



NEW MEXICO DIVISION OF
VOCATIONAL REHABILITATION

PUBLIC EDUCATION DEPARTMENT

Request for Informal Proposals Pre-Employment Transition Services

I. GENERAL DESCRIPTION

The New Mexico Division of Vocational Rehabilitation (NMDVR or Division) is requesting informal proposals from qualified firms or Offerors for the purpose of hiring a Contractor(s) to provide Pre-Employment Transition Services. The Contractor(s) shall support NMDVR in the implementation of the Rehabilitation Act 1973 as amended by Workforce Innovation and Opportunity Act (WIOA), by providing Pre-employment Transition Services (Pre-ETS) for New Mexico students with disabilities (SWD) ages 14 through 21 in need of such services.

The selected Contractor(s) shall deliver Pre-employment Transition Services within the state of New Mexico to potentially eligible SWD. The purpose of Pre-ETS is to provide an early start to career exploration that assists students with disabilities in identifying career interests, and opportunities for students with disabilities to practice and improve workplace skills, such as through internships and other work-based learning opportunities, which may be further explored through additional vocational rehabilitation (VR) program services, such as transition services and other individualized VR services. Conducting Pre-Employment Transition Services will be based on requirements as outlined in the Workforce Innovation and Opportunity Act (WIOA) of 2014.

Purpose

The purpose of the vendor application is to select qualified service providers to provide Pre-Employment Transition Services consisting of job exploration counseling, work readiness skill development, counseling on enrollment in post-secondary education programs at institutions of higher education, training opportunities, instruction in self-advocacy, including peer mentoring, and work-based learning experiences.

Approved service providers will identify which pre-employment transition services they will provide throughout the proposed contract. These services serve to help develop vocational-based informed choices regarding careers, self-advocacy, work readiness, job exploration, work-based learning experiences and post-secondary options. The services can be provided during the school year, after school hours, weekends, and/or in the summer months. Approved service providers will need to identify the best time services will be provided and justify why the selected time frame is the best to engage potential participants. This program will require collaboration with other organizations. The projected outcome is that students with disabilities will develop a student career profile that includes exposure to opportunities, thus, resulting in an increase in successful, competitive, integrated employment.

Significant changes in the Rehabilitation Act Amendment of 2014 (WIOA) now provide vocational rehabilitation agencies across the nation with the opportunity to provide expanded services in five

specific focus areas to students with disabilities. Pre-Employment Transition Services are available to any student with a disability who is enrolled in a recognized education program, is within the states age range, and has an IEP, 504, or otherwise is an individual with a disability for the purpose of section 504. Those students with a disability or potentially eligible whether they have or have not applied for VR services. For the purposes of this RFP, the following services are available for students who are enrolled in a secondary school setting, have a school-based IEP, or 504 plan, or are still receiving school district services. The five pre-employment focus areas include:

- Job Exploration Counseling
- Work Based and Learning Experiences (WBLEs)
- Counseling on Postsecondary Enrollment Opportunities
- Workplace Readiness Training
- Instruction in Self-Advocacy

A. Job Exploration Counseling

Job Exploration Counseling, or career counseling, can include a wide variety of professional activities which help individuals with career-related issues. Career counseling may be offered in various settings, including in groups or in an individual basis, and can take place in person or on a virtual platform. Discussion or counseling of job exploring options are intended to foster motivation, consideration of opportunities and informed decision-making. Specific to youth, real-world activities ensure that students recognize the relevance of a high school and post-school education to their futures, both in college and/or the workplace.

Job exploration counseling activities can be done in conjunction with private, for-profit, public, or nonprofit businesses in your community and/or through web-based resources. Using customized tools will help discover students' skills, abilities, support needs, and interests. In addition, students will gain an understanding of the current labor market and in-demand occupations, resulting in the identification of career pathways of interest to the student. Providers will need to give transition-age youth information on career offerings, career options, the types of academic and occupational training required to succeed in the workplace along with postsecondary opportunities associated with career fields or pathways.

Examples of Job Exploration include:

- Review vocational interest inventory results with students
- Learn about and explore career pathways using state career information systems
- Provide information about nontraditional employment
- Provide information about in-demand industry sectors and occupations
- Use O*NET to explore careers
- Arrange a panel of local employers to meet with students
- Develop a local career fair

B. Work Based and Learning Experiences (WBLEs)

WBLE is an educational approach or instructional method that uses the workplace, or real-life work experiences, to provide SWD with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. WBLEs are provided in an integrated environment to the maximum extent possible and may include in-school or after school opportunities, or experiences outside the traditional school setting (including internships). It is essential that direct employer or community involvement be a component of the WBLE to ensure in-depth student engagement. These opportunities are meant to engage, motivate, and augment the learning process.

These WBLE opportunities can be done in conjunction with private, for-profit, public, or nonprofit businesses in a student's community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth and an evaluation of acquired work relevant skills. When work-based learning experiences are paid, the wages are to be paid at no less than minimum wage.

Providers are to coordinate opportunities for transition age students to gain valuable work-based learning experiences in a competitive environment over a limited period. They should specify and elaborate on meeting times that will produce the most favorable outcomes to increase the success of the services provided. The provider has full reign on determining selecting the meeting times during the school year, after school hours, weekends, or over the summer months so long as the requirements are met.

Examples of Work-Based Learning Experience include:

- Connect student with a business mentor
- Develop work sites aligned with student interest
- Provide local volunteer opportunities for students
- Conduct work-based learning evaluations of student performance
- Provide opportunities for internships
- Coordinate informational interviews to research employers
- Conduct work-site tours to learn about necessary job skill in various job settings
- Provide job shadowing and mentoring opportunities in the community

C. Counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at institutions of higher education

It is essential that students and their families receive information and guidance on a variety of post-secondary education and training opportunities to improve employment outcomes for students with disabilities. These services may include information on course offerings, career options, types of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with a career field or pathways. It may also include advising students and family members on academic curricula, college

application and admissions processes, completing the Free Application for Federal student Aid (FAFSA), and resources that may be used to support individual student success in education and training, to include disability support services. Individualized student strategies to support a smooth transition from high school to postsecondary education (PSE) are highly encouraged.

Students with disabilities should receive information that will enhance the transition youth's knowledge of academic curricula, college applications, admissions process, and financial literacy related to training costs. In addition, they should receive information on student support needs and resources that will increase success in education and training throughout a post-secondary program.

Examples of post-secondary counseling include:

- Advise students and parents or representatives on academic curricula
- Provide information about college application and admissions process
- Complete the Free Application for Federal Student Aid (FAFSA) with student
- Provide resources that may be used to support individual student success in education and training
- Tour universities and community college campuses and talk to disability services on each campus
- Plan a visit to local Job Corps campus
- Discuss the difference between special education service in K-12 education and post-secondary education disability services
- Learning about accommodations for college entrance exams

D. Workplace Readiness Training (to develop social skills and independent living)

Workplace readiness traits describe several commonly expected skills that employers seek from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job including how to interact with supervisors and co-workers and the importance of timeliness. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills. Training on workplace readiness skills will focus on soft skills intended to enhance the development of employment skills for transition age youth. The provider should counsel and provide structured exposure for opportunities that teach disability understanding, disability disclosure, decision making, goal setting, evaluate options, identify accommodation, request, and utilize accommodations, provide the knowledge of how to request and accept help, assist the students in developing intrinsic motivation, develop problem-solving skills, and assist with developing positive self-talk.

Examples of Workplace Readiness Training include:

- Identify and learn how to use assistive technology in the workplace
- Meet with benefits counselor
- Develop individual transportation plans and learn necessary mobility skills
- Provide lessons on strategies to support independence at work such as time management, self-monitoring performance and accepting constructive feedback
- Conduct simulations to develop social and communication skills
- Provide role-play experiences for working as a team
- Develop communication and interpersonal skills
- Develop financial literacy; including banking and budgeting skills
- Provide group orientation and mobility skills

E. Instruction in Self-Advocacy

Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate, or assert his/her own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means taking the responsibility for communicating one's needs and desires in a straightforward manner to others. The development of self-advocacy skills should be started at an early age. These skills will be needed in education, workplace, and community settings, enabling students to advocate for any support services and accommodations that may be necessary for training or employment. Fostering knowledge and growth of independent living skills, communication, and interpersonal skills will help students with disabilities gain an understanding of employer expectations related to timeliness and performance on the job.

Examples of Work-Based Learning Experience include:

- Discussion with student on how their disability impacts them and identify strategies that may assist them at school, work, and social life.
- Use computer assisted instruction to learn about IEP's and how to be an active participant
- Assist student to identify, document and explain need accommodations
- Assist students in developing goals and information to share at their IEP
- Provide opportunities for to participate in mentoring with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings
- Provide opportunities for students to participate in youth leadership activities offered in youth leadership activities including peer mentoring

II. Scope of Work

A Pre- and Post-Assessment needs to be conducted for each student at the start and the end of the proposed program. The assessment should identify the pre-ETS necessary that the potential eligible student will be provided.

Program Reporting Requirements

Prior to the initiation of services on behalf of the provider, DVR must approve the services that the provider would like to supply to the students selected. In addition, before services are rendered, the provider needs to collect and enter the following data for each of the students:

- a. STARS number
- b. Contact information; address, email, phone number
- c. Date of Birth
- d. Race
- e. Ethnicity
- f. Pre-Employment transition services Consent Form

Once the services have been approved, and the initial data is collected and entered for each student, the provider may then begin with the provision of services. The service provider will be required to submit detailed reporting of the services rendered on a monthly basis to the DVR contract manager with documentation supporting activities, student/youth engagement, the progress or lack of, and identifying any additional needs or services for the student.

Pre-ETS provided through an approved Pre-ETS Vendor:

- Pre-ETS are available to all potential eligible students with disabilities.
- Vendor is responsible for providing instruction related to the Pre-Employment Transition Services identified in the proposal.
- Vendors who provide Pre-ETS are responsible for completing and submitting the required monthly reporting.

The Contractor shall:

1. Provide one or more of the required pre-employment transition activities for students with disabilities, ages 14 through 21, in the areas of Job Exploration Counseling, Work Based Learning, Counseling on Opportunities for Enrollment in Postsecondary Educational Programs at Institutions of Higher Education, Self-Advocacy, and Workplace Readiness Training (see curriculum below).
2. Provide monthly reports- Including which pre-ETS were delivered
 - Pre-ETS Required
 - List each student
 - List the Pre-ETS Activity student received,
 - Start date of the service

- Narrative/description on each activity
- Outcome of the activity
- Number of unduplicated students served,

3. Provide monthly reports detailing:

- Staff updates
- Student recruitment/school engagement
- Financial and expenditure details for the month
- Communication of variations of the scope of work
- Ensure the provided monthly services meet outcomes based on approved proposals

4. Meet with the Transition Director, Staff Manager Quarterly to review:

- Contract Monitoring and Administrative Plan
- Financial Documentation

5. Contractor is responsible to maintain personnel files for staff providing Pre-ETS as identified in this Scope of Work including:

- Staff time
- Wage and benefits
- Travel costs

Contractor is responsible to adhere to federal and state budgetary requirements.

- Refer to section D

6. DATA: Contractor shall enter Pre-employment transition service data elements for each student served into the NMDVR Pre-ETS portal, to include but not be limited to:

- STARS number
- Contact information; address, email, phone number
- Date of Birth
- Race
- Ethnicity
- Pre-Employment transition services Consent Form
- Entry of Actual services provided;
 - Type of pre-employment transition service provided
 - Description
 - Start and end date

*Entry of Actual Services can only be entered after the DVR has approved the provider services and when the provider has collected and uploaded the data listed a through f above.

NMDVR will train Contractors on utilizing the portal. Contractor shall receive the Pre- ETS Application URL from NMDVR Information Technology Unit upon contract implementation. Data shall be entered by the 7th day following the end of each month.

Work with NMDVR to handle project issues as they arise.

i. Deliverables

The Contractor shall:

- i. See details outlined in Section A in addition to the following:
 - Provide invoice by the 7th of each month uploaded electronically to the contract portal.
 - Provide report by the 7th of each month uploaded electronically to the contract portal.

ii. Measurable Outcomes

The Contractor shall:

- i. Ensure that all identified SWD will be provided an opportunity to receive and participate in Pre-employment transition services based on referral data from Local Educational Agencies and approval from the DVR.
- ii. Refer potentially eligible students with disabilities (Age 14-21) to NMDVR. Pre-ETS Vendors assigned to the schools in the state of NM provide Pre-ETS referral information to all potential eligible students/parents and local educational agencies. Potential eligible students who are interested need to complete an online referral with their parent/guardian with assistance from the Vendor staff.

Referral Guidelines:

- If a student has been working with a contractor on Pre-Employment Transition Services, the contractor will work with potential eligible students/families and local educational agencies to identify when to refer the student to DVR and guide them through the online referral process.
- School staff, the student, or family/guardians may also refer at any time.
- Student has a disability that would impede their ability to work
- Student would benefit from an employment outcome
- Student is ready to begin working with a DVR counselor to set and work toward employment goals, assess needs, and build vocational skills.
- Student has a disability and is at high risk of dropping out
- If student has high needs and wants DVR services, DVR recommends referring as soon as possible.
- Deaf and hard of hearing students should be referred starting at age 14.

To refer, log on to DVR web page <http://www.dvr.state.nm.us/> fill out the referral online and release of information forms provided by your DVR staff. Students under 18 will need to have their parent or guardian sign the Release of Information Form, which can be attached to the referral form. Students 18 or older may sign the Release of Information Form.

PRE-ETS CURRICULUM: The contractor will provide an outline of the proposed curriculum which will be utilized in alignment with the Pre-ETS offered throughout the proposed contract. The curriculum is subject to approval from DVR

INFORMATION

DVR will consider single - and multi (2) year terms, and renewable for two (2) additional years, on a state fiscal year basis, at the NMDVR's discreet.

- The start date for each contract will be based upon evaluation of informal proposal timeline and construction of agreements
- Proposal will be reviewed between January and March of each year
- Contract will begin at the beginning of state fiscal year
- The end date for each contract will be in alignment with the state fiscal year
- DVR can consider multi -year contracts

III. PROPOSAL EVALUATION CRITERIA

While this is an informal solicitation, interested pre-ETS Contractors must submit a proposal responding in the form of a thorough narrative to each evaluation factor below. Proposals will be evaluated and reviewed, taking into consideration the evaluation factors. Contract award will be based on a contractor's ability to meet the required criteria, reasonably proposed costs and qualifications.

A. Proposed Program Description

1. Describe the Proposed program,
 - a. Contractor will describe why they would like to provide Pre-Ets through this RFP solicitation for DVR,
 - b. Proposal submission should include a detailed outline of the services that will be provided in relation to the scope of work Section 2.
 - c. Proposal should include how the program will benefit the population being served.

- d. How the program differs from what is currently available in the county and what is the demand/market for this service.
- e. The Proposal should be in alignment with activities allowable under the 5 core pre-ETS.
- f. Which counties will be served – contractor will identify what counties will be served throughout the state which could include specific populations (i.e., students who are deaf or hard of hearing, native students, if they have staff who are bilingual, etc.),
- g. Length of the program – Contractor will need to describe dates the program will start and end (Aug 1st, 2023- June 30th, 2025) (Summer June/July 2024) to include if this is a summer program only, single year or a multiyear program.

B. Contractor Experience

Contractors must provide information about their firm/company/school district that demonstrates the ability to provide sufficient professional competence, meet time schedules, accommodate cost considerations, and project administration requirements. Indicate the relationship of the scope of work in this solicitation to other current or past contracts or projects. Indicate proposed work schedules and milestones, with completion methods and strategies. Demonstrate or indicate project team organization and working relationships. Describe how they will accomplish the work proposed within their organizational structure.

C. Contractor Qualifications

Contractors must submit a list, with resumes, of all proposed professional team members, including any subcontractors, who will be performing services under this Agreement. The list shall include an attached narrative that describes the specific relevant experience of each team member, including subcontractors, if any, in relation to the role that the member will perform for this Agreement. The narrative shall include the name of each person and a thorough description of her or his education, knowledge, areas of expertise, relevant experience and any certifications or other professional credentials.

Qualifications expectations of staff meet the qualifications of a Rehabilitation counselor and must be able to obtain Rehab Counselor Level 1 license through the Public Education Department. Everyone that will work with students must complete a criminal background check

[.https://webnew.ped.state.nm.us/bureaus/licensure/licensure-requirements/rehabilitation-counselor-pre-k-12/](https://webnew.ped.state.nm.us/bureaus/licensure/licensure-requirements/rehabilitation-counselor-pre-k-12/)

D. Contractor's Understanding of Objectives and Approach to the Scope of Work

Contractors must explain their understanding, or familiarity, with the desired scope of work, or similar works, based on experience. Contractor's must provide a **thorough** narrative describing the approach the firm/company/school district will use to accomplish the Scope of Work, considering all Pre-ETS curriculum. Milestone charts may be used to describe the tasks to be performed, the time frame for each task and the proposed staff member, including subcontractors if any, designated for the completion of each task. Whether a milestone chart is used or not, the Contractor should clearly explain his/her firm's approach to fulfilling the Scope of Work.

F. Cost

Contractors shall propose a **fixed sum cost proposal**. Utilize the cost proposal work sheet Attachment A. Contractor should identify cost per Pre-ETs service proposed to be provided, per student and the length of time the service is to be provided within. A cost proposal work sheet must be completed for each year of proposed contract. (ie Year 1, cost proposal work sheet, year 2 cost proposal work sheet)

Pre-ETS Activities:

- Hourly cost to provide core pre-employment transition services per student per pre-et activity.
- Staffing hourly rates to be charged per staff to include:
 1. Hourly rate
 2. Fringe benefits
 3. Monthly hours per staff
- Number of students who will be served.
- Student Work Experience wage hours (current minimum wage standard whatever if greater)
- Travel time, mileage & per-diem
- Allowable costs example (student lessons, educational materials/supplies) as student utilizes material
- Interpreter costs

Indirect/administrative Costs:

Examples

- Office supplies
- Cell phone expenses
- Administrative salaries
- Printing advertisement

The Contractor shall include any other expense not mentioned above. Costs must calculate and equate to the Contractor's fixed sum cost proposal. Cost proposals shall exclude

applicable New Mexico Gross Receipts tax and shall be valid for sixty (60) days subject to all action by the NMDVR.

IV. PROPOSAL FORMAT AND SUBMISSION

All informal proposals must be typewritten on standard 8 1/2 x 11 paper, with tabs delineating each section. Offerors must limit their proposals to twenty (20) pages.

A. Proposal Organization

The proposal must be organized and indexed in the following format and must contain, at a minimum, all listed items in the sequence indicated:

- a. Letter of Transmittal
- b. Table of Contents
- c. Response to Evaluation Criteria
 - i. Contractor Experience
 - ii. Contractor Qualifications
 - iii. Contractor's Understanding of Objectives and Approach to the Scope of Work
 - iv. Cost Proposal

Within each section of their proposal, Offerors should address the items in the order in which they appear in this Request for Informal Proposals. Any proposal that does not adhere to these requirements may be rejected.

B. Letter of Transmittal

Each proposal must be accompanied by a letter of transmittal. The letter of transmittal MUST:

- Identify the submitting organization;
- Identify the name and title of the person authorized by the organization to contractually obligate the organization;
- Identify the name, title and telephone number of the person authorized to negotiate the contract on behalf of the organization;
- Identify the names, titles, and telephone numbers of persons to be contacted for clarification.
- Be signed by the person authorized to contractually obligate the organization;

C. Proposal Submission

Each Offeror must provide one electronic copy of their proposal in PDF format. NMDVR reserves the right to reject all informal proposals in part or in whole. Informal proposals

will be accepted and reviewed for a potential contract on an on-going basis. Informal proposals must be emailed to the NMDVR Procurement Section, to the attention of David Soveranez at: David.soveranez@dvr.nm.gov.

If you have any questions related to this request, please contact David Soveranez at the email address listed above, or Charlene Chavez at charlene.chavez@dvr.nm.gov. Thank you for your participation.

Media Commentary

If providers are contacted from members of the media to provide commentary, insight, and expertise of activities that have a connection with NMDVR, they are to acknowledge NMDVR as a partner. When broadcast, print, and internet stories include mention of the agency, it creates brand awareness and benefits all organizations supporting persons with disabilities. Activities that merit the acknowledgment of NMDVR as a partner include—but are not limited to—events, programs, or activities that are coordinated with NMDVR participants or staff or are financially sponsored by NMDVR.

STEVEN'S AMENDMENT NOTICES

The New Mexico Division of Vocational Rehabilitation (NMDVR) helps eligible individuals with documented disabilities find suitable employment. To do so, NMDVR partners with employers seeking opportunities to enhance and diversify their workforce. Vocational rehabilitation is a voluntary program supporting people who want to work. With a long history of success and proven methodology for making the best fits, NMDVR is committed to helping participants thrive in their communities.

The Vocational Rehabilitation program receives 78.7% of its funding through a grant from the U.S. Department of Education. For federal fiscal year 2022, the total funds awarded was \$21,389,100. The remaining 21.3% (\$6,017,000) was funded by state appropriations and transfers from the Commission for the Blind and Commission for the Deaf and Hard of Hearing.

**New Mexico Division of Vocational Rehabilitation
Cost Proposal Worksheet**

Attachment A

Respond to each section of this attachment with detailed information demonstrating the provider’s ability to effectively provide the services listed. A completed Service Proposal shall be developed and include documentation.

Name of Provider:

Proposed Location(s) for Services:

Number of students:

The “Budget Summary” form should include a breakdown of the **costs per unit** for all cost categories provided per year. In the “Description” column, explain the costs and how the unit costs were derived. Please note: Total Number of Students served for the year, based on **One unit = one student. All costs should be prorated to reflect the percentage of use for VR clients and services only.**

COST PROPOSAL WORKSHEET INSTRUCTIONS

Line	Direct Cost	
Line 1	Personnel:	Enter total cost of salaries and wages of staff that can be identified with the service exclusively. Derive the unit cost by dividing the total costs by expected number of participants.
Line 2	Fringe Benefits:	Enter the total costs of fringe benefits for the personnel. Identify the personnel fringe range (Line 2 divided by Line 1). Derive the unit cost by dividing the total costs by expected number of participants.
Line 3	Supplies/Equipment	Supplies and equipment represented in the budget summary should be exclusively used for Pre-Employment Transition Service-related functions. Provide a brief description of any items budgeted and, if necessary, a note to explain why it is essential to administer the service. Enter the annual amortized amount of all equipment necessary for administering the service. Provide a separate listing showing the equipment cost and expected life cycle of the equipment. Equipment is defined as non-expendable tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per

Line	Direct Cost	
		item. If the item does not meet the \$5,000 threshold, it will be classified as Supplies. Derive the unit cost by dividing the amortized total by expected number of participants.
Line 4	Contractual	Enter the total costs of all contracts (except those which belong on other lines such as equipment, supplies, etc.). Attach a list of contractors indicating the name of the organization, the purpose of the contract, and the estimated per unit dollar amount. Derive the unit cost by dividing the total costs by expected number of participants.
Line 5	Pre-ET Costs	Cost per pre-ET, to include curriculum, transportation to conduct pre-ETS and Work based stipend per student to include the number of hours each student will complete
Line 6	Other:	Enter the total cost of all other direct costs. Other direct costs are those that clearly do not fit under another category; however, qualify as an exclusive cost of the service. List items included in this category. Derive the unit cost by dividing the total costs by expected number of participants. (Interpreting Services)
Line 6	Total Direct Cost	Sum of Line 1-6
Line 7	Total Indirect Cost	Enter the total cost of indirect costs. Derive the allowable indirect cost by multiplying the Total Direct Cost by the 16.2%. (Line 6 multiplied by 16.2%)
Line 8	Total Cost per unit	Sum of Lines 6-7

Example **COST PROPOSAL**

Number of participants expected: *30*

Line	Direct Cost	Description	Unit Cost
Line 1	Personnel	<i>1 full-time instructor, 1 full-time employment specialist, 1 part-time teaching assistant, 10% of 1 employment services manager</i>	<i>\$3,830</i>
Line 2	Fringe Benefits	<i>Fringe benefits for above-listed staff</i>	<i>\$925</i>
Line 3	Supplies	<i>Supplies, which may include materials, uniforms, certification fees, workbooks.</i>	<i>\$500</i>
Line 4	Contractual	<i>Part time instructor - \$32,000 per year</i>	<i>\$3563.00</i>
Line 5	Pre-ET Costs	<i>Work Based working stipend -x220 hours per school year (\$15.00 per hour) 3300.00 x 30 \$99,000.00</i>	<i>\$9,900.00</i>
Line 6	Other	<i>Printing costs for program materials such as brochures and class binders. Interpreter costs</i>	<i>\$3,563</i>
Line 7	Total Direct Cost	Sum of Lines 1-6	<i>\$22,281.81</i>
Line 8	Indirect Cost	Line 6 multiplied by 16.2%	<i>\$577.206</i>
Line 9	Total Cost per Unit	Sum of Lines 6-7	<i>\$25,844.00</i>