

2019 - 2021

Santa Barbara Adult Education Consortium

Request for Proposal for Adult Education Funds

Due: November 6, 2019

The Santa Barbara Adult Education (SBAE) Consortium allocation for the Year-4 grant cycle is \$900,000.00. All awardees are expected to expend funds no later than September 1, 2021. The Consortium has historically awarded 70% or more of its total funding to programs. In 2018-2019, award allocations ranged between \$30,000.00 - \$75,000.00.

A comprehensive and competitive Request for Proposal submission will align with the California Adult Education Program (CAEP) grant and the Consortium's goals and objectives set forth below.

The Statewide CAEP targets programs in areas with a focus on economic mobility and include:

- (1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
- (2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
- (3) Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce;
- (4) Programs for adults with disabilities;
- (5) Programs in career technical education that are short term in nature and have high employment potential;
- (6) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

The overarching Santa Barbara Adult Education Consortium's 3-year plan goals are the following:

- (1) To continue to provide excellent programming for adults in a variety of program areas based on proven needs within the seven areas allowable under AB104;
- (2) To continue to improve Student Learning and Achievement Goals focused on the needs of adult learners, and to assist in their transfer acceleration and career success;
- (3) To continue refining programs and services for students in alignment with Statewide initiatives;
- (4) To provide awareness of educational offerings and training options available through a robust local marketing campaign;
- (5) To develop a comprehensive data collection and accountability infrastructure for all programs and services funded by the consortium and to encourage cross-pollination with each other and Statewide initiatives;
- (6) Where needed, to support partners that specialize in job placement, apprenticeship, internship, and job coaching.

The Santa Barbara Adult Education Consortium's primary goals for upcoming 2019-2020 year are the following:

- (1) Continue to support our noncredit faculty in building pathways to credit for existing and new CAEP programs;
- (2) Support new activity of our credit partners to develop noncredit courses as part of Statewide initiatives;
- (3) Develop a Noncredit Data Collection task force/workgroup that is committed to the collection of accurate data and analytics for all CAEP programs and services;
- (4) Continue to partner with the local Santa Barbara One-Stop operator and other agencies for career training initiatives;
- (5) Continue to cross-pollinate CAEP initiatives with WIOA, Guided Pathways, Vision for Success, and Strong Workforce initiatives;
- (6) Continue to support our existing SBCC programs that are aligned with the CAEP initiatives.

Based on the 2019 SBCC School of Extended Learning Economic and Workforce Gap Analysis for Adult Education Regional report, the Consortium's focus for the 2019-2020 selection of programs will need to continue enhancing educational programming in the following areas:

- (1) Short-Term CTE in career skills training courses
- (2) Short-Term CTE with a focus in areas such as Health Care and Health Training services
- (3) Noncredit Adult High School/GED
- (4) Noncredit English as a Second Language
- (5) Noncredit Adults with Disabilities
- (6) To ensure students can navigate through the SBCC system from noncredit to credit, the Consortium also identified the need for a robust Student Support Services program to help students plan their educational and vocational objectives.

CAEP Fiscal Regulation for all Independent Contractors and External Partners:

- (I) Indirect, for Profit, or Fringe Benefits are not allowable expenses and cannot be reimbursed.
- (II) All Independent Contractors and External Partners must submit invoices to the CAEP Coordinator for reimbursement.
- (III) All external (non-SBCC) CAEP programs will receive two-three payments based on the timeline for completion as stated on the Activity Chart.

Data Collection for all CAEP Programs and Partners:

- (I) All external (non-SBCC) CAEP programs must use the CASAS TopsPro Enterprise platform to electronically collect student data and participation and data points required by the State;
- (II) All data collection must be collected on a quarterly basis.

Key Performance Indicators:

As stated in the Consortium's 2019-2021 Three-Year Plan, the Consortium adopts the following key performance indicators related to the allowable program areas and will use these indicators as part of the rubric in selecting programs:

Seven Program Areas

Key Performance Indicators

<p><i>1. Programs in elementary and secondary basic skills</i></p>	<p>Increase in enrollment in the AHS/GED program and increase hours attending resulting in higher FTES. Increase in the number completing a high school diploma or GED. Creation of new support courses for the AB705 initiative.</p>
<p><i>2. Programs for immigrants and English as a Second Language</i></p>	<p>Increase in enrollment and hours attending in the ESL program resulting in higher FTES. Increase certificate completion rates in ESL. Increase in supportive programming to reach more community members.</p>
<p><i>3. Adults Entering or Re-entering the Workforce</i></p>	<p>Broadening our reach to the One-Stop and other community partners to increase the numbers of students served. Continue a partnership with the one-stop to offer educational programs on site. Increase in enrollment and hours attending in the Career Skills Institute resulting in higher FTES.</p>

4. <i>Adults who assist secondary school students.</i>	Measure results of a pilot program with our community library partners to understand the value and number of students served.
5. <i>Programs for Adults with Disabilities</i>	Launched in 2019, create a realistic growth strategy for the new Adults with Disabilities Work Readiness and Career Certificated Program. Increase the number of enrollments in accordance with the strategy.
6. <i>Programs in Short-Term CTE</i>	Based on the recommendation of the BW Research environmental scan, develop new noncredit programs in CTE areas such as health, business, and information communication technology sectors.
7. <i>Programs offering Pre-apprenticeship Training Activities</i>	Explore the possibility of coordinating with a formal apprenticeship program in Construction Technology, leveraging our piloted pre-apprenticeship activities in this department.

THIS APPLICATION IS DUE NO LATER THAN MIDNIGHT, NOVEMBER 6, 2019.

* **Required**

I have reviewed the 2019-2021 CAEP Three-Year Plan and 2019/2020 1-Year Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. *

YES

Are you an existing 2015/16, 2016/17, 2017/18, 2018/19 CAEP funding awardee? *

No

Program Name *

Career Pathways Navigator Services for Adult Learners

Primary Contact Name *

Janette Dunn

Primary Contact Email *

Janette.Dunn@rescare.com

Primary Contact Phone *

714-856-0194

Applicable Noncredit Program Area *

Adult Education (ABE, ASE, Basic Skills)

English as a Second Language/Literacy

Adults in the Workforce

Adults with Disabilities

1. Executive Summary *

Please provide an executive summary of your proposed plan (to include overarching goals and outcomes) to create new programs or expand existing programs in one of the areas identified above.

ResCare Workforce Services (RWS) is a nationally and locally based workforce service provider, with decades of experience supporting individuals in career exploration, measurable skill gains, credential

attainment, job search readiness and preparation to enter the workforce. We are innovators of workforce systems development, including adapting to the changes in job seeker demographics, integrating data-driven technology, expanding access to services, and coordinating partner-supported service delivery. RWS has been on the forefront of innovating locally based solutions, such as developing customized group training with community colleges, offering a variety of adult work-based learning opportunities, and preparing job seekers to meet the demands of today's labor market. We believe in the premise that providing direct access to information, education, support and opportunity is essential to working specifically with underserved populations within communities. RWS currently provides One Stop Operator and Adult and Dislocated Worker services through contract with the Santa Barbara Workforce Development Board (SBWDB). RWS proposes to provide comprehensive services from January 1, 2020-June 30, 2021, for a total of eighteen months.

RWS proposes to provide the Consortium, adult learners and Santa Barbara City College job seekers access to the following proprietary, web-based tools and services. These innovative and creative tools offer online job readiness and preparatory courses ranging from basic education and soft skills to professional-level, industry-specific courses and certifications.

Addendum to RFP:

RWS's goal in the delivery of supplemental services is to collaborate and support existing programs and services within the College system. Our service offerings are designed to support existing services in a non-duplicative manner. Our program design, as outlined in the activity chart, will provide unique on-site services that will link students community programs, including the WIOA Adult and Dislocated Worker program and other programs that will support their personal, educational and career goals. As identified in our activity chart, we will provide both internal collaborative partner meetings with college departments and partners to ensure that services are relevant, supportive and not duplicative to the student. Working in a collaborative environment with college staff will ensure that services delivered to students are comprehensive and meaningful. Our Community Outreach efforts will be designed to educate and integrate community service organizations into the grant program for the benefit of students. It is our belief that bringing employment and community services directly to students on campus will streamline service delivery and provide conveniences.

RWS proposes to co-locate our Career Navigator at campus locations based on the needs of college and availability of space. Services described on our activity chart will be delivered, hands on, at school sites. In addition, services can be delivered at other off site locations, such as the local libraries. We propose to develop a schedule for on-site service delivery that meets the needs and helps support goals outlined in this RFP.

In conclusion, RWS is dedicated to providing unique, meaningful employment and community outreach services that will supplement students in their quest to complete their educational goals, create career pathways and become employed.

1) Career Pathways Navigator Services:

Our Career Pathways Navigator staff will be scheduled to work onsite at campuses and out in the field for 80 hours per month. These services will include:

- Developing outreach and awareness materials for stakeholder partners and provide presentations to stakeholder groups.
- Work on campuses to register adult learners and other students into RWS web-based ResCare Academy, Career Pathways Explorer and Resume Hero, assist with setting up job search engine accounts, email, and LinkedIn accounts.
- Conduct scheduled WIOA Orientations at campus locations and refer interested attendees to the AJCCs for enrollment.
- Conduct Roadmaps to Success Job Search Readiness Workshops, on a scheduled basis.
- Conduct SBCC staff training as requested.
- Manage data related to adult learners served, registered in RWS tools, workshop and orientation engagement.

- Share labor market, job leads, organize job fairs and other employer-based activities within the campus systems.
- Attend Consortium meetings and planning meetings as requested.

2) ResCare Academy™ offers more than 4,000 free courses, which can be used for high school equivalency preparation and training in more than 100 industries. ResCare Academy™ is a web-based learning tool that offers a library of more than 4,000 vocational skills, job readiness, motivational, and Adult Basic Education/General Education Diploma courses. Courses are personalized and delivered via an easy-to-use site accessible from any internet-connected device. The skill enhancement curriculum was developed in collaboration with Skillsoft, a pioneer in the field that provides learning solutions for customers worldwide in various industry sectors. Over 650 development courses are also available in Spanish.

3) ResCare Career Pathways Explorer™ is an online assessment, accessible from any device that quickly delivers in-depth and accurate personality results that chart careers. This assessment is a modern and easy alternative to more traditional assessments and is founded on the premise that self-knowledge and discovery will open doors to opportunity. It includes a visual personality assessment that takes less than five minutes to complete then immediately delivers a detailed breakdown of the individual's career personality and personalized career matches.

4) Resume Hero is an online application that empowers job seekers to create resumes and related documents using industry- and employer-oriented content.

5) RWS Roadmaps to Success© scheduled workshops, including the following modules:

*Foundation of Job Search: Overview of current economic facts, effective job search methods, and benefits of an employed life style.

*Self-Reflection: Introduction into the Three Rules of Success; job seekers begin to see how their thoughts and attitudes affect their actions.

*Marketing Yourself: Job seekers develop a "sales pitch" that presents their strengths and experiences in a positive light.

*Professional Networking: Introduction to networking as a key job search method; learn REACH communication model for making effective employer contacts and practice in "meeting the manager."

*Planning for Interview Success: Allow job seekers the ability to view the interview process through the eyes of an employer; learn skills to open and close interviews smoothly and professionally and prepare up to date answers to common interview questions.

*Practicing and Perfecting Interview Skills: Job seekers are shown how answers to interview questions that create an impressive picture of them fitting the company culture; as well as learn and practice various techniques on handling multiple types of interviews.

*Professional Communication: Provide a job seeker opportunity to contact businesses directly over the phone to access the hidden job market, become acquainted with the various ways to grow a network, and to increase their understanding of the elements of effective communication.

*Money Management: Job seekers learn to recognize spending habits, identify financial values, and to set financial goals. Information on how to develop a basic budget is included as well as understanding the federal tax credits for employed people.

*Preparing for Long Term Success: Job seekers develop POWER Goals by planning for the future and creating action plans that recognize the difference in spending/wasting and investing valuable time.

*Succeeding on the Job: Prepare job seekers for just not getting a job, but also how to retain that job through introducing them to customer services basics and becoming the A Team of customer service.

6) WIOA Adult and Dislocated Worker Orientation, Eligibility and transition in to WIOA Adult and Dislocated Worker services.

Our measurable goals for this program are in alignment with the CAEP and Consortium's goals and will include the following:

- 1) Outreach and engage underserved populations, specifically mature adults, adults without work experience and adults with disabilities into City College educational opportunities and the SBWDB program services for the purposes of attaining educational and employment goals.
- 2) Register adult learners into RWS web-based tools that support career exploration, remediated skill gains, resume development and job search readiness. RWS tools include ResCare Academy and GED Prep, Career Pathways Explorer and Resume Hero.
- 3) Provide adult learners with access to soft skill and job search readiness workshops through RWS' proprietary Roadmaps to Success curriculum.
- 4) Link adult learners to the SBWDB Adult and Dislocated Worker eligibility, enrollment orientations and services as applicable.
- 5) Provide job lead opportunities to adult learners seeking employment.
- 6) Provide the Consortium with monthly activity data reports, including registration and usage of RWS web-based tools, workshop attendance and job leads provided.

2. Integration *

Please explain how your proposed program integrates adult education programs at SBCC and creates a transition to credit/transfer educational programs or creates a transition to the workforce (including, but not limited to, internships, jobs, pre-apprenticeships, self-employment).

RWS is uniquely positioned to be the bridge between SBCC educational programs and the SBWDB WIOA workforce and employment services. Our Career Pathways Navigator staff will be cross-trained and able to provide onsite WIOA Orientations and determine eligibility requirements for enrollment into the SBWDC Adult and Dislocated Worker program. Eligible and enrolled adult learners/job seekers will have access to a variety of employment services, based on need and in support of career goals. WIOA services, for eligible and enrolled job seekers, provides access to vocational training and on the job, work-based training opportunities. Our efforts in registering adult learners into our web-based systems, providing soft skill and job search readiness onsite workshops as well as WIOA Orientations will prepare adults to continue their education as gaps appear or transition into workforce services. RWS will ensure integration with our One Stop Operator attendance at consortium meetings and overseeing the Career Pathways Navigator staff.

3. Justification *

Please justify the need of your proposed program and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives. For programs that have previously received funding, please justify the need and provide a status report on your existing award(s) and remaining balance(s).

RWS proposes to outreach and engage the mature job seeker populations in need of services that will be provided through our Career Pathways Navigator grant. Mature job seekers are coined as the "hidden unemployed" that exist at a higher rate than general unemployment numbers. Labor statistics often do not capture job seekers that have not yet entered the workforce or have been outside of the workforce for extended periods of time. In a 2017 report titled "Older Workers Report," published by SCEPA, an organization dedicated to economic realities, older workers were found to be at a 8.2% unemployment rate within an overall unemployment rate of 3.3%. The report went on to demonstrate that mature workers are currently 50% less hireable than their younger counterparts. In today's economic realities of

higher costs and dwindling retirement accounts, more and more mature workers are seeking to find employment or additional employment to augment low paying, part time jobs. In a study completed by the Urban Institute, the reasons for the increase in older American seeking employment are attributed to changes to Social Security rules regarding work requirements and the raising of the retirement age. The study also sites retirement insecurities that encompasses retirement account stability. Many older workers were laid off in the economic downturn beginning in 2007, which continues to impact the mindset of older job seekers as well as their pocketbooks.

What keeps older job seekers from being seen as a desirable candidate in 2019? In an article piece, written by Peter Cappelli for the Human Resource Executive, entitled "Discriminating Against Older Workers," it is cited that more than ever older workers not only need to work longer, they actually want to work longer. Advances in lifestyle and medicine mean that we will all live longer, active, robust lives and this includes our contributions within the workforce. Mr. Cappelli makes the case that employers have long held assumptions that hinder them from hiring a mature worker. Some of these assumptions include the belief that mature workers may be sick more often, that their healthcare costs will be higher and that they may not have the skills they need to do the job. Mature workers are not sick at a higher rate than they younger counter parts and they often have healthcare options that lessen the burden on the employer.

In an article published by AARP in 2018, entitled "How Older Workers Can Learn New Job Skills" the "skills gap" issue was discussed as a possible barrier to employment. The article goes on to provide many avenues older workers have access to that can help them shrink their skills gaps, the most valuable being access to specific education avenues related to gaining specific skills needed in today's world.

There is no doubt that technology has developed at a rapid pace and that most jobs require some level of technological skill. Whether in hotel industry, warehousing, dispatch, or customer service positions, computers and operating system experience is needed. Our decades of experience have proved that mature job seekers are often intimidated by using computer-based systems for their skill development and job search. We have designed our model to support these job seekers through their initial hesitance to create resumes, use job search engines, access online learning opportunities-all in our efforts to prepare them for the next phase of their world of work.

Do mature job seekers need to learn technology, and can they learn new skills? The answer to those questions is yes. In a 2018 article entitled "How to Teach Technology to Seniors," a PEW research study revealed that 77% of seniors need assistance with technology skills. The good news is that this demographic is not only willing to learn, they know they need to learn new skills to join the workforce. The best place for adult learners to gain skills is in friendly, easily accessible, learning environments that move at the pace of the learner and provides for 1:1 help as needed. RWS believes that the SBCC educational opportunities, in conjunction with the RWS Career Pathways Navigator services, will provide the environment needed to successfully service mature adults with overcoming their skill gaps and re-entering the workforce. RWS has had success working with specialized populations within cohorts and would be able to bring best practice ideas on how to engage and serve older learners within peer groups that provide comradery and support.

4. Outreach & Marketing *

Please describe your plans to conduct outreach and marketing to reach your target population and increase enrollments.

RWS proposes to develop outreach and marketing materials and presentations for community organizations and agencies that also serve the older population. The materials presented will bring awareness to these organizations of educational opportunities provided through the SBCC system and services that will be made available through this grant. Often the largest barrier to success is the lack of awareness about programs and services that are available. In partnership with the Consortium and with the help of the One Stop Operator and WIOA partner system, we will be able to overcome the "awareness gap" and open up opportunities to older adults. We will have monthly calendar outreach efforts scheduled each month to not only bring awareness but to establish collaborative partnerships throughout the term of the grant.

5. Partnerships *

Please provide 2-3 prospective CAEP Programs or Partners you plan to work with to maximize student and client participation and describe your prospective collaborative efforts; either with current CAEP programs and/or other external community entities.

RWS plans to partner with SBCC staff, Consortium members, the City Library system, AARP Santa Barbara Chapter #72, Community Family Services, Department on Aging, Veteran's groups, Santa Barbara MeetUp for Seniors and other community-based organizations that serve older adults. We believe in working for the good of the individual through establishing collaboration. In addition, we will be seeking out employers that are older worker friendly as well as employers that we will educate on the value of hiring an older worker. The hub of support from SBCC, the Consortium, a wealth of community groups and agencies and employers will ensure that older learners will receive a higher level of service that will help them reach their educational and workplace goals.

6. SBCC Noncredit Student Support Services *

Provide your plans to integrate SBCC Noncredit Student Support Services in order to assist students in obtaining abbreviated educational plans.

Our Career Pathways Navigator will work on campus to assist students with the services described earlier that will help them define their skill gaps and career pathway. We will work hand in hand with staff to assist in the support of non-credit learners to complete their program and progress to credited classes and or employment.

7. Alignment *

Please describe how your program is in alignment and furthers the Consortium's goals and objectives as stated above.

Our program design encompasses solutions that are aligned with the Santa Barbara CAEP Consortium's primary goals as well as the CAEP 3-year plan.

Primary Goals:

1) Building bridges from non-credit to credit learning opportunities:

RWS will provide consultation through our Career Pathways Navigator, for adult learners using our RWS Career Pathways Explorer web-based career assessment tool that will help adult learners identify career interests and related skill gaps that can be met through learning opportunities available at credit campuses.

2) Fill gaps in career education in Industrial Technologies and other advancing fields:

RWS will use ResCare Academy web-based tutorials to determine the need for further education related to careers in technical fields.

3) Focus on mathematics, English and ESL:

RWS will use ResCare Academy for adult learners needing access to remediation tutorials that support educational activities.

4) Support Adults with Disabilities Career Planning and Training:

RWS's Career Pathways Navigator will develop and implement an outreach and awareness campaign specifically targeted to adults with disabilities. We will develop presentations and materials for various community organizations, governmental agencies and WIOA partners that serve this population. The awareness campaign will be developed in conjunction with the Consortium to include information on educational opportunities, career pathways to employment and access to WIOA eligibility and enrollment.

5) One Stop Operator Partnership:

RWS functions as the One Stop Operator in Santa Barbara County and will ensure the Operator participates in Consortium meetings and assists with partner development.

6) Cross-Pollinate CAEP initiatives with WIOA and workforce initiatives:

RWS's Career Pathways Navigator will be cross trained in delivering WIOA Orientations as well as eligibility determination onsite at SBCC campuses on a regularly scheduled basis. Our staff will also conduct in-service WIOA training, as needed, to SBCC staff to increase awareness of eligibility, enrollment processes, program assets and goals.

7) Data Collection:

RWS will use our proprietary WORCs data collection and reporting system to provide the Consortium with monthly activity and service data for all service delivery points defined below. Reports will include numbers of adults registered in our proprietary ResCare Academy, Career Pathways Explorer Assessment tool, workshops provided and number of attendees, WIOA Orientations and number attended, partner outreach meetings, number of adults referred to and enrolled in the WIOA Adult and Dislocated Worker

program and outcomes and total number of adult learners that received a service from the Career Pathways Navigator on a monthly basis.

8) Support transition to employment:

RWS will provide adult learners with access to our Career Pathways Explorer assessment tool and access to WIOA Orientations and enrollment, resume development through Resume Hero, job fairs and other employer related events that support gaining employment.

9) Alignment with CAEP goals:

RWS will be an active participant in Consortium meetings and other planning meetings that help support idea building and initiatives.

CAEP 3-Year Plan Goals:

1) Provide excellent programming for adults based on proven need:

RWS is the largest provider of workforce services and programs in the nation. We will bring a wealth of information, ideas, and expertise to our Career Pathways Navigator Program (CPNP). Our consultant staff will have access to our various Communities of Practice forums, designed to assist in program development and problem solving. We understand that there is a need for a stronger conduit between education and workforce services to ensure adult learners are also successful job seekers. We see our program as that bridge for identified target populations.

2) Provide support to ensure adult learners progress through educational activities and seamless become prepared job seekers:

RWS will provide Life Skills and Job Search Readiness workshops from our proprietary, tried and true, curriculum-Roadmaps to Success. Workshops will help prepare adult learners to become job seekers.

3) Innovative professional development for staff:

RWS will provide WIOA 101 training for SBCC staff as needed and requested. In addition, our Career Pathways Navigator will provide, on request, staff train-the-trainer training on RWS web-based tools and our Roadmaps to Success agenda.

4) Set meaningful outcomes, captured by measure tools and shared with Stakeholders:

RWS takes pride in setting measurable goals for our programs and we have the method and web-based data collection tools to capture program data and progress. RWS will present program data and summaries to the Consortium in a format accessible to stakeholders.

8. Leveraging Funds *

Please describe what other funding sources, and the percentage of those funding sources, will be used to support your CAEP proposed program.

RWS is including in this proposal, as an in-kind service, access to RWS ResCare Academy, ResCare Career Pathways, Resume Hero and Roadmaps to Success materials. These web-based tools can be loaded onto SBCC resource center computers and are accessible on any computer device. RWS will register older adults, as well as other interested students into these systems at no charge. We will also train SBCC staff on how to guide students through the system.

9. Diversity, Inclusion, and Equity*

Please describe how your program will create a diverse, inclusive, and equitable educational experience for adult learners.

RWS believes in and promotes diverse, inclusive and equitable environments. We are an EEOC employer. We instill these values in our staff training and provide those we serve with an avenue to express concerns in a confidential manner. Students will have access to a confidential and professional Compliance Line phone number to lodge concerns and complaints if they arise. All calls are taken seriously and followed up upon until conclusion

10. Activity Chart *

Please use the Activity Chart provided in the link under the instructions and email to sbaebg@gmail.com. The Activity Chart should outline your program's specific objectives and activities, along with a timeline for completion, the person/agency responsible, outcomes and data capture methods. Please attach additional pages if necessary. *

I certify that the Activity Chart has been completed and emailed to sbaebg@gmail.com

Total Budget Requested *

\$75,000.00

1000 (Instructional Salaries) *

Total dollars requesting for INSTRUCTIONAL PERSONNEL (include 25% for BENEFITS in 3000 section below)

1000 Detail *

Please provide a detailed budget for this category.

2000 (Noninstructional Salaries) *

Total dollars requesting for PERSONNEL (include 20% for BENEFITS in 3000 section below)

2000 Detail *

Please provide a detailed budget for this category.

3000 (Benefits from 1000 and 2000 categories) *

Total dollars requesting for BENEFITS . The average benefit rate is 25%.

4000 *

Total dollars requesting for INSTRUCTIONAL SUPPLIES and NON-INSTRUCTIONAL SUPPLIES and Computer Software (not hardware).

4000 Detail *

Please provide a detailed budget for this category.

5000 *

Total dollars requesting for CONSULTANTS, MEETINGS, PROFESSIONAL DEVELOPMENT

\$75,000.00

5000 Detail *

Please provide a detailed budget for this category.

Career Pathways Navigator wage and benefits for 30 hours per week, 4.2 weeks per month, over 18 months. All program workshop and orientation supplies and equipment, mileage travel for outreach meetings. \$4,166 total per month to provide all services itemized in the proposal.

6000 *

Total dollars requesting for CAPITAL OUTLAY (Computer Hardware)

6000 Detail *

Please provide a detailed budget for this category.

Total number of adult students served in 2017-2018 and 2018-2019 (for CAEP awardees). *

Target number of adult students you plan to serve from 2019-2021. *

1,590 over 18 month time period.

Your answer

What is your sustainability plan for this activity when funding is no longer available? *

RWS will be seeking other means of funding from local or state grant programs should funding no longer be available after June 30, 2021.