

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY JACKSON

2024 Governor's Investment in Technical Education (GIVE 3.0) FUTUREWORC: Facilitating Workforce

Opportunities and Resilient Communities

Tennessee College of Applied Technology Jackson Tennessee College of Applied Technology Jackson  
IN PARTNERSHIP WITH:

1. NW/SW Workforce Innovation and Development Board
2. University of Memphis and the University of Tennessee at Martin
3. Hardeman County Schools
4. TN Builders Education Foundation, Memphis Hotel Association, Malco Theatres,

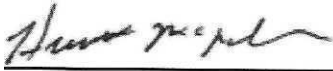
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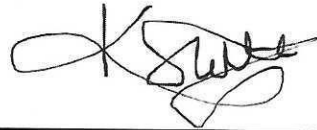
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Funding requested:

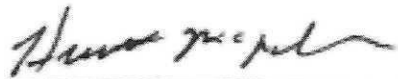
**\$2,000,000.00**



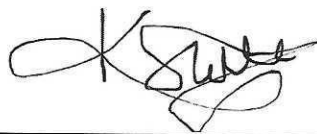
\_\_\_\_\_  
President of Higher Education Institution  
(Fiscal Agent)



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Project Director (Lead Entity)



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President of Higher Education Institution  
(Fiscal Agent)



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Project Director (Lead Entity)

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## **FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities**

### **Project Summary**

The GIVE Grant 3.0 initiative seeks to establish FUTUREWORC, a pioneering workforce development project in Hardeman County, Tennessee. This program is designed to create sustainable academic pathways from secondary to postsecondary education, culminating in valuable certificates, diplomas, or degrees tailored to meet the region's distinct workforce demands. Focusing on building construction, trades, retail, hospitality, and tourism sectors, FUTUREWORC aims to enhance local curricula with work-based learning opportunities, thereby crafting a robust workforce pipeline.

Hardeman County exhibits a pressing need for such an initiative. Despite a high school completion rate of over 80% among residents aged 25 and older, only 10.5% possess a postsecondary degree, underscoring a significant gap in higher education attainment. The region's per capita income stands at \$22,098, with a poverty level of 22.2%, signaling economic strains that FUTUREWORC seeks to alleviate through enhanced job and educational opportunities. This project promises dual-enrollment educational tiers, allowing students to earn stackable credentials and even full TCAT diplomas while gaining real-world experience through structured work-based learning. The project's essential education and industry partnerships ensure a broad spectrum of support, facilitating student success and engagement.

FUTUREWORC addresses immediate educational and occupational voids in Hardeman County and lays the groundwork for long-term economic resilience and growth, benefiting individuals and the broader community. This grant application requests the necessary funding to bring this transformative vision to fruition, promising substantial social and economic returns on investment.

**Section 1: Demonstration of Need** The purpose of this proposal is to request funding to develop, expand, and implement two academic programs that create pathways from secondary to postsecondary that culminate in certificates, diplomas, or degrees that meet a local workforce need. FUTUREWORC is an innovative workforce development project centered in Hardeman County that provides students access to college and career opportunities in building construction and trades, retail hospitality, and tourism sectors. The program will establish enhanced curriculums with work-based learning to train a new workforce pipeline and educational pathway. FUTUREWORC is a multi-pronged approach to removing barriers for middle and high school students within the distressed county, creating career pathways, job and educational opportunities, and supporting the workforce needs of regional employers. The program is employer-driven and fulfills a critical and demonstrable workforce need through two tiers of dual-enrollment education completion, the earning of stackable credentials, and the provision of student success services that studies show foster engagement and completion. Graduates of the program will earn multiple stackable credentials and, in some cases, full TCAT diplomas within one of the career pathways, college credit towards furthering their education to one of the four-year universities, and high-earning employment opportunities.

The 2023 estimated population of Hardeman County is 25,567: 55.5 percent Caucasian, 41.5 percent African American, and 2.2 percent Hispanic. While 80.9 percent of the population age 25 and older have a secondary degree or higher, only 10.5 percent have a postsecondary degree. Per capita income is \$22,098, and the poverty level is 22.2 percent (U.S. Bureau of Census, QuickFacts). Collaborative partners are Tennessee College of Applied Technology-Jackson/Whiteville campus (TCAT), Northwest, Southwest Tennessee Workforce Innovation and Development Board, Hardeman County Schools, University of Tennessee at Martin,



University of Memphis, and Tennessee Builders Education Foundation. TCAT-Jackson serves as the Applicant for this proposal.

Hardeman County Schools has 3,129 students in six elementary schools, one middle school, and two high schools. Middleton High School (418 students) and Bolivar Central High School (697 students) are targeted for this project, as are grades six through eight (6-8) in elementary and middle schools.

- **Localized data demonstrating the need for action.** According to the THEC Academic Supply and Occupational Demand Report (2023), construction occupations are in demand throughout the State at all levels: four and two-year degrees, postsecondary certificates, apprenticeships, and on-the-job training. In-demand occupations include construction supervisors, electricians, carpenters, operating engineers, plumbers, and HVAC personnel. First-year wages for four-year degrees average \$57,569. These occupations are in demand and needed to keep up with population growth in Tennessee, especially in rural west Tennessee, with the new Ford Motor Company F150 Truck Plant being constructed in neighboring Haywood County that will employ over 6,000 people up to completion. These in-demand construction occupations are in residential and commercial development (p.17-21).

The THEC report also details the need for culinary/hospitality/retail, especially for chefs, head cooks, and hotel/motel administration. Leisure, recreation, and tourism are large and growing industries in Tennessee. Specifically, the industry has grown by 73 percent, the fastest in the Southeast and fifth fastest in the country (P. 70-73).

The Tennessee Department of Labor and Workforce Development (2024) reports in-demand occupations with median salaries to 2026. Included in the list are construction managers (\$76,470), electrical engineering technicians (\$68,568), food service managers (\$43,168),

carpenters (\$35,937), operating engineers (\$38,489), plumbers, pipefitters (\$37,044), and electricians (\$46,782).

- **Clear linkage between grant activities and local/regional needs.** This proposal addresses building/construction, culinary/hospitality/retail industry needs and offers education pathways that begin with high school dual enrollment with building/construction technology certificate and culinary certificate, both received after accomplishing 432 hours with TCAT-Whiteville. High school students can continue with TCAT for certificates/diplomas in electrician, plumbing, HVAC, or directly to the University of Tennessee at Martin for a B.S. in Construction Management or Engineering. Apprenticeships will be available through the Tennessee Builders Education Association. After earning the culinary certificate, high school students can continue their pathway with TCAT for certificates/diplomas in Retail, Hospitality, and Tourism or directly to the University of Memphis Kemmons Wilson School of Hospitality and Resort Management for bachelor's and master's degrees.

The Southwest Local Workforce Development Board will provide support funds for WIOA-eligible students. Career Access Counselors will be located at Middleton and Bolivar Central High Schools and work with 6-8 graders and high schoolers to educate students about targeted career pathways and other options.

## **Section 2: Program Plan**

**Detailed summary of the proposed program.** Specifically, this program targets two in-demand career education pathways needed in Hardeman County, Tennessee: building/construction and culinary/retail hospitality/tourism. One education pathway begins with dual high school enrollment at either Middle High School or Bolivar Central High School, with a building/construction technology certificate and culinary certificate, both received after

accomplishing 432 hours with TCAT-Jackson. High school students can continue with TCAT for certificates/diplomas in electrician, plumbing, HVAC, or directly to the University of Tennessee at Martin for a B.S. in Construction Management or Engineering. Apprenticeships will be available through the Tennessee Builders Education Association. High school students at Middleton High and Bolivar Central High can choose, after earning the culinary certificate, to continue their pathway with TCAT for certificates/diplomas in Retail, Hospitality, and Tourism or directly to the University of Memphis Kemmons Wilson School of Hospitality and Resort Management for bachelor and Masters degrees. The Southwest Local Workforce Development Board will provide support funds for WIOA-eligible students. Career Access Counselors will be located at Middleton, Bolivar Central High Schools, and work with 6-8 graders and high schoolers to educate students about targeted career pathways and other options.

- **Detailed project timeline and overview.** FUTUREWORC is an innovative workforce development project centered in Hardeman County that provides students access to college and career opportunities in building construction and trades, retail hospitality, and tourism sectors. The program will establish enhanced curriculums with work-based learning to train a new workforce pipeline and educational pathway. FUTUREWORC is a multi-pronged approach to removing barriers for middle and high school students within the distressed county, creating career pathways, job and educational opportunities, and supporting the workforce needs of regional employers. The program is employer-driven and fulfills a critical and demonstrable workforce need through two tiers of dual-enrollment education completion, the earning of stackable credentials, and the provision of student success services that studies show foster engagement and completion. Graduates of the program will earn multiple stackable credentials and, in some cases, full TCAT diplomas within one of the career pathways, college credit

towards furthering their education to one of the four-year universities, and high-earning employment opportunities.

*Timeline*

September 2024	Award Notification, Grant Onboarding and Training Execute Agreement(s) & Steering Committee Meeting Dual-Enrollment Applications into Programs
October – December 2024	Select Project Director and Transition Coordinator - October Select Career Access Counselors - October Begin Purchasing Equipment and Supplies - October Fall Dual-Enrollment & Tutoring/Test Prep Begins - October Specialized Curriculum Redesign – Phase 1 Establish Work-based Learning Program Create Recruitment and Marketing Materials Monthly Meetings with Educational Partners
January – March 2025	Steering Committee Meeting - January Quarterly Reporting - January Specialized Curriculum Redesign – Phase 2 Finalize Project’s Work-based Learning Program Spring Dual Enrollment Begins & Continue Tutoring/Test Prep - February Monthly Meetings with Educational Partners
April – June 2025	Quarterly Reporting - April Complete Equipment Purchases - April Work-based Learning Activities & Assignments - April

	<p>Facilitate Graduates through Pathway - April</p> <p>Finalize Curriculums &amp; Pathway Articulation</p> <p>Receive and install all equipment and supplies</p> <p>Complete all Renovations.</p> <p>Academic Year Concludes</p> <p>Monthly Meetings with Educational Partners</p>
July – September 2025	<p>Quarterly Reports - July</p> <p>Select, Onboard &amp; Train Transportation Staff - July</p> <p>Steering Committee Meeting - July</p> <p>Recruitment for the Upcoming Academic Year</p> <p>2025-2026 Academic Year Begins - August</p> <p>Process any Purchases for the academic year. - September Fall Dual</p> <p>Enrollment Begins w/ new Specialized Curriculum - October</p> <p>Tutoring and Test Prep Begins - October</p>
October – December 2025	<p>Quarterly Reports - October</p> <p>Fall Dual Enrollment &amp; Work-based Learning Begins - October</p> <p>Continue Tutoring/Test Prep – October</p>
January – March 2026	<p>Steering Committee Meeting - January</p> <p>Quarterly Reports - January</p> <p>Spring Dual Enrollment &amp; Work-based Learning Begins - March</p> <p>Tutoring/Test Prep Continues - March</p>
April – June 2026	<p>Quarterly Reporting - April</p> <p>Academic Year Concludes - May</p>

	<p>Facilitate Graduates through Pathway - May</p> <p>Marketing and Recruitment</p>
July – September 2026	<p>Quarterly Reports - July</p> <p>Steering Committee Meeting - July</p> <p>Recruitment for the Upcoming academic year.</p> <p>Process any Purchases for the academic year. - July</p> <p>The 2026-2027 Academic Year Begins in August</p> <p>Fall Dual Enrollment Application Begins - September</p> <p>Tutoring and Test Prep Begins - September</p>
October – December 2026	<p>Quarterly Reports - October</p> <p>Fall Dual Enrollment &amp; Work-based Learning Begins - October</p> <p>Continue Tutoring/Test Prep – October</p>
January – March 2027	<p>Steering Committee Meeting - January</p> <p>Quarterly Reports - January</p> <p>Spring Dual Enrollment &amp; Work-based Learning Begins - March</p> <p>Tutoring/Test Prep Continues - March</p>
April – June 2027	<p>Quarterly Reporting - April</p> <p>Academic Year Concludes - May</p> <p>Facilitate Graduates through Pathway - May</p> <p>Marketing and Recruitment</p>
July – September 2027	<p>Quarterly Reports - July</p> <p>Steering Committee Meeting - July</p> <p>Recruitment for the Upcoming academic year.</p>

	Process any Purchases for the academic year. - July The 2027-2028 Academic Year Begins in August Fall Dual Enrollment Application Begins - September Tutoring and Test Prep Begins - September
October – December 2027	Quarterly Reports - October Fall Dual Enrollment & Work-based Learning Begins - October Continue Tutoring/Test Prep – October
January – March 2028	Steering Committee Meeting - January Quarterly Reports - January Spring Dual Enrollment & Work-based Learning Begins - March Tutoring/Test Prep Continues - March
April – June 2028	Quarterly Reporting - April Academic Year Concludes - May Facilitate Graduates through Pathway - May Marketing and Recruitment
July – August 2028	Final Reporting & Grant Close-out Final Case Study Presentation of Project to Stakeholders 2028-2029 Academic Year Begins

- **Identify objectives for each phase of the project and how they are measured.**

#### **Overall Outcomes**

**FUTUREWORC Curriculums:** Each educational partner will develop a new specialized curriculum in Retail, Hospitality, Tourism, Building Construction, and trades. The curriculums will offer three pathways for students to maximize developmental opportunities: The



FUTUREWORC Fundamentals will enable students to participate in dual-enrollment courses, earning at least two industry-recognized credentials, up to 432 TCAT college credits over four years, and the first-level TCAT certification. FUTUREWORC Accelerated Learning enables students to participate in dual-enrollment courses, earning a TCAT diploma within one of the programs and 12 hours of credit with a participating four-year University. Future WORC's Transition to Engineering (T2E) establishes a robust dual enrollment pathway into The University of Tennessee at Martin (UTM) Engineering Programs. The T2E program will allow students to engage in engineering content and build confidence on their path to postsecondary by passing their engineering course, completing and designing a project they present, and making themselves calculus-ready at the college level. Students will receive credit for the required courses when entering UTM post-high school.

**FUTUREWORC Innovative Training:** The project will increase and enhance training capacity using distance learning, virtual reality, and TCAT Jackson on-ground training. Classrooms at Middleton High School and Hardeman County’s Hope Street Educational building will be renovated to include distance learning for live participation with College and University classrooms. In addition to distance learning, classroom, and lab spaces will incorporate virtual learning equipment that simulates real-world environments corresponding to credential attainment and hands-on competency building.

**FUTUREWORC Pathway Enrollment:**

<b>Building Construction &amp; Trades</b>				
	<i>Fundamentals</i>	<i>Accelerated</i>	<i>T2E</i>	<i>Work-Based Learning</i>
Year 1	40	4	5	3
Year 2	48	5	7	5
Year 3	60	6	10	7
Year 4	75	7	12	10
<b>Retail, Hospitality, Tourism, &amp; Culinary</b>				
Year 1	50	5		4
Year 2	75	7		6



Year 3	100	10		8
Year 4	125	12		10

**FUTUREWORC Success Services:** Counselors, Transportation, Tutoring and Test Prep Support, Recruitment, and Marketing.

**Specific Objectives**

- Objective 1:** Within 60 days of grant approval, the Transition Coordinators and Career Counselors will be selected by TCAT-Jackson. **Objective 2:** Career Access Counselors will aid students as follows: 470 in year 1, 690 in year 2, 695 in year 3, and 710 in year 4. **Objective 3:** Dual enrollment with targeted high schools and TCAT for culinary will be as follows: 50 in year 1; 75 in year 2; 100 in year 3; 125 in year 4. **Objective 4:** Dual enrollment with targeted high schools and TCAT for building construction technology or related skills will be as follows: 40 in year 1, 48 in year 2, 60 in year 3, and 75 in year 4. **Objective 5:** By the end of the project, about 40-50 youth and adults will experience work-based learning by Tennessee Builders Education Foundation or West Tennessee Hospitality Association. **Objective 6:** By the end of the project, 15 will continue their career pathway in building construction by attending TCAT or the University of Tennessee Martin after receiving a secondary degree. **Objective 7:** By the end of the project, 25 will continue career pathways in culinary/hospitality/retail by attending TCAT or the University of Memphis. **Objective 8:** By the end of the project, 30 students will receive assistance from Workforce Investment Opportunity Act funds.

- Project governance and accountability plan.** This project's director is the Grants Director with Tennessee College of Applied Technology-Jackson (Hardeman County location). Collaborative partners will meet regularly, and members involved include Hardeman County Schools Director of Schools Dr. Christy Smith and CTE Director Ms. Joyce Woods; University of Memphis Dean of Hospitality and Resort Management Radesh Palakurthi; University of

Tennessee-Martin Director of Programs Erical Bell; Northwest/Southwest Development Board Executive Director Jennifer Bane; and Tennessee Builders Education Foundation Mr. Brad Gentry. Partners will ensure that the project is implemented according to the established timeline, processes, and outcomes with quarterly evaluations.

- **Overview of work-based learning (WBL) program.** Work-based learning will occur for targeted career education pathways in building construction and trades, retail hospitality, and tourism sectors. Work-based learning experiences offer students opportunities to explore career options and develop critical academic and technical skills in collaboration with community or industry involvement. Students will have access to a series of structured work-based learning experiences that deepen their knowledge and allow them to apply classroom theories into practice. The following expectations will guide the accountability process. Participating students will have personalized learning plans with learning objectives related to specific skills in the following areas:

- application of academic and technical knowledge and skills
- career knowledge and navigation skills
- 21<sup>st</sup> Century learning and innovation skills
- personal and social skills

Students will exhibit work readiness knowledge, attitudes, and skills before beginning WBL experiences. Students will demonstrate their skill development through portfolios or similar compilations of artifacts. Coordinators will provide adequate monitoring and communications with the student workplace mentors and ensure the process for evaluation and assessment is of high quality for the student.

### **Section 3: Strength of Partnership**

- **Detailed description of partner's role and capabilities.**

*TCAT Jackson - Project Director and VP of Workforce Development*

- Lead and Fiscal Project Directors

*Hardeman Co. Schools – CTE Director and Superintendent*

- K-12 Educational Partner
- Provide facility space for student development and training.

*University of Memphis – Radesh Palakurthi, Dean of Hospitality & Resort Management*

- Create a specialized Retail, Hospitality, Tourism, and culinary curriculum that is industry-driven and TDOE-compliant in alignment with TCAT Jackson.
- Provide Dual Enrollment and work-based learning opportunities for student participants.
- Assist in student placement and mentorship.
- Provide a pathway to stackable credentials for K-12 and TCAT Jackson graduates.

*University of TN at Martin – Erical Bell, Director of Programs*

- Create a specialized engineering curriculum in alignment with Building Construction and Trades and TCAT Jackson that is industry-driven and TDOE compliant.
- Provide Dual Enrollment and competency-based projects for student participants.
- Assist in student placement and mentorship.
- Provide a pathway to stackable credentials for K-12 and TCAT Jackson graduates.

*NW/SW Development Board – Jennifer Bane, Executive Director of Workforce Innovations*

- Assist with career exploration, project recruitment, and retention.

- Aid in the project's work-based learning design, including recruiting industry partners and assisting with paid internship opportunities.
- Provide mentorship and resources that promote stakeholder engagement and achievement of project outcomes.

*TN Builders Education Foundation – Brad Gentry, President*

- Assist with career exploration, project recruitment, and retention.
- Aid in the project's work-based learning design, including aligning students with work-based learning activities and internship opportunities.
- Provide mentorship and resources that foster students earning stackable credentials and real-life job and career experiences.
- **MOU is attached to this proposal.**

**Section 4: Budget Plan**

- Clear alignment between funding requests and activities. \$2,000,000 is requested for the 48-month grant period to develop and implement education career pathways in building construction and trades, retail hospitality, and tourism sectors. The funding request includes a project director and transition coordinator to ensure activities are developed and implemented promptly. Hardeman County Schools will employ two career counselors to work with middle and high school students, industry partners, and a culinary instructor to lead students in achieving the Retail Hospitality Management Culinary Credential. Two part-time work-based learning transportation assistants will be assigned to facilitate additional learning at TCAT-Jackson and work-based learning sites. Other items requested address the fees, curriculum, and supplies required for building construction and trades, retail hospitality, and tourism sectors. A small amount is requested for regular partnership meetings. The total four-year budget is below.

<b>SALARIES</b>	\$	<b>1,498,655.00</b>
FUTUREWORC Project Director (50%)	\$	185,537.00
DE Transition Coordinator (50%)	\$	146,049.50
Career Counselors (2)	\$	669,400.00
Culinary Instructor	\$	331,878.50
PT WBL Transportation Assistants	\$	165,790.00
<b>PROFESSIONAL FEES &amp; GRANT AWARDS</b>	\$	<b>147,200.00</b>
<b>NW/SW WBL &amp; Recruitment</b>	\$	<b>11,200.00</b>
<b>Building Construction &amp; Trades Certification &amp; WBL</b>		
Pack Core Certification License	\$	15,000.00
Pack Core Instructor Certifications - \$1500 ea. Instructor	\$	3,000.00
Pack Core Certifications - \$50 for each student	\$	10,500.00
WBL Career Builder Network & Support Services	\$	17,500.00
<b>Retail Hospitality Program Development - UofM</b>		
Program Course Development & Articulation	\$	20,000.00
Software Curriculum Site License - \$2.5K ea. School	\$	20,000.00
Program Management & Travel	\$	10,000.00
<b>Transition2Engineering Program &amp; Articulation - UTM</b>		
Program and Course Development & Articulation	\$	10,000.00
Software Curriculum	\$	6,000.00
Program Management	\$	10,000.00
<b>Marketing and Design Services</b>	\$	<b>14,000.00</b>
<b>SUPPLIES</b>	\$	<b>43,745.00</b>
VR - Career Exploration & Recruiting	\$	36,000.00
<i>TCAT Supplies</i>	\$	7,745.00
<b>TRAVEL, CONFERENCES, &amp; MEETINGS</b>	\$	<b>400.00</b>
Steering Committee Meetings	\$	400.00
<b>CAPITAL PURCHASE</b>	\$	<b>150,000.00</b>
DE/WBL Transportation Vans (2) - \$75000 ea,	\$	150,000.00
<b>INDIRECT COSTS</b>	\$	<b>160,000.00</b>
	\$	<b>2,000,000.00</b>

- **Role of equipment request.** \$150,000 is requested for the purchase of two DE/WBL Transportation Vans. These vehicles are essential for transporting students to TCAT Jackson and

various work-based activity and internship locations, further supporting the project's logistic needs.

- **Indirect costs.** A \$160,000 indirect cost, or 8 percent, over the four-year grant period is requested.

#### **Section 5: Sustainability**

- **Sustaining after 48 months.** Each partner will use state funds to continue education and work-based learning components after 48 months.

#### **Section 6: Optional Criteria**

According to the Tennessee Department of Economic and Community Development, Hardeman County is one of eight Tennessee counties considered DISTRESSED in 2024.

The May 2023 Persistent Poverty in Counties and Census Tracts, Census Tracts in Persistent Poverty 1989, 2015-2019 by Craig Benson, Alemayehu Bishaw, Brian Glassman lists Hardeman County (47069) census tract 47069950400 as persistent poverty.

APPENDIX A

**GRANT BUDGET**

**Tennessee College of Applied Technology – Jackson**

**FUTURWORC: Facilitating Workforce Opportunities and Resilient Communities**

**The grant budget line-item amounts below shall apply only to expenses incurred during the following:**

**Applicable Period: BEGIN: 2024 END: 2028**

<b>POLICY 03 Object Line-item Reference</b>	<b>EXPENSE OBJECT LINE-ITEM CATEGORY <sup>1</sup></b>	<b>GRANT AGREEMENT</b>	<b>GRANTEE PARTICIPATION</b>	<b>TOTAL PROJECT</b>
1. 2	Salaries, Benefits & Taxes	\$1,498,655.00	\$0.00	\$1,498,655.00
4, 15	Professional Fee, Grant & Award <sup>2</sup>	\$147,200.00	\$0.00	\$147,200.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$43,745.00	\$0.00	\$43,745.00
11. 12	Travel, Conferences & Meetings	\$400.00	\$0.00	\$400.00
13	Interest <sup>2</sup>	\$0.00	\$0.00	\$0.00
14	Insurance	\$0.00	\$0.00	\$0.00
16	Specific Assistance To Individuals	\$0.00	\$0.00	\$0.00
17	Depreciation <sup>2</sup>	\$0.00	\$0.00	\$0.00
18	Other Non-Personnel <sup>2</sup>	\$0.00	\$0.00	\$0.00
20	Capital Purchase <sup>2</sup>	\$150,000.00	\$0.00	\$150,000.00
22	Indirect Cost	\$160,000.00	\$0.00	\$160,000.00
24	In-Kind Expense	\$0.00	\$0.00	\$0.00
25	<b>GRAND TOTAL</b>	<b>\$2,000,000.00</b>	<b>\$0.00</b>	<b>\$2,000,000.00</b>

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

<sup>2</sup> Applicable detail follows this page if the line is funded

<b>SALARIES, BENEFITS AND TAXES</b>	<b>AMOUNT</b>
Project Director (50%)	\$185,537.00
Transition Coordinator (50%)	\$146,049.50
Career Counselors (2)	\$669,400.00
Dual Enrollment Culinary Instructor	\$331,878.50
Part-Time Transportation Assistants (2)	\$165,790.00
<b>TOTAL</b>	<b>\$1,498,655.00</b>

<b>PROFESSIONAL FEE, GRANT &amp; AWARD</b>	<b>AMOUNT</b>
Recruitment, Marketing, and Design Services	\$14,000.00
NW/SW Workforce Development Board Recruitment and WBL Coordination	\$11,200.00
TN Builders Education Foundation – Building Construction & Trades Certification & WBL Coordination	
Pack Core Certification License	\$15,000.00
Pack Core Instructor Certification (2 @ \$1500.00 ea.)	\$3,000.00
Pack Core Certifications (60 students @ \$50.00)	\$10,500.00
WBL Career Builder Network & Support Services	\$17,500.00
University of Memphis Retail, Hospitality Management & Culinary	
Program & Course Development, including Articulation and TCAT Alignment	\$20,000.00
Software Curriculum & Instructional Site License - \$2,500 per school per year	\$20,000.00
Program Management and Travel	\$10,000.00
University of Tennessee at Martin Transition2Engineering Program	
Program & Course Development, including Articulation and TCAT Alignment	\$10,000.00
Curriculum Software Licenses	\$6,000.00
Program Management	\$10,000.00
<b>TOTAL</b>	<b>\$147,200.00</b>



<b>CAPITAL PURCHASE</b>	<b>AMOUNT</b>
Dual Enrollment/Work-based Learning Transportation Vans	\$150,000.00
<b>TOTAL</b>	<b>\$150,000.00</b>

**MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities (FUTUREWORC)***Lead Entity and Fiscal Agent - Tennessee College of Applied Technology Jackson (TCAT Jackson)*

And

**FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities' Partners***Tennessee College of Applied Technology Jackson, NW/SW Development Board, Hardeman County Schools, University of Memphis, University of Tennessee at Martin, Tennessee Builders Education Foundation, Memphis Hotel Association, and Malco Theatres.*

This is an agreement by and between the parties listed above and the named FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities' Partners, hereinafter referred to as the "partners."

**I. PURPOSE**

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the Governor's Investment in Vocational Education (GIVE 3.0) proposal to implement the named FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities program in Hardeman County Schools, and within TCAT Jackson. This MOU is intended to: Establish expectations between TCAT Jackson and the designated named FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities' partners to provide youth and adults the opportunity to gain valuable technical skills, earn stackable credentials, provide an articulated pathway from K-12 to four-year universities, address industry labor shortages and skill deficits within the Retail, Hospitality, and Culinary and Building Construction and Trades industry sectors.

**II. TENNESSEE COLLEGE OF APPLIED TECHNOLOGY JACKSON**

TCAT Jackson agrees to the following responsibilities:

- Serve as grant lead entity and fiscal agent.
- Manage grant administration and grant reporting and facilitate communication between partners.
- Coordinate dual enrollment with identified secondary schools – Hardeman County Schools during and after the grant ends.
- Deliver a pathway to earning credentials or a diploma in Retail, Hospitality, and tourism education to youth and adults during and after the grant ends.
- Deliver a pathway to earning credentials or a diploma in Building Construction and Trades education to youth and adults during and after the grant ends.
- Coordinate transportation for Hardeman County Schools Dual Enrollment high school students to attend TCAT Jackson for programming when needed and as available during and after the grant ends.

- Coordinate work-based learning opportunities (field trips, job shadowing, industry-driven project-based learning) for students with employers during and after the grant ends.
- Cover the salaries of the Project Director and the Transition Coordinator during and after the grant.
- Cover the salaries of the Career Access Counselors and Culinary dual enrollment instructor salaries during the grant. Hardeman County Schools will assume these positions after the grant sunsets.

### III. HARDEMAN COUNTY SCHOOLS

Secondary Schools agree to the following responsibilities:

- Actively recruit students to enroll in technical education pathways that are applicable to each high school. (See table below.)
- Provide students with opportunities to participate in Work-Based Learning activities.
- Manage dual enrollment with the TCAT Jackson as applicable.
- Participate in the partnership meetings to help support the proposed programming.
- Monitor the progress of the FUTUREWORC project while attending quarterly partnership meetings.
- During the quarterly meetings, assist in the planning and implementation of work-based learning experiences with employers and educational institutions.

The table below lists the GIVE 3.0 participation activities and denotes each school’s involvement (denoted by “X”)

<b>FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities - Participation through GIVE 3.0</b>	<b>Bolivar Central High School</b>	<b>Middleton High School</b>
<b>Transportation to TCAT Jackson</b>	X	
<b>Transportation to Hope Street Educational Facility</b>	X	X
<b>Transportation to Work-Based Learning Worksites</b>	X	X

### IV. NW/SW WORKFORCE BOARD

NW/SW Workforce Board agrees to the following responsibilities:

- Support the mission of the FUTUREWORC GIVE 3.0 program.
- Monitor the progress of the FUTUREWORC project while attending quarterly partnership meetings.
- Promote the FUTUREWORC project to the business community and local elected officials.

- Participate in the partnership meetings to help support the proposed programming and budget.
- Provide a direct connection to the myriad of services offered in the American Job Center system to customers, students, and employers participating in the FUTUREWORC project.
- During the quarterly meetings, assist in the planning and implementation of work-based learning experiences with employers and educational institutions.
- Co-enroll youth and young adult participants who qualify under the Workforce Innovation and Opportunity Act (WIOA), bringing additional support to the individual and eliminating barriers to training.
- Provide additional tailored support services for qualified WIOA customers to assist in their transition to employment.
- Assist in the recruitment of area and regional employers.
- Convene and leverage stakeholders as needed to garner local community support.

V. **UNIVERSITY OF MEMPHIS – KEMMONS WILSON SCHOOL OF HOSPITALITY AND RESORT MANAGEMENT**

The University of Memphis agrees to the following responsibilities:

- Support the mission of FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities GIVE 3.0 program.
- Help to develop the FUTUREWORC's dual enrollment Retail Hospitality Management and Culinary program in alignment with TCAT Jackson's Retail Hospitality.
- Provide an articulation pathway from high school and TCAT Jackson to the University of Memphis's BA Hospitality and Resort Management degree.
- Monitor the progress of the FUTUREWORC project by attending quarterly partnership meetings and submitting required reports.
- During the quarterly meetings, assist in the planning and implementation of work-based learning experiences with employers and educational institutions.
- Provide a direct connection to the WBL activities and internship offerings.
- Convene and leverage stakeholders as needed to garner local community support.

VI. **UNIVERSITY OF TENNESSEE AT MARTIN**

University of Tennessee at Martin agree to the following responsibilities:

- Support the mission of FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities GIVE 3.0 project.
- Collaborate with developing the FUTUREWORC's dual enrollment Transition 2 Engineering program.
- Provide an articulation pathway from high school and TCAT Jackson to the University of Tennessee at Martin's engineering four-year degree by, but not limited to, outlining the

required courses, explaining the credit transfer process, and detailing the admission criteria.

- Actively monitor the progress of the FUTUREWORC project by attending quarterly partnership meetings and submission of required reports.
- Convene and leverage stakeholders as needed to garner local community support.
- Collaborate with FUTUREWORC and TCAT Jackson to ensure a smooth transition for students from early post-secondary to post-secondary opportunities.
- Promote the Transition 2 Engineering program to potential students and local employers.

**VII. TENNESSEE BUILDERS' EDUCATION FOUNDATION**

The TN Builders Education Foundation agrees to the following responsibilities:

- Support the mission of FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities GIVE 3.0 project.
- Provide two levels of HBI's award-winning Department of Labor Pre-Apprenticeship Certificate Training (PACT) Core training and certification.
- Provide materials and support services that support student learning, including hands-on training projects.
- During the quarterly meetings, assist in the planning and implementation of work-based learning experiences with employers and educational institutions.
- Provide a direct connection to the WBL activities and internship offerings.
- Monitor the progress of the FUTUREWORC project by attending quarterly partnership meetings and submitting required reports.
- Convene and leverage stakeholders as needed to garner local community support.

**VIII. EMPLOYER PARTNER RESPONSIBILITIES**

Employers shall undertake one or more of the following activities (denoted by "X"):

<b>FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities Employer Partners</b>		<b>Memphis Hotel Association</b>	<b>Malco Theatres</b>	<b>West Tennessee Tourism</b>	<b>Old Country Store</b>	
<b>Section 1-Need</b>	<b>How many job opportunities do you anticipate having in the next 4 years, including new positions, turnovers, and retirements</b>	984	176	1771	80	

Section 2 – Program Plan – Work-Based Learning	Provide Career Awareness Activity – Speakers	X	X	X	X	
	Provide Career Awareness Activity – Tours for students and or educators	X	X	X	X	
	Provide Career Awareness Activity – Career Fairs	X	X	X	X	
	Provide Career Exploration Activity - Mentoring	X		X		
	Provide Career Exploration Activity – Mock or Real Interviews	X	X	X	X	
	Provide Career Exploration Activity – Job Shadow or Summer Internship Opportunities	X	X	X	X	
	Provide Career Preparation Activity – Project-Based Learning	X		X		
	Provide Career Preparation Activity – Technical Mentoring	X		X		
	Donate materials, tools, or equipment to grant	X		X		
Section 3 – Strength of Partnership	Serve on FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities Employer Partners Advisory Board	X	X	X	X	
	Attend scheduled meetings (in-person or virtually)	X	X	X	X	
	Provide Dual Enrollment instruction for programs.	X		X		
	Participate in the Occupational Advisory Board – during and after the grant.	X	X	X	X	
Section 4 -	Review budget and provide oversight on grant.	X	X	X	X	
Section 5 - Sustainability	Employer agrees to hire and interview qualified applicants if the employer has openings.	X	X	X	X	
	Employer agrees to assist with maintenance of training and equipment.					

**IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:**

1. Modification of roles/responsibilities and the sustainability and scalability of the project are collectively decided by the Core and Employer partners identified in this MOU.
2. An employer partner may terminate its relationship with the program with a 30-day written notice to the lead agency or project director. Additional employer partners may be added through signature to this agreement.
3. All partners commit to sustaining the work-based learning model in the proposal and partnership beyond the GIVE 3.0 grant.

**IX. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the signature of the Partners' authorized officials. It is active from the contract start date through the 48-month duration of the grant period.

FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities agree with this MOU by their signatures.

This MOU may be executed in any number of counterparts, each of which together shall be deemed an original, but all of which together shall constitute one and the same instrument.

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### FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities (FUTUREWORC)

DocuSigned by:  
*Heath McMillian*  
AA06BB7F5A0C444  
Heath McMillian, TCAT Jackson, President  
2024-04-30 | 8:24 AM CDT  
Date

DocuSigned by:  
*Dr. Christy Smith*  
42C8EAC7B6704FB...  
Dr. Christy Smith, Hardeman County Schools, Director of Schools  
2024-04-29 | 1:05 PM PDT  
Date

DocuSigned by:  
*Dr. David J Russomanno*  
B4ED78F00F7A4FD...  
Dr. David Russomanno, University of Memphis, Provost  
And Executive Vice President for Academic Affairs  
2024-04-29 | 1:13 PM PDT  
Date

Dr. Yancy Freeman, University of Tennessee at Martin, Chancellor  
Date

DocuSigned by:  
*Bradley K. Gentry*  
9D22C17A2C044FE...  
Bradley K Gentry, TN Builders Education Foundation, President  
2024-04-29 | 1:01 PM PDT  
Date

DocuSigned by:  
*Wayne Tabor*  
AD1D4011B52A460...  
Wayne Tabor, Metropolitan Memphis Hotel & Lodging Association, President  
2024-04-30 | 1:06 PM PDT  
Date

DocuSigned by:  
*Larry Etter*  
056B49F1D0234E0...  
Larry Etter, Malco Theatres, Senior Vice President  
2024-04-29 | 5:04 PM CDT  
Date

DocuSigned by:  
*Jennifer Bane*  
F6F0A7053ADB43E...  
Jennifer Bane, Northwest & Southwest TN Workforce Board, Executive Director  
2024-04-29 | 2:58 PM CDT  
DATE

DocuSigned by:  
*Flora W. Tydings* DS  
*FT*  
15B44CDEEAC7429...  
Flora W. Tydings, Tennessee Board of Regents, Chancellor  
2024-04-30 | 3:23 PM CDT  
DATE



**FUTUREWORC: Facilitating Workforce Opportunities and Resilient Communities  
(FUTUREWORC)**

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Heath McMillian, TCAT Jackson, President Date

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Dr. Christy Smith, Hardeman County Schools, Director of Schools Date

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Dr. Bill Hardgrave, University of Memphis, President Date

DocuSigned by:  


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Dr. Yancy Freeman, University of Tennessee at Martin, Chancellor Date

4/26/2024 | 08:12:12 PDT

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Bradley K Gentry, TN Builders Education Foundation, President Date

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Wayne Tabor, Metropolitan Memphis Hotel & Lodging Association, President Date

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Larry Etter, Malco Theatres, Senior Vice President Date

## REFERENCES

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