

Tennessee College of Applied Technology Northwest

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

Title of Proposed Program:

Advancing the Hospitality and Tourism Industry in Rural West Tennessee

Fiscal Agent: **Tennessee College of Applied Technology Northwest**

Lead Entity: **Tennessee College of Applied Technology Northwest**

In Partnership with:

- Obion County Joint Economic Development Corporation, Lauderdale County Chamber/Economic and Community Development Corporation, Workforce Innovations Inc., Northwest and Southwest TN Workforce Boards
- The University of Tennessee, acting on behalf of its Martin campus
- Lake County High School and Halls High School
- Discovery Park of America, Fort Pillow State Park, Reelfoot Lake State Park, Holiday Inn Express & Suites

Project Director: Dr. Youlanda Jones

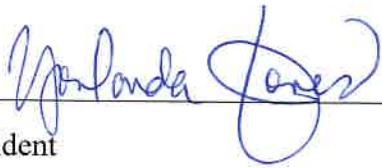
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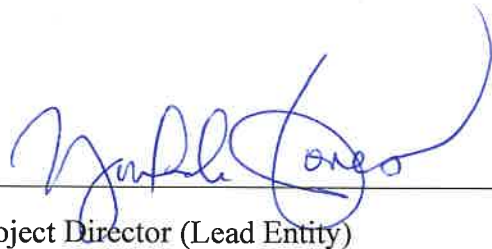
Funding requested:

\$2,000,000



President

TCAT Northwest



Project Director (Lead Entity)

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Abstract

The Tennessee College of Applied Technology (TCAT) Northwest proposes to advance the hospitality and tourism industry in rural West Tennessee by implementing a new Retail, Hospitality, and Tourism (RHT) program. “Advancing the Hospitality and Tourism in Rural West Tennessee” project seeks to benefit Dyer, Lake, Lauderdale, and Obion Counties and enhance and expand our technical programs by creating a seamless pathway from secondary to post-secondary diploma and degree completion. As part of this proposal, TCAT Northwest will work with Lake County High School and Halls High School to create early post-secondary opportunities (EPSO). Accessibility is the key component to increasing certificate and diploma credentialing by offering the program at local high schools within areas of demand/need. TCAT Northwest will also work with the University of Tennessee at Martin to establish an articulation agreement for graduates to earn credit toward the Family and Consumer Sciences degree program. Additionally, TCAT Northwest will work with our partners, Obion County Joint Economic Development Corporation, Lauderdale County Chamber/Economic and Community Development Corporation, Workforce Innovations Inc., Northwest and Southwest TN Workforce Boards, Discovery Park of America, Fort Pillow State Park, Reelfoot Lake State Park, Holiday Inn Express & Suites, to provide worked-based learning (WBL) and other experiential on-the-job opportunities. The proposal’s measure of success will be more skilled workers trained and placed in the pipeline to meet the workforce demands in rural West Tennessee.

Demonstration of Need

The West Tennessee region will benefit from “Advancing the Hospitality and Tourism Industry in Rural West Tennessee” proposal by increasing overall higher education attainment and providing a clear linkage between postsecondary credentials and the retail, tourism, and hospitality employment sectors. The proposal will benefit Dyer, Lake, Lauderdale, and Obion Counties. Lake County is designated as one of the eight distressed counties in Tennessee. Lauderdale County is designated as an at-risk county, while Dyer and Obion Counties are designated as transitional counties.

Lake County has a three-year average unemployment rate of 5.7%, a poverty rate of 27.8%, a per capita income of \$15,659, and an index value rank of 3,070 (of 3,113 counties in the U.S.). Lauderdale County has a three-year average unemployment rate of 6.7%, a poverty rate of 18.6%, a per capita market income of \$24,920, and an index value rank of 2723 (Transparent Tennessee @TN.gov). According to the United States Census Bureau’s report, two census tracts for Lake County are designated as being in persistent poverty – (Tiptonville - 4709590100 and Ridgely – 4709590200). In addition, in the Northwest Local Workforce Development Area (LWDA) the highest poverty rate in the West Region is 18.79%. All the LWDA’s in the West Region had poverty rates higher than the state’s average (Tennessee’s Economy 2022-2023, tn.gov).

The Northwest LDWA reported the lowest rate of educational attainment in 2022, with 48.8% of the population aged 25 years or more having some college or higher education. The West Region of Tennessee shows significant disparities concerning post-high school educational attainment of individuals based on their race or ethnic heritage. The figure below illustrates the educational attainment of each of the counties that will benefit from this proposal:

County	High School+	Associate's+	Bachelor's+	Population in Poverty
Lauderdale	81.4%	16.1%	9.4%	18.6%
Obion	83.8%	21.7%	16.2%	17.5%
Dyer	90.5%	28.7%	20.3%	17.4%
Lake	74.6%	13.1%	9.2%	27.8%
National Avg.	91.1%	10.5%	37.9%	12.6%

Source: tn.gov/thec and census.gov

According to the Tennessee Higher Education Commission (THEC) Supply and Demand Report (2023), the leisure and hospitality sector has grown by 7.3% in the last five years and is the fifth fastest-growing industry in the nation. The Bureau of Labor Statistics indicates promoters of events, agents, and managers will become a part of the fastest-growing industry within the leisure and hospitality sector and will increase by 3.4% annually. The food service industry is expected to have the largest employment increase of any industry, adding close to 1.3 million jobs from 2021 to 2031. In addition, seven of the top 20 fastest-growing industries nationally are in the leisure and hospitality sector. In 2022, on average, the leisure and hospitality industry added 79,000 jobs per month with this level of growth anticipated to continue.

According to the Commissioner of the Tennessee Department of Tourist Development, Mark Ezell, tourism is thriving in Tennessee. As Tennessee's number two industry, tourism generated a record 28.9 billion in domestic travel spending in 2022, marking the largest visitor spending nationally in Tennessee's history (TNVacation.com). Tennessee is well known for its great outdoors, with 13 national parks, 56 state parks, and 84 natural areas (THEC Supply and Demand Report, 2023). Of the 56 state parks mentioned, two are in the West Tennessee/TCAT Northwest footprint. Reelfoot Lake State Park is in distressed Lake County and Fort Pillow State Park is in at-risk Lauderdale County. According to the Tennessee State Parks, Reelfoot Lake

received over 532,927 visitors in 2022, while Fort Pillow received 648,764 visitors (Strategic Plans, tn.gov)

Another tourist attraction in our service delivery area is Discovery Park of America. Discovery Park of America is a 50-acre heritage park with a one-hundred-thousand-square-foot flagship museum that serves approximately 250,000 guests per year. Discovery Park is in rural Obion County, which is considered a transitional county. Contiguous to Obion County is Lake County, a distressed county in Tennessee, and Weakley, Dyer, and Gibson counties, all transitional counties. Within one hour of Obion County are three at-risk counties including Lauderdale, Haywood, and Carroll counties. Approximately 75% of Discovery Park's annual visitors are from the 95 counties that make up Tennessee, with around 40,000 of the annual attendance being students on field trips. Discovery Park has a program that pays admission for school groups where the schools have 50% or more of their students on free or reduced lunch. Discovery Park of America is a 501(c)3 nonprofit organization.

Also, the impact of 6,000 jobs of the new Ford Blue Oval City Facility in West Tennessee is estimated to expand the workforce to 30,000, including auxiliary jobs. Many of these supporting positions will be in the retail, hospitality, and tourism industries providing support to the families of these Blue Oval City employees. According to Sharon Younger, founder of economic research and strategic communications firm Younger & Associates, "All 21 counties in the region are expected to see population growth because of Blue Oval City. The firm predicted a 'moderately aggressive' growth rate of 11.4% on average across West Tennessee from 2022 to 2045, approximately 176,341 new residents, bringing the total West Tennessee population to 1,723,220." Ms. Younger also expressed that Lauderdale County is projected to have the second-highest growth rate of 40.1%. (Tennessee Municipal League, 2023)

This proposal seeks to implement the Retail, Hospitality, and Tourism Program (CIP Code 52.0904). This program is aligned with lodging managers (SOC 11-9081), which is in high demand across the state of Tennessee. In high demand in the Northwest region are the following: Buyers and Purchasing Agents (SOC 13-1020); Logisticians (SOC 13-1081); First-line Supervisors of Housekeeping and Janitorial Workers (SOC 37-1011); Customer Service Representatives (SOC 43-4051); and Marketing Managers (SOC 11-2021). According to the U.S. Bureau of Labor and Statistics, the median income for a Lodging Manager is \$46,873; Buyers and Purchasing Agents, \$77,850; Logisticians, \$84,640; Front-line Supervisors of housekeeping and janitorial workers, \$49,980; customer service representatives, \$43,520; and marketing managers, \$166,410.

Program Plan

TCAT Northwest proposes to implement the Retail, Hospitality, and Tourism program at its main campus in Newbern. As part of this proposal, TCAT Northwest will implement a Dual Enrollment program at Lake County High School. In addition, we will establish a pathway for credit with Halls High School. According to the U.S. Census Bureau, Lake County High School is located within a census tract (4709590100) that is designated as being in persistent poverty. The Retail, Hospitality, and Tourism program is designed to provide students with a thorough understanding of the best practices and skills used in the management, marketing, and operations of retail stores, food services, lodging, attractions, recreation events, and travel-related services. Through class study, problem-based learning, work-based activities, guest lecturers, portfolio building, and actual “hands-on” performance tasks, students will develop the professional and technical skills applicable to retail management, hospitality supervisory fundamentals, customer service essentials, and information & communication technologies. At the completion of the

diploma in Retail, Hospitality, and Tourism Technology, graduates will be able to: perform operations associated with sales in a variety of settings, apply the concepts and skills necessary to achieve customer/guest satisfaction, maintain security and safety procedures, practice effective marketing, sales, and business promotion techniques, demonstrate the ability to use the computer and information services for business-related activities, conduct themselves in a professional and ethical manner, and practice industry-defined work ethics, demonstrate ability to perform basic and supervisory level job functions in retail, hospitality and tourism careers.

The Retail, Hospitality, and Tourism Technology program will offer two (2) certificates: Retail Professional Certificate and Hospitality and Tourism Professional Certificate. The program will also offer a Retail, Hospitality, and Tourism Professional Diploma at its completion. Upon completion of the first trimester (432 hours), students will be prepared for the following industry certifications: National Retail Federation Retail Industry Fundamentals Certification, National Retail Federation Customer Service and Sales Certification, and National Retail Federation Advanced Customer Service and Sales Certification. Upon completion of the second trimester (864 hours), students will be eligible for the following industry certifications: Microsoft Digital Literacy and the American Hotel and Lodging Association Certified Guest Services Professional (CGSP). Upon completion of the third and final trimester (1296 hours), students will be eligible for the National Retail Federation (NRF) Retail Management Certification and the American Hotel and Lodging Association Certified Hospitality and Tourism Management Professional.

The implementation of the Retail, Hospitality, and Tourism program at TCAT Northwest and Lake County is tentatively set for September 2025. This project proposal anticipates enrolling up to 10-20 students per dual enrollment program and 25 students in the postsecondary

program. Students will be offered work-based learning opportunities with designated industry partners to reinforce academic, technical, and employability skills through work experiences. The goal is for each dual enrollment student to complete at least one (1) certificate in the first year of enrollment. The Project Director will coordinate the enrollment process at each high school. Through continued guidance and advisement, dual enrollment students will complete the program following high school graduation. All students will be assisted with job placement following completion of the program or will be assisted with the transition to a 4-year degree program. To reinforce these goals, the Project Director will schedule steering committee meetings to provide updates and gather feedback/suggestions from employer partners, as well as submit quarterly reports as mandated by the grant. The Vice President of Instruction and Development will maintain oversight throughout the project period.

The timeline is listed below:

Activities/Action	Date
Award Notification and Announcement	July - August 2024
GIVE Partnership Participation Meeting	September 2024
Post Position Announcements and Hire	September 2024
Order Equipment and Publicize Program	October - December 2024
Install Equipment and Publicize program	October - December 2024
Establish Co-Ops and WBL Contracts	January – June 2025
Continue Program Development Activities	January - June 2025
Begin Dual Enrollment and Adult program	July - September 2025
GIVE Partnership Advisory Meeting	October - December 2025
Establish Co-Ops/WBL	October – December 2025
Award First Trimester Certificates/Diplomas- Data Report	December 2025
Begin Dual Enrollment and Adult Program	January 2026
Establish Co-Ops and WBL Contracts	January- March 2026
Award Certificates/Diplomas - Data Report	June 2026
Continue Training and WBL Activities	April - June 2026
Begin Dual Enrollment and Adult Program	September 2026

GIVE Partnership Advisory Meeting	October 2026
Continue Training and WBL Activities	October - December 2026
Award Certificates/Diplomas - Data Report	December 2026
Begin Dual Enrollment and Adult Program	January 2027
Establish Co-Ops and WBL Contracts	January - June 2027
Award Certificates/Diplomas - Data Report	April 2027
Continue Training and WBL Activities	April - September 2027
Graduation Ceremony – Data Report	December 2027
Begin Dual Enrollment and Adult Program	January 2028
Establish Co-Ops and WBL Contracts	January - June 2028
Award Certificates/Diplomas - Data Report	April 2028
Continue Training and WBL Activities	April - September 2028
Award Certificates/Diplomas - Data Report End of Grant Reporting	August 2028

Strength of Partnership

The “Advancing the Hospitality and Tourism Industry in Rural West Tennessee” project will form a continual collaboration between TCAT Northwest, The University of Tennessee at Martin, Halls High School, Lake County High School, Holiday Inn Express and Suites, Discovery Park of America, Reelfoot Lake State Park, Ft. Pillow State Park, Obion County Joint Economic Development Cooperation, Lauderdale County Chamber/Economic and Community Development Corporation, and Workforce Innovations Inc. to create a clear pathway for Dual Enrollment/Adult students to be trained in the fields of retail, hospitality, and tourism. Increasing the number of early post-secondary opportunities (EPSO) offered through high schools will result in more certifications and diplomas being issued, resulting in more highly skilled employees for the workforce. Discovery Park of America, Fort Pillow State Park, Reelfoot Lake State Park, and Holiday Inn Express & Suites have agreed to work with TCAT Northwest on work-based learning initiatives.

Upon the establishment of an articulation agreement, the University of Tennessee at Martin and TCAT Northwest have agreed to work toward the development of B.S. degree completion pathways from the TCAT Northwest Retail, Hospitality, and Tourism diploma program to the UT Martin degree programs in Fashion Merchandising and/or Hospitality & Food Service Management. Additionally, the University of Tennessee will establish Family and Consumer Science B.S. degree programs in Fashion Merchandising and Hospitality & Food Service Management at the UT Martin Ripley Center located in Lauderdale County.

The UT Martin Bachelor of Science (B.S.) degree program in Family and Consumer Sciences also aligns very well with the Blue Oval City expansion of the workforce in West TN. These include career paths in Child & Family Studies, Dietetics, Family & Consumer Science Education, Fashion Merchandising, Food & Nutrition, Gerontology, and Hospitality & Food Service Management. Family and consumer science graduates address societal issues to promote the well-being of individuals, families, and communities. This proposal will focus on the Fashion Merchandising and Hospitality & Food Service Management Concentrations. The Fashion Merchandising B.S. degree program provides expertise in the globalized network of fashion production and distribution. These professionals work for all sorts of fashion retailers, from small-town boutiques to national retail giants. A fashion merchandising degree provides an in-depth study of how the textile and apparel industries use fashion houses, marketing campaigns, and retail stores to bring clothes to market. The UT Martin Hospitality and Food Service Management concentration will help students develop the skills and knowledge needed to manage, organize, operate, and analyze food service operations in schools, hotels, restaurants, and other businesses. Graduates are also qualified to work in tourism, museums, theme parks, or event planning. In this proposal, the intent is to develop a pathway from TCAT diploma to UT

Martin B.S. degree pathways in the Retail, Hospitality, and Tourism sectors. This will be achieved through additional dual enrollment course offerings at local high schools, TCAT Northwest diploma attainment, and B.S. degree completion in Family and Consumer Sciences at the UT Martin Ripley Center and UTM Online.

Family and Consumer Sciences is part of the College of Agriculture and Applied Sciences at UT Martin. The College with the UT Martin Office of Regional Centers and Online Programs has a successful history of partnering with local TCATs and leveraging GIVE grants to develop a needed workforce. This partnership has led to additional articulation agreements, for Farming Operations Technology and Digital Agronomy, providing a much-needed workforce in TN Agriculture. The UT Martin Office of Regional Centers and Online Programs also has a strong history of providing dual enrollment courses to high school students across the state, and B.S. degrees to students who are place-bound and/or time-bound through course offerings at the UT Martin Regional Centers and/or online. The proposed partnership between TCAT Northwest and UT Martin will continue this successful trend in the development of career paths in Retail, Hospitality, and Tourism.

TCAT Northwest and Lake County Board of Education propose to begin a Retail, Hospitality, and Tourism program in Lake County High School. TCAT Northwest will offer industry-recognized credentials and work-based learning opportunities to dual enrollment students. Increasing the number of pathways offered through Lake County High School will result in more certifications and diplomas being issued to students. In turn, this will result in more highly skilled employees for the workforce. Lake County High School will be upgraded with the equipment, technology, training supplies, tools, and consumables to complete as many certifications/diplomas as the school schedule will accommodate. TCAT Northwest will hire or

train/certify instructors to teach these courses on a part-time or full-time basis, depending on the need and enrollment.

TCAT Northwest will also work directly with industry employers to provide Work Based-Learning opportunities that align with industry-specific skilled training and employability skill development. Discovery Park of America, Holiday Inn Express and Suites, Reelfoot Lake State Park, and Ft. Pillow State Park have agreed to work with TCAT Northwest on WBL initiatives. These opportunities align with industry standards for Retail, Hospitality, and Tourism. Opportunities can include Retail Customer Service, Event Planning, Housekeeping, Hotel Management, Tour Guide, Marketing, Attractions, and Food Service Management.

The Obion County Joint Economic Development Corporation and Lauderdale County Chamber of Commerce/Economic and Community Development Corporation will coordinate efforts with TCAT Northwest in the marketing of the Retail, Hospitality, and Tourism program. This will include contributing outreach activities to increase awareness of the career pathways in this sector. The Chambers will assist in recruiting new industry members who could support and benefit from this proposal.

The local Workforce Boards serve as a bridge between postsecondary institutions and the needs of the workforce. They fulfill this goal by understanding the skills that employers need and connecting skilled workers to those opportunities through career pathways. Our economic development partners will assist with this proposal by establishing scholarships and supportive services for postsecondary learners. In addition, the workforce boards will help create a talent pipeline through partnerships in work-based learning programs.

Budget Plan

The budget outlines the clear alignment between the funding requested and all grant activities to

serve Lake, Lauderdale, Dyer, and Obion Counties. The financial plan and budget include the following: **Salaries, Benefits, and Taxes** - (1) Project Director, (2) Full-time Faculty, and (2) Part-Faculty/Staff, (1) UTM Lecturer, (1) UTM WBL Coordinator=\$1,124,182.00. **Supplies** – Technology, tools, books, training supplies, and consumables = \$206,250.00. **Capital Purchases** = \$435,568.00. **Professional Fee, Grant & Award**=\$26,000.00. **Travel, Conferences, and Meetings**= \$20,000 **Other Non-personnel**= \$28,000.00. **Indirect Costs**=\$160,000.000.

Halls High School (HHS), located in Lauderdale County, has proposed the purchase of a video message board, totaling \$200,000. This piece of equipment will benefit the students through learning Marketing and Computer Skills. HHS Students will run the software included in the video message board package and use the hardware provided. Students will be enrolled in a yearlong course dedicated to programming and running the video board. By participating in this course, students will receive training in areas such as promotional marketing, social media marketing, graphic design, etc., all of which are skills that are important in a variety of career opportunities within the Retail, Hospitality, and Tourism fields.

Fort Pillow State Park, located in Lauderdale County, is lacking in supplies and equipment needed to market their location to new and returning visitors. Much of the equipment is outdated or unusable. They have requested items that will increase security, improve marketability, and meet customer needs, all key components of the Retail, Hospitality, and Tourism curriculum. Items needed include small watercraft, waterway launch, benches, new gates, lighting, uniforms for tours and reenactments, and informational kiosks. Students could help plan, purchase, and implement these programs and items through work-based learning. This work-based learning experience will allow students to meet diploma requirements. Each item will reinforce the park's image as a premier recreational destination.

According to Mary Nita Bondurant, Development Director at Discovery Park of America (DPA), one of the nine galleries located in Discovery Center is a Natural History Gallery called Dinosaur Hall. DPA would like to use funding from GIVE 3.0 to replace this large mural with a mega screen (\$146,568.00) that would measure approximately 12' x 24'. Having a giant screen in this location would turn this space into a fantastic educational and promotional gallery. DPA envisions educators and others giving presentations to groups in this location with powerful larger-than-life graphics, PowerPoint slides, photographs, and charts to help visually support their efforts. The screen can display art and promote upcoming exhibits, shows, events, and opportunities offered at DPA. In addition, partners may use it to promote upcoming opportunities around the region and the state to DPA's guests. Tourism opportunities will be enhanced for West Tennessee and beyond by cross-promoting with tourism partners. The space can be utilized to teach tourism and hospitality basics with larger-than-life videos and graphics to drive home certain points. This screen's location in a prominent area in the museum ensures that every guest at DPA will be exposed to its messaging when not being used for a program, educational event, or seminar.

Obtaining this mega screen will align with DPA's mission to drive additional tourism as guests are inspired to return to Discovery Park or to visit one of the other many attractions in this region. Students from the TCAT Northwest Retail, Hospitality, and Tourism program will benefit from WBL/volunteer opportunities within the museum.

The education and IT departments at Discovery Park of America propose to have a computer lab (\$24,988.97) to help further the educational offerings at the park. The vision consists of being able to offer computer training and workforce development opportunities by

setting up a portable computer lab at DPA. There are multiple spaces in which a lab could be set up within the DPA facility.

Nigel Duffett, Vice President of Houser Creek dba Holiday Inn & Suites Express, located in Union City, Tennessee expressed their eagerness to partner with TCAT Northwest on this grant proposal, “We would be delighted to be involved particularly from the standpoint of introducing students to the hotel industry and demonstrating the significant economic impact of tourism. Any growth in tourism in Northwest Tennessee will impact all local municipalities and taxpayers who live here.” The Tennessee Department of Transportation (TDOT) is currently working to construct several projects along the proposed Interstate 69 Corridor in West Tennessee. According to TDOT’s website, the goal is to provide improved mobility and modal connections and to facilitate economic development along the proposed corridor. This partner is along the proposed I-69 corridor and has asked for marketing assistance totaling \$46,000 (strategic email campaigns, monument sign on highway 51). This will allow students to practice effective marketing, sales, and business promotion techniques, tying WBL activities to RHT program outcomes. Holiday Inn Express will also offer job shadowing opportunities to students.

The Lauderdale County Chamber/Economic and Community Development Corporation proposes adding a part-time staff member to help promote Hospitality and Tourism throughout the West Tennessee region (\$116,480). This staff member would coordinate efforts between the partnering Chambers/Economic Development and TCAT Northwest and allow for additional marketing of the Retail, Hospitality, and Tourism program. To serve in this area, as well as the Lauderdale County community, the purchase of 2 laptops and 2 iPads would be needed (\$6868.74).

The TCAT Northwest Retail, Hospitality, and Tourism program will utilize existing classroom space but will require a new touchscreen smartboard, new computers, desks, instructional materials, and supplies (\$172,318.71). TCAT Northwest proposes to purchase one (1) fifteen-passenger van with marketing wrap (\$60,000). This van will be utilized to transport RHT students to and from WBL activities, job shadowing, and field trips. By using a vehicle wrap on the van, TCAT Northwest will increase the visibility of the program and increase our marketing efforts.

Reelfoot Lake State Park has agreed to partner with TCAT Northwest offering WBL, job shadowing, and volunteer opportunities to students. A part-time staff member will be provided through grant funds to further supplement WBL activities within the park (\$62,400).

The University of Tennessee at Martin proposes to provide a Lecturer and WBL Coordinator through grant funding (\$239,382). Additionally, supplies and equipment will be purchased to support the degree programs, providing learning opportunities at the UT Martin Ripley Center and UTM online (\$33,000). UTM will also offer dual enrollment credit opportunities to partnering high school students. Rental fees (\$20,000) for lab facilities would also be required. UTM will also host Lunch and Learns and Roadmap guidance for the High School 2 Career program.

Sustainability

The advancement of Hospitality and Tourism in Rural West Tennessee will be sustained through continuous partnerships and collaborations between TCAT Northwest, High School Partners, industry employers, and the local workforce boards. Due to the anticipated success of this proposal, the project will allow for the program to be easily maintained and sustained by the

respective partners associated with this proposal. The amount of growth that the Northwest Tennessee region will sustain in the coming years due to the arrival of Blue Oval City is incredible and Hospitality services will continually be in demand to serve this influx of residents.

Dual Enrollment Agreements will remain active and in place at each high school every fiscal year. This will continue to create dual enrollment opportunities for high school students. High School students can use Dual Enrollment scholarships that provide grant funding for dual enrollment tuition fees.

Industry Partnership agreements will remain in effect to reinforce work-based learning experiences. The institution will continue to expand these opportunities with new partners as the program continues to expand. This will also strengthen placement rates upon completion and graduation.

Optional Criteria

This proposal seeks to implement the Retail, Hospitality, and Tourism Program (CIP Code 52.0904). This program is aligned with lodging managers (SOC Code 11-9081), which is in high demand in Tennessee. This proposal seeks to serve students at Lake County High School, located in Lake County, Tennessee, which is categorized as a distressed county as measured by the County Economic Status Map. The school is at 819 McBride Street in Tiptonville, Tennessee, within census tract 4709590100. Students from the neighboring town of Ridgely also attend this high school and will benefit from this grant proposal. The census tract for Ridgely is 4709590200. Based on the United States Census Bureau's report, these tracts are designated as being in persistent poverty (Tennessee's Economy 2022-2023, tn.gov).

Appendix

Budget	20
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Obion County Joint Economic Development Corporation	
Lauderdale Chamber of Commerce	
Northwest and Southwest Workforce Boards	
Lake County Schools	
Halls High School	
Discovery Park of America	
Holiday Inn Express & Suites	
Ft. Pillow State Park	
Reelfoot Lake State Park	

Item	Location	Cost/year or item	Total
Project Director Salary and Benefits	NW	\$ 40,000.00	\$ 160,000.00
RHT Instructor	NW	\$ 75,000.00	\$ 300,000.00
RHT Adjunct Instructor	LCHS	\$ 75,000.00	\$ 300,000.00
PT Assistant	LCCC	\$ 15,600.00	\$ 62,400.00
UTM Lecturer	UTM		\$ 148,500.00
UTM WBL Coordinator	UTM		\$ 90,882.00
Reelfoot Lake Hospitality Employee	RLSP	\$ 15,600.00	\$ 62,400.00
Instructor Stipend	HHS	\$ 6,500.00	\$ 26,000.00
Computers for RHT Classroom	NW	\$ 1,400.00	\$ 28,000.00
Desks for RHT Classroom	NW	\$ 600.00	\$ 12,000.00
RHT Instructional Materials-Students	NW	\$ 916.05	\$ 73,284.00
Supplies and Equipment	UTM		\$ 33,000.00
Canoes	FP	\$ 499.99	\$ 1,497.00
8' Kayak	FP	\$ 199.99	\$ 199.99
Paddle Board	FP	\$ 299.99	\$ 299.99
Launch	FP	\$ 795.84	\$ 795.84
Trail Benches	FP	\$ 69.55	\$ 208.65
12' gates	FP	\$ 239.99	\$ 2,399.90
6x6 Gate Posts	FP	\$ 54.78	\$ 1,095.60
Chainsaws	FP	\$ 449.00	\$ 898.00
Weedeater	FP	\$ 129.99	\$ 129.99
Shovels	FP	\$ 14.98	\$ 44.94
Civil War Clothing Complete Outfit	FP	\$ 358.80	\$ 358.80
Kiosk	FP		\$ 646.88
Solar Lights	FP	\$ 15.00	\$ 300.00
Ipads	LCCC	\$ 2,400.00	\$ 4,800.00
Surface Pro Computer	LCCC	\$ 2,034.37	\$ 4,068.74
Miscellaneous Supplies and Shipping	NW		\$ 38,221.68
Marketing Wrap for Van	NW	\$ 4,000.00	\$ 4,000.00
Newline Touch Smartboard	NW		\$ 12,000.00
Monument Sign on Highway 51	HIAS	\$ 22,000.00	\$ 22,000.00
Video Marketing Board	HHS		\$ 200,000.00
Giant Educational Screen	DPA		\$ 146,568.00
Van for Educational Field Trips	NW	\$ 55,000.00	\$ 55,000.00
Strategic Email Campaign	HIAS	6000.00/year	\$ 24,000.00
Marketing Expenses	UTM		\$ 4,000.00
Facilities Rental	UTM		\$ 20,000.00
Indirect Costs	NW		\$ 160,000.00

PARTNER	Total Budgeted Amount	Percentage of Total Budget
TCAT Northwest	\$ 842,505.68	42.13%
UTM	\$ 296,382.00	14.82%
Lake Co. High School	\$ 300,000.00	15%
Lauderdale Chamber	\$ 71,268.74	3.56%
Reelfoot Lake	\$ 62,400.00	3.12%
Halls High School	\$ 226,000.00	11.30%
Ft. Pillow	\$ 8,875.58	0.44%
Holiday Inn Express	\$ 46,000.00	2.30%
Discovery Park	\$ 146,568.00	7.33%
	<u>\$ 2,000,000.00</u>	<u>100.00%</u>



TENNESSEE COLLEGE OF APPLIED TECHNOLOGY

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Tennessee College of Applied Technology Northwest

Work-Based Activity Handbook

Revised 08/17/2022

The Tennessee College of Applied Technology Northwest does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:
Title VI and Title IX Coordinator, 340 Washington St., Northwest, TN 38059. See <http://www.tcatnorthwest.edu/non-discrimination> for full nondiscrimination policy.

Introduction

Section A. Work-Based Activity Policies

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INTRODUCTION

The Work-Based Activity (WBA) is an integral part of the learning experience provided for students at the Tennessee College of Applied Technology Northwest and is defined as work-related training received at an approved business or industry under the terms of a signed Work-Based Activity Agreement (e.g., internships, industrial cooperative education, job shadowing and similar activities). Students who are enrolled in a paid activity should be paid a salary commensurate with entry-level employees completing the same task. The program provides a method of instruction whereby the Tennessee College of Applied Technology Northwest and business/industry are partners in developing the workforce for tomorrow's technology. For this reason, the student and the prospective WBA Company must meet policy eligibility requirements and sign the WBA Agreement. WBA is optional and above the curriculum requirements for all programs that offer it. Students participating in a WBA is still required to complete all the necessary competencies and does not substitute for classroom training. WBA is for advanced students who are on track for completion within traditional enrollment times; otherwise, a student's financial aid may be negatively impacted.

This comprehensive Work-Based Activity Handbook contains three sections:

SECTION A - Work-Based Activity Policies

SECTION B - Work-Based Activity Agreement

SECTION C - Work-Based Activity Forms

SECTION A

WORK-BASED ACTIVITY POLICIES

Work-Based Activity Policies

General

1. It is the responsibility of the Tennessee College of Applied Technology Northwest President to designate a TCAT Northwest employee as a College Representative (Representative) who will serve as the project coordinator and the liaison for the TCAT Northwest (College), the Student, and the WBA Company (Company). The Representative may be the program Instructor or any other designee by the President.
2. A request for a WBA placement may be initiated by the College Instructor, by the Company, or by the Student.
3. A hand-written contract will NOT be accepted.
4. Upon initiation, the WBA Request and Plan (Form C-1) is completed by the TCAT Northwest Instructor (Instructor) and submitted to TCAT Northwest President for approval. A copy of the student's transcript must be included with the application showing that a minimum of 50% of the competencies have been completed. If the Company is a new WBA site, an on-site pre-approval evaluation should be conducted by the Instructor.

After the TCAT Northwest President has approved the WBA Request and Plan (Form C-1), the Work-Based Activity Agreement (Form B) with an attached program competency list is prepared and also signed by the Student, the Company, and the Representative.

5. All fees for the upcoming trimester must be paid in accordance with school policy. If the WBA period is extended, the student should make provisions to pay fees according to school policy.
6. The student shall record his/her work time and submit to his/her instructor on a weekly basis.
7. Each time the Instructor makes contact with the Student or the Company, it should be recorded on the Contact Record Form. A minimum of one on-site visits per trimester should be made by the Instructor.
8. It is the responsibility of the Company to perform an evaluation of the Student's performance each month and complete the Monthly Evaluation Form (Form C-6). If an immediate problem arises, the Company should contact the Instructor without delay.
9. If it becomes necessary for the Student's WBA to be extended beyond the stated day on the Agreement, the WBA Agreement Modification Form (Form C-5) is prepared and signed by all parties.
10. The College reserves the right to make any exceptions to the WBA policies that would be mutually beneficial to all parties.

11. All parties - the Student, the Instructor, the President, and the Company - must sign the WBA Program Agreement prior to the beginning of the WBA work phase.
12. The Agreement may be terminated by any party at any time by notifying the other parties in writing.

Student Eligibility Policies

A student who elects to participate in the WBA program must meet the following eligibility requirements:

1. Be a full-time Student.
2. Be at least 18 years of age.
3. Have completed a minimum of 50% of the hours in the program and/or possess the skills equivalent to a minimum of 50% of the entry-level requirements based on the Instructors evaluation. **The standard of classroom hours completed and/or skill equivalents may be modified at the discretion of the President but, under no circumstances should the Student be allowed to begin a WBA until at least 25% of the skill equivalents have been met or demonstrated. Generally, WBA is reserved for the final two trimesters of study.**
4. Have demonstrated good attendance, good work habits, and good attitude.
5. Possess the ability to perform the work as required by the Company.
6. Be recommended by the Instructor.
7. Be approved by the President.
8. Be enrolled in a program-related WBA that will provide the opportunity to obtain needed competencies.
9. Pay all maintenance fees on or before the first day of each trimester in which the WBA will be performed.
10. Agree to conform to all policies and regulations of the Company and the College.
11. Agree to maintain a good work ethic in all areas pertaining to the job.
12. Agree to supply the College with the required documents for evaluation as stated and prescribed in the WBA Agreement.
13. Agree to all the terms and conditions as stated in the WBA Agreement and Policies.

The Tennessee College of Applied Technology Northwest does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Title VI and Title IX Coordinator, 340 Washington St., Northwest, TN 38059. See <http://www.tcatnorthwest.edu/non-discrimination> for full nondiscrimination policy.

Company Requirements Policies

In order for a business or industry to be an approved WBA site, the participating Company must meet these requirements:

1. Be recommended by the TCAT Northwest Instructor and allow an on-site pre-approval evaluation.
2. Agree to provide work projects that will relate to the Student's program area and will contribute to the Student's learning experiences within the provided competency list.
3. Comply with state and federal employment laws.
4. Allow periodic visitations by the Representative to observe the Student's work and verify progress.
5. Supervise and evaluate the Student's performance.
6. Verify and sign all necessary evaluations and forms as prescribed by the WBA Agreement.
7. Provide on-the-job instruction as needed by the Student.
8. Notwithstanding anything in the Agreement to the contrary, provide Workman's Compensation coverage for the Student.
9. Agree to all the terms and conditions of the WBA Policies and Agreements.

College Requirements

The College must be willing to fulfill these requirements:

1. Complete an on-site pre-approval evaluation of the prospective Company to determine the relevance of WBA experience.
2. Give the Student credit for the WBA program, according to the official college calendar, not to exceed the maximum hours available for a regular full-time Student.
3. Visit the Student on the job at periodic intervals (once per trimester). Visitation will be made by the Representative.
4. Keep the Student informed of changes in the WBA program, such as alternating training times between the College and the WBA site.
5. Maintain each participating Student on the program roll until such time as the student withdraws or is separated from the College.

6. Maintain all pertinent records relating to the WBA Agreement in the Student's permanent record.
7. Agree to all the terms and conditions of the WBA Policies and Agreements.

SECTION B

COOPERATIVE WORK PROGRAM AGREEMENT

- 2) Term and conditions – Pursuant to the above-stated purpose, the parties agree as follows:
- a) Term – This Agreement shall begin_____. Either party may terminate this agreement upon giving ten days written notice to the other party. This Agreement may be renewed with the approval of all parties. If it becomes necessary for the Student’s WBA to be extended beyond the stated date on the Agreement, the Agreement Modification is prepared and signed by all parties.
 - b) Discipline – While participating in the WBA at the Facility, the Student will be subject to applicable policies of the College and the Company. Each party will be responsible for enforcing all applicable policies. The Student shall be dismissed from WBA participation only after appropriate disciplinary policies and procedures of the College have been followed; however, if the Student’s presence poses an immediate threat or danger to the Company, the Company may remove the Student from the premises without delay.
 - c) Specific responsibilities – The following duties shall be the specific responsibility of the designated party:

I) The Student shall:

- (1) Complete and submit to the Representative all forms and reports in a timely manner. The signed Work-Based Activity agreement will be given to the Representative before the WBA begins. All other paperwork must be turned in to the Representative **no later than three days** after the end of the WBA or as designated by the Representative. Complete and submit all reports (Student Work log) and work schedules (Supervisor Evaluation form) to the College. These reports must be signed by the Company and the student and be in the College’s possession no later than three days after the end of each calendar month.
- (2) Furnish monthly; on forms provided, hours worked, types of jobs, and such other information as the College may need in order to grant Student credit (Student Work Log & Supervisor Evaluation Form).
- (3) Notify the Company and the Representative of any planned vacation or absence from work.
- (4) Inform the Representative of any problem that occurs while on the WBA.
- (5) Pay all fees for the upcoming trimester in accordance with school policy.
- (6) Conform to the policies and regulations of the Company and the College.
- (7) Notify the Representative immediately if terminated from the WBA by the Company.
- (8) Submit any changes in the work schedule to the Representative for approval.
- (9) Purchase any supplies, tools, etc., as required by the Company.

II) Student eligibility policies:

A student who elects to participate in the WBA program must meet the following eligibility requirements:

- (1) Be a full-time Student.
- (2) Be at least 18 years of age.
- (3) Have completed a minimum of 50% of the hours in the program and/or possess the skills equivalent to a minimum of 50% of the entry level requirements based on the Instructors evaluation. **The standard of classroom hours completed and/or skill equivalents may be modified at the discretion of the President but, under no circumstances should the Student be allowed to begin a WBA until at least 25% of the skill equivalents have been met or demonstrated. Generally, WBA is reserved for the final two semesters of study.**
- (4) Have demonstrated good attendance, good work habits, and good attitude.
- (5) Possess the ability to perform the work as required by the Company.
- (6) Be recommended by the Instructor.
- (7) Be approved by the President.
- (8) Be enrolled in a program-related WBA that will provide the opportunity to obtain needed competencies.
- (9) Pay all maintenance fees on or before the first day of each trimester in which the WBA will be performed.
- 10) Agree to conform to all policies and regulations of the Company and the College.
- 11) Agree to maintain a good work ethic in all areas pertaining to the job.
- 12) Agree to supply the College with the required documents for evaluation as stated and prescribed in the WBA Agreement.
- 13) Agree to all the terms and conditions as stated in the WBA Agreement and Policies.

III) The Company shall:

- (1) Provide work projects that will contribute to the Student's learning experience and will relate to the Student's technical area. (See attached Competencies)
- (2) Notify the Representative of any weaknesses or potential employment problems that the Student may have.
- (3) Comply with state and federal employment laws.
- (4) Notwithstanding anything in the Agreement to the contrary, provide Workman's Compensation coverage for the Student if the Work-Based Activity is a paid experience.
- (5) Allow visitation by the Representative, if needed, to verify Student progress and to observe the Student on the job.
- (6) Provide supervision for the Student and provide on-the-job instruction, as needed, including necessary safety instructions.
- (7) Notify the Representative of any serious problems, illnesses or accident involving the Student.
- (8) Verify and sign the student's work-based activity education summary and time record.
- (9) Agree to all the terms and conditions of the WBA Policies and Agreements.
- (10) The College suggests and supports the Company's requirement of a

Confidentiality Statement.

IV) The Representative acting on behalf of the College agrees to:

- (1) Evaluate and assign credit for WBA work according to the official College calendar, not to exceed the maximum hours available for a regular full-time student.
- (2) Assist the Company in identifying Student deficiencies or employment problems.
- (3) Provide instructional support to correct any work deficiencies.
- (4) Keep the Student informed about changes in the WBA program.
- (5) Visit the Student on the job at periodic intervals (Once per Trimester).
- (6) Maintain all pertinent records relating to the WBA Agreement in the Student's permanent record.
- (7) Maintain contact with the company as needed.
- (8) Maintain each participating Student of the program roll until such time the Student withdraws or is separated from the College.
- (9) Endeavor to establish and maintain a good working relationship with the Company.
- (10) The College reserves the right to make exceptions to the WBA Policy and the Student Eligibility Policy that are mutually beneficial and agreeable to all parties.

V) Mutual Responsibilities- the Parties shall cooperate to fulfill the mutual responsibilities:

- (1) Each party shall comply with all federal, state, and municipal laws, advice, rules and regulations that are applicable to the performance of this Agreement.
- (2) The Student shall be treated as a trainee who has no expectation of receiving future employment from the Company or the College.
- (3) The parties agree to comply with Titles VI and VII Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973, Executive Order 11.246 and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to, employees, or applications for employment and/or students because of race, religion, creed, color, sex, age, handicap, veteran's status or national origin.

- 3) Miscellaneous Terms – the following terms shall apply in the interpretation and performance of this Agreement.
- a) Neither party shall be responsible for personal injury or property damage or losses except that resulting from its own negligence of its employees or from others from who the party is legally responsible.
 - b) The delay or failure of performance by either party shall not constitute default under the terms of this agreement, nor shall it give rise to any claims against either party for damages. The sole remedy for breach of the Agreement shall be immediate termination.

Signatures:

Student _____ Date _____

Company _____ Date _____

Instructor _____ Date _____

College President _____ Date _____

SECTION C

SUPPORT DOCUMENTS AND INFORMATION

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY NORTHWEST

340 Washington St.
Newbern, TN 38059

COOPERATIVE WORK PROGRAM REQUEST

STUDENT INFORMATION

STUDENT: BANNER ID S

ADDRESS: TELEPHONE:

PROGRAM CUMULATIVE HOURS: TECHNICAL PROGRAM:

JOB TITLE: JOB DUTIES:

IS STUDENT RECEIVING: VA BENEFITS: Yes No WIA: Yes No

HAS STUDENT BEEN ON Co-op PREVIOUSLY? Yes No

COMPANY INFORMATION

COMPANY:

ADDRESS:

TELEPHONE: FAX:

CONTACT PERSON: TITLE:

TERMS OF CO-OP

BEGINNING DATE: ENDING DATE:

CHECK ONE: FULL TIME: PART-TIME:

Instructor: List the specific learning objectives/competencies that the student will pursue mastery of while on this cooperative learning experience and attach work schedule:

APPROVAL

PRESIDENT: DATE:

SIGNATURE

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY NORTHWEST

340 Washington St.
Newbern, TN 38059

STUDENT SCHEDULE

Name:	
Program:	
Work Location:	
Address:	
Phone Number:	
Supervisor's Name	

CLASS SCHEDULE:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

CO-OP WORK SCHEDULE:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

SIGNATURE

DATE

EMPLOYER:		
STUDENT:		
INSTRUCTOR:		
PRESIDENT:		

END OF TERM CO-OP QUESTIONNAIRE

NAME: _____ PROGRAM: _____

ENDING DATE: _____ COMPANY: _____

ARE YOU GRADUATING THIS TERM?

- _____ If Yes, complete Item 1.
- _____ If No, complete Item 2.

1. IF YOU ARE GRADUATING, YOU SHOULD

- A. Take your final Proficiency Test. Contact your Instructor for an appointment.
- B. Complete the Exit Interview Form.
- C. Last official day of school: _____
- D. Give this form to your Instructor.

2. IF YOU ARE NOT GRADUATING, DO YOU PLAN TO RETURN TO SCHOOL?

- _____ If Yes, complete Item 2A.
- _____ IF No, complete Item 2B.

- A. Contact the Instructor for the beginning date and fee amount.
Fees will be due on the day of registration.
- B. Student must come to the campus the first day of class to register and pay fees.
- C. Complete the Application, if necessary.
- D. Give this form to your Instructor.

2B. IF YOU DO NOT PLAN TO TAKE CLASSES NEXT TERM, CONTACT YOUR INSTRUCTOR TO:

- A. Complete the Exit Interview.
- B. Complete an Application for a future class, if applicable.
- C. Give this form to your Instructor.

IF YOU ARE REMAINING ON WORK-BASED LEARNING PROGRAM FOR THE NEXT TERM, CONTACT YOUR INSTRUCTOR FOR THE BEGINNING DATE AND FEE AMOUNTS. FEES WILL BE DUE ON THE DAY OF REGISTRATION.

NOTE: You cannot be counted as a Student until all tuition is paid.

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY NORTHWEST
340 Washington St.
Newbern, TN 38059

**WORK-BASED LEARNING PROGRAM AGREEMENT
MODIFICATION**

STUDENT'S NAME: _____

STUDENT S NUMBER: XXXXXX _____

TECHNICAL PROGRAM: _____

Modification is submitted as an amendment to the existing agreement. The conditions and narrative of the final agreement are still binding except where superseded by written changes contained in this modification.

MODIFICATION JUSTIFICATION (i.e. extension, etc.)

Student Signature/Date

TCATN Instructor Signature/Date

TCATN President Signature/Date

Company Rep. Signature/Date

MONTHLY EVALUATION

TECHNICAL AREA _____

Student's Name _____ Job Title _____

Company _____ Month _____ Year _____

[Choose one number grade for each of the three categories—ranges are shown respectively]

Quantity of Work: Use of time, tools, equipments, and materials to "GET THE JOB DONE."

- _____ Well above entry level (100-93)
- _____ Above entry level (92-85)
- _____ Average for entry level (84-77)
- _____ Needs minor improvement (76-70)
- _____ Needs major improvement (69 and below)

Comments _____

Quality of Work: Works safely with concern for meeting job specifications.

- _____ Well above entry level (100-93)
- _____ Above entry level (92-85)
- _____ Average for entry level (84-77)
- _____ Needs minor improvement (76-70)
- _____ Needs major improvement (69 or below)

Comments _____

Professionalism: Personal appearance, attendance, attitude toward job, co-workers, and customers.

- _____ Well above entry level (100-93)
- _____ Above entry lever (92-85)
- _____ Average for entry level (84-77)
- _____ Needs minor improvement (76-70)
- _____ Needs major improvement (69 or below)

Comments _____

Student Signature

Company Representative Signature



TENNESSEE COLLEGE OF APPLIED TECHNOLOGY

NORTHWEST

WORK-BASED LEARNING WORK PROGRAM APPLICATION

STUDENT INFORMATION

STUDENT: _____

ADDRESS: _____

Telephone #: _____ Cell Phone #: _____

PROGRAM CUMULATIVE HOURS: _____ TECHNICAL PROGRAM: _____

How long have you currently been enrolled in your current program? _____

Job Title Applied for: _____

Do you currently receive: **VA BENEFITS:** Yes ___ No ___ **WIOA:** Yes ___ No ___

Are you applying for a particular company? Yes ___ No ___ If Yes, please complete the company information below.

COMPANY INFORMATION

COMPANY: _____

ADDRESS: _____

TELEPHONE: _____ FAX: _____

CONTACT PERSON: _____ TITLE: _____

APPROVAL

INSTRUCTOR: _____ DATE: _____
SIGNATURE

VICE PRESIDENT _____ DATE: _____
SIGNATURE

PRESIDENT: _____ DATE: _____
SIGNATURE

**Dual Enrollment Agreement for Tennessee Colleges of Applied Technology
Between
Tennessee College of Applied Technology Northwest
and
Lauderdale County School District (Ripley High School/Halls High School)**

This Dual Enrollment Agreement (“Agreement”), by and between Tennessee College of Applied Technology Northwest (“Institution”) and Lauderdale County School District (Ripley High School/Halls High School) (“High School”), is for the purpose of providing eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s), as further defined herein.

OVERVIEW

In accordance with the guidelines and policies set forth by the Tennessee Higher Education Commission and Tennessee Board of Regents (“TBR”) Policy 2:03:00:01, and the procedures established by Institution, Institution desires to provide eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s) (each a “Dual Enrollment Course”) toward a program of study (a “Program”).

The following classes that are listed in the Institution’s catalog and use the course syllabus, including outcomes and requirements, and text and materials approved by the respective Institution department are offered as Dual Enrollment Courses:

- Administrative Office Technology
- Automotive Technology
- Building Construction Technology
- Computer Aided Design
- Computer Information Technology
- Cosmetology
- Digital Agronomy
- Diesel Powered Equipment Technology
- Electric Vehicle Production Technician
- Farming Operations Technology
- Hybrid Electrical Vehicle
- Health Information Management
- HVACR
- Industrial Electricity
- Industrial Maintenance/Molding
- Industrial Maintenance Automation
- Industrial Maintenance/Mechatronics
- Industrial Maintenance
- Machine Tool Technology
- Patient Care/Medical Assisting
- Pharmacy Technology
- Welding Technology

Eligible students (“Students”) must be enrolled as 9th, 10th, 11th, or 12th grade students in a Tennessee public or nonpublic secondary school, or in a home education program. In order to enroll in a specific Dual Enrollment Course, Students must meet the Program’s specific placement requirements as determined by the Institution.

In order to participate in a Dual Enrollment Course, Students must submit the following to the TCAT Northwest Student Services Personnel:

- A completed application for admission signed by the Student;
- Required signatures from Student and parent or legal guardian of the Student.

In order to remain eligible to participate in Dual Enrollment Courses, Students must be in compliance with the Institution's attendance policy, or the High School's attendance policy for Dual Enrollment Courses held at the High School, and maintain a cumulative GPA of at least 2.0 or higher based on individual academic program GPA standards in the Dual Enrollment Course(s) that the Student is taking in order to register for subsequent Dual Enrollment Courses. Exceptions must be submitted in writing to the Institution's President, Dr. Youlanda Jones

Dual Enrollment Courses may be held on the campus of the Institution or the High School as mutually agreed to by the parties.

A. RESPONSIBILITIES OF THE PARTIES

A.1 The Institution:

- Is responsible for ensuring that a qualified faculty or adjunct faculty member is the instructor for the Dual Enrollment Course.
- Reserves the right to schedule an observation of all Dual Enrollment Courses held on the campus(es) of the High School at any time to ensure that Institution's expectations for the quality of the Dual Enrollment Course are met.
- Will initially classify Students enrolled in a Dual Enrollment Course as non-degree seeking. However, upon high school graduation or GED completion, the Dual Enrollment Course credit(s) may be applied toward an appropriate college-degree program so long as regular admissions requirements are met.
- Will adhere to High School's standard operating procedures for the reservation and utilization of school equipment for all Dual Enrollment Courses operated on the High School's campus.
- May require that the High School maintain science and computer laboratories and equipment appropriate and compatible for delivery of a Dual Enrollment Course held on the High School's campus.
- May cancel any Dual Enrollment Course with enrollment insufficient to cover Institution's expenses, so long as no invoices are sent to High School for such Dual Enrollment Course.
- On the schedule requested by High School, provide to High School for all Students completed grade reporting sheets and attendance reporting sheets.

A.2. The High School shall:

- Award high school graduation credit(s) for each Dual Enrollment Course successfully completed.
- Provide appropriate classroom space and instructional equipment, as determined by the Institution, for Dual Enrollment Courses offered on the High School campus.
- Pursuant to 0520-1-3-.06(4) (c) 1. of Tennessee Board of Education Rules, Regulations, and Minimum Standards for the Governance of Tennessee Public School (1994), retain the right to observe and supervise instruction, which is conducted on the High School campus during regular school hours.
- Agree to follow the Institution's academic calendar for all Dual Enrollment Courses if requested by the Institution.
- Provide Institution with any grade reporting sheets or attendance reporting sheets that Institution will be requested to complete for Students.

- Ensure that each Student applies for the Dual Enrollment Lottery Grant and any other Tennessee Student Assistance Corporation (“TSAC”) grants available to pay for Dual Enrollment Courses prior to the deadlines set by TSAC.
- Not permit any Student to enroll in a Dual Enrollment Course unless that Student has either (i) provided to High School health information that establishes that the Student has complied with the recommended immunization schedule for measles, mumps, rubella and varicella for adults, issued by the Center for Disease Control and Prevention Advisory Committee on Immunization Practices or (ii) provided to High School documentation that meets the requirements of Rule 0140-02-09-.03 of the Tennessee Board of Regents regarding exemptions from vaccination requirements.
- Ensure that Students enrolling in a nursing, laboratory or allied health profession Dual Enrollment Course are aware of the need to comply with immunization requirements of entities providing clinical experiences associated with such courses.
- Ensure that each Student completes a waiver form indicating that the Student has received detailed information about (i) the recommended immunization schedule for measles, mumps, rubella and varicella for adults, issued by the Center for Disease Control and Prevention Advisory Committee on Immunization Practices and the availability and effectiveness of the recommended vaccines and (ii) the risk factors for hepatitis B infection and the availability and effectiveness of vaccine for persons who are at risk of the disease.

A.3. The Institution and the High School shall:

- Each designate a individual to provide oversight of details and distribute general program information and necessary forms to Students.
- Jointly determine the Dual Enrollment Courses to be offered, subject to Institution’s staffing and scheduling limitations and any enrollment or financial limitations.
- Provide appropriate information to the Students regarding Dual Enrollment Lottery Grant, Middle College Scholarship, and any other TSAC grants available to pay for Dual Enrollment Courses.

AGREEMENT TERM:

B.1. Term. This Agreement shall be effective for the period of no more than one (1) year, commencing on August 1, 2023 and ending on June 30, 2023.

B.2. Term Extension. The parties may agree to extend the term of this Agreement for additional periods of time not to exceed five (5) years in length, so long as an amendment extending the term of this Agreement is executed prior to the expiration date of this Agreement.

C. FACULTY/COSTS

C.1. Instructors for the Dual Enrollment Courses shall be subject to the approval of both parties and will adhere to Institution’s policies regarding academic standards and documentation of attendance and grades. The Institution reserves the right to replace any Dual Enrollment Course instructor provided by the High School for non-performance and/or violation of Institution policies and guidelines. The parties will promptly enter into an amendment of this Agreement if the replacement results in the Institution then being responsible for compensating the instructor of the affected Dual Enrollment Course. The parties agree that the primary employer of a Dual Enrollment Course instructor (Institution or High School) shall be responsible to arrange and compensate, if required, a substitute in the event that the instructor will be absent for a class meeting.

- C.2. In the event the instructor is provided and compensated by the Institution, such compensation will be based upon applicable Institution policies as to Institution faculty.
- C.3. In the event the instructor is provided and directly compensated by the High School, such compensation will be based upon applicable High School policies and no funds shall be due to the High School from the Institution unless otherwise specified in Section C.6 below. This does not prevent the Institution from entering into separate agreements with instructors who are also employees of the High School to engage such instructors as adjuncts.
- C.4. All costs associated with enrollment of Students in Dual Enrollment Courses that not covered by amounts received under the Tennessee Dual Enrollment Lottery Grant or any other TSAC grant intended to pay for the costs of a particular Student's enrollment in a Dual Enrollment Course (collectively, "Grant Monies") shall be the responsibility of the Student or Student's parent or legal guardian. Institution shall invoice Students or the Student's parent or legal guardian in accordance with the terms of the enrollment agreement documents between the parties. The costs shall be as set forth in Sections C.5. and C.6.
- C.5. For Dual Enrollment Courses held at Institution's facilities, the per Student cost per Dual Enrollment Course shall be equal to the per student cost that the Institution has set as the per student cost for enrollment in such course by other students of the Institution (the "Institution's Class Cost"). The Institution's Class Cost includes the cost of providing the instructor, classroom space, all maintenance and mandatory fees, textbooks and other class materials. The Institution's Class Cost will not include any fees that the Tennessee Higher Education Commission has determined may not be charged for Dual Enrollment Courses. The parties acknowledge that the per student enrollment cost for each course the Institution offers, and all fees are approved by TBR and available for review by High School upon request.
- C.6. For Dual Enrollment Courses held at High School's facilities, the parties agree that it is anticipated that the costs shall be equal to the Grant Monies and also as follows:

High School shall reimburse Institution each December 1 and June 1 an amount equal to the agreed upon salary division of the actual cost of salary and benefits paid by the Institution for the instructor of the Machining/Welding Technology courses at Ripley High School (said instructor will be engaged for a ten-month MODIFY contract. Institution will notify High School of these amounts in writing and such amounts will be reimbursed by the High School at the end of each trimester. If for any reason the funding for the Machining/Welding Technology instructor is no longer reimbursed by the High School, that course will be eliminated as a Dual Enrollment Course offering. If other costs are anticipated to be incurred by Institution in connection with the Dual Enrollment Course, such as for supplies, Institution will obtain High School's written approval of such costs prior to invoicing High School for the same.

High School shall reimburse Institution each December 1 and June 1 an amount equal to the agreed upon salary division of the actual cost of salary and benefits paid by the Institution for the instructor of the Welding Technology courses at Halls High School (said instructor will be engaged for a ten-month MODIFY contract. Institution will notify High School of these amounts in writing and such amounts will be reimbursed by the High School at the end of each trimester. If for any reason the funding for the Welding Technology instructor is no longer reimbursed by the High School, that course will be eliminated as a Dual Enrollment Course offering. If other costs are anticipated to be incurred by Institution in connection with the Dual Enrollment Course, such as for supplies, Institution will obtain High School's written approval of such costs prior to invoicing High School for the same.

Any Dual Enrollment Course instructors employed by the High School will be paid by the Institution a stipend per term not to exceed \$1500 to compensate such instructors for the additional work associated with satisfying Institution's requirements for Dual Enrollment Courses pursuant to a separate agreement between the parties. The stipend amount shall not be subject to escalation for any reason unless this Agreement is amended. If any extension of the Agreement necessitates additional funding, the increase in the Institution's maximum liability will also be affected through an amendment to the Agreement.

If other costs are anticipated to be incurred by Institution in connection with the Dual Enrollment Course, such as for supplies, Institution will obtain High School's written approval of such costs prior to invoicing High School for the same.

- C.7. In the event that a Student drops a Dual Enrollment Course by the Institution's Drop/Add Deadline, Grant Monies will be returned to TSAC in accordance with Institution and TSAC policies.

D. TERMS AND CONDITIONS:

- D.1. Required Approvals. The Institution is not bound by this Agreement until it is approved by the appropriate officials in accordance with applicable Tennessee laws and regulations as shown on the signature page of this Agreement.

- D.2. Modification and Amendment. This Agreement may be modified only by a written amendment executed by all parties hereto and approved by the appropriate officials.

- D.3. Performance. Each party agrees to work in good faith to achieve the objectives of this Agreement.

- D.4. Termination. Either party may terminate this Agreement with or without cause for any reason by providing written notice to the other party. However, in no event shall termination be effective until the end of the academic year then in progress.

- D.5. Nondiscrimination. Each party hereby agrees that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of either party on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law.

- D.6. State and Federal Compliance. Each party shall comply with all applicable State and Federal laws and regulations, including without limitation with the Family Educational Rights and Privacy Act (FERPA) (collectively, the "Laws"). Each party agrees that its officers, employees and agents will use personally identifiable information from an education record disclosed pursuant to this Agreement only for the purposes for which the disclosure was made and not for any other purpose unless permitted by the Laws or necessary in order to comply with this Agreement. For purposes of clarity, the parties acknowledge that Students enrolled in Dual Enrollment Courses are students of both the Institution and the High School with educational records created by the instructors of such Dual Enrollment Courses being records of both the Institution and the High School. The parties further acknowledge that the Laws applicable to educational records held by the Institution differ from those applicable to educational records held by the High School and agree that the Laws applicable to educational records held by the Institution shall apply only to the Institution, and the Laws applicable to educational records held by the High School shall apply only to the High School. The personally identifiable information may not be disclosed or re-disclosed by either party to any but the other party without

prior written consent of the Student, the parent or legal guardian of the Student, or as otherwise permitted by FERPA or this Agreement.

- D.7. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
- D.8. Severability. If any terms or conditions of this Agreement are held to be invalid or unenforceable as a matter of law, the other terms and conditions hereof shall not be affected thereby and shall remain in full force and effect. To this end, the terms and conditions of this Agreement are declared severable.
- D.9. Communications and Contacts.

The Institution:

Dr. Youlanda Jones, President
Tennessee College of Applied Technology Northwest
340 Washington St., Newbern, TN 38059
731-410-7781
yjones@tcatnorthwest.edu

The High School:

Shawn Kimble, Superintendent
Lauderdale County School District
321 Armory St., Ripley, TN 38063
(731) 635-2941 (phone)

- D.10. Relationship of the Parties. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.
- D.11. Liability. Institution is a public institution of higher education and a member of the State University and Community College System of Tennessee governed by the Tennessee Board of Regents. As a state entity, its liability arising from performance under this Agreement shall be subject to and limited to those rights and remedies, if any, available under T. C. A. §§ 9-8-101 through 9-8-407. The High School is a political subdivision of the state and, as such its liability for injuries which may result from its performance under this Agreement shall be subject to and limited to those rights and remedies, if any, available under the Tennessee Governmental Tort Liability Act, §§ T. C. A. 29-20-201, et seq.

Each party shall be solely liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from action or omissions of itself or those for whom it is legally responsible, relating to or arising under this Agreement.

IN WITNESS WHEREOF:

Lauderdale County School District:

DocuSigned by:

Shawn Kimble

Shawn Kimble, Superintendent

2023-07-18 | 10:54 AM CDT

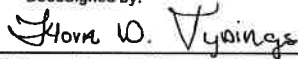

Date

Tennessee College of Applied Technology Northwest:

DocuSigned by:

Dr. Youlanda Jones, President
2023-07-18 | 9:03 AM PDT
Date

TENNESSEE BOARD OF REGENTS:

DocuSigned by:

Flora W. Tydings, Chancellor

2023-07-18 | 11:10 AM CDT
Date

**Dual Enrollment Agreement for Tennessee Colleges of Applied Technology
Between
Tennessee College of Applied Technology Northwest
and
Lake County Schools (Lake County High School)**

This Dual Enrollment Agreement ("Agreement"), by and between Tennessee College of Applied Technology Northwest ("Institution") and Lake County Schools (Lake County High School) ("High School"), is for the purpose of providing eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s), as further defined herein.

OVERVIEW

In accordance with the guidelines and policies set forth by the Tennessee Higher Education Commission and Tennessee Board of Regents ("TBR") Policy 2:03:00:01, and the procedures established by Institution, Institution desires to provide eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s) (each a "Dual Enrollment Course") toward a program of study (a "Program").

The following classes that are listed in the Institution's catalog and use the course syllabus, including outcomes and requirements, and text and materials approved by the respective Institution department are offered as Dual Enrollment Courses:

- Administrative Office Technology
- Automotive Technology
- Building Construction Technology
- Computer Aided Design
- Computer Information Technology
- Cosmetology
- Digital Agronomy
- Diesel Powered Equipment Technology
- Electric Vehicle Production Technician
- Farming Operations Technology
- Hybrid Electrical Vehicle
- Health Information Management
- HVACR
- Industrial Electricity
- Industrial Maintenance/Molding
- Industrial Maintenance Automation
- Industrial Maintenance/Mechatronics
- Industrial Maintenance
- Machine Tool Technology
- Patient Care/Medical Assisting
- Pharmacy Technology
- Welding Technology

Eligible students ("Students") must be enrolled as 9th, 10th, 11th, or 12th grade students in a Tennessee public or nonpublic secondary school, or in a home education program. In order to enroll in a specific Dual Enrollment Course, Students must meet the Program's specific placement requirements as determined by the Institution.

In order to participate in a Dual Enrollment Course, Students must submit the following to the TCAT Northwest Student Services Personnel:

- A completed application for admission signed by the Student;
- Required signatures from Student and parent or legal guardian of the Student.

In order to remain eligible to participate in Dual Enrollment Courses, Students must be in compliance with the Institution's attendance policy, or the High School's attendance policy for Dual Enrollment Courses held at the High School, and maintain a cumulative GPA of at least 2.0 or higher based on individual academic program GPA standards in the Dual Enrollment Course(s) that the Student is taking in order to register for subsequent Dual Enrollment Courses. Exceptions must be submitted in writing to the Institution's President, Dr. Youlanda Jones.

Dual Enrollment Courses may be held on the campus of the Institution or the High School as mutually agreed to by the parties.

A. RESPONSIBILITIES OF THE PARTIES

A.1 The Institution:

- Is responsible for ensuring that a qualified faculty or adjunct faculty member is the instructor for the Dual Enrollment Course.
- Reserves the right to schedule an observation of all Dual Enrollment Courses held on the campus(es) of the High School at any time to ensure that Institution's expectations for the quality of the Dual Enrollment Course are met.
- Will initially classify Students enrolled in a Dual Enrollment Course as non-degree seeking. However, upon high school graduation or GED completion, the Dual Enrollment Course credit(s) may be applied toward an appropriate college-degree program so long as regular admissions requirements are met.
- Will adhere to High School's standard operating procedures for the reservation and utilization of school equipment for all Dual Enrollment Courses operated on the High School's campus.
- May require that the High School maintain science and computer laboratories and equipment appropriate and compatible for delivery of a Dual Enrollment Course held on the High School's campus.
- May cancel any Dual Enrollment Course with enrollment insufficient to cover Institution's expenses, so long as no invoices are sent to High School for such Dual Enrollment Course.
- On the schedule requested by High School, provide to High School for all Students completed grade reporting sheets and attendance reporting sheets.

A.2. The High School shall:

- Award high school graduation credit(s) for each Dual Enrollment Course successfully completed.
- Provide appropriate classroom space and instructional equipment, as determined by the Institution, for Dual Enrollment Courses offered on the High School campus.
- Pursuant to 0520-1-3-.06(4) (c) 1. of Tennessee Board of Education Rules, Regulations, and Minimum Standards for the Governance of Tennessee Public School (1994), retain the right to observe and supervise instruction, which is conducted on the High School campus during regular school hours.
- Agree to follow the Institution's academic calendar for all Dual Enrollment Courses if requested by the Institution.
- Provide Institution with any grade reporting sheets or attendance reporting sheets that Institution will be requested to complete for Students.

- Ensure that each Student applies for the Dual Enrollment Lottery Grant and any other Tennessee Student Assistance Corporation ("TSAC") grants available to pay for Dual Enrollment Courses prior to the deadlines set by TSAC.
- Not permit any Student to enroll in a Dual Enrollment Course unless that Student has either (i) provided to High School health information that establishes that the Student has complied with the recommended immunization schedule for measles, mumps, rubella and varicella for adults, issued by the Center for Disease Control and Prevention Advisory Committee on Immunization Practices or (ii) provided to High School documentation that meets the requirements of Rule 0140-02-09-.03 of the Tennessee Board of Regents regarding exemptions from vaccination requirements.
- Ensure that Students enrolling in a nursing, laboratory or allied health profession Dual Enrollment Course are aware of the need to comply with immunization requirements of entities providing clinical experiences associated with such courses.
- Ensure that each Student completes a waiver form indicating that the Student has received detailed information about (i) the recommended immunization schedule for measles, mumps, rubella and varicella for adults, issued by the Center for Disease Control and Prevention Advisory Committee on Immunization Practices and the availability and effectiveness of the recommended vaccines and (ii) the risk factors for hepatitis B infection and the availability and effectiveness of vaccine for persons who are at risk of the disease.

A.3. The Institution and the High School shall:

- Each designate a individual to provide oversight of details and distribute general program information and necessary forms to Students.
- Jointly determine the Dual Enrollment Courses to be offered, subject to Institution's staffing and scheduling limitations and any enrollment or financial limitations.
- Provide appropriate information to the Students regarding Dual Enrollment Lottery Grant, Middle College Scholarship, and any other TSAC grants available to pay for Dual Enrollment Courses.

AGREEMENT TERM:

- B.1. Term. This Agreement shall be effective for the period of no more than one (1) year, commencing on August 1, 2023 and ending on June 30, 2024.
- B.2. Term Extension. The parties may agree to extend the term of this Agreement for additional periods of time not to exceed five (5) years in length, so long as an amendment extending the term of this Agreement is executed prior to the expiration date of this Agreement.

C. FACULTY/COSTS

- C.1. Instructors for the Dual Enrollment Courses shall be subject to the approval of both parties and will adhere to Institution's policies regarding academic standards and documentation of attendance and grades. The Institution reserves the right to replace any Dual Enrollment Course instructor provided by the High School for non-performance and/or violation of Institution policies and guidelines. The parties will promptly enter into an amendment of this Agreement if the replacement results in the Institution then being responsible for compensating the instructor of the affected Dual Enrollment Course. The parties agree that the primary employer of a Dual Enrollment Course instructor (Institution or High School) shall be responsible to arrange and compensate, if required, a substitute in the event that the instructor will be absent for a class meeting.

- C.2. In the event the instructor is provided and compensated by the Institution, such compensation will be based upon applicable Institution policies as to Institution faculty.
- C.3. In the event the instructor is provided and directly compensated by the High School, such compensation will be based upon applicable High School policies and no funds shall be due to the High School from the Institution unless otherwise specified in Section C.6 below. This does not prevent the Institution from entering into separate agreements with instructors who are also employees of the High School to engage such instructors as adjuncts.
- C.4. All costs associated with enrollment of Students in Dual Enrollment Courses that not covered by amounts received under the Tennessee Dual Enrollment Lottery Grant or any other TSAC grant intended to pay for the costs of a particular Student's enrollment in a Dual Enrollment Course (collectively, "Grant Monies") shall be the responsibility of the Student or Student's parent or legal guardian. Institution shall invoice Students or the Student's parent or legal guardian in accordance with the terms of the enrollment agreement documents between the parties. The costs shall be as set forth in Sections C.5. and C.6.
- C.5. For Dual Enrollment Courses held at Institution's facilities, the per Student cost per Dual Enrollment Course shall be equal to the per student cost that the Institution has set as the per student cost for enrollment in such course by other students of the Institution (the "Institution's Class Cost"). The Institution's Class Cost includes the cost of providing the instructor, classroom space, all maintenance and mandatory fees, textbooks and other class materials. The Institution's Class Cost will not include any fees that the Tennessee Higher Education Commission has determined may not be charged for Dual Enrollment Courses. The parties acknowledge that the per student enrollment cost for each course the Institution offers, and all fees are approved by TBR and available for review by High School upon request.
- C.6. For Dual Enrollment Courses held at High School's facilities, the parties agree that it is anticipated that the costs shall be equal to the Grant Monies and also as follows:
- Any Dual Enrollment Course instructors employed by the High School will be paid by the Institution a stipend per term not to exceed \$1500 to compensate such instructors for the additional work associated with satisfying Institution's requirements for Dual Enrollment Courses pursuant to a separate agreement between the parties. The stipend amount shall not be subject to escalation for any reason unless this Agreement is amended. If any extension of the Agreement necessitates additional funding, the increase in the Institution's maximum liability will also be affected through an amendment to the Agreement.
- If other costs are anticipated to be incurred by Institution in connection with the Dual Enrollment Course, such as for supplies, Institution will obtain High School's written approval of such costs prior to invoicing High School for the same.
- C.7. In the event that a Student drops a Dual Enrollment Course by the Institution's Drop/Add Deadline, Grant Monies will be returned to TSAC in accordance with Institution and TSAC policies.
- D. TERMS AND CONDITIONS:
- D.1. Required Approvals. The Institution is not bound by this Agreement until it is approved by the appropriate officials in accordance with applicable Tennessee laws and regulations as shown on the signature page of this Agreement.

- D.2. Modification and Amendment. This Agreement may be modified only by a written amendment executed by all parties hereto and approved by the appropriate officials.
- D.3. Performance. Each party agrees to work in good faith to achieve the objectives of this Agreement.
- D.4. Termination. Either party may terminate this Agreement with or without cause for any reason by providing written notice to the other party. However, in no event shall termination be effective until the end of the academic year then in progress.
- D.5. Nondiscrimination. Each party hereby agrees that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of either party on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law.
- D.6. State and Federal Compliance. Each party shall comply with all applicable State and Federal laws and regulations, including without limitation with the Family Educational Rights and Privacy Act (FERPA) (collectively, the "Laws"). Each party agrees that its officers, employees and agents will use personally identifiable information from an education record disclosed pursuant to this Agreement only for the purposes for which the disclosure was made and not for any other purpose unless permitted by the Laws or necessary in order to comply with this Agreement. For purposes of clarity, the parties acknowledge that Students enrolled in Dual Enrollment Courses are students of both the Institution and the High School with educational records created by the instructors of such Dual Enrollment Courses being records of both the Institution and the High School. The parties further acknowledge that the Laws applicable to educational records held by the Institution differ from those applicable to educational records held by the High School and agree that the Laws applicable to educational records held by the Institution shall apply only to the Institution, and the Laws applicable to educational records held by the High School shall apply only to the High School. The personally identifiable information may not be disclosed or re-disclosed by either party to any but the other party without prior written consent of the Student, the parent or legal guardian of the Student, or as otherwise permitted by FERPA or this Agreement.
- D.7. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
- D.8. Severability. If any terms or conditions of this Agreement are held to be invalid or unenforceable as a matter of law, the other terms and conditions hereof shall not be affected thereby and shall remain in full force and effect. To this end, the terms and conditions of this Agreement are declared severable.
- D.9. Communications and Contacts.

The Institution:

Dr. Youlanda Jones, President
Tennessee College of Applied Technology Northwest
340 Washington St., Newbern, TN 38059
731-410-7781
yjones@tcatnorthwest.edu

The High School:

Dr. Woody Burton, Director of Schools

Lake County Schools
819 McBride, Tiptonville, TN 38079
(731) 253-6601 (phone)
(731) 253-7111 (fax)

D.10. Relationship of the Parties. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.

D.11. Liability. Institution is a public institution of higher education and a member of the State University and Community College System of Tennessee governed by the Tennessee Board of Regents. As a state entity, its liability arising from performance under this Agreement shall be subject to and limited to those rights and remedies, if any, available under T. C. A. §§ 9-8-101 through 9-8-407. The High School is a political subdivision of the state and, as such its liability for injuries which may result from its performance under this Agreement shall be subject to and limited to those rights and remedies, if any, available under the Tennessee Governmental Tort Liability Act, §§ T. C. A. 29-20-201, et seq.

Each party shall be solely liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from action or omissions of itself or those for whom it is legally responsible, relating to or arising under this Agreement.

IN WITNESS WHEREOF:

Lake County Schools:

DocuSigned by:

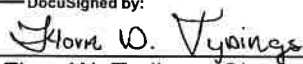

Dr. Woody Burton, Director of Schools
2023-07-21 | 11:35 AM CDT
Date

Tennessee College of Applied Technology Northwest:

DocuSigned by:

Dr. Yolanda Jones, President
2023-07-21 | 9:43 AM PDT
Date

TENNESSEE BOARD OF REGENTS:

DocuSigned by:

Flora W. Tydings, Chancellor

2023-07-21 | 11:44 AM CDT
Date



TENNESSEE COLLEGE
OF APPLIED TECHNOLOGY
NORTHWEST

MEMORANDUM OF UNDERSTANDING

Between

Tennessee College of Applied Technology (TCAT) Northwest and the University of Tennessee, acting on behalf of its Martin campus, Lake County High School, Halls High School, Workforce Innovations, Inc.-Northwest and Southwest Tennessee Workforce Boards, Lauderdale Chamber/Economic and Community Development, Obion County Joint Economic Development Corporation, Discovery Park of America, Fort Pillow State Park, Holiday Inn Express and Suites, and Reelfoot Lake State Park.

PURPOSE

The purpose of this Memorandum of Understanding (MOU) is to establish an agreement among the University of Tennessee, acting on behalf of its Martin campus; Lake County High School, Halls High School, Northwest Workforce Board, Southwest Workforce Board, Lauderdale Chamber/Economic and Community Development, Obion County Joint Economic Development Corporation, Discovery Park of America, Fort Pillow State Park, Holiday Inn Express and Suites, and Reelfoot Lake State Park regarding their respective benefits, roles, and responsibilities.

PERIOD OF RELEVANCE

This MOU was designed as an informational document to record the partnerships of the signatories beginning August/September 2024.

PARTIES TO THE MEMORANDUM OF UNDERSTANDING

Employer Partners who recognize the need to attract and develop the next generation workforce as the single most critical issue facing the hospitality and tourism industry and the important leadership role the industry needs to play in identifying common needs, creating a unified voice, and shaping industry-driven solutions.

Education and Training Partners including Postsecondary Training and Educational Institutions such as universities, colleges, community colleges, adult career and technical centers and others providing training beyond the high school level; Secondary Educational Institutions such as high schools, career centers, boards of education, educational service centers and intermediary units.

Workforce Partners including public workforce agencies and American Job Centers.

Economic Development Partners include state, county and city economic development organizations, chambers of commerce and others that provide services and resources to support business growth.

PARTNER BENEFITS AND RESPONSIBILITIES

Each partner can benefit from full participation, and each has a critical role to play to attract and develop the current and future skilled workforce in our local communities. The following outlines those benefits and roles

Employer Partner Benefits

- ***Identify common needs*** by conducting timely research on economic and industry trends critical to this industry in the region
- ***Create a single, powerful voice*** to communicate your needs to the education and workforce development communities. Working together as a cohesive group provides a greater and more effective means to address workforce challenges and open opportunities that individual industry leaders cannot afford to pursue
- ***Influence education and training*** by providing feedback to schools about the skills required to successfully enter occupations within these industries, so they can offer training programs that reflect real-time market needs to ensure a well-qualified pool of graduates who possess specific competencies desired by the industry
- ***Decrease recruitment and training costs*** by ensuring a pool of qualified workers is ready for industry recruitment and/or advancement with skills based on industry needs
- ***Change perceptions about the industry*** to attract a more highly skilled workforce by using common messages and promoting industry careers throughout the community
- ***Implement strategies to improve employee recruitment and retention*** by learning about advanced workplace practices that will enable you to hire with confidence, increase employee commitment, make better promotion decisions, and assist managers in carrying out business strategies
- ***Link to funding for workforce development and training***, receive priority consideration to participate in Workforce Innovation Fund (WIF) grant-funded activities (On the Job Training, Customized Training, Internships through the Internship Clearinghouse, etc.) and work collaboratively to get new funding to support regional priorities

Employer Partner Responsibilities

- Strengthen programs by incorporating work-based learning components and providing more hands-on opportunities for students participating in the consortium
- Attend general membership meetings, forums, and other events to provide strategic direction, insight and feedback and share expertise and industry knowledge
- Contribute to labor supply and demand analysis, participating in surveys about hiring and training trends, including current and future hiring projections and skill needs
- Consult with training partners to provide feedback into programs and curricula including recruitment standards, training criteria, and course design
- Serve as hosts/or pathway program work-based learning, which may include internships, on-the-job training, customized training and/or apprenticeships
- Provide at least one Industry Career Pathway Ambassador from your company to participate in speaking engagements, outreach, and career awareness activities and/or facility tours to highlight career opportunities in the industry
- Assist with recruiting other employer partners to create a more powerful voice and ensure activities are representative of the industry by providing leads and contacts
- Utilize One-Stop Workforce System (JOBS4TN.gov) for recruitment activities, including posting all available job openings
- Participate in evaluation activities to measure progress and satisfaction, including surveys and testimonials regarding successes

Education and Training Partner Benefits

- Provide more comprehensive and accurate career advisement to students through real-time feedback from the industry about occupational trends and understanding where the most promising career opportunities lie
- Increase enrollment into your programs through TCAT Consortium outreach and recruitment strategies and by strengthening ties to other system partners
- Improve student preparedness by aligning programs to specific skills and competencies required
- Understand hiring projections to inform future program development and student recruitment
- Partner with other institutions to create more seamless career pathways for your students, encouraging advancement and improving program performance learn about best practices from others within the region and across the country in program design/content
- Bolster your voice with policymakers by creating a common agenda and using the power of the industry voice to address barriers and support your efforts
- Strengthen programs by incorporating work-based learning components and providing more hands-on opportunities for students
- Identify and attract more resources to support innovative program design and address identified gaps

Education and Training Partner Responsibilities

Postsecondary Training and Educational Institutions

Postsecondary Training and Educational Institutions include universities, colleges, community colleges, adult career and technical centers and others providing training beyond the high school level

- Work collaboratively with other partners, including industry leaders and competing institutions, to identify plausible education and training solutions to workforce needs
- Identify and negotiate articulation agreements with postsecondary officials to develop and offer credit-bearing coursework that will ease student transition from TCAT to four-year universities
- Attend Consortium meetings, forums, and other events to provide strategic direction, insight, and feedback
- Develop/modify curricula in partnership with the TCAT Consortium to ensure individuals receive the skills and credentials needed to enter and advance along industry career pathways
- Incorporate identified assessments and credentials that are nationally portable and industry-recognized into career pathway programs
- Disseminate Consortium materials and labor market information to advisors and instructors to ensure they are providing accurate guidance and career pathway navigation
- Work with other partners to develop effective and non-duplicative recruitment and assessment strategies that recruit and place students into the most appropriate entry point on the career pathway and have the best interests of the student--not the institution--in mind
- Contribute to outreach activities by identifying opportunities to increase awareness of career pathways and related programs, including career fairs, company tours, speaking engagements, etc.
- Aid in the development of customized curriculum, when applicable, for a tailored approach to industry training needs
- Proactively identify, share, and incorporate best practices about program design and content
- Participate in evaluation activities, including sharing data related to industry career pathways programs and student performance

Secondary Educational Institutions

Secondary Educational Institutions include high schools, career centers, boards of education, educational service centers and intermediary units.

- Contribute to outreach activities by identifying opportunities to increase awareness of career pathways within this industry and related programs, including Industry Career Fairs, company tours, speaking engagements, etc.
- Provide early academic and career counseling to motivate students and make them aware of all postsecondary options and the value of their academic and career accomplishments
- Attend Consortium meetings, forums, and other events to provide strategic direction, insight, and feedback
- Disseminate Consortium materials and labor market information to advisors and teachers to ensure they are providing accurate guidance and career pathway navigation
- Increase occupational relevance in education by contextualizing lessons with real-world,

industry examples

- Identify and negotiate articulation agreements with postsecondary officials to develop and offer credit-bearing transitional coursework that will smooth student advancement from high school to postsecondary programs
- Proactively identify, share, and incorporate best practices about program design and content
- Participate in evaluation activities, including sharing feedback and data related to industry career pathways programs

Workforce Partner Benefits

Workforce Partners include the public workforce development agencies, Workforce Investment Boards and American Job Center

- Add value to industry employers you serve by introducing the Consortium as an answer to their most pressing problem--current and future workforce shortages
- Provide more comprehensive and accurate career counseling to individuals you serve by capturing real-time feedback from this industry about occupational trends and understanding where the most promising career opportunities are available
- Make more strategic investments of public resources in education and training programs improved by the Consortium and demonstrating success
- Increase performance by understanding first-hand which programs are most effective and result in placements and competitive wages for in- demand industry jobs
- Get job seeking customers back to work sooner through stackable career pathways programs
- Increase individual customer retention by providing improved assessments and wrap around services along the career pathway
- Receive feedback from industry and partners about what is working and not working
- Attract more resources to support innovative program design and address identified gaps

Workforce Partner Responsibilities

- Create opportunities to increase awareness of career pathways and related programs, including online and in-person workshops
- Notify Consortium members to participate in events including job fairs and other programs sponsored by the public workforce system
- Invest resources in career pathways programs and services created or endorsed by the Consortium
- Work with other partners (education and training providers, social service organizations, etc.) to develop effective and non-duplicative recruitment and assessment strategies that recruit and place students into the most appropriate entry point on the career pathway and have the best interests of the student--not the institution--in mind
- Provide job search assistance to individuals interested in careers within the hospitality and tourism sector
- Provide support and wrap-around services to individuals in career pathways programs and/or entry level employment
- Assist in recruiting new industry members by connecting Consortium partners to industry

- leaders who could support the Consortium or benefit from its activities
- Disseminate Consortium materials and labor market information to counselors, other staff, and partners to ensure they are providing accurate guidance and career navigation
 - Participate in evaluation activities, including sharing feedback and data related to industry career pathways programs and student performance

Economic Development Partner Benefits

Economic Development Partners can include state, county and city economic development organizations, chambers of commerce and others that provide services and resources to support business growth

- Strengthen targeted sectors by providing a mechanism to address their employment needs, spurring productivity and economic growth of businesses, the industry, and the region
- Identify solutions that will help this industry to stay strong and grow

Economic Development Partner Responsibilities

- Promote industry objectives to the community as a whole and encourage and facilitate the participation of other stakeholders
- Share information regarding programs, services, resources, and incentives
- Work with industries to provide business growth and expansion activities and entrepreneurial assistance within your respective geographical area
- Ensure that Consortium partners are made aware of new industries entering the region that could benefit from the Consortium
- Assist in recruiting new industry members by connecting Consortium partners to industries who could support the Consortium or benefit from its activities
- Promote and market the TCAT Consortium career pathways framework to attract new businesses to the region
- Contribute to outreach activities by identifying opportunities to increase awareness of the Consortium, and career pathways and related programs
- Participate in evaluation activities, including sharing feedback and data related to industry career pathways programs

SIGNATURE PAGE

By signing this Memorandum of Understanding, all partners are attesting they have reviewed the MOU and find it accurately reflects their understanding of their involvement in the partnership with TCAT Northwest.

<small>DocuSigned by:</small> <i>Petra McPhearson</i> <small>CBEA1376DACC4E9...</small>	<u>4/29/2024 11:52:38 PDT</u>
Signature	Date

<u>Petra McPhearson</u>	<u>Senior Vice Chancellor, Finance & Administration</u>
Printed Name	Title

University of Tennessee, acting on behalf of its Martin campus
Company/Organization

SIGNATURE PAGE

By signing this Memorandum of Understanding, all partners are attesting they have reviewed the MOU and find it accurately reflects their understanding of their involvement in the partnership with TCAT Northwest.



23 April 2024

Signature

Date

Woody Burton

Director of Schools

Printed Name

Title

Lake County Schools

Company/Organization

SIGNATURE PAGE

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Latonya Jackson
Signature

4/24/2024
Date

Latonya Jackson
Printed Name

Director of Secondary and
Career Technical Education
Title

Lauderdale County Schools
Company/Organization

SIGNATURE PAGE

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Signature

4/23/2024

Date

Jennifer Bane

Printed Name

Executive Director

Title

Workforce Innovations, Inc. - Northwest and Southwest Tennessee Workforce Boards

Company/Organization

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Susan Worlds

Signature

4/24/24

Date

Susan Worlds

Printed Name

Executive Director

Title

Waukegan Chamber of Commerce

Company/Organization

SIGNATURE PAGE

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Lindsay Theobald
Signature

April 22, 2024
Date

Lindsay Theobald
Printed Name

CEO
Title

Obion County Joint Economic
Company/Organization

Development Corporation

SIGNATURE PAGE

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Mary Nita Bondurcut
Signature

4/24/24
Date

Mary Nita Bondurcut
Printed Name

Director
Title

Discovery Park of America
Company/Organization

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4/24/2024

Signature

Date

Nigel P Duffett

Vice President

Printed Name

Title

Hoosier Creek Hospitality LLC dba Holiday Inn Express & Suites Union City

Company/Organization



TENNESSEE COLLEGE OF APPLIED TECHNOLOGY

NORTHWEST

MEMORANDUM OF UNDERSTANDING

Between

Tennessee College of Applied Technology (TCAT) Northwest and the University of Tennessee at Martin, Lake County High School, Halls High School, Northwest Workforce Board, Southwest Workforce Board, Lauderdale Chamber/Economic and Community Development, Obion County Joint Economic Development Corporation, Discovery Park of America, and the State of Tennessee Department of Environment and Conservation (Fort Pillow State Park).

PURPOSE

The purpose of this Memorandum of Understanding (MOU) is to establish an agreement among the University of Tennessee at Martin; Lake County High School, Halls High School, Northwest Workforce Board, Southwest Workforce Board, Lauderdale Chamber/Economic and Community Development, Obion County Joint Economic Development Corporation, Discovery Park of America, and the State of Tennessee Department of Environment and Conservation (Fort Pillow State Park), regarding their respective benefits, roles, and responsibilities.

PERIOD OF RELEVANCE

This MOU was designed as an informational document to record the partnerships of the signatories beginning August/September 2024.

PARTIES TO THE MEMORANDUM OF UNDERSTANDING

Employer Partners who recognize the need to attract and develop the next generation workforce as the single most critical issue facing the hospitality and tourism industry and the important leadership role the industry needs to play in identifying common needs, creating a unified voice, and shaping industry-driven solutions.

Education and Training Partners including Postsecondary Training and Educational Institutions such as universities, colleges, community colleges, adult career and technical centers and others providing training beyond the high school level; Secondary Educational Institutions such as high schools, career centers, boards of education, educational service centers and intermediary units.

Workforce Partners including public workforce agencies and American Job Centers.

Economic Development Partners include state, county and city economic development organizations, chambers of commerce and others that provide services and resources to support business growth.

PARTNER BENEFITS AND RESPONSIBILITIES

Each partner can benefit from full participation, and each has a critical role to play to attract and develop the current and future skilled workforce in our local communities. The following outlines those benefits and roles

Employer Partner Benefits

- ***Identify common needs*** by conducting timely research on economic and industry trends critical to this industry in the region
- ***Create a single, powerful voice*** to communicate your needs to the education and workforce development communities. Working together as a cohesive group provides a greater and more effective means to address workforce challenges and open opportunities that individual industry leaders cannot afford to pursue
- ***Influence education and training*** by providing feedback to schools about the skills required to successfully enter occupations within these industries, so they can offer training programs that reflect real-time market needs to ensure a well-qualified pool of graduates who possess specific competencies desired by the industry
- ***Decrease recruitment and training costs*** by ensuring a pool of qualified workers is ready for industry recruitment and/or advancement with skills based on industry needs
- ***Change perceptions about the industry*** to attract a more highly skilled workforce by using common messages and promoting industry careers throughout the community
- ***Implement strategies to improve employee recruitment and retention*** by learning about advanced workplace practices that will enable you to hire with confidence, increase employee commitment, make better promotion decisions, and assist managers in carrying out business strategies
- ***Link to funding for workforce development and training***, receive priority consideration to participate in Workforce Innovation Fund (WIF) grant-funded activities (On the Job Training, Customized Training, Internships through the Internship Clearinghouse, etc.) and work collaboratively to get new funding to support regional priorities

Employer Partner Responsibilities

- Strengthen programs by incorporating work-based learning components and providing more hands-on opportunities for students participating in the consortium
- Attend general membership meetings, forums, and other events to provide strategic direction, insight and feedback and share expertise and industry knowledge
- Contribute to labor supply and demand analysis, participating in surveys about hiring and training trends, including current and future hiring projections and skill needs
- Consult with training partners to provide feedback into programs and curricula including recruitment standards, training criteria, and course design
- To the extent feasible, serve as hosts/or pathway program work-based learning, which may include internships, on-the-job training, customized training and/or apprenticeships
- Provide at least one Industry Career Pathway Ambassador from your company to participate in speaking engagements, outreach, and career awareness activities and/or facility tours to highlight career opportunities in the industry
- Assist with recruiting other employer partners to create a more powerful voice and ensure activities are representative of the industry by providing leads and contacts
- Participate in evaluation activities to measure progress and satisfaction, including surveys and testimonials regarding successes

Education and Training Partner Benefits

- Provide more comprehensive and accurate career advisement to students through real-time feedback from the industry about occupational trends and understanding where the most promising career opportunities lie
- Increase enrollment into your programs through TCAT Consortium outreach and recruitment strategies and by strengthening ties to other system partners
- Improve student preparedness by aligning programs to specific skills and competencies required
- Understand hiring projections to inform future program development and student recruitment
- Partner with other institutions to create more seamless career pathways for your students, encouraging advancement and improving program performance learn about best practices from others within the region and across the country in program design/content
- Bolster your voice with policymakers by creating a common agenda and using the power of the industry voice to address barriers and support your efforts
- Strengthen programs by incorporating work-based learning components and providing more hands-on opportunities for students
- Identify and attract more resources to support innovative program design and address identified gaps

Education and Training Partner Responsibilities

Postsecondary Training and Educational Institutions

Postsecondary Training and Educational Institutions include universities, colleges, community colleges, adult career and technical centers and others providing training beyond the high school level

- Work collaboratively with other partners, including industry leaders and competing institutions, to identify plausible education and training solutions to workforce needs
- Identify and negotiate articulation agreements with postsecondary officials to develop and offer credit-bearing coursework that will ease student transition from TCAT to four-year universities
- Attend Consortium meetings, forums, and other events to provide strategic direction, insight, and feedback
- Develop/modify curricula in partnership with the TCAT Consortium to ensure individuals receive the skills and credentials needed to enter and advance along industry career pathways
- Incorporate identified assessments and credentials that are nationally portable and industry-recognized into career pathway programs
- Disseminate Consortium materials and labor market information to advisors and instructors to ensure they are providing accurate guidance and career pathway navigation
- Work with other partners to develop effective and non-duplicative recruitment and assessment strategies that recruit and place students into the most appropriate entry point on the career pathway and have the best interests of the student--not the institution--in mind
- Contribute to outreach activities by identifying opportunities to increase awareness of career pathways and related programs, including career fairs, company tours, speaking engagements, etc.
- Aid in the development of customized curriculum, when applicable, for a tailored approach to industry training needs
- Proactively identify, share, and incorporate best practices about program design and content
- Participate in evaluation activities, including sharing data related to industry career pathways programs and student performance

Secondary Educational Institutions

Secondary Educational Institutions include high schools, career centers, boards of education, educational service centers and intermediary units.

- Contribute to outreach activities by identifying opportunities to increase awareness of career pathways within this industry and related programs, including Industry Career Fairs, company tours, speaking engagements, etc.
- Provide early academic and career counseling to motivate students and make them aware of all postsecondary options and the value of their academic and career accomplishments
- Attend Consortium meetings, forums, and other events to provide strategic direction, insight, and feedback
- Disseminate Consortium materials and labor market information to advisors and teachers to ensure they are providing accurate guidance and career pathway navigation

- Increase occupational relevance in education by contextualizing lessons with real-world, industry examples
- Identify and negotiate articulation agreements with postsecondary officials to develop and offer credit-bearing transitional coursework that will smooth student advancement from high school to postsecondary programs
- Proactively identify, share, and incorporate best practices about program design and content
- Participate in evaluation activities, including sharing feedback and data related to industry career pathways programs

Workforce Partner Benefits

Workforce Partners include the public workforce development agencies, Workforce Investment Boards and American Job Center

- Add value to industry employers you serve by introducing the Consortium as an answer to their most pressing problem--current and future workforce shortages
- Provide more comprehensive and accurate career counseling to individuals you serve by capturing real-time feedback from this industry about occupational trends and understanding where the most promising career opportunities are available
- Make more strategic investments of public resources in education and training programs improved by the Consortium and demonstrating success
- Increase performance by understanding first-hand which programs are most effective and result in placements and competitive wages for in- demand industry jobs
- Get job seeking customers back to work sooner through stackable career pathways programs
- Increase individual customer retention by providing improved assessments and wrap around services along the career pathway
- Receive feedback from industry and partners about what is working and not working
- Attract more resources to support innovative program design and address identified gaps

Workforce Partner Responsibilities

- Create opportunities to increase awareness of career pathways and related programs, including online and in-person workshops
- Notify Consortium members to participate in events including job fairs and other programs sponsored by the public workforce system
- Invest resources in career pathways programs and services created or endorsed by the Consortium
- Work with other partners (education and training providers, social service organizations, etc.) to develop effective and non-duplicative recruitment and assessment strategies that recruit and place students into the most appropriate entry point on the career pathway and have the best interests of the student--not the institution--in mind
- Provide job search assistance to individuals interested in careers within the hospitality and tourism sector
- Provide support and wrap-around services to individuals in career pathways programs

and/or entry level employment

- Assist in recruiting new industry members by connecting Consortium partners to industry leaders who could support the Consortium or benefit from its activities
- Disseminate Consortium materials and labor market information to counselors, other staff, and partners to ensure they are providing accurate guidance and career navigation
- Participate in evaluation activities, including sharing feedback and data related to industry career pathways programs and student performance

Economic Development Partner Benefits

Economic Development Partners can include state, county and city economic development organizations, chambers of commerce and others that provide services and resources to support business growth

- Strengthen targeted sectors by providing a mechanism to address their employment needs, spurring productivity and economic growth of businesses, the industry, and the region
- Identify solutions that will help this industry to stay strong and grow

Economic Development Partner Responsibilities

- Promote industry objectives to the community as a whole and encourage and facilitate the participation of other stakeholders
- Share information regarding programs, services, resources, and incentives
- Work with industries to provide business growth and expansion activities and entrepreneurial assistance within your respective geographical area
- Ensure that Consortium partners are made aware of new industries entering the region that could benefit from the Consortium
- Assist in recruiting new industry members by connecting Consortium partners to industries who could support the Consortium or benefit from its activities
- Promote and market the TCAT Consortium career pathways framework to attract new businesses to the region
- Contribute to outreach activities by identifying opportunities to increase awareness of the Consortium, and career pathways and related programs
- Participate in evaluation activities, including sharing feedback and data related to industry career pathways programs

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State of Tennessee Department of Environment and Conservation



David W. Salyers, P.E.

Apr 30, 2024

Date



TENNESSEE COLLEGE OF APPLIED TECHNOLOGY

NORTHWEST

MEMORANDUM OF UNDERSTANDING

Between

Tennessee College of Applied Technology (TCAT) Northwest and the University of Tennessee at Martin, Lake County High School, Halls High School, Obion County Central High School, Northwest Workforce Board, Southwest Workforce Board, Lauderdale Chamber/Economic and Community Development, Obion County Joint Economic Development Corporation, Discovery Park of America, Fort Pillow State Park, Holiday Inn Express and Suites, and State of Tennessee Department of Environment and Conservation (Reelfoot Lake State Park).

PURPOSE

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State of Tennessee Department of Environment and Conservation



David W. Salyers, P.E.

Apr 30, 2024

Date