



BACK TO WORK 50+ Women's Economic Stability Initiative

Table of Contents

- 1. Sub-grantees & Award Amounts**
- 2. External Reviewers**
- 3. Summary of Reviewer Comments**
- 4. Review Process**
- 5. Applications**



SOCIAL INNOVATION FUND
Back to Work 50+: Women's Economic Stability Initiative
Sub-grantees

1. Austin Community College
Awarded: \$113,074.00

Project Summary: Austin Community College (ACC) serves an eight-county region of Central Texas. ACC proposes to use BTW 50+ funding to serve low-income 50+ women in this region with higher education and community services designed to build confidence, skills, and sustainable employment.

2. Central New Mexico Community College
Awarded: \$176,223.00

Project Summary: CNM primarily serves Central NM. CNM will meet demands for career and employment coaching and training for women 50+, focusing on high demand careers. Partners include CNM's current and new employer partners and the central area and statewide WIBs.

3. Eastern Florida State College
Awarded: \$152,255.00

Project Summary: Eastern Florida State College will serve Brevard County women with CareerSource Brevard, the Women's Center, and Aging Matters by offering information sessions; computer, financial literacy, and job skills training; coaching and job search assistance.

4. Santa Fe College
Awarded: \$148,286.00

Project Summary: Through BACK TO WORK 50+:WESI, Santa Fe College (FL) will provide pathways to full-time employment and self-sufficiency for women ages 50-64 through training in high demand jobs in Alachua, Bradford and rural counties in north central Florida.

5. Santa Fe Community College
Awarded: \$187,506.00

Project Summary: Santa Fe Community College (SFCC) is well positioned to implement the BTW 50+ WESI project in northern New Mexico through its successful implementation of the pilot BTW 50+ grant and strong partnerships with employers and the workforce system.



**External Reviewers- Social Innovation Fund
Back to Work 50+: Women's Economic Stability Initiative**

Joe Barela, Regional Workforce Director
Arapahoe/Douglas Works!

Lisa Bly, Assistant Dean, CCCE
Moraine Valley Community College

Bridget Brown, Executive Director
National Association of Workforce Development Professionals

Anne Hauca, Senior Director of Workforce Transitions
Elgin Community College

Jeff Hayes, Study Director
Institute for Women's Policy Research

Donna Satterthwaite, Director, Employment Services
Senior Service America, Inc.



Summary of Reviewer Comments

Austin Community College

Strengths

ACC is a community leader in using grant funding to design collaborative and inventive projects that are responsive to changing conditions in the region. They had a prior plan for something similar to BTW 50+ which is compelling. In addition to demonstrating experience managing federal grants, they had a clear plan for program management. BTW 50+ fits into college's strategic plan and other programs can be leveraged to support funding.

Areas for Improvement

The proposal did not include a plan for adopting a collective impact approach by the end of the third year. We would like to see a more diverse recruitment strategy and the application only included one letter of support from an employer.

Central New Mexico Community College

Strengths

Central New Mexico Community College had a strong logic model. The proposal included clear details and activities as well as actual goal numbers in outputs and outcomes. The collective impact approach seems like it could really work.

Areas for Improvement

The organizational structure is a little unclear in the application. Not sure if online aspect of delivering the programming can be successful.

Eastern Florida State Community College

Strengths

Application demonstrated strong history of delivering programs, strong employer involvement, and good relationships with WIBs.

Areas for Improvement

They may need additional support working with women 50+. Great experience but it's a little unclear in application how they will actually structure themselves to manage the project.



Santa Fe College

Strengths

Proposal had a high level of detail about how implementation will occur; including specific strategies for achieving targeted numbers of participants. The logic model is clear and specifies clear targets for each phase of the program.

Areas for Improvement

Reviewers would like to see reference to baseline info in terms of increases in participation and outcomes.

Santa Fe Community College

Strengths

The proposal demonstrated experience managing federal grants and had strong letters of support. There was evidence provided that the program can be successfully executed with staff that has strong career development expertise, including a career services for students (Center for Academic Transitions). Santa Fe Community College has a strong framework for program delivery already in place. As a recent implementer of the program, they have a very clear logic model on building awareness and engaging candidates, and the development plan for these candidates that could include short-term training and credentialing for local in-demand jobs. They also have a plan for engaging employers and working on a plan to "establish causal evidence of BTW 50+ WESI's impact." The model also indicates numeric goals in outputs.

Areas for Improvement

It is unclear how they will use data to improve program and reach low income females. Looking for more information on how they will build collective impact.



BACK TO WORK 50+: Women's Economic Stability Initiative Proposal Reviewer Overview

1. Program Overview

AARP Foundation, in partnership with the Corporation for National and Community Service's Social Innovation Fund, is using a competitive grant program to identify community colleges in six states to build on preliminary evidence of AARP Foundation's BACK TO WORK 50+ model. This model focuses on increasing measurable outcomes for low-income women 50+ related to the critical interplay between training for and obtaining a job with family-sustaining wages; and building the financial capability to make sound decisions that reduce debt, rebuild savings and pave the way to greater financial stability.

AARP Foundation received \$3 million from the Social Innovation Fund, which will fund subgrantees and evaluation of BTW 50+: WESI. The AARP Foundation/SIF initiative is open to community colleges in the following states Alabama, Florida, Georgia, New Mexico, South Carolina, and Texas, dedicating resources to evaluate the program.

The Social Innovation Fund (SIF), a key White House initiative and program of the Corporation for National and Community Service (CNCS), combines public and private resources to grow the impact of innovative, community-based solutions that have compelling evidence of improving the lives of people in low-income communities throughout the United States.

External reviewers are critical in our selection process of the subgrantees. Your reviews and deliberations will provide additional feedback that will factor in our decision making process. We appreciate your willingness to participate and value your insights.

2. Review Setup

All reviews will be completed online via AARP Foundation's grants management software. In order to access the reviewer portal, each reviewer must create a new profile. The link to the reviewer portal is below:

<https://aarpfoundation.foundationconnect.org/grantsmanager/Pages/V3/ReviewerPortal/rplogin.aspx?OrgID=00Di0000000Zn46>

If you haven't developed a reviewer profile, please click on the register button.

You will not be able to view any proposals until your profile is created.

Your proposals are assigned after you create your profile (this will happen within 24 hours of your profile creation).

Next log back in via the link above. On the upper right hand corner is a link that says "My Review." This link will take you to a page that lists all of your proposals to review. Simply click on the pencil and paper icon to begin the review and provide your ratings and comments.

For each proposal there are two tabs. The “Details” tab includes all information submitted by the applicant. On the bottom of the “Details” tab is a list of all attachments. You can open or download the attachments as necessary.

The “Review Application” tab is where you will rate each section of the application and provide any comments. We have also included the applicant’s sections of the proposals on this tab for your convenience. You can save your comments at any time.

Upon completion of your review, please click the “Submit” button at the very bottom of the “Review Application” tab. Once you submit your review you will not be able to make any changes to it. If you need to make changes, contact Marc McDonald (mmcdonald@aarp.org). The deadline for submitting reviews is January 5, 2015 at 8:00 PM ET.

3. Conflict of Interest and Reviewer Terms Form

On the last page of this document is a Conflict of Interest and Reviewer Terms form. Please sign the form and return via email to Marc McDonald (mmcdonald@aarp.org). If you are unable to sign the form, please let us know.

4. Reviewer Responsibilities

In addition to reviewing and scoring your selected proposal, you will be responsible for presenting a subset of your proposals at the group meeting on January 13. As the presenter of a proposal, you will begin the conversation by providing a short overview of the organization (e.g., name, geography served), elements of the proposal you believed were strong, elements you believed were weak and any questions or clarification you seek from the applicant to inform the decision making process. Because not all presenters will have read every proposal (each proposal receives three external reviews), you will act as the primary point person for questions from others. The other two reviewers will also have an opportunity to provide their feedback.

As the presenter, you are not advocating one way or the other in terms of funding potential. Rather, you are simply laying out basic facts and observations based on what you read.

The list of the proposals you will present will be included in an email to you.

5. Review Logistics

January 5, 2015: Deadline for reviews by 8:00 PM ET

January 13, 2015: In-person meeting at AARP Foundation, 601 E Street, NW, Washington, DC 20049. Meeting will start at 9:00am and will last no later than 3:00pm. The goal of the meeting is to identify the applications that provide the strongest capacity to execute the BTW 50+: WESI program and identify questions or clarifications for the applicant that will inform the funding decision.

AARP Foundation will cover the cost of travel expenses, including meals, transportation, incidentals and one-night lodging.

For flight reservations, you have two options. You can book the flight through us, which will direct bill AARP Foundation. You can also book and pay for flights yourself and we will reimburse you. If you choose to book the flight with us, please contact Candace Sledge, Program Analyst for Grants Management. Candace's contact information is csledge@aarp.org and 202-434-6113.

The two closest hotels to AARP Foundation are the Hotel Monaco (<http://www.monaco-dc.com/>) or the Courtyard Washington Convention Center (<http://www.marriott.com/hotels/travel/wascn-courtyard-washington-convention-center/>).

In terms of reimbursement process, you will need to complete a new vendor W9 form (which was enclosed in the email to you). Please complete forms and send to me.

If you cannot attend the meeting in-person, you can also call into the meeting.

6. Review Criteria

Applicants will complete five narrative sections. Each section shall be reviewed based upon the review criteria listed below:

A. Program Experience

The scoring criteria of the Program Experience section will be:

- Presentation of a compelling statement of need within the community college's service area, including understanding of the vulnerable 50+ population and gaps in services that will be addressed through their program.
- Current implementers of effective BACK TO WORK 50+ or similar workforce development program focused on enhancing outcomes for a distinct category of job candidates, particularly women and/or 50+, and has preliminary evidence of existing program effectiveness (e.g., graduation/completion rates).
- Demonstrated understanding of the state, regional and local labor and services market.
- Demonstrated experience providing financial capability and/or literacy training.
- Demonstrated experience providing job search coaching toward job attachment.
- Existing functional relationships with local workforce investment boards and employers (particularly those in growth industries).
- Demonstrated experience recruiting adult low-income workers to participate in job search, skill development, and financial capability activities that lead to gainful employment.

B. BACK TO WORK 50+: Women's Economic Stability Initiative Implementation

- Detailed understanding on how current experiences relate to implementation of BTW 50+: WESI.
- Clear understanding on how applicant will implement BTW 50+: WESI.
- A logic model that outlines how the applicant plans to execute the initiative in their community.
- A plan for how the applicant will reach and serve the target numbers of female job candidates within the scope of the subgrant period.

- A description of how the applicant will manage the compliance requirements of the federal grant.

While not required, applicants that provide a plan for adopting a collective impact approach by the 3rd year of the subgrant cycle will be given priority.

C. Organizational Capacity

The scoring criteria of the Organizational Capacity section will be:

- Demonstrated organizational capacity to successfully execute the program goals applicant outlines in its proposal.
- College has a dedicated student career center and demonstrated engagement with local employers and opportunities with highest employment need.
- Clear plan for program management including dedicated internal staff with sufficient managerial and decision-making authority.
- Evidence of structural institutional connections to workforce development system, including local workforce investment board and employers.
- Demonstrated experience managing and/or participating in federal grant programs, including reporting and controls to maintain compliance.
- Demonstrated evidence of institutional and leadership commitment to the project.

D. Commitment to Evaluation

The scoring criteria of the Commitment to Evaluation section will be:

- Understanding of and commitment to evaluation activities and working with an independent evaluation firm.
- Clear plan to utilize the AARP Foundation Impact system for data entry and exercise quality control over their data in the interest of the project and their own learning.
- Demonstrated assessment of prior program experience and effectiveness.

E. Budget Narrative

The scoring criteria of the Budget Narrative section will be

- Budget line items align with budget narrative.
- Budget proposal reasonable and appropriate to meet program goals.
- Proper justification and explanation for costs.

Certain sections of the proposal reference attachments (e.g., logic model, budget). Attachments can be downloaded and are available on the bottom of the Details tab when you log into the reviewer portal.

Please score each application based upon the response of the organization. Any additional information of which you may be aware but is not included in the application should not be taken into account. Rather, additional information will be utilized during the group discussion on January 13. We also recommend including any comments about each section, including any questions or clarifications that AARP Foundation should request from the applicant. After the review process, AARP Foundation will follow up with a group of applicant finalists to seek additional clarifications before a final decision to fund is made.

7. Reviewer Transparency

As a federal grant program of the Corporation for National and Community Service, AARP Foundation is required to meet the guidelines established regarding reviewer transparency for Social Innovation Fund subgrant competitions.

These requirements include:

- 1) After selection and announcement of grantees, all reviewers must be published online on aarpfoundation.org. We plan on posting the names of reviewers around late March, 2015.
- 2) Providing summary feedback to applicants. The feedback will not include specific comments nor will the feedback be attributed to any reviewers. Rather, the feedback will be summaries of the consistent themes.

All information that needs to be available to the public will be posted online at www.aarpfoundation.org/sif.



**BACK TO WORK 50+: Women's Economic Stability Initiative
Proposal Reviewer Conflict of Interest and Additional Terms**

Conflict of Interest

You should advise AARP Foundation of all conflicts of interest, potential conflicts, and relationships that may be perceived as conflicts of interest so the situation can be reviewed and any necessary actions can be taken. Specifically, reviewers must disclose if the reviewer's relative, close friend or domestic partner is an employee, contractor or a director of any potential recipient of a grant from AARP Foundation. The reviewer must immediately disclose any potential conflict of interest to:

Marc McDonald
Director, Grants Management
AARP Foundation
601 E Street, NW
Washington, DC 20049
mmcdonald@aarp.org
202-434-2069

Additional Terms

Reviewers are prohibited from using information gleaned from the materials they are reviewing for their personal advantage or the advantage of others related to the reviewer. Reviewers agree not to discuss any portions of the applications, their reviews or the reviews of others (including applicant identities, application and work samples, panel discussions, and ranking). Reviewers agree to have their names publicly disclosed after grants are awarded. Reviewer feedback will be provided to all applicants and will be summary in nature. Feedback will not include specific comments nor will the feedback be attributed to any reviewers.

I acknowledge that I have read, understood and accepted the conditions described above.

Printed Name: _____

Signature: _____ Date: _____

Please sign and email a signed copy to mmcdonald@aarp.org.

APPLICATIONS

Austin Community College: BTW 50+: WESI

Project Summary

Austin Community College (ACC) serves an eight-county region of Central Texas. ACC proposes to use BTW 50+ funding to serve low-income 50+ women in this region with higher education and community services designed to build confidence, skills, and sustainable employment.

Program Experience

For over 40 years, ACC has expanded and refined services to meet the growing needs of Central Texas. ACC is proud to provide students over 100 program choices and 11 campuses to choose from in the region. ACC is also focused on developing innovative solutions to complex community problems.

In order to deliver the greatest community impact, ACC regularly partners with other institutions and employers to provide practical training and workforce development. For individuals that are seeking to build greater career pathways, ACC has leveraged federal funding to support adult workers. In 2013, ACC was a recipient of a \$2 million award as a consortium partner on a Department of Labor grant to develop competency-based instructional models in Information Technology. This program will enable students to earn valued credentials and a career within two years of entry into the program. Local industry partners for this project include National Instruments and Dell. Through the "Accelerated Programmer Training," Trade Adjustment Assistance (TAA) eligible adult learners will earn stackable, latticed certificates, certification, and associate degrees, as well as bachelors and masters degrees through articulation agreements with Western Governors University. In year one of the grant, the Computer Sciences Department at ACC quickly developed 24 competency based courses in the area of computer programming. This program is enabling individuals that have been in the workforce for years to advance their skills and credentials while building on the knowledge they have already gained through their employment. This program demonstrates ACC's commitment to assisting unemployed adults looking to return to the workforce. It also speaks to ACC's experience targeting older workers, a fast growing population in the region.

An analysis of Austin data from 2010 revealed that one of the most pressing regional needs is an increase in services to support "pre-seniors" (adults age 55-64). This need was determined after the "pre-senior" population of the Austin-Round Rock Metropolitan Service Area of Texas grew 110% in ten years. This put the Austin area at number one in "pre-senior" growth for all metro areas in the country. The population increase has also led to a growth in the number of older individuals in poverty. The number of elderly residents living in poverty has increased by 42% since 2000 according to census data. Unless something changes, the "pre-senior" population in Austin is likely to follow this same path to financial instability.

As of Fall 2014, ACC is home to 960 students age 51-64. The majority of these adults indicate that they have enrolled at ACC to complete an associate degree or certificate. Data also indicates that, in this demographic group, 61% of students are women. While these women have access to a wide range of support and career services available to all ACC students, they do not currently have access to the type of tailored programs that the BTW 50+ project would provide. ACC intends this to be the first step in larger plans for this population. ACC's goal for the "Senior Institute" is to provide "educational, cultural, and other personal development experiences to senior adults throughout the college's service area through courses, lectures, and enrichment activities. ACC's "Senior Institute" will provide wraparound support targeted to older adults with a broad view of relevant competency-based education, like the "Accelerated Program Training" program listed above. The "Senior Institute" will also pay special attention to the needs of the

growing low-income population of seniors and “pre-seniors” with referrals to low-cost/no-cost community services and financial coaching. BTW 50+ participants will be among the inaugural class of “Senior Institute” members.

Implementation

This year, for the fourth year in a row, Austin was named America’s Fastest-Growing city. This growth translates to a booming workforce. In addition to major corporations headquartered in the Austin metropolitan area, like Whole Foods and Dell, the city now has new technology-based industries. According to 2014 data, approximately 4,000 technology companies call Austin home. Another industry growing rapidly is hospitality. As of January, 2013, the city’s Planning Department had 10 new hotels projected for downtown. These hotels, once completed, could account for more than a 35% increase in rooms downtown according to a study by HVS San Francisco. This increase is projected to raise the number of rooms to 8,000. As Austin grows, the need for workers will increase and ACC is prepared to ensure that BTW 50+ participants are at the head of the pack.

The hospitality industry is an example of an area where ACC is poised to train workers to acquire positions and succeed. ACC offers an Associate of Applied Science in Hospitality Management and a certificate in Hospitality Management. Students from these programs can go on to managerial positions at major hotels. The program has a record of success placing students with Hilton, Hyatt, and Omni hotels to name several. The 2011 gainful employment placement rate for Hospitality Management students was 100%. Recently, ACC also received taxpayer approval for Phase II of a project that will include the development of a culinary/hospitality center at the Highland Campus and construction is already under way. While this program is likely to be a draw, ACC intends to provide BTW 50+ participants with information about this and other programs of study that share a similarly successful path to careers.

In order to connect women to this and other career opportunities, ACC intends to hold a total of 24 information sessions in year one spread throughout the 11 ACC campuses. These sessions would be open to the 587 students ACC currently serves in this demographic group, as well as community members that fit the eligibility criteria. ACC estimates that this will enable the sessions to reach 125 individuals in year one, 150 in year two, and 245 in year three as word spreads of the program’s success. In many cases, the ACC campuses are neighborhood hubs, having been part of the community for decades, and it is expected that promotion through marketing and outreach will generate the attendance needed to deliver on these targets. According to the most recent Austin area American Community Survey data, there are nearly 68,600 women between the ages of 50-64 in the region. ACC is eager to begin using the campuses as a meeting ground to engage these women.

At the sessions, participants will complete a form indicating the next steps they would like to take in advancing their professional and personal goals. Once the forms are collected, ACC will identify 3 tracks for individuals interested in taking next steps. If the individual is interested in pursuing additional courses in the form of continuing education or credit towards a degree, ACC will provide coaches to guide the individual through application and registration. If, for example, the participant is interested in the aforementioned Associate of Applied Science in Hospitality Management, she will be connected to an ACC advisor so that she may begin enrollment and registration for the appropriate courses. In order to incentivize participation in year one, the first 40 individuals to pursue continuing education and the first 40 to pursue a degree plan will receive a \$1,700 scholarship provided they continue to participate in the BTW 50+ program and coaching. Students that participate in either of these two tracks will be able to receive support from ACC’s Career Services department. Counselors in this department not only assist with major and career decision making, they also provide career assessments and job and internship fairs that host recruiters on-site. In 2014, the total number of employer contacts for this department exceeded 1,200 companies. BTW 50+ program participants will have access to these jobs and these services.

ACC recognizes that not all 50+ women are equipped to immediately make the decisions

necessary to begin their journey back into a career. Many women, for example may feel hesitant to start taking quick steps to a job certification without some confidence-building. In order to develop a third track outside of higher education, Dress For Success Austin was selected as a partner to assist women with a pre-employment program. The goal of this 8-week program is to empower women as they pursue employment possibilities. Dress for Success Austin was selected for their track record of success. ACC intends to work closely with Dress for Success Austin to enroll individuals in their "Going Places" program. Of the individuals that have participated in the "Going Places" program, 80% have achieved employment. In addition to this program, Dress for Success Austin also offers a "Professional Women's Group" program. After women get jobs, this group helps them with developing communication skills, workplace culture training, financial planning, healthy living and stress management. In 2014, Dress for Success Austin has served nearly 200 women over 50 years old. ACC is pleased to partner with Dress For Success Austin to provide this program to women that achieve employment to continue to support individuals through the initial employment period and throughout their years of employment with continuing opportunities for networking and professional development. ACC is also eager to leverage this community partner to lead to greater collective impact in years two and three.

Regardless of the track that each participant in the BTW 50+ cohort selects, all participants will have access to ten weeks of the ACCelerator. This brand new ACC facility provides access to 600+ computer stations for individualized learning and small group sessions. The high-tech learning lab is spread over 32,000 square feet and centrally located at ACC's Highland Campus. The ACCelerator also offers tutoring, group advising, continuing education, college readiness assessment, and student skills workshops. BTW 50+ program participants will sign-in and, once participation in the program is confirmed, will be coached on a variety of skills needed to be career ready. These skills will include computer literacy, financial literacy, and job searching. The ACCelerator will provide ample dedicated coaching space and equipment for these sessions. In addition to these in-depth coaching sessions, hourly assistants are also available in the ACCelerator to assist BTW 50+ participants with computer log-ins, reserving group study rooms, and computer use and information technology.

All BTW 50+ participants will also have access to Workforce Solutions – Capital Area (WFS), Austin's regional workforce development system. WFS is led by a board of directors that includes ACC's Vice President of Instruction, Mike Midgley. Through his participation on the board and numerous grant partnerships, ACC receives regular updates on local workforce needs. WFS also invests time and support into ACC projects. Individuals in ACC's Teacher TRAC program have access to WFS child care services. The development of ACC's renewable energy programs have been made possible in part by funding from WFS. Perhaps most important for BTW 50+ participants, WFS also provides services to adults seeking to attain and sustain employment. At any of the three WFS Career Centers, individuals can receive assistance job searching, building a resume, preparing for interviews, and gaining occupational skills. The sites also offer workshops in topics like "job search strategies," "social media," and "advanced resume writing & cover letters." ACC is eager to share this information with BTW 50+ participants and continue to partner meaningfully with WFS.

Organizational Capacity

In ACC's 2014-2017 Academic Master Plan, under the supervision of the Vice President of Instruction, ACC outlines a goal to develop the aforementioned "Senior Institute." The proposed BTW 50+ program closely aligns with this goal which was set for 2015. All goals outlined in the Academic Master Plan are intended to assist the integration of planning, budgeting, and assessment at all levels of the college. The Plan will also ensure that progress is measured and that stakeholders will be regularly informed of movement on the institutional goals. ACC intends the BTW 50+ project to be significant progress towards the "Senior Institute" goal and is enthusiastic to begin implementing larger supports once this project is implemented.

Each year, ACC acquires state and federal funding to support many unique projects in order to

better serve more than 43,000 students. In 2013, ACC received over \$4.5 million in federal grant funding and approximately \$1 million from the state. ACC is a community leader in using grant funding to design collaborative and inventive projects that are responsive to changing conditions in the region. In November 2014, ACC was awarded \$2.75 million from the Texas Workforce Commission to partner with three Central Texas technology firms to train workers. Samsung Austin Semiconductor, TNT Solutions, and Voltabox of Texas will have access to custom training in robotics, electronics, and schematics through their connection to ACC. Almost 500 engineering and technician employees will benefit from this ACC grant-funded program. Through beneficial and successful partnerships with these employers, ACC has no doubt that it will improve the institution's ability to place students in high-demand Austin jobs.

In order to ensure all grant-funded projects are successful, ACC's Grants Development & Compliance Department assigns a Grant Compliance Officer to work directly with the funder and the program director. In the case of the BTW 50+ project, the program director will be Stacey Güney, Director of the ACCelerator. In her position, she is responsible for developing the vision, mission, goals, and strategic plan for the ACCelerator. This position includes serving as a liaison across all ACC departments in the development of the strategic, business, and operational plans for the lab. The Director reports directly to the Vice President of Instruction for ACC and manages a staff of five Learning Associate positions and 12 hourly ACCelerator assistants for the nearly 100 hour each week that the lab is open. The Learning Associates provide proactive outreach and academic coaching for students in the ACCelerator as well as referrals to appropriate ACC resources. Learning Associates ensure that coaching is also available for individuals interested in various aspects of college programs such as majors, course selection, admissions, financial aid, and career guidance. These Learning Associates, under the guidance of Stacey Güney, will be instrumental in coaching the BTW 50+ participants. One Learning Associate in particular, Tina McGaughey, will serve as a key mentor for 50+ women in the project. As lead coach, Tina will represent a woman that is striving towards her career ambitions after turning 50 years old herself. ACC is eager to have her share her own experience and provide leadership as a peer to the women in the program.

Commitment to Evaluation

As indicated in the previous section, Stacey Güney, as Director of the ACCelerator, intends to dedicate a portion of her time to ensuring the successful implementation and evaluation of this project. In addition to her time, a portion of the ACCelerator Manager's time will be used to assist in data entry and documentation. The Manager will also assist in the supervision of data being collected by the Learning Associates and hourly ACCelerator assistants in regards to BTW 50+ participants signing-in and taking advantage of coaching sessions. Stacey will work with the ACCelerator team to ensure that all data is organized and easily interpretable by the external evaluation team. She will also act as a liaison between community partners like Dress for Success Austin and WFS Capital Area. As BTW 50+ participants use these resources, she will ensure that documentation is kept and participant outcomes are tracked and entered into the Foundation Impact system. Stacey's previous experience as a consultant in Planning, Regeneration, and Development entailed project implementation reviews for the London Development Agency and the Southeast of England Development Agency. She has also served as the Vice-President of a local Economic Development Corporation. In these roles, she has planned for projects and reviewed programs that involved job training programs as a part of economic development. She is also a doctoral student in Learning Technologies where she has completed two courses in quantitative and qualitative data analysis. Data analysis and data-driven decision-making forms an integral part of her current role and it is anticipated that this will be a vital role in the BTW 50+ program implementation.

Central New Mexico Community College

Program Summary

CNM primarily serves Central NM. CNM will meet demands for career and employment coaching and training for women 50+, focusing on high demand careers. Partners include CNM's current and new employer partners and the central area and statewide WIBs.

Program Experience

Central New Mexico Community College (CNM) is located in Albuquerque, New Mexico. CNM's service area includes over half the state's population, with additional residents statewide accessing programs and services online. The population of our target area is diverse: 9% Native American, 47% Hispanic, 36% speak a language other than English, and 22% live below the poverty line (Census, 2013). CNM is adept at training low income and students of color. For instance, Community College Week ranks CNM nationally as the 3rd largest grantor of associate degrees to Hispanics and 2nd largest for certificates. Among Native Americans, CNM ranks 1st in certificates awarded and 3rd for associate degrees.

NEED FOR WESI PROGRAM

The need for coaching and workforce development services for older women is strong in New Mexico. Of New Mexico's 2 million residents, 379,462 are women aged 50+. Fully 20% of New Mexico's women are between the ages of 50 and 64, or 213,382 individuals. Many of these women remain in the workforce in some capacity, yet even those working full time receive highly unequal earnings compared to male counterparts. Among adults working full-time, 26% of women earn less than \$22,500 per year, or less than the federal poverty line for a family of four, and only 17% make more than \$65,000 (U.S. Census, 2013). Among men, only 19% make less than \$22,500 per year and 30% make more than \$65,000.

Individuals 50+ have different training needs than young workers. For instance, they may need computer literacy training. A lack of computer knowledge means that older females cannot search for benefits, training programs, assess job demands and how their skills align, understand what it would take to enroll and complete a training program and the advantages of doing so, or even understanding the most accurate means of bookkeeping and filing taxes.

ENHANCING OUTCOMES FOR DISTINCT CATEGORIES OF JOB CANDIDATES

CNM's student population is diverse and includes many nontraditional students, including older students. For instance, in 2013-2014, CNM enrolled 1,465 women between ages 50 and 64. In Fall 2013, 1,688 unduplicated workers 50+ were enrolled in at least one workforce training class, and the Workforce Training Center (WTC) served 7,253 duplicated students 50+ that year (of all genders).

CNM provides coaching to students through CNM Connect (see section C). CNM also offers a revolutionary financial literacy curriculum, Making Money Work, which serves students statewide through distance learning, and financial coaching to support financial behavior changes. CNM's newest addition, the STEMulus Center, features 21st century accelerated certificate and degrees in STEM topics and entrepreneurship and targets individuals underrepresented in STEM fields, particularly low income and low skilled minorities and women.

STATE, REGIONAL, AND LOCAL LABOR AND SERVICES MARKET

Unemployment in New Mexico is higher than the national average, at 6.5% versus 5.8% (Dept. of Workforce Solutions [DWS], Oct. 2014). Yet employers in Albuquerque and elsewhere report difficulties finding workers with the right skills (ABQ Business First, 2014). CNM is working to

address this skills gap by developing new programs, integrating services to increase student completion rates, and partnering with workforce agencies, employers, and other colleges to ensure that knowledge, skills, and abilities obtained through training are the most relevant to employer needs.

Jobs in healthcare and cybersecurity are growing in New Mexico, and are highly concentrated near Albuquerque. Education and Health Services is the fastest growing industry in the state, adding 4,000 new jobs (DWS, 2014). Statewide employers consult with CNM to ensure that students graduate with job ready skills in growing fields. See section C for details on jobs and industries targeted.

If funded, CNM will work with WIBs to support recruitment and employers to ensure that training programs align with fast-growing jobs. CNM continually works with employers to create new short-term certificate programs or adapt existing ones to meet employer demands.

EXPERIENCE PROVIDING FINANCIAL CAPABILITY/LITERACY TRAINING

CNM has developed a highly successful financial literacy training program, Making Money Work (MMW). MMW has served over 4,000 students since 2009. The program is free to students and covers essential topics such as taxes, reading credit reports, the dangers of predatory lending, budgeting, financial aid, and insurance. MMW participants also can meet with an Achievement Coach to discuss college and/or training plans and any other issues they may have.

CNM offers a financial coaching training program that pairs coaching skills with training content. CNM has trained over 2,300 people in 32 states and 38 cities through this program since 2008. Participants learn to incorporate financial knowledge into their own lives and make it relevant in the lives of low income and vulnerable families. Financial coaching helps families make the behavior changes needed to apply the financial education that they have learned.

EXPERIENCE PROVIDING JOB SEARCH COACHING

All CNM students have access to Job Connection Services. This includes one-on-one employment advising, access to a searchable jobs databank (available 24/7; graduates have access for life), employment workshops, resume writing and review, interview practice, interview clothing, and job fairs, among other services. This service is housed under Connect Services, which unites all CNM student services to improve efficiency, quality, and comprehensiveness of services, and communication.

EXISTING RELATIONSHIPS WITH WORKFORCE INVESTMENT BOARDS AND EMPLOYERS

CNM has close working relationships with New Mexico's workforce investment boards (WIB) and employers. The Dean of CNM's WTC, Diane Burke, serves on the board of the local WIB. CNM's President, Katharine Winograd, serves on the board of the NM Department of Workforce Solutions (the state-level WIB). Recently, CNM and other community colleges around the state forged a relationship with the WIBs to support identification and recruitment of low-skilled workers to healthcare training programs as part of a Department of Labor grant (see section D). If funded, WESI program participants will benefit from the infrastructure laid by that project.

The STEMulus Center, is a different approach to education, jobs in science and technology fields, and fosters a spirit of entrepreneurship among residents who have previously felt excluded from business. Its downtown campus places CNM at the center of Albuquerque's Innovation District. The Center offers an accelerated Coding certificate, accelerated Business Associate degree, will launch certificates in Cybersecurity and CISCO labs, and has a business

accelerator and prototyping lab. CNM consulted with New Mexico's leading technology companies and national labs when developing the Center.

EXPERIENCE RECRUITING ADULT LOW-INCOME WORKERS

CNM is highly experienced at recruiting and serving low-income workers for training and academic programs. The college is dedicated to serving all of its students and CNM makes a particular effort to serve low-income workers. Fully 41.4% of total institutional expenditures in 2013 went to scholarships, academic support, and student services. CNM attracts low-income workers to its program with low tuition, averaging \$1,310 for a two-year degree, well below the national average of \$3,023 (College Transparency and Affordability Center, 2013). About 62% of CNM's students receive some form of financial aid, the vast majority of it need-based. Two-thirds of participants in CNM's financial literacy curriculum, Making Money Work, are low-to-moderate income, a group that particularly benefits from financial literacy training.

Implementation

HOW CURRENT EXPERIENCES RELATE TO BTW 50+ WESI

CNM will especially draw on experience with CNM Connect when implementing WESI. Launched as a Center for Working Families in 2006, Connect was rebranded in 2011. The model is offered on all CNM campuses and serves nearly 4,000 students per year. First-time students who access CNM Connect have a retention rate of about 80%, compared to 72% for those who did not use the services. Of the non-first-time students who use the service, about 79% return the next term, compared to a 67% rate for those who do not access the service.

With Achievement Coaches on every CNM campus serving CNM's nearly 1,500 women ages 50-64, CNM already has capacity and expertise to ensure the transition to offering BTW 50+ WESI will be seamless. CNM has experience recruiting and serving low-income workers through training and academic programs. CNM anticipates no difficulties in meeting AARP-defined targets.

CNM offers many training programs and works with employers to develop and offer new ones based on employer needs and projected job demand. CNM's training programs are designed with employer input so that students receive the highest-possible caliber of training in a short amount of time, graduating with the skills employers require. In the past four years, CNM worked with over 2,000 businesses.

IMPLEMENTATION

If funded, CNM will implement BTW 50+ WESI through Connect Services, drawing on support from its network of workforce and employer partners. This structure will allow participants access not only to WESI, but to the full scope of CNM support services. It will also allow CNM to utilize expertise and best practices established through existing programs, including CNM Connect, Job Connection Services and MMW to build a comprehensive program that connects participants to a unified pipeline of employment and training support. When implementing WESI, CNM will draw on proven programs to implement and scale WESI quickly. CNM will take a collective impact approach, drawing on diverse agencies and existing connections with local and state WIBs to recruit students, hold information sessions, and conduct screenings and assessments for such things as job skills and benefits enrollment. In addition, CNM will soon house a Department of Workforce Solutions employee within Connect Services to help students access state employment resources.

CNM will contribute its own trained Coach and Career Center Advisor to staff the project. They are trained to work with a variety of student needs, including English Language Learners, Native

Americans, Hispanics, and working mothers. Coaches will help participants with skills assessments, benefits enrollment, financial aid, finding transportation, job searches, and finding and navigating training programs. Coaches and Advisors will be trained in the specific job development needs facing women ages 50+ as part of this project. A Manager will oversee WESI activities, including directing staff, entering and managing data, and working with the evaluator. This person will report to the CNM Executive Director for Student Services.

WIB partners will advertise information sessions and identify and recruit applicants to attend. CNM anticipates hosting monthly information sessions prior to and during the launch of each cohort at varying times of the week and day to ensure convenient times for potential participants. CNM will host sessions on its main campus, which is centrally located and accessible via public transportation so that even participants without personal transportation may attend. Participants who enroll in WESI can receive services at any of CNM's seven campuses and online. Coaches will track and log WESI participant activities, progress, and outcomes for both AARP's Impact system and CNM's Ellucian Banner system to ensure complete and accurate tracking for continuous improvement and evaluation purposes. Coaches will meet with students regularly during the WESI core services period, and at least once per term once enrolled in a training program. A student may meet with a coach more often if she faces particular challenges or if the training program is short in duration and intensive.

LABOR MARKET FORECAST

WESI participants will have the option to participate in training programs that qualify them for fast growing jobs in central NM, such as healthcare and cybersecurity, that do not require an associate's degree and can be attained with a workforce certificate and on-the-job training. Below are a selection of fast-growing jobs in the state (Labor market projections are for New Mexico and are through 2022; from O*Net, 2014).

*Personal Care Aide: 51% annual growth

*Home Health Aide: 45%

*Information Security Analyst: 38%

*Community Health Worker: 21%

*Web Developer: 19%

*Emergency Medical Technician: 15%

*Audio and Video Equipment Technician: 14%

*Medical Records and Health Information Technician: 14%

*Database Administrator: 13%

CNM utilizes a process to identify new programs or changes that are necessary to existing programs through regular employer feedback.

PLAN FOR REACHING PROJECT CANDIDATES

CNM will easily reach the subgrant target numbers. It is a community leader in central NM, serving around 30,000 students per term. Its network of partners capable of supporting recruitment is both broad and deep. In 2013-2014, CNM served 1,465 female students between the ages of 50-64 through CNM's employer driven training programs. The number of women in this age group who can benefit from WESI services is large, as Albuquerque is home to half the state's population. Formal agreements with recruitment partners will augment CNM's ability to serve large numbers of students in the target group. CNM has strong relationships with the workforce system and works with WIBs around the state on similar projects to serve different groups of high need/underserved individuals (see section D). The WIBs will extend similar supports to CNM's WESI efforts, including advertising and (if required) hosting additional information sessions, augmenting CNM services through job screening, skills assessment, and

program placement services, and providing valuable information about existing jobs/employers to candidates. CNM will coordinate with WIB partners and employers to ensure comprehensive implementation and execution of the WESI program.

Project participants will be put in touch with potential employers through on-campus recruiting, posting jobs on CNM's job system, job fairs, and inviting employers to give talks/presentations to students and/or WESI participants. Upon completion of training programs, project staff will work with WIBs, graduates, and employers to track graduate outcomes. Coaches will make contact with graduates at 30, 60, and 90 days after completion. Completers may reconnect to Coaches after employment if needed.

COMPLIANCE REQUIREMENTS MANAGEMENT

CNM is experienced in using technology-enabled systems to log and track data, and will provide adequate training in the AARP Impact system. For its existing coaching service, CNM Connect, CNM utilizes several technological tools to support the cross-departmental sharing of information and to facilitate cross departmental functioning: (1) Blackboard Collaborate, which allows video, voice and written chat, has been utilized to ask questions that require expertise from a different department to be answered by staff members without asking the student to go from one department to another. (2) The Connect Center developed a knowledge base that warehouses commonly needed information about several key departments. (3) Banner tracks CNM Connect services on outputs and outcomes. (4) Symplicity is used to post open jobs/internships and to notify students of job fairs and on-campus recruiting. CNM will log and track WESI data separately in the AARP Impact system. Coaches will be trained in the correct usage of the new system.

Organizational Capacity

ORGANIZATIONAL CAPACITY TO EXECUTE PROGRAM GOALS

CNM is well experienced in implementing and scaling up programs quickly to meet ambitious goals. Recently, CNM combined academic advising, job search, career assessment and wrap-around supports under the same centrally-managed umbrella organization, Connect Services. This structure allows CNM to streamline services and better ensure that students' needs are met. The WESI project will also be housed under Connect Services. The department is flexible to expand to include WESI, yet provides for uniform project oversight. The Executive Director of Student Success will work with WESI staff to ensure the project is on track to achieving goals and meeting targets.

DEDICATED STUDENT CAREER CENTER AND ENGAGEMENT WITH LOCAL EMPLOYERS

CNM developed a nationally recognized student services program, CNM Connect, with offices on all seven CNM campuses. CNM Connect is a robust system, with many benefits to clients: *Tax Help New Mexico: Administered through CNM Connect, it integrates tax preparation services for low-income individuals and seniors with the overall support provided by CNM Connect year-round. In 2013, Tax Help New Mexico served 2,969 students and helped them prepare 5,938 returns.

*Access to legal services: Law Access New Mexico, a non-profit organization in Albuquerque, provides legal advice, brief legal services, case assistance, and referrals and provides CNM students with free 1:1 legal assistance.

*Financial coaching: All CNM Connect Achievement Coaches receive 40 hours of training in financial coaching. Many Coaches have certification from the Center for Credentialing and Education. Financial coaching goes beyond traditional financial literacy education by helping students to utilize financial knowledge to make behavior changes through one-on-one coaching.

*Improved communication and institutional technology: CNM is integrating additional modules into its Banner data system. They include: DegreeWorks academic planning tools and real-time counseling capabilities for students and advisors to improve completion rates and time-to-completion; and Banner Student Support, which enables staff and faculty to communicate about services provided and outcomes. This offers greater efficacy as staff, faculty, and advisors are tied closely together through the same repository of student data.

*New student orientation: CNM developed a new student orientation for first-time students identified as being at-risk. This was very successful and provided CNM Connect the opportunity to market its services and recruit student participation from their first time on campus. Of those students who participated in the orientation, 77.1% either were retained to the Spring 2013 semester or graduated in Fall 2012, an increase of almost 11% over those new students who did not participate.

*Job Connection Services: Graduates have lifetime access and support in applying for jobs, resume writing, interview feedback, interview attire, and job searches.

* Partnership with Department of Workforce Solutions: A new partnership with the state's leading agency in job placement allows CNM to partner on all the employment resources available through the State of New Mexico.

PROGRAM MANAGEMENT PLAN

The WESI project will be internally managed by Executive Director of Student Success, Ann Lyn Hall. Ms. Hall has authority to oversee all projects that fall under Connect Services and managerial authority to make day-to-day project decisions. Upon notification of award, CNM will allocate some of its Achievement Coach's (.25 FTE) and Career Center Advisors' time to WESI (total 1.75 FTE), and a Career Center Program Manager, who will manage the WESI project. This person will report to Ms. Hall and be in charge of WESI-related project and staffing decisions and collecting data and entering it into Banner and the AARP Inspire systems. CNM will prepare reports for review by CNM's Executive Leadership and will comply with all federal requirements and the needs of the AARP evaluator.

STRUCTURAL INSTITUTIONAL CONNECTIONS TO WORKFORCE DEVELOPMENT SYSTEM

CNM is a lynchpin in the area's workforce development system. CNM works directly with employers, schools, nonprofit, and government agencies to ensure that programs align with what is needed to serve the state's workforce. CNM also has longstanding relationships with local WIBs and the state's workforce development system. The Dean of the Workforce Training Center sits on the local WIB, and CNM's president sits on the state-level WIB, meaning that CNM is integrally linked to developments in the workforce system, able to respond to changing information, and communicate CNM developments directly to the WIBs. CNM is in constant contact with its employer partners to design/refine workforce training programs.

In the last four years, Job Connection Services has worked with over 2,000 employers. Employers engaged with CNM provide a range of support, including: review of all CNM degree and certificate programs; posting available jobs; hosting on-campus recruiting events; and presenting in CNM courses. Paychex, which provided a letter of commitment for this grant, has participated actively with CNM by recruiting CNM students into available high paying positions. In addition, Paychex has partnered with Job Connection Services to develop a video on improving interview techniques.

EXPERIENCE MANAGING AND/OR PARTICIPATING IN FEDERAL GRANT PROGRAMS

CNM's Business Office has systems and processes in place to manage contracts and grants and is always timely and accurate in reporting. CNM is fiscally stable and has a long history of

successfully managing federal funds and programs. It is versed in the federal reporting process as a grantee or pass-through grantee for agencies such as the Department of Education, Small Business Administration, Department of Health and Human Services, Department of Labor, and National Security Agency. The CNM Business Office manages over \$40 million in restricted funds each year. CNM adheres to Generally Accepted Accounting Principles and reporting directives from the New Mexico Higher Education Department and other regulatory entities. CNM utilizes Banner software to track revenues and expenditures, which allows the college to account for allowable grant and match expenses and income streams, and provides accuracy in the monitoring of grant transactions and billing. Banner is capable of distinguishing AARP expenditures from other expenditures. It can identify costs by programmatic year and by budget category and differentiate between direct and indirect costs or administrative costs. The Business Office will work with project staff to ensure appropriateness of costs and the completion of activities within the period of performance.

CNM is well-versed in both leading and participating in federal grant-funded opportunities. Most pertinent to this project, CNM is participating in a statewide consortium of community colleges to fulfill a \$15 million Department of Labor Trade Adjustment Assistance Community College and Career Training grant. Through this project, CNM is supporting the recruitment of low-skilled, under- or unemployed, and displaced workers for accelerated training programs in the healthcare field.

INSTITUTIONAL LEADERSHIP COMMITMENT TO THE PROJECT

CNM's leadership excels at supporting programs and projects that address the needs of New Mexicans. CNM's Executive Leadership, including the President, supports building out CNM's capacity to serve females aged 50-64 who need career and employment coaching and training through the WESI model (see attached letter of commitment). As the largest postsecondary institution in the state, located in a metro area that houses half the state's population and the majority of jobs, no other educational institution will be better positioned to serve a large number of women in-need.

COMMITMENT TO EVALUATION

CNM has abundant experience working with independent evaluators on federally-, state-, and locally-funded projects. CNM has hired independent evaluators to assess the overall impact of the college's programs and services on the community, including economic impact, outcomes of students served, and employment benefits of graduates. CNM understands that, as a subgrantee, it will work with a national independent evaluation firm hired by the AARP Foundation to evaluate the success of BTW 50+ WESI. It is imperative that CNM comply with federal requirements, as well as those put forth by the evaluator and AARP. CNM's Executive Director of Student Success will work with the evaluator to ensure compliance and faithful data collection, using methods that are approved by the AARP Foundation.

PLAN TO UTILIZE THE AARP IMPACT SYSTEM; QUALITY CONTROL IN THE INTEREST OF LEARNING

CNM staff are trained in tracking data through online systems, including Banner. The Executive Director of Student Success will be in charge of assuring that data is entered correctly into the AARP Impact system. For internal recordkeeping and comprehensive data tracking, CNM will also continue to use the Banner system to track participants served.

The Career Center Program Manager will work with AARP, the AARP Foundation, and the independent evaluator to ensure that the necessary staff are well-trained in the Impact tracking system and other pertinent systems and tools. In addition to analysis carried out by the

evaluator, CNM also regularly assesses its own data to determine program effectiveness and comprehensiveness. If any gaps or overlaps are identified in services, CNM will work with project staff, partners, and the AARP Foundation to ensure that they are addressed in a manner that effectively and efficiently addresses the needs of students.

ASSESSMENT OF PRIOR PROGRAM EXPERIENCE AND EFFECTIVENESS

As CNM's nationally recognized coaching project, CNM Connect is the most relevant prior (and ongoing) program to WESI. CNM Connect has participated in formal external evaluations as well as internal evaluations of program effectiveness. External evaluations have included qualitative and quantitative assessment of wrap-around services, coaching and asset building initiatives. Currently, CNM Connect is involved in a random assignment external evaluation with the United States Department of Health and Human Services about the effectiveness of matched savings accounts. CNM is extremely familiar with building collaborations with external evaluation teams for both qualitative and quantitative evaluation and analysis.

Connect has been so successful that CNM regularly fields requests for training and technical assistance from schools wishing to implement a similar model. CNM is supporting the national expansion of wrap around service delivery to three additional colleges in New Mexico and twenty additional colleges nationally.

CNM's Job Connection Services has a strong history of supporting students in achieving gainful employment through offering workforce aligned training and comprehensive employment services, including job search, application and resume development, interview preparation and feedback, and strong employer partnerships. Employer partners provide recruitment to job openings, on campus career events, and regular industry feedback on degree and certificate programs.

EXPERIENCE WITH CLIENT TRACKING, FOLLOW UP, AND CAPTURING ATTRITION RATES

CNM tracks semester-to-semester retention rates as well as initial entry to the college to completion of degree, certificate, or program of study. Importantly, CNM has hosted focus groups and formally surveyed students in order to capture their most pressing needs and boost retention rates. CNM intentionally documents and uses student voices in designing its retention strategies – student input has helped refine and improve the services offered by CNM Connect. Common themes from focus groups and surveys on contributors to attrition have been personal reasons and time constraints; CNM offers a variety of scholarships/financial aid mechanisms that students can access for emergency needs as well as “foreseeable needs” – such as transportation and childcare. CNM also created the Student Success Fund, which provides money to help students transition from college to employment as they near completion of their program – funds for such things as the necessary tools, equipment, and clothing to be successful in the workforce. These types of funds will be available to WESI participants enrolled in programs of study who meet eligibility criteria.

Based on data collected on Connect since its implementation, CNM Connect has also prioritized connections with faculty members via an early intervention and alert process to better identify and triage student needs. When faculty members are concerned about student academic progress or attendance, or not having the correct tools for success (e.g., course textbook), they now communicate via an online tool in a time-efficient manner to follow up on the student outside of that particular classroom.

CNM has carried out an initiative to improve CNM Connect based on assessments. This includes integrating the Banner Student Support software so that student level data is available institution-wide to improve communication and outcome tracking. CNM is working on a process for Achievement Coaches to better follow up with students, including the communication loop back to faculty.

Eastern Florida State College

Project Summary

Eastern Florida State College will serve Brevard County women with CareerSource Brevard, the Women's Center, and Aging Matters by offering information sessions; computer, financial literacy, and job skills training; coaching and job search assistance.

Program Experience

Located in Florida, Eastern Florida State College (EFSC) primarily offers two-year associate degrees and vocational certificates. The area has a substantial concentration of low-income and under or unemployed women ages 50 and older. Data obtained by CareerSource Brevard from Employ Florida shows over 4,000 potentially qualifying Brevard women received services from September 5 to December 4, 2014.

Partners EFSC, CareerSource Brevard (CSB), the Women's Center, and Aging Matters seek to improve women's lives through the Brevard Women's Economic Stability Initiative (BWESI). These organizations understand barriers impacting this vulnerable population. All partners have extensive experience in providing services to develop the ability of their program participants to generate income through employment and manage their finances.

Each partner will contribute strength to BWESI. EFSC will provide job training and career coaching. CSB will provide intake, coaching, job referral, and follow-up services. The Women's Center will provide referrals, professional counseling and victim services. Aging Matters will host a community forum on 50+ Women's Economic Stability for area organizations, provide referrals, and offer a potential source of employment.

EFSC annually places on the list of Community College Week Top 100 Associate Degree Producers and currently holds the 26th place for associate degrees in all disciplines. Students build economically-sound futures with 26 associate of science degrees, the associate of arts degree, 2 applied technology diplomas, 38 college credit certificate programs, and 19 postsecondary vocational programs. The college has four campuses, all served by public transportation.

CSB is designated by the Brevard County Board of County Commissioners as the local public workforce services provider as required by Workforce Investment Act and by the State of Florida Department of Economic Development as the regional workforce board serving Brevard. CSB operates three Career Centers located in Titusville, Rockledge and Palm Bay. CSB uses a Business to Jobs (B2J) model to assist job seeking customers by focusing on business needs. The more CSB engages businesses as customers, the better the connections are to jobs which results in job growth to meet local economic and business development needs.

The Women's Center serves women without the ability to provide for themselves and their families. Annually over 10,000 women and their children receive counseling services, financial assistance, career guidance, job training, and victim advocacy. Aging Matters serves thousands of persons each year through a variety of programs. Aging Matters will make referrals to BWESI from participants in the organization's transition program for older persons who must enter the workforce with limited employment history.

EFSC has demonstrated ability through two U.S. Department of Labor grants to serve a target group of participants with some of the attributes of BWESI participants. YouthBuild is designed to assist low income youth age 16-24 who have left the educational system and who are

unemployed or underemployed. The YouthBuild goal helps youth acquire postsecondary education and job placement. From 2012-2014, this project served 60 youth, placed 20 in employment, 12 in postsecondary education, and 2 in vocational skills training. The recently received Trade Adjustment Assistance Community College and Career Training Grants Program currently serves 110 persons displaced by jobs going overseas or lost as a result of the shuttle program ending at the Kennedy Space Center. The target population is unemployed and under employed persons who lack fundamental learning skills. Because the first group is scheduled to complete in May 2015, results are unavailable.

Likewise, partner CSB has extensive experience in designing, implementing and assessing workforce development programs or initiatives resulting in successful outcomes. The recession, the retirement of the shuttle program and its associated secondary losses have brought Brevard County many new challenges related to the local area's population attaining the needed skills to obtain employment. The retirement of the space shuttle program created a loss of over 7,000 high-skill, high-wage jobs. In addition, NASA's determined 2.5 multiplier effect on jobs created to serve this workforce raised the job losses to an estimated additional 19,000 to 23,000 across east central Florida. CSB and EFSC immediately understood the challenges facing the local economy to absorb these jobs and implemented a plan to mitigate the impact. Thus, the Aerospace Workforce Transition (AWT) Program was born funded by the U.S. Department of Labor. Ending December 2014, the results include establishment of new careers for more than 5,000 persons and over 173,000 services provided.

Many of the tools and services developed for the AWT program remain intact to serve low income women over the age of 50. Many dislocated aerospace workers were single head of household and faced barriers in finding employment. Tools and services still in place appropriate for BWESI include:

- *Career Progression Services designed to assist with emotional and other barriers impeding successful return to work

- *Community Resource Workshops consisting of special seminars by local professionals on topics such as family budgeting, foreclosure avoidance, LinkedIn, Monster.com

- *Entrepreneurial Education and Support for those who are interested in and want to pursue development of a small business and self-employment

- *Five Steps to Rapid Re-Employment Workshops designed to assist in overcoming emotional and motivational barriers while building a personal brand

- *Optimal Resume Writing

- *First Impression Services designed to improve the physical presentation of a job-seeking candidate to an employer

- *Employer based training such as on-the-job training, adult work experiences, entrepreneurial work experiences and customized training

The EFSC partnership with CSB brings additional strength to this proposal. The CSB Board of Directors includes AARP Senior Community Service Employment Program (SCSEP) Director Nancy Heller. Currently AARP SCEP is a partner in the workforce system.

AARP WorkSearch is available at all CSB careers centers. AARP Foundation's WorkSearch provides job and career information, training and related employment services to individuals who are seeking to remain in or re-enter the workforce. The program provides a variety of services including web-based interest and ability inventories, skills assessments, information about the community job market, and connections to both online and community-based training.

CSB has previously worked in cooperation with SCSEP and the AARP Foundation to oversee the Mature Worker Alliance (MWA), dedicated to assisting individuals 55+ transitioning to new employment opportunities. The MWA helps mature workers understand the changes taking place in the world of work; advises on strategies for dealing with mature worker issues; and provides networking opportunities, emotional support, information about new opportunities, and resources for updating skills.

EFSC has decades of experience in developing specialized training as needed and will develop training in financial literacy using materials from AARP Foundation Finances 50+SM. As part of the U.S. Department of Education TRiO Student Support Services and previously described YouthBuild grants, the College has already provided financial literacy training to help students understand the impact of taking loans or financing college via credit cards. The BWESI financial literacy training will be delivered with AARP Finances 50+ Resources by the EFSC Accounting Supervisor who holds an Ed.D. and MBA; has worked in an investment firm; has experience as a bank manager, an accounting manager, and as a business adjunct instructor.

Implementation

Brevard County is located in Central Florida. According to the U.S. Census, the Brevard County population was 543,346 in 2010; females make up 51.2% of the population. The estimated number of person below 200% of the Federal Poverty Level is 33.5%. Based on the March 2014 State of Florida Estimates of Long-Term Unemployed by County, Brevard had 8,612 persons who had been unemployed for 27 weeks or more. An inquiry to the Employ Florida system showed over 4,000 Brevard women ages 50 + used CSB services from September 5 to December 4, 2014.

According to FLORIDA TODAY (November 21, 2014), Brevard County's jobless rate was 6.3% in October, higher than the state's rate of 5.8% and the United States rate of 5.5%.

An April 2014 report prepared by the CSB Business Workforce Committee identified labor force participation rate declines in Brevard as a continuing concern. Over the past year, Florida's labor force participation rate increased slightly, from 55.7% to 55.9%, remaining far below pre-recession levels. A debate has been raging in Florida over how many labor force dropouts are baby boomers who retired, how many are discouraged job seekers and how many will re-enter the labor market someday, making competition for jobs even more fierce. Brevard has seen a drop of 2,383 in the labor force from December 2012 to 2013.

Based on a review of the local data and trends, CSB established the following key industries as the focus of the BWESI grant. Each key industry and rationale follows:

AVIATION, AEROSPACE & EMERGING TECHNOLOGY: Aviation is a growing industry in Brevard. Aerospace training and experience can be "crosswalked" to the aviation industry jobs. There is ongoing need to retain local talent for the next generation of space vehicles due to this industry focus by Space Florida and Economic Development Commission of Florida's Space Coast.

MANUFACTURING, LOGISTICS & CONSTRUCTION: “Advanced Manufacturing and Technology” is the focus of a CSB Sector strategy. Manufacturing is growing in Brevard and yet the skilled workforce is not available to meet the demands. Construction activities are expected to continue to increase over the next year.

HEALTH CARE, PROFESSIONAL & BUSINESS SERVICES: Local labor market information shows strengthening in these areas. This is a demand area for occupational training by CSB customers.

LEISURE & HOSPITALITY: Long term growth is predicted through 2020. There is local growth in the cruise industry and Port Canaveral development as well as identification of career ladders and wage projections within the industry. Tourism is a significant industry in Brevard and, based on local and State data, will continue to be a major jobs creation source.

CSB also reviews labor market information for occupations which are in demand in the county and annually establishes a Regional Targeted Occupations List (<http://careersourcebrevard.com/wp-content/uploads/2011/05/Regional-Targeted-Occupations-List-PY-2014-15-RWB13-07-01-14.pdf>).

Advanced Manufacturing will be a particular focus of BWESI. CSB and EFSC have been partnering in the support of this industry and development of a talent pipeline for future and current openings. The dialog on Advanced Manufacturing began in 2012 with a regional focus group hosted by EFSC with the support of CSB and the Florida Banner Center for Advanced Manufacturing. With the support of the Space Coast Economic Development Council Industry Advisory Council (the majority of which at the time were manufacturers) progress has been charted in supporting this industry. The CNC Machinist Occupation has been identified as an in demand occupation with projected wage rates and a career ladder that lead to self-sufficiency. Although a non-traditional occupation for women, the opportunities are excellent and training can be completed in ten weeks.

EFSC and CSB partnered to acquire software for the EFSC CNC Machinist program; the software provides a virtual training platform that allows students 24/7 access to learning content and practice on simulations of equipment used in the field. Through this software, students achieve proficiency and pass the certification examination developed by Industrie-und Handelskammer Karlsruhe.

With over 4,000 potential participants already identified by CSB September 5 to December 4, 2014, EFSC and CSB commit to the target objectives established by the AARP Foundation/Social Innovation Fund for the three-year grant period: 520 women in attendance at information sessions; 280 women receiving core services; 180 women referred to job openings; and 80 women (a subset of those receiving core services) enrolled in job skills training.

In collaboration with CSB, the College Career Planning and Development Center will plan and host eight or more information sessions until the target of 520 women in attendance is reached.

Women will be recruited through a grass roots awareness campaign targeting clients served by CareerSource Brevard, the Women’s Center, Brevard Public Schools Adult Education Program, three domestic violence centers/shelters, and the United Way of Brevard. The EFSC Executive Director of Communications described the plan as including printed media (brochures, posters, and flyers), public service announcements, personal requests and press releases to local media, and working with the key groups to encourage dissemination of information to the

women in their spheres of influence. The grass roots awareness campaign will refer women to the AARP Foundation Call Center Back to Work+ toll-free number for initial intake and registration for the information sessions.

In addition, EFSC Career Center Coordinators will contact the estimated 85 low-income women over 50 who have started at the college since 2009 but left without a credential. These women left with an average of 24 credits. With encouragement and the financial support available through BWESI, they may return and complete marketable certificates or finish a degree. These women will also be invited to call the AARP Foundation Call Center Back to Work+ toll-free number for initial intake and registration for the information sessions.

Cohort services will be given to 35 or more job candidates after the information sessions. Each cohort of women will participate in up to ten weeks of core services on campus or via eLearning including financial literacy, computer skills training, and coaching from the EFSC Career Center coordinators, and job skills training in one of the College's programs when appropriate. CSB staff will coach and assist women to develop an Individual Employment Plan. CSB staff will refer the women to jobs and host employer recruitment events. EFSC and CSB Career Center coaches will support the women during their job skills training, job search, and initial employment period. Funding for training in college credit courses will be provided by the College match through private and corporate-funded scholarships. CSB funding will provide for both credit and noncredit job training. Both the College Career Planning and Development Center and CSB will create opportunities for job candidates to have special access to interviews, internships, and work opportunities with local employers.

A challenge facing BWESI is ensuring seamless communication among the EFSC Career Planning and Development Center, CSB, and the Women's Center. This challenge will be addressed by establishing a Memorandum of Agreement that delineates responsibilities and commitments and monthly teleconferences or meetings with the EFSC BWESI project manager (the EFSC Career Planning and Development Center Director) and the three CSB staff members partially funded through the project.

EFSC and CSB will develop a formal coalition to work with the AARP FDN to develop common outcomes and a vision for long-term impact in helping economically disadvantaged older women generate steady, family-sustaining income.

Organizational Capacity

The EFSC Vice President of Academic Affairs with the support of the College President initiated development of BWESI at a meeting including the provosts of all four physical campuses and the provost of eLearning. The meeting resulted in identifying the Director of the College's Career Development and Planning Center as the BWESI project manager. The Director holds a Ph.D. in Educational Leadership in Higher Education. This choice of project manager, with expertise in leadership, will permit grant-funded activity to commence immediately upon notification of an award. The Director will supervise aspects of the project and serve as the liaison to CareerSource Brevard, the Women's Center, and Aging Matters. She will oversee EFSC staff serving participants as well as College and CareerSource Brevard compliance with project deliverables. The Director reports to an EFSC Associate Vice President.

EFSC senior management has committed to 1:1 match through a combination of staff time and scholarships for STEM credit courses from private and corporate donations to the college foundation. The College is committing staff time to ensure the success of BWESI (Director,

50%; Associate Director, 25%; four EFSC Career Center Coordinators and one Administrative Assistant, 5%). The Career Center Coordinators will serve as coaches for BWESI participants.

The Director of the EFSC Career Development and Planning Center has demonstrated capability to launch this major initiative. In 2011 she was charged with overhauling the Career Centers. She oversaw unifying the four campus-based career centers; increasing employer participation at job fairs; and updating all learning materials and software. Her success in promoting the opportunities offered by the EFSC Career Centers is shown by a 44% increase in student use of the centers and 20% increase in attendance at job fairs. Career Center staff have participated in robust professional development. All Career Center Coordinators have completed a comprehensive online and face-to-face program called Career Development Facilitator (CDF) and will be certified as career coaches by the National Career Development Association as of January 2015.

To exemplify the excellent working relationship between the College and the local workforce board, EFSC has contracted with CSB to work collaboratively to enhance the effectiveness of the College industry advisory councils. Made of industry and technical leaders, these councils advise college administrators and faculty on current and emerging employment and workforce trends. The goal for these councils is to strengthen EFSC's ability to produce graduates prepared to enter the workforce and meet employer needs. CSB has supported some EFSC councils that formed informal teams to tackle specific needs such as the College adding new certification criteria to meet industry needs; identifying ways of familiarizing local industry stakeholders about specific programs; and identifying crossover skill sets to match targeted occupations, to name a few. Teams generally identify short-term actions that can be accomplished in 90 days or fewer.

Both EFSC and CSB have experience and exemplary records managing federal grants. EFSC has established systems and processes underlying the college financial procedures and reporting. These systems and processes include: cash management; cost allocations of allowable expenses to grants (use of written evidence of timesheets, for example); control over awarded funds; accounting codes to ensure allocable funds are based on the approved budget; purchasing; acquisition, management, and disposition of grant-funded equipment. Grant managers discuss this well-established system of fiscal controls with the Accounting Supervisor at the start of a grant to ensure their understanding of required documentation of time and effort and process for grant-funded purchases.

EFSC currently manages five competitively-awarded federal grants in addition to state, local, and foundation grants. The ability to win awards to sustain existing programs demonstrates the College's compliance record and strength of fiscal controls and systems. The U.S. Department of Education has awarded the college a TRiO Student Support Services grant for approximately three decades; the National Science Foundation has funded the college SpaceTEC Center for over a decade, and the Department of Labor has funded YouthBuild for a decade. The College Accounting Supervisor who submits financial reports for grants is proud of her record of 100% on time submission. As required by the State of Florida, the college is audited annually.

Similarly, CSB has both experience and an exemplary record of managing federal grants. Since 2010 CareerSource Brevard (CSB) has administered one of the largest and most robust Employer-Based Training Programs (EBT) in the country. Under the auspices of the Aerospace National Emergency Grant, CSB has successfully facilitated re-employment through participation in Adult Work Experience as well as placed, monitored and closed with employment on-the-job-trainings in multiple regions within the State of Florida. CSB has all of

the tools designed and in place to run an efficient program that meets all monitoring and audit guidelines and requirements. Internal monitoring and audit have both confirmed that the CSB Employer-Based Training Programs have processes that meet all local, state and federal policies, regulations and guidance. CSB grant management procedures include monthly review of reporting deadlines and performance benchmarks by the Program Planning Officer and oversight by the Contracts Officer to ensure adherence to funders' expectations.

Both EFSC and CSB have robust relationships with area employers. (See attachment for list of most recent employer involvement with EFSC and sample of CSB employer involvement.)

Commitment to Evaluation

The Director of Career Planning and Development is willing and committed to use the AARP Foundation Impact system to enter client data in a timely manner and/or anytime there is a status change (for example, job candidate moves from "training" to "job pursuit"). In addition, the Director understands the importance of working with the independent evaluation firm in order to assist AARP in establishing best practices for working with the target group. She has already established a rigorous system of documenting services students receive at the Career Centers and employer participation. Should AARP choose EFSC for a site visit, the staff will present the current system in detail. The Director is committed to integrating the use of log sheets to document coaching sessions and record observations about partnership development, relationships with employers, feedback from job candidates, changes to program operations and more as requested by AARP. The time commitment of staff demonstrates the capability of the College to collect the required data. The Director will document the adherence to the program model and communicate with AARP if adjustments are needed to optimize success. The Associate Director is responsible for overseeing the Administrative Assistant's accurate inputting of data into the AARP Foundation Impact system. As evidence of EFSC's commitment to data collection, time for the three staff responsible for supporting evaluation serves as match. Ultimate oversight of data and the project will be provided by the Director. The senior management will monitor the project's success through the Director's supervisor, an Associate Vice President.

Partner CSB also appreciates the need for accurate evaluation data. CSB has experience in working with technical assistance and outside evaluators through a number of ETA-funded projects, including the Jobs Training and Resource Initiative, the Brevard County Aerospace National Emergency Grant, and the Aerospace Workforce Training Initiative. CSB also works with a third-party programmatic evaluator who reviews agency-wide performance and funder contract compliance quarterly

CSB staff has extensive experience with client relationship management systems through Employ Florida, a comprehensive management information system. This system documents services rendered to all customers from the point of entry (core, staff assisted services, and intensive/case management services) to the point of exit (case closure and follow-up). Types of data collected in this customer relation system includes demographic information about program participants, program registration, contract records, case notes detailing delivery of services, progress reports and attendance information, coaching outcome, and training services and progress, along with hire dates, job titles and salaries.

In addition, CSB Industry Relations uses SalesForce, another customer relationship management software, to manage all aspects of its interactions with employers, often including business intelligence, to identify trends and new opportunities. The system consistently records and tracks ongoing work with employers, from first interaction through successful placements. It

also provides data and information so that business development teams can track performance against goals and identify areas that may need additional resources. CSB Industry Relations staff use this software to enhance business communication and services which positively impact job seekers.

CSB is experienced in customer and client tracking and will provide this expertise to BWESI. CSB and the workforce systems are required by federal law to follow up on customers who receive workforce services. CSB requires follow-up services for a minimum of twelve months. This follow-up includes first quarter after exit; second quarter after exit; third quarter after exit; fourth quarter after exit; one contact 30-60 days after closure; after closure, 75-90 day follow-up using soft exit alert or 120 day follow-up, whichever comes first.

Follow-up for individuals registered as a Workforce Investment Act adult, or dislocated worker, and Welfare Transition participants may include, but is not limited to, additional career planning and counseling; contact with participant's employer, including assistance in addressing work-related issues that arise such as interaction with co-workers; punctuality; appropriate dress and behavior; any deficiency of occupational skills; peer support groups; assistance with information about additional educational opportunities; and referral to additional supportive services.

Santa Fe College

Project Summary

Through BACK TO WORK 50+:WESI, Santa Fe College (FL) will provide pathways to full-time employment and self-sufficiency for women ages 50-64 through training in high demand jobs in Alachua, Bradford and rural counties in north central Florida.

Program Experience

Need

(SF) (FL) is one of AARP Foundation's Back-To-Work 50+ site (BTW50+@SF). Through this partnership and the 25 years' experience we have with the Displaced Homemaker Program (DHP), we have designed, implemented, and assessed workforce development programs for older women in our service areas of Alachua and Bradford counties in rural north central Florida. Though 8.1% of Florida households earn at least \$150,000 a year, 12.4% of the state population remain on food stamps. Many Floridians live in extreme poverty, as Florida has the third-largest number of households – in excess of a quarter million – earning less than \$10,000 a year. Gainesville, Alachua County, has the fifth-widest income gap in the country from 2005-09 (U.S. Census ACS). According to the latest U.S. Census report, Alachua County has 26,700 women between the ages of 50-69 and 82,215 in this target group in the surrounding counties.

Over 55,000 of Alachua County's population live in poverty and 52,000 receive food stamps. Income statistics show that 84,000 have incomes under \$25,000 per year. We have had an increase in the number of community referrals, finding that the candidates have greater needs than we have seen in the past due to many factors including an increase in single parent/family situations and an increase in the skills required for current job opportunities. While the rate of seniors living in poverty in Alachua County is equal to or greater than the Florida rates, the rate has increased in the last year (Alachua County Report Card on Health, Finance, Safety, and Education, 9/29/2013). WESI intervention is timely and relevant.

Experience has taught us this population of job seekers tends to lack technology skills needed to access today's workforce and be competitive. Our experience shows that there is anxiety in learning computer programs and there is a lack of training opportunities for this population. Our program will provide classroom and individual instruction to bridge this gap.

Preliminary Evidence

For almost 30 years, Santa Fe College has influenced and fueled the economy of our service areas of Alachua and Bradford Counties and beyond through targeted and short-term training programs. This is accomplished through our partnership with the local communities and employer partners who serve on the Advisory Councils of our Career and Technical Education (CTE), Business Programs, and the DHP. The BTW 50+: WESI aligns with SF's mission of "adding value to the lives of our students and enriching our community." SF has a long-standing relationship and collaboration with our community partners especially the Chamber of Commerce and CareerSource of North Florida (formerly known as FloridaWorks), and our local Workforce Investment Agency (WIA). The long-standing and successful DHP was an initiative of the Workforce Investment Agency (WIA) and was subsequently supported by the Workforce Boards, the Florida Department of Education, Florida Department of Economic Opportunity (DEO), and now SF. During the 30 years of operating the DHP, SF developed an impressive network of community partners for outreach and support. DHP has high accountability expectations through yearly monitoring and evaluation, and has impressive data that demonstrates consistent outcome attainment. Since 2005, 87% of those enrolled (684) in the DHP program completed and 64% of completers (435) continue through sustainable

employment. Our program has a good track record for enrollment, completion, job placement, and ongoing support for program candidates. The 2012-2013 DHP data show that 62 (76%) of 82 candidates enrolled in the program completed training. Of those, 35 (56%) were successfully placed in a job. We provided services for 65 women over 50 in 2013 and for 46 to date in 2014.

Labor Market

The BTW 50+ and the DHP are involved in the community and have developed relationships with employers and service providers for referrals to employment. Candidates are referred to CareerSource to benefit from multiple services and enhanced support. The Career Source bulletin board posts our calendar of events and advertises our program offerings and information sessions. CareerSource notifies us of employer needs and available job postings which otherwise may not be available. BTW 50+ and DHP utilize the services and training provided through SF's Center for Innovation and Economic Development (CIED). Employers drive the creation of new programs available through CIED as job growth industries demand. The SF Placement Center has a comprehensive database of all current jobs open in our regional labor market. This information is presented in coaching sessions.

Financial Capability

Our BTW 50+ program holds bi-monthly Finances 50+ workshops for candidates and uses the AARP Foundation's Financial Capability model to positively influence their financial decision making process to improve their ability to manage their finances. The DHP provides financial literacy classes on a monthly basis, supplemented by two presentations by GreenPath through a grant to our library (FINRA) and Walmart grant. Experience with this population shows the need for income and debt management. Budgeting is a key component of the financial literacy program emphasizing a continued monitoring of assets and income to assure economic stability. Career changers, second career, or re-entry candidates often face a lower wage, perhaps part time employment and adjustments to expenses are necessary.

Job Coaching

Job search assistance is targeted to the individual skill level matching open jobs. We use Indeed.com, EmployFlorida Marketplace.com and a list of local employers and websites. Creating a professional resume is the basis for an effective job search. Time and effort are required to facilitate this process. We provide access to weekly job listings and review candidates' compatibility and alignment.

Candidates' ability to navigate an online application process is essential. Therefore, effective online application instruction will be a major component.

Existing Relationships with Workforce

The DHP and BTW50+ have developed and maintained excellent working relationships with area employers. Employers are presenters in our classes on topics such as job expectations and job retention; they also serve as our mock interviewers and provide feedback. Employers are members on our Advisory Council and keep staff informed of trends and shifts in community employment needs. SF is a voting member of the local workforce board and is represented on all working committees.

Employers regularly contact the DHP with job opening information. The outstanding relationship that has been established over the years in the community and the program's reputation for being able to provide mature, trained, dependable applicants has laid the groundwork for this contact. The DHP staff actively networks with employers through professional, business and service organizations. The relationships are invaluable in the coordination efforts to encourage

the employers to consider this target population. Current employers often hire multiple graduates as they continue to be pleased and satisfied with the quality, preparation, and support of our graduates.

Recruitment Experience

Our ongoing partnerships with community resources such as Peaceful Paths, the Domestic Abuse Network, and United Way 211 Basic Needs list, Community Action Agency, and local employers enhances our outreach and information services. We distribute our brochures and public service announcements (PSA) to the local papers, lawyers, counselors, community agencies, local partners, and friends and family. Websites are also updated.

The Project Co-Coordinator regularly visits the six outlying educational Centers to recruit and educate about these services. CareerSource NCFL will assist recruitment through identification and referral of the target population.

Implementation

Current Experiences

Experience with the BTW 50+ has helped us develop a structure and procedure for outreach, information sessions and core services which includes a series of two hour weekly workshops, career exploration, resume writing, interview techniques, social media, financial capability (Finances 50+) and Networking. A Computer lab is available every day for developing computer skills, updating resumes, job applications and job searching. The Coach provides individual sessions for career counseling, preparation for entry into a training program, research into course work and testing. We have adapted our times, dates and locations to better serve our community and our candidates. We have recognized that each cohort is different and the needs may be different. From this, BTW50+@SFCollege has learned what is effective. An afternoon is scheduled for Finances 50+ for our candidates to have the opportunity to ask questions and to share and devise the beginning of a financial plan. During the information session we ask candidates to begin developing an action plan. Coaching applications are presented. After a session of exploration, training is made available to qualify for a second career.

Implementation

Santa Fe will hold the first Information Session in April, 2015 with a target of 20 attendees. Core services begin the following week. Two-hour workshops are scheduled that include: career exploration and assessment using AARP's Virtual Career Network (VCN) and other programs; resume writing; interview practice; networking; social media; and Financial Capability. Completion of Financial Capability is a requirement to receive a scholarship for training.

Schedules for subsequent workshops are provided and individual service plans designed. Short term training will be offered and opportunities for new certificates and programs will be introduced. The SF WESI is partnering with the Center for Innovation and Economic Development (CIED) to provide training such as Digital Literacy and Professional Red Carpet Customer Service Training, Insurance Adjuster or A+ Certification. SF also offers Certified Nursing Assistant, Business Specialist, and Office Specialist training. According to statistics from Workforce Region 9, growth jobs are in healthcare, medical assisting, and marketing. The National Science Foundation has identified a need for women in computer technology and WESI and ITE are designing a certificate program specifically to bridge this gap. Scholarships will be available for these Certificates among others. We are also working with Information Technology Education to create a new short term certificate for IT and cybersecurity which will prepare women for project management and administrative employment. Supplementing core services are individual coaching or computer lab skills training where candidates are required to

apply for an SF ID. This SF ID allows candidates access to all SF resources and services. Candidates then decide to pursue further training or assistance in job search and referral. Individual coaching occurs throughout this process as needed.

Logic Model

See attached for a graphical representation of our process (Logic model) and target numbers to be served. These numbers reflect our experience and the reality in our community. We will serve 360 candidates over the 3-year period. Two hundred seventy (75%) will complete core services; 135 (50% of core service completers) will complete training; and 120 (33% of all served) will secure employment. All candidates will receive wrap around services.

Our 90 minutes information session will follow the BTW 50+ process. During this session, candidates are encouraged to share their background, experiences, and goals. A short video shows the assets that expertise workers bring to the job market.

Follow up and data collections are critical project components. Once a candidate is placed in a job, a project Co-Coordinator will conduct follow up on a 30-day, 90-day, and 6 months basis. Santa Fe College affirms its commitment to work with other grantees to form a community of learners that will enhance the project outcome. Project outcomes will inform the vision for long-term impact on the target population.

Outreach for Target Number

Outreach through newspaper ads, radio interviews and a network of partnerships with local organizations i.e. Peaceful Paths, the Domestic Abuse Network, and United Way 211, Community Action Agency, and local employers all contribute to the effectiveness of reaching our target number. Brochures and Public Service Announcements are sent to the local papers and radio station. Information brochures are sent to lawyers, counselors, community agencies, local partners, website contacts, friend/family. Each completer receives brochures to distribute. The coordinator visits other SF campus locations for outreach and workshops. We work with a community Advisory Council composed of area employers, social service agency representatives, women's organization representatives, graduates of the program, attorneys, and financial institution representatives. We staff tables to provide information at job fairs and media events. Partnerships with the local Senior Centers are in place and recruitment events are regularly held there. Our target numbers are based on our experience and are ambitious, realistic and attainable.

Compliance Management

SF College has a long history of successful grants management and a demonstrated track record in grant compliance. The college manages approximately 50 grant projects each year with total funds averaging between \$3 - \$6 million annually. SF has well-established grant management procedures currently in place to provide project management oversight to insure effective project performance and fiscal accountability. A "checks and balance" system is in place between the Office of Finance and the Office for Development to provide this grants management oversight.

SF affirms its commitment to comply with all Social Innovation Fund and Federal Grant Policies. SF maintains financial management systems that include standard accounting practices, sufficient internal controls and a clear audit trail. SF's financial management systems will track expenditures by grant funds and matching expenses. Costs are identified by programmatic year and by budget category, and clearly differentiate between direct and indirect costs. SF also affirms it will comply with additional provisions from CNCS which include keeping timesheets for

employees supported by the grant and conducting eligibility checks for each employee and coach.

Organizational Capacity

For almost 50 years, SF has invested in Alachua and Bradford counties and has contributed to their economic and human potential development. SF provides adult basic education and career and technical education to meet the needs of displaced and dislocated/workers, and facilitates integrated employer support in our Center for Innovation and Economic Development (CIED).

SF's six outlying Centers make it convenient to take presentations and resources to our candidates. Our placement centers are well connected and aligned with local employers and are able to gauge the pulse of the employment market. SF's CIED center is also committed to working with us to design and offer short-term trainings to meet the needs of the targeted population and employers.

SF has administered the BTW 50+ program for a year and has learned effective strategies to support the candidates and has been able to refer them to supplemental on-campus services. SF will commit adequate and appropriate level of administrative support to sustain the success of WESI.

Student Centered Resources and Employer Engagement

SF has well-established and dedicated Career, Job Placement, and Advisement Centers. Our Vice Presidents (Academic and Student Affairs) support the commitments of Center Coordinators for this project. SF staff work with students one-on-one and provide tailored services as needed. The Job Placement Center organizes two Job Fairs per year with over 50 local employers and organizations that assist with employment. Coordinators lead workshops for each Cohort on career exploration, align our trainings with relevant careers and high demand jobs and are available for resume review and interview practice. The College is continuing its commitment of services from the Centers.

Management Plan and Dedicated Staff

The BTW 50+ WESI @ SF will be under the leadership of Dr. Bea Awoniyi, Assistant Vice President for Student Affairs and College Ombudsman. She will serve as Project Director as she did with the BTW 50+@SF. SF will contribute 20 percent of her time as in-kind to the project. Her role is to ensure accountability and commitment to this project, and be a resource and support for program candidates. Dr. Awoniyi reports directly to the Vice President for Student Affairs and has experience managing federal, state, and local grants, along with grant compliance, reporting requirements, and fiscal controls.

JoAnn Wilkes, Coordinator for the DHP (Student Affairs) and Sheila Lucas, Director for Health Sciences Counseling and current Project Director for the American Association of Community Colleges (AACCC) Plus 50 Initiative and Encore grant program (Academic Affairs) will co-coordinate our WESI. This intentional cross-division staffing design will ensure the highest level of coordination and commitment to maximize success for WESI candidates.

SF will contribute 20 percent of Ms. Wilkes time as cash match for the project as one of two Project Co-Coordinators. She has been a part of the SF DHP, a program that provides education, job training, coaching, resources, support, and job placement for displaced women for 13 years. In 2012-2013, the DHP served 41 economically disadvantaged and ethnically diverse women over 50 years of age. She will co-monitor grant activities, program, personnel, budget and reporting.

SF will also contribute 10 percent of Ms. Lucas' time as in-kind to WESI. She has been involved with SF's Career and Technical Education (CTE) advisement, recruitment, retention services, information sessions and employer outreach for 13 years. She has led the Plus 50 program at SF for 1.5 years. Previous grants activities, management and reporting experience include Department of Labor and federal Perkins Initiative grants. Ms. Lucas will commit to soft-skills/college experience workshop presentations; co-monitor grant personnel, budget and reporting, and provide assistance with recruitment, Career and Job Fairs.

SF has committed a computer lab specifically to bridge the technology gap. WESI grant funds will be used to pay Karen Sheets, for part time instruction and evaluation. Ms. Sheets has been providing keyboarding/computer/technology skills to DHP clients for over two years. She is familiar with the WESI population and is able to support their needs and alleviate their anxieties with technology.

Grant funds will be used to hire a full-time Coach and Outreach Specialist (C/OS). The Coach schedules, plans, directs information sessions and workshops, meets individually with candidates, assists with service plans, arranges scholarship funds and updates files. The Coach will enter all data from the information sessions, workshops and coaching sessions into the Foundation Impact System (FIS) and is responsible for the quarterly reports drawn from FIS. With the co-coordinator, this position monitors grant funding and expenses.

Wanda Howard-Holmes is the Program Assistant and provides administrative support and data collection for the program. Grant funds will support 50 percent time.

Career and Technical Education (CTE) advisors will provide academic advisement and registration services to program cohorts and participate in information sessions, Career Fairs and tours. Their time is an in-kind contribution from the SF.

An advisory council will include representatives from our local WIA, Chamber of Commerce, employers, and SF staff in Career and Technical Education and Career and Job Placement Centers. The advisory committee identifies potential employer and training needs in the community and identifies areas of assessment and evaluation to provide guidance and program direction.

Connections to Workforce Development System

CareerSource utilizes SF to provide training through its Work Readiness program. A referral system is in place for candidates to CareerSource so they can access the website and the services provided. CareerSource staff attend SF workshops to understand the services offered and strengthen partnerships. CareerSource offers a weekly networking meeting – Connect – and distributes information which is accessible to our candidates. SF is engaged as a voting member of the local Workforce Board and serves on all committees.

Experience Managing Federal Grant Programs

SF has a strong grant management and accountability structure in place. The grant team is made up of key staff from the Office for Development and the Grants Accountant in the Office of Finance. Upon funding, the committee meets to review requirements and insure reporting measures are in place. Our Office of Finance performs annual internal reviews of grants and contracts to assure compliance with policies and procedures. Multiple levels of approval are in place to provide checks and balances for spending and reporting. The Grants Accountant provides monthly expenditure reports to the project director, who approves all financial

transactions related to this project. The Development Office requires routine periodic grants management meetings to ensure project performance goals and fiscal accountability. These are in-kind contributions.

Institutional Commitment

Santa Fe College (SF) will contribute \$193,501 cash match and additional resources as in-kind to this project. This meets and exceeds the 1:1 cash match requirement. SF leaders are committed to the goal of WESI as it aligns with the College mission. SF has a long history of sustaining grant funded programs. The Provost and Vice President for Academic Affairs have committed 10 percent in-kind effort of an employee from the academic side to match the Vice President for Student Affairs' commitment of 20 percent in-kind effort from the student affairs side. There are commitments of the Job Placement Center (Academic Affairs) and the Career Services and the Counseling Centers (Student Affairs). This partnership enhances our ability to sustain this project. (See Commitment Letters)

Commitment to Evaluation

SF has a long history of successful grant management with independent monitoring and evaluation. We understand the value of evaluation and assessment and will commit our time and adequate resources to participate in evaluation activities throughout the life of this project (3 years). We affirm our commitment to work with an external firm to collect high quality data throughout the project period. Two critical evaluation visits will occur at the implementation (Year 1) and the impact (Year 3) stages. We are committed to use and contribute to the improvement in the usage of any data collection mechanism and will participate in the training activities to help us do the best job.

SF and the BTW 50+: WESI team recognize the need for recording and compiling data using the AARP Foundation Impact System (FIS) for consistent monitoring, data gathering and reporting. We value the intent of this type of collaboration and cross regional information in order to identify, monitor, and track best practices. Such data will help to inform the process and to assist in assessing accountability and measure outcome and impact. Data will not only benefit us, but will benefit the national movement of economic empowerment of women and the sustainability of the concept in our own community.

The Coach/Outreach Specialist will take leadership for our team in our interactions with the AARP FIS. Current SF staff is already familiar with the system, and will enter data relating to information sessions and coaching. The instructor will track and enter data relating to workshops and training, and the Co-coordinator will oversee the tracking of placements. Every aspect of our interactions with each candidate will be documented and tracked in the FIS. The Project Co-coordinator will oversee and coordinate all tracking efforts and work with the project director to ensure fidelity of our process. We will use data in the system to perform continuous assessment of our efforts and goal attainment.

Formative assessment of the program will be accomplished through candidate survey feedback per workshop and per training program. Candidates will complete exit surveys upon completion. Summative evaluation will be completed annually by an evaluation team comprised of WESI advisory committee members and others to be identified.

Our belief in the value of evaluation and the power of the AARP FIS to gather, store, and provide consistent data across all programs underscore our commitment to using the system for tracking and reporting.

Plans to Use AARP Foundation Impact System

The team for the BTW 50+: WESI is also the same team on the BTW 50+@SF program. This team is familiar with the AARP FIS as we have used the system for data entry and to track candidates' movement from initial contact to job placement. We have worked with Michael Johnfinn of the AARP FIS in the last year and feel comfortable and confident in our ability to use the system. We collaborate with Mr. Johnfinn and compare our data to ensure quality control.

SF commits to timely data input in the Impact System. The Coach/Outreach Specialist will record data from information sessions, workshops, and coaching sessions into the AARP Foundation Impact System as soon as each of the sessions occurs. The Coach will also maintain individual charts on each coaching and training candidate to use as updates for our bi-weekly team meetings. Our experience with the Impact System has been positive and because the data manager is responsive when there are discrepancies in our numbers, we feel confident and comfortable using the Impact System to enter data and track our candidates from enrollment to placement.

Prior Evaluation Experience

SF has experience managing and evaluating programs, services, and grants, relying on both qualitative and quantitative data and using process as well as outcome evaluations. Data gathering from our evaluation efforts determines which of the components of our program need further development, revision, or are used as means to sustain our program. Currently we manage Federal, state, foundation and corporate grants and have an excellent track record with continuation funding for grants. This is due in part to our commitment of time and resources to collecting, analyzing and reporting data. (We have been diligent in using the information and data gathered from evaluations to inform our processes not only for the grant specifically, but our process in general as a college.) Nurturing relationships that we cultivate throughout our grant process, share data to inform and as a result, gain access to the evaluation discoveries of our colleagues. Two relevant examples of this type of shared experiences to improve program are the College Reach-Out Program (CROP) and our Displaced Homemaker Program (DHP). Both of these programs were funded by the State of Florida. Data from each of the programs are shared widely across the state and in the case of CROP, a state report is issued each year to share findings and lessons learned. The key personnel associated with this grant have extensive experience with grants and evaluations (Refer to Section D for background and experience of key project personnel). Additionally, SF has a dedicated institutional research department that collects, analyzes, and tracks data.

SF is also experienced in collaborating and supporting funding agencies' sponsored evaluation for program improvement and working with the evaluation criteria development. For example, SF cooperated with the AACC to test and evaluate the Plus 50 Demonstration and Encore programs. Through our tracking and data reporting for the Plus 50 program, we were able to demonstrate significant impact by the numbers served. Through this program SF served over 4,000 50+ individuals. Numbers of completers of a SF degree or certificate program within this age group rose from 39 in 2009-10 to 115 in 2012-13 (195% increase). Similarly, we continue to collaborate with the AARP with the evaluation of our BTW 50+@ SF program. We collect feedback at every information session and coaching/workshop sessions. Our team reviews the feedback and use what we learn to make necessary changes for subsequent sessions. We have already had a successful onsite visit in our BTW50+.

Our state funded DHP project has an annual monitoring site visit, staff interviews and document reviews. DHP has consistently met and exceeded established goals and even receive excellent

commendations. The latest DHP data (2012-13) indicated that of the 82 participants enrolled, 62 (76%) completed training and 35 of the 62 (56%) were successfully placed in a job.

As with all of SF programs, we are interested in completers as well as those unable to complete. We have been able to use the learning to increase participation. We found that transportation is a big hindrance to participations. We have since incorporated transportation support as an essential component of all our community programs. Within the first two Cohort sessions for our BTW 50+ program, we identified that technology access is a major barrier to training and employment, and we have incorporated technology as an integral aspect of our BTW 50+ WESI. We established the computer lab and worked with the Community Educational division to offer Computers for Seniors I and II. This is evidence of how we use data and evaluation to inform our process and enhance our program success.

Santa Fe Community College

Project Summary

Santa Fe Community College (SFCC) is well positioned to implement the BTW 50+ WESI project in northern New Mexico through its successful implementation of the pilot BTW 50+ grant and strong partnerships with employers and the workforce system.

Program Experience

SFCC is a two-year independent community college located in northern NM. SFCC serves an average of 6,500 students per semester; 61.3% of whom are female and 45.3% are Hispanic. This initiative aligns with SFCC's mission to: empower students, strengthen community.

The project will serve unemployed 50+ women of color in Santa Fe County and surrounding Native American Pueblos (Nambé, Picuris, Pojoaque, San Ildefonso San Juan, Santa Clara, Taos and Tesuque). Santa Fe County is home to 146,375 residents and has a 50.6% Hispanic majority. More than a quarter of the residents are 50+ and come from established Hispanic and Native American communities where older members are less prone to leave their cultural ties. As such, they are a priority target for the project.

New Mexico is the second poorest state in the nation—1 in 5 residents live in poverty (US Census). For minorities it's worse—24% of Hispanics and 30% of Native Americans live in poverty. In Santa Fe many families face serious financial hardships—29% live in single female head-of-households where 36% of the women lack a high school diploma. Unemployment remains high for 50+ women of color (20% vs NM average 6.5%). Income disparity is pronounced with the richest 20% making 9.9 times more than the poorest 20%—here where the wealthy reside among the poor and disenfranchised. A significant income gap exists for women in Northern NM with a median income of \$30,732 for women vs \$47,112 for men (Regional Review DWS, 2014). New Mexican women hold more low wage jobs - 5% work full time and live in poverty compared to 3% of U.S. women (American Community Survey, 2009-11). New Mexican women over the age of 65 are twice as likely to live in poverty compared to US women.

New Mexico has an aging population and is expected to be fourth in the nation with a population of 65 or higher by 2030 (US Census). More than 16,000 women are raising their grandchildren as NM has the second highest teen birthrate in the nation. Of those raising grandchildren, 56% are Hispanic and 17% are Native American (American Community Survey, 2010). In addition, more than 20% of New Mexico residents are caregivers of elderly family members (AARP Public Policy Institute, 2011).

SFCC was awarded the AARP Foundation Back to Work (BTW) 50+ grant last year. The institution has been extremely successful with more than 160 participants attending BTW 50+ information sessions, 102 receiving coaching services and 22 job candidates hired. Additionally, scholarships have been awarded to 19 program participants for a total of \$16,500 in 2014.

The key to the successful program implementation has been understanding and addressing the barriers to economic independence for women 50+ in the Santa Fe area. The 50+ population have more barriers and challenges than the rest of the population. Many – even those with Master's degrees – are technologically challenged; with little or no experience with e-mail, Internet job searches and applications or even sufficient Word processing skills. Some don't even have cell phones. And there is a lot of fear, with a constant need for reassurance; fear of technology, fear of age, gender and racial discrimination, fear of being able to compete in the job market, fear about their capacity to keep up with today's workforce demands. SFCC's

program offers extra training and support groups, and enrolls job candidates in beginning computer classes, before they are able take the required, college level classes.

Programs targeted for support through the BTW 50+ program are based on local labor market data that indicate they lead to high demand careers. These careers include certified medical assistant, home health aide, community health worker, dental assistant, secondary and elementary education, accounting specialist, computer support/network specialist and culinary arts. According to the New Mexico Department of Workforce Solutions (DWS) Annual 2014 Workforce Report, employment in food preparation and serving; education, training, and library; personal care and service; and office/administrative support occupations are projected to grow more than employment in all other major occupational groups.

Healthcare has the top employers in New Mexico, accounting for 16% of all jobs. It is projected to have a 28% increase in employment by 2020 (BLS, 2013). Much of the projected growth is attributed to an aging baby boomer population, technological advances in medicine, and the Patient Protection and Affordable Care Act (ACA). SFCC has a strong partnership with La Familia Dental Clinic. This federally funded community healthcare center, hosts a dental clinic on the SFCC campus. SFCC's dental assisting program students complete their preceptorships at this site and go on to high demand employment in Santa Fe.

Secondary and elementary education teaching is another "Bright Outlook" occupation according the US Bureau of Labor Statistics. By 2022, the number of jobs is expected to increase by 28% in New Mexico. The current median salary for teachers is \$49,000, well above most other New Mexico jobs. The education industry makes up 10% of all employment in New Mexico (DWS, 2014). SFCC offers a post-baccalaureate, alternative licensure program, allowing BTW 50+ participants to leverage Bachelor's degrees towards attaining level-one (5-year) provisional teaching licenses.

Santa Fe is the state capital and as such, the top employing industry is public administration. Accounting specialists are in high demand at state and local government agencies in Santa Fe, as well as private businesses. Students have the opportunity to become trained and supervised volunteer tax preparers January through April as part of our on campus and community tax preparation program. SFCC offers both an associate of arts (AA) degree and a certificate program in accounting.

Computer Support Specialists provide assistance to people and organizations using computer software or equipment. This career is in demand across all industries in Santa Fe and in New Mexico. Computer Support Specialist jobs are expected to grow by 17%, however, employment of support specialists in computer systems design is projected to grow 49% from 2012 to 2022 (BLS). In addition, this employment growth is strong in healthcare industries. This industry is expected to greatly increase its use of information technology (IT), and in response, SFCC is developing a health information technology program, in addition to its AAS and certificate program in Computer Information Technology.

Tourism is Santa Fe's second largest industry with more than 1.6 million visitors annually. It's known for its many fine and diverse restaurants and just earned Trip Advisor's Top Ten Food & Wine Destination (www.tripadvisor.com). As a result, the demand for chefs, cooks and bakers is high. Overall, the growth for these jobs is expected to be 27%. SFCC is well positioned to train workers in this industry with a culinary arts AAS and certificate program.

New Mexico Employment, Percent Change 2012 to 2022, Annual Openings and Median Salary:

Bookkeeping, Accounting, and Auditing Clerks 11% 260 \$33,000
Computer Network Support Specialist 5% 20 \$59,090
Computer Support Specialist 17% 110 \$46,420
Cooks, Restaurant 27% 310 \$20,800
Dental Assistants 15% 70 \$31,840
Home Health Aide 45% 340 \$20,100
Medical Assistants 19% 200 \$27,700
Health Information Technicians 14% 60 \$29,800
Nursing Assistants 16% 230 \$25,100
Secondary School Teachers 20% 270 \$49,000

Implementation

SFCC will build upon experience from the current BTW 50+ initiative to implement the new project. This experience includes an understanding of the multi-faceted outreach effort needed to recruit individuals to attend information sessions. The target population of 50+ women in our community are often isolated and do not have access to the opportunities at the college. SFCC has employed a number of community and workforce organizations as well as print media and radio to reach this group. Once participants have entered the program, it takes numerous one-on-one coaching sessions to address the multiple barriers to success. Some of these barriers include lack of knowledge of the job market, how prior experience translates into career and training options, job search skills, financial literacy, basic computer skills, family obligations and fear of discrimination.

Priority 1: Build awareness and engage candidates: The College will begin staffing the project upon receipt of grant award. A challenge SFCC has faced in the current project is not having enough staffing to serve participant needs. SFCC is proposing to hire a full-time career coach to directly serve all participants and a full-time program specialist to assist in outreach, recruitment, scheduling, and reporting. Using matching funds, computers and workstations will be provided for staff in conjunction with SFCC's Center for Academic Transitions (CAT). In addition, computer instructors will be identified, along with consultants to assist in evaluation activities. Project partners including employers, the public workforce system and community organizations will be engaged to provide supportive services throughout the project. Three members of the project team will attend the Subgrantee onboarding meeting at AARP Foundation headquarters in Washington, DC and participate in monthly AARP Foundation conference calls. SFCC will fully comply with grant requirements. Financial management systems include general approved accounting practices, sufficient internal controls, a clear audit trail, written cost allocation procedures and comply with A-110 (2 CFR Part 215) regulations. All funds will be accounting for a separate grant fund account and all project staff will keep accurate time and effort records.

Targeted marketing and outreach – SFCC will employ multiple channels and media to recruit 50+ female jobseekers interested in full-time employment and direct them to the AARP Foundation Call Center through the BACK TO WORK 50+ toll-free number for initial intake and registration for the information sessions. The goal is to host bi-monthly informational sessions with at least 20 candidates per session to serve a total of 360 candidates over the three-year grant period. Information about sessions will be posted on college website, Facebook and Twitter account. Press releases will be sent out to local media and media ads will be placed on media websites, radio and newspapers. In addition, community agencies such as the New Mexico Council on Aging and SER Jobs for Progress will be engaged to recruit job candidates. We will also continue partnerships with AARP New Mexico and The Food Depot.

Priority 2: Develop career competency, financial literacy and self-confidence – SFCC will enroll at least 31 job candidates per cohort in the core services of the BTW 50+ program for up to 10 weeks and serve at least eight cohorts throughout the project. These core services include coaching, financial capabilities, computer training and job search skills. Group coaching sessions will be conducted on a monthly basis that builds a community network of 50+ job candidates. Individual job search coaching and career counseling sessions will also be conducted that provides personal advising on current job search strategies and is informed by local labor market. Financial capabilities workshops will be provided using AARP Foundation Finances 50+ program. Computer workshops will be offered to participants who need to develop their technology skills in order to search and obtain a job. In addition to the above services, participants will be referred to other college services to assist with other issues such as behavioral health, food insecurity and childcare. An example of these include: SFCC counseling services, a free service that employs licensed counselors, the Campus Cupboard is a food pantry open to all SFCC students, the Kids Campus is a licensed childcare facility that offers discounted childcare to SFCC students.

Priority 3: Accelerate credential completion and entry into the workforce – Another aspect of the core services include enrolling a subset of the cohort into short-term training and credentialing for local in-demand jobs. These training programs include: accounting, culinary arts, community healthcare worker, dental assisting, medical assisting, home health aide, computer technology, health information technology and teacher education. All of these programs have been designed in partnership with local employers and the public workforce system. They include both short term certificate programs and two-year associate of arts or associate of applied science degrees. Most of the programs have latticed and stacked industry credentials that allow participants multiple entry and exit points with the program pathways.

Working in conjunction with the TAACCCT employer leadership team, program advisory councils and the TAACCCT Job Development Career Coach, SFCC will create opportunities for job candidates who complete the program to have special access to interviews, internships, and possible work opportunities with local employers. All targeted programs have internships as an integral part of the program of study. In addition, participants will have access to the annual SFCC career fair and will be connected to other community sponsored career events. Participants who become employed will receive transitional support services at least 30 days after employment to increase retention.

Priority 4: Establish causal evidence of BTW 50+: WESI's impact- SFCC will build upon the established relationship with the public workforce system through its Department of Labor sponsored projects. The College has a memorandum of understanding with New Mexico Department of Workforce Solutions (DWS) to share wage UI data of college participants. This framework will allow for accurate and timely participant employment tracking and placement information. This information includes placement, average wages and retention data. In addition, SFCC has data sharing agreements with the New Mexico Higher Education Department and the National Student Data Clearing House that allows the College to track student who transfer to other institutions of higher education.

The college will collaborate with AARP Foundation evaluation partners on local implementation and ensure timeliness of up-to-date job candidate data. The goal is to determine factors that influence program completion rates, employment success, and financial stability among women age 50+ who participate in the BTW 50+: WESI program. At the beginning of the project, the College will submit college-centric "launch" information and local job search and support resources for the AARP Foundation Impact system. The program manager will use the AARP

Foundation Impact system to track activities of individual job candidates from participation in the information session through hire, including job candidate entering information as their status change. In addition, the program manager will perform data quality control checks on a regular basis. A consultant (Redpath & Associates) will be hired to work with project staff to align evaluation efforts with the AARP Foundation evaluation plan and to disseminate information, best practices and stories from program graduates and stakeholders that demonstrate the impact of the initiative on the Santa Fe community.

Organizational Capacity

SFCC has the organizational capacity and is well-positioned to implement this important project. It has the experience, staff, organizational knowledge, facilities, grant management expertise and the target population needed to make this project a success. SFCC quickly rose to a leadership role within the current BTW 50+ project, due to the extensive experience and knowledge of Senior Career Services Coordinator, Patty Armstrong and Center for Academic Transitions Director, Piér Quintana. SFCC was one of two schools selected for the BTW 50+ Network Challenge, and Patty Armstrong presented at AARP Foundation's BTW 50+ launch in Chicago to train new BTW 50+ grantees on the foundation Impact System. Ms. Quintana will serve as the project manager, continuing the work she's done as co-project Director for the current BTW 50+ program. Her background as a New Mexican native, first generation college graduate from a low-income Hispanic family gives her a deep understanding of the challenges many candidates face. Ms. Armstrong brings more than 16 years of experience in career development, and over 20 years of counseling and youth work to the project. Ms. Armstrong holds a Global Career Development Facilitator (GCDF) credential and Ms. Quintana will earn a GCDF credential at the end of May 2015. The institution will match a percentage of both individual's salary and benefits to the project.

The institution has a long history and breadth of experience working with low-income, minority and unemployed adults. Through its TRiO program since 2005, it has served hundreds of low income, first generation, at risk students. Its Department of Labor job training program have included TAACCCT, Youthbuild and State Energy Sector Partnership grants. Some of our National Science Foundation grants include Advancing Minority Participation and STEM Talent Expansion. All of these programs require serving out of work individuals with multiple barriers to success.

The CAT will serve as the home and hub for the BTW 50+ program. With adequate office space, waiting room, job board and career exploration lab, it provides the ideal space for this project. The career exploration lab has eight computers and a printer. This lab is available on a walk-in basis and hosts the career exploration program, Career Information System (CIS). The CAT's virtual job board is open to any employer wishing to post a job or internship.

The program management has dedicated staff with adequate managerial and decision making authority. The program manager is Piér Quintana who is also the director of the CAT. She reports directly to the Vice President of Student Success, Dr. Carmen Gonzales. Ms. Quintana will supervise the Career Counselor, Career Coach and the Program Specialist.

SFCC has strong relationships with employers as well as the state and local workforce investment boards. Employers are engaged through program advisory councils in addition to employment and internship placements. For example, Christus St. Vincent Regional Medical Center, Santa Fe's single largest private employer, provides more than 4,740 hours of clinical experience for 100 SFCC students per semester.

The College actively works with the public workforce system to design training programs that meet local and state employment needs, provide supportive services for SFCC students and to

connect with employers. SFCC has been the recipient of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant since 2010 and through this project has deepened its ties with employers and public workforce system. In September 2014, SFCC was awarded a \$15 million TAACCCT grant that focuses on healthcare and health information technology training. This project includes 10 other community colleges, the public workforce system and more than 37 employers. These employers participate on the statewide and regional TAACCCT advisory councils and provide guidance in program design, implementation and employment placement. This project provides funding for a DWS employed Job Development Career Coach who will be located on SFCC campus and provide services to BTW 50+ participants.

SFCC manages a federal and state grant portfolio of more than \$30 million annually, serving as the lead institution on many initiatives that involve numerous industry and statewide partners, including the New Mexico Department of Workforce Solutions and regional Workforce Investment Boards. SFCC is well versed in federal reporting procedures through such agencies as the U.S. Department of Labor, Department of Education, National Science Foundation, and the Small Business Administration. SFCC adheres to GAAP principles and reporting directives from regulatory agencies. SFCC Business Office staff will work closely with BTW 50+ WESI program staff to ensure appropriateness of all costs, and the Procurement Office will manage procurement per New Mexico Procurement Code. All procurements, financial operations, statements, and internal controls are reviewed annually by independent auditors and are in compliance with OMB Circular A-133. The college employs a system of checks and balances to ensure grant funds are expended pursuant to A-110 (2 CFR Part 215 and 45 CFR Part 2543). The college commits to comply with any other applicable Social Innovation Fund and federal grant policies.

SFCC demonstrates its strong commitment to this project through its documented support of senior leadership (see attached letters). The college commits to a 1:1 direct cash match that will support project objectives. It also commits to participating fully in evaluation efforts and any data collection efforts beyond the grant funding period. The cash match includes 25% of the salary and benefits for the following project staff: BTW 50+ WESI Program Manager/CAT Director (Pier Quintana), Senior CAT Career Services Coordinator (Patty Armstrong), TAACCCT Job Development Career Coach (50% of salaries are paid with state DWS funds), ten percent of salary and benefits for SFCC Data Analyst (Anthony Ulibarri), waived indirect cost at 45.8% of base (salary and benefits), scholarships for program participants from non-federal sources, program income from tuition and fees, office supplies, and classroom and meeting room rental fees. Participants will be offered scholarships through the SFCC Financial Aid office to pay for tuition, fees, books and other expenses. In addition to Pell awards, non-federal scholarship includes a Contract for a Better Tomorrow, New Mexico Department of Health and IME-Becas scholarship for students of Mexican descent.

Commitment to Evaluation

SFCC will work with AARP Foundation's independent evaluators to answer four key questions:

1. Are 50+ women able to generate a steady source of income through employment after participating in BTW 50+: WESI?
2. Are they able to develop the financial behaviors and capability that help them manage their income effectively after participating in BTW 50+: WESI?
3. Are communities building the requisite and sustained capacity to help older women maintain employment and manage it effectively for as long as needed after implementing BTW 50+: WESI?

4. What factors help to influence program completion rates, employment success, and financial stability among women age 50+ who participate in the BTW 50+: WESI program?

SFCC staff will participate in the evaluation efforts at a minimum by:

Contributing to the development of data collection protocols: SFCC's career counselor, Patty Armstrong has worked extensively with the AARP Foundation Salesforce database to ensure information is accurate and appropriate reports are created to track the work being done and client achievements. She was brought to Chicago by the AARP Foundation to help train four new BTW50+ grant colleges in July on how to use the database to track client interaction and achievements. She will continue to take a leadership role to help further develop data collection protocols.

Informing participating job candidates that BTW 50+: WESI is under review and solicit their feedback and involvement: Job candidates will be informed that the program is being evaluated at the information sessions. Program application forms will include a waiver to be signed by participants; allowing their program success to be shared with the AARP Foundation and independent evaluators. In addition to program outcome data, anecdotal stories will be collected and recorded from job candidates, allowing for a richer picture of the program impact on participants and the community. It is the current practice of BTW 50+ @ SFCC to capture anecdotal information from BTW 50+ job candidates and make it available through the SFCC YouTube channel for AARP Foundation staff. This information will also be made available at the 2015 WDI conference where Ms. Armstrong and Ms. Quintana will participate in a panel discussion about their work on the BTW 50+ project.

Entering information into the AARP Foundation Impact system at least monthly about each job candidate who enrolls in BTW 50+: WESI: The program specialist will be responsible for entering data into the AARP Foundation Impact System. The program manager (Piér Quintana) will supervise and check data for accuracy and completeness. Monthly reports will be reviewed by all project staff to ensure data is accurate and monitor progress towards program goals.

Administering baseline/customer satisfaction surveys during information sessions and send completed copies to the evaluation team: Each job candidate will complete a survey to give feedback about session effectiveness, as well as to inform project staff about the demographics of each job candidate. This information will be summarized by the program specialist after each bi-monthly information session and shared with the evaluation team. In addition, project staff will review surveys and make changes/improvements based on job candidates' feedback. Currently, Ms. Armstrong and Ms. Quintana collect this information during BTW 50+ Information Sessions and submit to AARP Foundation for analysis.

Participating in in-depth interviews with evaluation staff for the implementation evaluation: Project staff will make themselves available to be interviewed by independent evaluators. They will be honest and forthcoming about the challenges they may have faced. In addition, if requested, project staff will coordinate meetings between program participants, community partners and employers and the evaluators. This is being done on a smaller-scale during monthly BTW 50+ calls with all network colleges and separate calls specifically for SFCC.

Tracking information about hired participants: Individuals who obtain employment while enrolled in the program or after completion, will be entered into in the AARP Foundation Impact System. The program specialist will follow up with individuals 30 days after the hired date, and inform them that they will be contacted at 90 days and 6 months after hired date by the evaluation

team. The program specialist will keep updated contact information on all participants in order to accurately track them.

SFCC has enormous experience in tracking program participant data and evaluating federal programs. The College utilizes the Banner® by Ellucian, a student information enterprise system, to accurately and completely analyze student success. SFCC has a data warehouse that allows the College to collect and analyze participant level data from other sources and the software capability to display results through a web-based data dashboard. SFCC's Office of Planning and Institutional Effectiveness will dedicate 10% of their data analyst time (Barbara Griego) to this project in order to access participant level data from Banner and analyze performance (enrollment, grade productivity, persistence, retention and completion).

The College currently has three US Department of Labor funded grants (TAACCCT Round 1 & 4 and Youthbuild) which requires us to share data with the New Mexico Department of Workforce Solutions (DWS) in order to gain UI wage data that reveals employment placement, retention and average earnings. We currently have a signed data sharing agreement with DWS that will allow us to also track BTW 50+ WESI participants into the workforce. Through our Carl D. Perkins federal program, we have a data sharing agreement with the New Mexico Higher Education Department that allows HED to share placement of students into other New Mexico institutions of higher education. The College also works with independent evaluators on the TAACCCT projects and the US Department of Education Title III project. These projects analyze project outcomes and report on both summative and formative information. Other federal programs that have rigorous reporting requirements include US Department of Education TRIO program, Upward Bound, and the College's Title V Hispanic Serving Institution grants. The college is in good standing with all of its federal programs and has consistently met its reporting requirements.