program meets industry requirements and standards.
- Assist in the purchasing of equipment.
- Serve on the CSCC Advisory Council and attend meetings.
- Support the work-based learning continuum and provide apprenticeship opportunities.

Cleveland State Community College agrees to:

- Utilize grant funds exclusively for the development, implementation, and administration of work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.
- Provide quality faculty and staff to deliver the program.
- Collaborate with IronCraft on curriculum development and program evaluation.
- Facilitate internships, apprenticeships, and job placements for students enrolled in the grant program.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Employer Representative

Amy Graham

Amy Graham

Human Resources Generalist

IronCraft

Date: 04/09/2024

Post-Secondary College Representative

T. Jason Taylor

Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-24-30

Memorandum of Understanding (MOU)

Between

Polymer Components

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and Polymer Components.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Responsibilities of Parties

Polymer Components agrees to:

- Collaborate with Cleveland State Community College on curriculum development and program evaluation to ensure the grant program meets industry requirements and standards.
- Assist in the purchasing of equipment.
- Serve on the CSCC Advisory Council and attend meetings.
- Support the work-based learning continuum and provide apprenticeship opportunities.

Cleveland State Community College agrees to:

- Utilize grant funds exclusively for the development, implementation, and administration of work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.
- Provide quality faculty and staff to deliver the program.
- Collaborate with Polymer Components on curriculum development and program evaluation.
- Facilitate internships, apprenticeships, and job placements for students enrolled in the grant program.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Employer Representative

Chase Brett

Chase Brett

Director

Polymer Components

Date: 4.24.24

Post-Secondary College Representative

Jason Taylor

Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Memorandum of Understanding (MOU)

Between

ServeStar

and

Cleveland State Community College (CSCC)

I. Parties of the Memorandum of Understanding

This Memorandum of Understanding is entered into by and between Cleveland State Community College and ServeStar.

II. Purpose

The purpose of this MOU is to establish a framework for collaboration between the above-mentioned parties concerning their respective roles and responsibilities for the implementation of a 2024 Governor's Investment in Vocational Education (GIVE) 3.0 Grant competition from the Tennessee Higher Education Commission. This agreement is to expand work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.

III. Duration of the Agreement

The agreement will take effect upon signature by both parties and shall remain in force for a period of four (4) years unless terminated earlier by mutual agreement or for cause.

IV. Responsibilities of Parties

Polymer Components agrees to:

- Collaborate with Cleveland State Community College on curriculum development and program evaluation to ensure the grant program meets industry requirements and standards.
- Assist in the purchasing of equipment.
- Serve on the CSCC Advisory Council and attend meetings.
- Support the work-based learning continuum and provide apprenticeship opportunities.

Cleveland State Community College agrees to:

- Utilize grant funds exclusively for the development, implementation, and administration of work-based learning and apprenticeship programs in mechanical, electrical, plumbing, and other construction trades.
- Provide quality faculty and staff to deliver the program.
- Collaborate with ServeStar on curriculum development and program evaluation.
- Facilitate internships, apprenticeships, and job placements for students enrolled in the grant program.

V. Funding

Funding for the project will be provided through the Tennessee Higher Education Commission in accordance with any approved grant award and required federal and state applicable policies and procedures.

VI. Procedures for Modification and Termination

The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written agreement signed and dated by all parties.

Either party may withdraw from this MOU provided written notification of the withdrawal is given to the other party at least one (1) month prior to the withdrawal date.

VII. Signatures:

Employer Representative

Aaron L. Miller

Aaron Miller

Chief Executive Officer

ServeStar

Date: 4-30-24

Post-Secondary College Representative

J. Jason Taylor

Jason Taylor

ATI Assistant Professor

Cleveland State Community College

Date: 4-30-24

Appendix D: Labor Market Data & Additional Information

Long Term

This page displays detailed data on Industry Projections (Long-term). Use the Filter options to change the selections displayed in the table and data visualizations.

Industry Employment Projections - Long Term

Area	Time Period	Industry	Industry Code	Estimated Employment	Projected Employment	Total Employment Change	Annual Percent Change	Total Percent Change	Annual Change
Tennessee	2020-2030	Accommodation and Food Services	72	259,313	352,933	93,620	3.13%	36.10%	N/A
Tennessee	2020-2030	Administrative and Support and Waste Management and Remediation Services	56	217,352	287,681	70,329	2.84%	32.36%	N/A
Tennessee	2020-2030	Agriculture, Forestry, Fishing and Hunting	11	42,578	45,638	3,060	0.70%	7.19%	N/A
Tennessee	2020-2030	Arts, Entertainment, and Recreation	71	33,508	53,674	20,166	4.82%	60.18%	N/A
Tennessee	2020-2030	Construction	23	130,059	145,093	15,034	1.10%	11.56%	N/A
Tennessee	2020-2030	Educational Services	61	250,449	280,931	30,482	1.16%	12.17%	N/A
Tennessee	2020-2030	Finance and Insurance	52	129,812	153,558	23,746	1.69%	18.29%	N/A
Tennessee	2020-2030	Health Care and Social Assistance	62	409,022	489,592	80,570	1.81%	19.70%	N/A
Tennessee	2020-2030	Information	51	42,982	60,948	17,966	3.55%	41.80%	N/A
Tennessee	2020-2030	Management of Companies and Enterprises	55	49,981	70,515	20,534	3.50%	41.08%	N/A

Show: 10 ▾

Showing 1 to 10 of 21 entries

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI



December 8, 2023

Dr. Ray Brooks
President
Cleveland State Community College
3535 Adkisson Drive
Cleveland, TN 37312-2813

Dear Dr. Brooks:

Thank you for submitting the following substantive change:

Substantive change:

**New Program-Approval
Technical Certificate in Plumbing**

Submission date:

8/31/2023

Intended Implementation date:

8/31/2023

Case ID:

SC023601

Cleveland State Community College (CISCC) projects the enrollment of the Technical Certificate in Plumbing to be 12 students during the first year of implementation. These students will consist of high school dual enrollment Career and Technical Education (CTE) and other CISCC students from the service area. The training includes both classroom (theory) lectures and hands-on lab assignments designed to allow students to demonstrate the proficiency of trade skills required for employment in the plumbing field. The program will be taught at the Partners in Education (PIE) Innovation Center off-campus instructional site. The projected life of the new technical certificate will be ongoing.

This new technical certificate will provide students with an effective blending of plumbing skills through a variety of specializations. This program incorporates the knowledge and skills needed to prepare the student for numerous job and career opportunities in plumbing. Students who participate in the Mechanical, Electrical, and Plumbing (MEP) programs will have the opportunity to attain dual credit, dual enrollment, and industry certifications in Heating, Ventilation, and Air Conditioning (HVAC), and now Plumbing.

The College is well-positioned to offer the new certificate program. The strengths of CISCC to undertake the change will be evident by providing the most qualified instructors to help create an innovative student experience. This will be accomplished through collaboration with business, industry, and nonprofit organizations changing learning pathways, providing experiential learning in advanced manufacturing, embedded work-based learning experiences, and promotion of design thinking. The technical certificate in plumbing is consistent with the mission and goals of the institution to provide a quality education that leads to meaningful employment, which strengthens families and builds communities.

**CLEVELAND STATE COMMUNITY COLLEGE
MECHANICAL ENGINEERING SYSTEMS TECHNOLOGY
Plumbing Technical Certificate**

This concentration is designed for those students interested in working in the field of Residential Plumbing. It provides students with an effective blending of plumbing skillsets through a variety of specializations. This program incorporates the knowledge and skills needed to prepare the student for numerous job and career opportunities in their field.

This is a technical program designed to prepare students for employment.

--PROPOSED CURRICULUM--

<u>FALL</u>	<u>CREDIT HOURS</u>
METC 1380 Principles of Plumbing	3
METC 1381 Residential Plumbing Codes	3
ENST 1300 Technical Calculations	3
<u>SPRING</u>	
METC 1382 Pipe, Fittings, and Valves	3
METC 1383 Plumbing System Design	3
METC 1384 Plumbing Installation <i>Methods</i>	3
ENST 1350 Industrial Safety	3
TOTAL	21

Plumbing Technical Certificate Program Learning Outcomes

- 1) The graduate will have demonstrated a thorough understanding of industry codes and practices necessary to function in the plumbing industry.
- 2) Function competently in a laboratory setting, to utilize various plumbing methods, operate plumbing equipment, critically examine plumbing systems, and properly report on results.
- 3) Demonstrate an ability to communicate and function effectively as a member of a team.
- 4) Apply plumbing knowledge to effectively utilize problem-solving skills as it relates to the industry.



TENNESSEE BOARD OF REGENTS
Academic Proposal Form for All New Programs

COVER PAGE

This form is submitted with all proposals requiring Board approval to the TBR Vice Chancellor for Academic Affairs. The COVER PAGE may be submitted as a PDF. All other forms should be submitted as MSWord documents.

Please remember to submit only one proposal with related support documents per e-mail.

Sponsoring Institution(s): Cleveland State Community College

Proposal Statement: To establish a Technical Certificate in Residential Plumbing Systems.

Proposal statements should be action verb: To establish, To terminate, To modify, etc. Make sure that this statement is exactly the same as submitted on all other forms.

Degree Designation [or] Type of Certificate:

Certificate

Formal Degree Abbreviation

Plumbing Technical Certificate

Title of Proposed Program to be established or impacted

Proposed Degree [or] Certificate CIP & SOC Codes: CIP: 46.0503 SOC: 47-2152

Concentrations: (if applicable) N/A

Proposed CIP & SOC Codes:

Anticipated Delivery Site(s): Cleveland State Community College, Cleveland TN; PIE Innovation Center, Cleveland TN; Polk County High School, Benton TN; Meigs County High School, Decatur TN., Copper Basin High School, Copper Basin, TN

Proposed Implementation Date: Fall 2022

Cooperative/Collaborative Partners: Bradley County Schools, Polk County Schools, Meigs County Schools; Wholesale Supply Group; ServeStar

For more information contact: Dr. Barsha Pickell, VPAA / (423) 478-6201
Name Telephone

Institutional Approval: _____ / _____
Signature of President (required) **Date**

The Cover Page documents the President's support and that the proposal has been reviewed and approved through the established institutional processes. Collaborative programs require the President's signature from all participating institutions.

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Electro-Mechanical Concentration: Industrial Technology, A.A.S.

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This concentration is designed for those students interested in employment in electrical and/or mechanical maintenance in the manufacturing industry. This is a technical program designed to prepare students for employment. This program is not a transfer program, although many institutions accept all or part of the course work toward the bachelor's degree.

Summary of Required Hours

Course Title	Credit Hours	
	Fall	Spring
Freshman		
EET 1010 - Electric Circuits I	3	
ENGL 1010 - Composition I		3
INT 1000 - Technical Calculations	3	
INT 1010 - Technical Measurements Laboratory	1	
INT 1030 - Print Reading Mechanical/Electrical		3
INT 1100 - Introduction to Technology	3	
INT 1110 - Machine Shop Technology I		3
INT 2110 - Fluid Power Systems	3	
INT 2410 - Occupational Safety	2	
¹ Mathematics/Natural Science Elective		3
² Technical Elective		2
Total	15	14

Sophomore

EET 1210 - Digital Electronics I	3	
EET 2010 - Electric Machines		3
EET 2020 - Electrical Controls		3
INT 1310 - Welding Technology I	3	
INT 2310 - HVAC I	3	
MATH 1200 - Trigonometry	3	
PHYS 2010 - College Physics I		4
SPCH 1010 - Fundamentals of Speech Communication	3	
¹ Humanities/Fine Arts Elective		3
¹ Social/Behavioral Science Elective		3
Total	15	16

¹In consultation with academic advisor, students may select appropriate Humanities/Fine Arts and Social/Behavioral Science elective.

²In consultation with academic advisor, students may select electives that meet career/college degree requirements.

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Electrical Maintenance Fundamentals Technical Certificate

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Summary of Required Hours

Course Title	Credit Hours	
	Fall	Spring
EET 1010 - Electric Circuits I	3	
EET 2010 - Electric Machines		3
EET 2220 - Computer Systems/Robotics		3
INT 1000 - Technical Calculations	3	
INT 1010 - Technical Measurements Laboratory	1	
INT 1030 - Print Reading Mechanical/Electrical		3
Total	7	9

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Construction Technology Concentration: Industrial Technology, A.A.S.

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This concentration is designed for those students interested in residential and commercial building at the technician level.

This is a technical program designed to prepare students for employment. This program is not a transfer program, although many institutions accept all or part of the course work toward the bachelor's degree.

Summary of Required Hours

Course Title	Credit Hours	
	Fall	Spring
Freshman		
CST 1010 - Construction Techniques/Methods	1	
CST 2010 - Cost Estimating and Job Analysis		3
CST 2020 - Contracting Technical/Legal Aspects	2	
CST 2040 - Renewable Energy	3	
CST 2050 - PV Panel Installation	3	
CST 2400 - Service Learning–Habitat	3	
CST 2500 - Energy Star Residential Ratings		3
CST 2610 - Energy Efficient Construction		3
CST 2620 - Ground Sourced HVAC		2
ERG 2010 - Computer Aided Design I	3	
INT 1000 - Technical Calculations		3
INT 1010 - Technical Measurements Laboratory		1
Total	15	15

Sophomore

CST 2030 - Standard Building Codes		3
ENGL 1010 - Composition I		3
INT 1100 - Introduction to Technology		3
INT 2410 - Occupational Safety		2
MATH 1200 - Trigonometry		3
PHYS 2010 - College Physics I		4
SPCH 1010 - Fundamentals of Speech Communication		3
¹ Humanities/Fine Arts Elective		3
¹ Mathematics/Natural Science Elective		3
¹ Social/Behavioral Science Elective		3
Total	15	15

¹In consultation with academic advisor, students may select appropriate Humanities/Fine Arts, Math/Natural Science and Social/Behavioral Science elective.

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MONROE CAMPUS LHO	10785	METC	1342	HVAC II: REFRIGERATION APPLICATIONS	401	RONALD REAGAN	
	10786	METC	1344	COMMERICAL REFRIGERATION SYSTEMS	401	RONALD REAGAN	
	10795	METC	1380	PRINCIPALS OF PLUMBING	401	RONALD REAGAN	

Transfer Equivalency for UT Chattanooga: **Cleveland State Community College** 12/4/2020

Transfer_Subject	Transfer_Course_Number	Transfer_Title	UTC_Subject	UTC_Course_Number	UTC_Title	Credits	Attribute
ENST	1330	Manual Residential Design	ELEC	1XXX	Manural Residential Design	3	LDV
ENST	1331	2-D Residential Design	ELEC	1XXX	2-D Residential Design	3	LDV
ENST	1332	Surveying and Mapping	ELEC	1XXX	Surveying and Mapping	3	LDV
ENST	1333	3D CAD Mapping	ELEC	1XXX	3D CAD Mapping	3	LDV
ENST	1340	Machine Tool Technology	ELEC	1XXX	Machine Tool Technology	3	LDV
ENST	1350	Industrial Safety	ELEC	1XXX	Industrial Safety	3	LDV
ENST	1360	Mechanical Power Transmissio	ELEC	1XXX	Mechanical Power Transmissio	3	LDV
ENST	1362	Industrial Print Reading	ELEC	1XXX	Industrial Print Reading	3	LDV
ENST	1370	Manufacturing Processes	ELEC	1XXX	Manufacturing Processes	3	LDV
ENST	2330	3-D Commercial Design	ELEC	1XXX	3-D Commercial Design	3	LDV
ENST	2331	Route Surveying	ELEC	20XX	Route Surveying	3	LDV
ENST	2333	Mapping with GIS	ELEC	20XX	Mapping with GIS	3	LDV
ENST	2340	CNC Programming I	ELEC	20XX	CNC Programming I	3	LDV
ENST	2361	Fluid Power Systems	ELEC	1XXX	Fluid Power Systems	3	LDV
ENST	2361	Fluid Power Systems	ELEC	1XXX	Fluid Power Systems	3	LDV
ENST	2390	Capstone	ELEC	20XX	Capstone	3	LDV
ERG	1010	Engr Graphics	ENGR	1XXX	Engr Graphics	3	LDV
ERG	1020	Adv Engineering Graphics II	ENGR	1XXX	Adv Engineering Graphics II	3	LDV
ERG	1911	International Studies - Travel	ELEC	1XXX	International Studies - Travel	3	LDV
ERG	1921	International Studies SMR	ELEC	1XXX	International Studies SMR	1	LDV
ERG	2010	CAD I	ENGR	20XX	CAD I	3	LDV
ERG	2020	CAD II	ENGR	20XX	CAD II	3	LDV
ERG	2030	CAD 3-D	ENGR	20XX	CAD 3-D	3	LDV
ERG	2040	CAD Customizations	ENGR	20XX	CAD Customizations	3	LDV
ERG	2050	CAD Projects	ENGR	20XX	CAD Projects	2	LDV, LDV
ERG	2050	CAD Projects	ENGR	20XX	CAD Projects	3	LDV, LDV
ERG	2100	CAD Mapping	ENGR	20XX	CAD Mapping	3	LDV
ERG	2801	Spec Topics Engr Graphics	ENGR	20XX	Spec Topics Engr Graphics	1	LDV, LDV,

Transfer Equivalency for UT Chattanooga: **Cleveland State Community College** 12/4/2020

Transfer_Subject	Transfer_Course_Number	Transfer_Title	UTC_Subject	UTC_Course_Number	UTC_Title	Credits	Attribute
MECH	2480	Automation Systems	ETME	20XX	Automation Systems	4	LDV
MECH	2490	Manufacturing Applications	ETME	20XX	Manufacturing Applications	4	LDV
METC	1340	HVAC I: Intro to HVAC/Refrig	ELEC	1XXX	HVAC I: Intro to HVAC/Refrig	3	LDV
MGT	1010	Concepts of Mgmt	MGT	1XXX	Concepts of Mgmt	3	LDV
MGT	1020	Concepts of Mgmt	MGT	1XXX	Concepts of Mgmt	3	LDV
MGT	1110	Team Building	MGT	1XXX	Team Building	1	LDV
MGT	1120	Total Quality Mgmt	MGT	1XXX	Total Quality Mgmt	1	LDV
MGT	1210	Supervisory Mgmt	MGT	1XXX	Supervisory Mgmt	3	LDV
MGT	1500	Mgmt of Quality	ELEC	1XXX	Mgmt of Quality	3	LDV
MGT	1600	Hospitality Mgmt	ELEC	1XXX	Hospitality Mgmt	3	LDV
MGT	1710	Cost Control & Productivity	ELEC	1XXX	Cost Control & Productivity	3	LDV
MGT	1730	Prin of Leadership I	MGT	1XXX	Prin of Leadership I	1	LDV
MGT	1740	Prin of Leadership II	MGT	1XXX	Prin of Leadership II	1	LDV
MGT	2110	Office Management	ELEC	20XX	Office Management	3	LDV
MGT	2240	Managerial Finance	ELEC	20XX	Managerial Finance	3	LDV
MGT	2510	Statistical Process Control	MGT	20XX	Statistical Process Control	3	LDV
MGT	2610	Prod/Operations Mgmt I	ELEC	20XX	Prod/Operations Mgmt I	3	LDV
MGT	2620	Prod/Operations Mgmt II	ELEC	20XX	Prod/Operations Mgmt II	3	LDV
MGT	2801	Spec Topics in Management	MGT	20XX	Spec Topics in Management	1	LDV, LDV,
MGT	2801	Spec Topics in Management	MGT	20XX	Spec Topics in Management	6	LDV, LDV,
MGT	2801	Spec Topics in Management	MGT	20XX	Spec Topics in Management	3	LDV, LDV,
MGT	2801	Spec Topics in Management	MGT	20XX	Spec Topics in Management	4	LDV, LDV,
MGT	2801	Spec Topics in Management	MGT	20XX	Spec Topics in Management	5	LDV, LDV,
MGT	2801	Spec Topics in Management	MGT	20XX	Spec Topics in Management	2	LDV, LDV,
MGT	2899	Spec Topics in Management	MGT	20XX	Spec Topics in Management	6	LDV, LDV,
MGT	2899	Spec Topics in Management	MGT	20XX	Spec Topics in Management	4	LDV, LDV,
MGT	2899	Spec Topics in Management	MGT	20XX	Spec Topics in Management	5	LDV, LDV,
MGT	2899	Spec Topics in Management	MGT	20XX	Spec Topics in Management	2	LDV, LDV,

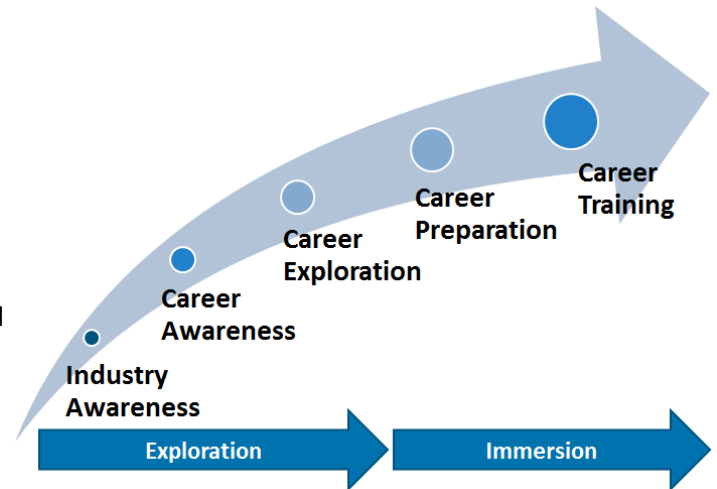


Work-Based Learning (WBL) Framework

Adoption: On October 31, 2014, the State Board of Education (SBE) adopted the WBL Framework as a clear set of guidelines that pertain to all types of work-based learning (WBL) experiences. The WBL Framework is established in SBE Rule 0520-01-03-.06 and is outlined in High School Policy 2.103.

Overview: WBL experiences offer students the opportunity to explore career options and develop critical academic and technical skills in collaboration with community and/or industry involvement. As such, students should have access to a series of structured WBL experiences that deepen their knowledge and allow them to apply classroom theories into practice.

At an early level/grade, WBL experiences can help students develop a broad understanding and awareness of industries and possible careers that are available to them. Over time, these experiences narrow in focus as students find a good fit, learn what type of postsecondary education is necessary for success, and begin practicing the academic, technical and soft skills necessary to enter their identified careers.



Components: The WBL Framework outlines the following program expectations:

- Structure of the Program
- Coordination of the Program
- Supervision of Students
- Development of Personalized Learning Plans
- Student Assessment Using Multiple Measures
- Evaluation of Program Quality

Notable Expectations: The following expectations are outlined in the WBL framework. For official language, please visit the SBE website: <http://www.tn.gov/sbe/>

- WBL Coordinators will ensure that WBL experiences reinforce classroom instruction
- Participating students will have a **Personalized Learning Plan** to address learning objectives related to specific skills in the following areas:
 - the application of academic and technical knowledge and skills
 - career knowledge and navigation skills
 - 21st Century learning and innovation skills
 - personal and social skills
- Students will exhibit **work readiness** knowledge, attitudes, and skills before beginning WBL experiences
- Students will demonstrate their skill developments through **portfolios**, or similar compilations of artifacts
- WBL Coordinators will provide adequate **monitoring and communications** with the student workplace mentors
- Local boards of education will adopt processes for **evaluation and assessment** to ensure WBL experiences are of high quality for the student



Pre-Apprenticeship Application

INSTRUCTIONS: Please complete the following documents:

- **Cover Letter**
- **Pre-Apprenticeship MOU (Memorandum of Understanding)**
- **this Pre-Apprenticeship Application**

Email the Cover Letter, the Pre-Apprenticeship MOU, and this Pre-Apprenticeship Application (attaching additional pages for answers, if needed) to Apprenticeship.TN@tn.gov.

"Name" _____ Pre-Apprenticeship

1) Applicant/Entity Information (Information About Applicant)

Include the organization’s experience with technical training, connections to the workforce and community, target population to be served, resources brought to bear, and any other information pertinent to the organization’s qualifications as a pre-apprenticeship training provider.

2-page limit

(Attach additional sheets for Question 1 if needed.)



2) Program and Cost Information

Applicants must disclose and detail the necessity of any costs associated with the program, which might be the responsibility of the pre-apprentice to pay as well as any plans for removing cost as a barrier to participation.

1-page limit

(Attach additional sheet for Question 2 if needed.)

3) Commitment to Non-discrimination in Training

The "Name" _____

pre-apprenticeship program will not discriminate against pre-apprenticeship applicants or pre-apprentices based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years-old or older. In addition, "Name"

_____ will take affirmative action to provide equal opportunity in pre-apprenticeships and will operate the pre-apprenticeship program as required for registered apprenticeships under [Title 29 of the Code of Federal Regulations, Part 30](#), and will monitor the program to ensure equitable access and participation.



4) Training

Include information regarding meaningful hands-on learning activities such as career exploration and understanding how the skills acquired through coursework can be applied toward future careers. Please provide information explaining the hands-on training that will be provided (the type and extent of hands-on learning activities and other types of skill training provided to participants).

2-page limit

(Attach additional sheets for Question 4 if needed.)

5) Credentials Earned (Complete If Applicable)

List any other industry-recognized credentials offered to participants and explain how participants will be afforded the opportunity to gain those additional credentials.

2-page limit

(Attach additional sheets for Question 5 if needed.)



6) Long-term Success Strategy

Outline plans for sustaining the program.

2-page limit

(Attach additional sheets for Question 6 if needed.)





Pre-Apprenticeship MOU (Memorandum of Understanding)

EMPLOYER AGREEMENT

ADOPTED BY

Employer:

DEVELOPED IN COOPERATION WITH THE

Training Provider:



EMPLOYER AGREEMENT

This Memorandum of Understanding (MOU) is made on **Date** _____,
between **Employer** _____ and
Training Provider _____,
("Partners") for the purpose of preparing a skilled workforce aligned with the
framework of **Employer's** _____
Registered Apprenticeship Program, **Apprenticeship Program #** _____.

Purpose: The purpose of this MOU is to provide the framework of the training to be completed and the employer commitment to the program.

Partner Obligations:

- **Training Partner** agrees to recruit, train, and test individuals in the coursework noted below.

<i>Note any and all training, testing levels, work experience the individuals would need to complete to be eligible for an interview with the employer.</i>

Students who complete the training programs, and meet the minimum qualifications outlined by **Employer** will be connected to the Employer for an interview for a _____ position with the company.

- **Employer** agrees to interview all individuals who complete the pre-apprenticeship coursework and meets the following criteria.

- List all required criteria to interview



The employer agrees to conduct interviews within two months of the date the individual completes the pre-apprenticeship and the employer is made aware the candidate is ready to interview.

Term:

The arrangement made by the Partners by this MOU shall remain in place from **Date** _____ until **Date** _____. The term can be extended only by agreement of all Partners, and documented in an addendum to this MOU.



Reviewed and Approved by:

Training Provider:

Employer:

Signature:

Signature:

Title:

Title:

Date:

Date:



(<http://index.html>)

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DUAL CREDIT

Dual Credit (index.html)

CSCC Dual Credit (csc.html)

Statewide Dual Credit (statewide.html)

Dual Credit Courses (courses.html)

LOCAL DUAL CREDIT COURSES

The Cleveland State Community College Dual Credit Program works with service area high schools to align specific courses with a challenge assessment. Students who pass the Dual Credit assessment are eligible to receive college credit by completing the Dual Credit Application located on CougarNet. Students must have successfully earned the credit for the course, graduated from high school, and enrolled at CSCC within two years of graduation to be eligible to receive credit.

Local Dual Credit from CSCC is offered the following area high schools: Bradley Central High School, Cleveland High School, Cleveland Middle School, Copper Basin High School, GOAL Academy, McMinn Central High School, McMinn County High School, Meigs County High School, Polk County High School, Rhea County High School, and Walker Valley High School.

Dual Credit Courses

CSCC Course #	CSCC Course Name
ADMN 1306	Medical Terminology
ART 1030	Introduction to Art
BUSN 1305	Introduction to Business
BUSN 1330	Entrepreneurship
CITC 1302	Introduction to Networking
CITC 1321	A+ Hardware
CITC 1322	A+ Software
CITC 2326	Network Security
CRMJ 1010	Introduction to Criminal Justice
ECED 2386	Special Topics Early Childhood Educ
EETC 1313	DC Circuits
EETC 1321	Electronics I

 **QUESTIONS? ASK FREDDY**

CSCC Course #	CSCC Course Name
ENST 1300	Technical Calculations
ENST 1314	Engineering Graphics
ENST 1340	Machine Tool Technology
ENST 1350	Industrial Safety
ENST 1370	Manufacturing Processes
INFS 1010	Computer Applications
MUS 1030	Introduction to Music
PSYC 1030	Introduction to Psychology
SWRK 2050	Crisis and Mental Health
WELD 1381	Welding Technology I

For more information about Dual Credit offerings at your specific high school, contact your guidance counselor.

For further information about Dual Credit, contact the Dual Credit Coordinator at (423) 614-8739 or email dualcredit@clevelandstatecc.edu (<mailto:dualcredit@clevelandstatecc.edu>).

YOUR COMMUNITY COLLEGE

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[CSCC CALENDAR EVENTS \(HTTPS://EVENTS.DUESOLUTIONS.COM/CLEVELANDSTATECC\)](#)
[COMMUNITY CALENDAR EVENTS \(HTTPS://EVENTS.DUESOLUTIONS.COM/COMMUNITY/CLEVELANDSTATECC\)](#)
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[FACT BOOK \(.//ABOUT/FACT-BOOK.HTML\)](#)

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[SCHOLARSHIPS \(.//FINANCIAL/SCHOLARSHIPS.HTML\)](#)
[REGISTRATION INFORMATION \(.//REGISTRATION-INFORMATION/INDEX.HTML\)](#)
[GRADUATION INFORMATION \(.//GRADUATION/INDEX.HTML\)](#)
[TRANSCRIPT REQUEST \(HTTP://WWW.CLEVELANDSTATECC.EDU/ABOUT/GENERAL-INFO/TRANSCRIPTS/\)](#)

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[MONROE CO. CENTER \(HTTPS://WWW5.CLEVELANDSTATECC.EDU/MONROECC/HOME/\)](#)
[CAMPUS MAP \(DOWNLOAD\) \(HTTPS://WWW.CLEVELANDSTATECC.EDU/CONTENT/UPLOADS/PDF/CSCCCAMPUSMAP.PDF\)](#)

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PRIVACY STATEMENT
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REPORT FRAUD/WASTE/ABUSE
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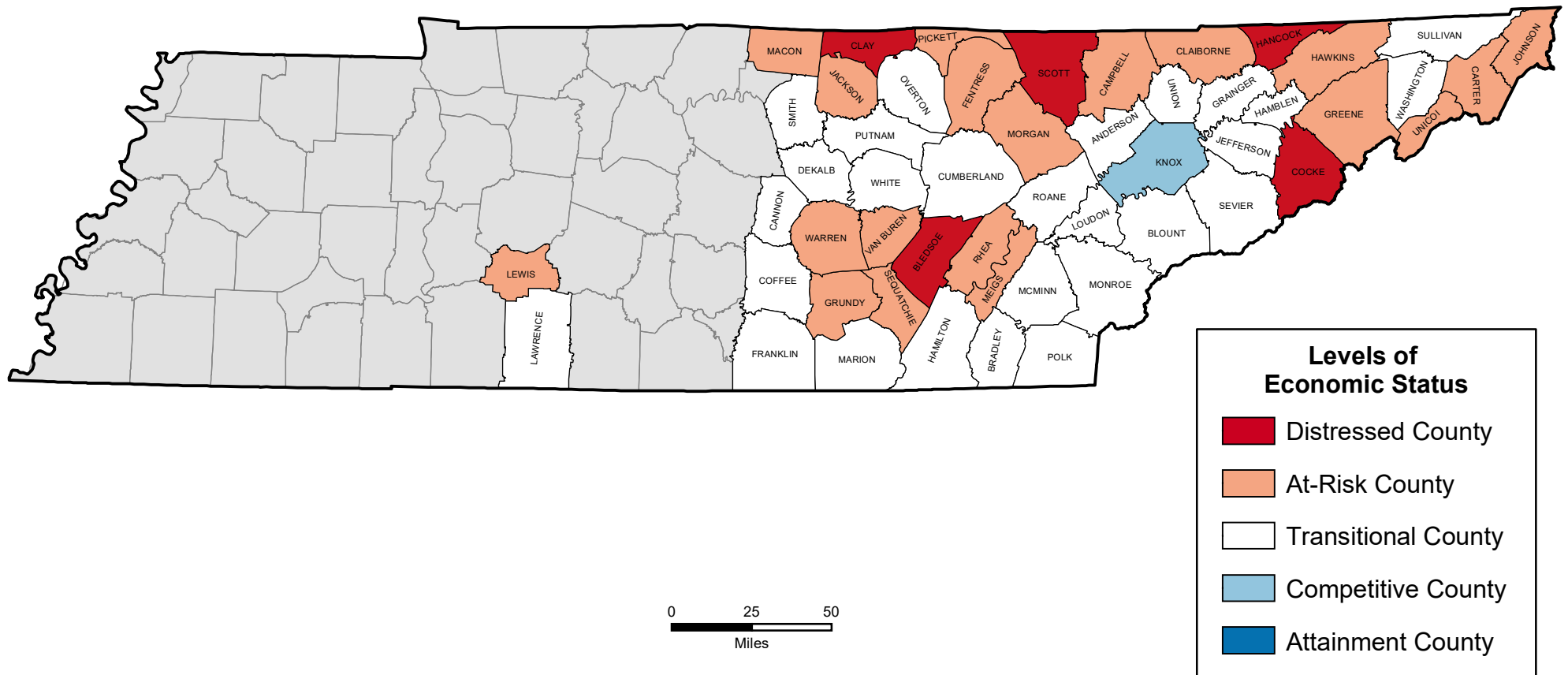
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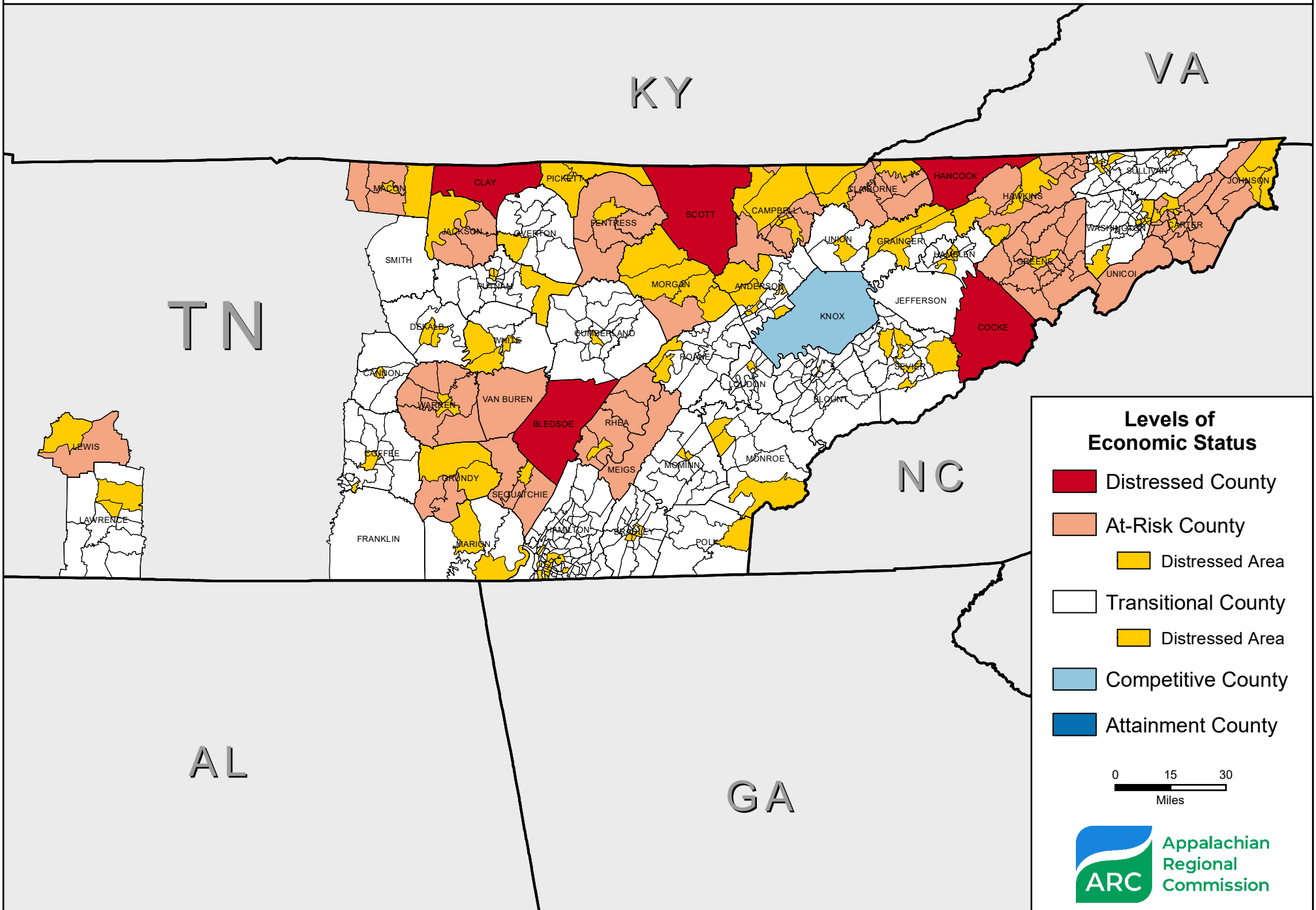
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County Economic Status in Appalachian Tennessee, Fiscal Year 2024



County Economic Status and Distressed Areas in Appalachian Tennessee, Fiscal Year 2024



Tennessee	Anderson County	47001	47001020500
Tennessee	Anderson County	47001	47001020700
Tennessee	Anderson County	47001	47001020800
Tennessee	Bledsoe County	47007	47007953200
Tennessee	Blount County	47009	47009010100
Tennessee	Bradley County	47011	47011010300
Tennessee	Bradley County	47011	47011010400
Tennessee	Bradley County	47011	47011010700
Tennessee	Bradley County	47011	47011010800
Tennessee	Campbell County	47013	47013950100
Tennessee	Campbell County	47013	47013950200
Tennessee	Campbell County	47013	47013950600
Tennessee	Campbell County	47013	47013950700
Tennessee	Campbell County	47013	47013951000
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Tennessee	Chester County	47023	47023970200
Tennessee	Claiborne County	47025	47025970400
Tennessee	Claiborne County	47025	47025970700
Tennessee	Claiborne County	47025	47025970800
Tennessee	Claiborne County	47025	47025970900
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Tennessee	Cocke County	47029	47029920600
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Tennessee	Coffee County	47031	47031970900
Tennessee	Cumberland Count	47035	47035970501
Tennessee	Cumberland Count	47035	47035970502
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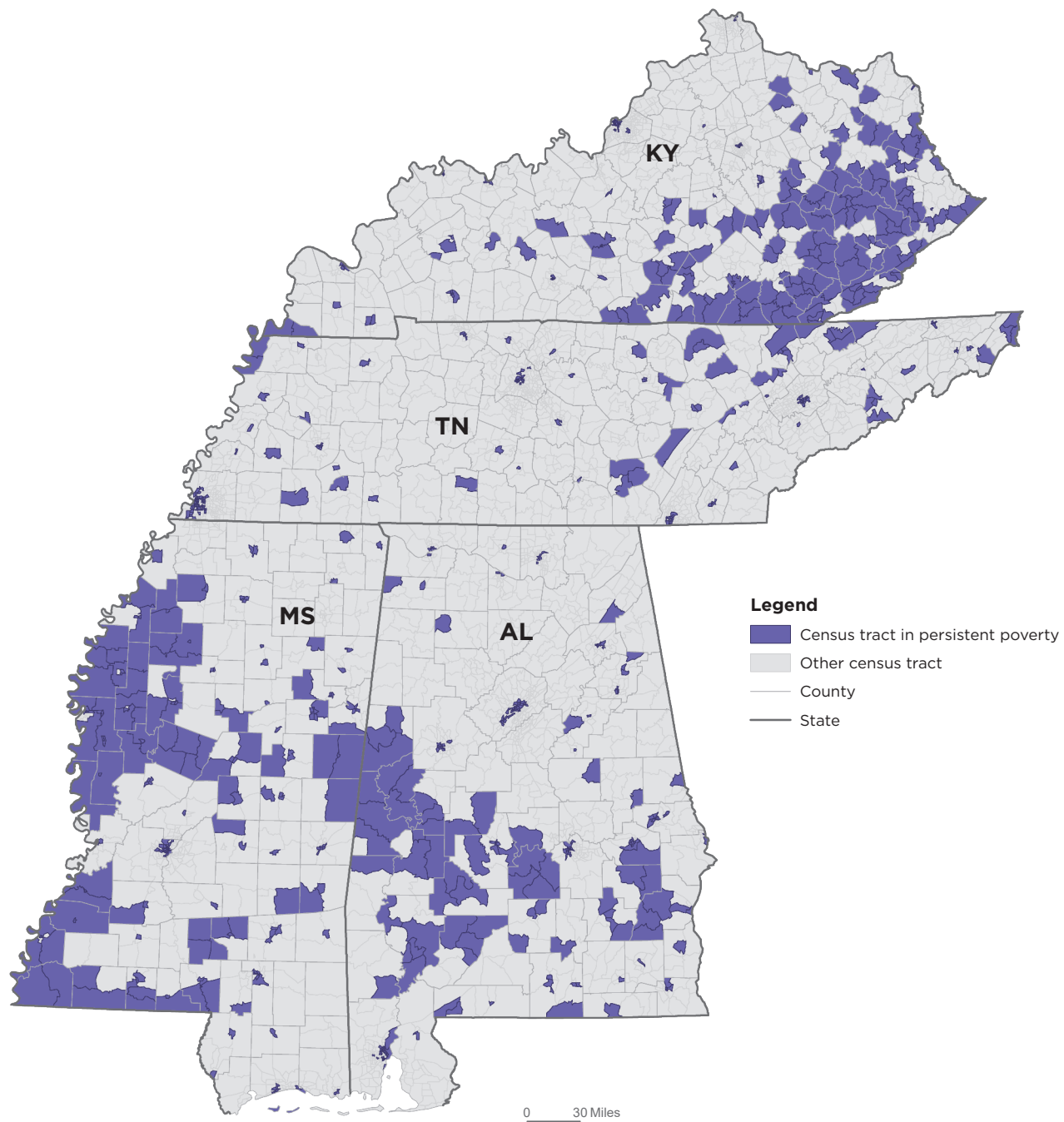
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Tennessee	Roane County	47145	47145030500
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Tennessee	Shelby County	47157	47157000600
Tennessee	Shelby County	47157	47157000700
Tennessee	Shelby County	47157	47157000800
Tennessee	Shelby County	47157	47157000900
Tennessee	Shelby County	47157	47157001300
Tennessee	Shelby County	47157	47157001400
Tennessee	Shelby County	47157	47157001500
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Tennessee	Shelby County	47157	47157002000
Tennessee	Shelby County	47157	47157002100
Tennessee	Shelby County	47157	47157002400
Tennessee	Shelby County	47157	47157002500
Tennessee	Shelby County	47157	47157002700
Tennessee	Shelby County	47157	47157002800
Tennessee	Shelby County	47157	47157003000

Tennessee	Shelby County	47157	47157003600
Tennessee	Shelby County	47157	47157003700
Tennessee	Shelby County	47157	47157003800
Tennessee	Shelby County	47157	47157003900
Tennessee	Shelby County	47157	47157004500
Tennessee	Shelby County	47157	47157004600
Tennessee	Shelby County	47157	47157005000
Tennessee	Shelby County	47157	47157005300
Tennessee	Shelby County	47157	47157005500
Tennessee	Shelby County	47157	47157005700
Tennessee	Shelby County	47157	47157005800
Tennessee	Shelby County	47157	47157005900
Tennessee	Shelby County	47157	47157006000
Tennessee	Shelby County	47157	47157006200
Tennessee	Shelby County	47157	47157006500
Tennessee	Shelby County	47157	47157006700
Tennessee	Shelby County	47157	47157006800
Tennessee	Shelby County	47157	47157007000
Tennessee	Shelby County	47157	47157007810
Tennessee	Shelby County	47157	47157007821
Tennessee	Shelby County	47157	47157007822
Tennessee	Shelby County	47157	47157007900
Tennessee	Shelby County	47157	47157008110
Tennessee	Shelby County	47157	47157008120
Tennessee	Shelby County	47157	47157008200
Tennessee	Shelby County	47157	47157008900
Tennessee	Shelby County	47157	47157009901
Tennessee	Shelby County	47157	47157009902
Tennessee	Shelby County	47157	47157010110
Tennessee	Shelby County	47157	47157010300
Tennessee	Shelby County	47157	47157010500
Tennessee	Shelby County	47157	47157011100
Tennessee	Shelby County	47157	47157011200
Tennessee	Shelby County	47157	47157011300
Tennessee	Shelby County	47157	47157011400
Tennessee	Shelby County	47157	47157011500
Tennessee	Shelby County	47157	47157011600
Tennessee	Shelby County	47157	47157011700
Tennessee	Shelby County	47157	47157022022
Tennessee	Shelby County	47157	47157022210
Tennessee	Shelby County	47157	47157022220
Tennessee	Shelby County	47157	47157022310
Tennessee	Shelby County	47157	47157022330
Tennessee	Shelby County	47157	47157022700
Tennessee	Sullivan County	47163	47163040200
Tennessee	Sullivan County	47163	47163040500
Tennessee	Sullivan County	47163	47163040600

Tennessee	Sumner County	47165	47165020800
Tennessee	Tipton County	47167	47167040700
Tennessee	Washington Count	47179	47179060100
Tennessee	Washington Count	47179	47179060900
Tennessee	Washington Count	47179	47179061000
Tennessee	Wilson County	47189	47189030700

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.