

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY MEMPHIS (LEAD)  
&  
UNIVERSITY OF MEMPHIS, KEMMONS WILSON SCHOOL OF  
HOSPITALITY AND RESORT MANAGEMENT (CO-LEAD)

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

**HOSPITRAIN - Hospitality Integrated Training Network: Forging Tomorrow's Hospitality Leaders;  
From Classrooms to Careers in Greater Memphis**

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY MEMPHIS (Lead and Fiscal Agent)

IN

PARTNERSHIP WITH:

1. Greater Memphis Workforce Development
2. University of Memphis, Kemmons Wilson School of Hospitality and Resort Management
3. Memphis Shelby County Schools
4. Greater Memphis Chamber
5. Metropolitan Memphis Hotel and Lodging Association (MMHLA)
6. Welcome to Memphis/Memphis Tourism
7. Kemmons Wilson Companies/Valor Hospitality (Employment Partner)
8. Maximum Hospitality/MH Partners, LLC (Employment Partner)
9. MALCO Theatres (Employment Partner)

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Funding requested:

**\$2,000,000.00**

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# TABLE OF CONTENTS

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Project Abstract .....3

Introduction .....4

Section 1: Demonstration of Need.....5

Section 2: Program Plan..... 11

Section 3: Strength of Partnership ..... 16

Section 4: Budget Plan..... 17

Section 5: Sustainability ..... 18

Section 6: Optional Criteria ..... 19

APPENDICES.....21

    APPENDIX A – HOSPITRAIN Program Description and Goals ..... 22

    APPENDIX B – Articulations and MOUs ..... 25

    APPENDIX C – Budget and Narrative ..... 26

    APPENDIX D – Letters of Support ..... 30

    APPENDIX E – Goals and Grant Activity Linkages ..... 31

    APPENDIX F – KWS Academic and Dual Enrollment Programs ..... 33

    APPENDIX G – Grant Activity Alignment with Workforce Data..... 37

    APPENDIX H – Grant Activities And Secondary to Postsecondary Pathway ..... 39

    APPENDIX I – Postsecondary Opportunities Align With Workforce Needs ..... 45

    APPENDIX J – Stackable Credentials..... 49

    APPENDIX K – Appropriately Credentialed Job Candidates ..... 51

    APPENDIX L – Detailed Timeline And Quarterly Reviews ..... 54

    APPENDIX M – Measurable Objectives For Project Phases..... 55

    APPENDIX N – Governance, Meetings, and Decision-Making Structure ..... 57

    APPENDIX O – W.B.L. Programs Align With Project Goals ..... 59

APPENDIX P – Continuum Of W.B.L. Opportunities ..... 61

APPENDIX Q – Programs Collaboratively Designed By Partners..... 63

APPENDIX R – Plans For Sustaining The Program..... 66

APPENDIX S – Documentation Of Commitment To Sustain The Project ..... 69

APPENDIX T – Proposed Programs Align With In-Demand Occupations..... 70

APPENDIX U – Persistent Poverty Tracts Served in Memphis ..... 73

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# Project Abstract

The HOSPITRAIN project is a strategic initiative designed to address the critical workforce needs within the hospitality industry in Greater Memphis, as identified by the State of Tennessee. This innovative program is a collaborative effort between major educational institutions and industry leaders to create a skilled workforce that aligns with the critical demands of the region's burgeoning hospitality sector.

**OBJECTIVE:** The primary purpose of HOSPITRAIN is to develop a pipeline of well-trained hospitality professionals through a targeted educational approach that integrates classroom learning with practical industry experience. This initiative seeks to not only fill the current employment gaps but also to anticipate future industry needs, ensuring sustained growth and competitiveness in the local hospitality market.

**PROGRAM INNOVATION:** HOSPITRAIN redefines hospitality training with several groundbreaking innovations. The program features an integrated curriculum, building on the existing Hospitality Management credit transfer Articulation Agreement between TCAT and the University of Memphis's Kemmons Wilson School, allowing the blending of theory with practice to close the skills gaps. It also offers a robust suite of Work-Based Learning (WBL) opportunities, including internships, apprenticeships, and co-op placements, providing critical hands-on experience in authentic settings. Additionally, the project enhances student outcomes through stackable credentials and industry certifications, significantly boosting employability and career progression opportunities.

**BUDGET:** With a total budget of \$2,000,000, the HOSPITRAIN project skillfully allocates resources to develop various facets of the Greater Memphis hospitality workforce.

**HOSPITRAIN MOU**  
**Partners**  
List of partners that have formally agreed to work on the project

<b>Lead</b>	TCAT- Memphis	Dr. Gwendolyn Sutton, President
<b>Co-Lead</b>	University of Memphis - Kemmons Wilson School of Hospitality and Resort Management	Dr. David J. Russomanno, Provost, and Dr. Radesh Palakurthi, Professor and Dean, KWS
<b>Workforce Development</b>	Greater Memphis Workforce Development	Ms. Amber Covington, Executive Director
<b>Chamber</b>	Greater Memphis Chamber	Ms. Amity Schuyler, Senior Vice President
<b>Hotel Association</b>	Metropolitan Memphis Hotel and Lodging Association (MMHLA)	Mr. Wayne Tabor, President and CEO
<b>Tourism Organization</b>	Welcome to Memphis/Memphis Tourism	Mr. Kevin Kane, CEO
<b>School District</b>	Memphis Shelby County Schools	Dr. Marie Feagins, Superintendent
<b>Industry Partner</b>	Kemmons Wilson Companies/Valor Hospitality	Mr. C. Kemmons Wilson, Jr., Principal
<b>Industry Partner</b>	Maximum Hospitality/MH Partners, LLC	Mr. Dan McEwan, CEO
<b>Industry Partner</b>	MALCO Theatres	Mr. Larry Etter, Senior Vice President
<b>Other Industry Partners</b>	Several other hotels, restaurants, and industry Industry Associations have written letters of support for the HOSPITRAIN project.	Several establishment owners, managers, and operators.

# Introduction

Our proposal presents a comprehensive and strategic initiative designed to address the critical skills gap in the hospitality industry of the Greater Memphis area. Through an innovative collaboration between educational institutions, local businesses, and industry leaders, HOSPITRAIN aims to create a seamless pathway from education to employment for individuals intending to pursue careers in hospitality. This initiative leverages existing resources and strong partnerships to blend academic learning, professional certifications, and extensive work-based learning (WBL) opportunities in a stackable model. By aligning the curriculum and training programs with the critical needs of the hospitality sector, HOSPITRAIN is

designed to enhance the employability of graduates, close the critical skill gap, boost the local economy, and enhance Memphis's position as a leading center of hospitality excellence.

The hospitality industry represents dynamic sectors with significant workforce mobility and development potential. For example, the US Hotel Industry, currently employing 1.8 million workers, is projected to grow by 12.1% over the next five years, outpacing the national average by over 4%. This robust expansion is highlighted by [AHLA's Lightcast's](#) aggregation of over 142,000 active job postings in August 2023, emphasizing the sector's dynamic nature with a high 97.6% turnover rate and a demand for 301,000 net new positions in 2022. Notably, 81% of these roles are accessible to those with less than two years of experience, and 76% do not require a college degree, offering substantial entry-level opportunities at competitive wages—with median earnings of \$17.55/hr for less experienced positions and \$33.17/hr for roles requiring a college education. Despite COVID-19, wages remained stable and have increased by 20%, underscoring the industry's resilience, attractiveness, and education and training needs for new entrants.



## Section 1: Demonstration of Need

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The hospitality and tourism sector profoundly influences Memphis's economy, having welcomed over 13 million visitors in 2023, with the visitor economy valued at \$6.3 billion in 2022 (Memphis Tourism). This sector not only contributed significantly to the local and State economy by generating over \$4.0 billion in direct visitor spending and accruing more than \$391.8 million in State and local taxes but also supported over 43,897 jobs across 2,298 businesses in Shelby County ([TNVacation.com](https://www.tnvacation.com)). The industry's robustness is further underscored by ongoing and planned capital expenditures totaling \$1.670 billion, including significant projects like the renovations of FedExForum and Simmons Bank Liberty Stadium, the relocation of the Memphis Art Museum and Metal Museum to downtown and midtown, respectively, and several new hotel developments in downtown Memphis (Memphis Tourism). These projects build on the recent completion of \$1.190 billion in tourism-related developments, such as the modernization of Memphis International Airport's concourse B, the renovation of Tom Lee Park, and the construction of the Memphis Sports and Events Center, which alone is set to attract major events and catalyze further economic growth. These developments showcase the sector's vital role in driving Memphis's economic expansion, job creation, and infrastructure enhancement.

This proposal thoroughly analyzes the data recommended, pinpointing the necessity for the suggested workforce development programs. Drawing on [THEC's Academic Supply and Occupational Demand Report 2024](#), it identifies the hospitality sector as critically underserved, with numerous positions remaining vacant across nine geographic areas in the State, notably in Greater Memphis, according to the [TNECD County Profile Report](#), over forty census tracts within the Memphis-Shelby County Schools (MSCS) jurisdiction, including areas encompassing high schools, are designated as zones of persistent poverty. Furthermore, [Jobs4TN](#) data analyzed shows that the wage premium gained through higher education and training in the hospitality sector moves families comfortably above the living wage required in the region. This proposal underscores the imperative of stimulating workforce and economic development through educational and training initiatives tailored to the hospitality sector in Greater Memphis.

Comprehensive and rigorous local labor market data to justify grant activities from three preferred sources: TNECD County Profile Tool, Jobs4TN, and the THEC Academic Supply and Occupational Demand Report.

Table 1, compiled from the THEC Academic Supply and Occupational Demand Report 2024 for the hospitality sector in the Greater Memphis area, provides a detailed overview of the labor

Table 1- Occupational Demand for the Hospitality Sector in Greater Memphis

Occupation	2021 Jobs	Annual Openings (2018-28)	2021 Job Postings	2021 Hires	Entry Level Wages	Median Wages	Experienced Wages	Entry Level Education	Work Experience Required	Hiring Needs %
Food Service Managers	1140	312	251	1232	\$16.84	\$22.82	\$29.84	High school diploma or equivalent	Less than 5 years	27.37
Chefs and Head Cooks	380	64	207	432	\$17.69	\$24.11	\$30.22	High school diploma or equivalent	5 years or more	16.84
First-Line Supervisors of Food Preparation and Serving Workers	3280	451	772	5048	\$12.15	\$15.33	\$19.75	High School diploma or equivalent	5 years or more	13.75
First-Line Supervisors of Housekeeping and Janitorial Workers	710	115	127	644	\$13.96	\$18.60	\$22.86	High school diploma or equivalent	5 years or more	16.2
Food Batchmakers	530	204	36	544	\$15.47	\$22.04	\$23.59	High school diploma or equivalent	None	38.49

market for critical

occupations within the local hospitality industry. It encompasses data on the number of existing jobs in 2021, projected annual openings from 2018 to

2028, job postings in 2021, the number of hires made in the same year, wages across different experience levels, and the typical educational requirements and work experience needed for these roles.

**Analysis of Key Data - Making the Case:** Several factors clarify the need as identified below:

**1) Evidence of Labor Shortages:** The hospitality sector faces significant labor shortages, as demonstrated by high numbers of job openings and postings in 2021 that far exceed the number of actual hires, indicating ongoing and future workforce needs that current employment levels cannot meet. **2) Growth and Turnover:** Projected annual openings underline industry growth and the need to replace workers, underscoring the importance of continuous recruitment and targeted educational programs. **3) Skills Gap and Educational Requirements:** While positions typically require a high school diploma and some on-the-job training, the mismatch between worker demand and job qualifications suggests a prevailing skills gap. **4) The Role of Training and Education:** The sector's urgent labor demands necessitate targeted training and educational programs tailored to skills required by employers, such as customer service, management, culinary arts, and housekeeping. Incorporating internships and apprenticeships will also improve job readiness and attractiveness to employers.



**Workforce Demand Data Highlights:** Figure 1 highlights the hospitality positions in critical need in the Greater Memphis hospitality sector.

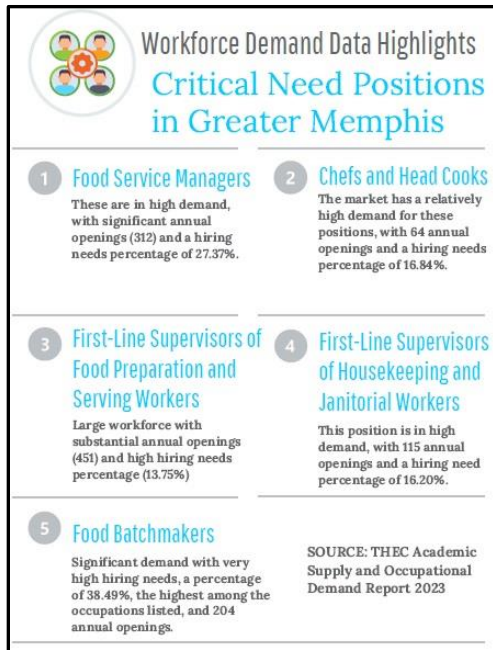


Figure 1- Critical Needs Skills in Greater Memphis

will be a need for 78 managerial positions and 234 technical positions annually filled by individuals with BA/BS/AAS degrees and high school diplomas or certifications, respectively, through 2028. However, as observed from various educational institutions, the current educational output reveals a significant deficit in meeting these demands.

**Educational Completions (2019-21):**

Postsecondary Education: 30

Associate's degrees from SWCC and 96 Bachelor's

degrees were awarded by the University of Memphis, far below the demand for managerial

positions requiring such qualifications. Secondary Education: Many high school completions

**Demand and Supply of Training and Education:**

The analysis of the forecasted job openings for various managerial and technical positions in the hospitality sector between 2018 and 2028 shows (Table 2) a total annual demand for 221 managerial roles (needing (BA/BS/AAS degrees) and 992 technical positions (needing high school or professional certification). The most significant demand in technical roles is for First-Line Supervisors of Food Preparation and Serving Workers, indicating a robust requirement for frontline managerial skills in food services.

**Educational Demand and Supply:** Table 2 also shows

that the annual educational demand estimates that there

Table 2- Demand and Supply of Education and Training

Occupation	Annual Jobs Forecast: 2018-28	ANNUAL EDUCATIONAL DEMAND			
		Managerial Positions		Technical Positions	
		BA/BS/AAS		HS/Cert.	
Food Service Managers	312	78		234	
Lodging Managers	67	17		50	
Chefs and Head Cooks	64	13		51	
First-Line Supervisors of Food Preparation and Serving Workers	451	90		361	
First-Line Supervisors of Housekeeping and Janitorial Workers	115	23		92	
Food Batchmakers	204	0		204	
<b>Total Demand:</b>	<b>221</b>		<b>Total Demand:</b>	<b>992</b>	
<b>3 Year Demand:</b>		<b>662</b>	<b>3 Year Demand:</b>	<b>2977</b>	
Number of Completers by Program Type and Location: 2019-21					
Location	Associate's Degree	Bachelor's Degree	Postsec. Awards/Cert./Diplomas; <1 Yr.	Secondary	Grand Total
Bartlett City Schools				1977	1977
Collierville City Schools				30	30
Fayette County Schools				657	657
Remington College-Memphis Campus			69		69
Shelby County Schools				3082	3082
Southwest Tennessee Community College	30				30
Tipton County Schools				159	159
University of Memphis		96			96
<b>Grand Total</b>	<b>30</b>	<b>96</b>	<b>69</b>	<b>5905</b>	<b>6100</b>
<b>Total Annual Supply:</b>	<b>BA/AAS:</b>	<b>42</b>	<b>Secondary/Certs:</b>	<b>199</b>	
	<b>Annual Deficit:</b>	<b>179</b>	<b>Annual Deficit:</b>	<b>793</b>	

(5905) were observed, primarily from Shelby County Schools, but this number is inflated because it includes secondary students who completed industry certifications like *ServSafe* for credit, not all of whom are pursuing careers in the hospitality industry.

**Annual Deficit: Managerial Positions:** There is a yearly deficit of 179 positions for BA/AAS degrees, underlining a substantial gap between the supply and the demand for educated managerial personnel. **Technical Positions:** There is an even more significant annual deficit of 793 positions for workers with high school diplomas or certificates, indicating a critical shortage in the workforce capable of filling technical roles in the hospitality sector.

The data shows a critical need for more postsecondary educational outputs to meet the expanding demands of Memphis's hospitality industry. This analysis strongly indicates that there should be a focus on growing educational programs and better aligning them with industry needs, especially in managerial training and technical skills. More vital collaboration between academic institutions and industry stakeholders is crucial to effectively address these gaps and ensure the Greater Memphis hospitality sector's long-term growth and sustainability.

**labor market data to identify occupations tied to grant activities that offer livable wages (MIT Living Wage Calculator for a single adult or 75% of the median wage for the region.**

Table 3 displays the percentage difference between the actual wages obtained from the Jobs4TN of various food and lodging managerial positions at different experience levels (entry, median, experienced) and the MIT Living Wage required for various family compositions in Memphis.

Table 3- Living Wage Comparison for Critical Needs Hospitality Positions in Greater Memphis

Family Composition		Memphis Living Wage	Chefs and Head Cooks			First-Line Supervisors of Food Preparation and Serving Workers			First-Line Supervisors of Housekeeping and Janitorial Workers			Food Service Managers			Lodging Managers		
			Entry level	Median	Experienced	Entry level	Median	Experienced	Entry level	Median	Experienced	Entry level	Median	Experienced	Entry level	Median	Experienced
One Adult	0 Children	\$20.60	3.66%	48.01%	73.77%	-28.11%	-6.60%	13.88%	-22.03%	7.19%	32.14%	-9.87%	23.11%	59.07%	-26.65%	32.40%	87.91%
One Adult	1 Child	\$33.54	-36.33%	-9.09%	6.73%	-55.85%	-42.64%	-30.06%	-52.11%	-34.17%	-18.84%	-44.64%	-24.39%	-2.30%	-54.95%	-18.68%	15.41%
One Adult	2 Children	\$41.52	-48.57%	-26.56%	-13.79%	-64.33%	-53.66%	-43.50%	-61.32%	-46.82%	-34.44%	-55.28%	-38.92%	-21.08%	-63.61%	-34.31%	-6.77%
Two Adults - One Working	0 Children	\$28.32	-24.60%	7.66%	26.40%	-47.71%	-32.06%	-17.16%	-43.29%	-22.03%	-3.88%	-34.44%	-10.45%	15.71%	-46.64%	-3.70%	36.68%
Two Adults - One Working	1 Child	\$33.37	-36.01%	-8.63%	7.27%	-55.62%	-42.34%	-29.70%	-51.87%	-33.83%	-18.43%	-44.36%	-24.00%	-1.80%	-54.72%	-18.27%	16.00%
Two Adults - One Working	2 Children	\$37.66	-43.30%	-19.04%	-4.95%	-60.68%	-48.91%	-37.71%	-57.35%	-41.37%	-27.72%	-50.70%	-32.66%	-12.99%	-59.88%	-27.58%	2.79%
Two Adults - Two Working	0 Children	\$14.14	51.02%	115.63%	153.15%	4.73%	36.07%	65.91%	13.59%	56.15%	92.51%	31.31%	79.36%	131.75%	6.86%	92.88%	173.75%
Two Adults - Two Working	1 Child	\$18.93	12.81%	61.07%	89.10%	-21.77%	1.64%	23.93%	-15.16%	16.64%	43.80%	-1.92%	33.97%	73.11%	-20.18%	44.08%	104.48%
Two Adults - Two Working	2 Children	\$23.33	-8.47%	30.69%	53.43%	-36.53%	-17.53%	0.55%	-31.16%	-5.36%	16.68%	-20.42%	8.71%	40.46%	-35.23%	16.90%	65.92%

The data reveals that as employees gain experience, their earnings tend to increase, surpassing the living wage in Memphis. This is particularly true for Chefs, Head Cooks, and Lodging Managers, where experienced individuals earn well above the living wage. Addressing the low wage gap for entry-level positions requires focused training initiatives that enhance skills and prepare employees for higher-paying roles with more responsibility. Additionally, establishing

clear career advancement paths with effective mentorship can help students visualize their growth potential and understand the steps needed to reach higher levels of experience and pay.

**Additional supporting materials and resources illustrating industry-specific data.**

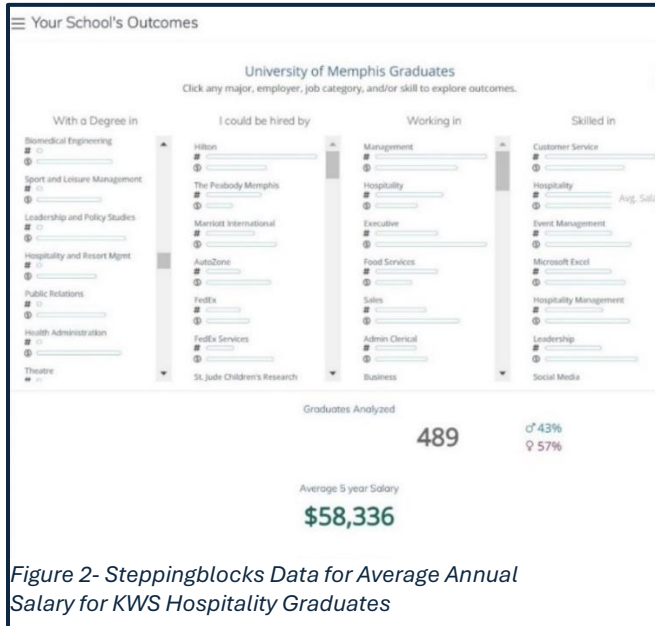


Figure 2- Steppingblocks Data for Average Annual Salary for KWS Hospitality Graduates

The University of Memphis subscribes to [Steppingblocks](#), a company that tracks student success and career pathways for program graduates by their majors. Figure 2 shows the most recent data from 2024 for the BA in Hospitality and Resort Management graduates from the Kemmons Wilson School. The data available for 489 program graduates in the company's database shows an average 5-year salary of \$58,336, with their current salaries averaging \$65,229.

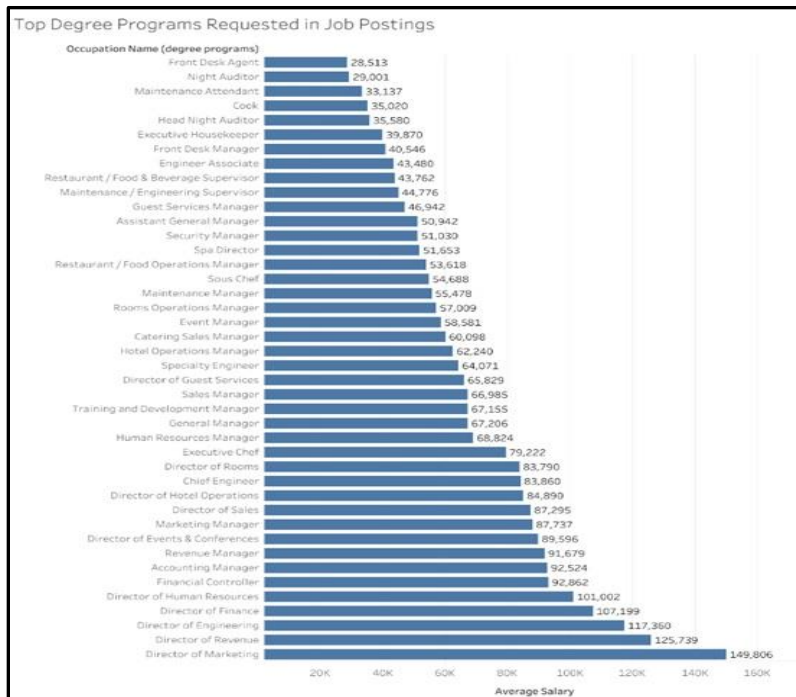


Figure 3- Average Annual Salaries of Hospitality Positions in the U.S. (2024)

In addition, [AHLA's recent Lightcast Report](#) lists the average salaries, as shown in Figure 3, for many hospitality positions in the US. The data shows that as students advance in their careers in the hospitality industry, they can gain incomes well above the 2023 national average of \$69,029.61 across all sectors ([DQYDJ – Don't Quit Your Day Job...](#)).

Proposal provides detailed goals and clear connections between local needs and planned activities. The proposal outlines how the grant activities will increase overall higher education attainment in the region and provides clear linkages between postsecondary credentials offered through the grant and the needs of employers.

The HOSPITRAIN project aims to enhance hospitality education in Memphis through five strategic goals, as shown in Figure 4: 1) Increase Higher Education Attainment: By implementing dual enrollment programs with TCAT Memphis, local high schools, and the

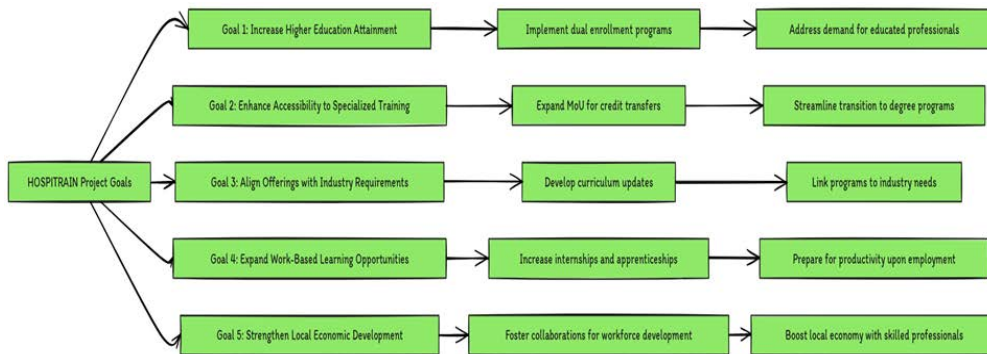


Figure 4- Goals, Actions, and Outcomes Linkages

University of Memphis, the project aims to encourage more young people to pursue hospitality careers by

providing early access to higher education. 2) Enhance Accessibility to Specialized Training:

Expanding credit transfer agreements between the TCAT Memphis and the University of Memphis will streamline transitions from technical training to degree programs, meeting the need for higher-skilled hospitality workers.

3) Align Education with Industry Needs: By collaborating with local industry partners, the curriculum will be updated to align with current hospitality standards, increasing graduate employability and advancement opportunities.

4) Expand Work-Based Learning: By increasing internships and apprenticeships through industry partnerships, the project offers practical experience, preparing students for immediate employment and addressing the industry's demand for job-ready graduates.

5) Strengthen Local Economic Development: Strong collaborations between educational institutions and industry partners will support workforce development aligned with regional economic goals, enhancing the local tourism and service sectors.

Each goal is designed to close the gap between educational outcomes and the specific needs of local employers, thus enhancing the quality and relevance of hospitality training. This structured approach fosters local economic growth and equips Memphis students for successful hospitality careers. For a detailed discussion of this section, see [Appendix E](#).

## Section 2: Program Plan

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The HOSPITRAIN initiative outlines a structured approach to enhancing the hospitality workforce in Memphis through targeted educational and training strategies.

**Proposal clearly aligns grant activities with workforce data.**

Five key activities drive our project to address various aspects of workforce development:

- Identification of Workforce Needs: During this activity, we identify the current and future needs of the Memphis hospitality workforce by analyzing job growth, turnover rates, and skill shortages to pinpoint essential skills. Industry partners, such as the Metropolitan Memphis Hotel and Lodging Association and the industry operators, play a crucial role in identifying highly demanded but undersupplied skills.
- Curriculum Development Based on Data: We update the curriculum and develop new training modules based on workforce data analysis, targeting high-demand areas like culinary, lodging, and food service technical skills. Partner institutions (University of Memphis and TCAT) will ensure swift integration of these updates into their academic and vocational training programs, boosting their relevance and effectiveness.
- Targeted Training Programs: We introduce specialized training programs that address the need for advanced culinary skills and management expertise at the employment levels needed. These programs will rapidly enhance the skills of both new and existing workers in the hospitality industry. We align these programs with recognized and industry-valued professional certifications and credentials to improve graduates' employability.
- Work-Based Learning Aligned with Workforce Needs: We expand work-based learning opportunities by significantly increasing internships and apprenticeships at local hospitality companies. This hands-on experience crucially aligns educational outcomes with practical workforce requirements and ensures students can apply their learned skills in real-world settings.
- Sustainability and Long-Term Workforce Development: We address the sustainability of workforce development efforts by incorporating ongoing assessments and adjustments of

training programs to align with evolving workforce needs. This process involves annual reviews and curriculum updates based on the latest labor market data.

The HOSPITRAIN is committed to aligning educational and training efforts with the hospitality industry's needs, aiming to impact the local economy and employment rates significantly. Further details are provided in [Appendix G](#).

**Proposal describes how grant activities provide a secondary to postsecondary pathway that will serve as an intentional progression of coursework leading to a credential and/or degree that aligns with workforce needs.**

The HOSPITRAIN project integrates seamless transitions from high school to higher education through dual enrollment programs, formally articulated credit transfers, prior-learning credit certification, and work-based learning opportunities. The student-centric partnerships between TCAT, the University of Memphis, and the high schools ensure a smooth transition for students. The curriculum includes industry-recognized certifications and practical experiences that align with employer needs and regional workforce demands, ensuring students are well-prepared for career success in the hospitality sector. Continuous feedback from industry partners and students will help refine and adapt the educational offerings to meet evolving hospitality market needs. A complete discussion of this section is provided in [Appendix H](#).

**The proposal includes two or more early postsecondary opportunities as a component of the grant activities that align with workforce needs.**

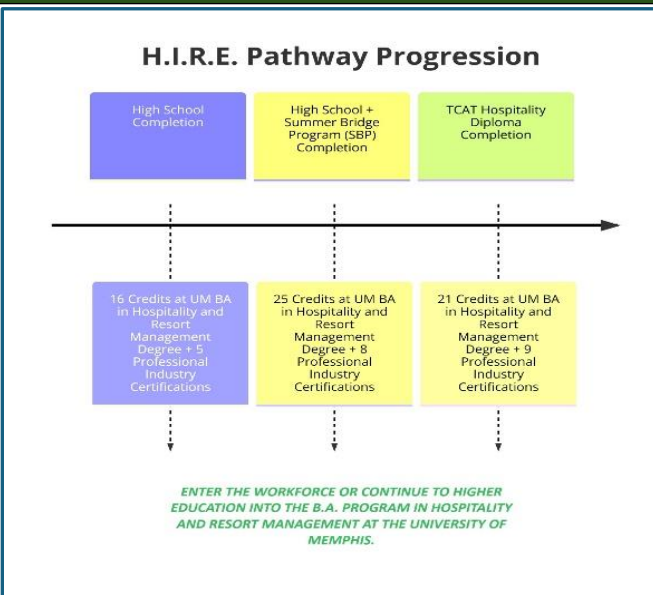


Figure 5- The Hospitality Innovation and Readiness for Employment (HIRE) Pathway

*Hospitality Innovation and Readiness for Employment (HIRE) pathway (Figure 5) and the Tourism and Hospitality Reentry, Innovation & Vocational Education (THRIVE) pathway (Figure 6) offer structured programs tailored to specific educational and career goals. The HIRE Pathway focuses on providing high school graduates and those completing additional bridge programs with substantial academic credits and professional certifications aimed at either progressing to a University*

of Memphis BA in Hospitality and Resort Management or entering the hospitality workforce directly. On the other hand, the THRIVE Pathway caters to diverse groups, including the home-schooled, reentry population, adult learners, opportunity youth, and veterans, offering them continuing education credits and professional certifications that are transferable as Prior Learning Credits towards the same university degree. Both pathways equip the students with essential industry knowledge and skills and enhance their employability and readiness for various roles in the hospitality sector.

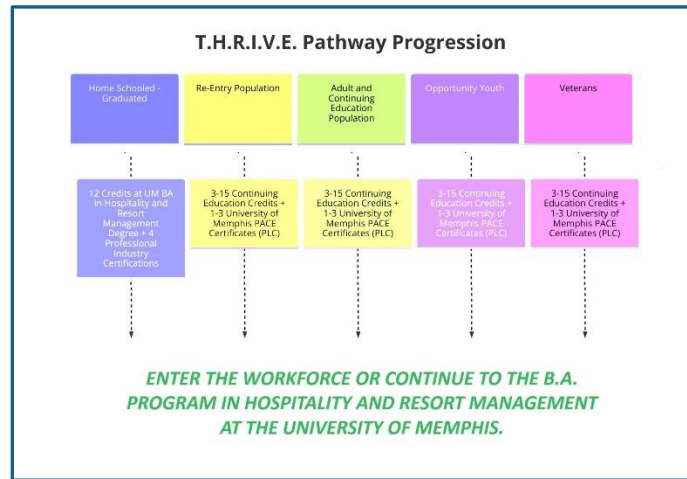


Figure 6- The Tourism & Hospitality Reentry, Innovation, and Vocational Education (THRIVE) Pathway

A detailed description of the complete curricular plans is provided in [Appendix I](#).

**Proposal includes stackable credentials involving two or more postsecondary institutions demonstrating the certificates/diplomas/degrees that students can pursue through the grant activities.**

This proposal introduces stackable credentialing with partner institutions, offering flexible educational pathways tailored to both student career aspirations and the evolving needs of the hospitality industry. Starting with entry-level certificates and diplomas at the TCAT, students can progress to a Bachelor's Degree (BA) in Hospitality and Resort Management at the University of Memphis, enhancing skills needed for management roles. The undergraduate degree provides further options for more advanced degrees. Throughout the progression, students acquire numerous industry-validated certifications as a part of the programs. This structured pathway, supported by collaborative agreements between TCAT and the University of Memphis, ensures seamless credit transfers and educational progression. [Appendix J](#) provides a complete discussion of this section.

**Include how the project will produce the appropriately credentialed job candidates possessing the skills employers need.**

We strategically prepare job candidates with the credentials and precise skills the hospitality industry demands. This alignment is achieved through curriculum development in partnership with local employers, ensuring the relevance and application of skills taught. The program

incorporates industry-recognized certifications and offers stackable credentials that allow students to progress from essential certificates to advanced degrees, aligning education with career advancement. Work-based learning experiences, such as internships and co-ops with local businesses, enable students to apply their learning in real-world settings. Continuous feedback from employers and ongoing labor market monitoring ensure that the curriculum adapts to changing industry needs. Additionally, the project emphasizes career readiness by including soft skills training and robust career services to enhance students' employability and readiness for the hospitality job market. [Appendix K](#) provides a fuller discussion of this section.

**Proposal includes detailed times and quarterly review of activities.**

We list a detailed timeline in a table in [Appendix L](#). The project will launch in August 2024 by establishing the project framework and engaging all partners. Throughout the project, we engage stakeholders, launch dual enrollment programs, and expand credit transfer agreements. By mid-project, we evaluate and adjust our curriculum based on feedback. In later stages, we focus on enhancing work-based learning, integrating advanced training modules, and implementing feedback mechanisms. The final year is dedicated to evaluating educational impacts, planning for sustainability, and preparing for future cycles. Strategic meetings with academic partners, business operators, and industry associations will ensure our alignment with the project's regional hospitality workforce development goals.

**Proposal includes measurable objectives for each phase of the project that clearly align with workforce needs.**

[Appendix M](#) provides a detailed description of this section. We set clear, measurable objectives for each project phase to effectively address the workforce needs. During the initial phase, we formalize partnerships with key industry stakeholders to develop a unified curriculum with industry-validated certifications and establish dual enrollment programs in local high schools and TCAT. During subsequent phases, we focus on enrolling students, implementing work-based learning opportunities, and maintaining high retention rates. We will conduct evaluations to ensure curriculum effectiveness and adjust to incorporate emerging trends. In the final phase, we aim to expand program offerings, secure long-term funding, and improve employment rates among graduates. By setting these specific goals, we can track progress, adjust strategies as needed, and demonstrate our commitment to enhancing the hospitality workforce in Memphis.



**A project plan is presented and includes sufficient details for governance, meetings, and decision-making structure.**

[Appendix N](#) provides a detailed plan in a table for governance, meetings, and decision-making structures for each objective within each project phase.

**Proposal provides a detailed overview of quality WBL experiences that align with the program proposal.**

[Appendix O](#) provides a structured framework for the Work-Based Learning (WBL) programs planned for the HOSPITRAIN project. The WBL framework incorporates diverse practical training programs to develop essential skills in the hospitality industry. The framework includes internships (160 hours), apprenticeships (240 hours over 1-2 years), cooperative education (120 hours per term), job shadowing (30 hours), and on-the-job training (100 hours). Each program meticulously aligns with specific objectives, such as applying theoretical knowledge, enhancing skills for specific positions, integrating academic learning with professional work, exposing students to various career paths, and ensuring job readiness. Collectively, these programs offer a comprehensive 650 hours of hands-on experience, ensuring students are well-prepared to meet the demands of the hospitality industry.

**Proposal provides a continuum of WBL opportunities offered through grant activities to high school and postsecondary students and how the WBL is aligned with local/regional labor-market needs. (2 points)**

We carefully integrate a WBL opportunity continuum with educational paths, strategically preparing students. Beginning at the high school level with job shadowing and internships, students gain early industry insights and hands-on experience. The transition to postsecondary education includes dual enrollment and apprenticeships, deepening their expertise in specialized areas such as culinary arts and hotel management. At the postsecondary level, students participate in cooperative education and advanced on-the-job training, aligning their education with career ambitions in hospitality. [Appendix P](#) thoroughly discusses this section.

**Proposal provides documentation of a signed MOU with employers outlining capstone work-based learning experiences such as internships, co-ops, registered apprenticeships, clinicals, or practicums.**

The Project Director has uploaded a [Memorandum of Understanding](#) (MOU) for partner signatures, currently under review by the Tennessee Board of Regents (TBR). The contract, submitted on April 21st, 2024, is listed under the TBR's Contract & Reporting ID for Pending Contracts with Reference Working Log No. 1507.

## Section 3: Strength of Partnership

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This project leverages various partners' collective strengths and resources to establish a comprehensive and effective training program. Broadly, the key partners include: 1) Educational Institutions: The University of Memphis and TCAT Memphis combine academic rigor with vocational training, combining theoretical and practical skills. 2) Industry Associations: Entities like the Metropolitan Memphis Hotel and Lodging Association (MMHLA) and Peabody Hotels & Resorts offer operational expertise and insights to keep the curriculum industry relevant. 3) Local Organizations: Memphis Tourism/Welcome to Memphis and the Memphis Chamber of Commerce use their networks for promotion and strategic partnership facilitation, adding marketing and economic development insights. 4) Community and Educational Partners: Local high schools and the Local Workforce Development Agency help connect the program with young talent and align training with labor market demands, facilitating student recruitment and career placement.

These partnerships will enhance educational offerings and strengthen workforce development strategies in Memphis's hospitality industry, preparing graduates for industry challenges and opportunities. We list a complete description of each partner's contribution in [Appendix Q](#).

**Proposal demonstrates that learning experiences are collaboratively designed by education (secondary and postsecondary) and industry partners.**

We demonstrate a collaborative educational design by integrating inputs from academic institutions and industry partners, creating tailored learning experiences that meet the local hospitality sector's workforce needs. University of Memphis, TCAT, and local high schools contribute to a curriculum combining academic rigor with career-focused training. This curriculum includes dual enrollment programs that streamline the transition from high school to postsecondary education. Industry partners such as local hotels and MMHLA ensure the curriculum's relevance by providing real-world insights and participating in its development. They also facilitate work-based learning opportunities, including internships and apprenticeships, essential for practical experience. Ongoing feedback from these partners allows us to adapt the curriculum to include emerging industry trends and technologies, ensuring the training remains applicable and valuable. This collaborative approach enriches the learning environment and

equips students to meet current and future industry demands, strengthening the regional workforce. A fuller description is provided in [Appendix Q](#).

**Proposal provides signed MOU(s) with at least two employers demonstrating support and commitment to the grant activities.**

Please find the signed MOU in [Appendix B](#).

## Section 4: Budget Plan

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We designed the project budget of \$2 Million to strategically enhance hospitality workforce training in Greater Memphis, focusing on critical areas such as salaries, benefits, work-based learning initiatives, capital and equipment, and program administration. 1) Salaries and Benefits: We allocate funds for the Project Director and Coordinators at TCAT and the University of Memphis, ensuring strong leadership and consistent administrative support. 2) Work-Based Learning Initiatives: We invest heavily in internships, apprenticeships, cooperative education, job shadowing, and on-the-job training, providing critical industry experience with partial subsidies to boost employer participation. 3) Capital and Equipment: Investments include a food truck for student entrepreneurship and kitchen equipment for culinary training, creating practical learning environments. 4) Curriculum Development and Certification: Our funding supports the development and licensing of new course content and covers certification costs for students, aligning our curriculum with industry standards. 5) Program Administration and Events: We budget for administrative activities, travel, and events like Tourism Career Exploration Days to enhance student professional development and networking.

This budget directly supports the project's goal of seamlessly connecting education with hospitality employment, equipping graduates to meet industry demands. Our financial strategy underpins rigorous academic training and real-world application, representing a comprehensive investment in the region's future hospitality workforce.

**Budget is complete and accurately reflected, with sufficient justifications and detail listed for each line item**

The complete budget and the narrative are provided in [Appendix C](#).

## Section 5: Sustainability

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We designed the HOSPITRAIN project to sustainably address training needs in the hospitality industry beyond the initial grant period, involving educational institutions, industry partners, and local organizations in continuous roles. Post-grant educational institutions (University of Memphis and TCAT Memphis) will keep updating the hospitality curriculum and seek further funding through donations, grants, and alumni contributions. Industry partners will support work-based learning and help finance ongoing training costs. The local Workforce Development Agency and Memphis Chamber of Commerce will connect graduates with jobs and utilize local funds to support employment services. Additionally, the food truck purchased will serve as a practical training tool and generate revenue through student-run entrepreneurial activities, supporting the program's sustainability. Maintenance funds for training equipment will come from tuition and industry contributions. At the same time, new revenue streams will be explored through virtual training, continuing education courses, and partnerships with local governments and hospitality corporations, establishing a self-sustaining model that evolves with industry needs.

**Proposal includes a detailed plan for sustaining the program and partnerships beyond the grant period that outlines the roles and responsibilities of each partner**

[Appendix R](#) provides a fuller description of our sustainability efforts.

**Proposal includes formal written documentation of commitment to sustain the grant activities and partnerships beyond the grant perio.**

[Appendix D](#) also provides several letters of support from our partners stating their willingness to sustain this program beyond the grant funding years.

## Section 6: Optional Criteria

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This proposal meets the criteria for this section in two areas:

**Proposal includes one or more programs of study that clearly align with in-demand occupations as identified in the THEC Academic Supply for Occupational Demand Report. (5 points)**

Drawing on [THEC Academic Supply for Occupational Demand Report 2024](#), our proposal identifies the hospitality sector as critically underserved, with numerous vacant positions across nine geographic areas in the State, notably in Greater Memphis, as determined in Section 1. Furthermore, [Jobs4TN](#) data analyzed shows a persistent undersupply of candidates for hospitality positions in Greater Memphis. We provide a complete discussion of this section in [Appendix T](#).

The report states explicitly the following for the Leisure and Recreation sector, which is identified as having 13 In-Demand Occupations and 29 Aligned Academic Programs. "In Tennessee, the arts, entertainment, and recreation industries are expected to have five percent annual growth from 2020 to 2030, while accommodation and food services employment will grow by three percent. <sup>5</sup> Most of the in-demand occupations in the leisure and recreation cluster require only a high school degree or the equivalent. Food service managers, supervisors of housekeeping and janitorial workers, exercise trainers, and pest control workers are in-demand in all LWDA's in the state. Chefs and head cooks, coaches and scouts, and food service supervisors are in-demand in seven areas.

There are training opportunities to supply these in-demand occupations, though wages are low for program completers. Culinary arts/chef training is available at the associate degree and certificate level, as well as high school CTE and apprenticeship levels. Employment rates for all are above 60 percent.

The situation is similar with the hotel/motel management programs. Without increasing wages or developing pathway opportunities, vacancies for food service managers and supervisors, chefs and head cooks, and housekeeping supervisors will likely remain unmet. Pest control workers are needed in all nine LWDA's and may require training programs to increase the workforce.

<sup>5</sup> Tennessee Department of Labor and Workforce Development, WIRED, Long Term Industry Projections 2020-2030 RDA SW."

Proposal implements a new program or expands an existing program in at least one census tract identified by the U.S. Census Bureau as being in persistent poverty, and the proposal includes the targeted census tract map as an appendix. (5 Points)

In Greater Memphis, according to the [TNECD County Profile Report](#), over forty census tracts within the Memphis-Shelby County Schools (MSCS) jurisdiction, including areas encompassing high schools we serve, are designated as zones of persistent poverty. We provide a complete list and description of these criteria in [Appendix U](#).

## APPENDICES



## APPENDIX A – HOSPITRAIN Program Description and Goals

The *Hospitality Professionals Integrated Training Network* (HOSPITRAIN) presents a comprehensive and strategic initiative designed to address the critical skills gap in the hospitality industry of the Greater Memphis area. Through an innovative collaboration

between educational institutions, local businesses, and industry leaders, the project aims to create a seamless pathway from education to employment for high school students and second-chance populations wishing to pursue careers in the hospitality industry. This initiative leverages existing resources and partnerships to offer a blend of academic learning, professional certifications, and extensive work-based learning opportunities. By aligning the curriculum and Training

### HOSPITRAIN Vision Board

The Guiding Principles

Our Vision

To be the leading catalyst for bridging education and employment in the hospitality sector, fostering a workforce that is innovative, skilled, and responsive to the evolving needs of the hospitality industry in Greater Memphis.



Our Mission

To enhance the quality and accessibility of hospitality education, facilitate seamless transitions into the workforce, and establish enduring partnerships between educational institutions, industry leaders, and community stakeholders to equip students with the skills and opportunities needed for successful careers in hospitality.



Strategic Goals

- **Increase Higher Education Attainment.** Implementing dual enrollment programs with TCAT, local high schools, and the University of Memphis to encourage more young people to pursue hospitality careers by offering early access to higher education.
- **Enhance Educational Accessibility.** Expanding credit transfer agreements and flex learning models between TCAT and the University of Memphis to streamline transitions from technical training to degree programs.



Strategic Goals

- **Align Education with Industry Needs.** Updating curricula with industry to align with hospitality standards to enhance graduate employability and career advancement opportunities.
- **Expand Work-Based Learning.** Boosting internships and apprenticeships through industry partnerships to equip students for immediate employment, and the industry demand for job-ready graduates.
- **Strengthen Industry Partnerships.** Develop robust collaborations with key stakeholders to ensure program goals align with economic and community development objectives.





programs with the specific needs of the hospitality sector, the project promises to enhance the employability of graduates, boost the local economy, and establish Memphis as a leading center of hospitality excellence.

### **Innovation and Differentiation**

- Program Innovation: The HOSPITRAIN program is all about innovation and differentiation. One of its unique features is the Integrated Educational Pathways, a novel integration of high school dual enrollment, postsecondary education, and industry certifications. This creates a streamlined pathway from education to employment, offering students a new and exciting way to enter the hospitality industry.
- Comprehensive Work-Based Learning (W.B.L.) Opportunities: Offers extensive real-world experiences embedded within the academic framework, providing students with practical skills and on-the-job Training.
- Meaningful Collaboration: The HOSPITRAIN program is not just a project but a dynamic partnership model that thrives on collaboration. It involves a joint effort with local businesses, educational institutions, and community organizations to tailor training and educational experiences to the specific needs of the Memphis hospitality sector. This collaborative approach ensures that all stakeholders are heard and valued, making the program more effective and impactful.

### **Leveraging Existing Resources:**

The HOSPITRAIN project skillfully leverages existing resources, academic program partnerships/agreements, and curriculum frameworks to build a robust hospitality workforce in the Greater Memphis Area. By integrating the Hospitality Management Program at the University of Memphis with the Technical College of Applied Technology (TCAT Memphis), the project ensures a seamless transfer of credits and continuity in learning, tapping into well-established educational structures. The partnerships with local industry leaders like the Metropolitan Memphis Hotel and Lodging Association (MMHLA) and Welcome to Memphis/Memphis Tourism enrich the curriculum with real-world insights and work-based learning opportunities, directly addressing the specific skill needs of the industry. Additionally, the project utilizes existing facilities and Training programs at partner institutions, maximizing resource efficiency while providing state-of-the-art Training to students. This strategic use of established educational and industry connections not only accelerates the development

### **Reasons for Funding:**

- Addressing Critical Skill Gaps in a New Sector: This project directly tackles the shortage of skilled professionals in the hospitality industry, which has not received such funding during the previous GIVE grant funding opportunities.
- Boosting Local Economy: Prepares a highly skilled workforce that can elevate the service quality and operational efficiency of the local hospitality industry and enhance the overall economic health of Greater Memphis.
- Sustainable Workforce Development: Promotes long-term sustainability in workforce development, preparing individuals for jobs and careers with progression opportunities for higher earnings in the hospitality industry.
- Enhancing Social Mobility: Increases educational and employment opportunities for underserved communities and persistent poverty tracts in Memphis, thereby improving social mobility and economic equity.
- Model for National Replication: The success of this program could serve as a model for similar initiatives across the State and nationally, showcasing how strategic educational programming can effectively respond to industry needs through academic and industry partnerships.

## APPENDIX B – Articulations and MOUs

---

This appendix presents the following three documents:

- The current GIVE 3.0 Grant MOU among the partners
- The Kemmons Wilson School of Hospitality and Resort Management (University of Memphis) and TCAT Memphis Jackson – credit transfer articulation agreement
- The Kemmons Wilson School of Hospitality and Resort Management and the Professional and Continuing Education (PACE) Office (University of Memphis) MOU for developing innovative Prior-Learning Credit Transfer Programs for non-traditional and second-chance students and individuals.

**ACADEMIC MEMORANDUM OF UNDERSTANDING (MOU)**  
**Between Tennessee College of Applied Technology Memphis (TCAT Memphis)**  
**and Partner Institutions for the Hospitality Professionals Integrated Training**  
**Network (HOSPITRAIN) Program**

This Memorandum of Understanding (MOU), effective as of July 1, 2024, is entered into by and between the Tennessee College of Applied Technology Memphis (hereinafter referred to as "TCAT Memphis"), serving as the lead institution and the following partner organizations:

- University of Memphis - Kemmons Wilson School of Hospitality and Resort Management (Secondary Lead)
- Metropolitan Memphis Hotel and Lodging Association (MMHLA)
- Welcome to Memphis/Memphis Tourism
- Memphis Shelby County Schools
- Workforce Development - Greater Memphis Chamber
- Greater Memphis Workforce Development Board
- Kemmons Wilson Companies/Valor Hospitality
- Maximum Hospitality Partners
- MALCO Theatres
- Other Industry or Educational Partners to be added (hereinafter collectively referred to as "Partners").

**Recitals**

WHEREAS, TCAT Memphis and its Partners recognize the critical need for skilled professionals in the hospitality sector within the Greater Memphis area;

WHEREAS, TCAT Memphis and its Partners aim to bridge the gap between educational attainment and workforce demands through the HOSPITRAIN program;

WHEREAS, the Partners are committed to enhancing accessibility to education and training, facilitating seamless credit transfer and certification, expanding work-based learning (WBL) opportunities, and strengthening stakeholder partnerships.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, TCAT Memphis and its Partners agree as follows:

**1. Objectives:**

The objectives of the HOSPITRAIN program include:

- Enhance accessibility to hospitality education and training.
- Expand credit-transfer agreements between TCAT Memphis, TCAT Jackson, and the University of Memphis.
- Align educational programs with industry needs.
- Facilitate seamless credit transfer and certification for students.
- Expand work-based learning opportunities.
- Strengthen partnerships among educational institutions, industry partners, and local organizations.

## 2. Partnerships and Responsibilities

### TCAT Memphis (Lead Institution)

- Serve as the primary coordinator for the HOSPITRAIN program.
- Facilitate the development and expansion of academic programs and certifications in hospitality management.
- Oversee the implementation of work-based learning programs.
- Coordinate with Partners to ensure alignment with industry needs.
- Agree to terms of any future collaborations may be reduced to writing in a separate agreement.

### University of Memphis - Kemmons Wilson School of Hospitality and Resort Management (Secondary Lead)

- Assist in expanding credit-transfer agreements to include hospitality management and culinary arts programs.
- Provide academic and faculty support for curriculum development and certification accreditation.
- Offer advanced training and educational opportunities for program participants.

### Industry and Community Partners (MMHLA, Welcome to Memphis, Greater Memphis Chamber , etc.)

- Provide input on curriculum development to align with industry needs.
- Offer work-based learning opportunities, internships, and apprenticeships for students.
- Participate in program evaluation and continuous improvement processes.

### Memphis Shelby County Schools

- Promote the HOSPITRAIN program among high school students.
- Facilitate dual enrollment opportunities and career pathways for students interested in hospitality careers.

## 3. Budget and Resource Allocation

The budget plan outlined in Section 4 of the proposal document shall govern financial contributions and resource allocation among TCAT Memphis and its Partners. Partners agree to collaborate in seeking additional funding and resources to support the sustainability of the HOSPITRAIN program.

## 4. Governance and Oversight

A steering committee, comprising representatives from TCAT Memphis, the University of Memphis, and each Partner organization, shall be established to provide governance and oversight for the HOSPITRAIN program. The committee will meet quarterly to review program progress, address challenges, and make strategic decisions.

## 5. Term and Termination

This MOU shall be effective for a term of five (5) years from the date of last signature. Any Partner may terminate its participation in the MOU with ninety (90) days written notice to the other Partners. This MOU may be terminated if grant funding is not appropriated or available.

6. Governing Law

This Agreement will be interpreted under Tennessee law, without reference to its conflicts of law principles.

7. Liability

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

8. Amendments

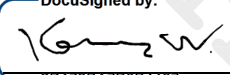
This MOU may be amended only by mutual written agreement between TCAT Memphis and its partners.

IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the last date written below.

Signature Page Follows

By signing below, the undersigned parties acknowledge their agreement to the terms and conditions outlined in this Memorandum of Understanding (MOU) effective July 1, 2024.

Kemmons Wilson Companies/Valor Hospitality

DocuSigned by:  
Signature:   
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Print Name: C. Kemmons Wilson, Jr.  
Title: Principal

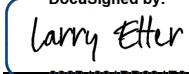
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Maximum Hospitality/ MH Partners LLC

DocuSigned by:  
Signature:   
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Title: Chief Executive Officer  
Print Name: Dan McEwan

Date: 2024-04-29 | 10:54 AM CDT

MALCO Theatres

DocuSigned by:  
Signature:   
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Print Name: Larry Etter  
Title: Senior Vice President

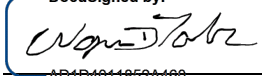
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Welcome to Memphis / Memphis Tourism

DocuSigned by:  
Signature:   
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Print Name: Kevin Kane  
Title: Chief Executive Officer

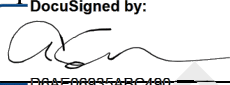
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Metropolitan Memphis Hotel and Lodging Association (MMHLA)

DocuSigned by:  
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Print Name: Wayne Tabor  
Title: Chief Executive Officer

Date: 2024-04-29 | 3:34 PM PDT

Greater Memphis Chamber

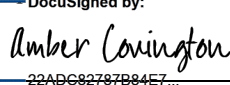
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Signature:   
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Print Name: Amity Schuyler

Title: Chief Innovation Officer/Senior Vice President Workforce Development

Date: 2024-04-27 | 6:07 AM CDT

Greater Memphis Workforce Development

DocuSigned by:  
Signature:   
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Print Name: Amber Covington

Title: Executive Director

Date: 2024-04-29 | 7:14 AM CDT

Memphis Shelby County Schools

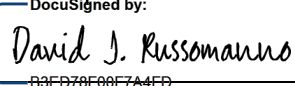
Signature: \_\_\_\_\_

Print Name: Marie Feagins

Title: Superintendent

Date: \_\_\_\_\_

University of Memphis

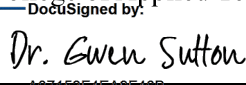
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Signature:   
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Print Name: David J. Russomanno

Title: Executive Vice President for Academic Affairs & Provost

Date: 2024-04-26 | 4:37 PM PDT

Tennessee College of Applied Technology - Memphis

DocuSigned by:  
Signature:   
A07153F4E89F40B...

Print Name: Gwendolyn Sutton

Title: President

Date: 2024-04-26 | 6:18 PM CDT





# System Office Standard Agreement

TENNESSEE BOARD OF REGENTS

OBF-PURCH- 6/19/18

Date Logged	08/03/2023
TBR Contract Number	112367

Rush? no	
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Department	Academic Affairs
Contractor	University of Memphis, Kemmons Wilson School of Hospitality and Resort Mgt
Purpose	Facilitation of transfer of institution's students to University of Memphis, Kemmons Wilson School of Hospitality and Resort Mgt including advisement for the transfer students.

The signatures below indicate the attached contract has been reviewed and is recommended for approval

<b>STEP 1: DEPARTMENT APPROVALS</b>	
Originator	DocuSigned by: <i>Sue Donna Miller</i> 2023-08-03   9:18 PM CDT
Department Approval	DocuSigned by: <i>Jonathan Reed</i> 2023-08-04   5:51 AM CDT
<b>STEP 2: TBR APPROVAL</b>	
Contracts and Reporting	DocuSigned by: <i>Thomas Causey</i> 2023-08-04   12:01 PM CDT
PCPS	DocuSigned by: <i>Angela Gregory Flynn</i> 2023-08-07   1:21 PM CDT
General Counsel	DocuSigned by: <i>Chloe T. Shafer</i> 2023-08-07   2:24 PM CDT
Business Office	DocuSigned by: <i>Ryan Peters</i> 2023-08-07   2:58 PM CDT
<b>STEP 3: THE AGREEMENT WILL BE FORWARDED TO APPROPRIATE VICE CHANCELLOR FOR REVIEW AND APPROVAL.</b>	

**COMMENTS:**

Cliff wightman cliff.wightman@tcatcrossville.edu  
 Debbie Petree debbie.petree@tcatjacksboro.edu  
 Health McMillian heath.mcmillian@tcatjackson.edu  
 Bill Hardgrave president@memphis.edu

**TBR CONTRACT SUMMARY SHEET****Institution Contact Data**

Name: LaDonna Miller	Email: ladonna.miller@tbr.edu	Phone No. 615-366-4448
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**Vendor Contact Data**

Vendor Address: The University of Memphis 330 Innovation Drive, FEC 220 Memphis, TN 38152	Contact Name: Dr. Bill Hardgrave
Contact Phone: 901-678-2234	Contact Email: president@memphis.edu
Vendor/Parent Company outside USA? yes or x no	If yes, list country: USA

**Purpose of Contract:**

Facilitation of transfer of institution's students to University of Memphis, Kemmons Wilson School of Hospitality and Resort Mgt including advisement for the transfer students.

**Contract Type:** Cooperative Educational Offerings Agreement

**Contract Format (Check all that apply)**

<input checked="" type="checkbox"/> TBR Standard Format	<input type="checkbox"/> Vendor Generated Contract reviewed by TBR Contracts
<input type="checkbox"/> Drafted by TBR/Not Standard Format	<input type="checkbox"/> Renewal or Modification of Existing Agreement

**Contract Term**

Start Date: 08/18/2023	End Date: 08/18/2026	Total Number of Renewals (if a renewal or change to an existing contract, please indicate renewals remaining): 0
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**Contract Financial Information**

Type: <input type="checkbox"/> Revenue <input type="checkbox"/> Expenditure <input checked="" type="checkbox"/> No Cost	Payment Frequency: AS Invoiced
Amount per Year: 0	Amount w/all renewals: 0
Funding Source: Not Applicable	If not solely funded by Institution or Department, provide detail: n/a
If State funds, list FOAP to be charged (i.e. 110001-200230-74490-470): n/a	

**Other Pertinent Information**

Lease: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	Non-debarment Verification ( <a href="http://www.sam.gov">www.sam.gov</a> ): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> no
Grant: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	Non-debarment Verification Date: 08/03/2023
Procurement Method: N/A	Available for System- Wide Use: No If Other, list eligible entities:
Ethnicity: (DB) Disabled Business	

**Contract Monitoring**

Contract requires monitoring? x yes or no	If yes, designated contract monitor (individual responsible for ensuring receipt of goods/services and liaison with the vendor): Tachaka Hollins
If yes, monitoring frequency: annually	Monitor's email address: tachaka.hollins@tbr.edu

Not applicable

## ARTICULATION AGREEMENT

Kemmons Wilson School of Hospitality & Resort Management

at the

University of Memphis

and

Tennessee Colleges of Applied Technology

### **Contents:**

Articulation Agreement

Attachment A "Program of Study"

Attachment B "Academic Plan"

**THIS ARTICULATION AGREEMENT** (the “Agreement”) is entered into by and between Kemmons Wilson School of Hospitality & Resort Management at the University of Memphis (“Transfer School”) and Tennessee Colleges of Applied Technology (“Institution”) as of the date of the last signature on this Agreement. The parties desire to enter into a contract pursuant to which students of the Institution will be eligible for articulated course credits at Transfer School, according to the terms contained in this Agreement.

**ACCORDINGLY**, in consideration of the promises and mutual covenants contained in this Agreement, and of other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

**1. Description of Articulation Program.**

- a. Purpose. The purpose of this Agreement is to facilitate the transfer of Institution’s students to Transfer School; to provide specific advisement for Institution’s students who intend to transfer to Transfer School; and, to encourage academic and administrative coordination between the two parties in the following program of study: Retail, Hospitality and Tourism Technology.

Attachment A “Program of Study” outlines the equivalent transfer courses at Transfer School for courses taken at Institution. Attachment B “Academic Plan” outlines the courses and credits that must be taken and earned at Transfer School in order to meet Transfer School’s graduation requirements for this program of study.

- b. Annual review. This Agreement will be subject to annual review by representatives of each party. Any recommendations for revisions will be made in writing and reviewed by each party’s respective Chief Academic Officer or their designees. The articulation requirements of this Agreement may only be amended in the form of an amendment signed by authorized representatives of the parties and the Chancellor of the Tennessee Board of Regents.
- c. Program of Study. Changes by either party to a Program of Study can be incorporated into this Agreement by written amendment, as agreed by both parties.
- d. Admission requirements. Students wishing to transfer credits to Transfer School must also meet the admissions requirements of Transfer School, and the parties acknowledge and agree that Transfer School reserves the right to reject any such student’s admission to Transfer School, in accordance with its standard policies and procedures. These students must also provide an official transcript of courses completed. If admitted, the students shall become subject to all of Transfer School’s policies, procedures and rules.
- e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.
- f. Resources. The Transfer School will establish an online educational resource center to share with the Institution to help with course content development. The Transfer School also offers to help build experiential learning strategies and, through their extensive statewide network, find experiential learning opportunities for the Institution’s Retail, Hospitality and Tourism Technology program students.
- g. Promotion. Both parties agree to use commercially reasonable efforts to promote, publicize

and advertise the opportunities contemplated by this Agreement to their faculty, staff, alumni, students and potential students.

- h. Liaisons. Each party shall designate a representative to serve as its liaison in all matters arising under this Agreement, and shall furnish in writing the name of each representative to the other party.

**2. Term and Termination.**

- a. Term. This Agreement will be effective from the date of final signature below, (the “Effective Date”), for a term of 3 years or until terminated in writing by either party. It is agreed that if terminated, both institutions will honor the terms of the Agreement until the end of the next admissions application and review period.
- b. Post-Termination. Upon termination of this Agreement for any reason, Institution’s students previously accepted by or admitted to Transfer School shall continue to receive the benefits contemplated by this Agreement until such time such students have completed their coursework or have otherwise withdrawn

**3. Miscellaneous.**

- a. Non-Discrimination. Both parties shall abide by all applicable Federal and State laws pertaining to discrimination and hereby agree and assure that no person shall be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination in the performance of this Agreement or in the employment practices of both parties on the grounds of classifications protected by Federal or State law.
- b. Binding agreement. This Agreement shall not be binding upon the parties until it is approved by the Provost or designee of Transfer School and the Chancellor of the Tennessee Board of Regents.
- c. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee without regard to its conflict of laws provisions.
- d. Notices. All notices or other written communications relating to termination, expiration, or any other legal matter relating to this Agreement will be effective when received and must be given in writing by courier or reputable overnight delivery service, or by certified mail, return receipt requested, to either party at the following address (or to such other address as such party may substitute, by providing a written notice.)

For Transfer School:

For Institution

Address:

Address:

**Kemmons Wilson School of  
Hospitality & Resort Management  
The University of Memphis  
330 Innovation Drive, FEC 220  
Memphis, TN 38152-3120**

**TCAT Jackson  
2468 Technology Center Drive  
Jackson, TN 38301**

Attention: **Dr. Radesh Palakurthi**

Attention: **John Hodgson**

- e. Waivers. The waiver by either party of any provision of this Agreement on any occasion and upon any particular circumstance shall not operate as a waiver of such provision of this

Agreement on any other occasion or upon any other circumstance.

- f. Complete Agreement; Integration. This Agreement contains the complete understanding of the parties with respect to the subject matter hereof and supersedes all other agreements, understandings, communications and promises of any kind, whether oral or written, between the parties with respect to such subject matter.
- g. Counterparts; Facsimile Signatures. This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement. For the purpose of interpreting this Agreement, facsimile and PDF signatures shall be considered equivalent to original signatures.
- h. Independent Contractors. The parties are independent contractors, and no agency, partnership, franchise, joint venture, or employment relationship is intended or created by this Agreement. Neither party shall make any commitment, or give the impression that it has authority to make any commitment, on behalf of the other party.
- i. Confidentiality of Records. All educational records created, disclosed, or maintained pursuant to the terms of this Agreement are confidential and shall be created, disclosed, and maintained pursuant to the provisions of Family Educational Right to Privacy Act, also known as FERPA (20 U.S.C.A. s1232g) and its regulations.
- j. Per SACSCOC Standard 10.8 in the Principles of Accreditation, all transfer credit contemplated in this Agreement has been evaluated by academically qualified faculty of Transfer School to ensure that students receiving credit for courses taken at Institution have achieved the same level of knowledge, skills, and experiences as those who have completed coursework at Transfer School.

**Attachment A “Program of Study”**

The premise of this articulation agreement is to create a successful .5 + 3.5 program between the Tennessee Colleges of Applied Technology and Kemmons Wilson School of Hospitality and Resort Management at the University of Memphis. A clock hour to credit hour conversion has been completed for viable Tennessee Colleges of Applied Technology courses within the Retail, Hospitality, and Tourism Technology Program.

Completed coursework will transfer in as lower division (LD) Hospitality and Resort Management (HPRM) courses. Up to 15 hours of transfer credit will be awarded at the Kemmons Wilson School of Hospitality and Resort Management at the University of Memphis for coursework completed at TCAT in the Retail, Hospitality and Tourism Technology program. Fifteen hours would be equivalent to the completion of one academic semester. The following tables outline the clock hour to credit hour conversion within this articulation agreement:

<b>TCAT Program</b>	<b>Credit Hours Awarded</b>	<b>Kemmons Wilson School of Hospitality and Resort Management - University of Memphis</b>
Retail, Hospitality and Tourism Technology	Up to 15 credit hours	Hospitality and Resort Management

TCAT Certification Long Name	Memphis / KWS Degree Long Name	Course Code	Course Number	Course Long Description	Credit Hours	Total Credit Hours
HOSPITALITY and TOURISM PROFESSIONAL CERTIFICATE – 432 hours	BACHELOR of ARTS in HOSPITALITY and RESORT MANAGEMENT	HPRM	1050	BUSINESS OF HOSPITALITY	3	
			2004	GUEST SPEAKERS	1	
			2007	RESORT MANAGEMENT	1	
			2030	PROFESSIONAL DEVELOPMENT	3	
						<b>8</b>

TCAT Certification Long Name	Memphis / KWS Degree Long Name	Course Code	Course Number	Course Long Description	Credit Hours	Total Credit Hours
RETAIL, HOSPITALITY and TOURISM PROFESSIONAL DIPLOMA – 1296 hours	BACHELOR of ARTS in HOSPITALITY and RESORT MANAGEMENT	HPRM	1050	BUSINESS OF HOSPITALITY	3	
			2004	GUEST SPEAKERS	1	
			2007	RESORT MANAGEMENT	1	



			2030	PROFESSIONAL DEVELOPMENT	3	
			2003	SPECIAL EVENTS	1	
			2015	A LA CARTE & RESTAURANT SERVICE	3	
			2031	EXPLORING HOSPITALITY CAREERS	3	
						<b>15</b>

Program:		Retail, Hospitality & Tourism Technology (RHT)						
Curriculum Effective:		Fall 2021 - 2022						
Trimester	Course Code	Short Description	Long Description	Clock Hours	Award Level	Total Hours	TCATs Impacted	
1	RHT 0001	Worker Characteristic	Worker Characteristic	6			Crossville	
1	RHT 1010	Orientation - Retail	Orientation - Retail	6			Jacksboro	
1	RHT 1011	Technology Foundations	Technology Foundations	30			Jackson	
1	RHT 1020	Computer Applications - Retail	Computer Applications - Retail	100				
1	RHT 1030	Retail Industry Fundamentals	Retail Industry Fundamentals	80				
1	RHT 1041	Customer Service & Sales	Customer Service and Sales	105				
1	RHT 1051	Adv Customer Service & Sales	Advanced Customer Service and Sales	105				
<b>Retail Professional</b>					<b>Certificate C1</b>	<b>432</b>		
2	RHT 0002	Worker Characteristic	Worker Characteristic	6				
2	RHT 2010	Orientation - Hospitality & Tourism	Orientation - Hospitality and Tourism	6				
2	RHT 2020	Comp Apps Hospitality Tourism	Computer Applications - Hospitality and Tourism	100				
2	RHT 2030	Hospitality&Tour Fundamentals	Hospitality and Tourism Fundamentals	160				
2	RHT 2040	Hospitality&Tourism Operations	Hospitality and Tourism Operations	160				
<b>Hospitality and Tourism Professional</b>					<b>Certificate C2</b>	<b>432</b>		
3	RHT 0003	Worker Characteristic	Worker Characteristic	6				
3	RHT 3010	Advanced Computer Applications	Advanced Computer Applications	100				
3	RHT 3020	Adv Retail Industry Concepts	Advanced Retail Industry Concepts	163				
3	RHT 3030	Adv Hospitality&Tour Concepts	Advanced Hospitality and Tourism Concepts	163				
<b>Retail, Hospitality and Tourism Professional</b>					<b>Diploma DP</b>	<b>1296</b>		

Attachment B “Academic Plan”



**FRESHMAN YEAR**

**First Semester**

<b>HPRM 1050 – BUSINESS OF HOSPITALITY</b>	3
ENGL 1010	3
FOREIGN LANGUAGE/BA	3
MATH	3
COMM 2381	3
<b>SEMESTER TOTAL</b>	<b>15 HRS</b>

**Second Semester**

<b>HPRM 2012 – INTRO TO CULINARY ARTS*</b>	3
ENGL 1020	3
SOCIAL/BEHAVIOR SCIENCE	4
FOREIGN LANGUAGE/BA	3
FINE ARTS	3
<b>SEMESTER TOTAL</b>	<b>16 HRS</b>

**SOPHOMORE YEAR**

**First Semester**

<b>HPRM 3911 – PRE-INTERNSHIP/PROFESSIONAL DEVELOPMENT</b>	3
HISTORY	3
ENGL 2201 or 2202	3
NATURAL SCIENCE W/ LAB	4
SOCIAL/BEHAVIOR SCIENCE	3
<b>SEMESTER TOTAL</b>	<b>16 HRS</b>

**Second Semester**

<b>HPRM 3330 – HOTEL OPERATIONS</b>	2
<b>HPRM 3331 – LODGING MANAGEMENT LAB</b>	1
FOREIGN LANGUAGE OR ELECTIVE	3
HUMANITIES	3
NATURAL SCIENCE W/ LAB	4
<b>SEMESTER TOTAL</b>	<b>13 HRS</b>

**JUNIOR YEAR**

**First Semester**

<b>HPRM 3060 – FOOD &amp; BEVERAGE PRODUCTION THEORY</b>	1
<b>HPRM 3061 – FOOD &amp; BEVERAGE LAB*</b>	1
<b>HPRM 3062 – RESTAURANT LAB*</b>	1
<b>HPRM 3315 – HUMAN RESOURCES</b>	3
<b>HPRM 2011 – HOSPITALITY ACCOUNTING</b>	3
HISTORY	3
ELECTIVE	3
<b>SEMESTER TOTAL</b>	<b>15 HRS</b>

**Second Semester**

<b>HPRM 3130 – LAW, ETHICS AND RISK</b>	3
<b>HPRM 3320 – HOSPITALITY FINANCIAL MANAGEMENT</b>	3
<b>HPRM 4301 – EVENT MANAGEMENT</b>	3
ELECTIVE	4
UPPER DIVISION ELECTIVE	3
<b>SEMESTER TOTAL</b>	<b>16 HRS</b>

**SENIOR YEAR**

**First Semester**

<b>HPRM 4320 – HOSPITALITY SERVICES MARKETING</b>	3
<b>HPRM 4620 – HOSPITALITY OPERATIONAL ANALYSIS</b>	3
ELECTIVE	3
UPPER DIVISION ELECTIVE	3
ELECTIVE	3
<b>SEMESTER TOTAL</b>	<b>15 HRS</b>

**Second Semester**

<b>HPRM 4911 – INTERNSHIP</b>	2
ELECTIVE	3
UPPER DIVISION ELECTIVE	3
ELECTIVE	3
UPPER DIVISION ELECTIVE	3
<b>SEMESTER TOTAL</b>	<b>14 HRS</b>

TOTAL HOURS: 120

Hospitality Core noted in bold | All courses subject to change | \*Classes Offered at Kemmons Wilson Culinary Institute  
 Kemmons Wilson School of Hospitality & Resort Management | 901.678.8021 | kws@memphis.edu

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 It is committed to the education of a non-racially identifiable student body. UOM801-FY2021





## LODGING & RESORT MANAGEMENT **CONCENTRATION**

### FIRST YEAR

First Semester		Second Semester	
ENGL 1010	3	ENGL 1020	3
HISTORY	3	ELECTIVE	3
MATH	3	SOCIAL/BEHAVIOR SCIENCE	3
<b>HPRM 1050 – BUSINESS OF HOSPITALITY</b>	3	<b>HPRM 2012 – INTRO TO CULINARY ARTS*</b>	3
FOREIGN LANGUAGE	3	FINE ARTS	3
SEMESTER TOTAL	15 HRS	SEMESTER TOTAL	15 HRS

### SECOND YEAR

First Semester		Second Semester	
HISTORY	3	<b>HPRM 3330/3031 – HOTEL OPERATIONS W/ LAB</b>	3
ENGL 2201 OR 2202	3	FOREIGN LANGUAGE OR ELECTIVE	3
NATURAL SCIENCE W/LAB	4	HUMANITIES	3
<b>HPRM 3911 – PRE-INTERNSHIP/PROFESSIONAL DEVELOPMENT</b>	3	NATURAL SCIENCE W/LAB	4
FOREIGN LANGUAGE OR ELECTIVE	3	<b>HPRM 2011 – HOSPITALITY ACCOUNTING</b>	3
SEMESTER TOTAL	16 HRS	SEMESTER TOTAL	16 HRS

### THIRD YEAR

First Semester		Second Semester	
COMM 2381	3	<b>HPRM 3060/3061/3062 – RESTAURANT PRACTICUM*</b>	3
ELECTIVE	3	<b>HPRM 3130 – LAW, ETHICS AND RISK</b>	3
SOCIAL BEHAVIORAL SCIENCE	3	<b>HPRM 4301 – EVENT MANAGEMENT*</b>	3
<b>HPRM 3315 – HUMAN RESOURCES</b>	3	HPRM 4007 – RESORT & TIMESHARE MANAGEMENT	3
FOREIGN LANGUAGE	3	HPRM 4340 – INFORMATION TECHNOLOGY	3
SEMESTER TOTAL	15 HRS	SEMESTER TOTAL	15 HRS

### FOURTH YEAR

First Semester		Second Semester	
<b>HPRM 3320 – HOSPITALITY FINANCIAL MGMT</b>	3	HPRM 4700 – INTEGRATIVE CHALLENGE	3
<b>HPRM 4320 – HOSPITALITY MARKETING</b>	3	<b>HPRM 4911 – INTERNSHIP</b>	2
HPRM 4620 – HOSPITALITY OPERATIONAL ANALYSIS	3	HPRM 4331 – ADVANCED RESORT/LODGING MGMT	3
HPRM 4350 – PROPERTIES DEVELOPMENT & PLANNING	3	ELECTIVE	2
HPRM 4400 – INTERNATIONAL HOSPITALITY	3	ELECTIVE	3
SEMESTER TOTAL	15 HRS	SEMESTER TOTAL	13 HRS

Total Hours: 120

\*Class Offered at Kemmons Wilson Culinary Institute

**Hospitality Core noted in bold** | Lodging Concentration noted in blue | All courses subject to change

Kemmons Wilson School of Hospitality & Resort Management | 901.678.8021 | kws@memphis.edu

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## CULINARY CONCENTRATION

### FIRST YEAR

First Semester		Second Semester	
ENGL 1010	3	ENGL 1020	3
FOREIGN LANGUAGE	3	FOREIGN LANGUAGE	3
MATH	3	SOCIAL/BEHAVIOR SCIENCE	3
HISTORY	3	FINE ARTS	3
<b>HPRM 1050 – BUSINESS OF HOSPITALITY</b>	3	<b>HPRM 2012 – INTRO TO CULINARY ARTS*</b>	3
SEMESTER TOTAL	15 HRS	SEMESTER TOTAL	15 HRS

### SECOND YEAR

First Semester		Second Semester	
ENGL 2201 or 2202	3	FOREIGN LANGUAGE OR ELECTIVE	3
HISTORY	3	HUMANITIES	3
FOREIGN LANGUAGE OR ELECTIVE	3	NATURAL SCIENCE W/ LAB	4
HPRM 2003 – SPECIAL EVENT MANAGEMENT*	1	<b>HPRM 3014 – PASTRY &amp; BAKING*</b>	3
<b>HPRM 3013 – ADVANCED CULINARY SKILLS*</b>	3	<b>HPRM 3330 – HOTEL OPERATIONS W/ LAB</b>	3
<b>HPRM 3911 – PRE-INTERNSHIP &amp; PROFESSIONAL DEVELOPMENT</b>	3		
SEMESTER TOTAL	16 HRS	SEMESTER TOTAL	16 HRS

### THIRD YEAR

First Semester		Second Semester	
COMM 2381	3	<b>HPRM 2011 – HOSPITALITY ACCOUNTING</b>	3
SOCIAL SCIENCE	3	<b>HPRM 3060/3061/3062 – RESTAURANT PRACTICUM*</b>	3
NATURAL SCIENCE W/ LAB	4	<b>HPRM 3130 – LAW, ETHICS AND RISK</b>	3
<b>HPRM 3315 – HUMAN RESOURCES</b>	3	HPRM 3018 – INTERNATIONAL CUISINE*	3
<b>HPRM 4301 – EVENT MANAGEMENT*</b>	3	<b>HPRM 3050 – FOOD &amp; BEVERAGE CONTROLS*</b>	3
SEMESTER TOTAL	16 HRS	SEMESTER TOTAL	15 HRS

### FOURTH YEAR

First Semester		Second Semester	
<b>HPRM 3015 – FOOD ANALYSIS*</b>	3	ELECTIVE	3
<b>HPRM 3016 – GARDE MANGER*</b>	3	ELECTIVE	3
<b>HPRM 3320 – HOSPITALITY FINANCIAL MANAGEMENT</b>	3	ELECTIVE	1
<b>HPRM 3810 – FOOD SAFETY &amp; SANITATION*</b>	3	<b>HPRM 4012 – SENIOR CULINARY DESIGN*</b>	3
<b>HPRM 4320 – HOSPITALITY MARKETING</b>	3	<b>HPRM 4911 – INTERNSHIP</b>	2
SEMESTER TOTAL	15 HRS	SEMESTER TOTAL	12 HRS

Total Hours: 120

\*Class Offered at Kemmons Wilson Culinary Institute

Hospitality Core noted in bold | Culinary Concentration noted in blue | All courses subject to change  
 1245 N. Germantown Parkway | Cordova, TN 38016 | 901.678.5055 | kwci@memphis.edu | [memphis.edu/culinary](http://memphis.edu/culinary)

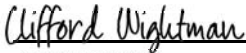


Kemmons Wilson  
Culinary Institute


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In Witness Whereof, the parties have by their duly authorized representatives set their signatures.

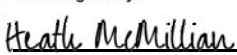
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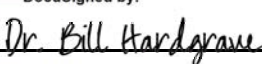
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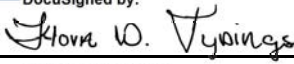

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President Heath McMillian  
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Dr. Bill Hardgrave, President  
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TENNESSEE BOARD OF REGENTS:

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Chancellor, Flora Tydings  
  
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Date

Not applicable



Professional and Continuing Education

365 Innovation Dr., Suite 201  
Memphis, Tennessee 38162

Office: 901.678.4144

[memphis.edu/pace](http://memphis.edu/pace)

March 26, 2024

To: Radesh Palakurthi, Dean, Kemmons Wilson School of Hospitality & Resort Management

From: Tracy Robinson, Executive Director, Center for Regional Economic Enrichment

Subject: Continuing Education Hospitality Programs

The Kemmons Wilson School of Hospitality and Resort Management (KWS) and Professional and Continuing Education (PACE) unit agree to collaborate to deliver continuing education (noncredit) programs including study abroad experiences and industry training programs. All content will be delivered in an online format utilizing the PACE online platform (Canvas) with an optional in-person tutor/instructor administered by KWS.

PACE will set up and process the continuing education applications for participants, provide onboarding into the online learning management system, set up and enroll participants into the online training courses, issue completion certificates to participants, and promote programs on the PACE webpage as approved by KWS.

KWS agrees to provide the content for all training courses suitable for online delivery, identify qualified trainers/facilitators, ensure successful delivery of training program by instructor, and administer any in-person components for the training including coordination with appropriate university offices such as Study Abroad and International Programs.

PACE will collect registration fees from participants and will administer the program at a rate of 20% cost sharing. Revenue above cost sharing will be transferred to KWS via internal transfer within three weeks of the start of program. Requirements for each program including the duration of the program, minimum number of participants, and cost will be agreed upon by all parties at least one month prior to the start of the program. Enrollments of less than the agreed upon minimum may result in postponement or cancellation with no cost to KWS.

Approved:

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Radesh Palakurthi, Dean  
Kemmons Wilson School of Hospitality and Resort Management

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Tracy Robinson, Executive Director  
Center for Regional Economic Enrichment

## APPENDIX C – Budget and Narrative

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The HOSPITRAIN program's budget is strategically designed to support the project's comprehensive training goals for the hospitality sector in Greater Memphis. Here's a detailed breakdown:

### **Salaries and Benefits:**

- **Project Directors and Coordinators:** \$575,768 is allocated for the salaries and benefits of the Project Director at TCAT Memphis and the Project Coordinators at the University of Memphis. This ensures dedicated leadership and administrative support, which is vital for the program's success.
- **Total:** \$575,768.00 (Lines 1,2)

### **Work-Based Learning Initiatives:**

- **Student Initiatives:** \$553,500 is dedicated to student work-based learning initiatives, including internships, apprenticeships, co-op programs, job shadowing, and on-the-job training. The budget for this will be equally shared by TCAT Memphis Memphis and the University of Memphis. These initiatives are vital for providing practical industry experience and are supported through reimbursements to employers to encourage participation.
- **Mentor Stipends:** \$225,000 is allocated for stipends to mentors who play a crucial role in guiding students during their work-based learning placements. This budget item will be fully allocated to the University of Memphis.
- **TOTAL:** 778,500.00 (Lines 4,15)

### **Capital and Equipment Expenditures:**

- **Food Truck and Kitchen Equipment:** \$85,000 is budgeted for a food truck and kitchen equipment. The food truck will serve as a training tool to generate revenue through student entrepreneurship projects, aiding the program's sustainability.
- **VR Hardware and Industry Software and Subscriptions:** \$92,000 is allocated for virtual reality hardware, computers, and industry-specific software and subscriptions to provide cutting-edge training tools aligned with modern hospitality industry standards.
- **Hospitality Lab Space Renovation:** \$75,000 is allocated for the renovation of space in the Kemmens Wilson School on the main campus of the University of Memphis for developing a hotel front office and culinary training lab to enable



industry-specific software and equipment for student training purposes. TCAT Memphis Memphis does not have the space or the equipment to offer such training, so all such training for the students will be completed on the University of Memphis's main campus. A separate agreement for the co-use of the facilities will be signed after funding the grant.

- **Total:** \$252,000.00 (Line 20)

#### **Curriculum Development and Certification:**

- **Development and Access:** \$80,000 is set aside for developing new course content and providing access to course materials through site licenses, ensuring the curriculum remains current and comprehensive.
- **Professional Certifications:** \$60,000 supports the costs for industry certifications for students, enhancing their employability and aligning with industry needs.
- **Total:** \$140,000 (Line 18)

#### **Program Administration and Events:**

- **Administration and Events:** \$185,493.90 covers the costs of administrative meetings, travel, and professional development events like Tourism Career Exploration Days, which are essential for student networking and professional growth.
- **Total:** \$158,493.90 (Line 11, 12)

#### **Miscellaneous Costs:**

- **Miscellaneous Costs:** \$4,800 for various administrative needs

#### **Indirect Costs:**

- **Indirect Cost (University of Memphis):** \$95,238.10 (4.76%) for indirect costs charged by the University of Memphis, ensuring that the project's overhead and administrative backbone are adequately funded.
- **Total:** \$94,238.10 (Line 22)

Each budget item is carefully considered to align with HOSPITRAIN's objectives of bridging the gap between education and practical workforce requirements in the hospitality sector, ensuring students are well-prepared for immediate employment and successful careers in the industry.

**TOTAL Project Budget: \$2,000,000.00**

<b>GRANT BUDGET for HOSPITRAIN Project</b>					
<b>GIVE Program Competitive Grant</b>					
<b>The grant budget line-item amounts below shall be applicable only to expenses incurred during the following</b>					
<b>Applicable Period:</b>		<b>BEGIN:</b>	8/1/2024	<b>END:</b>	7/31/2028
<b>POLICY 03</b>					
<b>Object Line-item</b>	<b>EXPENSE OBJECT LINE-ITEM CATEGORY <sup>1</sup></b>	<b>GRANT CONTRACT</b>	<b>GRANTEE PARTICIPATION</b>	<b>TOTAL PROJECT</b>	
<b>Reference</b>		(TCAT Memphis)	(University of Memphis)		
1, 2	Salaries, Benefits & Taxes	\$ 275,000.00	\$ 300,768.00	\$ 575,768.00	
4, 15	Professional Fee, Grant & Award <sup>2</sup>	\$ 276,750.00	\$ 501,750.00	\$ 778,500.00	
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	0	0	0	
11, 12	Travel, Conferences & Meetings	\$ 63,500.00	\$ 94,993.90	\$ 158,493.90	
13	Interest <sup>2</sup>	0	0	0	
14	Insurance	0	0	0	
16	Specific Assistance to Individuals	0	0	0	
17	Depreciation <sup>2</sup>	0	0	0	
18	Other Non-Personnel <sup>2</sup>	\$ 50,000.00	\$ 90,000.00	\$ 140,000.00	
20	Capital Purchase <sup>2</sup>	\$ 64,000.00	\$ 188,000.00	\$ 252,000.00	
22	Indirect Cost	0	\$ 95,238.10	\$ 95,238.10	
24	In-Kind Expense	0	0	0	
25	<b>GRAND TOTAL</b>	<b>\$ 729,250.00</b>	<b>\$ 1,270,750.00</b>	<b>\$ 2,000,000.00</b>	

A more detailed breakdown of the budget is provided in the following table.

We apologize for having to zoom in to see the numbers in the following table.

Budget Item	Description	Unit Rate	Unit rate Measure	No. of Units Used	Unit Used Measure	Annual Cost	Share Description	YEAR 1		YEAR 2		YEAR 3		YEAR 4		Institute Total		Project Total	
								TCAT	UM	TCAT	UM	TCAT	UM	TCAT	UM	TCAT	UM		
<b>Salaries, Benefits &amp; Taxes:</b>																			
Project Director - TCAT - Salary	Full-time annual Salary	\$ 50,000.00	Annual Salary	1	Director	\$ 50,000.00	TCAT	\$50,000.00		\$50,000.00		\$50,000.00		\$50,000.00		\$ 200,000.00	\$ -	\$ 200,000.00	
Project Director - TCAT - Benefits	Full-time benefits @ 37.5%	\$ 18,750.00	Annual benefits	1	Director	\$ 18,750.00	TCAT	\$18,750.00		\$18,750.00		\$18,750.00		\$18,750.00		\$ 75,000.00	\$ -	\$ 75,000.00	
HOSPITRAIN Coordinators - UM	Part-time @ 30 hours/week	\$ 20.00	Hour	2	Coordinators	\$ 62,400.00	UM		\$62,400.00		\$ 62,400.00		\$ 62,400.00		\$ 62,400.00		\$ 249,600.00	\$ 249,600.00	
HOSPITRAIN Coordinators Benefits - UM	Part-time benefits @ 20.5%	\$ 4.10	Hour	2	Coordinators	\$ 12,792.00	UM		\$12,792.00		\$ 12,792.00		\$ 12,792.00		\$ 12,792.00		\$ 51,168.00	\$ 51,168.00	
<b>Work Based Learning Initiatives - Students:</b>																			
Internships	50% Reimbursement to Employers @ 150 hours/student	\$ 6.00	Hour	150	Students	\$ 135,000.00	UM/TCAT	\$16,875.00	\$16,875.00	\$16,875.00	\$16,875.00	\$16,875.00	\$16,875.00	\$16,875.00	\$16,875.00	\$ 67,500.00	\$ 67,500.00	\$ 135,000.00	
Apprenticeships	50% Reimbursement to Employers @ 240 hours/Student	\$ 6.00	Hour	150	Students	\$ 216,000.00	UM/TCAT	\$27,000.00	\$27,000.00	\$27,000.00	\$27,000.00	\$27,000.00	\$27,000.00	\$27,000.00	\$27,000.00	\$108,000.00	\$ 108,000.00	\$ 216,000.00	
Cooperative Education (Co-Op)	50% Reimbursement to Employers @ 120 hours/Student	\$ 6.00	Hour	150	Students	\$ 108,000.00	UM/TCAT	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00	\$ 54,000.00	\$ 54,000.00	\$ 108,000.00	
Job Shadowing	50% Reimbursement to Employers @ 30 hours/Student	\$ 6.00	Hour	150	Students	\$ 27,000.00	UM/TCAT	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 13,500.00	\$ 13,500.00	\$ 27,000.00	
On-the-job Training	50% Reimbursement to Employers @ 75 Hours/Student	\$ 6.00	Hour	150	Students	\$ 67,500.00	UM/TCAT	\$ 8,437.50	\$ 8,437.50	\$ 8,437.50	\$ 8,437.50	\$ 8,437.50	\$ 8,437.50	\$ 8,437.50	\$ 8,437.50	\$ 33,750.00	\$ 33,750.00	\$ 67,500.00	
<b>Work Based Learning Initiatives - Mentors:</b>																			
Stipends for Mentors and Supervisors at placement companies	Payments for supervisors for their time mentoring students on WBL @ \$300/Student	\$ 300.00	Per Student	750	Students	\$ 225,000.00	UM		\$56,250.00	\$ 56,250.00		\$ 56,250.00		\$ 56,250.00		\$ -	\$ -	\$ 225,000.00	\$ 225,000.00
<b>Capital and Equipment Expenditures:</b>																			
Food Truck	Student use for entrepreneurship classes and program sustainability	\$ 60,000.00	Vehicle	1	Food truck	\$ 60,000.00	UM		\$60,000.00							\$ -	\$ 60,000.00	\$ 60,000.00	
Kitchen Equipment	Culinary Equipment Less than \$5K	\$ 5,000.00	Per unit	5	Appliances	\$ 25,000.00	UM		\$ 6,250.00	\$ 6,250.00		\$ 6,250.00		\$ 6,250.00		\$ -	\$ 25,000.00	\$ 25,000.00	
VR Hardware	Headsets for virtual training programs	\$ 2,000.00	Per Unit	30	Headsets	\$ 60,000.00	THEC	\$60,000.00								\$ 60,000.00	\$ -	\$ 60,000.00	
Industry Software	Hotel POS, Simulation Software	\$ 5,000.00	per year	4	years	\$ 20,000.00	UM		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ -	\$ 20,000.00	\$ 20,000.00	
Computers and peripherals	Computers and other hardware for administrators	\$ 4,000.00	per administrator	2	Administrators	\$ 8,000.00	UM/TCAT	\$ 4,000.00	\$ 4,000.00							\$ 4,000.00	\$ 4,000.00	\$ 8,000.00	
Renovations	WS Room Renovations for culinary training	\$ 300.00	sqft	250	sqft	\$ 75,000.00	UM		\$37,500.00	\$ 37,500.00						\$ -	\$ 75,000.00	\$ 75,000.00	
IT Subscriptions	Placement platforms and contact management	\$ 500.00	per annual subscription	2	per year	\$ 4,000.00	UM		\$ 1,000.00	\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ -	\$ 4,000.00	\$ 4,000.00	
<b>Curriculum Development and Certification:</b>																			
Course development	Cost for developing courses and content for the Program	\$ 2,000.00	Per course	20	Over 4 years	\$ 40,000.00	UM/TCAT	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00					\$ 20,000.00	\$ 20,000.00	\$ 40,000.00	
Course access site license	Cost of access to UM courses through it platforms including non-credit courses	\$ 1,000.00	per school/year	10	Schools per year	\$ 40,000.00	UM		\$10,000.00	\$ 10,000.00		\$ 10,000.00		\$ 10,000.00		\$ -	\$ 40,000.00	\$ 40,000.00	
Student Professional Certification	Cost of industry certification paid to Associations	\$ 80.00	Student	750	Students	\$ 60,000.00	UM/TCAT	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 30,000.00	\$ 30,000.00	\$ 60,000.00	
<b>Program Administration &amp; Events:</b>																			
Administrator meetings, printing, and refreshments	Costs of hosting several in-person meetings during the project	\$ 500.00	Per event	12	Events per year	\$ 31,493.90	UM		\$ 7,873.48	\$ 7,873.48		\$ 7,873.48		\$ 7,873.48		\$ -	\$ 31,493.90	\$ 31,493.90	
Travel and supplies	Administrative and participant travel-related costs	\$0.55	Mile	1000	Miles Per year	\$ 2,200.00	UM/TCAT	\$ 275.00	\$ 275.00	\$ 275.00	\$ 275.00	\$ 275.00	\$ 275.00	\$ 275.00	\$ 275.00	\$ 1,100.00	\$ 1,100.00	\$ 2,200.00	
Tourism career Exploration Days and Seminars	Hosted events for student learning	\$15,000.00	event	2	events/year	\$ 120,000.00	UM/TCAT	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$ 60,000.00	\$ 60,000.00	\$ 120,000.00	
MISC.	Other costs related to administration	\$ 100.00	Event	12	Events per year	\$ 4,800.00	UM/TCAT	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 2,400.00	\$ 2,400.00	\$ 4,800.00	
UM Indirect Cost	Percentage of Total project Cost	5.00%	Percent of Total Cost	1	Total project											\$ -	\$ 95,238.10	\$ 95,238.10	
																TOTAL:	\$ 729,250.00	\$ 1,270,750.00	\$ 2,000,000.00

## APPENDIX D – Letters of Support

The final list of letters of support for the HOSPTRAIN project is shown in the table below.

<b>Partners' Letters of Support Received</b>	
1	Ashley McHugh, Senior Director, Research - Welcome to Memphis/Memphis Tourism
2	Amity Schuyler, CEO, SVP Workforce Development - Greater Memphis Chamber
3	Thomas Midgley, Associate Professor and Program Coordinator, Hospitality and Restaurant Management Programs - Southwest Community College
4	Rick Patel, Owner and General manager - Holiday Inn Express, Germantown
5	Marcus Cox, Executive Director - Welcome to Memphis/ Memphis Tourism
6	Amber Covington, Executive Director - Greater Memphis Workforce Development Board
7	Katelyn Cutshall Elrod, Vice President, Economic Development & Government Relations - transfr
8	Dan McEwan, CEO - Maximum Hospitality Partners
9	Troy Dixon, General Manager - Central Station Hotel - Memphis
10	Kemmons Wilson, Jr., Principal - Kemmons Wilson Companies
11	Wayne Tabor, CEO - Metropolitan Memphis Hotel and Lodging Association (MMHLA)
12	Anne Marie Famalette, General Manager - Courtyard by Marriott, Memphis/Collierville
13	Krishna Patel, Principal - Heritej Hospitality
14	Doug Browne, President - The Peabody Hotels & Resorts
15	Dedric McGhee, Director of STEM, Memphis Shelby County Schools
16	Jonathan Cameron, Regional Manager - Chartwell Hospitality

A copy of the letters can be found at the following link:



April 3, 2024

Tennessee Higher Education Commission  
312 Rosa Parks Avenue, 9<sup>th</sup> Floor  
Nashville, TN 37243

Dear Selection Committee:

I am expressing my support for the proposed grant opportunity between the Kemmons Wilson School of Hospitality and Resort Management (KWS) at the University of Memphis and Tennessee College of Applied Technology Memphis (TCAT Memphis). The collaboration aims to establish the HOSPITRAIN (Hospitality Professionals Integrated Training Network) program, focusing on developing web-based training (WBT), internships, and experiential learning programs tailored for the hospitality sector.

The Governor's Investment in Vocational Education (GIVE 3.0) grant funds will play a pivotal role in establishing and enhancing comprehensive training programs designed to meet the evolving needs of the hospitality industry. By leveraging the expertise of KWS and TCAT Memphis, the HOSPITRAIN program will have a significant impact on workforce development and employment readiness within our community.

Through innovative approaches to training and education, such as web-based training modules and hands-on internships, HOSPITRAIN will equip individuals with the skills and knowledge necessary to excel in various hospitality roles. By providing students with real-world experience and industry-specific training, we will prepare them for successful careers in the dynamic and competitive hospitality sector.

Furthermore, the partnership between KWS and TCAT Memphis underscores our commitment to collaboration and excellence in education. By combining our resources, expertise, and networks, we can create synergies that benefit students, employers, and the broader community.

I believe that the HOSPITRAIN program has the potential to make a lasting impact on workforce development and economic prosperity in our region. Therefore, I wholeheartedly support this grant opportunity and look forward to seeing the positive outcomes it will generate.

Thank you for considering this grant proposal, and please do not hesitate to contact me if you require any further information or assistance.

Sincerely,

*Amber Covington*

Amber Covington  
Executive Director  
Greater Memphis Workforce Development Board



April 3, 2024

Tennessee Higher Education Commission  
312 Rosa Parks Avenue, 9<sup>th</sup> Floor  
Nashville, TN 37243

Dear Selection Committee:

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I believe that the HOSPITRAIN program has the potential to make a lasting impact on workforce development and economic prosperity in our region. Therefore, I wholeheartedly support this grant opportunity and look forward to seeing the positive outcomes it will generate.

Thank you for considering this grant proposal, and please do not hesitate to contact me if you require any further information or assistance.

Sincerely,

A handwritten signature in black ink that reads 'Amity Schuyler'.

Amity Schuyler

Chief Innovation Officer

SVP Workforce Development

Greater Memphis Chamber



April 23, 2024

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Letter of Support for the Hospitality Professionals Integrated Training Network

Dear Members of the GIVE 3.0 Grant Committee,

As the Director of STEM for the Memphis Shelby County School District (MSCS), we support the funding proposal for the HOSPITRAIN project. MSCS has increased dual enrollment and work-based learning collaborations with the Kemmons Wilson School at the University of Memphis and HOSPITRAIN will serve as a critical extension of ongoing initiatives that significantly benefit high school students in our district.

The HOSPITRAIN project promises to bridge the crucial gap between educational achievements and workforce needs in Memphis's booming hospitality sector. By expanding dual enrollment programs in hospitality management, we aim to provide early access to higher education pathways, encouraging more students to pursue and attain postsecondary credentials tailored to real-world demands.

Our previous collaborations with Kemmons Wilson School have laid a strong foundation for such ambitious projects. HOSPITRAIN will expand upon this by incorporating comprehensive work-based learning opportunities and streamlining transitions from technical training to degree programs. This strategic approach is designed to meet the urgent need for highly skilled hospitality professionals, as expressed by numerous regional industry stakeholders.

Thank you for considering this vital investment into the future of Memphis's youth and the broader community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dedric McGhee".

Dedric McGhee, Ed.D.

Director of STEM - Division of College, Career, and Technical Education  
Memphis Shelby County Schools

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# **SOUTHWEST**

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**TENNESSEE COMMUNITY COLLEGE**

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • [www.southwest.tn.edu](http://www.southwest.tn.edu)

**April 17, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Letter of Support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)

Dear Members of the Grant Committee,

As the Program Director of the Hospitality Management Program at Southwest Community College in Memphis, I am writing to express our enthusiastic support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN). Our program has been dedicated to preparing students for the dynamic demands of the hospitality industry, and HOSPITRAIN's goals align perfectly with our mission to enhance the skill set of our students through practical and theoretical education.

HOSPITRAIN's comprehensive approach to bridging the gap between education and industry through credit transfers, certifications, and work-based learning opportunities represents a significant advancement in hospitality education. This initiative will enable our students to transition seamlessly into the workforce, equipped with the relevant skills and experiences needed in today's competitive job market.

Moreover, the collaboration between educational institutions like ours and critical industry partners under the HOSPITRAIN program will strengthen our curriculum and provide our students with invaluable real-world experiences. These partnerships are essential for ensuring that the training we provide is both current and effective, meeting employers' specific needs and enhancing our graduates' employability.

We are particularly excited about the expanded opportunities for our students to engage in work-based learning, allowing them to apply their classroom knowledge in real-life hospitality

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**Macon Cove Campus • Union Avenue Campus • Fayette Site • Gill Center • Maxine A. Smith Center • Millington Center • Whitehaven Center**

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Southwest Tennessee Community College, a Tennessee Board of Regents institution, is an affirmative action/equal opportunity college.



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# SOUTHWEST

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TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • [www.southwest.tn.edu](http://www.southwest.tn.edu)

settings. This hands-on approach is crucial for developing a competent, confident, capable workforce ready to contribute positively to the Memphis hospitality industry.

We wholeheartedly support the HOSPITRAIN initiative and are committed to collaborating with all stakeholders to ensure its success. We believe this program will benefit our students, enhance our educational offerings, and significantly contribute to the growth and sustainability of the hospitality sector in our region.

Thank you for considering our endorsement of this transformative project. We look forward to the opportunities it will create for our students and its broader impact on our community.

Sincerely,



Thomas Midgley  
Associate Professor and Program Coordinator

Hotel and Restaurant Management Programs  
Southwest Community College- Memphis

5983 Macon Cove,  
Memphis, TN 38134

MAA 110-C

[tmidgley@southwest.tn.edu](mailto:tmidgley@southwest.tn.edu)

Office Phone – (901) 333-4132

Dept Fax – (901) 333-4377



**April 16, 2024**  
**GIVE 3.0 Grant Committee,**  
**Tennessee Higher Education Commission (THEC)**  
**312 Rosa Parks Ave, 9th Floor**  
**Nashville, TN 37243**

Subject: Letter of Support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)

Dear Members of the Grant Committee,

I am expressing my enthusiastic support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN) proposal submitted by TCAT Memphis and University of Memphis – Kemmons Wilson School of Hospitality and Resort Management. As the Research Director at Memphis Tourism, the destination promotion organization for our vibrant city, I have had the privilege to closely monitor and understand the hospitality sector's profound impact on our local and regional economy.

Our recent analyses reveal that in 2023 alone, Memphis welcomed approximately 13+ million visitors. While 2023 economic impact data has not yet been released by the state of Tennessee, the total Memphis and Shelby County visitor economy was valued at \$6.3 billion in 2022. That includes over \$4.0 billion in direct visitor spending, which generated more than \$391.8 million in state and local taxes. According to the BLS, our sector supports more than 43,897 jobs across 2,298 businesses in Shelby County, making it a critical pillar of our local economy.

Moreover, projections show continued growth, with \$1.670 billion public and private capital expenditures related to the tourism industry currently in construction or planning phases across Memphis and Shelby County, like the FedExForum and Simmons Bank Liberty Stadium renovations; the Memphis Art Museum and Metal Museum relocations to downtown and midtown, respectively; and multiple hotel projects in downtown Memphis alone. All of these projects follow quickly on the heels of over \$1.190 billion in tourism projects completed since 2022, including the renovation of Tom Lee Park; the modernization of the B concourse at the Memphis International Airport; and the construction of the Memphis Sports and Events Center, which is poised to attract major sporting and athletic events that will benefit our entire tourism economy in the immediate future.

However, despite this booming growth, our industry faces a persistent challenge—a significant skills gap that limits our ability to capitalize on these economic opportunities fully. The HOSPITRAIN program is poised to address this gap directly by enhancing the alignment of educational programs with real-world job market demands, thereby creating a robust pipeline of skilled professionals. The proposed enhancements to credit transfers and certifications, expanded work-based learning opportunities, and strengthened partnerships among key stakeholders are specifically what is

needed to foster a capable workforce. The program's strategic collaboration with the University of Memphis, TCAT Memphis, and notable industry partners, including the Memphis Restaurant Association and the Metropolitan Memphis Hotel and Lodging Association, is a testament to its comprehensive approach to workforce development.

At Memphis Tourism, we recognize the imperative of having a well-trained hospitality workforce to maintain service quality and operational efficiency and enhance our competitiveness as a leading tourist destination. Integrating high school dual enrollment, postsecondary pathways, and industry certifications within HOSPITRAIN will significantly contribute to filling the existing employment voids and propelling our economic vitality forward.

The proposed program aligns seamlessly with our organizational goals of promoting Memphis as a premier destination. By supporting HOSPITRAIN, we are not just investing in the immediate needs of the hospitality sector. Still, we are also ensuring this industry's sustainability and growth, which is vital to our region's overall economic landscape.

Therefore, I urge the Grant Committee to consider this proposal favorably and provide the necessary funding for its successful implementation. By doing so, we will be taking a significant step towards advancing our local economy and enriching the lives of many in our community through increased employment opportunities.

Thank you for considering this endorsement of the Hospitality Professionals Integrated Training Network. I am confident in its potential to transform our hospitality landscape and look forward to seeing its positive impact on our community.

Sincerely,

A handwritten signature in black ink that reads "Ashley McHugh". The signature is fluid and cursive, with the first name "Ashley" written in a larger, more prominent script than the last name "McHugh".

Ashley McHugh  
Senior Director, Research

Memphis Tourism  
47 Union Avenue  
Memphis, Tennessee 38103

e: [ashleymchugh@memphistravel.com](mailto:ashleymchugh@memphistravel.com)  
p: 901-543-5311



**April 16, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Letter of Support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)

Dear Members of the Grant Committee,

As the Executive Director of Memphis Tourism/Welcome to Memphis, I express our enthusiastic support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN). This innovative and timely initiative perfectly aligns with our mission to promote Memphis as a top destination for leisure and business travelers. Our vibrant city's economy is significantly bolstered by the hospitality sector, and enhancing the skills and readiness of its workforce is crucial to our continued success and growth.

The hospitality industry is a cornerstone of Memphis's economy, directly supporting over 40,700 jobs and generating billions in economic impact annually. However, this sector's rapid growth and increasing complexity demand a workforce that is not only larger but more skilled and versatile. The HOSPITRAIN project addresses these needs head-on by connecting educational advancements directly with industry requirements, thus ensuring a steady stream of well-prepared professionals ready to excel in their roles.

We are particularly impressed by the comprehensive nature of HOSPITRAIN, which includes expanding credit-transfer agreements and certifications, enhancing work-based learning opportunities, and strengthening partnerships among educational institutions, industry leaders, and local organizations. This multifaceted approach is essential for building a resilient workforce that supports the high standards our visitors expect and deserve.

Memphis Tourism/Welcome to Memphis recognizes the transformative potential of HOSPITRAIN for our local economy. By creating clearer pathways from education to employment in hospitality, this program will not only help to alleviate the current labor shortages but also elevate the overall quality of service across our tourism and

hospitality sectors. This project is vital for maintaining Memphis's reputation as a premier destination and attracting more visitors.

Furthermore, the strategic collaboration between key stakeholders such as the University of Memphis, TCAT Memphis, and various local hospitality businesses promises to create a robust and sustainable model for workforce development. These partnerships ensure that the HOSPITRAIN program is grounded in current industry needs and adaptable to future challenges and opportunities.

We are excited about the prospects of HOSPITRAIN and are committed to supporting its implementation and success. This project will not only benefit potential and current employees within the hospitality sector. Still, it will also enhance the overall visitor experience in Memphis, contributing to our long-term growth and sustainability goals.

In conclusion, I strongly endorse the HOSPITRAIN project and urge the Grant Committee to provide the necessary funding for its realization. We believe that this initiative represents a critical investment in the future of Memphis's hospitality industry and, by extension, the economic vitality of our entire community.

Thank you for considering this endorsement. We look forward to witnessing the positive impact of HOSPITRAIN on our city.

Sincerely,



Marcus Cox

Executive Director  
Memphis Tourism/Welcome to Memphis  
Main: (901) 543-5300 - Fax: (901) 543-5350

Direct: (901) 543-5316

marcus@welcometomemphis.org -  
www.welcometomemphis.org

47 Union Ave. Memphis, TN 38103



March 12, 2024

Dr. Gwendolyn Sutton

President

TCAT-Memphis

550 Alabama Ave.

Memphis, TN 38105

RE: GIVE Grant 3.0

Dear Dr. Sutton –

The Metropolitan Memphis Hotel and Lodging Association (MMHLA) submits this Letter of Intent to notify TCAT Memphis and the Kemmons Wilson School of Hospitality and Resort Management (KWS) at the University of Memphis of our intent to partner with the organizations in the RFP submission for the GIVE 3.0 grant. The mission of our organization is to promote and support the growth and development of the hotel and lodging industry in the Metropolitan Memphis area.

MMHLA proposes to request part of the program funding for the Hospitality Professionals Integrated Training Network (HOSPITRAIN) Project to develop WBT, internships, and other experiential learning programs through our membership. The generous support provided by the GIVE 3.0 grant funds will allow MMHLA to establish and enhance comprehensive training programs tailored for the hospitality sector, which will positively impact workforce development and employment readiness within our community.

We'd be honored to partner with TCAT Memphis and KWS on this critical mission of our organization. I will be our main point of contact for the application process and can be reached at [wtabor@mmhla.com](mailto:wtabor@mmhla.com). Thank you for this partnership opportunity.

Sincerely,

**Wayne Tabor**

**President & CEO**

**MMHLA**



**April 16, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Endorsement for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)

Dear Members of the Grant Committee,

I am writing as the Principal of Kemmons Wilson Companies, a global leader in hotel investment with operations across many countries, to express our resounding support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN). At Kemmons Wilson Companies, we believe in forging long-lasting relationships with our partners and staff, emphasizing enduring success through strategic investments in our workforce. The HOSPITRAIN project aligns perfectly with our commitment to developing a skilled, reliable hospitality workforce capable of sustaining high service standards worldwide.

The hospitality industry is exceptionally dynamic, requiring an adaptable, skilled, and well-prepared workforce to meet the diverse needs of global operations. HOSPITRAIN's comprehensive approach to education and hands-on training is crucial for preparing a workforce that meets these requirements. By integrating academic learning with practical experience through work-based learning opportunities and streamlined credit transfers, HOSPITRAIN sets a new standard in hospitality training that is directly aligned with industry needs.

Moreover, the program's commitment to establishing strong partnerships between educational institutions and industry stakeholders like ourselves is invaluable. These collaborations are vital for ensuring the relevance of the curriculum and the effectiveness of training methods, ultimately leading to higher employment readiness among graduates.

Kemmons Wilson Companies is particularly enthusiastic about the potential for HOSPITRAIN to enhance the capabilities of our global workforce. The skills and knowledge the program imparts to students will be critical for their success in various roles within our hotels, from operational to executive levels. We are eager to participate as an industry partner, providing opportunities for practical training and employment for HOSPITRAIN graduates beyond the grant funding years.

We wholeheartedly endorse the HOSPITRAIN initiative and urge the Grant Committee to support this transformative educational program. Investing in HOSPITRAIN will benefit our company by providing a pipeline of qualified professionals and contributing to the sustainable growth of the global hospitality industry.

Thank you for considering this endorsement. We are committed to the success of the HOSPITRAIN program and look forward to the positive impact it will have on our industry and the professionals it will help shape.

Sincerely,

A handwritten signature in blue ink, reading "C. Kemmons Wilson Jr.", written in a cursive style.

C. Kemmons Wilson Jr.  
Principal  
Kemmons Wilson Companies

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20 Huling Avenue • Memphis, TN 38103 • [kwilson.com](http://kwilson.com)

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**April 17, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Strong Support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)



Dear Members of the Grant Committee,

I write to you as the President of Peabody Hotels & Resorts, which proudly operates the historic and iconic Peabody Hotel in Memphis, to express our unreserved support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN). At Peabody Hotels & Resorts, our commitment to excellence in hospitality service is at the core of our operations, which span a comprehensive array of services, including lodging, extensive foodservice operations, entertainment, and facilities management, alongside essential functions like IT, marketing, finance, human resources, and more.

The HOSPITRAIN program's innovative approach to integrating education with hands-on training aligns seamlessly with our needs for a highly skilled workforce capable of managing the multifaceted operations of our upscale hotel and resort services. By fostering strong partnerships between educational institutions and industry leaders, HOSPITRAIN is set to transform the landscape of hospitality training in Memphis, ensuring that students are well-educated and adept in practical, real-world skills across all operational areas.

Moreover, the focus on work-based learning experiences, credit transfers, and professional certifications within HOSPITRAIN will provide our future employees with a robust educational foundation and practical insights that are crucial for success in the high-standards environment of Peabody Hotels & Resorts. This program will significantly enhance our recruitment pipeline, providing us with access to well-prepared candidates ready to excel in the diverse roles our operations require.

**DOUGLAS V. BROWNE**  
President

149 Union Avenue  
Memphis, Tennessee 38103  
901.529.4120  
doug.browne  
@peabodyhotelsandresorts.com

[www.peabodyhotelsandresorts.com](http://www.peabodyhotelsandresorts.com)

We are particularly excited about the potential to collaborate directly with HOSPITRAIN, offering our facilities and expert staff as resources for student learning and development beyond the funding cycle of the grant. This partnership will be instrumental in molding a new generation of hospitality professionals specifically equipped to meet and exceed guests' expectations at upscale establishments like ours.

In conclusion, I strongly advocate for the approval and funding of the HOSPITRAIN initiative. This program represents a critical investment in the future of the hospitality industry in Memphis. It aligns perfectly with our Peabody Hotels & Resorts mission to continue delivering unparalleled service and guest experiences. We are committed to supporting HOSPITRAIN's implementation and success.

Thank you for considering this vital project. We look forward to the positive impact it will undoubtedly have on the quality and capability of the hospitality workforce.



Sincerely,

A handwritten signature in black ink, appearing to read "Douglas Browne", written over a horizontal line.

Douglas Browne

**DOUGLAS V. BROWNE**  
President

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Memphis, Tennessee 38103  
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**April 17, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)

Dear Members of the Grant Committee,

As the Principal of Maximum Hospitality/MH Partners, LLC, a leader in hotel management the southeastern US and based in Memphis, I am writing to express our resolute support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN). Our extensive experience in the hospitality industry underscores a critical and ongoing need for programs like HOSPITRAIN, which aim to significantly elevate the training and qualifications of hospitality workers in our community.

The HOSPITRAIN initiative promises to revitalize workforce development in hospitality through its comprehensive approach to education, training, and industry integration. This program aligns with and actively supports our mission to enhance service excellence and operational efficiency across our managed properties. HOSPITRAIN addresses our industry's most significant challenge today, the skills gap, by fostering a seamless transition from educational environments to practical applications.

Memphis's economic health is deeply intertwined with the vitality of the hospitality sector, which serves as a primary engine of growth by drawing tourists and supporting local employment. However, the full potential of our industry is often hindered by a shortage of skilled professionals who are immediately ready to contribute. The structured pathways HOSPITRAIN proposes — encompassing dual credit options, certification processes, and work-based learning experiences — are crucial for cultivating a competent and competitive workforce.

Maximum Hospitality/MH Partners, LLC recognizes the profound benefits that a targeted program like HOSPITRAIN will bring to the hospitality landscape. Expanding educational opportunities and aligning these programs with actual industry needs will facilitate a much-needed supply of qualified professionals who are prepared to excel in their roles from day one.

Moreover, the strategic collaboration with esteemed institutions like the University of Memphis and TCAT Memphis enhances the credibility and impact of HOSPITRAIN. These partnerships ensure that the curriculum is relevant and of high quality, reflecting the latest trends and demands of the hospitality industry.

We are particularly impressed with the initiative's emphasis on work-based learning, which mirrors our commitment to hands-on training. Practical experience is invaluable, and by integrating real-world applications into the educational process, HOSPITRAIN will significantly improve job readiness among graduates, reducing the time and resources our company and others within the industry spend on post-hire training.

In conclusion, I strongly advocate for the support and funding of the HOSPITRAIN project. Maximum Hospitality/MH Partners, LLC is eager to participate as an active industry partner, offering our resources and facilities to help shape the program's practical training components. We believe that HOSPITRAIN is not just an investment in potential workers but an investment in the sustainable growth and success of the hospitality sector in Memphis.

Thank you for considering this endorsement. We look forward to the positive changes HOSPITRAIN will undoubtedly bring to our industry and community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dan McEwan".

Dan McEwan  
CEO  
M H Partners LLC  
[dan@maximumhospitality.com](mailto:dan@maximumhospitality.com)

Mobile – 901-219-4070  
[www.maximumhospitality.com](http://www.maximumhospitality.com)



**April 18, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Letter of Support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)

Dear Members of the Grant Committee,

As the General Manager of the Central Station Hotel in Memphis, a distinctive full-service hotel housed within a grand and historic train station, I am delighted to express our enthusiastic support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN). This program is a beacon of progress in hospitality training and a critical asset for the future of our local industry.

At the Central Station Hotel, we pride ourselves on providing an experience as unique as our setting. The success of our hotel—and indeed the broader Memphis hospitality scene—relies heavily on the availability of skilled professionals who understand the nuances of high-quality service in a full-service hotel environment. HOSPITRAIN's commitment to bridging educational training with real-world application is crucial for cultivating such talent.

The integration of work-based learning opportunities, as proposed by HOSPITRAIN, directly addresses the gap between traditional educational outcomes and the practical demands of our industry. By offering students hands-on experiences through structured apprenticeships and partnerships with entities like ours, the program ensures that graduates are theoretically knowledgeable and practically adept. We are committed to providing such opportunities beyond the grant funding timeline since it will benefit the entire industry in the region.

Furthermore, the collaboration between renowned educational institutions and key industry stakeholders will enhance the relevance and responsiveness of the training provided. This synergy is essential for adapting to the rapidly evolving demands of hospitality management and customer service excellence.

We are particularly excited about the potential for our hotel to participate in providing work-based learning environments for HOSPITRAIN students. The opportunity to contribute to shaping the future workforce while also benefiting from the fresh perspectives and skills of hospitality students is something we value immensely.

Therefore, I wholeheartedly support the HOSPITRAIN project and urge the Grant Committee to fund this vital initiative. We are eager to engage with the program and see the positive impacts it will undoubtedly have on the quality of service at our hotel and the overall vitality of Memphis's hospitality industry.

Thank you for considering this support. We are committed to the success of HOSPITRAIN and the development of a skilled hospitality workforce that will continue to elevate Memphis as a premier destination.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Dixon', written over a horizontal line.

Troy Dixon

General Manager

Central Station Hotel, Memphis

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C: +1 901 496 0140; [tdixon@centralstationmemphis.com](mailto:tdixon@centralstationmemphis.com)

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**April 17, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Letter of Support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)

Dear Members of the Grant Committee,

As the Regional Manager for Chartwell Hospitality, which oversees hotel operations across various Marriott and Hilton hotels, I am writing to express our robust support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN). Our operations demand high skill and flexibility from our staff, who are essential to providing top-tier service in our hotels and restaurants.

The HOSPITRAIN initiative aligns perfectly with our need for well-prepared hospitality professionals who can excel in the fast-paced and diverse environments we manage. The program's focus on comprehensive training, from educational coursework to practical, work-based learning experiences, promises to cultivate a workforce with the foundational knowledge and the specific skills required in institutional hospitality settings.

We are particularly impressed with HOSPITRAIN's efforts to expand partnerships between educational institutions and industry stakeholders. This collaborative approach enhances the curriculum to meet current industry standards and ensures that students receive relevant, hands-on training that directly translates to their roles in the field. Such integration is critical for developing a workforce that can handle modern foodservice operations' complexities.

Moreover, expanding credit transfer agreements and certification opportunities through HOSPITRAIN will provide our future employees with accessible pathways for career advancement, vital for retaining talent and supporting our growth and service quality goals.

Chartwell Hospitality is eager to participate as an industry partner in the HOSPITRAIN program. We are fully prepared to offer our venues as practical learning environments and look forward to contributing to developing the curriculum and training processes beyond the grant funding years.

We wholeheartedly endorse the HOSPITRAIN project and urge the Grant Committee to support this transformative educational initiative. We believe it will significantly enhance the capabilities of the hospitality workforce in Memphis and, in turn, improve the quality and efficiency of service across our extensive operations.

Thank you for considering this endorsement. We are enthusiastic about the potential impact of the HOSPITRAIN initiative and are committed to its success.

Sincerely,



Jonathan Cameron | Regional Manager | Chartwell Hospitality

5000 Meridian Blvd | Suite 750 | Franklin, TN 37067

Direct Line: 615.550.1322

[JCameron@ChartwellHospitality.com](mailto:JCameron@ChartwellHospitality.com)

[www.chartwellhospitality.com](http://www.chartwellhospitality.com)



**[The Haritej Hospitality Group Logo]**

**April 16, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Letter of Endorsement for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)

Dear Members of the Grant Committee,

As the Owner of The Haritej Hospitality Group and a committed steward of several hotel properties across the region, I am writing to express our enthusiastic support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN). Our organization has long recognized the need for a well-trained hospitality workforce that can grow with the evolving demands of our industry, and we believe that HOSPITRAIN embodies the solution to this pressing need.

The hospitality sector in Memphis, a critical driver of our local economy, has faced persistent challenges in recruiting and retaining skilled personnel. The rigorous, forward-thinking approach of HOSPITRAIN to bridge the educational gap through strategic partnerships, certifications, and work-based learning opportunities is a commendable effort that aligns with the core needs of our industry.

The program's innovative model, integrating education with real-world application through collaborations with the University of Memphis and TCAT Memphis, will provide invaluable resources and opportunities for students. These efforts will ensure that graduates are theoretically well-versed and adept at handling the practical aspects of hospitality management.

Moreover, the initiative to expand work-based learning opportunities is particularly crucial. By allowing students to engage directly with the industry, HOSPITRAIN will enable them to gain firsthand experience, which is indispensable. This exposure ensures that the emerging

workforce is immediately productive, reducing the training burden often shouldered by employers and increasing operational efficiencies from the outset.

The Haritej Hospitality Group faces a daily reality where the gap between skill availability and industry requirements is palpable. By addressing this gap, HOSPITRAIN will enhance the employability of countless young professionals and substantially uplift the quality of service and guest satisfaction across our properties. This initiative, in turn, will drive higher revenue and growth for the entire Memphis hospitality sector.

It is also worth noting the strategic focus on credit transfers and certifications that will provide clear, accessible pathways for advancement in the hospitality field, making these careers more attractive to potential students and current professionals alike. These elements of the HOSPITRAIN program resonate with our long-term vision for a thriving, dynamic hospitality industry in Memphis.

In conclusion, I strongly urge the Grant Committee to fund the HOSPITRAIN initiative. Our group is fully prepared to offer support, including hosting internships and collaborating on training modules, to ensure the program's success. We look forward to the positive outcomes that HOSPITRAIN will bring to our industry and community.

Thank you for considering this transformative project. We are eager to see how it will reshape the future of hospitality in Memphis.

Sincerely,



Krishna Patel

Owner

The Haritej Hospitality Group

(419)371-0609 (cell)

krishna.patel@haritej.com

practical training and internships, and anticipate the far-reaching benefits it will bring to our industry and region.

Thank you for considering this support. We look forward to the successful implementation of HOSPITRAIN and the subsequent advancements it will bring to the hospitality sector in Memphis.

Sincerely,



Rick Patel  
Owner and General Manager

Holiday Inn Express Germantown, Memphis  
[rickpatel1@gmail.com](mailto:rickpatel1@gmail.com)  
ph: 901-309-6700; fax: 901-309-6800

**[Holiday Inn Express Germantown Logo]**

**April 16, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

**Subject: Enthusiastic Support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)**

Dear Members of the Grant Committee,

As the Owner and General Manager of the Holiday Inn Express in Germantown, Memphis, I am compelled to express our full support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN). Our hotel, serving a diverse clientele in this vibrant community, directly benefits from initiatives that enhance the professional capacity of hospitality workers, crucial for maintaining the high service standards our guests expect.

The HOSPITRAIN initiative presents a strategic opportunity to fundamentally strengthen the hospitality workforce in Memphis through a comprehensive educational and practical training framework. By linking valuable work-based learning experiences with robust academic pathways, the program promises to equip future hospitality professionals with the critical skills necessary for success in our dynamic industry.

Like many in the Memphis area, our hotel often faces challenges in finding sufficiently trained staff ready to meet the complex demands of modern hospitality services. HOSPITRAIN's focus on seamless transitions from educational institutions to employment, facilitated by credit transfers and certifications, is not just innovative; it's essential.

Moreover, the program's collaborative approach with respected institutions such as the University of Memphis and TCAT Memphis ensures that the curriculum remains relevant and forward-thinking, directly addressing the gaps in workforce readiness.

I strongly endorse the HOSPITRAIN project and urge the Grant Committee to support this pivotal initiative. We are eager to contribute to this program, offering our facilities for



**April 16, 2024**

**GIVE 3.0 Grant Committee,  
Tennessee Higher Education Commission (THEC)  
312 Rosa Parks Ave, 9th Floor  
Nashville, TN 37243**

Subject: Strong Endorsement for the Hospitality Professionals Integrated Training Network (HOSPITRAIN)

Dear Members of the Grant Committee,

I am writing you as the General Manager of the Courtyard by Marriott in Memphis/Collierville to express our wholehearted support for the Hospitality Professionals Integrated Training Network (HOSPITRAIN) initiative. This program's vision to bridge the educational and professional gaps in the hospitality sector resonates strongly with the challenges and aspirations we observe daily in our operations.

As a burgeoning tourism and hospitality hub, Memphis has seen remarkable growth. Our hotel is part of an industry that significantly contributes to the local economy, supporting thousands of jobs and attracting millions of visitors annually. Yet, one of the most pressing challenges we face is the shortage of adequately trained hospitality professionals, which HOSPITRAIN promises to address comprehensively.

The partnership between educational institutions such as the University of Memphis and TCAT Memphis, alongside industry stakeholders, including our establishment, creates a

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formidable alliance essential for successfully realizing the program's objectives. The program's focus on enhancing accessibility to education and training through credit transfers, certifications, and mainly through work-based learning (W.B.L.) opportunities is precisely what is needed to prepare students for the real-world challenges they will face in the hospitality environment.

At Courtyard by Marriott, we understand the importance of practical experience, which complements theoretical learning. The integration of work-based learning within the HOSPITRAIN program not only helps in honing the students' skills but also provides businesses like ours with a pipeline of job-ready candidates who are well-versed in the demands of the industry. This alignment is critical for maintaining high standards of service and operational excellence.

Furthermore, expanding the credit transfer system between the University of Memphis and TCATs to include culinary arts highlights a strategic move toward filling specific skill shortages in our sector. This initiative will enable us to support a more versatile and competent workforce, which is essential for the diverse needs of our guests and the dynamic nature of hospitality operations.

In conclusion, I strongly advocate for the approval and funding of the HOSPITRAIN project. This program not only aligns with our immediate staffing needs but also supports the long-term sustainability and competitiveness of the hospitality industry in Memphis. We are excited about the potential changes this will bring about. We are committed to actively participating in the program and offering our premises, expertise, and resources to assist in the practical training aspects of the initiative.

Thank you for considering this vital project that promises to impact our industry and the broader Memphis community significantly. We look forward to contributing to its success and the future it helps build for the hospitality sector.

Sincerely,



Anne Marie Famalette, CHA  
General Manager

Courtyard by Marriott – Memphis/Collierville  
4640 Merchants Park Circle,  
Collierville, TN 38017  
901-850-9390 fax: 901-850-9304



April 5, 2024

**Re: Tennessee Higher Education Commission (THEC)**

Dear THEC Grant Review Committee:

Transfr is pleased to provide this Letter of Commitment to Tennessee College of Applied Technology Memphis in regard to its application for the Governor’s Investment in Vocational Education (GIVE) 3.0 Grant administered by the Tennessee Higher Education Commission. Transfr’s platform provides job seekers with opportunities for innovative VR training simulations and currently works with multiple partners across Tennessee. For this reason, we are confident that this partnership will yield more workforce-ready candidates in the Memphis area.

Transfr’s mission is to train the future of every industry by opening up new opportunities for people across the globe. We create unique pathways to well-paying jobs available now in high-demand fields, enabling learners to find job security and economic prosperity, facilitated by immersive, hands-on training. As a workforce development platform, we work together with community organizations, workforce development groups, educational institutions, and industry leaders to create better futures for workers, employers, and the communities they call home.

Transfr’s hands-on simulation training provides an immersive learning environment that gives trainees real-world experience in the skills they need for well-paying jobs. Guided by a digital coach, they receive expert, personal instruction that teaches them how to perform essential tasks, gives feedback based on their specific actions, and assesses performance in order to help students improve. Transfr’s community partners have used immersive, simulated training modules to illuminate career pathways, help workers build skills, increase job placement, and improve job retention rates.

Transfr will provide VR headsets loaded with relevant training simulations that will support the HOSPITRAIN (Hospitality Professionals Integrated Training Network) program, and the development of communication, teamwork, and support skills in learners to help them learn the professional way of welcoming customers, making meaningful connections, and ensuring that customer needs are met. The Career Exploration simulations will also support recruitment efforts to expose participants to careers within the Hospitality and Tourism Industry. In addition, Transfr will also provide a dedicated team for this project that will focus on implementation, training, ongoing technical support, and monitoring metrics of success identified by implementing entities (e.g., number of students exposed to career exploration simulations) at no additional cost.

Sincerely,

DocuSigned by:

FE9B3F0820DE48E...  
Katelyn Cutshall Elrod

Vice President, Economic Development & Government Relations

## APPENDIX E – Goals and Grant Activity Linkages

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### Detailed Goals and Connections Between Local Needs and Planned Activities for the HOSPITRAIN Project:

#### Goal 1: Increase Higher Education Attainment in Hospitality

- **Planned Activity:** Implement dual enrollment programs for high school students in partnership with local high schools and the University of Memphis.
- **Local Need Connection:** Address the regional demand for educated hospitality professionals by providing early access to higher education pathways, thus encouraging more young people to pursue and attain postsecondary credentials.

#### Goal 2: Enhance Accessibility to Specialized Hospitality Training

- **Planned Activity:** Expand the existing Memorandum of Understanding for credit transfers between the Technical College of Applied Technology (TCAT Memphis) and the University of Memphis to include culinary arts and hospitality management programs.
- **Local Need Connection:** Streamline the transition from technical Training to degree programs, reducing barriers to educational advancement and responding to employer needs for higher-skilled workers in specialized hospitality roles.

#### Goal 3: Align Educational Offerings with Industry Requirements

- **Planned Activity:** Develop curriculum updates closely with industry partners, including the Metropolitan Memphis Hotel and Lodging Association and MMHLA, to ensure relevance to current industry standards and practices.
- **Local Need Connection:** Directly link educational programs to the evolving needs of employers, ensuring that graduates possess the skills and knowledge demanded by the hospitality sector, thereby increasing their employability and career advancement opportunities.

#### Goal 4: Expand Work-Based Learning Opportunities

- **Planned Activity:** Significantly increase the number and quality of internships and apprenticeships available to students through partnerships with key industry players, leveraging locations such as local hotels, restaurants, and tourist attractions.



- **Local Need Connection:** Provide students with practical, hands-on experience that enhances learning outcomes and prepares them for immediate productivity upon employment, directly addressing the local industry's call for job-ready graduates.

#### Goal 5: Strengthen Local Economic Development Through Hospitality Education

- **Planned Activity:** Foster strong collaborations between educational institutions, industry partners, and local organizations to support regional workforce development strategies aligned with economic development goals.
- **Local Need Connection:** Boost the local economy by creating a pipeline of skilled hospitality professionals who can contribute to and enhance Memphis's growing tourism and service sectors.

#### Linkages Between Postsecondary Credentials and Employer Needs

- **Credential Offerings:** Through the HOSPITRAIN project, credentials such as certificates in culinary arts, diplomas in hotel operations, and degrees in hospitality management will be offered.
- **Employer Needs:** These credentials are developed in response to specific demands from local employers who require a workforce skilled in food service management, culinary expertise, guest services, and hotel administration.
- **Impact on Employment:** By equipping students with these credentials, the project ensures that the local workforce can meet the specific requirements of employers, thereby improving hiring rates, reducing turnover by enhancing job satisfaction, and driving economic growth through increased productivity and service quality.

This detailed structuring of goals and activities, alongside clear connections to local needs and employer demands, underlines the HOSPITRAIN project's commitment to elevating educational attainment and workforce readiness in the Memphis hospitality industry.

## APPENDIX F – KWS Academic and Dual Enrollment Programs

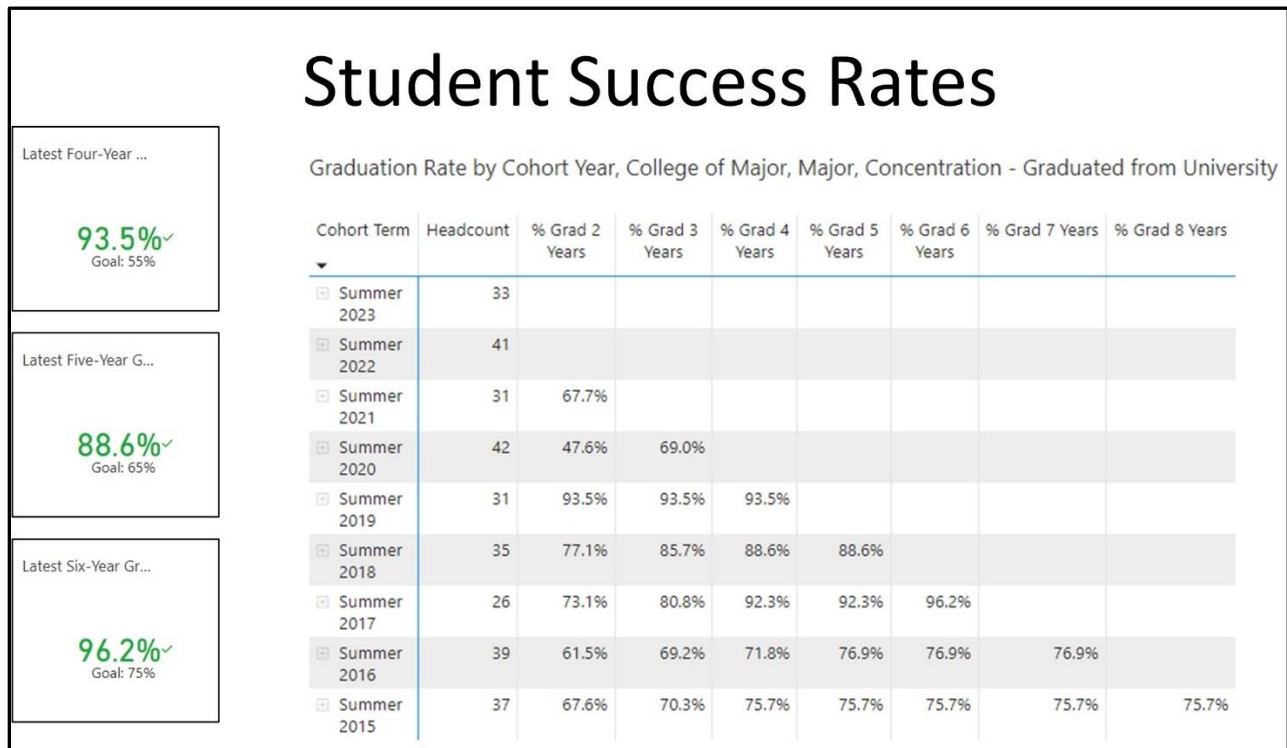
The links to the Kemmons Wilson School’s programs are listed below:

Kemmons Wilson School Website: <https://www.memphis.edu/wilson/>

### B.A. in Hospitality and Resort Management:

- [No Concentration](#)
- [Lodging Management Concentration](#)
- [Culinary Arts Concentration](#)

The KWS student success is shown in the figure below. The four-year graduation rate for our recent cohorts of undergraduate students in B.A. in Hospitality and Resort Management is between 76% and 94%, easily exceeding the university goals.



### Culinary Arts Undergraduate Certificate (CEC)

- 23-credit hour program with embedded credit transfers to the B.A. in Hospitality and Resort Management at Kemmons Wilson School.
- Students can complete the program in two semesters. Students can complete food lab classes during the summer months and complete the mandatory

culinary internship during the fall semester. The Kemmons Wilson School helps students find internship placement through our Internship Coordinator.

- Approved by TN Department of Education. and the US. Department of Education.
- Students can receive financial aid for the programs
- 12 program credits are offered at the local high schools as a part of our growing dual-enrollment program. Students have the option to complete the certificate program after high school graduation.

### **Hospitality Minors Offered:**

- Culinary minors can be developed into certificate courses with GIVE funding to enhance the industry's workforce needs.
- These programs offer traditional and non-traditional students an opportunity to gain technical skills in specific critical skills areas in the Greater Memphis hospitality industry.
- Programs Offered:
  - o [Culinary Arts Minor](#) (18 credit hours – Applied towards B.A. in Hospitality and Resort Management at the University of Memphis.)
  - o [Food and Beverage Management Minor](#) (18 credit hours – Applied towards B.A. in Hospitality and Resort Management at the University of Memphis.)
  - o [Pastry & Baking Minor](#) (18 credit hours – Applied towards B.A. in Hospitality and Resort Management at the University of Memphis.)
  - o [Special Events and Catering Management Minor](#) (18 credit hours – Applied towards B.A. in Hospitality and Resort Management at the University of Memphis.)

### **Continuing Education (C.E.) Courses:**

- Several industry certifications are offered to industry professionals and students to gain credentialings valued by the industry.
- Programs are offered on demand and as needed by registering on our website.
- Current Program Offered:
  - o ServeSafe® Food Handler Course
  - o SrveSafe® Food Handler Course (Spanish Speaking)
  - o ServeSafe® Alcohol Course
  - o AHLA's Guest Service Gold Certification
  - o STR's Certification in Hotel Analytics (CHIA)

### Recreational Classes: Open to the Public:

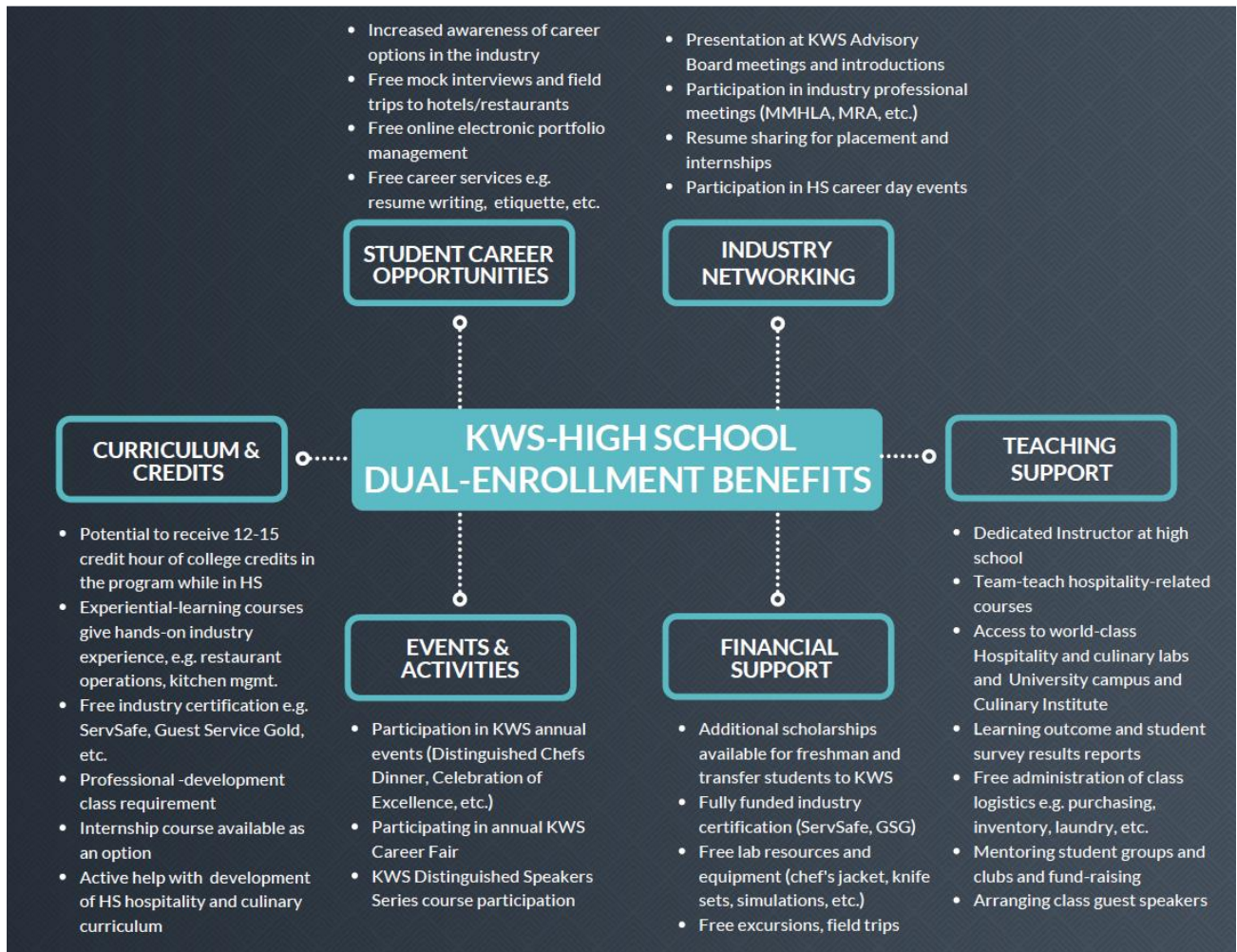
- The Kemmons Wilson School of Hospitality and Resort Management offers special interest, non-credit, short courses on hospitality and culinary topics, such as food and wine pairing, geo-cakes baking, pasta-making, etc.
- The classes are scheduled for 2-3 hours on weekday evenings based on enrollment.
- Because of our MOU, the classes can be offered through the Professional and Continuing Education (PACE) Office at the University of Memphis, with participants receiving certification and CE credits.

### Hospitality Dual Enrollment Programs:

- The Kemmons Wilson has had a robust hospitality dual enrollment program in lodging operations and culinary arts since 2018.
- The program has grown to several regional school districts, including Memphis Shelby County Schools, Hardeman County Schools, Gibson County Schools, Collierville Schools, and Millington Schools. Additionally, school districts are considering offering our curriculum during the upcoming year.
- Our dual enrollment program has grown from 18 students in 2018 to about 330 in 2023 a semester, with students taking 3-6 credit hours a year.
- The most popular program is the 23-credit hour Culinary Essential Certificate (CEC), in which high school students complete 9-12 hours before graduation. Students can complete the remaining credits in the certificate after graduation from high school through a bridge program during summer, as formalized in this proposal.

Year	DE Students
2018	18
2019	80
2020	194
2021	265
2022	314
2023	330

The Kemmons Wilson School offers various services to the high schools as a part of its dual enrollment program partnership, as shown in the figure below.



## APPENDIX G – Grant Activity Alignment with Workforce Data

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We actively aligned our data analysis with the workforce needs in the hospitality sector through a series of strategic steps:

### 1. Identification of Workforce Needs:

- We began with a thorough analysis of current and projected workforce needs, examining job growth, turnover rates, and skill shortages for roles like food service managers, chefs, and lodging managers. This comprehensive review informed our approach to addressing gaps in the industry.
- Consultations with local industry groups, such as the Metropolitan Memphis Hotel and Lodging Association and the Memphis Tourism, pinpointed specific skills in high demand but lacking in the workforce.

### 2. Curriculum Development Based on Data:

- We updated our curriculum and plan for new training modules based on this workforce data, targeting areas of greatest need and growth potential, such as culinary arts and digital marketing for hospitality. These updates through non-credit programs (PACE) will enhance our programs and be impactful in closing the skills gap in the industry.
- These updated program integration into both academic and vocational training programs will enhance their relevance and impact on the hospitality sector in Greater Memphis.

### 3. Targeted Training Programs:

- We identified training programs focused on advanced culinary skills and management acumen, which were identified as high-need areas through our data analysis. These programs are designed to enhance the skills of both new and existing workers.
- Our training is aligned with recognized certifications and credentials valued by employers, boosting the employability of our graduates.

### 4. Work-Based Learning Aligned with Workforce Needs:

- We expanded opportunities for students to participate in internships and apprenticeships at local hospitality venues, allowing them to apply classroom knowledge in real-world settings and ensuring our educational outcomes met practical workforce requirements.

- A feedback loop plan was developed with employers hosting W.B.L. participants, enabling continuous adjustment and improvement of our training offerings based on actual performance and evolving industry needs.

**5. Sustainability and Long-Term Workforce Development:**

- Planned mechanisms for ongoing assessment of program effectiveness and alignment with changing workforce needs, including annual reviews and curriculum adjustments based on the latest labor market data.
- Our commitment to continuously align training with workforce demands ensures the development of a sustainable talent pipeline that supports long-term growth and innovation in Memphis's hospitality sector.

Through the above strategies, our proposal is robust in its commitment to linking educational and training efforts directly with the actual needs of the hospitality industry.

## APPENDIX H – Grant Activities And Secondary to Postsecondary Pathway

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### 1. Secondary to Postsecondary Transition

- **Dual Enrollment Programs:** High school students can enroll in dual enrollment programs that will enable them to earn college credits while still in secondary school. These programs are coordinated through partnerships between local high schools, the University of Memphis, and TCAT Memphis. This setup provides students with a head start in their hospitality education.
- **Curriculum Integration:** The curriculum for these dual enrollment programs is specifically designed to integrate seamlessly with the courses offered in postsecondary hospitality programs. This ensures a smooth academic transition, reducing redundancy and accelerating the educational process.

### 2. Credit Transfer and Articulation Agreements

- **Streamlined Credit Transfers:** The proposal strengthens existing Memorandums of Understanding (MOUs) between TCAT Memphis and the University of Memphis to ensure that credits earned in hospitality-related courses at TCAT Memphis are transferable and count towards relevant associate and bachelor's degrees at the University of Memphis. This arrangement simplifies the progression from vocational Training to higher education.
- **Clear Pathways to Degrees:** Students are provided with clear pathways and guidance on how their early college credits fit into the larger framework of their intended hospitality degrees, helping them plan their educational journey efficiently.

### 3. Work-Based Learning Integration

- **Embedded Apprenticeships and Internships:** Students participate in structured work-based learning experiences with local hospitality businesses as part of their coursework. These experiences complement their academic learning, provide real-world experience, and meet specific learning objectives tied to their degree requirements.
- **Skill Application and Development:** These work-based learning opportunities allow students to apply theoretical knowledge in practical settings, honing skills that are directly relevant to their future careers in hospitality.



#### 4. Credential and Certification Acquisition

- **Industry Certifications:** Alongside academic degrees, the program incorporates various certifications recognized by the hospitality industry, such as the American Hotel and Lodging Educational Institute certifications. These certifications are integrated into the coursework, ensuring students graduate with a degree and credentials that enhance their employability.
- **Alignment with Employer Needs:** The certifications and skills taught in the program are selected based on direct input from industry partners and labor market analysis, ensuring they align with current and future workforce needs.

#### 5. Continuous Feedback and Improvement

- **Feedback Mechanisms:** The proposal includes mechanisms for ongoing feedback from both students and industry partners to assess and refine the educational pathway continuously. This ensures the program remains responsive to the evolving needs of the hospitality industry.

Through these structured strategies, the HOSPITRAIN proposal ensures that students in the Greater Memphis area have a comprehensive educational pathway that meets their academic needs and prepares them thoroughly for successful careers in the hospitality industry, aligning perfectly with local and regional workforce demands.

Full Program Plan:

The HOSPITRAIN project aims to develop and expand academic programs and certifications in hospitality management based on identified needs. A detailed plan includes aligning grant activities with workforce data to provide pathways from secondary to postsecondary education, leading to recognized credentials. The plan emphasizes Work-Based Learning (W.B.L.) programs to align education with Greater Memphis workforce skills.

# Full Program Plan:

Credit Transfers and Certifications:										
Program	Grade	Focus Area	Semester 1 (Fall)	Semester 2 (Spring)	Summer Semester	Full Year Award		University of Memphis Award Type	Additional Professional and Industry Certifications Awarded (Embedded in Courses and Programs)	
						At University of Memphis Credits	At TCAT Memphis			
High School Dual Enrollment with the University of Memphis and TCAT Memphis Dual Enrollment for Hospitality Management Program (Either at high schools or at TCAT Memphis).	10th Grade	Culinary Arts and Foodservice Focus	NA	NA	Guided Apprenticeship- Culinary Industry (80 Hours)	HPRM 2111- Hospitality Industry Experience (1 credit)	NA	Prior Learning Credit - PLC	1. Essential Skills for Your Career Development (Free Certificate training from the University of Leeds, UK)	
		Hospitality Management Focus	NA	NA	Guided Apprenticeship- Hospitality Industry (80 Hours)	HPRM 2111- Hospitality Industry Experience (1 credit)	NA	Prior Learning Credit - PLC	1. Essential Skills for Your Career Development (Free Certificate training from the University of Leeds, UK)	
	11th Grade	Culinary Arts and Foodservice Focus	H.P.R.M. 2012 - Introduction to Culinary Arts (3 Credits) WITH ProStart Year 1 Curriculum Embedded	H.P.R.M. 2012 - Intermediate Culinary Skills (3 Credits) WITH ProStart Year 1 Curriculum Embedded	H.P.R.M. 2014 - Culinary Leadership and Professionalism (3 Credits) WITH ProStart Year 1 Curriculum Embedded	9 Credits in the University of Memphis B.A. in Hospitality and Resort Management Program	NA	Direct Credit through University of Memphis Transcript	1. American Culinary Federation Education Foundation (A.C.F.E.F.) Certified Fundamentals Cook; 2. Certified Fundamentals Pastry Cook; 3. National Restaurant Association's ServSafe Food Handler Certification	
		Hospitality Management Focus	HPRM 1050 - Introduction to Hospitality Business (3 Credits)	HPRM 3330 - Managing Hotel and Resort Operations (2 Credits) + HPRM 3331 - Lodging Management Lab (1 Credits)	HPRM 3911 - Pre-Intern & Prof Development (3 Credits) - could be delivered in-person, online, or in hybrid options).	9 Credits in the University of Memphis B.A. in Hospitality and Resort Management Program including the optional summer bridge program.	NA	Direct Credit through University of Memphis Transcript	American Hotel and Lodging Association Certifications: 1. Guest Service Gold®- Golden Opportunities and TripAdvisor® Online Courses; 2. START Certified Guestroom Attendant; 3. START Certified Maintenance Employee (C.M.E.) 4. National Restaurant Association's ServSafe Food Handler Certification	
	12th Grade	TCAT Memphis Year 1 - Hospitality Management Program	HOSPITALITY AND TOURISM PROFESSIONALISM CERTIFICATE - 432 Hours, including 45 hours of Culinary Training. Program Content: RHT 0002 Worker Characteristic Worker Characteristic (6 hours); R.H.T. 2010 Orientation - Hospitality & Tourism Orientation - Hospitality and Tourism (6 hours); R.H.T. 2020 Comp Apps Hospitality Tourism Computer Applications - Hospitality and Tourism (100 Hours); R.H.T. 2030 Hospitality & Tourism Fundamentals Hospitality and Tourism Fundamentals			11 Credits in the University of Memphis B.A. in Hospitality and Resort Management Program, including the summer semester.	TCAT Memphis's Certificate 2: Hospitality and Tourism Professional	University of Memphis and TCAT Memphis Hospitality Management Program Articulation Agreement (Existing)	1. American Hotel and Lodging Association Certifications: Guest Service Gold®; 2. OSHA OUTREACH 10-HOUR TRAINING; 3. National Restaurant Association's ServSafe Food Handler Certification	
		Culinary Arts and Foodservice Focus	H.P.R.M. 2016 - Essentials of Pastry & Baking (3 Credits) WITH ProStart Year 2 Curriculum Embedded	H.P.R.M. 2017 - Food Composition & Sanitation (3 Credits) WITH ProStart Year 2 Curriculum Embedded	Graduate from High School and register for the Summer Bridge Program (S.B.P.) at the University of Memphis for an additional 8 credits to complete the Culinary Essentials Certificate (C.E.C.). See the rows below for the S.B.P.	14 Credits, including summer semester, in the University of Memphis B.A. in Hospitality and Resort Management Program. In addition, The National ProStart Certificate of Achievement (C.O.A.) will also be awarded.	NA	Direct Credit through University of Memphis Transcript.	1. The National ProStart Certificate of Achievement (C.O.A.) will be awarded by The National Restaurant Association (N.R.A.). 2. American Culinary Federation Education Foundation (A.C.F.E.F.) Certificate of Culinary Essentials	
		Hospitality Management Focus	H.P.R.M. 2030 - Foundations of Professional Development (3 Credits)	H.P.R.M. 2031 - Exploring Hospitality Careers (3 Credits)	Graduate from High School and register for Summer Bridge Program (S.B.P.) at the University of Memphis for 9 additional credits towards the B.A. degree in Hospitality and Resort Management at the University of Memphis.	15 Credits in the University of Memphis B.A. in Hospitality and Resort Management Program at the University of Memphis, including the summer semester.	NA	Direct Credit through University of Memphis Transcript	1. American Hotel and Lodging Association Certifications: START Certified Front Desk Representative (C.F.D.R.); 2. Hospitality Manager: Leadership Online Course;	
		TCAT Memphis Year 2 - Hospitality Management Program	RETAIL, HOSPITALITY AND TOURISM PROFESSIONAL CERTIFICATE - 432 Hours, including 45 hours of Culinary Training. Program Content: RHT 0003 Worker Characteristic Worker Characteristic (6 Hours); RHT 3010 Advanced Computer Applications Advanced Computer Applications (100 Hours); RHT 3020 Adv Retail Industry Concepts Advanced Retail Industry Concepts (163 Hours); and RHT 3030 Adv Hospitality & Tourism Concepts Advanced Hospitality and Tourism Concepts (163 Hours, including 45 Hours of Culinary Arts training).			Graduate from High School and register for Summer Bridge Program (S.B.P.) at the University of Memphis for work experience. Please see below.	10 Credits in the University of Memphis B.A. in Hospitality and Resort Management Program	TCAT Memphis's Certificate 3: Retail, Hospitality and Tourism Professional Certificate. Students who have also completed TCAT Memphis's Certificate 1: Retail Professional, will receive the Retail, Hospitality and Tourism Professional Diploma	University of Memphis and TCAT Memphis Hospitality Management Program Articulation Agreement (Existing)	1. TCAT Memphis's Certificate 3: Retail, Hospitality and Tourism Professional Certificate. 2. START Certified Front Desk Representative (C.F.D.R.) 3. American Hotel and Lodging Association Certifications: START Certified Maintenance Employee (C.M.E.); 3. American Hotel and Lodging Association Certifications: Hospitality Manager: Leadership Online Course; 4. START Certified Front Desk Representative (C.F.D.R.)
		Summer Bridge Program (S.B.P.) at the University of Memphis	Post High School Graduation (After 12th Grade).	Culinary Arts and Foodservice Focus (Culinary Essential Certificate - C.E.C.) - Complete remaining courses in the program	HPRM 2015 - A La Carte Restaurant (3-credit Experiential Learning class at the Blue Room Restaurant at the Kemmons Wilson Culinary Institute (K.W.C.I.) in Cordova. And 3-credit, H.P.R.M. 2018 - Introduction to Garde Manger, at the Kitchen lab at K.W.C.I.	2-credit, H.P.R.M. 2019 - Culinary Internship (At least 160 hours) organized by the Kemmons Wilson School (K.W.S.) at the University of Memphis.	8 Credits in the University of Memphis B.A. in Hospitality and Resort Management Program	NA	Direct Credit through University of Memphis Transcript	1. American Hotel and Lodging Association Certifications: START Certified Restaurant Server (C.R.S.); 2. American Culinary Federation Education Foundation (A.C.F.E.F.) Certificate of Baking and Pastry Essentials
				Hospitality Management Focus	(HPRM 4911- Internship, 3 Credits..	3-credit, HPRM 4911- Internship of at least 240 hours, organized by Kemmons Wilson School (K.W.S.) at the University of Memphis.	9 Credits in the University of Memphis B.A. in Hospitality and Resort Management Program	NA	Direct Credit through University of Memphis Transcript	American Hotel and Lodging Association Certifications: 1. Hospitality Manager: Hotel Operations Online Course 2. Supervisory Skill Builders Course; 3. Hospitality Manager: Revenue Management Online Course; 4. C.H.S.: Certified Hospitality Supervisor
Summer Bridge Program (S.B.P.) at the University of Memphis	Post High School Graduation (After 12th Grade).	TCAT Memphis Year 2 - Hospitality Management Program	At least 240 hours of work experience (internship) organized by Kemmons Wilson School			3 Credits in the University of Memphis B.A. in Hospitality and Resort Management Program	TCAT Memphis's Certificate 3: Retail, Hospitality and Tourism Professional Certificate. Students who have also completed TCAT Memphis's Certificate 1: Retail Professional, will receive the Retail, Hospitality and Tourism Professional Diploma	Prior Learning Credit - PLC	American Hotel and Lodging Association Certifications: 1. Hospitality Manager: Hotel Operations Online Course 2. Supervisory Skill Builders Course; 3. Hospitality Manager: Revenue Management Online Course; 4. C.H.S.: Certified Hospitality Supervisor	

### Credit Transfer Options:

The above table outlines the comprehensive pathways for students to acquire college credits through High School Dual Enrollment programs with the University of Memphis and TCAT Memphis Dual Enrollment for Hospitality Management. These pathways are designed to cater to students interested in Culinary Arts, Foodservice, and Hospitality Management, offering a blend of academic instruction, hands-on apprenticeships, and professional certification opportunities across various grade levels, starting from the 10th Grade through post-high school graduation.

10th Grade: Focus Areas: Culinary Arts and Foodservice; Hospitality Management.

- Summer Semester: 80-hour guided apprenticeship in the relevant industry.
- Awards: HPRM 2111 - Hospitality Industry Experience (1 credit) from the University of Memphis, categorized as Prior Learning Credit (P.L.C.).
- Certifications: Essential Skills for Your Career Development, a free University of Leeds, UK certificate.

11th Grade: Culinary Arts and Foodservice Focus:

- Semesters: Introduction to Culinary Arts and Intermediate Culinary Skills (3 credits each, with ProStart Year 1 Curriculum Embedded) and Culinary Leadership and Professionalism during the summer (3 credits).
- Awards: 9 credits towards a B.A. in Hospitality and Resort Management at the University of Memphis, direct credit on the transcript.
- Certifications: A.C.F.E.F. Certified Fundamentals Cook and Pastry Cook, ServSafe Food Handler Certification.

11<sup>th</sup> Grade: Hospitality Management Focus:

- Semesters: Introduction to Hospitality Business (3 Credits), Managing Hotel and Resort Operations and Lodging Management Lab (3 Credits total), Pre-Intern & Professional Development (3 Credits).
- Awards: 9 credits towards the same degree, including an optional summer bridge program.
- Certifications: Various American Hotel and Lodging Association Certifications, ServSafe Food Handler Certification.

## TCAT Memphis Year 1 - Hospitality Management Program

- Semesters: 432 hours, including Culinary Training, with courses covering worker characteristics, hospitality orientation, computer applications, and operations in hospitality and tourism.
- Awards: 11 credits towards the B.A. degree, including the summer semester, through TCAT Memphis's Hospitality and Tourism Professional Certificate.
- Certifications: American Hotel and Lodging Association Certifications, O.S.H.A. Outreach 10-hour training, ServSafe Food Handler Certification.

### 12th Grade: Culinary Arts and Foodservice Focus:

- Semesters: Essentials of Pastry & Baking, Food Composition & Sanitation (3 Credits each, with ProStart Year 2 Curriculum Embedded).
- Summer: 8 additional credits through a Summer Bridge Program for a Culinary Essentials Certificate.
- Awards: 14 credits in total, direct credit on transcript, and the National ProStart Certificate of Achievement.

### 12<sup>th</sup> Grade: Hospitality Management Focus:

- Semesters: Foundations of Professional Development, Exploring Hospitality Careers (3 Credits each).
- Summer: 9 additional credits towards the degree.
- Certifications: Various certifications from the American Hotel and Lodging Association.

## TCAT Memphis Year 2 - Hospitality Management Program

- Focus: Advanced curriculum with 432 hours, including Culinary Training, covering advanced computer applications, retail industry concepts, and hospitality concepts.
- Summer: Work experience/Internship.
- Awards: 10 credits towards the degree, TCAT Memphis's Retail, Hospitality, and Tourism Professional Certificate.

Summer Bridge Program (S.B.P.) at the University of Memphis (Post High School Graduation)

- Culinary Arts and Foodservice Focus: Completing remaining courses for the Culinary Essential Certificate (C.E.C.) with experiential learning and internships totaling 8 credits.
- Hospitality Management Focus: Internship (3 Credits) and additional courses totaling 9 credits.
- Certifications: Various American Hotel and Lodging Association certifications, including an A.C.F.E.F. Certificate in Baking and Pastry Essentials.

Across these programs, students gain valuable academic credits toward a degree in Hospitality and Resort Management and earn professional and industry certifications embedded within the courses and programs, providing a robust foundation for their future careers in the hospitality industry.

## APPENDIX I – Postsecondary Opportunities Align With Workforce Needs

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The HOSPITRAIN proposal incorporates multiple early postsecondary opportunities designed to meet specific workforce needs in the Greater Memphis hospitality sector, ensuring that students are well-prepared for immediate employment upon completing their studies. These opportunities are strategically developed to align education with the direct requirements of the local hospitality industry, facilitating a smoother transition from school to work. The two significant components included in the HOSPITRAIN proposal are:

### 1. Dual Enrollment Programs with a Focus on Hospitality

- **Program Description:** High school students can enroll in dual enrollment programs through collaborations with the University of Memphis and TCAT Memphis. These programs focus on courses in hospitality management, culinary arts, and hotel operations, allowing students to earn college credits while still in high school.
- **Workforce Alignment:** This early exposure to postsecondary education accelerates academic progress and addresses the urgent need for qualified professionals in Memphis's growing hospitality industry. The curriculum is developed in consultation with industry partners to ensure it includes the competencies sought by local employers, such as customer service excellence, food and beverage management, and operational efficiency.

### 2. Certificate Programs Embedded within the High School Curriculum

- **Program Description:** As part of the dual enrollment initiative, students can attain professional certifications before graduating high school. Certifications such as the American Hotel & Lodging Educational Institute (AHLEI) certification, ServSafe Food Handler certification, and Certified Fundamentals Cook are integrated into the curriculum.
- **Workforce Alignment:** These certifications are recognized industry-wide and validate the skills and knowledge employers expect from entry-level candidates. By obtaining these certifications early, students are markedly more attractive to potential employers and are prepared to enter the workforce immediately, reducing the need for extensive on-the-job training.

### Additional Benefits and Strategic Implementation

- **Seamless Educational Pathway:** These early postsecondary opportunities are structured to provide a seamless transition from secondary to higher education, thereby encouraging continued educational advancement in the hospitality sector. Students participating in these programs are more likely to pursue further education, contributing to higher education attainment rates in the region.

- **Industry-School Partnerships:** Ongoing partnerships with local hotels, restaurants, and tourism attractions offer students work-based learning experiences that complement their formal education. These opportunities are crucial for applying theoretical knowledge in real-world settings, making education more relevant and engaging.
- **Feedback and Adjustment:** Regular feedback from industry partners ensures that the programs remain aligned with the evolving needs of the hospitality market, allowing curriculum adjustments that keep pace with industry innovations and changes.

By integrating these early postsecondary opportunities into the HOSPITRAIN project, the proposal not only boosts educational outcomes for students but also directly addresses the workforce development needs of the hospitality industry in the Greater Memphis area. These strategic educational initiatives are vital for fostering a competent, skilled workforce ready to meet the challenges of a dynamic and competitive industry.

A Summary of the Program Completion Pathways:

<b>Program Completion Pathway Options:</b>		
<b>Hospitality Innovation and Readiness for Employment (H.I.R.E.) Pathway:</b>		<b>Outcomes</b>
High School Completed	16 Credits at UM BA in Hospitality and Resort Management Degree + 5 Professional Industry Certifications	Transfer credits to the University of Memphis undergraduate degree program or enter the hospitality workforce.
High School + Summer Bridge Program (S.B.P.) Completed	25 Credits at UM BA in Hospitality and Resort Management Degree + 8 Professional Industry Certifications	
TCAT Memphis Hospitality Diploma Completed Retailers and Hospitality Diploma	21 Credits at UM BA in Hospitality and Resort Management Degree + 9 Professional Industry Certifications	
<b>Tourism and Hospitality Reentry, Innovation &amp; Vocational Education (T.H.R.I.V.E.) Pathway:</b>		<b>Outcomes</b>
<b>Home Schooled - Graduated from High School with UM Dual Enrollment</b>	12 Credits at UM BA in Hospitality and Resort Management Degree + 4 Professional Industry Certifications	Transfer credits to the University of Memphis undergraduate degree program or enter the hospitality workforce.
<b>Re-Entry Population - Short-term continuing education in the hospitality industry, with special interest courses for gaining industry competencies.</b>	3-15 Continuing Education Credits + 1-3 University of Memphis Professional and Continuing Education (PACE) Certificates, which transfer to a BA Degree in Hospitality and Resort Management at the University of Memphis (Prior Learning Credits - P.L.C.)	
<b>Adult and Continuing Education Population - Short-term continuing education in the hospitality industry, with special interest courses for gaining industry competencies.</b>	3-15 Continuing Education Credits + 1-3 University of Memphis Professional and Continuing Education (PACE) Certificates, which transfer to a BA Degree in Hospitality and Resort Management at the University of Memphis (Prior Learning Credits - P.L.C.)	
<b>Opportunity Youth - Short-term continuing education in the hospitality industry, with special interest courses for gaining industry competencies.</b>	3-15 Continuing Education Credits + 1-3 University of Memphis Professional and Continuing Education (PACE) Certificates, which transfer to a BA Degree in Hospitality and Resort Management at the University of Memphis (Prior Learning Credits - P.L.C.)	
<b>Veterans - Short-term continuing education in the hospitality industry, with special interest courses for gaining industry competencies.</b>	3-15 Continuing Education Credits + 1-3 University of Memphis Professional and Continuing Education (PACE) Certificates, which transfer to a BA Degree in Hospitality and Resort Management at the University of Memphis (Prior Learning Credits - P.L.C.)	

### Pathway Options:

The above table outlines various Program Completion Pathway Options within the program, detailing specific pathways under two main programs: *Hospitality Innovation and*

*Readiness for Employment (H.I.R.E.) Pathway and the Tourism and Hospitality Reentry, Innovation & Vocational Education (T.H.R.I.V.E.) Pathway.* Each path is designed to cater to different groups of individuals, offering tailored education and training opportunities in hospitality management, leading to academic credits, professional certifications, and pathways into the hospitality workforce or further education.

H.I.R.E. Pathway Outcomes:

1. High School Completed

- Outcomes: Earn 16 credits towards a University of Memphis (U.M.) B.A. in Hospitality and Resort Management degree and 5 professional industry certifications.
- Next Steps: Students can transfer credits to the University of Memphis undergraduate degree program or enter the hospitality workforce.

2. High School + Summer Bridge Program (S.B.P.) Completed

- Outcomes: Accumulate 25 credits at U.M. for the B.A. in Hospitality and Resort Management Degree and 8 professional industry certifications.

3. TCAT Memphis Hospitality Diploma Completed (Retail and Hospitality Diploma)

- Outcomes: Obtain 21 credits at U.M. towards the B.A. in Hospitality and Resort Management Degree and 9 professional industry certifications.

T.H.R.I.V.E. Pathway Outcomes:

1. Home Schooled - Graduated from High School with UM Dual Enrollment

- Outcomes: Secure 12 credits at U.M. for the B.A. in Hospitality and Resort Management Degree and 4 professional industry certifications.
- Next Steps: Similar to the H.I.R.E. pathway, options include transferring credits to the U.M. undergraduate degree program or entering the hospitality workforce.

2. Reentry Population

- Outcomes: Gain 3-15 Continuing Education Credits and 1-3 University of Memphis Professional and Continuing Education (PACE) Certificates, transferable as Prior Learning Credits (P.L.C.) towards a BA Degree in Hospitality and Resort Management at U.M.



3. Adult and Continuing Education Population

- Outcomes: Similar to the reentry population, earning 3-15 Continuing Education Credits and 1-3 PACE Certificates with the same transferability.

4. Opportunity Youth

- Outcomes: Again, this group can earn 3-15 Continuing Education Credits and 1-3 PACE Certificates transferable to the B.A. degree.

5. Veterans

- Outcomes: Veterans can also gain 3-15 Continuing Education Credits and 1- 3 PACE Certificates, with the option to transfer these as Prior Learning Credits towards the degree.

Each pathway provides a structured approach to gaining specialized knowledge and skills in hospitality, focusing on preparing individuals for successful careers in the industry or further academic pursuits within the University of Memphis's Hospitality and Resort Management program. Including professional industry certifications alongside academic credits enhances the employability and readiness of participants for various roles within the hospitality sector.

## APPENDIX J – Stackable Credentials

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Our proposal incorporates a system of stackable credentials involving multiple postsecondary institutions specifically designed to offer flexible and progressive educational pathways that meet student career goals and the evolving needs of the hospitality industry. This system allows students to build upon completed coursework with additional credentials that enhance their employability and expertise.

### Stackable Credential Progression

- **Initial Certificates and Diplomas:** The foundational layer of the HOSPITRAIN credential system begins at TCAT Memphis. Students can earn entry-level certificates and diplomas in Hospitality, Retail, and Tourism Management. These credentials are designed to quickly equip students with the skills needed for immediate employment in entry-level positions.
- **Associate Degrees:** The next layer involves pursuing an Associate Degree in Hospitality Management at the Southwest Community College in Memphis, which builds on the skills acquired through the initial certificates. This degree includes additional hospitality marketing, human resources, and hospitality law coursework. It is designed to prepare students for supervisory roles within the industry.
- **Credit Transfer to University Programs:** Credits from certificates and associate degrees are fully transferable to the University of Memphis, where students can pursue a Bachelor's Degree (B.A.) in Hospitality and Resort Management. The curriculum at the University of Memphis expands on the foundational knowledge from TCAT Memphis, offering advanced courses in management, finance, and strategic planning within the hospitality sector.
- **Advanced Certifications:** Alongside degree programs, students can pursue specialized certifications integrated into TCAT Memphis and University of Memphis courses. These include certifications like Certified Hospitality Supervisor (CHS) and Certified Hotel Administrator (CHA), recognized internationally and highly valued by employers.

### Demonstration of Pathway and Institutional Collaboration

- **Collaborative Framework:** Our proposal highlights a collaborative framework between TCAT Memphis and the University of Memphis, which includes articulation agreements that ensure smooth credit transfers and recognition of prior learning. This arrangement facilitates a seamless educational journey for students as they progress through different levels of credentials.

- **Advisory Services:** Both institutions offer advisory services to help students plan their educational pathways effectively. Advisors assist students in selecting the right mix of certificates, degrees, and certifications based on their career aspirations and the needs of the local hospitality market.
- **Employer Involvement:** The credential system is developed in close collaboration with local hospitality employers, ensuring that the skills taught directly apply to the current job market. Employers actively participate in curriculum development and offer internships, co-op placements, and even job placements for graduates.

### **Benefits of Stackable Credentials**

- **Flexibility and Accessibility:** The stackable nature of the credentials allows students to enter the workforce at various stages of their education, providing flexibility to work and earn simultaneously while continuing their education.
- **Career Advancement:** Each credential is designed to open new employment opportunities and potential for career advancement, ensuring that education directly contributes to economic mobility.
- **Meeting Workforce Needs:** This structured approach ensures that the workforce needs of the hospitality industry are met comprehensively, preparing students not just for jobs but for careers with sustainable growth potential.

The proposed stackable credential layers provide a robust framework for educational advancement and career development in the hospitality industry, aligned with student goals and regional workforce development needs.

## APPENDIX K – Appropriately Credentialed Job Candidates

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The project is strategically designed to produce job candidates who are not only credentialed but also possess the precise skills required by employers in the hospitality industry in Greater Memphis. This alignment of educational outcomes with employer needs is achieved through several key strategies:

### 1. Curriculum Development in Partnership with Industry

- **Engagement with Employers:** From the outset, the HOSPITRAIN project engages with local hospitality businesses, industry groups, and employers to understand the specific skills and competencies in demand. This ongoing dialogue ensures that the curriculum remains relevant to industry standards and practices.
- **Industry-Advised Curriculum:** Employers have a direct say in curriculum development, ensuring that the programs teach practical, applicable skills directly transferable to the workplace. This includes technical skills specific to hospitality, such as culinary techniques and guest service management, and soft skills like communication and teamwork.

### 2. Comprehensive Certification and Credentialing

- **Industry-Recognized Certifications:** The program integrates certifications recognized across the hospitality industry, such as ServSafe for food safety and the Certified Hotel Administrator (CHA) for hotel management. These certifications are highly valued by employers and signify that the holder possesses specific, validated skills.
- **Stackable Credentials:** Students can start with essential certificates and progressively build more advanced diplomas and degrees. This approach allows students to quickly gain entry-level employment and continue their education to advance their careers, aligning with employer needs at each step.

### 3. Work-Based Learning (W.B.L.) Experiences

- **Real-World Application:** Through internships, apprenticeships, and cooperative education (co-op) programs, students apply classroom learning in real-world hospitality settings. This enhances their learning experience and ensures they develop practical skills that are immediately applicable in the workplace.
- **Partnership with Local Businesses:** By partnering with various hospitality businesses, from small restaurants to large hotels, the project ensures that students gain

a broad array of experiences, making them well-rounded candidates who can adapt to various roles within the industry.

#### 4. Continuous Feedback and Adaptation

- **Feedback Mechanisms:** The project establishes mechanisms for continuous feedback from both students and employers regarding the effectiveness of the training programs. This feedback adjusts the curriculum and training methods, ensuring they align with evolving industry needs.
- **Labor Market Monitoring:** Regular monitoring of labor market trends ensures that the training programs adapt to changes in the hospitality sector, such as the adoption of new technologies or shifts in consumer preferences.

#### 5. Focus on Career Readiness

- **Soft Skills Development:** Recognizing the importance of interpersonal skills in hospitality, the curriculum includes comprehensive Training in customer service, leadership, conflict resolution, and cultural sensitivity.
- **Career Services:** The project offers robust career services, including resume building, interview preparation, and job placement assistance, ensuring students are ready to enter the job market confidently and effectively.

By implementing these strategies, our project ensures that the workforce it produces is well-credentialed and equipped with the specific skills and competencies in high demand by employers in the hospitality industry. This alignment significantly enhances the employability of graduates and meets the sector's needs for qualified, skilled professionals.

The list of Industry certifications the students will complete as a part of this project is shown in the table below.

HOSPITRAIN: Hospitality Integrated Training Network – GIVE 3.0 Grant Proposal

Program	Grade	Focus Area	Additional Professional and Industry Certifications Awarded (Embedded in Courses and Programs)
High School Dual Enrollment with the University of Memphis and T.C.A.T. Dual Enrollment for Hospitality Management Program (Either at high schools or at T.C.A.T.).	10th Grade	Culinary Arts and Foodservice Focus	1. Essential Skills for Your Career Development (Free Certificate training from the University of Leeds, UK)
		Hospitality Management Focus	1. Essential Skills for Your Career Development (Free Certificate training from the University of Leeds, UK)
	11th Grade	Culinary Arts and Foodservice Focus	1. Americal Culinary Federation Education Foundation (A.C.F.E.F.) Certified Fundamentals Cook; 2. Certified Fundamentals Pastry Cook; 3. National Restaurant Association's ServSafe Food Handler Certification
		Hospitality Management Focus	American Hotel and Lodging Association Certifications: 1. Guest Service Gold®: Golden Opportunities and Tripadvisor® Online Courses; 2. START Certified Guestroom Attendant; 3. START Certified Maintenance Employee (C.M.E.) 4. National Restaurant Association's ServSafe Food Handler Certification
		T.C.A.T. Year 1 - Hospitality Management Program	1. American Hotel and Lodging Association Certifications: Guest Service Gold®; 2. OSHA OUTREACH 10-HOUR TRAINING; 3. National Restaurant Association's ServSafe Food Handler Certification
		Culinary Arts and Foodservice Focus	1. The National ProStart Certificate of Achievement (C.O.A.) will be awarded by The National Restaurant Association (N.R.A.). 2. Americal Culinary Federation Education Foundation (A.C.F.E.F.) Certificate of Culinary Essentials
	12th Grade	Hospitality Management Focus	1. American Hotel and Lodging Association Certifications: START Certified Front Desk Representative (C.F.D.R.); 2. Hospitality Manager: Leadership Online Course;
		T.C.A.T. Year 2 - Hospitality Management Program	1. T.C.A.T.'s Certificate 3: Retail, Hospitality and Tourism Professional Certificate. 2. START Certified Front Desk Representative (C.F.D.R.) 3. American Hotel and Lodging Association Certifications: START Certified Maintenance Employee (C.M.E.); 3. American Hotel and Lodging Association Certifications Hospitality Manager: Leadership Online Course; 4. START Certified Front Desk Representative (C.F.D.R.)
	Program	Grade	Focus Area
Summer Bridge Program (S.B.P.) at the University of Memphis	Post High School Graduation (After 12th Grade).	Culinary Arts and Foodservice Focus (Culinary Essential Certificate- C.E.C.) - Complete remaining courses in the program	1. American Hotel and Lodging Association Certifications: START Certified Restaurant Server (C.R.S.);  2. Americal Culinary Federation Education Foundation (A.C.F.E.F.) Certificate of Baking and Pastry Essentials
		Hospitality Management Focus	American Hotel and Lodging Association Certifications:  1. Hospitality Manager: Hotel Operations Online Course  2. Supervisory Skill Builders Course; 3. Hospitality Manager: Revenue Management Online Course; 4. C.H.S.: Certified Hospitality Supervisor
		T.C.A.T. Year 2 - Hospitality Management Program	American Hotel and Lodging Association Certifications:  1. Hospitality Manager: Hotel Operations Online Course  2. Supervisory Skill Builders Course; 3. Hospitality Manager: Revenue Management Online Course; 4. C.H.S.: Certified Hospitality Supervisor

## APPENDIX L – Detailed Timeline And Quarterly Reviews

The table below shows the project activities and outcomes.

Year and Month	Major Activities	Critical Meetings	Main Focus	Partners Involved
Q3 2024 (Aug-Sep)	Project Kickoff, Establish Governance Framework	Initial Project Alignment Meeting	Setting up project infrastructure and team	All Partners
Q4 2024 (Oct-Dec)	Initial Stakeholder Meetings, Curriculum Development Begins	Quarterly Review with Stakeholders	Engaging stakeholders, gathering initial feedback	TCAT, University of Memphis, MMHLA
Q1 2025 (Jan-Mar)	Launch Dual Enrollment Programs	Feedback Session with Educational Partners	Initiating educational programs, monitoring early outcomes	Local High Schools, University of Memphis
Q2 2025 (Apr-Jun)	Expand Credit-Transfer MOUs, Begin Industry Certifications	Bi-Annual Strategy Review	Formalizing agreements, recognizing initial impacts	TCAT, University of Memphis
Q3 2025 (Jul-Sep)	Enhance Work-Based Learning (WBL) Opportunities	Industry Feedback Workshop	Expanding practical learning opportunities	MMHLA, Memphis Restaurant Association
Q4 2025 (Oct-Dec)	Mid-Project Evaluation, Adjust Curriculum Based on Feedback	Annual General Meeting	Assessing mid-term effectiveness, iterating project goals	All Partners
Q1 2026 (Jan-Mar)	Expand Partnership Networks, Increase Public Engagement	Stakeholder Strategy Session	Enhancing collaboration, increasing visibility	Local Organizations, Industry Partners
Q2 2026 (Apr-Jun)	Implement Advanced Training Modules	Curriculum Review Meeting	Introducing advanced skills training	Educational Institutions, Industry Experts
Q3 2026 (Jul-Sep)	Begin Integration of Feedback Mechanisms	Feedback Integration Workshop	Incorporating continuous feedback into programs	All Partners
Q4 2026 (Oct-Dec)	Evaluate WBL and Adjust Training Modules	Operational Review Session	Refining work-based learning frameworks	Hospitality Venues, Training Centers
Q1 2027 (Jan-Mar)	Prepare for Year-End Reviews, Start Sustainability Planning	Strategic Planning for Year 3	Planning for project sustainability	Government Agencies, Industry Partners
Q2 2027 (Apr-Jun)	Conduct Final Evaluations of Curriculum	Educational Impact Review	Evaluating educational effectiveness	Educational Review Boards, Industry Leaders
Q3 2027 (Jul-Sep)	Begin Phasing into Long-Term Implementation	Long-Term Strategy Session	Transitioning into permanent program offerings	Local Community Leaders, Educational Partners
Q4 2027 (Oct-Dec)	Final Project Reports, Outcomes Analysis	Closing Project Conference	Analyzing project outcomes, compiling reports	All Stakeholders
Q1 2028 (Jan-Mar)	Post-Project Review, Final Adjustments	Post-Project Strategic Meeting	Reviewing project success, planning next steps	Project Team, Industry Consultants
Q2 2028 (Apr-Jun)	Dissemination of Results and Best Practices	Best Practices Workshop	Sharing insights, setting industry standards	Educational Leaders, Industry Professionals
Q3 2028 (Jul-Sep)	Planning for Future Cycles, Seeking Additional Funding	Funding Strategy Meeting	Securing ongoing support, planning next phases	Funding Bodies, Strategic Partners
Q4 2028 (Oct-Dec)	Project Sustainability Stakeholder Meeting	Stakeholder Debriefing	Discussing continuation of project beyond funding period.	All Project Stakeholders

## APPENDIX M – Measurable Objectives For Project Phases

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To ensure that our project effectively meets the workforce needs of the hospitality industry in the Greater Memphis area, it's crucial to set clear and measurable objectives for each phase of the project. These objectives should be specifically designed to demonstrate progress, meet benchmarks, and ensure alignment with the strategic goals of enhancing the quality of the hospitality workforce. Here are the measurable objectives for each phase of the project:

### **Phase 1: Curriculum Development and Partnership Formation**

**Objective 1:** Formalize partnerships with at least three local educational institutions (e.g., University of Memphis, TCAT Memphis Memphis) and five major industry stakeholders (e.g., hotels and restaurants) by the end of Q2 Year 1.

**Objective 2:** Develop and launch a unified curriculum integrating at least 10 industry-validated certifications (e.g., ServSafe, AHLEI) across the educational programs by Q4 Year 1.

**Objective 3:** Establish a dual enrollment program in 5 local high schools, engaging at least 150 high school students in hospitality courses by the end of Q4 Year 1.

### **Phase 2: Program Implementation and Recruitment**

**Objective 1:** Enroll at least 150 students across all programs by the end of Q2 Year 2.

**Objective 2:** Implement at least 20 work-based learning opportunities, including internships and apprenticeships, with partnership businesses by Q3 Year 2.

**Objective 3:** Achieve a program retention rate of 85% through the completion of courses by the end of Q4 Year 2.

### **Phase 3: Monitoring, Evaluation, and Feedback Integration**

**Objective 1:** Conduct mid-program evaluations with all stakeholders by the end of Q1 Year 2 to assess curriculum effectiveness and industry alignment.

**Objective 2:** Adjust the curriculum based on mid-program feedback to incorporate at least two emerging industry trends or technologies by the end of Q3 Year 2.

**Objective 3:** Gather and analyze performance data from at least 90% of enrolled students to evaluate learning outcomes and job placement rates by the end of Q4 Year 2.

### **Phase 4: Scaling and Sustainability**

**Objective 1:** Expand the program to include additional certifications and advanced training options, increasing course offerings by 20% by the end of Q2 Year 3.

**Objective 2:** Establish a long-term funding plan, including identification of at least three



new funding sources (grants, sponsorships, partnerships) by the end of Q3 Year 3. **Objective 3:** Develop a comprehensive impact report demonstrating at least a 25% improvement in employment rates among graduates within six months of program completion by the end of Year 3.

These objectives are designed to ensure that the project not only aligns with but actively supports the workforce needs of the hospitality sector in Memphis. By setting specific, measurable goals, the project can effectively track progress, make necessary adjustments, and demonstrate success in preparing a skilled workforce for the hospitality industry.

The table below summarizes the objectives for each phase.

Phase	Objective
Phase 1: Curriculum Development and Partnership Formation	Formalize partnerships with at least three local educational institutions and five major industry stakeholders by end of Q2 Year 1.
Phase 1: Curriculum Development and Partnership Formation	Develop and launch a unified curriculum integrating at least 10 industry-validated certifications by Q4 Year 1.
Phase 1: Curriculum Development and Partnership Formation	Establish a dual enrollment program in 5 local high schools, engaging at least 150 students by end of Q4 Year 1.
Phase 2: Program Implementation and Recruitment	Enroll at least 300 students across all programs by end of Q2 Year 2.
Phase 2: Program Implementation and Recruitment	Implement at least 20 work-based learning opportunities by Q3 Year 2.
Phase 2: Program Implementation and Recruitment	Achieve a program retention rate of 85% through to course completion by end of Q4 Year 2.
Phase 3: Monitoring, Evaluation, and Feedback Integration	Conduct mid-program evaluations with all stakeholders by end of Q1 Year 2.
Phase 3: Monitoring, Evaluation, and Feedback Integration	Adjust curriculum based on feedback to incorporate at least two new industry trends by end of Q3 Year 2.
Phase 3: Monitoring, Evaluation, and Feedback Integration	Gather and analyze performance data from at least 90% of students by end of Q4 Year 2.
Phase 4: Scaling and Sustainability	Expand the program to include additional certifications, increasing course offerings by 20% by end of Q2 Year 3.
Phase 4: Scaling and Sustainability	Establish a long-term funding plan with at least three new sources by end of Q3 Year 3.
Phase 4: Scaling and Sustainability	Develop an impact report showing at least a 25% improvement in employment rates within six months of completion by end of Year 3.

## APPENDIX N – Governance, Meetings, and Decision-Making Structure

The comprehensive governance plan is shown in the table below.

Phase and Objective	Governance Structure	Meetings	Decision-Making Structure
<b>Phase 1: Formalize partnerships</b>	The Steering Committee oversees partnership agreements with input from educational and industry advisors.	Quarterly partnership review meetings; Annual strategic alignment sessions with all stakeholders.	Decisions are approved by the Steering Committee after a thorough review of partnership benefits and alignments.
<b>Phase 1: Develop and launch a unified curriculum</b>	The Curriculum Development Team collaborates with industry experts to ensure alignment with sector needs.	Monthly curriculum development meetings; Bi-monthly industry feedback sessions.	Curriculum proposals are ratified by the Steering Committee based on industry relevance and expert advice.
<b>Phase 1: Establish dual enrollment in high schools</b>	Dual Enrollment partners work with local high schools and post-secondary institutions to integrate programs.	Bi-monthly coordination meetings with high schools; Quarterly reviews with educational partners.	Dual enrollment initiatives are approved by both secondary and post-secondary governance boards.
<b>Phase 2: Enroll 150 students across programs</b>	The recruitment team is tasked with reaching enrollment targets and utilizing marketing and outreach strategies.	Monthly recruitment strategy meetings; Weekly progress check-ins during peak recruitment periods.	Enrollment targets and strategies are set by the Recruitment Team with oversight from the Steering Committee.
<b>Phase 2: Implement 20 work-based learning opportunities</b>	Work-based learning partners coordinate with businesses to set up internships and apprenticeships.	Regular planning meetings with industry partners; Quarterly review sessions to assess placements.	Placement opportunities are approved by the Work-Based Learning Team with input from business partners.
<b>Phase 2: Achieve 85% retention rate</b>	The Program Managers monitor student progress and implement retention strategies.	Monthly retention strategy meetings; Bi-weekly team check-ins on student engagement.	Retention strategies are evaluated and endorsed by the Program Management Team with executive oversight.

<p><b>Phase 3: Conduct mid-program evaluations</b></p>	<p>Program Managers collect and process feedback from students, faculty, and industry partners.</p>	<p>Quarterly evaluation meetings to review feedback; Regular update meetings with the Steering Committee.</p>	<p>Adjustments proposed by the Evaluation Team are approved by the Steering Committee based on feedback analysis.</p>
<p><b>Phase 3: Adjust curriculum based on feedback</b></p>	<p>The curriculum Team revises courses and materials based on evaluative data and industry trends.</p>	<p>Bi-monthly curriculum adjustment meetings; Annual curriculum review conference.</p>	<p>Curriculum adjustments are decided upon by the Curriculum Team with final approval from the Steering Committee.</p>
<p><b>Phase 3: Analyze student performance data</b></p>	<p>The Program Managers perform a detailed analysis of performance metrics to gauge program effectiveness.</p>	<p>Monthly data review meetings; Bi-annual presentations to the Steering Committee.</p>	<p>Performance analysis findings are reviewed, and actions are decided by the Steering Committee.</p>
<p><b>Phase 4: Expand the program with additional certifications</b></p>	<p>Program Managers identify and integrate new certifications relevant to advancing industry needs.</p>	<p>Semi-annual meetings to review certification options; Annual strategy meetings for program expansion.</p>	<p>New certifications are integrated into the program following approval from the Program Managers and Steering Committee.</p>
<p><b>Phase 4: Establish a long-term funding plan</b></p>	<p>Partners develop strategies for sustainable funding through grants, partnerships, and sponsorships.</p>	<p>Bi-annual funding strategy meetings; Regular updates in Steering Committee meetings.</p>	<p>Funding plans are developed by the Program Managers and require final approval from the Steering Committee.</p>
<p><b>Phase 4: Develop an impact report on employment rates</b></p>	<p>The Program Managers gather data and prepare reports on graduate employment rates and program efficacy.</p>	<p>Annual meetings to compile impact data; Bi-annual review meetings to discuss findings and adjustments.</p>	<p>Impact reports are compiled by the Program Managers and reviewed for approval by the Steering Committee before release.</p>

## APPENDIX O – W.B.L. Programs Align With Project Goals

Our designed W.B.L. framework aligns with the goals and objectives of the project, providing students with practical, hands-on experiences necessary for developing the skills demanded by employers in the Greater Memphis hospitality industry. Each program complements the academic curriculum, providing varying levels of engagement and immersion based on the student's specific needs and career goals.

The framework for our W.B.L. program is shown in the table.

<b>W.B.L. Program</b>	<b>Description</b>	<b>Objective Alignment</b>	<b>Hours Completed</b>
<b>Internships</b>	Internships provide students with temporary job assignments that relate closely to their field of study and career objectives.	Applying theoretical knowledge in a real-world setting enhances practical skills and professional networking.	160 hours per placement
<b>Apprenticeships</b>	Apprenticeships combine on-the-job training with classroom instruction tailored to specific roles within the hospitality industry.	To provide comprehensive skill development that prepares students for specific skilled positions within the industry.	240 hours over a period of 1-2 years
<b>Cooperative Education (Co-op)</b>	Co-op programs allow students to alternate periods of academic study with periods of full-time employment, gaining practical experience and academic credit.	Integrating academic learning with professional work enhances understanding and proficiency in hospitality operations.	120 hours per academic term
<b>Job Shadowing</b>	Job shadowing enables students to observe professionals in their field of interest, offering insights into daily responsibilities and workflows.	To expose students to various career options and professional cultures within the hospitality sector, aiding in career decision-making.	30 hours per experience

<b>On-the-Job Training</b>	On-the-job training involves direct instruction during the regular performance of duties, emphasizing learning through practical performance.	To train students in specific job duties, they will perform in their future careers, ensuring they are job-ready upon graduation.	100 hours per training period
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An example of a rotation plan using various Work-Based Learning (W.B.L.) methods for a student over the last two years of high school is tailored to gain the skills needed to enter the hotel industry. This plan is organized in an Excel table format, detailing the type of W.B.L. experience, the specific hotel area for the rotation, the duration, and the competencies gained is shown in the table below.

Semester	WBL Experience	Hotel Area Rotation	Hours Engaged	Competencies Gained
<b>Pre-Program (10<sup>th</sup> Grade)</b>	Apprenticeship	Various Hotel Departments	240 hours	Rotate through various departments such as housekeeping, front desk, kitchen, maintenance, events, and restaurants.
<b>Year 1 (11<sup>th</sup> Grade): Semester 1</b>	Internship	Front Desk Operations	160 hours	Customer service, reservation systems, guest relations
<b>Year 1 (11<sup>th</sup> Grade): Semester 2</b>	Cooperative Education (Co-op)	Food and Beverage Service	120 hours	Menu planning, service management, hygiene, and safety standards
<b>Year 2 (12<sup>th</sup> Grade): Semester 1</b>	Job Shadowing	Housekeeping and Facility Management	30 hours	Room preparation, inventory management, cleaning protocols
<b>Year 2 (12<sup>th</sup> Grade): Semester 2</b>	On-the-Job Training	Event Planning and Management	100 hours	Event coordination, budget management, vendor relations

## APPENDIX P – Continuum Of W.B.L. Opportunities

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### Continuum of W.B.L. Opportunities:

#### 1. High School Level

- **Introduction to Hospitality:** Initiates with job shadowing programs where high school students are introduced to various roles within the hospitality sector. This early exposure helps students understand the basic operations of hotels, restaurants, and tourism services.
- **Internships:** High school students intern at local hospitality businesses after initial exposure. These internships are designed to provide hands-on experience in areas like guest services, basic culinary operations, and front desk management.

#### 2. Transition to Postsecondary Education

- **Dual Enrollment:** High school students can enroll in hospitality courses offered by postsecondary institutions, earning credits that count towards their high school diplomas and college degrees.
- **Apprenticeships:** As students transition into postsecondary programs, they can enter apprenticeships that offer deeper engagement in specialized areas such as advanced culinary arts, hotel operations management, and event planning.

#### 3. Postsecondary Education

- **Cooperative Education (Co-op):** Postsecondary students engage in co-op programs that allow them to alternate academic study semesters with full-time, paid employment in the hospitality industry. This setup provides substantial industry experience along with academic credit.
- **Advanced On-the-Job Training:** In the later stages of their educational journey, students participate in advanced on-the-job training programs, which are aligned with their specific career goals within the hospitality sector, such as management tracks or specialized service areas.

### Alignment with Memphis-Market Needs:

**Labor Market Analysis:** Our proposal is built upon thoroughly analyzing local and regional labor market demands. This analysis identifies key growth areas and skills shortages in the hospitality sector within the Greater Memphis area.

**Responsive W.B.L. Programming:**

- **Industry-Driven Curriculum:** Each W.B.L. opportunity is developed in collaboration with local hospitality businesses and industry groups to ensure that the skills taught are those most needed by employers.
- **Feedback Loops:** Regular feedback from employers and industry partners helps refine W.B.L. activities to keep them relevant and effective in meeting the changing demands of the labor market.
- **Employment Pathways:** The proposal includes clear pathways to employment, with many W.B.L. programs designed to transition directly into job offers from participating businesses, particularly in areas with high demand for skilled workers.

**Adaptive Skill Development:**

- **Emerging Trends and Technologies:** The W.B.L. opportunities are frequently updated to incorporate Training in emerging trends and new technologies in the hospitality industry, ensuring that students graduate with cutting-edge skills.

By providing this continuum of W.B.L. opportunities, our proposal not only enhances students' educational and career prospects but also meets the specific workforce development needs of the hospitality sector in the Memphis region. This alignment maximizes grant activities' impact, contributing to individual career success and broader economic growth.

## APPENDIX Q – Programs Collaboratively Designed By Partners

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This project is a collaborative initiative designed to enhance the skills and employability of individuals within the hospitality sector of the Greater Memphis area. This project harnesses each partner's collective strengths and resources to create a comprehensive and effective training program by bringing together a diverse group of educational institutions, industry associations, and local organizations. Below is an overview of the key partners involved, each contributing unique strengths and essential resources to ensure the success of the project initiative:

- **Educational Institutions:** The University of Memphis and TCAT Memphis provide academic rigor and vocational expertise, offering a blend of theoretical knowledge and practical skills through their well-established programs.
- **Industry Associations:** The Metropolitan Memphis Hotel and Lodging Association (MMHLA) and local hotels, such as Peabody Hotels & Resorts, bring operational expertise and direct industry insights, ensuring the curriculum remains relevant and aligned with current industry standards.
- **Local Organizations:** Memphis Tourism/Welcome to Memphis and the Memphis Chamber of Commerce leverage their networks to promote the project and facilitate essential partnerships while providing strategic marketing and economic development insights.
- **Community and Educational Partners:** Local high schools and the Local Workforce Development Agency connect the project with young talent and align training programs with labor market needs, offering pathways for student recruitment and career placement.

Each partner's contribution is tailored to maximize the impact of the HOSPITRAIN project, from curriculum development and faculty expertise to job placement assistance and strategic funding support. Together, these partnerships not only enhance the educational offerings but also strengthen the overall workforce development strategy for the hospitality industry in Memphis, ensuring that graduates are well-prepared to meet the challenges and opportunities of their chosen careers.



The table below summarizes the strengths and contributions of the partners.

Partner	Strengths	Contributions
<b>University of Memphis</b>	Academic rigor, extensive hospitality management programs, and research capabilities.	Curriculum development, faculty expertise, research, and innovation in hospitality education.
<b>Technical College of Applied Technology (TCAT)</b>	Vocational training expertise, practical skill training in culinary and hospitality.	Hands-on training facilities, apprenticeship programs, and certification courses.
<b>Metropolitan Memphis Hotel and Lodging Association</b>	Industry insight, network of hotel and restaurant businesses, advocacy for industry standards.	Curriculum input based on current industry needs, internships, and job placements.
<b>Local Hotels (e.g., Peabody Hotels &amp; Resorts)</b>	Operational expertise in hospitality, direct customer service experience, and event management.	Work-based learning sites, management training programs, and real-world hospitality experience.
<b>Memphis Tourism/Welcome to Memphis</b>	Promotion of Memphis as a destination, strategic partnership capabilities, and marketing expertise.	Coordinate tourism-focused training modules, marketing internships, and data on tourism trends.
<b>Local High Schools (MSCS)</b>	Access to young talent, foundational education, and community engagement.	Student recruitment, initial career exposure, basic skills training, and support for dual enrollment programs.
<b>Local Workforce Development Agency</b>	Expertise in labor market trends, employment services, and skill matching.	Job placement assistance, data on workforce needs, and alignment of Training with labor market demands.
<b>Memphis Chamber of Commerce</b>	Economic development insights, extensive network of local businesses, advocacy for economic growth.	Support in forming partnerships, facilitating business connections, and advocating for project support.

**Collaborative Design of Learning Experiences:**

The project exemplifies a model of collaborative educational design, integrating inputs from both academic (secondary and postsecondary) institutions and industry partners to create a learning experience that is both academically sound and highly relevant to the needs of the hospitality sector. This approach ensures that students are prepared with the skills and knowledge demanded by current and future industry standards.

Engagement with Educational Institutions:

The educational partners, the University of Memphis and TCAT Memphis play critical roles in shaping the curriculum. These institutions bring their pedagogical strategies and curriculum development expertise to ensure rigorous and comprehensive educational offerings.

- **Secondary Education:** Local high schools are involved from the early stages of the program design, helping to integrate career-focused education into the secondary curriculum through initiatives like dual enrollment programs. This early integration helps students transition smoothly from high school to college-level programs without redundancy, enhancing the continuity of educational experiences.
- **Postsecondary Education:** Postsecondary institutions work to align their courses with advanced certifications and specialized training that meet the nuanced demands of the hospitality industry in Greater Memphis. This includes developing tailored courses in

management, customer service, culinary arts, and other vital areas that are directly linked to career paths in the hospitality sector.

Collaboration with Industry Partners:

Industry partners such as local hotels, the Metropolitan Memphis Hotel and Lodging Association (MMHLA), and Memphis Tourism provide essential insights into the skills and competencies that are most valued in the hospitality workplace. Their involvement ensures the training is pragmatic and directly applicable to real-world settings.

- **Curriculum Input:** The hospitality industry leaders serving on the Kemmons Wilson School’s Industry Advisory Board participate in curriculum development meetings and workshops to provide feedback on course content, teaching methods, and the relevancy of the skills taught. This direct input helps educational institutions adjust their programs to better fit industry needs.
- **Work-Based Learning (W.B.L.) Opportunities:** A significant aspect of the program is its strong emphasis on work-based learning, which was developed in collaboration with industry partners. These opportunities include internships, apprenticeships, cooperative education, and job shadowing, structured around the specific needs identified by employers to ensure students gain practical and relevant experience.
- **Feedback and Adjustments:** Ongoing feedback from industry partners is integral to the curriculum's continuous improvement. This feedback loop enables the program to adapt to changes in the industry, incorporating new technologies, practices, and customer service innovations as they arise.

Coordinated Efforts:

The collaboration extends to coordinated efforts in program marketing, student recruitment, and job placement, ensuring a holistic approach to student education and career readiness. Industry partners often participate in career fairs, guest lectures, and panel discussions hosted by the Kemmons Wilson School of Hospitality and Resort Management, providing students with networking opportunities and insights into career planning.

This collaborative design of the HOSPITRAIN learning experiences, involving both educational and industry stakeholders, establishes a robust framework that enhances the educational outcomes for students and meets the dynamic needs of the Greater Memphis hospitality industry. This partnership enriches the learning environment and strengthens the regional workforce by directly addressing the skills gaps identified by local employers.

## APPENDIX R – Plans For Sustaining The Program

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### **Sustaining the Program Beyond the Grant Period:**

The program is designed to address the immediate training needs within the hospitality industry and ensure its sustainability beyond the initial grant period. The program's longevity is underpinned by a comprehensive strategy involving all stakeholders—educational institutions, industry partners, local organizations, and community groups. Each partner's role and responsibilities have been clearly defined to maintain the program's momentum and foster continuous improvement and expansion.

#### Roles and Responsibilities of Partners:

- **Educational Institutions (University of Memphis, TCAT Memphis, and Local High Schools):**
  - **Post-Grant Responsibilities:** Continue integrating and updating the hospitality curriculum based on evolving industry standards and technological advancements.
  - **Long-Term Strategy:** Seek additional funding through donations, state and federal educational grants, course fees, and alumni contributions to support ongoing operations and scholarship programs.
  - **Culinary and Hospitality Competition for Scholarships:** Students will be required to participate in competitions that pay through scholarships for higher education. The ProStart Culinary Competition is an excellent example of an initiative. Although the program is popular, it still lacks traction at the high schools in the Memphis area.
- **Industry Partners (Local Hotels, Metropolitan Memphis Hotel and Lodging Association, and Memphis Tourism):**
  - **Post-Grant Responsibilities:** Provide continuous support for work-based learning placements, internships, and apprenticeships. Participate in curriculum advisory boards to ensure the program meets current industry needs.
  - **Long-Term Strategy:** Establish a funding pool from industry partners to finance the ongoing costs of W.B.L. experiences, certifications, and new technology integration into training programs.
- **Local Workforce Development Agency and Memphis Chamber of Commerce:**
  - **Post-Grant Responsibilities:** Facilitate connections between graduates and employment opportunities. Offer workshops and Training sessions for skill enhancement.

- **Long-Term Strategy:** Use local economic development funds to support job placement services and to incentivize businesses to hire program graduates.

Equipment Sustainability Plan:

- **Equipment Utilization:** The equipment purchased during the grant period, particularly for training kitchens and IT needs, will be maintained and updated through a reserve fund created from program fees and contributions from industry partners.
- **Upgrades and Maintenance:** A portion of the course fees collected from enrolled students will be allocated to a dedicated fund for the regular maintenance and eventual replacement of the training equipment.

Creative Ways to Sustain the Program:

1. **Student Culinary Entrepreneurship:**

- Leverage the food truck purchased through funds from this grant to create a new revenue stream for the long-term sustainability of the HOSPITRAIN project. The students in the program will be challenged to develop a brand for the food truck operations and market their products and services in the community to generate revenues. The students will sell their culinary creations at sporting and entertainment events across the county while learning to start their businesses.

2. **Fundraising Events:**

- As a part of this program, students must develop a marquee fund-raising event twice a year, such as “Distinguished Chefs’ Dinner,” the funds from which will be used for program operations. This activity is modeled after similar programs at the Kemmons Wilson School of Hospitality and Resort Management, where students work with a globally renowned chef to fully organize a formal dinner for fundraising and the organizational experience.

3. **Alumni Network Engagement:**

- Develop an active alumni network that contributes through mentorship, guest lectures, and potential fundraising initiatives. Alumni success stories can be used to promote the program and attract new students and sponsors.

4. **Public-Private Partnerships:**

- Partner with local and state governments to secure ongoing support and funding. This can include tax incentives for businesses participating actively in the program and hiring its graduates.

**5. Technology Integration:**

- Offer virtual reality (VR) and online simulation training modules that can generate additional revenue streams. These technologies can provide remote, scalable training options to a broader audience, increasing the program's reach and financial base.

**6. Certification and Continuing Education Programs:**

- Develop short-term continuing education courses and certification programs that cater to ongoing industry trends and requirements. These programs can provide a steady income stream while keeping the curriculum relevant and current.

**7. Sponsorships and Endowments:**

- Seek sponsorships and endowments from large hospitality corporations, especially those interested in developing a skilled workforce. In exchange, these corporations could have exclusive access to the program's top graduates.

By implementing these strategies, the program aims to establish a self-sustaining model that not only meets the current needs of the hospitality industry but also adapts to its future challenges and opportunities.

## APPENDIX S – Documentation Of Commitment To Sustain The Project

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Several [Letters of Support](#) explicitly state the intent to support the HOSPITRAIN project beyond the funding years.

## APPENDIX T – Proposed Programs Align With In-Demand Occupations

### Greater Memphis Hospitality Jobs Analysis:

The table below created for the hospitality sector in the Greater Memphis area provides a detailed overview of the labor market for critical occupations within this industry. It encompasses data on the number of existing jobs in 2021, projected annual openings from 2018 to 2028, job postings in 2021, and the number of hires made in the same year. Additionally, it includes information on wages across different experience levels and the typical educational requirements and work experience needed for these roles.

Occupation	2021 Jobs	Annual Openings (2018-2028)	2021 Job Postings	2021 Hires	Entry Level Wages	Median Wages	Experienced Wages	Entry Level Education	Work Experience Required	Hiring Needs %
Food Service Managers	1140	312	251	1232	\$ 16.84	\$ 22.82	\$ 29.84	High school diploma or equivalent	Less than 5 years	27.37
Chefs and Head Cooks	380	64	207	432	\$ 17.69	\$ 24.11	\$ 30.22	High school diploma or equivalent	5 years or more	16.84
First-Line Supervisors of Food Preparation and Serving Workers	3280	451	772	5048	\$ 12.15	\$ 15.33	\$ 19.75	High school diploma or equivalent	Less than 5 years	13.75
First-Line Supervisors of Housekeeping and Janitorial Workers	710	115	127	644	\$ 13.96	\$ 18.60	\$ 22.86	High school diploma or equivalent	Less than 5 years	16.20
Food Batchmakers	530	204	36	544	\$ 15.47	\$ 22.04	\$ 23.59	High school diploma or equivalent	None	38.49

### Analysis of Key Data Points:

- **2021 Jobs:** This column indicates the total number of positions that were filled within the specified occupations in the hospitality sector in 2021. It provides a baseline for understanding the size and significance of each occupation within the industry.
- **Annual Openings (2018-2028):** This projection highlights the expected number of new positions that will need to be filled annually, on average, over ten years. It reflects both growth in the sector and the replacement needs due to turnover or retirements. A high number relative to the total jobs indicates dynamic growth or

significant turnover, underlining the need for a steady pipeline of qualified candidates.

- **2021 Job Postings:** The number of job postings in 2021 offers insight into the demand for labor within the year and can indicate whether the labor supply is meeting the demand. A high number of postings, especially compared to the number of hires, might suggest difficulties in finding suitable candidates for open positions.
- **2021 Hires:** Reflecting the number of individuals hired into these occupations in 2021, this figure can be used to assess the industry's success in filling open positions. Compared to the number of job postings, it may reveal challenges in attracting or qualifying candidates.

#### Making the Case:

1. **Evidence of Labor Shortages:** The data indicates significant demand for workers in the hospitality sector, as demonstrated by the number of annual openings and the volume of job postings in 2021. For instance, the projected yearly openings across the analyzed occupations suggest ongoing and future needs for labor that outpace the current employment levels. Moreover, the disparity between the number of job postings and actual hires in some occupations indicates difficulties in filling these roles efficiently, signaling acute labor shortages.
2. **Growth and Turnover:** The projected annual openings highlight industry growth and the need to replace workers leaving or moving to other positions. This turnover necessitates a continuous influx of new workers ready and able to take on these roles, further emphasizing the need for targeted training and education programs.
3. **Skills Gap and Educational Requirements:** The typical entry-level education and work experience required for these positions vary, with most requiring a high school diploma or equivalent and some level of on-the-job training. However, the high demand for workers and the specifics of the job postings may indicate a skills gap where the available labor pool does not fully meet the qualifications or experience levels employers seek.
4. **The Role of Training and Education:** Addressing the acute need for labor in the hospitality sector requires targeted training and education initiatives that can equip potential workers with the specific skills and knowledge employers demand. This includes not only foundational education but also specialized training programs that reflect the unique needs of the hospitality industry, such as customer service, management skills, culinary arts, and housekeeping operations. Additionally, internships and apprenticeship programs can provide valuable on-the-job experience, making candidates more attractive to employers



and more prepared for the realities of their roles.

The data from the Greater Memphis area's hospitality sector unmistakably points to an acute need for labor driven by growth, turnover, and a skills gap that current educational and training programs are not fully addressing. By investing in and prioritizing training and education tailored to the specific needs of this industry, stakeholders can help bridge these gaps, ensuring a robust and qualified workforce ready to meet the current and future demands of the hospitality sector. This investment benefits potential employees through better job prospects and career advancement and supports the overall growth and sustainability of the hospitality industry in the region.

## APPENDIX U – Persistent Poverty Tracts Served in Memphis

The table below lists the high schools that fall within the serving area of the HOSPITRAIN project. The schools listed are within the forty Persistent Poverty tracts in Memphis identified by the [US Census Bureau](#). The table only lists schools that offer 10th, 11th, and 12th grades. The data analysis shows that there are a total of 9,254 students in this population that fall within the scope of the HOSPITRAIN project.

School Name	Full Address	School District	10th Grade Enrollment	11th Grade Enrollment	12th Grade Enrollment	% Black, Non-Hispanic
Hollis F. Price Middle College	807 Walker Ave, Memphis, TN 38126	Shelby County	56	62	42	96.94
Soulsville Charter School	1115 College ST, Memphis, TN 38106	Shelby County	160	182	174	98.04
Westwood High	4480 Westmont Rd, Memphis, TN 38109	Shelby County	178	154	150	97.78
Northwest Prep Academy	1266 Poplar Ave, Memphis, TN 38104	Shelby County	32	60	114	95.61
East High	3206 Poplar Ave, Memphis, TN 38111	Shelby County	236	158	146	75.23
Central High	306 S Bellevue Blvd, Memphis, TN 38104	Shelby County	706	812	602	82.55
Memphis Academy Of Science Engineering Middle/High	1254 Jefferson AVE, Memphis, TN 38104	Shelby County	166	164	184	91.39
Carver College and Career Academy	1591 Pennsylvania, Memphis, TN 38109	Shelby County	320	214	144	80.03
Hamilton High	1363 E Person Ave, Memphis, TN 38106	Shelby County	274	284	266	96.75
The Excel Center	1490 Norris RD, Memphis, TN 38106	Shelby County	140	136	230	91.45
Melrose High	2870 Deadrick Ave, Memphis, TN 38114	Shelby County	342	280	234	93.56
Memphis Virtual School	3772 Jackson AVE, Memphis, TN 38108	Shelby County	40	52	60	71.56
Pathways in Education - TN	3156 North Thomas ST, Memphis, TN 38127	Achievement School District	68	86	42	85.32
Douglass High	3200 Mount Olive Rd, Memphis, TN 38108	Shelby County	296	304	262	86.91
Mitchell High	658 WMitchell Rd, Memphis, TN 38109	Shelby County	238	198	206	97.36
		TOTAL	3252	3146	2856	<b>89.37</b>
		<b>GRAND TOTAL:</b>	<b>9254</b>			

Our project presents a compelling case for targeted grant funding to support educational and training initiatives in high schools in Memphis's 40 persistent poverty census tracts. These schools, predominantly serving African-American communities, represent the acute need for enhanced educational resources and an opportunity to foster economic development and improve economic mobility in historically underserved areas.

<b>Census Tracts in Persistent Poverty: 1989 to 2015-2019</b>			
Datasets used include 1990 and 2000 Decennial Censuses, 2005-2009 and 2015-2019 American Community Survey, 5-year estimates.			
<b>For each dataset, census tract poverty rate was 20 percent or more</b>			
State	County	County ID	Tract
Tennessee	Shelby County	47157	47157022700
Tennessee	Shelby County	47157	47157022330
Tennessee	Shelby County	47157	47157022310
Tennessee	Shelby County	47157	47157022220
Tennessee	Shelby County	47157	47157022210
Tennessee	Shelby County	47157	47157022022
Tennessee	Shelby County	47157	47157011700
Tennessee	Shelby County	47157	47157011600
Tennessee	Shelby County	47157	47157011500
Tennessee	Shelby County	47157	47157011400
Tennessee	Shelby County	47157	47157011300
Tennessee	Shelby County	47157	47157011200
Tennessee	Shelby County	47157	47157011100
Tennessee	Shelby County	47157	47157010500
Tennessee	Shelby County	47157	47157010300
Tennessee	Shelby County	47157	47157010110
Tennessee	Shelby County	47157	47157009902
Tennessee	Shelby County	47157	47157009901
Tennessee	Shelby County	47157	47157008900
Tennessee	Shelby County	47157	47157008200
Tennessee	Shelby County	47157	47157008120
Tennessee	Shelby County	47157	47157008110
Tennessee	Shelby County	47157	47157007900
Tennessee	Shelby County	47157	47157007822
Tennessee	Shelby County	47157	47157007821
Tennessee	Shelby County	47157	47157007810
Tennessee	Shelby County	47157	47157007000
Tennessee	Shelby County	47157	47157006800
Tennessee	Shelby County	47157	47157006700
Tennessee	Shelby County	47157	47157006500
Tennessee	Shelby County	47157	47157006200
Tennessee	Shelby County	47157	47157006000
Tennessee	Shelby County	47157	47157005900
Tennessee	Shelby County	47157	47157005800
Tennessee	Shelby County	47157	47157005700
Tennessee	Shelby County	47157	47157005500
Tennessee	Shelby County	47157	47157005300
Tennessee	Shelby County	47157	47157005000
Tennessee	Shelby County	47157	47157004600
Tennessee	Shelby County	47157	47157004500
Tennessee	Shelby County	47157	47157003900
Tennessee	Shelby County	47157	47157003800
Tennessee	Shelby County	47157	47157003700
Tennessee	Shelby County	47157	47157003600
Tennessee	Shelby County	47157	47157003000
Tennessee	Shelby County	47157	47157002800
Tennessee	Shelby County	47157	47157002700
Tennessee	Shelby County	47157	47157002500
Tennessee	Shelby County	47157	47157002400
Tennessee	Shelby County	47157	47157002100
Tennessee	Shelby County	47157	47157002000
Tennessee	Shelby County	47157	47157001900
Tennessee	Shelby County	47157	47157001500
Tennessee	Shelby County	47157	47157001400
Tennessee	Shelby County	47157	47157001300
Tennessee	Shelby County	47157	47157000900
Tennessee	Shelby County	47157	47157000800
Tennessee	Shelby County	47157	47157000700
Tennessee	Shelby County	47157	47157000600
Tennessee	Shelby County	47157	47157000400

Educational Equity and Community Impact:

Data from these schools show a significant enrollment of students who are predominantly Black and Non-Hispanic, with percentages ranging as high as 98.04% at institutions like Soulsville Charter School. This demographic data underscores the critical need for equitable access to quality education and career training, which are currently lacking due to systemic inequalities. By integrating the HOSPITRAIN program into these schools, we aim to address these disparities directly, offering students the skills necessary for gainful employment in the growing hospitality sector of Memphis.

Economic Development Through Skill Building:

The schools listed, such as Hollis F. Price Middle College and Westwood High, are situated in

neighborhoods that would benefit immensely from the skilled workforce's economic stimulation. Training students in high-demand areas such as culinary arts, hotel management, and event planning aligns with regional economic goals and supports local industry needs, creating a pipeline of job-ready graduates poised to uplift their communities.

Creating Pathways for Economic Mobility:

Our project is designed not just to educate but to empower. By providing students in these high-poverty areas with access to high-quality vocational training and certifications recognized by the hospitality industry, we enhance their career prospects significantly. This strategy not only helps fill the local skills gap but also ensures that students from these schools can achieve economic mobility, breaking the cycle of poverty and contributing to the broader economic health of Memphis.

The HOSPITRAIN initiative is not merely an investment in individual students but a transformative project poised to uplift entire communities through education, training, and strategic industry alignment. Grant funding would catalyze this vision, turning potential into prosperity and educational opportunity into economic reality for the underserved youth of Memphis.