



**Healdsburg Education Foundation Funding Application  
for the Healdsburg Unified School District 2016-17 School Year**

<b>Project Number</b>	<b>Page Number</b>	<b>Project Title</b>	<b>Funding Request</b>
<b>#1</b>		<b>Technology Surge</b>	<b>\$250,370</b>
<b>#2</b>		<b>College and Career Readiness</b>	<b>\$ 81,000</b>
<b>#3</b>		<b>Accelerated English</b>	<b>\$100,000</b>
<b>#4</b>		<b>Instructional Coaching</b>	<b>\$ 56,000</b>
		<b>TOTAL</b>	<b>\$487,370</b>

## **Project # 1**

**Project Title:** Technology Surge

**Project Leader:** Erin Fender, Director of Curriculum and Instruction

**Project Champions:** Chris Moghtaderi, IT Manager; Patrick Daniels and Bryan Davis, Instructional Technology Coaches

**Brief Project Description:** In order to insure students have the skills and knowledge required in the 21st century, students need equitable access to technology. HUSD desires to provide technology devices to all 6-12th graders and a 2:1 ratio of students' to devices for grades preschool - grade 5. The Technology Surge Project will allow HUSD to purchase technology devices to reach this goal.

**HEF Fund Request:** \$250,370

**Total Project Cost:** \$500,000 includes staff time to procure devices, infrastructure improvements, professional development for staff, curriculum and assessment software, and implementation of a Learning Management System.

**Students Served:** preschool- grade 12

**Timeframe:** 2 years

**Statement of Need:** *What is the Need? Why is this project the best solution?*

Through the intelligent use of technology, combined with new approaches to education, a more personalized style of learning can be realized." - *EDUTOPIA*

George Lucas' non-profit foundation, makes a strong case for the use of technology in schools. The integration of technology into teaching and learning means that students need to know how to use a device for a variety of activities, such as research, producing multimedia presentations, independent practice, and group collaboration.

The increasing rate of the availability of information and the pressing need to provide an educational program that is relevant and contemporary means that textbooks as we know them are being phased out. The new instructional delivery method is through a device, giving students immediate access to making connections between what they learn in class and what's going on in the world. Rather than turn in essays printed out on paper, students now work through online to produce work both individually and collaboratively. There is an immediacy to this process, including the opportunity for almost concurrent feedback, which only serves to deepen learning. Students also have the opportunity to revise their products easily and quickly.

This past year, the 1:1 HUSD pilot Chromebook program has been wildly successful. Our students, already digital natives, effortlessly adapted to a focus on technology skills and integrated more formal academic and workplace skills into their repertoire. Whether creating websites, using Google Classroom, creating a multimedia presentation in PowerPoint, Prezi or

other applications, HUSD students are being explicitly taught skills that will be influential in their future success. Furthermore, through an emphasis in professional development and the proliferation of machines, our staff has also quickly adapted, embracing new methods of instructional delivery that are highly integrated with technology.

Besides a significant investment in actual machines, the district has spent well over a \$1 million in its wireless infrastructure. Both elementary campuses have robust systems and our secondary schools are now both wired to support 60 devices in each classroom. Furthermore, through a generous pilot donation from Sonic, our campuses enjoy one of the highest connection speeds in the state.

HUSD is investing not only in hardware but in software and technology curriculum. For example, HUSD will launch the use of a Learning Management System (LMS) at the beginning of the 2016-17 school year. The LMS will provide a one-stop shop for students, teachers and parents integrating many disparate elements such as Aeries (Student Information System), Google Apps for Education, curriculum software such as IXL for math remediation and acceleration, teacher created websites, You Tube, standards-based grading, etc. In addition HUSD is investing in digital literacy and cybersafety curriculum, from Learning.com for grades k-9. It's one thing to have the devices for students but HUSD must ensure students can use the devices to their fullest capacity.

Although much progress has been made toward the expansion of technology at HUSD, such as extensive technology infrastructure upgrades for each of the four sites, there is still a tremendous need for student devices for use at school.

### **Technology Progress to Date**

#### **HEF Technology Contributions**

In recent years, with the help of generous donors, HEF has contributed over \$200,000 for access to technology for students on a large scale. Examples include:

- Completing library renovations, including desktops and laptop carts at HHS and HJH
- Purchasing computers for the HHS Science Department
- Providing 4 iPad carts at the Healdsburg Elementary Campus
- Creating the Fitch Mountain Learning Lab, including 30 iPads and 30 Chromebooks
- Creating the Apple-based Minilab at HHS
- Purchased iPad cart for the Pre-K Program, completing 2:1 device ratio for Pre-K

## **HUSD Technology Contributions**

The District has supported the expansion of technology in order to build internal capacity (both staff learning and infrastructure) to meet this growing need. This includes: ☐

1. Providing robust wireless access at all sites.
2. Investing in devices creating a 1:1 ratio for students in 8<sup>th</sup> and 9<sup>th</sup> grade in 2015-16.
3. Providing 80 inch monitor display with integrated Apple TV for teachers to use in all secondary classrooms. Additionally, 3 monitors will be installed at both HES and FMC sites as a pilot on those campuses. This display allows them to project from laptops, iPads, student Chromebooks and stream video. It is indeed the 21<sup>st</sup> Century collaborative chalkboard.
4. Created a new position of Library/Media Specialist in 2014-15. Loreen Azevedo has done a commendable job overseeing the K-12 Library program as well as in technology integration better ensuring that faculty are supported and students are fully equipped with the digital skills necessary to succeed at school and in college and career. Furthermore, she has authored a plan for Library/Media expansion based on current industry standards.
5. In the 14/15 and 15/16 school-years, two Instructional Technology Coaches were assigned to provide on-the-ground support to other teachers on integrating technology into instruction.
6. Created Google email accounts for all staff and students.
7. Implementing a Learning Management System in 2016-17.
8. Providing parent education on 1:1 Chromebook Pilot and Digital Citizenship for parents.
9. The District Technology Coordinator has prepared HUSD infrastructure to support 1:1 for secondary students and 2:1 for elementary students. Additional IT support staff were hired in 2015-16
10. HJH will be hosting the first ever "Mouse Squad" class to take on low level IT support in 2016-17.

**Proposal** (contains): *Project's goals and objectives. Outcomes (short term, long term, and indirect?). Who will the project serve? How will project be staffed and managed? What opportunities exist to inform stakeholders (students, parents, HEF donors, and community) about the program and promote HEF's involvement?*

Goal is to ensure equitable access to technology. The objectives are to reach 1:1 device ratio at HHS for the 2016-17 school year. Next, 1:1 at HJH and 2:1 at HES/FMC for the 2017-18 school year. The project will serve every HUSD student and teacher. The project will be co-managed by Director of Curriculum and Instruction and the IT Manager along with support from the two Instructional Technology Coaches and two IT staff. Opportunities to inform stakeholders

include: parent information nights, newsletter blurbs, social media posting, and exhibitions of student work (e.g. Junior Internship, Science Fair, Open House, etc).

**Proposal Metrics:** *What are the key implementation milestones (with dates) for the project? How will progress and outcomes be measured?*

The key implementation milestones are 1:1 at HHS for the 2016-17 School Year and 2:1 at HES/FMC for the 2017-18 school year. Progress and outcomes will be measured in the following ways:

- In 2016-17 HUSD will deploy 21st century skills assessment both at the beginning of the year and again at the end of the school year through the online platform on [www.learning.com](http://www.learning.com). Students grades K-9 will take this online assessment so we can gain practical insight into student’s digital and higher-order thinking skills, including technology operations, information literacy, digital citizenship, critical thinking, decision making, creativity and innovation to inform instruction.
- Since 2013-14 HUSD has utilized and will continue to use *Brightbytes*, a self-reported technology survey for students, staff and parents. The survey is deployed in the late fall and again in the spring to gather information and track progress over time in four domains: access, environment, classroom, and skills. The data is then compiled for analysis to inform and quickly improve student learning outcomes.

**Budget:**

Please see attached for additional detail.

<b>Project #1:</b>		
Number of Participants	1650	
Number of Activities	1	
<b>Funding Request</b>	<b>Amount</b>	
HEF Funding Request	\$ 250,370	
Total Program/Project Cost	\$ 500,000	
<b>Materials/Supplies</b>	<b>Number Needed</b>	<b>Cost/Item</b>
1:1 Chromebook Program @ HHS	350 Chromebooks	\$87,250
1:1 Chromebook Program @ HJH	185 Chromebooks	\$45,870
2:1 Chromebook/iPad Program @ FMC	3 Chromebook Carts, 5 iPads, 3 Teacher devices for Blended Learning	\$49,000
2:1 iPad/Chromebook Program @ HES	125 Chromebooks, 50 iPads, 2 Teacher Devices for Blended Learning	\$68,250
<b>HUSD Request to HEF</b>		<b>\$ 250,370</b>

**Project #: 2****Project Title:** College and Career Readiness**Project Leader:** Erin Fender**Project Champions:** Bill Halliday and Erika McGuire, Healdsburg Junior High School Administrators; Lori Rhodes and Michael Waters, Healdsburg High School Administrators; Shelley Anderson, Work-Based Learning Coordinator**Brief Project Description:** Provide increased opportunities for all students to be college and career ready through the expansion of elective courses that are well-resourced with curriculum and materials at Healdsburg Junior High School; by sustaining the award winning Junior Internship Program; and by ensuring all 11th grade students take the Pre-SAT exam.**HEF Fund Request:** \$81,000**Total Project Cost:** \$650,000 includes additional staff for new elective courses on a 7-period day; partial salary of WBL Coordinator; PSAT prep materials; staff for new 11th grade College and Career Seminar Course; professional development for staff; basic curriculum and instructional materials**Students Served:** All Healdsburg Junior High School Students, all 11th grade Healdsburg High School Students**Timeframe:** 2016-17 School Year**Statement of Need:** *What is the Need? Why is this project the best solution?*

College and Career preparation at HUSD is premised on the ideal of providing the opportunity for every student to access both career education and college preparatory coursework. In order for students to be BOTH College AND Career ready they need exposure, skills and knowledge in a variety of educational and workplace environments. While HUSD is a smaller-sized district it hosts an incredible number of Career Technical Education (CTE) and College-Prep/Advanced Placement courses not often found in a district of its size. In order to expand equitable access to courses that will prepare students for both college and careers HUSD has increased course offerings, expanded the school year from 180 to 182 school days and beginning in the 2016-17 school year will provide a 7-period day for both Healdsburg Junior High School and Healdsburg High School students. The 7-period day was piloted at HHS during the 2015-16 school year and has proven what was hoped: allowing more students both acceleration and remediation opportunities. Student voice and choice is paramount to high achievement. When students have the opportunity to enroll in courses that are meaningful to them, they want to learn more and see a future in what they are learning. This project has 3 elements. They are:

1. Curriculum and material support for new courses at HJH now available through the 7-period day. The courses are: Robotics, Mouse Squad (students provide IT support), Technology Applications, Fine Arts, Plant and Soil Science, Math Intervention, and English Language Arts Intervention.

2. Junior Internship Program: All 11th grade students will again participate in a 6-day placement in a local business/non-profit aligned with their career goals and interests. HEF funding would support partial salary of the Work-Based Learning Coordinator who is responsible for all aspects of the Internship Program.
3. All 11th grade students take the Pre-SAT exam. HEF funding would pay the exam fee to ensure all students take the exam.

While HUSD is well on its way to creating a strong college and career going culture, there is still work to be done. We would like to continue to expand opportunities at Healdsburg Junior High, to enable every HHS Junior to take the PSAT each year and to continue to build on to the success of the HHS Junior Internship Program.

**Proposal** (contains): *Project's goals and objectives. Outcomes (short term, long term, and indirect?). Who will the project serve? How will project be staffed and managed? What opportunities exist to inform stakeholders (students, parents, HEF donors, and community) about the program and promote HEF's involvement?*

The goal of this project is to ensure all HUSD students are college AND career ready. The objectives include: 1) all grade 6-8 students have access to an elective course that serves their interest and/or needs; 2) all grade 11 students complete an internship in an industry of personal interest. This project culminates in an exhibition of learning, where students formally present both the content and learning that happened; 3) all 11th grade students take the PSAT exam.

The short term outcome of this project is to ensure students have the course choices, experiences and exam preparation to ensure access to college and high-wage, high-demand careers. The long term outcome is student enrollment in postsecondary institutions of their choice and thus completion of a credential, certificate and/or diploma.

The project will serve all grade 6-8 students and all 11th grade students.

The project will be co-managed by the Director of Curriculum and Instruction along with the Principal and Vice Principals of HJH and HHS. Staff and funding for the new HJH elective courses and the 11th grade College and Career Seminar course have been secured.

Opportunities to inform stakeholders include: classroom visits, student demonstrations through project-based learning, Junior Internship Presentation Night, etc.

**Proposal Metrics:** *What are the key implementation milestones (with dates) for the project? How will progress and outcomes be measured?*

- 1) Student and Parent Surveys.
- 2) Internship Assessment Rubric – 100% Participation, 90% first time passage rate for presentations.
- 3) Internship Mentor Surveys. ☐
- 4) Student enrollment data in elective courses at HJH.
- 5) PSAT registration data – 95% participation rate 2016-17.

**Budget:**

<b>Project #1:</b>		
Number of Participants	550	
Number of Activities	3	
<b>Funding Request</b>	<b>Amount</b>	
HEF Funding Request	\$ 81,000	
Total Program/Project Cost	\$ 650,000	
Additional Funding Sources	HUSD General Fund	
<b>Program/Project Expenses</b>		
<b>Salaries/Wages by Position</b>	<b>Hours Requested</b>	<b>Cost/Hour</b>
Part-time	Work-Based Learning Coordinator	\$27,000 (partial salary)
<b>Other Costs</b>	<b>Number Needed</b>	<b>Cost/Item</b>
Materials/Supplies		
PSAT Exam fees for all 11th graders	\$15/student x 166 stud	\$2,500
Mouse Squad Curriculum		\$8,000
Mouse Squad materials (replacement parts, diagnostic tools, software, maker supplies, etc)		\$3,000
Learning.com software for Tech Applications course		\$8,000
Robotics materials (Lego Mindstorms replacement/enhancements, hand tools, basic engineering materials, etc.)		\$9,500

Plant and Soil Science materials (tools, irrigation equipment, soil/amendments, plant starts, basic chemistry equipment, etc).		\$8,000
Fine Arts materials (paper, paint, pencils, pastels, high-quality paper, canvas, modeling tools, etc.)		\$5,000
Math Intervention software: Accelerated Math and IXL Math		\$5,000
English Language Arts software: IXL English, Read180, Lexia Core 5, etc.		\$5,000
<b>HUSD Request to HEF</b>		<b>\$ 81,000</b>

**Project #: 3****Project Title:** Accelerated English**Project Leader:** Erin Fender, Director of Curriculum and Instruction**Project Champions:** Kelli Wong, AE Coach; Stephanie Feith and Beth Wolk, Healdsburg Elementary School Principals**Brief Project Description:** Accelerated English, as HUSD calls its English Language Development Program, is entering its fourth year of implementation. AE is attaining the goal of redesignating students as English Fluent Proficient (RFEP) as quickly as possible. During the 2016-17 school year, AE will expand to the Charter School, continue a second year with preschool and kindergarten teachers and students, and continue a fourth year with grades 1-12 students and teachers. AE includes training and in-class coaching for teachers from an external consultant and from a full-time internal coach. HEF financial support will allow HUSD to expand AE services to the Charter School and to continue in Preschool-Grade 12.**HEF Fund Request:** \$100,000**Total Project Cost:** \$350,000 includes AE Coach, staff development/training/coaching over requested amount, EL Mentor, additional classroom supplies**Students Served:** 515 English Language Learners and 280 Charter School Students

Timeframe - Started 2013-14 School Year until present

**Statement of Need:** *What is the Need? Why is this project the best solution?*

Entering Kindergarten, over 70% of HUSD students are English Language Learners. After 3 years of implementing Accelerated English, the data speaks for itself. Typically districts redesignate 5-10% of their students as English Fluent Proficient (RFEP). In the 2nd and 3rd year of implementation HUSD has achieved an RFEP rate of over 20% each year. Accelerated English (or AE) utilizes systematic, research-based instruction that breaks down the building blocks of language into understandable, manageable parts. The approach accelerates language acquisition and prevents learning gaps that limit students' ability to successfully move up grades as expectations increase. The power of this approach is that it targets students' needs, implements highly interactive, personalized instruction which engages students, and is structured to move students from beginning to advanced levels based on the results of program related regular assessment.

The AE program provides students' who are English Language Learners with the skills, experience and confidence to achieve key benchmarks and allows students to tackle grade level work with their peers. This approach to addressing the academic divide experienced by EL students has a demonstrated success rate in an area that challenges many school districts in our county and nationwide.

During the 2015-16 school year AE coaching/training was added for preschool and kindergarten teachers and students. During the 2016-17 school year HUSD will continue AE in the early childhood education classrooms as well as in grades 1-12.

As the number of RFEP students grows, the students matriculate into the core academic program in greater numbers. One show of success has been from grades K-5 Charter School teachers noticing the advanced writing skills of AE students. The Charter School teachers have requested AE training and coaching in order to ease the transition of AE students into their classrooms but also see AE as good teaching and supportive of learning for all students. Thus in the 2016-17 school year, AE instructional principles and some methodologies will be implemented at HCS.

**Proposal** (contains): *Project's goals and objectives. Outcomes (short term, long term, and indirect?). Who will the project serve? How will project be staffed and managed? What opportunities exist to inform stakeholders (students, parents, HEF donors, and community) about the program and promote HEF's involvement?*

The goal is to provide all English Learners (EL's) with the language skills required to perform successfully in academic settings.

The short term outcomes of this project include:

- 1) High quality English Language instruction
- 2) Benchmark scores of 70-100%
- 3) Advancement from one level of AE to the next
- 4) Increased integration of EL's

Long term outcomes of this project include:

- 1) Increased diversity in Advanced Placement courses
- 2) Increased involvement of EL's in extra curricular
- 3) Decreased dropout rate
- 4) Increased GPA
- 5) Increased graduation rate
- 6) Increased college enrollment

The project will serve all 500+ English Language Learners and all Charter School students. The project is staffed by designated AE teachers in grades 1-12, all preschool and kindergarten teachers, and all Charter School teachers. The project is managed by the Director of Curriculum and Instruction, the Principals of each school and the internal AE Coach.

Opportunities to inform stakeholders include: classroom visits, HUSD and HEF Board meetings.

**Proposal Metrics:** *What are the key implementation milestones (with dates) for the project? How will progress and outcomes be measured?*

Key implementation milestones are:

- Continue higher than average RFEP rate, year after year
- Decrease the number of long-term English Language Learners
- Increase the number of teachers who are trained and implement AE with fidelity

**Budget:**

<b>Project #1:</b>		
Number of Participants	500+ English Language Learners 280 Healdsburg Charter School Students	
Number of Activities	2	
<b>Funding Request</b>	<b>Amount</b>	
HEF Funding Request	\$ 100,000	
Total Program/Project Cost	\$ 350,000	
<b>Program/Project Expenses</b>		
<b>Salaries/Wages by Position</b>	<b>Hours Requested</b>	<b>Cost/Hour</b>
Consultant Contracts		\$ 100,000
<b>HUSD Request to HEF</b>		<b>\$ 100,000</b>

**Project #:** 4

**Project Title:** Instructional Coaching

**Project Leader:** Erin Fender, Director of Curriculum and Instruction

**Project Champions:** Lori Rhodes and Michael Waters, Administrators at Healdsburg High School

**Brief Project Description:** Instructional Coaches for Math and Reclassified English Language Proficient (RFEP) Monitoring

**HEF Fund Request:** \$56,000

**Total Project Cost:** \$76,000 includes professional development/training, supplies

**Students Served:** All HHS students (650) and RFEP Students (350)

**Timeframe:** Projected Start 8/2016 and End Date: ongoing

**Statement of Need:** *What is the Need? Why is this project the best solution?*

*"Instructional coaches are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms."* Jim Knight, Project Director of Pathways to Success at the University of Kansas Center for Research on Learning

The pressure to improve the quality of instruction in schools may be higher today than at any other time in the history of U.S. education. To respond to this urgent demand, schools across the nation are hiring instructional coaches to provide on-site professional development to assist fellow educators on how to use proven teaching methods. Instructional Coaches (ICs) use a variety of professional development procedures to encourage widespread, high-quality implementation of effective teaching practices, including holding one-to-one or small group meetings during which (ICs) can identify how to address the most pressing concerns or issues; guiding teachers through instructional practices, collaboratively planning to identify when and how to implement effective instructional practices; modeling instructional practices in teachers' classroom; observing teachers when they use interventions; and providing feedback to teachers. Based on Healdsburg Unified School District data and requirements from state and federal statutes two areas of need stand out for the deployment of Instructional Coaches. They are to support math instruction and to support students who have recently been reclassified as English Fluent Proficient (RFEP), formerly English Language Learners. HUSD is reclassifying many more students than average due to the success of the Accelerated English Program and HUSD wants to make sure the RFEP students continue to be successful in the core academic program and beyond. Student achievement in math continues to be an area of need.

**Proposal** (contains): *Project's goals and objectives. Outcomes (short term, long term, and indirect?) Who will the project serve? How will project be staffed and managed? What opportunities exist to inform stakeholders (students, parents, HEF donors, and community) about the program and promote HEF's involvement?*

The goal of utilizing Instructional Coaches is to increase math achievement and to ensure students who have recently been reclassified as English Fluent Proficient (RFEP) from English Language Learner are successful in school. The objectives for instructional coaching in math are: 1) increase the number of students who complete Integrated Math (formerly Algebra 1) by the end of 9th grade with a grade of C-, or better; 2) increase the number of students who are deemed “college ready” by the California State University (CSU) Early Assessment Program (EAP) that all 11th graders take as part of the California Assessment of Student Performance and Progress (CAASSP); 3) increase the number of students who have completed the math requirements for admission to a 4-year university. The objectives for instructional coaching for teachers who have high numbers of RFEP students, particularly English Language Arts Teachers, is to ensure students who have succeeded in the Accelerated English (AE) program matriculate well into the core academic program and continue to succeed in all aspects of school, as measured by: Grade Point Average (GPA), credits earned, attendance, participation in extracurricular events/teams, student perception of belonging to the HUSD community, referrals (discipline and counseling).

The math IC will serve all of the high school math teachers in the first year with a hope that the service would expand to include the junior high school teachers in year two. The “EL Mentor” as we have named the Instructional Coach that will serve to monitor the RFEP students and provide coaching to their teachers, will serve all of the RFEP students which now number 350 and their teachers which we estimate to be at least 20 teachers.

The math IC is envisioned as a 0.4 Full Time Equivalent (FTE) position at the high school. This would provide two periods of the day for the IC to push into classrooms of fellow math teachers to provide coaching services. The EL Mentor IC is envisioned as a 0.2 FTE position, stationed at the high school as a full time English Teacher. The highest need for supporting RFEP students will be in English Language Arts and thus it makes sense that the EL Mentor be a fellow English teacher. This will allow the EL Mentor to more easily gain trust, understanding and coach peers in the department. The ICs will be co-managed by the Director of Curriculum and Instruction and the High School Principal.

Opportunities to inform stakeholders include: visits to the classrooms where the ICs are working, HUSD Board meetings where the Director of Curriculum and Instruction will provide updates to the HUSD Board of Trustees, HEF Board meetings or other events, as invited.

**Proposal Metrics:** *What are the key implementation milestones (with dates) for the project? How will progress and outcomes be measured?*

Ideally both of the Instructional Coaches will begin during the 2016-17 school year. HUSD is actively recruiting a math IC. The EL Mentor has been hired and will begin services during the 2016-17 school year. Progress and outcomes will be measured utilizing the following metrics:

**Math IC:**

- 1) Increase the number of students who complete Integrated Math (formerly Algebra 1) by the end of 9th grade with a grade of C-, or better;
- 2) increase the number of students who are deemed “college ready” by the California State University (CSU) Early Assessment Program (EAP) that all 11th graders take as part of the California Assessment of Student Performance and Progress (CAASSP);
- 3) increase the number of students who have completed the math requirements for admission to a 4-year university.

EL Mentor: ensure students who have succeeded in the Accelerated English (AE) program matriculate well into the core academic program and continue to succeed in all aspects of school, as measured by:

- 1) Grade Point Average (GPA)
- 2) Credits earned
- 3) Attendance
- 4) Participation in extracurricular events/teams
- 5) Student perception of belonging to the HUSD community
- 6) Referrals (discipline and counseling).

**Budget:**

<b>Project #1:</b>		
Number of Participants	100	
Number of Activities	2 Instructional Coaches	
<b>Funding Request</b>	<b>Amount</b>	
HEF Funding Request	\$ 56,000	
Total Program/Project Cost	\$ 76,000	
<b>Salaries/Wages by Position</b>	<b>Hours Requested</b>	<b>Cost/Hour</b>
Part-time	0.6 FTE (0.2 FTE on average costs \$18,700 which includes salary and benefits)	\$ 56,000
<b>Request to HEF</b>		<b>\$ 56,000</b>