

Tennessee Builders Education Foundation (TBEF) – Lead Entity
2024 Governor’s Investment in Technical Education (GIVE 3.0) Building the 901: Building a
Unified Infrastructure through Local Workforce Development

TBEF TCAT Memphis IN PARTNERSHIP WITH:

1. TN Builders Education Foundation
2. TCAT Memphis
3. Memphis Shelby County Schools
4. West TN Home Builders Association
5. Memphis Area Minority Contractors Association
6. National Alliance of Women in Construction
7. Grant New Homes

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Funding Requested:

\$2 million

Section 1: Demonstration of Need

Shelby County is located in the southwestern corner of Tennessee and home to Memphis, one of the state's largest urban cities. However, Shelby County also encompasses several additional municipalities that make it one of the state's most diverse counties. Shelby County is the largest of Tennessee's 95 counties both in terms of population and geographic area covering 755 square miles. In addition, Shelby County is one of two counties in TN that have a majority African American population.

According to the Tennessee Department of Economic and Community Development's (TNECD) Center for Economic Research in Tennessee's (CERT) County Profile Tool, the population of Shelby County in 2020 was 929,744. The county experienced a growth rate between 2010 and 2020 of 0.20%. Projected growth over the next 20 years, however, is expected to be 4.2% to a total population of 966,776.

Not included in these projections is the growth spurred by the creation of Ford's Blue Oval City in Stanton, TN at the Memphis Regional Megasite in West TN. This development will create far more than population growth centered around the manufacturing sector; construction is going to explode in this area. The economic benefit of Blue Oval City will extend to residential construction in the form of numerous new home construction contracts to house the influx of labor force needed to operate the facility as well as the ancillary businesses that will locate near Ford's new plant. These ancillary businesses will also spur commercial and industrial construction in the area. All this increased construction activity will stress the already underemployed construction industry in our area.

Shelby County's demographic population profile suggests a great opportunity to develop a pipeline of skilled tradespeople into the construction sector. Returning to the TNECD CERT County Profile Tool, 6.5% of the Shelby County population is foreign born with 9.4% of the population speaking a primary language in the home other than English. As mentioned earlier, Shelby County is majority African American represented by 53.9% of the population, followed by 38.1% Caucasian, and 6.4% Hispanic. Many of these individuals live in under-represented and socio-economically challenged areas of the county.

The total number of unemployed individuals in the county is 19,766. The total number of high school students in Shelby County is 34,956 with only 63.5% of the graduates matriculating to higher education. This means many of these students who either do not graduate high school or enter the workforce with only a high school education are going to face difficulty establishing economically viable careers and could potentially increase the number of unemployed.

Research from the THEC (Tennessee Higher Education Commission) Academic Supply and Occupational Demand Report suggests several occupations in construction are in-demand statewide, including in residential, commercial, and industrial construction. Many occupations in this group acquire skills through a two-year degree, postsecondary certificate, apprenticeship, or on-the-job training. Construction jobs in-demand across the state include construction supervisors, electricians, carpenters, painters, plumbers, and heating, ventilation, and air conditioning (HVAC) technicians. Due to high regional demand and few training options, programs in basic skills for construction trades are needed.

Similar to Ford's construction of Blue Oval City, large industrial construction projects will continue to drive much of Tennessee's high demand for commercial and residential construction as population in the state continues to grow. Many of the in-demand occupations in the construction trades are tied to residential and commercial construction. The need to build new housing stock across the state requires skilled tradespeople to fill the workforce.

THEC Academic Supply and Occupational Demand research shows that eleven (11) total occupations within the construction industry are in-demand in at least 7 of the state's 9 workforce regions including Shelby County. Only two of these occupations require a postsecondary degree. The eleven occupations include Construction Managers, Cost Estimators, First-line Supervisors of Construction Trades, Carpenters, Cement Masons and Concrete Finishers, Construction Laborers, Construction Equipment Operators, Electricians, Painters, Plumbers, and HVAC Technicians. In addition, nine (9) of these occupations carry an entry-level wage greater than \$30,000 annually.

Since only two of the state's eleven in-demand construction occupations require a post-secondary degree, only three public universities offer a bachelor's degree program in construction management. The Tennessee Colleges of Applied Technology (TCATs) Memphis and Covington both offer technical diploma programs for construction trades although only 5.1% of Shelby County High School graduates enroll in TCAT according to TNECD CERT's County Profile Tool. When considering that the construction trades program is only one of many overall TCAT programs, the number of workforce ready individuals entering the construction trades out of TCAT is insufficient to supply the needed workforce in West Tennessee.

Diving deeper into the supply side of the research provided by the THEC Academic Supply and Occupational Demand Report, we see that only 898 high school students across TN completed a Building Construction Trades CTE program in 2020-21. Furthermore, of the 898 graduates, only 53.5% were employed in TN. The supply of skilled construction tradespeople only gets worse as we look at Apprenticeship completers in the industry. Only 52 individuals completed apprenticeships associated with one of the eleven in-demand occupations within construction in 2020-21.

In analyzing data from Jobs4TN, the construction industry is projected to add 15,034 jobs annually across the state, growing the total employment from 130,059 to 145,093. This represents 5.1

percent of total employment in TN. There are 2,031 open construction positions listed by Jobs4TN with 2,774 construction jobs posted in March of 2024.

According to Jobs4TN the Occupational Employment distribution of jobs within construction in the state of TN is as follows:

Occupation	Estimated Employment
Construction Laborers	14,800
Electricians	9,497
First Line Supervisors of Construction Trades	8,339
HVAC Technicians	6,794
Carpenters	6,003

All five of the highest employed occupations within the industry are represented by the THEC Academic Supply and Occupational Demand Report as being in-demand occupations. This highlights the demand for more skilled tradespeople and the current labor shortage within these occupations. Lastly, these construction occupations that are in-demand and short of skilled tradespeople are economically viable careers for individuals with little or no postsecondary training. According to Jobs4TN, the average annual salary for a construction occupation in TN is \$71,188.

Clear Linkage Between Grant Activities and Local/Regional Workforce Needs

Building the 901: Building a Unified Infrastructure through Local Workforce Development collaborative seeks to resolve the issue of insufficient skilled labor supply within the construction industry in order to provide construction companies with the workforce required to meet the demand of a growing population's housing and business construction needs by training individuals in our area that either lack access to postsecondary education or choose not to pursue postsecondary education, for an economically viable career in the construction trades.

We plan to accomplish our mission with a two-pronged approach. One is through Dual Enrollment with current Memphis Shelby County high school students. These students will dually enroll with both TCAT Memphis and Tennessee Builders Education Foundation (TBEF). Dual enrollment students will have the opportunity to earn a TCAT Memphis Building Construction Technology (BCT) Carpenter's Helper Certificate or a Heating, Ventilation, and Air Conditioning (HVAC) Mechanic Assistant Certificate that articulates 432 hours of training into TCAT Memphis' full time BCT or HVAC diploma programs.

In addition, through dual enrollment with Tennessee Builders Education Foundation, students will have an opportunity to earn a US Department of Labor recognized pre-apprenticeship certificate through the Home Builders Institute's (HBI) Pre-Apprenticeship Certificate Training (PACT)

Program. As part of dual enrollment with TBEF, students will receive Work-Based Learning opportunities as paid internships during the summer of their junior year.

Dual Enrollment high school graduates will be adequately prepared to pursue a pathway to one of the state's three public universities' Construction Management Bachelor's programs, enroll in TCAT -Memphis where 432 hours will directly articulate into a corresponding diploma program, enter into a One-Year State of TN Registered Apprenticeship program through TBEF, or gain full-time employment in the construction trades through the collaborative's partnership with The West TN Home Builder's Association, The Memphis Area Minority Contractor's Association, The National Association of Women in Construction, or one of numerous other contractor and sub-contractor relationships.

Our strategy's second prong approach is to utilize selected Memphis Shelby County High Schools (MSCS) as well as TCAT Memphis and TCAT Bartlett facilities to train adult individuals during the evening hours. These adult learners will receive the HBI Pre-Apprentice Training, which covers Construction Safety, Construction Math, Tool Identification, and Employability skills. To complete the pre-apprentice program, students will also receive 220 hours of hands-on training in carpentry, electrical, plumbing, and HVAC. Upon completion of the pre-apprentice training, graduates will be equipped with the knowledge and hands-on experience to choose the construction occupation that most interests them. Adult learning graduates will then have the option to pursue full-time employment utilizing our relationships with construction associations mentioned in the previous paragraph or enroll in TBEF's Registered Apprenticeship program specific to the occupation they choose.

Building the 901 collaborative plans to utilize GIVE 3.0 grant funds to purchase equipment necessary to build out learning labs in selected MSCS schools and TCAT Memphis/Bartlett to give both high school dual enrollment students as well as adult learning students a state-of-the-art educational experience driven by industry.

Section 2: Program Plan

Detailed Summary of the Proposed Program

Building the 901: Building a Unified Infrastructure through Local Workforce Development collaborative is proposing a program that prepares Memphis Shelby County high school students as well as Shelby County adult learners for the most in-demand construction occupations in our area and upon completion of the training, connects the graduates to high paying, economically viable construction careers.

In collaboration with one another, TBEF, TCAT Memphis, and Memphis Shelby County Schools will identify and select specific high schools and CTE centers around the county to implement our program. Schools will be selected based on two criteria: functionality and location.

Functionality will be determined by schools with facilities capable of implementing a construction focused program. Things such as high bay ceilings and doors, adequate open space for hands-on training, proper ventilation for activities involving power saws and tools, and appropriate electrical supply will all be factors in considering participating schools. MSCS schools already operating a construction program will be given preferential consideration.

Additionally, our collaboration understands the challenges that an urban training program experience. One such challenge is transportation. Therefore, choosing MSCS schools based on location will be given preference. We want to locate training centers strategically in the county that will mitigate the challenge adult learners face in traveling long distances to receive training. We want to establish neighborhood construction training centers that offer access to under-represented populations within Shelby County. As mentioned in section one of this proposal, Shelby County is the largest county in the state by geography encompassing 755 square miles. Removing consistent transportation as a barrier to training will greatly benefit the communities we aim to serve with this program.

Once MSCS selected schools are identified, we will implement the program. Our program includes Early Post-Secondary Opportunities with TCAT Certificates, dual enrollment, and a TBEF pre-apprenticeship certificate. Postsecondary pathways include TCAT enrollment, associate and bachelor's degree construction and architectural programs inside university institutions enabled by HBI PACT curriculum being 90% STEM aligned, Registered Apprenticeship, and HBI Residential Construction Superintendent training. And stackable credentials including OSHA 10 certifications, HBI PACT certification, If I had a Hammer "Hammer Math" certification (approved by NCCER), TCAT BCT/HVAC certification, Memphis Area Minority Contractors Blueprint certification, and an HBI/TBEF Registered Apprentice certification.

Building the 901 will take advantage of a synergy already existing between TCAT Memphis and The TN Builders Education Foundation. This synergy exists due to both organizations utilizing the Home Builder's Institute's (HBI) Pre-Apprenticeship Certificate Training (PACT) curriculum. The HBI PACT curriculum is US Department of Labor approved for pre-apprentice training. Furthermore, The TN Builders Education Foundation has a registered apprentice program with the State of TN Department of Labor. With both organizations utilizing the HBI PACT curriculum, this will allow students to simultaneously work towards both a TCAT certificate as well as a pre-apprentice certificate.

At the core of the HBI training experience is the nationally recognized, patented, US Department of Labor approved Pre-Apprenticeship Certificate Training (PACT) curriculum. Vetted by industry experts, PACT guarantees every student masters the knowledge needed to be employed in an entry-level job in the building construction industry. The PACT curriculum is 90% STEM aligned which allows our PACT curriculum to be used towards college credits. The PACT curriculum integrates contextual, work-based learning with vocational and academic skills training in the classroom.

The PACT curriculum is a thorough guide to basic construction skills training. It is divided into 14 different units with each unit being divided into sections, including: vocabulary, suggested learning activities, lesson plans, simulations, assessment activities, model training stations, links to HBI's Residential Construction Academy Series materials and Skill Achievement Records. The PACT Core includes Units 1 through 4 (Safety and First Aid, Construction Math, Tool Identification and Construction Materials, and Employability Skills). All students must complete the PACT Core to graduate. Students must also complete and demonstrate proficiency in at least one of the trade-specific Units 6-14 to receive a PACT Pre-Apprenticeship trade specific certificate. Units 6-14 are listed below:

- Unit 6 – Carpentry
- Unit 7 – Electrical
- Unit 8 – Plumbing
- Unit 9 – Brick Masonry
- Unit 10 – Landscaping
- Unit 11 – Painting and Finishing
- Unit 12 – Building Construction Technology
- Unit 13 – Weatherization
- Unit 14 – Heating, Ventilation, and Air Conditioning

Seven of these units represent construction occupations identified by the THEC Academic Supply and Occupational Demand Report as being in-demand occupations.

As a pre-apprenticeship curriculum, PACT students are expected to demonstrate the same behaviors in class and on the worksite as those expected by employers, including common courtesy, cooperation and observance of workplace rules, timeliness, and other requirements.

The TN Builders Education Foundation has an articulation agreement with HBI that allows credit toward HBI unit 1: Safety for students who complete their OSHA 10 certification allowing for a stackable credential in this area. OSHA 10 certifications will be delivered through an agreement with CareerSafe. In addition, If I had a Hammer, "Hammer Math" credential articulates into the HBI unit 2 Construction Math that allows for a second stackable credential. The Memphis Area Minority Contractors will deliver a Blueprint Reading certification that serves as a third stackable credential to the HBI PACT Core.

The final component of the curriculum calls for a hands-on project called a design build. In this project, students will build a six-foot by eight-foot tiny home. Students will frame the tiny home during the carpentry portion of the curriculum, completely wire the structure during the electrical portion, and finally run pipe, set toilets, and fix sinks during the plumbing section.

The teaching of the program will be augmented by a career builder network where industry professionals come into the classroom to assist with connecting theory-based learning to the real-world occupation. Career builders will also assist with hands-on techniques during lab

assignments and evaluations of the student's craftsmanship. They will also offer tips on how to be more efficient and effective in their work.

Building the 901 collaborative has developed an overall program that will target both high school students as well as adult learners from disadvantaged communities within Shelby County, train these students utilizing one of the premier curriculums in the industry, and connect them directly to industry in some of the most in-demand construction occupations while also providing a pathway to further education and career training.

Detailed Project Timeline and Overview

September 2024

- Award Notification
- MSCS School Selection
- Steering Committee formed
- Dual Enrollment Students Recruited
- Dual Enrollment Applications Submitted
- Hire GIVE 3.0 Project Coordinator
- Training and Onboarding
- Complete Instructor Certifications and Training
- Hire Instructors for Adult Learning Evening Classes

October – December 2024

- Begin Purchasing Training Equipment
- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Set up Initial Career Builder Partnership Network
- Deliver OSHA 10 Certifications
- Begin Hammer Math Certifications
- Ensure Dual Enrollment Records are Up to Date
- Launch Evening Adult Learning Classes

January – March 2025

- Ensure all Equipment has been delivered and set up
- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Complete Hammer Math Certifications
- Set up WBL Opportunities for Students

- Order Supplies for Design Build Projects
- Ensure Dual Enrollment Records are Up to Date
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

April – June 2025

- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Hold Student Interviews for WBL
- Complete Design Build Projects
- Ensure Dual Enrollment Records are Up to Date
- Issue PACT Core Certifications to Seniors
- Complete Blueprint Reading Certifications
- Assist Seniors with Post-Secondary Pathways or Full-time Jobs in Industry
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

July – September 2025

- Hold Continuing Education Meeting for Instructors
- Steering Committee Meetings
- Ensure WBL activities including Internships are on Schedule
- Dual Enrollment Students Recruited
- Dual Enrollment Applications Submitted
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

October – December 2025

- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Deliver OSHA 10 Certifications
- Begin Hammer Math Certifications
- Ensure Dual Enrollment Records are Up to Date
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

January – March 2026

- Ensure Instructors are on Schedule with HBI LMS

- Sterring Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Complete Hammer Math Certifications
- Set up WBL Opportunities for Students
- Order Supplies for Design Build Projects
- Ensure Dual Enrollment Records are Up to Date
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

April – June 2026

- Ensure Instructors are on Schedule with HBI LMS
- Sterring Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Hold Student Interviews for WBL
- Complete Design Build Projects
- Ensure Dual Enrollment Records are Up to Date
- Issue PACT Core Certifications to Seniors
- Complete Blueprint Reading Certifications
- Assist Seniors with Post-Secondary Pathways or Full-time Jobs in Industry
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

July – September 2026

- Hold Continuing Education Meeting for Instructors
- Sterring Committee Meetings
- Ensure WBL activities including Internships are on Schedule
- Dual Enrollment Students Recruited
- Dual Enrollment Applications Submitted
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

October – December 2026

- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Deliver OSHA 10 Certifications
- Begin Hammer Math Certifications
- Ensure Dual Enrollment Records are Up to Date
- Submit Quarterly Reports

- Continue Evening Adult Learning Classes

January – March 2027

- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Complete Hammer Math Certifications
- Set up WBL Opportunities for Students
- Order Supplies for Design Build Projects
- Ensure Dual Enrollment Records are Up to Date
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

April – June 2027

- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Hold Student Interviews for WBL
- Complete Design Build Projects
- Ensure Dual Enrollment Records are Up to Date
- Issue PACT Core Certifications to Seniors
- Complete Blueprint Reading Certifications
- Assist Seniors with Post-Secondary Pathways or Full-time Jobs in Industry
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

July – September 2027

- Hold Continuing Education Meeting for Instructors
- Steering Committee Meetings
- Ensure WBL activities including Internships are on Schedule
- Dual Enrollment Students Recruited
- Dual Enrollment Applications Submitted
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

October – December 2027

- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled

- Deliver OSHA 10 Certifications
- Begin Hammer Math Certifications
- Ensure Dual Enrollment Records are Up to Date
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

January – March 2028

- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Complete Hammer Math Certifications
- Set up WBL Opportunities for Students
- Order Supplies for Design Build Projects
- Ensure Dual Enrollment Records are Up to Date
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes

April – June 2028

- Ensure Instructors are on Schedule with HBI LMS
- Steering Committee Meetings
- Ensure Career Builder Partners are Participating as Scheduled
- Hold Student Interviews for WBL
- Complete Design Build Projects
- Ensure Dual Enrollment Records are Up to Date
- Issue PACT Core Certifications to Seniors
- Complete Blueprint Reading Certifications
- Assist Seniors with Post-Secondary Pathways or Full-time Jobs in Industry
- Submit Quarterly Reports
- Continue Evening Adult Learning Classes
- Close out Grant
- Launch Sustainability Plan

Identify Key Objectives for Each Phase of the Project and Describe How They Will be Measured

Building The 901 Key Objectives will include the number of students enrolled in the HBI Pact program, number of certifications earned over the life of the grant, number of students participating in WBL activities, and finally number of students that matriculate into a post-secondary pathway created by the program or number of students that achieve full-time employment in an in-demand construction occupation.

Key Measurable Objectives						
	Dual Enrolled Students	PACT Core Certifications	Pre-Apprentice Certifications	WBL Students	TCAT Enrollees	Full-Time Employments
Year 1	70	50	0	10	10	30
Year 2	80	55	35	15	12	40
Year 3	90	65	45	25	15	45
Year 4	100	75	55	30	18	50

Project Governance and Accountability

Building the 901 will ensure project governance and accountability through the designation of two project co-directors (one from Lead Entity and one from Fiscal Agent), a project coordinator, and a steering committee comprised of members from each partner agency. During year 1 of the grant, the steering committee will meet monthly to discuss, analyze, and launch each component of the program. The steering committee then will meet quarterly to ensure the grant program is progressing on schedule and key objectives are being met. The project coordinator will hold a full-time position with primary responsibilities of managing the daily tasks associated with the grant as well as communicating regular updates to project co-directors and steering committee.

- Project Co-Director – Brad Gentry, President, TN Builders Education Foundation (Lead Entity)
- Project Co-Director – Dr. Gwen Sutton, President, TCAT Memphis (Fiscal Agent)
- Project Coordinator – Will be located on campus at TCAT
- Steering Committee – Members from Memphis Shelby County Schools, West TN Home Builders Association, The Memphis Area Minority Contractors Association, The National Association of Women in Construction, and Grant New Homes.

Overview of Work-Based Learning (WBL) Program

Building the 901 collaborative will offer WBL opportunities in the form of internships and apprenticeships for students participating in the HBI Pact Program. Paid internships will be offered to students during the summer of their junior year in high school and will be provided by one of the collaborative partner’s association members. Building the 901 will leverage GIVE 3.0 grant funds as well as community and state funds for student wages. Graduating seniors who achieve a pre-apprentice certificate will have the opportunity to enter into a registered apprenticeship through TN Builders Association and one of the same association members for their WBL and will complete their Related Technical Instruction (RTI) through TCAT Memphis.

Both internships and apprenticeships will be provided by member contractors and sub-contractors of one of the associations (West TN Home Builders Association, The Memphis Area Minority Contractors, The National Association of Women in Construction, or Grant New Homes) in an in-demand construction occupation detailed in section one of this proposal. These partner

associations represent more than 1,000 member contractors in Shelby County and have relationships with numerous additional sub-contractors representing these same in-demand occupations.

Our collaborative will host WBL job fairs in each of the selected MSCS schools during the second half of the spring semester where students will have the opportunity to showcase their skills to potential employers while showcasing their Design Build Projects. In addition, many of the contractors participating in the Career Builder Network will have already observed and evaluated each student's skillset during their time with them in the classroom and lab areas. Many of these same Career Builders will also serve as employers for our WBL activities.

Section 3: Strength of Partnership

Building the 901 collaborative has a strong partnership agreement in place with defined roles. Below is a detailed description of each partner's role in the collaborative.

TN Builders Education Foundation

- Serve as the Lead Entity for the GIVE 3.0 grant.
- President will serve as Co-Project Director.
- Support Project Coordinator in grant administration.
- Support all identified MSCS schools with connection to industry for instruction augmentation, work-based learning activities, apprenticeship opportunities, and full-time employment upon completion of the program.
- Provide DOL approved pre-apprenticeship curriculum and reporting to state DOL for all program participants.
- Support identified MSCS schools with program delivery.
- Coordinate Registered Apprenticeship program for program graduates.
- Participate in the development of a sustainability plan for Building the 901: Building a Unified Infrastructure Through Local Workforce Development. The sustainability plan should enable the pipeline of construction focused students to enter the construction industry once the grant is completed.

TCAT Memphis

- Serve as the Fiscal Agent for the GIVE 3.0 grant.
- President will serve as Co-Project Director
- Provide Project Coordinator to lead grant administration including reporting and coordination of partners.
- Coordinate Dual Enrollment with identified MSCS schools.
- Provide access to TCAT BCT and HVAC programs for graduates entering into apprenticeship for Related Technical Instruction (RTI) training as availability allows.

- Participate in the development of a sustainability plan for Building the 901: Building a Unified Infrastructure Through Local Workforce Development. The sustainability plan should enable the pipeline of construction focused students to enter the construction industry once the grant is completed.

Memphis Shelby County Schools

- Actively recruit students to enroll in Building Construction technical education pathways that are applicable to each high school.
- Provide students with opportunities to participate in Work-Based Learning activities.
- Manage dual enrollment with the TCAT Memphis as applicable.
- Participate in the partnership meetings to help support the proposed programming.
- Monitor progress of program while attending quarterly partnership meetings.
- Assist in the planning and implementation of work-based learning experiences with employers, and educational institutions while at the quarterly meetings.
- Work with Tennessee Builders Education Foundation on operating adult training classes in selected schools during the evening hours.

Collaborative Partner Associations (West TN Home Builders Association, Memphis Area Minority Contractors Association, National Association of Women in Construction)

- Support the mission of Building the 901: Building a Unified Infrastructure through Local Workforce Development GIVE 3.0 program.
- Monitor progress of the Building the 901 project by attending quarterly partnership meetings and submission of required reports.
- Assist in the planning and implementation of work-based learning experiences with association members, and educational institutions while at the quarterly meetings.
- Support Building the 901 with direct connections to contractor members for WBL activities, internship offerings, apprenticeship opportunities and full-time employment.
- Convene and leverage stakeholders as needed to garner local community support.

Grant New Homes

- Support the mission of Building the 901: Building a Unified Infrastructure though Local Workforce Development GIVE 3.0 program.
- Leverage Grant New Home sub-contractor relationships to foster work-based learning opportunities, internship opportunities, apprenticeship opportunities, and full-time employment.
- Convene and leverage stakeholder as needed to garner local community support.

Building the 901 Collaboration MOU is Attached at the end of this Proposal

Section 4: Budget Plan

SALARIES

Building the 901 Project Coordinator Salary	\$240,000
Building the 901 Project Coordinator Benefits	<u>\$60,000</u>
Total Project Coordinator Salary and Benefits	\$300,000

PROFESSIONAL FEES & GRANT AWARDS

HBI PACT LMS Registration	Year 1	Year 2	Year 3	Year 4
School 1	\$7,500	\$2,500	\$2,500	\$2,500
School 2	\$7,500	\$2,500	\$2,500	\$2,500
School 3	\$7,500	\$2,500	\$2,500	\$2,500
School 4	\$7,500	\$2,500	\$2,500	\$2,500
School 5	\$7,500	\$2,500	\$2,500	\$2,500
School 6	\$7,500	\$2,500	\$2,500	\$2,500
School 7	\$7,500	\$2,500	\$2,500	\$2,500
Total	<u>\$52,500</u>	<u>\$17,500</u>	<u>\$17,500</u>	<u>\$17,500</u>

Total Registration Fees for Life of Grant **\$105,000**

Instructor HBI Certification

Instructor Certification - \$2,500 per Instructor	\$17,500
Instructor Recertification - \$1,500 per Instructor	<u>\$10,500</u>

Total Instructor Certification **\$28,000**

Student Certifications

Pact Core (280 students x \$50)	\$14,000
Pre-Apprentice (150 students x \$50)	\$7,500
OSHA 10 Certification (430 students x \$39)	\$16,770
Blueprint Reading Certification (150 students* \$50)	\$7,500
Hammer Math Certification (430 students * \$75)	<u>\$32,250</u>

Total Student Certifications **\$78,020**

Work-Based Learning

Career Bulder Network Management	\$150,000
Internship Administration	\$185,000
Student Internship Payments	<u>\$150,000</u>

Total Work-Based Learning	\$485,000
SUPPLIES	
Design Build Supplies	\$170,000
TRAVEL, CONFERENCES & MEETINGS	
Professional Development for Instructors	\$8,000
CAPITAL PURCHASES	
Electrical Equipment Trainers	
RW-202 Residential Wiring Training System	\$103,250
Lab Electrical Toolkit	\$68,250
Plumbing Equipment Trainers	
PLMB-200 Complete Plumbing Training System	\$187,950
Lab Plumbing Toolkit	\$68,250
HVAC Equipment Trainers	
Heat Pump Trainer w/duct work	\$176,750
Tabletop A/C and Refrigeration Trainer	\$75,250
Single Phase Compressor Unit	\$57,750
HVAC Controls Training System	\$25,500
HVAC Electrical Control Trainer	<u>\$38,550</u>
Total Capital Purchases	\$801,500
TOTAL INDIRECT COSTS	\$24,480
TOTAL GIVE 3.0 REQUEST	\$2,000,000

Line 1: Salaries and Wages – A project coordinator will be hired to manage the daily tasks and activities associated with delivering the grant program. A salary of \$60,000 per year over 4 years is included.

Line 2: Benefits and Taxes – This covers the project coordinator’s benefits and taxes estimated at \$15,000 per year over 4 years.

Line 4: Professional Fees – Included in this line is all professional fees associated with delivering the program. Included are HBI LMS registration fees, instructor certification and re-certification fees, student certification fees for all stackable credentials, and all fees associated with TBEF administering the work-based learning component of the program including student internship payments.

Line 5: Supplies – These are the material costs associated with the Design Build projects.

Line 12: Conferences and Meetings – An annual professional development will be conducted with all instructors each summer for coordination and continuing education.

Line 19: Capital Purchases – Equipment trainers associated with in-demand occupations and HBI curriculum include electrical training, plumbing training, HVAC training, and carpentry training equipment.

Line 22: Indirect Costs – Indirect costs represent 1.2% of the overall budget, well under the allowed 8%. This request represents costs associated with administrative function not covered under another line item.

Section 5: Sustainability Plan

Building the 901 is connecting components of programs that are already in place in Shelby County and are expanding and enhancing these programs. The TN Builders Education Foundation is already working with Memphis Shelby County in 4 schools to deliver the HBI Pact program to high school students. However, lab areas are significantly under equipped. GIVE 3.0 will allow us to fully equip lab areas in all schools and enhance WBL opportunities to many more students as well as add additional schools to those we serve. This will enable students to be better prepared to enter the construction industry and better equip the schools to train students. Furthermore, it will establish neighborhood construction training centers to reach adult learners that would otherwise not have access to such career training. The adult education component will be supported through WIOA funds and other grant funds.

Additionally, TCAT Memphis is already engaged in dual enrollment with Memphis Shelby County Schools. Give 3.0 will allow them to enhance the number of students served and build the infrastructure to continue this work in the future. By better equipping the lab areas students will receive more robust training that will enable them to enter TCAT already possessing enough hours to make them eligible for Co-op which will increase the capacity of students served in their post-secondary pathway.

Industry partners in Shelby County have been asking for a workforce development program to focus on construction occupations for many years. Indeed, The TN Builders Education Foundation was formed in part by the West TN Home Builders Association to address this need. Contractors are consistently unable to meet consumer demand for new homes due to the lack of skilled labor, as evidenced by the letter of support from Grant New Homes included in this proposal. They stand prepared to support the pipeline of skilled labor created by this proposal into the future with WBL, apprenticeship, and full-time employment opportunities.

In short, Building the 901 will sustain long after the life of this grant by bringing institutions together in a collaboration to meet industry needs. Rather than attempting to meet industry's needs individually, TBEF, TCAT Memphis, and MSCS can accomplish much more together. By seamlessly connecting our already existing programs we will achieve synergies to sustain the program. All partners associated with our collaborative are committed to sustaining this program beyond the life of GIVE 3.0

Section 6: Optional Criteria

High Demand Programs

Building the 901 has aligned educational programs with the needs of business and industry by directly correlating training programs with in-demand occupation identified by the THEC Academic Supply and Occupational Demand Report. Below highlights the training programs that correlate to the identified in-demand occupations.

Training Program	THEC In-Demand Occupation
HBI Pact Unit 6 - Carpentry	Carpenters
HBI Pact Unit 7 - Electrical	Electricians
HBI Pact Unit 8 - Plumbing	Plumbers
HBI Pact Unit 14 - HVAC	HVAC Technicians
HBI Pact Unit 11 - Painting	Painters
HBI Residential Construction Superintendent Training	Construction Supervisors

Census Tracts in Persistent Poverty

Three MSCS schools that meet the criteria to be selected as a site for our program are in or very close to tracts within Shelby County identified as Low-Income Opportunity Zones according to the US Census Bureau. TCAT Memphis is located within a poverty zone as well. Below is a list of the schools and the census tract identifying number. The Census Tract map for Shelby County is attached to this proposal.

- TCAT Memphis – 471571011300
- George Washington Carver – 47157005900
- Whitehaven High School – 47157022500
- Southwest CTC - 47157022500

MEMORANDUM OF UNDERSTANDING (MOU)

Between

Building The 901: Building a Unified Infrastructure through Local Workforce Development (Building the 901)

Lead Entity – Tennessee Builders Education Foundation

Fiscal Agent - Tennessee College of Applied Technology Memphis (TCAT Memphis)

And

Building The 901: Building a Unified Infrastructure through Local Workforce Development

Tennessee College of Applied Technology Memphis, Tennessee Builders Education Foundation, Memphis Shelby County Schools, The West TN Home Builders Association, Memphis Area Minority Contractors Association, National Alliance of Women in Construction, Grant New Homes.

This is an agreement by and between the parties listed above, and the named Building the 901: Building a Unified Infrastructure through Local Workforce Development' Partners, hereinafter referred to as the "partners".

I. PURPOSE

The purpose of this MOU is to clearly 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 Building the 901: Building a Unified Infrastructure through Local Workforce Development program in Memphis Shelby County Schools, and within TCAT Memphis. This MOU is intended to:

Establish expectations between TN Builders Education Foundation, TCAT Memphis and the designated named Building the 901: Building a Unified Infrastructure through Local Workforce Development partners to provide youth and adults the opportunity to gain valuable technical skills, earning stackable credentials, provide an articulated pathway from K-12 to postsecondary, address industry labor shortages and skill deficits within the Building Construction and Trades industry sectors.

II. TENNESSEE COLLEGE OF APPLIED TECHNOLOGY MEMPHIS

TCAT Memphis agrees to the following responsibilities:

- Serve as the Fiscal Agent for the GIVE 3.0 grant.
- President will serve as Co-Project Director
- Provide Project Coordinator to lead grant administration including reporting and coordination of partners.
- Coordinate Dual Enrollment with identified MSCS schools.

- Provide access to TCAT BCT and HVAC programs for graduates entering into apprenticeship for Related Technical Instruction (RTI) training as availability allows.
- Participate in the development of a sustainability plan for Building the 901: Building a Unified Infrastructure Through Local Workforce Development. The sustainability plan should enable the pipeline of construction focused students to enter the construction industry once the grant is completed.

III. MEMPHIS SHELBY COUNTY SCHOOLS

Secondary Schools agree to the following responsibilities:

- Actively recruit students to enroll in Building Construction technical education pathways that are applicable to each high school.
- Provide students with opportunities to participate in Work-Based Learning activities.
- Manage dual enrollment with the TCAT Memphis as applicable.
- Participate in the partnership meetings to help support the proposed programming.
- Monitor progress of program while attending quarterly partnership meetings.
- Assist in the planning and implementation of work-based learning experiences with employers, and educational institutions while at the quarterly meetings.
- Work with Tennessee Builders Education Foundation on operating adult training classes in selected schools during the evening hours.

IV. TENNESSEE BUILDERS EDUCATION FOUNDATION

TBEF agrees to the following responsibilities:

- Serve as the Lead Entity for the GIVE 3.0 grant.
- President will serve as Co-Project Director.
- Support Project Coordinator in grant administration.
- Support all identified MSCS schools with connection to industry for instruction augmentation, work-based learning activities, apprenticeship opportunities, and full-time employment upon completion of the program.
- Provide DOL approved pre-apprenticeship curriculum and reporting to state DOL for all program participants.
- Support identified MSCS schools with program delivery.
- Coordinate Registered Apprenticeship program for program graduates.
- Participate in the development of a sustainability plan for Building the 901: Building a Unified Infrastructure Through Local Workforce Development. The sustainability plan should enable the pipeline of construction focused students to enter the construction industry once the grant is completed.

V. WEST TENNESSEE HOME BUILDERS ASSOCIATION

The West TN Home Builders Association agrees to the following responsibilities:

- Support the mission of Building the 901: Building a Unified Infrastructure through Local Workforce Development GIVE 3.0 program.

- Monitor progress of the Building the 901 project by attending quarterly partnership meetings and submission of required reports.
- Assist in the planning and implementation of work-based learning experiences with West TN Home Builder Association members, and educational institutions while at the quarterly meetings.
- Support Building the 901 with direct connections to West TN Home Builder members for WBL activities, internship offerings, and full-time employment.
- Convene and leverage stakeholders as needed to garner local community support.

VI. MEMPHIS AREA MINORITY CONTRACTORS ASSOCIATION

The Memphis Area Minority Contractors Association agree to the following responsibilities:

- Support the mission of Building the 901: Building a Unified Infrastructure through Local Workforce Development GIVE 3.0 program.
- Monitor progress of the Building the 901 project by attending quarterly partnership meetings and submission of required reports.
- Assist in the planning and implementation of work-based learning experiences with Memphis Area Minority Contractor Association members, and educational institutions while at the quarterly meetings.
- Support Building the 901 with direct connections to Memphis Area Minority Contractor members for WBL activities, internship offerings, apprenticeship opportunities and full-time employment.
- Convene and leverage stakeholders as needed to garner local community support.

VII. NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION MEMPHIS CHAPTER 13

The National Association of Women in Construction Memphis chapter 13 agrees to the following responsibilities:

- Support the mission of Building the 901: Building a Unified Infrastructure through Local Workforce Development GIVE 3.0 program.
- Monitor progress of the Building the 901 project by attending quarterly partnership meetings and submission of required reports.
- Assist in the planning and implementation of work-based learning experiences with National Association of Women in Construction Memphis Chapter 13 members, and educational institutions while at the quarterly meetings.
- Support Building the 901 with direct connections to National Association of Women in Construction Memphis Chapter 13 members for WBL activities, internship offerings, apprenticeship opportunities, and full-time employment.
- Convene and leverage stakeholders as needed to garner local community support.

VIII. GRANT NEW HOMES

Grant New Homes agrees to the following responsibilities:

- Support the mission of Building the 901: Building a Unified Infrastructure through Local Workforce Development GIVE 3.0 program.
- Leverage Grant New Home sub-contractor relationships to foster work-based learning opportunities, internship opportunities, apprenticeship opportunities, and full-time employment.
- Convene and leverage stakeholder as needed to garner local community support.

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 sustain 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. This MOU is active from the contract start date through the 48-month duration of the grant period.

Building the 901: Building a Unified Infrastructure through Local Workforce Development 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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**Building the 901: Building a Unified Infrastructure through Local Workforce Development
(Building the 901)**

Dr. Marie N. Feagins, Memphis Shelby County Schools, Superintendent Date

DocuSigned by:
Gwen Sutton 4/30/2024
A07153F4EA9F46B...

Dr. Gwen Sutton, TCAT Memphis, President Date

DocuSigned by:
Bradley K. Gentry 4/30/2024
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Brad Gentry, TN Builders Education Foundation, President Date

DocuSigned by:
Ken Scroggs 4/30/2024
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Ken Scroggs, West TN Home Builders Association, Executive Officer Date

DocuSigned by:
Aynsley Clark 4/30/2024
04F2C1D9AE404AF...

Aynsley Clark, Memphis Area Minority Contractors, Executive Dir. Date

Katie Burns, National Association of Women in Construction, President Date

DocuSigned by:
Blair Brown 4/30/2024
0280F20A1E0E46D...

Blair Brown, Grant New Homes, Owner Date

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To Whom It May Concern,

I am writing to strongly support the Tennessee Builders Education Foundation 's application to GIVE (Governors' Investment in Vocational Education 3.0) which will immediately enable TBEF to expand the footprint of their classrooms, resources, and educators. As the owner of Grant & Co., a company that builds and sells over 200 single-family residences annually in the mid-south area, I have firsthand knowledge of the critical need for skilled labor in our industry.

Despite the robust demand for new homes in our region, our ability to meet this need is severely hampered by the shortage of trained construction professionals. With additional funding, TBEF can significantly increase the capacity and quality of construction education, thereby addressing this critical workforce gap.

TBEF's commitment to enhancing educational opportunities aligns perfectly with the urgent need for skilled construction workers. Their programs are well-designed to equip students with the practical skills and knowledge required to succeed in construction, one of the most vital sectors for economic growth and community development.

Investing in TBEF's construction education programs is not just an investment in individual students; it is an investment in the economic health and sustainability of our region. A stronger workforce will enable companies like mine to expand, build more homes, and contribute more significantly to the local economy.

Thank you for considering this vital funding opportunity. I am confident that with your support, TBEF can continue to make a profound impact on our industry and community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Blair Brown", is written over a horizontal line.

Blair Brown

Owner, Grant & Co.

