



**Regional Equity and Recovery Partnerships  
Form 1: Project Narrative**

<b>RPUs with fewer than five (5) Local Boards, complete this section:</b>	
Lead Fiscal Agent (Applicant) Name	NOVA Workforce Development Board
Regional Planning Unit (RPU)	Bay Peninsula
Project Name	Bay Area Equity Collaborative
Which Local Board will staff the Regional Organizer?	NOVA
<b>Number of Projects Included in the Application – If there is only one community college partnership, list as Site 1. If there are more than one, list each separately.</b> These site numbers will be used throughout the application and need to be consistent.	
Site 1 – include WDB and community college	San Francisco Office of Economic and Workforce Development & City College of San Francisco
Site 2 – include WDB and community college	NOVA & College of San Mateo
Site 3 – include WDB and community college	NOVA, work2future & Mission College
Site 4 – include WDB and community college	Work2future & Gavilan College

<b>RPUs with five (5) or more Local Boards, complete this section:</b>	
Will the RPU have multiple Fiscal Agents	Enter Yes or No
How many Local Boards will be directly funded (maximum of 3) Outline Local Boards who make up a sub-region and the Fiscal Agent for each	Enter number of Local Boards acting as a sub-regional Fiscal Agent. Include which Local Boards fall under which Fiscal Agent
Regional Planning Unit (RPU)	Enter RPU Name
Regional Project Name	Enter Regional Project Name
Which Local Board will staff the Regional Organizer?	Enter Local Board
<b>Identify each Local Board within the RPU that will act as a sub-regional Fiscal Agent and be directly funded (maximum of 3).</b> List how many projects are under each Fiscal Agent as Site 1, Site 2, Site 3, etc., and include the community college (and partner WDB as part of the sub-region) if applicable.	

Local Board within the RPU to be directly funded as a sub-regional Fiscal Agent	Enter Local Board here
How many project sites will this Board have?	Enter each by Site 1, Site 2, etc... and include the community college name per site
Local Board within the RPU to be directly funded as a Sub-Regional Fiscal Agent	Enter Local Board here
How many project sites will this Board have?	Enter each by Site 1, Site 2, etc... and include the community college name per site
Local Board within the RPU to be directly funded – Sub-Regional Fiscal Agent	Enter Local Board here
How many project sites will this Board have?	Enter each by Site 1, Site 2, etc... and include the community college name per site

<b>PROJECT NARRATIVE</b>
<b>Less than five (5) Local Boards - if there are multiple projects within the application include details for each by Site number, as identified above, if applicable.</b>
<b>Five (5) or more Local Boards - identify individual projects by including the Sub-Regional Fiscal Agent WDB and then Site numbers as listed for each above. For example, XXX WDB, Site 1.</b>
<b>Overview</b>
Describe the regional problem to be addressed and the vision for success. <ul style="list-style-type: none"> <li>• Define the regional geographic scope of the effort.</li> <li>• Describe High Road approaches that will be supported in this effort.</li> </ul>
<p>The San Francisco-Silicon Valley region is a global leader in tech-driven innovation. But, due to the legacy of systematic racial segregation, systemic discrimination, and other barriers to opportunity, many in the region are not able to enjoy the fruits of this booming economy. Despite proximity to Apple, Google, Salesforce, Cisco and other name brand tech giants, residents in many regional pockets of poverty have little awareness of growth opportunities and limited access to quality training, professional networks, and well-paying careers.</p> <p>In response, the Bay Peninsula Regional Planning Unit (RPU) and four college partners have formed the Bay Area Equity Collaborative (BAEC) to build bridges to accessible training and career opportunities in industry sectors that will drive the global economy for years to come. BAEC will focus its activities in Santa Clara, San Francisco and San Mateo counties. The RPU workforce boards are NOVA Workforce Development Board (NOVA), work2future, and the San Francisco Office of Economic and Workforce Development (SFOEWD). NOVA is the BAEC</p>

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lead fiscal agent. The BAEC college partners are City College of San Francisco, College of San Mateo, Mission College and Gavilan College.

BAEC will meet its outcomes through a full array of interventions from the high road arsenal. They include intensive outreach to residents of historically excluded communities and underrepresented populations, rigorous career assessments to understand individual experiences and aspirations, and strategic engagements with colleges and employers developing just-in-time training for in-demand careers that fuel regional economic growth. Other approaches will include the integration of community college priorities including credit for prior learning, utilization of industry-valued credentials, as well as academic and career support.

Describe project goals and provide evidence that the proposed initiative impacts regional employment and income mobility.

- List target industries and their employment trends.
- Describe employment and jobs pipeline gaps that will be addressed.

BAEC will build transparent and sustainable regional workforce systems that efficiently connect individuals from grant target populations to training and career opportunities in industry sectors with strong growth potential and accessible career ladders. The BAEC target industry sectors and sub-sectors are:

- Cybersecurity. Key occupations include computer systems analysts (SOC 15-1211) and information security analysts (15-1212). In the five years from 2019 to 2024, the number of jobs in these occupations is forecast to grow by 14 percent in the broader San Francisco Bay Region and 13 percent in the Silicon Valley sub-region (Santa Clara County) according to March 2021 analysis by the San Francisco Bay Center of Excellence for Labor Market Research (COE). The COE further said that there is an “undersupply” of cybersecurity workers compared to the demand for these occupations in the broader San Francisco Bay region and the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of 3,447 students in the Bay region and 1,359 students in the Silicon Valley sub-region.
- Mechatronics (industrial automation) - The key occupation in this sector is electro-mechanical and mechatronics technologists and technicians (17-3024). In the five

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years from 2020 to 2025, the number of jobs in this occupation is forecast to grow by 4 percent, according to an April 2022 analysis by the COE. The COE is projecting an undersupply of workers compared to the demand for these jobs in the Bay region and in Santa Clara County. The project annual gap is 62 students in the Bay region and 28 students in Santa Clara County. In addition, employer members of the Mission College mechatronics advisory board are projecting strong future demand. Advisory board members include Tesla and Applied Materials.

- Cloud Computing - Key occupations include sales representative manager (41-4012) and computer network support specialists (15-1152). For the San Francisco metro area including San Mateo County, the number of sales representatives jobs are expected to grow by 5 percent between 2018 and 2028 with a total of 8,110 annual average job openings, according to EDD occupational projections. The number of computer network support specialists is expected to increase 14.5 percent over the ten-year period with 1,830 annual average job openings. Labor market intelligence from Amazon Web Services and its customer companies suggests continued strong demand for cloud-related occupations and a shortage of talent, according to the College of San Mateo.

Describe the following for the Target Populations:

- Which populations will be served?
- What geographical areas will be covered?
- Number of participants your project intends to serve.
- Why these populations are being prioritized.

Note: These must align with **Form 2** Participant Plan and **Form 3** Target Populations.

The BAEC will serve 160 participants in San Francisco, San Mateo, and Santa Clara counties from the following target populations: English Language Learners, Justice-Involved Individuals, Veterans, Low-Income Households and Dislocated Workers.

English Language Learners are a priority because of the extraordinary linguistic diversity in the RPU and the importance of English proficiency in enabling job seekers to compete for careers with ongoing access to career ladders. In San Francisco, for example, almost 300,000 of 840,000 residents were born outside of the United States and 160,759 residents “speak English less than very well,” according to the U. S. Census Bureau (2020).

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Low-Income Households are a priority because the high cost of living in the RPU puts dislocated workers and those from historically excluded communities at peril during economic downturns. According to a compilation of data by AdvisorSmith, the San Francisco and San Jose metro areas are the nation's two most expensive. San Francisco and San Jose have cost of living indexes at 178.6 and 173.5 respectively. The index national average is 100.

The BAEC's focus on Justice-Involved Individuals provides the region with an opportunity to build on the best practices from the RPU's recently concluded prison to employment (P2E) grant through the California Department of Corrections and Rehabilitation. It also builds on the SFOEWD's successful partnership with The Last Mile and other non-profits to prepare citizens returning from incarceration for tech and other high-demand occupations.

Mission College, a BAEC partner, will focus its outreach on veterans and will leverage the institutional resources of its VALOR Veteran Center in engaging this population. Demographically, 35 percent of Mission's student-veterans are Hispanic, 17 percent are Filipino, and 14 percent are White. More than 60 percent are first generation college students.

Dislocated workers are a BAEC priority because of the continued challenges they face finding sustainable careers in the wake of the COVID-19 pandemic. While tech and other high-skill occupations have recovered from the pandemic, employment for leisure and hospitality workers remains well below 2019 levels. BAEC's focus is to help these workers transition into growth industry sectors with opportunities for sustained career mobility.

Describe the training curricula that will result in industry-recognized credentials. Include outline of curricula, duration of training, and credential to be attained. If more than one community college/workforce development board is proposed in the application, complete one **Form 4** and include information for each project site.

This is an overview of the training curricula to be employed in the BAEC initiative, which has identified four sites in which to test four different service strategies in the tech sector.

Site 1: City College of San Francisco (CCSF) and SFOEWD - with RPU support - will engage participants in the college's ongoing network security programs. This track can lead to a certificate - Certified Information Systems Security Professional - and an associate degree. The certificate class includes instruction in security risks and protection techniques for mobile

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devices, web applications and telephone networks, and how to manage information security programs. Students completing this certificate program will be qualified for employment as incident response specialists, Chief Security Officers, or malware analysts.

Site 2: The College of San Mateo, with RPU support, will prepare students for careers in cloud computing through Amazon Web Services (AWS) Cloud Foundations and AWS Solutions Architect training. These 10-week, 60 hour virtual not-for-credit trainings are delivered using the AWS platform. Students will be prepared to sit for the AWS Cloud Practitioner exam, the foundation in a series of certificates that align with employer skill demands.

Site 3: Mission College, with RPU support, will prepare students for both a mechatronic technology associate degree and a college Certificate of Achievement. Mechatronic technology is an interdisciplinary field combining the study of mechanics, electronics, automation, and computers. The program learning outcomes include integrating electrical, electronic, and mechanical systems and devices, demonstrating written and verbal communication skills through technical documentation and oral presentations, and troubleshooting and repairing systems and devices.

Site 4: Gavilan College, with RPU support, will prepare students for cybersecurity careers through courses in firewalls and network security - preparing students for the CompTIA CySA+ certification exam and the sub-disciplines of ethical hacking and computer forensics.

In addition, the BAEC workforce boards will provide participants with career navigation training, including support in enhancing social capital as well as gaining access to professional networks, sources of real-time labor market intelligence, mentors, and employment contacts.

Describe the outreach, retention, and service strategies that will be implemented to assure successful completion of training, attainment, and retention of quality jobs.

BAEC partners will leverage this grant to share and enhance regional best practices regarding participant outreach and retention as well as service strategies. In San Mateo County, for example, the College of San Mateo's outreach will include targeted online and print advertising focused on engaging historically underserved communities and ongoing in-person and/or virtual information sessions hosted in partnership with local adult school and community-based organizations and government agencies. Retention strategies will include support provided by the college's Program Services Coordinator, who will work to follow up

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with students throughout the training to provide support as needed on a one-on-one basis via regular virtual office hours. RPU workforce boards will leverage existing networks of community-based organizations to enhance the college outreach and retention efforts.

Promoting greater regional equity is the primary objective of the BAEC collaborative. That means acknowledging and addressing intentional and enduring barriers to opportunity, including residential racial segregation. Associated service strategies will include credit for prior learning, supportive services, project-based mentoring (work-based learning), academic and career supports, and providing onramps to credit pathways that lead to industry-valued credentials and degrees.

Where possible, SFOEWD will leverage existing WIOA investments and co-enroll RERP with WIOA to serve 40 clients over the three-year life of the grant (10, 15, 15). Investments will also support non-WIOA clients for the Computer Networking and Information Technology and Cybersecurity programs to support CCSF towards meeting existing goals. The program will fund credit-for-prior-learning assessments, employer engagement strategies, and supportive services. Students enrolled in this program will work with an employment specialist at CCSF and receive an assessment for credit for prior learning to shorten in-class requirements and pipeline to direct hire or to apprenticeship. SFOEWD will support with student outreach, employer engagement, and apprenticeship opportunities.

To facilitate connections to jobs, College of San Mateo students will be granted access to the college's job board to track the number of applications submitted and confirmed job placements. The program services coordinator and director of workforce development will play critical roles in ensuring the placement of students.

Mission College will explore credit for prior learning opportunities for its veterans target population. The careeronestop Veteran and Military Transition Center resource sponsored by the U. S. Department of Labor is one of many tools available to help veterans translate their military skills and meet the needs of mechatronic and other Silicon Valley employers. Mission will also convene employers to develop project-based work opportunities for students. Support for books, transportation and childcare are also priority service strategies.

Gavilan College will use the grant to enhance its existing suite of service strategies. That includes engaging regional companies with the goals of developing internship programs for students and advising the college on the qualifications and attitudes employers seek in job

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<p>candidates. The college’s supportive service system includes an employment platform for students and employers, mock interview practice, resume workshops and the services of a dedicated CTE counselor.  </p>
<p>Describe the outcomes achieved (for list below) resulting from the partnership investment. These must also be entered in the Training and Placement sections of <b>Form 2</b>, Participant Plan.</p> <ul style="list-style-type: none"> <li>• Targeted Industries and Occupations</li> <li>• Total number of individuals to be served and target populations</li> <li>• Total number of individuals served that enroll in higher education</li> <li>• Credentials/certificates awarded – Percent of individuals enrolled in higher education that attain credentials or certificates</li> <li>• Employment – Percent of individuals served that will enter employment</li> <li>• Training Related Employment – Percent of individuals served that will attain employment related to training</li> <li>• Wages of individuals that enter employment</li> </ul>
<ul style="list-style-type: none"> <li>•   Target Industries and Occupations: Cybersecurity (computer systems analysts and information security analysts), Mechatronics (electro-mechanical and mechatronics technologists and technicians) and Cloud Computing (sales representative manager and computer network support specialists)</li> <li>• Total served and target populations: 160 served - English Language Learners, Justice-involved individuals, Veterans, Low-income households, Dislocated Workers</li> <li>• Total number of individuals that enroll in higher education: 152</li> <li>• Credentials/certificates awarded: 75 percent</li> <li>• Employment: 60 percent</li> <li>• Training Related Employment: 55 percent</li> <li>• Wages of individuals that enter employment: Cloud computing (\$33 per hour), Mechatronics (\$25), Cybersecurity (\$44.24)  </li> </ul>
<p><b>Partners</b></p>
<p>Describe the regional partnerships involved in the effort and the role of each partner, including:</p> <ul style="list-style-type: none"> <li>• Community colleges</li> </ul>



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- Employers
- AJCCs, workforce system partners and/or community-based organizations
- Other partners

The BAEC partnership will feature a coordinated and integrated effort including a diverse array of essential institutions in the region. They include NOVA as lead fiscal agent for the collaborative. NOVA currently serves as fiscal agent of the Bay Peninsula Regional Planning Unit. NOVA, San Francisco Office of Economic and Workforce Development, and work2future will coordinate grant activities with college partners and the California Workforce Development Board. Specific activities will include participant outreach and engagement, career navigation training and engaging community-based organizations and other workforce system partners.

The community college partners are City College of San Francisco, College of San Mateo, Mission College and Gavilan College. These institutions are members of the Bay Area Community College Consortium (BACCC). They will provide job training, counseling, mentoring and job placement activities.

Employer partners include two industry associations--Biocom California Institute and California Life Sciences—and employers who have been engaged in previous initiatives, including Amazon Web Services, Applied Materials, Tesla, LinkedIn and Twilio. Employers will provide real-time labor market intelligence, inform the training curricula, and participate in hiring activities.

Partner community-based organizers will include the Bay Area Video Coalition, providing subject matter expertise and data administration, and Goodwill of Silicon Valley and Samaritan House, both providing access to diverse talent.

ACCEL, the San Mateo County adult education and community college consortium, will work with the College of San Mateo and NOVA to engage students in the grant and connect them with training and job placement opportunities available through BAEC.

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Describe the role of the Regional Organizer in coordination, communication and reporting for regional effort. Include how the RO will ensure that regional communication and strategies will occur for the duration of the grant program.

NOVA managers Chandler Florence and Luther Jackson serve as co-regional organizers (RO) for the Bay Peninsula Regional Planning Unit (RPU). They will incorporate established RPU communication and convening conventions to support BAEC activities in this grant. The RO engagement approach includes regularly scheduled meetings with line managers and staff. Meeting activities include addressing local and regional tactical needs and making strategic recommendations to the RPU workforce board directors. The ROs also support director meetings relating to RPU strategic goals. In addition, ROs liaise with the RO for the East Bay RPU to address Bay Area wide workforce issues.

For the RERP grant, the ROs will convene weekly meetings with core staff from the RPU and community college partners. Additional partners, including employers, will be invited as needed. The ROs will also convene quarterly “all hands” meetings with project staff, RPU directors and college deans to review grant progress and recommend mid-course corrections. The ROs will provide agendas, facilitate meeting discussions, record meeting decisions, and follow up with participants. The ROs will also coordinate the execution of industry-led sector strategies and will report to CWDB on grant activities.

In addition to working with RERP grant partners, the ROs will engage regional networks and initiatives engaged in workforce activities focused on career mobility and other high road principles. One example is the ApprenticeSIP meetup group, connecting regional and national apprenticeship thought leaders. Another is the national movement building resources to improve education and mobility opportunities for the millions of employed Americans without college degrees. NOVA is participating in a regional “working learners” initiative anchored by Stanford University.

Aside from the Lead Fiscal Agent, list the entity/entities responsible for ensuring all program data is captured in CalJOBS in a timely manner. If there are multiple projects within the application, identify the responsible entity for each project.

Regarding the recording of program data in CalJOBS, NOVA will be assisted by the work2future MIS unit and the San Francisco Office of Economic and Workforce Development’s Tech SF Academy. The three RPU partners will work collaboratively to collect data from college partners in a timely manner.

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## ReadMe

All application exhibits for the Regional Equity and Recovery Partnerships (RERP) grant are in this excel workbook with the exception of Form 1, Project Narrative. This document provides guidance for applicants as they complete the applications exhibits. If further clarification is needed, send an email to the RERP inbox at [RERPinfo@CWDB.CA.GOV](mailto:RERPinfo@CWDB.CA.GOV) and use "RERP Q&A" in subject line.

### **Important:**

For RPUS that have less than five Local Boards, only one exhibit workbook can be submitted by the Lead Fiscal Agent as part of the application. If the project has multiple sites (as identified in Form 1, Project Narrative), use those Site numbers as appropriate in the exhibits.

For RPUs that have more than five Local Boards, there is an option to include up to three sub-regional Fiscal Agents as co-applicants and each will be directly funded. Each Fiscal Agent needs to complete an exhibit workbook (in its entirety) and the information needs to be specific to that agency's portion of the project. If each Fiscal Agent has multiple projects sites (as identified in Form 1, Project Narrative), use those Site numbers as appropriate in the exhibits.

Prior to starting your application, note that some exhibits and/or cells within the exhibits have been locked for the purpose of protecting the information being entered. **Please do not alter the form templates or their content.**

Additionally, please note that most exhibits will ask for the Fiscal Agent (name), and Project Name at the top of each form:

**Fiscal Agent** - is either the entity applying on behalf of the RPU (less than five Local Boards) or an entity co-applying on within the RPU (more than five Local Boards)

**Regional Planning Unit** - is the RPU that the entity is applying to serve

**Project Name** - is the name of the project.

This information should be consistent throughout the application.

**Cover Page (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**

## **To be completed by Fiscal Agent applying for grant funds or co-applicant Fiscal Agents**

Cover page requires wet signature from Authorized Representative and must be submitted in PDF form. Electronic signatures will not be accepted. Ensure that the break down of "Grant Request Total Amount" (Line 6) and "Match/Leverage Amount" (Line 7) reflect the totals in your Form 7- Budget Summary ( Line 24).

### **Form 1: Project Narrative** *(Not Included in Workbook and only one Project Narrative will be accepted each RPU)*

Submit a narrative describing project. A separate workset is available on the webpage and must be submitted with the application.

### **Exhibit 2: Participant Plan (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**

The participant numbers and associated breakdown for all of the participant measures on this exhibit must be unique and broken down cumulatively.

Unique means that the quarterly breakdown does not account for duplicative numbers/participants.

A Cumulative breakdown means amounts increase by successive additions. For example: If total enrollments for Quarter 1 are 5, total enrollments for Quarter 2 include an additional 10, and total enrollments for Quarter 3 include an additional 15; then the cumulative total enrollments that should be listed for Quarter 3 is 30- accounting for enrollments to date.

The instruction above should be adhered to when providing a breakdown for all of the participant measures on this form (e.g. Total Enrollments, Training and Placement Outcomes).

The participant plan should support and correlate with all project exhibits including and not limited to Exhibit 1: Project Narrative, Exhibit 4: Project Site Matrix, Exhibit 5: Workplan and Exhibit 9: Contracts. This will require applicants to review all of the forms submitted during the solicitation process to ensure consistency.

**Note that all enrollments and associated participant measures must be entered into CalJOBS. This includes data entry to capture all services provided to participants and associated case management activities.**

**For RPUs with more than five Local Boards, each Fiscal Agent should complete this form for their portion of the projects.**

**Exhibit 3: Target Populations (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**

The RERP has established a target population of workers from disadvantaged communities and/or communities impacted by COVID 19. These populations include English Language Learners, Homeless and Housing Insecure, Immigrants and Refugees, Justice-involved Individuals, People with Disabilities, Veterans, Youth, First Generation College Students, Residents of Disadvantaged Communities, Low-income Communities, Individuals in Low Income Households, and Dislocated Workers.

Select all populations that will be served and include details for all other prompts on this exhibit.

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**Exhibit 4: Project Site Matrix (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**

**This exhibit is only required for projects with more than one** community college/workforce board partnership within the region serving participants under this grant. If there is more than one partnership proposed, complete this exhibit and include each partnership within the region.

The exhibit currently has space for five sites so if there are more than five add more sections.

**For RPUs with more than five Local Boards, each Fiscal Agent should complete this form for their portion of the projects.**

**Exhibit 5: Workplan (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**

This exhibit is a tool to help projects plan the various components and milestones leading to achievement of project deliverables and assist CWDB staff supporting your project to better understand associated objectives. Provide details on the activities to occur on a quarterly basis throughout the grant term along with their estimated completion dates. This should align with scope of work and goals and deliverables outlined in the project narrative and throughout the application. Activities can carry-over between quarters but this must be clearly outlined. Each activity should include a completion date so if there are recurring activities, the final one needs to show the completion date.

**For RPUs with more than five Local Boards, each Fiscal Agent should complete this form for their portion of the projects.**

**Exhibit 6: Partner Roles and Responsibilities (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**

Form is meant to identify **all partners (including the Fiscal Agents)** and their specific involvement in your project's outcomes and deliverables. Identify partners involved and list them under the appropriate category. Detail their roles and responsibilities and provide the total Match/Leverage contribution as well as the type of contribution (Cash or In-Kind) if partner is providing match contribution. The total Match/Leverage total should be consistent with the amount notated on the cover page, budget summary (Form 7), and throughout the application where Match/In-Kind total is mentioned. This form should include all partners even those that are not receiving funds or providing in-kind match.

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**Exhibit 7: Budget Summary (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**

Provide clear accounting of all costs associated with the project activities and include the leveraged/match amount, source of leveraged match fund, and type of leveraged fund. For each line item of the project, indicate Admin, In-House, or Contracted with the appropriate requested amount. For reference:

Admin (and Indirect): costs associated with administrative and general functions of the fiscal agent. This includes indirect costs and cannot exceed 10% of the total project amount (not including in-kind).

Program Costs: This should include all expenses for the fiscal agent portion of running program and include contracted funds going to other organizations. All funds going to other organizations should be included in line 12 and align with amounts on Exhibit 9, Contracts.

**For RPUs with more than five Local Boards, each Fiscal Agent should complete this form for their portion of the projects.**

**Exhibit 8: Budget Narrative (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**

Every line item on Exhibit 7: Budget Summary in which you provide a **cost allocation paid directly with grant funds** must be reflected on this exhibit (do not include leverage funding). Enough detail should be provided to justify each allocation. Ensure to include a breakdown for all costs encompassing many items under "Narrative Details" as appropriate. For example, if your total Supportive Service allocation on Exhibit 7 is \$200,000, a break down must be provided on this exhibit detailing what specific supports are being covered by the \$200,000 along with an estimate cost for each (e.g. transportation services-\$50,000, work attire-\$70,000, tools-\$90,000, etc.).

Staff Salaries and Benefits: Enter the job title and a brief description of the roles and responsibilities for each staff working on your project that is being **paid directly with grant funds**. For example: "Case Manager; coordinates services and supports for RERP participants linking them to training and appropriate placement".

For the salaries cost breakdown, include (FTE), fringe benefits, and benefits percentage. Example provided below:

**FTE x Monthly Salary x Time ("X" months) = Total Salary**

**Total Salary x Benefit Percentage (0.00) = Total Benefits**

**Total Salary + Total Fringe Benefits = Grand Total**

\*\*\*See Case Manager Salaries example provided on exhibit

**For RPUs with more than five Local Boards, each Fiscal Agent should complete this form for their portion of the projects.**

**Exhibit 9: Contracts (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**

If funds are allocated in the Contractual Services line item 12 of the Exhibit 7: **Budget Summary**, complete **Exhibit 9: Contracts**. List all the contracts for the project. Identify the name of contractor, type of contractor, services to provide, number to serve, and fund allocated for each contract. Add more rows if needed. The total amount must match the total in line 12 of **Exhibit 7: Budget Summary**.

If there are multiple projects within the application, provide a breakdown of contractors per Site number aligned with the **Form 1 Project Narrative**.

**For RPUs with more than five Local Boards, each Fiscal Agent should complete this form for their portion of the projects.**

**Forms 10-13 (only one for RPUs with less than five Local Boards and one for each Fiscal Agent identified in RPUs with more than five Local Boards)**



Form 10 - Required. Read and sign. Submit back with wet signature.

Form 11 - Required. Read and sign. Submit back with wet signature.

Form 12 - If applicable. Read and sign. Submit back with wet signature.

Form 13 - If applicable (subcontracting funds out). Ready and sign. Submit back with wet signature.

<b>Fiscal Agent:</b>	NOVA Workforce Development Board
<b>Regional Planning Unit:</b>	Bay Peninsula
<b>Project Name:</b>	Bay Area Equity Collaborative

RPUs with more than five Local Boards - if your agency is acting as a su-regional Fiscal Agent, complete this form

<b>Project Cost</b>	
<b>Grant Request Total Amount:</b>	\$1,600,000.00
<b>Leverage Total Amount:</b>	\$641,000.00
<b>Lead Fiscal Agent Location</b>	
<b>Address:</b>	505 West Olive Avenue, Suite 550
<b>City &amp; Zip Code:</b>	Sunnyvale, CA 94086
<b>County:</b>	Santa Clara
<b>DUNS Number:</b>	O47897863
<b>Lead Fiscal Agent Point of Contact</b>	
<b>Designated Contact Person:</b>	Luther Jackson
<b>Title:</b>	Program Manager
<b>Email:</b>	<a href="mailto:ljackson@novaworks.org">ljackson@novaworks.org</a>
<b>Telephone Number:</b>	408-730-7832
<b>Fax Number:</b>	408-730-7643
<b>Fiscal Agent</b>	
<b>IRS Tax ID Number</b>	94-6000438
<b>CA Tax ID Number</b>	800-3876-3
<b>Approval of Authorized Representative</b>	
<b>Name:</b>	Marlena Sessions
<b>Title:</b>	Director
<b>Signature:</b>	SIGNED COVER PAGE INCLUDED SEPARATELY
<b>Date:</b>	6-May-22

Email:

[msessions@novaworks.org](mailto:msessions@novaworks.org)

**Regional Equity and  
Recovery Partnerships  
Exhibit 2: Participant Plan**

<b>Fiscal Agent:</b>	NOVA Workforce Development Board
<b>Regional Planning Unit:</b>	Bay Peninsula
<b>Project Name:</b>	Bay Area Equity Collaborative

**For RPUs with less than five Local Boards - include the totals for entire project. Breakdowns will be captured on other exhibits.**

**For RPUs with more than five Local Boards - if your agency is acting as a sub-regional Fiscal Agent, then the amounts should only include your totals (not the whole project for the RPU).**

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	TOTALS
	12/2022 (1 month)	1/1/23 - 3/31/23	4/1/23 - 6/30/23	7/1/23 - 9/30/23	10/1/23 - 12/31/23	1/1/24 - 3/31/24	4/1/24 - 6/30/24	7/1/24 - 9/30/24	10/1/24 - 12/31/24	1/1/25 - 3/31/25	4/1/25 - 6/30/25	7/1/25 - 9/30/25	

<b>Participants to be Served</b>													
<b>Individuals Enrolled</b>		5	15	25	40	60	85	110	135	150	160		160
<b>Training</b>													
<b>Enrolled in Training</b>		1	7	17	32	52	77	102	127	142	152		152
<b>Completed Training</b>				8	20	36	58	80	102	114		122	122
<b>Attained Industry-Identified Certificate or Credential</b>								17	34	51	81	92	92
<b>Placement</b>													
<b>Postsecondary Education</b>								3	6	8	12		12
<b>State-Approved Apprenticeship</b>													
<b>Career Advancement - Promotion in Employment (Incumbent Workers)</b>				6		1		3		7		12	12
<b>Employment (New Employees)</b>							9	18	29	44	63	84	84
<b>Add breakdown below</b>													
<b>Industry/Sector New Employment (placed in industry trained for)</b>							9	18	29	41	57	77	77
<b>Non-Industry/Sector New Employment (Other)</b>										3	6	7	7

## Regional Equity and Recovery Partnerships

### Exhibit 3: Target Populations

<b>Fiscal Agent:</b>	NOVA Workforce Development Board
<b>Regional Planning Unit:</b>	Bay Peninsula
<b>Project Name:</b>	Bay Area Equity Collaborative

RPUs with more than five Local Boards - if your agency is acting as a sub-regional Fiscal Agent, only include information for your portion of project

### TARGET POPULATION

Refer to the "Target Populations" section of the RFA for guidance, examples, and resources on how to complete this form.

#### Select all that apply for the target population(s).

Project must serve at least one of the target population listed below.

<input checked="" type="checkbox"/> English Language Learners <input type="checkbox"/> Homeless and Housing Insecure <input type="checkbox"/> Immigrants <input checked="" type="checkbox"/> Justice-Involved Individuals <input type="checkbox"/> People with Disabilities <input checked="" type="checkbox"/> Veterans <input type="checkbox"/> Out-Of-School Youth <input type="checkbox"/> First Generation College Students	<input type="checkbox"/> Residents of Disadvantaged Communities (DACs) <input type="checkbox"/> Low-income communities (LICs) <input checked="" type="checkbox"/> Low-income households (LIHs) <input checked="" type="checkbox"/> Dislocated Workers
<b>Total # of individuals to be served:</b>	160

### Participant Outcome Goals

Refer to the "RERP Outcomes" section of the RFA for guidance, examples, and resources.

#### Identify at least one direct, meaningful and assured benefit that your proposed project provides to the target population(s) being targetted.

Select all that apply, but at least one must be selected.

<input checked="" type="checkbox"/> Total # of individuals that will enroll in higher education	152
<input checked="" type="checkbox"/> Total # of individuals that will enter employment	84
<input checked="" type="checkbox"/> Total # of individuals that will attain employment related to training	77
<input checked="" type="checkbox"/> Total # of individuals that will attain credentials or certificates	92
<input checked="" type="checkbox"/> Total # of individuals that will enroll in higher education after attaining credentials or certificates	12

## Regional Equity and Recovery Partnerships

RFA #62330

## Exhibit 4 : Project Site Matrix

<b>Fiscal Agent:</b>	NOVA Workforce Development Board
<b>Regional Planning Unit:</b>	Bay Peninsula
<b>Project Name:</b>	Bay Area Equity Collaborative

**RPUs with more than five Local Boards - if your agency is acting as a sub-regional Fiscal Agent, only include information for your portion of project**

**This form is only required for applications with more than one Community College partnership within the region serving participants under this grant.** If there is more than one project site, complete this form and include details for each project site operating within the region. Site numbers should align with **Form 1, Project Narrative**, and be consistent in all forms.

**For RPUS with more than five Local Boards - If your agency is acting as a Fiscal Agent, include the projects under your portion of project only.**

Note: Number of participants must add up to the same total on **Exhibit 2 Participant Plan**.

Site 1 - Service Delivery	
Areas/Counties Covered Include Local Board and Community College	City and County of San Francisco
Partners Delivering Services	City College of San Francisco & SF Office of Economic and Workforce Development
Participants to be Served	
Individuals Enrolled	40
Individuals Trained	37
Individuals Completing Training	30
Attained Industry Recognized certificate or credential	23
Career Advancement - Promotion in Employment (Incumbent Workers)	

## Regional Equity and Recovery Partnerships

### Exhibit 4 : Project Site Matrix

RFA #62330

Employment (New Employees)	23
Industry/Sector Employment	22
State Approved Apprenticeship	

Site 2 - Service Delivery	
Areas/Counties Covered Include Local Board and Community College	San Mateo County
Partners Delivering Services	College of San Mateo & NOVA
Participants to be Served	
Individuals Enrolled	40
Individuals Trained	37
Individuals Completing Training	30
Attained Industry Recognized certificate or credential	23
Career Advancement - Promotion in Employment (Incumbent Workers)	
Employment (New Employees)	23
Industry/Sector Employment	23
State Approved Apprenticeship	

Site 3 - Service Delivery	
Areas/Counties Covered Include Local Board and Community College	Santa Clara County
Partners Delivering Services	Mission College, NOVA & work2future
Participants to be Served	
Individuals Enrolled	40
Individuals Trained	37

## Regional Equity and Recovery Partnerships

RFA #62330

## Exhibit 4 : Project Site Matrix

Individuals Completing Training	30
Attained Industry Recognized certificate or credential	22
Career Advancement - Promotion in Employment (Incumbent Workers)	
Employment (New Employees)	22
Industry/Sector Employment	22
State Approved Apprenticeship	

**Site 4 - Service Delivery**

Areas/Counties Covered Include Local Board and Community College	Santa Clara County
Partners Delivering Services	Gavilan College & work2future

**Participants to be Served**

Individuals Enrolled	40
Individuals Trained	32
Individuals Completing Training	32
Attained Industry Recognized certificate or credential	24
Career Advancement - Promotion in Employment (Incumbent Workers)	12
Employment (New Employees)	16
Industry/Sector Employment	10
State Approved Apprenticeship	

**Site 5 - Service Delivery**

Areas/Counties Covered Include Local Board and Community College	
Partners Delivering Services	

**Participants to be Served**

Individuals Enrolled	
Individuals Trained	



**Regional Equity and Recovery Partnerships**  
**Exhibit 4 : Project Site Matrix**

Individuals Completing Training	
Attained Industry Recognized certificate or credential	
Career Advancement - Promotion in Employment (Incumbent Workers)	
Employment (New Employees)	
Industry/Sector Employment	
State Approved Apprenticeship	