



State of Tennessee

State Workforce Development Board Meeting

MEETING MINUTES

Friday March 24, 2023 - 10:00 AM – 12:17 PM CDT

Board Members Present

Board Members Present by Proxy

Members Absent

Natalie Alvarez	J. Paul Jackson	Jason Bates – Ben Ferguson, Proxy	State Senator Paul Bailey
Martha Axford (East)	Tim Kelly Designee: Director Charita Allen for Commissioner Stuart McWhorter		State Representative Clark Boyd
Assistant Commissioner Jay Baker			Bill Godwin
	Mike Pogreba		Ann Hatcher
Tim Berry	Stuart Price		Designee Policy Director Tony Niknejad for Governor Bill Lee
	Barry Ray		
Designee: Deputy Commissioner Cherrell Campbell-Street for Commissioner Clarence Carter	Jason Schmitt Designee: Assistant Commissioner Deborah Knoll for Commissioner Penny Schwinn		
Billy Dycus	Commissioner Deniece Thomas		
Michelle Falcon			
Ben Ferguson (Southwest)	Jeff Vance		
	Kevin Vaughn		
	Ruste Via		
Marshall Graves (Southeast)	Ron Wade (Greater Memphis)		
	Assistant Commissioner Kevin Wright		
Rick Isaacson			

Location in parenthesis represents the state board member's membership on a local workforce board.

Call to Order and Welcome

Chairman Berry called the meeting to order at 10:00 AM and welcomed everyone. He reminded us that all board meeting documents are on our new SharePoint site. Hopefully this will save us a lot of time and emails because we can go there to access the documents. Chairman Berry appreciated and thanked TDLWD Chief of Staff Tia Xixis for getting this set up for us.

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Chairman Berry also introduced three new members to our board and expressed his appreciation to them for joining the work that we do:

Billy Dycus - President of the Tennessee AFL-CIO

Tim Kelly - Mayor of Chattanooga, and

Mike Pogreba - Mayor of Humphreys County.

Chairman Berry also noted that Kyle Spurgeon resigned because he was appointed to the Tennessee Board of Regents. He thanked Kyle for the time he served on this board and asked those of us who have connections with him to congratulate him on his new role.

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### Roll Call

Iler Bradley conducted the roll call and established the presence of a quorum.

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### Approval of Minutes (vote required)

Chairman Berry requested a motion to approve the November 4, 2022 minutes. It was moved by Michelle Falcon and seconded by Martha Axford to approve the minutes as presented. The motion passed.

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### National Governors Association (NGA) Update

Tim Berry, Chair

Chairman Berry reported that he had the honor of representing Tennessee at the National Governors Association in February. The chairs of workforce boards around the country met for several breakout sessions, topics, and presentations. Tennessee was well represented in the work that we do with re-entry programs. He was proud that we were able to showcase our efforts. One of the topics that was a theme throughout the whole event was taking workforce boards from being compliance organizations to teams of action. We were a great example of that, so much so that many other states were hearing what we were doing and asking how we get things done. While we have a way to go, it was a nice position to be in, knowing that we're already going in the direction other states want to go, and we've been going in this direction for a while. Chairman Berry asked Commissioner Thomas for her thoughts, and she commented on how nice it was to talk about how our board has really moved from just a compliance focus to strategy. She mentioned the National Governors Association has reached out to her and Chairman Berry to provide input on a larger strategy they're working on to help drive that innovation for state boards all across the country, and to ask our opinion on what we think we could offer on some of the requirements and duties of the board that are currently outlined in federal legislation. It's good to know our voice will be heard.

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### Workforce Update

Deniece Thomas, Commissioner – TN Department of Labor and Workforce Development (TDLWD)

Commissioner Thomas had quite a few notes for us, mentioning that some topics would be coming to us in print via our new SharePoint site. She offered her gratitude to the new board members and her appreciation for this board. Even though we have a lot more to do, what we have done has been because this board has led it. This group has been very diligent and intentional on making workforce development the best it can be in the state of Tennessee. Updates included the following topics:

Joint Economic and Workforce Task Group: Commissioner Thomas noted that her predecessor Dr. McCord would often give updates on the Workforce Advisory Group, and she has not offered those updates because there's been a shift. A joint Economic and Workforce Task Group has been frequently meeting every two weeks or so for the last few months. The Governor opened their first meeting to talk about where they want to go around workforce and economic development. Although he was not present (but he's well represented by Ms. Charita Allen), Commissioner Thomas gave many thanks to [Department of Economic and Community Development] Commissioner Stuart McWhorter because she is certainly seeing a really significant improvement in the relationship between workforce and economic development. Commissioner McWhorter has done a fantastic job of making sure that TDLWD is at the table because both must operate together. She and Commissioner McWhorter actually co-chair this task group. They've been having amazing dialogue, but she noted that they want to get to action. There are no major updates right now because they are really focusing on the data. Tennessee is data rich, and the TN Office of Evidence and Impact (OEI) is leading a data subgroup that will synthesize the information and produce the dashboards. All the

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stakeholders in workforce development and economic development will have a public-facing tool they can access. It's in its infancy but there's a lot of work that has been done and they continue to meet as they move toward action. There are some agencies around the table that we would expect - DHS, Education, TBR, THEC - but they also have the Department of Ag and Tourism, and the Department of the Military and Veteran Affairs - so there's a wide swath of enterprise agencies at the table and they've all been told by the Governor to get it done.

Reauthorization: At our last board meeting Commissioner Thomas mentioned reauthorization. It has been start and stutter at the federal level. TN has been asked to offer insights on what we would like to see ideally for reauthorization, and as mentioned at the last meeting, this board will be a great source to provide information back on potential policies and modifications of the existing law. Because it's such a vast law, if it meets the needs of this board, she recommends, with Chairman Berry's determination and with our input, that perhaps a subgroup could meet and talk about WIOA reauthorization. In turn, we would produce a policy brief or list of recommendations that we can use through our National Association of State Workforce Agencies, the National Governors Association, and any of those other associations through the Department of Human Services or Education so we are speaking with one collective voice in Tennessee. There have been a lot of disparate conversations, but we need to make sure we are aligned on what we want to see done at the federal level. This is something for this board's consideration: just a group to talk about real reauthorization and the State team would help pull that policy brief together.

Infrastructure Funding: Secondary to reauthorization is infrastructure funding. This has been introduced repeatedly about what this means for the state. Record level investments have been made at the federal level but what does that mean for workforce? A lot of the money did not directly go to the public workforce system: it's through Transportation, Commerce, and Energy. What is the role of the State Workforce board and what is the role of those agencies that must ensure there's a workforce for all of the careers that will expand under this Federal legislation? Just alone under IIJA, there are 400 programs, and 72 of those emphasize workforce development. Those programs alone represent \$490 million dollars. As we start to see our funding decline or flatten, there's money that's set aside in each of those programs that we can come alongside and use for workforce development. That looks like expanding apprenticeship in a lot of the building and construction trades: we can put the money out to build more roads and bridges, but somebody has to build them. We know particularly for these industries a lot of folks will be retiring and there's just simply not enough folks in the pipeline to backfill those jobs. This is an opportunity for us to really get involved at the entry point and work alongside those agencies that have the funding to remind them that workforce needs to be funded. Our infrastructure as it stands cannot support such vast work if we're not getting investments to make sure that we're expanding our team and our resources. The majority of the funding for IIJA will flow through Department of Transportation. Commissioner Thomas was really hoping to get Deputy Governor and Commissioner Ely here but with the transportation modernization plan he is absolutely in demand. Our goal is to get him at our next meeting to talk more about how we can start with transportation and how this board can lend voice on what that can look like for workforce planning. Commissioner Thomas also offered, as we're thinking about the subgroup for the policy brief for reauthorization, to perhaps think about a working group for infrastructure funding and workforce development. Perhaps those who are in construction trades or have knowledge and expertise in that area can aid us as we're thinking about what a strategy and rollout could look like as we get further into that work. We're also looking to have someone from the Department of Commerce also come and talk to this body as well about their role and how they can offer support with what we're trying to do here in Tennessee.

AJC Evaluation: This came up a little bit in Oversight. One of the things that we've been talking about really is what is the relevance of the American Job Centers as they stand. The AJCs are critical as the backbone of the public workforce system, but we also know that the way we're serving Tennesseans looks very different: folks want to serve themselves, they want to be in a virtual environment, and they want to be in a place-based environment, so it is incumbent upon us to make sure that we have a good survey of the landscape around our AJCs. TDLWD is partnering with an entity that will do a top to bottom AJC evaluation study to bring back to this board: an independent but expert evaluation. For example, our brick-and-mortar locations - are they connected to public transportation so folks can get there very easily? Are the AJCs offering the right programs and services? Is TDLWD making the right investments or should they expand their resources? Where should they move away from place-based services and maybe more community-based services? All of these are questions that they've been talking about for a very long time so they are looking to fund the evaluation study. The work has not commenced: there are some contract things that are happening and the scope is still being defined. Commissioner Thomas noted that TDLWD would love for any State Workforce board members to join this discussion: those conducting the evaluation would have a quick five- to ten-minute conversation about what we would like to see. We would lead this work to

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ensure they're not omitting any direction that needs to be taken during the evaluation. The hope is to get this work done in about six months and have a recommendation plan on where AJCs should move to if they're not already in the configuration that works. Ultimately, they would like to package that information and share it from the board to the Governor's Office. If you're interested, let the SWDB liaison know.

Unemployment Rate: Our unemployment rates were released and Tennessee's rate is still 3.5. There have been some concerning increases in some counties so we'll continue to pay attention to that. Our labor force participation is 59.2 and the national average is a little over 62 percent. This is different for us in Tennessee: typically we're at or above the national average on labor force participation, but we've been trailing and it's concerning for us. We know we still have communities of color and women who are still not fully back to the workforce, and we have some childcare issues so there's some things we're paying attention to. The Economic and Workforce Task Group is looking at this as part of their data study to try to get some science behind the numbers, but there are some things that are organic to certain populations that they're going to keep working on. There is a public-facing dashboard on labor force participation. It will be in our repository so we can look at the demographic and geographic information to understand where some of the gaps or lower participation are occurring.

Chairman Berry thanked Commissioner for the excellent updates and good information. He noted the subcommittee to talk about WIOA reauthorization and asked us to reach out regarding participation. He appreciated the data rich environment and being able to turn that data into really good storytelling so that we can tell what it means and take action. This board has come a long way in making that happen for the state and even though we have a way to go, we're definitely moving in the right direction.

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## Committee Updates

### Oversight Committee – Presented by Chair Michelle Falcon

A lot of good discussion happened in the Oversight Committee and Ms. Falcon thanked the committee and presenters for their engagement. As a recap, at the last meeting they moved a couple of policies forward. They needed more discussion on the One-Stop Certification policy so they held it and committed to the board that they were going to have discussion and that happened. Ms. Falcon thanked EL Morton, Becky Hull, Jennifer Bane, Chandra [Pleas], Mr. Ivan [Greenfield] and Justin [Attkisson] who have been instrumental in making this policy happen. They had discussion in February and came to a resolution that Ms. Falcon proposed to us to move forward for a vote today. Pages 4 and 5 of the policy are basically on relocation and closures of the American Job Centers and this is in the timing: the Comprehensive AJCs the Affiliates, and the Specialized AJCs will need to notify the state if they're relocating or closing. The committee proposed that for the Comprehensive AJCs, there's going to be 180 days, but for the Affiliates and the Specialized AJCs they can move to a 90-day, and with some commentary from Martha, just informing the state that there's a plan to move or to relocate or a decision to close. Based on the information that they have, they proposed that there's going to be a form associated with that: the form is still in draft, but the policy is created today. With that, they did have an additional meeting so Ms. Falcon proposed to move forward with the condition that they change number four to voluntary relocation of an American Job Center. The first sentence will read "if an LWDB plans to voluntarily relocate a current certified AJC they must" and it will follow, and the closure stays as is for now. Ms. Falcon asked for commentary or questions, noting that there has been a lot of discussion around this and they feel very comfortable with it.

Chairman Berry asked for a motion to accept the policy change as presented. It was moved by Martha Axford and seconded by Kevin Wright. After calling for discussion and questions and hearing none, the motion passed.

Budgeting and Fiscal Director Brian Eardley gave an update on the expenditures and allocations of where we are and from Title I through IV. They discussed a little on the KPIs, and they are moving to a new platform called Smart Simple. They also discussed some pilots that are not doing great so they want more information. There's an in-house tool and it's an overview in a database for data analytics. It's been very helpful especially for presenting the executive summary. Everyone in Oversight that has access to the tool has been asked to go in and provide any feedback. Brittany provided a little bit of an update: they are expanding services which is always great they're reaching out to more people, and they are doing an analysis of funding to see if they can serve more of the population.

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Kevin Wright: I have a follow-up question and then some suggestions. One of the things that we have a challenge with in presenting our fiscal data for Title IV is that unlike most of the other core partners, ours is very individualized. Presenting the data in such a way that really makes sense to the committee has been a little challenging. Ivan and I have had some conversations with Brittany. I'd like to explore with the committee a little bit different way of presenting our fiscal data for the Title IV program so that really makes sense. It doesn't fit into the normal boxes of programs. The other one is just to reiterate the VR program is in a position now to start serving most everybody that comes to us and is determined eligible, so the board can help us get the word out that we are now supporting people that traditionally may not have thought we could. I just want to encourage the board members to start talking in their communities that VR is here and we're ready to help.

Chairman Berry: Good comments Kevin.

Michelle Falcon: Definitely noted.

#### Operations Committee – Presented by Chair Stuart Price

The Operations Committee received updates from their three workgroups.

##### Apprenticeship and Work-Based Learning

The meeting opened with a recognition of the efforts of Matthew Spinella and Holly Free-Ollard and their teams and the great success they've had in getting the results that the committee has been looking for from their workgroup. Kudos to them and their teams. They have 7,222 apprentices, up from 6,745 last quarter and 38,499 work-based learning students in quarter two which is up from 38,372. To put that in perspective, year over year, it's up just under 3,000: it was 35,864 last year and it's at 38,499 again this year in terms of work-based learning students. In term of work-based learning enrollment, quarter two of 22-23 is the largest quarter and largest school year enrollment ever recorded with the Department of Education. Additionally, there are now 46 Tennessee certified pre-apprenticeship programs.

The committee had discussion with this work group and every work group around the challenges that they face. Regarding work-based learning, one area that they see challenges is amplifying their outreach: it's hard to scale the messaging when personal touch works best. They have an interest and are seeking input from the committee on how best to scale that and get the messaging out to parents and businesses. On the pre-apprenticeship side, frankly the challenge is increasing TCAT involvement: there are 17 out of 40 currently sponsoring and we need to have more involvement. All in all, a great update from this group and they will be meeting in May prior to the committee and board meeting scheduled for May to work with each of the work groups around their updated charter that'll be expiring in June. They will receive drafts and have a chance to address them offline.

##### Business Services Workgroup

This workgroup has re-examined their charter and milestones and they also have some new members. They've also established an employer engagement dashboard, recognizing that the dashboard itself doesn't exactly lend itself to sharing with outside agencies but it's very useful internally.

They will: a) be working internally and with committee feedback on developing a dashboard that can be and would be distributed to outside agencies for use, b) continue implementing the communication and delivery plan to distribute the employee dashboard to each local area.

Future plans include employing the use of a virtual recruiter to ensure employers are utilizing Jobs4TN throughout the apprenticeship process. Fundamentally it'll be a proactive platform that will be reaching out and prompting employers to remain engaged with the process. Employers are often busy running their businesses so anything we can do to prompt them to stay engaged will help them and us.

##### Job Seeker Workgroup

Their overarching goal is to ensure a comprehensive approach to workforce development through the creation of a collaborative plan by workforce partner agencies. They have developed a data visualization tool and are seeking the committee's engagement and feedback which will be provided. The Job Seeker Workgroup has also conducted a customer service survey: they've surveyed existing job seekers who have been provided resources by the workforce support agencies represented in the work group to identify opportunities to best serve job seekers. The survey asked job seekers questions focused on barriers they face to employment, ease of navigating the job search process, effectiveness of service and resources they have provided, methods they used to find a job, etc. They are fundamentally trying to assess from our users whether the tools we're providing them are easy to navigate and are equipping them for the results we're looking for. There were participants from 74 out of 95 counties - that included distressed counties as well - with 552 online surveys and 226 paper surveys completed. 536 of the 778 participants

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confirmed that the resources they received from workforce support agencies have been effective in their job search. The committee received a copy of the survey.

Innovation Committee – Presented by Chair Kevin Vaughn

The Innovation committee met a little early to discuss their goals and milestones for the year. Mr. Kshitiz [Rastogi] gave them an update on some of the projects and dashboards that he and his team have been working on. Some of them are in process and some have been completed. The updates included a) how to access WIRED information, b) the financial summary which shows the total funds that have been awarded, to whom they've been awarded, the total amount of spending, and how much of the remaining funds are for different projects, c) unemployment insurance (this is one that's just been rolled out), i.e. the programs to measure the unemployed, including wage attainment or living wage for job seeking, and d) the DHS best work practices. Mr. Mark Stevans gave a great presentation for the Northeast about their best work practices and some of their challenges. He highlighted Career Quests and Caring Workplace. Career Quest is where students can come and meet various vendors that have set up and decide the career path that they may choose. Caring Workplace is for the justice system or for those in recovery.

Chairman Berry noted that he appreciated the extra work Mr. Vaughn did to help reset, and particularly to orient new members on that committee so they understand the purpose and strategies moving forward.

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[Apprenticeship/WBL Workgroup Spotlight: The Tennessee Certified Pre-Apprenticeship Program at Komatsu](#)

[Matthew Spinella, Director of Work-Based Learning & Industry Engagement - Tennessee Department of Education \(TDOE\)](#)

[Holly Free-Ollard, Workforce Services Assistant Administrator - Tennessee Department of Labor & Workforce Development \(TDLWD\)](#)

Matthew Spinella and Holly Free-Ollard shared something they thought was very valuable because it helps contribute to labor force participation and a skilled workforce. In November 2020, this board approved a policy codifying Tennessee certified pre-apprenticeships. Between then and now, we have over 45 programs. One of our more recent partners, Komatsu, created a video that shows the value of Tennessee certified pre-apprenticeships and how they deepen the talent pipeline and increase participation in registered apprenticeship programs. Mr. Spinella noted that this video would effectively show us the fruits of everyone's labor, the result of this board's decision, and obviously some great outcomes for some young adults.

After the video, Mr. Spinella noted that what we saw is the result of some really strong, intentional planning among a number of different stakeholder groups: three different school districts in southeast Tennessee, an employer, a post-secondary partner, as well as intermediary groups. A lot of this is really thanks to funding that's been available from the Governor's budget, from Department of Education and from the Department of Labor and Workforce Development. Behind the scenes, before this ever came about, this all started with the help of the Workplace Compliance division at TDLWD. Komatsu was not sure what a 16- to 17-year-old high school student could do in a work setting. It's advanced manufacturing; they do industrial maintenance, welding, and assembly. Thanks to the Director of the Labor Standards unit, Lisa Watson and Assistant Administrator Kenneth Nealy, they told Komatsu what those students could do, and the answer was just about anything as long as they follow proper safety protocols and there's a willingness for all parties for the student to participate. From there they wanted to find out how to actually Implement a program, and they reached out to Chrissy Barker who was in that video and she worked through the mechanics of what a placement would look like, how to select students, what the goals would be, and what the ideal outcomes would be. The partnership with the registered apprenticeship program, thanks to Holly [Free-Ollard] and her team at Apprenticeship TN, established guardrails for how we did this as a road map for success. He noted that he and Holly are very proud of what they're doing.

**Ruste Via:** I have a couple of comments. I'm from west Tennessee and I'm in healthcare. I've heard two presentations today around getting high school students involved in advance of going out into the workforce and how successful those have been not only with the industry but for the students as well. I want to take the information I've learned today, and I want to know how we get other regions involved. How do we get a career day together with the local industries? I was involved in the health care sector for decades and I also grew up on the farm so welding and farming equipment and driving an excavator - all those things are also very relevant to me. What can we do: how do we help each region get more involved in getting these high school students involved so

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we're thinking more long-term five, ten years down the road making sure that our unemployment rate stays low and that we exceed expectations in that regard?

**Chairman Berry:** I'll go ahead and jump in: something I'm very passionate about - I think the pressure for high school students to feel like they have to choose their career before they leave high school is tremendous. Back in my day you, it was like hey go to college, about the third year in college declare a major, figure it out, move on. But now if you don't have your career chosen by the time you leave high school, you're an outcast. I don't think that kind of pressure is healthy for our students and so I think what we can do though is do a better job of showing them the options and I think that's what a program like this does. We're putting the pressure on them without any kind of insight to what their options are: is it college, is it a trade, is it an apprenticeship or something else. One of the things that Sevier County is doing - Sevier County Economic Development is starting a program for all industries and they're getting the participation of the businesses. Ruste, I think this is going to be part of the secret is bringing those businesses into the schools, whether it's manufacturing, construction, hospitality, agriculture, teaching - here's a path, and not just the path on paper but a path that includes pre-apprenticeship or job shadowing.

**Ruste Via:** Or having these presentations that define what they're doing...they need to be introduced to these things in school because they are going to have to make a decision in May on what they're going to be doing for at least the immediate future and how they're going to be employed.

**Chairman Berry:** I think it's up to the educators and the businesses in every region just to tell those students it's okay for you to have exploration while you're in high school. As a matter of fact, try this pre-apprenticeship for a while and if you don't like it, switch over to this one next semester or this one for the summer so by the time they graduate they'll have a better idea of their best option.

**Ruste Via:** The only thing I want to say lastly is I want to challenge this committee to find a way to help each region find corporations that are willing to do this...in what I heard from Northeast, originally it was viewed as a waste of their time and now they're calling asking how to get involved because they're getting the workforce they need and they've seen the results... Let's help our regional folks get this same thing going in other areas.

**Mike Pogreba:** I was committed to not speak in my first meeting, but I feel compelled, and you'll forgive me if things have changed, but I have two sons that just a few short years ago had to choose a career path in the ninth grade in high school. They were only allowed to take certain classes. The high school that they went to offered an automotive mechanics class but because he chose an engineering career path, he was not allowed to take the automotive repair class. My thing with high school students is let them have an opportunity to have a taste of the different opportunities and see what they like. We're not trying to give them a full apprenticeship or train them for a career: let them have a taste and see what they like so they can make that choice.

**Matthew Spinella:** Just in response...I will first tell you students are permitted to be enrolled in any course that's offered at a school.

**J. Paul Jackson:** In our committee meeting, Mr. Mark Stevans did a presentation on Career Quest there in Northeast and seeing the pre-apprenticeship program and listening to him struck a nerve with me because I have three children...my middle daughter who was academically outstanding was on an academic path wasn't for her... I think as a board we need to realize that in supporting these types of programs we're providing opportunities for early identification for these young people to get exposure to a variety of different workplaces.

Deputy Commissioner Campbell-Street: Matthew and Holly thank you so very much. This is phenomenal and I'm so glad to live in a state where apprenticeships are just a part of everyday life for our students...I think that Tennessee is very much on the on the right path in allowing different pathways because we all need plumbers and need electricians. Matthew I have a two-fold question: how do we choose the high schools to participate in these apprenticeships? I'm pretty sure it has something to do with the industries that are in Hamilton County or the other counties but how do you go about choosing which high schools are identified to participate?

**Matthew Spinella:** Work-based learning is a course that every school in all 147 districts may offer, and we obviously encourage schools to participate because it's an accountability measure: we want work-based learning participation to be a metric that we follow. From there, locally the schools make the determination to pursue work-based learning, and that number has also grown much like our enrollment. When a program is in place, a business or the district does the outreach. There's really a lot of communication that's involved and it's different: work-place learning is **employer driven**. If an employer says "I'd like to identify a new talent pipeline through your industrial maintenance technology program. Who are your best students in those courses and would they like to pursue a career?", the work-based learning coordinator says we have them. If the business asks who they should take, the school says we'll help guide your decision making but you're the employer and this is paid employment. This is an actual process in which these students go through the same vetting as the people that are hired from career fairs,

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temp agencies and other recruitment processes. They're held to the same standard and they tend to outperform their contemporaries.

**Deputy Commissioner Campbell-Street:** Thank you. My second question is more of a comment. Commissioner Thomas first mentioned during her comments about all the data that we have as a state, and I think about the people that are disengaged from employment at this time. I think it would be marvelous for us as we go out and engage businesses to also talk about our work participation rate and identify those subcategories in that rate that perhaps could benefit from apprenticeship programs. It is wonderful to be able to use actual data to help us craft our talking points to encourage businesses to look at communities that could have the greatest impact in encouraging that rate but also to encourage the diversity that we are so rich in here in our state. I think it would just be a phenomenal thing for us to start using those data points to encourage our talking points for our wonderful businesses. They do such an amazing job welcoming our students. Wouldn't it be great if we could have those talking points around our work participation rate for those economically disengaged populations. How do we help them prior to graduation? If we could identify some of those target areas to help them get through an apprenticeship program, I think that that would be a win-win for the state particularly around our work participation rate.

**Matthew Spinella:** To that point, we collect a lot of data - and we disaggregate by students with disability, economically disadvantaged, English language Learners, and the like. Thanks to work-based learning and the momentum that we have, we have students helping pay the bills for their family, keeping the lights on in their apartments, contributing to bringing up their younger siblings because of these opportunities. Our economically disadvantaged percentage of enrollment in work-based learning is on par and slightly above what it is Statewide in the aggregate. I don't know how we could collect such a thing but the data points that I wish we could really pull is what percentage of those students happen to be what would be qualified as a head of household. I think that would be a great piece of information to collect that we could make another video about: that helps make this work spread. I love those points...and I think that would be a great opportunity.

**Deborah Knoll:** Deborah Knoll, Assistant Commissioner of College, Career, and Technical Education at the Department of Education. I just want to go back and address some of the great comments that were made and questions about education. What we have in the schools and what we offer really starts with the middle school space. We have three very good courses that were just approved around career awareness, career exploration, and then career advising, and that's that eighth grade course that helps the student take ownership and feed into their secondary experience to be able to choose and being part of that course selection. We also have a mandated career aptitude test that all middle school students have to take and that goes beyond just what their interest is: it also taps into what their skills are, and it identifies those skills for those students and then aligns it to different careers. So many times, our students don't know what's out there or what their skills can align with those with those jobs.

We just got a historic investment of \$500 million from Governor Lee and the legislators around Innovative School Models and what that's going to provide is for every single high school to get a million dollars and every single middle school to get \$500,000 to reimagine what school can look like to help address a lot of the comments that were made today. We know that not all students are college bound and we want to make sure that we give them experiences that align their aptitude and skills and then in turn be able to provide services in our communities as well. When we are asked how we can align, it starts with knowing that every single high school and every single middle school in the state of Tennessee has received these funds and they're looking for community partnerships and workforce connections. When high schools make their selection on what programs of study to offer, we not only encourage, but it is part of our Perkins V, that they provide what's called a CLNA which is a comprehensive local needs assessment. They need to provide evidence as to where those jobs are that are aligned to those programs of study in those communities. We never want a school district to offer a program of study that goes nowhere...

The Department of Education in partnership with the Department of Labor are looking at these things and we're creating these middle school experiences. We know that's where that interest is that's where they're making those decisions where they want to go, and then also providing those opportunities for students and multiple pathways - those on and off ramps. At any time, they can get their industry credential, do their TCAT experience, go to a four-year university or even community college, but students need to know what those experiences are and we're committed to that. We are working deeply across state agencies to help address that.

**Chairman Berry:** Very good - so it sounds like you know clearly through enrollment that there's demand for this sort of thing. We see the success in the video and now Deborah tells us there's plenty of money available to make it happen. It sounds like we're running out of excuses not to make this happen at every school district in Tennessee.

**Commissioner Thomas:** I want to thank Deborah for her comments because I think she's exactly right. I'm so glad we have a Governor that gets it, and we have these kinds of investments that we can really bridge together to make it work. I just want to say this really quick because I omitted this from my opening remarks...The ink is not dry yet, the budget has not been approved as you know, but we had a \$15 million ask in this budget to fund summer youth

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work experience. While it is not as formalized as what you heard today, we believe particularly in Labor and across the enterprise that we need more kids touching and feeling work because a lot of those career decisions are based on whether they liked doing something. We need not just your advocacy but also for those of you who are business owners we need space. We're working with the Department of Education and we're going to be working with Human Services. Under the Governor's Strong Family Initiative, we really want to target youth who are aging out of foster care and low-income youth. As you mentioned Matt, we know the money goes a whole lot further in a household where they're in or at poverty levels. The goal this summer is to get as many kids as possible working with an employer over an eight-week experience. If you have slots back in your communities or if you know employers who are willing to do this, we want employers to show up, whether it's a service industry, manufacturing, or wherever it may be. We believe if we can get kids working, if it is only for the summer, they can get that experimentation early and it helps when they start to explore further what their career paths could look like. Stay tuned: more coming on summer youth but we're super excited. We talked about this with the Department of Education, and they have their LEAs already lining up to say they'll help. Our local boards are going to be pivotal in this work: we want all our American Job Center mobile units at high schools signing up kids to work over the summer. Some of these kids may not traditionally be the ones in the shoot for college or for some of the programming that we're talking about. Just wanted you to know.

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### K-12 Pathways for Postsecondary Success

Chelsea Crawford, Chief of Staff - Tennessee Department of Education (TDOE)

Chelsea Crawford, Chief of Staff at the Tennessee Department of Education (TDOE) spoke to us about a couple of different topics. She presented a quick slide that outlines their three-fold strategic plan. In K-12 education, they are always focused on *Academics* which includes student learning and improving student outcomes. In Tennessee, one of the things she is most proud of is their strong focus on *Student Readiness* components to serve the academic and non-academic needs of all students in their career pathways. They also have a focus on *Educators* to ensure they are well equipped to meet the needs of their students.

Ms. Crawford thinks Tennessee actually leads the nation regarding innovation including CTE and dual enrollment, work-based learning, and early post-secondary opportunities. Tennessee has had a long history of elected officials who have prioritized this work, in addition to district leaders, school leaders, and teachers - who have implemented this work with fidelity - and most importantly, students who are taking advantage of some innovative learning opportunities.

Last year in the legislative session, a new funding formula was passed for K-12 education so for the first time in 30 years, they revised the way they are funding education across the state, moving to a student-based funding formula. Each individual student in our public schools generates funding based on the needs that he or she may have, and on some of the programs and opportunities in which they are participating. We also heard her colleague Deb Knoll mention another opportunity which is half a billion dollars of investment that the state has put forward to support this work in our schools and communities.

Ms. Crawford gave some context on what our state looks like.

**K-12:** We have about one million students in K-12 public schools in 147 different school districts across the state. Some districts look very different: while Metro Nashville is a very large, more urban district, we also have very small rural districts and every shade in between which makes our state wonderfully diverse. This creates the need for flexibility and innovation.

**Postsecondary:** When we think about what students are going to do after they go through our K-12 system, they will take pathways to college, military, or career and technical trades. TDOE wants to be sure they are preparing every student to be successful in their chosen pathway after graduation. They do a lot of work with our higher education partners in the state – THEC, TBR, and other four-year institutions – and have strong conversations on a regular basis about the needs they hear from business and industry.

**Pathways:** There are lots of different career clusters across the state that give a number of options and choices for students to explore in their middle and high school years before they go out into the world. Last year, the Governor and the General Assembly chose to invest \$500 million dollars in a one-time fashion. TDOE now has the TISA funding formula which can sustain some of these investments over time. Regarding the Innovative School Models (ISM) concept, Ms. Crawford reminded us that during COVID we got lots of money from the federal government. In K-12 we got about four and a half billion dollars between our state agency and all of the public school districts across the state. When TDOE took some of the funds that flowed into their agency, they stood up an Innovative School Models grant. There were 21 Innovative School Models in that initial grant that have set up some innovative

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opportunities for students in different parts of our state and have allowed some geographic tailoring based on the needs that we see in the workforce and the economy in those areas.

#### The Launch Grant

This is a national grant that Tennessee has been selected to be a part of. There are 12 states participating, and six other states are participating with us in the Impact Cohort. There is also an Innovation Cohort comprised of states which are trying to vision this work and really build on the foundations that Tennessee has already established. This grant was funded generously nationwide by a number of different philanthropy groups. Several education advocacy partners have come together and tried to dedicate capacity and context to support the success of the grant implementation.

Over the course of two years, they are going to be participating with a number of partners across the nation. They are also going to leverage the good works that our districts, our higher education institutions and our workforce and economic development partners have been doing and capture this opportunity. Based on where TDOE has been and the strong history and foundations that they have laid, and because of the implementation of this new funding formula, they want to think very strategically about how they are funding and incentivizing programs of study.

For example, Ms. Crawford thinks they can elevate the Ford Blue Oval City opportunity for our state. It is the biggest investment that Ford has ever made and there are things they need to do in the K-12 and post-secondary space to ensure students in that region are well prepared to go into the jobs that Ford will bring. This is one example of how they are planning and incentivizing programs in the K-12 space to align with the local workforce needs.

She also noted when Governor Lee selected Commissioner Penny Schwinn to lead the Department of Education, one of the things he charged her with was reimagining the high school and middle school experience, i.e. to step outside the box to break down barriers for students to be more successful and have more access to different types of career pathways so they are prepared after graduation.

A chart showed the five local school districts that are participating in the Launch Grant across the state: Milan Special School District, Trousdale County Schools, Williamson County Schools, Anderson County Schools, and Bristol City Schools. They have some diversity in the districts: two in East Tennessee, kind of up in Appalachia where the economic development region has some different needs, two in Middle Tennessee where one is more on the suburban end and one is more rural, and on the west side of the state that we would consider to be more rural.

The superintendents of those districts have come together with them on several occasions already to envision how to move forward. What TDOE as a stakeholder group is focused on and what they will examine over the course of this grant is really the intersection between policy and data. When we consider all the different legislation and rules that we have in the post-secondary pathway space related to a funding formula that generates funding for students based on enrollment in a CTE program, for instance, they want to make sure these districts can help them evaluate what kind of data is out there, how they can look at data about the workforce in our state and the workforce we hope will come to our state, and strategically plan programs in K-12 that will align to those occupations. Over the course of this grant, they want to explore occupations that are aligned to actual earning potential, i.e. those careers that might be able to sustain an individual or a family, and to incentivize alignment of programs of study in K-12 not only to those jobs that are in high demand but jobs that also have a high earning potential.

They are going to focus on regional partnerships and four things in particular through the course of this grant:

- Alignment to credentials of value* – the concept of in demand jobs and actual earning potential
- Transitions* – taking students between the K-12 space, post-secondary space, and into Workforce and Industry, ensuring that there's not barriers or gaps where students might not have as much support as they need to be able to move on to their next step
- Individual student advising* – the types of supports that that students need in the middle and high school space to be able to evaluate programs of study that are available to them in their school and then embark on those pathways with intention
- Work-based learning opportunities* - connecting those back further and earlier into the K-12 experience.

Ms. Crawford noted that Commissioner Thomas and her agency are going to be good partners and already have been in many ways but they have a couple of years to work on this.

Chairman Berry noted that this was excellent information and we are looking forward to seeing that roll out in multiple districts.

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## Adult Education Update

Jay Baker, Adult Education (AE) Assistant Commissioner – TN Department of Labor and Workforce Development (TDLWD)

Assistant Commissioner Jay Baker gave an update on what's going on in the Adult Education space at TDLWD in four main areas: 1) Alternate High School Equivalency (HSE) Pathways, 2) the High School Equivalency Credential (HSEC) Cleanup Bill, 3) the Project REAP Tablets Rollout, and 4) the Grant Competition.

1) Alternate High School Equivalency (HSE) Pathways - It's been about a year and a half since Mr. Baker gave us some information about alternate pathways to HSE. They've had a lot of good momentum and they're really excited for the progress that's been made. As a reminder, they are pursuing assessments in addition to HiSET. They want to have additional options for Tennesseans to get a high school equivalency diploma. Right now, HiSET is the only exam option, so they're trying to add TABE, WorkKeys, potentially even GED. They really want to open up the options for students. Their next step is to work to provide a very detailed recommendation and justification for each of these options to the State Board of Education, the body that ultimately decides what will count as an equivalency credential in the state of TN. They are looking roughly at some point in August as the timeframe when they will be able to present this very detailed recommendation to the State Board. This is only phase one of hopefully many steps to come in the future of expanding opportunities for Tennesseans. They will look to add more possible pathways such as a TCAT diploma or certificate, portfolio-based assessments of students' experience, and work experience. There will be much work in the months and years to come but the first step is to get to the August meeting with the State Board of Education and get some of these additional assessments as options.

2) High School Equivalency Credential (HSEC) Cleanup Bill – This bill is legislation backed by the administration to clean up references to HiSET and GED which exists throughout Tennessee law and Tennessee code. It's a bit of a misnomer in the way it's used because these are brands, i.e. these are products created by vendor specific companies. For example, instead of using Kleenex, you are using facial tissue. We will refer to a generic high school equivalency credential instead of the vendor or exam names. This bill has already passed in both the House and Senate to allow for future flexibility.

3) Project REAP Tablets Rollout – This is their 'tablets in the jails' project. Mr. Baker was excited to report that the rollout is going very well: all counties in West Tennessee have received tablets and they are in the jail facilities in all East Tennessee counties except Roane County. Middle TN was saved for last: there are 21 counties that have received tablets and AE are still working on some of the final procurements and distribution. They are in the final stretch of distribution and the next phase is to ensure they get some really good implementation and usage. The folks behind the walls have a huge need and opportunity to get a good education, to get workforce development services on these tablets, and ultimately to get connected with good training and jobs even while they're incarcerated and certainly post-release. The bulk of the work is still ahead of them.

4) Grant Competition - WIOA requires AE to re-compete their grants every few years to rethink how they provide services across Tennessee. TDLWD is the administrative pass-through entity of these grants. They don't provide direct services to the public: grant contractors, local agencies, school districts, TCATs, community colleges, and non-profits are the entities that provide these services and get grants from TDLWD. Two grants are available: Adult Basic Education (statewide), and the Integrated English Literacy and Civics Education which is concentrated largely in major metro areas where our immigrant populations are concentrated. AE looking to do a four-year grant period starting July 2023 through June 2027. They are taking a bit of a new approach: to drum up some interest, they are allowing local determination of service areas and to encourage more local agencies to apply by holding Town Hall meetings and meeting with lots of different stakeholders to explain the details of these grants.

Mr. Baker showed a map of their current service delivery, noting that the data suggests they could get better outcomes if: a) the 13 agencies statewide propose their desired service area and funding amount, b) a six-county maximum is established to allow for more agencies with more manageable service areas, c) negotiations are held to adjust and ensure complete coverage across the state, and d) the local Workforce Development boards provide feedback on applications' alignment with local plans. The Adult Education Division wants to ensure that their AE providers across the state are very much aware of, in alignment with, and reinforcing local plans for workforce development. They've seen a lot of great momentum in recent years around Adult Ed being a valued partner in the WIOA system. They want to ensure that our local providers and those applying for these grants understand that it's not just about teaching math, reading, writing, English, and HiSET prep: it's about the bigger picture of making sure they're connected to the workforce system.

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Mr. Baker showed another map showing the latest data on the counties where the 426,000 Tennesseans reside who are working-age 18 to 64 but do not have a high school diploma or equivalency. If those who are 65 and up are included, the number goes well over 600,000 Tennesseans without a high school credential. The need is enormous. The Integrated English Literacy and Civics Education grant is limited to the top five counties where 117,000-plus individual live who are members of the immigrant community, are not American citizens and are non-native English speakers. Again, the need is enormous.

Timeline of events:

Request for applications (RFA) announced: March 1

Town hall meetings in each local area: March 9-16

Application deadline: April 6, 2023

Application review and scoring complete: April 21, 2023

Negotiation of funding and service areas: April 24 -May 5, 2023

Final grant awards announced: May 12, 2023

Mr. Baker thanked their adult education partners across the state who are doing great work despite some of the challenges, noting that the best is yet to come.

**Chairman Berry:** Let me go back to the alternatives, to the diplomas...what is taking so long to get other people to agree that there should be more than one path to that?... I'm sure that you have presented this to the point of exhaustion and frustration, and it's been over a year since you told us about all these things that we were all excited about...Explain the hurdles a little bit.

**Stamatia Xixis:** I'm going to jump in here: Tia Xixis, Chief of Staff with TDLWD. Jay made a presentation in the fall to the State Board of Education and you'll be very pleased: it was very well received. However, we are still turning a pretty big turn for people to think about something that is new and so that's where part of these hurdles have come from...There are so many moving pieces that have to be changed, and those were some of the requests that we received which is why we went forward with the legislative package. We've made those corrections. We really do need to continue to serve the half a million people out there: we've got to move forward with the new areas and provide that service, but we've also got to continue with this track. Jonathan [Haynes] the staff attorney has been working trying to get the rule processes in place so we've made the statute change. It's not been signed by the governor yet to be official but once we do that, we've got the process in place to work with the State Board about changing all the rules and then we'll continue to move forward with new rules. That's what we'll start in August.

**Marshall Graves:** As a board, what could we do to help support and complete this process?

**Tia Xixis:** Keep talking about it because it's one of those things that we just have to continue the conversation, much as we've talked about with apprenticeship: we have to tell our stories better. People don't know: people are excited about a lot of these thought processes, but we just have to continue that messaging. Having conversations with your locals, with those legislators is one of the components. I am our voice with this department as a liaison - to continue to make sure that people know what's really needed to move the workforce needle to try to get more people engaged. We've got to open and look outside of that box about how to help them.

**Marshall Graves:** We don't have many knobs and dials, but we do have a title. Is there a way for this board to make a public statement or can we make a statement to the Board of Education, or have we done something to support such an initiative?

**Tia Xixis:** Yes, that was one of the components. When Jay visited for that workshop, he expressed that you all were supportive of this, and I think that was one of the things that really got them engaged in sharing that they were also supportive. I think people very much want it but there's so many things that have to move with it for us to get there.

**Chairman Berry:** We've got board support across the different agencies so does this ultimately end in required legislation?

**Tia Xixis:** We don't believe that are any other required legislative changes other than allowing for the flexibility, and there were some different opinions on whether that was even necessary, but it made all parties comfortable. With any transition you've got to bring everybody along, and what's slowed our progress somewhat is trying to be a good partner.

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Fiscal Update

Ivan Greenfield, Workforce Services Assistant Administrator - TN Department of Labor & Workforce Development

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Assistant Administrator Ivan Greenfield reviewed the numbers for second quarter ending December 31, 2022 (including overall expenditures and funding), second quarter key performance indicators, challenges, and opportunities.

#### Second Quarter Ending December 31, 2022

As of the end of the second quarter, total authorized funding was \$137 million against \$67 million in expenditures. The carry forward number represents that, on average, we have about \$45-\$50 million in obligations. This represents the unliquidated or non-reimbursed portion of those contracts. Carryover is about \$25 million leaving a net position of \$95 million halfway through the year. In the funding, Vocational Rehabilitation likes to report their numbers based on their expenditures so the amount of funding here is equivalent to the amount of expenditures through the first six months of the year.

Workforce Services - Year over year things are kind of flat. One thing to note is apprenticeship is actually about \$2.1 million and re-entry is at almost \$12 million. Expenditures are significantly down. As discussed last quarter, there was some contracting management – Smart Simple - a change in the grant management system resulting in some contracting delays primarily in the first quarter. Expenditures have picked up and Mr. Greenfield expects them to catch up even more in the third and fourth quarters to get back to what we would think to be a normal expenditure rate. Enrollment for Workforce Services, specifically Title I, quarter-on-quarter enrollments are pretty flat: 13,921 as opposed to 13,815 last quarter.

Adult Education - There is not much change in funding last year compared to this year, \$13.5 million basically and they're on track to expend that which is about half of their award. There is a small carryover. Regarding enrollments, they're on track to far exceed last year's enrollment of 10,360: they are already at 10,747.

Vocational Rehabilitation – With the funding equaling the expenditures, their net position is zero. As Kevin [Wright] mentioned, they are having some discussions about how to better align and report the numbers so looking forward to further discussions on that. Total enrollment is looking very good: 11,286 last year compared to 10,928 halfway through the year.

#### State Key Performance Indicators

For Program Year 22, July 1, 2022 through June 30, 2023, the 22 performance metrics are either on enrollments or training services. The charts show 17 of the 22 are green which means they have met their KPI targets or were approaching the negotiated target for PY2022. They are ranked on a scale of 0 (not acceptable) to 5 (a best practice). The Re-entry program is about four-fold over the targeted 426 at 1,600 or 377 percent of the goal. Apprenticeship is not represented well here and it's a timing issue. They're not actually at zero: year to date they have 199 teacher apprentices enrolled and their target for the year was 40 so they are five-fold over their target already. The only real issue here is going to be in our senior program. There was a change in their service provider, and the West area makes up about a third of the slots that go into that program. A third of the expenditures got started late and the contract didn't go out to the new provider until October. We'll see expenditures pick up but it's not likely that we'll meet the target enrollment goal. Anything above a three (3) on the chart is approaching the target and anything below that is where they want to focus their attention.

#### Federal Performance Measures

Looking at the federal performance measures, as of Q2 of PY2022, Tennessee achieved greater than 90 percent on all 18 measures. Two of the 18 were below the negotiated measures. The federal goal is to have 90 percent of the target or better. We have two areas where we met the 90 percent, but we were below the actual goal: measurable skill gains were 53% compared to the 54% negotiated rate, and credential attainment was 68% compared to the 70% negotiated rate.

#### State Comparison

Regarding our state comparison, Mr. Marshall [Graves] inspired this. These numbers are put out every two years and of the 18 measures, we have 14 that are in the first or second quartile. The Wagner-Peyser numbers are from 2021 and are related to COVID foot traffic and other things that were rather low during that period.

#### Challenges

*Federal funding* - Even though the budget is flat and given that our unemployment is where it is, last time we lost about nine percent on our overall State funding for our Title I program. Local areas have been looking at other alternative funding sources. TDLWD has talked about hiring a grant writer to help look at other funding sources and expanding partnerships to expand resources and access.

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*Staffing Turnover* – This is unfortunately continuing for them where they just keep losing folks to higher paying jobs and it's the same for our locals and others across the state.

#### Opportunities

*Corrections Education Expansion* - Jay [Baker] already touched on Corrections education and from a budgetary perspective they were awarded State funding of about \$9.1 million to expand the program that included about a little more than 6,300 tablets that were distributed throughout local jails across the 95 counties. They're in the fourth phase of that distribution and will complete that by the end of the fourth quarter. Mr. Greenfield hopes to have some good performance numbers associated with that to report in the next board meeting.

*Continuous improvement in Systems Administration* – There is a new Grants system that Ms. Falcon talked about earlier and in January, Adult Education was integrated into that. They will really be able to really be able to report, track and not revert funds: the system will help them to track and better optimize grant and state funding.

**Marshall Graves:** Maybe this is a question for the Commissioner, but if you look at that where we rank among other states, are you satisfied with this and are there any things, if our goal is to be the best, that we ought to surface and focus on?

**Commissioner Thomas:** I think, with the chart, I'm satisfied with where we are here. I think the challenge is primarily - and we've talked about this before - the behavior of our system is to make sure we can check all the federal boxes we have to for the money and for compliance sake. The challenge is that there are State specific indicators that are misaligned with some of the federal indicators. For example, we're measuring this based on 18 months ago or 24 months ago. It doesn't do a whole lot to tell us where we are right now, and unfortunately the needs of Tennesseans are very immediate. What we're working on is how do we come up with more state-specific targets that are more in line with the Governor's vision and the needs of the Tennessee workforce so we're not having to operate a system that is responsive to the Feds and looks really good on paper but not doing a whole lot to move our state forward. A lot of my sort of internal conflict comes from...having almost a bilateral system: yes, we'll move the federal targets but [we need to have] a more readily available data set that gives us more predictive analytics on where Tennesseans are moving and not necessarily being boxed into just the measurements that the Feds have imposed on us.

**Marshall Graves:** Thank you - that's very insightful - I appreciate the comments.

**Ivan Greenfield:** Just to look forward, in the next board meeting, we will address our state reserve budget – just wanted to kind of put that on the table so everybody's kind of be prepared for that. Lastly, I would ask of you – and Marshall is very good at this, and I appreciate it - if there's anything that you'd like to see that's missing that would help in the board meetings and making decisions please let us know and we'll do what we can to accommodate that.

**Ben Ferguson:** Just a question on one of the metrics - the median earnings - and I see this at the local level in our measurements. Typically, in rural areas we tend to lag on that metric across the board. Is that just a set metric across the country or is that normalized for cost of living or anything like that?

**Ryan Allen:** I think Ben's question was around the credential attainment rate that's the same Federal metric for median earnings. All these performance metrics are the same for all states so they're all standardized across the system. The feds put quite a bit of thought into how we measure the workforce system as a whole, but back to Commissioner's point, you're looking at a very lagged [data set]. To understand how the information comes in, someone comes in as a participant, we collect their social security number, it takes their employer supply and wage records first, and it's not fair to measure them as soon as they exit because they probably don't have a job at that point. You have to wait until two quarters after they finally get out of the system, then you start looking at wage records. Back to Commissioner's point: these are standardized across all states and are required Federal performance but there's probably a different way we could look at it. I'll definitely be glad to take any kind of feedback of what that can be, because you're really looking at either surveys or how are we going to find out quickly when people are working for the employer.

**Ben Ferguson:** At the local level...whenever we've been failing in that category it doesn't feel like something we can necessarily do a lot around.

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#### Closing Remarks and Adjourn

Chairman Berry highlighted the meeting dates for the remainder of the year and encouraged us to build our calendars around those dates to ensure our attendance. He appreciated today's input: the conversations were robust, we got a policy changed, there were great insights, and there will be follow-up on based on the interest in

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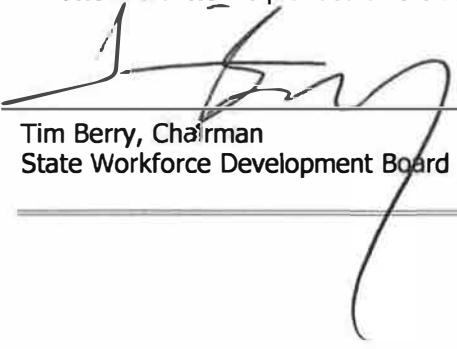
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our conversations today. Chairman Berry thanked the board and welcomed new members again, reminding them of an upcoming orientation and encouraging them to reach out to any board member with questions.

The meeting adjourned at 12:17 PM.

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Note: An audio recording of this meeting is on file at the Tennessee Department of Labor and Workforce Development. All meeting minutes and dates are provided on the State Workforce Development Board website.



Tim Berry, Chairman  
State Workforce Development Board

5-19-23

Date

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