

South Central Tennessee Workforce Alliance

2016 Labor and Education Alignment Program (LEAP 2.0)

Project Accelerate: Speeding the Pipeline from Classroom to Workplace

South Central Tennessee Workforce Alliance

IN PARTNERSHIP WITH

1. Higher Education Institutions:

Tennessee College of Applied Technology – Pulaski, Tennessee College of Applied Technology – Hohenwald, Tennessee College of Applied Technology – Shelbyville, Columbia State Community College, Tennessee College of Applied Technology - McMinnville, Martin Methodist College

2. LEA/Career Technical Education (CTE):

Ginger Cagle, Perry County CTE Director

3. Private Employers:

**Mark Jent, Modine Manufacturing
De Helton, Homeland LLC**

Project Director: Jan McKeel

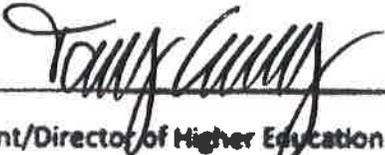
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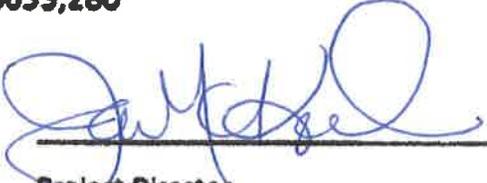
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Funding Requested: \$653,280



President/Director of Higher Education Institution



Project Director

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II. PROGRAM SUMMARY

This LEAP 2.0 Program proposal, “Project Accelerate: Speeding the Pipeline from Classroom to Workplace” (Project Accelerate) focuses on work-based learning (WBL) and workplace skills enhancement for higher education students. The goal is to fill critical workforce gaps that require post-secondary education by preparing students for rapid and effective entry into the workforce.

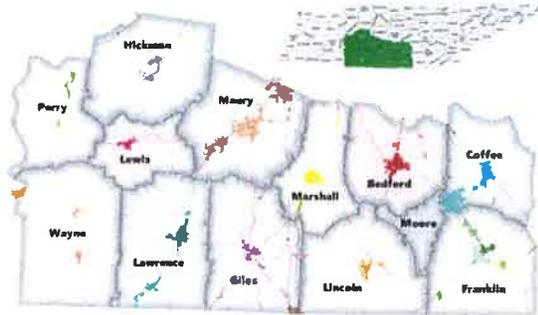


Figure 1: Counties Included in the Grant

The project brings employers, institutions of higher education (IHEs), and the regional workforce alliance into close collaboration. The IHE partners are TCAT-Pulaski, TCAT-Hohenwald, TCAT-Shelbyville, Columbia State Community College, TCAT-McMinnville, and Martin Methodist College.

The WBL will consist of paid WBL opportunities for which students will receive academic credit supplemented by workplace skills training through the ACT Soft Skills Suite and preparation for and achievement of National Career

Readiness Certifications (NCRC). Lack of these types of skills has been a persistent source of frustration to employers, a barrier to providing WBL to students, and an obstacle to hiring otherwise qualified recent graduates. Our program can open the pipeline to employment by remedying this source of resistance to WBL and hiring.

Companies providing the paid WBL will be reimbursed 50% of wages to the students up to a maximum of \$2000 per student at the conclusion of each successful WBL. For companies that do not want to put the students on their own payroll, The South Central Tennessee Workforce Alliance (SCTWA) is prepared to be the employer of record and invoice the companies. Reluctance to put WBL students on their payroll has been a significant obstacle to WBL in our region. SCTWA's ability to serve in this role will overcome this objection to WBL, allowing employers to provide new WBL opportunities.

For eligibility, (1) the student's program of study must be identified as one for which regional demand exceeds supply and for which the wage rate for the occupation exceeds the regional average wage rate; (2) the work-based learning must clearly relate to the course of study and to the identified gap; (3) there must be academic credit awarded; (4) either the student's residence or the employer's place of business must be in the thirteen county region; and (5) the WBL must represent a net new WBL, not just a replacement for existing WBL. To the extent possible, students targeted will be those without significant work experience, students who are “disconnected youth,” and those who are changing careers. Dual-enrolled high school students could also be eligible if they meet all other criteria.

Our goal is to serve 180 students (on average 5 per institution per semester, or 30 total per semester) over the course of six semesters (Spring, Summer, and Fall of both 2017 and 2018). Our employer goal is to develop WBL opportunities at a minimum of 10 employers (3 work-based learners per semester per employer) and an ideal of 20 – 30 employers as the program grows. Employers and institutions may need the program's incentives to initiate or improve WBL, but once they learn how to structure and administer the programs, and experience the results, they will be motivated to continue the programs.

While providing opportunities for 180 students and up to 30 employers is a worthy objective, our larger objective is to provide a model, processes, and results that will sustainably open the pipeline between institutions of higher education and employers far into the future.

Key institutions of higher education, secondary schools, employers, economic development and workforce agencies enthusiastically support the proposal. The program aligns closely with the stated goals of the LEAP grants, as well as Drive to 55.

III. PROGRAM NEED

According to Drive to 55 data, the high school graduation rates in the region compare favorably with the state as a whole. However, there is a very large gap in post-secondary attainment. The gap begins with below-average college entry rates in most of the counties. That differential is greatly magnified in the adult workforce, where all the counties except Maury have lower rates of Associate's Degrees attainment and about half the level of Bachelor's Degree attainment of

Severe Post-Secondary Gap

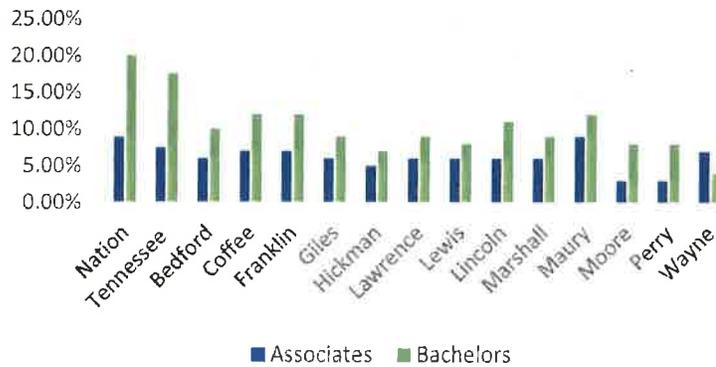


Figure 2: Regional Post-Secondary Gap

"The manufacturing environment has evolved since the days of our father's dinnertime stories and newsreel accounts. The opportunity to immerse students in today's reality is invaluable to their career choice decision process. Today's manufacturing is on the cutting edge of technology, and there is no better way than hands on learning to deliver that message." Ken Knight, GM Spring Hill Manufacturing Plant Manager.

"Modine has been a supporter of the LEAP program and will continue to support by providing co-op and intern opportunities. This gives those students real life on-the-job experience while allowing Modine, in conjunction with the SCTWA, to determine workforce skills gaps that LEAP is designed to address. By providing these opportunities, it allows industry to have a voice in educating our future workforce." Mark Jent, HR Manager, Modine Manufacturing

"Work experiences are extremely valuable. We learn from experience as well as the classroom. Work experience polishes our classroom skills and builds us as professionals." Lori Decker, Recruiter, IBEX Global.

the nation and the state.ⁱ ⁱⁱ While the overall deficit of post-secondary educated workforce is stunningly great, gaps between supply and demand in key occupations is even greater. For example, there were 165 openings for CNC Machinists while there were only 16 completers in the region. There were 823 openings for Health Services/Allied Health versus only 89 completers. We have analyzed the 132 courses of study provided by the six IHEs. Of these, 51 programs meet the criteria of having a regional supply deficit (fewer completers than job openings)

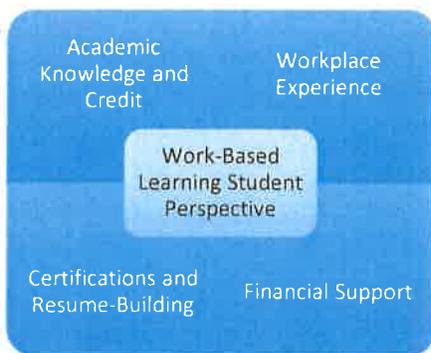
and having wages above the regional average.^{1,2} In these programs, the region produced 1,341 program completers as compared to 5,330 job openings.³ Exhibit A shows the programs that meet these criteria, along with the actual number of completers, number of openings, and wages.⁴ Each IHE will be provided with the list of programs from which students should be drawn for eligibility for the grant's WBL. This list will be updated for each semester's cohort, so that the program is dynamically responsive to changes in occupational demand.

For Tennessee to continue its job growth and to achieve the Governor's Drive to 55 goals, it is essential that significantly underperforming areas such as ours be improved by expanding the rate of completers in key programs and accelerating workforce entry for those completers.

IV. PROGRAM PLAN

A. Overview and Timeline

Overview. Our program will match higher education students to employers through work-based learning (WBL) opportunities in occupations that are in a supply/demand deficit ("target occupations"), that have average wages that exceed the average wages of the 13-county region, and that have programs of study from the higher education institutions in the region.



Our objectives are: (1) help employers, educational institutions, and students fill the workplace occupation gap; (2) provide a seamless and accelerated transition from higher education to work and jumpstarting paid employment; (3) stem leakage to

¹ Source: EMSI retrieved 7/26/16

² The average wage for the occupation is used as a selection criteria so that we can focus on occupations which will raise average incomes in the region. This does not correspond to the wages that will be paid in the actual WBLs. Those wages will be determined individually depending on the employer and the nature of the work in the WBL.

³ The most recent completer data is for 2014, while the most recent job openings data is for 2015.

⁴ This list may be refined prior to the first cohort of WBL, due to subsequent analysis.

other occupations; (4) stem leakage to other regions when students complete their education, and (5) encourage better communication and pipeline between schools and employers to reduce the gap in target occupations in the future. These objectives support Drive to 55 in a region that is behind compared to the state as a whole.

Students will benefit from understanding the relevance and applicability of their course of study to the “real world,” gain academic credit and workplace readiness certification for their efforts, have a higher probability of having a job offer waiting for them upon completion of their education programs, and become trained, motivated, and energized to take up careers in undersupplied occupations.

For employers, the program provides a pathway to better recruiting outcomes by opening the lines of communication between the employers and the IHEs in those occupations where their need is great. Better communication means a better flow of students into their workforce, and better linkages between their needs and the education received by their potential workforce. The financial incentive will help employers overcome reluctance to participate in WBL so that they can see the long-term benefits to them of continuing these programs.



As a result of this program, more students may be attracted to the target courses of study as they observe the availability of paid WBL and the ease of transition from school to work. This would further improve the supply of needed and qualified employees.

Both students and employers will have to meet eligibility requirements for the program, as shown in the table below.

Table 1: Eligibility Criteria for Students and Employers

Students	Employers
<ul style="list-style-type: none"> • Meet the sponsoring school’s WBL eligibility criteria • Be in a program of study that relates to the target occupations • Reside in the 13 county area unless the employer’s place of business is in the 13 county area 	<ul style="list-style-type: none"> • Add net new WBL opportunities rather than replacing existing WBLs. Baseline WBL will be calculated by adding the number of higher education WBL opportunities provided during 2015 and 2016, and dividing by 6 to get a per semester average baseline. Only WBLs in excess of the baseline in any given semester will be eligible. • Provide WBL that is clearly related in work content to the occupations on the target list. • Provide the WBL in a location within the 13 counties unless the student resides in the 13 counties.

In order to qualify for the wage reimbursement from the program, two conditions must be met:

- The student must have satisfactorily completed the WBL from both the employer’s and the school’s perspective;
- The employer must have satisfied the school’s requirements for providing a bona fide WBL.

The program covers the 13-county South Central Tennessee Economic Development Region. Four counties in this region were not included in any of the LEAP 1.0 grants awarded: Perry, Hickman, Moore, and Coffee. Two others, Lincoln and Maury, were not included in the LEAP 1.0 grant, “Closing Gaps Through Partnerships.” Seven counties were included in “Closing Gaps Through Partnerships,” which focused almost exclusively on high school students enrolled in courses of study related to advanced manufacturing. This LEAP 2.0 grant, while led by the same successful team as the LEAP 1.0 grant, has significant differences. It extends the focus to IHEs; it broadens the occupational and industry focus to all undersupplied occupations, not just advanced manufacturing; and it adds six counties to its reach, four of which were not recipients of any of the LEAP 1.0 grants.

Timeline. The 30-month duration of the grant will be allocated as follows. Assuming a September 2016 award, September through December will be used for developing materials and processes, and recruiting the first cohort of WBL students and companies. The first cohort of WBL will commence in January of 2017. There will be 6 semester-long cycles of WBL – Spring, Summer, and Fall of 2017 and Spring, Summer, and Fall of 2018. The final two months of the grant period will be devoted to final

assessments and reporting; and production of WBL Best Practices for Employers, and WBL Best Practices for Post-Secondary Educators. These Best Practices guidelines will be available to all employers and IHEs

A detailed timeline can be found in the Exhibit B.

B. Measurable Objectives

Our program is designed to demonstrate its success and to allow the dissemination of our best practices to other employers and schools. For each of our overall goals, we have determined what we will measure and what the source of data will be. The measurable outcomes are based around five overarching program goals:

- help employers, IHEs, and students fill the workplace occupation gap;
- provide a more seamless transition from higher education to work;
- stem leakage to other occupations;
- stem leakage to other regions when students complete their education; and
- encourage better communication and pipeline between schools and employers to reduce the gap in target occupations in the future.

The measures that will inform our attainment of each of these primary goals are shown in Exhibit C.

Each IHE will be responsible for designing and tracking the individual student learning outcomes based upon the nature of the specific WBL and their institution's particular requirements for awarding academic credit. Because these vary across institutions and are tailored to each individual student and WBL, learning outcomes are not captured in detail in our assessment plan, but instead are included by inference in the assessment of successful completions of WBL.

C. Governance and Accountability

The project will be under the leadership of Jan McKeel, Executive Director of the South Central Tennessee Workforce Alliance. The fiscal agent will be TCAT-Pulaski, under the leadership of Tony Creecy. Dr. Cheri Thomas of Martin Methodist College will also be a core member of the team responsible for assessments. Tonja Garrett will be the program manager. This core team has been

successful in its implementation of the \$970,000 LEAP 1.0 grant, "Closing Gaps Through Partnerships."

Brief biographies of the core team are in Exhibit D.

The project team will work with a broader Leadership Committee that will include the program partners. This structure has worked well for LEAP1.0 by providing oversight and insight from representatives of all involved parties. The Leadership Committee will meet at least monthly through the planning and first implementation period, then as needed through the remainder of the grant period.

The project will report monthly to the State.

D. [Alignment of Localized Need and Academic Credentialing](#)

Localized need has been linked directly to academic credentialing through our academic program selection process. We analyzed EMSI data to determine where gaps existed between supply and demand related to programs offered by the IHEs.

Each IHE already has in place a mechanism for awarding academic credit for WBL related to its programs. However, the institutions may vary in how the WBL is structured. For example, Martin Methodist College awards credit through internships while other institutions may have additional or alternative forms of WBL.

E. [Employer Engagement, Student Outcomes, and Payment Reporting](#)

[Employer Engagement.](#) SCTWA has a long and active relationship with employers throughout the region. Through the American Job Center system an Employer Relations Team (two members of which are SCTWA employees) regularly speak to, communicate electronically with, and call on many employers throughout the region. The Work Based Learning Employer Incentive tool, from this grant, will be added to their toolbox. Additionally, SCTWA's Communications Manager regularly shares information regarding available training funds opportunities, job openings, and special events of interest to employers. Media coverage also helps increase interest and builds awareness among employers.

Additionally, SCTWA works extensively with Chambers of Commerce and local and regional Economic Development offices. These agencies provide additional linkages to employers, both existing and new, and can leverage the direct efforts of the SCTWA to develop WBL through their knowledge of SCTWA's services offerings.

Employers are currently offered incentives for On the Job Training contracts, Incumbent Worker Training contracts, Apprenticeship Training programs, and Customized Training contracts. All of these incentives require an employer match of up to 50% and are in place to encourage employers to provide training through the workplace. The proposed Work Based Learning incentive fits in perfectly as a complementary and targeted incentive tool, especially for the emerging workforce who are in post-secondary training but have little or no related work experience.

SCTWA will offer employers the option of serving directly as the employer of record for the student, and billing for the incentive at the successful completion of the paid work experience, or opting for SCTWA to serve as the employer of record, incurring all payroll costs, including workers compensation, with funds provided by the employer to cover costs.

Student Outcomes. Student outcomes will be assessed from several perspectives:

- their respective academic institutions will assess their learning outcomes in accordance with their internal process for awarding academic credit for WBL, which may vary from institution to institution;
- employers will assess the student's progress and achievement from the employer perspective, including soft skills;
- the program will assess the students' perceptions of the WBL experience, the skills training, and key outcomes; and
- the program will assess the student's work-readiness proficiency as demonstrated by the NCRC training and testing and the ACT Soft Skills Suite training and testing.

The assessment criteria are shown in Exhibit C.

Payment Reporting. Under either option (direct compensation by employer or indirect compensation through SCTWA), the incentive will return 50% of wages up to \$2000 to the employer per student at the successful completion of WBL. The program will maintain a “tickler” database of each student’s WBL, including the end date. The end date will trigger follow-up procedures that will include collecting assessment data, verifying the successful completion of the WBL, documenting the compensation paid, calculating the reimbursement, and providing the necessary paperwork to reimburse the employer. All reporting and administrative data will be maintained and accurately reported by the SCTWA. Regular monitoring of employer work based learning sites will also be provided by SCTWA.

V. STRENGTH OF PARTNERSHIPS

A. Roles of Partners

The table below shows the roles of the Project Accelerate’s partners. Embedded in this table are the partners required by the grant: a workforce development agency; Tennessee public institutions of higher education; area employers representing sectors with worker shortages; and a CTE director or administrator for K-12.

Partner	Person(s)	Role
SCTWA	Jan McKeel, Project Director Tonja Garrett, Project Manager	Chair the Leadership Committee Oversee all operations of the program Recruit and prepare employers for WBL students Work with faculty coordinators from the higher education institutions Conduct student recruiting sessions at the schools Administer training and testing for NCRC Monitor work sites Collect administrative data from schools and employers Prepare progress reports Author “Best Practices for Work Based Learning” handbooks for schools and employers
TCAT – Pulaski (fiscal management role)	Tony Creecy, Director	Participate in Leadership Committee Oversee fiscal management of the grant Participate in the Accountability and Assessments Committee
Institutions of Higher Education	Columbia State Community College TCAT-Pulaski TCAT-Hohenwald TCAT-Shelbyville TCAT-McMinnville	Identify a Project Accelerate coordinator to work with SCTWA Identify and communicate with program-qualified students Gather and report academic and administrative data per the assessment plan

	Martin Methodist College (individuals to be determined)	Optionally, develop qualified WBL opportunities directly with employers Participate in the Leadership Committee (not required for every institution)
Named Partner Employers	Modine Manufacturing – Mark Jent Homeland – De Helton	Participate in the Leadership Committee Participate on the Accountability and Assessments Committee
CTE Director	Ginger Cagle – Perry County	Participate in the Leadership Committee Coordinate process and reporting for any dual-enrolled students who participate in the Project Accelerate program
Martin Methodist College (assessment and soft skills roles)	Dr. Cheri Thomas Others as needed	Participate in the Leadership Committee Participate in the Accountability and Assessment Committee Author and deliver pre- and post- assessments for ACT Soft Skills Suite training

B. Partner Capabilities

The partners in the grant are qualified to carry out their responsibilities. SCTWA, TCAT-Pulaski, the regional CTE director, and Martin Methodist College were partners in the successful “Closing Gaps Through Partnerships” grant for LEAP 1.0, and are fulfilling similar roles in this grant. The IHEs are capable of overseeing the requirements for awarding academic credit for WBL, as they all currently have procedures for doing so. Our employer partners have been active and committed to workforce development and working with academic institutions in the past, Letters. Letters supporting this proposal are contained in Exhibit F.

VI. BUDGET PLAN

A. Budget Request

We are requesting a budget of \$663,532. This is matched by cash and in-kind contributions of \$504,225.

The matching contributions are comprised of staff time from the SCTWA for employer services staff to develop WBL sites, participant time for the members of the Leadership Committee, licensing fees for the NCRC and ACT Soft Skills platforms, and the unreimbursed cash expenses of the employers sponsoring WBL. Our budget is shown in Exhibit E.

B. Expenditures Consistent with Goals

The program will be delivered for an average of \$3,686 of grant funds per student. Well over half the program's grant amount is for employer incentives. Our program is much more than just placing students in WBL. Our focus on dynamic target occupation adjustment, enhanced soft skills and workplace readiness preparation, the provision for a national certification, and the close and continuous assessment protocol provide for a way to understand how best to create WBL responsive to regional needs and linked to programs of study; how to create and manage channels of communication between employers and IHEs; and how to accelerate entry into the workforce through WBL and through workplace skills training and preparation. Additionally, the program will produce best practices for both employers and IHEs that can serve the region and the state into the future.

VII. SUSTAINABILITY

A. Sustainability Plan

Any program such as this runs the risk of providing only a temporary solution to ongoing problems. Our program builds in some permanent solutions to persistent impediments to WBL and rapid workforce entry. To the extent that these impediments can be overcome, WBL can become a standard part of higher education.

Creating Channels of Communication and WBL Processes Between Schools and Employers. Many schools and employers fail to initiate WBL because they do not know how to contact the other, or do not understand each other's goals and constraints. As a result, students are left on their own to try to create opportunities, or schools fail to implement WBL even though they technically can accommodate it. Our program will touch six of seven IHEs in our region and motivate them to standardize their procedures and work with their employer counterparts. Similarly, it will motivate employers to become acquainted with the schools that are producing students with the training they need, to learn to work

within schools' processes for academic credit requirements, and to develop management procedures for recruiting, employing, and evaluating WBL students.

[Workforce Preparedness and Soft Skills Training for the Future.](#) Employers routinely complain that students and recent graduates lack the workforce preparation and soft skills that allow them to work effectively in the employers' settings. While employers are capable of providing the technical training that students need to adapt their education to the employers' specific needs, employers are not generally prepared to provide soft skills training. As part of this program we will be providing and evaluating the effectiveness of soft skills and workforce preparation training that is available to employers and schools as a tool to use in the future.

[Providing WBL "Best Practices" Handbooks.](#) The program will provide a wealth of information and experience in running effective WBL from the perspectives of the schools and the employers. The result of this knowledge and experience will be reflected in "Best WBL Practices for Institutions of Higher Education" and "Best WBL Practices for Employers" handbooks which can be made available on line.

EXHIBIT 1: TARGET PROGRAMS

CIP Code	Program	School Completions	Other Regional Completions (2014)	Regional Openings (2015)	Median Hourly Earnings	School	Deficit Number (openings minus completions)	Wage Ratio (program wage/avg. wage)
51.0000	Health Services/Allied Health/Health Sciences, General	89	0	823	\$21.27	Columbia State Community College	734	1.31
52.9999	Business, Management, Marketing, and Related Support Services, Other	0	0	494	\$17.05	Columbia State Community College	494	1.05
52.0201	Business Administration and Management, General	52	58	470	\$25.60	Columbia State Community College	360	1.57
47.0303	Industrial Mechanics and Maintenance Technology	2	89	104	\$16.40	Columbia State Community College	13	1.01
11.0101	Computer and Information Sciences, General	21	40	70	\$26.57	Columbia State Community College	9	1.63
11.0801	Web Page, Digital/Multimedia and Information Resources Design	0	0	40	\$17.32	Columbia State Community College	40	1.06
43.0107	Criminal Justice/Police Science	14	0	39	\$17.19	Columbia State Community College	25	1.05
52.1201	Management Information Systems, General	0	0	22	\$33.89	Columbia State Community College	22	2.08
15.0612	Industrial Technology/Technician	0	0	10	\$18.73	Columbia State Community College	10	1.15
15.0303	Electrical, Electronic and Communications Engineering Technology/Technician	0	0	8	\$23.59	Columbia State Community College	8	1.45
51.9999	Health Professions and Related Clinical Sciences, Other	4	0	7	\$21.40	Columbia State Community College	3	1.31
52.0201	Business Administration and Management, General	25	85	470	\$25.60	Martin Methodist College	360	1.57
44.0000	Human Services, General	12	0	108	\$16.87	Martin Methodist College	96	1.03
11.1001	Network and System Administration/Administrator	1	0	71	\$23.58	Martin Methodist College	70	1.45
23.0101	English Language and Literature, General	10	43	69	\$24.69	Martin Methodist College	16	1.51
38.9999	Philosophy and Religious Studies, Other	0	0	69	\$24.69	Martin Methodist College	69	1.51
52.0301	Accounting	8	0	66	\$24.39	Martin Methodist College	58	1.50
42.2703	Developmental and Child Psychology	0	0	34	\$30.27	Martin Methodist College	34	1.86
30.1701	Behavioral Sciences	7	0	11	\$17.62	Martin Methodist College	4	1.08
39.0401	Religious Education	2	0	4	\$20.38	Martin Methodist College	2	1.25
42.9999	Psychology, Other	0	0	3	\$37.47	Martin Methodist College	3	2.30
48.0503	Machine Shop Technology/Assistant	16	20	114	\$19.59	TCAT Hohenwald	78	1.20
48.0501	Machine Tool Technology/Machinist	0	0	112	\$19.15	TCAT Hohenwald	112	1.18
47.0303	Industrial Mechanics and Maintenance Technology	35	56	104	\$16.40	TCAT Hohenwald	13	1.01
11.0101	Computer and Information Sciences, General	0	61	70	\$26.57	TCAT Hohenwald	9	1.63
47.0399	Heavy/Industrial Equipment Maintenance Technologies, Other	7	0	57	\$18.86	TCAT Hohenwald	50	1.16
13.1210	Early Childhood Education and Teaching	2	0	26	\$17.06	TCAT Hohenwald	24	1.05
47.0105	Industrial Electronics Technology/Technician	5	12	20	\$16.65	TCAT Hohenwald	3	1.02

CIP Code	Program	School Completions	Other Regional Completions (2014)	Regional Openings (2015)	Median Hourly Earnings	School	Deficit Number	Wage Ratio
48.0503	Machine Shop Technology/Assistant	8	36	114	\$19.59	TCAT McMinnville	70	1.20
46.0302	Electrician	8	0	73	\$19.15	TCAT McMinnville	65	1.17
48.0508	Welding Technology/Welder	12	42	69	\$17.25	TCAT McMinnville	15	1.06
47.0105	Industrial Electronics Technology/Technician	0	17	20	\$16.65	TCAT McMinnville	3	1.02
48.0507	Tool and Die Technology/Technician	0	0	10	\$21.07	TCAT McMinnville	10	1.29
52.9999	Business, Management, Marketing, and Related Support Services, Other	0	0	494	\$17.05	TCAT Pulaski	494	1.05
48.0510	Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist	16	0	165	\$22.22	TCAT Pulaski	149	1.36
48.0501	Machine Tool Technology/Machinist	0	0	112	\$19.15	TCAT Pulaski	112	1.18
47.0303	Industrial Mechanics and Maintenance Technology	10	81	104	\$16.40	TCAT Pulaski	13	1.01
48.0508	Welding Technology/Welder	28	14	69	\$17.25	TCAT Pulaski	27	1.06
47.0399	Heavy/Industrial Equipment Maintenance Technologies, Other	0	7	57	\$18.86	TCAT Pulaski	50	1.16
15.0613	Manufacturing Engineering Technology/Technician	16	0	53	\$27.40	TCAT Pulaski	37	1.68
46.0301	Electrical and Power Transmission Installation/Installer, General	8	0	47	\$19.22	TCAT Pulaski	39	1.18
15.0505	Solar Energy Technology/Technician	0	0	30	\$16.90	TCAT Pulaski	30	1.04
47.0105	Industrial Electronics Technology/Technician	12	5	20	\$16.65	TCAT Pulaski	3	1.02
15.0399	Electrical and Electronic Engineering Technologies/Technicians, Other	0	0	8	\$23.59	TCAT Pulaski	8	1.45
15.1202	Computer Technology/Computer Systems Technology	0	0	8	\$23.59	TCAT Pulaski	8	1.45
15.0607	Plastics and Polymer Engineering Technology/Technician	0	0	3	\$26.70	TCAT Pulaski	3	1.64
48.0503	Machine Shop Technology/Assistant	20	16	114	\$19.59	TCAT Shelbyville	78	1.20
47.0303	Industrial Mechanics and Maintenance Technology	44	47	104	\$16.40	TCAT Shelbyville	13	1.01
11.0101	Computer and Information Sciences, General	40	21	70	\$26.57	TCAT Shelbyville	9	1.63
48.0508	Welding Technology/Welder	14	28	69	\$17.25	TCAT Shelbyville	27	1.06
47.0603	Autobody/Collision and Repair Technology/Technician	15	0	17	\$18.33	TCAT Shelbyville	2	1.12
Totals		563	778	5,330			3,989	

EXHIBIT B: PROJECT TIMELINE

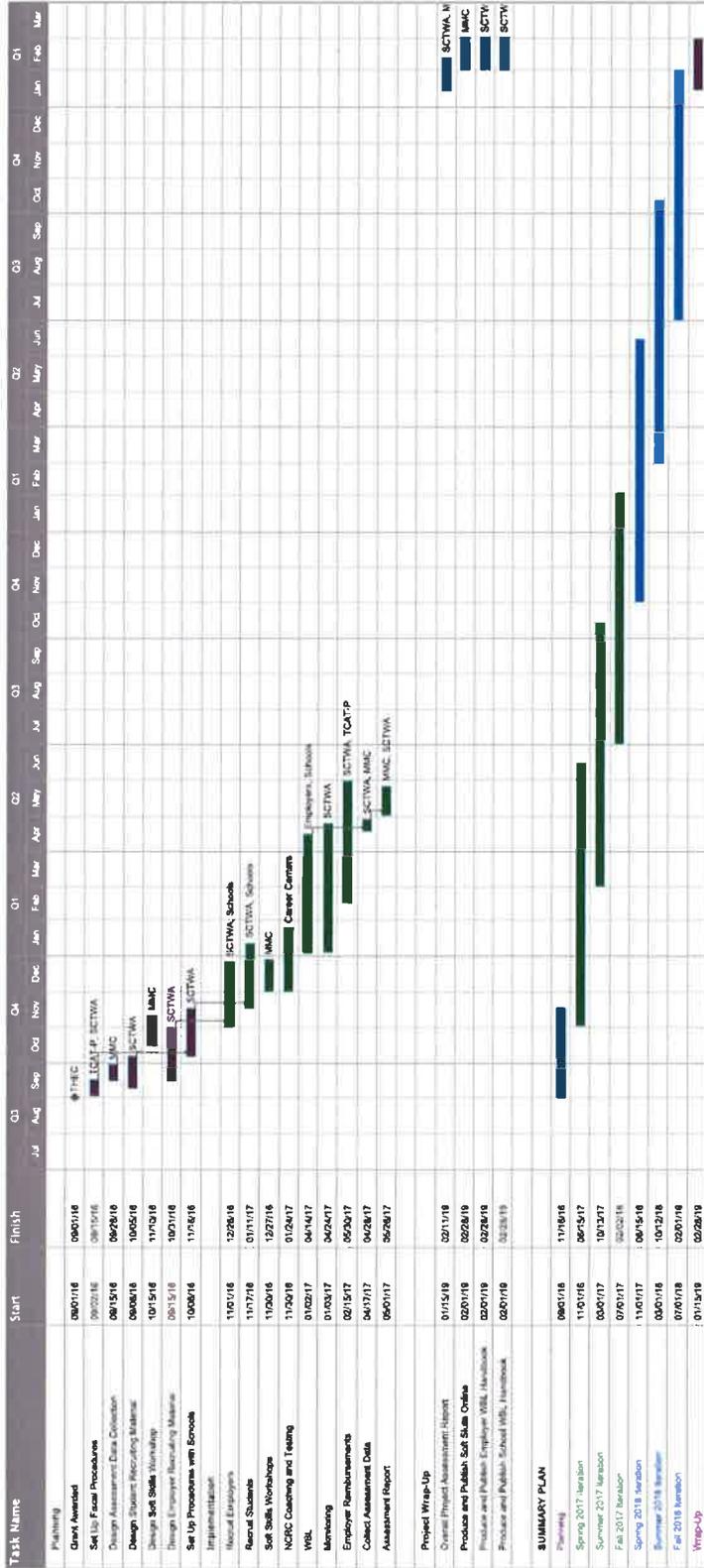


EXHIBIT C : OBJECTIVES AND MEASURABLES

Overall Objective	Measurables	Data Sources
Fill Workforce Occupational Gaps	<ul style="list-style-type: none"> • Net Increase in students in WBL due to Program <ul style="list-style-type: none"> ○ Total ○ By Occupation/Training Program ○ By School ○ By Employer • Heightened Interest in WBL to recruit in target occupations <ul style="list-style-type: none"> ○ By employers ○ By Students 	<ul style="list-style-type: none"> • Program reporting by schools • Program reporting by employers • Employer surveys pre- and post-WBL • Student surveys pre- and post-WBL
Provide Seamless Transition from School to Work	<ul style="list-style-type: none"> • Number of participants with job offers from program WBL • Number of employers making job offers from program WBL • Number of acceptances of job offers • Number of 2-year students going into 4-year programs • Number NCRC certifications • Perceptions of school to work transition • Value of WBL in obtaining job offers • Value of NCRC in entering job market • Value of Soft Skills Workshops in obtaining job offers • Value of Soft Skills Workshops in entering job market 	<ul style="list-style-type: none"> • Student surveys • Employer surveys • School records where available • NCRC and NCRC+ data, scoring comparisons with non-participants
Stem leakage from target occupations and region	<ul style="list-style-type: none"> • Pre- and post WBL intention to complete program course of study • Pre- and post WBL intention to remain in region after education completion 	<ul style="list-style-type: none"> • Student surveys
Improved pipeline and communication between schools and industry	<ul style="list-style-type: none"> • Employer perception of interactions with schools, and schools' response to employer needs, pre- and post WBL <ul style="list-style-type: none"> ○ For WBL recruiting ○ For Programmatic relevance and effectiveness • School perception of interactions with employers, and employers' response to academic requirements, pre- and post WBL • School and employer confidence in working with counterparts to develop WBL in future 	<ul style="list-style-type: none"> • Employer survey • School coordinator survey • Survey of students' supervising faculty for WBL

APPENDIX D – BIOGRAPHIES OF CORE TEAM

Project Leaders



Ms. Jan McKeel, Executive Director, South Central Tennessee Workforce Alliance

Ms. McKeel will be the **Project Director**.

McKeel has been the executive director of the SCTWA since 1991. In 2013 she chaired the Maury County Economic Development Council, and in 2011 she chaired Maury Alliance, a public-private organization that encompasses the Maury County Chamber of Commerce. These activities make her among the most knowledgeable people in the state with respect to workforce programs and employer needs. In her capacity at SCTWA she has had 11 years of grant administration experience, managing grants from local, state, and federal agencies. She holds a BBA in Finance from the University of Kentucky and an MBA from Murray State University.



Tonja R. Garrett, Coordinator for Special Projects, South Central TN Workforce Alliance

Ms. Garrett will be the **project manager** for the grant. She has been with SCTWA for 20 years. She spent most of her career as a Career Advisor/Manager of the Giles County Career Center where her duties included managing services for adults & dislocated workers, adult offender programs, and youth career guidance. For the past 7 years she has worked in Performance & Monitoring and managed special grant projects such as the Summer Youth, Youth Pilot, ARC & NEG Disaster Programs and the LEAP “Closing the Gaps through Partnerships” Grant. She holds a B.S. degree in Human Services from Martin Methodist College.



Mr. Tony Creecy, Director, Tennessee College of Applied Technology – Pulaski

The **fiscal agent for the LEAP grant** will be the TCAT-Pulaski, under Mr. Creecy’s direction.

Creecy has served as the Director of the Tennessee College of Applied Technology – Pulaski since 2012. As Director, Creecy is responsible for the overall operation of the college involving strategic planning, budgetary decisions, hiring of personnel, community relations, program performance evaluations, campus safety and building partnerships with local business and industry. Before that, Creecy developed and implemented specialized industrial training programs, directing the dual enrollment program for high school juniors and seniors. From 1985-2004, Creecy focused on the administration of various state and federal student aid programs, student recruitment & enrollment, job placement for graduates, GED Chief Examiner, student counseling and evening school supervisor. Creecy is a native of Pulaski, TN and holds a BS degree from the University of Tennessee-Knoxville and a M.Ed. in Educational Leadership from the University of Cincinnati.



Dr. Cheri Thomas, Professor of Business, Martin Methodist College. Dr. Thomas will oversee the data collection and assessments for the program, and the development of pre- and post-training assessments for the ACT Soft Skills Suite. She has extensive experience in data collection and analysis, having headed the Survey Division of Mathematica Policy Research, a public policy research firm. At the time, the Survey Division was the largest survey organization outside of the US Census Bureau (where she was a technical consultant on survey methodology). She is a key member of the LEAP 1.0 grant "Closing Gaps Through Partnerships." Dr. Thomas teaches in Martin Methodist College's MBA and undergraduate programs, and consults with businesses on a wide variety of topics. She has been on the faculties of the Harvard Business School and the Graduate Management Program at the University of North Carolina at Chapel Hill. She holds an MBA and a Doctorate from the Harvard Business School, both with Distinction.

EXHIBIT E: BUDGET

PROJECT ACCELERATE GRANT BUDGET 2016 Labor and Education Alignment Program (LEAP 2.0) The grant budget line-item amounts below shall be applicable only to expenses incurred during the following applicable period: BEGIN: September 1, 2016 END: February 28, 2019				
POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1, 2	Salaries, Benefits & Taxes	\$144,531.25	\$62,500.00	\$207,031.25
	Program Manager Salary (75% of salary for 2.5 yrs)	\$103,125.00		\$103,125.00
	Program Manager Benefits (75% of benefits(25% of salary) for 2.5 yrs)	\$25,781.25		\$25,781.25
	Staff Accountant Salary (10% of salary for 2.5 yrs)	\$12,500.00		\$12,500.00
	Staff Accountant Benefits (10% of benefits (25% of salary)for 2.5 yrs)	\$3,125.00		\$3,125.00
	Employer Services Staff Salary		\$50,000.00	\$50,000.00
	Employer Services Staff Benefits		\$12,500.00	\$12,500.00
4, 15	Professional Fee, Grant & Award	\$437,000.00	\$414,000.00	\$851,000.00
	IHE Program Coordinators (6 institutions, 6 semesters, \$1500 per semester)	\$54,000.00		\$54,000.00
	Soft Skills Pre/Post Assessment Design	\$8,000.00		\$8,000.00
	Grant Program Assessment & Reporting	\$10,000.00		\$10,000.00
	Employer Wage Reimbursement Incentives (180 WBL slots @ \$2,000)	\$360,000.00	\$414,000.00	\$774,000.00
	Partner Travel for Meetings @State Rate per Mile	\$5,000.00		\$5,000.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$8,000.00	\$6,125.00	\$14,125.00
	Supplies	\$6,000.00		\$6,000.00
	Printing & Publications	\$2,000.00		\$2,000.00
	Software (ACT Career Ready 101)		\$6,125.00	\$6,125.00
				\$0.00
11, 12	Travel, Conferences & Meetings	\$10,000.00	\$21,600.00	\$31,600.00
	Travel for Program Manager as necessary (\$10,000 for 30 months)	\$10,000.00		\$10,000.00
	Conferences & Meeting(Partner time contribution of \$50 per hour for 18 meetings with6 partners* @4 hrs per meeting)		\$21,600.00	\$21,600.00
18	Other Non-Personnel	\$14,850.00	\$0.00	\$14,100.00
	Testing Fees for NCRC (\$25.50*200)	\$5,100.00		\$5,100.00
	Testing Fees for Pre & Post Test (\$25*180*2)	\$9,000.00		\$9,000.00
	Survey Application Subscription (\$25 monthly*30 months)	\$750.00		\$750.00
20	Capital Purchase	\$0.00		\$0.00
				\$0.00
				\$0.00
	TOTAL DIRECT COST	\$614,381.25		
22	Indirect Cost	\$49,150.50		\$49,150.50
	Indirect Cost calculated at 8%	\$49,150.50		\$49,150.50
24	In-Kind Expense			
25	GRAND TOTAL	\$663,531.75	\$504,225.00	\$1,167,756.75

APPENDIX F – LETTERS OF SUPPORT

Employers

Dura Automotive

IBEX Global

Homeland LLC

Modine Manufacturing

Oliver Technologies

Sole Supports

Institutions of Higher Education

Tennessee College of Applied Technology – Pulaski

Tennessee College of Applied Technology – Hohenwald

Tennessee College of Applied Technology – Shelbyville

Tennessee College of Applied Technology – McMinnville

Columbia State Community College

Martin Methodist College

Others

Maury County Chamber and Economic Alliance

Workforce Solutions – Local Workforce Development Area VI



July 25, 2016

South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Mrs. McKeel,

Dura Automotive Systems is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal. The opportunity for work based learning students to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience that is crucial for the advancement of our region's workforce. Our company faces a demonstrable shortage of skilled workers, and we are supportive of the opportunity to participate in the employer incentive program through LEAP.

This approach to education through work experience will not only guarantee us faster access to more quality staff with essential soft skills, but will strengthen the relationship between <insert company name> and the workforce development board. We look forward to working with you and the students in the coming years.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Parsons", is written over a horizontal line.

Gary Parsons
Human Resources Manager

July 22, 2016

Jan McKeel

South Central TN Workforce Alliance

5000 Northfield Lane, Suite 124

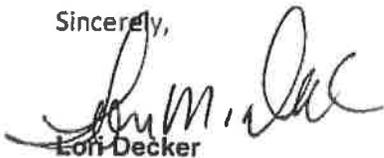
Spring Hill, TN 37174

Mrs. McKeel,

IBEX Global is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal. The opportunity for work based learning students to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience. Our company faces a demonstrable shortage of skilled workers, and we are supportive of the opportunity to participate in the employer incentive program through LEAP.

This approach to education through work experience will not only guarantee us faster access to more quality staff with essential soft skills, but will strengthen the relationship between IBEX Global and the workforce development board. We look forward to working with you and the students in the coming years.

Sincerely,



Lori Decker

Recruiting Manager / Spring Hill, TN

IBEX Global

O: +1.931.241.4010 | C: +1.931.215.9083 | F: +1.931.486.9085



July 25, 2016

Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Mrs. McKeel,

Homeland is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal. The opportunity for work based learning students to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience that is crucial for the advancement of our region's workforce. Our company faces a demonstrable shortage of skilled workers, and we are supportive of the opportunity to participate in the employer incentive program through LEAP.

This approach to education through work experience will not only guarantee us faster access to more quality staff with essential soft skills, but will strengthen the relationship between Homeland and the workforce development board. We look forward to working with you and the students in the coming years.

Regards,

A handwritten signature in blue ink that reads "De Helton".

De Helton

HOMELAND
SOLUTIONS.SOURCING.STAFFING

2550 Meridian Boulevard, Suite 180
Franklin, TN 37067
(M) 615-584-1669 (O) 615-567-6151 ext. 3
(F) 1-866-908-5703
dhelton@homelandus.com



*Modine Manufacturing Company
2009 Remke Avenue
Lawrenceburg, TN
Tel 931-762-1675
Fax 931-766-2047*

July 22, 2016

Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Mrs. McKeel,

Modine Manufacturing is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal. The opportunity for work based learning students to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience that is crucial for the advancement of our region's workforce. Our company faces a demonstrable shortage of skilled workers, and we are supportive of the opportunity to participate in the employer incentive program through LEAP.

This approach to education through work experience will not only guarantee us faster access to more quality staff with essential soft skills, but will strengthen the relationship between Modine and the workforce development board. We look forward to working with you and the students in the coming years.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Jent". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Mark Jent
HR Manager



Oliver Technologies, Inc.

July 22, 2016

Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Mrs. McKeel,

Oliver Technologies, Inc. is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal. The opportunity for work based learning students to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience that is crucial for the advancement of our region's workforce. Our company faces a demonstrable shortage of skilled workers, and we are supportive of the opportunity to participate in the employer incentive program through LEAP.

This approach to education through work experience will not only guarantee us faster access to more quality staff with essential soft skills, but will strengthen the relationship between Oliver Technologies, Inc. and the workforce development board. We look forward to working with you and the students in the coming years.

Sincerely,

Bert Moore, Financial Manager
The Oliver Companies
467 Swan Avenue
Hohenwald, TN. 38462
Office: 931-796-4555 Ext. 211



SOLE SUPPORTS

WE MAKE PEOPLE BETTER

7674 Hwy 7, Lyles Tennessee 37098

July 22, 2016

Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Mrs. McKeel,

Sole Supports is especially pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal. The opportunity for work based learning students to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience that is crucial for the advancement of our region's workforce. Our company faces a demonstrable shortage of skilled workers, and we are supportive of the opportunity to participate in the employer incentive program through LEAP.

This approach to education through work experience will not only guarantee us faster access to more quality staff with essential soft skills, but will strengthen the relationship between Sole Supports, INC and the workforce development board. We look forward to working with you and the students in the coming years.

Sincerely,

Ken Burks
Chief Operating Officer
Sole Supports, INC
7674 Hwy 7
Lyles, Tn 37098
931-996-1738



TENNESSEE COLLEGE
OF APPLIED TECHNOLOGY
PULASKI

July 22, 2016

Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Mrs. McKeel,

TCAT-Pulaski is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal by serving as a Tennessee public institution of higher education in the local collaborative. The opportunity for work based learning students from our institutions to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience is crucial for the advancement of our region's workforce.

The local collaborative, led by the South Central Tennessee Workforce Alliance with its partners will demonstrate the viability of the collaboration and dedication to this new approach to technical education through work based learning. TCAT-Pulaski will serve as a Tennessee public institution of higher education partner by referring students whose in-demand fields of study lead to employment. Our institution will also award academic credit to students who successfully complete the work based learning program.

Area companies face a demonstrable shortage of skilled workers. This new approach will not only guarantee faster access for industries to a more technically skilled workforce, but will strengthen the relationship between TCAT-Pulaski and our local employers.

We look forward to working with such a dedicated group on this very important project.

Sincerely,

A handwritten signature in black ink, appearing to read "Tony Creedy".

Tony Creedy
Director



TENNESSEE COLLEGE
OF APPLIED TECHNOLOGY
HOHENWALD

813 West Main St • Hohenwald, TN 38462-2201
931) 796-5351 • FAX: (931) 796-4892

July 26, 2016

Jan McKeel, Executive Director
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Mrs. McKeel,

As a means of offering work-based learning opportunities, the Tennessee College of Applied Technology Hohenwald is pleased to assist in supporting the 2016 Labor and Education Alignment Program (LEAP) South Central Workforce Alliance Grant Proposal. The opportunity to provide students with paid work experience and develop employable and technical skills through a related industrial environment will aid in advancing our area's skilled workforce.

The Tennessee College of Applied Technology will serve as one of the regional Tennessee public institutions of higher education participating within the grant activities by referring interested enrolled students that are in-demand fields of study who are prepared to "co-op" in related areas of employment. The college will assist in awarding clock hour academic credit to those students who successfully complete the work based learning component as appropriately evidenced.

We look forward to working with you in the future

Sincerely,

Kelli Kea-Carroll, Director
Tennessee College of Applied Technology Hohenwald



TENNESSEE COLLEGE
OF APPLIED TECHNOLOGY
SHELBYVILLE

July 22, 2016

Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Mrs. McKeel,

Tennessee College of Applied Technology Shelbyville is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal by serving as the Tennessee public institution of higher education in the local collaborative. The opportunity for work based learning students from our institution to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience is crucial for the advancement of our region's workforce.

The local collaborative, led by the South Central Tennessee Workforce Alliance with its partners will demonstrate the viability of the collaboration and dedication to this new approach to technical education through work based learning. Tennessee College of Applied Technology Shelbyville will serve as a Tennessee public institution of higher education partner by referring students whose in-demand fields of study lead to employment. Our institution will also award academic credit to students who successfully complete the work based learning program.

Area companies face a demonstrable shortage of skilled workers. This new approach will not only guarantee faster access for industries to a more technically skilled workforce, but will strengthen the relationship between Tennessee College of Applied Technology Shelbyville and our local employers.

We look forward to working with such a dedicated group on this very important project.

Sincerely,

Ivan Jones
Director



**TENNESSEE COLLEGE
OF APPLIED TECHNOLOGY**
MCMINNVILLE

241 Vo-Tech Drive | McMinnville, TN 37110
Phone 931-473-5587 | Fax 931-473-6380

July 26, 2016

Mrs. Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Dear Mrs. McKeel:

The Tennessee College of Applied Technology - McMinnville is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal by serving as the Tennessee public institution of higher education in the local collaborative. The opportunity for work based learning students from our institutions to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience is crucial for the advancement of our region's workforce.

The local collaborative, led by the South Central Tennessee Workforce Alliance with its partners will demonstrate the viability of the collaboration and dedication to this new approach to technical education through work based learning. The Tennessee College of Applied Technology - McMinnville will serve as a Tennessee public institution of higher education partner by referring students whose in-demand fields of study lead to employment. Our institution will also award academic credit to students who successfully complete the work based learning program.

Area companies face a demonstrable shortage of skilled workers. This new approach will not only guarantee faster access for industries to a more technically skilled workforce, but will strengthen the relationship between the Tennessee College of Applied Technology - McMinnville and our local employers.

We look forward to working with such a dedicated group on this very important project.

Sincerely,

Warren R. Laux, Ed. D
Director



www.columbiastate.edu

July 27, 2016

Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

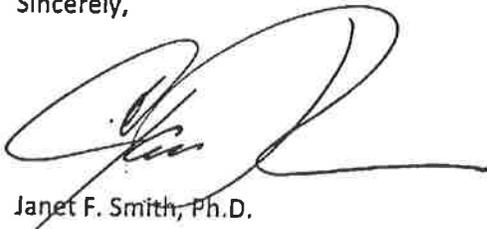
Mrs. McKeel:

Columbia State Community College is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal by serving as a Tennessee public institution of higher education in the local collaborative. The opportunity for students from our institutions to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience is crucial for the advancement of our region's workforce.

The local collaborative, led by the South Central Tennessee Workforce Alliance with its partners will demonstrate the viability of the collaboration and dedication to this new approach to technical education through work-based learning. Columbia State will partner by referring students whose in-demand fields of study lead to employment and by offering courses that may be taken as part of a work-based learning program.

We look forward to working on this project which will enhance students' academic preparation with paid work experience.

Sincerely,



Janet F. Smith, Ph.D.
President

Columbia Campus
1665 Hampshire Pike
Columbia, TN 38401
(931) 540-2540

Clifton Campus
795 Main Street
Clifton, TN 38425
(931) 676-6966

Lawrence County Campus
1620 Springer Road
Lawrenceburg, TN 38464
(931) 766-1600

Lewisburg Campus
980 South Ellington Parkway
Lewisburg, TN 37091
(931) 359-0351

Williamson County Campus
104 Claude Yates Drive
Franklin, TN 37064
(615) 790-4400



July 22, 2016

Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Dear Ms. McKeel,

Martin Methodist College is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal by serving as the area Tennessee four-year institution of higher education in this local collaborative. The opportunity for students from our institutions to gain paid work experience, academic credit, and development of employable and technical skill sets through work place learning experience is crucial for the advancement of our region's workforce and thus community development.

The local collaborative, led by the South Central Tennessee Workforce Alliance with its partners, will demonstrate the viability of the collaboration and dedication to this new approach to technical education through work- based learning. Martin Methodist College will serve as a Tennessee institution of higher education partner by referring students whose in-demand fields of study lead to employment. Our institution will also award academic credit to students who successfully complete the work based learning program. As the only four-year, baccalaureate institution in the area, with majors in accounting, mathematics, biology, chemistry, and business management, Martin Methodist is proud that our participation can strengthen and expand the scope of the initiative. All of the partners realize the strength our respective institutions add when working together.

Area companies face a demonstrable shortage of skilled workers. This new approach will not only guarantee faster access for industries to a more technically skilled workforce, but will strengthen the relationship between Martin Methodist College and our local employers.

We look forward to working with such a dedicated group on this very important project.

Very sincerely yours,

Judy Blankenship Cheatham, Ph.D.

Provost and Vice-President for Academic Affairs



Columbia | Mt. Pleasant | Spring Hill

MAURY COUNTY
Chamber Economic Alliance

July 26, 2016

Jan McKeel

South Central TN Workforce Alliance

5000 Northfield Lane, Suite 124

Spring Hill, TN 37174

Mrs. McKeel,

Maury County Chamber and Economic Alliance is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal. The opportunity for work based learning students to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience that is crucial for the advancement of our region's workforce. As the community's economic development agency, we regularly hear from existing industries facing a demonstrable shortage of skilled workers, and we are supportive of the opportunity to promote the employer incentive program through LEAP.

This approach to education through work experience will not only guarantee Maury County's employers faster access to more quality staff with essential soft skills, but will strengthen the relationship between them and the workforce development board. We look forward to working with you and the students in the coming years.

Sincerely,

Wil Evans
President, Maury County Chamber and Economic Alliance



Gary D. Morgan
Executive Director

July 26, 2016

Jan McKeel
South Central TN Workforce Alliance
5000 Northfield Lane, Suite 124
Spring Hill, TN 37174

Mrs. McKeel,

Workforce Solutions is pleased to offer our support and partnership for your 2016 Labor and Education Alignment Program (LEAP) grant proposal by serving as a workforce development partner in the local regional collaborative. The opportunity for work based learning students from our area institutions to gain paid work experience, academic credit, and development of employable and technical skill sets through work experience is crucial for the advancement of our region's workforce.

The local collaborative, led by the South Central Tennessee Workforce Alliance with its partners will demonstrate the viability of the collaboration and dedication to this new approach to technical education through work based learning.

Area companies face a demonstrable shortage of skilled workers. This new approach will not only guarantee faster access for industries to a more technically skilled workforce, but will strengthen the relationship between workforce development partners, higher education institutions, and our regional employers.

We look forward to working with such a dedicated group on this very important project.

Sincerely,

A handwritten signature in black ink that reads "Gary D. Morgan".

Gary D. Morgan
Executive Director
Workforce Solutions