



**Northern Middle Tennessee
Workforce Board Inc.**

Special Populations

Committee

July 29, 2021

1:00 P.M.

[Click here for Zoom link](#)

Meeting ID: 825 2656 8142

Passcode: 528735

Telephone Number: +1 312 626 6799

Agenda

Welcome

Call the Meeting to Order

Approval of Minutes

Business Reports:

1. CSP Performance Review
 - a. EDSI
 - b. MAC
2. Youth Programs
 - a. Summer Youth Employment Program
 - i. Student Report
 - b. Innovative High School Grant-Rutherford County
 - c. Committee discussion on youth focus
3. Campbell Strong Workforce Partnership

Adjourn

Members:

Carol Puryear (Chair)

GC Hixson

Christopher West

Lynn Seifert

George "Bo" Callis

James Harper

Jennifer Hobbs

Complete zoom link: <https://us02web.zoom.us/j/82526568142?pwd=VlpKSzVwMmM5EKzM3WGkvWIZpNzQyQT09>



**Northern Middle Tennessee Workforce Board
Special Populations Committee
Meeting Minutes
May 6, 2021, via Zoom 9:00 a.m.**

| Members Attending | Members Absent | Staff & Guests Attending |
|--------------------------|-----------------------|-------------------------------------|
| John Alexander | | Marla Rye |
| James Harper | | Megan Dobbins |
| Seth Thurman | | Andrea Dillard |
| Bo Callis | | Sherry Maynard |
| Jennifer Hobbs | | Ginger Fussell |
| John Zobl | | Freda Herndon |
| Lynn Seifert | | Ellen Gomez |
| Kristi Spurgeon | | |
| Carol Puryear | | |

The Northern Middle Tennessee Workforce Special Populations Committee met on May 6, 2021, at 9 a.m. virtually via Zoom.

Bo Callis called the meeting to order, a quorum was established, and he requested a motion for approval of the minutes. James Harper made the motion to approve the minutes. Bo Callis seconded the motion, and with no discussion, the committee voted to approve the minutes.

McGruder Center Funding Application-Offender Project

Marla informed the board about the McGruder Center's request to be an access point for the American Job Center. The McGruder Center is a family resource center in north Nashville that Catholic Charities run. According to Brookings Institute, the zip code they are located in has the highest percentage of incarcerated individuals in the nation. They reached out and asked to be an access point for the American Job Center. Marla, Andrea, and John Alexander went to the center for a tour. The center has a promising space and already has a couple of training programs as well as a judge who does community court. Catholic Charities has submitted a proposal to the finance committee requesting \$63,000 to start a pre-apprenticeship program for offenders since they are in an area with such a high incarceration rate. They already have a couple of companies working with them already. With \$63,000, they would serve 40 individuals over a year timeframe. This would amount to \$1591 per person.

Marla then opened the floor to questions. Bo Callis asked what skill or discipline would they be training in. Marla replied she thought it was basic construction with plans to add a plumbing program. Bo then asked if they had submitted what their standards would be or their list of

achievements for advancement. Marla said they hadn't submitted their entire apprenticeship program, and to not be limited, they wanted to say it was a construction training program. Bo asked if there was any idea what the selection process would look like. Marla replied that they had been working with the Nashville probations court and that they would get referrals from the probation officer they had been working with.

Carol Puryear asked for a motion to approve the McGruder Center as an access point. James Harper made a motion to approve. Bo Callis seconded the motion. With no more discussion, the committee voted for the approval unanimously. Carol then asked for a motion to approve \$63,000 (pending the finance committee's approval) for Catholic Charities to start a pre-apprenticeship program working with local industries. James Harper made the motion to approve. Bo Callis seconded the motion. Bo then asked if the funds would go to Catholic Charities or the Lee Company. Marla responded they would go to Catholic Charities, and then they would disperse them as needed. Lynn Seifert, with adult ed, added that they are planning a prison-to-work pipeline. They have been working with the Davidson County Sheriff's Department with the first pilot completed in the Davidson and Dickson County jails. This program will teach them reading skills and get them to the ninth-grade reading level, and they hope to add soft skills using 180 skills and make it a complete package. Lynn went on to report how well a training session went with the Dickson County and Davidson County jails. Carol Puryear added that if some of those individuals aren't hired and follow the NCCR curriculum, some of the technical colleges can give them prior learning credits. This could help them get through the program even faster. Bo asked if the inmates automatically enter an apprenticeship at the end of the pre-apprenticeships and what is the maximum time they can remain in the pre-apprenticeship program. Lynn replied that Lee Company has several different apprenticeship programs that they can go to in order to hone their skills and continue learning. She also added that the McGruder Center would have several different pathways they can choose from. If Lee Company hires them for the pre-apprenticeship program, and they apply to go on to an apprenticeship, then they would get it. Marla expressed that the funding going to Catholic Charities is so the individuals could go in any direction they choose and not have to go to a specific company. She felt it was structured in a way so they would get the most amount of options. Freda mentioned that having an American Job Center access point at the McGruder Center will help because they could host a job fair and only invite employers who have an apprenticeship program. This would give participants who don't work for Lee an opportunity for advancements as well.

After this discussion, Carol Puryear asked for a vote in favor of the motion. All members voted yes. The motion passed.

Campbell Strong Workforce Partnership Grant Update

Marla informed the committee that the Campbell Strong Workforce Partnership Grant is set to expire on September 30, 2021. This was a two-year grant which was extended for the third year. No more money will be given, and finances are getting tight on enrollment funding to get to September 30. TNDOL was told that enrollments would probably cut off in June, and the last quarter will be a transition period to make sure the enrolled soldiers have gotten what they

need. Marla does not feel confident that the grant will get extended, so she is setting the program up for transitioning.

Summer Youth Employment Program

Marla informed the committee that the Tennessee Department of Labor and Workforce Development is conducting a summer youth employment program and will be awarding funding to each local area. Right now, there are a lot of unknowns as far as how many youths will be served and how much money will be awarded. She stated that she anticipated about \$500,000 for a 12-week work experience for in-school or out-of-school youth. She explained that in addition to the work experience that there has to be an education component. Currently, we have been working with EDSI and MAC to try and engage career and technical education directors in the school systems in Northern Middle.

Ellen Gomez added that the education stakeholders would want to know their role and what they need to do other than recruit participants. They will see their juniors and seniors for one or two more weeks before they are gone for the summer. Due to the lack of time, they feel they are not able to develop a good plan or partnership. Ellen added that the summer learning camps that are happening in June would be a good place to recruit participants. Another idea is for eligible students attending TCAT who need to do a co-op or internship to get paid while in that program. Carol Puryear expressed excitement for these good opportunities for Northern Middle Tennessee.

Contract Service Provider Performance Review

Andrea informed the committee that both service providers are currently behind and have gotten off to a very slow start. By June 30, EDSI needs to have 455 Adult and Dislocated Worker enrollments. At the time of this report, they had 231, which is just over 50% of their goal. For youth, their goal is 112 by the end of June, and they are at 46, which is 41% of their goal. One issue affecting their performance is they are not 100% staffed. Marla has requested that the President and CEO of each company be present at the full board meeting on May 12 to present a corrective action plan. While Andrea reports that EDSI is making good progress towards their goal, she is not confident that they will be completely caught up by the end of June. Another concern is their placement rates are dropping as well. Marla added that they are meeting with the contractors weekly to provide technical assistance and review performance.

Andrea reported on the Metro Action Commission (MAC), the youth provider for Davidson County. Their goal is to enroll 115 youth by June 30, and currently, they are at 15, which is 13% of their goal. They continue to struggle to identify and enroll individuals in their program. Both contractors are struggling to meet MPCR. Marla spoke with MAC, and they agreed they did not need to take on any additional funding. All money granted from the Summer Youth Employment Program will go to EDSI to serve the 12 counties, and MAC will continue to serve Nashville with existing funds. Marla reported that the Executive Committee had been invited to attend the weekly meetings with the contract providers. She also encouraged the committee to ask questions to the providers after they present their corrective action plans.

Known Performance Indicator Update-State Policy

Marla informed the board about the state KPI policy. For the first six months of the year, the goals were soft targets without penalties. After Effective July 1, there will be funding penalties associated with not meeting the goals. The state has not defined what the exact penalties will be yet. Marla expressed that we should be good stewards of this money, and serve as many participants as possible.

Marla was asked what she thought the biggest challenge for the contractors was. She responded that it was staffing for EDSI and the lack of onsite management. She also felt that turnover and adjusting to Tennessee's way of doing business was a challenge. She feels they are trending upward, but their MPCR got behind because of the slow transition period. Marla stated that MAC's performance has been surprising; however, the reassignment of Tonya Evrenson was a positive step.

Carol Puryear added that enrollment is up at TCAT this summer, but they have had to work hard to get participants to register.

With no other questions, Carol Puryear adjourned the committee meeting.



July 14, 2021

Mr. Kevin Schnieders, CEO
Educational Data Systems, Inc.
15300 Commerce Drive North, Suite 200
Dearborn, MI 48120

Dear Mr. Schnieders:

Congratulations on achieving the performance objectives that the Northern Middle Workforce Board (NMWB) stipulated on May 12, 2021. We are pleased with the progress that has been made.

| Funding Stream | Enrollment Goal (June 30, 2021) | 90% Minimum Benchmark | Actual Enrolled | June Monthly MPCR* | Actual MPCR |
|----------------------------|------------------------------------|-----------------------------|--------------------|--------------------------|----------------|
| Adult/Dislocated Worker | 455 | 410 | 413 | | |
| Adult | | | | 50% | 61% |
| Dislocated Worker | | | | 50% | 50% |
| Youth | 112 | 101 | 119 | 50% | 54% |

The Northern Middle Executive Committee met yesterday to review the outcomes and establish new objectives to continue the momentum for the region. While the enrollment goal and MPCR were achieved, we noted that other objectives are suffering including the federally mandated youth work experience expenditures requirement. In addition, the in-school youth program is woefully behind schedule.

In a continuous improvement effort, the Executive Committee unanimously voted to reinforce existing goals and require a comprehensive plan to be presented to the full Board on August 11 outlining corrective action regarding your in-school youth program. Your plan must contain actionable items that address the situation. The Board realizes that COVID-19 has negatively impacted the ability to operate in-school youth programs. However, with the opening of schools soon, a plan must be in place to begin immediate operations of effective workforce programs that will address in-school expenditures and work experience requirements.



| Funding Stream | Enrollment Goal 9/30/21* | Enrollment Goal 12/31/21* | Monthly MPCR | In-School Youth Monthly | Work Experience Monthly |
|-------------------------|--------------------------|---------------------------|--------------|-------------------------|-------------------------|
| Adult/Dislocated Worker | 299 | 259 | | | |
| Adult | | | 50% | | |
| Dislocated Worker | | | 50% | | |
| Youth | 81 | 71 | 50% | 40% | 25% |

*Must achieve 95%

Currently your in-school ratio is 2% and must be 40%. The goal for youth work experience is 25% and EDSI's cumulative rate is 3% as of June 30, 2021. The Board's expectation is that each month, you will not only meet, but exceed the requirements in order to bring the cumulative target in line by June 30, 2022.

Our Board has always taken pride in being a leader in workforce development in Tennessee. We are confident that EDSI will take the necessary steps to continue the upward trend and achieve the established benchmarks. We look forward to hearing your plans in August.

Sincerely,

John Zobl

John Zobl
NMWB Chairman

Cc: Marla W. Rye, NMWB Executive Director



July 14, 2021

Dr. Cynthia Croom, Director
Metropolitan Action Commission
800 2nd Avenue North
Nashville, TN 37201

Dear Dr. Croom:

Congratulations on achieving the performance objectives that the Northern Middle Workforce Board (NMWB) stipulated on May 12, 2021. We are pleased with the progress that has been made.

| Funding Stream | Enrollment Goal (June 30, 2021) | 90% Minimum Benchmark | Actual Enrolled | June Monthly MPCR* | Actual MPCR |
|----------------|------------------------------------|-----------------------------|--------------------|--------------------------|----------------|
| Youth | 115 | 104 | 106 | 50% | 52% |

The Northern Middle Executive Committee met yesterday to review the outcomes and establish new objectives to continue the momentum for Davidson County. While the enrollment goal and MPCR were achieved, we noted that other objectives are suffering including the federally mandated youth work experience expenditures requirement. In addition, the in-school youth program is woefully behind schedule.

In a continuous improvement effort, the Executive Committee unanimously voted to reinforce existing goals and require a comprehensive plan to be presented to the full Board on August 11 outlining corrective action regarding your in-school youth program. Your plan must contain actionable items that address the situation. The Board realizes that COVID-19 has negatively impacted the ability to operate in-school youth programs. However, with the opening of schools soon, a plan must be in place to begin immediate operations of effective workforce programs that will address in-school expenditures and work experience requirements.



| Funding Stream | Enrollment Goal 9/30/21* | Enrollment Goal 12/31/21* | Monthly MPCR | In-School Youth Monthly | Work Experience Monthly |
|----------------|-----------------------------|------------------------------|-----------------|-------------------------------|-------------------------------|
| Youth | 45 | 35 | 50% | 40% | 25% |

*Must achieve 95%

Currently your in-school ratio is 8% and must be 40%. The goal for youth work experience is 25% and MAC's cumulative rate is 7% as of June 30, 2021. The Board's expectation is that each month, you will not only meet, but exceed the requirements in order to bring the cumulative target in line by June 30, 2022. In order to accomplish the goal, your focus must be on in-school youth.

Our Board has always taken pride in being a leader in workforce development in Tennessee. We are confident that MAC will take the necessary steps to continue the upward trend and achieve the established benchmarks. We look forward to hearing your plans in August.

Sincerely,

John Zobl

John Zobl
NMWB Chairman

Cc: Marla W. Rye, NMWB Executive Director



April 30, 2021

Dear Mayor Anthony Holt,

We are pleased to inform you that the Tennessee Department of Labor and Workforce Development Workforce Services Division will support your local 2021 Summer Youth Work Experience efforts. The summer youth work experience efforts for **Northern Middle Local Workforce Area** will serve a minimum of 121 youth that are eligible under WIOA. This award will serve eligible Out-of-School Youth as well as eligible In-School Youth. Eligible participants can receive a maximum of \$12 an hour and are authorized to work up to 30 hours per week. Eligible participants can work a maximum of 12 weeks during the performance of this award. Work activities must begin no later than May 17, 2021.

CLEO and Local Boards will be issued a notice of award indicating an award in the amount of **\$679,536** with an effective date beginning May 3, 2021 and ending date of August 31, 2021. All funds must be expended by the award end date. Additional requirements of this award can be found in the **2021 Summer Youth Work-Based Learning Program Initiative Funding Announcement**.

Next Steps:

Please submit an additional funding request in Grants4TN, and this letter as supporting documents. Requests must be entered in Grants4TN no later than May 10, 2021 by 12:00pm CST.

Thank you for your service in the Northwest Local Workforce Development Area and to the entire state. Your continued efforts and commitment to excellence will assure that we meet the Governor's goal of making Tennessee the number one state in the Southeast for jobs.

If you have additional questions, please contact TN Youth via email at TN.Youth@tn.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff McCord".

Jeff McCord

Commissioner



STATE OF TENNESSEE
DEPARTMENT OF LABOR AND WORKFORCE
DEVELOPMENT
220 French Landing
Drive Nashville, TN
37243
(615) 741-6642

Bill Lee
GOVERNOR

Jeff McCord
COMMISSIONER

May 3, 2021

Marla Rye, Executive Director
Northern Middle Tennessee Local Workforce Development Board, Inc.
523 Madison St. Suite A
Clarksville, TN 37040

Dear Ms. Rye:

The Tennessee Department of Labor and Workforce Development (TDLWD) Workforce Services Division has authorized the appropriation of State Reserve Funding (SRF) to support summer 2021 Summer Youth Work Experience initiative. In support of this initiative Northern Middle Tennessee Local Workforce Development Board, Inc. is being awarded \$679,536.

Please note the funding allocation in the \$679,536 will be awarded in two contracts as follows: (1) *Contract A* in the amount of \$169,884 with \$152,896 for programmatic costs and \$16,988 for administrative costs with an effective date beginning May 3, 2021 and ending June 30, 2021; and (2) *Contract B* in the amount \$509,652 with \$458,687 for programmatic costs and \$50,965 for administrative costs with an effective date beginning May 17, 2021 and ending August 31, 2021.

Northern Middle Tennessee Local Workforce Development Board, Inc. agrees to comply with all reporting requirements in the manner specified by the State and under all applicable laws, regulations, and instruction in order to account for all funds expended by the Grantee.

Should you have any questions or need to modify the scope of the program, please contact Chandra Pleas, Director of Grants and Budgets, at (615) 313-5771.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff McCord".

Commissioner Jeff McCord

CEP/LV

Eligibility

Rutherford County (750) Public District - FY 2021 - Innovative High Schools - Rev 3 - Innovative High Schools

Project Coordinator Contact Information

Identify the applicant LEA Project Coordinator Director responsible for administration of the Innovative High School Grant.

LEA Project Coordinator Information

* Name:

Tyra Pilgrim

* Phone:

615-491-7004

Title:

CTE Director

* Email Address:

pilgrimt@rcschools.net

If applicable, identify additional LEAs that will participate in the proposal.

Identify all the secondary school(s) included in the proposal. Minimum of one.

* Name the secondary schools.

LaVergne High School
Riverdale High School
Blackman High School

Eagleville High School
Central Magnet School
Holloway High School
Stewarts Creek High School
Rockvale High School
Smyrna High School
Oakland High School
Siegel High School

*** Identify the types of partnerships included in your proposal. Select all that apply.**

- ☐ Postsecondary institution(s)
- ☒ Local workforce entity (e.g. a labor board)
- ☒ Economic development entity (e.g. a chamber of commerce)
- ☒ Employer (e.g. a regional or national business)
- ☒ Community partner (e.g. a local non-profit organization)
- ☐ A consortium of multiple LEAs

Have you applied or do you intend to apply for a THEC grant, such as SPARK, GIVE, or GEER Up?

No ▼

If yes, provide a short statement about your proposal here.

Assurances and Conditions

☒ *** I have read and agree to fulfill the Innovative High School Assurances. - Check box to agree.**

[Click the link to read the full assurances.](#)

Resources

[Click here to open the application guidance document.](#)

Section 1: Project Narrative

Rutherford County (750) Public District - FY 2021 - Innovative High Schools - Rev 3 - Innovative High Schools

Instructions

Provide a response for each of the following questions/prompts.

* 1. Provide a vision statement for the proposed project: What is the purpose of the project? What is the significance of the project in the current national, state, or regional context? Define and describe how the secondary school(s) and identified partners will collaborate to reimagine the use of time, space, partnerships, and/or modes of learning (e.g. virtual, hybrid, work-based learning, after-school time, summer, etc.) in order to meet the needs of students, partners, and employers.

The vision statement for Rutherford County Schools is to Empower today's students to grasp tomorrow's opportunities and it is also the vision statement for this proposed project. The purpose of this project is to give our students every opportunity to become successful. Our industry partners are crying out for workers. They not only need workers, they need people who will show up day in and day out. We feel that if we can help to instill work ethic in our students when they are in the K-12 system, we will have a better opportunity to create our future workforce. The significance of this project in the current economic situation is that there are an abundance of jobs and a shortage of skilled workers. Our industry councils need workers right now and they see the need to invest in the future workforce as well. Rutherford County is one of the fastest growing counties in TN and across the nation.

Our secondary schools and identified industry partners are collaborating to reimagine the use of time, space, partnerships, and modes of learning. To reimagine the use of time we are going to use this grant to pay CTE Teacher stipends to conduct industry certification training classes after school hours to assist students in learning the skills needed to pass their TDOE approved industry certification exams. This grant will also cover the industry certification fees for the students for tests like CNA, CCMA, CompTIA, Microsoft Office Suite, Siemens, and FANUC. To reimagine the use of space, we are having our students participate in employer led boot camps on the job sites for our students to learn soft skills and entry level skills for the employers. The students will be able to readily utilize the equipment at the job sites to increase their knowledge of the industry standard equipment. We wish we could put every program on every school, but we just cannot do that, this opportunity will allow the students to use the "space" and equipment at the job site. To reimagine the use of partnerships we are partnering with the Northern Middle Workforce Board,

American Job Center, EDSI, and RutherfordWorks. We have worked with Rutherford County Chamber of Commerce for years and now we are adding our focus on our EDSI, WIOA and the American Job Center partnerships. The American Job Center is going to give us the full-time equivalent of one personnel to assist the Career Advisors to lead the students into meaningful WBL placements. The EDSI and WIOA partnerships are going to assist with the our subgroups that have barriers to working due to lack of funds for transportation, tools needed, clothing and shoe needed and they will also be able to assist with paying half of their wages for the employer to take a chance on them. To reimagine the modes of learning we are utilizing WBL placements both in school and out of school. We are truly utilizing the after-school time for the industry certification classes. We are so fortunate to have these partnerships and will make Rutherford County more desirable due to our workforce among other lovely things.

* 2. Describe the needs that informed this project proposal (e.g., labor market needs, student performance data, postsecondary enrollment trends, etc.).

The Northern Middle Tennessee Workforce Board operates the American Job Center system within 13 counties in middle Tennessee of which Rutherford County is an integral driver of workforce development activities in the region. The mission of the American Job Center is to leverage the resources of the seventeen partners within the center to create an in-demand career pathway for individuals and to link the employer to that skilled workforce. The Board has aligned with Rutherford Works and the Rutherford County School System to focus its efforts and resources on five in-demand sectors including Technology, Healthcare, Supply Chain, Construction and Advanced Manufacturing. The Northern Middle Board, following the Federal Workforce Innovation and Opportunity Act (WIOA), is focusing on recruitment and career pathway development of Youth, both in school and out of school, ages 14-24 and eliminating the barriers to align Youth to these 5 high growth self-sustaining fields. This proposal of adding an American Job Center directly on the LaVergne and Riverdale High Schools campus aligns with the Boards mission and brings together public and private resources to meet the needs of Rutherford's business and industry. As seen in the charts below these five sectors are seeing unprecedented growth and developing these career pathways through the American Job Centers will create the pipeline at this most crucial point of entry for workforce development.

The Innovative High School Application will support Rutherford County's top industries which have seen unprecedented growth, outpacing the national average. (Job Trends) The Job Trends Graphic is in the Related Documents of this application. Specifically, the application will address the largest and fastest growing industries including: Logistics and warehousing, Healthcare, Construction, Technology and manufacturing. (Top growing and Largest charts). The Top Growing and Largest charts are also located in the Related Documents Section.

The student achievement gaps, access/participation gap, and student outcomes are also factors that have made us want to apply for this grant. Rutherford County Schools has approximately 46,000 students. Our economically

disadvantaged students total 21% of our overall population, we have 7% of our students are English learners, we have 10 of our students are students with disabilities, and we have 36% of our students are Black, Hispanic, & Native American. Only 53.2% of our English Language Learners met the growth standards. Only 32% of our students were on track or mastered grades 9-12 Math in general and only 44% of our students were on track or mastered grades 9-12 English. We definitely have some gaps to assist in student learning and overall student success. It is our goal to utilize the WBL experience to help students with not only the industry certification, but also with their Math and English skills. We have chosen LaVergne High and Riverdale High as the two schools to focus on due to their student growth numbers. Only 29% of LaVergne High School students are on track or mastered in English and only 22% in Math. Only 38.5% of Riverdale High School students are on track or mastered in English and 27% in Math. The need is real and we want to help these students realize that they can learn skills for the workforce, but also learn skills that will help them in the classroom.

* 3. How will the project address skill gaps (if any) between regional industry needs and the skill level of the students? What postsecondary credential(s) will the proposed project lead to?

The American Job Center partner, Educational Data Systems Inc. (EDSI) has a long track record and has principles and processes in place to assist Youth in developing career pathways that will fill the current workforce gaps. EDSI has on staff an expert group of trained Youth Advocates that are Certified Workforce Development Professionals who will use the current Labor Market Information to develop Individual Employment Plans for both in school and out of school youth. Their process, after initial assessment is to develop participant cohorts that leverage short term training leading to credentials, while developing internal supports through peer groups and industry partners for internships and paid work experience. To ensure success, Youth will be co-enrolled with other programs if required such as Vocational Rehabilitation to ensure barriers are eliminated and supports strengthened in a seamless manner. Industrial Readiness Certification, A+, Certified Nursing Assistant, Commercial Driver's License attainment are just a few of the certifications that will be a focus of attainment with these cohorts. AJC staff will work alongside of the proposed Innovative High School Counselors in Riverdale and LaVergne High Schools.

* 4. Through the lens of a student, how will the high school experience of the proposed project differ from the current high school experience? Include information about how students will be advised, mentored, and supported in career awareness, exploration, and work-based learning.

The purpose of creating an "American Job Center" within LaVergne and Riverdale High Schools is to provide intentional career counseling for junior and seniors. The grant funds will be used to fund a dedicated career advisor at each school who will meet with every junior and senior at least once each semester (with special emphasis on serving

WIOA qualifying in-school youth). Current school counselor case loads average 400:1 and make it impossible for students to receive intentional career advising. School counselors and graduation coaches will continue to provide services to students related to class scheduling, graduation requirements, and traditional college prep (assistance with applications, scholarship letters, transcripts, etc.). The new career advisor position will fill in the gaps by assisting students to really understand career goals utilizing YouScience, Aspire and other aptitude and interest inventories, reviewing labor marketing data with students to determine job demand and then identifying what is the best post-secondary plan to help each student attain their career goals. This will include creating an individualized career plan for each student served.

A secondary purpose of the high school version of the American Job Center, will be to assist district and school level work-based learning teachers in promoting work-based learning, apprenticeships and internships to a much larger number of students. In addition to funding career advisors, funds will be used to hire a new Work-Based Learning Coordinator. While each high school has multiple certified WBL teachers, there is not one specific person in the RC Schools CTE Department singularly focused on Work Based Learning. This position will work with all 11 county high schools, the AJC in Murfreesboro, EDSI and the Rutherford County Chamber of Commerce/ Rutherford Works to identify for credit WBL opportunities and not for school credit job opportunities to enable every student who wants to work part time during high school with the opportunity to connect to high quality jobs and not just retail and food service jobs that are the most traditional options for high school students.

In addition to providing career advising and work-based learning growth, the grant will provide students access to earn industry certifications not currently available at their zoned high school. We will pay CTE teachers to offer after school, holiday break and summer classes for high demand industry certifications such as CNA, CCMA, NCCER Fundamentals, CompTIA IT Fundamentals, CompTIA A+, CompTIA Net+, CompTIA Security +, FANUC, Siemens Level 1, and Microsoft Office Suite.

Finally, we will help connect graduating seniors who intend to go directly into the workforce with pre-employment boot camps taught by our high wage, high demand industry sectors. Employers will recruit graduating seniors at the annual Rutherford Works Jump Start Job Fair (a job fair held each April for juniors and seniors) to work for them. Graduating seniors will be hired contingent upon successful completion of the boot camp which will be taught by the employer. Grant funds in combination with WIOA On the Job Training grant dollars will be combined to pay employers \$2,500 stipends to cover instructor costs for each boot camp.

Resources

[Click here to open the application guidance document.](#)

Section 2: Theory of Change & Budget

Rutherford County (750) Public District - FY 2021 - Innovative High Schools - Rev 3 - Innovative High Schools

Instructions

Provide a thorough overview of the proposed project.

This should include the following essential components.

1. Describe what the results of successful implementation will look like for students and partners using the template below. We encourage you to use "If, then" statements to define what will be true for students if your implementation is successful: e.g., "If we support two teachers in meeting the qualifications to serve as adjunct faculty for TCAT, then we will be able to offer four more EPSOs, increasing access for 100 students" or "If we restructure the school day to provide time for large presentations from visiting business and industry leaders followed by small student-led seminars and job shadows, then students will develop agency in attaining their own work-based learning placements."

| Theory of Change | Resources | Activities | Outcomes |
|----------------------|---|--|--|
| "If, then" statement | <i>Resources may be financial (new or existing); intellectual (knowledge, skills, and expertise of partners); or structural (new or existing)</i> | <i>Activities may include project components and implementation strategies</i> | <i>Outcomes should include long-term outcomes for students, school/district, and project partners as well as three measurable outcomes</i> |

| | | | |
|---|--|--|--|
| <p>If we fund a career advisor for 2 high schools (total of 2 positions), then we will provide intentional career advising services including individualized career plans for all Title 1, minority and other underserved populations in the 2 schools.</p> | <p>Northern Middle Tennessee Workforce Board American Job Center EDSI/WIOA Youth Program Rutherford Works & Rutherford County Chamber of Commerce Create Foundation, Niswonger Foundation and Ayers Foundation</p> | <p>Provide industry credentialing training for career advisors (similar to https://www.ncda.org/aws/NCDA/pt/sp/credentialing) Train career advisors to use the Schoology platform/TEAMS platform that will allow advisors to keep track of conversations and action plans with each student Career advisors will meet with students a minimum of 2 times each semester and will use YOUScience, Aspire and other assessment results to help each student develop an individualized career plan. Career advisors will attend Rutherford Works Industry Council meetings to understand labor market issues and build relationships with employers. Career advisors will work closely with WIOA Youth program managers. Career advisors will hold resume writing, mock interviews and general career prep classes open to all students at each high school.</p> | <p>Goal to help 100% title 1 student at LaVergne and Riverdale High School graduate with either a job, military service or a post-secondary plan in place.</p> |
|---|--|--|--|

| | | | |
|--|--|--|---|
| <p>If we hire a work-based learning coordinator for the RCS School District, then we will grow high quality job placements for high school students.</p> | <p>American Job Center Rutherford Works & Rutherford County Chamber of Commerce - dedicated team member to assist with working on the employer side Rutherford Works Industry Councils WBL TDOE Certified Coordinator Training Framework</p> | <p>Provide coaching to all WBL teachers across the district to assist in providing meaning job placements. Work with school counselors to identify students who may have more than enough high school credits to graduate and would be eligible for WBL but not realize it. Provide WBL framework assistance for the teachers and the students. WBL coordinator will work with Rutherford Works Ambassadors at each school to prep students for the annual Rutherford Works Jump Start Job Fair and will assist with promoting and verifying Work Ethic Distinctions. Assist with youth apprenticeship promotion and placement as more employer apprenticeship programs come online.</p> | <p>Goal to have 600 juniors and seniors employed in high quality, CTE Program of study related jobs (i.e. health care related for health science POS students, manufacturing related for Advanced Manufacturing and Engineering POS students) by the end of the 2023 school year.</p> |
| | | | |

| | | | |
|--|--|--|---|
| <p>If we create the option for students to earn high quality industry certifications afterschool and during breaks for students who cannot access these certs at their zoned school, then we will award 200 additional industry certifications each year for 2 years</p> | <p>Current CTE Teachers in RUCO Schools.</p> | <p>Hire qualified CTE teacher who are interested in teaching industry certification classes after school and during breaks. Pay teachers. Pay for student industry certifications.</p> | <p>200 additional students will earn high quality industry certifications each year for 2 years (total of 400 over 2 years)</p> |
| | | | |

| | | | |
|--|--|---|---|
| If we incentivize employers to hire graduating seniors contingent upon successful completion of an employer taught bootcamp, we will close the gap on entry level job openings in our high demand sectors and students will have access to a high quality career path. | Northern Middle Tennessee Workforce Board American Job Center EDSI/WIOA Youth Program Rutherford Works & Rutherford County Chamber of Commerce RUCO Career Advisors & WBL Coordinator and teachers | Identify willing employers. Help employers identify or develop their curriculum and their schedule for bootcamps. Promote boot camps to students. | We will help employers run 40 boot camps across the 2 year grant period to train and hire 400 graduating seniors. |
|--|--|---|---|

2. In a brief narrative summarize the spending plan for the proposal. Identify both direct and indirect costs, as well as any in-kind or matching funding.

The spending plan for the Innovative High Schools grant is based on Grant funds and In-Kind funds. The Indirect costs for this IHSG totals \$9,725.37 due to the line items used. We are asking for the the Grant to cover two Career Advisors, one at LaVergne High School and one at Riverdale High School totaling \$469,900 for salary and benefits for two years. We are also asking that the grant covers one Work-Based Learning District Leader to coordinate all of the WBL activities between employers and teachers and students totaling \$234,800 for salary and benefits for two years. We are asking for \$10,000 for professional development for both Career Advisors over the two years. We will need to purchase a CRM system for tracking student conversations between their Career Advisors, their YouScience data, their Aspire Data, and all other items needed for a total of \$20,000 for two years. We are asking for the grant to fund 600 industry certifications over the two years totaling \$60,000. We are also asking for \$80,000 to pay our current CTE teachers to conduct industry certification classes after school for students who are not able to receive that training at their home schools. We are asking for \$160,000 to reimburse employers for training wages of \$10 and hour X 10

students per boot camp X 40 hours per camp X 40 boot camps over two years. The in-kind components of this project are that EDSI will enroll qualifying WIOA in-school youth for WBL paid work experiences totaling \$120,000 for 50 students. We will utilize WIOA On-the-Job Training Grant for employers to hire WIOA Eligible students for an in-kind totaling \$80,000. The Rutherford County Chamber of Commerce, RutherfordWorks division will have their Workforce Director work directly with our Career Advisors and WBL District Leader with an in-kind totaling \$100,000 over the two years. We are very excited about these partnership and how they will help our students and our community as a whole.

3. Using the provided table in ePlan, outline action steps, timelines, expenditures, the metrics or student outcomes for the evaluation strategy, and priority ranking of the funding needed to complete the overall project.

| Action Step | Action Step Timeline | Expenditures | Evaluation Strategy | Priority Ranking |
|--|--|---|--|------------------|
| Establish a Specialized Career Center by hiring two Career Advisors housed at LaVergne High School and Riverdale High School working with the TDOL and the American Job Center for support, training and assistance. The American Job Center partner, EDSI, will provide one full-time equivalent career advisor to support the Job Center work at LaVergne and Riverdale High School. Conduct Professional Development for both Career Advisors using the NCDA or other recognized industry certifications. Purchase CRM System for Tracking Student Interactions and EDSI will enroll qualifying WIOA In-school youth. | 1. Hire 2 Career Advisors - 8/1/21 2. Professional Development for Career Advisors - 10/1/21 - 9/30/22 3. Purchase CRM System - 7/1/21 4. Train on CRM System - 8/1/21 - 12/1/21 | 1. (2) Salary and benefits for two years = \$400,000 2. Professional Development for both Advisors = \$10,000 3. CRM System for Tracking Students = \$20,000. 4. Support, training and assistance from TDOL American Job Center Personnel = \$0, In-kind over 2 years = \$100,000 5. AJC career advisor = in kind \$104,000 6. AJC workshops for students and teachers = in kind = \$52,000 | Tyra Pilgrim, Brian Lewis, Beth Duffield, Marla Rye will evaluate the effectiveness of the Career Advisors by number of students with Action Plans for their future endeavors. Each Career Advisor will need to meet with all Juniors and Seniors at their respective schools to come up with a plan | 1 |

| | | | | |
|--|--|---|---|---|
| Establish a Work-Based Learning District Leader to provide support for our Work-Based Learning Building Coordinators as a liaison between our industry partners, teachers, and students to create a meaningful CTE Program of Study focused work experience. The RutherfordWorks Workforce Director will also collaborate with this person to make meaningful employer contacts. | 1. Hire 1 Work-Based Learning District Leader - 8/1/21 | 1. Salary and benefits for two years for the WBL District Leader = \$200,000 2. RutherfordWorks Workforce Director = \$0, In-kind over two years = \$100,000 3. WIOA eligible students will qualify for WBL paid work experiences = in-kind = \$120,000 for 50 students 4. Utilize WIOA On-the-Job Training Grant for employers to hire WIOA Eligible students = in kind = \$80,000 | Tyra Pilgrim, Brian Lewis, and the WBL Building Coordinators will evaluate the effectiveness of the WBL District Leader based on students placement in meaningful WBL experiences based on their CTE Program of Study and industry partners connections made for each school along with AJC and EDSI personnel. | 2 |
|--|--|---|---|---|

| | | | | |
|---|--|--|--|---|
| Create after school learning opportunities for out-of-zone students within our district to earn high value industry certifications. | Hire current teachers to teach industry certifications after school hours - 9/1/21 - 05/26/23 Schedule certification classes and recruit students - 10/1/21 - 6/30/23 | 1. Funding for 600 industry certifications over 2 years @ and average of \$100 per certification = \$60,000 2. Pay CTE Teachers to teacher these certification classes (10 teachers X 100 hours each @ \$30/hour plus benefits over two years = \$80,000 | Tyra Pilgrim, Kelly Chastain, and Brian Lewis will evaluate the effectiveness of the after school opportunities based on the number of student industry certifications achieved during the two year period. We will be expecting 300 industry certifications a year. | 3 |
| Establish industry taught boot camps (average of two weeks each) to help provide employers with trained entry level employees and provide graduating seniors with high wage industry job options. | Recruit employers to participate in hiring boot camps - 10/1/21 - 6/1/23 Conduct boot camps and hire qualified candidates - 10/1/21 - 6/30/23 | 1. Reimburse employers for training wage of \$10 per hour x estimated 10 students per boot camp x 40 hours per camp x 40 boot camps over 2 years = \$160,000 | Tyra Pilgrim, Beth Duffield, and Marla Rye will evaluate the effectiveness for the industry led boot camps based on student participation, industry participation, and students employed in meaningful high wage industries. | 4 |

Action Item 1

\$ 499,705.81 Amount

The amount box auto-populates based on the items tagged for Action Item 1 from the Budget Page.

Outline the key priorities for spending.

| Proposed Activities | Description | Budget Request |
|--|--------------------------------------|----------------|
| Create 2 High School American Job Centers (LaVergne & Riverdale) by hiring 2 career advisors | (2) Salary and benefits for 2 years | \$469,600 |
| Professional Development for both Advisor | NCDA or other industry certification | \$10,000 |
| CRM System for Tracking Student Interactions | (if new student system won't work) | \$20,000 |
| EDSI will enroll qualifying WIOA In-School youth | In kind over 2 years – \$104,000 | \$0 |
| Support, training and assistance from TDOL American Job Center personnel including workshops | In kind over 2 years - \$52,000 | \$0 |

Action Item 2

\$ 234,800.00 Amount

The amount box auto-populates based on the items tagged for Action Item 2 from the Budget Page.

Outline the key priorities for spending.

| Proposed Activities | Description | Budget |
|---------------------|-------------|--------|
|---------------------|-------------|--------|

| | | Request | |
|---|---|-----------|--|
| Hire Work Based Learning District Leader | 1 salary and benefits for 2 years | \$234,800 | |
| Rutherford Works Workforce Director collaboration with WBL Leader & Teachers | In-kind value for 2 years at half salary and benefits - \$100,000 | \$0 | |
| WIOA eligible students at designated high school will quality for WBL paid work experiences | In-kind value for 2 years for 50 students = \$120,000 | | |
| WIOA On-the Job training grant for employers seeking to hire WIOA eligible students | In-kind value = \$80,000 | | |

Action Item 3

\$ Amount

The amount box auto-populates based on the items tagged for Action Item 3 from the Budget Page.

Outline the key priorities for spending.

| Proposed Activities | Description | Budget Request | |
|--|---|----------------|--|
| Create afterschool learning opportunities for out of zone students to earn high value industry certifications. | Funding for 600 industry certifications over 2 years @ average of \$100 per certification | \$60,000 | |

Pay CTE Teachers to teach these certification classes (@ 10 teachers x 100 hours each @ \$30/hour plus benefits) each year = \$40,000

\$80,000

Action Item 4

\$ 169,619.56 Amount

The amount box auto-populates based on the items tagged for Action Item 4 from the Budget Page.

Outline the key priorities for spending.

| Proposed Activities | Description | Budget Request |
|--|--|----------------|
| Establish industry taught boot camps (average of 2 weeks each) to help provide employers with trained entry level employees and provide graduating seniors not attending college with high wage industry job option. | <p>Reimburse employers for training wage of \$10 per hour x estimated 10 students per boot camp x 40 hours per camp x 40 boot camps over 2 years.</p> <p>Utilize WIOA On the Job Training Grant for individuals who qualify (est ¼ of participants will qualify).</p> <p>Indirect Costs = \$</p> | \$160,000 |

Action Item 5

\$ Amount

The amount box auto-populates based on the items tagged for Action Item 5 from the Budget Page.

Outline the key priorities for spending.

Action Item 6

\$ Amount

The amount box auto-populates based on the items tagged for Action Item 6 from the Budget Page.

Outline the key priorities for spending.

Action Item 7

\$ Amount

The amount box auto-populates based on the items tagged for Action Item 7 from the Budget Page.

Outline the key priorities for spending.

Action Item 8

\$ Amount

The amount box auto-populates based on the items tagged for Action Item 8 from the Budget Page.

Outline the key priorities for spending.

Action Item 9

\$ Amount

The amount box auto-populates based on the items tagged for Action Item 9 from the Budget Page.

Outline the key priorities for spending.

Action Item 10

\$ Amount

The amount box auto-populates based on the items tagged for Action Item 10 from the Budget Page.

Outline the key priorities for spending.

Resources

[Click here to open the application guidance document.](#)

Section 3: Equity & Access

Rutherford County (750) Public District - FY 2021 - Innovative High Schools - Rev 3 - Innovative High Schools

Instructions

Provide an overview of the primary student groups that will be served, along with how you plan to track progress.

This should include the following essential components.

* 1. How does the proposal define equity? Describe the target student population and how the project will promote equitable outcomes for students.

I believe that the root word of equity is equal or being fair. This proposal defines equity by making what we are doing be accessible by all high school students. Our WBL Coordinator will be working with all of the WBL Teachers across the district. This person will assist the WBL teachers to help the students find meaning work-based learning experiences. This person will also work with the American Job Center, EDSI, and WIOA to access all of the possible funds for our students. This person will be the point person for students looking for jobs. We realize that whether students are going to college or not doesn't matter, college students and non-college students all need jobs. The target population will be Juniors and Seniors interested in working jobs that are part of their CTE Program of Study and even those that are not. We want to instill in them a work ethic and what better way than to have them working. We will target LaVergne High School and Riverdale High School for the two Career Advisors and the full-time equivalent of the American Job Center person to meet with all the Juniors and Seniors at each of the targeted high schools. The other high schools listed as partners will be working with the WBL Coordinator and will be focused on the WBL placements and reaching as many as 400 Seniors in each of the schools. We have a great opportunity to meet the workforce needs of these students because there has to be a person that says hey, if you want a job, here is where is hiring, here is how to do a resume, here are some soft skills that can be worked on. We want to utilize our low-hanging fruit as far as students that need to work, want to work, but are met with barriers. This grant proposal will lead them in the right direction. We will track the progress of this grant by how many students get and retain jobs during the grant period and their career awareness as well.

2. Provide an estimate of how many students by student group will be served in the school or district (e.g. gender, race, socioeconomic status). Please indicate if this will serve primarily rural/economically disadvantaged or other

underrepresented student groups.

LaVergne High School has approximately 1,930 students with 26% of those students being economically disadvantaged, 10% of those students are English learners, and 69% of those students are Black, Hispanic, & Native American populations. Riverdale High School has approximately 2,100 students with 14% of those students being economically disadvantaged, 2% are English learners, and 26% of those students Black, Hispanic, & Native American populations. We are planning on focusing on all of the Juniors and Seniors and LaVergne High School, which is approximately 900 and all of the Juniors and Seniors and Riverdale High School, which is approximately 1,000. These students will meet with their Career Advisor for meaning focused career awareness and future career goals. I believe that the number of students impacted by this proposal will be around 2,500 throughout the district, which includes all of our subgroups and special populations. By bringing in the WIOA funding aspect, we will be able to begin making the connections for not only the students, but also their parents. Some of their parents are over qualified for their current positions and we see this as an opportunity to help as many people as possible. This grant proposal will serve primarily the economically disadvantaged and other underrepresented student groups as well as the general population of students. Our goal is that we have at least 1,000 students placed in WBL meaning job experiences in the two years of this grant with over 600 earning industry certifications.

3. What barriers to equitable access and outcomes is this project addressing? How will identified barriers to equitable access and postsecondary outcomes be reduced or eliminated? How is the proposed project or approach different from past approaches or built on lessons learned/previous successes?

Each WIOA eligible youth will have an Individual Employment Plan which will focus a wraparound service plan to eliminate any barriers and create equitable access for all Youth. Under WIOA and through the delivery of the American Job Center services, staff are fully trained in fourteen additional WIOA elements that will be delivered to Youth to ensure success. An example is the partnership with financial institutions to deliver workshops and real-world experience in financial education. Without a sound money management background, sending Youth into the workplace with no financial training and support will lead to initial failure and become a barrier to success. The AJC staff have on hand a wide variety of mandated wrap around services to ensure Youth success. These practices and services are already tested, in place and delivered in other centers across TN. This proposal only leverages these processes and services while not reinventing the wheel. Community partners such as adult education can also provide the academic support needed to bridge any gaps as high school students progress to skill development based on their employment plan. The WIOA funding will also assist students with transportation barriers, they can pay for public transportation or gas for their vehicles. The WIOA funding will also be able to assist students in the purchasing tools for their jobs and any clothing or shoe/boot requirements barriers that could arise due to their economically disadvantaged status. Our

school counselors need help with all of the students that they currently have to manage. This grant will help to give intentional, targeted counseling for careers which has not been a focus. Another barrier is the cost of the industry certifications, this grant would help students be able to sit for exams that they would not have had the money for before this grant. We have learned that students in general want to work but they are afraid that the barriers will be too big to cross. This grant and the WIOA funding will definitely reduce and possibly eliminate any barriers that the students could encounter. This proposal is different from past approaches because normally we are asking for equipment to assist student learning. This proposal is asking for personnel to lead the charge toward breaking down barriers for students to have meaningful work experiences that will last a lifetime. We know that it truly takes a village to train our students and by bringing all of these partners together, we know we will succeed!

Resources

[Click here to open the application guidance document.](#)

Section 4: Community, Postsecondary, and Employer Partnerships

Rutherford County (750) Public District - FY 2021 - Innovative High Schools - Rev 3 - Innovative High Schools

Instructions

Provide an overview of key partnerships in this project and any commitments or plans for sustaining the proposal's activities beyond the period of availability.

This should include the following essential components:

* 1. Describe each of the partnerships that will be vital for this proposal. For both existing and new partnerships, what makes the partnership strong? For each of the partners, what is the value of the proposed project?

The chart below gives an explanation for how our existing and new partnerships will make our partnership stronger and shows how they value our proposed project. We need each other and every partner we can get will help foster student and workforce success.

| Partner | What Makes Partnership Strong | Value Proposition |
|---------------------------------|--|---|
| Northern Middle Workforce Board | Marla Rye is what makes this partnership strong. She is an advocate for students and our communities. She works tirelessly to make as many connections for our students and industry partners as possible. | Supports the goals of the Workforce Board |
| EDSI (WIOA Youth Program) | This is a new partnership as EDSI has only been serving the Rutherford County | Assists EDSI (WIOA Youth with meeting TDOL goals of |

| | | | |
|--|---|--|--|
| | market since January 2021. Both RC Schools and EDSI share in the same mission to serve students | serving 40% in school youth) | |
| American Job Center | The American Job Center is a long-time partner, having attended Rutherford Works Industry Council meetings and supporting RC Schools in job fair prep. | Increases reach of AJC Services and supports a 2 generational approach to job seekers (students and parents) | |
| Rutherford County Employers | Rutherford County employers have been supporting RC Schools through Rutherford Works Councils for 8 years. Both parties know each other, and trust has been built on both sides making this a strong partnership. | Connect with students before graduation to promote careers in their respective industries and fill job vacancies | |
| Rutherford County Chamber of Commerce/Rutherford Works | The mission of Rutherford Works is wrapped up in helping RC Students complete high school with a career plan. This is along and well-established partnership that will be enhanced by additional collaboration. | Supports the mission of Rutherford Works and helps improve economic development attractiveness | |

* 2. Please include details on how these partners will support the proposed project and include specific commitments for each partner (e.g., dedicated time, staffing, funding, equipment, etc.).

As mentioned in the Letter of Support from Marla Rye,

The Northern Middle Workforce Board, EDSI, and the American Job Center will support Rutherford County Schools in their application for the Innovative High School Model Grant and will actively participate by contributing the following services through in-kind and WIOA services:

1. The American Job Center partner, EDSI will provide one full time equivalent career advisor to support the Job Center located in LaVergne and Riverdale high schools. Students eligible for WIOA will be enrolled as in-school youth participants. In-kind value \$104,000.
2. WIOA partners and staff at the American Job Center, located at 1313 Old Fort Parkway, Murfreesboro, will provide support services, employer services, and conduct workshops within the two high school AJCs. In-kind value: \$52,000.
3. WIOA eligible students at the designated high schools will qualify for work base learning through paid work experience opportunities. WIOA funding \$120,000 50 Students X 12 weeks X 20 hours per week average X \$10 per hour).
4. Utilize WIOA On-the-Job Training Grant for employers seeking to hire WIOA eligible students. WIOA will pay up to 50% of the trainee's wages for approximately 320 hours. WIOA funding \$80,000 ((50 students X 320 hours X \$5.00 per hours (50% of estimated \$10.00/hour))

The Rutherford County Employers are going to be assisting in the hiring of Work-Based Learning students, supporting high school career advisors by speaking to student groups, conducting mock interviews, and providing facility tours. They will also interview and hire students who earn high-valued industry certification as needed and where applicable. The employers are also going to be conducting the boot camps that will focus on soft skill development and entry level situations to further nurture the skills being developed in the high school career. They are planning on doing 40 boot camps over the two years.

Rutherford Works (The Rutherford County Chamber of Commerce) will provide in-kind services of a team member to support the Job Center located in LaVergne and Riverdale high schools. The team member will work closely with the career advisors and the Work-Based Learning Coordinator and teachers to facilitate connections with employers who are interested in providing career exploration and career experiences for students. In-kind value \$100,000.

3. Please include letter(s) of support and/or Memorandum(s) of Understanding outlining key partnership(s) and specific roles and tasks of the partnership (including financial or in-kind contributions). These should be uploaded in **Related**

Documents.

Resources

[Click here to open the application guidance document.](#)

Section 5: Equitable Innovation Strategies

Rutherford County (750) Public District - FY 2021 - Innovative High Schools - Rev 3 - Innovative High Schools

Instructions

Provide an overview of the primary student groups that will be served, along with how you plan to track progress.

This should include the following essential components.

* 1. Define and describe how the secondary school(s) and identified partners will collaborate to define the essential learning goals, experiences, assessments, and credentials that are needed to succeed after high school (e.g., in the workplace or in specific careers or programs).

All of the partners in this grant, that have been named multiple times are collaborating to define the essential learning goals, experiences, assessments, and credentials that are needed to succeed after high school. We are making students attaining TDOE Approved Industry Certifications an essential learning goal. The discipline and knowledge the students have to attain during the credentialing process is rigorous and we know it will better prepare the students for the workforce and for life. We are making Work-Based Learning an essential learning goal. The students have to have meaning work experiences which includes utilizing the TDOE WBL Framework and actual job experiences. The students have to see it to be it and in this process they could learn that they did not want to be in this industry, but what a better time to learn this when you are in high school and you can change it. We are making career exploration an essential learning goal. The students that will be working with the Career Advisors will be able to really explore which industry based on their YouScience data and their ACT Aspire data to determine which field they have the aptitude and interest to become successful. These in depth conversations will allow for the students and parents to determine their career path. Each of our partners have a role to play in this task. The NMWB, AJC, EDSI, RutherfordWorks will assist in the Work-Based Learning goal and the Career Exploration goal by giving us assistance with agencies that perform this work all the time. We can utilize their experience and knowledge to guide us in the right direction. The Rutherford County Employers and the high schools will assist in obtaining the industry certifications through after school classes and the employer led boot camps.

2. Define and describe how the secondary school(s)-in collaboration with identified partners-will identify specific requirements, traditions, policies, assessments, or practices that create barriers for student success and how the project,

by eliminating or reducing them, will create more postsecondary success for students. Note: Include in this answer any local or state rules or laws *"that inhibits or hinders the participating institutions' and schools' ability to meet the goals [of cooperative, innovative partnerships]"* as stated in TCA 49-15-101-111.

The Northern Middle Workforce Board and the American Job Center system have a wide array of policies, agreements, and internal controls in place with its seventeen internal partners as well a plethora of authorized training providers delivering in demand certifications through the states Eligible Training Provider List. All these policies and agreements are approved, monitored, audited and updated through the over-sight of the Tennessee Department of Labor and Workforce Development. The Department of Labor is the overall authority in assembling the framework of the American Job Center delivery system across TN. Through leveraging the processes and procedures that are in place across middle TN and focusing this proven delivery system within the Rutherford County High School system, the Job Center partners will be able to deliver seamless and effective career pathway development to in-school youth. Without the service of the AJC, the current high school staff do not have the resources, both monetarily and support, to continuous career development after graduation. This partnership will create more post-secondary success for students and level the playing field for those with barriers while meeting the needs of local employers. A key component will be the utilization of paid work experience for WIOA eligible youth. Funds will be leveraged to provide meaningful training and employment opportunities for the high school students. Some of the barriers for students in the workforce are transportation, equipment needed to work, and proper clothing and shoes. Our WIOA partner will be able to bust through those barriers for students by providing funding for these items. The confidence of our students will grow due to having the barriers reduced and/or eliminated so they feel like they can compete with others that do not have to worry about barriers. The TDOE has taken away the age barrier by making it into law that a student can work in a company that normally you have to be 18 in as long as they have been in a CTE Program of Study that is in their industry.

3. Define and describe how identified partners (i.e. employers and/or postsecondary institutions) will investigate and/or amend their own procedures, policies, environments, or on-boarding/admission processes to welcome students and support their success, especially students who are under-represented on their campuses or in their workplaces.

The beauty of this partnership are the Youth Advocates and counselors that follow the Youth through its inception, training, including one year after employment with a supporting cast of professionals to guide the Youth to success in demand occupations. There is a warm handoff between high school and post-secondary with the Youth Advocate following their assigned case throughout completion. This is a required process used under the WIOA law that ensures that students succeed, and institutions have in place the guidance and monitoring to deliver assistance when needed and eliminates any internal practice that creates student barriers. More importantly, the engagement of business and

industry to support student job placement and the creation of a sustainable workforce pipeline will be a cornerstone of our success.

Employers are much more amenable to hiring youth through work-based learning, apprenticeships and/or boot camps today because of the tight labor markets. The Career Advisors and WBL Director along with Rutherford Works and WIOA partners will provide employers with resources to help ensure they can hire students before high school graduation *(TDOE WBL Myths & Facts sheet). Employers are already discussing the idea of sharing shifts and developing modified shifts to support high school student workers. Ingram Content in LaVergne has been doing this for 3 years. They hire 17 and 18 years old for peak seasons. Students work either 4:00 – 9:00, 4 days a week of 16 hours on the weekends.

With regard to supporting minority students, many of our employers have ERGs (employee support groups) that can work to mentor and coach students who most relate to a specific ERG.

Resources

[Click here to open the application guidance document.](#)