



SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

11555 Old Oregon Trail, Redding, CA 96003
P.O. Box 496006, Redding, CA 96049-6006
Telephone (530) 242-7500

2025 Innovation Mini-Grant Agreement

This 2025 Innovation Mini-Grant Agreement (hereinafter referred to as "AGREEMENT") is entered into by and between the **Shasta-Tehama-Trinity Joint Community College District** (hereinafter referred to as "DISTRICT") on behalf of the sponsored grant program Innovation Mini-Grants, and the **Office of Student Services – STEP UP** (hereinafter referred to as "GRANTEE"), to perform the work which is more particularly set forth in this AGREEMENT and in the Attachments attached hereto and incorporated into this AGREEMENT by this reference.

RECITALS

WHEREAS, the District has awarded a grant for the purpose of implementing the project entitled **STEP-UP Alternative Custody** (hereinafter referred to as "Project");

WHEREAS, the DISTRICT and the GRANTEE desire to enter into an agreement calling for management of this innovative Project;

NOW, THEREFORE, the parties mutually agree as follows:

1. STATEMENT OF WORK. The GRANTEE shall perform a portion of the work stated in Attachment A that relates to the Faculty contribution to the overall project, 2025 Innovation Mini-Grant Application (hereinafter referred to as "Work").
2. TERM. The term of this AGREEMENT shall commence on **July 1, 2025**, and shall expire **December 31, 2026**.
3. ALLOWABLE COSTS. The total amount of funds made available to GRANTEE under this AGREEMENT shall not exceed **\$2,550**, as specified in Attachment B, 2025 Approved Budget Worksheet. The DISTRICT shall establish budget codes on behalf of the GRANTEE. In no event shall funding be made available prior to the TERM of this AGREEMENT. Allowable costs under this AGREEMENT shall be determined in accordance with the DISTRICTS established policies and procedures and in conjunction with Attachment B, 2025 Approved Budget Worksheet.
4. SEPARATE ACCOUNTING. The DISTRICT will establish separate accounts for all funds specified in this AGREEMENT. The GRANTEE will use the funds to perform the Work specified in Attachment A, Mini Grant Proposal. As applicable, the GRANTEE and/or their Department authorized representative shall complete District required forms including, but not limited to, Authorizations for Hire, Purchase Requisitions, and Travel Requests. Authorizations required to process forms or transactions shall be obtained through the GRANTEES department. In addition, the GRANTEE agrees to establish and maintain such accounting and documentation of expenditures to satisfy the requirements of the DISTRICT.
5. BUDGET. The Budget, Attachment B, lists costs and categories of costs approved to fund the GRANTEES performance of the Work. In no event shall the GRANTEE expend a single line item by 15% or more of the approved budget without prior written approval from the DISTRICT. In no event shall the GRANTEE exceed the approved budget. In the event the approved budget is exceeded the GRANTEES division/department will be responsible to pay those costs. Any budgeted funds not

expended by the end of the grant will be returned to the DISTRICT.

6. REPORTING. GRANTEE agrees to provide written and/or verbal reports during and after the term of this AGREEMENT. Reports shall be submitted to the Office of Grant Development, with a Mid-Cycle report due March 30, 2026, and a Final Report due January 31, 2027. Mid-Cycle and Final Reporting shall be completed using Attachment B, 2025 Approved Budget Worksheet; Attachment C, Mid-Cycle Report; and Attachment D, Final Report.

7. AUTHORIZED REPRESENTATIVES. For the purpose of this AGREEMENT, the individuals signatures at the end of this document are hereby designated representatives of the respective parties.

8. ASSIGNMENT. The GRANTEE may not assign, transfer or sub-award any part of this AGREEMENT, any interest herein or claims hereunder, without the prior, written approval of the DISTRICT.

9. CHANGES. By mutual written consent, the GRANTEE and the DISTRICT may make changes to the Work and to the terms of this AGREEMENT. Any such changes shall be in the form of a written amendment signed by the authorized representative of the DISTRICT and GRANTEE.

10. EQUIPMENT. Upon termination of this AGREEMENT, equipment furnished or purchased by the GRANTEE for the project shall be retained by the DISTRICT.

11. CONTACTS. For all matters concerning the terms or changes to this Agreement, the GRANTEE shall contact:

Amy Schutter
Director of Grant Development
aschutter@shastacollege.edu
530-242-7613

12. ENTIRE AGREEMENT. This AGREEMENT is the complete agreement of the GRANTEE and the DISTRICT and supersedes all prior understandings regarding the Work.

IN WITNESS WHEREOF, the respective parties have executed this AGREEMENT on the dates indicated below.

DISTRICT / GRANTEE

By: *Amy Schutter*
Amy Schutter, Director of Grant Development Date

By: *Kate Mahar*
Kate Mahar (06/12/2025 12:35 PDT)
Dr. Kate Mahar, Assoc. Vice President, Strategic Initiatives/SCAILE Date

By: *Sandra Hamilton*
Sandra Hamilton (06/17/2025 09:28 EDT)
Sandra Hamilton, Dean of Student Services Date

By: *Robert Bowman*
Robert Bowman, STEP-UP Director Date

2025 Approved Innovation Mini-Grant Budget Worksheet Adjusted 10.30.25

Project Name:				Department			
BUDGET ITEM	QUANTITY & DESCRIPTION		BUDGET	Costs 7/1/25-6/30/26	Costs 7/1/26-12/31/26	TOTALS	
EMPLOYEE COSTS							
Faculty Stipend \$50/per hour <i>STRS-applicable work.</i>							
Student Worker Object Codes: I-247000/ NI-237000							
ESTIMATED BENEFIT COSTS, automatically calculated using the percentages listed							
Faculty Stipend Total multiplied by	22.40%	Estimated Benefits Total Cost					
Student Worker Total multiplied by	1.75%	Estimated Benefits Total Cost					
SUPPLIES							
Event refreshments, testing materials, SWAG etc. Object Codes: I-430000/ NI-439900							
STUDENT AID:							
Must be reported to Financial Aid Educational fees, meals, transportation /bookstore vouchers. Object Code: 761xxx							
EQUIPMENT/FACILITIES							
RENTALS Object Codes: 520000/ 521100							
EQUIPMENT							
(\$0-\$4,999.99 Not Tagged) (Refer to the Business Office "Fixed Asset (Equipment) Purchases") Object Code: 640000							
EQUIPMENT							
(\$5,000 or greater Tagged) (Refer to the Business Office "Fixed Asset (Equipment) Purchases") Object Code: 649000							
POSTAGE/ADVERTISING							
Postage costs or to place a newspaper, radio or web-based ad.Object codes: 508000/590400							
PRINTING							
Purchases including posters, flyers, brochures & classroom materials. Object Code: 590500							
SERVICE FEES/OTHER CHARGES							
Contracted work including speakers, trainers & other professional srvs. Object Codes: 530000/573000							
SOFTWARE							
Software-related licenses and purchases. Object Code: 578000							
TRAVEL/OTHER TRAVEL							
Staff/Other & Student Field Trip costs. Object Codes: Staff: 511000/ Other Travel:511100/ Field Trips:591100							
TOTALS			Note: The "Balance" and "Totals" columns auto-calculate				

2025 Approved Innovation Mini-Grant Budget Worksheet

Attachment B

Project Name:	MG8 STEP-Up Alternative Custody Program Development			Department	Student Services		
BUDGET ITEM	QUANTITY & DESCRIPTION		BUDGET	Costs 7/1/25-6/30/26	Costs 7/1/26-12/31/26	TOTALS	
EMPLOYEE COSTS							
Faculty Stipend \$50/per hour <i>STRS-applicable work.</i>	Stipends at a total of 41.50 hours at \$50/hr		\$ 2,075.00	\$ 0.00	\$ 0.00	\$ 2,075.00	
Student Worker Object Codes: I-247000/ NI-237000			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
ESTIMATED BENEFIT COSTS, automatically calculated using the percentages listed							
Faculty Stipend Total multiplied by	22.40%	Estimated Benefits Total Cost	\$ 475.00	\$ 0.00	\$ 0.00	\$ 475.00	
Student Worker Total multiplied by	1.75%	Estimated Benefits Total Cost	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
SUPPLIES							
Event refreshments, testing materials, SWAG etc. Object Codes: I-430000/ NI-439900			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
STUDENT AID:							
Must be reported to Financial Aid Educational fees, meals, transportation /bookstore vouchers. Object Code: 761xxx			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
EQUIPMENT/FACILITIES							
RENTALS Object Codes: 520000/ 521100			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
EQUIPMENT (\$0-\$4,999.99 Not Tagged) (Refer to the Business Office "Fixed Asset (Equipment) Purchases") Object Code: 640000			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
EQUIPMENT (\$5,000 or greater Tagged) (Refer to the Business Office "Fixed Asset (Equipment) Purchases") Object Code: 649000			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
POSTAGE/ADVERTISING Postage costs or to place a newspaper, radio or web-based ad.Object codes: 508000/590400			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
PRINTING Purchases including posters, flyers, brochures & classroom materials. Object Code: 590500			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
SERVICE FEES/OTHER CHARGES Contracted work including speakers, trainers & other professional srvs. Object Codes: 530000/573000			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
SOFTWARE Software-related licenses and purchases. Object Code: 578000			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
TRAVEL/OTHER TRAVEL Staff/Other & Student Field Trip costs. Object Codes: Staff: 511000/ Other Travel:511100/ Field Trips:591100			\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
TOTALS			\$ 2,550.00	\$ 0.00	\$ 0.00	\$ 2,550.00	

Note: The "Balance" and "Totals" columns auto-calculate

2025 Innovation Mini-Grant Application



Applicant:	Robert Bowman
Division/Dept. Name:	Student Services/STEP-UP
Project Title:	Alternative Custody Program Development
Focus Area:	<input type="checkbox"/> Pedagogy <input checked="" type="checkbox"/> Closing Achievement Gaps <input checked="" type="checkbox"/> Other

Project Overview	<p>Describe how the proposed project aligns with one or more of the following themes. Explain how the project is innovative and addresses challenges or opportunities in these areas.</p> <ul style="list-style-type: none"> Evidence-based teaching and learning strategies Meeting course learning outcomes in the age of AI Increasing non-credit course offerings Increasing certificate and degree completion Improving online learning Increasing success, retention, and persistence Reducing achievement gaps Other (please provide rationale if not applicable to above)
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STEP-UP is proposing an effort to offer culinary and Community Education non-credit courses inside the California Department of Corrections & Rehabilitation (CDCR) Ishi Conservation Fire Camp. STEP-UP additionally proposes to partner with the Tehama County Sheriff and Probation Departments to offer culinary and computer skills courses. Another component of this proposal is to assist students at both the Ishi Conservation Camp and Tehama Reentry Facility to complete all required steps towards registration for college. This includes completing admission and financial aid applications, offering career and academic counseling, and facilitating the reentry process into the community. STEP-UP proposes to incorporate employment skill certification classes in collaboration with our Adult and Community Education offices.

Our proposal is innovative in both its intent and potential outcome. In our 75-year history, Shasta College has never offered programming inside a state correctional facility. By leveraging our existing partnerships, we are in a unique position to create a pathway from education to employment. Since a key component of this initiative is collaboration with Community & Adult Education to offer industry-specific certification training classes, we will increase the non-credit course offerings that are available through STEP-UP. Because the students that will participate in this cohort are not currently taking classes with Shasta College. All students engaged have the potential to increase online learning and improve student success, retention, and persistence rates. Another consideration is that, since justice-involved students cross multiple socio-and economic groups, this proposal is innovative in its design in reducing achievement gaps by marginalized student populations. This effort will improve online learning by working with the CDCR to allow online learning for students at the fire camp. Because CDCR utilizes an independent Canvas platform than the rest of the California Community College this will present a unique opportunity for educational technology support to devise a method for transferring course content from the college Canvas platform to the CDCR Canvas system. This will improve online learning for incarcerated students not only in fire camps, but in other correctional learning environments in our district.

This proposal is aimed at achieving multiple objectives. Through a partnership with law-enforcement and workforce development agencies coupled with leveraging internal partners, STEP-UP intends to plan, develop, and conduct classes inside correctional facilities and reentry sites. Through giving previously unavailable access to Shasta College credit and non-credit courses, STEP-UP will be able to work with our admissions, counseling, and instructional teams to assist students with getting through the steps to enrollment. This effort will support students to successfully navigate the reentry process, facilitating a smooth transition back from incarcerated education to on-campus learning. As Shasta College does not currently offer access to both credit and non-credit courses inside any adult correctional facility, this plan would be a wonderful opportunity to increase the reach and influence of Shasta College in our district.

This proposal incorporates access to non-credit courses such as the Road Flagger Certification and ServeSafe Food Handlers Course with classes supported by Adult Education and STEP-UP such as AGEH 300 series courses. As there is currently no access to non-credit courses at either the fire camps or alternative custody sites, we will address the challenge of increasing non-credit offerings. Similarly, through the development of credit-bearing courses such as CULA 49, 159, and 172 we address the challenge of increasing degree and certificate completion. We intend to continue the momentum created in this initiative by securing alternative funding streams through the Rising Scholars and Community Correction funding to support students in continuing pursuit of their degree and/or certificate courses in Culinary Arts.

A parallel effort of this initiative is to improve basic computer, English, and math skills through offering non-credit workshops in partnership with our Extended Tehama Campus and Adult Education to offer the students English, computer, and math workshops. We will build on the concepts attained in these workshops through offering Business Science and Office Technology (BSOT) 10 and 91. Students will increase familiarity with English, computer, and math skills by working with Microsoft Excel and Word while simultaneously strengthening their English and math fundamentals through working with formulas in Excel and drafting documents in Word.

To ensure that our efforts close the loop, we are going to offer Employability Skills Training for students at CDCR Fire Camps, Tehama Reentry, and Alternative Custody sites, which will focus on resume building, improving job interview, and personal communication mastery. In offering these skills workshops, we will take the academic, technical, and vocational tools gained as part of our initiative and transfer them into their job searches.

**Student
Impact**

The primary focus of the Innovation mini-grant program is to positively impact student learning and success. Please describe the following:

- Which course or program learning outcomes (PLOs/SLOs) does your project aim to improve?
- How will your project enhance equity, engagement, or access for students?
- How will it improve student outcomes (e.g., success, retention, persistence)?
- Does your project address achievement gaps? If so, how?
- How will you measure the results of the project? How will results be documented? (Consult with Institutional Research as needed.)

This proposal aligns with several goals of the Student Services Division. Offering credit and non-credit at the Ishi Fire Camp works toward the goal of achieving Equity in Access by increasing the number of students who are taking credit and non-credit courses. This plan will additionally work through security issues within correctional settings by developing a plan for incarcerated students to access Canvas and Shasta College Student Portal accounts. STEP-UP estimates that an additional 50–75 students could potentially be added. This effort would additionally place an emphasis on supporting students that identify as meeting the guidelines to be considered Perkins Economically Disadvantaged.

The next goal of this proposal is to further the goal of achieving Equity in Success though increasing the number of Shasta College students that successfully complete transfer-level courses or gain high school diplomas or equivalency certifications. Justice-involved students will ultimately reenter our community, and this project will promote the importance of college education in preparing students for transfer to four-year universities. Through a focus on career technical education and community educational offerings, we will prepare students to enter the regional workforce and earn a living wage. This will fulfill a key Vision 2030 objective of students obtaining living wage employment in our community.

According to the California Postsecondary Education Commission, 11 percent of the population of Tehama County have a Bachelor's or higher-level degree compared to 27 percent statewide. The median household income is \$16,500 lower than the statewide average. This proposal aims to offer education and training that will open pathways to securing higher education degrees and certificates. This will increase the likelihood of justice involved students securing living wage employment.

This project targets achievement gaps by working to improve access and success rates for justice-involved students. According to the Shasta College Institutional Research Office, STEP-UP has a disproportionately impacted English course completion success rate at -14 percent and -20 percent in math courses. A high percentage of students within the carceral system in our region are Native-American, Black, or Hispanic and are economically and socially disadvantaged students. This effort is designed to utilize adult education workshops to engage students in mastering fundamental English, computer, and math concepts. The follow-up work executed through the BSOT courses will strengthen those concepts which will work toward closing these achievement gaps. Another focus is reducing the attempt to address the current -1.4% disproportionate impact on successful course completion rates among students who are part of the STEP-UP program.

Collaboration

Collaboration is essential for scaling and sustaining innovative projects.

Please:

- List internal and/or external collaborative partners involved in the project (Across campus? Across academic segments? Community?)
- Confirm that the partners are aware of the project and describe their roles and responsibilities in implementation

It is the intent of STEP-UP, with multiple internal departments and external partners, in carrying out this initiative. STEP-UP intends to work closely with our Tehama Extended Campus, the Office of Instruction, Economic and Workforce Development, and all academic divisions apart from Health Sciences. Successful introduction of classes into correctional facilities will involve working with the Shasta College Admissions and Financial Aid departments. As referenced earlier, we will also collaborate with the Shasta College Research department to capture and report the success of this initiative.

This proposal will bring together CDCR, the Tehama Probation and Sheriff Departments, and the Tehama County Job Training Center in concert with our internal partners to develop relevant and student-focused credit and non-credit courses that will prepare students for entry into the regional workforce. We will be working with our grant development office and STEP-UP partners to secure sustainment funding through outside grants to continue this program after the initial 18-month period concludes. This effort is unprecedented in terms of its scope and number of internal and community partners involved in the nonprofit, municipal, county, and state agencies. We have conducted multiple meetings and site visits with all partners and have secured their participation. This will be an extension of the Shasta College STEP-UP program.

CDCR will provide Wi-Fi access for students at the fire camp utilizing Starlink and provide laptops and supervisory support. The Tehama Probation and Sheriff will provide matching funds through the Community Corrections Partnership along with providing course locations, students, and supervision. The Tehama Daily Reporting Center and Reentry Facility will give us classroom and meeting room access to conduct classes. We will work with the Tehama and County Office of Education to provide technical support for computer and Wi-Fi connectivity.

Future Possibilities

The Shasta College mini-grants initiative provides the testing ground for innovative ideas and pilot projects that may be used on a broader scale.

Please address how your proposed project is:

- Replicable (easily shared with other campus programs)
- Scalable
- Cost-Effective (e.g., through number of students served; through District efficiencies increasing service to students; or if scaling up will prove cost-effective)

(Please consult with SCAILE/Innovation Office if needed kmahar@shastacollege.edu.)

As the carceral system crosses all economic, social, and geographic boundaries, students who will participate in this program will likely be veterans, former foster-youth, first-generation college students, etc. This allows STEP-UP to work with all student service categorical programs in supporting these students. As students complete the steps to enrollment inside the fire camps, jail, or work release site, we can utilize our partners in conjunction with the STEP-UP staff in assisting students in accomplishing all necessary tasks related to applying for admissions, financial aid, and student support programs. This will save our admissions and financial aid staff time while freeing them up to support other students.

Since STEP-UP currently has a dedicated counselor aligned with us, we do not need to expend resources recruiting a counselor to support this program. Another benefit of this initiative is that when students are released or assigned to alternative custody there will be a higher likelihood that they will continue their education in an on-campus setting. This will increase the number of Full-Time Equivalent students who register at Shasta College. We intend to have the steps to enrollment completed prior to them registering for college, which will save student services time and resources.

Should this initiative be successful, it is easily scalable through adding additional fire camps, jails, or reentry programs. A high percentage of students will be released from custody under the supervision of our partners with county probation departments, the Adult Parole Unit. We will be able to transition them into one of our existing funded partnerships through these agencies. This program will prove fiscally responsible by offering courses that utilize no-cost textbooks and utilize existing facility equipment to save funding on culinary equipment and tools. The alternative custody site currently has equipment required to conduct classes in those sites.

Since we go into this program working with partners that have infrastructure in place in terms of sites, tools, and personnel, the college will save funds by not having to cover the extensive costs associated with acquiring these areas prior to starting this initiative. I have worked with Billy Miller, the Shasta College Extended Sites Dean, in ensuring that this proposal aligns with the mission to expand the number of programs and students tied to the Tehama Campus.

**Logistics/
Timeline**

The mini-grant cycle (planning, implementation, and evaluation) is a maximum of 18 months (Fall-Spring-Fall). Ensure that:

- Your project can be completed within 18 months
- If any portion of your project involves Physical Plant or I.T., you consult the identified personnel listed below
- Other funds do not exist to implement your project

Please create an estimated timeline for each of the major components of your proposal.

I.T. approval is required, if your project includes any technology-related needs.

Contact Michael Saechao at 530-242-7994 or msaechao@shastacollege.edu to discuss and receive approval.

Physical Plant approval is required, if your project includes changes to facilities.

Contact Isabella Greenleaf at 530-242-8617 or igreenleaf@shastacollege.edu to discuss and receive approval.

This proposal is not covered by any current funding streams. STEP-UP’s current agreements cover students who are under formal supervision or parole and not in-custody or pretrial release. This proposal allows us to measure how effective developing credit, noncredit, and community education classes are in anticipation of using the data to request more long-term funding through the California Department of Corrections and Rehabilitation.

As the carceral population is consistently changing through new admissions and releases, our initiative is perfect for ending within 18 months and transferring students to other funding streams. Should our proposal prove successful, we will petition for long-term funding to continue this initiative as part of our existing student cohort. It is not anticipated that we will need to seek support from either Information Technology or Physical Plant as part of this program.

Signatures are required prior to submitting the application to the Office of Grant Development.

Electronic signatures are acceptable

Due by April 1, 2025 at 5:00 p.m.

Applicant(s) Signature	Robert Bowman Digitally signed by Robert Bowman Date: 2025.03.31 15:46:56 -07'00'
Dean or Supervisor's Signature (required)	Sandra Hamilton Slane Digitally signed by Sandra Hamilton Slane Date: 2025.03.31 12:38:10 -07'00'
I.T. Consulted (if needed) (Signature)	
Physical Plant Consulted (if needed) (Signature)	

Rev. 2.25.2025

2025 Innovation Mini-Grant Application Budget

This form is the proposed budget for your project. Please itemize all costs necessary to complete your project during the 18-month grant term.

Allowable Costs:

- ✓ Faculty may receive a stipend for project-related work above and beyond their normal duties as a faculty member. Stipends are calculated at the professional expert rate and timecards must be kept and submitted for payment. Estimate the total hours you estimate it will take to complete the project. See “example calculation” to determine the total stipend for each person working on the project. *Example calculation: 50 hours of work multiplied by \$50./hour = \$2,500 total stipend (enter this in the “TOTALS” line)*
- ✓ Classified employees & Administrators are not eligible for additional compensation. Any work performed must be included in the regular workday/schedule.
- ✓ Student Workers will be paid at the current minimum wage.
- ✓ You may hire temporary contractors if your project requires this type of work. List these services under “Service Fees/Other Charges.”
- ✓ Student gift cards or incentives are allowable but must follow Business Office guidelines and be reported to Financial Aid.

Unallowable Costs:

- ❖ Hiring new staff.
- ❖ Release time will not be approved to complete the work related to this project.

Project Title:	Alternative Custody Program Development
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BUDGET ITEM	QUANTITY & DESCRIPTION	TOTALS
EMPLOYEE COSTS		
Faculty Stipend: STRS-applicable work. Estimate the number of hours needed x \$50 per hour. Stipends are subject to taxes and benefit deductions.	CULA 49 = 18 x \$50 (Ishi) / 18 x 50 (Tehama Reentry)	\$ 1,800.00
	CULA 172 = 72 X \$50 (Ishi)	\$ 1,800.00
	CULA 159 = 72 X \$50 (Tehama Reentry)	\$ 3,600.00
	BSOT 10 = 36 x 50	\$ 1,800.00
	BSOT 91 = 36 x 50	\$ 1,800.00
		\$ 0.00
Student Worker:	Academic Mentor/Tutor	\$ 2,000.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
ESTIMATED BENEFIT COSTS - This section will automatically calculate the total based on the total listed in the Employee Costs section		
Faculty Stipend Total multiplied by	22.40%	Totals Automatically Calculated
Student Worker Total multiplied by	1.75%	
		\$ 2,419.20
		\$ 35.00

BUDGET ITEM	QUANTITY & DESCRIPTION	Attachment A	TOTALS
SUPPLIES: Event refreshments, testing materials, promotional items, etc.			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
STUDENT AID: Must be reported to Financial Aid. Educational fees, meals, transportation/bookstore vouchers, and other gift cards/incentives with a monetary value.	Student Class & Material Fees		\$ 1,000.00
	Culinary 49 Textbook - \$52 per book x 30 books		\$ 1,560.00
	Culinary 172 Textbook \$115.50 x 30 books		\$ 3,465.00
	Servsafe Food Handlers Online Certificate = \$9.99 x 100		\$ 999.00
FACILITY RENTALS:			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
EQUIPMENT (\$0-\$4,999.99 Not Tagged): (Refer to the Business Office "Fixed Asset (Equipment) Purchases" for info.).			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
EQUIPMENT (\$5,000 or greater Tagged): (Refer to the Business Office "Fixed Asset (Equipment) Purchases" for info).			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
POSTAGE/ADVERTISING: Postage, costs to place a printed, radio or web-based ad.			\$ 0.00
			\$ 0.00
			\$ 0.00
PRINTING: Printing-related items, such as posters, flyers, brochures, and classroom materials/manuals.	Course Materials		\$ 750.00
			\$ 0.00
			\$ 0.00
SERVICE FEES/OTHER CHARGES: Contracted work such as speakers, trainers, and other professional services.	Certified Flagger Course (20 students x \$75)		\$ 1,500.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
SOFTWARE: Software-related licenses and purchases.			\$ 0.00
			\$ 0.00
			\$ 0.00
TRAVEL/OTHER TRAVEL: Staff/Other & Student Field Trip costs.	Professional Meetings & Mileage		\$ 250.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
BUDGET TOTAL			\$ 24,778.20

If you have questions, please contact: Amy Schutter, Director of Grant Development at aschutter@shastacollege.edu or 530.242.7613.