



**California Adult Education Program, Santa Barbara Adult Education Consortium (SBAEC)  
Year-9 2023-2024 REQUEST FOR PROPOSAL (unallocated funds)**

**Program: SBCC School of Extended Learning, Career Skills Institute**

**I. APPLICATION**

---

This application includes a total of eight questions. Please ensure that each answer is succinct and directly addresses the question. Each answer should be no longer than 500 words per question. All applicants are required to meet with the School of Extended Learning (SEL) Vice President and CAEP SBAEC Director to discuss your proposal to ensure that it is in alignment with the overarching SEL programmatic goals and budget.

**THIS APPLICATION IS DUE NO LATER THAN JULY 19, 2023.**

\* Required

I have reviewed the 2022-2025 CAEP Three-Year Plan and 2022-2023 Annual Plan and attest that this proposal is in alignment with Consortium's current goals and objectives. Y/N\*

Are you an existing CAEP funding awardee? Y/N\*

Program Name \*

SBCC Career Skills Institute: Curriculum, Santa Barbara County Jail, Ready. Match. Hire! Career Services, Adults with Disabilities

Primary Contact Name \*

Jeanette Chian

Primary Contact Email \*

[jchianbrooks@sbcc.edu](mailto:jchianbrooks@sbcc.edu)

Primary Contact Phone \*

805.252.8601

All applicants are required to collaborate with, at minimum, one SBCC School of Extended Learning noncredit faculty member to develop a robust and comprehensive SBAEC request for proposal. Please insert the name of the faculty member(s) below:

Faculty Name(s) \*

Linda Croyle

**Select Applicable Noncredit Program Area (multi-selection drop-down menu) \***

Adult Education (ABE, ASE, Basic Skills)

X Adults with Disabilities

English as a Second Language

X Entry or Reentry into the Workforce  
Literacy  
X Short-Term CTE/Programs in Pre-Apprenticeship  
Student Support Services

## 1. Executive Summary \*

Please provide an executive summary of your proposed plan that includes overarching goals to create new programs or expand existing programs in one of the CAEP programming areas identified above. Please justify the need of your proposed initiatives and include research, labor market information, employer feedback, student surveys, or other relevant information and describe how funding will further your objectives.

### **The Career Skills Institute (CSI) at Santa Barbara City College's School of Extended Learning**

launched in 2015 to fill the gap between employee skills and employer needs. CSI provides a series of short courses that provide training to enter, re-enter, upskill, or transform within the workplace. These targeted courses allow students to earn both a noncredit certificate of completion and a digital badge, the electronic representation of the paper certificate. These digital badges signify skills attainment in four areas: business communication, design, technology skills (including bilingual computer skills), and career education. Badges can be posted on LinkedIn profiles and prospective employers can click on the badge to find the courses completed and skills attained. SBCC is the first community college in California to issue digital badges, and to date, over 1500 CSI badges have been issued. In addition, SBCC is one of the first community colleges in California to have its noncredit certificates mapped alongside credit certificates and degrees on SBCC's homepage, thereby providing enhanced transparency and visibility both to CSI's 70+ certificate offerings and its relation to credit programming.

To better support CSI students and community employer partners, we propose the following initiatives and curriculum to continue bridging the gap between the employee skills and employer needs.

**a-Curriculum Creation (\$89,250).** We are proposing creating 4 new certificates (\$12,500 each) and completing 3 certificates (\$5,000 each) to address recommendations 1-6 from [2022 2023 FINAL BW Research Report on SBCC SEL Economic and Workforce Gap Analysis](#).

The 4 new certificates will each comprise three to four, eight-hour long classes in the areas of

- a) Business Writing (Recommendation #2),
- b) Nonviolent Communication (Recommendation #2),
- c) Career Navigation (Recommendation #4; modify existing and create new career search classes), and
- d) Certified Coding Specialist (CCS) review certificate to prepare individuals to take the CCS Certification Test (Recommendation #3).

The following three 3 certificates to be completed each address Recommendation #1:

- a) MS Excel
- b) MS PowerPoint
- c) MS Word

The course content will be developed and based upon the topics covered in the respective MS Office Subject Specialty Exam.

**b-Santa Barbara County Jail (\$30K).** We are proposing faculty training funds, both for existing faculty members to provide training (\$10K) and for new faculty members to receive training (\$10K).

In collaboration with SBCC, the Jail is launching computerized GED testing. Earlier this year, longtime GED faculty retired and we are identifying faculty members to fill this teaching need. In addition, we are working with the Jail to identify additional education opportunities, including resuming correspondence education for individuals who either live in isolation or in housing units that do not have high enough numbers to sustain a class. Note that we are requesting a lesser amount than in previous years as SBCC is hiring a full-time Rising Scholars Coordinator, which is anticipated to alleviate the bulk of non-teaching related responsibilities. The goal is for as many individuals as possible to prepare for and pass the GED, thereby reducing the rate of recidivism. With the support of the Rising Scholars Coordinator, justice-involved students will be able to obtain a Certificate of Achievement or an Associate's Degree post-incarceration, which would further reduce recidivism rates.

**c-'Ready. Match. Hire!' Career Services (\$41K).** We are proposing to continue to provide Career Services, in English and Spanish, with a renewed emphasis on faculty classroom presentations, both to let students know that career counseling services are available and to deliver workshops on a career-related topic, such as interview preparation.

During the 2022/23 academic year, the RMH's career counselor served almost 100 students, resulting in at least 8 individuals securing full-time work, 5 individuals securing part-time work, and 1 individual securing an internship. The career counselor delivered workshops to 25 Personal Care Attendant students on resume creation, interview preparation, and salary negotiation. In addition, the career counselor recommends specific CSI classes, as appropriate, for skills building. Currently, the Career Counselor works 21 hours per week during Fall Semester (16 weeks), Spring Semester (16 weeks), and Summer Semester (10 weeks) for a total of 42 weeks per year. For the coming year, we are requesting a lesser amount as we anticipate that half of the career counselor's time will be funded by an English Language Learner Health Care Pathway grant to establish a tuition-free Healthcare Academy within the Career Skills Institute.

**d-Adults with Disabilities (\$10K).** We are proposing support to onboard and train a recently hired faculty member, curriculum revisions to match new course hours, and community outreach to promote the program.

Based upon feedback from Santa Barbara Unified School District's (SBUSD) Workforce Inclusion Network (WIN) program, the two courses in our Work Readiness and Career Planning geared towards adults with disabilities went through a curriculum modification earlier this year, whereby the hours were condensed. The abbreviated format supports students in integrating and participating in SBUSD WIN programming, rather than having to choose between the two programs. In addition, the shorter program length makes it feasible for the program to be offered during Summer Semester.

Another student-centered, positive outcome is that the shorter length allows the classes to be scheduled at times that work well with the Santa Barbara Metropolitan Transit District bus schedule. Thus, students can seamlessly take the bus to the SBCC Main Campus where classes are held and then take the bus to the SBUSD WIN program location. Furthermore, as both SBCC's and SBUSD's programs focus on enhancing life and independent skills, students are honing these skills outside the classroom while navigating the public transportation system.

The goal of this program is for individuals to learn self-advocacy and career skills, including time management, professional etiquette, and accountability enroute to finding meaningful community employment. Upon completion of the courses, students prepare and deliver a presentation about what skills they learned and what type of job they have either secured or are in the process of securing.

## **2. Noncredit/Credit Integration and Alignment**

Please explain how your proposed program initiative(s) align(s) with other 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, and self-employment). If there are more than one proposed initiatives, applicants should list each initiative and briefly address how they align.

As the entire focus of Career Skills Institute is centered on professional and workforce development and/or transfer to SBCC credit, we are fully integrated into adult education programs at SBCC. In addition, all 70+ certificates that CSI offers are mapped alongside credit certificates and degrees on SBCC's homepage. The proposed curriculum, particularly the Microsoft Office certificates, create pathways to our credit program. The career navigation and business communication skills classes prepare students to transition to the workforce by supporting students during the job search process.

The Ready. Match. Hire! program also supports students, individually or in smaller groups, throughout the job search process, while also encouraging individuals to build skills by recommending CSI classes as appropriate.

Through our work at and partnership with the Santa Barbara County Jail, the emphasis is on course and certificate completion, while incarcerated, while simultaneously creating a transition plan, post-incarceration, either to the workforce and / or to our credit program.

The curriculum in our adults with disabilities program is specifically focused towards developing communication, self-advocacy, and skills, such as time management, as they pertain to the workforce.

## **3. Outreach & Marketing \***

Please describe your plans to conduct outreach and marketing to promote the proposed program initiatives aimed at increasing enrollment, job attainment or advancement, or transition to credit programs.

As CSI falls under the umbrella of the School of Extended Learning, the goal is both to integrate within Extended Learning's marketing activities, while also continuing to promote the CSI brand within our community. Currently, we are working on a comprehensive review and overhaul of our marketing materials with the support of GradComm, a marketing consultant who specializes in working with adult education programs. As part of the marketing study, we are engaging our community partners and employers through a focus group and subsequent surveys. As CSI partners with employers to meet their employee professional development needs, the findings from this research are anticipated to increase visibility and enrollments. In addition, we will continue running program-specific ads through appropriate media, such as ads for bilingual computer classes on Spanish radio channels, as a way to increase enrollment.

For the Ready. Match. Hire! program, we have a renewed emphasis on building awareness within the School of Extended Learning about existing career services. Recently, the program was featured in our SEL e-newsletter that was sent to all noncredit faculty and students. In addition, the career counselor has created an outreach plan and is in the process of implementing that plan. Included in the plan is attending our English as a Second Language classes as well as career education classes, including Medical Assistant, Personal Care Attendant, Green Gardener, and Construction. Finally, we have improved access to career services by adding career counseling services at the Wake Campus. As a result of these changes, individuals can now meet with the career counselor at Schott Campus, Wake Campus, or via Zoom. By increasing awareness of and access to career services, it is anticipated that the number of students served by the career counselor will increase significantly, particularly with outreach in our English as a Second Language and career education programs.

#### **4. Partnerships \***

Please list 3-5 prospective CAEP Programs or other external community entities you plan to work with to maximize student and client participation and describe your prospective collaborative efforts.

**1-Santa Barbara Public Library:** We continue our partnership with the Eastside Library by offering ServSafe Food Handling classes at the Library. CSI schedules and promotes the classes, and provides the faculty member. The Library provides the venue, textbooks, exams, and on-site support. Additionally, we maintain a partnership with Acme Hospitality Group. To date, 40 individuals have received ServSafe training.

**2-SBCC Noncredit ESL:** We continue to collaborate on projects, such as providing integrated language support in our Green Gardener classes. The close collaboration between Career Technical Education and ESL faculty has benefitted English language learners who receive extra support in class. In addition, we are working with the ESL program to review current scheduling practices, enabling students to simultaneously enroll in ESL and CSI courses. Recently, we connected UCSB, a longtime CSI partner, to our ESL Program. Beginning this Fall, two ESL classes per week will be held on-site for employees who work in the UCSB Housing Department.

**3-Momentum Works (formerly United Cerebral Palsy Works):** We are exploring the feasibility of opening a section of our Vocational Exploration course for adults with disabilities for this partnership. Individuals who enroll in this course will have a self-identified interest in the hotel industry. Professionals from the hotel industry would come into class periodically as guest lecturers, and students would visit hotel sites for a hands-on practicum as part of the larger program offered by Momentum.

**4-Freedom4Youth (justice-impacted youth):** We are in the process of establishing a partnership with Freedom4Youth whereby they utilize our commercial kitchen space at SBCC to train justice-involved individuals in catering and food preparation. As a next step, we plan to develop noncredit courses and certificates that both serve as a pathway to the credit program while also assisting justice-impacted individuals to gain meaningful community employment.

**5-Carpinteria High School:** In partnership with Carpinteria High School, we plan to pilot a handful of CSI/SEL classes at CHS during 23-24.

**6-Proyecto Campesino:** We have begun work with Proyecto Campesino, a local farmworker organization, to coordinate a Resource Fair in collaboration with the Carpinteria Library to educate farmworkers on our ESL and CSI programs and existing support services.

**7-Cottage Hospital:** We continue our longstanding partnerships with Cottage Health with whom we collaborated during the re-branding of their former Health Professionals Institute (HPI) to develop a Leadership Development Program geared towards new and emerging leaders. Twenty-nine individuals

graduated from Cottage's final HPI cohort and 43 graduates completed the inaugural Leadership Development Program. Approximately 45% of graduates have reported that they were able to expand their role within two years of program completion. Throughout the past year alone, CSI trained over 30+ individuals who will be taking on expanded roles.

**8-Medical Assistant Advisory Board:** We maintain longstanding partnerships with our Medical Assistant Advisory Board, resulting in an 80% local job placement rate. Partners include Sansum Clinic, Santa Barbara Public Health Department, Santa Barbara Neighborhood Clinic, and Cottage Health.

### **5. Leveraging Funds \***

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

Recently we submitted an English Language Learner Healthcare Pathways Grant to establish a Tuition-free Healthcare Academy within the School of Extended Learning's Career Skills Institute program. As part of this grant, we submitted a funding request for 50% of Ready. Match. Hire! career counselor's time to be paid through the grant. With the support of this grant, the Certified Nursing Assistant will be transitioned from credit to noncredit, thereby removing enrollment fees as a potential access barrier for students. In addition, the establishment of a noncredit Healthcare Academy will further strengthen the existing Medical Assistant and Personal Care Attendant program.

### **6. Diversity, Inclusion, and Equity**

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

Your answer (500 word limit)

The SBCC Career Skills Institute plays a critical role in supporting our community's highly diverse adult population who are looking to enter, re-enter higher education in an effort to up-skill, and re-skill to advance in the job market or to be able to transition to the credit program. This proposal seeks to increase training opportunities for our students, both by expanding course and certificate program offerings and by developing more flexible learning modalities to meet student need: in-person, Zoom, hybrid, or fully online.

Recognizing that lack of transportation, childcare, technology or a conducive learning space are all major barriers for many of our students, offering classes in as many formats, modalities, time,s and locations as possible is key to serving students in an equitable and inclusive manner.

In addition, providing faculty with ongoing paid professional development opportunities and hiring faculty who represent our students help to create a welcoming learning environment, whereby faculty feel valued and students feel that they belong. Faculty now have up to 10 hours of paid professional development per year. Recently, the hourly faculty stipend rate nearly doubled, and we have already noticed an increase in the number of faculty seeking professional development in areas such as restorative justice, teaching pedagogy, technology, and team building. In addition, we have developed training specific to noncredit faculty in collaboration with the Affective Learning Institute. The training is geared towards creating an inclusive classroom learning environment, where students feel valued for the rich life experiences they bring to the classroom. This past semester, we hired six new Professional Development faculty, four of whom are individuals of color. As a program, CSI is committed to continually improving processes and developing new course offerings to create a diverse, inclusive, and equitable educational experience for adult learners.

### **7. Outcomes**

Please list between 3-5 outcomes for the next year.

- a) Grow enrollments by 5%, from 4400 to 4650, in 2023-2024.
- b) Increase awareness within Extended Learning of the Ready. Match. Hire! program through regular classroom outreach and workshops. Serve a significantly higher number of students, particularly through in-class workshops.
- c) Increase collaboration with Noncredit ESL to coordinate scheduling such that students can enroll in both ESL and Career Skills Institute classes.

## **8. Target Number of Students**

I. Served during the 2022-2023 grant year

4400 enrollments

II. Plan to serve for the 2023-2024 grant year

4620 enrollments (5% growth)

## II. BUDGET WORKSHEET: CURRICULUM

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant's timeframe (e.g. 25%, 25%, 25%, 25%).

<b>TOTAL BUDGET REQUEST</b>	<b>\$ 89,250</b>
-----------------------------	------------------

<b>CATEGORY BUDGET REQUEST TOTALS</b>	
<b>1000</b>	<b>\$ 65,000</b>
<b>2000</b>	<b>\$ 0</b>
<b>3000</b>	<b>\$ 16,250</b>
<b>4000</b>	<b>\$ 0</b>
<b>5000</b>	<b>\$ 8,000</b>
<b>6000</b>	<b>\$ 0</b>

### 1000: INSTRUCTIONAL SALARIES (instructional personnel)\*

1000 Budget Request Total	\$ 65,000
---------------------------	-----------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
50,000	Creation of 4 new certificate programs @\$12,500 per certificate program. Certificates based upon most recent BW Research Recommendations in the areas of written and oral communication, career navigation, and healthcare pathways.
15,000	Completion of 3 certificate programs @\$5,000 each. Finish creating the courses and certificates for MS Excel, MS Word, and MS PowerPoint.

### 2000: NON-INSTRUCTIONAL SALARIES (personnel) \*

2000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

### 3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)\*

3000 Budget Request Total	\$ 16,250
---------------------------	-----------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
16,250	(65,000 * .25)

### 4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)\*



4000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

**5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT \***

5000 Budget Request Total	\$ 8000
---------------------------	---------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
8,000	Marketing including radio, online, and print ads and paid social media placement

**6000: CAPITAL OUTLAY (computer hardware) \***

6000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

# I. BUDGET WORKSHEET: JAIL

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant's timeframe (e.g. 25%, 25%, 25%, 25%).

<b>TOTAL BUDGET REQUEST</b>	<b>\$ 30,000</b>
-----------------------------	------------------

<b>CATEGORY BUDGET REQUEST TOTALS</b>	
<b>1000</b>	<b>\$ 20,000</b>
<b>2000</b>	<b>\$ 0</b>
<b>3000</b>	<b>\$ 5,000</b>
<b>4000</b>	<b>\$ 5,000</b>
<b>5000</b>	<b>\$ 0</b>
<b>6000</b>	<b>\$ 0</b>

## 1000: INSTRUCTIONAL SALARIES (instructional personnel)\*

1000 Budget Request Total	\$ 20,000
---------------------------	-----------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
10,000	Stipend for current Jail Faculty to train and support faculty new to working with incarcerated students
10,000	Stipend for new Jail Faculty to receive training and follow up support

## 2000: NON-INSTRUCTIONAL SALARIES (personnel) \*

2000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

## 3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)\*

3000 Budget Request Total	\$ 5,000
---------------------------	----------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$5,000	\$20,000 * .25 for benefits = \$5,000

## 4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)\*

4000 Budget Request Total	\$ 5,000
---------------------------	----------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
5,000	Color printing of materials should correspondence education continue. As materials are coded by color – ie, ‘lecture’ material, questions/prompts, student and teacher replies (and especially because faculty are not there in-person to explain), printing in color is important.

**5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT \***

5000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

**6000: CAPITAL OUTLAY (computer hardware) \***

6000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

# I. BUDGET WORKSHEET: Ready. Match. Hire!

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant’s timeframe (e.g. 25%, 25%, 25%, 25%).

<b>TOTAL BUDGET REQUEST</b>	<b>\$40,790.43</b>
-----------------------------	--------------------

<b>CATEGORY BUDGET REQUEST TOTALS</b>	
<b>1000</b>	<b>\$ 29,432.34</b>
<b>2000</b>	<b>\$ 0</b>
<b>3000</b>	<b>\$ 7,358.09</b>
<b>4000</b>	<b>\$ 2,000</b>
<b>5000</b>	<b>\$ 2,000</b>
<b>6000</b>	<b>\$ 0</b>

## 1000: INSTRUCTIONAL SALARIES (instructional personnel)\*

1000 Budget Request Total	\$ 58,864.68
---------------------------	--------------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$29,432.34	(66.74/hour * 10.5 hours/week * 42 weeks/year)
	<a href="https://www.sbccc.edu/hr/files/2023_2024-Updated-Salary-table-9.pdf">https://www.sbccc.edu/hr/files/2023_2024-Updated-Salary-table-9.pdf</a>
	Step 7 on salary table * 21 hours/week * 42 weeks/year (16 weeks each for Fall & Spring, 10 weeks for Summer)

## 2000: NON-INSTRUCTIONAL SALARIES (personnel) \*

2000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

## 3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)\*

3000 Budget Request Total	\$
---------------------------	----

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
7358.09	(29432.34 * .25 = 7358.09)

## 4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)\*

4000 Budget Request Total	\$ 2000
---------------------------	---------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

\$2000	Funds to print outreach-related materials

**5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT \***

5000 Budget Request Total	\$ 2000
---------------------------	---------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$2000	Memberships to professional organizations

**6000: CAPITAL OUTLAY (computer hardware) \***

6000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

## II. BUDGET WORKSHEET: ADULTS WITH DISABILITIES

For each budget request, please describe the activity, agencies or individuals that will carry out the activity. Per the State CAEP directive, there is an expectation that programs expend funds as equally as possible within the grant's timeframe (e.g. 25%, 25%, 25%, 25%).

<b>TOTAL BUDGET REQUEST</b>	<b>\$ 10,000</b>
-----------------------------	------------------

<b>CATEGORY BUDGET REQUEST TOTALS</b>	
<b>1000</b>	<b>\$ 8000</b>
<b>2000</b>	<b>\$</b>
<b>3000</b>	<b>\$ 2000</b>
<b>4000</b>	<b>\$</b>
<b>5000</b>	<b>\$</b>
<b>6000</b>	<b>\$</b>

### 1000: INSTRUCTIONAL SALARIES (instructional personnel)\*

1000 Budget Request Total	\$ 8000
---------------------------	---------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
1,000	Onboarding and training hours for new faculty member
4,000	Revamping curriculum to match condensed course hours
3,000	Community Outreach to promote the program

### 2000: NON-INSTRUCTIONAL SALARIES (personnel) \*

2000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

### 3000: BENEFITS FROM 1000 AND 2000 CATEGORIES (average benefit rate is between 20-25%)\*

3000 Budget Request Total	\$ 2,000
---------------------------	----------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity
\$2,000	\$8,000 * .25 for benefits = \$2,000

### 4000: INSTRUCTIONAL SUPPLIES AND NON-INSTRUCTIONAL SUPPLIES (computer software not hardware)\*

4000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity


**5000: CONSULTANTS, MARKETING, PROFESSIONAL DEVELOPMENT \***

5000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity

**6000: CAPITAL OUTLAY (computer hardware) \***

6000 Budget Request Total	\$ 0
---------------------------	------

Please provide a detailed budget for this category.

Itemized Budget Request	Budget Detail and Activity